

## Concurrent Session 1

Thursday, 9:15-10:30 am

### Entering the River with Different Paddles

Panel Discussion

*Forum F*

The institutionalization of community engagement is a deliberate process that requires an understanding of best practices as well as institutional context, culture, history, and mission. Our panel, focusing on the specific geographic context of Texas, offers general best practices of community engagement while also offering broad institutional perspectives on strategies to build infrastructure and adapt to changing institutional cultures. Panelists represent various types of schools and highlight different strategies for institutionalization.

**Sarah Brackmann, Southwestern University; Morgan Lewing, Texas A&M Central Texas; Poonam Gulati, University of Houston-Downtown; Clare Acosta, St. Mary's University; Terry Hockenbrough, Collin College**

### Defining the Community Engagement Professional in Higher Education through the Preliminary Competency Model

Panel Discussion

*Forum E*

This session focuses on a preliminary competency model of second-generation community engagement professionals featured in an edited book by Dr. Lina Dostilio and a multi-institutional research team of Campus Compact fellows. Participants will learn about the collaborative research process underpinning this research, explore key findings associated with the model, envision applications of the model, and explore future research directions.

**Lane Perry, PhD, Western Carolina University; Tait Kellogg, Tulane University; Kira Pasquesi, University of Colorado – Boulder**

### Using the SLQAT, A Research-Based Tool for Supporting and Determining the Quality of Service-Learning Courses

Interactive Workshop

*Forum H*

This interactive workshop introduces participants to the new Service-Learning Quality Assessment Tool (SLQAT), a research-based instrument for reviewing and scoring 28 key elements of service-learning courses. Participants will learn about the development, scoring, and use of the instrument for both research and course development purposes, and will get hands-on opportunities to assess sample courses and provide user feedback.

**Paul H. Matthews, Shannon O'Brien Wilder, University of Georgia**

### Strengthening American Democracy: How Institutionalizing Voter Engagement Can Reinforce Bonds between Students & Their Community

Interactive Workshop

*Forum B*

The increasing diversity and reach of higher education institutions means that colleges and universities are better vehicles than ever for reaching a wide range of new voters and helping them overcome the structural and psychological barriers to voting. Service-learning professionals uniquely have the existing networks and authority to deliver programs to help students identify as voters and participate. This presentation will provide data-driven strategies for engaging students as new voters to ensure a more diverse, equitable, and inclusive electorate.

**Clarissa Unger, Young Invincibles; Michael Burns, FELN's Campus Vote Project; Catherine Fish, ALL IN Campus Democracy Challenge**

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**Enhancing Civic Engagement through Higher Education Facilitation**

Panel Discussion

*Forum D*

The University of Georgia Archway Partnership connects higher education resources to address critical community-identified needs and opportunities across Georgia. This panel will provide a model for enhancing community collaboration and decision-making through case studies from various Archway communities. Examples will illustrate the complexities of civic engagement, best practices and lessons learned for community engagement, and how their efforts enhance faculty research and student instruction while meeting community needs and building lasting local partnerships.

**Angel Jackson, Anna Strickland, Catherine Muse, Kristen Miller; University of Georgia**

**Experience UGA: Engaging the Local School District through an Innovative Field Trip Program**

Interactive Workshop

*Forum I*

This workshop will introduce an innovative, university-wide program that grew out of UGA’s Professional Development School partnership, but now extends far beyond the reach of the College of Education. Experience UGA brings over 10,000 students from the local school district to UGA each year for a hands-on, curricular-based field trip. The workshop will highlight the 10th grade trip, which utilized a Service-Learning Charrette to gain stakeholder input and design the field trip experience.

**Joshua Podvin, Shannon Wilder, Shannon Walker, Jennifer Martin Lewis, University of Georgia**

**Confronting the Legacy by Changing the Narrative: Adults with Disabilities Tell Their Own Stories through Art, Music, and Engagement with Georgia College Students**

Interactive Workshop

*Forum C*

Milledgeville, Georgia once housed the largest mental institution in the world, Central State Hospital. When it closed, it left a legacy that translated into low expectations for, and fear of, adults with disabilities. That legacy is confronted each time adults with disabilities and Georgia College students engage in joint projects. Through art, music, and other endeavors, adults with disabilities are changing the narrative about what they are capable of doing.

**Nicole M. DeClouette, Julia Estes, Georgia College & State University; Barbara Coleman, Amy Mathis, Life Enrichment Center**

**Service-Learning Directors Workshop**

Panel Discussion

*Forum A*

Experienced practitioners who manage service-learning and/or community engagement programs and centers will lead an open discussion on the complex roles and responsibilities of leading such a program/center. The panelists will share information on building relationships on campus and with community partners, finding program support, informing faculty research, and facilitating faculty, student, and community interactions. Panelists will begin by sharing their experiences, challenges and successes, and advice. An interactive discussion among participants will follow. This preconference workshop is intended to provide orientation and insight for new or aspiring service-learning directors, and support for “grizzled veterans.”

**Marybeth Lima, Louisiana State University  
Christy Arrazettee, University of Southern Mississippi**