



## Annual Conference on Civic Engagement

---

### What piece of the civic engagement puzzle are you?

---

#### **Conference Focus:**

The Utah Campus Compact statewide Conference on Civic Engagement is an opportunity for faculty and staff to promote, learn, and share civic engagement strategies to prepare students for responsible citizenship. The goal of the planning committee is to provide a forum where best practices and research in service-learning partnerships, community service, and civic action can be shared and discussed; while at the same time providing encouragement and instilling creativity for faculty and staff around designing projects and programs that are exciting and new for students. This conference will also foster opportunities for networking among peers and statewide leaders in the field of civic engagement.

#### **Participants:**

The primary audience for the conference will be campus-based teams including but not limited to: service-learning directors, faculty, staff, and community service directors. Others interested in service-learning such as administrators, community partners, and students are invited and encouraged to attend the conference.

#### **Conference Theme:**

This year's conference theme is: "What piece of the civic engagement puzzle are you?" We are hoping that participants will leave the conference with a better sense of how they contribute to the civic engagement puzzle on their campus. Each participant at this conference is one, if not multiple, pieces of this puzzle. For example they may be the piece that embeds service-learning into course design, that has access to students and ability to shape their development, the resident expert in building community partnerships, and the list goes on.

#### **Session Formats:**

In order to provide the participants with a variety of learning and teaching styles, the session formats for presenters have been divided into three categories. Regardless of format, all opportunities should contribute to the theme and be organized around an issue, topic, or discipline. Presenters are encouraged to co-present with students when possible.

1. **Roundtable Discussion Host** – As a roundtable discussion host, you will be leading table participants in a structured but free-flowing discussion around your defined topic or question. Roundtable discussions will last 60 minutes. As this is to be an interactive discussion format, Q&A should be integrated throughout the 60-minute time frame.
2. **Concurrent Workshop** – A 50-minute session led by practitioners, students, researchers and others engaged in the field of civic engagement. A concurrent workshop is an interactive "how-to" session with 40 minutes of presentation and at least 10 minutes designated for Q&A. Workshops could be carried out through: a panel of experts, a PowerPoint presentation, an interactive case study, and or by co-presenters, etc. These sessions may be repeated in the agenda.
3. **Mini-Workshop** – A 20-minute session designed for the basic transfer of knowledge. This is an opportunity to share "best-practices" with colleagues in a brief format while allowing time for Q&A. Mini-Workshops will be presented during the normal conference schedule. Participants will have an opportunity to attend several mini-workshops throughout the conference if they choose. The sharing of tools, resources, and handouts is encouraged. These sessions may be repeated in the agenda.

### Session Topics:

The scope of the 2009 conference is purposely broad to appeal to a wide variety of service-learning, community service and civic engagement practitioners. However, the conference committee is seeking presentations that cover at least one of the key educational or conference specific issues. This list is not an exhaustive list, but meant to generate ideas.

- Building an engaged campus or department (integrating service-learning and community engagement into the institutional infrastructure)
- Promoting and emphasizing the value of civic engagement as a priority for higher education with college and university presidents, policymakers, etc.
- Assessing and documenting student learning outcomes and/or student development outcomes
- Cultivating and sustaining campus and or community partnerships/collaborations
- Collaborating across disciplines and departments (e.g., collaborations between, faculty, administrators, staff, and students; building bridges between academic and student affairs)
- Building strong communities among students – value of developing service-learning student cohorts
- Increasing access, enrollment and retention of a diverse student body
- Building student leadership
- Recognizing engaged scholarship in tenure and promotion processes and or documentation for your portfolio
- Collecting, assessing and evaluating data
- Deepening the service-learning and community engagement body of knowledge through research
- Identifying the campus as a responsible environmental citizen (e.g., developing and fostering sustainable practices)
- Service-learning designation procedures: class, component course, course designation, engaged department
- Service-learning 101 and course design – “the nuts and bolts”
- Building faculty service-learning cohorts
- Grant writing or other project funding opportunities
- Impacts of service-learning on students (enrollment, retention, engagement, academics)
- Building relationships and creating partnerships with statewide organizations which are engaged in access and success initiatives
- Mapping K-12 school outreach, partnerships, and programs in an effort to leverage, expand, or create service and learning or community engagement activities related to access and success
- Reflection: process, design, follow-thru, execution, etc.
- The involvement of students in leadership positions in planning and implementation for the duration of the project
- Recognition – how to support, thank and show value to those involved in service-learning and civic engagement activities be it community partners, students, faculty, staff, administration, etc.
- Risk management and liability
- Designing international service-learning courses and programs

In an effort to assist potential presenters, we offer the following topics/titles as ideas:

- Learning Outcomes Based on Service-Learning Pedagogy
- Reflection Techniques to Enhance Critical Thinking
- Service-Learning Research (Pedagogy or Community Based)
- Service-Learning Course Design and Designation
- Models for Successful Community Partnerships
- Professional Development for Service-Learning Professionals
- Bridging Departments for a Supported Civic Engagement Campus
- Navigating Risk & Liability
- Assessing Learning Outcomes of Co-curricular and Curricular programs

**Timeline:**

Proposals will be accepted through **Friday, December 5, 2008**. Presenters will be notified of proposal acceptance mid December. To discuss a proposal idea or if you have any questions please contact Kellie Mieremet at 801-366-8495.

**General Conference Information:**

The 2009 conference will be held at Dixie State College in St. George, Utah. Detailed hotel information will be available in December. The conference will begin with check-in on Friday, February 27, 2009 at 11:00 a.m. and concludes at 12:30 p.m. on Saturday, February 28, 2009.

**Tentative Agenda:**

Thursday, February 26, 2009

11:00 a.m. – 4:00 p.m.    UCC Interest Group Meetings  
Faculty Development Network  
Community Service Directors  
UCAN Serve AmeriCorps Coordinators

Friday, February 27, 2009

7:30 – 10:30 a.m.    Optional Community Service Activity  
11:00 a.m.    Conference Check-in  
11:00 a.m.    Buffet Lunch & Roundtable Discussions by Discipline/Affinity Groups  
12:00 p.m.    Conference Welcome  
12:45 – 1:35 p.m.    Concurrent Sessions  
1:45 – 2:45 p.m.    Focused Dialogue Sessions  
3:10 – 4:00 p.m.    Concurrent Sessions  
4:15 – 5:05 p.m.    Concurrent Sessions

Saturday, February 28, 2009

8:00 a.m.    Conference Check-in (Saturday Only Participants/Presenters)  
8:15 a.m.    Breakfast Opens  
8:30 – 9:30 a.m.    Breakfast & Roundtable Discussions  
9:30 – 9:50 a.m.    Concurrent Mini-Workshops  
9:50 – 10:10 a.m.    Concurrent Mini-Workshops  
10:20 – 11:10 a.m.    Inter-Sessions by Discipline/Affinity Groups  
11:20 – 11:50 a.m.    Inter-Sessions by Institution  
11:50 a.m. – 12:15 p.m.    Conference Closing Session

**Conference Registration Fee:**

As a presenter your registration fee will be waived; all other participants will pay the \$50 registration fee.

For Questions Contact: Utah Campus Compact  
Kellie Mieremet, Program Coordinator  
Board of Regents – The Gateway  
60 South 400 West  
Salt Lake City, Utah 84101  
801-366-9495  
kmieremet@utashbr.edu

# RFP Submission Form

---

The following criteria will be used to evaluate each proposal:

- Relevance to 2009 conference theme: What piece of the civic engagement puzzle are you?
  - Articulation of session participant objectives
  - Articulation of initiative (e.g. course, project, program, partnership) objectives, outcomes, assessment, dissemination
  - Articulation of how you will present your initiative/model as one that other institutions can adopt
  - Incorporation of diverse perspective into your session, including incorporating co-presenters
  - Incorporation of the key educational/conference specific issues
  - Quality of active learning segment
  - Overall contribution to the service-learning/civic engagement field
  - Quality of written proposals (clarity, logic, organization, grammar, etc.)
- 

## Directions

- ✓ Review the conference theme, purpose, and target audience
  - ✓ Complete this Proposal Submission Form. If you would like to propose more than one session, please complete a separate Proposal Submission Form for each session. Incomplete forms will not be reviewed.
  - ✓ Save your Proposal Submission Form in Microsoft Word using the lead presenter's last name (e.g., Mieremet\_Proposal.doc). If you are submitting more than one form, please number each (e.g., Mieremet\_Proposal\_1.doc and Mieremet\_Proposal\_2.doc).
  - ✓ Submit your form(s) electronically by emailing the document to [kmieremet@utahsbr.edu](mailto:kmieremet@utahsbr.edu) the deadline for submission is Friday, December 5, 2008.
- 

## **RFP Submission Form**

**Due to Kellie Mieremet**

**[kmieremet@utahsbr.edu](mailto:kmieremet@utahsbr.edu)**

**Due by Friday, December 5, 2008**

Board of Regents – The Gateway  
60 South 400 West  
Salt Lake City, Utah 84101

801-366-8495 Phone

801-366-8490 Fax

**Lead Presenter Information**

<b>Name:</b>		<b>Title/Position:</b>	
Dr Vicki Ramirez		Associate Prof English	
<b>Affiliation/Institution:</b>		<b>Address: (Street, City, State, Zip)</b>	
Weber State University		1404 University Circle	
<b>Telephone:</b>	<b>Fax:</b>	<b>Email:</b>	
801 626 6669	801 626 7760	vramirez@weber.edu	

**Co-presenter Information**

<b>Presenter #2</b>	
<b>Name:</b>	<b>Title/Position:</b>
<b>Affiliation/Institution:</b>	<b>Email:</b>
<b>Presenter #3</b>	
<b>Name:</b>	<b>Title/Position:</b>
<b>Affiliation/Institution:</b>	<b>Email:</b>
<b>Presenter #4</b>	
<b>Name:</b>	<b>Title/Position:</b>
<b>Affiliation/Institution:</b>	<b>Email:</b>

**Presentation Title**

**Cultivating a Community Partnership: "Skillstreaming " at Youth Impact**

**Abstract**

Provide a brief presentation abstract (100-300) words. Please state topic, theme, issue or subject matter, and succinctly describe the substance of the presentation. You should include ways conference attendees will gain knowledge and/or skills by participating in your session. (Abstract will be edited for inclusion in the program).

**Skillstreaming is a program created in the 1970s for teachers, educators, and youth groups to impart much-needed "soft skills," i.e., social skills, to elementary and teen students. After learning about the program, and obtaining materials necessary for my English composition students to teach the skills through roleplays, I hoped my freshman students would heed my urging to do their required 20 service hours inaugurating Skillstreaming at Youth Impact, a well-organized and popular afterschool program in Ogden.**

**Despite promoting the program in class, and having students read about Skillstreaming and write roleplays, none of them volunteered to form groups to conduct Skillstreaming workshops at Youth Impact. This despite my students mentioning in class and in their writing how necessary they thought it was for the pre-teens and teens at Youth Impact to learn/practice these skills.**

**The Youth Impact program has shown sustained interest in cultivating a relationship with me to have my Weber students run a "club" devoted to Skillstreaming, for it's the staff there who see the kids daily and understand the need for some children to be exposed to ways of interacting with others that is civil and socially acceptable. With this desire of the community partner in mind, I will change my course curriculum to get more of my students to collaborate as groups offering workshops at Youth Impact.**

**My conference presentation will cover several interrelated topics: What Skillstreaming is and what I envision it doing for both Youth Impact kids, and my own students. I'll also outline what steps the community partner will take to help promote Skillstreaming at their site. Additionally, since my efforts to cajole students into doing the workshops failed, I'll discuss steps I'll take with my Spring, 2009, classes to entice groups of students to offer this program at Youth Impact.**

**Target Audience**

Please indicate your primary audience(s) by checking the appropriate box(es) below.

<input type="checkbox"/>	Service-Learning Staff/Faculty	<input type="checkbox"/>	Community Service Directors/Coordinators
<input type="checkbox"/>	Students	<input type="checkbox"/>	Administrators
<input type="checkbox"/>	Other Higher Education Staff/Faculty	<input type="checkbox"/>	Student Affairs Staff
<input checked="" type="checkbox"/>	All Audiences	<input type="checkbox"/>	Other:

**Level**

<b>x</b>	Introductory	<b>x</b>	Advanced
<b>x</b>	Intermediate		

### Key Educational/Conference Specific Issues

The 2009 Civic Engagement Conference will focus on how service-learning and community engagement can address critical issues within higher education. Please indicate below at least one key educational/conference specific issues your proposed session addresses:

	Building an engaged campus or department (integrating service-learning and community engagement into the institutional infrastructure)
	Promoting and emphasizing the value of civic engagement as a priority for higher education with college and university presidents, policymakers, etc.
	Assessing and documenting student learning outcomes and/or student development outcomes
x	Cultivating and sustaining campus and or community partnerships/collaborations
	Collaborating across disciplines and departments (e.g., collaborations between, faculty, administrators, staff, and students; building bridges between academic and student affairs)
x	Building strong communities among students – value of developing service-learning student cohorts
	Increasing access, enrollment and retention of a diverse student body
	Building student leadership
	Recognizing engaged scholarship in tenure and promotion processes and or documentation for your portfolio
	Collecting, assessing and evaluating data
	Deepening the service-learning and community engagement body of knowledge through research
	Identifying the campus as a responsible environmental citizen (e.g., developing and fostering sustainable practices)
	Service-learning designation procedures: class, component course, course designation, engaged department
	Service-learning 101 and course design – “the nuts and bolts”
	Building faculty service-learning cohorts
	Grant writing or other project funding opportunities
	Impacts of service-learning on students (enrollment, retention, engagement, academics)
	Building relationships and creating partnerships with statewide organizations which are engaged in access and success initiatives
	Mapping K-12 school outreach, partnerships, and programs in an effort to leverage, expand, or create service and learning or community engagement activities related to access and success
	Reflection: process, design, follow-thru, execution, etc.
	The involvement of students in leadership positions in planning and implementation for the duration of the project
	Recognition – how to support, thank and show value to those involved in service-learning and civic engagement activities be it community partners, students, faculty, staff, administration, etc.
	Risk management and liability – building successful community partnerships
	Other, Please Indicate:

## Conference Session Format

Regardless of format, all conference opportunities are to be organized around a theme, issue, topic or discipline.

1. **Roundtable Discussion Host** – As a roundtable discussion host, you will be leading table participants in a structured but free-flowing discussion around your defined topic or question. Roundtable discussions will last 60 minutes. As this is to be an interactive discussion format, Q&A should be integrated throughout the 60-minute time frame.
2. **Concurrent Workshop** – A 50-minute session led by practitioners, students, researchers and others engaged in the field of civic engagement. A concurrent workshop is an interactive “how-to” session with 40 minutes of presentation and at least 10 minutes designated for Q&A. Workshops could be carried out through: a panel of experts, a PowerPoint presentation, an interactive case study, and or by co-presenters, etc. These sessions may be repeated in the agenda.
3. **Mini-Workshop** – A 20-minute session designed for the basic transfer of knowledge. This is an opportunity to share “best-practices” with colleagues in a brief format while allowing time for Q&A. Mini-Workshops will be presented during the normal conference schedule. Participants will have an opportunity to attend several mini-workshops throughout the conference if they choose. The sharing of tools, resources, and handouts is encouraged. These sessions may be repeated in the agenda.

Please indicate which session format you are proposing and which times you are available to present

(Mark ALL times that apply)

Roundtable Discussion Host	
	Saturday 2-28 – 8:30 AM
Mini-Workshop	
	Saturday 2-28 – 9:30 – 9:50 a.m.
	Saturday 2-28 – 9: 50 – 10:10 a.m.

<input checked="" type="checkbox"/>	Concurrent Workshop Session
<input checked="" type="checkbox"/>	Friday 2-27 – 12:45 – 1:35 p.m.
	Friday 2-27 – 3:10 – 4:00 p.m.
	Friday 2-27 – 4:15 – 5:05 p.m.

There is the opportunity to present your proposal more than once. If you are willing to do this, please indicate that here:

<input checked="" type="checkbox"/>	YES
-------------------------------------	-----

	NO
--	----

## Presentation Style

Please also indicate the style of which your presentation will be carried out during the conference.

	Lecture		Panel of Experts
	Interactive	<input checked="" type="checkbox"/>	Mixed (Lecture & Interactive)
	Other:		

## Audio/Visual Request

Please indicate your anticipated A/V needs below. If selected there will be a final needs assessment.

<input checked="" type="checkbox"/>	Overhead projector (includes screen)		LCD projector (includes screen)
	VCR/DVD player (includes screen)		Internet Access
	TV		Screen Only
	Flipchart		
	Please list all items you would be able to provide:		