**Poster Presentations – Tuesday October 23, 2018**

**Poster Session** – 12:30pm – 1:30pm

**Poster Gallery Viewing** – 10:30am – 4:30pm

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**A Mother’s Voice: Responding to Violence in our Neighborhoods**

Aleksandra Snowden, *Marquette University/Assistant Professor*

This presentation describes a community-engaged research partnership between Marquette University and the Zeidler Center for Public Discussion to demonstrate the utility of bi-directional, mutually beneficial collaboration between community partners and Marquette University faculty. Working together to research the effects of neighborhood violence on mothers living in Milwaukee’s most violent neighborhoods, our team utilized responsive marketing and group processes to create dialogue among focus group participants. Our team asked the participants about (1) how they perceive and define their neighborhood, (2) their experience of how violence occurring in their neighborhood affects them, and (3) their understanding about why violent crimes concentrate in specific areas within the neighborhoods. At the end of the dialogues, we asked our participants about their feedback about violence prevention efforts in their neighborhoods.

Our results of our research partnership suggest that (1) official neighborhood boundaries of Milwaukee neighborhoods do not accurately reflect the mothers’ definition of the neighborhood boundaries, (2) the effect of violence seems to have an additive effect on mothers, (3) mothers ascribe individual-level and neighborhood-level characteristics to explain neighborhood crime patterns, and (4) a collaboration that involves professional community-based facilitators and group processes strengthens the community-engaged research at Marquette University.

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**Rewarding Engaged Scholarly Work: The Policy Development Process**

Aloha Balza, *Florida Atlantic University*

Over the past five years, Florida Atlantic University’s President has led a multifaceted campaign aimed at taking the university “to national prominence as a center of world-class education, cutting-edge research and transformative community engagement” (Kelly, 2016). Under this premise, the Community Engagement Task Force (CETF) was created and tasked with supporting the expansion, enhancement and development of engaged teaching, research/scholarship and service at FAU. The CETF believed that a first important step to take towards truly transforming the institutional culture was to include community-engaged scholarship in the faculty reward system.

This presentation depicts the approach, and various strategies, the FAU CETF used to incorporate community engagement in all three evaluation categories (teaching, research, and service) of our faculty reward policy. Aligning the P&T guidelines, which are intended to explain the institution’s expectations of their faculty, with the overall goals of the university seems to be not only a logical step but a much needed one to take if change is required.
A Model for Sustaining the Work: Utilizing an Intensive Experiential Seminar to Support Collaborative Service Learning in the Omaha Metro

Angie Carlton, University of Nebraska Omaha

Over the past 10 years, the Service Learning Academy at the University of Nebraska at Omaha has trained university faculty and P-12 educators through an intensive seminar that supports the sustainability of service learning opportunities for students in the metro area. The seminar promotes service learning as a method of instruction that raises awareness of community partners with attention to their assets and needs as well as opportunities for collaboration. Structured to develop opportunities for valuable relationships, the seminar is designed to connect community partners, P-12 teachers, and UNO faculty to create quality service learning experiences.

Participants are specifically recruited to attend seminar based on their desire to implement and use new curriculum and their ability to grow and sustain relationships and service learning opportunities. Attendees whose interests align with university mission and issue areas are encouraged to attend. Additionally, community partners engage in learning about co-educating via service learning, share lessons learned, and voice their unique needs for collaboration with P-12 and UNO faculty.

Since 2014, the seminar has been held in the Barbara Weitz Community Engagement Center, which provides a unique atmosphere supportive of the goals of collaboration and engagement, as some community partners and signature engagement programs are housed directly in the space.

This poster will provide an overview of the structure and content of the seminar, including experiential opportunities for participants to engage in reflection and service. The seminar is a method that could be replicated by other universities to sustain the work in their communities.

Narrative vs. Story: How to Create Strategic Story Campaigns that Make a Difference

Barbara Brooks, Flamingo Strategies LLC

Storytelling is one of the most powerful tools a university has. Good stories well told—and effectively shared—will help recruit students, engage alumni, attract community partners, raise financial support, translate strategic plans, explain complex research, and even recruit and retain top faculty and staff. But for maximum impact, individual stories must ladder up to something larger: a narrative that serves a higher cause. Stories told strategically and consistently over time can demonstrate impact on a community or prove a tagline true. In that way, an effective campaign can truly make a difference.

Barbara Brooks, principal at Flamingo Strategies LLC, has worked in house (most recently at the University of Denver) and as a consultant, to create narrative strategy, help professionalize storytelling operations, train writers and teams, ensure that content is shared effectively, and determine appropriate measurement strategies. Trained as a journalist, fiction writer and marketer, she also continues to write sticky stories—for clients in higher education and other fields—and also to blog about entrepreneurship, creativity, education and personal growth at www.HackingAwayAtHappiness.com. She has spoken about branded communications at CASE and PRSA conferences, and about personal branding to high school students in the Denver area.
The Behavior Clinic: Helping Children in Poverty with Behavioral and Mental Health Concerns

Burkard Alan, Marquette University/Penfield Children’s Center

For the past 15 years, the Behavior Clinic has developed a clinical treatment approach to address the behavioral and mental health needs of young children, birth to age five. The treatment was developed through a collaboration between Penfield Children’s Center and Marquette University and this work has resulted in the development of a SAMSHA recognized evidence-based practice called Early Pathways. Currently, the Behavior Clinic delivers the Early Pathways treatment through in-home clinical services, and roughly 400 children and their families receive services each year. In this poster session, the treatment aspects of the program will be presented, as well as, treatment outcomes of the Early Pathways that illustrate the efficacy and effectiveness of the program for reducing behavioral and mental health concerns in young children.

Why “Words Matter”: Inclusive Language Campaigns on College Campuses

Charu Thakral, University of Illinois Chicago

In efforts to advance diversity and inclusion, the Office of Diversity at University of Illinois Chicago designed an inclusive language campaign called “Words Matter!” This campaign was designed to: raise awareness about the power of language, engage campus (students, staff, and faculty) in interactive workshops, discuss ways in which language can be inclusive and exclusive, and provide participants with concrete strategies to promote a more inclusive campus (classrooms and workplaces). In an attempt to create a more sustainable impact, this campaign went beyond raising awareness through posters, online forums, and social media by developing an interactive workshop to promote critical thinking and awareness about the impact of language.

This session would allow participants to think about and discuss (1) How to create successful campaigns on college campuses; (2) How to engage students, faculty, and staff in such campaigns simultaneously; and (3) How are we creating more inclusive and responsive environments where all students, staff, and faculty feel welcomed and encouraged to succeed?
Leveraging Logic Models to Drive and Measure Community Engagement Impact

Cheryl Landin, *California State University San Marcos*

The division of Community Engagement at California State University San Marcos consists of a number of programs (e.g., Internships, Service Learning, Community Engaged Scholarship, and Tribal Engagement) designed to connect the campus to the community and create more equitable communities. Through the use of logic models, the division has put in place a process that will ensure both sustaining impact and greater awareness of program purpose and achievement. As part of the multi-program logic model process, division staff and faculty actively participated in planning sessions to document program goals, audiences, resources, activities and outcomes. These planning sessions led to refinement of existing program evaluation and assessment efforts. The finalized program logic models are successfully informing the development of new program activities and the creation of data outcomes tables that act as a basis for data visualization dashboards and ongoing monitoring of progress towards articulated goals.

Thought and Action: Living in solidarity to transform urban neighborhoods

Erika Ramalho, *Gannon University*

The City of Erie’s Comprehensive Plan designates the “Our West Bayfront”, of which Gannon University is part, as a primary investment area for homeowner reinvestment initiatives, code enforcement and strategic blight removal. Gannon University created the St. Joseph House in part to address residents’ concerns about the low homeownership rate in the neighborhood, which now hovers at about 24%. St. Joseph House of Faith in Action is a welcoming home for 2 residents and up to 12 visitors who visit the house as part of organized service-oriented trips. The St. Joseph House’s mission is to humbly serve our neighbor in the spirit and likeness of St. Joseph the Worker, through purposeful programs and actions based upon four pillars: service, simplicity, community and reflection. The 2 residents, which are university employees, live in a safe and affordable home just a few blocks from campus, while having the opportunity to save for a down payment to purchase a home in the community. Outside of their regular work duties, the Gannon employees serve as organizers for guests visiting the community, helping to organize itineraries, providing quality hospitality and serving as a connector between visitors and the community. The house works with residents in the community to offer urban immersion opportunities for students from other universities and groups wishing to participate in and learn from engagement in the Our West Bayfront community.
Project BUILD: A Business and University Educational Partnership Lasting 30+ Years

Jay Brandi, University of Louisville

Project BUILD is a four-week summer session of academic courses originally created for minority high school students. The program covers a variety of topics and issues in the area of business. The foundation program was created through a relationship created by the University of Louisville and the Lincoln Foundation in Louisville, Kentucky. The program includes presentations by faculty in all business disciplines, trips to businesses in the local area, and presentations by community and business leaders. Students are provided lectures and are involved in hands-on presentations, assignments, discussions, and are often provided summer and internship work positions based on performance in the program. Students may participate in both their junior and senior years in high school and many attend both years. The objective for students is to learn about the possibilities available for business careers, to meet both minority and non-minority role models, and to get a head start on some basic business course material prior to commencement of their university studies. The presenter is also the faculty member who has been on the program board and has been responsible for the structuring of the program since it began in 1986.

Industry linkage: Leveraging academia for sustained external support

Jorge Sosa Lopez, CETYS UNIVERSITY

CETYS University has developed and matured a linkage model with industry in which academia plays a key role in generating continued support, such as gifts, infrastructure, equipment and human capital development, via the synergies created between its Colleges, Centers of Excellence and Advisory Councils. Examples will be provided of linkage initiatives with companies such as Honeywell, Gulfstream, Skyworks, IENOVA, and Medtronic, which have generated direct impact and resulted in significant gifts and support for the advancement of institutional goals.
**Purpose-Driven Partnerships That Transform People and Places: Cal State LA’s Anchor Mission**

Jose Gomez, *California State University, Los Angeles (Cal State LA)*

Cal State LA is a comprehensive Hispanic-serving multicultural public university, ranked number one in the nation for the upward mobility of its students. Situated in the heart of Los Angeles, the university has been recognized as a powerful engine of social mobility and a force for change across Southern California. Cal State LA serves the public good through initiatives that engage local and regional communities in mutually beneficial partnerships. This purpose driven network of collaboration and service transforms lives, fosters thriving communities, and contributes to the overall well-being of the region.

**Think Local, Act Global: Collaborative Initiatives to Engage Refugee Populations**

Julie Schumacher Cohen, *The University of Scranton*

Communities throughout the country are becoming the new homes of refugees from around the world fleeing violence and hardship. Institutions of higher education can play a key role in partnering with community organizations to assist in the resettlement process.

The University of Scranton, in part as a response to the call of Pope Francis for Catholic and Jesuit institutions to engage their local refugee populations, has partnered with its city’s resettlement agency, Catholic Social Services of the Diocese of Scranton, and other community groups through a wide-ranging Refugee Solidarity Initiative.

This presentation will explore a particular project called “Global Tastes of Scranton” that involves a “pop-up restaurant” style meal and celebration to bring new Scrantonians together with longtime residents, involves partnerships with small businesses and cultural organizations, engages faculty, staff, and students, and raises funds and awareness.

The presentation will also present the project in the context of the wider solidarity initiative that includes campus education and advocacy activities and community tutoring and accompaniment programs. How to embed this work in the life of your institution and how these activities provide a ‘global’ opportunity in local campus environs will be discussed.
More than Going Through the Motions: Service Learning Quality and Student Engagement

Kaitlin Fosler, University of Nebraska at Omaha

Service learning courses offer a unique experience by encompassing typical school curriculum with experience outside of the classroom where the emphasis is on learning by doing accompanied with reflection (Conrad & Hedin, 1981). Previous studies have found that different types of self-efficacy have a positive relationship with measures of engagement in varying contexts such as school, work, and life in general (Vayre & Vonthron, 2017; Credo, Lanier, Matherne, & Cox, 2016; Ouweneel, Schaufeli, & Blanc, 2013). Studies show that service learning has the potential to create higher engagement among students, however, few have looked at the quality of the service learning experiences (Scales, Roehlkepartain, Neal, Kielsmeier, & Benson, 2006). Thus, this study focused on the effects of quality service learning experience on student engagement through leadership self-efficacy and community service self-efficacy. Three facets of student engagement were measured: cognitive, behavioral, and affective. To test this idea, 105 students completed a survey about their service learning experiences and self-report measures of student engagement, leadership-self-efficacy, and community service self-efficacy. The study found a significant mediation model of quality of service learning on affective student engagement through leadership self-efficacy and community service self-efficacy. Significant direct effects were found between quality of service learning with leadership self-efficacy, community service self-efficacy, and all three forms of student engagement. These findings suggest that providing service learning course that allow for skill development, intellectual stimulation, application of content learned, and increased personal growth have a positive relationship with students’ personal feelings of self-efficacy and their school engagement.

Engagement Mapping as an Alternative Pathway to Collective Impact

Keristiena Dodge, University of Nebraska at Omaha

The collective impact allows universities and community partners to create an infrastructure or framework to address complex problems facing society. In this highly orchestrated approach, all stakeholders align their efforts to benefit agreed-upon priorities, outcomes, and measurements. Collective impact increases organizations ability to make lasting and transformative changes. Intentional structures and processes connecting stakeholders working towards solving the same problems are a prerequisite.

One structure is the campus-wide community engagement measurement and assessment committee at the University of Nebraska at Omaha (UNO). The charge of this committee is to design a framework to ensure ongoing implementation for systematic and strategic community engagement data gathering, analysis, and reporting.

One of the primary focus areas of this committee has been the Community Partnership Initiative. This effort has led to a geographic partnership map demonstrating UNO’s community partners while categorizing their primary mission area. Mission areas include economic sufficiency, educational support, environmental stewardship, health and wellness, international service, and social justice. The map will also identify absent partnerships and areas lacking collaboration.

Taking the partnership initiative several steps further, the partnership map can be used to demonstrate how a variety of community partners and university stakeholders are working towards achieving similar community goals. While current partnerships lack the structure of collective impact models, the map can function as a tool to illustrate the need for intentional and strategic collaboration in the identified mission areas.
Working Together: A Community Engaged Approach to Improve the Health of Older African Americans in Wisconsin.

Kimberlee Gretebeck, Marquette University

Older African Americans (AAs) have a high rate of disability. Physical activity is associated with improved physical function and health outcomes but <25% of older AAs meet recommended levels. They rarely participate in physical activity programs because existing programs do not incorporate cultural-specific factors that influence recruitment, retention and health outcomes of AAs. The aim of this 3-year project was to use community participatory methodology to culturally adapt the Physical Activity for Life for Seniors (PALS) intervention for older AAs and evaluate effectiveness following a 10-week group exercise class and 6-month maintenance period. PALS is an 8 ½ month evidence-based behavior change program designed to improve physical function and increase physical activity and self-regulation skills. Cultural adaptation was a 3-year iterative process. PALS was pilot tested in 3 government subsidized housing complexes and one community site. Participants included 6 AA males and 34 AA females, aged 59-85 years (M=67.9, sd=6.40) with mean BMI 34.23 (sd=9.19, range 14.99-57.47). 47.5% were morbidly obese. We found significant improvements in physical function, physical activity and self-regulation immediately following the 10-week group class and the improvements were maintained for 6 months. The purpose of this presentation is to discuss the 1) process of culturally adapting PALS through active community engagement via a community advisory board, community partners, PALS participants and facilitators and researchers; 2) results of PALS effectiveness; 3) feasibility and sustainability of the culturally tailored PALS; and 4) next steps moving toward dissemination.

Learning a Healthy Rhythm: An Arts-Based Intervention to Improve Heart Health

Among Afro-Latino Children

Kristin Haglund, Marquette University

Among children of Afro-Latino heritage, social determinates of health such racism and poverty, increase allostatic load which increases cardiovascular risk factors that may persist and worsen. Children cannot control social determinates of health. However, they can increase their expectations for coping with stressors by learning how to change how they evaluate and respond to stress. Expectations that one can cope with stressors, changes how stimuli are perceived in the brain, and prevents the physiologic arousal and activation of a systemic stress response which leads to lower allostatic load and improved health now and into the future.

This study tested an arts-based intervention to promote heart health in children using a mixed-measures, non-randomized control design. Participants were 18 Latinx children ages 9 – 12 years in an Afro-Latino percussion and dance ensemble. The intervention included stress management; creation of a cohesive troupe to engender relationships and feelings of belonging; and ethnomusicology curriculum regarding Afro-Latino rhythms. Data were collected at baseline and 6-months including demographics, biometrics, hair cortisol level and surveys. Qualitative measures included field notes and audio-recorded discussions.

Analysis of quantitative data is in progress. Analysis of qualitative data revealed that children identified parental stress; exertion of adult authority; and being over, or under, scheduled as stressful. They learned to identify symptoms of stress, assess their level of stress, and use techniques to cope with current stressors. They did not understand how to use techniques to cope with anticipated stressors which may have been due to their limited capacity for abstraction.
Mapping Engagement for Informed-Decision Making and Collective Impact

Kristin Norris, IUPUI

IUPUI has developed an interactive, web-based community engagement map that leverages information internal to the campus related to engagement (Collaboratory) as well as community information (assets, socio-economic, demographic). This tool enables leadership, faculty, staff, community partners, elected officials, and development officers to: 1) identify pressing issues based upon how and where the campus is working to address them, and 2) make connections with others who are working on the same issue or with the same community partners. Join this session to have a conversation about why mapping may (or not) be useful for building a collective impact strategy.

Learning Cities: Equity Assessment Model for Urban-Metropolitan Institutions

Leodis Scott, DePaul University-College of Education

This workshop advances the scholarship of “learning cities” related to metropolitan colleges and universities through an assessment that measures programs, policies, and partnerships. Using a developed conceptual model, this workshop guides participants to consider how equity is considered through terms such as lifelong learning, service learning, and experiential education.

Given the conference theme of “partnering for equity,” this presentation offers a choice for implementing an enhanced engaged model that will include educational leaders, students, and community partners; thus, enhancing the institutional experience and expanding education across the entire city or metropolitan area.

For centuries in America, there has been a history of educational partnerships at the big-city level, such as New York, Philadelphia, St. Louis, and Chicago. From the establishment of land-grant institutions and cooperative extensions to metropolitan colleges and universities, there has been efforts and commitments to service, equity, diversity, and engagement. Still there remains unique challenges among urban-metropolitan institutions of higher, adult, and continuing education. This workshop invites a learning cities framework to advance the broader functions of education, learning, and leadership at the city level.
Teaching Service Learning Values in the Classroom: Promoting Global Citizenry

Linda Loftus, University of Nebraska at Omaha

Being a global citizen requires problem solving skills on a global level. While volunteerism is a recognized concept within a community, it is not often acted on instinctively; it is encouraged often by those who practice it. The Service Learning paradigm is based on volunteerism that produces positive student outcomes in a course curriculum. In an Intensive English Program (IEP), a Service Learning class teaches students to practice real-world communication skills, provides them with the opportunities to apply these ideas on a global level, and instills a personal value that anchors them in life.

A P-16 Service Learning component should be implemented not only in college courses, but also in language programs, like an IEP. It teaches students to use their critical thinking skills to problem solve as they develop maturity; it also encourages students to engage in their new surroundings, learning not to assimilate, but to adapt in their community by acquiring necessary skills. Using the academic forum to help students acclimate will help alleviate their apprehension in being in an unfamiliar environment.

I will discuss the positive outcomes of how the P-16 Service Learning course I teach in an IEP has boosted student confidence in not only their language skills, but also their social skills in understanding cultural sensitivity. I will showcase best practices used in my class where international students succeeded not only in the classroom, but also in the community where they continued to do their own service long after taking the class.

Go slow to move fast. Best practices for engaging community leaders in a transformative strategic plan.

Logan Vetrovec, VCU

Virginia Commonwealth University (VCU) is a major urban public research university located in downtown Richmond, VA and is one of the country’s few comprehensive health science centers, training the largest number of healthcare professionals in the state. At VCU Health, Vision by Design is a shared foundation for how to achieve an expanded and common vision, “Our power lies in our deep commitment to the safety net mission combined with an equally strong passion for quality, safety, education and research, while providing the most advanced medical care for the region. Our engagement in improving the health of our community brings a relevance to our work that is at the heart of all learning and discovery.” In the fall of 2016, VCU initiated a health equity strategic planning process. After a year of internal development, the plan was vetted with community stakeholders, which led to major revisions with community engagement as the central thread. Join us to learn how we listened, reset, and ultimately empowered community leaders to shape and implement the VCU/VCU Health health equity strategic plan. Also, during this interactive presentation, participants will gain an understanding of health related social issues and their impact on health outcomes.
Rethinking Process & Perspective: Building Equitable Practice Through Student Centered Design

Lynn Brabender, The Association of Public and Land-grant Universities

A number of urban colleges and universities are significantly transforming (e.g., advising, registration, financial aid, housing services, gateway course instruction, etc.) to increase student success. Yet, disparities in educational outcomes persist. For these transformations to have the greatest impact, and to potentially eliminate achievement gaps for underserved students, requires an often difficult shift in institutional processes and perspectives. Such shifts require leveraging relationships in the greater urban community and rethinking how students’ experiences, perceptions of ability, and sense of belonging, shape student decisions and interactions with the institution at transitional points throughout the student journey.

This interactive session will highlight and apply lessons and outcomes to date from two grant-funded initiatives that support urban-serving universities transform their processes and perspectives to support greater equity. Participants will learn how 1) to identify and leverage external partnerships and 2) to apply the lens of students’ experiences, perceptions of ability and sense of belonging to policies and associated processes in support of equitable outcomes.

Watermarks: An Atlas of Water and the City of Milwaukee

Mary Ann Bonet, Marquette University, Haggerty Museum of Art

With three rivers—the Milwaukee, Kinnickinnic, and Menomonee—and a Great Lake, water plays a key role in Milwaukee’s history, identity, and economy. WaterMarks: An Atlas of Water and City of Milwaukee is a city-wide public art project developed by artist Mary Miss that invites the citizens of Milwaukee to explore and understand the water systems supporting their lives. Miss’ socially engaged art practice and methodology, known as City as Living Laboratory (CALL), utilizes art installation to call attention to issues related to social, cultural, and environmental sustainability. The physical manifestation of the WaterMarks project—a multi-layered and urban-scaled atlas—will be developed over time as part of an inclusive citizen-focused process.

In 2016 the Haggerty Museum of Art received funding from Marquette University’s Strategic Innovation Fund to work with Mary Miss and CALL to advance WaterMarks from a general concept to a final plan. Thanks to a Community Catalyst grant from the Institute of Museum and Library Services, during the 2017-19 period the Haggerty is activating key nodes in the WaterMarks atlas through a series of interdisciplinary neighborhood walks and workshops developed in collaboration with the Milwaukee Metropolitan Sewerage District, the University of Wisconsin-Milwaukee School of Freshwater Sciences, the Sixteenth Street Community Health Centers, and the United Community Center’s Acosta Middle School. These programmatic interventions engage citizens in conversation with artists and scientists about water issues, infrastructure, and conservation—viewing the connections between ourselves, the land, the lake, and the rivers through the unique perspective of the arts.
**Bridging the Gap: Creating a Culture of Community between K12 and Higher Education Music Programs**

Mary Perkinson, *University of Nebraska at Omaha*

Partners in Performance is a collaborative service-learning project that brings together K12 and college students to support cultures of mentorship with the guidance and support of area teachers and artist faculty from the University of Nebraska at Omaha. This presentation will include an overview of the musical ecosystem of Omaha, a mid-size Midwestern city, the needs of Omaha K12 teachers, and the resources available to University of Nebraska at Omaha faculty to address these needs. Relationship building, meeting student and teacher needs, and nurturing college students with service-learning are key elements of the infrastructure that have sustained Partners in Performance since 2015.

The following components of the program will be addressed: community building, program challenges and celebrations, funding, facilitation of a successful project with multiple partners, and these musical elements of the program: mentorship retreats, side-by-side clinics, school residencies, and final side-by-side concerts. In addition, the K12 and college student perspective will be presented through pre and post surveys. Partners in Performance can serve as a model for universities with limited resources that aim to meet community and student needs, initiate a service-learning project, strengthen community engagement, and build visibility at their institutions.

**Sustaining the Work**

Nicole Ackermann, *Washington University in St. Louis*

The level of community engagement across studies can vary greatly from minimal engagement to fully collaborative partnerships. A major methodological gap is in the assessment of stakeholder engagement, likely due to the lack of existing measures. We use community-engaged research approaches and mixed-methods (qualitative/quantitative) study design to validate a measure to assess the level of community engagement in research studies from the stakeholder perspective.

As part of the measurement validation process, we are conducting a series of web-based surveys of community members/community health stakeholders who have participated in previous community-engaged research studies. The surveys examine construct validity and internal consistency of the measure. We examined content validity through a four round modified Delphi process to reach consensus among experts and construct validity is assessed through participant surveys. We have released three of the four participant surveys and are recruiting participants until we reach the target sample size.

We have recruited 123 participants thus far, with 114 completing survey one, 108 completing survey two, and 88 completing survey three. Most participants are female (81%), African American or Black (50%), have a college or graduate degree (78%), and are from Missouri or Illinois (45%). Preliminary results show acceptable internal consistency for the revised 36 item measure of eight engagement principles presented on survey 3 (Cronbach’s Alpha from 0.84 to 0.95).

Research that develops standardized, reliable, and accurate measures to assess community engagement is essential to understanding the impact of community engagement on the scientific process and scientific discovery.
Civic U© for Los Angeles local government: a model of university-designed civic education for the community

Raphael Sonenshein, California State University, Los Angeles

In 2015, the Pat Brown Institute for Public Affairs at Cal State LA joined forces with Los Angeles Mayor Eric Garcetti to create a civic education program for the Los Angeles community. Civic U© is organized and developed as a substantive and accessible guide to the power points of Los Angeles city hall. Under the direction of PBI Executive Director, Dr. Raphael Sonenshein, a noted expert on Los Angeles government, Civic U© has developed a strong constituency in a number of sectors: community organizations, neighborhood councils, private foundations, and even within the city government itself. It has now been incorporated into the city budget as an annual training provided to LA neighborhood council leaders leading to a certificate from Cal State LA. The program has received grant support from private foundations. As a result of increasing demand, Civic U© has now expanded to education regarding Los Angeles county government, the Los Angeles school district, and the council-manager form of government prevalent in the county areas outside the city of Los Angeles. Participants report a much increased sense of efficacy in their dealings with local government and a greater optimism that they can make a difference. The poster presentation will include a brief history of the Civic U© and excerpts from the Los Angeles city hall teaching, allowing for interaction with the audience. Visuals will include maps of the service area of the program, photos from the trainings, elements of the session powerpoint, and comments from participants and from local leaders. Conversation with attendees will be encouraged to envision applicability in other cities and communities.

Building on Student Engagement: Taking Steps to Provide Institutional Support for Special Olympics-Young Athletes

Russ Olwell, Merrimack College

At Merrimack College, Special Olympics: Young Athletes Program is a student organization working with families with developmental disabilities to provide physical activity and social support. This program brings children aged 2-8 to campus each week to be paired with an undergraduate volunteer (all of whom have been trained and background checked). The program is inclusive, inviting siblings and parents to participate as well. A partnership with the School of Education and Social Policy is attempting to build off the programs success to bring more volunteers to the organization, and to create new freshman year experiences for students interested in working with people with disabilities. A new First Year Experience class has been developed to help entering students at Merrimack connect their volunteer experience with Young Athletes to potential careers and other opportunities in the field of working with people with disabilities. The development of this program, from student organization to curriculum offering, provides a way for colleges and universities to learn from their students in order to strengthen community engagement programs.
Building Early College Programs to Promote Equity and Excellence for Students in Lawrence, Massachusetts

Russ Olwell, Merrimack College

Early College programs have been in existence for decades, bringing high school students onto college campuses to earn credits before they graduate. This session will be a case study of an early college collaboration for the city of Lawrence, MA., which aimed to maximize the educational impact of this programming by building pipelines to both a local community college and private institution. The program is designed to both boost educational achievement and community development in the area. The Dual Enrollment and Early College movements have proven themselves over the past decade, demonstrating that students who participate in these programs are able to transition to college more effectively than traditional high school students. However, with the new focus on college cost and student loan burdens, particularly among low-income families and members of under-represented groups, the ability to dual enrollment to reduce cost has taken center stage.

While researchers studying national data have found value in the early college/dual enrollment approach, in which students gain credit for high school and college work simultaneously, fewer researchers have examined the local contexts behind successful programs.

This session will include perspectives from college administration, college faculty, and school district partners involved in the effort, to show how these different partners come together to develop early college programs, but also view the project as a work in progress, not minimizing the continuing issues or gaps in services and programming.

Partnerships, Engagement, and Health Promotion: The Integration of Community-Based Service Learning in a Nursing Pathophysiology and Pharmacology Course

Sara Adams, Indiana University Northwest

Chronic diseases are the cause of seven out of 10 deaths in the United States annually and are the most common reason for sickness, disability, and rising healthcare costs (Centers for Disease Control (CDC), 2016). Chronic diseases tend to impact underserved populations and those affected by health disparities (National Institute of Health (NIH), 2016). Evidence supports the use of service learning as a teaching strategy to offer healthcare provider students with “a perspective on population health that initiates the development of skills required to be socially accountable” (Essa-Hadad, Murdoch-Eaton, & Rudolf, 2015).

This implementation project* was designed to integrate service-learning and create community agency/member partnerships to address chronic condition health disparities on a local level. Nursing students enrolled in a pathophysiology and pharmacology course formed community relationships which provided the students the opportunity to work with community leaders to address some of the most pressing health concerns of the people of Gary, Indiana, a largely underserved area. Student groups (N=6) worked alongside community agencies to co-create goals, objectives for a plan to implement primary and secondary health promotion initiatives for population groups experiencing health disparities. One community connection made was with the Gary Housing Authority and Marram Health which resulted in an opioid crisis awareness presentation given by students. Overall, community members and leaders reported improved knowledge, and students reported an improved knowledge of self and an understanding of the importance of social and community engagement to promote health.

*Supported by an Indiana Campus Compact Scholarship of Engagement Grant
**Extending Education to Increase Student Success**

Shaz Rasul, *University of Chicago*

UChicago is committed to working in partnership with its neighbors through a variety of programming aimed at extending education and increasing the impact a University can have on the lives of people in targeted neighborhoods surrounding its campus and its city. Through the Neighborhood Schools Programs, UChicago students are placed within mid-south Side elementary and middle classrooms. This place-based program is one of UChicago's longest-standing community outreach programs and has grown to partner with over 50 local schools and community sites, engaging more than 350 University student volunteers and employees. As tutors, teaching assistants and other supportive staff, UChicago students explore classrooms and gain practical experience. Chicago Public Schools teachers receive additional support and resources while young Chicago students are exposed to new ideas and a more robust classroom experience.

Through the Collegiate Scholars Program (CSP), high achieving and underrepresented Chicago Public School students from across Chicago are prepared for admission and success at highly selective colleges and universities across the nation. During the summer months, 150 high school students dive into humanities, social science, math and science courses taught by UChicago faculty and test a college environment. In turn, faculty are exposed to energetic youth unearthing new lessons. Throughout the academic year, Collegiate Scholars are exposed to civic engagement, leadership development and cultural enrichment programming. 100% of CSP students attend a four-year college, 70% attend highly selective colleges and 54% attend college outside Illinois.

**Building Capacity: The Case for Values-based Operations**

Sheridan Trent, *University of Nebraska at Omaha*

Since the opening of the Weitz Community Engagement Center in 2014, both university and community building partners have been guided by a set of core values. Established by a community/university task force after months of focus groups, community conversations, and other data gathering activities, the values have helped provide a foundation for the selection of university and community building partners, decision-making, and ongoing operations (Woods, Reed, & Smith-Howell, 2016). Understanding how the values influence the culture and effectiveness of the space is of notable interest, in part because it provides a way of gauging whether or not the building has fulfilled part of its' mission of “contributing positively and measurably to the community’s quality of life,” (University of Nebraska Omaha, 2016). This study explored the ways in which building partner alignment with the Weitz CEC values influenced their subsequent organizational capacity. Results indicated that embracing the values was positively associated with increased capacity. Further, two of the values, diversity and continuous improvement, emerged as critical predictors of capacity above and beyond the other values. Three factors which helped to clarify how the values influence capacity are feelings of belongingness, networking behaviors, and cooperative building culture. Essentially, those who indicated they embraced the values experienced heightened feelings of belongingness, participated in more networking activities, and agreed that the culture was more cooperative, which contributed to their organization’s capacity.
Building Authentic Partnerships: The Somali Community and Augsburg University

Steve Peacock, Augsburg University

Augsburg University is located in the Cedar-Riverside neighborhood of Minneapolis, home to the largest concentration of immigrants from Somalia in the United States. This session will describe work that Augsburg (students, faculty, and staff) and the Somali community have done together to strengthen the neighborhood that we share. Using stories from first hand experiences and brief videos, examples of partnerships in the areas of youth entrepreneurship, arts and culture, and leadership development will be shared. Presenters will share best practices and lessons learned from their work building community between a higher education institution and the Somali community.

Creating and Using the IUPUI Service Learning Taxonomy to Support Course Fidelity and Faculty/Staff Development and Scholarship

Thomas Hahn, Indiana University-Purdue University, Indianapolis

Our campus is committed to engaged learning. In 2015, the Executive Vice Chancellor asked that each unit with responsibility for HIPs (e.g., Center for Research and Learning, Center for Service and Learning) develop a taxonomy that serves as a framework to guide quality course design. Based on literature review and best practice, taxonomies have been developed and refined over the past two years. One such taxonomy, service learning, will be shared and presenters will describe how the taxonomy was designed and how it has been used in faculty/staff development and scholarship, providing a model that others can critically examine and adapt to best align within their local context. A final discussion will focus on the highly interactive faculty learning community (FLC) that has provided an opportunity for service learning instructors to deepen their understanding of service learning as a high-impact teaching practice. The FLC participants applied the taxonomy to their undergraduate service learning courses (e.g., Chemistry, Communications, Public Health, Nursing) to support fidelity, improve course quality, and conduct a research study on their student learning outcomes. Presenters will briefly summarize the research studies undertaken by the 6 FLC attendees.
Fostering Partnerships for Health through a Community Engaged Research (CEnR) Seed Grant Program

Trina Van Schyndel, Medical College of Wisconsin

The Office of the Associate Provost & Senior Associate Dean for Community Engagement at the Medical College of Wisconsin (MCW) houses the Community Engagement (CE) Core. The CE Core aims to more fully integrate MCW’s CE mission throughout the campus and the community to impact health equity and health disparities across the state of Wisconsin. The implementation of a Community Engaged Research (CEnR) Seed Grant Program is one of several key strategies employed to accomplish this goal. The CEnR Seed Grant Program seeks to support community-academic teams conducting CEnR projects in Wisconsin. Research teams include co-principle investigators – one who is a MCW faculty member and one who is a representative from a Wisconsin-based community organization. As a partly-matched program, the CEnR Seed Grant Program also seeks to leverage funding from and build partnerships with interested MCW centers, institutes, and campuses. Finally, through these campus partnerships, it seeks to support awardees’ efforts to obtain additional extramural research funding to further benefit Wisconsin communities. To date, the CE Core, in collaboration with MCW centers, institutes, and campuses, has initiated five CEnR Seed Grant Program application cycles. Four out of these five cycles focus on health issues specific to the city of Milwaukee. In looking at data gathered through applications from each of these five cycles, there is potential for impact in the following areas: community organizations receiving first-time funding for research, unique community partners receiving funding, unique zip codes in which research is taking place, and new MCW partnerships supporting CEnR.