

- A** Award Recipient Presentation
 N Networking Event
 P Panel
 L Plenary Session
 C Pre-conference
R Research Paper Presentation
D Roundtable

JULY 18 • WEDNESDAY

8:30am – 11:30am	C Conceptualizing your Research Question and Planning your Study Design <i>Lead Author: Julie Hatcher</i> <i>Speakers: Patti H Clayton, Patrick M. Green, Dan Richard</i> Modeled after the IUPUI Research Academy, this highly interactive session provides resources and tools for conceptualizing, refining, and implementing a research study on service-learning and community engagement. Participants bring a draft research question, participate in Faculty Learning Communities, gather input on theoretical frameworks and methodology, and refine the question and approach through structured feedback.	St. Jerome
8:30am – 11:30am	C Emerging Theory, Research and Practice of Environmental Service-Learning: the Intersection of Environmental Education and Service-Learning <i>Lead Author: Steven M. Braun</i> <i>Speakers: Thomas Marcinkowski</i> Explore theory, research, and practices in K-16 environmental service-learning (ES-L), an evolving area of interest that draws from the service-learning and environmental education fields. Analyze and describe ES-L programs and projects according to type, objectives, pedagogical features, and extent. Expand and extend ES-L experiences for greater outcomes and impacts.	Frontenac
8:30am – 11:30am	C Honoring the Knowers to Transform the Doers (Practice? Structures? Systems?): Fostering Epistemic Justice in Higher Education Community Engagement <i>Lead Author: Star Plaxton-Moore</i> <i>Speakers: John Loggins, Christopher Nayve, John Saltmarsh</i> Participants will gather as a learning community to explore the application of Miranda Fricker's (2007) philosophical framework of epistemic justice/injustice to community-engaged scholarship and practice for the purpose of advancing diversity, democratic participation, and social change. Participants will complete readings and contribute to a discussion board prior to the session.	TBD
8:30am – 11:30am	C Practitioner-Scholar Forum <i>Speakers: Patrick M. Green, Monica Kowal, Marisol Morales</i> The International Association for Research on Service Learning and Community Engagement (IARSLCE) is excited to offer the Practitioner Scholar Forum again this year! Held annually, the Practitioner-Scholars Forum (PSF) offers a dialogue and development space for community engagement professionals who see IARSLCE as a critical venue through which practitioners activate their scholarship and scholarly identities. This year, the PSF will be held as an Embedded Institute, generously supported by Loyola University-Chicago and the University of New Mexico. The 2018 PSF session's theme is "Engaged Scholarship in Practice: Mapping Your Practitioner-Scholar Identity."	Orleans ()
8:30am – 11:30am	C The SLQAT Training Pre-conference: Using a New, Research-Based Tool to Assess the Quality of Planning and Implementation of Service-Learning Courses <i>Lead Author: Andrew Furco</i> <i>Speakers: Laurel Hirt, Isabel Lopez, Paul Matthews, Anthony Schulzetenberg, Shannon O'Brien Wilder</i> This interactive training session prepares participants to use the new Service-Learning Quality Assessment Tool (SLQAT), rating 28 key elements of service-learning courses. Participants will learn about its development, scoring, and use for research and course development, with hands-on opportunities to rate courses and plan for use on their own campus	Maurepas
12:00pm – 2:00pm	L PLENARY SESSION: Keynote Luncheon <i>Speakers: Lori Patton-Davis</i>	Ile de France Ballroom

2:15pm – 3:30pm	<p>A "Co-inquiry into Co-inquiry" Clayton & Colleagues (2018 IARSLCE Recognition of Exemplary Contributions through Research on Service-Learning and Community Engagement: Distinguished Career) Rosalie</p> <p><i>Speakers: Patti H Clayton</i></p> <p>Quotes from two of us catalyze this session: (a) "It takes a village, a community to write an article, conduct research, prepare for workshops." and (b) "Co-creating? That shit's hard, man!" It does, it is, and we believe that together we can learn more about what is involved, leverage the challenges creatively, and get better and better at doing and being "co-." In this conversational circle we will examine why's and how's, share resources, generate questions, and launch new collaborations.</p>
2:15pm – 3:30pm	<p>A Participatory Action Research: A More just, inclusive, and equitable approach to SLCE research or not? Rex</p> <p><i>Speakers: Danielle Lake</i></p>
2:15pm – 3:30pm	<p>P How Place Matters: Exploring Double Consciousness in a Racialized City Orleans ()</p> <p><i>Lead Author: Thomas A Dahan</i></p> <p><i>Speakers: Kathryn Cruz, Michael D'Italia, Stephen Danley, Brian J Hammell, Anetha A Perry</i></p> <p>This panel presents three papers researching place identities of resident-students attending college in a distressed, racialized city. They examine how the substitution of racial discrimination with spatial segregation has implications for <i>conducting engaged research in distressed cities, experiences of undergraduates, and centering graduate students' experiences on shared work with faculty.</i></p>
2:15pm – 3:30pm	<p>R Shared Paper Session on Community Engaged Faculty: Incorporating Community Engagement in Faculty Reward Policies Across a University: Similarities and Variation Across Units Maurepas</p> <p><i>Lead Author: John Saltmarsh</i></p> <p><i>Speakers: Emily M. Janke, Isabelle Jenkins, Melissa Quan</i></p> <p>This study examines how the University of North Carolina at Greensboro revised and aligned its promotion, tenure, and reappointment policies to incorporate community engagement across faculty roles. This examination has implications for higher education, as it highlights some best practices for becoming a community engaged institution.</p>
2:15pm – 3:30pm	<p>R Shared Paper Session on Community Engaged Faculty: Using the Community-Engaged Faculty Typology to Develop Resilient Networks Maurepas</p> <p><i>Lead Author: Emily Morrison</i></p> <p><i>Speakers: Wendy Wagner</i></p> <p>Integrating literature on living systems, networks, and faculty approaches to community engagement, this session presents new research that expands the Community-Engaged Faculty Typology by examining faculty perspectives from different institutional types (community colleges, HSI, religious, land-grant, private), regions, and disciplines. These findings are then situated within a broader context.</p>
2:15pm – 3:30pm	<p>R Shared Paper Session on Partnerships and Reciprocity: Centering Community Knowledge and Accountability Through Joint Advisory Boards Conde</p> <p><i>Lead Author: Rachael W. Shah</i></p> <p>This presentation explores joint advisory boards: committees of people directly impacted by an engagement program from multiple positionalities who guide program development. Using an interactive reading of a dialogue from a board that has been operating for ten years, this presentation theorizes and offers best practices for joint advisory boards.</p>
2:15pm – 3:30pm	<p>R Shared Paper Session on Partnerships and Reciprocity: Utilizing a Model of Social Change and Mixed Methods to Examine Equitable, Inclusive, and Reciprocal Relationships Across Diverse Community Partnerships Conde</p> <p><i>Lead Author: Sandra Sgoutas-Emch</i></p> <p><i>Speakers: Kevin Guerrieri, Kimberly Heinle</i></p> <p>Developing equitable, inclusive and reciprocal community partnerships is challenging. This study examined a diverse set of community partners and faculty using mixed methods and a model of change as a theoretical framework (Guerrieri & Sgoutas-Emch, 2016). Results highlight where partnerships thrive and where there is need for improvement.</p>

2:15pm – 3:30pm

R Shared Paper Session on SLCE and "Soft" Skill Development: Impact of International Service-Learning on University Students' Global Citizenship and Intercultural Effectiveness Development Frontenac

Lead Author: Stephen C.F. Chan

Speakers: Kam-Por Kwan, Grace Ngai, Jessie Ho-Yin Yau

This paper examines the impact of international service-learning on university students' global citizenship and intercultural effectiveness. A mixed-method study shows wide variations between subjects. In general, students' intercultural effectiveness and global competence improved, but not their social responsibility or global civic engagement. We discuss reasons, limitations and implications for practice.

2:15pm – 3:30pm

R Shared Paper Session on SLCE and "Soft" Skill Development: Moral Emotions: An Essential Component of Citizen's Service-Learning Actions Frontenac

Lead Author: Benilde Garcia Cabrero

Speakers: María Enedina Montero y López Lena, Alejandro Roberto Alba Meraz

The psychometric properties of an instrument designed to evaluate moral emotions, considered as a necessary component of service-learning actions, are reported here. The validation of this instrument is the first step towards the construction of a battery for the evaluation of citizenship competences of university students in Mexico.

2:15pm – 3:30pm

R Shared Paper Session on SLCE in Ecuador: An Innovative Framework for Deepening Reciprocity and Sustaining Academic-International Service-Learning Partnerships St. Jerome

Lead Author: Lorna Hayward

Speakers: Sonu Gandhi, Julia Hayward, Samara Per, Jennifer Schneider

Research used community-based participatory research and the SOFAR theoretical model to investigate partnership longevity and impact of training to build capacity. The partnership comprised a physical therapy service-learning program and an orphanage in Ecuador. Data included 6 interviews and 16 surveys administered to Ecuadorian staff. More training was identified for building capacity .

2:15pm – 3:30pm

R Shared Paper Session on SLCE in Ecuador: Community Cartography in Health & Development Communication: An Asset-Based Mapping Approach in Four Communities in Rural Ecuador St. Jerome

Lead Author: Benjamin R Bates

Speakers: Mario J Grijalva, Diana L Marvel, Claudia Nieto Sanchez

Maps for development communication often privilege the global north and authorize (neo)colonialism. We believe that alternative cartography is possible. This paper examines community mapping performed as part of a service-learning initiative that incorporates asset-based community development. We articulate how maps use and challenge assumptions of colonial and imperial science.

2:15pm – 3:30pm

D Career Ready? Direct Teaching of Professional Competencies Through a Service-Learning Framework Bacchus

Lead Author: Geraldine M. Lotze

Speakers: Amanda F. Hall

Recent community partner data suggests that service-learning students lack professional competencies necessary for the workplace. This discussion will focus on strategies for direct instruction of professional skills within a service-learning framework, a pilot SoTL study on service-learning students' professional skill development, and future directions for research.

2:15pm – 3:30pm

D Faith, Justice and Engaged Scholarship in Catholic Higher Education: An Intersectional Conversation Endymion

Lead Author: Anthony Vinciguerra

Speakers: Michelle Sterk Barrett, Courtney Anne Berrien, Jay Brandenberger, Stefano Montano, Nathaniel Samuel
his roundtable will gather scholar-practitioners from several Catholic institutions to discuss Catholic identity - and its intersection with other social identities - as both a challenge to, and an impetus for, addressing social issues through the practice of engaged scholarship.

2:15pm – 3:30pm

D Just the beginning: Origins of Service-Learning Are Founded on Justice Shangri-La

Lead Author: Robert D Shumer

Speakers: Susan Harris, Christopher Nayve

The term service-learning was founded on principles of social justice. In this discussion with some of the pioneers and younger members of the service-learning community we examine what it means to do high quality service-learning practice in a social justice context.

2:15pm – 3:30pm

D Towards a Pedagogy of Accessible Space in Community Engagement: Examining Love, Crisis, and Inequity Through Artistic Expression Orpheus

Lead Author: Emily Marie Passos Duffy

Speakers: Kari Grain

This roundtable explores the role(s) of space, place, and identity in community-engaged scholarship: 1) What are spaces in which communities can exchange, generate, and share knowledge/love/art? 2) How does varied access to these spaces reveal structures of power and privilege? The discussion incorporates dialogue and arts-based pedagogies.

3:45pm – 5:00pm

Bayou Chat #1 Alcove Between Maurepas and Orleans

Speakers: Patti H Clayton, John Saltmarsh, Robert D Shumer

Come join a small group of senior IARSLCE scholars for an open, informal forum for junior scholars and graduate students. Bring your questions, interests and pursuits to this unique gathering.

3:45pm – 5:00pm

A “Just Talk?: The Role of Civil Discourse, Dialogue, and Deliberation in an Age of Democratic Decline.” Rex

Speakers: Timothy J. Shaffer

Efforts to cultivate informed public discourse have flourished on campuses across the United States and beyond. Yet, in a time of democratic crises, what is the role of higher education to facilitate or encourage civil discourse? What is the relationship between action—based on inclusivity and justice—with civic talk?

3:45pm – 5:00pm

P Demystifying the Dissertation/Thesis Process Rosalie

Speakers: Graduate Student Network

Hosted by the IARSLCE Graduate Student Network, this session is open to all conference attendees; however, it will focus on providing an opportunity for graduate students to workshop dissertation/thesis ideas and to network with others with similar research interests and methodological orientations, including non-traditional methods. Graduate student attendees at all stages of the dissertation/thesis process will have the opportunity to inquire about methodology, ask questions and dialogue about challenges, and/or discuss how to approach challenges. Graduate student attendees will receive feedback from other graduate students, as well as a panel of recent graduates and established scholars.

3:45pm – 5:00pm

P Exploring Faculty Development: Scholar-Practitioner Inquiry into Facilitating Social Justice Education Maurepas

Speakers: Kimberly Jensen Bohat, Leah Sweetman

From a practitioner-scholar inquiry stance, this panel presents an exploratory study of practice: *How do you facilitate social justice education for faculty through faculty development programs?* This panel of service-learning professionals will discuss different approaches to faculty development programs around social justice through a case study approach.

3:45pm – 5:00pm

R Shared Paper Session on Global SLCE and Faculty Development: Brokenness and the Privileged Body: Exposing Global Engagement Concepts Through a Fieldwork Emergency Orleans ()

Lead Author: Kari Grain

This presentation explores how the brokenness of a privileged body might inform service-learning and community-based research. Using themed bricolage data from a severe accident that I experienced in 2017 during my fieldwork in Uganda, I analyze inequitable power structures, love, and generative chaos in global engagement work.

3:45pm – 5:00pm

R Shared Paper Session on Inter/Transdisciplinary Graduate-Level Service-Learning: Integration of Community Service Learning into a Master Program: The Benefits Gained and the Challenges Faced Conde

Lead Author: Marjolein Zweekhorst

Speakers: Dirk Essink

In this study we show the pathways, which are used to prepare students for inclusive service-learning in local communities. We conclude that community service-learning is highly beneficial if we want to prepare students for more transdisciplinary research, but also provides additional challenges at cognitive, intra and interpersonal level of students.

3:45pm – 5:00pm

R Shared Paper Session on Inter/Transdisciplinary Graduate-Level Service-Learning: Nursing Students as Health Educators Conde

Lead Author: Randi Beth Singer

Speakers: Julia Gelbort, Sara Omary

Health education for adolescents is needed in communities that have historically lacked such education. This research design acknowledges how education, nursing, and social work can work together to address the needs of young people. To minimize cost and build partnerships, this project aims to train nursing students as health educators.

3:45pm – 5:00pm	R Shared Paper Session on Race and Privilege: A Phenomenological Approach to Understanding Minority Student Engagement With The University Through Service-Learning Courses	Frontenac
	<i>Lead Author: Jennifer L Withrow</i>	
	<p>This study examined the experiences of minority students who participated in service-learning activities at Northern Kentucky University. Five identified themes include: minority experience at a predominantly white institution, the impact of other significant courses, networking, retention, and ideas for scheduling, advertising, and recruiting minority students (in service-learning courses).</p>	
3:45pm – 5:00pm	R Shared Paper Session on Race and Privilege: Perceptions of Race and Privilege: Service-Learning in the Mississippi Delta	Frontenac
	<i>Lead Author: Laura Antonow</i>	
	<p>Service-learning students have varied levels of understanding about issue of race and privilege. Service-learning experiences can enhance understanding and appreciation of diversity, or they can reinforce stereotypes. This research examines how students process issues of race and privilege through service-learning in the Mississippi Delta, and provides recommendations for practice.</p>	
3:45pm – 5:00pm	R Shared Paper Session on Student Outcomes: Impact of Compulsory Community Service on Early Work Readiness	St. Jerome
	<i>Lead Author: Lori Gardinier</i>	
	<i>Speakers: Maria Lopez, Emily Mann</i>	
	<p>This study explored the impact of compulsory community service on early work readiness in an undergraduate sample. Through pre-and post-test surveys and interviews, researchers considered the benefits and limitations of compulsory service. Findings will highlight similarities and differences between students who participated in compulsory service compared to a control group.</p>	
3:45pm – 5:00pm	R Shared Paper Session on Student Outcomes: Impact of Initial Freshman Service Exposure with Diverse Populations in Title I Schools	St. Jerome
	<i>Speakers: Lori Fernald, Conway F Saylor</i>	
	<p>The impact of a first service experience in Title I schools for 250 freshmen was examined. The heroism-themed intervention was rated positively by 90% of the participants. Pre-post improvements in Community Service Self-Efficacy and sense of productivity/achievement were documented but the single-day service was not sufficient to boost overall well-being.</p>	
3:45pm – 5:00pm	D Assessment with Rubrics - Moving Away from Reliance on Surveys	Babylon ()
	<i>Lead Author: Alan Steinberg, Ph.D.</i>	
	<p>Discussion of the use of rubrics for assessments, including the pros and cons compared to survey based assessments. We will focus on Rice University's Center for Civic Leadership current revamp of assessment embracing a greater use of rubrics and reduced reliance on surveys. Then open discussion to identify best practices.</p>	
3:45pm – 5:00pm	D Doing More with Less: Unfunded Mandates in Higher Education Community Engagement	Bacchus
	<i>Lead Author: Andrew J. Pearl</i>	
	<p>An "unfunded mandate" is a requirement made by the Federal government that state/local governments are expected to fulfill without accompanying Federal funding allocations. In this topical roundtable discussion, we will engage in conversation about how the concept of unfunded mandates can be applied in higher education community engagement.</p>	
3:45pm – 5:00pm	D The Intersection for Service-Learning for Art Teacher Education: Enriching Community, Exploring Cultures, and Teaching Art	Orpheus
	<i>Lead Author: Borim Song</i>	
	<p>Highlighting pre-service art teachers' teaching experiences at a community school, this research examines how to engage college students with service-learning and to expand their understanding of cultural diversity through community-based projects. The presentation will shed new light on how we can incorporate service-learning into visual art teacher education.</p>	
3:45pm – 5:00pm	D "If it had not been for..." Faculty Identity in Service Learning and Community Engagement Experiences	Endymion
	<i>Lead Author: Dan Richard</i>	
	<i>Speakers: Becca Berkey, Heather Burk</i>	
	<p>Although researchers know much about the learning process of students engaged in service-learning, we know less about the learning process of service-learning faculty. This roundtable discussion, using evidence from two universities, will question the role of faculty identity and commitment to pursuing and sustaining SLCE as a teaching practice.</p>	

6:00pm – 7:30pm

N Network and Nosh on the River

Tulane River and Coastal Center (Shuttles will be provided from the JW Marriott)

Conference attendees are invited to sample New Orleans cuisine at Tulane's newest riverfront campus, which is devoted to the study and preservation of Louisiana's waterways and coast. The Tulane River and Coastal Center fosters applied research and community engagement on coastal concerns as well as incubate innovation within the emerging environmental and energy sectors. The ByWater Institute conducts and facilitates research, education, and outreach through cross-disciplinary partnerships and collaborations. The ByWater Institute works with organizations across and the world to deliver engaged scholarship on energy, environment, and resilience.

- A Award Recipient Presentation
 P Panel
 L Plenary Session
 T Poster
 R Research Paper Presentation
 D Roundtable
S Showcase Presentation

JULY 19 • THURSDAY

8:00am – 9:15am	L PLENARY SESSION: Affinity Group Breakfast	Ile de France Ballroom
9:30am – 10:45am	P Book Discussion: “Service-Learning Through Community Engagement: What Community Partners and Members Gain, Lose, and Learn from Campus Collaborations.” <i>Lead Author: Lori Gardinier</i> <i>Speakers: Sarah Faude, Emily Mann, Rebecca Riccio</i>	Maurepas
<p>This panel will discuss the book “Service-Learning Through Community Engagement.” The book’s co-authors will provide a platform for discussion and debate around the role of universities as community partners, while deconstructing the notion of effective community engagement and impact through the use of recent research and case examples.</p>		
9:30am – 10:45am	P Exploring Practical Wisdom from Veteran SLCE Researchers: Critique, Refinements, Implications <i>Lead Author: Patti H Clayton</i> <i>Speakers: Leslie Garvin, Stacey D. Muse, Katrina Norvell, Deanna Shoemaker, Stephanie Stokamer</i>	Orleans ()
<p>Participants will engage with lessons learned and recommendations compiled by former recipients of IARSLCE Early Career and Distinguished Career recognitions, working with a multi-perspective set of panelists (graduate student, faculty members, community engagement professionals, higher education organization representatives) to co-generate critique and implications for all of us as practitioner-scholars.</p>		
9:30am – 10:45am	P Publishing Research in IJRSLCE <i>Speakers: Lane Graves Perry, Dan Richard</i>	St. Jerome
9:30am – 10:45am	R Shared Paper Session on Graduate-Level Service-Learning: Enhancing Student Learning Outcomes in a Graduate Level Service-Learning Course <i>Lead Author: Heidi Whitford</i> <i>Speakers: Raul R. Machuca, Katsiaryna Matusevich</i>	Rosalie
<p>This qualitative case study explores the experiences and outcomes of implementing a service-learning component in a graduate level course, from the perspectives of faculty and students. A special focus of this study is the investigation of factors that enhanced student learning outcomes that took place over a three year period.</p>		
9:30am – 10:45am	R Shared Paper Session on Graduate-Level Service-Learning: “A Truly Inspiring Notion:” A Case-Study of Project-Based Graduate Service-Learning <i>Lead Author: Laurie Marks</i>	Rosalie
<p>There exists a need to prepare graduate students for careers not only within, but also outside academia. The positive impact of undergraduate service-learning is known, however less research exists about comparable experiences of graduate students. This study examines graduate level service-learning experiences for students and community partners.</p>		
9:30am – 10:45am	R What Learning in the Community Means for Kenyan University Students: A Hermeneutic Inquiry <i>Lead Author: Charlene A. VanLeeuwen</i> <i>Speakers: Linyuan Guo-Brennan, Lori E. Weeks</i>	Conde/Frontenac
<p>This paper reports on a hermeneutic study exploring the meaning of community-based learning (CBL) to Kenyan university students. Through in-depth research conversations six students shared their experiences of CBL, highlighting the continuing power of cultural and historical context. Findings delve into distinctive aspects of CBL unique to the Kenyan context.</p>		

9:30am – 10:45am

D A (Re)view of Service-Learning Courses' Community Impacts: Metrics and Methods from Academic, Governmental and Non-Profit Sectors.

Shangri-La

Lead Author: Isabelle MK Kim

Speakers: David J. Roberts

In this presentation we review metrics and methods developed by academic, governmental and non-profit sectors to assess and demonstrate the community impact of service learning courses. We discuss the knowledge and perspectives privileged by these various metrics and methods, and their limitations and opportunities for developing reciprocal community-university partnerships.

9:30am – 10:45am

D Community Partners' Perspective of Service-Learning in Ecuador

Endymion

Lead Author: Nascira Ramia

Speakers: Karla Diaz, Maria Avelina Lopez, Andrea Revelo

This phenomenological qualitative study done in Ecuador portrays community partners' perspectives about service-learning. Data from twenty interviews suggests that community partners have positive views based on their experiences. Findings provide important insights about elements required for successful partnerships between community organizations and educational institutions within the Latin American context.

9:30am – 10:45am

D Diverse Disconnects: Perceptions of Safety and Community Engagement

Babylon ()

Lead Author: Abby Wightman

Speakers: Christina Harrison

This paper explores the impact of a demographic shift at Mary Baldwin University on community engagement. Qualitative data, collected from students, faculty and staff, and community members, showed significant disconnect in perceptions of safety in the community. Some students report feeling unsafe, and these perceptions create barriers to community engagement

9:30am – 10:45am

D Fostering Engaged and Reflective Citizens: Assessing Alumni Outcomes from Participation in Public Service and Community Engagement Programs

Bacchus

Lead Author: Star Plaxton-Moore

Speakers: David M. Donahue, Fernando Enciso-Marquez, Angeline Vuong

Participants will discuss how to assess civic outcomes for community-engaged program alumni post-graduation. Presenters will share details of a study of alumni at their institution as a starting point for conversations about how to articulate civic outcomes, develop or adapt assessment tools, and use data to inform program enhancements.

11:00am – 12:15pm

A Global SLCE and Faculty Development: "It's Like Professional Food": Sustaining Urban Educators Through Service-Learning

St. Claude

Lead Author: Elisabeth Fornaro

How do we sustain educators whose integrity is challenged by discourses emphasizing social efficiency, mobility, and global competition that leave little room for learning situated within social, community, or civic contexts (Bruce & Pecore, 2013)? This study advances quality and supported service-learning as a way to engage and satisfy educators.

11:00am – 12:15pm

P Asset-Based Community Development and Dialoguing Across Difference

Maurepas

Lead Author: Susan Haarman

As communities diversify and public rhetoric polarizes, dialoguing across difference becomes a necessary conversation around community development. With the quick ways that neighborhood demographics shift, questions about inclusion in communities arise. ABCD's focus on listening to community needs becomes more challenging as member desires may be in opposition or even antagonistic.

11:00am – 12:15pm

R Shared Paper Session on Community Engaged Professionals: Engaged Scholarship in Faculty Promotion and Tenure: A Two-Campus Study

St. Jerome

Lead Author: Lynn White Blanchard

Speakers: Andrew Furco

Two studies, conducted at two large public research universities, examined the ways in which community-engaged scholarship is incorporated into campus-wide promotion and tenure processes. Presenters will discuss the findings from these studies, which include a newly developed conceptual framework for understanding engaged scholarship across the disciplines.

11:00am – 12:15pm

- R **Shared Paper Session on Community Engaged Professionals: Roles, Expectations, and Professional Development: A Pilot Study of Boundary Spanners in Higher Education** St. Jerome
Lead Author: Trina Van Schyndel
Speakers: Andrew J. Pearl, Jennifer W. Purcell
Join us to discuss findings from an exploratory qualitative study which lays the groundwork for further investigations into the roles, expectations, and professional development of boundary-spanning individuals in higher education community engagement, including development of an instrument to be tested with a more varied sample of individuals and institutional types.
-

11:00am – 12:15pm

- R **Shared Paper Session on Faculty Development: A Examination of the Implementation of Critical Service-Learning from Faculty Fellows Program Alumni** Rosalie
Lead Author: Garret Zastoupil
Speakers: Julia M Yakovich
This session will share findings from a study examining the integration of Critical Service-Learning into practice by participants in faculty fellows program. Using the growing framework of Critical Service-Learning supplemented by Critical Theory, presenters will offer an analysis of findings to inform future scholarship and program implementation.
-

11:00am – 12:15pm

- R **Shared Paper Session on Faculty Development: Collaborative Inquiry to Explore Intersections between Faculty Development and Service-Learning and Community Engagement** Rosalie
Lead Author: Patrick M. Green
Speakers: Emily Eddins
Co-editors of Re-conceptualizing faculty development in service-learning / community engagement: Exploring intersections, frameworks, and models of practice present the methodological approach employed in producing the edited volume. The authors utilized a variety of qualitative forms of inquiry, including emergent design, collaborative inquiry, scholarly personal narrative, and transpersonal and heuristic research.
-

11:00am – 12:15pm

- R **Shared Paper Session on K12 & SLCE: Examining Outcomes of a Two-Generation Change and Experiential Learning Model** Orleans ()
Lead Author: Julie L Dierberger
Speakers: Jolene Johnson, Anne O'Hara, LaTrina Parker, Sandra Rodriguez-Arroyo
This session will examine the results of a long-term service-learning partnership on student attendance rates and school success indicators. Using an experiential learning and two generation theory of change approach, this session will share the project history, research process and project outcomes.
-

11:00am – 12:15pm

- R **Shared Paper Session on K12 & SLCE: The Responsible Change Project: Building a justice-oriented middle school curriculum through critical service-learning** Orleans ()
Lead Author: Heather Coffey
How might teachers build an innovative English language arts curriculum around service-learning and social justice? This paper explores a teacher created curriculum that focuses on development of critical literacy through critical service-learning projects. This study reveals the intersections of service-learning and critical literacy to promote social action and civic engagement.
-

11:00am – 12:15pm

- R **Shared Paper Session on Learning Outcomes for Understudied Groups: Assessing the Impact of Academic Service-Learning (AS-L) on Student Achievement in an Online Library & Information Studies Graduate Course: A Case Study** Conde/Frontenac
Lead Author: Christine M. Angel
Few studies have explored the impact of academic service-learning within an online graduate program within the study of Library and Information Science. This study attempts to close this gap by focusing on the learning objectives students meet within one required Library and Information Science course.
-

11:00am – 12:15pm

- R **Shared Paper Session on Learning Outcomes for Understudied Groups: Service Learning and Community Engagement (SLCE) in International Graduate Education: Impact, Opportunities and Barriers** Conde/Frontenac
Lead Author: Linyuan Guo-Brennan
Speakers: Michael Guo-Brennan, Mary MacPhee, Charlene A. VanLeeuwen
This paper reports on a collaborative action research project aiming to understand the impact of SLCE on international graduate students, who are overlooked and underrepresented in mainstream studies. Study findings provide new understandings of how SLCE contributes to international students' academic and socio-cultural development, with recommendations on sustaining university–community partnerships.
-

11:00am – 12:15pm	<p>D A Mixed Methods Case Study: Understanding the Student Perception of their Course Experience: Service-Learning in an Online Course Endymion</p> <p><i>Lead Author: Jennifer M Kirkland</i></p> <p>This proposed action research study will examine the experience of undergraduate students at Madonna University in Livonia Michigan enrolled in a 100% online health and human studies course that includes a 100% online service-learning initiative with a dialogical pedagogical instructional framework.</p>
11:00am – 12:15pm	<p>D Building a Network of Networks: Exploring Community Engagement Through Towns and Gowns Shangri-La</p> <p><i>Lead Author: Melissa Yack Hall</i></p> <p><i>Speakers: Sean Crossland</i></p> <p>In May of 2017, 22 people came together from 17 organizations to attend a community engagement summit focused on connecting town and gown organizations. Researchers attended the Summit and have since followed up with attendees to see what has evolved from the Summit.</p>
11:00am – 12:15pm	<p>D Cognitive Apprenticeship for Researching Service Learning With Graduate Students Bacchus</p> <p><i>Lead Author: Jane West</i></p> <p><i>Speakers: Sherah Carr, Karen Swanson, Kirsten VanWagner</i></p> <p>The cognitive apprenticeship framework (Collins & Kapur, 2014) draws attention to the internal, mental processes of experts and how those invisible processes are learned. Participants in this discussion will examine the promise of a cognitive apprenticeship lens for studying graduate students' professional socialization through service learning.</p>
11:00am – 12:15pm	<p>D Contesting "Community": Using Critical Reflexivity to Explore Issues of Power and Intersectionality in Community-Engaged Research Babylon ()</p> <p><i>Lead Author: Lori E. Kniffin</i></p> <p><i>Speakers: Brigid Belko Gorton</i></p> <p>Join a discussion about contesting traditional notions of 'community.' Participants will apply the framework of critical reflexivity to a qualitative pilot study and current place-based events to explore issues of power and intersectionality in community-engaged research, and discuss how critical consciousness can illuminate multiple views of the same community</p>
12:30pm – 2:30pm	<p>L IARSLCE Luncheon Ile de France Ballroom</p> <p>All attendees are invited to this luncheon.</p>
2:45pm – 4:15pm	<p>T A Macro Heart for Micro Enterprise: Enriching Microenterprise Communities Through Student Consultancy Ile De France Pre-Funtion/Bridge</p> <p><i>Lead Author: Stacy Neier Beran</i></p> <p>Microenterprise Consulting (MEC), a Loyola University Chicago course, enables students to develop business plans for economically-disadvantaged clients. Students and clients, as co-educators, form trust-based consultancies that realize clients' dreams. This mixed methods case study aims to show how business can achieve a more just world for MEC clients.</p>
2:45pm – 4:15pm	<p>T Adaptive Braid Model as a Community-Engaged Research Framework to Strategically Incorporate Inclusivity and Intersectionality in Institutionalization. Ile De France Pre-Funtion/Bridge</p> <p><i>Lead Author: Kristi N Farnar</i></p> <p>A qualitative single-case study found an "adaptive braid model" as one way to conceptualize strategically advancing institutionalization of community engagement into higher education institutions. This model can be a tool to foster inclusivity and explore intersectionality.</p>
2:45pm – 4:15pm	<p>T Assessing Community Engagement Courses: Are We Doing What We Think We're Doing? Ile De France Pre-Funtion/Bridge</p> <p><i>Lead Author: Sarah Beth Dempsey</i></p> <p>The purpose of this study was to assess the experience of community engagement (CE) courses and to determine if CE courses have fulfilled the Core Curriculum learning outcomes. In two years, 1,326 students completed CE course evaluations. The students had meaningful service experiences and the courses fulfilled College learning outcomes.</p>

2:45pm – 4:15pm

T Border Thinking: A Theoretical Framework for the Service-Learning Experience Ile De France Pre-Funtion/Bridge

Lead Author: Marie-Eve Monette

Speakers: Barbara Minter

During this presentation, we argue that we need to teach students applicable theoretical frameworks prior to the international service-learning experience. We propose Walter Mignolo's theory of border thinking as a productive pre SL experience framework that facilitates student perception of community partners as equal actors in knowledge production.

2:45pm – 4:15pm

T Catalyzing Entrepreneurship and Economic Development in Rural Mississippi: An Exploration of Student Leadership Identity Development Ile De France Pre-Funtion/Bridge

Lead Author: JR Love

Speakers: Laura Martin, Albert Nylander, Janae Owens

In the summers of 2016 and 2017, seven students at the University of Mississippi collaborated to create entrepreneurial learning programs for African-American and Hispanic students in three rural communities. This study explores how the co-creation of community-based projects with diverse community partners impacts the leadership identity development of college students.

2:45pm – 4:15pm

T Community Partnership Initiative - Connecting Partnership Efforts in a Decentralized Campus Ile De France Pre-Funtion/Bridge

Lead Author: Keristiena S. Dodge

Speakers: Wendy Kaiser, Anthony Starke

The Community Partnership Initiative at the University of Nebraska at Omaha aims at designing a comprehensive framework to capture community partnerships and communicate impact. This initiative has allowed diverse stakeholders at a decentralized campus to unite efforts in engagement reporting, including the development of a partnership map and common/inclusive language.

2:45pm – 4:15pm

T Cultivate Writing Habit for Reflective and Active Learner in Service-Learning Curriculum: Presenting Prompts and 3 Principles. Ile De France Pre-Funtion/Bridge

Lead Author: Hironori Yamaguchi

Speakers: Megumi Akiyoshi, Toru Kawai, Mitsuru Kimura, Seishi Miyashita

To encourage reflective learning, we introduced the guide for taking notes to follow three principles: Make a note anyway, Immediately note a fact and feeling, and Continue taking notes. Using action research, we could observe that student brought their notes to the classroom to share experiences in the field.

2:45pm – 4:15pm

T Development of Service-learning in Japan: Through Analysis of 236 Studies from 2010 to 2017 Ile De France Pre-Funtion/Bridge

Lead Author: Takeshi Miyazaki

This study analyzed 236 research papers of service-learning in Japan spanning from 2010 to 2017. The study clarified how practice and research of service-learning in Japan has been developing by creating a combined "hierarchical structure" and "flowchart".

2:45pm – 4:15pm

T Engaged Graduate Education and the Research University: A Learning Community-Approach to Campus-Wide Change Ile De France Pre-Funtion/Bridge

Lead Author: Susan Harris

Speakers: Samantha Bernstein-Sierra

While the impacts of service-learning and community engagement (SLCE) on undergraduate curricula are well-documented, far less attention has been paid to the integration of SLCE in graduate education. This poster describes a collaborative, qualitative research project exploring engaged graduate education at USC and other institutions of higher education.

2:45pm – 4:15pm

T Engaged Scholars: A Social Justice Self Study of a Multi-year Arts and Humanities Partnership Ile De France Pre-Funtion/Bridge

Lead Author: Gia Grier McGinns

Speakers: Patrice Hutton, Dora Malech, Shawntay Stocks

The Center for Social Concern at Johns Hopkins University is conducting a self-study examining shifting our community-based learning model to explicitly center social justice. We use social justice already, but how do we achieve partner, staff, and faculty buy-in using intersectionality to surface potential issues of marginalization within engagement?

2:45pm – 4:15pm

T Engaging an Activist Ecology: Eco-pedagogy, Inclusive Space, and the Posthuman

Lead Author: Emily Marie Passos Duffy

Ile De France Pre-Funtion/Bridge

This poster explores an ecology of community involvement through a case study of the Boulder Writers Warehouse (BWW) and its offerings. This research posits the critical lens of posthuman theory coupled with theories and practices found in eco-pedagogy to explore relationships between organizations which empower a diverse group of writers.

2:45pm – 4:15pm

T Equity from the Starting Point: Planning for Social Equity in West Panama through Inclusive Research Methods

Ile De France Pre-Funtion/Bridge

Lead Author: Hatvany Cristel Gomez Concepcion

Research on disparities in Western Panama triggered by unfair capitalist practices shines a light on social inequities among Latinos and Ngabe-Bugle indigenous of this region. This study explores methods to address equity in Western Panama early in the research process and speculates about participatory research methods for equitable plan implementation.

2:45pm – 4:15pm

T Exploring Artistic Innovations and Traditions through Service Learning: Bridging North Carolina Visual Arts and Korean Cultural Heritage

Ile De France Pre-Funtion/Bridge

Lead Author: Borim Song

This poster presentation examines research outcomes based on *Artistic Innovation and Cultural Exploration*, a three-month service learning pilot project in which pre-service art teachers instruct Korean-American students in grades K-5 at a Korean Language School about the cultural connections between North Carolina's rich artistic tradition and Korea's cultural heritage.

2:45pm – 4:15pm

T Faculty Emotions in Service-Learning

Ile De France Pre-Funtion/Bridge

Lead Author: Alexa Darby

Speakers: Morgan Oldham

The purpose of this study was to examine faculty emotions in service-learning. Semi-structured interviews were conducted with 11 service-learning faculty. Faculty reported experiencing emotions in response to four specific contexts: Interactions with the community, negative student performance, positive student performance, and the beginning of the semester.

2:45pm – 4:15pm

T Feedback Between Solidarity Service and Academic Learning from the Perspective of the Students

Ile De France Pre-Funtion/Bridge

Lead Author: Martin Ierullo

The work aims to identify factors that enhance the feedback between solidarity service and academic learning from the perspective of the students. The study was based on a survey of 518 students who participated in service-learning projects developed in the framework of CLAYSS Support Programs in Argentina and Uruguay.

2:45pm – 4:15pm

T Impact of Science and Service Learning on Middle School Students' Resilience

Ile De France Pre-Funtion/Bridge

Lead Author: Jane Lumpkin Newman

Speakers: Junelle Christian, Kimberly Stephenson

This study examined the influence of an innovative science and service-learning (SL) instructional program on resilience of students at-risk. Students incorporated STEM and Creative Problem Solving to solve real problems in schools/communities. Results for exemplary SL projects suggest a small to moderate relationship between quality/standards-based SL experiences and student resilience.

2:45pm – 4:15pm

T Integrating Civic Engagement in Online E-Service-Learning Courses: Research and Practice

Ile De France Pre-Funtion/Bridge

Lead Author: Marie-Line Germain

Speakers: Lane Graves Perry, Beth Wall-Bassett

Online-learning enrollments in US higher education have grown annually by more than 20% in the last decade. Despite increasing trends, growth of e-service-learning has not kept pace with demand. This case study of an online Masters of Human Resources course identifies and describes transferable associated with successful e-service-learning environments.

2:45pm – 4:15pm

T Learning Beyond the Classroom: Minority-Language Community Involvement and ESL Teacher Training

Ile De France Pre-Funtion/Bridge

Lead Author: Kirsten Hummel

This poster presents initial results and an overview of an ongoing university-community partnership: French-speaking students in a Teaching English as a Second Language program contribute their developing language and teaching skills in English minority language community organizations, in French-speaking Quebec. Effects on attitudes, motivation and language use confidence are examined.

2:45pm – 4:15pm

T Measuring Impact of a Transformational Framework for Post-Traditional Health Professions Service-Learning Education

Ile De France Pre-Funtion/Bridge

Lead Author: Cheryl Schwartz

Speakers: Tristen Amador, Susan Scherer, Carmen Stagg

Health professions education includes required service-learning components for increasing awareness of social justice issues and skills development to act with justice. Students' learning outcomes are assessed. The study purpose determines the impact of service-learning curriculum and the *Service-Learning Framework*. Results inform curricular and programmatic improvements.

2:45pm – 4:15pm

T Medical College of Wisconsin Community Engagement Survey

Ile De France Pre-Funtion/Bridge

Lead Author: Syed Ahmed

Speakers: Mla DeFino, Sharon Neu Young

Since 2014, the Medical College of Wisconsin (MCW) has administered a community engagement (CE) survey, focusing on CE-related activities, including: research, clinical care, policy and advocacy, publications, coursework, events, awards, and outreach & service. This furthers the conversation regarding the understanding of CE within the MCW community.

2:45pm – 4:15pm

T Mentoring in community engagement: Developing the next leaders of community engaged research

Ile De France Pre-Funtion/Bridge

Lead Author: Jessica L De Santis

Speakers: Zeno Franco, David A Nelson, Sarah P O'Connor

The purpose of this study was to provide mentoring for CENR as a method for developing the next leaders of CE. Mentors and mentees tracked progress over the course of a year. Mentees in this program identified needs in developing research skills and soft skills.

2:45pm – 4:15pm

T Mid-career Professional Development Needs of Academic Service-Learning Faculty

Ile De France Pre-Funtion/Bridge

Lead Author: Alexa Darby

Speakers: Tammy Cobb

The purpose of this study was to examine the professional development needs of experienced academic service-learning faculty. Ten faculty members participated in individual interviews lasting approximately 30 minutes. Participants identified resources that were important to supporting their early careers and described different forms of support needed for their later careers.

2:45pm – 4:15pm

T Preliminary Results from a Mixed Methods Study Examining the Utility of a Bilingual Virtual Community for Community Health Workers

Ile De France Pre-Funtion/Bridge

Lead Author: Melissa Hawkins

Speakers: Laurel Booth, Carla Briceno

This community engaged research examines the social impact of community health workers (CHWs) in reducing health disparities in vulnerable communities. Key findings from three focus groups (2 English, 1 Spanish), a national online survey (n=947) and pilot test results of an open access community of practice tool will be presented.

2:45pm – 4:15pm

T Research Examining a Culture of Critical Consciousness Through International Service-Learning

Ile De France Pre-Funtion/Bridge

Lead Author: Tonya Huber

Speakers: Lorena P. Cestou, Analie Costilla, Martha Lozano, Clarissa Murillo, Vanessa M. Palumbo, Alexandra Reyes, Nancy Salazar, Priscilla Salazar, Sherline Salazar, Rosa Salinas, Elizabeth R. Sanmiguel, Valerie Vasquez, Erika Vela

This research focuses on an international service-learning project in the Dominican Republic and the impact of a short-term literacy training camp on cognitive and literacy skills, psychological factors, as well as the impact on the university students engaged in the service-learning, teaching, and assessment explored through arts-based inquiry.

2:45pm – 4:15pm

T Service-Learning and Future Community Health Service

Ile De France Pre-Funtion/Bridge

Lead Author: Charity Bishop

This research explores the extent to which a service-learning experience that take place during a community health course for community/public health majors is related to specific civic outcomes, and the influence of service-learning on students' knowledge and dispositions toward future service in the field of public health.

2:45pm – 4:15pm

T Service-Learning Program: Project SERVE (Students Empowered to Restore Values and Ethics)

Ile De France Pre-Funtion/Bridge

Lead Author: Rosa Tapar Tayamora

This study assesses the impact of the Service-Learning Program of Mambungan National High School. It is based on a triangulation technique which refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena (Patton 1999).

2:45pm – 4:15pm

T The Conundrum of Service-Learning for Nontraditional Students

Ile De France Pre-Funtion/Bridge

Lead Author: Marcela Uribe

Speakers: Cihltalli G. Perez

As service-learning expands into more college campuses, practitioners need to consider practices that make service-learning inclusive for all college students in order to build civic capacity. The purpose of this round table is to discuss the conundrum that service-learning poses as it is integrated in the curriculum for non-traditional students.

2:45pm – 4:15pm

T The Impact of Peer Team-leader Behaviors, Gender, and Race on College Students Appraisal of Service-Learning Experiences

Ile De France Pre-Funtion/Bridge

Lead Author: John Ray Roberts

Speakers: Marshall Haas, Conway F Saylor

The diversity of service team-leaders may have a positive impact both on participant perception of their leader's strengths and of their service as worthwhile. In addition to diversity in the community populations they serve, college students may benefit from increased exposure to peer-leaders who have different identities from their own.

2:45pm – 4:15pm

T Towards a Practical Model for Community Engagement: Advancing the Art and Science in Academic Health Centers

Ile De France Pre-Funtion/Bridge

Lead Author: Syed Ahmed

Speakers: Mla DeFino, Zeno Franco, David A Nelson, Sharon Neu Young

We propose a comprehensive Community Engagement (CE) Components Practical Model for CE practitioners to view the broader spectrum of CE activities, including five components: Community Outreach & Service, Education, Clinical Care, Research, and Policy & Advocacy. The components are supported by foundational elements within administrative functions and infrastructure.

2:45pm – 4:15pm

T Unity Through Music - Encouraging Transformative Engagement Through Music-Infused Service-Learning - A Mixed Methods Study

Ile De France Pre-Funtion/Bridge

Lead Author: Sharon Widdows

Speakers: Susan O'Neill

This presentation study conducted at Simon Fraser University in British Columbia, Canada, between students at a Canadian elementary school in Mission, British Columbia, and the Sobral School of Music in Sobral, Brazil, to address the question, Can Music-Infused Service-Learning reduce the power inequity inherent in typical service-learning projects?

2:45pm – 4:15pm

T Walking in their Shoes: How an International Teaching Experience in a Rural Mexican School Impacts the Empathy of Pre-Service Teachers

Ile De France Pre-Funtion/Bridge

Lead Author: Valerie Hill-Jackson

Speakers: Lobat Asadi, Vicki Mokuria, Monica Neshyba

Using an action research approach, this paper reports exploratory research on 24 pre-service teachers' empathy quotient in relation to the impact of an international teaching experience in a rural school in Mexico. The survey and reflection data were analyzed and yielded four critical themes. Finally, conclusions and implications are drawn.

2:45pm – 4:15pm

T What Components of a Curriculum Lead to Authentic Youth Community Engagement?

Ile De France Pre-Funtion/Bridge

Lead Author: Colette Ankenman

Speakers: Hilvy Cheung, Patsy Eubanks Owens, Patricia N.E. Roberson, Martin H. Smith, Steven M. Worker

A mixed methods approach is utilized to assess if the knowledge and skills acquired in a new 4-H experientially-based science curriculum will help provide youth with the information and means to develop and implement authentic community engagement projects related to the curriculum's subject matter of predator depredation.

2:45pm – 4:15pm

T Where Do They Go? Roll-off Effects & Program Cap Effects

Ile De France Pre-Funtion/Bridge

Lead Author: Alan Steinberg, Ph.D.

Speakers: Shanna Florence

What happens to students who don't make the cut after applying to a program? Why do some students return for more programming while others disappear? For schools with co-curricular service-learning and community engagement programs it is important to know how program characteristics might be influencing student engagement.

4:30pm – 5:45pm

Bayou Chat #2

Alcove Between Maurepas and Orleans

Speakers: Andy Furco, Julie Hatcher, Dan Richard

Come join a small group of senior IARSLCE scholars for an open, informal forum for junior scholars and graduate students. Bring your questions, interests and pursuits to this unique gathering.

4:30pm – 5:45pm	<p>P Global Learning and Campus Context: Assessing Intercultural Competence, Civic Engagement, and Critical Reflection to Change Institutional Culture Conde/Frontenac</p> <p><i>Lead Author: Dennis McCunney</i> <i>Speakers: Erin Sabato, Robin Young</i></p> <p>The Global Engagement Survey (GES) is a multi-institutional assessment tool that examines relationships among program variables and student learning, specifically with respect to global learning goals. Partners will share how they utilize the GES to assess global learning in different institutional contexts and develop research questions using student learning outcome data.</p>
4:30pm – 5:45pm	<p>P Just Research: Community-Universities Partnership in Community Based Participatory Research St. Jerome</p> <p><i>Lead Author: Savathrie Maistry</i> <i>Speakers: Darren Brendan Lortan, Grey Magaiza, Kanya Padayachee</i></p> <p>This presentation focuses on a community-universities partnership initiative on community based participatory research underpinned by social and epistemic justice for the South African context. The partners are a rural community and two universities located in different provinces. The significance of orientating partners in and for just research is highlighted.</p>
4:30pm – 5:45pm	<p>R Global SLCE and Faculty Development: International Service-Learning: Faculty Engagement and Transformation Rex</p> <p><i>Lead Author: Kristen K White</i></p> <p>This qualitative study explored how international service-learning developed faculty personally and professionally. The 48 interviews from 17 faith-based universities found that if faculty engaged in all four of Kolb's (1984) experiential learning stages, their commitment to service-learning increased and encouraged their continued participation in future service-learning opportunities benefitting their students.</p>
4:30pm – 5:45pm	<p>R Shared Paper Session on Institutional Support for Faculty and SLCE: Dynamics on the Edge: Exploring Roles and Intersections of Service-Learning/Community Engagement and Educational Development Orleans ()</p> <p><i>Lead Author: Becca Berkey</i> <i>Speakers: Cara Meixner</i></p> <p>This paper addresses: a) the roles that educational developers play in faculty and institutional success; b) opportunities for partnerships among S-LCE professionals and other educational developers; c) the intersection of work among S-LCE professionals and other educational developers; and d) considerations of shared pathways to evidence success in our work.</p>
4:30pm – 5:45pm	<p>R Shared Paper Session on Institutional Support for Faculty and SLCE: Next Generation Practitioner-Scholars Navigating Community-Engaged Professional Development: A Collaborative Autoethnography Orleans ()</p> <p><i>Lead Author: Lori E. Kniffin</i> <i>Speakers: Elisabeth Fornaro, Emily M. Janke, Stacey D. Muse, Jennifer W. Purcell, Trina Van Schyndel</i></p> <p>This collaborative autoethnographic study examines motivations, experiences, and impacts related to next-generation practitioner-scholars serving as Chair of the IARSLCE Graduate Student Network. Join us as we explore how this role serves as an avenue to developing community-engaged competencies for practitioner-scholars (Dostilio, 2017; Doberneck et al., 2017).</p>
4:30pm – 5:45pm	<p>D Community-based Internship Program Participatory Action Research Project Bacchus</p> <p><i>Lead Author: Benjamin Trager</i></p> <p>What are the key components of a community-based internship program and how can they be implemented effectively for the benefit of all stakeholders? Understanding community-based internships is integral as they are a combination of service-learning and traditional internships, high impact practices that benefit college students in a variety of ways.</p>

4:30pm – 5:45pm	D Development of a Rubric to Evaluate Course Syllabi for Quality Indicators of Community Engagement and Service-Learning	Shangri-La
	<i>Lead Author: Sally Haack</i> <i>Speakers: Laura Kieran, Renee Sedlacek</i>	
	<p>This session will introduce a new rubric to evaluate course syllabi for quality indicators of service-learning components. The PRELOAD rubric categories are: Partnership, Reflection, Engagement, Logistics, Objectives, Assessment and Definition of Service-Learning. Participants will be invited to review the rubric and then apply it to sample syllabi.</p>	
4:30pm – 5:45pm	D Near Death Experience? Service-Learning in PK-12 Classrooms and Teacher Education Programs	Babylon ()
	<i>Lead Author: Dane Emmerling</i> <i>Speakers: Amy Anderson, David M Malone</i>	
	<p>Participants will actively:</p>	
	<p>Examine the current well-being of service-learning in PK-12 classrooms and teacher education programs;</p>	
	<p>Explore solutions for addressing the challenges which PK-12 teachers and teacher educators face;</p>	
	<p>Consider the possibility of creating an IARSLCE Special Interest Group (SIG) focused on PK-12 classrooms and teacher education.</p>	
4:30pm – 5:45pm	D Preparing Underrepresented Students to Engage with Marginalized Communities: An Examination of Civic Learning Outcomes	Orpheus
	<i>Lead Author: Courtney Anne Berrien</i> <i>Speakers: Donte Roberts, Asha Starks</i>	
	<p>This roundtable discussion features research on student learning outcomes in a civic leadership program in which most participants are students of color from first-generation college attending families. The discussion will center on data collected from the program, and implications for civic formation programs working with minority students in diverse communities.</p>	
4:30pm – 5:45pm	D Reflective Structured Dialogue and Q-Methodology as Community-Engaged Research Tools for Inclusivity and Intersectionality	Endymion
	<i>Lead Author: Paul Matthews</i> <i>Speakers: Abigail Borron, Kristi N Farner, Brandy B Walker, Shannon O'Brien Wilder</i>	
	<p>This roundtable session engages attendees in considering the potential research applications of coupling two methods for engaging with community on controversial topics. The synergistic combination of Reflective Structured Dialogue and Q-Methodology could engender more truly participatory research findings and processes for otherwise marginalized community members.</p>	
4:30pm – 5:45pm	S Connecting Engagement Efforts in a Metropolitan, Decentralized Institution: A Strategic Approach	Maurepas
	<i>Speakers: Julie L Dierberger, Keristiena S. Dodge</i>	
6:00pm – 7:00pm	Graduate Student Reception (Open to All Graduate Students and Others by Invitation Only)	
	TBD	

P Panel **L** Plenary Session **R** Research Paper Presentation **D** Roundtable

JULY 20 • FRIDAY

8:30am – 9:45am	L	PLENARY SESSION: PANEL BREAKFAST	Ile de France Ballroom
10:00am – 11:15am	P	Breakfast Panel #1	Maurepas
10:00am – 11:15am	P	Breakfast Panel #2	St. Jerome
10:00am – 11:15am	P	Comparative International Approaches to Teaching Community-Engagement: From Service-Learning In Alaska to Community Researchers in the UK <i>Lead Author: Helen Thomas-Hughes</i> <i>Speakers: Cheryl Siemers, Debbie Tobin</i> Community-engaged service-learning and co-produced research methodologies have much in common, particularly in training students and community-researchers to conduct collaborative activities in ways transformative to civil society. This international panel opens conversation about intersections, crossovers and sites of reciprocal learning from service-learning in Alaska to co-produced community-engaged research in the UK.	St. Claude
10:00am – 11:15am	P	The Long Haul: Reciprocity and Adaptation in Service-Learning <i>Lead Author: Diana K. Soto-Olson</i> <i>Speakers: Ashley Nelson, Rebecca M. Otten, Emily Schmidt, Ryan Steven Vik</i> This panel will discuss reciprocity and adaptation in long-term service-learning relationships. Four instructors from different disciplines at Tulane University present their service learning experiences as independent case studies to illustrate reciprocity and adaptation. They argue that these partnerships often transform hierarchical power dynamics across difference and institutional barriers.	Orleans ()
10:00am – 11:15am	R	Shared Paper Session on Community Stakeholders: Investigating the Intersecting Impacts of Service-Learning on Stakeholder Groups <i>Lead Author: Lesley Graybeal</i> <i>Speakers: Lorrie George-Paschal, Amy Hawkins</i> The bulk of service-learning research focuses on student learning while few studies address comparative and intersecting outcomes. This qualitative case study examines the impacts of service-learning on multiple stakeholder groups, identifying five overlapping themes related to the benefits and challenges associated with service-learning.	Conde/Frontenac
10:00am – 11:15am	R	Shared Paper Session on Community Stakeholders: Maintaining Reciprocity in Justice-Based Service-Learning: Community Agencies Hosting Pre-Service Teachers Toward Social Justice <i>Lead Author: Darren E. Lund</i> This presentation includes insights from a university service-learning program initiated by community agencies to work collaboratively with a faculty of education. The program includes agencies that work with a range of diverse young people, including immigrant children, youth with disabilities, youth who identify as LGBTQ+, and Indigenous children and youth.	Conde/Frontenac
10:00am – 11:15am	D	Critical Service-Learning: Ensuring High Quality Pedagogy Through Use of a Guided Conversation Tool <i>Lead Author: Dane Emmerling</i> <i>Speakers: Amy Anderson, David M Malone, Matt Serra</i> Despite the growth of scholarship on critical service-learning, greater attention is needed examining how faculty understand and implement critical service-learning. We created and piloted a qualitative study using a guided conversational tool. Participants will discuss results, complete the tool, offer feedback, and reflect on critical service-learning in theory and practice.	Shangri-La
10:00am – 11:15am	D	From the What to the How: Transformation and Justice through University-Community Partnerships <i>Lead Author: Milad Mohebali</i> A Transformational Engagement Model (TEM) is developed to understand how partnerships between university and community partners may transform from mutually beneficial to both mutually beneficial and reciprocal. Accordingly, TEM provides an opportunity to understand justice not only by focusing on <i>what one gets</i> but also <i>how</i> individuals engage together.	Orpheus

D On Becoming: How does an Institutional Commitment to Civic Action Manifest Itself in Leadership, Pedagogy, and Students' Civic Identity

Lead Author: Sean Crossland

This study seeks to identify how a Civic Action plan endorsed by a community college president and board of trustees influences leadership priorities, pedagogical practices, and most importantly the civic identity of students. Engagement center director/ doctoral student seek input and discussion on this appreciative inquiry dissertation proposal.
