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<th>Session#</th>
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<td>A-1</td>
<td>Windows (Tower)</td>
<td>Presenters</td>
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<td>Description</td>
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<tr>
<td>Bridge Pittsburgh: Building Broad Collaboration Through Common Interest</td>
<td>Andrew Conte, Point Park University</td>
<td>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.</td>
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<tr>
<td>Enhancing Clinical Service Learning with Interprofessional Collaborative Practice Competencies</td>
<td>Michele Messer, Creighton University</td>
<td>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.</td>
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<tr>
<td>Community Perspectives of Technical Deliverables</td>
<td>Dave Lassen, Oklahoma State University</td>
<td>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.</td>
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<tr>
<td>Senior Access Points: Closing the Information Access Gap</td>
<td>Allyson Brothers, Colorado State University, Sue Schneider, Colorado State University Extension</td>
<td>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.</td>
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<tr>
<td>Redesigning Extension to Meet Societal Issues in Human Development</td>
<td>Christine A. Frushauf, Colorado State University, Lisa M. Youngblade, Colorado State University</td>
<td>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 Coloradans.</td>
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<tr>
<td>Engaging Communities to Address Opioid Misuse in Youth</td>
<td>Doug Coetworth, Colorado State University, Debbie Chapmen, Colorado State University, Abby Webbier, Colorado State University, Reagan Miller, Colorado State University</td>
<td>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.</td>
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<td>Life Cycle of a 10-year University-Museum Engaged Partnership</td>
<td>Claire Schuch, University of North Carolina, Charlotte, Susan Harden, University of North Carolina, Charlotte</td>
<td>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.</td>
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<td>Communication Research in the Wild: Collaborating with National Park Service</td>
<td>Katie Abrams, Colorado State University</td>
<td>A partnership between the National Park Service, several individual national parks, and faculty at Colorado State University led to the development of a research with a developed, 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.</td>
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<td>Navigating a Legacy of Distrust: Tribal Nations, National Parks, and the Possibilities of Collaborative Partnerships</td>
<td>Brooke Neely, University of Colorado, Boulder</td>
<td>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.</td>
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<tr>
<td>Measuring the Perceived Long-Term Impact of Community-Based Learning: Building Confidence &amp; Capacity, Identifying Challenges, &amp; Calling for Changes</td>
<td>Kristin Moretto, Grand Valley State University</td>
<td>We examine the long-term impact of Community-Based Learning (CBL) by exploring post-course impact across 4 programs and 18 courses, explicating results from a mixed-methods study. Findings indicate avenues for future research, demonstrating the value in team-based CBL and underscoring that the most memorable challenges tend to yield the most valued, long-term impact.</td>
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<td>Campus Compact Civic Action Plans: A Diffusion of Innovation Perspective</td>
<td>Andrew Pearl, University of Alabama, Tera (CeeCee) Johnson, University of Alabama</td>
<td>Using the diffusion of innovation 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.</td>
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<tr>
<td>Reshaping Canadian Higher Education: Community-Engaged Scholarship and Institutional Governance</td>
<td>Tania Kajner, Adler University, Vancouver Campus</td>
<td>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.</td>
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<td>Poets Club: An Academic-Community Partnership Amplifying the Voices, Perspectives, and Poetry of Individuals with Disabilities</td>
<td>Diana Joseph, Minnesota State University, Mankato</td>
<td>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.</td>
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**Tuesday, October 8th**

**Concurrent Sessions A** 9:50 a.m. - 10:50 a.m.
**Growing Through Gardening, Community, and Intergenerational Mentoring**

- **Iliana Livstrom, University of Minnesota**

  This session highlights the work of “Growing North Minneapolis,” a community-driven partnership that connects adolescents of marginalized identities to their communities and local environment through an urban cultural internship experience. The presentation illuminates how community and intergenerational mentoring are leveraged in socioculturally relevant ways to foster learning and identity negotiation.

**Supporting Our Roots: Promoting Postsecondary Access through an Engaged Effort**

- **Dorian L. McCoy, University of Tennessee, Knoxville**
- **Sharena 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]**

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<th><strong>Visualizing Art and Technology</strong></th>
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<td><strong>Presenters</strong></td>
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<tr>
<td>Paul L. Ranelli, University of Minnesota</td>
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<td>Joe Reyes, Avros ArtWorks</td>
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Visual art media is used to make 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**

- **Silvia 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. The 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]**

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<th><strong>Service-Learning and Student Success</strong></th>
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<td><strong>Presenters</strong></td>
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<tr>
<td>Jen Krafchick, Colorado State University</td>
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<td>Toni Zimmerman, Colorado State University</td>
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<td>Shelley Haddock, Colorado State University</td>
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<td>Heather Novak, Colorado State University</td>
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<td>Mackenzie Miller, Colorado State University</td>
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<td>Lise Youngblut, Colorado State University</td>
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<td>Alyssa Maples, University of Minnesota</td>
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<td>Lindsey Weiler, University of Minnesota</td>
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<td>Aree William, University of Minnesota</td>
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<td>Shelley Haddock, Colorado State University</td>
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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.

**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.

**A-8 Tower C [Tower]**

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<th><strong>Homelessness, Hunger, and Art</strong></th>
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<td><strong>Presenters</strong></td>
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<tr>
<td>Kate Bukowski, East Carolina University</td>
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<td>Kate Taylor Harcourt, East Carolina University</td>
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<td>Leslie Schmeing, Food Bank for the Heartland</td>
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<td>Danielle Jurisch, AmeriCorps VISTA</td>
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<td>Craig Howell, Together Omaha</td>
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<td>Angie Carlton, University of Nebraska, Omaha</td>
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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.

**Project Homeless Connect: Brief Community Engagement and Impact on Attitudes**

- **Pam T. Johnson, University of South Alabama**
- **Sharon 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.

**Session# Room** | **Workshops** | **Presenters** | **Description**
---|---|---|---
A-9 [Tower B] | Community-Based Research as Storytelling | Arielle Milkman, University of Colorado, Boulder | This workshop will explore 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.

**A-10 [Tower D]** | Performing Arts as a Tool for Authentic Community Engagement | Gillian McNulty, 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 Latina 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 | 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.
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<td>1-10</td>
<td>A-13</td>
<td>Directors Row I (Plaza)</td>
<td>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.</td>
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<td>A-14</td>
<td>Directors Row I (Plaza)</td>
<td>Designing a Week-Long Faculty Development Workshop about Community-Engaged Scholarship</td>
<td>Diane M. Doberneek, Michigan State University</td>
<td>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.</td>
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<td>A-14</td>
<td>Directors Row I (Plaza)</td>
<td>Authentic Community Engagement and Social Justice: What is the Connection?</td>
<td>Josephine Pryce, The University of Alabama; Cassandra Simon, The University of Alabama; Vicky Carter, Five Horizons Health Services, Alabama</td>
<td>The Morrill Act in 1862 formalized the tradition of universities sharing knowledge and resources with the community. To sustain this work today, university members must practice authentic engagement. This presentation addresses best practices for authentic engagement and demonstrates how these practices lead to achieving social justice.</td>
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<td>Concurrent Sessions B</td>
<td>11:00 a.m. - 12:00 p.m.</td>
<td>B-1 Silver [Tower]</td>
<td>ESC Awards of Excellence Panel</td>
<td>For the past two years, the ‘Imi Na‘aua 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.</td>
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<td>A-13</td>
<td>Directors Row I (Plaza)</td>
<td>Together We Can Do So Much: A Story of Community Engagement</td>
<td>Rebecca Mott, University of Missouri Extension; Tanner Adkins, University of Missouri Extension; Kassandra Rankin, University of Missouri Extension; Emily Blume, University of Missouri Extension</td>
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<td>8-5</td>
<td>Impactful Student Engagement</td>
<td>Courtney Stoehr, Edgewood College; Charity Bryan, Kennesaw State University; Paula Mills, Colorado State University; Peter De Costa, Michigan State University; Carrie Symons, Michigan State University; Nicole B. Prewitt, The University of Alabama; Pam Ridler, Castle Rock Chamber of Commerce; Amy Smith, Colorado State University; Eric Dunker, Arizona State University; and Robert Monico, University of Colorado, Boulder.</td>
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<td>Eliciting Engagement: An Innovative Approach to the Capstone Experience</td>
<td>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.</td>
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<td>Service-Learning in Kinesiology: Engaging Students and Communities</td>
<td>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.</td>
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<td>Teaching a College Class in a Prison</td>
<td>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.</td>
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<td>8-6</td>
<td>Engagement and Faculty Scholarship</td>
<td>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.</td>
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<td>A Typology of Community-Engaged Faculty to Foster Resilient Trans-Disciplinary Networks</td>
<td>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.</td>
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<td>8-7</td>
<td>College and Career Readiness</td>
<td>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.</td>
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<td>Connecting Research and Rural Georgia: Serving Minority Students through Community-Based Research</td>
<td>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.</td>
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<td>Engaging Students Through Edgewood Summer Scholars</td>
<td>SPECIAL is a community-engaged scholarship project at The University of Alabama. Special Education students teach job interview skills. In the Crossing Points Program (CPP) to transition program students ages 18-21 with physical and/or mental disabilities. SPECIAL participates in job fairs for local community business partners to interview and hire CPP students.</td>
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<td>8-8</td>
<td>Economic Development and Partnerships</td>
<td>Arapahoe Community College, CUZ 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 economic/economic development.</td>
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<td>Engaging Industry and Community: The Case for Collaboration Campus</td>
<td>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.</td>
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<td>HomeFirst: An Anchor Institution’s Asset-Building Approach to Promote Housing Stability Among Low-to Moderate Income Populations.</td>
<td>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 acclimatization. In this presentation, we will share the impact of our partnership thus far and discuss implications for sustaining mutauistic, long term collaborations.</td>
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<td>Co-Constructing a University-Community, Research-Practice Partnership: The Dialogic Nature of Collaboration</td>
<td>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.</td>
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<td>8-9</td>
<td>Building Capacity for Engaged Scholarship</td>
<td>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.</td>
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<td>8-10</td>
<td>Tower A (Tower)</td>
<td>Karen Vines, Virginia Tech, Carlin Raffa/Virginia Tech, Kathy Noyes/Virginia Tech, Crystal Tyler-Mackey, Virginia Cooperative Extension</td>
<td>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.</td>
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<td>8-11</td>
<td>Tower D (Tower)</td>
<td>Olivia Hartle, Point Park University</td>
<td>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.</td>
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<td>8-12</td>
<td>Directors Row E (Plaza)</td>
<td>Glenn Sweeney, Ohio State University, Kip Holley, Ohio State University, Preashuwe Thompson, Ohio State University, Maurice Stevens, Ohio State University</td>
<td>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.</td>
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<td>8-13</td>
<td>Directors Row H (Plaza)</td>
<td>William V. Muse, National Issues Forums Institute, Martin Carcasson, Colorado State University</td>
<td>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.</td>
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<tr>
<td>Concurrent Sessions C</td>
<td>1:45 p.m. - 2:45 p.m.</td>
<td>ESC Faculty Scholars Panel</td>
<td>1:45 p.m. - 3:00 p.m.</td>
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<tr>
<td>C-1 Silver</td>
<td>Session#</td>
<td>Roundtables</td>
<td>Presenters</td>
<td>Description</td>
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<tr>
<td>C-2 Windows (Tower)</td>
<td>Deepening Tuscaloosa’s International Community Roots through Global Café</td>
<td>Kathryn Taylor, University of Alabama</td>
<td>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.</td>
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<td>Rockets &amp; Racecars (R2) STEM Teacher Summit: Helping Teachers to Develop STEM Literacy Among Their Students</td>
<td>Adrienne Sheffield, Coastal Carolina University, Marcus Ashford, University of Alabama, Rosanna Gray, University of Alabama, Birmingham</td>
<td>The Rockets &amp; Racecars (R2) 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.</td>
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A Research-Practice Partnership for STEM in Appalachia
Lyric 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.

Development of HERSpad Reusable Sanitary Pads Using the Human-Centered Design
Caroline Kobia, Mississippi State University
Margaret Khaitsa, Mississippi State University
Naomi Lumumba, Makerere University, Uganda

When the need for 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.

Session# Room Symposiums Presenters Description
C-3 Century (Tower) Mapping for Impact
Karistena Dodge, University of Nebraska, Omaha
Sachin Pawarikar, University of Nebraska, Omaha
Robyn Lees, University of Nebraska, Omaha
Deborah Smith-Hawley, 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 University

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 Hawaii - West O'ahu
Summer Maunakea, Kokua Hawai'i 'I Foundation

In this presentation, we describe a relationship between a community organization and a professor of education at the University of Hawaii 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
Jerry Deyer, 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
Jacob Grohs, Virginia Tech University
Andrew Gillen, Virginia Tech University
Holly Lasko, Virginia Tech University

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 K-12 teachers/administrators, practicing engineers, and a university team.

STEM Learning Ecosystems: A Platform for Engaged Scholarship for Higher Education Institutions
Amanda J. Smith, Pennsylvania 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
Belinda du Plooy, Nelson Mandela University
Vhroni Netchadinda, University of Venda South Africa
Ernestina Meyner-Adams, University of Stellenbosch South Africa
Jewea Munsamy, Central University of Technology South Africa

It was anticipated that community engagement would prosper under the African National Congress post-apartheid South African government. However, barriers to its implementation stifle institutions. This presentation investigates these barriers, while also considering the drivers, and intends to solicit advice from the rich history and experiences of community engagement in other universities and countries.

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.
Diversity, Collaboration, and Social Justice
Community Engagement Pathways and Strategies

What does it mean to engage religious, secular, and spiritual identities at a public university? There are no easy answers, but it is an unavoidable question. This session will impart a framework for addressing the four common issues related to supporting these identities, and provide strategies for campus improvement.

Innovative Collaborations and Partnerships

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

The dangers of education privatization and university assisted community schools are as antidote: Collaborative partnerships and processes

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.

Social Justice Fellowship: Engaging with Communities through Teaching, Learning, and Advocacy

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

C-6 Spruce (Tower)  Diversity, Collaboration, and Social Justice

C-7 Tower A (Tower)  Community Engagement Pathways and Strategies

C-8 Tower B (Tower)  Innovative Collaborations and Partnerships

C-9 Tower C (Tower)  Gaining State and Public Support
Past, Present, and Future of Land-Grant Universities and the Communities They Are Designed to Serve

Stephan M. Gavazzi, The Ohio State University
Nathan M. Serber, 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.

Data in the State House

Josie Gatti Schaffer, University of Nebraska Omaha

The Center for Public Affairs Research at the University of Nebraska, Omaha, has presented directly to the Planning Committee of the State Legislature, a group of nine state senators, since 2009. In this presentation we will reflect on the work we have done, exhibit examples, and solicit feedback.

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 Nilien, 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.

Room
Workshops
Presenters
Description
C-11 Gold (Tower)
Circles of Engagement and Collaboration in the Gullah/Geechee Nation
Queen Quet, Chiefof the Gullah/Geechee Nation
Glenda Simmons Jenkins, Gullah/Geechee Nation Assembly of Representatives
Kate Dracoll-Derkson, University of Minnesota

This presentation, designed as an interactive experience that presents the effective components of a community-engaged and collaborative process, will highlight the Gullah/Geechee Sustainability Think Tank and its success in challenging societal issues within the indigenous Sea Island cultural community by building capacity through partnerships with scholars, scientists and researchers.

C-12 Directors Row E (Plaza)
“A Tale of Two Centers: Placemaking with and for Communities”
Makada Zulu-Gingles, University of Minnesota
Robert J. Jones, University of Minnesota
James De Sota, University of Minnesota
Beth Tryon, University of Wisconsin Madison
Merry Farrier-Babanski, University of Wisconsin Madison

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-13 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 Proctor, Kansas State University
Ralph Foster, Auburn University
Lynn D. Darkeing, Oregon State University

Are you interested in what an Engaged Institution means? I learn how a three-university collaboration (Kansas State University, Oregon State University and Auburn University) supported one another during the recent Carnegie reclassification process. We will share common challenges, recommendations, and help you build a toolkit to guide your own Engaged University process.

C-14 Directors Row J (Plaza)
Implementation of Safe Water Practices to Improve Public Health
Jessica Puentes 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-15 Directors Row J (Plaza)
What’s Your Story: Catalyzing Community Engaged Research in Undergraduate Students
Karen Jackson, University of South Alabama
Shannon Shelly-Tremblay, 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 Editor’s Panel 3:00 p.m. - 4:15 p.m.

Roundtables
Presenters
Description
Civic Engagement and Social Outreach: A Course Proposal for Civic Minded Leaders
LeHá Prow-McDonald, The University of Alabama

This presentation shares the concepts for a course that aims to introduce students to the importance of leadership and civic involvement. The course will be a leadership initiative designed to develop more productive and civic-minded leaders and citizens.

Tapping the Next Generation of Water Advocates
Gawa Mack, 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.
The Effect of Using Immersive Virtual Environment (IVE) on Cross Cultural Orientation Programs
Panvi Safad, Texas Tech University
David White, Texas Tech University
The purpose of this study was to investigate the role of immersive virtual environment (IVE) on the students’ fear of isolation (FOI) and collaboration activities in an orientation program.

From Interloper to Partner: The Process of Cultivating an Engaged Scholarship Study with a High School in Crisis
Whitney Baker-Beech, Texas Tech University
Melline Lexley, 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.

Session# Room 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
Theresa 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 Gap: Graduate Students’ Roles in Undergraduate Community-Engaged Learning
Miriam Linway, Texas Tech University
Michael McCarty, Texas Tech University
Andrea Parker, StarCare Specialty Health System
Stephanie Shane, 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.

Beyond Pomp and Circumstance: A University and Community Engagement Strategy
John C. Hill, University of Kentucky
Bryan Haines, University of Kentucky
A unique university/community partnership was formed when researchers collaborated with a local community agency to assist underserved 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 Stouhr, 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
Roan H. Lock, Texas Tech University
Levi Johnson, Texas Tech University
Lane Sobehad, Texas Tech University
Kathy Roll, 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-4 Colorado (Tower) Serving Underrepresented Communities

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John C. Hill, University of Kentucky
Bryan Haines, University of Kentucky
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D-5 Denver (Tower) Approaches and Pathways to Engagement

Enabling Community-Engagement among Honors College Students: An Interdisciplinary Approach
Beth H. Dianey, East Carolina University
Tim Christensen, East Carolina University
Todd Fraley, East Carolina University
W. Wayne Godwin, 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 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 Yen, 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.
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.

David Meens, University of Colorado, Boulder

This presentation addresses the role of Higher Education Institutions (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.

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.

Kelli Huth, Binghamton University

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 tangible built.

Megan Lindsey, Northern Kentucky University

Although educational systems in the United States have similar structures, students in primary settings are cared for differently from those in universities. This photovoice project connected social work faculty members and student-clients of a campus food pantry to better understand the intersection of basic needs and higher education.

Stephanie H Kamai, University of Hawaii-West O‘ahu

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.

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.

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.

Jessica Averitt Taylor, 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.
### Workshops

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<th>Session</th>
<th>Room</th>
<th>Presenters</th>
<th>Description</th>
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<tbody>
<tr>
<td>D-10</td>
<td>Tower C</td>
<td>Kristen DeVall, University of North Carolina, Wilmington</td>
<td>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.</td>
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<td>Jackiephen Lee, University of North Carolina, Wilmington</td>
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<td>D-11</td>
<td>Tower D</td>
<td>Teresa A. Bennett, Indiana University - Purdue University Indianapolis</td>
<td>“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.</td>
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<tr>
<td>D-12</td>
<td>Directors Row E (Plaza)</td>
<td>Terence Johnson, University of Georgia</td>
<td>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 overlooked.</td>
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<tr>
<td>D-13</td>
<td>Directors Row H (Plaza)</td>
<td>Jennifer Wilson, Texas Tech University</td>
<td>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.</td>
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<td>Sandra Huston, Texas Tech University</td>
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<td>D-14</td>
<td>Directors Row J (Plaza)</td>
<td>Elena Fouls, The Ohio State University</td>
<td>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.</td>
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<td>Slaco Alex, Monroe College</td>
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<td>D-15</td>
<td>Directors Row J (Plaza)</td>
<td>Angela Hoppe-Cruz, Institute for Pacific Education and Culture</td>
<td>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 Wa’iakea community through a collaborative integrative approach.</td>
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<td>Nicholas Brown, Institute for Native Pacific Education and Culture</td>
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<td>Naomi Nishi-Pai, Institute for Native Pacific Education and Culture</td>
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**Wednesday, October 9th**

### Roundtables

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<tr>
<td>E-1</td>
<td>Windows (Tower)</td>
<td>Khala Murtadha, Indiana University and Purdue University Indianapolis</td>
<td>Under new campus leadership, we host scholars from other campuses who interact with our predominantly white campus administrators (deans and executive directors) about white supremacy, equity and bias, both implicit and explicit. The aim is to influence the processes needed for change in re-assessing our community engaged social justice work.</td>
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<td>Shirley M. Matteson, Texas Tech University</td>
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<td>Sarah Lewis, Texas Tech University</td>
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<td>Patricia Ryan Pal, Texas Tech University</td>
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<td>Chris Burke, Georgia Institute of Technology</td>
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<td>Carol Sabros-Sullivan, Georgia Institute of Technology</td>
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<td>E-2</td>
<td>Century (Tower)</td>
<td>Kira Pasquarelli, University of Colorado, Boulder</td>
<td>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.</td>
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<td>STEM, Art, and the Humanities</td>
<td>Katherine Ford, East Carolina University</td>
<td>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.</td>
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#### Concurrent Sessions E

**9:50 a.m. - 10:50 a.m.**

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<td>Shirley M. Matteson, Texas Tech University</td>
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<td>Sarah Lewis, Texas Tech University</td>
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<td>Patricia Ryan Pal, Texas Tech University</td>
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<td>Chris Burke, Georgia Institute of Technology</td>
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<td>Carol Sabros-Sullivan, Georgia Institute of Technology</td>
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<td>E-2</td>
<td>Century (Tower)</td>
<td>Kira Pasquarelli, University of Colorado, Boulder</td>
<td>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.</td>
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<td>STEM, Art, and the Humanities</td>
<td>Katherine Ford, East Carolina University</td>
<td>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.</td>
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Alternative Spring “B4E”: Equipping University Students and Empowering Local Leaders
Kariia Fuermiss, 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.

West Central Ohio 4-H and Ohio State Lima Camps 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.

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. This 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.

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.

Daniela M. Sunarana, University of Alabama
Marc A. Grinnell, North Carolina State University
Helen S. Lupton-Smith, North Carolina State University
Makalia Edwards, 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.

Ole Sleipness, Utah State University
David Anderson, Utah State University
Jake Powell, Utah State 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. Assessment of long-term impacts of USU’s Landscape Architecture program’s engagement was studied. 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
Aliah 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.

Sarah Blithe, University of Nevada, Reno
Heather Start Fiedler, Point Park University
This session explores the unique needs of service-learning for graduate students and students studying abroad. Drawing from pilot data of two graduate service-learning classes and two international study abroad courses, the presenter draws some preliminary recommendations and poses questions for improving service-learning for these unique populations.

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.

Maria Islas-Lopez, University of Denver
Glenn Harper, Sun Valley Kitchen + Community Center
Daisy Wilberg, 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.

Sheila Martin, Association of Public and Land-grant Universities
Stephen Gavazzi, Ohio State University
Basil Safi, Cornell University
Rena Colaoso, 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.

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.

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 Engagement and Partnerships

**Workshops**

**Blueberries and Puppets**

**Presenters**

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.

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**

**Presenters**

Eve Klein, Institute for Learning Innovation
Julie Risen, Oregon State University
Laurie A. Van Egeren, Michigan 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 interact and learn about the specific critical practices of boundary professionals in cultivating partnerships around broader impacts.

**F-3   Gold (Tower)**

**The Wild Difference: A Student-Built Museum to Preserve Wild Blueberry Culture**

**Unconventional: An Extension Engagement Experiment**

**Presenters**

Victor Villegas, Oregon State University Extension
Joline J Blais, University of Maine
Vic 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 he provides STEM/STEAM learning opportunities for K-12 youth, educators, and community groups in Oregon, the US and internationally.

When DeV 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 Sprir Magazine, and a blueberry emoji.

**E-10 Tower C (Tower)**

**Developing and Maintaining Critical Engaged Community Partnerships**

**Presenters**

Kiansha Warren-Gordon, Ball State University
Cristina Santamaria Graff, Indiana University
This presentation introduces Critical Community Engagement as social justice frameworks used to foster community partnerships. Common principles—critical service-learning, critical thinking, participation in community partnerships and praxis—as 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**

**Presenters**

Michael Ros, 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, its 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**

**Presenters**

Sydney Cople, University of Northern Colorado
Brian Johnson, University of Northern Colorado
Elizabeth 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**

**Presenters**

Gandace Maxin, Cornell University
Alessandra Wang, Cornell University
Leslie Moskowitz, City of Thacka
Schelely Mitchell-Nunn, City of Thacka
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 J (Plaza)**

**Designing, Building, and Implementing Infrastructure to Support and Enhance Community Engagement**

**Presenters**

Mark Pagano, University of Washington Tacoma
Ali Modares, University of Washington Tacoma
Lisa Iwasa, 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**

**Presenters**

Sharon D. Welch, Meadville Lombard Theological School
Sarah Starlck, Lehigh University
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?

**Session# Room**

**Empowerment for Success**

**Supporting the Empowerment and Well-Being of First-Year Teachers through Induction**

**Presenters**

Chris Wilcoxen, University of Nebraska Omaha
Amanda Steiner, University of Nebraska Omaha
Julie Bed, 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**

**Presenters**

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 15% finally graduate. Oregon State University is testing a new dynamic engagement process to increase student access and success.

**F-2 Colorado (Tower)**

**Blueberries and Puppets**

**Unconventional: An Extension Engagement Experiment**

**Presenters**

Victor Villegas, Oregon State University Extension
Joline J Blais, University of Maine
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 he provides STEM/STEAM learning opportunities for K-12 youth, educators, and community groups in Oregon, the US and internationally.

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**F-3 Gold (Tower)**

**Students as Agents of Change**

**The Wild Difference: A Student-Built Museum to Preserve Wild Blueberry Culture**

**Presenters**

Joline J Blais, University of Maine
Marie Emerson, Colusa Community College
Service-Learning and Civic Engagement: Environmental Awareness and Activism in Hawai‘i
Monique Minuesso, University of Hawai‘i 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 Naber, Northern Kentucky University
Gayle Hilde, 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, special arts to Spanish, have connected to engage in service and other projects.

Growing New Roots: Institutionalizing Community Engagement
Kristi Farmer, 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 institutionalising community engagement.

F-4 Silver (Tower) Engagement to Meet Educational Needs

Engaged Writing: Impact of Education Partnership to Improve Writing Skills
Shaleen 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.

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 Spurce (Tower) Health and Wellness

Creating a Program for Improving Romantic Relationship and Sexual Health Knowledge for Adults with Disabilities in Michigan
Rebecca Kames, Michigan State University
Marla Peak, ASPIRE 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 McKenzie, University of Colorado, Boulder
Jade Gutierrez, University of Colorado, Boulder
Hila Ammar, 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
Rebecca J. Graves, University of South Alabama
Leigh A. Minchew, University of South Alabama
Katey Hayes, University of South Alabama
Emily Hollingsworth, 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 Gomes Johnson, University of Nebraska at Omaha
Martha Brunner, University of Nebraska at Omaha

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
Aloha 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 stimulating Astrobiology into common actions relatable to the whole family. Exit surveys help develop strategies for increasing involvement.

Session# Room Workshops Presenters Description
F-7 Denver (Tower)
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 case study 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-8 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-9 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 take with them an introduction to 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-10 Tower D (Tower)
Partnerships for the Public Good: Campus Compact as Community Partner
Stephanie Scholps, Campus Compact of the Mountain West
Elaine Herde, 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-11 Windows (Tower)
Designing the Challenge: When the Community Provides Authentic Challenges for Students to Solve for Using a Human-Centered Design Approach
Atene 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.

F-12 Directors Row E (Plaza)
Engaged Scholarship as a Vehicle for Enhancing K-12 Professional Development
Charity Gamboa Embly, Texas Tech University
Melinda Lesley, Texas Tech University
Tala M. Karkar Esparat, 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)
Service after the Storm: Engaged Disaster Response at Carolina
Margaret Barrett, 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-14 Directors Row J (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 USA 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.
C. Peter Magrath Awards Finalists’ Presentations and Interviews with Judges (open to the public) 1:45 p.m. - 3:00 p.m.
G-1 Silver
Session# Room Roundtables Presenters Description
G-2 Windows (Tower)
Cultivating Community Partnerships in Physical Education Graduate Education
Andrew Ebeline, Illinois State University
Emily Jones, Illinois State University
Robert Krieger, 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, contentually-based, full-immersion physical education teacher education master’s degree program.

Virtually Linked: Librarians, Chat Reference, Communities and Engaged Scholarship
Joshua Salmins, Texas Tech University
Librarians are natural bridge builders between academia 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
Khuala Murtadha, Indiana University & 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.

G-3 Century (Tower)
Role Models and Novel Approaches
Leighanna Hinojosa, University of Colorado, Boulder
Nicole Spier, 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.
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<th>Event Title</th>
<th>Presenter(s)</th>
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<td>Women's Voices and Empowerment</td>
<td>Lisa H. Schwartz, University of Colorado, Boulder</td>
<td>This presentation discusses the Engaged Arts and Humanities (EAH) Graduate Student Scholars program. It leverages the resources 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.</td>
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<td>Home Visiting Leadership Academy: A New Partnership Model and Approach</td>
<td>Sayge Medlin, University of Georgia</td>
<td>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.</td>
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<td>The Transformative Nature of Community Engagement in the Arts</td>
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<td>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.</td>
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<td>An Inclusive Approach to Exploring Perceptions Among Girls of Color</td>
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<td>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.</td>
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<td>Leaders in the South: Women’s Voices and Experiences</td>
<td>Carolina DarBei, University of Georgia</td>
<td>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.</td>
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<td>Examing the Development and Impact of the Greeley Treasure Chest Program</td>
<td>Kim Marza, University of Northern Colorado</td>
<td>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.</td>
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<td>Transforming Teacher Practice through Sustained Collaboration: The IC Leadership Team Model</td>
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<td>This presentation covers the organizational process of CLASE’s (Center for Latino Achievement and Success in Class) Leadership Team model. This model provides a foundation for sustained, reciprocal relationships between a large Georgia school district and UGA’s College of Education to promote higher engagement and achievement for the growing number of culturally and linguistically diverse learners across the state.</td>
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<td>Knowledge and Use of Evidence-Based Programs and Practices among Colorado Extension Professionals</td>
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<td>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.</td>
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<td>Building a Conceptual Framework for Community-Engaged Scholarship</td>
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<td>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.</td>
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<td>Merit and Recycling: A Socio-Academic Engagement Model for Community Waste Solution</td>
<td>Alica Trienontchanon, Chiang Mai University, Chiang Mai, Thailand</td>
<td>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 defines locally effective strategies to improve public participation in waste management in the context of socioeconomic and cultural conditions in Thailand.</td>
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<td>Designing Project FLEX: Sport-Based Leadership Program for Incarcerated Youth</td>
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<td>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.</td>
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<td>The Transformative Nature of Community Engagement in the Arts</td>
<td>Robert D. Quinn, East Carolina University</td>
<td>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.</td>
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<td>Community Engagement Through Robotics - Building an International Network without Traveling</td>
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<td>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.</td>
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<td>Making Meaning: Cross-Cultural Approaches to Collaborative Data Analysis</td>
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<td>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.</td>
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<td>Extension and Engagement – Reaching Beyond Their Traditional Reach</td>
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<td>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.</td>
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Engaging Practitioners to Develop a Rural Latinx HIV Prevention Resource
Emily Darrell, 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
Perry Coffelt, Memorial University of Newfoundland
Scott Taylor, 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!

Session Room
G-10 Tower C (Tower)
Workshops
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.

Let's Talk – How to Build Your Campus Capacity for Dialogue about Difficult Social Issues
Quixada Moore-Vising, 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.

University-wide Strategies to Align Community Engagement and Global Learning
Basil Saff, 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.

AVDITC: Community Engagement via Hip Hop Pedagogy
Craig Arthur, Virginia Tech University Libraries
Freddy Page, Virginia Tech University
LaPortia Perkins, Virginia Tech University
Mandy Wright, Virginia Tech University
Macklyn Mosesley, 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.

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.

The Power of University-Community Storytelling (Plaza)
Susa Postema Scheevers, 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.

Concurrent Sessions H 3:00 p.m. - 4:00 p.m.
C. Peter Magrath Award Judges Meeting (closed to the public) 3:00 p.m. - 4:00 p.m.

Session Room
H-2 Century (Tower)
Description
Engaged Learning and Cultural Diversity
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 Pasquini, 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)
Description
Storytelling and the Meaning of L.I.F.E.
Talitha Pam, Michigan State University
Relying entirely on qualitative methods including a storytelling activity that the author designed, this presentation demonstrates the importance of utilizing story as empirical data. The presentation also shows how story in research that draws on literary conventions makes it more palatable for non-academic audiences thus promoting resource management and engagement.

Project L.I.F.E.: Reflections on the Process and the Future
Tina Farrell, University of Northern Colorado
Jule Harris, University of Northern Colorado
Sarah Biskupt, University of Northern Colorado
Ansel Cascenor de Weiss, Migrant Education Program
Keri Ettes Mathis, Wake Forest University
The purpose of this presentation is to describe the process used to develop, implement and review 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
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 education, developed as a graduate-directed studies course, this is an example of a community and academic collaboration.
### 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
Tarik Salem, MacEwan University, Edmonton, Canada

This presentation 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 non-for-profit organizations.

**Service Learning and Information Literacy: Building Capacity in Students**
Karen Tapp, Northen Kentucky University
Jessica Taylor, Northern Kentucky University
Caroline MacKee, Northern Kentucky University
Megan Lindsey, Northern Kentucky University

Fusing information literacy (IL) with community service learning projects in SF 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.

### HIPS and Interdisciplinary Learning

**Using High Impact Practices to Transform Student Learning**
Jacy Proctor, Texas Tech University
Erin Justyna, 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.

### 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 Rinhart, West Virginia University
Megan K. Littrell, University of Colorado, Boulder
Kathryn Boyt, University of Colorado, Boulder

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**
Jennifer Taylor, University of Colorado, Boulder
Katyia Schlosser, University of Colorado, Boulder
Justin Butler, 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.

### Engagement for Economic Impact

**Community Engagement: A Pathway to Develop Professional Nurse Leaders**
Kathleen Thompson, The University of Tennessee, Knoxville
Shelby A. Shutt, 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
Nira 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.

### Gauging Impact and Service Learning

**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 PSoO units at USDA.

**Implementing Service-Learning Software: Opportunities and Challenges**
Mal Lafftany, 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.

### Workshops

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<th>Session</th>
<th>Room</th>
<th>Presenters</th>
<th>Description</th>
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<tr>
<td>H-9</td>
<td>Spruce (Tower)</td>
<td>Susan S. Baker, Colorado State University, M. Catalina Anglins, Washington State University, Janet Mullins, University of Kentucky, Sandy Procter, Kansas State University</td>
<td>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.</td>
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<td>H-10</td>
<td>Tower D (Tower)</td>
<td>Mary Salinas, University of Northern Colorado, Sandy Procter, Kansas State University, M. Catalina Aragon, Washington State University, Susan Baker, Colorado State University, Karen Tapp, Northern Kentucky University, Jessica Taylor, Northern Kentucky University, Caroline MacKee, Northern Kentucky University, Megan Lindsey, Northern Kentucky University</td>
<td>Fusing information literacy (IL) with community service learning projects in SF 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.</td>
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<td>Compassionate Engagement in Theory and Practice</td>
<td>Paula Bobrowski, Auburn University, Chippewa Thomas, Auburn University</td>
<td>This presentation explores compassionate engagement, relational leadership, and community involvement by drawing on contemporary theories such as Brené Brown’s <em>Dare to Lead</em> 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.</td>
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<td>H-11  Windows (Tower)</td>
<td>Adam J. Kuban, Ball State University Jennifer M. Purcell, Kennesaw State University Monica M. Kowal, University of New Mexico Casey Mull, University of Georgia Elena Foulis, Ohio State University</td>
<td>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.</td>
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<td>And that’s all Folks — When &amp; How to Professionally Close a Partnership, Avoiding Animosity and Anguish</td>
<td>Julie Dierberger, University of Nebraska at Omaha Kirsten Case, University of Nebraska at Omaha LaVrina Parker, University of Nebraska at Omaha Manuel Cook, City of Omaha Planning Department Meredith Dillon, Sherwood Foundation</td>
<td>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.</td>
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<td>H-12  Directors Row E (Plaza)</td>
<td>Julie Dierberger, University of Nebraska at Omaha Kirsten Case, University of Nebraska at Omaha LaVrina Parker, University of Nebraska at Omaha Manuel Cook, City of Omaha Planning Department Meredith Dillon, Sherwood Foundation</td>
<td>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.</td>
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<td>Deepening our roots: Using Community Assets and Data to Prioritize Campus Engagement for Social Justice</td>
<td>Laurie Murrah-Hanson, University of Georgia</td>
<td>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.</td>
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<td>H-13  Directors Row H (Plaza)</td>
<td>Collin Landfried, University of North Carolina, Chapel Hill Anna Krome-Lukens, University of North Carolina, Chapel Hill Ryan Nilsen, University of North Carolina, Chapel Hill</td>
<td>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.</td>
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<td>Community-Responsive Capstone Courses: Lessons from Public Policy and Health Behavior</td>
<td>Collin Landfried, University of North Carolina, Chapel Hill Anna Krome-Lukens, University of North Carolina, Chapel Hill Ryan Nilsen, University of North Carolina, Chapel Hill</td>
<td>Tackling Outreach to Under-Represented Institutions as a Large Regional Organization. Thomas Hauser, University of Colorado, Boulder Becky Yeager, University of Colorado, Boulder Diana Ougas, University of New Mexico Anta Omari, University of Utah Ben Nickell, Idaho National Lab</td>
<td>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.</td>
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