Wednesday, October 9th

Concurrent Sessions E 9:50 a.m. - 10:50 a.m.		
ROUNDTABLES	**Presenters**	**Description**
E-1 Windows (Tower)		
Mentoring Doctoral Students to Take the Reins in Engaged Scholarship	Shirley M. Matteson, Texas Tech University Sarah Louis, Texas Tech University Patricia Ryan Pal, Texas Tech University	In a PhD capstone course we examined the role of faculty mentoring in cultivating and developing community engaged scholars with three cohorts at a public research university. The development of engaged scholars in the classroom was explored from both student and faculty perspectives.
Near Peer Mentoring: A Model for Solidarity through Altruism	Chris Burke, Georgia Institute of Technology Carol Subino-Sullivan, Georgia Institute of Technology	Near peer mentoring is a tool often utilized to engage students characterized as disenfranchised. But could it also be a model for fostering a solidarity between two distinctly different populations – elite university students and low-income black boys? This presentation will demonstrate the amalgamation created through a civic engaged pedagogy.
Putting the 'Community' in College and University Classrooms	Kira Pasquesi, University of Colorado, Boulder	This presentation highlights community-building as a pedagogical foundation for engagement practices in higher education. Participants will explore strategies for building and being in classroom communities. College courses can serve as a space to experience the discomfort and precarity, along with the joy and imagination, of community building processes.
SYMPOSIUMS	**Presenters**	**Description**
E-2 Century (Tower) - *STEM, Arts, and the Humanities*		
Is There Space for the Humanities in the Scholarship of Engagement?	Katherine Ford, East Carolina University	What is the unique contribution of the humanities to the scholarship of engagement, and how do we increase its involvement? This presentation will discuss the contributions of the humanities to the scholarship of engagement and offer future areas of inquiry.
Alternative Spring "BAE": Equipping University Students and Empowering Local Leaders	Karisa Fuerniss, Northern Illinois University Jenn Jacobs, Northern Illinois University	Learn about a novel approach for an international alternative spring break that not only engages university students, but equips them to empower local leaders. We will describe the development and implementation of this cross-cultural training program for university students.

STEAM on the QUAD: Community Engagement Through Regional Campus Partnerships with OSU Extension and 4-H	Jason A. Hedrick, Ohio State University Mark D. Light, Ohio State University Wendy Hedrick, Ohio State University	West Central Ohio 4-H and Ohio State Lima Campus partnered to build a community outreach program focused on addressing STEAM education. The initiative, STEAM on the QUAD, engages students, faculty, staff, and community partners to offer makers-faire opportunities for participants in the areas of Science, Technology, Engineering, Arts, and Math.
E-3 Colorado (Tower) - *Out-of-Classroom Learning and Student Impacts*		
An Environmentally Focused Program: A University-Elementary School Collaboration	Henry R. Cunningham, University of Louisville Justin McFadden, University of Louisville Brenda Stokes, Portland Elementary School	This environmentally focused, outdoor learning experience for elementary-aged students is an innovative partnership involving two elementary schools, university faculty and students. The novel and innovative approach with community organizations - while beneficial to both the elementary schools, faculty, and university students - brings with it challenges and lessons learned.
Learning Outside the Coursework through University-Community Partnerships	Daniela M. Susnara, University of Alabama Jacob T. Peterson, University of Alabama Andrea M. Ziegler, University of Alabama	College students receive many benefits participating in community-based service-learning courses. This presentation investigates the perceived benefits college students receive when voluntarily participating in programs fostered by university-community partnerships. The impact of a physical activity-based youth development program for underserved youth will be explored through the perceptions of participating college students.

E-4 Denver (Tower) - *Empowerment for Success*		
Supporting the Empowerment and Well-Being of First-Year Teachers through Induction	Chris Wilcoxen, University of Nebraska Omaha Amanda Steiner, University of Nebraska Omaha Julie Bell, University of Nebraska Omaha	With a nearly 100% teacher retention rate, the CADRE Project has been a collaboration between 8 school districts and a Midwestern university for 25 years. The purpose of this presentation is to share ways teachers undergoing induction via the CADRE Project felt supported through mentoring and coaching.
Engaging Transfer Students to Reduce Barriers to Success	Jeff Sherman, Oregon State University Emily Henry, Oregon State University	Nationally, 80% of students entering community college indicate they are planning to pursue a bachelor's degree. However, only 30% of those students attend a 4-year institution, and only 11% finally graduate. Oregon State University is testing a new dynamic engagement process to increase student access and success.
E-5 Gold (Tower) - *Improving Graduate Education*		
A Community Engagement Model of Supervision for Counseling Interns at a University Sponsored Community Counseling Center	Marc A. Grimmett, North Carolina State University Helen S. Lupton-Smith, North Carolina State University Malaika Edwards, North Carolina State University Rasha Mohamed, North Carolina State University	This program highlights a training model and research on counseling interns at the Community Counseling, Education, and Research Center (CCERC). CCERC is a community counseling center, sponsored through a counselor education program, where counseling services are provided to underserved populations.
Engagement for All: The Promises and Pitfalls of a Required Doctoral Community Practicum	Heather Starr Fiedler, Point Park University	The doctoral program in Community Engagement at Point Park University requires every student to complete a community-based practicum before graduation. This presentation will discuss the requirements, community partners, evidence of success and best practices of such a required course at the doctoral level.

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E-6 Silver (Tower) - *Power Relationships and Social Justice*		
So What? Why Does this Matter? Cultivating a Commitment to Publicly Engaged Scholarship	Aaliyah A. Baker, Cardinal Stritch University	Institutions are increasingly interested in the interconnectedness between scholarship and civic engagement. The presenter explores examples of scholarship that center on educational and sociological perspectives of social justice. Using this lens, approaches to scholarship will conjure philosophical and interpretive frameworks (epistemology, ontology, axiology and methodology) that value social change.
Exploring Goals and Aspirations in Sun Valley: Opportunities and Challenges for Reciprocity and Problem-Solving	María Islas-López, University of Denver Glenn Harper, Sun Valley Kitchen + Community Center Daisy Wiberg, Sun Valley Kitchen + Community Center	This presentation reports on a community-engaged research project with youth and adult residents in Denver's neighborhood of Sun Valley to explore questions addressing reciprocity in community-engaged scholarship. We examine opportunities and challenges presented when stakeholders in different positions and across different contexts collaborate and explore solutions for community problems.
E-7 Spruce (Tower) - *Integrating Research, Teaching, and Engagement*		
Community Engagement to Advance Talent, Innovation, and Place: Perspectives on the Coordination of Community and Economic Engagement	Sheila Martin, Association of Public and Land-grant Universities Stephen Gavazzi, Ohio State University Basil Safi, Cornell University Rena Cotsones, Northern Illinois University Sharon Paynter, East Carolina University	While faculty across universities engage their community through research and teaching, they don't always connect with faculty and staff responsible for initiatives that improve local economic resilience. This session offers perspectives on how to integrate the two fields to serve the organizational, research, and teaching objectives of higher education institutions.
Bundle and Integrate: It's All One Thing (Research, Teaching, Engagement)	Bill Shuster, Colorado State University	In most universities, employees are charged with creating knowledge (research or expertise), providing quality instruction and direction to students, and delivering engagement to constituent groups. All in the face of decreasing budgets. This session presents one proven way to bundle and integrate those areas in a knowledge-creating way, potentially with funding.

E-8 Tower A (Tower) - *Curriculum Development Revisited*		
Centering the Community through a Student Advisory Board	Caroline O'Callahan, North Seattle College Ninder Gill, North Seattle College	The Early Childhood Education department at North Seattle College established a Student Advisory Board of current students to inform the degree pathway. The aim is to incorporate student voices into our planning and decision making as we co-create programming. Through the model we foster leadership, engage students, and build relationships with our community.
Community-Driven Curriculum Design: An Innovative Form of Community Engagement	Taylor Morrison, Sam Houston State University Lee M. Miller, Sam Houston State University	Is your curriculum process community engaged? Through focus groups, community members reported the need for graduates with knowledge, skills, and dispositions to be community leaders. This dialogue resulted in an interdisciplinary minor with community partners as co-educators! Learn to incorporate community input in curriculum development and how to avoid pitfalls.
Applying Critical Service-Learning Principles to Public Health Community Health Assessments	Virginia Visconti, Colorado School of Public Health Cerise Hunt, Colorado School of Public Health	The Colorado School of Public Health's community health assessment course is presented as an innovative example of community engagement in higher education. The application of critical service-learning principles is integral to the course's curriculum and the partnerships built among community members, local public health agencies, students, and faculty.
E-9 Tower B (Tower) - *Community Engagement and Partnerships*		
Stronger Together: The Broader Impacts Community and the Power of Partnerships	Eve Klein, Institute for Learning Innovation Julie Risien, Oregon State University	This presentation highlights the primary concerns and practices of the broader impacts community. We examine the ways in which the broader impacts and engaged scholarship communities can intersect and learn about the specific critical practices of boundary professionals in cultivating partnerships around broader impacts.
Accelerating Community Engagement: Developing Infrastructure for Experiential Learning Co-Design	Abra McAndrew, University of Arizona Annie Kurtin, University of Arizona	This presentation will share learning and strategies from the University of Arizona's Experiential Learning Design Accelerator pilot. The Accelerator engages faculty, community partners and students in an innovative co-design process to create new community engaged learning experiences while building collective capacity for this work.

WORKSHOPS	Presenters	Description
E-10 Tower C (Tower)		
Developing and Maintaining Critical Engaged Community Partnerships	Kiesha Warren-Gordon, Ball State University Cristina Santamaría Graff, Indiana University	This presentation introduces Critical Community Engagement as social justice frameworks used to foster community partnerships. Common principles – critical service-learning, critical consciousness, power dynamics in community partnerships and praxis – are operationalized to provide participants with concrete strategies to approach their community partnerships from a critical lens.
E-11 Tower D (Tower)		
Using Design Thinking to Create Institutional Change	Michael Rios, University of California, Davis	Design thinking is an approach to ideate, generate alternatives, implement solutions, and develop feedback loops to tackle 'wicked problems'. This workshop will introduce the concept of design thinking, it's methods and tools, and engage participants in an interactive exercise to prototype a decision-making process at their respective institutions.
E-12 Directors Row E (Plaza)		
Campus Connections: A Therapeutic Mentoring Approach to University Community Engagement	Sydney Cople, University of Northern Colorado Brian Johnson, University of Northern Colorado Elisabeth Harrington, University of Northern Colorado Mackenzie May, University of Northern Colorado	The Campus Connections therapeutic mentoring program allows for student training in mentorship and social justice by providing connections between students and local families, as well as the university and the community. This workshop focuses on a unique example of successful community engagement, its barriers and future directions.

E-13 Directors Row H (Plaza)		
Bold Pursuit of a Community/University Partnership That Works	Candace Maxian, Cornell University Alexandra Wang, Cornell University Leslie Moskowitz, City of Ithaca Schelley Michell-Nunn, City of Ithaca	This session unveils an innovative educational partnership with the community and describes the concept development phase and action-planning process with key university and community stakeholders surrounding three engaged scholarship opportunities. The benefits of this collaboration between the students, faculty, and community will be discussed.
E-14 Directors Row I (Plaza)		
Designing, Building, and Implementing Infrastructure to Support and Enhance Community Engagement	Mark Pagano, University of Washington Tacoma Ali Modarres, University of Washington Tacoma Lisa Isozaki, University of Washington Tacoma	This workshop will explain the process used to design and build community engagement infrastructure at an institution where engagement is deeply embedded in the campus culture with respect to faculty and staff aspirations, and with respect to the community's expectations.
E-15 Directors Row J (Plaza)		
De-Humanizing Communities: The Culpability and Responsibility of Experts	Sharon D. Welch, Meadville Lombard Theological School Sarah Stanlick, Worcester Polytechnic Institute George DeMartino, University of Denver	We posit that there is a link between certain professional practices and the illiberal discourse that pervades global politics. How do we, as practitioners of engagement scholarship, challenge the 'otherness' of dehumanization and disempowerment while embracing openness to, and learning from, the harms that our well-intentioned efforts may cause others?

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SYMPOSIUMS	Presenters	Description
Concurrent Sessions F 11:00 a.m. - 12:00 p.m.		
F-1 Century (Tower) - *Novel Approaches to Program Assessments*		
Engaged Scholarship Through Extension Landscape Architecture: A Model Framework	Ole Sleipness, Utah State University David Anderson, Utah State University Jake Powell, Utah Sate University David Evans, Utah State University	In spite of having a rich community engagement legacy, few land-grant landscape architecture programs maintain Extension Landscape Architecture faculty. This session focuses on the assessment of the long-term impacts of USU's Landscape Architecture program's engagement The variation among projects' outcomes and a framework for how design programs record and assess community engagement is presented.
Assessing the Engagement and Outreach Scholars Academy: Faculty, Students, and Community	Alleah Crawford, East Carolina University Sharon Paynter, East Carolina University Todd Fraley, East Carolina University	East Carolina University's unique approach to engagement and outreach development uses a multi-layered partnership developed in 2011. This partnership includes faculty, graduate students, and Honors College undergraduate students. The program directors have developed a new plan for assessment, including a community engagement scale (Matthews, 2012) and social impact analysis.
F-2 Colorado (Tower) - *Social Media for Engagement and Preservation*		
Unconventional: An Extension Engagement Experiment	Victor Villegas, Oregon State University Extension	Victor Villegas, aka DroneSinger, combines social media, music, comedy, puppetry and drones to create a unique personal brand he leverages to engage and collaborate with colleagues, university partners, industry and online communities. Through this process, he provides STEM/STEAM learning opportunities for K-12 youth, educators, and community groups in Oregon, the US and internationally.
The Wild Difference: A Student-Built Museum to Preserve Wild Blueberry Culture	Joline J. Blais, University of Maine	When Dell and Marie Emerson (Maine wild blueberry farmers) ran out of local solutions to preserve their "small farm" culture, they turned up in Joline Blais's University of Maine New Media classroom. The resulting partnership led to an NEH grant proposal, an online museum, illustrations for Spire Magazine, and a blueberry emoji.

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F-3 Gold (Tower) - *Students as Agents of Change*		
Service-Learning and Civic Engagement: Environmental Awareness and Activism in Hawai'i	Monique Mironesco, University of Hawaii West Oahu	There are nuanced ways to reflect on the impact of service-learning experiences on students' environmental awareness and activism. Environmental awareness and its subsequent application in activism reflect civic engagement. The focus on problem-solving skills in this particular domain enables students to see themselves as agents of change.
Creating a Community Engagement Magnet	Mark Neikirk, Northern Kentucky University	Can a neighborhood and its needs be a magnet for community engagement? A six-year-old experiment in Newport, Kentucky, suggests it can -- with benefits both for the neighborhood and student learners. A variety of disciplines, from biology to business, spacial arts to Spanish, have connected to engage in service and other projects.
Growing New Roots: Institutionalizing Community Engagement	Kristi Farner, University of Georgia	This presentation will share how community engagement roots were woven into a university. Key findings from a single-case study and a new "adaptive braid" model will be discussed including concrete examples of how an action plan was used to attack the adaptive challenge of institutionalizing community engagement.
F-4 Silver (Tower) - *Fostering Competencies through Engagement*		
Engaged Writing: Impact of Education Partnership to Improve Writing Skills	Sharleen Santos-Bamba, University of Guam	Through a long term commitment, the University of Guam engaged teachers to teach in a different manner; students to tutor, and potential students to learn. This resulted in writing assessment scores that improved 44% in four years.
HERS-EA, a Capacity Development Model for Women in HEIs.	Naomi Lumutenga, Makerere University, Kampala, Uganda Ruth Muwazi, Makerere University, Kampala, Uganda Irene Naigaga,One Health Central and Eastern Africa (OHCEA) Kampala Uganda Caroline Kobia, Mississippi State University Margaret Khaitsa, Mississippi State University	Higher Education Resource Services, Eastern Africa (HERS-EA), is an educational non-profit organization advancing women leadership and management in East Africa through a women-centered curriculum addressing Personal and Institutional Barriers and Networks. It connects women in HEIs with grassroots, by publishing impactful research on issues such as menstruation, to inform policy.

Cultural Exchange and Community Engagement in Sub-Saharan Africa: An Academic and Community-Based Approach to Research	Laurie Miller, Cornell University	This session will highlight projects to foster vocational opportunities and community reintegration for former child soldiers in Uganda. Teaching and research approaches, assessment, and benefits for communities and students will be highlighted. Lessons for implementing teaching and research with community stakeholders will be shared.
F-5 Spruce (Tower) - *Mental and Physical Health Interventions*		
Creating a Program for Improving Romantic Relationship and Sexual Health Knowledge for Adults with Disabilities in Michigan	Rebecca Kammes, Michigan State University Maria Peak, ASPPIRE of Mid-Michigan	This presentation will provide insight into the creation of a relationship health education group for adults with disabilities. The program has an applied curriculum with a focus on application of knowledge to real-world experiences. The presenter will discuss creating the group, feedback from participants, outcome data, and direct future implications.
The Campus Mindfulness Project: Elevating Youth Voices in the Creation of Mindfulness Curricula	Caitlin McKimmy, University of Colorado, Boulder Jade Gutiérrez, University of Colorado, Boulder Hiba Anwar, University of Colorado, Boulder Kourtney Kelley, University of Colorado, Boulder	The Campus Mindfulness Project employs Youth Participatory Action Research to address the escalating need for mental health resources at CU Boulder. We will discuss the unique considerations for incorporating undergraduate voices into all phases of this project as we seek to democratize the provision of mental health services on campus.
Identifying Barriers to Reducing Screen-Time and Increasing Healthy Home Habits	Leigh A. Minchew, University of South Alabama Rebecca J. Graves, University of South Alabama	Sedentary behavior and obesity in youth increase the risk for negative health outcomes in adulthood. Children in the southern U.S. are of particular risk of obesity. This presentation highlights a study that sought to understand home habits related to obesity and health in an urban city in southern Alabama to inform later intervention.

F-6 Tower A (Tower) - *Holistic Engagement in Math and Science*		
Critical Mass: A City-Wide Network Dedicated to Mathematics Education	Kelly Gomez Johnson, University of Nebraska at Omaha Martha Bruckner, University of Nebraska at Omaha Betty Love, University of Nebraska at Omaha Michael A. Flesch, Metropolitan Community College	Creating widespread, sustainable change takes an extraordinary effort by a network of stakeholders. PK-16 mathematics student achievement continues to dictate conversations at the national, state, and local levels. In this presentation, university, school district, community college, and non-profit representatives will share one city's coordinated approach to improving mathematics education.
Engaging Urban K-12 Children in Complex Science Topics	Alesha Vega, Rutgers University	Parental involvement is critical for children's academic success, especially in high-risk communities. To promote involvement, we collaborated with local urban K-12 schools and developed a series of science family nights focused on distilling Astrobiology into common actions relatable to the whole family. Exit surveys help develop strategies for increasing involvement.
F-7 Windows (Tower) - *Building a Conceptual Framework for Community-Engaged Scholarship*		
Building a Conceptual Framework for Community-Engaged Scholarship	Samory T. Pruitt, University of Alabama James E. McLean, University of Alabama Daniela M. Susnara, University of Alabama	This presentation proposes a conceptual framework for community-engaged scholarship that includes four critical elements—relevance, reciprocity, resilience, and research. The contribution and necessity for each is described and justified through the academic literature and examples. The authors describe this framework as the Four Rs of community-engaged scholarship.
WORKSHOPS	**Presenters**	**Description**
F-8 Denver (Tower)		
Service after the Storm: Engaged Disaster Response at Carolina	Margaret Barret, University of North Carolina at Chapel Hill Kate Palmer, University of North Carolina at Chapel Hill	An intentional and engagement-focused action plan is essential for responding proactively when disaster strikes a community. Using the University of North Carolina at Chapel Hill's ongoing Hurricane Florence relief efforts as one example, participants will learn about, and discuss, engaged disaster response and brainstorm their own campus response plan.

F-9 Tower B (Tower)		
Linking Political Ecology and the Learning Sciences: An Approach to Engaged Scholarship and Emancipatory Praxis	Lee Frankel-Goldwater, University of Colorado, Boulder	A growing movement within academia demands that scientific methodologies move beyond the study or extraction of knowledge, instead seeking to influence and instigate change-making that directly addresses social and environmental challenges. This session offers a model, for doing so, centered around a workshop experience to guide participants' personal efforts.

F-10 Tower C (Tower)		
A Narrative Inquiry Approach for Cultivating and Deepening Shared-Power Partnerships	Katherine L. Davis, The Overton Institute	Stories provide space for people to join with others based on commonalities and shared dreams. Participants in this workshop will learn how a narrative understanding of experience can help cultivate the profound trust that is essential for deepening our work from participatory to shared-power partnerships; from service to justice.

F-11 Tower D (Tower)		
Partnerships for the Public Good: Campus Compact as Community Partner	Stephanie Schooley, Campus Compact of the Mountain West Elaine Ikeda, California Campus Compact Marisol Morales, Campus Compact	Campus Compact partners with over 1,000 campuses to elevate civic/community engagement as a core, public-good purpose of higher education. As a community partner, the Compact provides opportunities for campuses to engage in programming that supports institutional priorities. This session highlights national Compact initiatives and specific programs from the Western Region.

F-12 Directors Row E (Plaza)		
Engaged Scholarship as a Vehicle for Enhancing K-12 Professional Development	Charity Gamboa Embley, Texas Tech University Mellinee Lesley, Texas Tech University	In this presentation we examine the ways engaged scholarship, over a professional development initiative, enhanced a complex collaboration between an educational national nonprofit, a rural junior high school, and a state university. Specifically, we discuss how studying the initiative greatly facilitated each stakeholder's sense of purpose and shared discovery.

F-13 Directors Row H (Plaza)		
Broader Impacts in a Health Care Shortage Area: Assessment Findings and Long-Term Solutions	Valerie Osland Paton, Texas Tech University Health Sciences Center El Paso Christiane Herber-Valdez, Texas Tech University Health Sciences Center El Paso Jose Manuel Delarosa, Texas Tech University Health Sciences Center El Paso Julie Blow, Texas Tech University Health Sciences Center El Paso	Deep historic and structural divides in access to health care are known as "health care shortage areas." This workshop examines a community's vision and university response to address these divides. Institutional assessment is utilized to examine the desired broader impacts, illuminate progress, and identify needs for improvement.
F-14 Directors Row I (Plaza)		
A Deeper Dive into the UGA Archway Partnership Model, Practices, and Outcomes	Sharon A. Liggett, University of Georgia Henry Young, University of Georgia Laura Register, Grady County School Board	The UGA Archway Partnership is an outreach platform, linking community needs to higher education resources. The presenters will guide participants through the process of a locally-embedded, faculty member facilitated student experiential learning experience, from the coordination of faculty research and scholarship, engaging community stakeholders and champions through data-driven decision-making, to creating or expanding campus partnerships.
F-15 Directors Row J (Plaza)		
Partnering for STEM Learning for Children and Their (Future) Teachers	Frances K. Harper, University of Tennessee, Knoxville Lynn Hodge, University of Tennessee, Knoxville Shande King, University of Tennessee, Knoxville	Community engaged research can prepare teachers for the demands of innovative STEM teaching and provide meaningful STEM experiences for children and families. We share findings from: (1) an afterschool STEM night; (2) a school-based STEAM-literacy event; and (3) a book club on mathematics learning through play at home and school.

Concurrent Sessions G 1:45 p.m. - 2:45 p.m.		
G-1 Silver (Tower) C. Peter Magrath Award Finalists' Presentations and Interviews with Judges (open to the public) 1:45 p.m. - 3:00 p.m.		
ROUNDTABLES	**Presenters**	**Description**
G-2 Windows (Tower)		
Cultivating Community Partnerships in Physical Education Graduate Education	Andrew Eberline, Illinois State University Emily Jones, Illinois State University Robert Knipe, University of Texas at Austin	Community and institutional partnerships are vital to successful education program delivery. They have the opportunity to provide benefits for all individuals involved. This presentation will share perspectives from strategic stakeholders on the relational approach to implementing a successful, contextually-based, full-immersion physical education teacher education master's degree program.
Virtually Linked: Librarians, Chat Reference, Communities and Engaged Scholarship	Joshua Salmans, Texas Tech University	Librarians are natural bridge builders between academe and the communities they serve. They have had the tools to measure and communicate institutional and societal broader impacts through their chat analytical services. Explore how well-trained librarians are able to cultivate a humanistic and robust customer-service environment that stimulates engaged scholarship.
Ethical Challenges and New Practices for Campus-Community Engaged Research	Khaula Murtadha, Indiana Univeristy & Purdue University Indianapolis	Community engaged research (CER) is a collaborative process between the researcher and community partner. It initiates the dissemination of knowledge and creative expression with the goal of contributing to the discipline and strengthening the well-being of the community. A model will be shared, combining classroom learning with social action and shifts in power.
A Collaborative Approach to Assessing the Impact of Community Engagement	Mel Lafferty, University of Northern Colorado Deborah Romero, University of Northern Colorado	This presentation highlights a collaborative institutional assessment regarding the impact of Community Engaged Learning (CEL) among undergraduate and graduate students at a public, Carnegie-classified engaged university. Mixed-methods findings demonstrated a significant impact on students' academic and professional agency, equity mindset, and sense of engaged citizenship and civic responsibility.

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SYMPOSIUMS	Presenters	Description
G-3 Century (Tower) - *Role Models and Novel Approaches*		
Encountering and Becoming Role Models: Professional Trajectories and Transitions	Leighanna Hinojosa, University of Colorado, Boulder Nicole Speer, University of Colorado, Boulder	Neuroscience Education Outreach (NEO) is a program sponsored by a large public university located in the mountain west region of the United States. It employs undergraduates (mentors) pursuing degrees in science to perform local outreach. This session demonstrates personal and professional identity development for mentors during participation in community outreach.
Engaged Arts and Humanities Graduate Student Scholars	Lisa H. Schwartz, University of Colorado, Boulder	This presentation discusses the Engaged Arts and Humanities (EAH) Graduate Student Scholars program. It leverages the turn towards the public in arts and humanities education. EAH Scholars apply the tools of their discipline and their own positionality to partner with communities to address an area of need.
Home Visiting Leadership Academy: A New Partnership Model and Approach	Sayge Medlin, University of Georgia	Georgia's Home Visiting Leadership Academy represents a unique partnership between higher education and the Department of Public Health. This presentation highlights the program's novel approach to challenges across the state's home visiting network, addressing the need for more adaptive strategies to personal, professional, and community development.
G-4 Colorado (Tower) - *Empowering Women and Immigrant Outreach*		
The Center for New Americans: An Innovative Integrated Clinical Program	Deepinder Singh Mayell, University of Minnesota	This presentation will describe the creation, model, goals, and successes of the James H. Binger Center for New Americans. It is one of the most robust immigration law clinical programs in the country, offering four clinics and a community education and outreach program.

An Inclusive Approach to Exploring Perceptions Among Girls of Color	Chrissy Chard, Colorado State University Maisha Fields, Fields Foundation	This project uses Youth Participatory Action Research to engage young women in an inclusive qualitative evaluation. Black and African-American adolescent girls took the lead on thematically coding group discussions to explore perceptions of body image, self-esteem and physical activity, with the ultimate goal of creating more culturally-responsive programming.
Leaders in the South: Women's Voices and Experiences	Carolina Darbisi, University of Georgia	This presentation will share the experiences of a new partnership model between a local women foundation and the University in creating a women's leadership academy in South Georgia. The presentation will also discuss how learnings and implications from this academy can contribute to community involvement and leadership development.
G-5 Denver (Tower) - *Diverse Populations - Diverse Solutions*		
Merit and Recycling: A Socio-Academic Engagement Model for Community Waste Solution	Alicha Treerotchananon, Chiang Mai University Chiang Mai, Thailand	This presentation highlights an academic and social engagement program aimed to recycle waste in the Chang Puak Community in Thailand. Engagement between stakeholders was key to success in a community where faith and belief systems are main drivers. The outcome defies locally effective strategies to improve public participation in waste management in the context of socioeconomic and cultural conditions in Thailand.
Examining the Development and Impact of the Greeley Treasure Chest Program	Kim Murza, University of Northern Colorado Karina Ramos, University of Northern Colorado Hannah Breckinridge, University of Northern Colorado Alyssa Hehemann, University of Northern Colorado Shelley Gotchey, SEVA Community Terri Pappas, SEVA Community	This presentation will describe the process of designing, implementing, and assessing a community engaged learning project for graduate SLP students. Graduate speech-language pathology students partnered with diverse families to support routines-based caregiver-child interactions around treasure chest resources. Student, family, and community partner outcomes will be shared.

G-6 Gold (Tower) - *Frameworks for Community-Engaged Scholarship*		
Knowledge and Use of Evidence-Based Programs and Practices among Colorado Extension Professionals	Nathaniel R. Riggs, Colorado State University Christine Fruhauf, Colorado State University A'Lece Boomsma, Colorado State University	Presented will be findings from a statewide survey assessing Colorado extension professionals' (i.e., 4-H and FCS agents) knowledge and use of evidence-based youth development programs, and participation in state-funded *Communities That Care* coalitions. They serve as a guided framework for the selection, implementation, and evaluation of evidence-based interventions.
G-7 Spruce (Tower) - *Engaging with At-Risk Youth*		
Designing Project FLEX: Sport-Based Leadership Program for Incarcerated Youth	Zachary Wahl-Alexander, Northern Illinois University Jennifer Jacobs,Northern Illinois University Timothy Mack, Northern Illinois University	Project FLEX (Fitness, Leadership EXperience), is a sport- based leadership program for incarcerated youth that aims to provide opportunities to be physically active while developing their sense of personal and social responsibility. The purpose of this presentation is to descriptively outline the process of creating Project FLEX.
The Transformative Nature of Community Engagement in the Arts	Robert D. Quinn, East Carolina University	Art education can be an excellent vehicle to transform communities. A mixed methods study will be described to highlight aspects of community engagement in an afterschool art program for at-risk youth. Implications for practice are provided to explain the role of art education in the transformative nature of the intervention.
G-8 Tower A (Tower) - *Expanding the Boundaries of Engagement*		
Community Engagement Through Robotics - Building an International Network without Traveling	Tanja Karp, Texas Tech University	New models to create international community through robotics while avoiding the prohibitive cost of travel are presented. Particular emphasis is given on efforts made to hear the voice of the participants using social media they are already familiar with.
Making Meaning: Cross-Cultural Approaches to Collaborative Data Analysis	Leah A. Peña Teeters, University of Colorado, Boulder Michelle Shedro, University of Colorado, Boulder Willow Schram, University of Colorado, Boulder Yadira Meza, La Vaca Independiente, Mexico Gabriela Bloise, La Vaca Independiente, Mexico	We share approaches to collaborative data analysis across cultural and linguistic differences. The focal project brings together interdisciplinary researchers in the United States with community practitioners in Mexico working in the public education system. We discovered how diverse perspectives informed frameworks and ultimately enhanced understandings of data.

Extension and Engagement – Reaching Beyond Their Traditional Reach	Ashley Stokes, Colorado State University	We explore strategies tried by one university's offices of engagement and extension to extend their state-wide reach by partnering with their online division. Examples of how the partnership used advisories, funding, and training to create stronger connectivity and more robust networks across the state will be shared.
G-9 Tower B (Tower) - *Student Directed Engagement*		
Engaging Practitioners to Develop a Rural Latinx HIV Prevention Resource	Emily Darrell, University of Northern Colorado Sujeith Barraza, University of Northern Colorado Teresa Sharp, University of Northern Colorado	This presentation will share the process and outcomes of a student project engaging rural practitioners to inform the development of an HIV resource toolkit for those who serve the rural Latinx community. Developed as a graduate-directed studies course, this is an example of a community and academic collaboration.
Learners as Leaders: Case Study of a Student-Led Engagement Process	Kelly Greenfield, Memorial University of Newfoundland Penny Cofield, Memorial University of Newfoundland Kristen Dyson, Memorial University of Newfoundland	The Office of Public Engagement at Memorial University flipped our typical method of engaging with students. In the past, students were involved by chance or on the periphery; this year, students have been integrated and centralized in the engagement process. Join us to learn how we made it work!
WORKSHOPS	**Presenters**	**Description**
G-10 Tower C (Tower)		
In Focus: Exploring Photovoice as a Community-Engaged Pedagogical Tool	Amanda F. Hall, Virginia Commonwealth University Theresa Ronquillo, Virginia Commonwealth University	This workshop will explore photovoice as a pedagogical tool for community-engaged teaching and learning by providing faculty with practical applications of photovoice within a variety of disciplines, classrooms, and communities through hands-on activities and collaborative discussions that promote new and innovative approaches for civic learning.

G-11 Tower D (Tower)		
Let's Talk – How to Build Your Campus Capacity for Dialogue about Difficult Social Issues	Quixada Moore-Vissing, University of New Hampshire Nicole Cabral, Public Agenda	Recently the academy has urgently responded to social issues impacting campus such as racism, sexual misconduct, and free speech. In this workshop, Public Agenda demonstrates how building capacity for dialogue on campus can help institutions prevent or prepare for crisis and leverage conflict as a learning opportunity toward democratic citizenship.
G-12 Directors Row E (Plaza)		
University-wide Strategies to Align Community Engagement and Global Learning	Basil Safi, Cornell University Kristen Grace, Cornell University	The Offices of Engagement Initiatives and Global Learning are collaborating to establish community-engaged teaching, learning, and research as a hallmark of the student experience. New linkages are being created to embed principles of engagement into study-abroad programs, provide equitable access, and establish supportive administrative process to reduce financial costs.
G-13 Directors Row H (Plaza)		
#VTDITC: Community Engagement via Hip Hop Pedagogy	Craig Arthur, Virginia Tech University Libraries Freddy Paige, Virginia Tech University La'Portia Perkins, Virginia Tech University Mandy Wright, Virginia Tech University Macklyn Moseley, Roanoke Public Libraries	For 3 years, 15 organizations have collaborated to create a series of programs that celebrate creativity in our community. Rooted in hip hop pedagogy, we center community voices while including academic perspectives. Our mission is to remove barriers to entry, recognize art as scholarship, learn by doing, and, importantly, have fun.

G-14 Directors Row I (Plaza)		
Civil Discourse in Uncivil Times: Democratic Discussion as an Alternative Approach to Engaged Scholarship	Timothy J. Shaffer, Kansas State University	Teaching the Learning for Democratic Engagement and Discussing Democracy. In this primer on Dialogue and Deliberation in Higher Education, participants will be introduced to how civil discourse can be utilized in the context of teaching and engagement settings. Participants will be introduced to diverse deliberative models.
G-15 Directors Row J		
The Power of University-Community Storytelling (Plaza)	Susan Postema Scheeres, University of Colorado, Boulder Hannah Fletcher, University of Colorado, Boulder	Storytelling is one way to show your university's public mission in action and the value of engaged research. This highly interactive session will focus on how campus and community partners can work with communicators to shape authentic stories about outreach and engagement that include multiple voices and have measurable impact.

Wednesday, October 9th

Concurrent Sessions H 3:00 p.m. - 4:00 p.m.		
H-1 Silver (Tower) C. Peter Magrath Award Judges Meeting (closed to the public) 3:00 p.m. - 4:00 p.m.		
SYMPOSIUMS	**Presenters**	**Description**
H-2 Century (Tower) - *Engaged Learning and Cultural Diversity*		
Strengthening Our Roots: Transforming Teacher Preparation through Community Engaged Leadership	Deborah Romero, University of Northern Colorado Aldo Romero, University of Northern Colorado	This presentation shares findings from community engaged learning among teacher candidates of English as a Second Language (ESL). We examine how one of Colorado's first Normal Schools stays true to its public purpose through engaged teaching-learning that increases understanding of social issues with aspiring teachers in communities locally and globally.
Finding Words for It: Unpacking the Language of Engagement in Higher Education	Kira Pasquesi, University of Colorado, Boulder	In the poem *Words for It* , the author laments, "I wish I could take language and heal the words that were the wounds you have no names for." Participants will learn about a study interrogating the language of diversity and inclusion in college and university engagement using critical discourse analysis.
Reclaiming Cultural Heritage through Virtual Exchange	Joan Finch, University of Northern Colorado	Virtual exchange—sustained and intensive technology-mediated interactions between groups across diverse cultures and geographies—updates community engagement for 21st century higher education. We present the results of an international virtual cultural heritage exchange collaboration with a university, refugee center, cultural heritage NGO, and members of immigrant, refugee and indigenous communities.
H-3 Colorado (Tower) - *Storytelling and the Meaning of L.I.F.E.*		
Project L.I.F.E.: Reflections on the Process and the Future	Kim Murza, University of Northern Colorado Tina Farrell, University of Northern Colorado Julie Hanks, University of Northern Colorado Sarah Bookout, University of Northern Colorado Araceli Caulderón de Weis, Migrant Education Program	The purpose of this presentation is to describe the process used to develop, implement and revise a community engaged program. Project L.I.F.E. (Literacy for Immigrant Families Everyday) was developed to address a community need and a gap in graduate curriculum. Project stakeholders will share lessons learned and next steps.

Deep Roots, Tall Trees: (Inter)Disciplinary Growth in Community Engagement	Keri Epps Mathis, Wake Forest University Beth A. Boehm, University of Louisville, Mary P. Sheridan, University of Louisville Megan Faver Hartline, Trinity College	We will discuss how one university planted seeds of community engagement through graduate structures developed centrally and within the discipline of English, and how two doctoral graduates have academic careers that instill the values of community learning, engaged scholarship, and service through engaged teaching and administration at undergraduate institutions.

H-4   Denver (Tower) - *Student Philanthropy, Service Learning, and Information Literacy*

Students Giving Grants – It's More than Just about the Money	Leigh N. Hersey, University of Louisiana Monroe	This presentation shares the Student Philanthropy Project at the University of Louisiana Monroe. In addition to giving away grants to community organizations, students are able to learn more about campus philanthropy through a scavenger hunt and participate in an asset mapping project with a local nonprofit organization.
Becoming a Community Engaged Professional in Management Studies Using Relational Pedagogy	Theresa A. Chika-James, MacEwan University, Edmonton, Canada Tarek Salem, MacEwan University, Edmonton, Canada	This session presents ongoing academic trajectory of early career academics in facilitating learning experiences of undergraduate students while building local communities. It focuses on relational pedagogy as viable means in service learning and community engagement to enhance management competencies of students and foster relationships with for-profit and not-for profit organizations.
Service Learning and Information Literacy: Building Capacity in Students	Karen Tapp, Northern Kentucky University Jessica Taylor, Northern Kentucky University Caroline Macke, Northern Kentucky University Megan Lindsey, Northern Kentucky University	Fusing information literacy (IL) with community service learning projects in SW field education challenges students to think deeply about various IL concepts such as how information is constructed and the value and access of information to the community. A service learning model, integrating IL and a student example, is provided.

H-5   Gold (Tower) - *HIPs and Interdisciplinary Learning*

Using High Impact Practices to Transform Student Learning	Jacy Proctor, Texas Tech University	High impact practices (HIPs) include areas such as research, service learning, field-based learning, and study away to transform learning. They also require time and money. In this session, we will discuss possibilities for leveraging resources and expertise of institutional and community partners to effectively and efficiently integrate HIPs into curricular and co-curricular programs.

Interdisciplinary Learning, Community Engagement, and Active Learning	Kym Acuña, Midwestern State University Jeremy Duff, Midwestern State University	Explore how the College of Education and the College of Humanities and Social Sciences find intersections in curriculum to promote interdisciplinary learning that is deepened through community involvement. Hear about tools within that framework that enhance community engagement and foster students' development of 21st century skills.

H-6   Tower A (Tower) - *Student Engagement and Empowerment*

Facilitating Undergraduate Involvement in Community Engaged Work through Research and Teaching	Rachael Goodman-Williams, Michigan State University Danielle Chiaramonte, Michigan State University	Advancing community engagement in higher education entails exploring new partnerships and deepening those that already exist. Involving undergraduate students in community-engaged work, through classes and research are two such opportunities. This presentation will explore strategies and future directions for engaging undergraduates in community work through both teaching and research.
Extending Student-Led Initiatives in Community Engagement	Dana Huebert Lima, West Virginia University Lindsey Rinehart, West Virginia University	Universities benefit from the creativity and ambition of their students. However, several constraints impede the extension of student-led initiatives past individual courses. We present a process that combines work from the Center for Service and Learning with an Honors College program to develop student-led initiatives longitudinally from idea to implementation.
Empowering Colorado Youth to Contribute to Their Community's Resilience to Natural Hazards	Megan K. Littrell, University of Colorado, Boulder Kathryn Boyd, University of Colorado, Boulder Jennifer Taylor, University of Colorado, Boulder Katya Schloesser, University of Colorado, Boulder Justin Buktarek, Boulder Office of Emergency Management	The HEART Force units engage students in role-play games and local planning efforts to improve community resilience. Students present their ideas and connect with local stakeholders at a Resilience Expo. With a community partner, we describe the units, games, Resilience Expo, and initial evaluation results from the first implementation.

H-7 Tower B (Tower) - *Engagement for Economic Impact*		
Community Engagement: A Pathway to Develop Professional Nurse Leaders	Kathleen Thompson, The University of Tennessee, Knoxville Shelia H. Swift, The University of Tennessee, Knoxville Karen Messing, University of Tennessee, Knoxville	BSN graduates must communicate effectively, reason critically, practice safely, act professionally, and lead effectively. Community engagement is embedded into the four-semester curriculum engaging students in meaningful service with the same community partner culminating in a quality improvement project. Program outcomes are met and community partnerships are strengthened.
Faculty Engagement with Industry in Canadian University Schools of Engineering	Kent Rondeau, University of Alberta Edmonton, Canada Nina Evans, University of South Australia Adelaide, South Australia	Many faculty members have established important collaborations with local and regional industry to the benefit of university, the state, and the community. This presentation will report on a study of academic faculty members employed in Canadian Faculties of Engineering with respect to various forms of engagement with industry.
H-8 Tower C (Tower) - *Changing Campus Cultures to Promote Engagement*		
Measuring Societal Impact: Building a Culture of Evaluation in Public Service and Outreach	Theresa A. Wright, University of Georgia Melinda Williams Moore, University of Georgia	The University of Georgia's Division of Public Service and Outreach (established approximately in 1872) has begun an effort to measure the institutional and societal impact of public service and outreach in Georgia. This session presents on the effort to build evaluation across eight PSO units at UGA.
Implementing Service-Learning Software: Opportunities and Challenges	Mel Lafferty, University of Northern Colorado Mary Salinas, University of Northern Colorado	How can we use technology to enhance community engagement across campus? An innovative way to connect students with opportunities for service learning in the community, implementing an online tool presents unique benefits and challenges. Participants will consider how community engagement on their campus may be digitally facilitated.

Wednesday, October 9th

WORKSHOPS	Presenters	Description
H-9 Spruce (Tower)		
Rooted in Communities: The Scholarship, Practice and Engagement of EFNEP	Susan S. Baker, Colorado State University M. Catalina Aragón, Washington State University Janet Mullins, University of Kentucky Sandy Procter, Kansas State University	A strong evidence base is the foundation of Extension's efficacy and impact. A multi-state research group has implemented a decade long collaboration with the Expanded Food and Nutrition Education Program (EFNEP). This discussion will present the methodology and implications of this work that can be replicated by other extension programs.
H-10 Tower D (Tower)		
Compassionate Engagement in Theory and Practice	Paula Bobworski Auburn University, Chippewa Thomas, Auburn University	This presentation explores compassionate engagement, relational leadership, and community involvement by drawing on contemporary theories such as Brené Brown's *Dare to Lead* and relational leadership as described by Komives, Lucas, and McMahon. The facilitators discuss their use of mindfulness, self-compassion, and empathetic listening to bring academics, students and community members together around a shared purpose.
H-11 Windows (Tower)		
And that's all Folks — When & How to Professionally Close a Partnership, Avoiding Animosity and Anguish	Adam J. Kuban, Ball State University Jennifer W. Purcell, Kennesaw State University Monica M. Kowal, University of New Mexico Casey Mull, University of Georgia Elena Foulis, Ohio State University	Your community partner(s) and you met your objectives. It's time to move on. But how does one close an existing partnership? In most CES discussions, we rarely develop strategy to close partnerships, which is inevitably part of the process. Join inter-institutional faculty and professional staff to share key takeaways.

H-12 Directors Row E (Plaza)		
Deepening our roots: Using Community Assets and Data to Prioritize Campus Engagement for Social Justice	Julie Dierberger, University of Nebraska at Omaha Kirsten Case, University of Nebraska at Omaha LaTrina Parker, University of Nebraska at Omaha Manuel Cook, City of Omaha Planning Department Meridith Dillon, Sherwood Foundation	This workshop explores how an asset-based community engagement series brought together diverse stakeholders to learn the historical implications of redlining. Building on data and historical documents, the session outlines how higher education and governmental partners collaborated to develop strategic service-learning projects that engaged university and P-12 students with community partners.

H-13 Directors Row H (Plaza)		
The Puzzle of Collaboration: Best Practices for Building Community Partnerships	Laurie Murrah-Hanson, University of Georgia	Collaboration is messy, complicated, and difficult. However, partnerships are vital for community programs to provide necessary services to target audiences. This session will provide participants an understanding of the complex nature of community partnerships including collaborations with nonprofits, businesses, government, and higher education.

H-14 Directors Row I (Plaza)		
Community-Responsive Capstone Courses: Lessons from Public Policy and Health Behavior	Meg Landfried, University of North Carolina, Chapel Hill Anna Krome-Lukens, University of North Carolina, Chapel Hill Ryan Nilsen, University of North Carolina, Chapel Hill	This workshop will explore the strengths and limitations of community-responsive capstone courses as models of effective university-community engagement. A senior public policy capstone course and a graduate public health (health behavior) capstone course at the University of North Carolina at Chapel Hill will be used as examples.

H-15 Directors Row J (Plaza)		
Tackling Outreach to Under-Represented Institutions as a Large Regional Organization.	Thomas Hauser, University of Colorado, Boulder Becky Yeager, University of Colorado, Boulder Diana Dugas, University of New Mexico Anita Orendt, University of Utah Ben Nickell, Idaho National Lab	This workshop will focus on the outreach efforts of the Rocky Mountain Advanced Computing Consortium (RMACC). We will discuss the successes and challenges in the planning of outreach events, the struggles of reaching smaller, under-represented institutions, and lessons learned so that we can improve outreach efforts in the future.