Thursday, September 22
Session Poster: 1:30 PM-2:00 PM ET
On-Site Location: Pecan Tree Galleria & Hill Atrium (1st Floor)

Enhancing Cultural Humility in Delivering Trans-cultural International Telehealth

Todd Watson, Western Carolina University

This international CESL project has three aims: 1. To determine baseline cultural humility and perceived readiness to deliver culturally appropriate healthcare, 2. Identify demographic and academic factors associated with #1, and 3. Assess the impact of an international telehealth experience on #1 in doctor of physical therapy students.

A Strategic Planning Continuum for Community-Engaged Scholarship Professional Development

Diane Doberneck, Michigan State University

This strategic planning continuum offers leaders of community-engaged scholarship professional development a way to re-imagine their offerings to accommodate varied learner preferences (e.g., time, commitment, structure), identify new internal and external collaboration opportunities, respond to the community engagement-diversity/equity/and inclusion interface, and develop innovative, scaffolded programming during eras of fiscal constraint.

Encouraging international engagement through Global Café

Ashton Fisher, The University of Alabama
Christopher Brewster, The University of Alabama
Jordan Alexander, The University of Alabama
Katie Johnson, The University of Alabama
Michael Nichols, The University of Alabama - Community Affairs - Global Café

Global Cafe has offered a countless number of hours to help mentor and connect international scholars and community members into American culture. Daytime one-on-one conversation opportunities and lunchtime leadership seminars are just the beginning of what is offered to help engage all at the University of Alabama.

Thursday, September 22 - Session Poster: 1:30 PM-2:00 PM ET Con't

How PSO is Helping Rural Communities PROPEL Themselves into Prosperity

Gregory Wilson, University of Georgia
Rebecca Hunt, Carl Vinson Institute of Government - UGA

Learn about the new collaborative program called Planning Rural Opportunities for Prosperity and Economic Leadership (PROPEL). Four Public Service and Outreach Units are working together with teams from five rural Georgia communities over the next two years to develop economic development strategic plans and build local capacity for implementation.

Stop, Collaborate, & Learn: Experiences of Journal Editorial Team

Jake Peterson, University of Alabama
Katherine Rose Adams, University of North Georgia

This presentation will present the impact of a collaborative team of community-engaged journal editors, a faculty and student editor, mutually navigating recruitment, communication, and ethical considerations of student representation. Discussions of the shared and individual benefits, challenges, and experiences to collaborating within co-editing a student-focused journal section will be shared.

Zoology Pathway Study: A Community-Engaged Research Project

Claire Lannoye-Hall, Texas Tech

A partnership between an informal science organization and high school in Detroit was created to provide students with immersive learning opportunities through the Zoology Pathway program. A community-engaged research study explored the strengths and opportunities of the partnership, providing next steps to enhance learning experiences and empower stakeholders.

Characteristics of Engaged Scholarship Dissertations Completed by Doctoral Students

Shirley Matteson, Texas Tech University

Faculty from a specific college within a Carnegie Community Engaged Classified R1 Institution have supported students undertaking engaged scholarship dissertations. This research study addressed the questions of "What impact has the community engagement emphasis had on dissertation foci?" and "In what types of engaged scholarship have doctoral students engaged?"

Thursday, September 22 - Session Poster: 1:30 PM-2:00 PM ET Con't

Lessons from school and district leaders: Factors that promote partnerships

Alexus Ramirez, University of Delaware's Partnership for Public Education
Arielle Lentz, University of Delaware's Partnership for Public Education

How can researchers be better partners to schools and districts? We spoke directly with school and district leaders to better understand factors that impact their decision-making to collaborate with researchers. Here, we share lessons learned alongside actionable steps for both researchers and school or district leaders, potentially fostering future partnerships.

Using the Give-Get Grid to Evaluate Impact of Engagement

Deborah Tyndall, East Carolina University
Mitzi Pestaner, East Carolina University

This presentation describes a partnership between East Carolina University and a Title 1 middle school in North Carolina serving underrepresented youth. Insights gained from using the Give-Get Grid group process tool during a Partner Retreat to assess contributions ('gives') and benefits ('gets') will be discussed.

Expanding the Boundaries: Community Engagement at the Regional Level

Brittany Adams-Pope, UGA JW Fanning Institute for Leadership Development

Leadership programs at the local level are the most common but are criticized for not developing leadership skills and concepts (NACL, 1995). This study engaged alumni from two regional leadership programs to explore perceptions of community engagement and how they are better prepared to engage as leaders in their region.

Thursday, September 22 - Session Poster: 1:30 PM-2:00 PM ET Con't

Anti-Oppressive Practice across Institutional, Co-curricular, and Curricular Contexts of CLDE

Dennis McCunney, East Carolina University
Jacquelyn Lee, University of North Carolina Wilmington

Anti-oppressive practice (AOP) is an interdisciplinary framework used in various fields to explore the dynamics of power and privilege at play on individual and structural levels. Guiding principles include focus on equity, empowerment, intersectionality, self-exploration, and collaboration. This presentation will explore integrating the framework across institutional, co-curricular, and curricular contexts.

A Mission for Monarchs

Barry Croom, University of Georgia

Educators from the University of Georgia partnered with citizen scientists from Monarchs Across Georgia and the Georgia Native Plant Society to improve the habitat for native plants and indigenous pollinator species. This partnership resulted in collaborative research and education efforts to increase public awareness of endangered plant and pollinator species.

Community Scholars Learning and Growing with the Community

Caroline Smith, University of Houston-Downtown

Community Scholars Program is a comprehensive program to promote student success inside and outside the classroom. Students in this program benefit from advising, mentoring, and career services, have opportunities to participate in service activities, attend seminars, and go on service trips. Students may also conduct projects and present at conferences.

Securing Identifications for Individuals who are Incarcerated or Committed Youth

Hollie Cost, Auburn University, Office of Public Service within University Outreach
Truc Ho, Auburn University

Auburn University is leading a system mapping and pilot to secure state- issued identification for individuals who are incarcerated upon release. AU convened key stakeholders and state agencies in accordance with Alabama legislation Act 2021-549.

Thursday, September 22 - Session Poster: 1:30 PM-2:00 PM ET Con't

Two-generation approaches in local and community collaboratives

Danielle Augustine, Carl Vinson Institute of Government at the University of Georgia
David Tanner, Carl Vinson Institute of Government, University of Georgia
Melinda Moore, Carl Vinson Institute of Government, University of Georgia

This poster presents findings and implications from a qualitative study initiated by the Carl Vinson Institute of Government in support of the Georgia Children's Cabinet, an executive body appointed by the Governor. The Institute of Government conducted interviews to learn how collaboratives use 2Gen approaches and sustain their work.

Revealing Recruitment and Retention Results: What Engages Millennial 4-H Volunteers

Jenna Daniel, The University of Georgia Extension - Georgia 4-H
Keri Hobbs, The University of Georgia Extension - Georgia 4-H

Looking to the future of Extension volunteer programs, Extension Specialists teamed to conduct a study of Millennial 4-H volunteer motivations and engagement preferences to better steward this group. Presenters will reveal what led these young volunteers to serve with Extension, their preferred service activity, and preferred commitment.

STEM Showcase: Community Partnerships Moving Forward Post Pandemic

Andrea Ziegler, The University of Alabama
Jake Peterson, University of Alabama

The STEM Showcase provides an opportunity for university faculty and students to serve as mentors to middle school students for a science fair competition. Originally introduced during the pandemic as a way to engage students in virtual learning, the Showcase was implemented in person for the current school year.

Thursday, September 22 - Session Poster: 1:30 PM-2:00 PM ET Con't

Communication Preferences of Millennial Extension Supporters

Jenna Daniel, The University of Georgia Extension - Georgia 4-H
Keri Hobbs, The University of Georgia Extension - Georgia 4-H

This presentation will examine the communication preferences of Millennial volunteers and donors of Georgia 4-H. Specifically, we will reveal survey results that yield their preferences for receiving and sharing information about our organization and best practices towards future recruitment and engagement of volunteers and donors of this generation.

Creative Projects as an Approach in Academic Engagement with Community Culture

Wessam Elmeligi, University of Michigan-Dearborn

The presentation highlights the experience of the University of Michigan-Dearborn with community engagement. A commuter campus situated in Dearborn, the hub of Arabic speaking community, and with a growing international student body, UM-D uses creative projects in translation and comparative literature to foster community-engaged teaching and scholarship.

Student Parent Experiences with Access to State Programs

Malisia Taylor, Carl Vinson Institute of Government, University of Georgia
Veronica Lopez-Delgado, Carl Vinson Institute of Government, University of Georgia

Single mothers and student parents face unique challenges to accessing benefits that support their entry to and persistence in higher education and training programs. This research combined interviews with program experts, policy and program analysis, and student parent interviews to learn about barriers and how to streamline eligibility and access.

Healthy Georgia Wellness

Terri Black, University of Georgia Extension

Governments and organizations rely on University of Georgia Extension for education which meets insurance requirements for employee wellness. Consumers constantly search for ways to lead healthier lives. UGA Extension faculty collaborated to develop the Healthy Georgia Wellness Curriculum, addressing six health/wellness domains: physical, mental, emotional, financial, environmental, and social wellness.

Thursday, September 22 - Session Poster: 1:30 PM-2:00 PM ET Con't

Developing Outreach & Engaging Competencies of Doctoral Students

Catherine Solheim, Department of Family Social Science, University of Minnesota

It is important to develop outreach and engagement competencies in the next generation of faculty. This paper highlights one program's portfolio model that elevates it's importance. Results from an analysis of student progress reviews and statements reveal how they integrate outreach and engagement in their scholarly identity.

What do we mean by service learning in undergraduate education? A scoping review

Brandon Senior
Chelsea Lyles, Virginia Tech

To describe the state of existing scholarship on undergraduate curricular service learning at four-year not-for-profit colleges and universities in the United States, a scoping review was conducted to examine service learning course characteristics, presence of a social change orientation, and the nature of relationships with community members.

From the Classroom to the Community: Lessons Learned from Community Based Projects

Jennifer Warrner, Ball State University

Community based projects are beneficial for students and community partners. The presentation will highlight ways to build relationships with community partners to identify projects, strategies to recruit students to participate in these projects, and challenges and lessons learned from these community based projects.

Enhancing Workforce Readiness Through a Convergence of Networks and Collaborative Leadership

Eric Kaufman, Virginia Polytechnic Institute and State University
Jama Coartney, Virginia Tech

The future of work is changing, and educational opportunities, approaches, and resources need to change too. Employers need a workforce that effectively engages in collaborative leadership, has durable skills, and builds networks. This project integrates educational expertise—workforce alignment, leadership development, and curricular design—of agricultural educators to address future demands.

Updated 9.13.22 – Presenters listed are the ones who are currently registered.

Thursday, September 22 - Session Poster: 1:30 PM-2:00 PM ET Con't

Leadership purpose: Transforming farmers markets and the community food system

Eric Kaufman, Virginia Polytechnic Institute and State University
Jama Coartney, Virginia Tech

Farmers markets play an important role in agriculture and the local food supply chain; they support rural livelihoods by connecting vendors, people, and community. This qualitative case study explores influences of leadership on farmers markets' purpose through multiple leadership lenses. Future practice recommendations include a professional development leadership pipeline.

A culturally inclusive approach to post-doctoral training for scientists excluded based on ethnicity or race

Anita Randolph, University of Minnesota: Community Engagement & Education Core
Cirila Estela Vasquez Guzman, Oregon Health & Science University: Fellowship for Diversity in Research
Lisa Schwartz, University Colorado at Boulder

Disparities in representation and support for Persons Excluded because of Ethnicity or Race (PEERs) in science require creative solutions. The OHSU Fellowship for Diversity in Research increases retention through holistic support for PEER postdoctoral trainees via tailored mentorship and career development, sponsorship, comprehensive financial resources, and community building opportunities.

Ethical Engagement: Imagining Institutional Review Boards in Kazakhstan

Dylan McFarland, Lehigh University
Khanjan Mehta, Lehigh University

If you were to redesign your Institutional Review Board with a stronger community voice, what would you do? Our interdisciplinary team is working in Kazakhstan to create a national IRB-like infrastructure that builds faculty capacity, supports community-engaged research, and elevates research integrity to accelerate the transition to a knowledge economy.

Thursday, September 22 - Session Poster: 1:30 PM-2:00 PM ET Con't

Collaborative Autoethnography on the Contemporary Experiences of Internship Faculty Advisors

Darlene Rodriguez, Kennesaw State University

Faculty need support as they pursue High Impact Practices (HIPs). Through an Internship Faculty Learning Community, we unpacked how internships have changed prior to and throughout COVID-19. We also admitted how much we have changed as people and our commitment to HIPs through collaborative autoethnography. Come join an honest conversation.

Partnering to Address Racial Trauma & Promote Equity in Schools

Mitzi Pestaner, East Carolina University

Presenters will discuss a partnership that involves a training program and manual titled Trauma: The Invisible Elephant that Underlies Challenging Behavior to focus on racial trauma, implicit bias, and racial inequities in public-school systems in eastern North Carolina serving low-income, high minority, underserved populations.

Diagnosing Autism in Sierra Leone

Kristi Morin, Lehigh University
Paulina Gonzalez, Lehigh University

Autism spectrum disorder (ASD) is considered a global health concern, however the research comes from higher-income countries, causing disparity in lower-income countries. By collecting qualitative data in our meta-synthesis on disability research, we evaluate disparity-related themes and increase awareness of ASD consequently enforcing proactive community action and partner involvement.

Feminist Community Engagement Disrupted: Reflections on the Process of a Learning Community

Diane Doberneck, Michigan State University

This poster presents the concept of feminist community engaged research as a critical intersection between engagement and feminist theory. It also proposes the idea of an infographic as a living document used as a tool for reflection in feminist community engaged spaces.

Thursday, September 22 - Session Poster: 1:30 PM-2:00 PM ET Con't

UGA Archway Partnership Connected Resilient Communities: Fulfilling Mission & Purpose

Brittany Standifer, UGA Archway Partnership

Furthering the mission of the land-grant institution, the University of Georgia has developed a new opportunity for Georgia communities to leverage knowledge from across academic disciplines to address locally identified community challenges. Utilizing the award-winning Archway Partnership model, communities will work with the UGA to build community resilience.

The Heritage Conversation Partners Virtual Intercultural Exchange Project

Michael Kimball, University of Northern Colorado

This ESC grant-funded project supported heritage-related conversations among college student participant-researchers and English Language Learners across seven Zoom sessions. Students recorded, transcribed, and analyzed the content of these sessions. Results show the project's impact on (1) English language learning proficiency, (2) social bonds and bridges, and (3) participants' heritage consciousness.