出國報告 （出國類別：參加國際會議）

2015 年國際服務學習及社區參與研究組織研討會
INTERNATIONAL Association for Research on Service-learning and Community Engagement

服務機關：教育部青年發展署
姓名職稱：王佑菁科長
派赴國家：美國
出國期間：104 年 11 月 15-20 日
報告日期：105 年 2 月 17 日

目次

一、前言

　　教育部青年發展署於 102 年行政院組織再造後，併入教育部，並承接原教育部訓委會推動服務學習綜整及聯繫窗口等業務，整合資源推動服務學習。本次參與 2015 年國際服務學習及社區參與研究組織研討會，係於 104 年 11 月 16 日至 18 日於美國波士頓舉行。本會議邀請世界各國教育工作者、政府單位、非營利組織、青年學生等共同參與，主題是「革命性學門：社區參與模式的創新(Revolutionary Scholarship: Innovation of Community Engagement Models)」，主要探討各國對服務學習及社區參與的研究趨勢，會中安排演講、工作坊及圓桌會議等活動。

　　本次研討會舉辦共計 3 日，其中第 1 日的上半天以會前工作坊方式進行，採取小組討論形式深入討論各項子議題，作為研討會前的「準備」。在中午以午餐會報的方式正式為本次會議開幕，每日的午餐都以專題演講的形式進行，每日邀請主講人演說不同主題，在進行約 30 分鐘的演講後，臺下開始以分桌討論的形式分享是場演講及當日參與研討會的心得。在最後一日的閉幕式，則以「慶賀」、「反思」的方式進行，在頒發服務學習相關榮譽獎項後，各桌均提供 3 道題目，讓同桌的與會人士共同反思，並逐桌發表心得，將服務學習的準備、服務、反思、慶賀四階段融入於本研討會中進行。

二、參與會議及工作坊內容摘要

（一）午餐會報(Luncheon)

1．開幕式

　　大會開幕式邀請國會議員朱歐甘迺迪(Joe Kennedy)專題演講，他代表麻薩諸塞州歡迎與會人員，在演說後邀請來自國外的朋友們起立接受大家的歡迎，並開始讓各桌認識與會的夥伴，讓不同國家的與會者能夠彼此認識。

　　在會後即與Marshall Welch及John Saltmarsh談話，其於上午已先行進行工作坊，分享服務學習專責單位的評核架構，係經由長期研究而設計學校自我評核量表，針對學校發展現況、師資專業、學生學習等面向分類評核，得出學校推動服務學習積分，並可了解未來推動方向，可做為我國訂定服務學習相關評核指標之參考。

2．午餐會報

　　第2日辦理午餐會報，由Shelly H. Billig, Dwight E. Giles, Jr., Lorraine Mcllrath, Tania D. Mitchell等4位專家學者共同分享，指出應從社會正義走向社會改變，不只給予人們所需要的援助，更是要改變他

們的生活。在美國提出的2030年國家高等教育策略中，首度將社會組織視為重要基柱，顯見民間力量的重要性，並提出幾個問題供各桌反思：(1)服務學習研究下一步走向為何？(2)誰能從服務學習中獲益？(3)如何從學術導向行動？期待透過這3個問題，可以鼓勵人們不只實踐(practice)、更能實際參與(engage in)。

本桌與會人員共同討論後，也提出幾個建議：(1)服務學習研究下一步走向，可考慮研究結合服務學習與職場競爭力，透過服務學習提升學子品德涵養、培育反思與實作能力，進一步結合未來的職場規劃，讓服務學習理念得以落實至社會中實踐；(2)從服務學習中獲益者，包括社區、學校、家庭等人員均能從中獲益，重點在於如何從短期的服務學習課程或活動，導向長期的社區參與，且讓學生從短期、具強制性的課程活動中，引發實踐熱情並持續投入；(3)從學術導向行動面向，可以考量讓研究進行方式非僅限於理論及調查等純粹學術性研究，而能夠參考行動研究等方式，讓實務工作者參與甚至成為研究者，在實務場域中進行，以提升研究可行性。

3．閉幕式

大會首先以慶賀方式，授證予推動服務學習優質人員，接著安排反思時間，事先準備反思單讓各桌進行小組討論，包括經由本次三天的研討會，能帶著走的學習有哪些？大會後續活動辦理建議？大會還能提供什麼服務吸引更多會員？讓本次活動畫下的不是句點，而是開啟會議參與者及辦理者對下一步行動的思考。

本桌與會人員共同討論後，反思如次：(1)經由本次研討會，未來可以結合各自相關研究或政策方案，融入新近研究與實務趨勢共同推動(臺灣可參考部分如本報告所列建議部分)；(2)大會後續活動，原先服務學習係起源於歐美，爰多於歐美國家辦理，現服務學習風潮已遍及各國，可考慮移至亞太地區辦理，並增加美國以外之國家分享，以提升國際會議之參與度與能見度；(3)大會未來可考慮成立會員網絡，定期提供電子訊息，包括最近研究趨勢、活動報導、各國推動情形等，以強化成員聯繫，並帶動國際間推動服務學習風潮。

(二) 工作坊（workshop）

本年會針對體驗教育的未來趨勢、學術研究、實務作法等各面向，規劃了大約 130 場工作坊，惟因各時段至少有 8 場次以上研討會同時進行，爰只能依該工作坊的研究主題、自己的興趣需求等，選擇部分場次參與，謹概述如下：

1.公民參與行動(Civic Engagement movement)

主講者：Saltmarsh, John；Hartley, Matthew

　　本場工作坊回顧美國公民參與的歷史，以1980至1998年為公民改造(reclaiming civic)時期、1998至2004年為公民成長、散播與改造(growth and dispersion and the reclaiming the civic purpose)時期，探討服務學習與公民參與的關係，其中公民參與部分，需要同步思考品質(quality)、公平(equity)、影響(impact)、問題(problem)面向；服務學習則需思考由慈善事業(charity)逐步進展至社會正義(social justice)。

　　綜上服務學習與公民參與的關係，提出是何者引領何者(which lead which)的問題：高等教育v.s公民參與；服務學習v.s民主行動，讓參與者進一步思考服務學習的可能性。服務學習是否有結合學術及行動的可能性？是否可能經由服務學習，讓高等教育從學術殿堂走向社會大眾，並培育勇於行動的青年公民？究服務學習本質而言，是否可能不只限於弱勢扶助，而可能進階到弱勢翻轉，甚至永續的社會行動？此為本場工作坊帶來的進一步省思可能性。

2.深度探索(Diving deep)

主講者：Mcreynolds, Mandi；Hirt, Laurel；Wittman, Amanda；Jamison, J. R.

　　本工作坊由5個人組成，分享其參與一個深度探索(diving deep)方案的心得，該方案將參與者分成組織管理者(organizational manager)、機構策略領導者(institutional strategic leader)、社區創新者(community innovator)、實地貢獻者(field contributor)，共同參與方案，並分享其教育、反思、溝通的意涵。

　　深度探索方案是一個試辦型的方式，參與者可能來自不同學校或社區、不同領域、不同位階的工作者，共同參與該方案，在方案中定期滾動修正實踐方式，再各自回到領域中實踐，分享的5名人員認為透過此方案，是以行動研究的方式在實踐中學習，並對其實務工作推動大有助益。由此可見國際間亦逐漸提倡將服務學習回歸實務運作，以使其發展切合實際需求。

3.高等教育學術領域與公民及社區參與：如何使其契合？(Civic and community engagement in academic higher education: Where does it fit?)

主講者：Shaffer, Timothy；Kliewer, Brandon；Mull, Casey；Pearl, Andrew；Sandmann, Lorilee

本場工作坊以世界咖啡館方式進行，共分成4個討論主題，分別為學術計畫(領導研究)【academic program (leadership studies)】、跨域單位/功能(延伸及超越)【enclaved unit/function (extension& outreach)】、意識型態(審議式民主)【ideology (deliberative democracy)】、教學(服務學習)【pedagogy (service learining)】，各組分別討論社區參與及服務學習、社區行動與傳統學術理論之關係與衝突。

　　在本次分組過程中亦分享臺灣服務學習經驗，發現臺灣的服務學習自96年開始推動迄今，已有逾半數的大專校院設置服務學習專責單位，其它多數大專校院亦置有專人負責，在國際間已屬難得，惟學校結合企業或社區跨域推動服務學習者則仍在努力階段，學校如何可能與社區有密切聯繫、了解鄰近社區需求並結合企業或學校資源合作投入，以協助社區永續發展，為臺灣可以努力的方向。

4．服務學習是否為社會賦權？測量大學生理性參與的課程與協同課程成效(Is service-learning socially empowered? Measuring effects of curricular and co-curricular service-learning on undergraduate intellectual engagement)

主講者：Lee, Lianne; Harker Martin, Brittany

　　本工作坊計分為3場次，分享SELF結構計畫(social empowered learning framework)，其定義包括群體基礎(group based)、創造性(creative)、真實社會議題(real-world issues)、積極社會改變(positive social change)；並融入4E概念─技術(entrepreneurial)、美學(empathetic)、賦權(empowering)、倫理(ethical)，以共同促成社會賦權，並思考批判性服務學習如何提升正向的社會改變及生活目的。

　　此計畫亦為自行設計結合服務學習實務運作之研究計畫，透過本結構計畫，希望能夠透過服務學習提升師生批判思考能力，以真實社會議題做為探討及實作內容，讓師生透過服務學習，發展反思與行動能力，進一步對社會形成改變。透過此工作坊，可以看見服務學習的可能性，不只是學術理論或課程教學，更可能形成社會改變的力量。

三、網絡連結

(一) 國際夥伴接待會（International Reception）

　　大會在開幕當天晚間為不同族群的與會者安排接待會，因教育部另有補助服務學習獎勵計畫獲獎人員至海外參與國際會議，本次計有 4 名教師同行，席間認識來自墨西哥、夏威夷、韓國等與會人員。席間與大會主辦單位

委員 Andy Furco 見面談話，說明臺灣推動服務學習相關措施，經本次交流亦發現各國推動服務學習內涵均有其個殊意涵，如墨西哥以志願服務為主要推動方式、夏威夷則尚在起步階段、韓國主要係結合企業推動等。

　　從本次交流中，反思臺灣服務學習推動情形，起始亦源自於志願服務，2001 年公佈「志願服務法」，並逐步鼓勵各級學校投入志願服務，課程方面可追溯至東海大學於 1955 年創立的「勞作教育」制度，隨著服務學習的引進，各大專院校也都開始設立服務學習課程相關實施辦法，自 2007 年教育部公布「大專校院服務學習方案」，將服務學習正式定位為透過有計劃安排的社會服務活動與結構化設計的反思過程，以完成服務的需求，並促進服務者（學生）的學習與發展，達到學生、學校及社會（社區）三贏的目標。各國推動服務學習情形雖因其發展歷史而有個殊差異，惟仍不離以學習為主要目的、服務與學習並重的推動方式。

(二)國際資源交流

　　本次同行教師引薦美國服務學習領航學者 Dwight Giles，進行約 30 分鐘的交流，其對於如何經由服務學習連結學校與社區均有重要的研究產出，其橫跨四年研究之著作「Where's Learning in Service-Learning」更是服務學習的重要著作，因臺灣刻正推動連結企業、社區、學校三方資源的服務學習創新方案，於交流中亦邀請 Dwight 能夠來臺分享。

　　Dwight Giles 在聽取臺灣目前推動服務學習情形後，也提出幾個資源供後續政策規劃參考：

1. **學校-社區連結：**可參考「促進友善的社區-校園夥伴聯盟」(Community-Campus Partnerships for Health)網站(https://ccph.memberclicks.net/)，該網站在促進會員共同努力提升社區-校園關係，以提升友善平等與社會正義。

2. **評核指標建立：**「校園聯盟」(Campus Compact)網站(http://compact.org/)、「青年領袖協會」(National Youth Leadership Council)網站(http://nylc.org/)均有相關資源。其中美國校園聯盟（Campus Compact）係於 1985 年由部分大學校長與聯邦教育委員會主席創立，肯定服務的教育價值，承諾並支持大學推動服務—學習，目前該聯盟有逾千個公私立大學會員(徐明、楊昌裕、葉祥洵，2012)，爰其網站有相當豐富的服務學習資源網絡。

3. **各類資源：**服務學習資源(National Service-Learing Clearinghouse)網站(https://gsn.nylc.org/clearinghouse ，如下圖)，該網站搜集服務學習各項資源，並依 k-12 服務學習效標(次分類如夥伴關係、青年聲

音等)、服務學習過程(次分類如準備、反思等)、聯結(次分類如幼兒期、高等教育期等)、內涵(次分類如課程、評鑑等)。
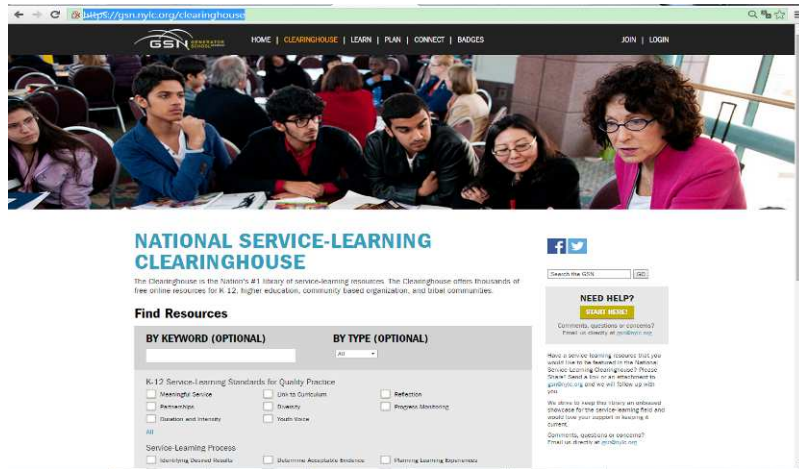
四、心得與建議

（一） 心得

本次研討會規劃完善，因屬國際性研討會議，除了分享國際間研究趨勢與實務經驗，為提升人員交流互動，大會在用餐時段也非常把握時間的安排圓桌會議，在專題演講後更安排與其他桌友們交流互動，及晚宴時段安排國際與會者分享交流，都是非常友善的安排，讓各國與會者均備感溫暖與融入當地。

本次也透過專家學者的引薦，與專家學者、推動單位代表、參與青年直接交流，除分享臺灣經驗，建立友善關係，並實際交流了解國際辦理情形及資源，深感國際會議重要的不只學習觀摩，更在實際的對話交流，從互動中實際了解辦理情形，並即時進行問答獲得所需資訊，受益良多。本年度辦理服務學習單位主管研習，即規劃邀請美國服務學習學者來臺分享，引進國際服務學習經驗，與臺灣實務工作者及專家學者交流分享辦理情形。

經由本次參與會議，發現美國長遠的歷史發展，係結合社區服務與服務學習之議題，鼓勵學生從事社區服務，從服務中學習；在大專校院則鼓勵成立服務一學習資源中心，將學術課程與服務加以結合。徐明等(2012)指出美國自 1970 年代至今，逐步轉向以學校基礎結合教育目標與社區服務，發展學校學生事務單位與教育處、院、系等學術單位，及學校與社區機構必須建立夥伴關係的趨勢。會議中也發現國際間發展趨勢，均強調服務學習以學校為主體，研究趨勢強調與實務工作之結合，實務運作重視學校與社區之合作。近年研究趨勢逐步轉向以行動研究的方式，結合服務學習學術理論與實務工作，期待服務學習能夠走出學術殿堂，與社區夥伴共同合作，參與及連結社會，增強學生從經驗中學習的機會，並協助社區永續發展，進而培育學

生成為青年公民。

　　回顧臺灣服務學習推動情形，2007 年教育部公布「大專校院服務學習方案」，積極鼓勵各校推動服務學習課程及服務學習活動(教育部，2007)，同年教育部委託靜宜大學服務學習發展中心編印「教育部大專校院服務學習課程與活動參考手冊」，並設立「教育部服務學習資源網」，作為各校服務學習方案推動之重要參考教材。教育部 2008 年發布「教育部補助大專校院開設具服務學習內涵課程作業要點」、2010 年發布「鼓勵技職校院開設勞作教育及服務學習課程實施要點」，帶動大專校院重視服務學習之浪潮。

　　於國民中小學部分，教育部 2011 年訂定國民中小學服務學習教師手冊(教育部，2011a)、補助國民中小學服務學習計畫(教育部，2011b)， 2014年 1 月新公佈「服務學習方案」，整合各級學校，針對大專校院、高中職及國民中小學分別提出具體的服務學習目標與方案（教育部，2014a）。同時青年發展署核定「鼓勵大專校院帶動高中職、國中小學辦理服務學習攜手計畫，透過經費補助方式，鼓勵辦理服務學習經驗豐富之大專校院，結合其服務學習相關課程，以客製化方式輔導鄰近高中職、國中小學，協助規劃設計服務學習融入相關課程（教育部，2014b）。透過相關方案，促使各大專校院逐步將服務學習納入學校政策中，形成一種常態且永續發展之課程。

　　由臺灣發展脈絡觀之，服務學習已於大專校院奠基，並攜手高中職、國民中小學向下扎根，未來可思考參考美國做法，逐步轉向學校本位模式發展，由學校依其發展特色結合鄰近學校及社區機構，使服務學習能夠多元發展。

(二) 建議

1. 會議主題緊密多元：區分不同主題工作坊，讓與會人員可以依不同類型學習交流，包括評核(assessment)、人員(faculty)、學校(school)、學生(student)等，另外在各項活動流程均與服務學習精神緊密扣連，以準備(研討會前工作坊)、服務(各場次交流分享)、反思(每日午餐會報進行反思)、慶賀(閉幕式頒發績優人員獎項)流程進行，可作為未來辦理大型服務學習活動之參考。

2. 事先公告會議期程：服務學習(Service Learning)的理念源於美國，是一種「服務」與「學習」並重的經驗教育方式(程心瑩，2014)。國際服務學習及社區參與研究組織研討會每年於美國辦理，分別在不同城市舉行，會議規模視經費及參與人數調整，並事先公告辦理地點及時間，如本次會議手冊即列入2016年9月於美國路易斯安納州辦理、2017年9月於愛爾蘭辦理，研討會鼓勵各界踴躍發表分享服務學習實務經驗及相關研

究，也讓有意願與會者得以提前規劃安排時程，提升大會辦理品質。臺灣未來辦理大型研討會議，宜事先公布以讓與會者可提早安排各項規劃，提升與會率及發表品質，亦強化研討會議辦理成效。

3. 會議資訊數位化：本次國際會議透過Guidebook APP，將會議議程、交通資訊、講者介紹、發表文章等均公布於APP，讓與會者可以事先掌握各項資訊、選擇擬參加工作坊、建立個人時程表、線上下載發表文章，此外並建立通訊錄，取得同意後於APP公布與會人員的姓名及email，國際與會人士倘未攜帶名片或紙筆，均可即時由APP取得聯絡資訊，臺灣後續辦理大型會議亦可考量資訊數位化，兼具節能減碳、便利快捷、交流互動的功能。

4. 服務學習以校為本：美國由於學校與政府的倡導和支持，服務—學習課程或方案在各級學校快速擴展(徐明等，2012)。臺灣服務學習發展已逐步推動至各級學校，未來可思考參考美國做法，逐步轉向學校本位模式發展，由學校依其發展特色結合鄰近學校及社區機構，將服務學習融入課程推動，提升學生參與意願、特色規劃課程活動，使服務學習能夠呈現多元豐富的面貌。

5. 發展自我評核機制：本次會議中分享國際間擬訂學校推動服務學習的評核架構，主要針對學校發展現況、師資專業、學生學習等面向分類研究，提出學校自我評核量表，供學校自行評核發展現況及未來推動方向。臺灣服務學習逐步轉向學校本位模式發展，亦可考量發展學校自我評核量表，回歸學校依其個殊性及發展階段推動服務學習，由下而上帶動各校共同推動。

五、參考文獻

徐明、楊昌裕、葉祥洵(2012)。服務-學習的歷史發展與教育功能。載於黃玉主編，從服務中學習—跨領域服務-學習理論與實務(頁57-87。臺北：洪葉文化。

教育部（2007）。大專校院服務學習方案。2015年2月4日，取自 http://english.moe.gov.tw/content.asp?CuItem=9407

教育部(2011a)。國民中小學服務學習教師手冊。2015年1月15日，取自 http://teach.eje.edu.tw/data/files/signews/SIG00001/2012011119001 6%E5%9C%8B%E6%B0%91%E4%B8%AD%E5%B0%8F%E5%AD%B8%E6%9C%8D%E5%8B%99%

E5%AD%B8%E7%BF%92%E6%89%8B%E5%86%8A0817.pdf

教育部(2011b)。教育部國民及學前教育署補助國民中小學服務學習計畫。2015
年1月28日，取自
http://www.smjh.hc.edu.tw/school/pub/downfiles.php?relpath=data/p
ub/201507031637590.docx&downfile=%B1%D0%A81%B3%A1%B0%EA%A5%C1%A4%
CE%BE%C7%ABe%B1%D0%A81%B8p%B8%C9%A7U%B0%EA%A5%C1%A4%A4%A4p%BE%C7%
AAA%B0%C8%BE%C7%B2%DF%ADp%B5e.docx

教育部（2014a）。教育部服務學習推動方案。2015年1月30日，取自
http://servicelearning.iifun.com.tw/lawContent.php?menuID=16&id=6
33&typeID=0

教育部（2014b）。教育部青年發展署鼓勵大專校院帶動高中職、國中小學辦理服
務學習攜手計畫。2015年2月4日，取自
https://servicelearning.yda.gov.tw/NewsContent.php?menuID=15&id=9
69&typeID=1

程心瑩(2014)。屏東縣國小教師對大學生到校服務學習認知與滿意度關係之研
究。國立屏東大學社會發展學系社會科教學碩士班碩士論文，未出版。

附件 1：活動照片

工作坊會議	世界咖啡館會議
午餐會報暨圓桌會議	午餐會報暨圓桌會議
國外專家學者請益	國外專家學者交流

| 會議資訊數位化(講者資訊) | 會議資訊數位化(個人化議程安排) |

附件 2：活動議程

IARSLCE 2015 Conference Schedule*

November 16-18, 2015

Boston, MA

Monday, November 16th, 2015 8:30AM – 11:30AM – Preconference Sessions					
Room: Clarendon (Schoolroom)					
0590-000062	Drawing Blueprints and Building Architecture for Constructing Campus Centers of Engagement	Pre-Conference	Campus-Community Partnerships, Program Development and Sustainability	Participants will complete an inventory worksheet used in two national surveys of campus centers receiving Carnegie Classification for Community Engagement during the workshop. Participants' responses are compared to the research findings to be used to create a blue print action plan in the workshop for use at their respective institutions.	Welch, Marshall; Saltmarsh, John
Room: Dartmouth (Schoolroom)					
0590-000154	Getting Service-Learning Research and Community-Engaged Scholarship Published	Pre-Conference	Off the Beaten Track	This workshop builds faculty and advanced doctoral student capacity to publish their work. Two journal editors will explore potential research directions ripe for publication, review scholarship assessment criteria, practice evaluating journal article submissions, have their own writing plans critiqued, hear journal editors writing recommendations, and learn about potential publication outlets.	Howard, Jeffrey; Sandmann, Lorilee

*Conference details as of 12:00pm on 11/06/2015. Presenters and sessions subject to change. Check in with the registration desk for details and questions.

1

Room: Exeter (Schoolroom)					
0590-000165	A Pre-Conference Session on Focus Groups and Community Impact	Pre-Conference	Theories, Research Methodologies, and Evaluation Techniques	Conducting research and evaluation on community impact is an essential component of high quality service-learning and civic engagement. We provide actual service to community agencies by conducting a focus group meeting with their clients and staff to produce a useful evaluation that provides great opportunity to learn the techniques/process.	Shumer, Robert; Howard, Jeffrey
Room: Fairfield (Schoolroom)					
0590-000169	Student Development and Service-Learning: Implementing a Three-Phased Model for Course Design	Pre-Conference	Faculty and Instructional innovations	The Three-Phased Model for Service-Learning, published in the 2014 IARSCLE Journal, uses extensive research on student and adult development to suggest a scaffolded approach to course design. Learn about this theoretical and practical model while exploring its potential application in your own service-learning practice.	Williams Howe, Carrie; Hamshaw, Kelly; Coleman, Kimberly; Westdijk, Katherine
Room: Arlington (Schoolroom)					
0590-000220	Global Service-Learning & Global Development: Theoretical Foundations and Methodological Opportunities	Pre-Conference	International/Global Programs	Building on years of global service-learning field development, this team of development practitioners and university representatives will map opportunities for integration of practitioner and community wisdom in collaborative research. The session will move beyond articulating various engaged research methods to offer strategies for advancing sustained, mutually beneficial development-focused collaborations.	Hartman, Eric; Kiely, Richard; Toms, Cynthia; Pillard Reynolds, Nora; Blache-Cohen, Brandon; Evert, Jessica; Kuhn, Lisa; Tryon, Elizabeth

2

	Room: Suffolk (Theater)				
0590-000231	Building CE Infrastructure at Warp Speed: Leveraging Enterprise Data and Partnerships	Pre-Conference	Community Impacts	This workshop examines how institutions capture their engagement with the community. Grounded in the national context, participants will learn strategies to develop data collection mechanisms and identify ways to use the data to support planning, evaluation and story-telling. Leveraging cross-university partnerships and existing enterprise data collection mechanisms is emphasized.	Holton, Valerie; Shaw, Kathleen
	Room: Berkeley (U-Shape)				
0590-000237	Creating Diverse Coalitions to Change Faculty Hiring, Promotion and Tenure Over the Long Haul	Pre-Conference	Faculty and Instructional Innovations	Previous work on changing institutions to reward community engagement provides useful strategies, but not methods for sustaining momentum in the face of multiple roadblocks. This workshop will involve participants in planning to organize diverse coalitions for long-term campaigns that can sustain the work of change in the face of obstacles.	McLellan, Kat; Reiff, John; Canyes, Barbara; Forhan, Fagan
	Room: Wellesley (Schoolroom)				
0590-000264	Voices of the Next Generation of Engagement: A Call to Action to Transform Institutional Policies and Practices to Sustain and Grow Community-Engaged Scholarship	Pre-Conference	Theories, Research Methodologies, and Evaluation Techniques	In a new book, Voices of the Next Generation of Engagement, individual narratives and theory challenge institutional epistemological norms, policy, practice and structures. We use this work to explore our individual and collective experiences and discuss and develop an action plan for institutional reform to sustain collaborative teaching and research.	Ward, Elaine; Post, Margaret; Longo, Nicholas; Saltmarsh, John

3

Full Day Pre-Conference Session: Practitioner-Scholar Forum - 8:00 AM-5:30PM
Room: Regis
Facilitator: Lina Dostilio, Duquesne University   Session Description: 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 a full-day pre-conference, generously supported by PSF sponsors. The 2015 PSF session's theme is Advancing an Inquiry Stance. After the morning's introduction to inquiry stance, the distinctions between evaluation and research, and cultivating a practitioner-scholar identity, participants will choose between two emphases: 1) structuring and advancing a researchable question concerned with engagement practice or 2) honing skills to analyze and critically consume existing research that is related to one's practice. The session will conclude with an overview of the Campus Compact's Project on the Community Engagement Professional, involving participants in validating and complicating the findings of review of practice literature.
12 Noon – 2PM Opening Luncheon Address featuring Joe Kennedy
Monday, November 16th, 2015
Session A
2:30PM-3:45PM

A1: Conversations on Civic and Community Engagement			Room: Suffolk (Theatre cap 120)		
0590-000068	Two Sides of the Coin: An Exploration of the Potential Benefits And Unexpected Consequences of Applying For and Receiving the Carnegie Classification for Community Engagement	Research Paper	Off the Beaten Track	Using a delphi methodology, participants of this interactive session will collectively explore four questions regarding the benefits, outcomes, and unexpected consequences of applying for and receiving the Carnegie Classification of Community Engagement. This round-table learning community of scholars will play a role in establishing a research agenda on this topic.	Welch, Marshall; Mack, Heather; Saltmarsh, John
0590-	Taking Note of Our	Scholarly	Off the Beaten	Join staff from the Tisch College of	Kiesa, Abby;

4

000187	Civic Impact: A conversation about civic renewal and educational institutions	Paper	Track	Citizenship and Public Service at Tufts University to discuss civic renewal, the theory and opportunities. This session will engage participants in a conversation about whether educational institutions can play a role in increasing the prevalence, equity, quality, and impact of civic engagement.	Levine, Peter
0590-000226	The History of the Civic Engagement Movement in American Higher Education	Scholarly Paper	Off the Beaten Track	This session focuses on a historical study of high education over the last thirty years as seen through the lens of the civic mission of higher education and the emergence of a movement for civic engagement that formed around reinvigorating and advancing the democratic purposes of higher education.	Saltmarsh, John; Hartley, Matthew
A2: Working with Youth Through Service-Learning				**Room: Exeter (schoolroom cap 50)**	
0590-000069	The Effects of a Community-Based Program on the Understanding, Confidence, Willingness and Skills of Preservice Teachers to Teach Individuals with Disabilities.	Research Paper	Students' Academic Learning and Success	We discuss the impact a community-based program for children with disabilities has on the learning of preservice teachers and explore how this will shape original research questions to enhance the learning and understanding of the growth and development of community engagement and children with disabilities in the 21st Century.	Zagrodnik, James; Williams, Natalie; Leytham, Patrick
0590-000096	Setting them up to succeed: Supporting young children's early math learning through partnerships with diverse families	Research Paper	Students' Academic Learning and Success	This research investigated the impact of service-learning on undergraduates' partnerships with culturally and linguistically diverse families to promote young children's early math concepts. Results focus on undergraduates' growth in knowledge, skills, and dispositions for developing partnerships with families and teaching early math; family feedback; and	Hollingsworth, Heidi; Knight-McKenna, Mary

5

				children's early math gains.	
0590-000100	Addressing bullying and cyberbullying through Service-Learning in Universities	Research Paper	K-12 Programs and Student Outcomes	This presentation will describe the development and evaluation of a service learning program at a University, designed to promote bullying and cyberbullying prevention in K-12 schools for faculty and children, to conduct cutting-edge research, and to offer unique training opportunities for University students.	Englander, Elizabeth; McCoy, Meghan
A3: Storytelling and Service-Learning				**Room: Berkeley (U-Shape cap 30)**	
0590-000075	Cultivating communities of practice with international students using intergenerational oral history projects	Scholarly Paper	International/ Global Programs	Presenters will describe an innovative project-based service-learning project conducted with international students at Northeastern University. Presenters will draw from Lave and Wenger's Community of Practice framework to illustrate how participants engaged in intercultural and intergenerational oral history projects and created a community of practice for all involved.	Miller, Julie; Kostka, Ilka
0590-000136	Digital Storytelling as a Service Learning Tool in New Orleans Schools	Scholarly Paper	Off the Beaten Track	This paper is based on a simple premise-Students have a story to tell. Using participatory research methods anchored in digital storytelling, this study explores the experience of undergraduate "mentors" as they help teens find their voice. We seek to use this data to develop more engaging, integrated service-learning experiences.	Kellogg, Tait; Horner, Jocelyn
A4: Impacts of Service-Learning on Future Teachers, Students, and the				**Room: Dartmouth (Schoolroom cap 50)**	

6

	Community				
0590-000195	From awareness to advocacy: The impacts of service-learning on Spanish heritage language learners and communities	Research Paper	Students' Civic Engagement	This study examines service-learning for university Spanish heritage language learners. Quantitative and qualitative data analyses demonstrate that service-learning not only increases students' awareness of heritage community issues but creates advocates for change as students become teachers to their peers about social issues, empowering others to serve and enact social change.	Lowther Pereira, Kelly
0590-000240	A Rural Revolution: Transforming Pre-Service Teacher Identities in Rural Service-Learning for TESOL	Research Paper	Students' Academic Learning and Success	Service-learning is an effective method of promoting multicultural awareness for pre-service teachers. This qualitative study examines twelve students who participated in a service-learning TESOL course. Student data reveals development of intercultural competence that helped the pre-service teachers expand their sense of their own expertise and value in their communities.	Heiselt, April; Fogle, Lyn
0590-000265	An Analysis of the Academic Benefits and Civic Impact of a Community-Based Course on Pre-Service Teachers	Research Paper	Students' Academic Learning and Success	This research paper analyzes the academic benefits and civic impact of an innovative course format which took a literacy methods course off-campus and into the community in order to provide a collaborative learning environment of pre-service teachers, mothers, and in-service teachers who became co-teachers and co-learners in the community-based course.	Burrow, Lauren
A5: The Community and Service-Learning				**Room: Clarendon (Classroom cap 50)**	
0590-	Service-Learning: An	Research	Campus-	The purpose of this qualitative, inquiry-	Goguen, Molly;

000158	Exploration of Benefits and Critiques from the Perspective of Community Based Organizations	Paper	Community Partnerships, Program Development and Sustainability	based research is to explore community perspectives of service-learning by gathering data on the perspectives of community-based organizations. This study is grounded in critical social theory, as the researchers are concerned about unequal power dynamics between higher education institutions and the community within service-learning partnerships.	Ciarcia, Christopher; Pronovost, Leah
0590-000241	Developing Tools for Understanding the Community Partner Experience in the Service Learning Pedagogy	Research Paper	Community Impacts	The study examines how community partners can contribute to evaluating service learning pedagogy. Authors draw upon data collected through focus groups with community partners at three Midwestern universities. Discussions will inform the development of an assessment tool or process that gathers data meaningful to both universities and community partners.	Rosing, Howard; Statham, Anne; Rosenberg, Helen; Reed, Susan;
0590-000250	Service-learning and community engagement theories of change: Twenty years of the *Michigan Journal of Community Service Learning*	Research Paper	Theories, Research Methodologies, and Evaluation Techniques	Assertions abound suggesting service-learning is too focused on students - or insufficiently attentive to community. These claims are rarely analyzed. This research shares a coding and empirical analysis of 20 years of *Michigan Journal of Community Service Learning* publication. It offers an empirical demonstration of what the field emphasizes.	Hartman, Eric; Kniffin, Lori
A6: Impacts on Underrepresented Student Populations				**Room: Wellesley (Schoolroom cap 80)**	
0590-000003	Building civic leadership: The journeys of pre-adolescent youth	Research Paper	Students' Civic Engagement	Quantitative studies suggest that youth's path to civic leadership is nonlinear. Indeed, real-world experiences may create dissonance in civic skills and attitudes. This qualitative study gives voice to low-income, youth-of-color who participated in a civic leadership curriculum. Findings uncover the	Nicotera, Nicole; Matera Bassett, Dawn

0590-000252	Service-Learning, Student Success, and Underrepresented Undergraduates: Intersections of Demographics, Outcomes, and Experiences	Research Paper	Students' Academic Learning and Success	growth and dissonance that can occur on civic journeys. This presentation discusses the results of a mixed methods study designed to understand the intersection of underrepresented student success and service-learning. Our research combines on-going quantitative research with qualitative focus groups to identify how traditionally underserved undergraduate students define and approach success in higher education through service-learning.	Wilder, Shannon; Matthews, Paul; Pearl, Andrew; Helms, Greer
0590-000257	Using assessment to increase access to and the quality of a Global Service Learning program to low-income ALANA students at Worcester State University	Research Paper	Students' Academic Learning and Success	Using data across a decade from an alternative spring break program to Nicaragua, we will test the assumption that financial resources are the most important factor in recruiting low-income students of color, and will report on our findings regarding the recruitment into, and success of males of color after graduation.	Garcia Guevara, Aldo; Wagner, Mark
A7: Panel				**Room: Arlington (Schoolroom cap 80)**	
0590-000134	Researching Service-Learning at Community Colleges: Models & New Directions	Themed Panel	Theories, Research Methodologies and Evaluation Techniques	Service-learning is popular at community colleges, but little is known about the pedagogy at this level. This panel consists of four contributors to Service-Learning at the American Community College (Palgrave Macmillan, 2014). Each presentation reflects an innovative study of and new direction for service-learning research at community colleges and beyond.	Traver, Amy; Berger, Shana; Robinson, Gail; Franco, Robert
A8: Stakeholder Team				**Room: Fairfield (Schoolroom cap 50)**	
0590-000092	Behavioral Activation in Homeless Shelters: A Transdisciplinary	Stakeholder Team	Social Justice	This transdisciplinary service-learning project, which employs participatory community action research, examines the	Reeb, Roger; Bohardt, David; Elvers, Greg;

	and Participatory Community Action Research Project			efficacy of Behavioral Activation in homeless shelters. Short-term outcomes (e.g., hope, empowerment, motivation for work or education) are examined, and a strategy for examining long-term outcomes (housing and employment) is described. Civic-related outcomes for service-learning students are examined.	Alpert, Joshua; Maloy-Kidder, Michelle; Daniels-Sommers, Staci; Cortner, Chris; Hunt, Charles; O'Koon, Bernadette; Ballas, Thomas; Gretak, Alyssa; Glendening, Zachary; Farmer, Christine; Lynn, Natalya
Monday, November 16th, 2015 **Session B** **4:00PM- 5:15PM**					
B1: High-Impact Practices and Student Outcomes				**Room: Arlington (Schoolroom cap 80)**	
0590-000144	Conducting Discipline-Based Research on Service Learning	Scholarly Paper	Students' Academic Learning and Success	This panel will present an approach for conducting research on service learning that is based on discipline-based learning outcomes. The panel's examples from psychology provide a basis for any discipline to develop course-embedded measures of academic, civic, and personal growth as well as assessing student learning across courses.	Bringle, Robert; Reeb, Roger; Brown, Margaret; Ruiz, Ana
0590-000207	Placement Plus: A Service Learning Case Study	Research Paper	Students' Academic Learning and Success	A unique service-learning (SL) elective is offered at Griffith University, Australia. The Australian context has a long and well-respected history of work-integrated learning (WIL) or placement learning in degree programs. This paper explores how using a WIL approach for SL design	Patrick, Carol-Joy; Webb, Fleur

				enhances the learning beyond normal "placement" learning outcomes.	
0590-000218	A Consideration for Cognitive Apprenticeships to Promote the Design of Authentic Service-Learning Experiences	Scholarly Paper	Faculty and Instructional Innovations	Cognitive apprenticeships employ a teaching method that emphasizes learning through guided experience. This paper will demonstrate how the utilization of a cognitive apprenticeship framework to design authentic service-learning activities will enhance the real-life application, increase student engagement, and enhance curricular outcomes.	Stefaniak, Jill
B2: Institutional Impacts and Change				Room: Suffolk (Theater cap 120)	
0590-000013	Location, location, location: How local research at the University of Canterbury in New Zealand was used to make service-learning a graduation requirement	Scholarly Paper	Campus-Community Partnerships, Program Development and Sustainability	Despite over 40 years of service-learning research that demonstrates positive impacts on students' learning and civic engagement at university, its institutional adoption as a graduation requirement is rare . A case study of the University of Canterbury suggests that credible, local research is the most effective argument for institutional change.	O'Steen, Billy
0590-000152	Growing Servant Leadership beyond the SLCE Experience – Reflection upon our Praxis	Scholarly Paper	Students' Academic Learning and Success	Questions remain regarding the impact on students of a full SLCE program, from preparation through to reflection and hand off. Here, we reflect on such an SLCE program as practiced by the ESAVANA consortium, and assess the long-term learning outcomes by examining the students' and community participants' post-SLCE servant leadership.	Swap, Robert; Berinyuy, Caroline; Intolubbe-Chmil, Loren; Wayland, Kent; Francis, Joseph
0590-000115	University Alumni Reflect on a Public Service Graduation Requirement	Research Paper	Students' Civic Engagement	398 Tulane graduates completed a public service graduation requirement for their undergraduate degrees. Two years after graduation, these individuals held positive views of their university experience and the graduation requirement. They indicated	Moely, Barbara; Nance, Agnieszka; Ilustre, Vincent

				that participation in public service academic experiences had influenced their civic/community participation, career development, and university ties.	
B3: Global Service-Learning Outcomes				Room: Dartmouth (Schoolroom cap 50)	
0590-000071	Service Learning in Business Programs: A Comparison between Mexican and Canadian Practices	Scholarly Paper	Campus-Community Partnerships, Program Development and Sustainability	The social engagement philosophy of Mexico, which has embedded required service in academic programs since the 1930's, and a comparison of engagement practices by business faculties in Mexico and Canada will be provided. Recommendations include the adoption and modification of GSL and SL practices for Mexican and Canadian business professors.	Calvert, Victoria; Valladares, Halia
0590-000268	Assessing Global Learning: Multi-institutional, Mixed Method, and Multidisciplinary Insights	Scholarly Paper	Theories, Research Methodologies, and Evaluation Techniques	Systematic research isolating program factors and student global learning outcomes remains surprisingly rare. This research builds upon established surveys in the intercultural learning and civic engagement literatures to examine how high impact practices affect global learning. The project includes more than 500 students representing multiple institutional types.	Hartman, Eric; Toms, Cynthia; Pillard-Reynolds, Nora
B4: Student Learning Outcomes & Impact of Engagement				Room: Clarendon (Schoolroom cap 50)	
0590-000018	Potentials of a Student-Level Community Engagement Classification System	Research Paper	Theories, Research Methodologies, and Evaluation Techniques	This paper describes a classification of student community engagement that uses depth and breadth of student participation to classify students as high, medium, low or non-engagers. We provide evidence of the validity of the system and show the potential for this measure as an independent variable to assess student	Kolek, Ethan; Mead, Molly

				learning.	
0590-000082	The Changing Perceptions of Millennials: Emerging Views of Service-Learning and Community Engagement	Research Paper	Theories, Research Methodologies, and Evaluation Techniques	College students are presented with many pathways to community engagement. Students' perceptions of these various types and ways of being involved with community often significantly impact learning outcomes. We believe it is important to consider what values are being associated with different forms of engagement.	Malone, David; Clifford, Joan; Anderson, Amy; Serra, Matt
0590-000124	The Impact of Course Characteristics, Community Engagement, and Individual Differences on Service-Learning Outcomes for College Students in Egypt	Research Paper	Students' Civic Engagement	This session presents a quantitative study that investigated the effect of individual differences, course characteristics, and overall community engagement on student outcomes from service-learning in Egypt. Course characteristics predicted students' reports of enhanced community awareness. Overall community engagement predicted students' reported outcomes of enhanced community awareness and interpersonal effectiveness skills.	Shalabi, Neivin
B5: Recognition for Distinguished Career Recipient : Edward Zlotkowski				**Room: Exeter (Schoolroom cap 50)**	
Twenty Years and Counting: The service-learning/civic engagement (SLCE) movement has made remarkable gains over the last two decades. And yet there are some who express disappointment with its progress. This session will begin with statements by a group of scholars who recently launched the SLCE Future Directions Project. It will then expand into an open forum on our future as a movement.					
B6: Graduate Student Impacts				**Room: Wellesley (Schoolroom cap 80)**	
0590-000024	Effects of Participation in Cooperative Group Community-Based	Research Paper	Students' Academic Learning and Success	This mixed-methods study examined the effectiveness of integrating CBR into a doctoral education program with a focus on cooperative learning grounded by social	Anderson, Jeffrey; Stevahn, Laurie; Hasart, Tana

13

	Research on Doctoral Education Students			interdependence theory. Triangulated results indicate students developed positive attitudes towards CBR, and enhanced their technical research, collaboration, and project management skills.	
0590-000029	A portfolio rubric assessing graduate students' community engagement competencies	Scholarly Paper	Faculty and Instructional Innovations	In its sixth year, the MSU Graduate Certification in Community Engagement prepares graduate and professional students to approach community engagement in scholarly, systemic, and respectful ways. This paper discusses the rationale for the Certification's 20 community engagement competencies and curricular alignment with the portfolio requirements and the evaluation rubric.	Doberneck, Diane; Bargerstock, Burton; Zientek, Renee; McNall, Miles; Van Egeren, Laurie
0590-000045	Understanding the "Why": Graduate Student Motivations for Public Engagement	Research Paper	Students' Academic Learning and Success	Research on publicly-engaged graduate students has largely focused on the questions of "who", "what", "where" and "how". This paper presents a conceptual model for understanding the "why" of graduate students' public engagement based on the findings of a mixed methods research study on the motivations of publicly-engaged graduate students.	Dunens, Elizabeth
B7: Panel				**Room: Berkeley (U-Shape cap 30)**	
0590-000244	Diving Deep in Community Engagement: Directions for Future Research on the Profession	Themed Panel	Theories, Research Methodologies, and Evaluation Techniques	A panel of practitioner-scholars will discuss the publication, Diving Deep in Community Engagement: A Model for Professional Development. The publication outlines framework for development of the higher education community engagement profession. Panelists will draw upon this and other research in order to consider future research directions and implications for	McReynolds, Mandi; Hirt, Laurel; Wittman, Amanda; Jamison, J.R.

14

				practice.	
B8: Panel				**Room: Fairfield (Schoolroom cap 50)**	
0590-000113	Service-Learning for Social Justice in Teacher Education: Thinking Locally, Acting Globally	Themed Panel	Social Justice	Teacher educators engaged in service-learning in diverse communities should infuse models that are grounded in multicultural education, social justice, and critical approaches. This session highlights the journeys of five educators in engaging pre-service and in-service teachers to acquire cultural competency skills and enable them to think and act glocally.	Penick-Parks, Marguerite; Delano-Oriaran, Omobolade; Fondrie, Suzanne; Dooley, Jon; Burant, Terry
5:15PM – 6PM – Mentorship Gathering					
6PM -7PM – Meet fellow conference-goers at Affinity Group Meetups					

Tuesday, November 17th, 2015 Session C: 8:00AM-9:15AM					
C1: Designing for Collaboration and Reciprocity				**Room: Arlington (Schoolroom cap 80)**	
0590-000201	Moving towards GSL Reciprocity through Faculty Self-Study	Research Paper	Faculty and Instructional Innovations	We describe a self-study through which faculty examined and enhanced our understanding of reciprocity in global service-learning. Together we will critique the methods used (decoding interviews,	Miller-Young, Janice; Dean, Yasmin; Gleeson, Judy; Lexier, Roberta; Rathburn, Melanie;

				individual and collaborative reflection), discuss key findings, consider potential applications in other contexts, and develop recommendations for using self-study in professional development and research.	Pettit, Jennifer; Underwood, Margot; Calvert, Victoria; Clayton, Patti
0590-000225	Collaborative Curiosity: A Connected Learning Course on Designing Community-Engaged Research	Research Paper	Faculty and Instructional Innovations	This paper presents the design and evaluation of a connected learning course on community-engaged research (CEnR). Connected learning parallels CEnR in that both seek to promote powerful engagement in learning and research through openness and collaborative curiosity. Participants in this open, online course included community- and university-based researchers.	Holton, Valerie; McKenzie, Tessa
0590-000235	Mi Casa es Tu Casa: Reciprocal Public Benefit in Global Service Learning	Research Paper	International/ Global Programs	A diverse and conflicting set of organizations, aims, approaches, and outcomes are involved in global service learning resulting in, at best, mutual private benefit. This presentation will introduce and outline a coherent, useful, sector-neutral standards of practice framework characterized by reciprocal public benefit.	Duarte, Gonzalo
C2: Panel				**Room: Fairfield (Schoolroom cap 80)**	
0590-000080	Collaborating with Philanthropy to Achieve and Sustain Authentic Partnerships	Themed Panel	Campus-Community Partnerships, Program Development and Sustainability	Meaningful partnerships with local philanthropies can be an effective community engagement strategy. We present lessons learned from a 10 year project involving 50 local partnerships, 200+ funders and 450+ community partners. Each local partnership created authentic relationships, accelerated by local contexts and the synergy of participating in a national initiative.	Gelmon, Sherril; Aiken, Kelly; Maloy, Nora; Norman, Linda

C3: Civic Engagement				**Room: Dartmouth (Schoolroom cap 50)**	
0590-000205	Political Engagement in Democracy: Voting Among College and University Students	Research Paper	Students' Civic Engagement	While voting is neither the only nor best indicator of student political engagement in democracy, it remains an important form of engagement. This paper uses data from the National Study of Learning, Voting, and Engagement to examine voting trends among students enrolled in higher education institutions within varying civic contexts.	Benenson, Jodi; Thomas, Nancy
0590-000234	Addressing the Civic Deficit: The Promotion of Citizen Identity in Undergraduate Students Through Service Learning, Critical Reflection, and Democratic Speech	Research Paper	Students' Civic Engagement	The AAC&U identifies service learning as a high-impact practice that develops learner identity and skills of active citizenship. Yet, a gap exists between the experience and civic identity development in students. The authors explore identity development that occurs during a service-learning practicum and expression of individual citizen identity in reflection.	Stanlick, Sarah; Fine, David
0590-000061	How Civic Mentoring Relationships Influence Student Development of Civic-Mindedness and a Call to Action	Research Paper	Students' Civic Engagement	Research on students in a service-based scholarship program indicates that those with a civic mentor are more civic-minded. Results will be shared that explain what happens in a civic mentoring relationship that fosters student development of civic-mindedness and raises questions about one's capacity to serve as a civic mentor.	Norris, Kristin
C4: Assessment Tools in Service-Learning				**Room: Suffolk (Theater cap 120)**	
0590-000025	Student Evaluation of Teaching in Higher Education: Developing a New Instrument for Service-Learning	Research Paper	Faculty and Instructional Innovations	Many of the instruments that colleges use to evaluate teaching are not designed for service-learning pedagogies. This paper proposes a different way of evaluating faculty and courses by incorporating questions that allow students to evaluate instructional strategies and learning	Bailey, Brian; Leigh, Jennifer; Steitz, David; Boyle, Nuala

17

				outcomes that are meaningful in a service-learning course.	
0590-000067	An exploratory study of Coordinating Social Action Projects for High School Students on the Civic Attitudes and Skills of Japanese Teacher Education Candidates	Research Paper	Students' Civic Engagement	This study employed data from the Civic Attitudes and Skills Questionnaire (CASQ) and student reflection papers to examine the impact of service-learning participation on the civic learning of Japanese undergraduate education students. Results indicate that participants' civic attitudes and commitment to improving society were enhanced by engagement in service-learning.	Miyazaki, Takeshi; Anderson, Jeffrey
0590-000131	The Civic-Minded Graduate: Construct Validation Evidence	Research Paper	Students' Academic Learning and Success	The Civic-Minded Graduate is someone who completes a course of study and has the capacity and desire to work with others to achieve the common good. Three research studies provide further construct validation of CMG and its use as a central measure for curricular and co-curricular service.	Bringle, Robert; Hatcher, Julie; Hahn, Thomas
C5: Panel				**Room: Berkeley (U-Shaped, Cap 30) – with tables**	
0590-000206	Civic and Community Engagement in Academic Higher Education: Where Does It Fit?	Themed Panel	Off the Beaten Track	Where does civic and community engagement fit in academic higher education—everywhere, anywhere, nowhere…by discipline, by transdisciplinary issue? Using a World Café format, this session will explore past, present, and future "fit" from four perspectives: academic program (leadership studies); enclaved unit/function (outreach/extension); ideology (deliberative democracy), and pedagogy (service learning).	Shaffer, Timothy; Kliewer, Brandon; Mull, Casey; Pearl, Andrew; Sandmann, Lorilee

18

				Room: Wellesley (Schoolroom cap 80)	
C6: Panel				**Room: Wellesley (Schoolroom cap 80)**	
0590-000208	"Expanding Globally: Linking U.S. Research Efforts to Global Networks and Practice"	Themed Panel	International/ Global Programs	Tap into global networks on knowledge co-creation: building on studies of global efforts to "network the networks," join a community of practice in a shared space for dialog with globally-engaged scholar-practitioners to create good practice, refine student cultural sensitivity and discover new models for equitable, critical engagement across borders.	Tryon, Elizabeth; Steinhaus, Norbert; Tremblay, Crystal; Anthony P. Vinciguerra; Kiely, Richard
C7: Faculty Development in Service-Learning Implementation				**Room: Exeter (Schoolroom cap 50)**	
0590-000042	Understanding the Impact of Faculty Development for Service-Learning Courses	Research Paper	Faculty and Instructional Innovations	The purpose of this mixed methods study was to examine faculty members' understanding of service-learning pedagogy and faculty development for community engagement courses. Faculty members valued faculty development trainings, appreciated community collaborations, and recognized the service-learning benefit to students. They identified time as the greatest barrier to teaching service-learning courses.	Dempsey, Sarah
0590-000227	Quiet Revolutions Through Faculty Learning Communities: Engaging Local Communities of Faculty-Scholars as Systemic Transformation	Scholarly Paper	Faculty and Instructional Innovations	Educators involved in faculty learning communities (FLCs) focused on democratic engagement are up-ending college curricula to proactively engage students in civic life. By making substantial changes in the content, epistemology, and pedagogy of their courses, engaged faculty are shifting the consciousness and collective cultures of their students, institutions, and communities.	Evins, Mary; Domagal-Goldman, Jennifer
0590-000249	A Needs Assessment to Explore Faculty	Scholarly Paper	Faculty and Instructional	A needs assessment was conducted to identify instructional needs for faculty	Stefaniak, Jill; Eddins, Emily

	Instructional Needs for the Design of Service-Learning Experiences		Innovations	interested in implementing service-learning experiences within their courses. Results from faculty interviews and the exploration of service-learning artifacts will be presented in this session to offer instructional considerations for faculty development opportunities related to service-learning.	
C8: Panel				**Room: Clarendon (Schoolroom cap 50)**	
0590-000263	Partnering with the Police: Models for Making Policing Part of the Community	Themed Panel	Social Justice	Structural racism shapes policing practices and has led communities of color to hold a deep mistrust for police. Panelists discuss the potential for reform of policing practices that can impact disproportionate minority contact with police. Panelists discuss how reforms can emerge out of community-university partnerships involving police as core partners.	Rosing, Howard; Ross, Laurie; Seals, Anton; John, Zeigler

Tuesday, November 17th, 2015
Session D:
9:30AM-10:45AM

D1: Learning in Groups & Impact of Engagement				**Room: Arlington (Schoolroom cap 80)**	
0590-000055	Is Service-Learning Socially Empowered? Measuring Effects of Curricular and Co-Curricular Service-Learning on Undergraduate Intellectual Engagement	Scholarly Paper	Students' Academic Learning and Success	This study measures the effect of the YLC Service-Learning Program on student intellectual engagement through the framework of Socially Empowered Learning; contrasts curricular and co-curricular service-learning experiences; and generates theory by examining the nature and efficacy of "the group." This project uses complex statistical analysis and qualitative data.	Lee, Lianne; Harker Martin, Brittany

0590-000246	The Crossroads of Social Entrepreneurship, Community Engagement, and Learning Communities	Research Paper	Students' Academic Learning and Success	What outcomes are achieved by an interdisciplinary program themed on Social Entrepreneurship and delivered through a Learning Community and Community Engagement project? Presenters will share findings on community engagement preferences, critical reflection, retention, and academic performance among first-year students in The Ripple Effect Learning Community at Western Carolina University.	Rumble, Zachary; Perry, Lane; Onder, David
0590-000248	How does critical service-learning promote positive social change and life purpose?	Research Paper	Social Justice	Through qualitative data, including reflective journals and discussion posts from five iterations of a course dedicated to understanding and addressing poverty, this presentation will address the role of critical service-learning (Mitchell 2008) in involving students in positive social change and providing them with a greater sense of self.	Silvestri, Bonnie
D2: Building Competency for Global Health Care Through Service-Learning			**Room: Fairfield (Schoolroom cap 50)**		
0590-000058	Sustaining a Long Term International Service Learning Partnership: A Model for Inclusion and Action Upon Community Participant Feedback	Research Paper	International/ Global Programs	International service learning is a strategy for preparing health care students for rendering culturally competent care. Educational models must include the community perspective to sustain effective partnerships. Mixed methods study utilizing interviews with key informants and a survey of support staff identified benefits and drawbacks which informed future partnership efforts.	Hayward, Lorna
0590-000236	Host Community Perspectives on Health-related Service-Learning Competencies and Learning Objectives	Research Paper	International/ Global Programs	Existing global health competency sets largely stem from universities, faculty, and professional organizations based in the Global North while many field experiences occur in LMIC communities. This study presents host community perspectives on	Evert, Jessica; December Latham, Emily

				pre-departure training, desired competencies, and curricular content while contributing to co-educational processes within service-learning and global health.	
D3: Understanding Community Engagement and Community Impact			**Room: Wellesley (Schoolroom cap 80)**		
0590-000085	Collecting Scattered Institutional Identities into a Unified Vision for Community Engagement and Public Service	Scholarly Paper	Theories, Research Methodologies, and Evaluation Techniques	Modifying requests and systematic mechanisms to collect data so that they are clearer, more comprehensive, and publicly viewable may create greater institutional understanding and confidence of community engagement identity. Grounded in institutional identity and image theories, we share likely causes of and solutions to this "scattered" image and identity problem.	Janke, Emily; Medlin, Kristin; Holland, Barbara
0590-000151	Applying the Social Genome Model: Identifying City Resources to Combat Poverty	Scholarly Paper	Community Impacts	In partnership with the City of Newton, MA, researchers have been engaged in collaborative research and evaluation using the Brookings Institute's Social Genome Model. This paper will present a conceptual model that provides an action plan for collaboration between cities and universities to better understand local resources and service gaps.	Mann, Emily; Kleber, Megan; Gardinier, Lori
D4: Research on Lasting Impacts with Alumni			**Room: Suffolk (Theater cap 120)**		
0590-000222	Making the Personal Professional: How Service Learning Alumni Align Career and Passion	Research Paper	Students' Civic Engagement	This research study explores the career development and prosocial motivation of service-learning alumni to illuminate how they align their personal commitments in their professional work, so much so that 68% of respondents believe their work allows them to always or almost always make a difference in the community.	Mitchell, Tania D; Rost-Banik, Colleen
0590-	The Relationship of	Research	Students' Civic	Service-learning and community	Hahn, Thomas

	000259	Participation in Service-Learning Courses During the Undergraduate Years with Alumni Community Engagement	Paper	Engagement	engagement are highly promoted at Indiana University-Purdue University, Indianapolis. This presentation describes the recent alumni study and reports on the level of community engagement for undergraduate alumni who participated in service-learning courses compared to those who did not. Is there a dosage effect?	
D5: Institutional Context for Service-Learning Based on Student Demographics					**Room: Exeter (Schoolroom cap 50)**	
0590-000072		Beyond Access to Inclusion: Transforming the University Experience for Indigenous Students	Research Paper	Social Justice	This paper will show how a university has reshaped its character as a modern, urban post-secondary institution by way of a firm commitment to addressing the social inequities experienced by a primarily Indigenous population, through innovative community learning initiatives. Recent evaluations have found many positive impacts of these culturally-based initiatives.	DeRiviere, Linda; Axworthy, Lloyd; Rattray, Jennifer
0590-000078		Striving for the Magis: An Ethnographic Case Study of Transformative Learning and Sustained Civic Engagement at a Jesuit University	Research Paper	Students' Civic Engagement	This ethnographic case study describes how civically engaged students at a Jesuit institution understand their commitment to social change. Literature on civic engagement abounds, yet gaps exist in understanding how students interact with campus mission. Findings help to understand how students interact with campus culture relative to civic engagement.	McCunney, Dennis; Welsh, Benjamin
D6: IJRSLCE					**Room: Dartmouth (Schoolroom cap 50)**	
D7: Institutional Context for Service-Learning					**Room: Clarendon (Schoolroom cap 50)**	
0590-000186		Leading Community Engagement Forward: Profile of a Community College	Research Paper	Theories, Research Methodologies, and Evaluation Techniques	How can higher education leaders create institutional cultures that foster community engagement in community colleges given the unique factors inherent in this	Buglione, Suzanne; Wittman, Amanda

23

					institution? This paper uses a single-case study approach to highlight promising practices that can be engaged in other community colleges as well as within university settings.	
0590-000267		Seeking the Carnegie Classification for Community Engagement: Lessons Learned at Castleton College	Research Paper	Campus-Community Partnerships, Program Development and Sustainability	This presentation outlines the process Castleton College undertook to successfully apply for the Carnegie Classification for Community Engagement. It presents its process of self-study and three inter-related findings concerning infrastructure, student learning, and community partnerships. These findings chart the next steps for Castleton following a successful institutionalization of community engagement.	Boettcher, Chris
D8: Panel					**Room: Berkeley (U-shape cap 30)**	
0590-000164		Service-Learning in China: A Higher Education-K12 Collaboration	Themed Panel	Community Impacts	Service-learning is growing in China. Currently Beijing Normal University is collaborating with several elementary schools in a Civic Service Education program. Youth are tackling topics related to low carbon emission and other subjects. In this session we discuss a participatory evaluation where youth and others assess their entire effort.	LiFu, Shang; Shi, Pian (Daisy)
Tuesday, November 17th, 2015 Session E 11:00AM-12:15PM						
E1: Civic Engagement					**Room: Fairfield (Schoolroom cap 50)**	
0590-000009		Examining 21st Century Skill Acquisition as a Result of Democratic	Research Paper	Theories, Research Methodologies, and Evaluation Techniques	As part of Drexel's commitment to democratic engagement, civic learning, and 21st century skills, the Side-By-Side CBL format brings together traditional students	Rickards, Cyndi; Gray, Char; Johnson-Kebea, Jennifer

24

	Engagement Within a Side by Side Community-Based Learning Class			and disenfranchised community students, as equal participants in a postsecondary course. The purpose of this presentation is to review the mixed-methods research.	
0590-000184	Service/"Service" Courses & 21st Century Competencies: Assessing Development of 21st Century Competencies in Self-Selecting Undergraduate Service-Learners	Research Paper	Students' Academic Learning and Success	This presentation of a mixed methods study discusses the development of intra- and inter-personal, and cognitive competencies, in a STEM undergraduate course. Students self-selected participation in community engaged projects were correlated with written reflections assessed with critical discourse analysis. The correlation of project selection and 21st century competencies are addressed.	Phelps-Hillen, Johanna
0590-000254	Becoming practitioners of democratic civic engagement	Scholarly Paper	Theories, Research Methodologies, and Evaluation Techniques	This presentation (a) highlights a process-oriented framework for supporting students/professionals in becoming practitioners of democratic civic engagement in 'border/crossing' settings; and (b) illustrates the framework through a case study of a university-school-community service-learning partnership. The framework uses practice theory and Bourdieu's habitus-field-capital to deepen our understanding of the transformative process.	Keith, Novella
E2: Panel				Room: Dartmouth (Schoolroom cap 50)	
0590-000181	Advancing Social Justice in Professional Education: Engaging With Intersectional Identities of Children and Youth in Community-Engaged	Themed Panel	Campus-Community Partnerships, Program Development and Sustainability	We highlight an innovative community-driven program that provides placements for pre-service teachers to engage meaningfully with diverse children and youth. Striving toward "cultural humility," the program has become permanent in the faculty, and now includes agencies for	Lund, Darren; Howorun, Nina; Lee, Lianne; Grain, Kari; Lauzon, Alycia

	Learning			immigrant and refugee children, youth with disabilities, LGBTTQ and Indigenous children and youth.	
E3: K-12 Service-Learning and Student Impacts				Room: Exeter (Schoolroom cap 50)	
0590-000109	A Heuristic Phenomenology on the Experience of Building a High School Service-Learning Program	Research Paper	K-12 Programs and Student Outcomes	This study examines the development of a service-learning program at a school that primarily serves low-income, Hispanic students. Data was collected through the experiences of five educators who helped design the program. Four thematic structures emerged from their experiences: Capacity Building, Program Evolution, Curriculum Development, and Transformation of the Students.	Kowal, Monica
0590-000126	Fostering Personal and School Resilience: When Students At-Risk Move from Receivers to Givers	Research Paper	K-12 Programs and Student Outcomes	This study examined the difference in personal and school resilience between middle school students who implemented quality problem-based, service-learning (SL) projects and those whose SL programs did not meet quality standards. Results for exemplary SL projects suggest a small to moderate relationship between quality SL experiences and student resilience.	Newman, Jane
E4: Panel				Room: Suffolk (Theater cap 120)	
0590-000214	Embedding Community Engaged Scholarship and Service Learning in RPT: Models for the Process of Institutional Change	Themed Panel	Faculty and Instructional Innovations	This panel considers emerging process models for embedding Community Engaged Scholarship and Service Learning in (RPT). John Saltmarsh (UMass Boston) and Emily Janke (UNC Greensboro) will offer feedback to developers of a pilot that tests a grassroots process model at UNO. Administrator perspectives and feasibility issues will be discussed.	Holley, Lyn; Nero, Derrick; Perkinson, Mary; Walker, Michael; Westbrooke-Garza, Lucy
E5: Service-Learning Online				Room: Arlington (Schoolroom cap 80)	

0590-000166	"Intersections" of Social Justice Experiences and Learning: An Online Course for Community-Based Social Action and Reflection	Research Paper	Faculty and Instructional Innovations	A community of inquiry through Georgetown University's Center for Social Justice will integrate students' summer service and social justice commitments into online, skills-centered, variable-credit course that provides students the space to share their global experiences with peers and mentors in an environment that supports sustained, intentional reflection and applied learning.	Wisler, Andria; Munroe, Amanda; Loadenthal, Michael
0590-000185	Inside Online Service-Learning: Students' Perspectives	Scholarly Paper	Off the Beaten Track	Two master's students share their experiences participating in an online service-learning course. In this autoethnographic case study, they compare and contrast experiences in face-to-face versus online service-learning classes, describe the online service-learning course structure, benefits and challenges of online service-learning, and perspectives regarding online courses with and without service-learning requirements.	Peterson, Nicole; DuFrane, Megan
0590-000217	What is a Virtual Community? A Look at Online Service Learning	Scholarly Paper	Students' Civic Engagement	Online Service Learning allowed students in Clarkville Tennessee to work with a national community partner across the United States in Seattle, and work with a partner across the state in Sewanee, re-defining the idea of "community" and opening opportunities for service to a population previously restricted by physical limitations.	Hicks-Goldston, Christina
E6: Recognition for Top Dissertation Recipient: Cynthia Toms and Honorable Mention Recipient: Michelle Sterk Barrett				**Room: Clarendon (Schoolroom cap 50)**	
E7: Faculty Development				**Room: Wellesley (Schoolroom cap 80)**	
0590-000148	A Research on Institutional Factors that Influence	Research Paper	Faculty and Instructional Innovations	The purpose of the study was to explore the institutional factors that influence college faculty engaging in service-learning courses	Chiu, Hsiao-Chi

	Taiwanese College Faculty Engaging in Service-Learning Courses			in order to promote faculty engaging in service-learning courses. There were significant differences in the institutional factors based upon institutional types, academic disciplines and types of curriculum.	
0590-000203	Experiences of College Faculty Assigning Service-Learning And Their Inclination to Continue	Research Paper	Campus-Community Partnerships, Program Development and Sustainability	Faculty difficulties with service-learning may be perceived as deterrents, challenges to overcome, or learning opportunities. Faculty using varying types of service-learning (one-shot, multiple-visit, project-based) need different kinds of support. Clarity regarding expectations of time allotment for service-learning and other faculty responsibilities may not be consistent at all levels of administration.	Chamberlin, Shannon
0590-000266	Undergraduates as Innovation Partners in Teaching & Learning: Lessons from the Service-Learning Teaching Assistant Program	Research Paper	Faculty and Instructional Innovations	Northeastern's S-L teaching assistants program was created in 2007 to meet S-L faculty's logistical needs. Longitudinal survey data not only show that the program accomplishes this goal, but also reveal the impacts of the TA-faculty partnership on faculty development. We will share findings from faculty interviews exploring this unexpected discovery.	Roe, Lisa; Berkey, Becca; Begley, Gail; Schuldt, Hilary
E8: Panel				**Room: Berkeley (U-shape cap 30)**	
0590-000192	Engaged Sport: Building the Civic Capacity of University and College Athletic Programs	Themed Panel	Campus-Community Partnerships, Program Development and Sustainability	Almost every college and university in the country has an athletic department and there are over 500,000 registered student athletes. This session will explore the challenges and opportunities of working with student-athletes and athletic departments and offer strategies for	Heffernan, Kerrissa; Wolff, Eli

28

				integrating sport into curricular and co-curricular community-engaged initiatives.	

12:30PM – 2:00PM Keynote Luncheon Panel

2:15PM – 3:30PM Poster Sessions
Room: Gloucester

0590-000015	Using and Applying the Authentic Culturally Engaging Service-Learning Model for Engaging in Diverse Communities	Poster	Social Justice	This presentation demonstrates how the authentic culturally engaging (ACE) service-learning collaborative model between all partners has helped pre-service teachers acquire the knowledge, skills and dispositions to be culturally competent. It shares a criteria used within the model, that serves as a guide in working with, and in diverse communities.	Delano-Oriaran, Bola
0590-000038	Why service learning affects social justice attitudes: The relative contributions of attributional complexity and empathy	Poster	Students' Civic Engagement	Using experimental methodology, we investigated the effect of service learning on the endorsement of social justice ideals. We also examined the relative contributions of cognitive versus affective mediators. Service learning increased students' favorability toward social justice ideals, and this effect was partially mediated by facets of attributional complexity and empathy.	Wymer, Jared; Brown, Margaret; Sallee, Owen
0590-000039	"Mindful Service Learning: East Meets West in Holistic Service Learning for Social Change"	Poster	Off the Beaten Track	Contemporary neuroscience research reveals the benefits of mindfulness practice for developing focus, reducing stress, engendering empathy, and working in community. Mindfulness can revolutionize the practice of "reflection," central to all	Damon-Moore, Helen; Maynard, Macaela

				forms of service learning, in order to deepen student preparation, foster lifelong learning and coping skills, and achieve social change.	
0590-000050	A Student Service Research Project on Critical Care for Neonates in a Resource Poor Setting: A Quality Audit Study at Hôpital Sacré Coeur in Milot, Haiti	Poster	International/ Global Programs	This student service, research project was one of the first quality of care audits of a Neonatal Intensive Care Unit in an international, resource-poor hospital. The project was a collaboration between Haitian pediatricians, Tufts faculty and students, rooted in the long-term partnership of Tufts Medical School and Hopital Sacre Coeur.	Melhado, Caroline; Pearlmutter, Mark; Canarie, Michael; Hanna, Michael
0590-000066	Type 1 Diabetes Management in a Resource Poor Setting	Poster	International/ Global Programs	Hôpital Sacré-Coeur has established the first Type 1 Diabetes clinic in northern Haiti. Baseline information of the patient cohort was collected. We found that 93% of patients had uncontrolled blood glucose levels, and there was an association between attending a diabetes camp and improved quality of life scores.	Kahan, Joseph; Tishberg, Lindsay; Hallweaver, Molly
0590-000101	Application of GIS Mapping to Analyze and Plan for University Service Learning and Professional Practice Placements in the Bachelor of Science in Nursing Program	Poster	Theories, Research Methodologies, and Evaluation Techniques	Experience with marginalized populations is a central component to developing social conscience and professional practice competence in undergraduate nursing curricula. GIS mapping of service learning and professional practice placements offers opportunities to develop a profile of a program's reach into the local community that is responsive to local demographic trends.	Lawlor, Yvonne; Wahoush, Olive; Kennedy, Laurie; Buitenhuis, Breanne; Laing, Shannon; Semogas, Dyanne
0590-000114	Europe Engage. Developing a Culture of Civic Engagement through Service-	Poster	International /Global Programs	Europe Engage is a Project funded by the European Union with the purpose of identifying existing service-learning practice, promoting service-learning as a	Aramburuzabala, Pilar; MacIlrath, Lorraine; Opazo, Héctor

0590-...				pedagogical approach, and creating a network in this region, where much remains to be done in terms of civic engagement and service-learning.	
	Learning within Higher Education in Europe 2014-2017				
0590-000123	Integrating Service Learning into Psychology courses: Behavioral Neuroscience and Social Psychology	Poster	Faculty and Instructional Innovations	This presentation will discuss service learning approaches in two Psychology courses, and the impact on undergraduate learning and the community. University students enrolled in Neuroanatomy and Behavior or Social Psychology worked with community partners in nearby Bridgeport, CT. A discussion of progress, pitfalls, and community outcomes will be discussed.	Harding, Shannon; Andreychik, Michael
0590-000128	Investigating the Meaning of Student Perception: A Rubric Assessment of Student Development in a Service Learning Course	Poster	Students' Academic Learning and Success	The purpose of this paper is to investigate the rubric assessment of student development in the service learning course. Almost all students achieved a satisfactory level for course designers and the student themselves. Well structured rubric assessments give us the means to investigate the qualitative meaning of student learning.	Toru, Kawai; Kimura, Mitsuru; Yamaguchi, Hironori
0590-000132	Service-Learning Transforms Campus to Community: Cultivate Caring Healthcare Providers	Poster	Students' Academic Learning and Success	We explored how service-learning participation predicted civic engagement among undergraduate students. Eighty students involved in an innovative living lab by academic service-learning programs for two years completed questionnaires of civic engagement pre-and post-participation. Results indicate that greater service-learning participation relates to higher civic engagement.	Chiu, Chia-Hui; Liu, Megan
0590-000141	Innovating for the 21st Century: Developing a mobile app to collect student	Poster	Theories, Research Methodologies, and Evaluation Techniques	This paper presents a mobile app developed to collect student service and results from pilot tests and multiple stakeholder focus groups. Project decision points, pilot test	Jettner, Jennifer; Holton, Valerie

31

	service activities to assess impact			results, and balancing student desires versus faculty/staff needs will be presented to highlight the lessons learned in using technology to collect university-wide engagement data.	
0590-000157	Promoting Civic Agency Through Service Learning: An Exploration of Syllabi, Course Assignments, and Faculty Self-Report	Poster	Faculty and Instructional Innovations	Service Learning is a useful avenue in developing agency in college students, giving them the opportunity to interact with issues linking course content and professional training with community issues. Those experiences can empower students as agents of social change. This project examines faculty-generated Service Learning opportunities at Saint Louis University.	Sweetman, Leah; Sokol, Bryan; Poelker, Katelyn; Sauceda, Michael; Yong, Nicole
0590-000159	Longitudinal Impacts of Service-Learning Coursework on Post-Graduate Education	Poster	Students' Academic Learning and Success	This poster reports and contextualizes survey results from one university's graduates across 31 majors, three years after finishing their undergraduate degrees, on their self-assessment of how service-learning influenced their post-graduate education, including choice of field and being accepted into graduate school.	Matthews, Paul
0590-000160	Understanding the Development of College Students' Civic Identity: A Grounded Theory Approach	Poster	Students' Civic Engagement	The totality of civic experiences on students is thought to impact an underlying identity construct, which some researchers conceptualize as "civic identity." However, researchers fall short of mapping how civic identity development occurs. This grounded theory study seeks to fill this gap by exploring the development of civic identity.	Johnson, Matthew
0590-000175	A Multidisciplinary Model for International Service Learning	Poster	International/ Global Programs	The poster will provide information on the rationale, design and outcomes of two international service learning programs which combined the study of social issues	Ballah, Jody

32

				with basic foreign language preparation in order for undergraduate students to engage more meaningfully with the local population. Student reflective data will be shared.	
0590-000177	Assessing Student Leadership Development: Framing Education for Next Generation Social Change Agents	Poster	Students' Civic Engagement	Student leadership development is increasingly a focus for engagement programming. Social entrepreneurship is an enticing framework, but not the only or inherently the most compelling approach to teaching social change orientation and skills. This paper assesses learning outcomes among students in a program based upon asset-based community development and capacity-building.	Bloomgarden, Alan; Binder, Katherine
0590-000178	2007 Longitudinal Study: Impact of SL/CE Project: Michigan State University Student Tutorial Education Project at Rust College, Holly Springs, Mississippi 1965-1968	Poster	Students' Civic Engagement	The Student Tutorial Education Project was done collaboratively with the President and Academic Dean of Rust College, Holly Springs, MS, and 97 MSU students during the summers of 1965-1968. The purpose of the poster is to document the original intention and processes of the research and its final form.	Duley, John
0590-000198	AAC&U Civic Engagement VALUE Rubric Scoring of Reflective Essays: Capturing the Impact of Service Learning Experiences	Poster	Theories, Research Methodologies, and Evaluation Techniques	The American Association of Colleges and University's Civic Engagement VALUE Rubric was piloted as a tool for evaluating service learning impact at a community-engaged college. In a three year process inter-rater reliability and relationships among constructs were documented with more than 700 sophomores in a required service learning course.	Saylor, Conway; Snead, Ali; Farmer, Samantha; Beddingfield, Anne
0590-000204	Service-Learning and Community Engagement for	Poster	Campus-Community Partnerships,	This seminal study explores community engagement and service-learning among students within a university. As a campus-	Furtado, Leena

	Cross-Age-Peers within a Campus Community		Program Development and Sustainability	wide effort to promote and sustain academic excellence among post-baccalaureate students, advanced students peer mentored, taught, and engaged in reflective journaling. A total of 139 students and 5 cross-age-peers participated in learning, reflection, and service.	
0590-000221	Reading between the lines: Developing a literacy program in Guatemala	Poster	International/ Global Programs	This poster illustrates the development of a literacy program in rural Guatemala, where average educational attainment is four years (less than 2 years for girls). We discuss challenges of building sustainable partnerships and collaboratively creating short-term interventions at local schools, with the goal of increasing family literacy engagement in communities.	Danzak, Robin; Massucci, Ellen; Parmiter, Justina; Rizzo, Amanda; Zielinski, AnnMarie
0590-000228	Learning beyond the classroom: Target-language community involvement and ESL teacher training	Poster	Faculty and Instructional Innovations	Initial results from research involving a university-community partnership will be presented : Francophone students in a TESL (Teaching English as a Second Language) program contribute their developing teaching skills in English-language community organizations, in French-speaking Quebec. Student attitudes and language skill development are discussed, along with effects on community partners.	Hummel, Kirsten
0590-000245	Arts-Infused Service-Learning: Changing Power Structures and Fostering Intercultural Relationships Through the Arts in K-12 Service-Learning	Poster	K-12 Programs and Student Outcomes	Music exists in all cultures, yet few service-learning projects focus on the arts. In a study conducted through MODAL Research at Simon Fraser University, Canada, music becomes the connection between volunteers and recipients, providing opportunities to learn, share, collaborate, and perform together in arts-infused service-learning.	Widdows, Sharon; O'Neill, Susan

0590-000274	Engaging Students with their Communities: Opportunities and challenges	Poster	Students' Academic Learning and Success	Under the E=MC2 Project, the Canadian Survey of Giving, Volunteering and Participation data was analyzed. Equipped with a better understanding of the various pathways to youth engagement including specific triggers, opportunities and barriers, new initiatives were developed. This poster presents pragmatic considerations to other universities wishing to increase youth engagement.	Cardinal, Stéphane; Pinsent, Celine; Pearce, Sean
0590-000279	Peer-to-Peer Cross Cultural Project-Based Community Engagement	Poster	International/ Global Programs	This research examines a global model used to promote cross-cultural exchange through peer-to-peer project based community engagement. This case study analyzes a program based in Lusaka, Zambia, with two sets of undergraduate students, one from the U.S. and the other from Zambia.	Gardinier, Lori; Bonfiglioli, Gemma
	TBD	Poster	Dissertation Recognition Nominee	TBD	Mull, Casey
	Global citizenship as transformative learning: Assessing quality and directionality of global citizenship identity development in the context of online and offline reflections	Poster	Dissertation Recognition Nominee	The purpose of this study was to assess the role of differing forms of written reflection—formal, private writing (offline) versus public, informal writing (online)—in processing and assessing the transformative experience of a global citizenship (GC) course. The first cohort experienced a traditional form of reflection for global citizenship education: a series of assigned reflection papers. The second cohort of GC students expanded their reflective activities to include an informal, class-wide online discussion forum. The differing reflection experiences of the two cohorts provides a natural experiment through which one can	Stanlick, Sarah

				examine the efficacy of the structure and medium of the reflection as it relates to the development of GC self-concept in undergraduate learners through transformative learning and the cognitive rational approach.	
	College Faculty Experiences Assigning Service-Learning and Their Inclination to Continue	Poster	Dissertation Recognition Nominee	In this study, responsive interviews evoked richly detailed and nuanced faculty perceptions across a range of disciplines and types of service-learning. Interviewees detailed benefits for faculty as well as for students and for community partners. Not all difficulties were regarded as deterrents. Feelings were vividly described and were sometimes conflicting.	Chamberlin, J. Shannon

Tuesday, November 17th, 2015
Session F:
3:45PM-5:00PM

F1: Impacts Of Service-Learning				Room: Suffolk (Theater cap 120)	
0590-000077	Promoting Engagement: Investigating Connections between Service-Learning and Universal Design for Learning	Research Paper	Faculty and Instructional Innovations	While both service-learning and Universal Design for Learning (UDL) have been used in higher education for some time, little research has investigated them together. This presentation explores the conceptual and practical intersections between service-learning and UDL. In particular, student reflections from two courses are analyzed and used for further discussion.	McCunney, Dennis; Nesbit, Marissa; Sisk, Jennifer; Smith, Meagan
0590-000091	Comparing Service-Learning to Traditional Practica: The Impact on Professional Identity	Research Paper	Students' Civic Engagement	Despite social work being an early contributor to service-learning theory, it only recently incorporated CSL into course-based curriculum, but not practica. This presentation highlights research	Gallop, Cynthia J.; Guthrie, Brian; Jackson, Karyn

				conducted on the impact CSL and traditional practica have on the professional identity development of social work students in a Canadian undergraduate university.	
Development of Undergraduate Social Work Students					
0590-000271	Evaluation and Impact: Exploring the impact of community service-learning on students in urban and rural community settings	Research Paper	Students' Civic Engagement	This presentation explores design and findings of a study of the longer-term impacts of participation in Community Service-Learning (CSL) on students across university faculties. Mixed methods: surveys and focus groups, provide evidence of students' experiences at rural and urban campuses. Compares Canadian/international approaches to CSL to inform programs and research.	Hamm, Zane
F2: Panel				**Room: Fairfield (Schoolroom cap 50)**	
0590-000138	Aligning Economic Outreach and Community Engagement: Theory and Practice	Themed Panel	Campus-Community Partnerships, Program Development and Sustainability	Economic outreach and community engagement are too often divorced activities; however, these two arms of a campus are both invested in community impact. This panel will discuss theory and practice that leads to the alignment of economic and community engagement for effective, deep impact.	Wittman, Amanda; Medlin, Kristin; McReynolds, Mandi
F3: Team				**Room: Dartmouth (Schoolroom cap 50)**	
0590-000063	Urban Biking meets Community-Engaged Research and Service-learning	Stakeholder Team	Students' Academic Learning and Success	This presentation describes an undergraduate course as a curriculum model integrating community-engaged research (CEnR) and service-learning to enable students to research urban biking infrastructure (on bike), participate in service-learning projects (on bike), generate a collaborative research report, and present key findings to the university	McKenzie, Tessa; Hill, Herbert

37

				and cycling community.	
F4: Research on Lasting Impacts with Alumni				**Room: Arlington (Schoolroom cap 80)**	
0590-000065	University community engagement and public relations education: A replication and extension of service-learning assessment in the PR campaigns course	Research Paper	Theories, Research Methodologies, and Evaluation Techniques	Service-learning pedagogy impacts student learning, personal growth, and civic engagement, but what are the lasting impacts of service-learning experiences beyond graduation? This mixed-methods study finds that graduates retained knowledge about citizenship/social responsibility and that they believed their Public-Relations-Campaigns projects helped their alma mater achieve its mission as an engaged university.	Perry, Lane Farmer, Betty Ha, Steve
0590-000170	Long-term Influence of Extensive, Curricular Integrated Service-Learning on Post-Graduation Roles and Professional Activities of Physical Therapist Alumni	Research Paper	Students' Civic Engagement	The impact of curricular integrated service-learning on professional roles, practices and social responsibilities of student physical therapists and alumni are described. Alumni respondents reported: providing professional services going beyond expected standards of practice (77%); performing community-based volunteer services (71%); and believed they make a difference in their community (81%).	Reynolds, Pamela; Wiegand, Mark
F5: "The Storied Self and Self-Location" Panel				**Room: Berkeley (U-Shaped, Cap 30)**	
0590-000043	The Storied Self and Self-Location: The Potential of Place for Community-Engaged Teaching, Learning and Scholarship	Themed Panel	Off the Beaten Track	This session relates theory / practice of place-based education to community-engagement -- examining experiences of place as contributors to culturally -relevant and -sensitive SLCE. Indigenous perspectives on place and research on place-based SL in Alaska, Hawaii, and England	Clayton, Patti

38

				guide participants in conceptualizing possibilities for centering place in SLCE praxis.	
F6: Graduate Student Network				**Room: Exeter (Schoolroom cap 50)**	
Graduate students and recent graduates are invited to attend a session hosted by the IARSLCE Graduate Student Network. Participants will discuss emerging issues in service-learning and community engagement, receive focused feedback on their research, and interact with colleagues from around the globe about graduate student life.				Grad SN Steering Committee: Muse, Stacey; Pasquesi, Kira; Pearl, Drew; Duff, Christine; Camo, Jasmina; Medlin, Kristin; Stanlick, Sarah; Lipuma, Christina	
F7: Partners as Educators				**Room: Wellesley (Schoolroom cap 80)**	
0590-000200	Reciprocity through Research and Practice: Community Partners as Co-Teachers and Co-Researchers	Research Paper	Campus-Community Partnerships, Program Development and Sustainability	This session presents why extended facilitated dialogues that engage community partners as co-inquirers increases reciprocity and authenticity of scholarly findings. In addition to discussing action research strategy, we present key findings about community partners as co-educators and what this really means.	Sikes, Kathy; Janke, Emily
0590-000210	Inception to Implementation: Co-Creating the Community Engaged Classroom with Community Partners	Scholarly Paper	Campus-Community Partnerships, Program Development and Sustainability	This presentation discusses a grant-writing course that was developed and implemented, from inception to implementation, in collaboration with a nonprofit community partner. Based on this case study, service-learning practitioners are strongly encouraged to utilize a generalized heuristic to implement similar reciprocal, democratic practices with their partners.	Phelps-Hillen, Johanna
0590-000251	Research partnerships to overcome family	Research Paper	Theories, Research Methodologies,	Trauma-informed care is widely discussed in the social services literature, but has not been reviewed in terms of research	Sandy, Marie

	homelessness: a trauma-informed approach to community-based research		and Evaluation Techniques	design; this paper will outline key considerations for integrating these safeguards in community-based research projects. The author will describe this approach used in a study to understand how families overcome homelessness.	
F8: Student Learning in an International Context				**Room: Clarendon (Schoolroom cap 50)**	
0590-000088	Using Spiral Dynamic Theory and Memetic Science to Research Adult Civic Engagement and Higher Education Globally	Research Paper	Students' Civic Engagement	This paper presents findings based on civic engagement research in Chile, South America. The context is a free-market optimized higher educational system facing national revolutionary student protests opposing its continuance. Spiral Dynamic Theory (SDT) guides the data analysis as lower civic engagement outcomes were assessed at the private for-profit universities	Brown, Lisa R.
0590-000108	Service-Learning in Teacher Training: Evidences from a Spanish University	Research Paper	Students' Academic Learning and Success	This paper examines the personal representations of service-learning held by undergraduate student teachers, professors and administrators of a Spanish University. It also analyzes specific components of the service-learning experiences. It is expected that results of the study will contribute to improve the design and implementation of the service-learning projects.	Opazo, Héctor; Aramburuzabala, Pilar; Ramírez, Chenda
Tuesday, November 17th, 2015 **5PM – 6PM International Coffee Hour** **6PM – 7PM Graduate Student Reception**					

Wednesday, November 18th, 2015 7AM-8AM Breakfast

Wednesday, November 18th, 2015 Session G: 8:00AM-9:15AM

G1: Lynton Recipients				Room: Wellesley (Schoolroom cap 80)	
0590-000173	Identifying Core Competencies in Civic Engagement in the Student Outcomes of Community Colleges	Research Paper	Students' Academic Learning and Success	The purpose of this study is to extend the scope of the 2012 "Core Competencies in Civic Engagement: A Working Paper in the Center for Engaged Democracy's Policy Papers Series" to include the identification of the civic engagement competencies that community colleges are expecting students to demonstrate.	King, Claire; Franco, Robert
0590-000090	Research Methods to Assess Civic Learning in America's Two-Year Colleges: Implications for Higher Education in China	Research Paper	Students' Academic Learning and Suc cess	Building on research projects, using qualitative and quantitative methods, and funded by the Teagle Foundation and the New England Research Center for Higher Education, panelists will engage participants in a discussion of the implications of research findings for student success in higher education in the United States.	Franco, Robert; Qiong, Jia
G2: Team				Room: Arlington (Schoolroom cap 80)	
0590-000098	Multiple Perspectives Community Engagement Assessment Model	Stakeholder Team	Students' Academic Learning and Success	In this panel we discuss a multiple perspectives assessment model for community engagement. The multiple perspectives include the community partner, the faculty member, the students, and the associate director from CTLE. The proposed model assesses student learning objectives, community partner project objectives, and the CTLE project objectives.	Blomstrom, Sally; Hayford, Barbara; Mumpower, Lori; Bobinsky, Andrelle
G3: Systems of Institutionalization				Room: Suffolk (Theater cap 120)	

0590-000019	Institutionalizing Service-Learning as a Best Practice of Community Engagement in Higher Education: Using Intra- and Inter-Institutional Comparisons of the Carnegie Community Engagement Elective Classification Framework	Research Paper	Theories, Research Methodologies, and Evaluation Techniques	This study examines applications of three Carnegie Community Engagement Classification designated institutions (2008, 2015) in the same metropolitan area to explore how service-learning is institutionalized. Results from the intra- and inter- comparative analysis highlights themes, trends, and patterns to further understand how policies, practices, strategies, and decision effect institutionalization.	Plante, Jarrad
0590-000256	Institutionalizing Service-Learning and Community-Based Learning through the SACSCOC Quality Enhancement Plan	Research Paper	Campus-Community Partnerships, Program Development and Sustainability	This study explores the role of the Quality Enhancement Plan (QEP) in efforts to institutionalize service-learning and community-based learning in four-year, degree-granting institutions. It includes case-study analyses of seven institutions accredited through the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) with QEPs devoted to community-based and/or service-learning.	George, Phillis
G4:				Room: Berkeley (U-Shaped, Cap 30)	
G5: Panel				Room: Fairfield (Schoolroom cap 50)	
0590-000194	From Revolution to Evolution: A Research-Based Conceptual Model for Engaging	Themed Panel	Campus-Community Partnerships, Program	Key to mutually sustainable alliances is integration of community partners as fully engaged co-educators. Based on national and regional data from the U.S. and Japan, a	Cress, Christine; Kaufman, Joyce; Karaki, Kiyoshi; Stokamer, Stephanie;

	Community Partners as Co-Educators in Enriching Collaborations		Development and Sustainability	multicomponent conceptual model for nurturing community-campus relationships is illustrated through evolutionary cases that highlight challenges, opportunities, and strategies for realizing enriching civic engagement collaborations.	Tichenor, Melia; Van Cleave, Thomas
G6: Lynton Recipient				**Room: Dartmouth (Schoolroom cap 50)**	
0590-000174	A Taxonomy of Community Engaged Scholarship across the Social Sciences	Research Paper	Theories, Research Methodologies, and Evaluation Techniques	This yearlong investigation at two universities is designed to create a taxonomy of community engaged scholarship (CES) as practiced in the US. We believe this first-ever analysis of CES across the social sciences in the US will make important contributions to building a stronger field of CES.	Warren, Mark; Cook, Amy; Morgia, Lindsay
G7: Civic Engagement				**Room: Clarendon (Schoolroom cap 50)**	
0590-000010	Integrating Service-Learning into the Classroom	Research Paper	Students' Academic Learning and Success	The resulting data provided information on how service-learning impacts students' perceptions of achievement of course objectives, civic responsibility, and the impact of reflection on learning outcomes. The study has implications for faculty in higher education who are interested in integrating service learning within their courses or disciplines.	Phillips, Julie
0590-000014	Impact of a Mandatory Service-Learning Hybrid Course on Civic Attitudes and Skills of Ecuadorian Students	Research Paper	Students' Civic Engagement	A mixed-methods approach will be used to analyze the impact of a mandatory hybrid service-learning course on civic attitudes of college students in Ecuador. A translated version of the CASQ in Spanish will be utilized with an estimated sample of 400 learners distributed in an experimental and a control group.	Diaz, Karla; Ramia, Nascira; Bramwell, Daniela
0590-000119	Teeing up for 21st Century Learners and	Scholarly Paper	Students' Civic Engagement	Community engaged learning develops the broad range of boundary spanning	Zientek, Renee; Springer, Nicole;

	Leaders			competencies necessary for the 21st century learner. With 30 years of research and a university-wide adoption of the T-Shaped Professional concept, this presentation will demonstrate how community engaged learning is essential for learners, leaders, and the public good.	Schichtel, Christie

Wednesday, November 18th, 2015 **Session H:** **9:30AM-10:45AM**					
H1: Faculty Motivation				**Room: Wellesley (Schoolroom cap 80)**	
0590-000057	Assessing Faculty Perspectives on Rewards and Incentives for Community-Engaged Teaching, Research, and Scholarship: Findings from a Multi-national Exploratory Study	Scholarly Paper	Faculty and Instructional Innovations	Faculty rewards and incentives is a fertile research area. This study explores results of a 2015 global survey of 16 universities in 12 countries with the goal of understanding how faculty view systems of legitimization of their engaged work. The paper will present findings on the policies of their universities.	Newcomb Rowe, Amy; Vuong, Trang
0590-000183	Faculty Orientation to the Paradigms of Service: Understanding the Intersection of Person and Place	Research Paper	Faculty and Instructional Innovations	Although the learning environment influences students' shifting orientations to Morton's paradigms of service, not enough is known about the orientations and beliefs of the faculty who create those environments. We use Q-methodology to explore engaged faculty's: personal orientation to service; epistemology; and perceived context such as discipline, campus, and community.	Morrison, Emily; Wagner, Wendy
0590-000219	A Community Engagement Typology of the Nation's Faculty	Research Paper	Faculty and Instructional Innovations	In this study, the author explores the alignment between the interests of faculty members and their various approaches to scholarship, particularly through the lens of	Pearl, Andrew

				community engagement. Specifically, the author will present a typology of faculty members that was derived through latent class analysis of a large, national dataset.	
H2: Team				**Room: Arlington (Schoolroom cap 80)**	
0590-000120	Tufts Practical Visionaries Workshop: A Case Study in Deepening Community-University Partnerships towards a Co-Learning Model	Stakeholder Team	Campus-Community Partnerships, Program Development and Sustainability	The Practical Visionaries Workshop at Tufts Urban & Environmental Policy & Planning is developing a "co-learning" partnership model that goes beyond service learning and community-based research. Faculty, student and community partners will share this long-term, place-based, reciprocal partnership model and discuss its potentials and constraints.	Loh, Penn; Tumposky, Rebecca
H3: Team				**Room: Fairfield (Schoolroom cap 50)**	
0590-000243	Mechanical Engineers, Gummy Bear Catapults, and 4-H Cloverbuds: A Revolutionary Partnership Impacting Student Perceptions of STEM Needs for Rural Youth	Stakeholder Team	Students' Academic Learning and Success	This session features a partnership between Mississippi State University faculty, Mechanical Engineering students, and 4-H Cloverbuds (ages 5-8). Engineering students developed innovative curriculum to provide youth with greater exposure to STEM. Perceptions of student academic learning through the voices of students, faculty, and the service-learning director will be shared.	Heiselt, April; Knizley, Alta; Morgan, Mariah
H4: Impacts of Service-Learning				**Room: Dartmouth (Schoolroom cap 50)**	
0590-000084	Revisiting Pedagogical Variations in Service-Learning and Student Outcomes	Research Paper	Students' Civic Engagement	This paper presents results from a quasi-experimental replication study that extends an early correlational study (Mabry, 1998) by introducing a counterfactual and controlling for academic motivation. The study offers confirmatory evidence of the effectiveness of frequency of contact, reflection and service duration to influence civic and academic outcomes.	Dahan, Thomas
0590-	Is service-learning a	Research	Students' Civic	This research compares the perceptions of	Kassabgy, Nagwa;

000137	prerequisite for community engagement? Service-learning vs. non-service-learning students' perceptions	Paper	Engagement	university students who have not taken part in service-learning (SL) tasks with those who have. Undergraduate students respond to a survey about their familiarity with SL, their willingness to take part in SL activities and their suggestions for implementation in their academic contexts.	Salah El-Din, Yasmine
H5: Service-Learning as Reflected in Drama and Literature				**Room: Berkeley (U-shape cap 30)**	
0590-000011	From Institution to Revolution: Community-engaged Theatre Workshop as a Critical Pedagogic Methodology in 'Post-Umbrella' Hong Kong	Research Paper	Off the Beaten Track	This research examines the significance of a semi-scripted community theatre workshop involving tertiary drama students working with adapted Caryl Churchill's plays to a local context in Post-Umbrella Movement Hong Kong, to meet the learning needs of students as a form of critical pedagogy connecting institutional Drama Studies with community experience.	YU, Hsiao Min
0590-000048	Looking Backward, Looking Forward	Scholarly Paper	Theories, Research Methodologies, and Evaluation Techniques	In Bellamy's Looking Backward, Julian West falls asleep in Boston in 1887 and wakes 2000. He goes from a world of income inequality and injustice to one of utopian bliss. Here we discuss service learning and service learning research in achieving social justice by the year 2100!	Shumer, Robert
H6: Lynton Award Winner : Eric Demeulanare				**Room: Clarendon (Schoolroom cap 50)**	
H7: Institution and Student Relationships with Community				**Room: Exeter (Schoolroom cap 50)**	
0590-000190	Fostering Place Attachment through Community Service-Learning	Research Paper	Theories, Research Methodologies, and Evaluation Techniques	This presentation will share findings from an ongoing study into the ability of Community Service-Learning to foster place attachment. This mixed-method study uses interviews with students based on photo-elicitation, reviews of course syllabi and assignments, and semi-structured interviews with community partners to highlight connections between CSL and place	Mündel, Karsten

				attachment.	
0590-000229	Home is Where the Heart is: Anchor Institutions in Higher Education	Scholarly Paper	Community Impacts	Increasingly institutions of higher education are prioritizing anchor missions. This paper will examine how to track and assess our impact on surrounding communities as anchor institutions. Participants will learn about the national context and existing benchmarking tools. Strategies for identifying measures and leveraging existing data collection mechanisms will be discussed.	Holton, Valerie; Jetner, Jennifer
H8: Integrative Approaches to Service-Learning			**Room: Suffolk (Theater cap 120)**		
0590-000213	I learned more from them than they did from me: Shifting from deficit to asset-based perspectives in service-learning	Research Paper	Social Justice	Research is presented on a Conceptual Model for Cultural Engagement (CMCE) service-learning course for inservice teachers. The teachers worked with tweens from a non-profit youth organization to showcase their Latino community. Research data reveals that the course did implement the CMCE, emphasizing asset-based perspectives of the youth and their communities.	Rodriguez-Arroyo, Sandra
0590-000223	Beyond Pedagogy: An Integrative, Movement-Building Approach to Global Service-Learning	Scholarly Paper	International/ Global Programs	Recognizing the value and also limitations of previous service-learning scholarship that often focuses on pedagogy and assessment, this presentation introduces an integrative approach to global service-learning. The presentation will describe how an integrative model can serve as a democratizing and empowering approach to pedagogy, research, organizational learning, and community development.	Kiely, Richard
11:30AM – 1:30PM Member Meeting and Recognition Luncheon					
1:30PM Conference Closes					

47

Thank you for attending this year's conference!

We look forward to seeing you in 2016.

48