Tuesday, October 8th

Concurrent Sessions A 9:50 a.m. - 10:50 a.m.		
ROUNDTABLES	**Presenters**	**Description**
A-1 Windows (Tower)		
Bridge Pittsburgh: Building Broad Collaboration Through Common Interest	Andrew Conte, Point Park University	Community collaboration with dozens of partners presents unique challenges, but they can be overcome by focusing on common interests. Bridge Pittsburgh allows Point Park University to convene more than 36 private, nonprofit and academic groups to support collaborative journalism. This session reveals unique ways educators may lead from behind.
Enhancing Clinical Service Learning with Interprofessional Collaborative Practice Competencies	Michelle Messer, Creighton University Maria Rodriguez, Consulado de Mexico	This presentation discusses the interprofessional collaborative practice competencies and application of these competencies in a health outreach service learning experience. Student perspectives as well as community partner feedback will illustrate the efficacy and feasibility of combining interprofessional practice and service learning.
Community Perspectives of Technical Deliverables	Dave Lassen, University of Notre Dame	Relatively few studies have directly examined community perspectives of the value of service-learning products. This can lead to relatively more inaccessible deliverables. We use community members' evaluations of students' technical reports to identify features that were most appealing. We also consider which students were most likely to produce accessible deliverables.
SYMPOSIUMS	**Presenters**	**Description**
A-2 Century (Tower) - *Accessibility and Community Needs*		
Redesigning Extension to Meet Societal Issues in Human Development	Christine A. Fruhauf, Colorado State University Lise M. Youngblade, Colorado State University	Extension has a long history of utilizing a specialist model to guide program initiatives. We will discuss an innovative and flexible project-based model including faculty and county agents. Our approach leverages limited resources and involves multiple stakeholders to rapidly organize in order to address societal issues impacting Coloradoans.
Senior Access Points: Closing the Information Access Gap	Allyson Brothers, Colorado State University, Sue Schneider, Colorado State University Extension	As the information access gap for older adults widens, innovative approaches to delivering community-based education and outreach are needed. Senior Access Points utilizes a process of building and engaging a coalition of community and university partners to establish a county-wide, coordinated outreach effort designed to break down resource access barriers.

Engaging Communities to Address Opioid Misuse in Youth	Doug Coatsworth, Colorado State University Debbie Chapman, Colorado State University Abby Weber, Colorado State University Reagan Miller, Colorado State University	The Strengthening Families in Colorado Project is designed to prevent substance use and opioid misuse in rural counties. It uses the Colorado Cooperative Extension system to engage communities to deliver an empirically-proven and family-based program, social media and school interventions, and a community-level, locally-directed public awareness campaign.

A-3   Colorado (Tower) - *Museum and National Park Partnerships*

Life Cycle of a 10-year University-Museum Engaged Partnership	Claire Schuch, University of North Carolina, Charlotte Susan Harden, University of North Carolina, Charlotte	In this presentation, we examine the life cycle of a decade-long university-museum partnership and our engaged scholarship over the course of multiple exhibits, programs and evaluations. We highlight four main stages: 1) developing, 2) deepening, 3) enduring, and 4) ending.
Communication Research in the Wild: Collaborating with the National Park Service	Katie Abrams, Colorado State University	A partnership between the National Park Service, several individual national parks, and faculty at Colorado State University led to the development of a research-based, adaptable communication framework for mitigating problematic human-wildlife interactions in parks. The project intersected teaching, research, and outreach as it was driven and shaped by community partners.
Navigating a Legacy of Distrust: Tribal Nations, National Parks, and the Possibilities of Collaborative Partnerships	Brooke Neely, University of Colorado, Boulder	This presentation will highlight a multi-year collaborative project between Rocky Mountain National Park, six tribal nations with connections to the park region, and faculty from the University of Colorado Boulder. The project seeks to better represent Native peoples in the interpretive exhibits and programs at the park.

A-4   Denver (Tower) - *Institutional Impacts of Community-Engaged Learning and Scholarship*

Measuring the Perceived Long-Term Impact of Community-Based Learning: Building Confidence and Capacity, Identifying Challenges, and Calling for Changes	Kristin Moretto, Grand Valley State University	This presentation examines the long-term impact of Community-Based Learning (CBL) by exploring post-course impact across four programs and eighteen courses, explicating results from a mixed-methods study. Findings indicate avenues for future research, demonstrate the value of team-based CBL, and underscore that the most memorable challenges tend to yield the most valued, long-term impact.

Campus Compact Civic Action Plans: A Diffusion of Innovation Perspective	Andrew Pearl, University of Alabama Tera (CeeCee) Johnson, University of Alabama	Using the diffusion of innovation theory as a conceptual guide, this study sought to explore factors that led presidents and chancellors of Campus Compact member institutions to sign the Campus Compact Action Statement and enable institutions to engage in the process of developing and submitting a Civic Action Plan.
Reshaping Canadian Higher Education: Community-Engaged Scholarship and Institutional Governance	Tania Kajner, Adler University, Vancouver Campus	This presentation will share findings from a research project that examined the impact of community-engaged scholarship on governance in institutions of higher education in Canada. It will explore key impact areas including institutional policies, mechanisms, practices and values, and discuss the implications of identified changes for the future of engagement.
A-5 Gold (Tower) - *From the Margins to Center Stage*		
Poets Club: An Academic-Community Partnership Amplifying the Voices, Perspectives, and Poetry of Individuals with Disabilities	Diana Joseph, Minnesota State University, Mankato	Formed through a collaborative partnership between a community group comprised of self-advocates and allies and a student-driven university literary outreach program, Poets Club is a poetry therapy group whose mission includes amplifying the voices of individuals with disabilities and promoting poetry. This presentation describes the group's activities, accomplishments, and limitations.
Strengthening Our Roots: Promoting Postsecondary Access through an Engaged Effort	Dorian L. McCoy, University of Tennessee, Knoxville Shanna E. Smith, University of West Georgia	The presenters will illuminate how community partners and postsecondary institutions contribute to students' pursuit and access to postsecondary education. Highlighted are the combined efforts of a community college, career/technical school, and four-year land-grant institution's partnership with a college access program to facilitate students' transition from secondary to postsecondary education.
A-6 Spruce (Tower) - *Visualizing Health and the Built Environment*		
To Really See: Exploring the Medication-Taking Experience Through Story and Person-Centered Art	Paul L Ranelli, University of Minnesota	This session highlights the use of visual art media as a tool for making subjects on health meaningful, healing, interesting, and educational for the public and professionals. Through a community-focused art project and traveling exhibit, "To Really See" captures these approaches and focuses on medication-use stories that users wanted to express and share.
Participatory Design Using Emergent Technologies in Small-Towns in Mississippi	Silvina Lopez Barrera, Mississippi State University	This presentation focuses on participatory design that uses emergent visualization technologies to increase citizen participation in small-town design and assist communities in visualizing potential transformations of their built environment. It provides an insight of participatory digital mapping and human computer interaction in community-engagement meetings within small-towns of Mississippi.

Community University Partners Academy: A Piloted Approach to Building Research-Based Partnerships	Sharon Rogers Moore, East Carolina University	A Community University Partners Academy was piloted to equip community partners with skills in building research-based projects for collaboration with the university. This presentation will provide attendees with information about university resources, connecting with faculty, and skills for data-driven decision making. Lessons learned to inform future efforts will be shared.
A-7 Tower A (Tower) - *Service-Learning and Student Success*		
Can Service-Learning Program Experiences Promote Flourishing in College Students?	Alyssa Maples, University of Minnesota Lindsey Weiler, University of Minnesota Anne William, University of Minnesota Shelley Haddock, Colorado State University	Engagement opportunities can foster college student well-being. This study identified service-learning program experiences specific to promoting progress in college students who mentored at-risk youth. Results suggest that supportive and high-quality relationships are pivotal, and that sense of belonging is particularly important for first-generation students' success and well-being.
Sustainable Community Engagement: Utilizing an Intensive Experiential Seminar to Advance Collaborative Service Learning in the Omaha Metro	LaTrina Parker, University of Nebraska Omaha Angie Carlton, University of Nebraska Omaha	Annually, the University of Nebraska Omaha (UNO) Service Learning Academy trains university and P-12 faculty through an intensive seminar that supports sustainability and advancement of service learning opportunities. Structured to develop valuable relationships, the seminar is designed to connect community partners, P-12 teachers, and UNO faculty to create quality sustainable service learning experiences.
Campus Connections: A High-Impact Service-Learning Program for Student and Community Success	Jen Krafchick, Colorado State University Toni Zimmerman, Colorado State University Shelley Haddock, Colorado State University Heather Novak, Colorado State University Mackenzie Miller, Colorado State University	Campus Connections is a service-learning course developed at Colorado State University where undergraduate students serve as mentors to local youth. Institutional research indicates that student participation in this course is associated with higher levels of student success, including higher persistence and graduation rates, faster degree completion, and higher cumulative GPAs.

A-8 Tower C (Tower) - *Homelessness, Hunger, and Art*		
Innovative College-Community Collaboration: Alleviating Food Insecurity Among College Students	Leslie Schmeling, Food Bank for the Heartland Danielle Juritsch, AmeriCorps VISTA Craig Howell, Together Omaha Angie Carlton, University of Nebraska, Omaha	This presentation explores the importance of innovative collaborations between community organizations and urban universities to address college students experiencing hunger and homelessness. Through collaboration, we address the underlying causes of homelessness and food insecurity to measurably alleviate hunger among college students.
smART Kinston	Kate Bukoski, East Carolina University Kate Taylor Harcourt, East Carolina University	smART is a community-university partnership aimed at empowering formerly incarcerated and other hard to employ individuals through family life education and apprenticeships in ceramics. The goal is to create an arts-based economic development strategy anchored in rural creative placemaking.
Project Homeless Connect: Brief Community Engagement and Impact on Attitudes	Pam T. Johnson, University of South Alabama Shannon Shelley, University of South Alabama	Project Homeless Connect is an annual community-based, one-day event that provides homeless citizens a single location to receive medical assistance, legal assistance, and other social services. This presentation explores the pre- and post-results of the "Attitudes Towards Homelessness Questionnaire" administered to student volunteers and suggestions for future research.
WORKSHOPS	**Presenters**	**Description**
A-9 Tower B (Tower)		
Community-Based Research as Storytelling	Arielle Milkman, University of Colorado, Boulder Angeles Osorio-De La Rosa, University of Colorado, Boulder Jashodhara Sen, University of Colorado , Boulder	This workshop exploreS the role of traditional and inventive storytelling practices in qualitative research, particularly framing storytelling as an approach to engage with and offer value to community partners. Participants will be invited to actively practice storytelling techniques and brainstorm innovative ways to use narrative in their work.

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A-10	Tower D (Tower)	
Performing Arts as a Tool for Authentic Community Engagement	Gillian McNally, University of Northern Colorado	Students from the University of Northern Colorado will present scenes and short workshop samples from a community engaged presentation of the bilingual (Spanish/English) play, *Luna.* Discussion will examine how Latinx arts opportunities for students and community members inspire authentic community engagement and dialogue.

A-11	Directors Row E (Plaza)	
Integrating Science and Musical Performance to Create Action-Based Curriculum	James Hakala, University of Colorado, Boulder Beth Osnes, University of Colorado, Boulder Patrick Chandler, University of Colorado, Boulder Catherine Goodheart, S Jefferson Public Schools	The University of Colorado and the Jefferson County School District have created a climate change communication and action-based curriculum focused on using physical and embodied methods in the classroom. In this presentation, we will introduce participants to effective co-creation strategies for engaging students through movement, song, physical science, and story.

A-12	Directors Row H (Plaza)	
Together We Can Do So Much: A Story of Community Engagement	Rebecca Mott, University of Missouri Extension Tanner Adkins, University of Missouri Extension Kassandra Rankin, University of Missouri Extension Emily Blaue, University of Missouri Extension	Four years ago, University of Missouri Extension partnered with university students to design and deliver a spring break camp for urban middle school students. Today, this program includes a multitude of community partners, has its own endowed scholarship launched by university students, and is being adapted for rural areas.

A-13	Directors Row I (Plaza)	
Designing a Week-Long Faculty Development Workshop about Community-Engaged Scholarship	Diane M. Doberneck, Michigan State University	Drawing from scholarship and four years' experience with Michigan State University's Summer Intensive on Community-Engaged Scholarship, the presenter will introduce a faculty community engagement competency framework, share best practices for faculty professional development, and lead participants through planning activities that will result in practical ideas to implement on their own campuses.

A-14 Directors Row J (Plaza)		
Designing the Challenge: When the Community Provides Authentic Challenges for Students to Solve for Using a Human-Centered Design Approach	Annie S. Kurtin, University of Arizona Abra McAndrew, University of Arizona Carol Varney, Arts Foundation for Tucson and Southern Arizona	The University of Arizona's Design Thinking Challenges (DTC) program applies the following principles: Intention, Authenticity, Reflection, Training, Assessment, and Acknowledgement. It provides students a unique experiential learning opportunity that involves empathetic, human-centered observation, critical research and analysis, innovation, and experimentation applied to a challenge posed by a community partner.
Concurrent Sessions B 11:00 a.m. - 12:00 p.m.		
B-1 Silver (Tower) ESC Awards of Excellence Panel		
ROUNDTABLES	Presenters	Description
B-2 Windows (Tower)		
Renewing an Appreciation of Hawaiian Culture through Farming and Learning	Tom Scheiding, University of Hawai'i - West O'ahu J. Kukui Maunakea-Forth, WCRC-Kauhale & MAO Organic Farms	For the past two years, the 'Imi Na'auao project has been undertaken by the University of Hawai'i – West O'ahu and MA'O Organic Farm. In this presentation, we discuss how quantitative methods were incorporated into the farm's data collection procedures and how Native Hawaiian culture was celebrated and preserved.
Assessing Empowerment of Ugandan Small-Holder Women Poultry Farmers using WEAI	Margaret L. Khaitsa, Mississippi State University Caroline Kobia, Mississippi State University Naomi Lumutenga, Makerere University, Uganda Herbert Mukiibi, Makerere University, Uganda Ruth Muwazi, Makerere University, Uganda	Although women (and children) in East Africa are involved in small-holder poultry production, they do not own nor control proceeds. This project aimed to empower women through poultry production. It utilized the *Feed the Future Women's Empowerment in Agriculture Index* (WEAI) to measure impact. Results, discussion, and recommendations will be presented.
Timber Safe: West Virginia Logger Hazard Awareness Training and Injury Risk Perception	Wayne J. Lundstrom, West Virginia University Mark D. Fullen, West Virginia University Brandon C. Takacs, West Virginia University	Logging in West Virginia is high-risk and utilizes dangerous work practices. This project aims to reduce hazards through the systematic implementation of a comprehensive safety and health management program compared to the existing training and certification programs that have not resulted in a significant improvement to injury and fatality rates.

	Yvonne Goddard, Ohio State University	
Supporting University Students as They Explore a Possible Career in Education: Collaborations between College and Community	Yvonne Goddard, Ohio State University Meghan Breedlove, Ohio State University Nora Goss, Graham Elementary and Middle School Cassie Muller, Graham Elementary and Middle School	Presenters will describe collaborations and share data related to The Ohio State University's First Education Experience Program (FEEP). The program allows undergraduate students to explore various education settings before applying to a licensure program or choosing a different career option. Students also complete a service-learning project in their assigned settings.

SYMPOSIUMS	Presenters	Description
B-3 Century (Tower) - *Cultural Responsiveness to the Underrepresented*		
Promoting Equity and Cultural Responsiveness through Innovative Partnerships and Engagement Scholarship	Daniel Lopez-Cevallos, Oregon State University Anna Browne, Oregon State University	Engagement scholarship can build capacity for cultural responsiveness in education and outreach. Oregon State University Juntos innovates traditional extension programming to promote high school completion and post-secondary access for Latinos. This session explores how prioritizing collaboration among educational and community partners can sustain program outcomes and promote gains in systemic equity.
Impact on At-Risk Students Learning Outdoors with College Mentors	Jeannie A. Golden, East Carolina University Dorothy M. Dator, East Carolina University	A partnership between a recreation director in a rural, low-income community and two university professors secured funding for the development of a new TRACK Trail where at-risk minority students were tutored by undergraduate college mentors to compare the impact of outdoor learning to that of learning indoors.
Cultivating African American Male Leadership in Rural Southwest Georgia Schools	Sarah Adams, University of Georgia Michelle Elliott, University of Georgia Terence Johnson, University of Georgia Brian Knighton, Leadership Legends Patricia Bacon, Archway Partnership	Residents in a rural southwest Georgia community saw a critical need for African American male leadership. Through the Archway Partnership and J.W. Fanning Institute, local leaders developed Leadership Legends, a program designed to "provoke young African American males in Moultrie to critically think, question with curiosity and implement generational change."
B-4 Colorado (Tower) - *Engagement Through Arts*		
Student Artist-in-Residence Programs: Intergenerational Creative Engagement and Community Immersion	Laurie Marks, University of Wisconsin Milwaukee Kari Hansen, TimeSlips	The Student Artist-in-Residence Program at UW-Milwaukee places student artists in nursing homes. In exchange for room-and-board, they host workshops in their creative practice (music, painting, drawing, or performance). Participants will learn about the logistics and benefits of the program.

Planting Community Seeds - Students Building Community Relationships through Art	Elizabeth Gilbert, University of Northern Colorado Audrey Goold, Weld County Department of Public Health and Environment Rachel Freeman, Weld County Department of Public Health and Environment Kat Ventoruzzo, Weld County Department of Public Health and Environment	A partnership between a county health department and a public health graduate class used 3D art pieces to initiate conversations with low-income residents from a rural Northern Colorado community. This presentation describes how students learned creative community engagement strategies to deepen trust and relationships through art and conversation.
Discovering Unique Community Engagement Opportunities Through Theatre Arts	Patch Clark, East Carolina University	Discovering Unique Community Engagement Opportunities Through Theatre Arts is a project that discerns unique methods for community engagement in shared partnerships with health care facilities, science-based community organizations and university programs, public school settings, and arts councils that have participated with theatre arts programming in unique ways.
B-5 Denver (Tower) - *Impactful Student Engagement*		
Elevating Engagement: An Innovative Approach to the Capstone Experience	Courtney Meyers, Texas Tech University Lindsay Kennedy, Texas Tech University Courtney Gibson, Texas Tech University	The Agricultural Communications Block at Texas Tech University is a grouping of four courses to provide an impactful capstone experience for agricultural communications seniors. Students in the Block are equipped with knowledge and skills to benefit community partners. This session will describe how the Block was planned, implemented, and improved.
Service-Learning in Kinesiology: Engaging Students and Communities	Charity Bryan, Kennesaw State University Wanda G. Hargroder, Louisiana State University	Service-learning is an excellent fit in Kinesiology where students are required to know and be able to perform a variety of skills with various populations. Three case studies will be presented, as well as strategies for navigating the service-learning process at the university level, and best practices in service-learning experiences.

Teaching a College Class in a Prison	Joanne Belknap, University of Colorado, Boulder Roberto Monico, University of Colorado, Boulder Jeffrey Askew, Former Inside Student	The Inside-Out Prison Exchange Program was designed for college classes in a prison. Classes are half "Inside" (prisoners) and half "Outside" (university undergraduate students). This presentation is facilitated by former Inside students and a University of Colorado-Boulder professor and teaching collaborators who implemented the program in the Denver area.
B-6 Gold (Tower) - *Engagement and Faculty Scholarship*		
Development and Implementation of a Scholarship Capacity-Building Series for County-Based Faculty	Casey D. Mull, University of Georgia Extension	University of Georgia (UGA) Extension undertook efforts to increase the scholarly productivity of county-based faculty. State specialists examined perceptions and attitudes of scholarship and barriers to such faculty's scholarly productivity. The findings led to an eighteen-month workshop series to increase greater understanding and creation of scholarship.
A Typology of Community-Engaged Faculty to Foster Resilient Trans-Disciplinary Networks	Wendy Wagner, The George Washington University	Engaged faculty are often described as a group with a unique approach and motivation to their work. Our research suggests this group is less homogenous than it may seem. This session presents the Community-Engaged Faculty Typology as a tool for helping faculty understand themselves and others, facilitating more authentic partnerships.
B-7 Spruce (Tower) - *College and Career Readiness*		
Connecting Research and Rural Georgia: Serving Minority Students through Community-Based Research	Angel Jackson, University of Georgia Darris Means, University of Georgia Michelle Elliott, University of Georgia	The University of Georgia's Archway Partnership is a community-driven approach to sustained higher education partnerships addressing local needs across Georgia. Faculty from UGA's College of Education will share an example of collaboration between Archway and research focused on issues related to college access for rural black and African American students.
Engaging Students Through Edgewood Summer Scholars	Sarah Stoehr, Edgewood College Amy Schiebel, Edgewood College	Engaging faculty and students with the community is a core value at Edgewood College. Edgewood Summer Scholars is an outreach program for rising sixth graders building both academic and essential college readiness skills. Established partnerships are being leveraged to create a diverse set of participants.

B-8 Tower B (Tower) - *Economic Development and Partnerships*

Engaging Industry and Community: The Case for Collaboration Campus	Eric Dunker, Arapahoe Community College Ashley Stokes, Colorado State University Geniphyr Ponce-Pore, Colorado State University Pam Ridler, Castle Rock Chamber of Commerce	Arapahoe Community College, CSU Engagement, the local K-12 district, Castle Rock Economic Development Corp, and local industry collaborated to develop the new $40 million Collaboration Campus, opening in August 2019 in Castle Rock, CO, to provide seamless connections through the learner continuum and hub for community/economic development.
HomeFirst: An Anchor Institution's Asset-Building Approach to Promote Housing Stability Among Low-to Moderate Income Populations.	Kevin Giff, The University of Alabama Nicole B. Prewitt, The University of Alabama	This presentation discusses the critical role higher education institutions have in partnering as anchor institutions to advance best practices that promote housing stability. It will detail lessons learned from a successful pilot program in Alabama and discuss plans to partner as an anchor institution with proximity to high-needs rural regions.
Co-Constructing a University-Community, Research-Practice Partnership: The Dialogic Nature of Collaboration	Carrie Symons, Michigan State University Erika Brown-Binion, Refugee Development Center Peter De Costa, Michigan State University Christina Ponzio, Michigan State University	Schools alone cannot provide the wrap-around services necessary for newcomers to thrive. Through university-community partnerships, however, we can create an expanded network of advocacy for newcomers' additive acculturation. In this presentation, we will share the impact of our partnership thus far and discuss implications for sustaining mutualistic, long term collaborations.

B-9 Tower C (Tower) - *Building Capacity for Engaged Scholarship*

Advancing Campus Culture and Capacity for Engaged Scholarship	Paula Mills, Colorado State University Tracy Nelson, Coloarado State University	The Provost's Council for Engagement at Colorado State University was founded in 2016 in response to campus and community feedback encouraging better support and recognition for faculty involvement in community-engaged research, teaching and service. This faculty-driven initiative has succeeded in a variety of efforts spanning across education, promotion, policy and programming.
Integrating Community-Engaged Scholarship into Doctoral Education: Opportunities and Challenges	Aaron Zimmerman, Texas Tech University Shirley M. Matteson, Texas Tech University	This presentation will describe opportunities and challenges related to integrating community-engaged scholarship into doctoral student education. It will include a syllabus and set of assignments that are designed for the purpose of preparing students for engaged scholarship projects. Challenges associated with the design of the course will also be addressed.

Change Agents: Faculty Peer Mentoring to Promote Community Engagement	Misty Smith, Tarleton State University Denae Dorris, Tarleton State University	As the landscape of higher education continues to evolve, creative and innovative student engagement strategies become vital to learning outcomes. Transformation becomes essential; yet, the old challenge of embracing "change" persists. As a solution, the implementation of a peer mentoring model, using an interdisciplinary cohort of faculty, will be examined.
WORKSHOPS	**Presenters**	**Description**
B-10 Tower A (Tower)		
Branching Out to Work with Communities Confronting the Opioid Epidemic	Karen Vines, Virginia Tech Crystal Tyler-Mackey, Virginia Cooperative Extension	In this presentation, the Virginia Cooperative Extension team will share multiple approaches being used to prevent opioid misuse through engagement with communities across the state. Partnerships have been developed at community and state level, including collaboration across institutions of higher education related to the issue.
B-11 Tower D (Tower)		
Navigating Food System Change: A Road Map for Engaging your Community to Frame Strategic Food and Agriculture Plans	Dawn Thilmany, Colorado State University Becca Jablonski, Colorado State University Blake Angelo, Kaiser Permanente Tristan Sanders, City and County of Denver	This session will provide best practices and templates to better frame innovative food system plans to help communities engage a diverse set of stakeholders, define their scope and map actionable items. To more effectively guide participants, presenters will discuss the barriers, successes and continued reframing of Denver's Food Plan.
B-12 Directors Row E (Plaza)		
Two Communities of Practice and How They Grew	Jeanne McDonald, University of Colorado, Boulder Jim Hakala, University of Colorado, Boulder Amanda Giguere, University of Colorado, Boulder Nicole Speer, University of Colorado, Boulder Beth Tryon, University of Wisconsin	Staff at universities and colleges across the country play a vital role in advancing community-based scholarship. Nevertheless, they often feel isolated in their outreach and engagement work. This session highlights two different communities of practice focused on supporting these staff members and each group's unique paths to success.

B-13 Directors Row H (Plaza)		
Improvisation as a Pedagogy for Community Engagement	Olivia Hartle, Point Park University	Improvisers train in listening, supporting, and being present. These principles have a far-reaching resonance and are vital for successful community work. Through games and interactive demos, this session will explore methods and intervention points for educators, activists, and group leaders to activate improvisation in the context of community engagement.

B-14 Directors Row I (Plaza)		
Transformative Social Justice Scholarship: Working in Partnership towards Community Transformation	Glennon Sweeney, Ohio State University Kip Holley, Ohio State University Preshuslee Thompson, Ohio State University Maurice Stevens, Ohio State University	This presentation is designed to highlight different approaches to transformative scholarship, drawing on the combined 35+ years of experience from research staff at the Kirwan Institute for the Study of Race and Ethnicity and faculty partner Maurice Stevens. Participants will be introduced to Kirwan's transformative scholarship model.

B-15 Directors Row J (Plaza)		
The Power of Public Deliberation	William V. Muse, National Issues Forums Institute Martin Carcasson, Colorado State University	Explore how universities can help students and citizens cope with polarization that has beset the nation. A review of the process and materials that can be used in the classroom and community will be shared. Participants will engage in a deliberative forum.

Concurrent Sessions C 1:45 p.m. - 2:45 p.m.		

C-1 Silver (Tower) ESC Faculty Scholars Panel 1:45 p.m. - 2:55 p.m.		
ROUNDTABLES	Presenters	Description

C-2 Windows (Tower)		
Deepening Tuscaloosa's International Community Roots through Global Café	Kathryn Taylor, University of Alabama	Presentation attendees will learn about an innovative Community Engagement initiative that is internationalizing the University of Alabama and helping Alabamians touch the world. The presentation will explore data analysis and survey results from the record of the Global Café language partners program, informational events for international travelers, and Fulbright programs.

Rockets & Racecars (ЯR) STEM Teacher Summit: Helping Teachers to Develop STEM Literacy Among Their Students	Adriane Sheffield, Coastal Carolina University Marcus Ashford, University of Alabama Rosianna Gray, University of Alabama, Birmingham	The Rockets & Racecars (ЯR) Teachers Academy is an annual series of workshops for PK-12 teachers with the singular mission of increasing experiential learning opportunities for students traditionally underrepresented in STEM fields. Program activities are supported by STEM and Education faculty from the University of Alabama and Coastal Carolina University.
A Research-Practice Partnership for STEM in Appalachia	Lynn Hodge, University of Tennessee Shande King, University of Tennessee Nick Kim, University of Tennessee Gale Stanley, Campbell County Schools	This presentation will focus on key practices and processes related to the development of a research-practice partnership involving a university and rural school districts. The four-year partnership focuses on supporting teachers, students, and families in STEM learning. Family STEM nights, professional development for teachers, and action research were critical events.
SYMPOSIUMS	**Presenters**	**Description**
C-3 Century (Tower) - *Mapping for Impact*		
Engagement Mapping as an Alternative Pathway to Demonstrating Impact	Keristiena Dodge, University of Nebraska, Omaha Sachin Pawaskar, University of Nebraska, Omaha Robyn Loos, University of Nebraska, Omaha Deborah Smith-Howell, University of Nebraska, Omaha	As a metropolitan institution, the University of Nebraska at Omaha (UNO) values its reciprocal and mutually-beneficial partnerships in the community. This presentation is about the importance of partnership mapping for 1) demonstrating societal impacts of engagement activities and 2) creating a framework that advances opportunities for strategic collaborations.
Combining Social Network Analysis with Asset Mapping: Exploring New Ways to Engage and Imagine a Network	Robert Bertsch, North Dakota State University Jessica Beckendorf, University of Wisconsin, Madison Brigitte Scott, Virginia Tech	Learn how combining Social Network Analysis (SNA) with Asset Mapping as a planning tool opens up possibilities for engagement and collaboration. We will share the results of combining SNA with Asset Mapping through an organizational lens, as well as describe how this can be applied to community network building.

A Community Partnership for Reimagining Teacher Preparation	Michael T. Hayes, University of Hawai`i - West O`ahu Summer Maunakea, Kokua Hawai`i Foundation	In this presentation, we describe a relationship between a community organization and a professor of education at the University of Hawai`i West O`ahu. Discussed will be key changes and developments in the relationship that require negotiation and careful consideration as a matter of scholarly engagement.
C-4 Colorado (Tower) - *STEM Learning and Outreach*		
Cardboard Boats and Answered E-mails: Enhanced Engaged Scholarship via Responsive Outreach	Jerry Dwyer, Texas Tech University Levi Johnson, Texas Tech University Jessica Spott, Texas Tech University Rebecca Hite, Texas Tech University	This session describes how a pivotal stakeholder meeting and a specially crafted STEM outreach initiative yielded a significant shift in K-12 engagement from the perspective of an established outreach mathematician and engaged scholar.
Collaborative Networks for STEM Curriculum Development	Gary R. Kirk, Dickinson College Andrew Gillen, Virginia Tech Holly Lesko, Virginia Tech	Engineering careers are less accessible for rural youth due to limited opportunities, family/community values, and misperceptions. Single interventions rarely stimulate sustainable change. This presentation describes curricular outcomes, collaborative networks, practical lessons, and preliminary research findings from a design-based implementation research project engaging K12 teachers/administrators, practicing engineers, and a university team.
STEM Learning Ecosystems: A Platform for Engaged Scholarship for Higher Education Institutions	Amanda J. Smith, Penn State University	STEM Learning Ecosystems, highlighted in *Charting a Course for Success: America's Strategy for STEM Education* by the National Science & Technology Council, provide the architecture for cross-sector learning, offering all young people access to STEM-rich learning environments so they can develop important skills and engagement in STEM throughout preK-16.
C-5 Denver (Tower) - *Overcoming Barriers to Engagement*		
Building Capacity through Multi-institutional Collaboration and Community Engagement	Bryan J. Hains, University of Kentucky Kristina D. Hains, University of Kentucky Michael Rios, University of California, Davis	The complexity and social embeddedness of today's issues requires contemporary collaboration to be multi-level, multi-field, and multi-institutional. This presentation will demonstrate a new collaborative model and discuss the implications, necessary factors, and challenges of organizing multi-institutional collaborations.

Transitioning an International Program Model from Honduras to Peru	Dan Baker, University of Vermont Dan Tobin, University of Vermont	Engaged scholarship requires models that are flexible and sustainable through turbulent times. A model developed for a community development course in Honduras promoted engaged scholarship for over a decade. As Honduras became "High Risk," the course and model transitioned to Peru while faculty have followed the program in Honduras.
C-6 Tower A (Tower) - *Community Engagement Pathways and Strategies*		
University Assisted Community Schools: Collaborative Partnerships and Processes	Javiette Samuel, University of Tennessee, Knoxville	University-community partnerships offer invaluable opportunities for traditionally segregated groups to work together. Yet in higher education processes, the procedures, infrastructure, and support systems to promote effective partnerships are frequently lacking. This presentation explores an intentional support system created by an administrator and faculty member to advance engagement and K-12 education.
What drives you? Key Influences on Engagement Professionals' Career Pathways	Kira Pasquesi, University of Colorado, Boulder Lane Perry, Western Carolina University	Presenters share results of a study focused on community engagement professionals (CEPs). The research team employed consensual qualitative research to describe long-term career objectives of CEPs and infer drivers or influences of career pathways. Findings offer insight into the future of engagement by articulating a diversity of field career trajectories.
Strengthening Engagement for Cooperative Extension and Higher Education	Karen Vines, Virginia Tech	Research and experience associated with engagement through Cooperative Extension are contributing to program implementation in Virginia Cooperative Extension. This session focuses on current changes and others being considered to increase community engagement for VCE while also expanding opportunities for campus-wide inclusion in addressing community-identified issues.

C-7 Tower B (Tower) - *Innovative Collaborations and Partnerships*		
Impactful Corporate Partnerships: Capturing the Fire with Community Engagement Projects	Jessica Averitt Taylor, Northern Kentucky University Michelle (Shelley) Walter, Northern Kentucky University Ern Rolfes, The Kroger Company Sunny Reelhorn Parr, Kroger Foundation	This community engagement project examines the development of a partnership between a campus food pantry with the Kroger Co. and the Kroger Foundation. We collaborated to serve our student community from a holistic perspective that incorporates both social support and fundamental needs, and connects corporate philanthropy to direct university outcomes.
Media Oasis: Forming a University and Community Organization	Andrew Conte, Point Park University	Community engagement reaches a higher level of cooperation when university and community partners work together to create a new organization designed to benefit students, residents and researchers equally. Founders of the Media Oasis project will discuss how they formed, found funding and established a new outlet for university-community benefit.
Trans-Disciplinary Collaborations and Partnerships in Rural Development- Communities of the Monongahela National Forest	Peter Butler, West Virginia University Doug Arbogast, West Virginia University Eve Faulkes, West Virginia University	This effort partners community-engaged faculty from multiple academic programs at West Virginia University and the Extension Service's CRED team. The completed and in-progress projects model "OneUSDA" and the U.S. Forest Service's recreational economies community development initiatives within post-industrial, challenged communities in the Monongahela National Forest. They are building community, agency and academic capacities.

C-8 Tower C (Tower) - *Past, Present, Future of Land-Grant Universities*		
Past, Present, and Future of Land-Grant Universities and the Communities They are Designed to Serve	Stephen M. Gavazzi, Ohio State University Nathan M. Sorber, West Virginia University E. Gordon Gee, West Virginia University	Decreasing state support and privatization trends have challenged the land-grant commitments to access, the advancement and dissemination of research, and community engagement. The presenters will discuss how land-grant universities have transformed in the face of relentless challenges and how they can be restructured to reconnect with a skeptical public.
C-9 Tower D (Tower) - *Service Learning, Civic Design, and Social Innovation*		
A Civic Design Study of the Tennessee State University Campus as a Service-Learning Engagement	Thomas K. Davis, University of Tennessee Knoxville	This presentation will discuss a partnership between the University of Tennessee College of Architecture + Design, the Nashville Civic Design Center, Tennessee State University, and a Historic Black College and University within a service-learning civic design studio course.
Mutual civic engagement: Reciprocity for journalism students and community practitioners	Kristin L. Gustafson, University of Washington, Bothell Kara Adams, University of Washington, Bothell	A new partnership practice measures reciprocity in university-community partnerships by outcomes rather than equal time investments. This presentation responds to efficiency problems that students and community practitioners may experience in partnerships. The research identifies transformative outcomes for both parties, despite time commitment less than the typical 20 service hours.
Social Innovation Education and Service-Learning: Intersections and Insights	Ryan Nilsen, University of North Carolina	This presentation will explore the intersection between social innovation education and service-learning as two distinct but overlapping models for community engaged pedagogy, incorporating lessons from seven years of an evolving undergraduate public policy course associated with the APPLES Bryan Fellowship at the University of North Carolina at Chapel Hill.

WORKSHOPS	Presenters	Description
C-10 Directors Row E (Plaza)		
"A Tale of Two Centers: Placemaking with and for Communities"	Makeda Zulu-Gillespie, University of Minnesota Beth Tryon, University of Wisconsin Madison Merry Farrier-Babanovski, University of Wisconsin Madison Robert J. Jones, University of Minnesota	Two place-based initiatives designed to welcome community organizations as collaborative partners will lead a presentation on universities' capacity to host space in and with community. Presenters will share insights on facilitating cultural and institutional change to support respectful and mutually-beneficial community-engagement, and grow nimble and community-responsive offerings through place-based facilities.
C-11 Directors Row H (Plaza)		
What does it mean to be an Engaged Institution? Learnings from the Carnegie Reclassification Process	Susan Rowe, Oregon State University David Procter, Kansas State University Ralph Foster, Auburn University Lynn D. Dierking, Oregon State University	Are you interested in what an Engaged Institution means? Learn how a three-university collaboration (Kansas State University, Oregon State University and Auburn University) supported one another during the recent Carnegie reapplication process. We will share common challenges, recommendations, and help you build a toolkit to guide your own Engaged University process.
C-12 Directors Row I (Plaza)		
Implementation of Safe Water Practices to Improve Public Health	Jessica Puente Castro, Purdue University Rachel Gehr, Purdue University	This student-led, interdisciplinary project implements self-sustainable safe water practices through the installation of water treatment systems in developing countries. Our team's unique skill set allows us to foster critical engineering skills while aiming to bridge the gap of inequality and bring long-term sustainable drinking water access to communities in need.

C-13 Directors Row J (Plaza)		
What's Your Story: Catalyzing Community Engaged Research in Undergraduate Students	Shannon Shelley-Tremblay, University of South Alabama Kern Jackson, University of South Alabama Kathy J. Cooke, University of South Alabama	Presenters from University of South Alabama discuss a community-initiated project training a novice team of students to work with community members to gather and share stories of life on the Mobile-Tensaw River Delta. Presenters share the training model developed, lessons learned, and seek audience input for future project development.

Concurrent Sessions D 3:15 p.m. - 4:15 p.m.		
D-1 Silver (Tower) **Community Engagement Journal Editors' Panel 3:05 p.m. - 4:20 p.m.**		
ROUNDTABLES	**Presenters**	**Description**
D-2 Windows (Tower)		
Tapping the Next Generation of Water Advocates	Gaea Hock, Kansas State University	Created in 2017, the Kansas Youth Water Advocates program educates young people about water topics and issues in the state and how they can educate others in an effort to improve the situation. This presentation will share results of the first three trainings, best practices, and lessons learned.
Development of HERSpad Reusable Sanitary Pads Using the Human-Centered Design	Caroline Kobia, Mississippi State University Margaret Khaitsa, Mississippi State University Naomi Lumutenga, Makerere University, Uganda	When the health need in society is unique to females, the negative impacts on society are greatly amplified. This presentation will feature an objective to develop safe, hygienic and cost-effective menstrual hygiene management (MHM) products with reusable and biodegradable attributes. Findings, conclusions, and recommendations will also be shared.
From Interloper to Partner: The Process of Cultivating an Engaged Scholarship Study with a High School in Crisis	Whitney Baker-Beach, Texas Tech University Mellinee Lesley, Texas Tech University	This study examines the development of a partnership designed to cultivate best practices in writing instruction between a university and a demographically and economically isolated school in crisis. The fluid nature of power and negotiation of roles is examined, as well as the implications for future partnerships with resistant stakeholders.

SYMPOSIUMS	Presenters	Description
D-3 Century (Tower) - *Fostering Graduate-Undergraduate Engagement*		
Graduate–Undergraduate Partnerships: A New Model for Community-Based Research	Vincent Russell, University of Colorado, Boulder Therese Gardner, University of Colorado, Boulder	We examine the research and evaluation project of the first participatory budgeting processes in Denver, CO. The project was led by a doctoral student and supported by an undergraduate research assistant independent of any course/curricular requirements. We argue that the graduate–undergraduate partnership offers a new model for engaged scholarship.
Filling the Gaps: Graduate Students' Roles in Undergraduate Community-Engaged Learning	Miriam Lieway, Texas Tech University Michael McCarty, Texas Tech University	Integrating graduate students as co-mentors for undergraduate students reduces the time faculty and community organizations invest into undergraduate students' engaged-learning experience. In the context of a collaboration between a school district and a Promise Neighborhood, we will highlight lessons learned about best practices for integrating graduate students in engaged scholarship.
D-4 Colorado (Tower) - *Serving Underrepresented Communities*		
Beyond Pomp and Circumstance: A University and Community Engagement Strategy	John C. Hill, University of Kentucky Bryan Hains, University of Kentucky	A unique university/community partnership was formed when researchers collaborated with a local community agency to assist underrepresented citizens experiencing a lack of familial and community support. A program was designed to expose participants to university resources by providing a "front porch" welcoming them into the university and its community.
The ROSE Project: Resources and Opportunities in Science Education	Amy Schiebel, Edgewood College Sarah Stoehr, Edgewood College	The ROSE Project is an outreach program focused on parents of color. The goal is to influence messages parents give their children around STEM achievement. The most recent iteration is training STEM Community Fellows in both science and leadership to build capacity within organizations who primarily serve families of color.
Sustaining Large-Scale University/K-12 Partnerships with Authentic Communication	Levi Johnson, Texas Tech University Lane Sobehrad, Texas Tech University Robin Lock, Co-Author, Texas Tech University Tanna Rodriguez, Lubbock Independent School District	This session explores the hard truths and valuable lessons learned as Texas Tech University and Lubbock Independent School District built and maintained an authentic partnership in order to impart positive change for one of the city's neediest neighborhoods. This was accomplished through the East Lubbock Promise Neighborhood grant.

D-5 Denver (Tower) - *Approaches and Pathways to Engagement*		
Enhancing Community-Engagement among Honors College Students: An Interdisciplinary Approach	Katherine Ford, East Carolina University Todd Fraley, East Carolina University Alleah Crawford, East Carolina University Tim Christensen, East Carolina University W. Wayne Godwin, East Carolina University Gerald Weckesser, East Carolina University Beth H. Chaney, East Carolina University	Embracing interdisciplinary approaches, the Honors College at East Carolina University has assembled a diverse team of committed faculty who have used Human-Centered Design principles to re-invent the curriculum. Join us for a session on curricula that integrates design thinking, community engagement, and entrepreneurial mindset.
Recognizing Our Deep Roots: Implementing a University-wide Community Engaged Course Designation	Elizabeth Gilbert, University of Northern Colorado Annie Epperson, University of Northern Colorado Deborah Romero, University of Northern Colorado	We examine how to implement a process for a university-level catalog designation identifying community engaged courses. We discuss the origins for the designation and its relevance for faculty, students, and community partners. We study the processes, challenges encountered, and future directions, concluding with considerations of implementation at participants' institutions.
A Novel Approach: Pathways of Public Service and Civic Engagement	Sarah Worley, Juniata College	Learn about an innovative holistic pathways framework that includes the following: community-engaged learning/research, community organizing/activism, direct service, philanthropy, policy/governance, and social entrepreneurship/corporate social responsibility. Presenters will share multi-institution research and a diagnostic tool for identifying student predispositions and interests. Participants will consider how the pathways can be used to deepen advising and programming.

D-6 Gold (Tower) - *Public Universities and Social Impact*		
Community Engagement in Social Accountability initiatives: Questioning the Solution	Lori Hanson, University of Saskatchewan Lisa Yeo, University of Saskatchewan Carla Fehr, University of Saskatchewan	This presentation critically examines community engagement philosophically and pragmatically through the adoption and application of its values and principles in a social accountability division within a Canadian medical school. We aim to improve clarity and transparency and move toward decolonizing forms of this practice.
Community Innovation Lab (CIL): A Unique Model for Community Engagement	Kristina D. Hains, University of Kentucky Bryan J. Hains, University of Kentucky Dan Kahl, University of Kentucky John Nash, University of Kentucky Beth Rous, University of Kentucky	The needs of today's rural and urban communities continue to evolve. As such, it is important to explore social science innovations within the contexts of community education, leadership and engagement. Community Innovation Lab (CIL) leadership will discuss the role the lab plays in engaging and connecting multiple communities for the 21st Century.
Making and Sustaining the "Public" through University-Community Engagement	David Meens, University of Colorado, Boulder	This presentation addresses the role of Higher Education Instutions (HEIs) in ameliorating political polarization and social fragmentation within the United States context. Drawing upon Dewey's classic conceptualization of "the public" as constructed through engagement, the presenter considers both the challenges and opportunities HEIs face in contributing to public creation today.
D-7 Spruce (Tower) - *Community Building and Development*		
Engaging Citizens, City Staff and Administration, Professionals and the University for a Shared Vision of Downtown Redevelopment.	David A Driskill, Texas Tech University	UrbanTech, an urban studio for the College of Architecture/Texas Tech University, coordinated and facilitated a National American Institute of Architects Sustainable Design Assessment Team grant in 2018. The year-long process to develop a shared vision for redevelopment of downtown Lubbock is an example of university and community engagement.
Community-Building through Grassroots Neighborhood Efforts	Kelli Huth, Binghamton University	Neighborhood development efforts can provide many types of valuable learning and research opportunities if partnerships are built on trust and consistent communication between campus partners and neighborhood residents. This presentation will focus on collaborative, long-term neighborhood development efforts in the North of Main neighborhood in Binghamton, New York.
Engaging Students: New Partnership Models to Solve Problems	Sue Ann Pemberton, University of Texas at San Antonio	Architecture students are taught to be problem solvers. Design assignments are often hypothetical. While these projects are valuable in learning skills in research, analysis, synthesis and creative thinking, the projects lack in real understanding. There is so much more to learn when the project is real and tangibly built.

D-8 Tower A (Tower) - *Research and Engagement for a Better World*		
The Rain Follows the Forest: Collaboration Rooted in the (K)new	Stephanie H. Kamai, University of Hawaii-West Oahu Cathy K. Ikeda, University of Hawaii-West Oahu	How do we recruit and retain teachers to teach in their own communities, especially if those communities are in hard to fill, high poverty, high teacher attrition rate schools? We offer old/(k)new solutions rooted in sustainability, community, and values-centered pedagogy that evolved into our own grow your own movement.
Research for a Better World: Poetic Design and Engagement Scholarship	Michael T. Hayes, University of Hawai`i - West O`ahu	This session presents research that was conducted through a theoretical framework of Poetic Design. The outcomes of the research include a reimagined theory of Poetic Design and a robust shared imagination of what is meant by a "better world", and how we work towards it together.
D-9 Tower B (Tower) - *Faculty Engagement, Scholarship, and Tenure*		
Bringing It All Together: A Model to Document Faculty Engagement	Bruce Behringer, East Tennessee State University	*Returning to Our Roots* challenged higher education to integrate scholarship with the service and teaching missions of the university. A visual model that combines these for individual faculty members and institutional levels will be presented with examples of how the integrated missions promoted progress in addressing community-identified issues.
Reflective Faculty Mentorship: Supporting One Another to Create Engaged Communities	Jessica Averitt Taylor, Northern Kentucky University Caroline Macke, Northern Kentucky University Karen Tapp, Northern Kentucky University Megan Lindsey, Northern Kentucky University	We created a framework for peer mentorship in community engagement to create thriving, supportive environments in our work. Specifically, we focused on mentorship and expectations in both higher education and social work. Our framework includes deliberate integration of community engagement in the three considerations of research, teaching, and service.

Critical Considerations: Structuring and Representing Community-Engaged Scholarship for Promotion and Tenure	Lara Smith-Sitton, Kennesaw State University Jen Almjeld, James Madison University	This presentation will feature the voices of two faculty members researching and participating in the articulation of engaged scholarship in promotion and tenure narratives. The focus will include not only rationale and sources supporting engaged scholarship, but also strategies and considerations for research projects and representation within narratives.
WORKSHOPS	**Presenters**	**Description**
D-10 Tower C (Tower)		
Measuring the Impact of Community Engagement: The What & How?	Kristen DeVall, University of North Carolina, Wilmington Jacquelyn Lee, University of North Carolina, Wilmington	Universities are increasingly being called upon to engage within communities to address areas of needs. However, there is a dearth of scholarship focusing on the impact this work is having on the organizational capacity of community partner entities with whom they are working and the target population(s) they serve.
D-11 Tower D (Tower)		
Follow to Lead: Inclusive Economic Development	Teresa A. Bennett, Indiana University - Purdue University Indianapolis	"Follow to Lead" covers the organizational planning and implementation process for developing SOURCE River West Entrepreneurship Center in response to community-identified needs for economic development resources. The presentation will highlight place making, business development, and partnerships that exemplify the interplay between community, business partners, and the urban university.

D-12 Directors Row E (Plaza)		
Leading with Encouragement and Praise	Terence Johnson, University of Georgia	Many leaders are under pressure to get results, show impact, and be in compliance. That can cause pressure and lead to demotivating leadership practices. This session focuses on how to accelerate desired behaviors using principles of behavior that are often over looked.

D-13 Directors Row H (Plaza)		
The 7 R's to Successful Community Engagement	Jennifer Wilson, Texas Tech University Sandra Huston, Texas Tech University	This presentation explains the 7R's model to build successful community engagement projects. We will demonstrate this model – used at Texas Tech University – as it applies to our service learning class, volunteer students, and community partners. You will gain valuable tools and ideas to apply to your own community engagement projects.

D-14 Directors Row I (Plaza)		
Historias de la Comunidad: The Performative and Transformative Possibilities of Oral History	Elena Foulis, Ohio State University Stace Alex, Morningside College	This presentation uses oral history as a tool for creating spaces of trust and communal sharing of knowledge. The model develops and promotes empathy and social justice, particularly when working with vulnerable populations such as refugees and immigrant communities. It focuses on working with the Latina/o/x community.

D-15 Directors Row J (Plaza)		
Pūpūkahi I Holomua – United We Progress	Angela Hoppe-Cruz, Institute for Pacific Education and Culture Nicki Brown, Institute for Native Pacific Education and Culture Naomi Nihipali, Institute for Native Pacific Education and Culture	Institute for Native Pacific Education and Culture (INPEACE), a non-profit organization driven by Native Hawaiian values, will share how they utilize a holistic community approach to improve the quality of life for their participants via educational transformation, uplifting the Wai`anae community through a collaborative integrative approach.