



Celebrating the “I” in IARSLCE: Researching Engagement Across Borders

The mission of IARSLCE is “to promote the development and dissemination of research on service-learning and community engagement internationally and across all levels of the education system.” This mission encourages an exploration of the wide range of approaches to SLCE that exist around the world. Bringing attention to diverse and innovative practices supports the evolution of the field.

In 2019 the world is more connected than ever before. For the field of service-learning and community engagement, this means that colleges and universities have myriad opportunities to engage with community stakeholders around the world, including refugee, migrant and immigrant communities. International engagement demands an awareness of the potential pitfalls associated with working across borders; it must strive to be inclusive and comparative, attending to the local *and* global contexts. Identifying and disseminating best practices for global engagement has never been more salient.

The theme of this year’s IARSLCE conference highlights the “international” aspect of our research association. This includes a focus on SLCE research taking place in distinct locations around the globe as well as efforts to understand engagement that crosses international and other borders. The theme underscores the value of international perspectives and approaches to research while embracing the global exchange of ideas.

Researching Engagement Across Borders

The conference theme is intended to encourage thoughtful intercultural dialogue about research and research-informed practice for the benefit of diverse stakeholders across an expansive SLCE community. Questions that arise from an emphasis on international engagement include:

1. How is service learning and community engagement implemented in different parts of the world?
2. What is the nature and scope of SLCE engagement across borders, and how are such borders defined (and by whom)? Are there clear benefits to this kind of engagement? What are the potential or actual risks?
3. How does research inform best practices for preparing students, higher education professionals and community practitioners to engage in reciprocal and equitable relationships with international communities? How do we know that these relationships are reciprocal and equitable?
4. How does international engagement impact student learning? Can similar learning goals be achieved locally with international communities?
5. How does the SLCE field engage with international issues that have local impact and with local issues that have international impact, such as refugee populations and immigration? What are the international implications of seemingly local issues, like environmental equity and civil rights?
6. Fundamentally: how does research inform engagement across borders? Likewise, how can global SLCE practices shape research agendas?

The Conference Content Committee invites proposals that present research on service-learning and community engagement in a wide range of contexts. Especially encouraged are proposals that consider these questions and connect in some way to the conference theme of **researching engagement across borders**. We are excited to gather in Albuquerque this October to learn about vital research being conducted around the world and its implications for the field.

IARSLCE Abstract Submission Process

Conference proposals must be submitted via the Abstract Scorecard platform:

<https://www.abstractscorecard.com/cfp/submit/login.asp?EventKey=NMUQKAPG>. To submit a proposal, you will first need to create a user profile on the website. The abstract submission process requires the following components:

- Selection of the appropriate proposal category; see below for detailed information about the requirements for each format
- Author and presenter information, including contact info, professional affiliation and a brief biographical sketch for each author
- Proposal abstract (50 words max)

- Proposal narrative (1000 words max)
- An indication of whether and how ethical concerns were addressed and/or vulnerable populations were safeguarded

Presentation Categories

The conference will include the following formats:

Research Paper Presentations:

This format involves the formal presentation of a research paper that advances service-learning and/or community engagement research. Research papers present well-developed arguments on philosophical, theoretical, policy, or practical issues in the study of service-learning and community engagement and adhere to the tenets of scholarly research. Papers (two to a session) will be grouped thematically. Paper authors will coordinate to self-introduce, keep presentations on time, and facilitate discussion. ***Paper authors will be encouraged to exchange their papers in advance of the conference.***

Research paper proposal abstracts should contain the following as are applicable, preferably in this order: (1) a clear statement of the purpose or goals of the study and the primary research question(s) addressed; (2) theoretical or conceptual frameworks/perspectives; (3) methods, techniques, or modes of inquiry; (4) data sources or empirical evidence; (5) results, conclusions; (6) significance of the study findings; and (7) 3 - 4 keywords that best represent the research.

Program descriptions and/or program evaluation results will not be considered or accepted for research paper presentations.

In order to facilitate the pairing of research papers for conference sessions, please identify the topic(s) or theme(s) that most closely correspond to the subject of your research:

- Conference Theme: Celebrating the “I” in IARSLCE: Researching Engagement Across Borders
- Community partnerships, non-university stakeholders
- Student outcomes
- K12 context
- Graduate education
- SLCE in virtual spaces
- Community Engagement Professionals
- Faculty issues (promotion and tenure, learning communities, etc.)
- Theory and methods
- Health and medical-related
- Identity and indigeneity
- Other (please specify)

Panel Presentations:

Panel presentations focus on research projects, issues and/or agendas. They do not address program descriptions/discussions. The focus of the panel presentation is a clearly identified theme or topic that:

(a) utilizes a particular disciplinary or theoretical perspective in considering a research problem; (b) reflects an emerging issue in a specific area of research, policy, or practice; or (c) centers on the development of service-learning and community engagement theory or methods. Panels are research-oriented but, unlike a research paper presentation, the panel organizer determines the theme and set of presenters for an entire session. **The names of at least three presenters should be included in the proposal, along with a description of each presenter's qualifications vis à vis the topic.** Members of the panel will make brief presentations linking their scholarly reflections with the theme, after which ample opportunity should remain for discussion. *Proposals must include and identify a facilitator/host* to: a) convene and introduce the panelists and topic, b) serve as timekeeper, c) facilitate discussion, and d) provide concluding remarks. **Presenters will be limited to leading and/or participating in one panel session.** Selected panels will be scheduled for the entire duration of a conference session, rather than sharing the time with other papers or presentations.

Panel proposals should contain as many of the following as are applicable, preferably in this order: (1) objectives of the session; (2) the scholarly significance of the theme or topic, including the particular contribution to the field in terms of SLCE theory, method, policy and/or practice; (3) identification of the presenters and a discussion of their backgrounds related to the theme or topic; (4) an overview of each panelist's substantive contribution to the panel, including a summary of relevant research methods, frameworks, results, etc.; (5) a discussion of how the session will be structured, including the designation of a moderator and strategies to facilitate audience discussion; and (6) 3 - 4 keywords that best represent the research or project.

Poster Session:

There will be one poster presentation session on the second afternoon of the conference (time TBD).

Poster presentations provide a forum for scholars to engage in active discussion with other conference participants about either a completed research project or a project in developing stages. Individuals, institutions, and organizations may present posters that highlight current research or feature programs and community partnerships that are informed by research and/or yield research opportunities.

Poster presenters will display research on a large bulletin board (provided at the conference; poster measurement specifications are listed below). Presenters will attend the poster session to discuss the project with conference attendees; they may wish to bring a written detailed summary of their work to hand out to attendees.

Poster presentation proposals should contain as many of the following as are applicable, preferably in this order: (1) a clear statement of the purpose or goals of the project and the primary research question(s) addressed; (2) a brief summary of the theoretical or conceptual foundations for the work; (3) a concise description of the research design and methods used or proposed; (4) the project findings; (5) the theoretical and/or practical significance or implications of the research; and (6) 3- 4 keywords that best represent the research.

Roundtable Discussions:

Roundtable discussions provide an opportunity for conference attendees to discuss emerging research questions with fellow conference attendees in an informal, conversational setting. **Given the informal structure of the roundtable presentation, no audio-visual equipment will be provided.** Foci include the

following: (a) Input/Feedback – for scholars presenting preliminary findings from research and/or graduate students seeking input or feedback on theses or dissertations, (b) Collaborative Research – for exploring potential collaborative research projects across institutions, (c) Topical Discussions – for discussions on important topics (e.g. diversity/equity, professionalization of field, etc.) designed to generate research ideas and/or policy briefs/white paper essays, potentially co-authored by roundtable participants.

Roundtable presentation proposal abstracts should contain the following as are applicable, preferably in this order: (1) the format of the roundtable (input/feedback, collaborative research or topical discussion); (2) a clear statement of the purpose or goals of the project and the primary research question(s) addressed; (3) the theoretical or conceptual foundation for the work; (4) the scholarly significance of the research or topic, including the particular contribution to the field in terms of SLCE theory, method, policy and/or practice; (5) plans for the allocation of time (re: presenting research and engaging attendees in discussion); and (6) 3 - 4 keywords that best represent the research. Proposals for roundtables presenting research (Input/Feedback) should include a description of the research design, methods and findings, including participants, setting, data sources, analysis and implications. Roundtable proposals for Collaborative Research or Topical Discussions should indicate the purpose of the discussion and any pertinent research related to the topic.

In the roundtable session, roughly equal time should be allocated for the presenter to introduce the research or topic and for session attendees to contribute to the discussion. The type of roundtable (Feedback/Input, Collaborative Research, Topical Discussion) will be noted along with the titles in the conference program.

Proposal Review Process:

The Conference Committee will distribute specific review criteria for each presentation type, based on the Call for Proposals. **All proposals will be evaluated according to the extent to which they: 1) are clearly and compellingly written; 2) are research focused; 3) consider the ethical implications of the research; 4) address issues that are important to the field; and 5) show potential for audience appeal.**

Each criterion will be reviewed using the following scale:

- 1: The proposal does not adequately address or meet the criterion
- 2: The proposal adequately addresses or meets the criterion but could be more developed
- 3: The proposal fully addresses or meets the criterion
- N/A: Not applicable or relevant to this proposal

A note about conference sessions:

- To allow for the inclusion of as many different voices as possible, participants will be limited to being the primary author on two (2) presentations, only one (1) of which can be leading and/or participating in a panel. There is no limit on the number of co-authored papers or projects as a *non-presenting author*.
- All regular conference sessions are 75 minutes in length.
- All paper presentations will have two (2) papers per session. We suggest that the two presenters each present for 30 minutes with a shared 15 minute Q&A at the end.

- Panels get their own 75 minute session.
- There will be one poster presentation on the second afternoon of the conference (TBD). Posters should be **48" x 36"** with a horizontal orientation.
- Pre-conference proposals will be solicited at a later date.

Important Dates

Call for Proposals Released: Mid-March
 Proposals Due: May 17, 2019
 Notification of Acceptance: Late July

To submit a proposal please visit:

<https://www.abstractscorecard.com/cfp/submit/login.asp?EventKey=NMUQKAPG>

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About the International Association for Research on Service-Learning and Community Engagement

The International Association for Research on Service-Learning and Community Engagement (IARSLCE) is an international non-profit organization; it launched in 2005 and incorporated in 2007. The Association's primary objective is to advance service-learning and community engagement research across the educational spectrum (primary, secondary, post-secondary, and other forms of education).

IARSLCE collaborates with international organizations and affiliates through dialogue and co-sponsored regional symposiums across the globe. These partnerships seek to increase research and scholarly output across the globe and insure that service-learning and community engagement is underpinned by international engagement.

Questions?

Email questions to info@researchslce.org.