

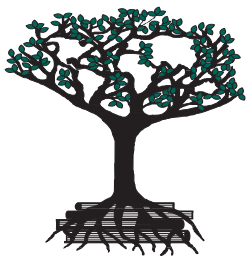
**International Association for Research
on
Service-Learning and Community Engagement**

11TH ANNUAL CONFERENCE

 **Research for Impact**
Scholarship Advancing
Social Change

NOVEMBER 2-4, 2011 | CHICAGO, IL

THE PALMER HOUSE HILTON HOTEL



International Association for Research on
Service-learning and Community
Engagement



Illinois | **Campus Compact**

**DEPAUL
UNIVERSITY**



Preparing people to lead extraordinary lives

Columbia
COLLEGE CHICAGO



**NATIONAL
LOUIS
UNIVERSITY**

NIU
NORTHERN
ILLINOIS
UNIVERSITY

11th Annual
International Research Conference on
Service-Learning and Community
Engagement

Chicago, Illinois
November 2 – 4, 2011



Our mission is to promote the development and dissemination of research on service-learning and community engagement internationally and across all levels of the education system.

Our objectives are to advance the fields of service-learning and community engagement research across the educational spectrum including primary, secondary, and further education.



NEA ONNIM NO SUA A, OHU

“He who does not know can know from learning”

Symbol of knowledge, life-long education and continued quest for knowledge.

Source: www.adinkra.org



Preparing people to lead extraordinary lives



NATIONAL
LOUIS
UNIVERSITY



Welcome from the Mayor of the City of Chicago...



OFFICE OF THE MAYOR
CITY OF CHICAGO

RAHM EMANUEL
MAYOR

November 2, 2011

Dear Friends:

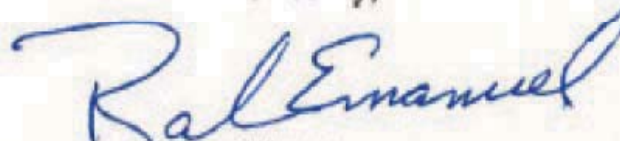
As Mayor and on behalf of the City of Chicago, it is my pleasure to welcome everyone participating in the International Association for Research on Service-Learning and Community Engagement's 11th Annual IARSLCE conference.

The International Association for Research on Service-Learning and Community Engagement (IARSLCE) was established in 2005 and is an international non-profit organization committed to promoting community service opportunities in educational institutions. This year's conference, "Research for Impact: Scholarship Advancing Social Change", will feature lectures, panel discussions, and networking opportunities that give participants the opportunity to become better informed about social responsibility and non-profit community engagement. I commend the International Association for Research on Service-Learning and Community Engagement for its commitment to this important cause.

I hope that those visiting our great city take time to experience some of the special places in Chicago. Whether it's our world class theaters and shopping, historic Navy Pier, the museums, sports, restaurants, or nightlife, I'm sure you'll like what you find.

I hope you have an enjoyable and productive conference. Best wishes for much continued success.

Sincerely,


Mayor

Welcome from the Governor of the State of Illinois...



STATE OF ILLINOIS
OFFICE OF THE GOVERNOR
SPRINGFIELD, ILLINOIS 62706

Pat Quinn
GOVERNOR

November 2-4, 2011

Greetings!

As Governor of the State of Illinois, I am pleased to welcome everyone gathered for the 11th Annual Conference of the International Association for Research on Service-Learning and Community Engagement (IARSLCE).

I commend this year's organizing educational institutions, including the Illinois Campus Compact, Columbia College Chicago, DePaul University, Loyola University, National Louis University and Northern Illinois University for hosting this important event. For the past decade, IARSLCE's annual conference has been providing an invaluable forum for the dissemination of best practices and research in the educational discipline of service-learning and non-profit community engagement. I thank everyone present for your dedication to inspiring engagement in the non-profit community and creating socially responsible students. I am certain that the variety of speakers and other activities planned for this year's conference will greatly benefit everyone in attendance.

I would also like to offer a special welcome to those traveling from outside of Illinois for this event. During your stay, I encourage you to take advantage of the many sites and attractions that our state has to offer. From historic landmarks and world-renowned museums, to first-class dining and theater experiences, there is truly a wide array of interests represented across Illinois.

On behalf of the people of Illinois, I offer my best wishes for an enjoyable and productive conference.

Sincerely,

A handwritten signature in black ink that reads "Pat Quinn".

Pat Quinn
Governor

Welcome from the IARSLCE Board of Directors....



Dear Colleagues,

Welcome to Chicago and the 2011 IARSLCE Annual Conference!

I am extremely humbled to write this letter welcoming you all to the 11th annual conference of the IARSLCE. I am humbled because the last month of preparation for the conference, culminating for me in this letter, has brought on a decade's worth of nostalgia.

I began attending the IARSLCE annual conferences when I was still a graduate student at the University of Southern California. Being awarded a graduate student scholarship allowed me to establish professional contacts that I maintain to this day. These relationships and learning opportunities have allowed me to grow as a scholar and leader. So, I am very thankful for the opportunities afforded to me by the camaraderie as a student, new scholar, board member, and most recently Chair of the Board.

The theme for the 11th annual conference is Research for Impact: Scholarship Advancing Social Change. In what aims to be one of our largest meetings yet, the conference will highlight scholarship on the impact of service-learning and community engagement on students, faculty, and community partners and, most importantly, on the social, economic and political issues they seek to transform. For me, this theme is perfect for propelling the Association into its second decade. It reminds us to reflect on our reasons for, approaches to, and means of dissemination of our work together. This theme also highlights that we need to revisit questions of community involvement in engaged scholarship and what these partnerships ultimately mean for our work.

The IARSLCE is extraordinarily grateful to Illinois Campus Compact, DePaul University, National-Louis University, Loyola University Chicago, Columbia College Chicago, and Northern Illinois University, which comprise the consortium of six Illinois institutions hosting this year's conference. In particular I want to recognize the intellectual leadership of Kathy Engelken and Howard Rosing, Conference Co-Chairs, and Patrick Green, Program Chair, for putting together a creative, thoughtful, and inclusive meeting. From my review of the program, it is clear that there is something for everyone – veteran and new scholars, researchers and practitioners, students and community partners. We are also most appreciative of the fiscal contributions of our benefactors and supporters, as well as the in-kind contributions of our collaborators. These organizations are all identified within the program and on the Association's website.

The theme of “change” is apropos to the IARSLCE itself. The Board and its committees have listened closely to the input from the Association membership. Coinciding with this year's conference, we are excited to announce changes and additions to our publications, committee structures, fundraising efforts, and Board membership. Most notable is the IARSLCE's new peer-reviewed journal, “International Journal of Research on Service-Learning and Community Engagement,” to be edited by Alan Melchior and Cathy Burack. New also this year is the IARSLCE “Proceedings” edited by Patti Clayton, Bill O'Steen, Barbara Harrison, and 14 Editorial Fellows selected from among the Association's graduate student members. To support these efforts, we have begun a new institutional membership opportunity. I welcome you to invite your university or organization to become a member today! I simultaneously encourage your active participation on the committees of the IARSLCE.

Through our collaboration, the IARSLCE will continue to provide the premier professional gathering for discussions of and collaborations on research and scholarship on service-learning and community engagement.

In the final change, we say goodbye to five of our board colleagues, but welcome five newcomers. Our board representation now spans the globe, from Australia, to Mexico, to the United States, to Ireland. With this support, we are considering IARSLCE regional meetings throughout the year. Please let a board member know if you are interested in partnering. Board members are identified on their nametags. Please introduce yourself, offer suggestions for our future work together through IARSLCE, and give us your feedback on the conference. After the conference feel free to contact the Board at info@researchslce.org. We remain dedicated to considering every request, concern, or question presented. As you can imagine, some are more quickly addressed than others, but we welcome your input and suggestions regardless.

Lastly, let me take this opportunity to formally thank the members of the Board for their dedication to the Association. It has been a pleasure to serve with you over the past three years. And, I want to thank the staff of the Association's administrative home at Tulane University: Vincent Ilustre, Katie Houck, and Tara Luparello. Take a moment to thank them when you see them at the conference.

I look forward to participating with you in the conference sessions and in celebrating the achievements of our annual award recipients of the Distinguished Research Award, the Early Career Research Award, and the Dissertation Research Award. I also welcome the inspired additions of our three plenary speakers: Ceasar McDowell, Amalia Mesa-Bains, and Laura I. Rendón.

Thank you again for participating in this exciting conference and for your membership! And, we look forward to seeing you in Baltimore in 2012!

A handwritten signature in black ink, appearing to read 'Trae Stewart', with a large, stylized loop at the end.

Trae Stewart, Ph.D.
Chair, IARSLCE Board of Directors
Associate Professor, Texas State University – San Marcos

Welcome from the Conference Planning Committee...

On behalf of Illinois Campus Compact and co-hosting institutions Columbia College Chicago, DePaul University, Loyola University Chicago, National Louis University, and Northern Illinois University, we are pleased to welcome you to the 11th Annual IARSLCE conference. This year's conference is unique in that for the first time since the creation of IARSLCE, five higher education institutions and a state campus compact have gathered forces to collaborate in support of disseminating scholarship on service-learning and community engagement.

The conference seeks to break new ground in evaluating the impact of service-learning and community engagement by bringing together veteran, new and emerging scholars that are conducting the highest quality research in the field. The theme, research for impact, seeks to encourage scholarship that has positive effects on community partners, students and teaching. Over the past several decades, educators and practitioners have dealt with the question of how complex educational institutions can engage collaboratively with communities to provide valuable learning experiences for students while offering direct community benefits in return. The mission of the 11th Annual IARSLCE Conference is to look critically at the possibilities for such impact and, most importantly, to explore ways in which scholars have succeeded at promoting social change.

We hope that you will enjoy the IARSLCE conference in Chicago – a city that offers a treasure-trove of world-class cultural activities and amazing diverse neighborhoods. Chicago has a rich history of community collaboration and organizing that now includes our conference planning committee from six institutions. We encourage you to bring that spirit of collaboration back to your own communities and schools and to find ways to work across academic and community institutions to produce transformative educational experiences and scholarship that contribute to building assets in the communities you serve.

We sincerely thank you for joining us in Chicago.

Kathy Engelken, Co-Chair, Executive Director, Illinois Campus Compact
Howard Rosing, Co-Chair, Executive Director, DePaul University
Patrick Green, Program Chair, Loyola University Chicago
Nancy Castle, Logistics Chair, Northern Illinois University
Hope Daniels, Marketing Chair, Columbia College Chicago
Lott Hill, Program Co-Chair, Columbia College Chicago
Virginia Jagla, Registration Chair, National Louis University
Karen Roth, Hospitality Chair, National Louis University
Daniela Sutan, Event Planner, Graduate Student, DePaul University
Zach Pekar, Event Planner, Graduate Student, DePaul University



Preparing people to lead extraordinary lives





Welcome to our Graduate Student Colleagues!

The Graduate Student Network is pleased to help you make the most of your conference experience and to recognize our outstanding members.

Choose what sessions to attend: New to the IARSLCE conference this year is an on-line conference Proceedings, containing summaries of the conference sessions, along with word clouds that highlight some of the distinguishing points of the sessions. Please engage with the Proceedings at <http://iarslceproceedings.wikispaces.com/home>. There is a comment section at the bottom of each session summary.

The Proceedings is co-created by members of the Graduate Students' Network (GSN) as part of the GSN's leadership in advancing and supporting research, and as a professional development opportunity for graduate student scholars. The international team of GSN Editorial Fellows is comprised of: Sarah Brackmann, Lina Dostilio, Kathleen Edwards, Kyle Fluegge, Barbara Harrison (Senior Editorial Fellow), Liz Hudson, Becky McNamara, David Owen, Lane Perry, Julia Rodemeier, Neivin Shalabi, Susan Steele, Jessica Averitt Taylor, James Taylor, and Carrie Williams Howe. The Editorial Fellows team is mentored by Billy O'Steen, Ph.D (Senior Lecturer, College of Education, University of Canterbury, Christchurch, New Zealand) and Patti Clayton, Ph.D (Consultant, PHC Ventures; Senior Scholar, Center for Service and Learning, IUPUI; and Visiting Scholar, University of North Carolina at Greensboro; USA). To become an Editorial Fellow next year, please contact Barbara Harrison at barbara.a.harrison@gmail.com.

Engage with plenary speakers and presenters: As another first this year, we're providing a conversation room after most plenary speakers. This is an opportunity to speak more personally with the guest and to ask follow-up questions about the talk or other topics. Check the information board for more details throughout the conference.

Network with established scholars and graduate student peers: Join us at the Graduate Student Reception, Wednesday, 7:00-8:30pm. All graduate students are invited to attend this reception. This is the first organized opportunity at the conference for graduate students to meet each other, as well as invited senior scholars. The event will follow Dr. Ceasar McDowell's keynote address on Wednesday. After casual mingling, there will be conversation tables set up based on research interests, with a few senior scholars at each table. This is an opportunity to talk specifically about your research ideas and projects with people who share your interests.

Meet your mentor: Made possible by the generous contributions of senior scholars throughout the IARSLCE community, the Graduate Student Network (GSN) annually matches graduate students with senior scholars in individual mentoring relationships. Upon registration for this year's conference, graduate student registrants were again offered the opportunity to request being matched with a senior scholar with similar research interests. Drawing on the information provided by all registrants (relating to areas of research interest), including those scholars who are volunteering their time to this program, volunteers with the GSN Steering Committee have matched students and mentoring and scholars in these mentoring pairs. Those who indicated an interest in participating in this program will have by now received an email introduction to their mentor / mentee. We invite you to take any opportunity available to engage your mentor / mentee in dialogue, and in particular, to meet while you are both in Chicago! To help facilitate this connection, two tables are being reserved for mentors and mentees at Thursday's breakfast. Volunteers will be available to guide you to these tables. This could help facilitate an easy meeting place for your first time seeing one another. If you would like to participate in the mentoring program, but have not yet been matched with anyone, please feel free to contact one of your GSN Steering Committee mentoring coordinators, Susan Steele or Mike Bulthuis at GSN. IARSLCE@GMAIL.COM.

Enjoy Chicago-land fare: Following the President's Reception on Thursday, graduate students are invited to share a meal together. This is an informal meet-up: at 7:00 pm, head to the information board, and meet with a few representatives from our Graduate Student Network. They will have a list of local eateries and will rally the group to explore the surrounding area.

Keep Posted: Please visit the GSN Information Board, near the conference registration area. If you're interested in learning more about the Graduate Student Network or any of the specific events we've organized just for graduate students, please visit this information board.

Congratulate our Conference Scholarship Awardees: Each year, the Association makes available a number of scholarships to graduate students to help defray conference costs. This year, the Association selected 10 students to receive scholarships for the 2011 conference. Applications for the \$500 scholarship are available through the association website in June. Call for applications are also sent via GSN list serv and Facebook group. This year's awardees will be honored at the Graduate Student Network Reception and will be listed on the information board.

**FOR ALL OF YOUR GRADUATE STUDENT NEEDS, CONTACT THE GSN THROUGHOUT THE CONFERENCE
AT GSN.IARSLCE@GMAIL.COM**

Post-conference, stay connected:

1. Join the GSN Steering Committee! The steering committee provides a student voice to IARSLCE and develops programs to support graduate students' research. For more information about the steering committee and roles, check out the GSN website at www.researchslce.org/_Files/GSN_Site
2. Get Involved! If you're not already a member of an IARSLCE committee, we suggest you join one! Committees include GSN, Publications, Conference, Fundraising and Communication, and others! Learn more at www.researchslce.org in the "About Us" section.
3. Friend the GSN on Facebook!
4. Join the GSN listserv! – This listserv is for graduate students only and is open to non-IARSLCE members. To join, e-mail bowlinge@pdx.edu.

2011 IARSLCE Research Award Winners

The Distinguished Research Award recognizes a researcher who has a record of publications in peer-viewed journals and who has a strong record of contributions to the field of service learning and community engagement.



Jeffrey P. Howard,
*Michigan Journal on
Community Service
Learning, and
DePaul University*

Jeffrey Howard is the Assistant Director for Faculty Development at the Irwin W. Stearns Center for Community-Based Service Learning and Community Service Studies at DePaul University and is responsible for building faculty capacity to teach service-learning courses and undertake community-engaged scholarship. Jeffrey is also the founder and editor of the *Michigan Journal of Community Service Learning* and is author to books, manuals and articles on service learning pedagogy. His works include *Praxis I: A Faculty Casebook on Community Service Learning* (editor), the widely used *Service-Learning Course Design Workbook* and *Academic Service Learning: A Pedagogy of Action and Reflection* (co-editor). He serves on the National Review Board for the Scholarship of Engagement and is a member of HENCE (Higher Education Network for Community Engagement) and a former member of TRUCEN (The Research University Community Engagement Network) and co-developed the web-based *Community Engaged Scholarship Toolkit for Campus Compact*. Jeffrey speaks widely on service-learning and community engaged scholarship. He holds a B.A. in Economics and an M.A. in Social Foundations of Education from the University of Michigan; he completed doctoral coursework also in Social Foundations of Education.

The Early Career Research Award recognizes outstanding early career contributions to scholarly endeavors addressing service learning and community engagement.



Dr. Tania D. Mitchell,
Stanford University

Tania D. Mitchell is a student development specialist by training whose academic work has focused on service learning as a tool for students' leadership development and social justice sensemaking. From 2002-2007 she served as Assistant Professor for Service Learning Leadership at California State University Monterey Bay where she developed the minor in Service Learning Leadership and directed the Student Leadership in Service Learning Program—a nationally recognized peer education program. Currently, she serves as Associate Director for Undergraduate Studies and Director of Service Learning in the Center for Comparative Studies in Race and Ethnicity at Stanford University where she leads a variety of service learning and community engagement initiatives including a major concentration in public service, community development, and community-based research. In 2006, she was recognized as an "Emerging Scholar" by the International Association

for Research in Service-Learning and Community Engagement (IARSLCE), and in 2008 an “Engaged Scholar” by Campus Compact. Her teaching and research interests include diversity in higher education, critical service learning practice, disciplining service learning, student leadership development, and understanding service learning’s impact on diverse students and students’ post-collegiate life and career choices.

The Dissertation Research Award recognizes a dissertation that advances research on service learning and/or community engagement through rigorous and innovative inquiry.



Stephanie T. Stokamer, *Pacific University*

Stephanie Stokamer, Ed.D., is the Director of the Center for Civic Engagement and an Assistant Professor in the Peace and Social Justice program at Pacific University in Forest Grove, Oregon. She has taught in and administered community-based learning courses in both undergraduate and graduate programs since 2005. She has a doctorate in Educational Leadership from Portland State University, and her areas of scholarship include service-learning, civic engagement, and education for democracy, particularly with respect to pedagogical practices and faculty development. Stephanie has published chapters in *Democratic Dilemmas of Teaching Service-Learning: Curricular Strategies for Success* and *Crossing Boundaries: Tension and Transformation in International Service-Learning* (forthcoming). Stephanie is an AmeriCorps*VISTA alum and was a National Service Fellow in 1997-1998 for the Corporation for National and Community Service.

Honorable Mention, Dissertation Research Award



Dr. Jennifer Domigal-Goldman, *American Association of State Colleges and Universities*

Jennifer Domagal-Goldman earned her doctorate in higher education from Pennsylvania State University. She received her master’s degree in higher education and student affairs administration from the University of Vermont and a bachelor’s degree in English from the University of Rochester. Jennifer’s dissertation research focused on how faculty participation in a multidisciplinary community of practice affected their undergraduate teaching practices with regard to incorporating teaching for civic purposes and with community-oriented pedagogies in their disciplinary courses. The study has practical and theoretical implications for advancing student learning outcomes and civic engagement, and for understanding and enhancing faculty development initiatives. Jennifer is the National Manager of the American Democracy Project at the American Association of State Colleges and Universities.

Previous Awardees...

Past Recipients of the IARSLCE Distinguished Research Award

2003: Andrew Furco, University of California at Berkeley
2004: Robert Bringle, Indiana University Purdue University Indianapolis
2005: Sherril Gelmon, Portland State University
2006: Barbara Holland, National Service-Learning Clearinghouse
2007: Janet Eyles, Vanderbilt University
2008: Shelley Billig, RMC Research Corporation
2009: Dwight Giles, University of Massachusetts Boston
2010: Barbara Moely, Tulane University

Past Recipients of the Early Career Research Award

2008: Kerry Ann O'Meara, University of Maryland College Park
2009: Nicholas Long, Providence College
2010: Dr. Timothy K. Eatman, Syracuse University

Past Recipients of the Dissertation Research Award

2008: Julie Hatcher, Indiana University-Purdue University Indianapolis
2008: Emily Janke, University of North Carolina Greensboro
2009: Alan Bloomgarden, University of Massachusetts Amherst
2010: Co-recipients:
 Katrina Norvell, Portland State University and
 Elaine Ward, University of Massachusetts Boston

The awards process was chaired by IARSLCE board member -- John Saltmarsh. The Board would like to thank the following for their service on award committees:

The Distinguished Research Award: Dwight Giles, Barbara Moely, Sherril Gelmon, and Bob Bringle.

The Early Career Award: Nicole Webster, Liberty Smith, Nick Longo, and Tim Eatman

The Dissertation of the Year Award: Elaine Ward, Alan Bloomgarden, Julie Hatcher, Andy Furco, Nick Cutforth and Patti Clayton.

The Graduate Student Scholarship Award: Adam Bush, Adrian Wurr, Stacy Dymond, John Saltmarsh and Rick Battistoni.

Schedule at a glance November 2-4, 2011

Wednesday, November 2

8:00 am – 7:00 pm	Registration for IARSLCE	Salons' Entrance
9:00 am – 12:00 pm	Pre-Conference Session A	
12:00 pm – 1:00 pm	Lunch	Red Lacquer Room
1:00 pm – 4:00 pm	Pre-Conference Session B	
4:30 pm – 6:00 pm	Opening Session & Keynote Ceasar McDowell	Red Lacquer Room
6:00 pm – 7:00 pm	Opening Reception	Session Hallways
7:00 pm – 8:30 pm	Graduate Student Reception	Crystal Room

Thursday, November 3

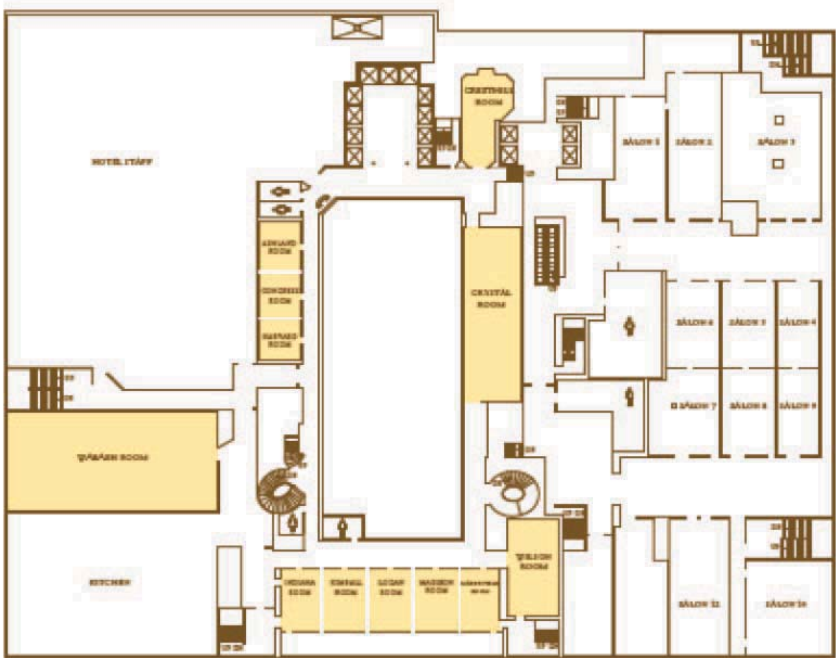
7:00 am - 5:00 pm	Registration for IARSLCE	Salons' Entrance
7:30 am – 9:30 am	Breakfast	Grand Ballroom
9:30 am – 10:40 am	Workshops/Sessions A	
10:50 am- 12:00 pm	Workshops/Sessions B	
12:15 pm – 1:45 pm	Lunch & Keynote Laura I. Rendon	Grand Ballroom
2:00 pm – 3:10 pm	Workshops/Sessions C	
3:20 pm – 4:30 pm	Workshops/Sessions D / Poster Sessions	
4:30 pm – 6:00 pm	Presidents' Reception	Empire Room

Friday, November 4

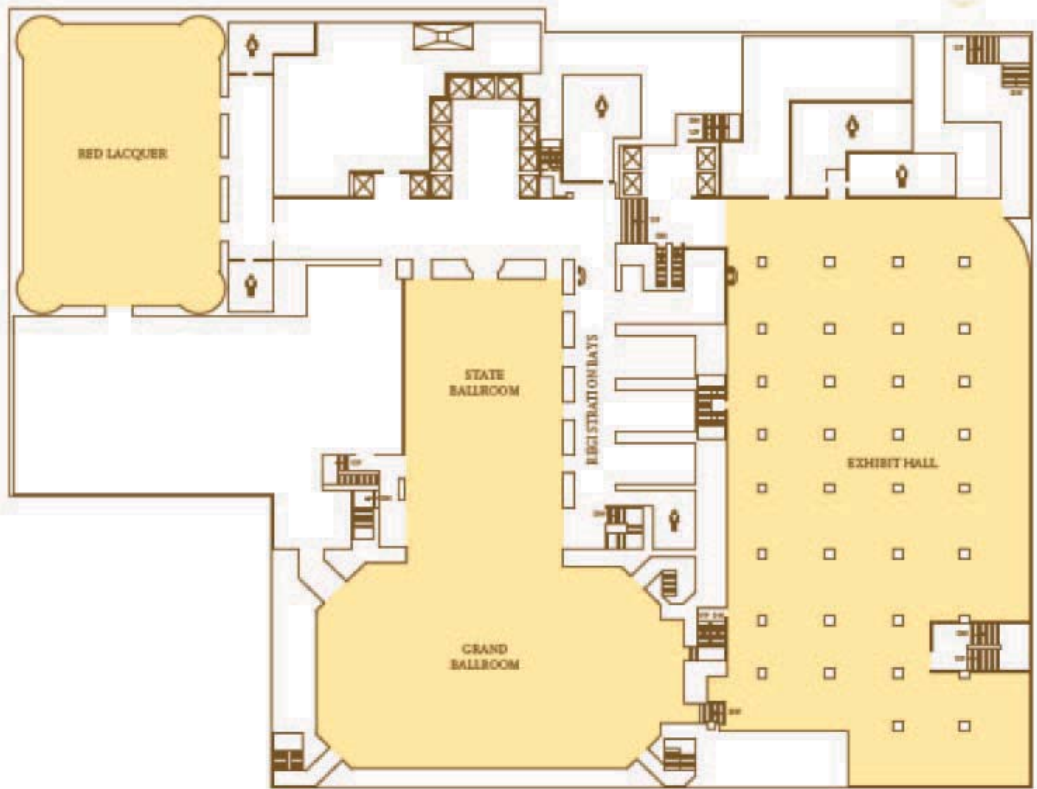
7:00 am - 5:00 pm	Registration for IARSLCE	Salons' Entrance
7:30 am – 9:30 am	Breakfast	Red Lacquer Room
9:30 am – 10:40 am	Workshops/Sessions A	
10:50 am- 12:00 pm	Workshops/Sessions B	
12:15 pm – 1:45 pm	Lunch & Awards	Grand Ballroom
2:00 pm – 3:10 pm	Workshops/Sessions C	
3:20 pm – 4:30 pm	Workshops/Sessions D / Poster Sessions	
4:45 pm – 6:00 pm	Closing Reception Amalia Mesa-Bains	Red Lacquer Room

Floor plans and hotel information

3rd floor



4th floor



Hotel information

Business Center

The fully staffed business center provides all the services you require, including computer work stations, packaging and shipping services, supplies, fax, and photocopying. For a complete list of services, ask your Hilton professional.

Health Club

The Health Club features three interconnected levels with Pre-Cor® cardiovascular machines and a resistance training circuit. Certified personal trainers are available to help make the most of your workout. In addition, group exercise programs offer a full menu of items including Boxing, Pilates, and Strength Training; there's a comfort level for both the beginner and the seasoned fitness enthusiast. The Health Club also offers an indoor pool and Jacuzzi.

Spa

Nothing melts stress away like a visit to our spa, a soothing antidote to today's non-stop, get it done yesterday business world. Creating a soothing transition from the hectic pace of the outside world, our full service spa ensures an entirely stress-free experience. Offering more than an isolated moment of relaxation, the spa integrates holistic and conventional healing methods. For a complete list of services, ask your Hilton professional.

ADA

The Palmer House Hilton prides itself for being proactive in recognizing the needs and challenges of its disabled guests and customers. The 77 meeting rooms and over 100,000 square feet of meeting and exhibit space all meet the guidelines of the American Disability Act and as such provide accessibility for all.

Schedule at a glance November 2

WEDNESDAY

8:00am – 7:00pm	Registration for IARSLCE	Salons' Entrance
9:00am – 12:00pm	Pre-Conference Session A	
12:00pm – 1:00pm	Lunch	Red Lacquer Room
1:00pm – 4:00pm	Pre-Conference Session B	
4:30pm – 6:00pm	Opening Session & Keynote Ceasar McDowell	Red Lacquer Room
6:00pm – 7:00pm	Opening Reception	Session Hallways
7:00pm – 8:30pm	Graduate Student Reception	Crystal Room

Wednesday, November 2, 2011

8:00 AM – 5:00 PM

REGISTRATION

9:00 AM – 12:00 PM

PRE-CONFERENCE SESSIONS A

PRE-CONFERENCE SESSION # 1

SALON 2

Focus Groups and Community Impact (afternoon focus group work required)

One of the least researched areas in the service-learning/civic engagement field is impacts of programs on individuals/organizations in the community. In this pre-conference session we review the use of focus groups as a research process and then send teams of researchers into the Chicago community to measure the impact and needs of up to 20 community partners. Conceived as a service project itself, this data gathering activity will provide information for an actual publication on the impacts of service-learning/civic engagement programs on organizations in Chicago and also provide recommendations for future actions that will meet their needs. It will hopefully model an on-going pre-conference activity where sponsoring cities for the conference will actually receive a research contribution that can be used to improve their service-learning/civic engagement programs.

Presenters: **Jeff Howard**, editor of the Michigan Journal on Community Service Learning, and **Rob Shumer**, the founding director of the National Service-Learning Clearinghouse, the Director of Field Studies at UCLA, and the co-director of the Center for Experiential Education and Service-Learning at the University of Minnesota.

PRE-CONFERENCE SESSION #2

SALON 1

CmapTools: Facilitating Research Conceptualization and Collaboration with a Robust Web-based Technology

This half-day pre-conference workshop will introduce to attendees a web based technology called IHMC CmapTools (cmap.ihmc.us/) that enables the development of concept maps. Participants will be assigned background reading to provide a context for conceptual mapping and be expected to come to the session with the (no cost) software installed on a laptop computer (cmap.ihmc.us/download/) in preparation for the hands on portion of the workshop.

Presenters: **Lina Dostilio**, doctoral student at Duquesne University, **Dr. Timothy Eatman**, faculty member at Syracuse University in the Higher Education department and Director of Research for the Imagining America consortium, and **Rodney Hopson**, faculty member in the Department of Educational Foundations and Leadership and in the Center for Interpretive and Qualitative Research, Duquesne University.

PRE-CONFERENCE SESSION #3

SALON 12

Designing Global Service-Learning Programs: Concepts, Models & Best Practices

The pre-conference workshop provides an opportunity for a service-learning audience to gain a comprehensive view of global service-learning theory and practice. The workshop will focus on pedagogical dimensions of diverse global service-learning program models, provide research-based information on student learning and community impact, and offer resources that help explain different theoretical and practical dimensions of global service-learning from scholarly literature in the areas of service-learning, study abroad and intercultural learning. The workshop will draw from and provide participants with a comprehensive global service-learning manual Kiely & Kiely (2002), *Global Service-Learning: What? Why? How?* The GSL manual highlights current GSL research and contains a number of useful templates and exercises for designing, implementing and assessment global service-learning courses and programs.

Presenters: **Dr. Richard Kiely**, Associate Director of the Center for Teaching Excellence at Cornell University, and **Eric Hartman**, Lecturer in Global Studies at Arizona State University.

PRE-CONFERENCE SESSION #4

SALON 7

Conversations that Matter: Towards a Research Agenda for Service-Learning in Teacher Education and P-12 Classrooms

No Child Left Behind (NCLB) changed the discussion in education classrooms from achievement to accountability and from best practice (writ large) to research-driven practice narrowly defined. Service-learning is a high impact practice that leads to student achievement and offers a solution to the dropout crisis, but does our research base make the case for a different conversation? The advancement and future of SL in K-12 education is predicated on having teachers who are knowledgeable about the practice of SL and who can use the pedagogy effectively in increasingly diverse classrooms and settings.

Join the Board of the International Center for Service-Learning in Teacher Education (ICSLTE) as we explore the current research base, discuss potential theoretical frameworks, complimentary research methods, and discover new research questions. The half-day session will be divided into several segments including an overview of the existing research for service-learning in teacher education and P-12 classrooms. Presenters will facilitate small group activities and discussion related to field specific service-learning research including mixed methods, comparable studies from other high impact practices, inquiry-based and action research, high quality studies that might serve as models to replicate, and a discussion of the research agenda of the International Center for Service-Learning in Teacher Education (ICSLTE).

Presenters: **Jeffery Anderson**, Professor of Education, Seattle University; Board Chair, International Center for Service-Learning and Teacher Education (ICSLTE), **Andrew Furco**, Associate Vice President for Public Engagement and Associate professor, Dept. of Organizational Leadership, Policy and Development, University of Minnesota; Board of Advisors, ICSLTE, **David Malone**, Associate Professor of the Practice and Director of Undergraduate Studies in the Program in Education at Duke University, **Sue Root**, Research Director for the National Youth Leadership Council, and **Kathy Sikes**, Instructor, Program in Education, Duke University; Executive Administrative Director, ICSLTE.

NOON – 1:00 PM

LUNCH

RED LACQUER ROOM

1:00 – 4:00 PM

PRE-CONFERENCE SESSIONS B

PRE-CONFERENCE SESSION #5

CRYSTAL ROOM

A Promising Connection: The Impact of Civic Engagement on College Access and Success

In 2010, Campus Compact published A Promising Connection: Increasing College Access and Success through Civic Engagement which highlighted research and programs where civic engagement programs enhanced students' access to and persistence in higher education. During this three hour interactive workshop, presenters will highlight some of the research, share how this information is being used on campuses across the country and provide an opportunity to participants to explore how they could gather similar data to demonstrate learning and persistence outcomes in their own programs or on their own campuses. Additionally, participants will have a chance to discuss ways that they may use the data in A Promising Connection or from other sources to influence stakeholders on their campus and in their community.

Presenters: **Dr. Maggie Carnes Stevens**, Executive Director, Indiana Campus Compact, and **Dr. Christine Cress**, Department Chair of Educational Leadership and Policy and Professor of Postsecondary, Adult, and Continuing Education (PACE) at Portland State University.

PRE-CONFERENCE SESSION #6 **Using ePortfolios for Evidence-Based Research**

SALON 1

E-portfolios are increasingly being used as a way to gather data to show evidence of student learning outcomes. One of the most common elements of e-portfolios is student reflection, which makes ePortfolio a compatible tool to use with service learning and community engagement. Most of the evidence gathered in service learning research is based on student self-report; ePortfolio allows investigators to gather direct, “authentic” evidence for purposes of assessment and research. Workshop participants will practice evaluating student narratives using a variety of rubrics that are available for assessing student civic learning outcomes, and will discuss how this process can be facilitated using ePortfolios. Participants will explore how ePortfolios can be used for research purposes (e.g., gathering pre-post data, content analysis of narratives, longitudinal evidence/growth over time, etc.). Next, a discussion of issues related to confidentiality and IRB implications will be discussed. Then, facilitators will present a research project currently underway using ePortfolios for program assessment of student civic-mindedness.

Presenters: **Julie Hatcher**, Ph.D. Philanthropic Studies, Minor Higher Education Administration, Indiana University, is Associate Professor of Philanthropic Studies, in the School of Liberal Arts at IUPUI, **Kathy Steinberg**, Ph.D. Assessment Specialist, IUPUI Center for Service & Learning, and **Kristin Norris**, M.S., A.B.D. in Higher Education recently Instructional Technology Specialist, IUPUI Center for Service & Learning.

PRE-CONFERENCE SESSION #7 **Advancing Partnership Practices through Research: Choosing Questions, Methods and Strategies**

SALON 7

Partnership research to date has focused largely on collecting partner feedback and perceptions regarding impacts and benefits of partnerships and suggestions for improvement of relationships with colleges and universities. While CCPH (and others) provide the field with strong frameworks of characteristics associated with effective partnerships, these frameworks have not often been used to guide research studies. In particular, issues of shared power, shared decision-making, shared resources are often discussed but rarely considered or measured. Recent works (Stoecker and others) have criticized universities for failing to adapt their approaches in order to improve the balance of power in university-community partnerships. In addition, literature reviews in partnership studies need to be strengthened. This workshop will engage participants in an exploration of issues in partnership research with a goal of designing new research questions and methodological strategies that could lead to improved practices.

Presenters: **Barbara Holland**, Ph.D., is a scholar and consultant working in the US and internationally, **Kristin Buchner**, Graduate Assistant for Community Engagement, Office of Research & Economic Development, University of North Carolina at Greensboro and **Emily Janke**, Ph.D., Special Assistant for Community Engagement to the Vice Chancellor for Research and Economic Development at the University of North Carolina at Greensboro.

PRE-CONFERENCE SESSION #8 **Recognition of Engaged Scholarship: Strategies, Resources and Dissemination**

SALON 12

This interactive skill-building workshop will present strategies, resources and examples for highlighting community-engaged scholarship in the preparation for tenure, promotion and/or personnel review. The workshop will follow a developmental model, beginning with opportunities for faculty development to build competencies in community-engaged scholarship; illustrating how to create peer reviewed scholarship and utilize alternative mechanisms for peer review; and concluding with strategies for preparing for the process of peer review from faculty, departmental and dean’s perspectives. Examples from CES4Health.info will illustrate new mechanisms for peer review and dissemination of products of community-engaged scholarship.

Presenters: **Sherril Gelmon**, Professor of Public Health and Chair of the Division of Public Administration at Portland State University and Senior Consultant with Community-Campus Partnerships for Health, and **Cathy Jordan**, Director of the Children, Youth, and Family Consortium and an Associate Professor of Pediatrics at the University of Minnesota. **Katrina H. Norvell**, is a visiting assistant professor of political science and public and community service studies at Providence College in Rhode Island.

4:30 – 6:00 PM: OPENING SESSIONS & KEYNOTE ADDRESS RED LACQUER ROOM

Plenary Address: Ceasar McDowell

Designing for the Margins: Service-Learning and Community Engagement as an Act of Liberation

This talk would focus on the idea of Service Learning and Community Engagement as an act of liberation for those least served in the world. The talk sets a vision for the role of Service Learning and Engagement programs as essential component of a broader social change effort, one that places the knowledge and experiences of those least served at the center of inquiry, action and engagement. In order to meet this challenge, Service Learning and Engagement programs must in their design, support situated/local knowledge, reflection and long-term commitment. Through the talk McDowell will demonstrate how new forms communication and social networking media can enhance the ability of Service Learning and Engagement programs to meet this challenge. The talk will draw heavily on examples from the work at Engage The Power, The Center for Reflective Community Practice at MIT and the Egan Urban Center, DePaul University.

Ceasar L. McDowell is Professor of the Practice of Community Development at MIT, Director of the global civic engagement organization Engage The Power (engagethepower.org) and Senior Fellow at the Egan Urban Center at DePaul University. He holds an Ed.D. (88) and M.Ed. (84) from Harvard. Ceasar's current work is on the development of community knowledge systems and civic engagement. He has been working on the use of narrative and story making as a tool for sharing and maintaining grassroots knowledge. His research and teaching interests also include the use of mass media and technology in promoting democracy and community-building, the education of urban students, the development and use of empathy in community work, civil rights history, peacemaking and conflict resolution. Dr. McDowell is also founder of MIT's Co-Lab (previously named Center for Reflective Community Practice) and co-founder of The Civil Rights Forum on Telecommunications Policy and founding Board member of The Algebra Project (www.algebra.org). He also serves on the boards of Center for Neighborhood Technology (cnt.org) , the full Frame Initiative (fullframeinitiative.org), The Center for Neighborhood Technology (CNT), MassImpact, and Full Frame Initiative.

Schedule at a glance November 2

6:00 – 7:00 PM:	Reception and Cash Bar	Session Hallways
7:00 – 8:30 PM:	Graduate Student Reception	Crystal Room

Schedule at a glance November 3

7:00 am - 5:00 pm	Registration for IARSLCE	Salons' Entrance
7:30 am – 9:30 am	Breakfast	Grand Ballroom
9:30 am – 10:40 am	Workshops/Sessions A	
10:50 am- 12:00 pm	Workshops/Sessions B	
12:15 pm – 1:45 pm	Lunch & Keynote Laura I. Rendon	Grand Ballroom
2:00 pm – 3:10 pm	Workshops/Sessions C	
3:20 pm – 4:30 pm	Workshops/Sessions D / Poster Sessions	
4:30 pm – 6:00 pm	Presidents' Reception	Empire Room

Thursday, November 3, 2011

7:00 AM – 5:00 PM

REGISTRATION

7:30 AM – 9:30 AM

BREAKFAST

GRAND BALLROOM

9:30 AM – 10:40 AM

CONCURRENT SESSIONS A

SESSION A. 1

SALON 1

FACULTY ROLES AND PROFESSIONAL DEVELOPMENT

Research Paper 1: Global Community Engagement: Educational Benefits and Challenges for Faculty Leaders

Growing numbers of faculty are redefining what community engagement means through the development of global educational programming. Faculty leaders are creating educational opportunities that promote community engagement through cultural exchange and sustainable student projects. Using qualitative interview data, the presenters will answer several key questions: What characteristics are common among faculty leaders? What motivates faculty to lead programs and what are the perceived benefits? How has this role shaped their relationships with students? What has been the impact on their teaching and professional identity? And what barriers exist when working in this capacity?

Presenters: **Lorna Hayward**, Associate Professor, Northeastern University, **Lori Gardinier**, Program Director Human Services, Northeastern University.

Research Paper 2: The Process of Becoming an Engaged Institution: A Multi-Case Study of Exemplary Community-Engaged Institutions

A qualitative, multi-case study of seven academic institutions reveals the process of change with increased recognition and reward of community-engagement through promotion and tenure. Questions of when, why, and how the change took place as well as the key players involved and their role were asked to gain understanding into what is necessary for institutional change that highly values and explicitly rewards community-engagement. Key findings related to institutional and academic leadership needed to initiate and guide the change; individual and institutional motivators for the change; and elements necessary for the change to be sustained and stick over time are identified.

Presenters: **Elaine Ward**, Postdoctoral Research Fellow, Higher Education Policy Research Unit, Dublin Institute of Technology, Ireland, **Kevin Piskadlo**, Graduate Student, University of Massachusetts – Boston, **Suzanne Buglione**, Graduate Student, University of Massachusetts – Boston, **Dwight E. Giles, Jr.**, Professor, University of Massachusetts – Boston, **John Saltmarsh**, Co-Director, NERCHE, University of Massachusetts - Boston.

SESSION A. 2

SALON 2

THEORETICAL OR CONCEPTUAL FRAMEWORKS TO ADVANCE RESEARCH

Panel Presentation: Provoking a Next Stage Research Agenda

Over the last 20 years there is a growing body of research on the impacts of civic engagement and service learning efforts in higher education, with extensive research on student impacts and growing work on community benefits. Now is a particularly good moment to take a critical look at our work. In this session we will moderate a conversation about the current limits to our research efforts and challenge ourselves to move in new directions. The goal of the session is to provoke thinking that will lead to the next research agenda for our field.

Presenters: **Molly Mead**, Director, Center for Community Engagement, Amherst College, **John Saltmarsh**, Co-Director, New England Resource Center for Higher Education, University of Massachusetts Boston, **Cathy Burack**, Senior Fellow Higher Education, Heller School for Social Policy and Management, Brandeis University, **Ethan Kolek**, Director of Evaluation, Center for Community Engagement, Amherst College.

SESSION A. 3

SALON 5

DISSERTATION AWARDS RECIPIENT

CIVIC LEARNING OUTCOMES FOR STUDENTS IN K-12 AND HIGHER EDUCATION

Research Paper: Pedagogical Catalysts of Service-Learning for Civic Competence

This presentation will share preliminary results of a study researching the pedagogical catalysts of civic competence in service-learning. Existing research has shed little light on how faculty design and teach their courses for student civic competence outcomes. Based on a review of the literature, the researcher developed a new model of civic competence outcomes and analyzed the pedagogical catalysts of civic competence. The results inform the Pedagogical Model of Service-Learning for Civic Competence. The session will discuss how the framework and model were examined, as well as the results of analysis and implications for the theory and practice of service-learning.

Presenters: **Stephanie Stokamer**, Director of the Center for Civic Engagement and Assistant Professor, Pacific University

SESSION A. 4

SALON 6

STUDENT DEVELOPMENT AND LEARNING

Team Presentation: Service-learning impacts on first-generation students: Setting a national research agenda

This conversation hour is for scholars who are interested in studying the impacts of service-learning on outcomes for first-generation university students. Estimates of the percentage of beginning postsecondary students with first-generation status range from 43% to 50%; however, first-generation students earn bachelor's degrees at significantly lower rates than their second-generation classmates. Early studies suggest that service-learning may facilitate first-generation students' engagement in higher education (Henry, 2005; Pelco, et al, under review), yet more research is needed. The co-presenters will overview of the literature and facilitate a discussion about multiple directions in which research projects within this area could be developed.

Presenters: **Lynn Pelco**, Service-Learning Director, Virginia Commonwealth University, **Kelly Lockeman**, Ph.D. Candidate, Virginia Commonwealth University, **Donna Dockery**, Assistant Professor, Virginia Commonwealth University.

SESSION A. 5

SALON 7

THEORETICAL OR CONCEPTUAL FRAMEWORKS TO ADVANCE RESEARCH

Panel Presentation: Psycho-Ecological Systems Model of Engaged Scholarship and Service-Learning

Research: Multidisciplinary Research Applications

The Psycho-Ecological Systems Model (PESM), which guides and informs engaged scholarship and service-learning research, will be described. Within the context of PESM, several engaged scholarship/service-learning research projects will be evaluated, including an adolescent diversion project, a homelessness solutions project, a project identifying common problems in service-learning initiatives, and a project facilitating adjustment of refugees in an urban community. Presentations represent diverse disciplines (e.g., psychology, sociology) from different universities (University of Dayton, Michigan State University, DePaul University, and University of Minnesota). Discussants will comment on the projects, examine strengths and limitations of PESM, and provide recommendations for further conceptual development.

Presenters: **Roger Reeb**, Professor, University of Dayton, **William Davidson**, Professor, Michigan State University, **Theo Majka**, Professor, University of Dayton, **Linda Majka**, Professor, University of Dayton, **Howard Rosing**, Executive Director, Steans Center, DePaul University, **Andrew Furco**, Associate Vice President for Public Engagement, University of Minnesota, **Anne Steel**, Graduate Student, University of Dayton, **Sara Mason**, Graduate Student, University of Dayton, **Laura Stayton**, Graduate Student, University of Dayton, **Kelsey Ufholz**, Graduate Student, University of Dayton, **Jasmine Smith**, Student, University of Dayton.

SESSION A. 6

SALON 8

INTERNATIONAL IMPACT AND DEVELOPMENT

Research Paper 1: Shaken and Stirred (into action): Applying a Building Block Theory of Service-Learning in Post-Earthquake Christchurch

"It's nice to see students putting their education on hold to help-out Christchurch communities"(NZNews). The community needed service; students were ready for it. What about the university? Post-earthquake Christchurch provided the opportunity to integrate service and community engagement initiatives into curriculum. Based on findings from a 6-month intensive study of service-learning experiences in two classes, the building block theory of service-learning was developed. This presentation illuminates the process of implementing a pan-university service-learning course in wake of a natural disaster. Reflections on elements of the building block theory that seem most viable to service-learning are explored, illuminated, and presented.

Presenters: **Lane Perry**, Ph.D. candidate, University of Canterbury, **Billy O'Steen**, Senior Lecturer, University of Canterbury.

Research Paper 2: The Impact of an International Service-Learning Program on Community Development and Community Learning in Rural Morocco

How does international service learning (ISL) affect a culturally and geographically isolated community? The purpose of this study is to discover the impact of an ISL program and community development project on a rural community in Morocco. Using an ethnographic research design, the study explores the community members' learning and views on learning, development, and social change taking place through the ISL program. Results expand the current knowledge of learning outcomes and transformation from a student focus to a community focus. Findings create a model of ISL impact and interaction between community and students in the context of international development.

Presenter: **Mary Ulrich**, Ph.D. Candidate, Montana State University

SESSION A. 7

SALON 10

COMMUNITY OUTCOMES AND IMPACT

Research Paper 1: "These kids changed our organization": Factors that enable community partners to build organizational capacity through service-learning

There has been little research exploring the effect of service-learning partnerships on the organizational development of community partners; for instance, what factors enable certain community partners to benefit more from their partnerships? This study surveyed 172 New York City partner organizations affiliated with the K-12 service-learning program, the Penny Harvest. Results showed that organizations that highly valued children were more likely to leverage their partnerships to benefit organizational development, including staff morale, marketing, and fundraising. Organizational capacity, such as size, was significantly less related to these outcomes. Findings suggest that all types of organizations can be successful community partners.

Presenters: **Joanna Geller**, Ph.D. Candidate, Vanderbilt University, **Natalia Zuckerman**, Consultant, Common Cents, **Adam Seidel**, Program Director, Common Cents.

COMMUNITY PARTNERSHIPS AND RECIPROCITY

Research Paper 2: Diversity in Faculty and Community Partner Perspectives about Achieving Reciprocity in Partnerships

Challenges inherent in sustaining productive academic-community partnerships may deter researchers from engaging communities in their research. Our assessment of researcher and community partner experiences reveals dramatic differences in faculty and community partner perspectives and underscore areas where academic researchers may fall short of “walking the talk” of community engagement. Using network analysis to focus on the on partnership patterns and implications of those relationships can inform strategies for strengthening network linkages and for developing linkages to address network gaps. We will use these findings to illustrate how a network approach can inform institutional strategies for supporting community engaged scholarship.

Presenters: **Melinda Forthofer**, Associate Professor, University of South Carolina, **Robert Roscoe**, University of South Carolina, **John Clarkson**, University of South Carolina, **Alyssa Mackelprang**, University of South Carolina.

SESSION A. 8

SALON 12

STUDENT DEVELOPMENT AND LEARNING

Research Paper 1: University Students' Views of a Public Service Graduation Requirement: After Two Years

Beginning in 2006, a Southern university located in a city that suffered through Hurricane Katrina instituted a public service graduation requirement for undergraduates. Ongoing research is tracking students to see how their civic attitudes and self-evaluations vary over time. After two years of college, views of the public service graduation requirement continue to be positive; students' views of the value of community engagement and their self-assessed knowledge of political/social issues show positive changes. Attitudes expressed upon college entry are related to students' views two years later, as are experiences with service-learning and community involvement during college.

Presenters: **Barbara Moely**, Research Affiliate, Center for Public Service, Tulane University, **Vincent Ilustre**, Executive Director, Center for Public Service, Tulane University.

Research Paper 2: Investigating the Impact of Time in Service-Learning on University General Education Outcomes

As service-learning becomes institutionalized, universities need to be able to demonstrate whether and how service-learning provides dividends for desired student learning outcomes. This study uses data from end-of-semester course surveys (n=625) to investigate the relationship between time spent on service-learning and the university's “general education” learning outcomes of critical thinking and moral reasoning. Regression results suggest that spending more in-class time on the service activity benefits both critical thinking and moral reasoning outcomes. However, while greater hours of service outside class time enhance students' moral reasoning development, they do not significantly contribute to critical thinking.

Presenters: **Paul Matthews**, Assistant Director, Office of Service-Learning, University of Georgia, **Sarah Brackmann**, Graduate Assistant, Office of Service Learning, University of Georgia.

SESSION A. 9

WILSON

PROGRAM EVALUATION AND ASSESSMENT

Research Paper 1: Methods of Reflection about Service Learning Experiences: Guided vs. Free, Public vs. Private, and Dialogic vs. Expressive

Reflection in action is a known part of service learning practice. Scholar-educators have noted benefits including the opportunity for students to connect theory to practice. Methods of reflection have included journals, class discussion, case studies, concept mapping, political involvement and many others. The ability for straightforward public reflection via new media like blogs and Twitter enables some different opportunities, but little has been done to investigate the effectiveness of these new opportunities. Our study compares several modes of reflection in service learning, and examines the effects on student learning, meta-cognition, motivation and content mastery. Suggestions are included for future research.

Presenters: **Amanda Sturgill**, Associate Professor, Elon University, and **Phillip Motley**, Assistant Professor, Elon University.

COMMUNITY OUTCOMES AND IMPACT

Research Paper 2: Engagement Multiplied: The Impact of College-level Dialogue and Reflection Experiences on Civic Mindedness as Professionals

Service-learning programs seek to engage students in meaningful learning experiences that help students become civic-minded and engaged citizens. Although studies have demonstrated a link between service-learning activities and student learning outcomes, few studies have observed the connection between widely-accepted pedagogical techniques and civic engagement as adults. Researchers in this study analyzed data from a survey of over 900 Bonner Scholars Alumni to assess the relationship between program activities, the reported impact of these activities, and the civic-mindedness of Alumni as professionals. Results indicate clear associations among reported service-learning activities in college and civic-minded attitudes, identity, and actions as practicing professionals.

Presenters: **Dan Richard**, Director of Faculty Enhancement, University of North Florida, **Cheryl Keen**, Senior Researcher & Professor, Bonner Foundation, Walden University, **Julie A. Hatcher**, Associate Professor, Indiana University-Purdue University Indianapolis, **David Beane**, University of North Florida, **Heather K. Pease**, University of North Florida.

SESSION A. 10

CRYSTAL

STUDENT DEVELOPMENT AND LEARNING

Conversation Hour: Taking Action, Talking Action

This session will be a conversation about action and reflection, and specifically about ways to build dynamic reflective discussion into service activity. We will discuss the practice of civic reflection, resources to support it (including The Civically Engaged Reader and Taking Action), and its impact on students, faculty, staff, and community partners. The two key questions for the session will be: 1) What, if anything, gets lost if we do not talk about the meaning of our service? 2) How can we best help people talk in fresh, open, and generative ways about the meaning of their community-minded work?

Presenter: **Adam Davis**, Project on Civic Reflection.

SESSION B. 1**SALON 1****STUDENT DEVELOPMENT AND LEARNING****Research Paper 1: Changing Students' Views on Social Power through Service Learning**

Intergroup helping behavior by high status group members typically functions to support and further entrench systems of social hierarchy. This research examined whether service learning could increase support for more egalitarian group relations, as indexed by reduced social dominance orientation (SDO). College students (N = 114) in a psychology course were randomly assigned to a service learning group or a control group. The service learning group participated in 18 hours of community service over 9 weeks, and showed a significant decrease in SDO, compared to the control group. A second study (N = 110) replicated this effect.

Presenter: **Margaret Brown**, Associate Professor, Seattle Pacific University.

Research Paper 2: Investigating the impacts of an experiential service-learning course

This exploratory study had a twofold purpose. Firstly, the study sought to investigate the impact of an experiential learning direct service CBL undergraduate course on the academic, social, and personal development of the learners, i.e., the providers of the service, and, secondly, the study sought to investigate the impact of the service on the attitudes and perceptions of the University workers, i.e., the recipients of the service. Findings shed light on whether or not and to what extent the service-learning experience contributed to social change. The presenters will share the methodology of the research and discuss implications for CBL methodologies.

Presenters: **Nagwa Kassabgy**, Senior Instructor, The American University in Cairo, Egypt, **Yasmine Salah El-Din**, Senior Instructor, The American University in Cairo, Egypt.

SESSION B. 2**SALON 2****INTERNATIONAL IMPACT AND DEVELOPMENT****Panel Presentation: Service-learning in Europe: source, reality and challenges**

The birth of the service-learning in Europe emerged in the Anglo Saxon area with "Community Education" which, like "service-learning" is considered an educational practice and is governed by the same principles and pedagogical basis (Bendit, 2007). And now, what is happening with service-learning? How is it done? Why is this kind of practice important? What experiences/projects are there? What countries are doing service-learning is currently in Europe? It is our intention in this paper is to present an overview of the service-learning, pointing to the origin in Europe, how is the current situation, and outline some challenges that promote future lines of action.

Presenter: **Esther Luna**, Ph.D., University of Barcelona, Spain.

SESSION B. 3**SALON 5****THEORETICAL OR CONCEPTUAL FRAMEWORKS TO ADVANCE RESEARCH****Team Presentation: Positivist or participatory: Is there irony in international service-learning research?**

This paper identifies the limitations of current research in social change education and explores opportunities to expand the field through more participatory methods. It calls for social change research to better align with the pedagogical goals of service-learning, social justice or civic engagement in order to overcome limitations previously identified in the research. First, I will briefly explore the purpose of social science research, identify current limitations and argue for more transformational research methodologies such as participatory action. I will conclude by giving examples of successful participatory research in social change education.

Presenters: **Jessica Arends**, Instructor, Pennsylvania State University, and **Nicole Webster**, Instructor, Pennsylvania State University.

SESSION B. 4

SALON 6

STUDENT DEVELOPMENT AND LEARNING

Team Presentation: In the Long Run: The persistence of outcomes after completion of a university-level community engagement program

A research project investigating the long-term effects of a four-course civic engagement certificate program at the University of Illinois at Chicago asks whether a post-secondary experience that integrates academics with community-based experience actually is an effective strategy for influencing citizens to be active participants in their communities after their experience in the program ends, and, if so, how such effects occur. Presenters will offer a brief description of the academic civic engagement program under study, researchers' motivation for undertaking the study, the methodology employed, and a preliminary analysis of the data.

Presenters: **Diane Chin**, Associate Director, Chicago Civic Leadership Certificate Program, University of Illinois at Chicago, **Michael J. Bolz**, Researcher and Ph.D. Candidate, Learning Sciences Institute, University of Illinois at Chicago.

SESSION B. 5

SALON 7

DISSERTATION AWARDS, HONORABLE MENTION

Research Paper: Teaching for civic capacity and engagement: How faculty members align teaching and purpose

Institutional efforts to educate college students for productive lives as informed and engaged citizens depend, in large part, on curricular planning of faculty. If we hope to be successful in these efforts, we must understand how faculty members think about and teach for civic capacity and engagement. The goal of this study is to contribute theoretical and practical knowledge about the role of faculty interactions in the development of educational goals and practices. The study seeks to extend our understanding of (a) how faculty members design courses consistent with their beliefs about educational purposes and (b) the influence of particular professional experiences on their educational beliefs and teaching. To explore these questions, I examined the course planning activities of faculty engaged in the Public Scholarship Associates (PSA) at The Pennsylvania State University. The PSA is a voluntary association of faculty members from a variety of disciplines who are interested in building students' civic capacity. The findings from this study suggest some steps colleges and universities might consider in order to foster faculty members' learning about how to teach for civic purposes. In addition to the PSA, participants identified a number of enabling settings and contextual constraints on their ability to teach for civic capacity and engagement.

Presenter: **Jennifer M. Domagal-Goldman**, National Manager of the American Democracy Project, American Association of State Colleges and Universities.

SESSION B. 6

SALON 8

CIVIC LEARNING OUTCOMES FOR STUDENTS IN K-12 AND HIGHER EDUCATION

Research Paper 1: Join the Ride: Leadership and Self-Advocacy through Inclusive Therapeutic Equestrian Program

This study examines the development of leadership and self-advocacy skills for postsecondary students with and without developmental disability through the therapeutic equestrian program in the community. The socially inclusive opportunities are implemented in the community-based program. Through goal-oriented activities, these students aim to develop team-building skills. This program is designed through reciprocal partnership and collaborative efforts by a community agency and university. This research advances research, theory, and practice among community-based inclusive programs, university teacher education program in special education, and service provision for individuals with developmental disabilities.

Presenters: **Natsuko Takemae**, Ph.D. Candidate, University of North Carolina at Greensboro, and **Stephanie Kurttts**, Associate Professor, University of North Carolina at Greensboro.

Research Paper 2: High School Radio Service-Learning and Community Engagement: Pedagogy and Syllabus Development

This research examined the use and viability of Federal Communications Commission licensed terrestrial high school radio stations to serve as partners in service-learning and civic engagement activities. The pilot project examined the existing service-learning and civic engagement programming on an urban and a suburban high school radio station, evaluated their current pedagogy, and the potential of using these stations for civic engagement and service-learning opportunities. The qualitative research of the high school faculty and their curriculum resulted in developing a template for service-learning with audio broadcasting that could be embedded into the high school pedagogy and curriculum.

Presenters: **Hope Daniels**, Associate Professor, Columbia College, and **Christopher Thomas**, General Manager of WLTL Radio Station, LaGrange Lyons Township High School.

SESSION B. 7

SALON 10

COMMUNITY OUTCOMES AND IMPACT

Team Presentation: Stakeholder Perspectives on Translating a Service Learning Partnership into Measurable and Sustainable Academic Gains Among K-8 Students at an Urban School

This team presentation will highlight the results of a collaborative research project between a K-8 urban public school and a university graduate program. This project, which centered on utilizing data-based decision-making to improve student academic outcomes, was an outgrowth of several school psychology graduate students providing academic supports to this school as part of a service-learning requirement. The results have been positive, and academic outcome data will be provided. This session will also feature presentations by multiple stakeholders, including the school's principal, teachers, the project's service-learning coordinator, service-learning students, and university faculty, regarding lessons learned.

Presenters: **David Shriberg**, Associate Professor, Loyola University Chicago, **Gilberto Sanchez**, Principal, North River Elementary School, **Kari Jo Bank Wagner**, Teacher, North River Elementary School, **Rosemary Powers**, Teacher, North River Elementary School, **Pamela Fenning**, Associate Professor, Loyola University Chicago, **Sofia Flores**, graduate student, Loyola University Chicago, **Francesca Pilati**, graduate student, Loyola University Chicago, **Arielle Schmidt**, graduate student, Loyola University Chicago.

SESSION B. 8

SALON 12

FACULTY ROLES AND PROFESSIONAL DEVELOPMENT

Research Paper 1: An Empirical Analysis of Publicly Engaged Scholars and Traditional Dichotomies within the Academy

Publicly Engaged Scholarship (PES) is a paradigm expanding knowledge production and methodological toolkits for scholarly practice. While a growing literature supports the increasing posture of PES, more research is needed to specify key dimensions both inside and outside of academe. The present study employs quantitative methods including, factor analysis and regression techniques to examine key identity variables from a national study of 450 self identified publicly engaged scholars. Special attention is given to the familiar scholar/activist dichotomy within postsecondary education. Findings suggest that more textured understandings are required to optimize the intellectual environment within the Academy of the 21st century.

Presenter: **Timothy Eatman**, Assistant Professor of Higher Education, Syracuse University, and Director of Research at Imagining America.

Research Paper 2: Tired of talking past one another: A framework for holding constructive conversations about engaged scholarship in promotion and tenure

For decades, institutional leaders have advocated for changes to include scholarly outreach and engagement as recognized and rewarded forms of faculty work. While there is agreement on the need for such changes, there is little guidance on how to convene constructive conversations about engaged scholarship in promotion and tenure. This research paper summarizes a systematic literature review, draws upon original research, and presents an evidence-based discussion guide for framing these important campus conversations in ways that avoid “talking past one another.” Faculty members and institutional leaders will leave the session with practical ideas to use on their campuses.

Presenters: **Diane M. Doberneck**, Researcher, National Collaborative for the Study of University Engagement, Michigan State University, **Chris R. Glass**, Graduate Researcher, Michigan State University, and **John H. Schweitzer**, Professor, Michigan State University.

SESSION B. 9

WILSON

CIVIC LEARNING OUTCOMES FOR STUDENTS IN K-12 AND HIGHER EDUCATION

Team Presentation: Learning to Lead Through Service: Service Learning as a Form of Leader Development

This presentation examines the experiences of student leaders from an Historic Black University who are learning to lead through long-term participation in a service learning tutorial for children from urban impact schools. The program provides an experiential foundation in cultural competence for teaching across diversity, best practices for accelerating children’s learning, the development of collaborative learning communities, and leadership development for university students who become expert tutors, then program leaders and research assistants. The presentation explores the following: How do long-term service learning experiences foster the development of leadership? What is the long-term value of these experiences for student leaders?

Presenters: **Elizabeth A. Barber**, Ph.D., North Carolina Agricultural & Technical State University, **Whitney Wilson**, B.Ed., North Carolina Agricultural & Technical State University, **Thomas J. Smith**, Ph.D., North Carolina Agricultural & Technical State University, **Erica Wright**, Senior Education Major, North Carolina Agricultural & Technical State University, **Ioney James**, Ph.D., North Carolina Agricultural & Technical State University, **Bethany S. Penn**, Senior Education Major, North Carolina Agricultural & Technical State University, **Vivian Hampton**, Ph.D., North Carolina Agricultural & Technical State University, **Blayre C. Penn**, Senior Education Major, North Carolina Agricultural & Technical State University, **Pamela Hunter**, Ph.D., North Carolina Agricultural & Technical State University, **Markus J. Webb**, Junior Education Major, North Carolina Agricultural & Technical State University, **Marcus S. Gibson**, Junior Animal Science Major, North Carolina Agricultural & Technical State University, and **Stephen Falls**, B.S., North Carolina Agricultural & Technical State University.

Research Paper 2: Preparing the Next Generation of Service-Learning Teachers: A Multi-national Assessment of the Status of Service-Learning in Preservice Teacher Education

In this session, we present the preliminary findings from a multi-national study that explores the status of service-learning in preservice teacher education programs in various countries. We also discuss the growing importance of multi-national studies in service-learning research as well as share some of the lessons we learned in conducting this study, including issues in identifying universal terminology that can translate across languages and cultures, cultural sensitivities in interpreting data, and human subjects and institutional review board issues.

Presenters: **Jeffrey Anderson**, Professor, Seattle University, **Andrew Furco**, Associate Vice President/Associate Professor, University of Minnesota, and **Kathy Sikes**, Director, International Center for Service-learning in Teacher Education, Duke University.

COMMUNITY PARTNERSHIPS AND RECIPROCITY**Conversation Hour: Reciprocity in Community Engagement: Implications of a Concept Analysis for Research**

“Reciprocity” occupies a defining role in community engagement yet is frequently used in scholarship without definition or critical examination. For example: does reciprocity imply mutually-beneficial transactions or co-created, power-shifted partnerships, or both? Unexamined and/or unintentionally differing conceptualizations of reciprocity can lead to confusion in the field’s knowledge base. This session shares results from a multidisciplinary concept analysis (evolutionary biology, philosophy, psychology, and leadership, from western and non-western cultures) in which we examine tension points in the contested nature of reciprocity and differing ways to operationalize it as a construct in research and invite participants to co-construct an emerging research agenda.

Presenters: **Lina Dostilio**, Ed.D. Candidate & Director of Academic Community Engagement, Duquesne University, **Kathleen Edwards**, Ph.D. Candidate, University of North Carolina at Greensboro, **Barbara Harrison**, Ph.D. Candidate, Brock University, **Brandon Kliewer**, Ph.D., Civic Engagement Post-Doctoral Associate, University of Georgia, and **Patti Clayton**, Ph.D., Practitioner-Scholar, PHC Ventures; Senior Scholar, IUPUI; Visiting Scholar, UNCG.

12:00 PM – 2:00 PM**LUNCH AND PLENEARY ADDRESS****GRAND BALLROOM****Plenary Address: Laura I. Rendón****“Contemplative Engagement to Advance Social Change”**

In an increasingly complex world, community engagement and service learning call for a newly-designed educational vision that attends to the learner’s full complexity of mind, body and spirit. Employing a methodological approach that challenges traditional research and pedagogic approaches, Rendón will discuss her research study and her personal quest to deepen the inner and outer learning experience through contemplative engagement and the integration of the inner life with the formal pursuit of knowledge.

Laura I. Rendón is Professor of Higher Education in the College of Education and Human Development at the University of Texas-San Antonio. She is also Co-Director of the Center for Research and Policy in Education. From 2005-2009, Rendón served as Professor and Chair in the Department of Educational Leadership and Policy Studies at Iowa State University, College of Human Sciences. Her current research focuses on access, retention and graduation of low-income, first-generation college students and the transformation of teaching and learning to emphasize wholeness and social justice. low-income, first-generation college students and the transformation of teaching and learning to emphasize wholeness and social justice.

Rendón earned a Ph.D. in higher education administration from the University of Michigan, Ann Arbor. She holds a M.A. in counseling and guidance and psychology from Texas A&M University-Kingsville. She earned a B.A. in English and journalism from the University of Houston, and holds an associate of arts degree from San Antonio College. Rendón also attended Laredo Community College.

Rendón is the author of *Sentipensante (Sensing/Thinking) Pedagogy: Educating for Wholeness, Social Justice and Liberation*. She is also co-editor of *Transforming the First Year of College for Students of Color*, *Educating a New Majority*, and *Racial and Ethnic Diversity in Higher Education ASHE Reader*. Her scholarly work on access and student success has been featured in the *Chronicle of Higher Education* and the PBS documentary, *The College Track*. She has received numerous awards including the ASHE Distinguished Service Award, and the NASPA Latino Knowledge Community Outstanding Faculty Award. Rendón has also been inducted into the Iowa Academy of Education.

Rendón is Chair of the Board of Directors for the National Council for Community and Education Partnerships. She also serves on the Board of Trustees for Naropa University. Rendón is past president of the Association for the Study of Higher Education (ASHE), the nation’s premier scholarly organization focusing on higher education research, and she has been a Fellow of the Fetzer Institute.

BOOK SIGNINGS

Educating for Wholeness, Social Justice and Liberation

Laura I. Rendón

“Challenging, inspiring, beautifully written, and unusual, this book calls readers to find ways to link mind and heart -- thinking and feeling -- to transform teaching and learning in higher education. Laura Rendón [illustrates] how one can unite one’s deep beliefs, values, and feelings, with one’s keen analytical and intellectual abilities...an important, thought-provoking addition to the literature.” -- **The Review of Higher Education**

30% on-site discount / 20% post-conference discount with Code SLC11 at www.Styluspub.com

International Service Learning Conceptual Frameworks and Research

Edited by Robert G. Bringle , Julie A. Hatcher, and Steven G. Jones

A pioneering analysis of and understanding of why and under what conditions ISL is an effective pedagogy. Focuses on good practice, conducting research on ISL, and on developing the evidence that will lead to wider support and adoption by the academy, funders, and partners.

30% on-site discount / 20% post-conference discount with Code SLC11 at www.Styluspub.com

2:00 PM – 3:10 PM CONCURRENT SESSIONS C

SESSION C. 1

SALON 1

COMMUNITY PARTNERSHIPS AND RECIPROCITY

Team Presentation: Service and Solidarity: A Blueprint for Transformative Relationships in a Peer-Mentoring Service-Learning Partnership

Service-learning is a powerful educational tool that has the potential to transform students, institutions, and communities. The transformation, however, depends on the quality of relationships that emerge between the stakeholders of the service-learning partnership. This team-presentation brings together the principle stakeholders in a pilot-study of a peer-mentoring literacy program being developed by researchers at Saint Louis University, the university's Center for Service and Community Engagement, and the teachers and students at two urban, Catholic elementary schools. The program grows out of a conceptual framework that attempts to reverse the power asymmetries that emerge between "givers" and "receivers" in service relationships.

Presenters: **Bryan Sokol**, Associate Professor and Director of the Center for Service and Community Engagement, Saint Louis University, **Janet Kuebli**, Associate Professor, Saint Louis University, **Megan McCall**, Ph.D. Candidate, Saint Louis University, **Leah Sweetman**, Assistant Director for Service-Learning, Saint Louis University, **Mary Domahidy**, Associate Professor, Saint Louis University, **Ann Davis**, Ph.D., School Principal, St. Gabriel the Archangel Elementary School, **Christine Holladay**, Assistant Director for Graduate Support, De La Salle Middle School.

SESSION C. 2

SALON 2

CIVIC LEARNING OUTCOMES FOR STUDENTS IN K-12 AND HIGHER EDUCATION

Interactive Workshop on Research Methodologies: Social Justice, Service Learning, and Youth Participation

This presentation focuses on a university service-learning class working with middle school youth in a social change project. The university students facilitated a group in which the youth identified oppression by teachers in their school as an issue they wanted to address. They discussed the problem, designed surveys, analyzed the data, and presented their findings at a faculty development meeting and at a public school system event. The university students presented their work at three conferences. We will discuss the report on the youth impact, and the civic engagement outcomes.

Presenters: **Joan Arches**, Associate Professor and Program Director, Human Services, College of Public & Community Service, University of Massachusetts.

SESSION C. 3

SALON 5

STUDENT DEVELOPMENT AND LEARNING

Team Presentation: What To Tell Your Provost When She Asks: Are Service-Learning Courses Intellectually Demanding and Academically Rigorous?

Publications such as *Academically Adrift* call into question the degree of academic rigor within the undergraduate experience. Critics argue that undergraduates exhibit intellectual disengagement and frequently choose non-demanding classes. College administrators are scrutinizing the levels of academic rigor and intellectual demand. We utilized course evaluations, measures of epistemological beliefs, interviews, surveys, and written reflections to understand the relationships between service-learning classes, academic rigor, and intellectual engagement. Findings suggest that students bring low level epistemological beliefs to SL courses and, although students find SL courses engaging, the perception persists that SL courses lack academic rigor and intellectual demand. Is SL rigorous?

Presenters: **David Malone**, Associate Professor, Duke University, **Amy Anderson**, Instructor and Service Learning Consultant, Duke University, **Matt Serra**, Director, Office of Assessment, Duke University, **Kathy Sikes**, Service Learning Consultant, Duke University.

SESSION C. 4

SALON 6

COMMUNITY OUTCOMES AND IMPACT

Team Presentation: Getting to outcomes: The dance between communities and universities

This presentation brings together the perspectives of a community partner, University grant program funder and University staff in describing the results of a pilot study to test an emerging framework on community impact. Discussed will be the grant funding program, the impact framework and how this partnership has been perceived by both community partners and the University staff assigned to support it. Attention will be paid to the benefits and challenges of pilot-testing a framework within the campus-community framework.

Presenters: **Mary Beckman**, Associate Director, Academic Affairs and Research, University of Notre Dame Center for Social Concerns, **Naomi Penney**, Research Associate, University of Notre Dame Center for Social Concerns, **Margaret Pfeil**, Assistant Professor, University of Notre Dame.

SESSION C. 5

SALON 7

PROGRAM EVALUATION AND ASSESSMENT

Interactive Workshop on Research Methodologies: A choreographer, a physicist, and an evaluator walk into a theater: mixed methods research designs for evaluating impact at the art/science/engagement interface

Assessment of informal learning environments poses a challenge for researchers: how do you rigorously evaluate outcomes without the research interrupting the learning activities? This NSF-funded, multi-site, mixed-methods evaluation of The Matter of Origins, a contemporary dance performance about physics, exemplifies how rigor and creativity are possible when choreographers, dancers, physicists, researchers, and engagement specialists collaborate at the art/science/engagement interface. Learn about the collaborative process used to co-generate research designs and instruments, experience innovative measurement tools, and consider analyses based on variables including race/ethnicity, gender, age, education, and previous experience with science, dance, and informal science education.

Presenters: **Diane Doberneck**, Researcher, National Collaborative for the Study of University Engagement, Michigan State University, **Paula K. Miller**, graduate researcher, Michigan State University, **John H. Schweitzer**, Professor, Michigan State University.

SESSION C. 6

SALON 8

THEORETICAL OR CONCEPTUAL FRAMEWORKS TO ADVANCE RESEARCH

Research Paper 1: An Ethnographic Exploration of a Student Subculture of Sustained Civic Engagement

The purpose of this study is to describe how students understand their own participation in civic engagement activities, particularly as members of a supportive community. Research questions include: How do students understand their own interest in civic engagement, and what are motivating factors that propel them to be civically active? Weber's types of authority and Vygotsky's concept of cultural tools frame the study. Currently, the literature on civic engagement lacks a concerted analysis of these kinds of cultural questions and a reasonably consistent use of ethnographic methods. This study attempts to fill this gap.

Presenter: **Dennis McCunney**, Assistant Director, Center for Community Service and Justice, Loyola University Maryland.

Research Paper 2: A study of community-based learning and academic gains in college students

Given the growing popularity of community engaged experiences on college campuses, it is important to understand how these experiences interact with other academic and social engagement opportunities to promote achievement gains among college students. This study utilizes data from the Student Experience in the Research University (SERU) survey, a multi-institutional survey that assesses students' perceptions of campus climate, satisfaction, time use, and levels of academic engagement, community engagement, global knowledge and skills and student life/development. Utilizing data from approximately 18,000 students from 12 different AAU public research universities, the preliminary findings of our research demonstrate that participation in community based learning activities contribute to both the integration and skill development of college students. The implications of these findings support public and community service efforts across college campuses and indicate the ways in which community service benefits the community-building capacity within colleges.

Presenters: **Andrew Furco**, Associate Professor and Associate Vice President for Public Engagement, University of Minnesota, **Ronald Huesman, Jr.**, Associate Director of Institutional Research, University of Minnesota, **Daniel Jones-White**, Analyst, Office of Institutional Research, University of Minnesota, **Krista Soria**, Analyst, Office of Institutional Research, University of Minnesota.

SESSION C. 7

SALON 10

STUDENT DEVELOPMENT AND LEARNING

Research Paper 1: Treat us like adults: Adult students' concerns with community-based learning

Adult students' perspectives on their community-based learning experiences challenge instructors and institutions to draw upon students' own initiative and relationships in the community when planning projects. In this study of CBSL students, age is found to be the most important predictor of students' perception of the value of community-based learning to their development. Through interviews, adult students reveal how they struggle to find their place in the service learning classroom balancing their need and ability to give back to the community, their multiple roles and commitments, their identities as students and their relationships with younger peers, professors and partners.

Presenters: **Susan Reed**, Associate Professor, DePaul University, **Howard Rosing**, Director, Steans Center for Community-based learning, DePaul University, **Helen Rosenberg**, Faculty Director, Community Based Learning and Research, Center for Community Partnerships, University of Wisconsin Parkside, **Anne Statham**, Professor, University of Southern Indiana.

Research Paper 2: Make It Personal: College Completion

What do pregnancy planning and prevention have to do with service learning, student retention, and success? Find out by joining participants from a national program, "Make It Personal: College Completion." Three community colleges created curriculum-based strategies in several disciplines, using service learning as a focus, to improve student retention and provide resources that students need to complete their college goals. Pre- and post-course surveys were administered in 25 courses to gauge the impact of the service learning intervention on students' knowledge, intentions, and behavior regarding pregnancy planning and prevention. Results and implications from these data will be presented.

Presenters: **Gail Robinson**, Director of Service Learning, American Association of Community Colleges, **Mary Prentice**, Associate Professor, New Mexico State University, **Sean Brumfield**, Executive Director of Civic Engagement and Service Learning, Georgia Perimeter College.

SESSION C. 8

SALON 12

STUDENT DEVELOPMENT AND LEARNING

Research Paper 1: Visioning a Civic Identity for Low-Income Students: the Intersection of Student Engagement, Civic Engagement, and Financial Scholarships

Programs in which students do a specific number of community service hours in exchange for financial scholarships may provide universities with a way to engage low-income college students in a co-curricular activity that is more comfortable, accessible and beneficial than the traditional student involvement offerings. A qualitative study was done utilizing grounded theory methodology to examine the experiences of low-income students in community service scholarship programs; more specifically how such programs impact the rest of the curricular and co-curricular experience, as well as participants' long-term commitment to being civically engaged.

Presenter: **Laurie Marks**, Director, UW-Milwaukee Center for Volunteerism & Student Leadership, University of Wisconsin – Milwaukee.

COMMUNITY OUTCOMES AND IMPACT

Research Paper 2: In Service for Whom and for What? Community and University impact analysis of the DePaul Steans Center and Humboldt Park Community Organizations Partnership

Humboldt Park Impact Assessment Project conducted in 2009-2010 assessed the conditions and outcomes of community-based service-learning long term university-community partnership. Through in-depth interviews to community leaders and university administrators and the results of surveys administered to students, faculty, staff and alumni, the impact analysis has indicated various critical lessons on the community expectations and institutional predisposition for community capacity building. The lessons learning by the partnerships and achievements in the Steans Center and the Puerto Rican cultural centers and organizations in the Humboldt Park neighborhoods are applicable to other institutional, urban and international service learning contexts.

Presenters: **Marco Tavanti**, Associate Professor, DePaul University, **Marisol Morales**, Associate Director, DePaul University, **Daniele Pasquini**, DePaul University.

SESSION C. 9

WILSON

THEORETICAL OR CONCEPTUAL FRAMEWORKS TO ADVANCE RESEARCH

Research Paper 1: The moral framework of community engagement research

The current proliferation of novel programs centered on community engagement suggests that a change in the underlying paradigm of higher education is occurring. Some aspects of this emergent paradigm, predictably, transform existing domains of activity like teaching and research, while other features articulate new perspectives and outcomes, and so provide a broader scaffold for the pursuit of knowledge. The ethical foundation of community engagement needs to be better understood and articulated because this knowledge will direct more appropriate methods of enquiry and provide a base for research.

Presenter: **Jeff Trahair**, Senior Lecturer, University of Adelaide.

THEORETICAL OR CONCEPTUAL FRAMEWORKS TO ADVANCE RESEARCH

Research Paper 2: Characteristics and Practices of Executive Leadership of Community Engaged Institutions—Take Two!

"Leadership matters", but by whom, in what way, with what results? This study, drawing from the 2008 and 2010 Carnegie classified community-engaged institutions, investigated the characteristics and practices of higher education executives leading engaged institutions. It provides a profile of the leaders, an analysis of

their leadership policies and practices particularly related to interpreting the institution's mission, to strategic planning, and to providing infrastructure support to engagement. Further, it compares the results to the analysis of the 2006 applications on the same topics.

Presenters: **Lorilee Sandmann**, Professor, University of Georgia, **Jia Liang**, Ph.D. candidate, University of Georgia.

SESSION C. 10

CRYSTAL

THEORETICAL OR CONCEPTUAL FRAMEWORKS TO ADVANCE RESEARCH

Conversation Hour: Advancing the IARSLCE through Visibility, Transparency, & Dialogue

This conversation hour is sponsored by the IARSLCE Board of Directors. The IARSLCE would like to provide a unique, collaborative opportunity to have an engaging conversation with members who are committed to advancing the well-being of the IARSLCE. Topics may include the future of research and varying paradigms of community-engaged scholarship, identifying the needs of its members regarding IARSLCE activities, information about leadership opportunities, and any other topics that relate directly to the 2011 conference theme. Select Board members will be present.

Presenters: **Trae Stewart**, Associate Professor, Texas State University – San Marcos, **Nicole Webster**, Associate Professor, The Pennsylvania State University.

3:20 PM – 4:30 PM

CONCURRENT SESSIONS D

SESSION D. 1

SALON 1

THEORETICAL OR CONCEPTUAL FRAMEWORKS TO ADVANCE RESEARCH

Research Paper 1: Conceptions of civic engagement in the discourse of policy and practice: the significance of time, culture and context.

Researching impact is contingent on a shared understanding of the phenomenon to be evaluated. The meaning of civic engagement' is context-contingent; culturally, geographically and temporally. As higher education seeks to contribute to addressing pressing socio-economic problems the nature, purpose and scope of civic engagement partnerships comes under renewed scrutiny. The concepts of orientation', alignment' and cultural repackaging' are explored as tools for interrogating the emerging discourse, practice and policy of civic engagement. This paper, with both an empirical and experiential foundation, explores the chameleon which is civic engagement' and considers the implications for any attempt to research impact.

Presenter: **Josephine Boland**, Senior Lecturer, National University of Ireland Galway.

Research Paper 2: A Philosophical Hermeneutic Orientation to Practicing the Civic Art of Community Engagement

Philosophical hermeneutics - which means translation or interpretation -- complements the pragmatic theory that informed the field of service-learning, and with its emphasis on community and respect for others, can offer an orientation to further our work in a mutually satisfying way for scholars, practitioners and community partners. Its theme of "practical wisdom" or phronesis can provide an epistemological foundation to frame community engagement as a civic art that values conversation, participation, and the common good. The author provides recommendations for how this theory can inform approaches to reciprocal community-campus partnerships, community-based research and service-learning programs to advance social change.

Presenter: **Marie Sandy**, Assistant Professor, University of Wisconsin-Milwaukee.

SESSION D. 2

SALON 2

PROGRAM EVALUATION AND ASSESSMENT

Panel Presentation: A Multi-Level Analysis of Service Learning at an American Community College

Service learning is an increasingly popular pedagogy in America's community college system. According to Prentice (2000), the popularity of service learning dovetails with the accountability movement informing American education today. This panel presentation focuses on the multi-level analysis of service learning currently underway at Queensborough Community College, CUNY. Drawing on quantitative and qualitative data, it reveals how service-learning assessment is both possible and productive at the college, departmental, and course levels in community colleges. It also demonstrates the scope of community college service-learning projects, the breadth of the students served and the profound impact these projects have on student learning.

Presenters: **Amy Traver**, Assistant Professor, Queensborough Community College, CUNY, **Sharon Ellerton**, Associate Professor, Queensborough Community College, CUNY, **Regina Rochford**, Associate Professor, Queensborough Community College, CUNY.

SESSION D. 3

SALON 5

COMMUNITY PARTNERSHIPS AND RECIPROCITY

Team Presentation: The Evolution of a School-University Partnership: Understandings from an Auto-ethnographic Study

Community-based participatory research has begun to investigate collaborative partnerships to understand how such relationships are established and maintained. The present study reports on the evolution of a two-year school-university collaboration where community members began participation at the earliest possible point and have maintained high levels of involvement. Using constructivism, situated learning theory, and Jesuit philosophy as theoretical frameworks, personal narratives were analyzed to examine the evolution of this collaboration. Results describe perspectives and relationships among members and delineate processes that characterize the partnership. The application of autoethnographic research methods to study partnerships is described.

Presenters: **Christine Siegel**, Associate Dean, Fairfield University, **Wendy Kohli**, Professor, Fairfield University, **Allison Rivera**, President, St. Martin de Porres Academy, **Kelly O'Leary**, Principal, St. Martin de Porres Academy, **Kameron Isaacs**, Teacher, St. Martin de Porres Academy.

SESSION D. 4

SALON 6

THEORETICAL OR CONCEPTUAL FRAMEWORKS TO ADVANCE RESEARCH

Interactive Workshop on Research Methodologies: Technocratic and Democratic Engagement Orientations: Refining a Research Tool

This session will involve participants in helping to refine a research tool to operationalize the application of a conceptual schema related to domains of community-university collaborations. The existing rubric instrument was developed in response to the question: how are democratic and technocratic elements expressed in community-university collaborations? During the session, the rubric will be shared with participants for their consideration, application and critique.

Presenters: **Lina D. Dostilio**, Ed.D. candidate and Director, Academic Community Engagement, Duquesne University, **Patti Clayton**, Practitioner-Scholar, PHC Ventures; Senior Scholar, IUPUI; Visiting Scholar, UNCG, **John Saltmarsh**, Co-Director, New England Resource Center for Higher Education, University of Massachusetts, Boston, **Robert Bringle**, Director, Center for Service and Learning, Indiana University-Purdue University Indianapolis.

SESSION D. 5

SALON 7

PROGRAM EVALUATION AND ASSESSMENT

Interactive Workshop on Research Methodologies: From Data to Action: Making the Most of the Campus Compact Annual Member Survey

This workshop will present case studies of the diverse ways individual states use the Campus Compact (CC) Annual Member Survey. Each year, the national CC Member Survey collects a diverse range of data from member institutions related to their campus's civic engagement and service-learning performance, along with measures of institutional infrastructure and culture in support of these activities. The Member Survey provides an annual snapshot of the overall civic engagement profile of member institutions within each state and nation. Three states will identify strategies utilized to assess members' institutionalizing of service-learning and civic engagement and propose strategic directions.

Presenters: **Char Gray**, Executive Director, PA Campus Compact, **Michael Norton**, Research Associate, Research for Action, **Melissa Mace**, Executive Director, MO Campus Compact, Maggie Stevens, Executive Director, IN Campus Compact.

SESSION D. 6

SALON 8

FACULTY ROLES AND PROFESSIONAL DEVELOPMENT

Team Presentation: Engaging Departments, Engaging Scholars

Encouraging faculty members to pursue research on service-learning and engagement is a challenging endeavor when such research is often considered less valuable. This presentation will share how involvement in "engaged department initiatives" (Battistoni et.al, 2003) has inspired new and veteran scholars to explore research questions related to engagement. Over the past five years, four units at the University of Vermont have strategically integrated service-learning throughout their curriculum and worked to institutionalize the value of engagement within their culture. As a result, students and faculty within each unit have pursued research relating to this work, contributing knowledge to the broader field.

Presenters: **Carrie Williams Howe**, Director, Community-University Partnerships and Service-Learning, University of Vermont, **Kimberly DePasquale**, MS candidate, former Coordinator of Community Based Learning, Rubenstein School of Environment and Natural Resources, University of Vermont, **Alan Tinkler**, Program Coordinator, Assistant Professor, University of Vermont.

SESSION D. 7

SALON 10

THEORETICAL OR CONCEPTUAL FRAMEWORKS TO ADVANCE RESEARCH

Research Paper 1: Community Engagement Practices, Perceived Benefits, and Perceived Costs

Findings and methodology of a quantitative study on community engagement practices, perceived costs, and perceived benefits will be presented. The population of the study is a group of exemplary community-engaged institutions - 2006 and 2008 Carnegie community-engaged classified institutions. The results are beneficial to administrative decision making and understanding the relationship of perceived costs, perceived benefits, and frequency of community-engagement practices. Exemplary community-engaged institutions place a high value on the benefit of community-engagement practices and conduct the practices at a high frequency without regard to the relative costs.

Presenters: **Marcie Simpson**, Coordinator, Organizational Development and Accountability, University of Georgia, **Lorilee Sandmann**, Professor, University of Georgia.

Research Paper 2: Community Engagement and the Public Good: A Case Study of Land Grant Universities

As a case study, this qualitative research examines the production of public and private goods through community engaged partnerships. Using Academic Capitalism and political public good theory, the design and analysis focuses on the interpretation of contemporary land-grant representations of the public good, and how this narrative is implemented through community engagement programs and activities. The purpose of my research examines the public and private goods of university-community partnerships by studying the impact of market forces and market-like behaviors (perhaps in hopes of making people's lives better) on the design and implementation of these programs.

Presenter: **Sarah Brackmann**, Ph.D. candidate, University of Georgia.

SESSION D. 8 INTERNATIONAL IMPACT AND DEVELOPMENT

SALON 12

Research Paper 1: Youth Servant Leadership for Peace Building: Community-Based Service-Learning in Palestine

Palestinian youth face cultural and political barriers that impede them from fully engaging in civic life. Pedagogies of engagement, like community-based service-learning, have shown their potential to motivate marginalized populations by providing spaces for them to form individual identities while developing civic skills. Using focus-group data, this article considers the impact on West Bank youth who participated in an NGO's community-based service-learning leadership program. Discussions of the findings are framed by servant leadership and non-school-based service-learning's role in peace building in conflict areas.

Presenter: **Trae Stewart**, Associate Professor, Texas State University – San Marcos.

CIVIC LEARNING OUTCOMES FOR STUDENTS IN K-12 AND HIGHER EDUCATION

Research Paper 2: Fostering Civically Engaged Youth: Findings from a Three-Year Evaluation of Learn and Serve programs in New England Schools

The paper reports on the findings from a three-year evaluation of Learn and Serve America-funded service-learning programs in approximately 50 schools across New England. Using a quasi-experimental design (pre/post participant and comparison group surveys), the study examined the impacts of service-learning on a range of civic, academic and social attitudes and skills, among approximately 1100 middle and high school students, with a particular focus on the relationship between program quality (as measured through student reports) and program outcomes.

Presenters: **Alan Melchior**, Deputy Director and Senior Fellow, Center for Youth and Communities, Brandeis University, **Thomas Pineros-Shields**, Research Associate, Center for Youth and Communities, Brandeis University.

SESSION D. 9 THEORETICAL OR CONCEPTUAL FRAMEWORKS TO ADVANCE RESEARCH

WILSON

Research Paper: More Learning from the Service: Toward A Building-Block Theory of Service-Learning

Service-learning is relatively un-researched in New Zealand (NZ). Subsequently, there are few, if any, theories addressing the practice of service-learning from a NZ-university context. Illuminating and framing experiences of NZ-university students in two courses subscribing to two different approaches to service-learning served as the research sites. From these experiences, the NZ Emergent Model of Service-Learning, informed by a Naturalistic Inquiry investigated over 6-months (interviews, observations, artifacts) with 18-participants, a building-block theory of service-learning is framed by relevant research, posited as a theoretical model for designing/implementing service-learning, and demonstrates the value in logically exposing students to graduated intensities of service-learning.

Presenters: **Lane Perry**, Coordinator of the Emerging Leaders Development Program; Ph.D. candidate, University of Canterbury, **Billy O'Steen**, Senior Lecturer, University of Canterbury, **Pete Cammock**, Senior Lecturer, University of Canterbury.

THEORETICAL OR CONCEPTUAL FRAMEWORKS TO ADVANCE RESEARCH**Conversation Hour: Is “civic engagement” opposed to “real” social change?**

Scholars/researchers/teachers in higher education are obliged to think about the frames we use to understand and advance social change. Consideration should be given to the missions of higher education in general and our home institutions in particular. For some of us, the societal context demands something more: a frame of social justice and the crying needs of our world. In exploring this idea, there are four main kinds of literature that are influencing my thinking. First is empirical data we have on incoming first-year, first-time college students through the research of the Higher Education Research Institute at UCLA as well as data from C.I.R.C.L.E. and Campus Compact on civic engagement. Some of the studies suggest, for example, that college students are not as engaged in the political/public arena as is necessary for a healthy democracy. The kinds of programs educators create, for example in high school, can yield different kinds of the ‘good’ citizen (Westheimer & Kahne 2004). Some recent research on digital media literacy education suggests that engagement with new media “has the potential to help strengthen young people’s participation in civic and political life” (Kahne, Timpany Feezell, & Lee, 2010:2). A frank, vibrant conversation will stimulate the thinking of all of us who participate in the conversation, and perhaps lead us in new, creative directions for our research and teaching that advances the social change our society so desperately needs.

Presenter: **Kathleen Maas Weigert**, Carolyn Farrell, BVM, Professor of Women and Leadership, Assistant to the Provost for Social Justice Initiatives, Loyola University Chicago.

3:20 PM – 4:30 PM POSTER PRESENTATIONS

SALONS 4 & 9

STUDENT DEVELOPMENT AND LEARNING**The challenge of learning and serving from an electronics technology perspective**

Putting together POL, Constructivism and Service Learning Techniques when teaching an specific class, is an important ingredient when we want to educate in knowledge and character. Besides technique, who is involved in this scenario, who are the main stakeholders of the process? Integrating thinking, applying their knowledge, active participation, justice, democracy and common good, as part of a technical project; to make those the rules of interaction and a way of life in and out the classroom; to make the students realize that service is not beyond their professional practice or knowledge.

Presenters: **Yolanda Cham**, Associate Director, Carrera de ISC, Tecnologico de Monterrey, Campus Guadalajara, **Violeta Sandoval**, Tecnologico de Monterrey, Campus Guadalajara.

STUDENT DEVELOPMENT AND LEARNING**Person-Centered Risk Assessment: A Case Study at Holy Trinity**

Holy Trinity is an underserved, predominantly African American catholic school dedicated to providing students with the academic and spiritual growth necessary for successful high school and college endeavors. Students’ risk levels (high vs. low) and self-regulatory abilities (high vs. low) were assessed based upon observations made during the after-school Academy Classes program. Risk levels were evaluated using a person-centered approach to risk assessment, which considers how specific risk factors interact across various systems of an individual’s environment. Implications for the Academy Classes acting as a type of protective factor against high risk environments are discussed.

Presenters: **Michael Binetsch**, Post-Baccalaureate Research Assistant, Saint Louis University, **Jennifer Brilley**, Saint Louis University, **Aneta Pietraszok**, Saint Louis University, and **Bryan Sokol**, Saint Louis University.

COMMUNITY PARTNERSHIPS AND RECIPROCITY**DAC Program: How Sports and Arts contribute to regenerate social tissue and donate social capital**

This work is about a social service college program that consists in sending college students with skills in arts or sports to give a class in their specialty in social-marginalized communities, particularly in schools, culture houses and sports facilities, teaching children and teens. After two years of works in the DAC program, we decided to measure with surveys and interviews the results of the program, particularly in how it helps to restate social tissue and build new ways of social capital. The results confirmed that both sides, college middle-class students and low-class children and teens considered this program very satisfactory.

Presenter: **Omar Cerrillo Garnica**, Professor, Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM).

STUDENT DEVELOPMENT AND LEARNING **Using Social Media in Service Learning Reflection**

Service Learning (SL) was implemented in two sections of Psychology of Learners with Exceptionalities with a total of 100 students. In one section, students reflected on their SL experiences by submitting written responses in paper form. In the other section, students reflected on their SL experience through interactive social media such as Twitter and blogs. By analyzing their two respective forms of reflections, final project reports, and administrations of Classroom community scale (Rovai, 2002) and satisfaction survey, this research investigated how different types of media used in students' reflections on their SL experience.

Presenter: **Euljung Chun**, Assistant Professor, Miami University.

STUDENT DEVELOPMENT AND LEARNING **Student Motivation in Academic Service-Learning**

The purpose of this study is to identify the factors that increase and decrease student motivation in academic service-learning (AS-L). Questionnaires were administered to 163 undergraduate students enrolled in courses with an AS-L designation. Analysis revealed that students understand the value of AS-L and recommend AS-L courses to other students despite their challenges. Student motivation increased when students formed relationships with their community partners and decreased when positive relationships did not develop. Further analysis will explore whether motivation decreases or increases at different points in the semester. Implications and future research will be discussed.

Presenters: **Alexa Darby**, Associate Professor, Department of Psychology, Elon University, **Jenna Chenault**, Student, Elon University, **Buffie Longmire-Avital**, Assistant Professor, Department of Psychology, Elon University, and **Mary Knight-McKenna**, Associate Professor, School of Education, Elon University.

FACULTY ROLES AND PROFESSIONAL DEVELOPMENT **Faculty motivation in academic service-learning**

Abstract This study explores motivational challenges faculty members face in teaching academic service-learning (AS-L) courses, with the goal of developing ways to maintain or increase commitment to AS-L over time. Twenty-seven university faculty participated in one-hour individual interviews. Preliminary analysis shows that 100% of the faculty are motivated to teach AS-L by the real-world experience students gain, while only 56% mentioned the value of serving the local community. Although faculty identified challenges and frustrations in teaching AS-L courses, they nevertheless remained committed to these courses. However, they also recommended providing greater support to help faculty overcome challenges to their motivation.

Presenters: **Alexa Darby**, Associate Professor, Elon University, **Gabrielle Newman**, B.A. Candidate, Elon University, and **Mary Knight-McKenna**, Associate Professor, Elon University.

STUDENT DEVELOPMENT AND LEARNING **Integrating Social and Intellectual Experiences through Service-Learning**

Presenters will discuss a Senior Scholar program between a civic engagement office and faculty that advanced the research agenda of both partners. Since December, 2005, UNCG Office of Leadership and Service-Learning (OLSL) has sponsored student-led relief trips to the states impacted by Hurricane Katrina. The study identified short and long-term impacts of service trips, including student leadership development. Use of a Senior Scholar integrates expertise and interest within an academic discipline with knowledge of student development and programming. The successful collaboration between Academic and Student Affairs provides the springboard for a broader discussion of student leadership development and civic engagement.

Presenters: **Cathy Hamilton**, Director, Office of Leadership and Service-Learning, University of North Carolina at Greensboro, and **Ulrich (Rick) Reitzug**, Professor, University of North Carolina at Greensboro.

FACULTY ROLES AND PROFESSIONAL DEVELOPMENT

Writing about University-Community Impact Research

One way to advance service-learning and community engagement impact research is to write and publish about it in peer-reviewed international journals. One such journal is the Journal of Higher Education Outreach and Engagement (JHEOE). Its mission is to advance theory and practice related to all forms of outreach and engagement between higher education institutions and communities, especially through research articles on the impact of university-community engagement (e.g., impact on the community, student-learning, faculty careers, the institution as a whole). In this session, the JHEOE's editor will discuss with participants key steps for moving a research study toward publication.

Presenter: **Trish Kalivoda**, Senior Associate Vice President for Public Service and Outreach, University of Georgia.

PROGRAM EVALUATION AND ASSESSMENT

Factor Structure of the Service-Learning Impact Scale for Students

In order for colleges and universities to evaluate the impact of service-learning courses among students, measures must exist that can accurately and reliably quantify the outcomes that are not directly observable. Survey instruments that are used for such purposes are rarely evaluated to ensure that the scores they provide will allow valid inferences. This study uses factor analysis to evaluate data collected from undergraduate students enrolled in service-learning courses over a two-year period at one institution. It provides strong evidence that 15 of the survey items can be effectively grouped to form a single-factor representing the impact of service-learning.

Presenters: **Kelly Lockeman**, Ph.D. Candidate, Virginia Commonwealth University, and **Lynn Pelco**, Service-Learning Program Director, Virginia Commonwealth University.

CIVIC LEARNING OUTCOMES FOR STUDENTS IN K-12 AND HIGHER EDUCATION

Measuring Civic Responsibility: Tools, Challenges, and Strategies

Whereas promoting students' civic responsibility is one of important goals of service learning, measuring civic responsibility can be challenging primary due to the broadness and complexity of its concept. This session aims to facilitate conversation on challenges in measuring students' civic responsibility and to explore strategies to overcome these challenges. In order to facilitate the conversation, the presenter will introduce a case example and existing tools used in measuring civic responsibility among students enrolled at institutions of higher education. Participations in this session are encouraged to share their perspectives and stories.

Presenters: **Jonathan Zaff**, Associate Professor, Tufts University, **Kei Kawashima-Ginsberg**, Leader Researcher, Tufts University, **Michelle Boyd**, Graduate Research Assistant, Tufts University, and **Nancy Wilson**, Director and Associate Dean, Tufts University.

STUDENT DEVELOPMENT AND LEARNING

Enhancing the Preparation of Special Educators through Service Learning

This session will present research findings from two service-learning courses designed to encourage teacher candidates to critically evaluate their beliefs and attitudes about supporting students with disabilities and partnering with parents. Quantitative outcome data reveal the acquisition of competencies and dispositions for working with students with disabilities and their parents. An analysis of qualitative outcome data across the courses reveals convergent themes. Students in both courses developed a sense of professional efficacy and positive regard for the abilities of students with disabilities and the contributions of their parents. Implications for teacher education programs will be discussed.

Presenters: **Jeanne Novak**, Associate Professor, Bowling Green State University, and **Mary Murray**, Associate Professor, Bowling Green State University.

STUDENT DEVELOPMENT AND LEARNING

Listening to the Voices of Culturally and Linguistically Diverse College Students in Community Service Learning

The experiences of culturally and linguistically diverse (CLD) college students in service learning courses have received little attention in the literature. I will present findings from a qualitative study of the service learning of these CLD students to better understand how their service learning experiences may validate their identities, resonate with precollege experience, and may influence their persistence in college. Common themes were appreciation of how bilingual skills can be used to benefit other, feeling inspired by children who worked hard in difficult life circumstances, and comfort moving in and out of neighborhoods of different ethnicities.

Presenter: **Jeanne Popowits**, Adjunct Professor, Dominican University.

PROGRAM EVALUATION AND ASSESSMENT

Placement Characteristics Predict Impact of Sophomore Seminar Service Experience on Participants

Preliminary data from 113 participants in a sophomore seminar service learning lab were examined to determine characteristics of an effective service learning placement. While repeated contact appeared to improve leadership development and exposure to diversity, most outcomes were comparable regardless of the schedule configuration. In this sample, service placements which engaged students with people who were in veterans hospitals or community activities for persons with disabilities had greater impact on learning, fun, and whether students would like to volunteer again. Perceived helpfulness of supervisor and chance to meet those served will also be examined in final sample.

Presenters: **Conway Saylor**, Professor, The Citadel, **Michael Fekula**, Director, The Citadel, **Carrie Papa**, AmeriCorps VISTA SC Campus Compact, The Citadel, and **Nathan Otto**, AmeriCorps VISTA SC Campus Compact, The Citadel.

COMMUNITY PARTNERSHIPS AND RECIPROCITY

From the community to the classroom and back again: The reciprocity that results when the community comes to the adult classroom

This research study transcends boundaries between the adult composition classroom and the community. In the course that served as the site of the research study, the community was invited into the classroom. University-based students validated community writing in new ways as they constructed this writing in and out of the classroom. They brought their classroom writing to the community, and their community writing to the classroom. In this reciprocal model, the students created the data that would eventually be used as basis for inquiry into the practices of the community partner, the Community Writing Project.

Presenter: **Steffanie Triller**, Instructor, DePaul University.

CIVIC LEARNING OUTCOMES FOR STUDENTS IN K-12 AND HIGHER EDUCATION

The Impact of Multicultural Education on Students' Perceptions of Power and Inequality

The impact of multicultural education courses on students' understanding of power among income groups as a demonstration of multicultural competence is examined. Participants were recruited from three multicultural education courses and a control group course. All participants were surveyed at pre-test and post-test. Findings indicate differences in power balance ratings between pre-test and post-test for the experimental group. In addition, demographic factors emerged as important predictors for ratings of power. The implications of these findings are very important for curriculum development of multicultural education courses in higher education as well as shaping of policies mandating multicultural education in universities.

Presenters: **Rujuta Umarji**, graduate student in the School of Social Work, University of Michigan, **Lorraine Gutierrez**, and **Arthur F. Thurnau**, Professor in the School of Social Work and Department of Psychology, University of Michigan.

STUDENT DEVELOPMENT AND LEARNING

Service learning winners and losers: What do graduate students look for when selecting a service learning project?

In a graduate class on social justice foundations of history and philosophy of education, students were offered choices among many types of organizations for a service learning project. This paper summarizes the areas they selected, reasons why they selected them, and what they learned. Implications will help us to better understand the role of popularity in service learning and the implications for those organizations that get much attention and those that do not.

Presenter: **Jeffrey Winter**, Associate Professor, National-Louis University.

COMMUNITY PARTNERSHIPS AND RECIPROCITY

Lessons from Service-Learning and Community Engagement in Refugee Resettlement

Almost three years ago, undergraduate students from Loyola University Chicago began working collaboratively to assist local refugee resettlement programs. This effort includes dedicated community partners, curriculum, and a service organization. Framed as civic engagement pedagogy, this project provides an avenue for students to practice methods and concepts learned in the classroom for addressing a social problem. Activities include a befriending program, ELL tutoring, social events, fundraising, material needs support, and promoting public awareness and advocacy for refugees. An ethnographic study conducted of the befriending program assesses its effectiveness and illustrates the potential and challenges of such projects in engaged scholarship.

Presenters: **Daniel Amick**, Chair, Department of Anthropology, Loyola University Chicago, **Sarah Masri**, Ethiopian Community Association of Chicago; Midwest University, **Samantha Lewandowski**, Loyola University Chicago, and **Ashiyrah Ramirez-Knight**, Loyola University Chicago.

Schedule at a glance November 4

7:00 am – 5:00 pm	Registration	Salons' Entrance
7:30 am-9:30 am	Breakfast	Red Lacquer Room
9:30 am-10:40 am	Workshops/Sessions A	
10:50 am – 12:00 pm	Workshops/Sessions B	
12:15 pm-1:45 pm	Lunch and Awards	Red Lacquer Room
2:00 pm – 3:10 pm	Workshops/Sessions C	
3:20 pm-4:30 pm	Workshops/Sessions D / Poster Sessions	
4:45 pm-6:00 pm	Closing Reception & Keynote Amalia Mesa-Bains	Red Lacquer Room

Friday, November 4, 2011

7:00 AM – 9:30 AM

BREAKFAST

RED LACQUER ROOM

IARSLCE Membership meeting

9:30 AM – 10:40 AM

CONCURRENT SESSIONS A

SESSION A. 1

SALON 1

FACULTY ROLES AND PROFESSIONAL DEVELOPMENT

Research Paper 1: Research on Faculty Learning around Community-Engaged Scholarship: A Mixed Method Investigation of Competency Development

Facilitators will share the process and results of an investigation of faculty learning around community-engaged scholarship that integrated scales with written reflection. Study design accounted for the possibility of “response shift bias”: the tendency to over-estimate competence on pre-tests, which can lead to decreases on post-tests as learning brings greater awareness of complexities. Framed by the paradigm of democratic engagement, the session will invite participants to consider which faculty competencies apply to students and/or community members and how the strategy that investigated faculty learning might be adapted accordingly. Participants will take away sample competencies, assessment instruments, and data analysis methods.

Presenters: **Patti Clayton**, Practitioner-Scholar, PHC Ventures; Senior Scholar, IUPUI; Visiting Scholar, UNCG, **Bob Bringle**, Executive Director, Center for Service and Learning, IUPUI, **John Saltmarsh**, Co-Director, New England Resource Center for Higher Education (NERCHE), University of Massachusetts – Boston, **Audrey Jaeger**, Associate Professor, NC State University, **Jessica Jameson**, Associate Professor, NC State University

Research Paper 2: Ways of Engagement: Faculty Identity and Motivations for Community-Engaged Scholarship of Early Career Academics

Ways of engagement are about who we are and the choices we make about how, where, and why we do this work (Ward, 2010). There is increased focus on the work termed “next generation engagement” - the work of scholars, students, and practitioners that has taken place over the past decade that continues to advance our understanding of who is doing community-engaged scholarship and why they are motivated to do this work. This research examines the work of early career faculty and tests elements of the theory of Community-engaged Scholarly Identity related to motivators for community-engaged scholarship.

Presenter: **Elaine Ward**, Arnold F. Graves Postdoctoral Research Fellow, Higher Education Policy Research Unit, Dublin Institute of Technology; Visiting Fellow, NERCHE.

SESSION A. 2

SALON 2

STUDENT DEVELOPMENT AND LEARNING

Panel Presentation: Student learning and development at the crossroads: The influence of the developmental context of those who serve and those receiving service

While some benefits of service learning, such as enhanced learning of course material, are more universal, some benefits are particular to the unique pairing of the developmental tasks of the community citizens being served with the undergraduate SL student’s transition into young adulthood. This panel explores both the commonalities and the more idiosyncratic outcomes for undergraduates engaged in service learning experiences with low income preschoolers, with middle school students, and adults in Hospice. Results suggest that by looking through a developmental lens, the benefits for students engaged in service learning can be better understood, documented, and promoted.

Presenters: **Judy Primavera**, Professor, Fairfield University, **Andrew Martinez**, Depaul University, **Patricia Calderwood**, Professor, Fairfield University, **Michael Pagano**, Assistant Professor & Graduate Program Director, Fairfield University, **Joseph Ferrari**, Professor, DePaul University.

SESSION A. 3

SALON 5

THEORETICAL OR CONCEPTUAL FRAMEWORKS TO ADVANCE RESEARCH

Research Paper 1: Citizenship in International Service Learning

Based on my work on community based learning (service learning) in England (UK) I want to consider the use of models of citizenship in the programme design and the evaluation of and research into service learning. I will briefly review the literature on this area in the UK the USA and internationally. In examining the use of models of citizenship in service learning I will specifically consider the 'active citizenship', 'democratic citizenship' and 'cosmopolitan citizenship' models. I would also like to review comparatively the uses of models of citizenship cross-culturally in different international contexts where service learning is being developed.

Presenter: **John Annette**, President, Richmond University, UK.

INTERNATIONAL IMPACT AND DEVELOPMENT

Research Paper 2: Service-Learning and Community-Based Research in Leisure and Tourism Planning: International and Domestic Mechanisms for Social Change

The focus of this paper is to examine a service-learning, study abroad program that engaged students with a rural Ecuadorian community. With this, a discussion on international service learning and the integration of community-based research methodologies into a service-learning course are considered. As a result of the program engaging with the community, a study emerged which explored the factors motivating or constraining the engagement of local women in the tourism industry. This proposal assesses the findings from the study and provides applications of methods to other service-learning programs how to work with and interact with diverse communities.

Presenters: **Lauren Duffy**, doctoral student, Associate Instructor, Indiana University, **Rasul Mowatt**, Assistant Professor, Indiana University.

SESSION A. 4

SALON 6

STUDENT DEVELOPMENT AND LEARNING

Team Presentation: Students' Engaged Pathways: Unwinding Ariadne's Thread

Each fall, incoming and returning students arrive on university and college campuses with a variety of engaged experiences, hoping to integrate these experiences and their attendant learnings, questions and skills into their academic courses of study. Once on campus, who helps students integrate these experiences into a holistic pathway to and through engaged learning? Examining pathways students have already navigated to further their commitments to community engagement, as well as those students imagine developing in support of their own or others' journeys, this team presentation suggests at least five pathways through and to engaged learning.

Presenters: **Amy Anderson**, Faculty Consultant, Duke University, **David Malone**, Associate Professor, Duke University, **Kathy Sikes**, Faculty Consultant, Duke University, **Kristin Wright**, Assistant Director, Duke University, **Leela Prasad**, Associate Professor, Duke University.

SESSION A. 5

SALON 7

COMMUNITY PARTNERSHIPS AND RECIPROCITY

Interactive Workshop on Research Methodologies: Power in Partnerships: Advanced Methods to Research and Assess Power, Processes, and Outcomes in Community-University Partnerships

Universities have been criticized for failing to adapt their approaches in order to improve the imbalance of power in university-community partnerships. This highly interactive session will engage participants in an exploration of design issues in partnership research with a goal of developing new research questions and methodological strategies that could lead to improved connections between theory, research and practice. Participants will be introduced to important considerations, benefits, and limitations when choosing among various methodological approaches to studying campus-community partnerships. They will also explore the role of power, and particularly power imbalances, in the design of research on campus-community partnerships.

Presenters: **Emily Janke**, Special Assistant for Community Engagement, University of North Carolina at Greensboro, **Barbara Holland**, Scholar and Consultant, Indiana University-Purdue University Indianapolis, Portland State University, and University of Sydney, **Kristin Buchner**, Masters Student, University of North Carolina at Greensboro.

SESSION A. 6

SALON 8

PROGRAM EVALUATION AND ASSESSMENT

Team Presentation: Assessment of International Service Learning and Community Engagement: Case Studies at the University of Virginia

As part of a larger institutional journey towards developing better practice of international service learning, we share research findings from assessments of three different academic international service learning programs at the University of Virginia: the ESAVANA (Eastern/Southern African Networks and Associations) program, the Initiative reCOVER Program, and the UVA-Guatemala Initiative. We focus on assessing the impacts of these programs over multiyear periods on crossing boundaries between campus and community partners, between faculty and students, between disciplines, and across geographical and cultural contexts. Our presentation involves U.S. and international faculty and community representatives to highlight research findings from multiple perspectives.

Presenters: **Loren Intolubbe-Chmil**, Study Abroad Advisor, University of Virginia, **Robert Swap**, Associate Professor, University of Virginia, **Kent Wayland**, Post Doctoral Research Associate, University of Virginia, **Joseph Francis**, Program Director, University of Venda, **Jessica Ohana Gonzalez**, SLC Guatemala Coordinator, University of Virginia, **Anselmo G. Canfora**, Assistant Professor, University of Virginia, **Susanna Williams**, Program Coordinator, University of Virginia, **James Ngundi**, Ph.D. Candidate, University of Virginia, **Caroline Berinyuy**, Graduate Teaching Assistant, University of Virginia, **David Burt**, Assistant Professor, University of Virginia, **Carol Anne Spreen**, Assistant Professor, University of Virginia.

SESSION A. 7

SALON 10

INTERNATIONAL IMPACT AND DEVELOPMENT

Research Paper 1: Affordances of international service learning: enhancing learning through authenticity and autonomy

International service learning is a pedagogy that combines aspects of traditional, locally administered service learning with aspects of project-based learning. This paper puts forth the view that international service learning enhances student learning through increased emphasis on project authenticity and higher levels of student autonomy. We define the ways in which service learning and project-based learning provide environments that lead to authenticity and autonomy. We then explain how the unique, immersive nature of international service learning enhances both areas leading to student progress with their problem solving abilities, procedural thinking skills and knowledge of professional practice.

Presenters: **Philip Motley**, Assistant Professor, Elon University, **Amanda Sturgill**, Associate Professor, Elon University.

THEORETICAL OR CONCEPTUAL FRAMEWORKS TO ADVANCE RESEARCH

Research Paper 2: Not Everything that Counts can be Counted: Qualitative Methodologies and International Service Learning

Einstein's comment that "Not everything that can be counted counts and not everything that counts can be counted" serves as a descriptor of the ongoing debate concerning the validity of qualitative research methodologies in a world that privileges the quantitative. This paper examines the relevance of narrative inquiry and photo elicitation to research in international service-learning and contends that a space be made for deep understandings of individual and small group experiences. These narrative understandings of story are instrumental in understanding the reasons that international service-learning is transformative and aids in creating experiences that bring about global citizenship.

Presenter: **Geraldine Balzer**, Assistant Professor, University of Saskatchewan.

SESSION A. 8

SALON 12

COMMUNITY PARTNERSHIPS AND RECIPROCITY

Research Paper 1: Reciprocity for What? Supporting Cooperation and Democratic Engagement between University-Community Partners

This article contributes to the community engagement literature by creating a conception of reciprocity that is developed from empirical social science research and focused on cooperative elements associated with university-community partnerships. In this article, I briefly demonstrate the limitations of phenomenological

research methods and illustrate the need to construct a conception of reciprocity that is developed from empirical social science research. I develop an assessment rubric for reciprocity that draws from a historical survey of social science literature related to collective action and cooperation.

Presenter: **Brandon Kliewer**, Civic Engagement Post-Doctoral Associate, University of Georgia.

Research Paper 2: New Insights about Partnerships: Research on Community-based Collaborations with Philanthropy

An innovation in community engagement is the creation of meaningful partnerships among practitioners, administrators, educators, government leaders, and local philanthropic organizations. This session summarizes new insights about studying partnerships based upon a national demonstration program, "Partners Investing in Nursing's Future." Fifty local partnerships involving over 200 funders and more than 450 community partners have been created to develop local solutions to a common problem. The partnership processes and experiences are rigorously evaluated through multiple methods. Lessons learned in establishing effective partnerships that address community-identified issues and create locally relevant workforce solutions will be highlighted.

Presenters: **Sherril Gelmon**, Professor of Public Health, Portland State University, **Linda Norman**, Senior Associate Dean, Vanderbilt University School of Nursing, **Katharine Ryan**, PIN Graduate Research Assistant, Portland State University, **Judith Woodruff**, Director, PIN National Program Office, Northwest Health Foundation.

SESSION A. 9

WILSON

STUDENT DEVELOPMENT AND LEARNING

Research Paper 1: At the cross-roads of dissonance: Border pedagogy and meaning-making of service-learning in India

This paper uses the frameworks of border crossing and border pedagogy (Anzaldúa, 1987; Giroux, 1992; Taylor, 2002) to identify ways in which students construct understandings after a service-learning experience in India. Data are drawn from 24 Portland State University students in two cohorts (2010 and 2011): Daily written reflections and oral discussions in India; evaluative feedback given to host institution on final day; and students' written papers after re-entering their home context. Using thematic content analysis, the study reveals a complex meaning-making process for students that integrates cognitive and emotional dissonance along with intercultural understanding and questioning of taken-for-granted assumptions.

Presenters: **Dilafroz Williams**, Professor, Portland State University, **Thomas Van Cleave**, Program Director, International Partnership for Service-Learning and Leadership.

Research Paper 2: The Intersection of Cultural Competence and Professional Role Formation: A Curricular Model for Global Service Delivery

The globalization of society challenges college educators to design pedagogy that prepares students for engagement with a diverse community. Outcome measures are needed to assess the impact of study abroad programs. Our curricular Model, informed by Purnell and Campinha-Bacote's Models of Cultural Competence, was comprised of a yearlong capstone course, including research on culture, production of an evidence based practice report and a weeklong international service learning experience at an orphanage in Quito, Ecuador. Impact of the Model was assessed using the Professionalism in Physical Therapy Core Values survey and Cross Cultural Adaptability Inventory and through reflective papers.

Presenters: **Lorna Hayward**, Associate Professor, Northeastern University.

SESSION A. 10

CRYSTAL

INTERNATIONAL IMPACT AND DEVELOPMENT

Panel Presentation: Crossing boundaries: Tension and transformation in international service-learning

This session will engage participants in conversation with a panel of editors and authors of the forthcoming volume *Crossing Boundaries: Tension and Transformation in International Service-Learning* (Stylus Publishing). The volume explores the powerful potential and equally powerful challenge and problematic nature of international service-learning as a pivotal, developmental aspect of undergraduate education. One of the key

tensions and challenges of international service-learning is the issue of creating models that build deep, reciprocal, sustained community partnerships. Research on service-learning has renewed a focus on academic rigor and achieving learning goals of an academic course. The focus of the discussion will be on international service-learning as it connects with educating students to possess and demonstrate personal and social responsibility, as well as lifelong commitments to citizenship that reflect critical global and international perspectives. Chapter authors will present and discuss models of international service-learning that can function as transformative educational processes for students, faculty, staff, community partners/communities, and the academy. Panelists and participants will define and distill best practices and model programs, projects and courses and reflexively consider their own practice.

Presenters: **Patrick Green**, Director of Experiential Learning, Clinical Instructor of Experiential Learning, Loyola University Chicago, **Mathew Johnson**, Director of Academic Community Engagement, Associate Professor of Sociology and Environmental Studies, Siena College, **Lori Gardenier**, Associate Academic Specialist, Northeastern University, **Eric Hartman**, Lecturer, Arizona State University, **Richard Kiely**, Associate Director, Center for Teaching Excellence, Cornell University, **Paul Kollman**, Assistant Professor, University of Notre Dame, **Paula Mellom**, Research Scientist, Center for Latino Achievement and Success in Education, University of Georgia, **Rachel Tomas Morgan**, Assistant Director, Center for Social Concerns, University of Notre Dame.

10:50 AM – 12:00 PM

CONCURRENT SESSIONS B

SESSION B. 1

SALON 1

THEORETICAL OR CONCEPTUAL FRAMEWORKS TO ADVANCE RESEARCH

Research Paper 1: Sustaining Service-Learning: Best Practices at Six Exemplar U.S. Community Colleges

Interviews with program coordinators, faculty, and presidents provided multiple viewpoints of the current state of service-learning at six institutions. Findings revealed that robust programs started with a strong foundation, made positive connections across the college and throughout the community, had organizational structures aligned with service, used service-learning to emphasize student learning, and recognized the practical application of this method for career and work purposes. Barriers affecting programs within the college and community partners revolved around communication, procedural, and organizational issues. The six colleges have demonstrated that long-term service-learning offers practical, real-world learning opportunities for students, the college, and the community.

Presenter: **Ann Ludwick**, Undergraduate Program Director, George Mason University.

COMMUNITY PARTNERSHIPS AND RECIPROCITY

Research Paper 2: Using peer-led community mobilization and media advocacy to aid HIV prevention and economic stability with former sex workers and orphans and vulnerable children (OVCs) in Nairobi, Kenya

This study describes a partnership between the Kenya Voluntary Women Rehabilitation Centre (K-VOWRC) and three DePaul University faculty and staff. The team's primary goal is to enhance the health and economic quality of life of former sex workers and OVCs. Combining the processes of peer-led community mobilization and media advocacy, the team is currently working to: strengthen K-VOWRC's existing infrastructure; gain Kenyan community and public policy support; and secure funds to support existing and proposed programs. Following focus and in-depth interviews with the victimized groups and their leaders, workshops will be held to aid their ability to advocate for themselves.

Presenters: **Teresa Mastin**, Associate Professor, College of Communication, DePaul University, **Alexandra Murphy**, Associate Professor, College of Communication, DePaul University, **Andrew Riplinger**, International Programs Coordinator, Adolescent Community Health Research Group, **Elizabeth N. Ngugi**, Director, Centre for HIV Prevention and Research, University of Nairobi.

SESSION B. 2

SALON 2

COMMUNITY OUTCOMES AND IMPACT

Panel Presentation: Exploring the Impact of Adult Students on Communities: A panel to identify research questions and agendas

As residents of the very communities with which colleges and universities collaborate through community-based learning, adult students are in a unique position to help strengthen partnerships with the understanding of the community culture and issues that they may bring to the project. This panel will draw upon the literature on community impact as well as reanalysis of research with older and working students to consider what future research would indicate whether adult students develop longer term relationships with community partners, are more comfortable working with staff in communities, and bring a greater level of cultural competence to the community-based project.

Presenters: **Susan Reed**, Associate Professor, DePaul University, **Barbara Holland**, Higher Education Consultant & Senior Scholar, Indiana University-Purdue University Indianapolis, **Catherine Marienau**, Professor, DePaul University, **Gail Robinson**, Director of Service Learning, American Association of Community Colleges.

SESSION B. 3

SALON 5

CIVIC LEARNING OUTCOMES FOR STUDENTS IN K-12 AND HIGHER EDUCATION

Team Presentation: (Re)Mapping Democracy through service-learning: Engaging Urban Students in We the People

"We, the People" is a congressionally funded curriculum designed to educate elementary, middle, and high school students about the U.S. constitutional form of government. Using the "We, the People" curriculum, we organized a year-long, weekly service-learning experience for our undergraduates where they deliver the content to 5th, 8th, and 11th grade social studies classes at several urban schools in Cleveland and inner-ring suburbs. Using data from interviews with teachers, focus groups with college students, student journals, and the school children's standardized test scores, we will present an analysis of the impact of the We the People Service-Learning Program.

Presenter: **Margaret Finucane**, Director, Center for Service and Social Action, John Carroll University, **Lauren Bowen**, Associate Academic Vice-President, John Carroll University.

SESSION B. 4

SALON 6

STUDENT DEVELOPMENT AND LEARNING

Research Paper: ePortfolio Development in a Community-based Learning Course

EPortfolio practices and systems are in their infancy in community-based learning contexts. It is my goal to determine how community-based learning experiences are represented and can be assessed through development of an ePortfolio. This study documents ways the ePortfolio can be broadly adopted by schools and universities to help manage representation and assessment of the impact of community work. A better understanding of the factors that influence learning in community-based learning contexts, together with a better understanding of the role digital environments can play, will facilitate the development of programs and systems for improving the educational experience.

Presenter: **Kathryn Wozniak**, Instructor, DePaul University, **Jose Zagal**, Assistant Professor, DePaul University.

CIVIC LEARNING OUTCOMES FOR STUDENTS IN K-12 AND HIGHER EDUCATION

Interactive Workshop on Research Methodologies: Using ePortfolios for Evidence-Based Research

In this workshop we will introduce a theoretical framework for using ePortfolios for research and assessment, explore different types of ePortfolios, their purposes (as learning and for learning), kinds of evidence that can be gathered using ePortfolios to further your research (e.g. narratives, photos, videos, student products), and ways in which community partners can be involved in the process. E-portfolios are increasingly being used as a way to show authentic evidence of student learning outcomes. One of the most common elements of e-portfolios is student reflection, which makes ePortfolio a compatible tool to use with service learning and community engagement.

Presenter: **Kristin Norris**, Instructional Technology Specialist, Indiana University-Purdue University Indianapolis, **Kathy Steinberg**, Assessment Specialist, Indiana University-Purdue University Indianapolis.

SESSION B. 5

SALON 7

THEORETICAL OR CONCEPTUAL FRAMEWORKS TO ADVANCE RESEARCH

Interactive Workshop on Research Methodologies: Patterns of Campus-Community-Partnership and Community-Based Research - Developing a Competence-Model for Experience-Based Teaching and Research as a Tool for Enhancing Participation and Social Innovation in Society

Based on a five-year experience of service learning and transdisciplinary campus-community-partnership processes for social innovation the authors will discuss a research concept designed to develop competence models for experiential learning. The aim is to develop the competence model as a pattern language" for experiential learning and research based upon competencies developed for students, teachers and community actors. Design, theory, and principles of data analysis of the research concept will be discussed.

Presenters: **Wolfgang Stark**, Professor, Director, Center for Societal Learning and Social Responsibility, University of Duisburg-Essen, **Karsten Altschmidt**, Center for Societal Learning and Social Responsibility, University of Duisburg-Essen, **Joerg Miller**, Center for Societal Learning and Social Responsibility, University of Duisburg-Essen.

SESSION B. 6

SALON 8

FACULTY ROLES AND PROFESSIONAL DEVELOPMENT

Research Paper 1: Narrative Reflections as Rendering about Service Learning: A cubist perspective

What do authentic communications and illustrations about service learning look like? Are we mindful about the journey and risk faculty undertake when participating in this important work? As researchers attempt to quantify service learning into an organized flow chart with a common language and predictable outcomes, the need for transparent communication with faculty is jeopardized. Data reveal that the conceptualization, practice and outcomes of service learning do not translate to structured flowcharts and a common language. Rather, the true experience of service learning is comparable to a cubist rendering with multiple viewpoints, contributors and shards of risk and reward.

Presenter: **Chrisanne Christensen**, Associate Professor of Psychology, Southern Arkansas University.

CIVIC LEARNING OUTCOMES FOR STUDENTS IN K-12 AND HIGHER EDUCATION

Research Paper 2: Service-learning for Sustainable Construction

In spring 2011, Colorado State University (CSU) Department of Construction Management, Unless Design Collaborative and Centennial High School worked together to offer a service-learning course that empowers students as leaders, stewards, and teachers through a hands-on sustainable design/build project to benefit the Rocky Mountain Great Dane Rescue. In the course, CSU graduate students work with local, alternative high school students to construct two full-scale sustainable dog houses. Our research examines the role of service-learning in construction management education as related to sustainable building. Pre- and post- course surveys were administered to evaluate the impact of such engagement.

Presenters: **Caroline Clevenger**, Assistant Professor, Colorado State University, **Mehmet Ozbek**, Assistant Professor, Colorado State University, **Dan Reaves**, Research Assistant, Colorado State University.

SESSION B. 7

SALON 10

PROGRAM EVALUATION AND ASSESSMENT

Research Paper 1: Research by Design: An Analysis of Community Engagement

The researcher contextualizes one academic department's research process and products from a year-long analysis of community engagement. Strategies presented demonstrate how the department's community engaged scholarship crosses boundaries to advance social change. Based on conceptual frameworks presented within the presentation, the researcher stimulates discussion among session attendees about community engagement as a form of civil discourse increasingly embedded in university-community partnerships.

Presenter: **Patrick Lee Lucas**, Associate Professor, University of North Carolina at Greensboro.

Research Paper 2: Data Analysis Until You Drop: Results from Six Years of Survey Data

This research session presents results from six years of data gathered from two universities' use and adaption of Campus Compact's student service-learning survey (Holland et al., 2001). Using PowerPoint and handouts with the different iterations of the survey used over time, the presenters will provide succinct summaries of our research findings to date. Participants will gain a strong basis for comparative studies, learning how their programs compare to others on individual items and sections of the survey, as well a better understanding of how and why they could use and/or adapt the survey to fit their own needs.

Presenters: **Adrian Wurr**, Assistant Director, Service-Learning & Internships, University of Idaho, **Cathy Hamilton**, Director, Office of Leadership & Service-Learning, University of North Carolina at Greensboro.

SESSION B. 8

SALON 12

COMMUNITY PARTNERSHIPS AND RECIPROCITY

Research Paper 1: Promising Commitments? Exploring the Diverse Roles of Higher Education Institutions in Planned Poverty Reduction through the Federal Promise Neighborhood Initiative Policy

This study investigates higher education's role in a federally funded, comprehensive-community, and poverty-reduction program in 21 communities across the United States--the Promise Neighborhood Initiative (PNI). In this program, community organizations, schools, and higher education institutions partner to create a "continuum of solutions" in the nation's most distressed communities. The investigation is framed through Ostrander's (2004) intellectual rationales to understand how higher education can contribute to the plan for community transformation. The investigation combines descriptive quantitative and thematic qualitative methods to the 1800 pages of PNI application materials about higher education's role in community transformation and poverty reduction.

Presenter: **Elizabeth Hudson**, Ph.D. Candidate, University of Michigan.

Research Paper 2: Pre-service teachers' service learning among students with Autism Spectrum

Internationally, the growing number of students with Autism Spectrum Disorder (ASD) means pre-service teachers will encounter students in their classrooms. One service learning collaboration between Autism Spectrum Australia and the University of Western Sydney is situated in Social Clubs for adolescents to provide structured opportunities for positive peer interactions. Pre-service teachers learn there about establishing rapport with students with ASD and reflect on developing strategies for future classrooms. This paper uses Bourdieu's theory of social capital to analyse pre-service teachers' reflections and survey data, moving the theory from a cultural context to focus on students with special learning needs.

Presenter: **Anne Power**, Senior Lecturer, University of Western Sydney.

SESSION B. 9**WILSON****COMMUNITY OUTCOMES AND IMPACT****Research Paper: Exploring the Impact of Service-Learning and Engagement: Students, Community Partners and Social Change**

There exists a wealth of research about the impact of service-learning on students at all levels of education. This research has helped to advance a powerful, yet not quite prolific, civic-engagement pedagogy, particularly in higher education. Unfortunately, the impact of service-learning initiatives on the communities in which the students engage has been minimal at best. This study examines a partnership program between higher education, a state-funded literacy tutor program, and an adult education agency, and investigates the impact of service-learning on pre-service teachers and their understanding of the community, as well as the impact on the community partners involved.

Presenter: **Mary Hutchinson**, Assistant Professor, Penn State University.

SESSION B. 10**CRYSTAL****INTERNATIONAL IMPACT AND DEVELOPMENT****Conversation Hour: Ethical and Civic Development and Training in Millennial Universities: Experiences from Mexico, Spain and Chile**

This conversation hour will examine the role and limitations of service-learning as a harmonizing method across Mexico, Spain, and Chile. To embrace the IARSLCE's international mission, conversations in both Spanish and English are possible. Spanish-speaking researchers, as well as those interested in examining the topics described in this proposal, are welcome to join us for conversation, research agenda building, and networking.

Presenters: **Marisa Cabrera**, Professor Researcher, Tec de Monterrey, México, **Álvaro N. Ugueño**, Professor Researcher, Universidad Católica de Temuco, Chile, **Esther Luna**, Professor Researcher, Universidad de Barcelona, España.

12:15 PM – 1:45 PM**LUNCH AND AWARDS PRESENTATIONS****RED LACQUER ROOM****2:00 PM – 3:10 PM****CONCURRENT SESSIONS C****SESSION C. 1****SALON 1****COMMUNITY PARTNERSHIPS AND RECIPROCITY****Team Presentation: Service WITH not FOR Persons with Disabilities: Effects on Pre-Service Teacher Efficacy & Community Partners**

Teachers in Action with Persons with Disabilities through High-Tech High-Touch Service-Learning, a partnership between the University of Central Florida and the United Cerebral Palsy of Central Florida, has created a model to engage pre-service educators in service-learning with and for persons with disabilities. Project history and structure, service-learning management and projects, and results on effects on participating pre-service teachers' sense of teacher efficacy will be shared. Data from interviews with community partners will provide insight on community impact, with specific attention to empowering young adults with disabilities.

Presenters: **Trae Stewart**, Associate Professor, Texas State University-San Marcos, **Rebecca Hines**, Associate Professor, University of Central Florida, **Shawn Eigenbrode**, Assistant Director, Teachers in Action/UCF, Kay Allen, Associate Professor, University of Central Florida.

SESSION C. 2

SALON 2

PROGRAM EVALUATION AND ASSESSMENT

Team Presentation: How can social media integrate into community partnerships and institutional contexts? Lessons from a national network

Social media and online tools are part of the public discourse and are often talked about with respect to how young people are spending their time. Research in this area has shown that young people's online activities, regardless of motivation, can lead to civic engagement. But what does this mean for college students and campus-community partnerships? Can college civic engagement offices effectively leverage these tools for student engagement and community impact? This session will provide insight and dialogue based on the experiences of a national network of campuses connected to the Bonner Foundation and its service-based scholarship and leadership programs.

Presenters: **Abby Kiesa**, Youth Coordinator & Researcher, CIRCLE/Tufts University, **Ariane Hoy**, Senior Program Officer, Bonner Foundation.

SESSION C. 3

SALON 5

THEORETICAL OR CONCEPTUAL FRAMEWORKS TO ADVANCE RESEARCH

Team Presentation: A Cycle of Service-Learning and Social Enterprise: Redefining the Parameters of Community Partnerships and Service-Learning Outcomes

This presentation will examine the outcropping of a social enterprise (Nashville Mobile Market) from a Vanderbilt undergraduate service-learning course. Drawing from the evolution of this course-enterprise relationship, we are proposing a framework which illuminates a cycle beginning with a service-learning course to the development of a social enterprise and back to the classroom. This framework is built upon an understanding of a sustained community-student-engagement web representing the connections of partnerships aimed at connecting students, community, and faculty. This framework is moving us to reframe faculty roles, create a sustainable web of partnerships, and develop generative-reflective student learners.

Presenters: **Leigh Gilchrist**, Assistant Professor, Vanderbilt University, **Sharon Shields**, Professor, Vanderbilt University, **Ravi Patel**, medical student, Vanderbilt University.

SESSION C. 4

SALON 6

STUDENT DEVELOPMENT AND LEARNING

Team Presentation: The Carbon Emissions Reduction Action Project of Chicago Public Schools: Findings and Projections of a Two-Year Service-Learning Initiative

This presentation will share the rationale, methodology, and research findings of the Carbon Emissions Reduction Action Project (CERAP) of the Chicago Public Schools. CERAP is a two-year pilot project that has been implemented in 15 Chicago Public Schools during the 2009-2010 and 2010-2011 school years. Both qualitative and quantitative research methods were conducted on 5 of the 15 schools to measure academic, attitudinal, and behavioral changes as a result of the project's implementation.

Presenter: **Catherine Lindskog**, Service Learning Specialist, Chicago Public Schools.

SESSION C. 5

SALON 7

FACULTY ROLES AND PROFESSIONAL DEVELOPMENT

Interactive Workshop on Research Methodologies: How characteristics and confidences of service-learning leaders impact institutionalization.

Research notes that effective leadership is key to executing and institutionalization an educational reform like academic service-learning. The current research focuses on an area of service-learning that is largely unexamined: the leadership capacities of service-learning champions and how these capacities impact institutionalization. Results of a survey collected from 173 service-learning leaders, across the U.S., will be discussed in terms of how their education, experience, and confidences in carrying out complex academic initiatives can impact institutionalization. Implications for service-learning program planning and leadership development initiatives will be highlighted.

Presenter: **Alisha Vincent**, Director, Service Learning and Civic Engagement, Iowa Wesleyan College.

SESSION C. 6

SALON 8

IARSLCE Early Career Award

STUDENT DEVELOPMENT AND LEARNING

Conversation Hour: Doing difference differently: The role and relevancy of race in service learning and community engagement

Gilbride-Brown (2011) suggests that our understanding of service-learning is limited “because of the infrequency with which race is considered in the research” (p. 34). Recent work by Mitchell & Donahue (2009) and Gilbride-Brown (2011) explore how service-learning experiences are different for white students and students of color. However, we rarely center issues of race in the pedagogy and practice of service-learning. This session invites participants to discuss a new research project the author is conceptualizing, including exploring the role of potential theoretical frameworks and possibilities for research design. The overarching goal of the session is to create a conversation about service-learning practice and research with a focus on issues of race and ethnicity. Whether examining our own identities and experiences or questioning ways that race and racism operate systemically to determine the experiences of people “in need,” service-learning is a racialized experience. We will question the heightened awareness of race in the community coupled with the assumed race neutrality of the classroom that dominates the discourse on service-learning practice and research. We’ll explore critical race theory and other theorizing regarding racial identity to consider pedagogical implications for service-learning and methodological opportunities for service-learning research.

Presenter: **Tania D. Mitchell**, Associate Director of Undergraduate Studies and Director of Service Learning, Center for Comparative Studies in Race and Ethnicity, Stanford University.

SESSION C. 7

SALON 10

COMMUNITY OUTCOMES AND IMPACT

Research Paper 1: Assessing Statistical Data Gathering and Narrative as Methods to Preserve the Wisdom Gathered from Intergenerational Service-Learning

Over the past five years, nearly 150 students from two American universities have interviewed retired women religious (65-95 years old) to gather their wisdom on topics such as discernment of vocation, work with people at the margins of society (the homeless, immigrants, pregnant teens, and so on), and leadership style when heading organizations. The paper describes the procedures of the intergenerational service-learning and assesses the strengths and weaknesses of different methods of documenting the wisdom: statistical data gathering for publication and narrative for preservation in university and community archives.

Presenters: **Dan Vaillancourt**, Professor, Loyola University Chicago, **Kathy Vaillancourt**, Independent Scholar, Loyola University Chicago.

Research Paper 2: “We Know What you Need”: Problematizing English Language Teaching in the “Global South”

Peculiar tensions exist surrounding international service-learning, particularly when the service involves teaching English as a foreign language, and those “serving” come from a “developed” country and those “served” live in a “developing” country. Such tensions exaggerate problems of power discrepancies, reciprocity, and sustainability. This study examines host community attitudes toward English and English language teaching where there are differences of socio-economic status, ethnicity, and language between the students engaged in service and the host community, exacerbated by historical, political, and economic factors that impact host community attitudes toward the country from which the servers come.

Presenters: **Paula Mellom**, Assistant Research Scientist, University of Georgia, **Cori Jakubiak**, Assistant Professor, Grinnell College.

SESSION C. 8

SALON 12

PROGRAM EVALUATION AND ASSESSMENT

Team Presentation: Faculty, community, and stakeholder interests in evaluation research: Case study of Project on Civic Reflection

Staff from the Project on Civic Reflection, a nonprofit organization, partnered with a researcher to implement a study, Community Engagement on Illinois College Campuses, in Spring, 2011. The research study was built upon a prior qualitative program evaluation and was designed to evaluate the value of civic reflection for college students using quantitative survey and methodology. The questionnaire was designed to be implemented at fifteen campuses across Illinois. Negotiating and collaborating across differences from key stakeholders, both in terms of the constructing the questionnaire and implementing the research, will be the focus of this presentation.

Presenters: **Julie Hatcher**, Associate Professor, Philanthropic Studies, Indiana University-Purdue University Indianapolis, **Kelli Covey**, Program Director, Project on Civic Reflection, **Nancy Castle**, Professor, Northern Illinois University.

SESSION C. 9

WILSON

STUDENT DEVELOPMENT AND LEARNING

Team Presentation: Parents as Reading Tutors Nightly Encouraging Reading Success (PARTNERS)

PARTNERS project exemplifies the partnership between a college education department and their neighboring public school district. The partnership impacted literacy instruction to preschoolers and families, fostered service learning for college students, and examined whether the college students' decisions to work with families deemed at-risk could be positively altered after participating in the project. PARTNERS reinforced the relationships between communities of practice, families and pre-service students as well as preschoolers and family members who participated in their daily family curriculum. Most importantly, PARTNERS nurtured growth for all.

Presenters: **Linda Dauksas**, Assistant Professor, Elmhurst College, **Diana Brannon**, Associate Professor, Elmhurst College.

FACULTY ROLES AND PROFESSIONAL DEVELOPMENT

Research Paper: The Involvement of Special Education Faculty in Service-Learning Teaching

This presentation will review the results of a qualitative investigation regarding the involvement of special education faculty in service-learning teaching and course development. Interviews, document analysis, and survey data were gathered from special education faculty with expertise in service-learning teaching. Results pertaining to service-learning implementation, factors that motivate and deter faculty from using service-learning, recommendations for implementation, and the alignment with the field of special education will be explored. Discussion will also focus on the "next-steps" for research within teacher education and special education.

Presenters: **Lance S. Neeper**, Assistant Professor, University of Maine at Farmington, **Stacy K. Dymond**, Associate Professor, University of Illinois at Urbana-Champaign.

SESSION C. 10

CRYSTAL

THEORETICAL OR CONCEPTUAL FRAMEWORKS TO ADVANCE RESEARCH

Panel Presentation: Strengthening the Theoretical Bases of Research on Service-Learning: Research Related to Students, Community, Faculty, Institutions, and Partnerships

In this session, focused on strengthening the theoretical base of service-learning research, several authors contributing chapters to *Research on Service Learning: Conceptual Frameworks and Assessment* (Clayton, Bringle, & Hatcher, eds.; forthcoming from Stylus Publishing) will share and invite critical application of theories from various disciplines that are relevant to their respective topic area of service-learning research. Small group discussions will form around areas of research emphasis: Students (e.g., cognition, civic learning), Community (e.g., community development), Faculty (e.g., motivation), Institutions (e.g., leadership), and Partnerships (e.g., inter-organizational relationships). Within each topic we will discuss relevant theoretical frameworks (some new to the field), critique research on the topic to date, and explore future research agendas. The discussion in this session will stimulate future research by offering wide-ranging theoretical frameworks and engaging participants in thinking about how they can shape their own and the field's research agendas.

Presenters: **Robert G. Bringle**, Executive Director, Center for Service and Learning, IUPUI, **Rick Battistoni**, Professor of Political Science, Providence College, **Patti Clayton**, Practitioner-Scholar, PHC Ventures; Senior Scholar, IUPUI; Visiting Scholar, UNCG, **Peggy Fitch**, Professor of Psychology, Central College, **Andy Furco**, Associate Vice President for Community Engagement, University of Minnesota, **Barbara Holland**, Senior Scholar, IUPUI; Higher Education Consultant, **Barbara Jacoby**, Faculty Associate for Leadership and Community Service-Learning, University of Maryland, **Emily Janke**, Special Assistant for Community Engagement, University of North Carolina at Greensboro, **Kerry Ann O'Meara**, Associate Professor of Higher Education, University of Maryland, **Roger Reeb**, Professor of Psychology, University of Dayton, **Lorilee Sandmann**, Professor of Adult Education, University of Georgia.

3:20 PM – 4:30 PM

CONCURRENT SESSIONS D

SESSION D. 1

SALON 1

THEORETICAL OR CONCEPTUAL FRAMEWORKS TO ADVANCE RESEARCH

Research Paper 1: Service Learning as Role Expansion: Using Role Theory to Understand Service Learning

Service Learning requires effective partnerships between educators and community organizations. We propose that Role Theory can help us come to a more complete understanding of what this partnership entails. Drawing on Ralph Turner's (1990, 2001) discussion of role change, we first show how engaging in service learning requires a quantitative and qualitative change in the roles of all participants. These changes result in role expansion and the overlapping of role boundaries where each role in the system takes on behaviors of the other roles. Indeed, we posit that the more overlap there is, the more successful the service learning partnership.

Presenters: **Anne Marie Kinnell**, Assistant Professor of Sociology, University of Southern Mississippi, **Richard Conville**, Professor of Communication Studies, University of Southern Mississippi.

COMMUNITY OUTCOMES AND IMPACT

Research Paper 2: Training the Wizards: Engaged Scholarship as a Model for Youth Worker Professional Development

Some scholars refer to youth workers as "wizards" because they succeed where most have failed with urban youth. Yet, U.S. youth workers receive little formal training. This research was conducted in a course at Clark University with eleven experienced youth workers and eleven traditional college students. We 1) identified five common youth work dilemmas; 2) developed a professional development framework; and 3) demonstrated the effectiveness of a case study approach for both sets of students. This research demonstrates a unique but replicable form of community-engaged scholarship that advances a scholarly field, practitioner education, and the university's role in community transformation.

Presenter: **Laurie Ross**, Assistant Professor, Clark University.

SESSION D. 2

SALON 2

STUDENT DEVELOPMENT AND LEARNING

Research Paper 1: Evaluating the Impact of Service Learning on Student Outcomes in a Health Psychology Course

This study examined how aspects of an undergraduate Health Psychology course, which included a project-based model of service learning, contributed to changing students' perspectives on public service, community engagement, and social justice. Forty students completed questionnaires on the first and last day of the course and two perspective-taking activities. Preliminary results suggest that inclusion of a project-based service learning activity was influential in changing students' community service self-efficacy. Analyses of student responses to a perspective-taking task hold promise for demonstrating the value of reducing students' stereotypes about children's health.

Presenter: **Astrida Kaugars**, Assistant Professor, Marquette University.

Research Paper 2: The Impact of Service-Learning on First-Generation College Students and their Peers: A Comparative Study

This large-scale study surveyed 260 college students enrolled in service-learning classes. Nearly 50% of the respondents identified themselves as first-generation college students. Quantitative and qualitative analyses demonstrate that both first-generation college students and their peers report positive outcomes from the service-learning component of the course in academic learning, personal growth, and civic engagement. In addition, the results indicate that the relationship between service-learning and student outcomes is particularly strong for students whose mothers lack a college degree.

Presenters: **Chrys Gabrich**, Professor, Communication Department, Carlow University, **Linda Burns**, Professor, Sociology Department, Carlow University, **Melinda Bodick**, student, Carlow University, **Ting-Ting Chung**, Associate Professor, Carlow University, **Jessica Friedrichs**, Director, Service-Learning Center, Carlow University, **Stephanie Wilsey**, Associate Professor, Carlow University.

SESSION D. 3

SALON 5

PROGRAM EVALUATION AND ASSESSMENT

Team Presentation: Developing Multiple Literacies in Academic English through Service-Learning and Community Engagement

This panel will analyze results of a pilot language immersion program that aims to develop multiple literacies in academic English through service-learning and community engagement. Participants include 40 undergraduates from fourteen developing nations nominated by the U.S. State Department. Particular attention will be paid to the ways in which the service-learning component of the program enhances program goals of developing intercultural awareness and advanced language acquisition. Implications for service-learning and community engagement as a mechanism for intercultural development and second language acquisition in domestic and international contexts will be presented by a panel of teachers, administrators, community partners, and students.

Presenters: **Connie Mick**, Director of Community-Based Learning and Social Concerns Seminars, Co-Director, Poverty Studies Minor, University of Notre Dame, **Lance Askildson**, Director, Center for the Study of Languages and Cultures, University of Notre Dame, **Annie Cahill Kelly**, Director of Community Partnerships and Service Learning, Center for Social Concerns, University of Notre Dame, **Debra Stanley**, Community-Based Learning Coordinator, AIDS Ministries/AIDS Assist.

SESSION D. 4

SALON 6

STUDENT DEVELOPMENT AND LEARNING

Research Paper 1: Community Action Support: An interventionist mechanism for supporting Indigenous school students in remote areas of Australia

This presentation will review the Community Action Support (CAS) program within the context of service learning. CAS is a partnership program that assists Indigenous secondary school students in remote locations improve their literacy skills. Volunteering pre-service teachers are used as school mentors/tutors. This paper presents research on the impact that participation in CAS had on pre-service teachers, their understandings of Indigenous student populations and the challenges they encountered in mainstream schooling. Findings demonstrated that the tutors learned much about teaching such as understanding literacy acquisition; understanding student diversity; and gaining knowledge and insight into Indigenous students and their specific needs.

Presenter: **Loshini Naidoo**, Professor, University of Western Sydney.

Research Paper 2: Writing ourselves out west: Curriculum leakages, creative endeavors & pedagogical encounters

This paper rereads a service learning / community engagement pedagogy for pre-service secondary teachers in western Sydney as a curriculum that allows for slippages beyond conventional curriculum silos, and provokes productive and unpredictable pedagogical encounters. It recognizes movements in the subjectivities of beginning teachers as they work with young people in ways that enable new ways of thinking about students, schooling, themselves and the places in which they are likely to work. It maps how a critical engagement with place in western Sydney is facilitated through creative pedagogies of art-making and creative writing.

Presenter: **Susanne Gannon**, Associate Professor, University of Western Sydney.

SESSION D. 5

SALON 7

THEORETICAL OR CONCEPTUAL FRAMEWORKS TO ADVANCE RESEARCH

Interactive Workshop on Research Methodologies: Evaluating the Ethical and Scientific Integrity of International Service-Learning Research

Increasing international service-learning (ISL) activities necessitate the understanding and implementation of comprehensive research agendas to examine the pedagogical effectiveness of service-learning. Using principles upon which research guidelines for ISL should be based, the presenters will review aspirational ethical standards for research on ISL in the following four categories: the researcher's obligations and responsibilities, protection of research participants, sponsorship, and the publication and dissemination of research findings. Using these standards, the presenters will then engage the audience in an interactive workshop with several hypothetical ISL case studies.

Presenters: **Carole Wells**, Vice Provost and Dean of Graduate Studies, Kutztown University, **Andrea Chapdelaine**, Provost, Albright College, **Ana Ruiz**, Professor, Alvernia University, **Judith Warchal**, Professor, Alvernia University.

SESSION D. 6

SALON 8

INTERNATIONAL IMPACT AND DEVELOPMENT

Team Presentation: Porridge, Chickens and Sewing Machines: Hunger and the Literacy of Entrepreneurship in Rural Malawi

This presentation examines outcomes when service learning is understood as a form of participatory action research, and focuses on two budding entrepreneurial efforts to address hunger within a primary school in rural Malawi. The presentation interrogates the following: service learning experiences that foster the development of cross-cultural global leader competencies; innovative forms of teaching, learning, research, and trans-global collaboration for development; and a broadened conception of the kinds of literacies that might empower diverse learners in a developing country setting.

Presenters: **Thomas Smith**, Associate Professor, North Carolina A&T State University, **Elizabeth Barber**, Associate Professor, North Carolina A&T State University, **Sharon Hunter**, PhD., North Carolina A&T State University, **Toni Bradsher**, M.S., North Carolina A&T State University, **Renee Martin**, M.S., North Carolina A&T State University, **Kanton Reynolds**, M.S., North Carolina A&T State University, **Jamiese Rushing**, B.Ed., North Carolina A&T State University, **Danielle Truitt**, Senior Birth-K Education major, North Carolina A&T State University, **Simeon Hendricks**, Senior Systems Engineering major, North Carolina A&T State University.

SESSION D. 7

SALON 10

THEORETICAL OR CONCEPTUAL FRAMEWORKS TO ADVANCE RESEARCH

Research Paper 1: Re-Visioning Service Learning: Value Analysis and Invitational Rhetoric

This research argues for re-positioning Service Learning from peripheral tool in public education to part of a national common core curriculum. The long-term goal would be empowered citizenry operating in a social-collaborative framework rather than communities dependent on burdened state/local government programs and services. Re-positioning Service Learning from optional projects to required projects is dependent on a shift in thought about Service Learning, in which there is recognition of Service Learning as a means of providing citizens' community-building skills. Acceleration of the societal shift could occur via Invitational Rhetoric and re-visioning the idea of "service" in society.

Presenter: **Christina Hicks-Goldston**, Assistant Professor, Austin Peay State University.

Research Paper 2: Critical Service-Learning: Addressing Imbalances of Power in Service-Learning Practice

The theoretical framework Critical Service-Learning is explored. Drawing from Dr. Yoder Clark's chapter in *Critical-Service Learning as a Revolutionary Pedagogy: An International Project of Student Agency*, a theoretical framework will be advanced that contextualizes service-learning within the work of Paulo Freire's conscientization, Foucault's non-linear models of power and Gramsci's social reproduction theory. A comprehensive review of the Michigan Journal of Community Service Learning from 1994 - 2007 is triangulated with findings from interviews of service-learning pioneers and emerging leaders to identify six principles of best practice of critical service-learning. An international service-learning model, the SurfAid International Schools Program, is explored.

Presenters: **Andrea Yoder Clark**, US Schools Program Manager, SurfAid International Schools Program, **Milton Brown**, Founder, SurfAid International Schools Program, SurfAid International.

SESSION D. 8

SALON 12

INTERNATIONAL IMPACT AND DEVELOPMENT

Research Paper 1: Using Research to Enhance Service Learning Courses: An International Perspective on the Pedagogy of Teaching Children considered to be "At-Risk"

This research project investigated teachers in elementary schools in five countries: the United States, South Africa, England, Australia and Jamaica. It attempted to define and identify best practices used in teaching children considered to be "at-risk" in these 5 countries: Three questions guided this study 1). How do classroom teachers define children "at-risk" in their culture and country? 2). How do classroom teachers identify children "at-risk" in their classrooms? 3). What educational strategies do teachers implement to make learning meaningful for children "at-risk" for academic failure in their classrooms. Findings were infused into the four international service-learning courses.

Presenters: **Therese Wehman**, Professor, Elmhurst College, **Michael Savage**, Professor, Elmhurst College.

STUDENT DEVELOPMENT AND LEARNING

Research Paper 2: Nontraditional Student Experiences of Service-Learning and Identity Development

Nontraditional students are a growing population in higher education. Economic challenges, changing work demands and the desire for personal and professional advancement fuel the adult learners return to school. This phenomenological inquiry examines the lived experiences of highly nontraditional students enrolled in credit-bearing, undergraduate higher education courses, and engaged in pedagogy related to service and learning. This research examines the effects of this pedagogical intervention on nontraditional students with attention to civic and student identity development as demonstrated in Ingroup and Outgroup experiences reflecting the extent to which students perceive these identities as marginalized.

Presenter: **Suzanne Buglione**, Ph.D. Candidate, University of Massachusetts at Boston; Instructor, Worcester State University; Principal, CommunityBuild.

SESSION D. 9

WILSON

CIVIC LEARNING OUTCOMES FOR STUDENTS IN K-12 AND HIGHER EDUCATION

Research Paper 1: Measuring Civic Learning Outcomes in Diverse Contexts: Challenges and Possible Solutions

This presentation focuses on challenges and possible solutions related to measurement of civic learning and engagement outcomes among unique populations. We present two distinct groups that pose interesting challenges in capturing civic learning outcomes: college students who take rigorous service learning courses and marginalized youth who are in civic development programs. Challenges in measuring civic outcomes in each group illustrate the importance of considering the population under study and the context within the population lives when developing civic measures. We will also discuss other important measurement issues such as timing, interval, and developmental appropriateness of the measures.

Presenters: **Jonathan Zaff**, Associate Professor, Tufts University, **Kei Kawashima-Ginsberg**, Leader Researcher, Tufts University, **Michelle Boyd**, Graduate Research Assistant, Tufts University, **Nancy Wilson**, Director and Associate Dean, Tufts University.

Research Paper 2: Validating the Civic-Minded Graduate Scale

A conceptual framework for the Civic-Minded Graduate (CMG) construct is presented as well as three measurement procedures (i.e., CMG Scale, CMG Interview Protocol, CMG Narrative and Rubric) that evaluate the construct. Results from three studies provide evidence of the psychometric properties of each measurement procedure and converging evidence to support the meaningfulness of the CMG construct. Implications of adopting the CMG as a “north star” for future research and for program or curricular development are presented.

Presenters: **Robert Bringle**, Chancellor’s Professor and Director of Center for Service and Learning, Indiana University-Purdue University Indianapolis, **Kathy Steinberg**, Assessment Specialist, Indiana University-Purdue University Indianapolis, **Leslie Ashburn-Nardo**, Professor, Indiana University-Purdue University Indianapolis.

SESSION D. 10

CRYSTAL

IARSLCE Distinguished Research Award

FACULTY ROLES AND PROFESSIONAL DEVELOPMENT

Engaging our terminological messiness: Conceptualizations, distinctions, assessments thereof, and implications

Is service-learning a model of community engagement or of community-engaged scholarship? How about research on service-learning, professional service, or scholarship on engagement? There are so many terms in the literature, often used synonymously and interchangeably. But as our field has grown—and it might be said that we are still very much emerging—perhaps it is time to establish some clearer distinctions amongst the various terms we use. With active and participatory methods, we will clarify the terms, conceptualizations, and models of faculty engagement with the community, noting distinctions among them and identifying examples of research questions subsumed under each where appropriate. We will conclude with discussion of how involvement in one manifestation of this work can serve as a steppingstone to others, which would be helpful for those responsible for growing community engagement on their respective campuses and for faculty seeking seamlessness across their teaching, research, and service through community engagement.

Presenter: **Jeffrey Howard**, Director of Faculty Development, Steans Center for Community-based Service Learning, DePaul University.

3:20 PM – 4:30 PM

POSTER PRESENTATIONS

SALONS 4 & 9

STUDENT DEVELOPMENT AND LEARNING

Assessing Student Performance in Service Learning: Awards & Results

How do you judge student performance in a service-learning environment? One way is by seeing if the activities accomplished the goals of the community organization. But that only gets at part of the picture, because it’s from the organization’s perspective. There are other less traditional, but more powerful ways, to gauge performance: from the change in behaviors of the intended receivers of the service to the employ of outside professional standards. In this presentation, all of these ways will be discussed. And, it will be argued that one should take a multi-input approach to assessing student learning, development, and performance.

Presenter: **Laurence Minsky**, Associate Professor, Columbia College Chicago.

PROGRAM EVALUATION AND ASSESSMENT

Assessing Student Learning Outcomes in International Service Learning Programs

Institutions of higher education worldwide are analyzing their international engagement strategies and rewriting mission statements articulating an aim to graduate global citizens. Simultaneously, international service learning pedagogy is being recognized for its transformative power for students, institutions and communities. Go Global International Learning Programs at the University of British Columbia is undertaking a project to develop a three year strategy to assess student learning outcomes in ISL. This assessment strategy will work across faculties and include both curricular and co-curricular activity to more clearly define what the student learning outcomes of ISL are and how they are achieved.

Presenters: **Tamara Baldwin**, Associate Director, International Learning Programs, University of British Columbia, **Dawn Currie**, Professor of Sociology, University of British Columbia, **Kristin Patten**, Manager of International Service Learning, University of British Columbia, **Kari Marken**, International Service Learning Advisor, University of British Columbia, **Sara Radoff**, Manager of Safety & Learning Abroad, University of British Columbia.

PROGRAM EVALUATION AND ASSESSMENT

Service-Learning Project Encouraging Interest in STEM

This team presentation addresses community outcomes and assessment of student learning using a community-based participatory research model applied to an ongoing service-learning project. The project involves university students enrolled in a speech course delivering presentations on science topics to K-12 classrooms, an elementary afterschool program, and K-12 student and teacher online audiences. Data will be presented from student skill surveys, reflective comments, and interviews conducted with the director of the Arizona NASA Educator Resource Center, an 8th-grade science teacher, the area afterschool program director, and audience members. Analysis of the data and suggestions for future research will be discussed.

Presenter: **Sally Blomstrom**, Associate Professor, Embry-Riddle Aeronautical University.

STUDENT DEVELOPMENT AND LEARNING

Coupled Pedagogy: A Study of Sustainability Education and Community-Based Learning in the Senior Capstone Program at Portland State University

The fields of community-based learning and sustainability education are linked in their focus on addressing community problems through experiential learning. Yet, scarce research exists that examines the overlap of these formally distinct fields. This empirical study examined the nexus of community-based learning and sustainability education. A sample of five community-based interdisciplinary capstones was examined and instructors were interviewed to obtain their perspectives. Three broad themes emerged from the data as common values among instructors: connectedness and relationships; community and place; diversity and inclusiveness. The study found that to achieve meaningful, transformative learning, community-based learning must be coupled with sustainability education.

Presenters: **Emily Bowling**, Civic Engagement & Service Coordinator, Oregon State University, **Dilafroz Williams**, Professor, Portland State University.

STUDENT DEVELOPMENT AND LEARNING

Impacting Media Portrayals of Poverty As Social Change: A Test of Community-Based Class Pedagogy

Social change is one of several distinct community service paradigms that exist on a continuum with charity on one extreme and social change on the other. Even while they're studying how to broadcast journalists, film makers public relations practitioners and advertisers also can sensitized to the experience of feeding those who are hungry. This research tests the "community-based class" as a pedagogical approach while unearthing students' perceptions of their empowerment for social change through the media. Finally, this research applies the five dimensions of the contextual fluidity partnership model.

Presenter: **George Daniels**, Associate Professor, University of Alabama.

FACULTY ROLES AND PROFESSIONAL DEVELOPMENT

Locating Faculty Development for Engagement: A Study of Institutional Factors

To better understand the ways that faculty development for engagement is enabled and constrained by institutional context, this presentation will report on the preliminary results of a mixed-method research study designed to identify the institutional factors that help determine where faculty development for engagement resides, the role of institutional location in controlling who drives and represents faculty engagement, and the resulting nature of faculty development initiatives and institutional rewards. The presenters will facilitate a discussion about how faculty development for engagement can be enhanced through relocating and/or pluralizing the locations for this work on their campuses.

Presenters: **Emily Donnelly**, Associate Professor and Faculty Director of Center for Excellence in Teaching and Learning, Park University, **Melissa Mace**, Executive Director, Missouri Campus Compact.

PROGRAM EVALUATION AND ASSESSMENT

Breaking the Barrier: Easing Transition into Working with Communities

Since Service Learning at Lewis University is still relatively new, this research gathers data, both qualitative and quantifiable, that reinforces our assertion that Service Learning is a vital pedagogical tool that can be transformational for students and faculty alike. The anecdotal input from the reflection tool will put a human voice into the service learning process. Trends in the quantitative data will reinforce the individual stories and their validity across the data pool. These results will help us to grow the service learning efforts among faculty thus building our community partner capacity and ultimately impacting more students across the curriculum.

Presenters: **Stacie Elder**, Associate Professor, Lewis University, **Christine Billups**, Instructor & Coordinator of Service Learning, Lewis University, **Robert Nulph**, Associate Professor, Lewis University.

INTERNATIONAL IMPACT AND DEVELOPMENT

The Perceptions of Participants in a First-Year Experience Program at a New Zealand University

The Emerging Leaders Program (ELP) is a service-based leadership program for high achieving first-year students at the University of Canterbury in Christchurch, New Zealand. Recently restructured to engage students more systematically, the program employs a first-year experience (FYE) foundation to help students connect to their new university surroundings, while providing engaging experiences with various leadership paradigms and service-learning opportunities. The objective of this case study is to collect and understand the perceptions of the participants' experiences in the program.

Presenter: **Hesham Elnagar**, graduate student, Northern Arizona University.

COMMUNITY PARTNERSHIPS AND RECIPROCITY

What Can We Learn about Best Processes in Community Engagement from Case Studies of Academic-Community Partnerships?

This poster illustrates our use of case study research methods to understand commonalities and distinctions in how health sciences researchers partner effectively with communities across initiatives. The research employs a mixed-methods, multi-site case study design that includes both individual case studies of academic-community partnerships and an examination of the commonalities and distinctions across community-based initiatives. Our study findings provide insight into the processes employed in sustaining productive academic community partnerships. Implications for preparing graduate students and faculty for community engagement in research and priorities for institutional capacity-building will be discussed.

Presenters: **Melinda Forthofer**, Associate Professor, University of South Carolina, **John Clarkson**, Research Specialist, University of South Carolina, **Robert Roscoe**, Research Associate, University of South Carolina, **Alyssa Mackelprang**, Research Specialist, University of South Carolina.

COMMUNITY OUTCOMES AND IMPACT

No Longer Hidden in the Home: Immigrant Domestic Workers Building a Movement in Metro Chicago

Chicago has a large and growing population of migrant domestic workers. A local collective of women workers is currently engaged in efforts to document the labor conditions of privately employed household workers while simultaneously bringing the workers together to form a multi-ethnic organization. This study addresses issues regarding movement building of a working population "hidden in the home," and how an engaged scholar can only participate in related struggles by confronting socially given power imbalances, re-configuring what constitutes "power," and transforming it into an account of diverse resources that can differently serve as a basis for building lasting coalitions.

Presenter: **Mechthild Hart**, Professor, DePaul University.

STUDENT DEVELOPMENT AND LEARNING

Is Lack of Familiarity with Millennium Development Goals Among College Students a Problem to be Addressed in Service-Learning Projects?

Does a lack of familiarity with the Millennium Development Goals (MDGs) among college students represent a problem to be addressed in service-learning projects? In a sample of 353 undergraduates, 304 (86%) had "never heard of" MDGs. Three hypotheses were supported: Relative to individuals unfamiliar with MDGs, individuals familiar with MDGs had higher generativity, greater awareness of social injustices, and lower social alienation. An additional study demonstrated lack of familiarity with MDGs, even among undergraduates actively pursuing a service-learning project. Results are interpreted within a conceptual model for service-learning, and recommendations for international collaborative research, engaged scholarship, and service-learning are presented.

Presenters: **Sara Mason**, Masters Candidate, University of Dayton, **Roger Reeb**, Professor of Psychology and Director of Graduate Programs in Psychology, University of Dayton.

THEORETICAL OR CONCEPTUAL FRAMEWORKS TO ADVANCE RESEARCH

A Review of Social Justice Focused Service-Learning Research and Implications for Future Research

Multiple models of service-learning practice are found in the literature. They include Morton's (1995) charity, project, and social change models, Mitchell's (2007, 2008) traditional and critical service-learning models, and Butin's (2007, 2010) four conceptualizations of service learning. Each of these models identify service-learning with a social justice focus. A small but growing body of empirical research has examined outcomes of this practice. This poster presentation will outline three models of service learning practice, offer examples of research on social justice focused service learning, and suggest implications for future research.

Presenter: **Rebecca McNamara**, Ph.D. Candidate, Western Michigan University.

COMMUNITY PARTNERSHIPS AND RECIPROCITY

Exploring the Barriers of Latinos' Access to Literacy and Addressing Change through Community Partnerships

This research is the product of a campus-community partnership, centered in the culturally diverse, Logan Square neighborhood of Chicago. The lack of educational success and literacy achievement of Latinos, the fastest growing population in the nation, is staggering. To counter that, undergraduate, preservice teachers partnered with Latino elementary students in a community literacy program to explore literacy access and barriers using PhotoVoice research methodology. Photographic images of literacy in the home and community are used to contrast and highlight the differences of literacy access between that of the Latino community and that of the middle class preservice teachers.

Presenter: **Tammy Oberg De La Garza**, Assistant Professor, Roosevelt University.

STUDENT DEVELOPMENT AND LEARNING

Effects of a Service-Learning Homelessness Project on Students' Learning and Civic Attitudes

Using a quasi-experimental design, this study examined outcomes in service-learning students versus non-service-learning students. Service-learning students worked at homeless shelters in the Dayton community (Ohio). The study examined two general hypotheses: Relative to non-service-learning students, service-learning student will exhibit (1) increasingly superior exam performance over the course of the semester and (2) greater pre-to-post service positive improvements in community service self-efficacy, intentions for future service, attitudes about the homeless, and familiarity with Millennium Development Goals. Results are interpreted within a conceptual model (Psycho-Ecological Systems Model of Service-Learning and Engaged Scholarship), and implications for research and practice are presented.

Presenters: **Roger Reeb**, Professor of Psychology and Director of Graduate Programs in Psychology, University of Dayton, **Anne Steel**, Graduate Student in Clinical Psychology, University of Dayton, **Sara Mason**, Graduate Student in Clinical Psychology, University of Dayton, **Laura Stayton**, Graduate Student in Clinical Psychology, University of Dayton, **Kelsey Ufholz**, Graduate Student in Clinical Psychology, University of Dayton, **Jasmine Smith**, Student in Psychology and Sociology, University of Dayton.

PROGRAM EVALUATION AND ASSESSMENT

The Books & Beyond Project: A Case Study in Youth-Participatory Evaluation

One of the major issues facing research in service-learning and community engagement is identifying research methods for understanding impact on campus and community partners. Youth participatory evaluation (YPE) (King, Cousins, & Whitmore, 2007; Sabo, 2003a, 2003b, 2008) is a promising methodology for capturing evidence of impact by engaging participants in youth-centered program in the process of evaluation. This team presentation examines the practice of YPE through an exploratory case study of the youth participatory evaluation of the Books & Beyond Project, a co-curricular service-learning program of the Global Village Living-Learning Center at Indiana University, conducted during the 2010-2011 academic year.

Presenters: **Beth Samuelson**, Assistant Professor, Indiana University, **Bita Zakeri**, Ph.D. Candidate, Indiana University, **Eleanor Stevenson**, Ph.D. Candidate, Indiana University, **Ross Smith**, Ph.D. Candidate, Indiana University, **Caitlin Ryan**, Ph.D. Candidate, Indiana University.

COMMUNITY PARTNERSHIPS AND RECIPROCITY

Service-Learning Partnerships: Acts of Charity or Endeavors for Social Change

This session engages participants in a critical analysis of university-community partnerships for service-learning as acts of charity versus endeavors for social change. Using an interactive style, the session first examines the ideological, moral, and practical considerations of each approach. It then discusses the implications of each approach for issues pertaining to assessing the impact of these partnerships on all parties involved. Next, the session clarifies how the choice to adopt any of these approaches may mirror our understanding of the mission of higher education, and influence the public perceptions of the university. Finally, the session provides directions for future research.

Presenter: **Neivin Shalabi**, Ph.D. Candidate, University of Denver.

PROGRAM EVALUATION AND ASSESSMENT

Service-Learning and Civic Engagement at a Major University: Effectively involving a large student body

Michigan State University has the unique privilege and challenge of working with a large student body and adequately preparing them for engagement. Evidence suggests that the group orientation model enhances preparation and expedites connecting students to community. This session will focus on the data from this design and implementation structure. Participants will be asked to join in a discussion of areas of further investigation found during the evaluation process.

Presenters: **Nicole Springer**, Assistant Director of Center for Service-Learning and Civic Engagement, Michigan State University, **Karen McKnight Casey**, Director of Center for Service-Learning and Civic Engagement, Michigan State University.

THEORETICAL OR CONCEPTUAL FRAMEWORKS TO ADVANCE RESEARCH

Ensuring Immediate Access to Faculty Research and New Ideas

The addition of Community Engagement reporting to the UT Arlington Profile System (a university faculty portal) will impact UTA and its surrounding community by offering immediate access to volunteer, service, and related research opportunities. As issues in the community arise, community partners may discover relevant faculty and civic engagement projects. Similarly, faculty can use it to identify potential faculty collaborators for greater success and impact of projects and collaborative research. This comprehensive technology infrastructure will advance stronger relationships and potentially advance social change in this North Texas community, as well as, the state, nation, and potentially the international community.

Presenters: **Shirley Theriot**, Director of the Center for Community Service Learning, University of Texas at Arlington, **Rajat Mittal**, Director - Electronic Research Administration, University of Texas at Arlington, **Jeremy Forsberg**, Assistant Vice President for Research, University of Texas at Arlington.

CIVIC LEARNING OUTCOMES FOR STUDENTS IN K-12 AND HIGHER EDUCATION

Improving students' global perspective through service-learning experiences that never leave campus

Research has identified that student awareness of pressing global issues is heightened when they are exposed to global environments in an international service or study abroad experience. The current research will examine how student understanding of pressing global issues, and belief in their ability to be a social change agent, can be significantly improved even when students are unable to leave their local campus. Results of a repeated measures study will be discussed in terms of improvement in student understanding and attitude toward their role in alleviating social challenges.

Presenter: **Alisha Vincent**, Director, Service-Learning and Civic Engagement, Iowa Wesleyan College.

4:45 PM – 6:00 PM CLOSING AND PLENARY ADDRESS

RED LACQUER ROOM

Plenary Address: Amalia Mesa-Bains

“Transformative Visual Language and Community Knowledge: Arts and Civic Engagement”

Dr. Mesa-Bains will present on community based projects developed as vehicles for social change through the arts with emphasis on farm worker communities and other marginalized constituencies. The talk will highlight projects in rural areas linked to community knowledge and vernacular cultural practices. Dr. Mesa-Bains will explore the case based approach to research on community arts using service learning and community engagement strategies and the development of curricular models in the field of community arts.

Amalia Mesa-Bains is an independent artist and cultural critic. Her works, primarily interpretations of traditional Chicano altars, resonate both in contemporary formal terms and in their ties to her community and history. As an author of scholarly articles and a nationally known lecturer on Latino art, she has enhanced understanding of multiculturalism and reflected major cultural and demographic shifts in the United States.

Dr. Mesa-Bains was the curator for the traveling Ceremony of Memory exhibit and the regional committee chair (Northern California) for the exhibition Chicano Art: Resistance and Affirmation, 1965-1985 (CARA). She founded and directed the Visual and Public Art department at California State University at Monterey Bay where she is now Professor Emerita. She is editor for the Community Arts Research and Convening Project at Maryland Institute College of Art.

She also has written extensively on Chicano art and culture. Among her many awards is a 1992 Distinguished MacArthur Fellowship. She has served as a consultant for the Texas State Council on the Arts and the Arizona Commission on the Arts, and is a former Commissioner of Arts for the City of San Francisco. Dr. Mesa-Bains is the co-author of *Ceremony of Spirit: Nature and Memory in Contemporary Latino Art* and *Homegrown: Engaged Cultural Criticism* (with bell hooks).

She holds a BA in painting from San Jose State University, an MA in interdisciplinary education from San Francisco State University, and an MA and Ph.D. in clinical psychology from the School of Clinical Psychology, Wright Institute in Berkeley.

***IARSLCE extends its thanks to the following individuals
who have volunteered their time to assist
the Association during the past year:***

Sally Blomstrom, *Embry Riddle Aeronautical University*

Emily Bowling, *Portland State University*

Cathy Burack, *Brandeis University*

Michael Bulthuis, *University of Ottawa*

Patti Clayton, *PHC Ventures*

April Coleman, *University of Alabama*

Corey Dolgon, *Stonehill College*

Emily Donnelly, *Park University*

Robert Duke, *Azuza Pacific University*

Kathleen Edwards, *University of North Carolina-Greensboro*

Janet Eyler, *Vanderbilt University*

Jacquelyn Frank, *Eastern Illinois University*

Deena Fuller, *Tennessee State University*

Sherril Gelmon, *Portland State University*

Dwight Giles, *UMASS Boston*

Peter Green, *Conference Direct*

Barbara Harrison, *Brock University*

Eric Hartman, *Arizona State University*

Julie Hatcher, *IUPUI*

Jeffrey Howard, *DePaul University*

Ming-Chu Hsu, *Bloomsburg University of Pennsylvania*

Mary Hutchinson, *Penn State University*

Virginia Jagla, *National-Louis University*

Joan Jurich, *Ohio University*

George Johnson, *Information Age Publishing*

Jean Kelly, *Otterbein College*

InSul Kim, *The Ohio State University*

Thomas Klak, *Miami University*

Marjori Krebs, *University of New Mexico*

Nancy LaPlante, *Neumann University*

Kathy Lay, *Indiana University*

Chantal Levesque-Bristol, *Missouri State University*

Esther Luna, *University of Barcelona*

Alan Melchior, *Brandeis University*

Patricia Nielson, *The College of St. Scholastica*

Stephanie O'Brien, *IARSLCE*

Brian O'Donnchadha, *National University of Ireland*

Patricia Owen-Smith, *Emory University*

Lynn Pelco, *Virginia Commonwealth University*

Caryn Pernu, *National Youth Leadership Council*

Lane Perry, *University of Canterbury*

Gail Robinson, *American Association of Community Colleges*

Julia Rodemeier, *Cardinal Stritch University*

Susan Root, *National Youth Leadership Council*

Jane Rosser, *Bowling Green State University*

Lorilee Sandmann, *University of Georgia*

Neivin Shalabi, *University of Denver*

Kathy Sikes, *Duke University*

Tracy Soska, *University of Pittsburgh*

Anne Statham, *University of Southern Indiana*

Susan Steele, *University of Idaho*

Kathy Steinberg, *IUPUI*

Cat Stemmans, *Indiana State University*

Shirley Theriot, *University of Texas-Arlington*

Elaine Ward, *Dublin Institute of Technology*

Susan Ward Roncalli, *Gibbs Lardner Ward, Inc.*

Susan Waters, *Auburn University*

Nancy Winemiller Basinger, *University of Utah*

Adrian Wurr, *University of North Carolina-Greensboro*

IARSLCE would like to thank the following Editorial Fellows for their work on the Proceedings:

Jessica Averitt Taylor, doctoral student, University of Alabama, USA

Sarah Brackmann, PhD Candidate, Institute of Higher Education, University of Georgia,

Patti H. Clayton, PHC Ventures, IUPUI, NERCHE, & UNCG, USA (co-editor)

Lina D. Dostilio, Ed.D Candidate, Director of Academic Community Engagement, Duquesne University,

Kathleen Edwards, Educational Leadership & Cultural Foundations, UNC at Greensboro

Kyle Fluegge, Ohio State University, Columbus, OH

Barbara Harrison, PhD Candidate, Faculty of Education, Brock University, Senior Editorial Fellow)

Elizabeth Hudson, PhD Candidate, University of Michigan

Becky McNamara, PhD Candidate, Western Michigan University,

Billy Osteen, PhD, University of Canterbury, New Zealand (co-editor)

David Owen, Research and Development Manager, National Coordinating Centre for Public Engagement, Bristol, UK

Lane Perry, PhD Candidate, College of Education, University of Canterbury, New Zealand

Julia Rodemeier, PhD, Associate Dean of Instruction, Bryant and Stratton College, Milwaukee, Wisconsin

Neivin Shalabi, PhD Candidate, University of Denver

Susan Steele, PhD Candidate, University of Idaho, Moscow, ID

James E. Taylor, doctoral student, University of Alabama

Carrie Williams Howe, doctoral student, University of Vermont, USA

Congratulations to the following recipients of Graduate Student Scholarships for the IARSLCE conference:

Suzanne Buglione, *University of Massachusetts, Boston*

Lina Dostilio, *Duquesne University*

Kathleen Edwards, *University of North Carolina, Greensboro*

Kyle Fluegge, *The Ohio State University*

Joanne Geller, *Vanderbilt University*

Barbara Harrison, *Brock University, Canada*

Liz Hudson, *University of Michigan*

Neivin Shalabi, *University of Denver*

Natsuko Takemae, *University of North Carolina, Greensboro*

Thomas van Cleave, *Portland State University*

Lane Perry, *University of Canterbury, New Zealand*

IARSLCE
2011 Board of Directors

Trae Stewart, Ph.D., Chair
University of Central Florida

Barbara Holland, Ph.D., Vice Chair
Senior Scholar IUPUI and Independent Consultant

Vincent Ilustre, MBA, Secretary-Treasurer
Tulane University

Marisa Cabrera, MBA
Tecnológico de Monterrey

Patti Clayton, Ph.D.
PHC Ventures

Lina Dostilio
Duquesne University

Patrick Green, Ed.D.
Loyola University Chicago

Barbara Moely, Ph.D.
Tulane University

KerryAnn O'Meara, Ph.D.
University of Maryland

John Saltmarsh, Ph.D.
UMass Boston

Rob Shumer, Ph.D.
University of Minnesota

Liberty Smith, Ph.D.
Independent Consultant

Elaine Ward, Ed.D.
Dublin Institute of Technology

Nicole Webster, Ph.D.
Pennsylvania State

IARSLCE 11th Annual Conference Planning Committee

Kathy Engelken, Executive Director, Illinois Campus Compact, Co-Chair

Howard Rosing, Executive Director, DePaul University Irwin W. Steans Center, Co-Chair

Patrick Green, Loyola University, Program Chair

Lott Hill, Columbia College, Program Co-Chair

Hope Daniels, Columbia College, Marketing Chair

Virginia Jagla, National Louis University, Registration Chair

Karen Roth, National Louis University, Hospitality Chair

Nancy Castle, Northern Illinois University Logistics Chair

Daniela Sutan, DePaul University, Graduate Event Planner

Zach Pekor, DePaul University, Graduate Event Planner

Special thanks to Charlotte Phillips, DePaul University, for serving as Volunteer Coordinator



Illinois | **Campus Compact**



Preparing people to lead extraordinary lives

**DEPAUL
UNIVERSITY**



Columbia
COLLEGE CHICAGO



**NATIONAL
LOUIS
UNIVERSITY**



IARSLCE and the conference planning group in Chicago would like to extend their gratitude to the following individuals who served as reviewers of the conference proposals:

Amy Anderson

Ana Ruiz

Andrew Furco

Ann Rapp

Antonina Lukenchuk

Barbara Holland

Barbara Moely

Billy O'Steen

Bitu Zakeri

Bob Bringle

Brandon Kliewer

Chris Skrable

Connie Shumake

Danielle Estler

David Shriberg

Dennis McCunney

Dia Penning

Elizabeth Strong

Emily Janke

Geraldine Balzer

Hope Daniels

Howard Rosing

Ioney James

Janet Eyler

Jeff Howard

Jessica Murphy

John Saltmarsh

Judah Viola

Karen Roth

Kathy Engelken

Kathy Sikes

Kathy Steinberg

Lane Perry

Lina D. Dostilio

Linda Norman

Lorilee Sandmann

Lott Hill

Margaret Post

Marisa Cabrera

Marisol Morales

Megan McCall

Nagwa Kassabgy

Nancy Castle

Neivin Shalabi

Nicole Wester

Pamela Robert

Patrick Green

Patti Clayton

Rasul Mowatt

Rob Shumer

Roger Reeb

Stephanie Kurtts

Suzanne Buglione

Todd Price

Trae Stewart Steward

Virginia Jagla

Yasmine Salah El-Din

International Journal of Research on Community Engagement Sponsored by IARSLCE to begin publication in 2012

The International Association for Research on Service-Learning and Civic Engagement (IARSLCE) is pleased to announce the selection of Dr. Cathy Burack and Alan Melchior from the Center for Youth and Communities at Brandeis University's Heller School for Social Policy and Management, as the co-editors of the Association's new journal, the International Journal of Research on Community Engagement.

Founded in 1983, the Center for Youth and Communities is one of the nation's premier evaluation, research, policy, and capacity-building organizations dedicated to preparing young people for education, work and life. Within the Heller School's mission of "knowledge advancing social justice," the Center's ultimate goal is to "make knowledge productive." Dr. Burack and Mr. Melchior are both Senior Fellows at the Center, and each brings several decades of experience as researchers on service-learning and civic engagement in K12, Higher Education, and community-based settings.

The IARSLCE aim in creating this new journal is to offer an outlet for researchers in all aspects of service learning and community engagement to share their work with others in the field and with the broader intellectual community. The new journal will be published annually as an online journal open to all service learning and civic engagement researchers beginning in the Fall of 2012, with the goal of expanding to a twice-yearly publication in subsequent years. A call for submissions for the initial volume will be issued in November, 2011. The editors will also be seeking scholars interested in serving as peer reviewers or on the journal's editorial board. For more information contact Cathy Burack (burack@brandeis.edu) or Alan Melchior (Melchior@brandeis.edu).

The International Association for Research on Service-Learning and Community Engagement and the 2011 Chicago Host Committee would like to thank our conference sponsors:

Benefactors



Preparing people to lead extraordinary lives

Supporters

American Association for Community Colleges
Information Age Publishing
New England Resource Center for Higher Education
Lyon Software
Robert R. McCormick Foundation
Pearson Learning Solutions
PHC Ventures
SIFE USA
Source 4 Printing
Spencer Foundation
Tulane University

A special thank you to all our volunteers!



CONNECTED KNOWING

International Association for Research on Service-Learning and Community Engagement 2012 Annual Conference

The theme for the 12th annual conference is the generative power of connections and relationships in research on service-learning and community engagement. As educators we develop partnerships with community partners and citizens, undergraduate and graduate students, teachers and K-12 students, and other faculty to participate in engaged research and teaching, and to study it. Such learning partnerships are at the center of how we connect research to policy and practice, how we connect different theoretical and grounded perspectives to the research designs we choose, and how we engage in peer-to-peer mentoring and both mentor and learn from the next generation of engaged scholars.

The 12th Annual IARSLCE Conference in Baltimore seeks to break new ground by focusing our attention on transformative learning partnerships in our research and scholarship on community engagement, in our research with community partners, and in the kinds of connections those learning partnerships leverage and facilitate.

In an effort to build on the Connected Knowing theme and honor the multiple voices and perspectives present in service-learning and community engagement research and programs, the 12th annual conference will include a Community Partner Fellows Program. The Call for Proposals will provide more information regarding this opportunity.

September 23-25, 2012
Marriott Baltimore Waterfront Hotel
baltimoremarriottwaterfront.com
Baltimore, Maryland

**Further information and the Call for
Proposals coming soon to the
IARSLCE website:**
www.researchslce.org

2012 Program Chair: Dr. KerryAnn O'Meara

Hosted by: University of Maryland, College Park & Co-Sponsored by: American University; George Washington University; Johns Hopkins University; Loyola University Maryland; Maryland Campus Compact; McDaniel College; Montgomery College; and University of Maryland Baltimore County