

ENGAGING FOR CHANGE: CHANGING FOR ENGAGEMENT

15TH ANNUAL

ENGAGEMENT SCHOLARSHIP CONSORTIUM CONFERENCE

HOSTED BY THE UNIVERSITY OF ALBERTA

OCTOBER 7 & 8, 2014

PRE-CONFERENCE: OCTOBER 5 & 6, 2014


Engagement Scholarship
c o n s o r t i u m

INTRODUCTION

WELCOME TO THE 2014 ENGAGEMENT SCHOLARSHIP CONSORTIUM CONFERENCE!

On behalf of the University of Alberta and the American University of Nigeria, partners in the newly formed International Region of the Engagement Scholarship Consortium, welcome to Edmonton and the 15th Annual Engagement Scholarship Conference.

During the year and a half of preparation for this conference we have had the privilege of working with the Program Committee and the Leadership Committee, both comprised of talented and energetic individuals drawn from across the Consortium. We have also relied heavily on the tireless efforts of our Local Planning Committee. Many other individuals from institutions across the various regions of the Consortium made a valuable contribution, as they did the vital work of reviewing the proposals to present at this conference.

From the International Region of the ESC and the University of Alberta we extend a warm welcome, and the wish that you have an enlightening and engaging conference.

Cordially,

LOIS GANDER, QC

ESC 2014 Co-Chair

WALTER ARCHER, PHD

ESC 2014 Co-Chair

ESC CONFERENCE POEM

THE TURNING OF THE WORLD

WITH THANKS TO NELSON MANDELA, LAWRENCE
FERLINGHETTI, PETE SEEGER AND RAFFI

We have seen the images, the flames

We have seen the anger and confusion in the faces
of our friends

But, we are told as well that this is a special time

We sometimes even feel that a turning has begun

But we are unsure of the nature of the turning

And we are unsure of what it means for ourselves

For our families and our communities

And even for our work

And even more we ask how do we make the road together?

What are scholars and civil society leaders and public officials
and funding agencies and artists and students for in this age?

What is the use of our power to read the world?

Do we have the skills to re-name the world?

How do we release the deep new stories of our lives?

How can we become turners of a new world?

If you would be a person for the turning, make your work
capable of answering the challenge of apocalyptic times, even
if this means sounding apocalyptic.

If you would be a turner, write living works. Be a scholar from
outer space, sending articles to the journal of the new world
rising, to great new editor, an Indigenous woman, who cries out
for contributions to this new reality and she does not tolerate
academic bullshit.

If you would be a turner, experiment with all manner of words,
and forms, of representations of the new day dawning, of
theatre and painting, of poetry, erotic broken grammars,
ecstatic religions, heathen outpourings speaking in tongues,
bombastic public speech, automatic scribbles, surrealist
sensings, found sounds, rants and raves—to create your own
limbic, your own *ur* voice.

If you would be a turner, don't just sit there. These are not the
times of sedentary occupations; this is not a 'take your seat'
time in history. Stand up and let them have it.

For everything turn, turn, turn

BUDD L HALL
2014 ESC Poet Laureate

COMMITTEES

ESC 2014

LEADERSHIP

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BURT A. BARGERSTOCK

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University of Alabama

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University of Alabama

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American University of Nigeria

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COMMITTEES

ESC 2014

LOCAL PLANNING

COMMITTEE

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Acting Dean
Faculty of Extension, University of Alberta



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GENERAL INFORMATION

REGISTRATION & CHECK-IN HOURS

Sunday, October 5	Pre-Conference	1:00 PM – 4:00 PM	Lobby at Chateau Lacombe
Monday, October 6	Pre-Conference	7:00 AM – 4:00 PM	Courtyard Marriott
Monday, October 6	Pre-Conference	7:00 AM – 8:00 PM	Chateau Lacombe
Tuesday, October 7 & Wednesday, October 8	Conference	7:00 AM – 4:00 PM	Shaw Conference Centre



GENERAL INFORMATION

MEALS

The ESC Conference will provide breakfast, lunch and coffee for refreshment breaks. All meals will be served outside of Hall C at the Shaw Conference Centre. Coffee will be served in the lobby of the Salon level of the Shaw Conference Centre.

If you mentioned any dietary concerns in your registration, we will have a special meal set aside for you. Please ask the Shaw Conference Centre banquet staff to retrieve your meal for you.

SOCIAL MEDIA

The 2014 ESC Conference will be connecting with you through the ESC official Facebook and Twitter pages. Make sure to use the hashtag #ESC2014yeg in all your social media communication.

Facebook Name: Engagement Scholarship Consortium

Twitter: @EngageSchlrship

LinkedIn Group: Engagement Scholarship Consortium

DETAILED PROGRAM

SUNDAY, OCTOBER 5

1:00 PM - 4:00 PM	Emerging Engagement Scholars Workshop Registration	Lobby at Chateau Lacombe
2:00 PM - 6:00 PM	Emerging Engagement Scholars Workshop	Lacombe Room at Chateau Lacombe
5:00 PM - 8:00 PM	Outreach and Engagement Staff Workshop Newcomers Reception	Thornton Room at Courtyard Marriott
6:00 PM - 8:00 PM	Emerging Engagement Scholars Dinner	La Ronde at Chateau Lacombe
6:30 PM - 9:30 PM	ESC Board of Directors Reception & Dinner	Turner Valley at Westin

MONDAY, OCTOBER 6

7:00 AM - 4:00 PM	Outreach and Engagement Staff Workshop Registration	Lobby at Courtyard Marriott
7:00 AM - 8:00 PM	Registration for Community Service Learning Workshop, Advancing Community-Engaged Scholarship Workshop and for ESC Conference Attendees	Lobby at Chateau Lacombe
8:00 AM - 5:00 PM	Emerging Engagement Scholars Workshop	Lacombe Room at Chateau Lacombe
8:00 AM - 4:30 PM	Outreach and Engagement Staff Workshop	Thornton Room at Courtyard Marriott
8:15 AM - 4:30 PM	Community Service Learning Workshop	Ballroom (Salon A) at Chateau Lacombe
8:30 AM - 4:30 PM	ESC Board of Directors Meeting	Turner Valley at Westin
10:00 AM - 3:30 PM	Building the World We Dream About: The Pedagogical Challenges of Constructive Social Engagement Workshop	CKUA

1:00 PM - 4:00 PM	Advancing Community-Engaged Scholarship Workshop	Salon B, C and River Valley Room at Chateau Lacombe
3:30 PM - 5:00 PM	Interactive Discussion Regarding Elements of Maintaining Connection with One's Field/Discipline: Lessons from Adult Education (part of the Emerging Engagement Scholars Workshop)	Lacombe Room at Chateau Lacombe
5:00 PM - 7:00 PM	Outreach and Engagement Staff Workshop Reception	The Hat Resto Pub
6:00 PM - 8:30 PM	Research Showcase & Welcome Reception	Ballroom (Salon A) at Chateau Lacombe

TUESDAY, OCTOBER 7

7:00 AM - 4:00 PM	Registration	Lobby at Shaw Conference Centre
7:00 AM - 9:00 AM	Breakfast	Outside Hall C at Shaw Conference Centre
7:00 AM - 8:45 AM	ESC Poster Setup	Hall C at Shaw Conference Centre
7:00 AM - 8:45 AM	ESC Exhibitor Setup	Lobby at Shaw Conference Centre
8:00 AM - 8:45 AM	Birds of a Feather	Hall C at Shaw Conference Centre
9:00 AM - 5:00 PM	ESC Exhibitors	Lobby at Shaw Conference Centre
9:00 AM - 7:00 PM	Poster Showcase	Hall C at Shaw Conference Centre
9:00 AM - 9:15 AM	Conference Welcome & Keynote Introduction	Hall C at Shaw Conference Centre
9:15 AM - 10:00 AM	Keynote Presentation - Dr. Rajesh Tandon	Hall C at Shaw Conference Centre

Increased community-university engagement will require significant changes from the status quo. The required changes are set within a global context of both progress and challenges that sees humanity at a crossroads. One example of a development that is both a symbol of progress and a significant challenge is that the dynamics of community are shifting from a mainly local context to a largely global context. This creates new expectations of higher education institutions (HEIs), expectations coming from an expanding and more diverse set of stakeholders. One such expectation is that HEIs will produce knowledge that will drive social transformation. Another is that HEIs will teach students to become ethical global citizens.

HEIs can meet this expanded set of expectations by incorporating community engagement into their core missions. It must figure in their policies, structures and capacities. HEIs must overcome the divide between their structures and the structures and capacities of the communities they engage with. They must take advantage of knowledge gained through the scholarship of engagement to build partnerships of mutuality and trust. By deepening and strengthening engaged scholarship they will be creating and practicing knowledge democracy.

10:00 AM - 10:15 AM	Refreshment Break	Outside Hall C at Shaw Conference Centre
10:15 AM - 11:45 AM	<p>Plenary Panel - Engaging for Change: International Perspectives</p> <p>Moderator: Dr. Debra Pozega Osburn, Vice President (University Relations), University of Alberta</p> <p>Panelists: Dr. Carl Amrhein, Provost and Vice President (Academic), University of Alberta; Dr. Craig Weidemann, Vice President (Outreach) and Vice Provost (Online Education), Penn State University; Dr. Charles Reith, Vice President, Academic Affairs, American University of Nigeria; and Dr. Martin Garber-Conrad, Executive Director, Edmonton Community Foundation</p> <p>Increasingly universities are making commitments that transform their relationships with the communities they serve. Why? What are they hoping to achieve? And how are their efforts being received by communities? This panel will explore these and other questions that underlie the critical work of engagement scholarship.</p>	Hall C at Shaw Conference Centre
11:45 AM - 12:00 PM	Boxed Lunch	Outside Hall C at Shaw Conference Centre
12:00 PM - 12:45 PM	<p>Lunch Meetings: Newcomer Orientation (First-Time Attendees)</p> <p>Do we need a Canadian Engagement Framework?</p>	<p>Salon 9 at Shaw Conference Centre</p> <p>Salon 10 at Shaw Conference Centre</p>
12:45 PM - 1:00 PM	Refreshment Break	Lobby at Shaw Conference Centre
1:00 PM - 4:30 PM	Film Festival	Hall C at Shaw Conference Centre
1:00 PM - 1:50 PM	Concurrent Sessions A (see page 17)	Salon 2-20 at Shaw Conference Centre
1:50 PM - 2:00 PM	Refreshment Break	Lobby at Shaw Conference Centre
2:00 PM - 2:50 PM	Concurrent Sessions B (see page 22)	Salon 2-20 at Shaw Conference Centre
2:50 PM - 3:00 PM	Refreshment Break	Lobby at Shaw Conference Centre
3:00 PM - 3:50 PM	Concurrent Sessions C (see page 26)	Salon 2-20 at Shaw Conference Centre
3:30 PM - 4:15 PM	Academy of Community Engagement Scholarship Orientation	Fraser Room at Courtyard Marriott
3:50 PM - 4:00 PM	Refreshment Break	Lobby at Shaw Conference Centre
4:00 PM - 4:50 PM	Concurrent Sessions D (see page 31)	Salon 2-20 at Shaw Conference Centre
4:50 PM - 5:00 PM	Refreshment Break	Various Spots at Shaw Conference Centre
5:00 PM - 7:00 PM	Poster Reception/Academy of Community Engagement Scholarship Induction (see page 52)	Hall C at Shaw Conference Centre

WEDNESDAY, OCTOBER 8

7:00 AM - 4:00 PM	Registration	Lobby at Shaw Conference Centre
7:00 AM - 8:00 AM	Emerging Engagement Scholars and International Adult and Continuing Education Hall of Fame Breakfast	Salon 2 at Shaw Conference Centre
7:00 AM - 8:30 AM	The Journal of Higher Education Outreach and Engagement Editorial Board Meeting Breakfast	Jasper Room at Courtyard Marriott
8:00 AM - 8:30 AM	Birds of a Feather	Hall C at Shaw Conference Centre
8:00 AM - 5:00 PM	ESC Exhibitors	Lobby at Shaw Conference Centre
8:00 AM - 5:00 PM	Poster Showcase	Hall C at Shaw Conference Centre
8:45 AM - 9:35 AM	Concurrent Sessions E (see page 36)	Salon 2-20 at Shaw Conference Centre
9:35 AM - 9:45 AM	Refreshment Break	Lobby at Shaw Conference Centre
9:45 AM - 10:35 AM	Concurrent Sessions F (see page 40)	Salon 2-20 at Shaw Conference Centre
10:35 AM - 11:00 PM	Coffee and Refreshment Break	Lobby at Shaw Conference Centre
11:00 AM - 12:00 PM	Engagement Scholarship/ W.K. Kellogg Foundation Engagement Awards Presentation	Hall C at Shaw Conference Centre
12:00 PM - 12:30 PM	Boxed Lunch	Outside Hall C at Shaw Conference Centre
12:00 PM - 1:30 PM	Academy of Community Engagement Scholarship Board Meeting	Salon 2 at Shaw Conference Centre
12:30 PM - 1:15 PM	Lunch Meetings: Bridging the Community Engagement/ Technology Transfer Divide	Salon 7 at Shaw Conference Centre
12:30 PM - 3:00 PM	C. Peter Magrath University/ Community Engagement Award Finalists Presentation to Judges	Salon 8 at Shaw Conference Centre
1:15 PM - 1:30 PM	Refreshment Break	Lobby at Shaw Conference Centre

1:30 PM - 2:20 PM	<p>Plenary Panel - Taking Impact Seriously</p> <p>Moderator: Dr. Maria Mayan, Faculty of Extension, University of Alberta</p> <p>Presenter: Dr. Sherril Gelmon, Chair of Public Administration Division and Professor of Public Health, Mark O. Hatfield School of Government at Portland State</p> <p>Interrogators: Dr. Heather McRae, Dean, School of Continuing Education, MacEwan University; Dr. Christopher Smith, Assistant Executive Director, The Muttart Foundation</p> <p>Universities are increasingly being asked to demonstrate evidence of the value and success of their engagement activities. What impacts are they having? How do they know? Dr. Sherril Gelmon will discuss the kinds of indicators that universities around the world are using. Panelists will help to explore the implications of Gelmon's work both for institutions and for various sectors of the community.</p>	Hall C at Shaw Conference Centre
2:20 PM - 2:30 PM	Refreshment Break	Lobby at Shaw Conference Centre
2:30 PM - 3:20 PM	Concurrent Sessions G (see page 45)	Salon 2, 3, 5-20 at Shaw Conference Centre
3:00 PM - 5:00 PM	C. Peter Magrath University/ Community Engagement Award Judges Meeting	Fraser Room at Courtyard Marriott
3:20 PM - 3:30 PM	Refreshment Break	Various Spots at Shaw Conference Centre
3:30 PM - 4:20 PM	Concurrent Sessions H (see page 49)	Salon 3-20 at Shaw Conference Centre
3:30 PM - 4:20 PM	Poster Take-down	Hall C at Shaw Conference Centre
3:30 PM - 4:20 PM	ESC Exhibitor Take-down	Lobby at Shaw Conference Centre
4:20 PM - 4:30 PM	Refreshment Break	Lobby at Shaw Conference Centre
4:30 PM - 5:00 PM	Closing Remarks	Hall C at Shaw Conference Centre
6:00 PM - 9:00 PM	Farewell Reception	Art Gallery of Alberta

THURSDAY, OCTOBER 9

9:30 AM - 10:30 AM	ESC 2014 Leadership Committee Debrief	Room 2-957 at Enterprise Square
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SCHEDULE TRACK LEGEND

To follow a specific Schedule Track, look for the coloured tabs next to each Concurrent Session.

Changing for Engagement	Networks and Partnerships
Critical Reflections	Plenary
How we Engage	Reasons for Engaging
Impacts of Engagement	Theory/Practice Dynamic

CONCURRENT SESSIONS TUESDAY, OCTOBER 7

1:00 PM - 1:50 PM	Concurrent Sessions A	Salon 2-20 at Shaw Conference Centre
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A1	<p>Impacts and Outcomes of Service and Engagement at Indiana State University</p> <p>Catherine Stemmans Paterson, <i>Indiana State University</i> Nancy Brattain Rogers, <i>Indiana State University</i> Steven A. Stofferahn, <i>Indiana State University</i> Heather Dalton Miklozek, <i>Indiana State University</i></p> <p>The presentation will focus on strategies, benchmarks and evaluation outcomes related to the goals of advancing experiential learning and enhancing community engagement. Specific topics will include student participation in high impact community engagement activities, grant procurement, overall campus participation and outreach to community partners.</p>	Salon 2
A2	<p>Integrating Teaching with Community Engagement: A Case for Curricular Changes</p> <p>Usha Menon, <i>College of Nursing, The Ohio State University</i> Laura Szalacha, <i>College of Nursing, The Ohio State University</i> Jennifer Kue, <i>College of Nursing, The Ohio State University</i></p> <p>The participatory, community-centered Making A Difference Program, gives health science students experiential learning opportunities, allowing them real-life experiences in community settings where their clients reside. Understanding the environment in which people live and work is an important factor in providing healthcare and improving and ultimately eliminating disparate health outcomes.</p>	Salon 3
A2	<p>Research and Community Engagement: A Case for Rigorous Evaluation</p> <p>Laura Szalacha, <i>College of Nursing, The Ohio State University</i> Jennifer Kue, <i>College of Nursing, The Ohio State University</i> Usha Menon, <i>College of Nursing, The Ohio State University</i></p> <p>The participatory, community-centered Making A Difference Program will advance research and scholarship around community-academic partnerships through a rigorous ecological evaluation model, assessing Reach, Effectiveness, Adoption, Implementation, and Maintenance (REAIM).</p>	Salon 3

A2	Capacity Building with Community Engagement: A Case for Bidirectional Capital	Salon 3
<p><i>Jennifer Kue, College of Nursing, The Ohio State University</i> <i>Laura Szalacha, College of Nursing, The Ohio State University</i> <i>Usha Menon, College of Nursing, The Ohio State University</i></p> <p>We will describe how our team is uniquely positioned to implement the participatory, community-centered Making A Difference Program, successfully, given: university support; the substantive expertise of the team; our rigorous evaluation plan; and importantly, our participatory model that clearly engages the community and integrates sustainability for capacity-building.</p>		
A3	Lessons from the EESW: Turning Community Engagement into Faculty Scholarship	Salon 4
<p><i>Lisa Borrero, Indiana State University</i> <i>Tina M. Kruger, Indiana State University</i> <i>Jennifer W. Purcell, Kennesaw State University</i> <i>Susan B. Harden, UNC Charlotte</i></p> <p>Here we explore ways faculty can leverage resources and professional development opportunities, such as the Emerging Engagement Scholars Workshop, to expand institutional commitment to engagement scholarship and advance the scholarship of engagement. Through multidisciplinary collaborations, networking, and professional mentorship, faculty enhance their research agendas while encouraging a culture of engagement.</p>		
A4	Working in partnership to engage immigrant and refugee families in research: Strategies and lessons learned	Salon 5
<p><i>Rebecca Georgis, Community-University Partnership, University of Alberta</i> <i>Rebecca Gokiert, Community-University Partnership, University of Alberta</i> <i>Donna Mae Ford, Multicultural Health Brokers Co-operative</i> <i>Yvonne Chiu, Multicultural Health Brokers Co-operative</i></p> <p>This workshop will highlight our process of working in partnership with an immigrant-serving agency to address some of the linguistic, cultural, and socioeconomic barriers immigrant and refugee families face that can prevent them from engaging in research and evaluation.</p>		
A4	The Importance of Commitment and Trust Networks in Research with Marginalized Adults	Salon 5
<p><i>Donna Chovanec, The Learning Centre Literacy Association</i> <i>Tania Kajner, University of Alberta</i></p> <p>In this presentation, we analyze a community engagement model developed from research exploring educational needs of marginalized adults. We suggest that researchers' demonstrable commitment to issues facing marginalized adults enabled the development of trust networks that were essential to mobilizing established relationships in support of new research with marginalized communities.</p>		
A4	The Impact of Community-Based Participatory Research on Qualitative Inquiry Outcomes	Salon 5
<p><i>Stephanie Kowal, School of Public Health, University of Alberta</i> <i>Cindy Jardine, School of Public Health, University of Alberta</i> <i>Tania Bubela, School of Public Health, University of Alberta</i> <i>Multicultural Health Brokers Co-operative</i></p> <p>This presentation will offer insight from empirical evidence into how community-based participatory approaches impact qualitative inquiry. We will focus on how to design and implement interview methods tailored to the goals of the research in ways that optimize meaningful knowledge co-creation and informed consent processes.</p>		
A5	Immersive learning! Cross-disciplinary collaborations to enhance STEM and media engagement	Salon 6
<p><i>Adam J. Kuban, Ball State University</i> <i>Lee J. Florea, Ball State University</i> <i>Kelli J. Huth, Ball State University</i></p> <p>This workshop focuses upon a current research and teaching agenda at Ball State University combining natural sciences and multimedia production to address the public understanding of science. This trans-disciplinary, immersive-learning endeavor comprises a nexus of students from a range of backgrounds and interests and engages these students with community partners.</p>		

A5	The Heart of Collaboration: Engineering Students and Latinas Manufacturing Sopes	Salon 6
<p>Chinweike Eseonu, <i>Oregon State University</i> Loren Chavarria, <i>Oregon State University</i> Monica Ramos, <i>Co-Owner, Corazón jalisciense</i> Ronald Mize, <i>Oregon State University</i> Jacob Hamar, <i>Oregon State University</i></p>		
<p>OSU Mechanical, Industrial and Manufacturing Engineering (MIME) students are partnering with the Latina community in rural Monroe, Oregon to manufacture sopes. The partnership has resulted in the "Corazón jalisciense" (Heart of Jalisco) sope project as a case study in university collaboration, engaged teaching, and minority-owned microenterprise development.</p>		
A5	Innovation+Green Manufacturing: Working with Students Creating Economic Growth	Salon 6
<p>Kristin Maki, <i>The University of Alabama</i></p>		
<p>The Alabama Entrepreneurial Internships Program equips student interns with the skills necessary to start a business. Throughout the program, the interns develop a complete business plan, attend mentoring sessions, and develop a product or process tied to state economic growth.</p>		
A6	Exploring Mutual Benefit and Reciprocity: A Case Study of a Community-University Partnership	Salon 7
<p>Beth Velde, <i>East Carolina University</i> Dennis McCunney, <i>East Carolina University</i></p>		
<p>Community-university partnerships that truly engage an institution with a community are rare. Come explore types of co-located partnerships, roles of partners in co-located partnerships, and consider the issues related to "closeness versus distance" of key university partners. Identify unique challenges around mutual benefits and reciprocity when universities partner with communities.</p>		
A7	Learning, Service, Community, and Change: Challenging the Conventions of University-Community Engagement	Salon 8
<p>Randy Stoecker, <i>University of Wisconsin-Madison</i></p>		
<p>The core concepts of higher education community engagement (and especially service learning) are "learning," "service," "community," and "change." But these are actually highly problematic ideas. This session will unpack their current meanings, show how those meanings confuse and limit our work, and explore new meanings to guide our practice.</p>		
A8	Steps to Incorporating Basic Researchers in Community Engagement Efforts	Salon 9
<p>Ronald Cox Jr., <i>Oklahoma State University</i> Jorge H. Atilas, <i>Oklahoma State University</i> Joseph G. Grzywacz, <i>Oklahoma State University</i></p>		
<p>This workshop outlines proven steps that create university-community collaborations for basic and translational research. This interactive presentation uses examples from our current work as a template for developing collaborations that create and disseminate scientific knowledge that builds to programmatic and policy strategies for promoting individual and family wellbeing.</p>		
A9	Training Culturally Sensitive Students for Community-Based Research with Vulnerable Populations	Salon 10
<p>Colleen Spees, <i>The Ohio State University</i> Kay Wolf, <i>The Ohio State University</i> Crystal Dunlevy, <i>The Ohio State University</i></p>		
<p>Conducting successful community-based research engages community stakeholders and academic researchers in symbiotic partnerships. A critical component of this process involves adequately preparing students to be empathetic and culturally-sensitive partners while working with vulnerable populations. This workshop will guide participants through step-by-step best practices to improve community-based research and engagement.</p>		

Changing for Engagement	How we Engage	Networks and Partnerships	Reasons for Engaging
Critical Reflections	Impacts of Engagement	Plenary	Theory/Practice Dynamic

A10	Improving College Access and Youth Leadership Development: A UGA Public Service Team Approach	Salon 11
<p>David Meyers, <i>JW Fanning Institute for Leadership Development, University of Georgia</i> Carolina H. Darbisi, <i>JW Fanning Institute for Leadership Development, University of Georgia</i></p>		
<p>Fanning's Youth Leadership Development Programs are the demonstration of the engagement scholarship praxis. Involving diverse youth (low- income, foster care & homeless, migrant, Latino, African-American), Fanning and community partners collaborate to develop and apply knowledge to address societal needs in Georgia, in particular those affecting college access and career readiness.</p>		
A11	Neighborhood Art Hives: Engaging Communities in Teaching and Learning	Salon 12
<p>Janis Timm-Bottos, <i>La Ruche d'Art, Concordia University, Montreal</i> Mary Norton, <i>Windsound Learning Society, Edmonton</i> Jean Tait, <i>art can heal, Edmonton</i> Theresa Zip, <i>The Big Picture Art Studio, Edmonton</i> Stephanie Gruss, <i>Balancing Spaces Inc., Edmonton</i></p>		
<p>This presentation will illustrate how a community art studio functions: as a storefront classroom for university students (fostering engagement through service learning); as a stimulus for citizen inquiry (how it gathers, reflects, and disseminates community input through arts-based methods); and as a free and welcoming public homeplace and collective garden.</p>		
A12	Fostering Effective Alliances for Bio-Regional Food Systems Planning	Salon 13 & 14
<p>Kent Mullinix, <i>Institute for Sustainable Food Systems</i> Dawn Morrison, <i>Institute for Sustainable Food Systems</i></p>		
<p>The Institute for Sustainable Food Systems is undertaking a three year project to bring together stakeholders from 29 municipalities to design and plan a bio-regional food system. Lessons learned from the last 2 years include: how to seek funding relationships from municipalities, facilitating a systems thinking approach, and much more.</p>		
A12	Engaging for Sustainable Food System Development	Salon 13 & 14
<p>Mary Beckie, <i>University of Alberta</i> Ellen Goddard, <i>Faculty of Agriculture, Life and Environmental Sciences, University of Alberta</i> Debra Davidson, <i>Faculty of Agriculture, Life and Environmental Sciences, University of Alberta</i> Kent Mullinix, <i>Institute for Sustainable Food Systems, Kwantlen Polytechnic University</i></p>		
<p>This workshop explores ways in which universities and communities collaborate on research and learning for sustainable food system development. A brief overview of projects in Edmonton, British Columbia, India and Cuba will be presented followed by general discussion of what makes effective engagement for sustainable and just food systems.</p>		
A13	Using Civil War Music to Improve Student Engagement In American History	Salon 15 & 16
<p>Use American Civil War era music as original source documents to make history come alive for students of all ages. Active, project-based, participation is inherently more interesting than reading a text book. Teaching local history is helping students learn what their great great grandmothers and fathers thought, felt, and sang.</p>		
A13	A Community Based After-School Program From Inception to Implementation	Salon 15 & 16
<p>Angiline Powell, <i>University of Memphis</i> Beverly Ray, <i>Idaho State University</i></p>		
<p>This presentation follows the development of a neighborhood after school program from its inception to implementation. The program developed because of collaborations among residents, including youth, a neighborhood association, and two institutes of higher learning. The session will focus on people and the urban context.</p>		

Changing for Engagement	How we Engage	Networks and Partnerships	Reasons for Engaging
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A13	Grounding Engagement on Students' Voices: An Exploratory Research Project	Salon 15 & 16
	<p>Vittorio Marone, <i>University of Texas at San Antonio</i> Kelli Bippert, <i>University of Texas at San Antonio</i> Anthony Neely, <i>University of Texas at San Antonio</i> Tanisha Yi, <i>University of Texas at San Antonio</i></p>	
	<p>The presentation focuses on an exploratory study that involved researchers from the University of Texas at San Antonio and a class of high school students in the San Antonio area. In this class, students created and presented multimodal projects to illustrate their interests and passions to their classmates and teacher.</p>	
A14	Two Effective Models to Support Engagement – the Institutional Partnership model	Salon 17 & 18
	<p>Ola Ahlqvist, <i>The Ohio State University</i> Stephen Myers, <i>The Ohio State University</i></p>	
	<p>Engagement is different at every university. Some universities manage a network of institutional partnerships to promote a university-wide agenda. Other universities house a center that serves as a hub for engagement activities. In this session, we will juxtapose two large universities that pursue a similar engagement agenda through different models.</p>	
A14	Two Effective Models to Support Engagement – the University Center model	Salon 17 & 18
	<p>Laurie Van Egeren, <i>Michigan State University</i> Diane M. Doberneck, <i>Michigan State University</i> Burton A. Bargerstock, <i>Michigan State University</i> Miles McNall, <i>Michigan State University</i></p>	
	<p>Engagement is different at every university. Some universities manage a network of institutional partnerships to promote a university-wide agenda. Other universities house a center that serves as a hub for engagement activities. In this session, we will juxtapose two large universities that pursue a similar engagement agenda through different models.</p>	
A15	SAMY - Science Animals Medicine and You (Thinking Like Scientists) options to connect to the community	Salon 19 & 20
	<p>Kari Storm, <i>Michigan State University</i></p>	
	<p>Are you stuck trying to find ways to complete your departments goals and mission in the "Outreach and Community Education" section. Come find out how Michigan State College of Veterinary Medicine connects across campus, state and local communities with after school programs, and other initiatives. (After School Science Clubs, traveling veterinary exhibits, workshops and our "A Bug's Life Unit").</p>	
A15	WARNING!! This is not your typical session. This session will explore YOUR programs methods for measuring quantitative and qualitative data gathered from assessments and evaluations. Come prepared to share your strategies and learn from others	Salon 19 & 20
	<p>Kari Storm, <i>Michigan State University</i></p>	
	<p>Now that I have your attention I want to encourage you to attend this workshop on assessment and evaluations. As a coordinator of a program funded majorly by grants the importance of accurate and thorough assessments and evaluations is crucial in demonstrating that program objectives are being met. The importance of providing clear and detailed results is important when funding might be on the line. This session will explore current methods being used by programs in the Office of Diversity and Vetward Bound Programs at Michigan State College of Veterinary Medicine as well as discussions about best practices used in YOUR programs. Please come and be prepared to be apart of the conversation.</p>	
A15	Pathways to Institutionalization of Science-Oriented Campus/Community Engagement	Salon 19 & 20
	<p>Paul Matthews, <i>University of Georgia Office of Service-Learning</i> Drew Pearl, <i>University of Georgia Office of Service-Learning</i></p>	
	<p>This session illustrates how community engagement in the sciences can develop through initiatives supporting campus institutionalization with faculty, students, and community. It highlights and contextualizes three initiatives at one large, public, land-grant institution: curriculum-based K-12 field trips, science cafes, and programs and coursework for graduate students in STEM disciplines.</p>	

A16	YES Nigeria - A Dynamic Social Development Enterprise	Poster Room Hall C
<p>Charles Reith, <i>American University of Nigeria</i> Jennifer Che, <i>American University of Nigeria</i> Raymond Obindu, <i>American University of Nigeria</i> Jelena Zivkovic, <i>American University of Nigeria</i></p> <p>Yola Eco-Sentials (YES) - a university community enterprise that best models environmental and social stewardship. This presentation tributes the 100% waste management diversion initiative to the university-community of the American University of Nigeria. Used plastic bags are re-engineered into beautiful handmade plarn products that are empowering students and women.</p>		
A17	Reading Spaces: A Spatial-Political Awareness	Walk-about Meeting in Hall C Plenary Space
<p>Celeste Lee, <i>University of Alberta</i> Jason Taylor, <i>University of Alberta</i> Lindsey Oak, <i>University of Alberta</i></p> <p>This workshop explores the space of downtown Edmonton in an activity designed to facilitate readings of social and political inferences into immediate physical surroundings. We will be using our surroundings to springboard discussion about barriers constructed within the community itself, as well as where awareness may lead to.</p>		
<p>2:00 PM - 2:50 PM Concurrent Sessions B Salon 2-20 at Shaw Conference Centre</p>		
B1	Communicating Higher Education Metrics and Messages of Community Engagement	Salon 2
<p>Valerie Paton, <i>Texas Tech University</i> Melody Paton Borchardt, <i>KSNV (NBC Affiliate) and University of Nevada Las Vegas</i></p> <p>Different audiences and partners have varied interests depending on their points-of-view and values. This workshop will address the metrics that higher education uses to communicate its impacts, outcomes and outputs, as well as considering the perspectives of community partners when determining what and how to communicate.</p>		
B2	Action Points & Tension Points: The Process and Findings of Community Engaged Sexual Assault/ Domestic Violence Protocol Evaluation Research	Salon 3
<p>Mavis Morton, <i>University of Guelph</i> Sara Crann, <i>University of Guelph</i> Linzy Bonham, <i>Guelph Wellington Action Committee on Sexual Assault and Domestic Violence</i> Melissa Horan, <i>Wellington-Dufferin-Guelph Public Health</i> Anne Bergen, <i>Institute for Community Engaged Scholarship, University of Guelph</i> Danielle Bader, <i>University of Guelph</i></p> <p>This video reports on our complex community-university partnership (i.e. practice-researchers, service providers, service users, staff, graduate students, and faculty), which began with a community-driven research agenda to evaluate one Ontario community's sexual assault and domestic violence (SADV) protocol. The video represents our partnership's interest in providing an accessible and interesting way to communicate the evaluation research design, the findings, and what our new partnership learned in our attempt to practice principles of community engaged scholarship.</p>		
B3	Innovations in peer review: Expanding the boundaries for community engaged scholarship	Salon 4
<p>Sherril Gelmon, <i>Portland State University</i> Linda Hawkins, <i>University of Guelph</i> Catherine Jordan, <i>University of Minnesota</i> Sarena D. Seifer, <i>Community-Campus Partnerships for Health</i></p> <p>Peer review is critical for the scholarly enterprise, yet engaged scholars often find the process cumbersome and unaccommodating of community based endeavors. Reconsidering definitions, practices and participants in peer review will greatly enhance the impact of engaged scholarship. Mechanisms to expand peer review will be explored and discussed.</p>		

B4	Fostering or Forcing: Implementing Service Learning in Preservice Teacher Education	Salon 5
	<i>Nicole Thompson, University of Memphis</i>	
	<p>Do no harm—a goal of teacher educators —was questioned when teacher candidates engaged in their first service learning project. Candidates designed materials for homeless families to know their community and resources better. Reflections revealed that fostering and forcing service learning were necessary to promote candidates’ understanding of this population.</p>	
B4	Productive Curricula: Utilizing an interdisciplinary healthcare course to serve newcomers to Canada	Salon 5
	<i>Emeka Nzekwu, Faculty of Medicine & Dentistry, University of Alberta</i> <i>Rabia Bana, Faculty of Medicine & Dentistry, University of Alberta</i> <i>Dominic Allain, Faculty of Medicine & Dentistry, University of Alberta</i>	
	<p>Through the implementation of “productive curricula” the immigrant and refugee health stream of INTD 410 healthcare course has simultaneously introduced students to this topic whilst providing the community with sustainable evidence based micro-research projects with the intent of establishing community projects run by students and championed by the community.</p>	
B5	Engaging Students Through Service-Learning: Perspectives from a Presidential Award Winning Program	Salon 6
	<i>Richard Kido, Chaminade University of Honolulu</i> <i>Aaron Williamson, Chaminade University of Honolulu</i> <i>Margaret Friedman, Chaminade University of Honolulu</i> <i>Candice Sakuda, Chaminade University of Honolulu</i> <i>Wayne Tanna, Chaminade University of Honolulu</i>	
	<p>Service-Learning has been shown to be an effective pedagogical method of engaging students while providing assistance to community-based organizations. In this interactive workshop, faculty and administrators from Chaminade University of Honolulu’s Presidential-Award winning Community Service Program will share elements of its successful Service-Learning Program.</p>	
B6	Aren’t Long-Term Relationships about Trust?: Transitioning to Holistic Engagements	Salon 7
	<i>Kevin Valadares, University of Southern Indiana</i> <i>Elissa Bakke, University of Southern Indiana</i> <i>Rhonda Zuber, Southwestern Indiana Regional Council on Aging & More</i> <i>Katie Ehlman, University of Southern Indiana</i>	
	<p>After years of dating, a deeper relationship between the Southwestern Indiana Regional Council on Aging (community partner) and the University of Southern Indiana (academic institution) developed. This workshop will summarize the holistic model of engagement which is the essence of the relationship between the two organizations.</p>	
B6	Lessons Learned from a Faculty Fellow Position in Community Engagement	Salon 7
	<i>Lindsey Smith, College of Arts and Sciences, Oklahoma State University</i>	
	<p>This presentation reports on achievements and challenges identified after a year of service in a new Faculty Fellow for Community Engagement position in the College of Arts and Sciences at Oklahoma State University. The discussion will address engagement and RPT, Carnegie reporting, faculty engagement incentives, and institutional culture.</p>	
B6	Addressing Personal Challenges in Engaged Scholarship by Creating and Supporting Strong Teams	Salon 7
	<i>Jessica Barnes-Najor, Michigan State University</i> <i>Robert Brown, Michigan State University</i> <i>Mavany Verdugo, Ricon Band of Luiseno Indians</i>	
	<p>This workshop includes a discussion of five key aspects of team functioning: Partnership Dynamics, Critical Values for Team Members, Characteristics of Effective Teams, Adapting Communication Styles in Partnerships, and Steps for Building Trust. Presenters will facilitate dialogue among attendees regarding their experiences with creating and maintaining strong engaged scholarship teams.</p>	

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B7	What Counts, What Matters and for Whom? Reconsidering Community-University Engagement	Salon 8
<p>Shauna Butterwick, <i>University of British Columbia</i> Hartej Gill, <i>University of British Columbia</i> Vanessa Andreotti, <i>University of British Columbia</i> Mali Bain, <i>University of British Columbia</i> Kari Grain, <i>University of British Columbia, Department of Educational Studies</i></p> <p>In this symposium, we explore the overarching questions of “what counts, what matters and to whom?” Shifting away from a charity and colonial model towards a social justice, anti-colonial and anti-racist approach to community-university engagement practices involves critical examination of dispositions, settler identity/relations, and a reconceptualization of academic scholarship.</p>		
B8	Collective Impact: A Campus’ Journey to Reframe the Engagement Culture	Salon 9
<p>Deborah Romero, <i>University of Northern Colorado</i> Annie Epperson, <i>University of Northern Colorado</i> Elizabeth “Liz” Gilbert, <i>University of Northern Colorado</i></p> <p>Faculty and administrators examine our institutional journey to bolster existing efforts and infuse engagement as a method into teaching, scholarly and creative activity. Recognizing the collective impact, we engaged in a yearlong, critical dialogue encompassing our origins, structured processes, campus-wide commitment and leadership that all shape our engagement identities today.</p>		
B9	Using the Art of Motivation to Create Healthier Campus Communities	Salon 10
<p>Catriona Remocker, <i>Centre for Addictions Research of BC</i> Sarah Joosse, <i>Canadian Mental Health Association - BC Division</i></p> <p>“Art of Motivation” is a collaborative approach to engage stakeholders, facilitate knowledge exchange and build capacity for change. Learn principles from an example where the approach was applied within a provincial community of practice to shift culture on campuses to promote mental health, reduce risky substance use and strengthen connections.</p>		
B10	Institutionalizing engaged scholarship: three years into Penn State’s journey	Salon 11
<p>Careen Yarnal, <i>Penn State University</i> Janet Conner, <i>Penn State University</i> Barry Bram, <i>Penn State University</i> Angela Linse, <i>Penn State University</i></p> <p>Penn State’s goal of enabling an engaged scholarship experience for every undergraduate student by 2020 has provided an unparalleled opportunity to reimagine engagement. Participants will learn about and discuss leveraging talents and resources across units; capitalizing on centralized/decentralized administration, and scaling up efficiently and effectively, yet with passion and purpose.</p>		
B11	Service Learning in Nigeria: Capacity Building, Sustainability, and Women’s Empowerment	Salon 12
<p>Jennifer Che, <i>American University of Nigeria</i> Hannah Mugambi, <i>American University of Nigeria</i> Karon Harden, <i>American University of Nigeria</i> Alvin Lim, <i>American University of Nigeria</i> Raymond Obindu, <i>American University of Nigeria</i> Jelena Zivkovic, <i>American University of Nigeria</i> Olurotimi James Ogundijo, <i>American University of Nigeria</i></p> <p>In this workshop, faculty and practitioners from the American University of Nigeria (AUN) will showcase service learning initiatives involving capacity building (IT skills and literacy), environmental sustainability, social entrepreneurship, and women’s empowerment. The impact of these programs will be discussed, and lessons for future projects will be shared.</p>		

B12	Working as Allies: Community University Partnership to Prevent Sexual Violence	Salon 13 & 14
	<i>Christine Mhina, Sexual Assault Centre o Edmonton (SACE)</i> <i>Patricia Rempel, University of Alberta</i> <i>Florence Glanfield, University of Alberta</i>	
	<p>Sexual violence is a complex escalating social problem. The families and communities mostly affected by sexual violence have largely been left out of discussion on prevention strategies. Quick fixes can never stop sexual violence. This presentation will focus on utilizing community-university research partnership as a strategy to prevent sexual violence.</p>	
B13	Great Promise Partnership: Community Collaborations for College and Career Readiness	Salon 15 & 16
	<i>Laurie Murrah-Hanson, University of Georgia/Georgia 4-H</i> <i>Jeff Buckley, University of Georgia/Georgia 4-H</i>	
	<p>Designed to increase high school graduation rates in Georgia, Great Promise Partnership strives to prepare students for college and career. Collaborating with public and private partners, programs reach a diverse youth population who learn valuable leadership skills through weekend conferences, service projects, bi-weekly educational meetings and employment with community partners.</p>	
B13	Summer Collegiate Experience for University Preparation among High School Students	Salon 15 & 16
	<i>Jose Nanez, Arizona State University</i> <i>Frank Gracia, Arizona State University</i>	
	<p>For decades, university graduation rates have remained low, particularly among students from minority and lower SES backgrounds. Time to graduation has also increased. Some contributing factors are discussed. A mentoring model for increasing recruitment, demystifying the university-going process, and increasing academic acculturation and success among high school students is presented.</p>	
B14	Community engaged medical education and scholarship	Salon 17 & 18
	<i>Jill Konkin, Division of Community Engagement, Faculty of Medicine & Dentistry, University of Alberta</i> <i>Louanne Keenan, Division of Community Engagement, Faculty of Medicine & Dentistry, University of Alberta</i> <i>Fred Janke, Division of Community Engagement, Faculty of Medicine & Dentistry, University of Alberta</i>	
	<p>The Division of Community Engagement of the Faculty of Medicine & Dentistry was established to increase its social accountability through building community partnerships and capacity in support of health equity, social justice and social accountability in the educational, service and research programs.</p>	
B15	Teaching Precalculus Mathematics at a Large University: Current Challenges, Approaches, and Best Practices	Salon 19 & 20
	<i>Pavel Sikorskii, Department of Mathematics, Michigan State University</i>	
	<p>The current challenges in mathematical education include increased time to degree, increased number of offerings of lower level mathematics courses, engaging students, students struggling with prerequisite materials, budget constraints, STEM recruitment and retention (in particular, increasing the number of students from underrepresented groups in STEM). We will discuss some approaches currently implemented at MSU as well as evidence-based best practices.</p>	
B15	Encouraging young women in STEM using a hands-on summer camp	Salon 19 & 20
	<i>Emily Henry, Oregon State University</i>	
	<p>Tech Trek is a science, technology, engineering, and math (STEM) camp for 8th grade girls designed to strengthen the girls' self-efficacy through fun, hands-on STEM activities. Girls interact closely with their peers who share a passion about STEM, in addition to women STEM professionals, building positive and lasting relationships.</p>	

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B15	Rockets and Racecars	Salon 19 & 20
<p>Marcus Ashford, <i>The University of Alabama</i> Christopher H. Spencer, <i>The University of Alabama</i></p>		
<p>Rockets and Racecars (R&R) is an immersive STEM experience aimed at underserved students who consider STEM majors as something “for other people.” R&R was established to galvanize excitement about science, technology, engineering and mathematics (STEM) subjects among pre-college students. The ultimate goal is to increase the numbers of at-risk students enrolling in collegiate STEM programs. Rockets and Racecars combines K-12 outreach with engagement research and undergraduate/graduate education. As R&R matures, it will flourish with its participants, expanding into high schools with projects of increased involvement and difficulty (e.g., rockets, cars with internal combustion engines and watercraft). The program is targeted at students with great ability but unrecognized and untapped potential. Ultimately, R&R will provide summer internships in UA laboratories and tuition grants for top R&R participants.</p>		
B16	What’s important? Identifying core community engagement competencies for graduate students	Poster Room Hall C
<p>Diane Doberneck, <i>Michigan State University</i> Nicole Springer, <i>Michigan State University</i></p>		
<p>What do graduate students need to know about community engaged scholarship? How are these concepts and skills similar to nationally identified faculty core engagement competencies? How do they differ? Using social media with real-time summary capabilities, this poster explores those questions by prompting poster symposium participants to vote on suggestions.</p>		
B16	Why prepare?: Identifying what undergraduates need to know about community engagement	Poster Room Hall C
<p>Nicole Springer, <i>Michigan State University</i> Diane Doberneck, <i>Michigan State University</i></p>		
<p>What do undergraduate students need to know before they engage with community? How do we present these concepts in ways that are both engaging and informative? Using social media with real-time summary capabilities, this poster explores those questions by prompting poster symposium participants to vote on suggestions.</p>		

3:00 PM - 3:50 PM Concurrent Sessions C Salon 2-20 at Shaw Conference Centre

C1	Are We Making a Difference?: A Layered Approach to Measuring Impacts and Outcomes in Community Engaged Research	Salon 2
<p>Fay Fletcher, <i>University of Alberta</i> Alicia Hibbert, <i>University of Alberta</i> Susan Ladouceur, <i>Buffalo Lake Métis Settlement</i> Brent Hammer, <i>University of Alberta</i> Kyla Fisher, <i>University of Alberta</i></p>		
<p>University and community representatives, working in partnership to develop, deliver, and evaluate a youth life skills program, present strategies for measuring the impacts of a community based participatory research project. Methods include: outcome mapping, pre/post measures with participants and program facilitators, SMS, critical reflective interviews, and youth focus groups.</p>		
C2	Researching Possibilities for Primary Mathematics Teacher Development in Rural Communities through a Multi-organization Partnership	Salon 3
<p>Florence Glanfield, <i>University of Alberta</i> Joyce Mgombelo, <i>Brock University</i> Peter Kajoro, <i>Institute for Educational Development, Aga Khan University East Africa</i> Athanas Ngalawa, <i>University of Alberta</i></p>		
<p>Rural schools often experience a shortage of well qualified mathematics teachers. In developing countries the problem is magnified and results in impoverished learning environments for pupils. Our partnership was created to explore how universities can partner with other stakeholders to contribute to effective and sustainable solutions to such problems in rural communities.</p>		

C3	Information and Marginality: Ethical Issues	Salon 4
<p>Ivette Bayo Urban, <i>The Information School at University of Washington</i> Tracy Dace, <i>Community Partner/Parkland College</i> Anne Gilliland, <i>UCLA Graduate School of Education and Information Studies</i> Martin Wolske, <i>Graduate School of Library & Information Science, University of Illinois at Urbana-Champaign</i> Danielle Allard, <i>Faculty of Information, University of Toronto</i></p> <p>This workshop will explore the ethical dimensions of engaged scholarship across difference: in relation to self, in relation with others, and in relation to the system. Guided small group conversations will be used to share knowledge regarding the opportunities and limits of boundary spanning across differences in power.</p>		
C4	Building capacity for interdisciplinary work: Evaluation of Permanent Supportive Housing	Salon 5
<p>Elissa Bakke, <i>University of Southern Indiana, Center for Applied Research and Economic Development</i> J Hanka, <i>University of Southern Indiana</i> Marie Opatrny, <i>University of Southern Indiana</i> Erin Reynolds, <i>University of Southern Indiana</i></p> <p>Effectively addressing significant societal issues requires an interdisciplinary research approach. These collaborations often present unique challenges. This interactive workshop uses the Indiana Permanent Supportive Housing Initiative evaluation as a case study to help participants anticipate and plan for these challenges. An executive summary of the research will be presented.</p>		
C4	Transitional Housing: Residents and Staff Share Their Perspectives With Students	Salon 5
<p>Louanne Keenan, <i>Faculty of Medicine & Dentistry, University of Alberta</i> Joan Baker, <i>YMCA of Northern Alberta</i> Krista Brower, <i>YMCA of Northern Alberta</i> Susan Watson, <i>YMCA of Northern Alberta</i></p> <p>The YMCA of Northern Alberta has a long tradition of housing, with more than 100 rooms in the heart of downtown Edmonton. Graduate students from Information Studies and Sociology, and Medical students participated in conducting staff and resident interviews and surveys to examine this supportive, transitional housing for men/women/families.</p>		
C4	Access to Justice? The role of the law in exacerbating domestic violence and homelessness	Salon 5
<p>Rochelle Johannson, <i>Centre for Public Legal Education in Alberta</i> Lois Gander, <i>University of Alberta</i></p> <p>Law is touted as a bulwark against oppression. In fact, preliminary research suggests that the law, legal process, and policies of housing and legal services agencies in Alberta are all implicated in what can quickly become a downward slide into increased violence and homelessness for victims of domestic violence. What's to be done?</p>		
C5	Managing the service-learning formula: HOW we engage and WHO benefits	Salon 6
<p>Lauren E. Burrow, <i>University of Memphis</i></p> <p>Is there a time for SERVING? A time for LEARNING? And a time for SERVICE-LEARNING? Come share the story of 11 S-L activities completed with five different community partners and dozens of pre-service teachers as we discuss when and how YOU want to serve and learn.</p>		
C5	Community Service Learning: Institutional Locations and Resource Challenges	Salon 6
<p>Renate Kahlke, <i>University of Alberta</i> Alison Taylor, <i>University of Alberta</i></p> <p>In this presentation, we explore the usefulness of resource dependency theory and institutional theory for understanding the current institutional locations and challenges faced by Community service learning (CSL) units. This analysis offers a fresh perspective on how university-community connections are negotiated as part of an institutional context.</p>		

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C6	A Framework for Integrating and Managing Expectations of Multiple Stakeholder Groups in a Collaborative Partnership	Salon 7
	<i>John Diaz, North Carolina State University</i>	
	<p>Success of collaborative partnerships depends on the integration and management of multiple stakeholder expectations to develop mutually-agreeable solutions that lead to desired environmental conditions and social well-being. John Diaz presents a framework for determining the diverse expectations of large collaborative programs and integrating them into an outcome-based decision making model.</p>	
C6	Optimizing Collaborative Engagement with Advisory Board Development and Participation	Salon 7
	<i>Tracy A. Riley, The University of Akron</i> <i>Patricia Thornborough, Northeast Ohio Medical University</i> <i>Greta A. Lax, Akron-Region Interprofessional AHEC</i> <i>Kristine Drummond, AxxessPointe Community Health Center, Inc.</i> <i>Susan S. Gerberich, Healthy Connections Network</i>	
	<p>Change involves innovation, initial and sustained commitment, risk-taking, and supportive beneficial engagement among stakeholders. We intersect with federal, state, and local agencies; universities and community organizations; faculty, students, and community members. Project development, sustainability, and stakeholder/partner challenges along with evidence-based outcomes will be shared with session participants.</p>	
C7	The Emerging Engagement Scholars Workshop: Engaging Graduate Students for Change	Salon 8
	<i>Lisa Townson, University of New Hampshire Cooperative Extension</i> <i>Victoria David, University of Georgia</i> <i>Andrew J Pearl, University of Georgia</i> <i>Jennifer W. Purcell, Kennesaw State University</i> <i>Anna-Margaret Yarbrough, The University of Alabama</i>	
	<p>In this session, past participants of the Emerging Engagement Scholars Workshop will discuss how their experiences in the EESW affected and influenced their approaches to community engagement and engaged scholarship. Topics to be discussed include developing peer networks, connecting with mentors, motivations for engagement, and working with community partners.</p>	
C8	Building a Culture of Local Engagement in Large, Research-Intensive Internationalizing University	Salon 9
	<i>Anne-Marie Fischer, Western University</i>	
	<p>How can a large-research intensive University break through the perception of being a disengaged university by creating ways to understand its collective impact? Find out how a cross-unit Working Group works to promote a culture of engagement, work through institutional barriers, and effectively measure impact of engagement for both community and university.</p>	
C8	Building a Culture of Engagement at The Ohio State University	Salon 9
	<i>Stephen Myers, The Ohio State University</i> <i>Ben Lewis, Office of Outreach and Engagement, The Ohio State University</i> <i>Mark McCann, Office of Outreach and Engagement, The Ohio State University</i>	
	<p>The Office of Outreach and Engagement at Ohio State developed three strategic focus areas to support academic units in building capacity, coordinating and facilitating engagement and communicating and advocating for ongoing partnerships and reciprocal relationships that underscore the value of engagement by putting knowledge generation to work in communities.</p>	
C9	Engagement Support Organizations: The Backbone's Connected to...Everything!	Salon 10
	<i>Susan Erickson, Iowa State University</i> <i>Nick Benson, Iowa Initiative for Sustainable Communities/The University of Iowa</i>	
	<p>Backbone support organizations facilitate engagement relationships, provide expertise, and help assess impacts. This session highlights two models of innovative university-community engagement from two Iowa public universities. Just as "the backbone's connected to the headbone", speakers will discuss their connections to University Administration, faculty, communities, and the dis-jointedness that may occur.</p>	

C10	Making the Partner in Partnership Real: A Workshop for Community Partners	Salon 11
	<i>Cassandra Simon, The University of Alabama</i> <i>Vicky Carter, The University of Alabama</i> <i>Joesephine Pryce, The University of Alabama</i>	
	<p>A hallmark of engaged scholarship is the partnerships that exist between academic institutions, students and community partners. There is a great degree of variation in the ways in which community partnerships' roles and benefits are defined in such partnerships. This workshop, designed primarily for community partners, will focus on providing knowledge and skills needed to maximize community partners' benefits.</p>	
C11	Engaging Faculty in the Work of Engagement	Salon 12
	<i>Dana Sanchez, Oregon State University</i> <i>Susana Rivera-Mills, Oregon State University</i> <i>Bernadette Johnson, Vaal University of Technology</i>	
	<p>An engagement tool is presented promoting intentional guidance in engaged scholarship. The tool is contextualized in a process to increase understanding and participation of academy/community collaboration. We present case studies of progress in pilot programs at two universities in the U.S. and South Africa. Information is applied to participants' context.</p>	
C12	African Safe House Prototype: Student Led Design and Construction Solutions for Social Change	Salon 13 & 14
	<i>Beth Huffman, Indiana University-Purdue University Indianapolis</i>	
	<p>The small country of Swaziland, Africa has the highest AIDS death rate in the world. As a result of this tragedy, there is an entire generation of children left parentless due to the widespread epidemic of AIDS. IUPUI has partnered with SOHO (Saving Orphans through Healthcare and Outreach) to design and build permanent dwelling units to house six orphans in each house. This session focuses on the process and successes of students designing and building these safe housing units in Swaziland in conjunction with several community partners.</p>	
C12	Desertification in Adamawa State and the role of <i>Jatropha curcas</i> in restoring the land	Salon 13 & 14
	<i>Charles Reith, American University of Nigeria</i> <i>Rotimi Ogundijo, American University of Nigeria</i> <i>Jennifer Che, American University of Nigeria</i>	
	<p>The American University of Nigeria (AUN) is working closely with one local community in Adamawa State, in trying to combat desertification, improve the fertility of the land, and enhance the livelihood of local communities, using the shrub <i>Jatropha curcas</i>. This particular shrub, native from North America, thrives in harsh, dry climates and soils with poor nutrients. Furthermore, the seeds produced by this shrub produce oil, which can be turned into biodiesel, thereby providing an additional income-generating opportunity for the smallholders.</p>	
C12	Community Engagement an Opportunity for Dialogue: A Case Study of Organic Beef as an Alternative in the KwaZulu-Natal Beef Market	Salon 13 & 14
	<i>Phumelele Kunene-Ngubane, Mangosuthu University of Technology</i>	
	<p>Almost 50 % of cattle in South Africa are kept under communal production systems. On the contrary, the off-take rate from these systems is between 5 to 10 %, compared to 25 % in the commercial sector. Focus group discussions were conducted with communal farmers to determine why sales are not proportionate with the cattle numbers. Over 300 questionnaires were administered to consumers in four cities to establish consumer perceptions on organic beef. Despite the communal farmers being in a better position to produce organic beef, these farmers feel isolated, inferior and expressed lack of institutional support. The survey findings revealed that the South African organic beef consumer is an urbanite who considers organic beef to be safer and tastier than conventional beef. Most consumers associated the term "organic" with plant products; hence 76% are willing to pay a premium price for organic beef. Communal farmers are willing to sell their produce; however, they are currently not contributing significantly to the beef market. A civic engagement involving all stakeholders is required to encourage communal farmers to participate in the marketing of organic beef as an alternative in the South African beef market and subsequently, increase the off-take rate in the communal farms. Key words; Communal farmers, organic beef, formal markets.</p>	

Changing for Engagement	How we Engage	Networks and Partnerships	Reasons for Engaging
Critical Reflections	Impacts of Engagement	Plenary	Theory/Practice Dynamic

C13	Engaging the Graduate Student in Learning through Service-Learning: A Case Study <i>Justin Velten, University of Texas at Tyler</i>	Salon 15 & 16
<p>Faculty integration of service-learning into the classroom has proven an effective method of engagement within the undergraduate experience. This case study addresses a gap in the student-engagement literature with a discussion on the effectiveness of service-learning projects on class content-comprehension at the graduate level. A post service-learning experience graduate student focus group provided four findings that can help guide both novice and veteran faculty in implementing or enhancing service-learning within the graduate experience. Students noted service-learning aided course content-comprehension via practical application, the importance of organization/representative fit, the need for a follow up session, and gratitude toward adult-like treatment.</p>		
C13	Community-engaged graduate research: Reflections on process, tensions, and value <i>Sara Crann, University of Guelph</i>	Salon 15 & 16
<p>There is currently little scholarship on the process or experience of doing community-engaged graduate research. This presentation will critically reflect on the process, tensions, and benefits of a community-engaged dissertation within the constraints of a graduate program, and on the value of engaged graduate research for students, communities, and universities.</p>		
C14	Using Digital Badges to Document the Benefits of Engaged Scholarship <i>Kyle Peck, Penn State University</i>	Salon 17 & 18
<p>How can we document and communicate the benefits derived from engaged scholarship? "Digital Badges" are a new technology involving clickable icons that reveal important information about learning. Learn how Penn State is using badges to represent development of systems thinking, ethical decision making, multicultural awareness, civic responsibility, and more.</p>		
C14	Assessing Engaged Scholarship Experiences by Degree of Impact <i>Suzanne Weinstein, Schreyer Institute for Teaching Excellence/Penn State University</i> <i>Adam Christensen, Student Affairs Research and Assessment/Penn State University</i> <i>Chas Brua, Schreyer Institute for Teaching Excellence/Penn State University</i> <i>Chang Liu</i>	Salon 17 & 18
<p>In this session, we will describe a framework for assessing engaged scholarship experiences that provide various degrees of impact for students, faculty, and community partners at a large, de-centralized, multi-campus university. We will also present pilot data, which includes evaluations of several AAC&U essential learning outcomes.</p>		
C14	Designing Lean, Scalable and High-Impact Engaged Scholarship Ecosystems <i>Khanjan Mehta, Penn State University</i> <i>Richard E. Smith Jr., Penn State University</i>	Salon 17 & 18
<p>How does a public university with 80,000 students across 23 campuses develop a lean and scalable ecosystem to provide every student a compelling engaged scholarship experience? This fast-paced and candid talk will chronicle the foundational steps of this ambitious journey to educate a new generation of global social innovators.</p>		
C15	Cultivating the College Seed: Engagement through Reading <i>Desmond Delk, Auburn University</i> <i>Heather M. Finch, Auburn University</i>	Salon 19 & 20
<p>Children's books about college gets young readers excited about their futures in higher education, and volunteer readers impact their inclination to attend college. This consistent engagement ensures that college does not only become a discussion, but evolves into a conversation about future college enrollment and subsequent graduation.</p>		

Changing for Engagement	How we Engage	Networks and Partnerships	Reasons for Engaging
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C15	Literacy as an Agent for Change in a High Poverty Neighborhood <i>Rachael Waller, Montana State University Billings</i> Individuals with low literacy skills often lack social and economic capital. Learn how Montana State University Billings has engaged with a high poverty neighborhood to increase literacy levels, how to initiate and sustain partnerships in the community to maintain project vitality, and how to incorporate service into coursework.	Salon 19 & 20
C16	Using Research to Improve Local Retail and Societal Issues <i>Patrick Nehring, University of Wisconsin-Extension Waushara County</i> Research and outreach education provided by various university components in partnership with county government, churches, organizations and interested citizens assisted local businesses and addressed a food security issue. Research showed local grocers importance to food accessibility. To benefit the community, market research was provided with training on its use.	Poster Room Hall C
C16	The Impact of Food Insecurity on Middle School Students <i>Rebecca Mott, University of Missouri</i> <i>Jo J. Britt-Rankin, University of Missouri</i> The purpose of this phenomenological study is to examine food insecurity from the perspective of a middle school student in rural Missouri. By examining food insecurity and hunger issues through this lens, we hope to gain a better understanding of how youth deal with, think and feel about food insecurity.	Poster Room Hall C
C16	Engaging Students and Community Agencies in Collaborative Food System Projects <i>Elizabeth Varanese, Ohio State Extension, SNAP-ED</i> <i>Meera Nagarajan, The Ohio State University</i> <i>Michelle Kaiser, College of Social Work, The Ohio State University</i> <i>Maria Deri, College of Medicine, The Ohio State University</i> Food Fellows was created in response to the need for an educated, specially trained workforce to engage with communities in sustainable solutions from the farm to the fork. Food Fellows uses service-learning models of community-university partnerships and specially-designed projects to advance knowledge and encourage collaboration around complex issues.	Poster Room Hall C

4:00 PM - 4:50 PM Concurrent Sessions D Salon 2-20 at Shaw Conference Centre

D1	Learning in Community: One Conversation at a Time <i>Susan Edey, Office of Community Engagement, Concordia University</i> <i>Eryn Fitzgerald, Office of Community Engagement, Concordia University</i> Concordia University's University of the Streets Café hosts weekly 'public conversation' to promote lifelong learning and community engagement. These participatory events allow individuals of diverse backgrounds to meet and think together on important social issues, current affairs and topics of general interest. In this workshop, we will explore the methodology and practical steps behind public conversations to better understand learning in community.	Salon 2
D3	Congratulations on your Engagement: The Impact of Transitioning a Partnership <i>Kevin Valadares, University of Southern Indiana</i> <i>Elissa Bakke, University of Southern Indiana</i> <i>Rhonda Zuber, Southwestern Indiana Regional Council on Aging</i> <i>Katie Ehlman, University of Southern Indiana</i> After years of dating, a deeper relationship between the Southwestern Indiana Regional Council on Aging [community partner] and the University of Southern Indiana [academic institution] developed. This workshop will summarize the impact and outcomes of the holistic model of engagement between these two organizations with an emphasis on cooperation and realistic expectations.	Salon 4

D4	<p>Co-Location of Community Organization, Health Region and University Partners in a Low-Income Neighbourhood: The Case of Station 20 West</p> <p>Rachel Engler-Stringer, <i>University of Saskatchewan</i> Lisa Erickson, <i>University of Saskatchewan</i> Neal Kewistep, <i>Saskatoon Health Region</i></p> <p>Station 20 West in Saskatoon's inner city has developed an innovative approach to collaboration across sectors (health, community, university) by co-locating organizations and services in one building. We will examine the Station 20 West model, reflect on its strengths and challenges, and consider its relevance to other communities.</p>	Salon 5
D5	<p>College and Community: Perspectives on a Collaborative Partnership</p> <p>Anna-Margaret Yarbrough, <i>The University of Alabama</i></p> <p>In this workshop, participants will learn ways to use community and college students' feedback to improve community engagement as well as learn effective ways to implement changes in their own programs and outreach efforts. Based on survey and focus group data, programs can improve the quality of university-community engagement.</p>	Salon 6
D5	<p>Citizenship and Academic Engagement. Public and Social Service Design</p> <p>Carla Tedeschi, <i>Texas Tech University</i></p> <p>Informed by the educational theories of Dewey and guided by the goals of intense intellectual growth and positive social change, service-learning is a powerful teaching method that combines rigorous academic work with public service and reflective thinking. As one of the first service-learning courses implemented on the campus Public and Social Service Design is specifically developed as a forum for students to consider and expand their roles as members of a community and allows them to take a public stand on issues of importance. This course is the only course at TTU that deals with issues of advocacy, all other service-learning courses on campus deal with direct and indirect service. Because of this, students hone not only their artistic and professional skills, but also their understanding of the fundamental issues of today's society and what they, as professional artists, can do in service to others. Embedded in Public and Social Service Design is the belief that the education and practice of graphic design shouldn't exist in isolation behind the walls of a classroom, but rather coexist with the "outside." A variety of issues and community needs are addressed in the class ranging from child abuse and animal rights to the environment. This paper will review community experiences and student examples will be shared.</p>	Salon 6
D6	<p>A Framework for Policies and Practices for Institutional Engagement</p> <p>Laurie Van Egeren, <i>Michigan State University</i> Miles McNall, <i>Michigan State University</i> Katherine Cloutier, <i>Michigan State University</i> Burton A. Bargerstock, <i>Michigan State University</i> Diane M. Doberneck, <i>Michigan State University</i></p> <p>Institutional policies and practices within higher education facilitate or inhibit community engagement and engaged scholarship. This session presents a framework developed through a literature review of organizational indicators of policies and practices relevant to engaged scholarship. The framework provides a foundation for studies evaluating institutional alignment to support community-engaged scholarship.</p>	Salon 7
D6	<p>The Five Cs: A Customized Framework of Engagement at Cleveland State University</p> <p>Byron White, <i>Cleveland State University</i></p> <p>This presentation shares the impetus for and design of a university-wide framework for categorizing civic engagement at Cleveland State called the "Five Cs": Connect, Cooperate, Collaborate, Consult and Career. The framework affirms and differentiates various approaches to civic engagement while avoiding competing jargon that has evolved within the engagement movement.</p>	Salon 7
D6	<p>The Architecture of Engagement Scholarship: Building the Infrastructure for Institutionalization</p> <p>Kim Quinney, <i>California State University San Marcos</i> Scott Gross, <i>California State University San Marcos</i> Patricia Prado-Olmos, <i>California State University San Marcos</i></p> <p>The division of Community Engagement at California State University, San Marcos, takes a holistic approach in its mission to institutionalize engagement on our campus. Our team will highlight the architecture of community engagement by sharing our experience of building the infrastructure necessary for centralization and dissemination of community-engaged work.</p>	Salon 7

<p>D7</p>	<p>Entering an Academic Field, What Constitutes Excellence, Networking with Colleagues, and Finding/Sustaining a Niche</p> <p>This presentation will engage emerging scholars and the presenters in identifying avenues for entering a career field, possible scope of excellence in a discipline, sources of contributions one may make to connect with others in a movement/subject/content area, and determining a niche no one else is filling which may become an interest to pursue for further development. Opportunity will be provided for raising questions and points for debate.</p>	<p>Salon 8</p>
<p>D8</p>	<p>The Road Half Traveled: Critical Reflections on the Journey towards Community-University Engagement with Politically Marginalized Populations</p> <p><i>Stephanie Montesanti, University of Calgary, Department of Community Health Sciences, Cumming School of Medicine</i> <i>Wilfreda E. Thurston, University of Calgary, Department of Community Health Sciences, Cumming School of Medicine</i> <i>Rita Henderson, University of Calgary, Department of Community Health Sciences, Cumming School of Medicine</i> <i>Keri Williams, University of Calgary, Department of Community Health Sciences, Cumming School of Medicine</i></p> <p>This workshop will focus on community-university engagement with politically marginalized communities in Canada. The focus of this workshop is to critically reflects on ways of academic engagement with marginalized populations, to further our understanding of culturally-appropriate engagement, ways of assessing the impacts from academic and non-academic community engagement with these communities, and to identify the criteria for best practice in community-university engagement with marginalized communities.</p>	<p>Salon 9</p>
<p>D9</p>	<p>Praxis as Global Community Engagement: Preparing Students for Praxiological Learning in Haiti</p> <p><i>Terri Bucci, The Ohio State University</i> <i>Nora McCook, The Ohio State University</i> <i>Allyson Leedy, The Ohio State University</i></p> <p>Community worker preparation is an essential component for achieving collaborative community engagement goals. We suggest that praxiological learning is an important model for creating dialogical community engagement through theory-grounded practice and practice-oriented theory and through critical reflections on engagement for workers and community members.</p>	<p>Salon 10</p>
<p>D10</p>	<p>The Nuclear Option: Conflict to Consensus in University/Community Engagement</p> <p><i>Peter Faid, Community Services Consulting Ltd.</i> <i>Debra Pozega Osburn, University of Alberta</i> <i>Masood Makarechian, Edmonton Federation of Community Leagues</i></p> <p>The procedures for maintaining an effective consultation process between a university and its neighbours can be clinically defined in legislation or policy, but yet in practice important steps can, overtime, become minimized or ignored. This case-study follows the decision of nine neighbourhoods surrounding the University of Alberta's South Campus to 'get the university's attention' by using the 'nuclear option' of filing a court application to stop an important development.</p>	<p>Salon 11</p>
<p>D11</p>	<p>Exploring the Fabric of Our Community-University Engagement Struggles</p> <p><i>Shauna Butterwick, University of British Columbia</i></p> <p>In this interactive arts-based workshop, participants will explore their motivations, ways of engaging and building partnerships, and the outcomes of community-university engagement. Using embodied exercises and incorporation of fabric, we will reflect on our experiences, particularly the difficult moments and indeed the failures of our community engagement projects.</p>	<p>Salon 12</p>
<p>D12</p>	<p>Lessons from the Field: Enhancing Engagement</p> <p><i>Tom Nepl, College of Design, Iowa State University</i> <i>Lisa Bates, Iowa State University, Interior Design, Community and Economic Development Extension and Outreach</i></p> <p>This interactive workshop includes identifying and developing engagement methods from current programs and ventures within universities and communities where theory is put into practice to diversify university-community engagement. Workshop participants will learn about the development and evolution of current interdisciplinary engagement utilizing existing programs to expand their own engagement opportunities.</p>	<p>Salon 13 & 14</p>

<p>Changing for Engagement</p>	<p>How we Engage</p>	<p>Networks and Partnerships</p>	<p>Reasons for Engaging</p>
<p>Critical Reflections</p>	<p>Impacts of Engagement</p>	<p>Plenary</p>	<p>Theory/Practice Dynamic</p>

D13	Innovation in Learning and Teaching for Community-University Engagement	Salon 15 & 16
	<i>Catherine Etmanski, Royal Roads University</i> <i>Leslie Brown, University of Victoria</i> <i>Teresa Dawson, University of Victoria</i>	
	<p>Innovative strategies drawn from a new book on "Learning and Teaching Community-Based Research" will be shared in this symposium. The Directors of UVic's Learning and Teaching Centre and the Institute for Studies & Innovation in Community-University Engagement will also outline institutional changes required to improve and enhance community-university engagement.</p>	
D13	The Family Impact Center--a University-wide approach to outreach	Salon 15 & 16
	<i>Jo Britt-Rankin, University of Missouri</i> <i>Ashley Guillemette, University of Missouri</i>	
	<p>The MU Family Impact Center opened in February 2014 as a campuswide education and outreach effort. The Family Impact Center showcases a free clinic, a social service clinic, a tax clinic, a teaching kitchen and many other programs, including ELL classes offered by the public school district.</p>	
D13	Reframing the Conversation to Reach Change and Inclusion	Salon 15 & 16
	<i>Alejandra Gudino, FNEP - College of Human Environmental Sciences, University of Missouri Extension</i> <i>Candance Gabel, FNEP - College of Human Environmental Sciences, University of Missouri Extension</i>	
	<p>We at the Family Nutrition Education Program of the University of Missouri-Extension, have formalized our diversity education with a plan designed to train program assistants in the field to work effectively across the many dimensions of diversity. We believe diversity and inclusion start at an individual level, by simply getting to know ourselves. We proposed a space to discuss, discover and understand who we are and what we believe, so we can understand others. Tools such as self reflection and open conversations around cultural diversity help us recognize that our well-being and that of others are interdependent and intertwined.</p>	
D14	Community-engaged scholarship: Meeting nursing clinical requirements while improving community health	Salon 17 & 18
	<i>Paige Johnson, Capstone College of Nursing, The University of Alabama</i> <i>Michele Montgomery, Capstone College of Nursing, The University of Alabama</i>	
	<p>The presentation will discuss the use of engaged scholarship to facilitate nursing students' knowledge of injury prevention and health education delivery, while providing a necessary service to the community. This innovative collaborative approach serves as a useful model for faculty and community partners when delivering community health service learning experiences.</p>	
D14	Preparing Health Professionals for Engaged, Interprofessional and Socially Responsible Practice	Salon 17 & 18
	<i>Sherril Gelmon, Portland State University</i> <i>Lesley A Bainbridge, University of British Columbia</i>	
	<p>Health professionals must learn to become leaders across social and organizational contexts. They need to develop competencies to effectively collaborate in interprofessional contexts to improve health and health care and be socially accountable. This workshop synthesizes this unique combination of these areas of theory and practice for an engaged workforce.</p>	
D14	Strategies for improving practice – academic engagement: Perspectives from pracademics	Salon 17 & 18
	<i>Carole Myers, University of Tennessee - Knoxville</i> <i>Nancy Winterbauer, East Carolina University</i>	
	<p>Pracademics, individuals with experiences in the worlds of public health practice and academia, simultaneously or in succession, have special insight that can span the differences between these worlds. We present pracademics' perspectives, gathered through qualitative interviews, that can inform and improve a shared culture of engagement.</p>	

D15	West Side Scholars Academy: Engaging Middle Schoolers Outside of School	Salon 19 & 20
	<i>Adriane Sheffield, The University of Alabama</i> <i>Coddy Carter, The University of Alabama</i> <i>Heather M. Pleasants, The University of Alabama</i> <i>Danielle Datcher, West Side Scholars Academy</i> <i>TyShawn Gardner</i>	
	<p>This session will discuss a Saturday Enrichment program for students in grade 5-8 from Tuscaloosa, Alabama. Students participate in a variety of enrichment activities including bi-annual international trips. A parent leadership component is also included. Student, parent and volunteer perspectives will be shared as well as future community partnership goals.</p>	
D15	Unleashing the power of University Students in STEM-E Education	Salon 19 & 20
	<i>Charles Reith, American University of Nigeria</i> <i>Fidelis Ndeh-Che, American University of Nigeria</i>	
	<p>Students taking Community Development courses at AUN intervene to support Science, Technology, Engineering and Mathematics (STEM) and ICT education in under-resourced schools and vulnerable communities in Yola/Jimeta. Students grades depend on assessed impact of their contributions on the community beneficiaries after the Program completes.</p>	
D15	Art Afterschool and Beyond: Lessons in Patience and Perseverance	Salon 19 & 20
	<i>Ed Check, Texas Tech University</i> <i>Future Akins-Tillett, Texas Tech University</i> <i>Jayson Luce, Texas Tech University</i>	
	<p>Two University professors and one graduate research assistant describe the positive/discouraging experiences they encountered as university participants in the first year of a five-year \$25 Promise Neighborhood Grant. The panel reflects on working across administrations, teachers, students, community members and confronting historic poverty and racisms to ensure positive arts outreaches.</p>	
D16	Engagement Relationships: A Shift in Focus can Improve Program Endurance.	Poster Room Hall C
	<i>Michelle Lee, The University of Alabama</i>	
	<p>When unplanned events occur, it can be tempting to pause our engagement relationships in order to preserve their original intent. This work presents a case study of a shift in focus, a persistent engagement relationship, and the results derived from the symbiotic nature of this relationship during disaster recovery.</p>	
D16	Ready to Engage—Nowhere to Go: Organizational Changes Ending Research	Poster Room Hall C
	<i>Nicole Thompson, University of Memphis</i>	
	<p>Have you ever been left stranded? Community-based research in progress and then stopped? Come engage in critical, reflective dialogue regarding work undone, commitments unable to be honored and pieces picked up. In this example, the community partner reorganized, closed multiple locations, and withdrew from projects. Researchers were left without options.</p>	
D16	Getting to Impact in Communities: Focusing at the Systemic Level	Poster Room Hall C
	<i>Danielle Wood, University of Notre Dame, Center for Social Concerns</i>	
	<p>This presentation will explore how community-based learning and community-based research can be applied not only to address immediate needs, but also to a system shift toward greater social justice. We outline a preliminary framework for thinking about systems change in the local community, illustrating it with different Center efforts.</p>	

Changing for Engagement	How we Engage	Networks and Partnerships	Reasons for Engaging
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CONCURRENT SESSIONS

WEDNESDAY, OCTOBER 8

8:45 AM - 9:35 AM

Concurrent Sessions E

Salon 2-20 at
Shaw Conference Centre

E1	Assessing Our Way to Win-Win-Win Engaged Scholarship Value Propositions	Salon 2
	<i>Nancy Franklin, Penn State University</i> <i>Terry R Shupp, Penn State University</i> <i>Jessica H. Arends, Penn State University</i>	
	<p>At the crux of successful university-community engagement is a win-win-win proposition across community, students, and faculty. This workshop will engage participants in the question of how to effectively assess the impacts of engagement through a sustainability-focused case study and take-away materials that can be used to craft successful assessment strategies.</p>	
E2	Changing the way researchers engage in Edinburgh, Scotland	Salon 3
	<i>Heather Rea, The University of Edinburgh</i>	
	<p>The Beltane Public Engagement Network works to encourage, support and enable researchers at the four Universities in Edinburgh, Scotland to engage with the public about their work. Learn how working in partnership ensures researchers reach new audiences such as the Scottish Parliament, and the "hard-to-reach" young adult audiences.</p>	
E3	Latino Students: Why should Universities care? Oregon State and North Carolina	Salon 4
	<i>Jeff Sherman, Oregon State University</i> <i>Ana Gomez, Oregon State University</i> <i>Ron Mize, Oregon State University</i> <i>Cintia Aguilar, North Carolina State University</i> <i>Emily Henry, Oregon State University</i> <i>Diana Urieta, North Carolina State University</i>	
	<p>Juntos provides Latino families with knowledge and resources to be successful in the K-12 system and gain access to college. This multi-state, hands-on program is taught in English and Spanish and also includes coaching, college age-mentors, college tours, after-school clubs, and activities developed in partnership between University and communities.</p>	
E4	Grocery Shopping in the Inner City: The Good Food, Healthy Families Study	Salon 5
	<i>Rachel Engler-Stringer, University of Saskatchewan</i>	
	<p>The Good Food, Healthy Families Study examines the health of residents in a former food desert upon the opening of a full-service grocery store. It is being conducted with organizations in the community, health and municipal government sectors. We will focus on our team's unique collaborative integrated knowledge translation approach.</p>	
E4	Deeper Collaboration for Better Outcomes	Salon 5
	<i>Jill Pentimonti, Crane Center for Early Childhood Research and Policy, The Ohio State University</i> <i>Alex Barkley, Community Properties of Ohio Management Services</i>	
	<p>The public elementary school, university's early childhood laboratory, neighborhood social services agency, and subsidized housing management company create a deeper place-based collaboration to equip children and their parents to move beyond poverty. How to create that effective collaboration and how to measure success are critical for all partners.</p>	

E5	The development of a service-learning model for design disciplines	Salon 6
	<i>Sauman Chu, University of Minnesota</i> <i>Pat Hemmis, University of Minnesota</i>	
	<p>We have developed a promotional video and the identity for the Taking Steps Together program. Students in a 3000-level course worked on the identity project. The video project was addressed through coursework from a 5000-level course. This model built in contact and collaboration among all groups working on the project.</p>	
E5	Public Interest Design: Connecting Teaching, Research, and Scholarship through Engagement	Salon 6
	<i>Nadia M. Anderson, Iowa State University</i>	
	<p>This workshop presents history, methods, and products of public interest design, illustrating how engaged design teaching and research generate impactful engaged scholarship. These ideas are illustrated by the Iowa State University Community Design Lab's interdisciplinary, multi-community partnerships involving infrastructure, local foods, and decision-making as scholarly vehicles for community empowerment.</p>	
E5	Design Pedagogy as a Means for Community Engagement	Salon 6
	<i>Travis Hicks, University of North Carolina at Greensboro</i> <i>Rebekah Ison Radtke, University of Kentucky</i>	
	<p>Design pedagogy models engaged teaching and learning through a number of strategies based around the design process. This session will provide a background of design education and examples of design projects to illustrate how teaching and learning strategies from the design studio can translate into other disciplines for community engagement.</p>	
E7	Community Engagement Journal Editors Panel	Salon 8
	<p>Come and hear from a variety of journals within the engagement realm. What sort of articles do they typically publish? What do they want in a manuscript, and what would it take to get YOUR article in print?</p>	
E8	Participatory Decision-making on Sustainable Utilization of a Community-based Resource Centre	Salon 9
	<i>Beata Kilonzo, Institute for Rural Development, University of Venda</i> <i>Joseph Francis, Institute for Rural Development, University of Venda</i> <i>Brilliant Makhubele, Institute for Rural Development, University of Venda</i> <i>Pfarelo C. Siebani, Institute for Rural Development, University of Venda</i>	
	<p>Community participation in decision making on issues that affect them is gathering pace. However, this issue remains mainly a pipedream. This workshop is designed to showcase a community engagement approach used to unlock the views of children, youth, adults and local leaders on the nature and form of a community-owned resource centre in a rural area.</p>	
E9	The University as an Agent of Peace	Salon 10
	<i>Charles Reith, American University of Nigeria</i>	
	<p>AUN is perhaps the world's most activist and successful academic institution in promoting peace. This is necessary because we are 100 km from violence between Nigeria's military and Boko Haram, whose name means "Ban Western Education." Administrators, faculty, students and community leaders participate in a "Peace Initiative" described herein.</p>	
E10	Now What? Making community engagement portfolios work on your campus	Salon 11
	<i>Diane Doberneck, Michigan State University</i>	
	<p>"Now what do I do with them?" is a common reaction to engagement portfolios. This workshop addresses that practical question. Participants will see multiple approaches for organizing an engagement portfolio, practice using rubrics to evaluate them, and leave with ideas about advocating for community engagement portfolios at their own institutions.</p>	

Changing for Engagement	How we Engage	Networks and Partnerships	Reasons for Engaging
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E11	Vang: A Drama about Recent Immigrant Farmers	Salon 12
	<i>Dennis Chamberlin, Iowa State University</i> <i>Mary Swander, Iowa State University</i> <i>Matt Foss, University of Idaho</i>	
	<p>A Poet Laureate and Pulitzer Prize winner spent three years engaging with immigrant communities in their area, gathering stories of families who were making agriculture a part of their new lives in America. This play is a result of those conversations and continues the discussion as it tours the country.</p>	
E12	Leveraging the Power of Stories to Educate Global Social Innovators	Salon 13 & 14
	<i>Khanjan Mehta, Penn State University</i>	
	<p>How can stories help students understand the paradoxical simplicity and complexity of community development challenges? The Kochia Chronicles, a series of fictional narratives, take readers headlong into the lives and adventures of people in a quintessential Kenyan village as they usher in an era of design, innovation and entrepreneurship.</p>	
E12	Global Service-Learning Pedagogy and Practice: A Curricular Approach	Salon 13 & 14
	<i>Michael Hess, Ohio University</i> <i>Sharon L. Reynolds, Ohio University Heritage College of Osteopathic Medicine</i> <i>Diana L. Marvel, Ohio University</i> <i>Virginia D. Sellers, Ohio University</i>	
	<p>An important goal of global service-learning is connecting local and international contexts and communities. In this session, we will discuss the curricular components of a graduate-level, assets-based, global service-learning course and strategies for connecting with community partners in pre-departure, in-country and re-entry programming.</p>	
E12	The Energy of Collaboration: The St. Thomas University/Haiti-Tec Solar Partnership	Salon 13 & 14
	<i>Anthony Vinciguerra, St. Thomas University</i> <i>Wendy Bourgault, St. Thomas University</i>	
	<p>How can universities best work with international educational institutions to maximize both student learning as well as long-term impact? The St. Thomas University/Haiti-Tec Solar Energy Partnership provides one model of how an interdisciplinary, project-focused collaboration can enhance student learning for both partners, while empowering communities and supporting long-term development.</p>	
E13	Tracking and Rewarding Student Engagement	Salon 15 & 16
	<i>Ann H. Taylor, Penn State University</i> <i>Jeff W Garis, Penn State University</i>	
	<p>Join us as we share the work of Penn State's Council on Engaged Scholarship to provide every Penn State undergraduate student with one or more engaged scholarship experience while simultaneously tracking each student's involvement so we can recognize and reward those efforts for them, their families, and their future employers.</p>	
E13	Building and Sustaining Community Engagement Across Multiple Courses and Programs	Salon 15 & 16
	<i>Terry Clements, Virginia Tech</i> <i>Cermetrius L. Bohannon, Virginia Tech</i>	
	<p>Building effective engagement between communities, faculty, and students with diverse community, research, and learning goals requires time, dedication and flexibility. This workshop illustrates lessons learned in building local community relationships across programs and courses. Participants will review three community engagement models integral to teaching and learning goals and pedagogy.</p>	
E14	Carving Storytelling Spaces: Community Change & Cultural Knowledge	Salon 17 & 18
	<i>Ileana Haunani Ruelas, University of Hawaii - School of Hawaiian Knowledge</i> <i>Sanoë Marfil, Institute for Native Pacific Education and Culture</i> <i>Maenette Benham, University of Hawaii - School of Hawaiian Knowledge</i>	
	<p>Through storytelling/experiential activities, we will present one model of cultivating short and long-term community change through cultural practice, the transmission of place-based knowledge, and collective leadership. This university and community organization partnership builds intergenerational family learning spaces as pathways for sharing cultural knowledge. Participants will co-create community knowledge maps.</p>	

E14	Addicts, Aged: Where the Rubber Meets the Reflective Road <i>Judith Bachay, St. Thomas University</i> <i>Keiley Lizbetg, St. Thomas University</i> <i>Wanda Torres-Contres, St. Monica Gardens</i> <i>Stephanie Diaz, St. Thomas University</i> <i>Lizbeth Keiley</i> <i>Isabelle Soto Noriega</i>	Salon 17 & 18
<p>This workshop presents the voices of the university community engaged graduate counseling students in partnership with a drug treatment center, a low income senior housing center, and the partners who collaborate with mutuality and reciprocity that matters. Participants critically reflect on multicultural counseling variables including the salience of language and culture.</p>		
E14	Just Stories: The Classroom as a Civic Media Maker Space <i>J. Michael Lyons, Saint Joseph's University</i>	Salon 17 & 18
<p>With new media forms and communication ecosystems come issues of "narrative capital" – who has the power to tell stories. This presentation focuses on a collaborative digital storytelling project involving students and incarcerated individuals sentenced to life without parole as juveniles.</p>		
E15	Engaging on the outside: Perspectives from non-academic organizations in Alberta and implications for educational programming and scholarship <i>Mary Beckie, Faculty of Extension, University of Alberta</i> <i>Tania Kajner, Faculty of Education, University of Alberta</i> <i>Nicole Nosworthy, University of Alberta</i>	Salon 19 & 20
<p>In this presentation we report key findings from a qualitative research pilot study that examined how organizations outside institutions of higher education in Alberta perceive and practice community engagement, and what their learning needs are. Implications for educational programming and the scholarship and practice of engagement are explored.</p>		
E15	Improving Engagement in Community-Based Research: Vulnerable Families Speak Up <i>Laurie Schnirer, Community-University Partnership for the Study of Children, Youth, and Families, Faculty of Extension, University of Alberta</i> <i>Holly Stack-Cutler, Community-University Partnership for the Study of Children, Youth, and Families, Faculty of Extension, University of Alberta</i>	Salon 19 & 20
<p>Engaging vulnerable families in research offers the potential to improve their health and well-being and increase research quality and relevance. We share the challenges families described hinder their research participation and suggestions for ways researchers, agencies, and the government can develop thoughtful practices for improving engagement in community-based research.</p>		
E15	Being 'Engaged', Already: The Effects and Implications of Being an 'Engaged' Community <i>Kyle Whitfield, Faculty of Extension, University of Alberta</i>	Salon 19 & 20
<p>"Being Engaged, Already: The Effects and Implications of Being an 'Engaged' Community" speaks to some of the effects of being a highly engaged community. Using a community-based health and social planning lens, it tells the story of the many roles communities already play in: determining their community's needs, planning to meet those needs, actually meeting such needs and the work they do in continuously evaluating the state of their community's health and well-being. After describing this picture based on case study data gathered from a handful of Alberta rural communities, this presentation will present a number of significant impacts, both challenging and beneficial, on the members of these highly 'engaged' communities. Being examined more closely here is the assumption that health and social care must move to a 'community-based or focussed' model, when communities are already quite engaged and are highly focussed on meeting their own community needs. What remains missing is a closer look at the effect and the implications of communities being engaged already and what a government approach to a so called 'new' focus on community-based care could look like, that is, the challenges and the possibilities.</p>		

Changing for Engagement	How we Engage	Networks and Partnerships	Reasons for Engaging
Critical Reflections	Impacts of Engagement	Plenary	Theory/Practice Dynamic

F1	Democracy in Motion: advancing civic engagement scholarship and practice	Salon 2
	<p>Fiona Cavanagh, <i>Centre for Public Involvement</i> Marco Adria, <i>Centre for Public Involvement</i> Zane Hamm, <i>Centre for Public Involvement</i> Michelle Chalifoux, <i>City of Edmonton</i> Paul Nessinger, <i>City of Edmonton</i></p>	
	<p>Researchers and community partners from the Centre for Public Involvement (CPI), a formal partnership between the University of Alberta and the City of Edmonton, will share a case study that demonstrate possibilities and challenges of working in the intersection between research and practice. We explore: How do university and community partners advance the scholarship and practice of public involvement? How do we test methods and measure impacts? How do we create intentional opportunities for policy makers, citizens, students and researchers to collaborate and solve problems?</p>	
F2	Translating knowledge on poverty to humanize care: Anatomy of a participatory film script co-construction	Salon 3
	<p>Martine Lévesque, <i>Université de Montréal</i> Dupéré Sophie, <i>Faculty of Nursing, Laval University</i> Morin Nathalie, <i>Québec Order of Dentists</i> Côté Johanne, <i>Québec Order of Dental Hygienists</i></p>	
	<p>Given persisting social inequalities in oral health, Québec's antipoverty coalition, University of Montreal, McGill University, Québec dental regulatory bodies and artists collaborated to produce a film aimed at sensitizing and improving health professional practices with underprivileged populations. We describe and reflect critically on the film's participatory co-construction process.</p>	
F3	Better Together: Patient, Practitioner, and Regulatory Voices Transforming Interprofessional Education	Salon 4
	<p>Tara Hatch, <i>Health Sciences Education & Research Commons, University of Alberta</i> Darlene Fraser, <i>College of Registered Dental Hygienists of Alberta (CRDHA)</i> Sheny Khera, <i>Edmonton West Primary Care Network and University of Alberta</i> Audrey Lowe, <i>Physiotherapy Alberta - College + Association</i> Shannon Mackenzie, <i>College of Dietitians of Alberta</i> Susan Rafaat, <i>Alberta College of Speech Language Pathologists and Audiologists (ACSLPA)</i> Sue Robins, <i>Bird Communications</i></p>	
	<p>Delivery of interprofessional education requires an integrated approach to effectively prepare students for collaborative practice (CP). In one educational event, educators aimed to provide early exploration of CP in the first weeks of health profession programs through engagement of three community stakeholders groups: patients, practitioners and regulatory bodies.</p>	
F4	Making the Connection: Engaging and Working with High Risk Youth	Salon 5
	<p>Peter Smyth, <i>Edmonton & Area Child & Family Services, High Risk Youth Initiative</i></p>	
	<p>High-risk youth are "the disconnected". Given their challenges in life, often experiencing significant trauma, they typically grow up with stressed attachments, and struggle to trust anyone. Case workers and service providers require strategies to help these youth build healthy connections so they feel they have a sense of belonging.</p>	
F4	Juvenile Justice Innovation Through Partnership	Salon 5
	<p>Mandi Fowler, <i>The University of Alabama, Youth Services Institute</i></p>	
	<p>The Alabama Department of Youth Services and The University of Alabama have a unique long-standing partnership that has resulted in the development of multiple innovative programs for juveniles. This partnership has provided the basis for student opportunities to gain field experience and opportunities for faculty and graduate student research.</p>	

F4	Working with High-risk, Marginalized Youth: Framework of Youth Engagement	Salon 5
<p><i>Yoshitaka Iwasaki, Faculty of Extension, University of Alberta</i> <i>Giri Puligandla, Homeward Trust Edmonton</i></p> <p>Our community-based project uses a grass-roots, youth-led, and strengths-oriented approach to the engagement and development of youth who face a multitude of life challenges, such as poverty, homelessness, discrimination, and mental health issues. This is a youth-driven project, guided by a diverse group of our youth leaders from Edmonton, Alberta.</p>		
F5	E-Portfolios and Student Learning: An Exploration of Student Perspectives	Salon 6
<p><i>Karla Loebick, Michigan State University</i> <i>Jeno Rivera, Michigan State University</i> <i>Kate Glanville, Michigan State University</i> <i>Kwame Yeboah, Michigan State University</i> <i>Dave Nguyen, Michigan State University</i></p> <p>This session highlights the students' perceived outcomes of implementing an e-portfolio system. It provides a discussion including the decision and process to strengthen experiential learning and assessments fostered in a student-centered learning community to be more purposeful in experience reporting through the adoption of an e-portfolio system.</p>		
F5	Beyond assessment: Conducting theoretically-grounded research on service-learning in gerontology courses	Salon 6
<p><i>Andrew Pearl, University of Georgia</i> <i>Tina Kruger, Indiana State University</i></p> <p>Service-learning is a useful pedagogical and high-impact practice, providing multiple benefits. Gerontology (and other) courses frequently include service-learning activities but lack theory-based, intentional research on outcomes. Here, we define service-learning, provide an overview of assessment in gerontology courses, demonstrate the shortcomings of program evaluations, and offer suggestions for future research.</p>		
F5	Community Engagement among College Students: Some Success Parameters	Salon 6
<p><i>Paulette Meikle, Delta State University</i> <i>Albert Nylander, McLean Institute for Public Service and Community Engagement, University of Mississippi</i></p> <p>Two universities in North Mississippi implemented courses constructed by students, instructors and community partners to facilitate reciprocal community projects. This presentation discusses the successes and challenges of these endeavors, describes actual projects and their legacy, and shows how students enhance their interest in civic life while providing tangible benefits for the community.</p>		
F6	Strengthening Engaged Scholarship Through Understanding the Roles of Boundary Spanners	Salon 7
<p><i>Jessica Barnes-Najor, Michigan State University</i> <i>Robert Brown, Michigan State University</i> <i>Mavany Verdugo, Rincon Band of Luiseno Indians</i></p> <p>This workshop will explore the unique role of boundary spanners as engagers within university-community partnerships. Boundary spanners must understand the three inter-related primary structures of partnerships: individual-based, team-based, and systems-based. Boundary spanners must also understand that the roles and practices of engagement often differ across these different partnership structures.</p>		
F6	Engaging Outliers: Cooperative Extension in Urban Communities	Salon 7
<p><i>Victoria David, University of Georgia</i></p> <p>Identifying behaviors of engagement practitioners serving outliers to the traditional rural-oriented Cooperative Extension (Extension) outreach delivery system has proven to be a critical factor in sustaining Extension programs in urban communities. This study reports behaviors and strategies urban Extension youth educators use to manage the link between the urban community and the sponsoring institution.</p>		

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F7	Development of an "Engagement Review Board" for Appropriate and Ethical Community Engagement	Salon 8
<p>Khanjan Mehta, <i>Penn State University</i> Ruth Mendum, <i>Penn State University</i> Careen Yarnal, <i>Penn State University</i></p>		
<p>As we scale-up our engagement with communities around the world, how do we ensure that the foundational principles of empathy, equity, reciprocity and self-determination are never compromised? Join us for a lively discussion on the architecture of Engagement Review Boards to oversee the ethical and appropriate conduct of community-engaged projects.</p>		
F8	Poverty Spotlight	Salon 9
<p>Martin Burt, <i>American University of Nigeria</i></p>		
<p>The Poverty Spotlight is both a tool and a methodology that allows students to engage with vulnerable populations living in urban slums or rural villages. Students adapt poverty indicators to local context, develop a visual survey, and develop solutions to problems related to income, health, housing, and education.</p>		
F9	A partnership process to build therapeutic arts research capacity	Salon 10
<p>Stephanie Coupal, <i>University of Calgary</i> Candace Lind, <i>Faculty of Nursing, University of Calgary</i> Marja Cantell, <i>Faculty of Behavioural and Social Sciences, University of Groningen</i> Sandy Baggott, <i>Alberta Children's Hospital</i> Marc Houde, <i>Alberta Children's Hospital</i></p>		
<p>The Therapeutic Arts Research Team is a collaboration between Alberta Children's Hospital practitioners and University of Calgary researchers, who are interested in understanding the role of therapeutic arts in paediatrics. A participatory action research project developed capacity for practitioner-driven research within the team and broadened research networks at the hospital.</p>		
F9	Integrating Program Delivery and Engaged Scholarship	Salon 10
<p>Dawn M. Gaymer, <i>Western Michigan University, Extended University Programs</i> Nancy Hock, <i>Western Michigan University, Occupational Therapy</i></p>		
<p>Off-campus delivered programs and engaged scholarship are generally distinct missions for academic programs. Faculty from Occupational Therapy (OT) and staff from Extended University Programs (EUP) have built new relationships in the community and identified ways to align curricular requirements with community needs. Learn how to integrate program delivery and engaged scholarship.</p>		
F9	Bridging the gap between Skills and Knowledge in Graduate Clinicians in Speech-Language Pathology	Salon 10
<p>Suzanne Moineau, <i>California State University San Marcos</i> Devina Acharya, <i>Palomar Health and California State University San Marcos</i> Phoebe Chen, <i>California State University San Marcos</i> Ashley White, <i>California State University San Marcos</i></p>		
<p>We present a collaborative endeavor between a university graduate training program in speech-language pathology and a large local health system that has resulted in increased knowledge and skills in students while providing enhanced services to clients. This talk will include student reflections on the learning process.</p>		
F10	Supporting Community Outreach Through Faculty Development	Salon 11
<p>John Henning, <i>Ohio University</i> Diana L. Marvel, <i>Ohio University</i> Laura Risler, <i>Ohio University</i></p>		
<p>This presentation will demonstrate how a professional development workshop can 1) increase the faculty's capacity for designing engagement, 2) create a framework for experiential learning, 3) strengthen university and community partnerships, and 4) foster the college's outreach goals.</p>		

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F11	For the People, By the People: Creating Public Art in Communities, with Communities	Salon 12
	<p><i>Matt Foss, University of Idaho</i> <i>Jennifer Drinkwater, Iowa State University</i></p>	
	<p>Visual Artist (Drinkwater) and Theatremaker (Foss) lead a discussion about their work in public spaces. From facilitated mural projects created for and by community members to site specific performances of Shakespeare with members of Detroit's homeless community, the workshop aims at how to integrate rather than impose art on communities.</p>	
F12	Reflexivity and positionality in engagement: Experiences with Protected Areas Research	Salon 13 & 14
	<p><i>Monica Gruezmacher, Faculty of Extension, University of Alberta</i> <i>Kristof Van Assche, Faculty of Extension, University of Alberta</i></p>	
	<p>In our presentation, we present a perspective to understand the potential and limitations of various forms of engagement. We start from the notions of reflexivity and positionality, and argue that a refined understanding of the position of the researcher in a community and in academia, can improve success in engaged scholarship. Fostering reflexivity with researchers, students and community actors is essential in this presentation. We reflect on our own experiences with protected areas research.</p>	
F12	Construction and Mediation of the "Other" in Community-Engaged Scholarship: the importance of not-knowing	Salon 13 & 14
	<p><i>Tania Kajner, University of Alberta</i></p>	
	<p>Working from findings of a research study that explored the scholarship of engagement in Canada, in this presentation I explore scholars' construction of community and their approach to difference in the engagement relation. I suggest that "not knowing" is of central importance to resisting coloniality in community engaged scholarship.</p>	
F13	Community Engaged Scholarship in the Doctoral Dissertation: Perspectives from the Field	Salon 15 & 16
	<p><i>Audrey Jaeger, North Carolina State University</i> <i>Jeremy Tuchmayer, North Carolina State University</i> <i>Shauna Morin, North Carolina State University</i> <i>Lorilee Sandmann, University of Georgia</i> <i>Sherril Gelmon, Portland State University</i> <i>Jennifer W. Purcell, Kennesaw State University</i></p>	
	<p>This workshop explores the implications of a study investigating community engaged scholarship among doctoral students and the characteristics of their degree-granting institutions. It highlights who is participating in scholarly engagement at the graduate level; whether their numbers are increasing; and the fields of study, institution types, and geographic regions that are most prominently represented by their work.</p>	
F14	Community-University Partnerships For Achieving Evidence Based Practice	Salon 17 & 18
	<p><i>Kathleen Bloom, University of Waterloo</i> <i>Jane Tam, University of Waterloo</i> <i>Melissa Subnath, University of Waterloo</i> <i>Lorna Montgomery, Infant and Child Development Services Peel</i> <i>Angela Lawton, Infant and Child Development Services Peel</i> <i>Roxanne Young, Infant and Child Development Services Halton</i></p>	
	<p>A community-university partnership model supported evidence based practice by training students in systematic reviewing. Agencies offered review topics that served their program and policy development. Students learned methods of systematic reviewing, thereby increasing thesis and employment skills. By providing its scholarly resources the University increased its reputation for public accountability.</p>	
F14	The Benefits and Challenges of Community-Based Undergraduate Student Research	Salon 17 & 18
	<p><i>Michael Gulayets, MacEwan University</i></p>	
	<p>This presentation considers details of a program that places undergraduate students in community-based agencies to conduct research projects. The presentation discusses a wide range of issues from dealing with the relative inexperience of students (and sometimes community supervisors) in conducting research, to administering ethical, legal and intellectual property agreements.</p>	

F14	How can undergraduate research support community-university engagement?	Salon 17 & 18
	<i>Crystal Snyder, University of Alberta</i> <i>Connie Varnhagen, Undergraduate Research Initiative, University of Alberta</i>	
	This workshop explores strategies for harnessing the potential of undergraduate research for community-university engagement. We present a model for integrating undergraduate research across the curriculum, and, using examples of interdisciplinary student-driven projects, discuss how undergraduate research equips students with the skills and attitudes to become active partners in community engagement.	
F15	Challenges Defining the Impacts of Engagement: The University Partner's Perspective	Salon 19 & 20
	<i>Sharon Rogers, East Carolina University</i>	
	Engaged scholars often struggle to capture and present the impacts of partnerships in their professional dossiers. There is growing acceptance of alternative products but questions remain, including: Can all impacts be measured and if so, how? Should these impacts be listed on a dossier and if so, where?	
F15	Challenges in evaluating impacts on access to Justice	Salon 19 & 20
	<i>Joan Braun, Centre for Public Legal Education in Alberta</i> <i>Lois Gander, University of Alberta</i>	
	In the spring of 2014, the Public Legal Education Association of Canada, the University of Alberta, and the Centre for Public Legal Education in Alberta studied the current state of evaluation in this field in Canada and identified challenges PLE providers face in documenting their contribution to access to justice.	
2:30 PM - 3:20 PM Concurrent Sessions G		Salon 2, 3, 5-20 at Shaw Conference Centre
G1	Reframing community knowledge through Participatory Video	Salon 2
	<i>Crystal Tremblay, University of British Columbia</i> <i>Jutta Gutberlet, University of Victoria</i>	
	The presenters will discuss the methodology and evaluation of Participatory Video workshop with leaders of recycling cooperatives in the metropolitan region of Sao Paulo, Brazil. The participants and facilitators were part of a larger CIDA funded Community-University Partnership called Participatory Sustainable Waste Management, a 6 year initiative to build capacity and networking of recycling co-operatives in the region.	
G1	Scenario Planning as a community-based integrated resource management engagement process	Salon 2
	<i>Mike Henry, School of Business, MacEwan University</i> <i>Susan Abells, Abells Henry Public Affairs</i>	
	Scenario planning is associated with Shell who used it to deepen their understanding of how the world might evolve. The process was adapted for stakeholder engagement in planning future natural resource development in east-central Alberta, generating scenarios of plausible and preferred future outcomes. The session will conclude with lessons learned.	
G2	An Interuniversity Collaboration to Map Child Inequities on the Web	Salon 3
	<i>David Norris, Kirwan Institute for the Study of Race & Ethnicity, The Ohio State University</i> <i>Mikyung Baek, Kirwan Institute for the Study of Race & Ethnicity, The Ohio State University</i>	
	Interuniversity collaborations present logistical, technical and communications challenges. This presentation will first focus on the Kirwan Institute's collaboration with Brandeis University to create a child-centric opportunity mapping tool. We will then draw on Kirwan's 10 years of community engagement experience to discuss the use of maps to facilitate community conversations.	
G3	Promoting community engagement in university students through service learning.	Salon 4
	<i>Cynthia Puddu, MacEwan University</i> <i>Steve Bell, MacEwan University</i>	
	Cross Cultural Wellness is a MacEwan University course that engages students in quality service learning in Edmonton, Alberta and Ecuador. Through community engagement, students give back to the community while learning important academic concepts. Specific examples of community engagement and the reciprocal benefits to students and community will be presented.	

G4	Negotiating meaning: Creating opportunity for transformative knowledge mobilization in engaged scholarship and community-university partnerships.	Salon 5
	<i>Catherine Broomfield, iHuman Youth Society</i> <i>Joyce Bellous, Practicing Collaboration/iHuman Youth Society</i> <i>Roger Ogden, LiNKS Mental Health Clinic, iHuman Youth Society</i>	
	<p>Bridging the dynamic between theory and practice in embedded community-learning settings, requires an appreciation for the divergent operational understandings of "meaningful" from the vantage point of all stakeholders. Transformative learner experiences with this intentional alignment have the potential to create holistic communities of practice that strengthen the entire relational system.</p>	
G4	Expanding our Reach through Community Partnerships: The Learning in Fitness and Education through Sport Model	Salon 5
	<i>Lauren Paluta, Learning in Fitness & Education (LiFE) through Sports, The Ohio State University</i> <i>Rebecca Wade-Mdivanian, Learning in Fitness & Education (LiFE) through Sports, The Ohio State University</i> <i>Luke O'Quinn, Learning in Fitness & Education (LiFE) through Sports, The Ohio State University</i> <i>Dawn Anderson-Butcher, Learning in Fitness & Education (LiFE) through Sports, The Ohio State University</i> <i>Jerry Davis, Learning in Fitness & Education (LiFE) through Sports, The Ohio State University</i>	
	<p>The Learning in Fitness & Education through Sports Initiative at the Ohio State University is more than just a summer camp for underserved youth! Come learn about LiFE Sports' experience piloting their curriculum model with community agencies and how these partnerships are impacting more than just youth.</p>	
G4	Inner City Edmonton: Building Community Through Education	Salon 5
	<i>Rylan Kafara, Boyle Street Community Services and Bissell Centre</i>	
	<p>The Inner City Recreation Program, a joint-initiative of Boyle Street Community Services and Bissell Centre, has a mandate to remove barriers to recreation in Edmonton. This presentation will show how partnerships with post-secondary institutions help with this, and engage the community with educational opportunities.</p>	
G5	Strategic Action: Mobilizing Resources through Research and Service-Learning	Salon 6
	<i>Constance Lacy, University of North Texas at Dallas</i> <i>Yolanda Debose-Columbus, University of North Texas at Dallas/North Lake College</i> <i>Keilah Jacques, City Square Dallas and United Way Dallas</i>	
	<p>This workshop highlights the strategic and intentional interdisciplinary work done at the University of North Texas at Dallas to engage community constituents, students and local nonprofit-partners. Through the implementation of community service learning and action research, the presenters examine the impact of engaging community constituents in influencing sustainable change.</p>	
G5	ASU's CONNECT! Initiative: Impacting Student Learning through Community Engagement	Salon 6
	<i>Doyle Carter, Angelo State University</i> <i>Adria Battaglia, Angelo State University</i> <i>Leah Mangrum, Angelo State University</i>	
	<p>This workshop focuses on ASU's CONNECT! initiative, which proposes to enhance student learning through community engagement. Curricular engagement conducted by faculty through service-learning projects, internships, etc. is central to CONNECT!. Co-curricular engagement conducted by student organizations, etc. support the CONNECT! learning goal of enhancing students' ability to demonstrate Social Responsibility.</p>	
G5	Evaluation of the impact of community service-learning on students	Salon 6
	<i>Alison Taylor, University of Alberta</i> <i>Milosh Raykov, University of Malta</i> <i>Zane Hamm, University of Alberta</i> <i>John Simpson, University of Alberta</i>	
	<p>Presenters will discuss findings from a study that examines the longer-term impacts of participation in curricular Community Service-Learning (CSL) on students across faculties at the University of Alberta. This mixed methods evaluation study used surveys and focus groups to learn more about students who enrolled in CSL classes between 2005 and 2012.</p>	

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G6	<p>Advancing Authentic Engagement through Interdisciplinary Scholar Networks, Competencies, & Institutional Policies</p> <p>Lynn Blanchard, <i>University of North Carolina at Chapel Hill</i> Melvin Jackson, <i>Strengthening the Black Family, Inc.</i> Shawn M. Kneipp, <i>University of North Carolina at Chapel Hill</i></p> <p>This interactive session will focus on strengthening engaged scholarship at a research-intensive university. Participants will learn about and discuss development of an interdisciplinary scholar network, use of competencies in planning and assessing faculty development and an institutional approach to revising promotion and tenure policies at the school and department level.</p>	Salon 7
G6	<p>Engaging Military Communities and Higher Education: Behaviors among Engagement Leaders</p> <p>Casey Mull, <i>University of Georgia</i> Lorilee R Sandmann, <i>University of Georgia</i></p> <p>Engaging the military community can be difficult for educational outreach yet opportunities to expand engagement exist. This session explores the key behaviors and roles of individuals connecting higher education and military audiences nationwide in support of the 2.2 million service members and their families.</p>	Salon 7
G7	<p>Successes and Challenges of Taking Engagement to Scale – UW-Platteville Experience</p> <p>Kevin Bernhardt, <i>UW-Platteville</i></p> <p>This presentation is a story of the successes, challenges, and future needs of UW-Platteville’s efforts to bring engaged scholarship to a campus-wide integrated scale while not only maintaining, but improving quality. It is an entrepreneurial story of creativity, not being afraid to fail, failing, and pivoting to a new way.</p>	Salon 8
G7	<p>Create, Compose, Contribute: Service-Learning in English Composition</p> <p>Theresa S. Beyerle, <i>University of Akron</i> Emily J. Ziesenheim, <i>University of Akron</i> Loren Fekete, <i>University of Akron</i></p> <p>Incorporating unconventional service-learning into English Composition I and II, and Technical Report Writing classes increases student involvement, achievement, interest, completion, and eventually retention. A large urban university uses creative projects to engage first-year students in outlining, composing, writing and presenting various messages for the benefit of local nonprofit organizations.</p>	Salon 8
G7	<p>Competency-based Model of Higher Education: Pragmatics, Assessment and Community Engagement</p> <p>Donald Ipperciel, <i>University of Alberta</i> Samira ElAtia, <i>University of Alberta</i></p> <p>Classical institutions of higher education are undergoing unprecedented changes and challenges with regard to the classical model of education. In an evolving world, the focus of discussion is increasingly shifting towards building competencies or graduating attributes (GA) that would allow university graduates (1) to be better prepared for the job market and (2) to apply their learned knowledge and skills in their roles as ‘glocal’ citizens within a student-institution engagement framework.</p>	Salon 8
G8	<p>Substance Abuse Prevention in the Maskwacis Four Nations: A Community-Based Participatory Research Partnership</p> <p>Dr. Lola Baydala, <i>University of Alberta</i> Natasha Rabbit, <i>Nehiyaw Kakeskewina Learning Society</i> Melissa Tremblay, <i>University of Alberta</i> Jennilee Louis, <i>Nehiyaw Kakeskewina Learning Society</i></p> <p>Using a community-based participatory approach, Maskwacis First Nations community members partnered with University of Alberta researchers to culturally adapt, implement, and evaluate an evidence-based substance abuse and violence prevention program. The program was delivered in Maskwacis schools for three years. Evaluation findings will be shared from the perspectives of community and university partners.</p>	Salon 9

G9	An Interactive Knowledgebase to Capture Participation and Impact in PAR	Salon 10
<p><i>Jane Springett, University of Alberta</i> <i>Krystyna Kongats, University of Alberta</i> <i>Emma Wilkins, University of Alberta</i></p> <p>Using a world café format, this workshop will provide participants with an opportunity to inform the development of an online Interactive Knowledgebase, which aims to help users explore participation and impact in participatory action research.</p>		
G10	Magrath Award Competition Final Interviews	Salon 11
G11	Disruption Disruption: What's your Engagement Function?	Salon 12
<p><i>Susan Erickson, Iowa State University, Community and Economic Development Extension and Outreach</i> <i>Lisa Bates, Iowa State University, College of Design</i> <i>Nancy Franz, Iowa State University School of Education</i></p> <p>This interactive workshop includes disruption concepts to enhance the scholarship of engagement, focusing on three types of disruptive changes to achieve innovation and positive outcomes. Workshop participants will learn from engaged scholars currently utilizing disruption concepts to improve their own work with community and institutional partners.</p>		
G12	Mapping power, communication and reciprocity in engaged scholarship partnerships.	Salon 13 & 14
<p><i>Katherine L. Davis, Carl Vinson Institute of Government, The University of Georgia</i> <i>Brandon W Kliewer, Kansas State University and Points of Light</i></p> <p>The transformative potential of engaged scholarship is connected to ways in which reciprocity is enacted at intersections of power and communication. In building networks and partnerships we must account for ways in which relationships and interactions contain the dynamics of power and communication, which directly impact the functioning of partnerships.</p>		
G13	Creating Change: Transferring Classroom Theory into Community Practice	Salon 15 & 16
<p><i>Tara Gallien, East Carolina University</i> <i>Jeannie Golden, East Carolina University</i></p> <p>This presentation will describe how teaching health coaching to undergraduate health and psychology students will provide them with theory-based knowledge and skills that will enable them to benefit the community.</p>		
G14	Digital engagement - It takes a village	Salon 17 & 18
<p><i>Maria deBruijn, Emerge Solutions, Inc.</i> <i>Lisa Grotkowski, Emerge Solutions, Inc.</i></p> <p>This interactive session introduces the metaphor of a village (a social innovation) in the context of the digital age (technological innovation). It engages participants to challenge the traditional paradigms surrounding social computing and imagine how our new technologies can be used to transform engagement practices.</p>		
G15	Engaging Youth in Changing the Future of the Community	Salon 19 & 20
<p><i>Michelle Elliott, University of Georgia</i> <i>Dr. Sue Chapman</i> <i>Kim Jackson</i> <i>Sharon Liggett</i></p> <p>Changing how youth engage in communities can have big rewards. Traditionally, programs have exposed youth to the inner workings of their communities. Three Georgia cities sought to change the way they engage youth and allow them to be key players in shaping community vision, solving problems and designing future downtowns.</p>		

Changing for Engagement	How we Engage	Networks and Partnerships	Reasons for Engaging
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G15	Engaging and Empowering Youth to Lead Community Engagement <i>Jeremy Elliott-Engel, University of Missouri Extension</i> <i>Amy Patillo, University of Missouri Extension</i> An interactive session invites participants to experience a strengths-based curriculum that engages youth through a Community Capitals Team Challenge Race, creating a History Wall and committing to Action Planning. Youth can energize, empower and transform communities by bridging intergenerational influence and connecting wisdom with ideas and energy for the future.	Salon 19 & 20
G15	Building Community Connections Through Youth Engagement <i>Jackie Carattini, University of Wisconsin-Extension</i> <i>Mary A. Kluz, University of Wisconsin-Extension</i> A multi-institutional team gathered data through surveys and focus groups to design a community conference around engaging youth. The Engaging and Sustaining Leadership Summit was held in 2013 to present research findings to community leaders and residents. Participants explored how to increase community involvement among those between ages 16-39.	Salon 19 & 20
G17	Creating Evidence of Institutional Engagement: Can We Figure It Out? <i>Sherril Gelmon, Portland State University</i> <i>Katrina H Norvell, Roger Williams University</i> <i>Rita F Sumner, Portland State University</i> <i>Sharon Douglas, University of Newcastle</i> This workshop introduces a new typology of indicators for measuring evidence of community-university engagement consistently and systematically across institutional contexts. Participants will explore sources of evidence; methods to institutionalize measurement; and facilitators and barriers to measurement, based on a synthesis of 100 engagement-centric public domain instruments from multiple countries.	Hall C Plenary Space

3:30 PM - 4:20 PM **Concurrent Sessions H** **Salon 3-20 at Shaw Conference Centre**

H1	Engaging with Communities: The Development of an Evaluation Capacity Network <i>Jason Daniels, University of Alberta</i> <i>Rebecca Gokiert, University of Alberta</i> <i>Stanley Varnhagen, University of Alberta</i> <i>Karen Edwards, University of Alberta</i> Strong relationships are required in order to establish multidisciplinary and intersectoral partnerships. In this presentation we will discuss the development of an Evaluation Capacity Network using a community-based participatory approach. Benefits include a shift in evaluative thinking among partners based on a common model of evaluation that informs and strengthens practice, program and policies.	Salon 2
H2	King of Cambodian Marathons; a documentary for living for adequacy model <i>Sherry Heschuk, University of Alberta</i> "Living for adequacy" is a state in which people have 12 basics to partake in enough food, water, clothing, shelter, healthcare, income generation, social equity, sustainability practices etc. A team of University of Alberta Alumni plans to demonstrate with video footage, an individual's freedom to run 8 marathons as a case study of the national marathoner's 400 km journey in Cambodia.	Salon 3
H3	Networking The Networks <i>Elizabeth Tryon, Morgridge Center for Public Service</i> <i>Crystal Tremblay, Institute for Resources, Environment and Sustainability, University of British Columbia</i> Do you belong to regional, national or global networks that share engagement practices and resources? Participants needed to interact to expand, link and maximize collaborative energy. Results from 2 surveys will kickstart a dynamic, deliberative dialog on a shared knowledge base to evolve in our globally-focused work.	Salon 4

H4	Community-Engaged Design: From Individual Projects to a Collective Center	Salon 5
	<i>Travis Hicks, University of North Carolina at Greensboro</i> <i>Rebekah Ison Radtke, University of Kentucky</i>	
	<p>A public land grant university's Interior Architecture department has a decades-long history of community-engaged design. After years of faculty and students' working individually to execute community-based design and building projects, this department has established a formal research center for community-engaged design to leverage collective strengths of faculty, staff, and students.</p>	
H5	Tying it all together: Teaching, research, and community engagement in an innovative, multidisciplinary study abroad program in South Africa	Salon 6
	<i>Neil Brown, Penn State University, Global Programs</i> <i>Carla Zembal-Saul, Penn State University</i> <i>Jared M Hammond, Penn State University, Residence Life</i> <i>Tauheedah H Alexander, Penn State University, Residence Life</i> <i>Betsy Scarpaci</i>	
	<p>Learn about a nontraditional semester abroad experience that integrates teaching, research, and community engagement across multiple disciplines relevant to the management of protected areas, economic development of communities surrounding or located within those areas, public education in ecosystem services and natural resource management through a cooperative Penn State/South African partnership.</p>	
H6	Student Community Outreach ProjEct (SCOPE)	Salon 7
	<i>Shelby Rogala, Student Community Outreach ProjEct (SCOPE): Exploring Undergraduate Community-Based Research in Montana</i> <i>Kiah Abbey, Student Community Outreach ProjEct (SCOPE)</i> <i>Tessa Landale</i>	
	<p>SCOPE at MSU seeks to bridge the gap between students and communities in Montana through meaningful, academically rigorous community based research. We provide pathways for students to work on long term projects with community organizations and local businesses on projects that result in tangible and reciprocal benefits.</p>	
H7	CUP: 15 Years of Community-University Action	Salon 8
	<i>Laurie Schnirer, Community-University Partnership for the Study of Children, Youth, and Families (CUP)</i> <i>Sherry Ann Chapman, Community-University Partnership for the Study of Children, Youth, and Families (CUP)</i> <i>Jeff Bisanz, University of Alberta</i> <i>Members of CUP Steering Committee, University of Alberta</i>	
	<p>Since 2000, the Community-University Partnership for the Study of Children, Youth, and Families in Edmonton has initiated community-based research and knowledge-sharing projects and has attracted almost \$23 million in funding. Members will describe how CUP has adapted to issues of direction, funding, governance, and changing university and community environments.</p>	
H8	Participatory Action Research and Authorship	Salon 9
	<i>Cheryl Forchuk, Lawson Health Research Institute/Western University</i> <i>Betty Edwards, Can-Voice</i>	
	<p>How can authorship be attributed in a manner that honours the participatory process? Our approach is based around what we call "the article chart". This presentation will highlight key features of the "article chart", how it works, and reveal some of the successful outcomes to date.</p>	
H8	Participatory Action and Community Partnerships	Salon 9
	<i>Betty Edwards, Can-Voice</i> <i>Cheryl Forchuk, Lawson Health Research Institute/Western University</i>	
	<p>Based on the principals of Participatory Action Research (PAR), this presentation will highlight the evolution of relationships with a mental health consumer-survivor group. Strategies to the PAR process will be shared using specific examples that demonstrate how active participation and leadership can lead to high quality research and policy changes.</p>	

Changing for Engagement	How we Engage	Networks and Partnerships	Reasons for Engaging
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H8	Social Inclusion and Poverty Reduction: Evaluating a Community-Based Social Enterprise	Salon 9
	<i>Kevin Dickins, CMHA Middlesex</i> <i>Cheryl Forchuk, Lawson Health Research Institute/Western University</i>	
	<p>Social enterprises can be a strategy to provide employment to address both poverty and social inclusion. This presentation will focus on "Impact Junk Solutions", and the collaboration with this CURA, and the ways in which it has addressed issues of poverty, reduced stigma, and promoted meaningful social inclusion.</p>	
H9	Enhancing community engagement campaigns with text messaging: A workshop for community groups and non-profits	Salon 10
	<i>Gordon Gow, University of Alberta</i> <i>Kathleen Quinn, Centre to End All Sexual Exploitation (CEASE)</i> <i>Timothy Barlott, Faculty of Extension, University of Alberta</i>	
	<p>Edmonton community organizations, along with conference attendees, will be invited to participate in a workshop that will introduce the use of text messaging to enhance community outreach. Along with a hands-on introduction to the technology, this workshop will also share the results of the application of this method within the context of sexual exploitation outreach.</p>	
H10	The Human Side of Engagement: Interpersonal Skills for Whole People	Salon 11
	<i>William Strean, University of Alberta</i>	
	<p>Although engagement scholarship requires intelligence and technical knowledge, fundamentally it's about human connection. Participants will be introduced to somatic frameworks and practices for creating effective relationships. Active learning exercises will introduce participants to five core capacities. Participants will receive a set of practices with implications for learning and future work.</p>	
H11	Defining Outreach and Engagement: The Never Ending Story	Salon 12
	<i>Philip Craig Morton, Texas Tech University</i> <i>Marcelo Schmidt, Texas Tech University</i>	
	<p>The presenters will use data from the most recent measurement of outreach and engagement at their own institution to demonstrate how a socially constructed understanding of outreach and engagement can have a power effect on understanding the extent to which outreach and engagement occurs.</p>	
H11	Global Service-Learning Impacts: Community Perspectives	Salon 12
	<i>Jessica Arends, Penn State University</i>	
	<p>How do community members abroad perceive service-learning programs? What are the community outcomes, be they negative, positive or neutral? This interactive workshop will present community perspectives on service-learning from a site in Africa. Participants will then explore a variety of tools and resources for ethically assessing service-learning community impacts.</p>	
H12	Lessons in Developing a Community Engaged Research Program at The King's University	Salon 13 & 14
	<i>Philip O'Hara, University of Alberta</i> <i>David Long, The King's University</i>	
	<p>Building on other engaged scholarship initiatives, The King's University College in Edmonton launched a Community Engaged Research (CER) program in 2014. This workshop explores the process of program development, including how and why the lessons learned from 25 interviews with a wide variety of stakeholders helped cultivate institutional and community partner support for this initiative.</p>	
H12	Creating Connection(s) at the University of Saskatchewan	Salon 13 & 14
	<i>Andrew Dunlop, University of Saskatchewan</i> <i>Lisa Erickson, University of Saskatchewan</i> <i>Natalia Khanenko-Friesen, St. Thomas More College</i> <i>Len Usiskin, Quint Development Corporation, Saskatoon</i>	
	<p>The University of Saskatchewan is creating sustainable infrastructure for meaningful, mutually beneficial Community Engaged Scholarship, with planning focusing on four areas: CES initiation and support through co-location with community-based partners; rigorous, peer-reviewed scholarship dissemination, accessible to wider audiences; CES capacity-building through centralized supports and resources; and; community-sourced reflective feedback.</p>	

H13	Learning by giving away \$750,000: Philanthropy in the Real World <i>Jessica Taylor, Northern Kentucky University</i> <i>Kajsa C. Larson, Northern Kentucky University</i>	Salon 15 & 16
<p>Our student philanthropy program rests on one basic mission: to give money away. At Northern Kentucky University, we have involved 29 disciplines and 134 courses in our active philanthropy project. Through a unique model and a foundation grant, our students interact with area non-profits, review grant proposals, and learn evaluation skills.</p>		
H13	FUEL NKU: A Campus Community Hunger Initiative <i>Jessica Averitt Taylor, Northern Kentucky University</i> <i>James P Canfield, Northern Kentucky University</i> <i>James E Taylor, Northern Kentucky University</i> <i>Karen Tapp, Northern Kentucky University</i>	Salon 15 & 16
<p>Hunger is a major problem in the Northern Kentucky/Greater Cincinnati area. To address the immediate needs of our general student body, students and faculty together created FUEL NKU, an on-campus food bank for the university community. Our presentation will focus on this project and the results of our needs assessment.</p>		
H14	Publishing Community-Engaged (Student) Research: Lessons Learned over Six years and Seventy Six Articles <i>Khanjan Mehta, Penn State University</i>	Salon 17 & 18
<p>Integration of original, institution-approved, and publishable research into social ventures can empower community partners, students, faculty, and, most importantly, strengthen the projects. This workshop will share practical insights and resources on how to carve out and share aspects of community-engaged work that constitute scholarship and can potentially help other innovators.</p>		
H15	The Impact of Non-monetary Incentives on Nutrition Education <i>Jo Britt-Rankin, University of Missouri</i> <i>Candance E Gabel, University of Missouri</i>	Salon 19 & 20
<p>This study will examine the impact of non-monetary incentives, such as cooking utensils, on EFNEP program participants. This study will use three treatments--education only; education and grocery tour; and education, grocery tour and incentives. The goal of this study is to determine if incentives impact participants to change behaviors.</p>		
H15	Learning Together in Primary Care: 5AsT Weight Management Intervention in Edmonton's Primary Care Network <i>Jodie Asselin, University of Alberta</i> <i>Robin Fielding, Edmonton South Side Primary Care Network</i> <i>Adedayo Osunlana, Andrew Cave, Ayodele Ogunleye, Arya Sharma, Denise Campbell-Scherer, University of Alberta</i>	Salon 19 & 20
<p>The University of Alberta and our Primary Care Network partner together recognize the need for the transfer of current obesity-related knowledge to primary care settings. 5As Team (5AsT) project is a collaboratively designed and implemented intervention aimed at increasing provider confidence in addressing patient weight issues.</p>		
H15	Show Me Nutrition: Healthy Eating and Active Lifestyle <i>Alejandra Gudino, FNEP - College of Human Environmental Sciences, University of Missouri Extension</i> <i>Candance Gabel, FNEP - College of Human Environmental Sciences, University of Missouri Extension</i>	Salon 19 & 20
<p>We reach low-income young people through a school nutrition program called Show-Me Nutrition. Classes are available for pre-K through eighth grade youth in Missouri schools and taught by trained nutrition educators working in cooperation with classroom teachers. The curriculum is a series of integrated classes that educates youth with age appropriate content on nutrition, food safety, physical activity, media influence and body image.</p>		

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POSTER SHOWCASE

POSTER VIEWING

The poster presentations can be viewed in Hall C at the Shaw Conference Centre on **Tuesday, October 7, from 9:00 AM to 7:00 PM** and on **Wednesday, October 8, from 8:00 AM to 5:00 PM**.

POSTER RECEPTION

For a chance to visit with poster presenters, join us at the Poster Wine & Cheese Reception on **Tuesday, October 7, from 5:00 PM to 7:00 PM**.

Improving "The Meaningful Life": Using Community Engagement in a Positive Psychology Course

K. Robert Bridges, Penn State University, New Kensington
Richard J. Harnish, Penn State University, New Kensington

Experiences using a service-learning project in a Positive Psychology course are discussed. (Positive psychology is the scientific study of building thriving individuals, families, and communities.) Students partnered with local service organizations to share and build their skills and talents. Students reported that their experiences contributed to a more meaningful life.

Cultivating Campus-Community Engagement: Funding Models for Faculty and Student-led Programming

Tracy Parish, University of Illinois at Urbana-Champaign

Learn about University of Illinois campus level grant program models that provide funding for faculty, student, and staff-led community-related projects, scholarly work, creative endeavors, course development and other initiatives. Topics will include RFP development, proposal review, campus-community partnerships supported by grant programs, reporting and evaluation mechanisms, and community impact.

Thinking and Acting: Building the bridge through Global Engagement

Desmond Delk, Auburn University

In the summer of 2013 a group of students from Auburn University embarked on an educational study abroad course to Lilongwe, Malawi. The students served as guest teachers for a primary school, presented recognized best practices to local teachers, and shared ideas of enriching activities. Engagement was the great translator.

Building Teacher Ownership of Service Learning Projects

Kym Acuna, Midwestern State University

The poster will describe key elements of developing teacher ownership of a SL program and then will provide practical examples of strategies for developing those key elements. These will be identified on poster and provided as handouts.

Faculty of Medicine and Dentistry Community Service Learning Program

Angela Han, University of Alberta
Jill Konkin, University of Alberta

The Faculty of Medicine and Dentistry Community Service Learning (FoMD CSL) Program is a novel project that emphasizes community engaged learning for medical students. Students explore health and social issues faced by marginalized populations by working alongside community partners and become familiar with concepts of social responsibility and community service.

In-Situ Engagement: Educating Local Museum Patrons on Sustainable Lighting Choices

Paulette R. Hebert, Oklahoma State University, Department of Design, Housing and Merchandising
Celia Stall-Meadows, Oklahoma State University, Department of Design, Housing and Merchandising

Environmental Sustainability students partnered with the state's Historical Society in an in-situ lighting project in their museum home. Student researchers created lighting vignettes throughout the museum and measured existing room lighting levels. Museum visitors completed questionnaires and reading tasks under three lighting types, and received educational materials on sustainable lighting.

Health, Homelessness and Female Inmates

Louanne Keenan, *Faculty of Medicine & Dentistry, University of Alberta*
Rabia Ahmed, *Faculty of Medicine & Dentistry, University of Alberta*
Rebecca Martell, *OPAU, Department of Occupational Therapy, Faculty of Rehabilitation Medicine*

Female offenders need comprehensive health care services during incarceration and supportive housing to maintain their health when they transition back to community. The study team included: Aboriginal cultural and health consultants; social workers and psychologists; women's inner city health and infectious disease specialists; community correctional services; academics and learners.

OCES - Building an Intercultural Competent Community – First Year assessment

Maria G. Fabregas Janeiro, *Oklahoma State University*
Jorge H. Atilas, *Oklahoma State University*

Oklahoma Cooperative Extension "Building an Intercultural Competent Community" project finished its first year. During the first year, two assessments were conducted, 1) needs assessment of intercultural competence training by Extension personnel, and 2) assessment of intercultural competence using the Intercultural Development Inventory. The findings will be discussed in this presentation.

Ohio State University Extension Food Safety Training

Linnette Goard, *Ohio State University Extension*

Ohio State University Extension partners with restaurants, schools, hospitals, child care centers and with anyone who serves food to the public to provide food safety updates and training. This session will discuss the mechanics of how to form partnerships and the results of these efforts.

Light and Sleep Study: Engaging older adult facility shift workers

Paulette Hebert, *Department of Design, Housing and Merchandising, Oklahoma State University*
Greg Clare, *Department of Design, Housing and Merchandising, Oklahoma State University*
Christelle Compaore, *Department of Design, Housing and Merchandising, Oklahoma State University*
Jonathan Chin, *Department of Design, Housing and Merchandising, Oklahoma State University*

This study utilized interdisciplinary university team expertise in lighting and circadian rhythms to address community needs. We documented older adult facility shift workers' existing lighting exposures; surveyed health and sleep patterns; monitored circadian rhythms via innovative actigraphy instruments; raised awareness of sleep hygiene and benefits; delivered results to the community.

Expanding Access to the Profession of Architecture on the U.S.-Mexico Border

Valerie Paton, *Texas Tech University*
Andrew Vernooy, *Texas Tech University*
Robert A. Gonzalez, *Texas Tech University at El Paso*
Morris Brown, *Texas Tech University at El Paso*

In the U.S., less than 2% of the architects are Hispanic. To address this inequity, practicing architects in the border region of El Paso, Texas initiated a 20-year community campaign to bring architectural education to their region. Their efforts have opened access to this profession in their region.

Developing the Perfect Ice Cream

Dawn Lee, *Pioneer Academic Center for Community Engagement, University of Wisconsin-Platteville*

University of Wisconsin-Platteville students partnered with local coffee shop owner to create ice cream flavors and recipes. Students tested mixes, flavors, machine settings, and freezer times. Concepts from dairy products course and taste-testing feedback were used to improve the product, teamwork skills and critical thinking....to experience, grow, make a difference.

Harnessing Skills of Retired Professionals to Expand Outreach and Engagement Education

Sam Angima, *Oregon State University*

With an estimated 78 million Baby Boomers (26 million highly educated) retiring in the next 16 years, are communities prepared to harness their abilities and skills to help sustain local economies? A study on a small group of Extension volunteers revealed upwards of 88 different skill sets to expand university reach within communities.

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A Community-University Partnership Investigates Pain Disparities Among Hispanics

Calia Torres, *The University of Alabama*

This poster reports the results of a study examining the pain experience of low-income Spanish-speaking chronic pain patients. Research was conducted in collaboration with a local Federal Qualified Health Clinic (FQHC), allowing us to reach members of the community often not included in research due to the language barrier.

Does Service-Learning Make Graduates More Employable?

Paul Matthews, *University of Georgia Office of Service-Learning*

Jeffrey Dorfman, *University of Georgia Department of Agricultural and Applied Economics*

This poster reports and contextualizes survey results from one university's graduates several years after graduation, on their self-assessment of how service-learning influenced their employment across a range of factors, including starting salary, job field, and promotions.

Characteristics of Effective Practice by Faculty in Service-Learning Courses

Paul Matthews, *University of Georgia Office of Service-Learning*

Drew Pearl, *University of Georgia Office of Service-Learning*

Shannon O. Wilder, *University of Georgia Office of Service-Learning*

How do faculty instructional choices affect student outcomes in service-learning? This poster analyzes end-of-semester student responses across a set of courses at one large university, to assess what impacts on student outcomes result from varying practices under the instructor's control relating to the service, reflection, and course activity components.

Integrating high-impact scholarship into a large general education class

Careen Yarnal, *Penn State University*

Hsin-Yu Chen

We integrated a three-phase Time Diary project into a general education curriculum. The three-phase process of data collection, data analysis, and personal reflection yielded high-impact practice learning outcomes amongst many students. We demonstrate how a general education curriculum can be a cost-effective large-scale mechanism conducive to high impact scholarship.

Career Pathways for STEM Professionals Interested in "Changing the World"

Khanjan Mehta, *Penn State University*

What are the career pathways for STEM students who want to "change the world"? This talk will present compelling findings from an effort to curate profiles and trajectories of over 60 individuals pursuing careers focused on sustainable development, social innovation and improving the human condition.

How to Integrate Engagement Scholarship for Achieving Tenure and Promotion

Koralalage Jayaratne, *North Carolina State University*

Patricia M Sobrero, *North Carolina State University*

Literature indicates that universities value research and teaching over engagement scholarship in the tenure process. This is a significant barrier for promoting engagement scholarship among faculty. This presentation discusses how to overcome this by integrating engagement scholarship with teaching and research for helping outreach faculty achieve their tenure and promotion.

Center for Latin@ Studies and Engagement (CL@SE)

Ronald Mize, *Oregon State University*

Daniel Lopez-Cevallos, *Oregon State University*

Loren Chavarria, *Oregon State University*

Ana Carolina Gomez, *Oregon State University*

The Center for Latin@ Studies and Engagement at Oregon State University promotes engaged research and outreach devoted to advancing knowledge and understanding of Latin@ life chances and the issues shaping their lived experiences in Oregon, the Pacific Northwest, and nationwide.

Engaging Ohio Vegetable Growers through Interactive Disease Diagnostic Services

Fulya Baysal-Gurel, *The Ohio State University*
Sally A. Miller, *The Ohio State University*

Accurate diagnosis is the first step to effective disease management. Combining classical and molecular diagnostic procedures with effective communication, the Vegetable Pathology Lab at The Ohio State University provides diagnoses and management recommendations to support sustainable vegetable farming in Ohio and other states.

University community engagement—arts create vibrant relationships and meaningful learning

Mary Simon Leuci, *University of Missouri Extension*
Lee Ann Woolery, *University of Missouri Extension*
Mark Porth, *University of Missouri Extension*
William Lackey, *University of Missouri*

The MU Extension Community Arts Project engages campus faculty and students with Extension in rural communities in Missouri. Working collaboratively, utilizing the arts, together we build community and create economic opportunity. With the arts as the vehicle for engagement, The Mizzou New Music Initiative residency provides evidence of mutual benefit.

Building Teacher Capacity Through Engagement Scholarship: A University/School District Research Partnership

Amanda Montgomery, *University of Alberta*
Kathryn Smith, *University of Alberta*

This session shares impact results from a new, community engagement partnership between university researchers and JK-1 teachers. Building teacher capacity to support early literacy development through an eight-month, collaborative action research project was revealed as successfully transforming practice, as well as piloting a sustainable model for future reciprocal engagement projects.

Please Talk in the Museum: A partnership for language research

Michael Phelan, *The Ohio State University*

The Language Pod, a partnership between The Ohio State University and Columbus's Center of Science and Industry, is a platform for engaged scholarship and science outreach. A glass-walled laboratory space on the museum floor uniquely showcases the ongoing nature of scientific discovery while driving researchers to add pedagogy to experimentation.

Engaged Scholarship: Changing Minds, Changing Styles & Changing Lives

Jeannie Golden, *East Carolina University*

East Carolina University is located in eastern North Carolina surrounded by significant poverty and health disparities. Pediatric School Psychology doctoral students provide school-based mental health services changing lives of adolescents living in poverty, changes styles of parenting and teaching, and changing minds of faculty and administrators evaluating academic programs.

Changing Lifestyle Behavior: University Evaluating Health Coaching in the Community

Tara Gallien, *East Carolina University*
Jeannie Golden, *East Carolina University*
Sharon Knight, *East Carolina University*

This presentation will describe the process used by a college professor to engage undergraduate scholars and graduate students in the evaluation of a community telephone health coaching program targeting obese patients from a rural family health clinic.

Theatre-Based Approach to Knowledge Translation

Alan Jeans, *University of Alberta*

Drawing from Augusto Boal's Legislative Theatre, and the work of Dr. Pia Kontos, a health researcher using theatre-based approaches to KT, I will demonstrate a theatre-based KT strategy. The strategy will trace KT from the formation of partnerships, to impact and evaluation, creation of policy briefs, and implementation of knowledge.

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Co-Parenting for Resilience: From Development to Implementation to Results

Ronald Cox Jr., *Oklahoma State University*
Matthew Brosi, *Oklahoma State University*
Radonna Sawatzky, *Oklahoma State University*

This presentation outlines the process of developing a(n): (a) new parent education program for divorcing parents, (b) statewide dissemination strategy, and (c) evaluation strategy that measures programmatic impacts on parental behavior change. How community input influenced all aspects of the process from program content to dissemination of results is emphasized.

Community-University Partnership to Prevent Teen Pregnancy in the Bible Belt

Ronald Cox Jr., *Oklahoma State University*

Efforts to introduce sex education into schools are often challenged by advocacy groups that oppose any program that goes beyond abstinence. This presentation outlines the development of a university-community partnership that resulted in a research study to inform an ongoing community-wide prevention effort to reduce the incidence of teen pregnancy.

Reducing risks of food borne illness through community engagement: A pilot study

Paulette R. Hebert, *Oklahoma State University*

A study of older (60+) and very old adults (80+) at congregate living facilities showed significant perceived differences in ground beef packages' appearance under different lighting conditions. Recent, industry developed light bulbs were tested with consumers for appropriateness in retail displays. Pilot data will facilitate development of an education program.

Building an International Learning and Partnership for Community Engagement

Mary Simon Leuci, *University of Missouri-Columbia*
Priscilla Daniels, *University of the Western Cape, South Africa*
Julie Middleton, *University of Missouri-Columbia*
Letitia Johnson, *University of Missouri Extension*
Marion Keim-Lees, *University of the Western Cape, South Africa*

The University of Missouri and South Africa's University of the Western Cape have collaboratively developed and offered five webinars bridging research and practice. Students, faculty and community members have participated, resulting in mutual learning, enhanced community engagement by both universities and seeded additional partnership projects.

Health and Safety For Child And Family Services: A Community Partnership

Thomas Barker, *University of Alberta*
Sandra Maygard, *Alberta Association of Services for Children and Families (AASCF)*

What occupational health and safety hazards do social workers face in child and family services? This community-based partnership--comprised of agencies, government, and university members--aims to identify hazards across the province of Alberta. Results can inform training and policy development, as well as other areas of agency work.

Mapping the Food Environment to Inform Community Health Intervention Strategies

Christy Rogers, *The Kirwan Institute for the Study of Race and Ethnicity, The Ohio State University*
Nick A Stanich, *Franklinton Gardens*
Ben Kerrick, *The Ohio State University*
Michelle Kaiser, *College of Social Work, The Ohio State University*

Multifaceted causes and consequences of food insecurity require collaborative work across multiple disciplines and with community partners. Our unique 25-person team is collaborating on a comprehensive mapping project. We seek a means of evaluating and selecting sustainable interventions that may be tested to improve food security and community health.

Is blogging just outreach? Can blogs also engage?

Molly Engle, *Oregon State University*

Blogging is ubiquitous on the web. The web is everywhere. Blogs are often the platform for people to express personal views on a variety of issues. It is an easily accessible outreach option to a variety of audiences. Engaging those audiences is not necessarily as easy as simply outreach.

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Mentoring future engagement leaders: The community informatics studio

Martin Wolske, *Center for Digital Inclusion, University of Illinois*

This presentation will provide attendees with practical ideas of how studio-based learning and community inquiry can be combined to construct a capstone experience for future engagement leaders. Community inquiry is practiced of, for, and by the community to extend service learning to critically bring together theory and practice.

Cross-Cultural Learning through University-Elementary School Partnerships: Success and Innovation

Anna Margaret Yarbrough, *The University of Alabama*

Heather Pleasants, *Center for Community-Based Partnerships, The University of Alabama*

Fan Yang, *Center for Community-Based Partnerships, The University of Alabama*

Qualitative and quantitative data demonstrate how Heart Touch, a university-based cultural enrichment program developed for elementary-aged children and university volunteers, provides measurable benefits to program participants from the United States and China. Additionally, the program's focus on cultural awareness provides new ways to conceptualize engaged scholarship in a global framework.

United Nations University – Grand Rapids-RCE Virtual Youth Conference

Elena McKendrick, *Western Michigan University (former GRPS student)*

George K. Heartwell, *City of Grand Rapids*

Ryan Huppert, *City High/Middle and The Center for Economicology, Grand Rapids Public Schools*

Dawn Gaymer, *Western Michigan University, Extended University Programs*

In 2013, the Mayor of Grand Rapids, members of higher education institutions and the Grand Rapids public schools collaborated to create a virtual youth conference on fresh water sustainability that included secondary students from five countries. The conference is planned to run again in May 2014 with a theme of food and sustainability and will include participants from additional countries.

Formalizing partnerships: A collaborative model for working with criminal justice professionals

Lisa Jewell, *University of Saskatchewan*

Chad Nilson, *University of Saskatchewan*

Carolyn Camman, *University of Saskatchewan*

J. Stephen Wormith, *University of Saskatchewan*

Our university-based research centre has formalized MOUs with three government organizations responsible for corrections and policing. The advantages afforded by formalizing these partnerships from our own and our partners' perspectives will be presented, as well as the challenges encountered, areas for future growth, and strategies for sustaining our partnerships.

Urban Youth and 4-H: Research-based Engagement

Janice Hanna, *The Ohio State University*

Prior to the implementation of 4-H, youth in Youngstown, Ohio had few opportunities for positive youth development activities. This poster display will describe the urban 4-H program in Mahoning County, Ohio, highlighting the role of program collaborators and partners, impacts of the engagement, and changes resulting from the engagement.

Edmonton's NextGen: Connect, Contribute, Care: Municipal Engagement Recommendations for Edmonton's Next Generation

Christine Causing, *The City of Edmonton, Edmonton's NextGen Initiative*

Shayne Abrams, *The City of Edmonton, Edmonton's NextGen Initiative*

Edmonton's NextGen Initiative is a program at the City of Edmonton that was created in 2006 by City Council and Administration to engage young next gens. NextGen acts as a hub for connecting people, places, community and ideas together. Through unique events and projects, NextGen fosters young leaders and provides a platform for initiatives and projects of interest to young people. There are currently 60 volunteers who are involved with NextGen including a Committee of 15 people and two City Councillors.

Supporting Families Affected by Incarceration through Research and Outreach

Mary Huser, *University of Wisconsin-Extension/Cooperative Extension, Family Living Programs*

Beverlee Baker, *Racine County University of Wisconsin-Extension/Cooperative Extension*

Mary Wood, *Buffalo and Pepin Counties University of Wisconsin-Extension/Cooperative Extension*

The U.S. incarcerates more people than any other country; most are parents of children. Learn about research in Wisconsin focused on jailed parents and visitation with their young children. Also see how research-based educational programs and policy analysis are having positive effects on incarcerated parents and their important family relationships.

Engaging Community for Change: Citizenship and (Dis)ability

Nancy Spencer-Cavaliere, *University of Alberta*
Bethan C. Kingsley, *University of Alberta*
Ben Weinlick, *Skills Society*
Debbie Reid, *Skills Society*

We will share how the telling of citizenship stories of people who experience disability inspired an enduring collective passionate about social change. Skills Society leaders and University of Alberta researchers will explore how reciprocity, creative thinking, and a vision of real citizenship for all people led to community engaged scholarship.

Illustrating the Impacts of Global Community Engaged Design

Rebekah Ison Radtke, *University of Kentucky*
Travis Hicks, *University of North Carolina at Greensboro*

How can we validate the learning outcomes of global community engaged experiences beyond the intuitive? This presentation shares a framework that illustrates how to effectively measure the impact of engaging in community-based projects abroad.

Engaging Past, Present, and Future Diverse Communities in Appalachian Kentucky

Ann Kingsolver, *University of Kentucky Appalachian Center*
Shane Barton, *University of Kentucky Appalachian Center*
Pedro Santiago Martinez, *University of Kentucky Appalachian Center*

Collaborating with community members in Appalachian Kentucky, the University of Kentucky Appalachian Center has developed two open-source projects that promote ongoing conversations about past, present, and future contributions of diverse voices in the region: the Coal Camp Documentary website and the Las Voces de los Apalaches participatory play script project.

Universities as Epicenters of Social Innovation: Defining Roles and Pathways

Khanjan Mehta, *Penn State University*
Sarina Katz, *Penn State University*
Richard E. Smith Jr., *Penn State University*

How can universities become epicenters of social innovation that directly improve the human condition? This talk will articulate the seven distinct roles a university can play by reorganizing its learning, research, and outreach functions. This typology of roles drives the transformation of the ivory tower into a truly engaged university.

Knowledge Exchange among Intersectoral Community, Government, and Academic Partners

Lesley Pullishy, *University of Alberta*
Maria Mayan, *University of Alberta*
Sanchia Lo, *University of Alberta*
Jane Drummond, *University of Alberta*

Intersectoral partners formed Families First Edmonton with a shared interested in improving the health and well-being of low-income families. This initial qualitative analysis will lend insight into how these heterogenous partners collaborated to translate evidence and exchange knowledge from their collectively developed and implemented community-based study.

Partnering for Community Engagement: Expanding the “Reach” in “Outreach”

H. Marijke Unger, *National Center for Atmospheric Research*
Kristin K. Mooney, *National Center for Atmospheric Research*

The National Center for Atmospheric Research and its Wyoming partners designed an educational visitor center and traveling exhibit for its supercomputing center in Cheyenne, offering local and remote communities information about the facility and the science it enables. We will discuss successes, lessons learned and future plans for the center.

Walking the line: Balancing academic rigour with community partner needs

Laura Templeton, *University of Alberta*

FACT is a government funded project that is using existing data from a completed community-based partnership project to help decision-makers address current information needs. This presentation explores the difficulties of “mining the data” while maintaining academic rigour as this work is typically carried out in an atheoretical environment that is susceptible to post-hoc rationalization. In this presentation, the FACT analysis team highlights strategies when working with government partners and review some of the analytic techniques (panel analysis, growth curve models), that have proven essential to producing quality products for community partners. We use a recent example (drivers of poverty) to show how the process unfolds, from jointly deciding on a topic of interest, to decisions about analysis strategies, to knowledge translation.

Interdisciplinary Explorations of Civic Engagement

Researcher, *Centre for Public Involvement*

This series of three posters explores the literature of public involvement, and the scholarship and evidence-based practice of citizen engagement. These posters were created by three graduate student research assistants from different disciplines working on a study currently underway with the City of Edmonton. To encourage networking and dialogue, authors (graduate students and researchers) will facilitate discussion during the open viewing periods and reception. Titles: Commitment to Public Involvement (PI): Organizational culture, relationships and resources Conduct Quality of Public Involvement (PI): Assessment and learning for constant improvement Quality of Public Involvement (PI): Planning and engagement for public involvement These posters are organized around the theme of civic engagement. A primary presenter will serve as session moderator for discussions with the audience.

Boots on the Ground: Joining Forces for Military Youth

Theresa M. Ferrari, *The Ohio State University*

Youth in military families have unique challenges, especially during deployment. By joining forces, Ohio State University Extension 4-H and the Ohio National Guard combine the best of what each has to offer. Programs have engaged faculty, staff, students, 4-H'ers, volunteers, community partners, and service members to make a difference for military youth.

Hear our Voices: A Case Study Connecting Under-represented Communities to Legislators on Safe Routes to School

Marilyn Susie Nanney, *University of Minnesota Department of Family Medicine: Program in Health Disparities Research*

Huda Ahmed, *University of Minnesota Department of Family Medicine: Program in Health Disparities Research*

Khalid M Adam, *University of Minnesota Department of Family Medicine: Program in Health Disparities Research*

Sarah Gollust, *University of Minnesota School of Public Health*

This symposium describes the collaborative planning processes and convenings undertaken by four under-served communities and a University-of-Minnesota team in forming SRTS policy recommendations for the State-Legislature. It also shows how community-organisations and academic-institutions can work together to ensure equitable representation of the unique barriers and assets of groups that have been traditionally disenfranchised.

Knowledge Brokering Practice: Relational Work as a Key Piece

Nyla de Los Santos, *Community-University Partnership for the Study of Children, Youth, and Families,*

Faculty of Extension, University of Alberta

Maria Mayan, *Community-University Partnership for the Study of Children, Youth, and Families, Faculty of Extension, University of Alberta*

Laurie Schnirer, *Community-University Partnership for the Study of Children, Youth, and Families,*

Faculty of Extension, University of Alberta

With attention continuing to grow around the role of knowledge brokers in community-engaged work, it is important to examine knowledge brokering practice - with relational work being a critical piece. Four key aspects of practice are discussed from the personal reflections of a knowledge broker from Fulfilling Alberta's Commitment initiative.

The Power of Partnerships in Developing, Disseminating and Evaluating Curriculum

Ruby Moon, *OSU Sea Grant-Extension*

This presentation will cover the partnerships that merged to develop, and disseminate curriculum designed to engage teachers, middle and high school students and other community members in a dialog about relevant issues around wave energy development. It also provides a unique way of evaluating the effectiveness of the approach.

Multiple Pathways and Approaches to Natural Resource and Water Research, Engagement and Education at the Texas Tech Llano River Field Station

Tom Arsuffi, *Texas Tech University Llano River Field Station*

Robert Stubblefield, *Texas Tech University Llano River Field Station*

Karen Lopez, *Texas Tech University Llano River Field Station*

Marta D. Newkirk, *National Park Service RTCA*

A "sense of place" in nature is fundamental to learning, understanding and an informed citizenry. Here, we describe role of "field stations" as "place" platforms for increasing natural resource literacy, establishing rural-urban connections, and integrating watershed research with stakeholder involvement through partnerships, innovative outreach, workshops and the station's K-12 Outdoor School.

Changing for Engagement



How we Engage



Networks and Partnerships



Reasons for Engaging



Critical Reflections

Impacts of Engagement

Plenary

Theory/Practice Dynamic

Say, "YES!": Creating Engaged Networks for Student, Community Change

Lauren E. Burrow, *University of Memphis*

How far can a "yes" take your engaged networks? This poster uses graphic visual representations to map out the multifaceted networking system that a professor built in two years. The model depicts successfully completed partnerships and charts the continuing path of emerging community-based connections for student, community, and University change.

All In!! MacEwan University School of Business Engaging for the Future

Katie Soles, *Soles and Company*

Dr. Axel Meissen, *Canada Council to UNESCO*

Elsie Elford, *MacEwan University School of Business*

Dr. Mike Henry, *MacEwan University School of Business*

MacEwan University transitioned from a beloved community college to a downtown University. While rebranding and managing unprecedented change, the School of Business sought a new vision and mission. Armed with an ambitious, engagement plan, they looked inward and outward for the insight that would inform an inspiring vision.

Long term partnership and reciprocity – past, present and future

Dr. Olenka Bilash, *Secondary Education, University of Alberta*

Dr. Alla Nedashkivska, *ULEC, CIUS, University of Alberta*

Have you ever wondered how the Ukrainian-Canadian community has sustained its identity over the past 120 years? How community and academic leaders collaborate for long term sustainability? The role it plays as a diaspora? Come to this session to find out!

How Do Parents At Urban Schools Respond When Their Schools Are Faced With Closure?

Eclan David, *The University of Georgia*

As school districts across the country close schools to balance financial woes, parents are forced to deal with the possibilities that these decisions may have on their children. This case study investigates the mobilization efforts of parents in two schools in an urban community.

Service-Learning – Do we know WHAT we are doing?

Lauren E. Burrow, *University of Memphis*

Casey Gilewski, *University of Memphis*

When it comes to service-learning, are you sure you know WHAT you are doing?! This presentation uses results from a College of Education's survey regarding S-L practices and definitions to help improve your understanding of S-L types so that you can be better equipped to practice S-L as pedagogy.

Community Outreach: Conducting a Survey of a Stratified Random Sample

Susan Back, *Texas Tech University, Institute for Measurement, Methodology, Analysis and Policy (IMMAP)*

Jaehoon Lee, *Texas Tech University, Institute for Measurement, Methodology, Analysis and Policy (IMMAP)*

Wan-Chun Tseng, *College of Education at Texas Tech University*

Yuanhua Wang, *College of Education at Texas Tech University*

Valerie Paton, *Texas Tech University*

The proposed presentation will describe procedures for conducting a survey of a stratified random sample as a means for collecting baseline data for a neighborhood revitalization project. The presentation will also focus on "Lessons Learned" including means for stratification and plans for follow-up in years three and five.

Fostering an Environment of Community Engagement: Supporting Seniors with Limited Access to Dental Care in Long-Term Care Facilities

Cheryl Cable, *University of Alberta*

Oral health is generally poor among residents of long-term care facilities. This situation results from a combination of inadequate daily mouth care, limited access to professional dental care, inadequate facilities for the provision of dental treatment, compromised medical condition, and limited finances. The University of Alberta Faculty of Medicine and Dentistry is developing community relationships and facilitating patient education and treatment.

Here we are now, Educate us: Teaching the History of Punk

Rylan Kafara, *Edmonton Free School*

The History of Punk is a free course started in May of 2012. Its aim is to offer classes on subjects related to punk for anyone interested. This presentation will show how the class continues to widen participation and impact learners.

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2015 Engagement Scholarship
Consortium Conference at Penn State

ENGAGED SCHOLARSHIP

Advancing Rigor, Elevating Impact



Join us next year as we explore the next chapter of the engaged scholarship journey!

In 1999 we gathered at Penn State for the first-ever conference of this kind. The moment was a significant milestone, and foundational in many respects. Since then, we have seen tremendous growth in our consortium—and the relevance of engaged scholarship at our institutions.

As we circle back to where it all began, we can be proud of our rich heritage and encouraged by what the future holds. Together, we will continue to advance engaged scholarship as an intrinsic, transformational component of the student, faculty, and staff experience. We look forward to continuing the conversation in 2015!

2015 Engagement Scholarship Consortium Conference at Penn State

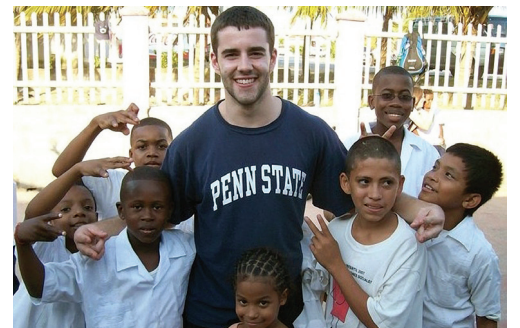
Preconference: **September 27 and 28**

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