

2019 Conference Theme:

### **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 (SLCE) 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.

#### **Proposal Review Process:**

The Conference Committee has developed 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. If reviewers believe that the proposal is more appropriate for a different format, they will have the opportunity to make that recommendation.

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

If you have any questions about the review criteria or overall review process, please contact a member of the Conference Program Subcommittee:

Susan Harris: [scharris@usc.edu](mailto:scharris@usc.edu) (Conference Committee Chair)

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For technical questions about using Abstract Scorecard, please contact Tara Luparello, IARSLCE Administrative Director: [tluparel@tulane.edu](mailto:tluparel@tulane.edu).

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.

### **Research Papers:**

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. Two research papers (grouped by conference organizers by topic) will share a 75-minute session – 30 minutes each with 15 minutes for a shared Q&A.

### **Review Criteria:**

- 1. Research focus:** The proposal clearly describes and concerns a completed scholarly research project (not proposed research nor a program description or evaluation or other non-research-focused SLCE project)
- 2. Objectives or purposes of the study:** The proposal makes a case for the importance and compelling nature of the research question; it is clearly rooted in and designed to extend a current and relevant literature
- 3. Theoretical or conceptual frameworks/perspectives:** The study has a clearly defined theoretical framework that is appropriate for the research question or topic
- 4. Methods, techniques, or modes of inquiry:** The proposal clearly describes the quantitative, qualitative and/or other scholarly approaches used in the study, which are adequate and appropriate for the research question or topic
- 5. Data sources or empirical evidence:** The research relies on "high-quality data," broadly defined, that is appropriate for the particular method. (E.g., quality may be based on sample size and/or selection, primary sources, theoretical sampling, etc.)
- 6. Results and conclusions:** The study's findings are clearly articulated and reasonable, based on the methods, data available, etc.; the proposal adequately addresses the limitations of the study
- 7. Significance of the study findings:** The proposal places the study's findings in the context of the existing literature and notes the implications for future research and/or practice
- 8. Ethical concerns:** The proposal clearly articulates any ethical concerns inherent in the research (re: method, authorship, dissemination of findings, etc.) and/or describes how the rights of any vulnerable populations were safeguarded
- 9. Clarity of proposal:** The proposal is clearly and persuasively written and well organized
- 10. Audience appeal:** The subject of the proposal (e.g., the topic, method or approach, theoretical framework or argument) is likely to be of interest to conference attendees
- 11. Overall Assessment:** The research paper advances service-learning and/or community engagement research, addressing issue(s) that are timely, urgent, innovative and/or of importance to the SLCE field

## Panel Presentations:

Panel presentations focus on a research projects, issues and/or agendas. They are research-oriented but, unlike a research paper presentation, the panel organizer determines the theme and set of presenters for an entire 75-minute session.

### Review Criteria:

- 1. Research focus:** The proposal clearly describes and concerns a scholarly research project, issue or agenda (not a program description or evaluation or other non-research-focused SLCE project)
- 2. Panel focus:** The proposal describes a theme or topic that effectively does at least one of the following: (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 research methods.
- 3. Objectives of the panel:** The proposal identifies realistic and useful goals, objectives and/or take-aways for the panel
- 4. Significance of the theme or topic:** The proposal makes a case for the importance and compelling nature of the panel topic or theme, which is clearly rooted in and designed to extend a current and relevant literature
- 5. Panel composition:** The proposal specifically identifies a panel moderator and a minimum of three presenters/panelists, including names and qualifications of all those participating (*vis á vis* the panel topic or theme). (Alternatively, the proposal offers a detailed and plausible plan for identifying a qualified moderator and/or panelists far in advance of the conference.)
- 6. Panelists' contributions:** The proposal offers a clear description of the research, perspectives and/or practices to be contributed by each panelist, noting how each presentation is connected to the larger research project, issue or agenda
- 7. Panel Organization:** The proposal clearly describes how the panel will be structured, including plausible plans for managing time, facilitating discussion and encouraging audience participation
- 8. Ethical concerns:** The proposal clearly articulates any ethical concerns inherent in the research (re: method, authorship, dissemination of findings, etc.) and/or describes how the rights of any vulnerable populations were safeguarded
- 9. Clarity of proposal:** The proposal is clearly and persuasively written and well organized
- 10. Audience appeal:** The subject of the panel (i.e., the disciplinary perspective it utilizes, the emerging issue it addresses and/or the theoretical or methodological approach it advances) is likely to be of interest to conference attendees
- 11. Overall Assessment:** The proposed panel advances service-learning and/or community engagement research, addressing issue(s) that are timely, urgent, innovative and/or of importance to the SLCE field

## Poster Session

Poster presentations provide a forum for scholars to engage in active discussion with other conference participants about either a completed research project or prospectus of a project in developing stages. Individuals, institutions, and organizations may present posters to highlight current research or international programs and community partnerships that yield research opportunities. Poster presenters will visually display research on a large bulletin board and discuss the work during the designated poster session.

### Review Criteria:

- 1. Research focus:** The proposal clearly describes and concerns a scholarly research project (completed or proposed), or international program(s) and/or community partnership(s) that are informed by or can yield research.
- 2. Objectives or purposes of the study:** The proposal makes a case for the importance and compelling nature of the research; it is clearly rooted in and designed to extend a current and relevant literature
- 3. Theoretical or conceptual frameworks/perspectives:** The project is guided by a clear theoretical or conceptual framework that is appropriate for the research question or topic
- 4. Methods, techniques, or modes of inquiry:** The proposal clearly and concisely describes the quantitative, qualitative and/or other scholarly approaches used in or proposed for the study, which are adequate and appropriate for the research question or topic
- 5. Results and conclusions:** The study's findings and limitations (if applicable) are clearly articulated and reasonable, based on the methods, data available, etc.
- 6. Significance of the study findings:** The proposal places the study's findings (if applicable) in the context of the existing literature and notes the implications for future research and/or practice
- 7. Ethical concerns:** The proposal articulates any ethical concerns inherent in the actual or proposed research (re: method, authorship, dissemination of findings, etc.) and/or describes how the rights of any vulnerable populations were (or will be) safeguarded
- 8. Clarity of proposal:** The proposal is clearly and persuasively written and well organized
- 9. Audience appeal:** The subject of the poster (e.g., the research topic and/or the programs or partnerships upon which the research is based) is likely to spark conversation and engage poster session attendees
- 10. Overall Assessment:** The poster advances service-learning and/or community engagement research, addressing issue(s) that are timely, urgent, innovative and/or of importance to the SLCE field

## Roundtables:

Roundtable discussions provide an opportunity for conference attendees to discuss emerging research questions or topics, get feedback on works-in-progress, or discuss potential opportunities for collaboration with fellow conference attendees in an informal, conversational style. Each roundtable discussion will last 75 minutes and focus on a single topic; roundtables will take place each day of the conference, concurrently with Research Paper and Panel Presentations.

## Review Criteria:

1. **Research focus:** The proposal clearly describes and concerns a scholarly work-in-progress
2. **Roundtable format:** The proposal identifies the preferred format of the roundtable: (a) Input/Feedback - graduate student and/or emerging scholars seeking input/feedback on research projects or thesis/dissertations; (b) Collaborative Research - collaborative research project exploration across institutions; (c) Topical Discussions - discussions on important topics designed to generate potential research questions and/or publications
3. **Roundtable structure:** The proposal describes plans for presenting information about the proposed project in a way that balances presentation with conversation and that does not require audio-visual support
4. **Roundtable goals:** The proposal clearly describes the overarching purpose of the roundtable and how it will be structured to achieve the goals of the preferred format (input/feedback, collaborative research or topical discussion)
5. **Objectives or purposes of the study:** The proposal clearly describes and makes a compelling case for the importance of the emerging research question, project or topic
6. **Theoretical or conceptual frameworks/perspectives:** The proposal identifies a theoretical or conceptual framework that is appropriate for the research question or topic
7. **Methods, techniques, or modes of inquiry:** Depending on the roundtable format, the proposal describes the actual or anticipated quantitative, qualitative and/or other scholarly approaches to be used in the study and/or any pertinent research related to the topic
8. **Significance of the study findings:** The proposal clearly articulates the study's findings, if applicable, and/or places the proposed project in the context of existing and pertinent research
9. **Ethical concerns:** The proposal articulates any ethical concerns inherent in the actual or proposed research (re: method, authorship, dissemination of findings, etc.) and/or describes how the rights of any vulnerable populations were (or will be) safeguarded
10. **Clarity of proposal:** The proposal is clearly and persuasively written and well organized
11. **Audience appeal:** The proposal articulates the potential of the roundtable to spark conversation and engage session attendees

**12. Overall Assessment:** The proposal articulates the potential of the roundtable to stimulate thinking about the theoretical and/or practical significance of the research and its implications for the SLCE field