

EngagementScholarship
c o n s o r t i u m

14TH ANNUAL
CONFERENCE

BOUNDARY SPANNING

Engaged Scholarship Across Disciplines, Communities & Geography

OCTOBER 8-9, 2013

PRE-CONFERENCE OCTOBER 6-7, 2013

TEXAS TECH UNIVERSITY | ENGAGEMENTSCHOLARSHIP.ORG



TEXAS TECH
UNIVERSITY

14TH ANNUAL ENGAGEMENT SCHOLARSHIP CONFERENCE

Hosted by ESC's Western Region:



Welcome to the 2013 Engagement Scholarship Consortium Conference!

On behalf of the Western Region of the Engagement Scholarship Consortium, we would like to welcome you to Texas Tech and Lubbock. The 14th Annual ESC Conference expands on the previous conferences in the following ways. First, the conference is the first to be held in the western half of the United States. Second, it is the first to be convened by an ESC Region rather than a single member institution. Third, ESC now includes an International Region, which will host the 2014 ESC conference at the University of Alberta, located in Edmonton, AB, Canada.

With these changes, we have had the privilege of working with a wonderful Program Committee composed of Western Regional leaders and chaired by Dave King of Oregon State and Bridget Julian of Colorado State (*see page 2*). This collaborative effort has brought a wealth of talent to the planning process, and we hope that you will benefit from this investment. Please take a look at the Program Committee roster in this program and thank each one of them for their extraordinary commitment to the scholarship of engagement and this conference.

From the Western Region of ESC and Texas Tech University, we wish you a warm welcome! We look forward to learning more from our presenters and participants as we extend the scholarship of engagement beyond all previous boundaries!

Cordially,



Birgit L. Green, Ph.D.
ESC 2013 Co-Chair



Valerie Osland Paton, Ph.D.
ESC 2013 Co-Chair



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TTU Center for Active Learning & Undergraduate Engagement

COLETTE TAYLOR

TTU College of Education

IAN WILKINSON

TTU Advanced Technology Learning Center



WELCOME TO

TEXAS TECH UNIVERSITY

Engagement Scholarship Consortium Leaders, Scholars,
and Community Partners,

Texas Tech and our community partners welcome you to Lubbock! During your time in west Texas, you will see many examples of the historic and central role that engagement has played at Texas Tech and with our partners across the region, nation, and world. Our institutional Mission articulates this commitment:

As a public research university, Texas Tech advances knowledge through innovative and creative teaching, research, and scholarship. The university is dedicated to student success by preparing learners to be ethical leaders for a diverse and globally competitive workforce. The university is committed to enhancing the cultural and economic development of the state, nation, and world.

It is a privilege to collaborate with you as we strengthen engagement between higher education and communities across the world. Thank you for your commitment to this important mission!



M. Duane Nellis, Ph.D.
President



Table of Contents

6	GENERAL INFORMATION
8	PROGRAM-AT-A-GLANCE
11	PRE-CONFERENCE WORKSHOPS & EVENTS
16	MAPS
17	DETAILED CONFERENCE PROGRAM
	17 TUESDAY, OCTOBER 8
	28 WEDNESDAY, OCTOBER 9
	37 THURSDAY, OCTOBER 10
38	POSTER PRESENTATIONS
42	ESC MEMBER INSTITUTIONS
45	ACKNOWLEDGEMENTS

GENERAL INFORMATION

Registration & Check-In Hours

Sunday, October 6 th	Pre-Conference	2:00 pm – 6:00 pm	Overton Hotel 1 st Floor
Monday, October 7 th	Pre-Conference & Conference	7:30 am – 6:00 pm	Overton Hotel 1 st Floor
Tuesday, October 8 th	Conference	7:00 am - 6:00 pm	Texas Tech Campus Student Union Building Allen Theatre Foyer
Wednesday, October 9 th	Conference	7:00 am - 5:00 pm	Texas Tech Campus Student Union Building Allen Theatre Foyer

Please visit the Registration Desk for all conference related questions, special requests, accommodations and directions.

Paperless Patrons



ESC 2013 offers this complete program formatted for a smart phone
www.engagementscholarship.org

Internet

Complimentary wireless Internet is available at the conference venue and in public spaces and meeting rooms. When on the Texas Tech University campus you can connect to **TTUGuest** WiFi for free with the password **zerotrace**.

Social Media

ESC'13 is ready for your posts tweets and blog updates!



Twitter Account | @ESC13Conference [Hash tag for Event: #ESC13]



Facebook Name | ESC13 Conference



LinkedIn Group | Engagement Scholarship Consortium

Speakers' Preparation Room Hours

Tuesday, October 8 th	10:00 am. – 5:00 pm	Texas Tech Campus, Student Union Building Masked Rider Room*
Wednesday, October 9 th	7:00 am – 3:45 pm	Texas Tech Campus, Student Union Building Masked Rider Room*

*Equipped with computers, wireless Internet, and access to a printer

Breaks and Refreshments

Hot and cold beverages and snacks will be available during breaks in the Red Raider Ballroom at the Student Union Building, as well as the McKenzie-Merket Alumni Center. See Program-at-a-Glance for break times.

Box Lunches

On Day 1 and Day 2 of the conference, box lunches will be available between 12 noon and 1:30 p.m. at the Student Union Ballroom in order to provide participants the opportunity for informal networking. Box lunches will also be provided at the McKenzie-Merket Alumni Center for those attending Special Interest Lunch Panel Discussions (see Program for details).

Disability Access

The Texas Tech Student Union Building and McKenzie-Merket Alumni Center are both fully wheelchair accessible. If accommodations are needed, visit the ESC 2013 Registration Desk, Student Union Information Desk or ask a conference attendant.

Parking

Attendees of ESC 2013 are encouraged to use the complimentary shuttle bus service provided between the conference hotels and the Texas Tech University campus, due to limited parking capacities on the main campus. However, for on-campus parking, enter at 17th and University Avenue, and follow the signs to the McKenzie-Merket Alumni Center. Vehicles may be parked in the dedicated lot south of the McKenzie-Merket Alumni Center. Registration is a short walk to the northwest in the Student Union Building, Allen Theatre Foyer.

Transportation

A complimentary shuttle bus will travel between all ESC host hotels and the conference venues. ESC host hotels include the Overton, Hawthorne Suites, Arbor Inn, Staybridge Suites, Embassy Suites and Homewood Suites. During conference peak times (between 7 a.m. and 9 a.m. and 4 p.m. and 6:00 p.m.), bus service will be available every 15 minutes. During off-peak times, it will be available every 30 minutes. Transportation will also be available between the Lubbock Preston Smith Airport and the listed hotels, and to all scheduled evening events. Please refer to the printed Bus Schedule in your conference bag as well as the signs in lobby of one of the listed conference hotels for detailed schedule information. You will be responsible for your own transportation to and from any other hotels that are not part of the ESC 2013 room block.

ESC 2013 Bookstore

The ESC Bookstore is located in the Red Raider Lounge on the 1st Floor of the Student Union Building (next to the Ballroom). Barnes & Nobles is coordinating all sales of materials recommended by the ESC Member Institutions.

ESC Institutional Member & Journal Display Tables

Display tables are located in the Red Raider Lounge, located on the 1st Floor of the Student Union Building, next to the Ballroom. Please come by to learn more about what is happening at ESC institutions. In addition, the *Journal of Higher Education Outreach and Engagement* and the *Journal of Community Engagement and Scholarship* have displays that provide information about the journals and publication guidance.

PROGRAM AT A GLANCE

SUNDAY, OCTOBER 6	2:00 p.m. – 6:00 p.m.	Pre-Conference Registration	Overton, 1 st Floor Prefunction
	2:00 p.m. – 3:00 p.m.	Refreshments	Overton, 1 st Floor Prefunction
	3:00 p.m. – 6:15 p.m.	Emerging Engagement Scholars Workshop (1 of 2)	Overton, Horizon A & B (2 nd Floor)
	3:00 p.m. – 6:00 p.m.	Race, Ethnicity, & Community Engagement Symposium	Overton, Sunset A & B
	4:15 p.m. – 4:45 p.m.	Afternoon Break	Overton, 1 st Floor Prefunction & Horizon C
	6:30 p.m. – 8:30 p.m.	Emerging Engagement Scholars Workshop Dinner	Overton, Horizon C
	6:30 p.m. – 8:30 p.m.	Race, Ethnicity, & Community Engagement Symposium Networking Reception	Overton, 1 st Floor Prefunction
	6:30 p.m. – 8:30 p.m.	ESC Executive Committee Meeting & Dinner	Overton, Moody Foundation Board Room (2 nd Floor)

MONDAY, OCTOBER 7	7:30 a.m. – 6:00 p.m.	Pre-Conference & Conference Registration	Overton, 1 st Floor Prefunction
	8:00 a.m. – 5:30 p.m.	Emerging Engagement Scholars Workshop (2 of 2)	Overton, Horizon A & B (2 nd Floor)
	8:00 a.m. – 4:00 p.m.	Outreach and Engagement Staff Workshop	Overton, Sunset C (1 st Floor)
	8:00 a.m. – 5:00 p.m.	Race, Ethnicity, & Community Engagement Symposium	Overton, Sunset A & B (1 st Floor)
	8:00 a.m. – 8:30 a.m.	ESC Board of Directors Continental Breakfast	Overton, Canyon Room (2 nd Floor)
	8:30 a.m. – 4:30 p.m.	ESC Board of Directors Meeting	Overton, Canyon Room (2 nd Floor)
	9:30 a.m. – 10:00 a.m.	Morning Breaks	Overton, 1 st & 2 nd Floors
	12:00 p.m. – 1:00 p.m.	ESC Board of Directors Luncheon	Overton, Canyon Room
	2:00 p.m. – 6:00 p.m.	Pre-Conference Tour 1: Focus on Urban Development	Buddy Holly Museum, Downtown Lubbock, Overton Redevelopment, College of Architecture Urban Design Center, LHUCA, McPherson Winery
	2:00 p.m. – 6:00 p.m.	Pre-Conference Tour 2: Focus on Business & Economic Development	Reese Technology Center-Wind Research & Testing Facility, Nonwovens & Advanced Materials Lab, McPherson Winery
	2:45p.m. – 3:15 p.m.	Afternoon Breaks	Overton, 1 st and 2 nd Floors
	3:00 p.m. – 6:00 p.m.	ESC Member Exhibit Table Set-Up	SUB, Red Raider Lounge
	3:00 p.m. – 6:00 p.m.	Poster Set-Up	SUB, Matador
	5:00 p.m. – 6:45 p.m.	Outreach & Engagement Staff Networking Reception	Overton, 1 st Floor Prefunction
	6:45 p.m. – 8:30 p.m.	President's Dinner for Magrath Judges & Special Guests	Texas Tech Club Private Room
	7:00 p.m. – 9:00 p.m.	ESC 2013 Welcome/Networking Reception: An Evening at the Museum	TTU Museum Helen DeVitt Jones Sculpture Court

PROGRAM AT A GLANCE

TUESDAY, OCTOBER 8	7:00 a.m. – 8:00 a.m.	Journal of Higher Education Outreach & Engagement Editorial Board Breakfast	McKenzie-Merket
	7:00 a.m. – 6:00 p.m.	Conference Registration	SUB, Allen Theatre Foyer
	7:00 a.m. – 9:00 a.m.	Late Poster Set-Up	SUB, Matador
	7:00 a.m. – 9:00 a.m.	Late ESC Member Exhibit Table Set-Up	SUB, Red Raider Lounge
	7:00 a.m. – 5:00 p.m.	Speaker Preparation Room Open	SUB, Masked Rider
	7:00 a.m. – 8:00 a.m.	Continental Breakfast	Red Raider Ballroom
	8:00 a.m. – 9:15 a.m.	OPENING PLENARY SESSION Community Learning Centers: Boundary-Spanning Across Communities & Geography	SUB, Allen Theatre
	9:30 a.m. – 10:30 a.m.	CONCURRENT SESSIONS A	McKenzie-Merket & SUB
	10:00 a.m. – 11:30 a.m.	C. Peter Magrath University/Community Engagement Award Finalists Presentation to Judges (<i>open to the public</i>)	SUB, Allen Theatre
	10:00 a.m. – 5:00 p.m.	Exhibitor Room & Bookstore Open	SUB, Red Raider Lounge
	10:00 a.m. – 5:00 p.m.	Poster Display Room Open	SUB, Matador
	10:30 a.m. – 11:00 a.m.	Morning Break	SUB, Red Raider Ballroom
	11:00 a.m. – 12:00 p.m.	CONCURRENT SESSIONS B	McKenzie-Merket & SUB
	12:10 p.m. – 1:20 p.m.	Box Lunch	SUB & McKenzie-Merket
		A: Informal Networking with Colleagues	SUB, Ballroom
		B: Special Interest Lunch Panels with Invited Speakers:	McKenzie-Merket Alumni Center
		<i>Professional Boundary Spanners: The Roles of Staff Practitioners in Community-University Partnerships</i>	McKenzie-Merket 1
		<i>Magrath Finalists' Community Partners' Voices</i>	McKenzie-Merket 2
	12:10 p.m. – 1:20 p.m.	Newcomer Orientation & Luncheon (<i>First Time Attendees</i>)	McKenzie-Merket 4
	1:30 p.m. – 2:15 p.m.	Engagement Scholarship/W.K. Kellogg Foundation & C. Peter Magrath Finalists Award Presentation	Allen Theatre
	2:30 p.m. – 3:00 p.m.	C. Peter Magrath University/Community Engagement Award Judges Private Meeting	SUB, Llano Room
	2:30 p.m. – 3:30 p.m.	The Global University Network for Innovation (GUNi)	McKenzie-Merket 3
	2:30 p.m. – 3:30 p.m.	CONCURRENT SESSIONS C	McKenzie-Merket & SUB
3:30 p.m. – 4:00 p.m.	Afternoon Break	McKenzie-Merket & SUB	
4:00 p.m. – 5:00 p.m.	CONCURRENT SESSIONS D	McKenzie-Merket & SUB	
4:00 p.m. – 5:30 p.m.	International Adult & Continuing Education Hall of Fame Symposium	McKenzie-Merket 1	
6:30 p.m. – 9:00 p.m.	ESC 2013 Official Opening Reception: A Feast for the Senses	Louise Hopkins Underwood Center for the Arts (LHUCA)	

PROGRAM AT A GLANCE

WEDNESDAY, OCTOBER 9	7:00 a.m. – 5:00 p.m.	Conference Registration	SUB, Allen Theatre Foyer
	7:00 a.m. – 3:45 p.m.	Speaker Preparation Room Open	SUB, Masked Rider
	7:00 a.m. – 8:00 a.m.	International Adult & Continuing Education Hall of Fame Board of Directors Breakfast with Emerging Engagement Scholars	McKenzie-Merket Alumni Center
	7:00 a.m. – 8:00 a.m.	Continental Breakfast and Refreshments	Red Raider Ball Room
	8:00 a.m. – 9:15 a.m.	PLENARY SESSION 2 Trans-Discipline Work: Boundary-Spanning Across Disciplines in Higher Education	SUB, Allen Theatre
	9:30 a.m. – 3:30 p.m.	Poster Display Room Open	SUB, Matador
	9:30 a.m. – 5:00 p.m.	Exhibit Room Open	SUB, Red Raider Lounge
	9:30 a.m. – 4:00 p.m.	ESC'13 Film Festival	Escondido Theatre
	9:30 a.m. – 10:30 a.m.	CONCURRENT SESSIONS E	McKenzie-Merket & SUB
	10:30 a.m. – 11:00 a.m.	Morning Break	SUB, Red Raider Ballroom
	11:00 a.m. – 12:00 p.m.	CONCURRENT SESSIONS F	McKenzie-Merket & SUB
	12:10 p.m. – 1:20 p.m.	Box Luncheon	SUB & McKenzie-Merket
		A: Informal Networking with Colleagues	SUB, Ballroom
		B: Special Interest Lunch Panels with Invited Speakers	McKenzie-Merket Alumni Center
		<i>Engagement as Disruptive Innovation</i>	McKenzie-Merket 1
		<i>2015 Carnegie Classification/Re-Classification</i>	McKenzie-Merket 2
		Community Engagement Journal Editors Panel	McKenzie-Merket 3
	1:30 p.m. – 3:30 p.m.	POSTER SESSION & DESSERT RECEPTION	SUB, Matador Room & Faculty Lounge
	1:30 p.m. – 2:30 p.m.	CONCURRENT SESSIONS G	McKenzie-Merket & SUB
	2:35 p.m. – 3:35 p.m.	CONCURRENT SESSIONS H	McKenzie-Merket & SUB
3:45 p.m. – 5:00 p.m.	CLOSING PLENARY SESSION Boundary Spanning: Engaged Scholarship Across Disciplines, Communities, & Geography ESC 2013 Poster and Film Awards	Allen Theatre	
5:00 p.m. – 6:00 p.m.	Poster Display Take-Down	SUB, Matador	
5:30 pm. – 6:15 p.m.	Journal of Community Engagement & Scholarship Meeting & Reception	Overton Hotel, Prefunction (1 st Floor)	
6:00 p.m. – 9:00 p.m.	ESC 2013 Farewell Dinner & Dance: BBQ & Bootscootin' Under the West Texas Sky	National Ranching Heritage Center	
THURSDAY, OCTOBER 10	8:00 a.m. – 9:30 a.m.	National Leadership/Local Planning Committee Breakfast and Debriefing	Overton, Horizon A & B
	9:30 a.m. – 11:00 a.m.	ESC 2014 Conference Leadership Committee Meeting	Overton, Horizon A & B
	9:30 a.m. – 11:00 a.m.	OESW Debriefing Meeting	Overton, Horizon C

PRE-CONFERENCE WORKSHOPS & EVENTS

Emerging Engagement Scholars Workshop

Sunday, October 6 th	3:00 p.m. – 6:15 p.m.	Overton Hotel & Conference Center, Horizon A & B
Monday, October 7 th	8:00 a.m. – 5:30 p.m.	Overton Hotel & Conference Center, Horizon A & B

This intensive professional development program provides advanced doctoral students and early career faculty with background literature, facilitated discussion, mentoring, and presentations designed to increase their knowledge and enhance their practice of community engaged scholarship. Participation in the Emerging Engagement Scholars Workshop (EESW) is limited and applicants were nominated and selected for participation in this workshop.

Program Highlights

- ▷ Foundations of engaged scholarship master class
- ▷ Small group meetings with faculty mentors
- ▷ Disciplinary, institutional type, and community partner considerations
- ▷ Building your Engagement Dossier

Planning Committee

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BOB COFFEY
Michigan State University

SANDRA SYDNOR
Purdue University

EMILY NEMETH
Ohio State University

CASEY MULL
University of Georgia

MONICA KOWAL
University of New Mexico

SHELLY HOOVER-PLONK
East Carolina University

PRE-CONFERENCE WORKSHOPS & EVENTS

Outreach and Engagement Staff Workshop

Monday, October 7th 8:00 a.m. – 4:00 p.m. Overton Hotel & Conference Center, Sunset C

The Outreach and Engagement Staff Workshop (OESW) is designed for university staff and non-tenure-track faculty members who, in roles distinct from those of tenure-track faculty, facilitate, manage and direct ongoing projects, programs, services, research and relationships with community partners. These professionals span the boundaries between campus and community and have an emerging professional identity and a unique set of strengths and challenges that will be addressed in this workshop. Because of the overlap in roles, skills and values, “boundary spanners” who facilitate community-university partnerships on behalf of community organizations are also welcome to attend.

Program Highlights

- ▷ Keynote Address by Judith A. Ramaley, President Emerita, Winona State and Portland State University, and Distinguished Professor of Public Service, Portland State
- ▷ Invited sessions on boundary-spanning roles
- ▷ “Right-brained” community engagement
- ▷ Assessment, evaluation, and communication
- ▷ A special conversation with community partners and university staff

Planning Committee

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University of Tennessee-Knoxville

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St. Thomas University

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University of Hawaii

STEPHANIE BARR
National Center for Atmospheric
Research

LUANN HARDEN
Western Michigan University

BETH TRYON
University of Wisconsin-Madison

SUSAN HARDEN
PROGRAM CHAIR
University of North Carolina

PRE-CONFERENCE WORKSHOPS & EVENTS

Race, Ethnicity and Community Engagement in Higher Education Symposium

Sunday, October 6 th	3:00 a.m. – 6:00 p.m.	Overton Hotel & Conference Center, Sunset A & B
Monday, October 7 th	8:00 a.m. – 5:00 p.m.	Overton Hotel & Conference Center, Sunset A & B

This symposium is designed to provide participants with multiple perspectives on critical issues, paradigms, and challenges related to race, ethnicity and community engagement in higher education. Participants will address a wide range of issues related to research, curriculum design, assessment, institutional support, diversity, community connection, partnerships, and student development. Presentations and sessions will cover issues of race/ethnicity; equity, justice and diversity; as well as topics related to historically underrepresented, underserved, or marginalized populations in higher education.

Program Highlights

- ▷ Keynote speeches by Felecia Jones, Executive Director of Black Belt Community Foundation, and Tommy J. Curry, Assistant Professor, Department of Philosophy and Affiliate Professor, Department of Africana Studies, Texas A&M University
- ▷ Peer-led discussions on issues of race/ethnicity, equity, justice and diversity, as well as topics related to historically underrepresented, underserved, or marginalized populations in higher education
- ▷ A special conversation with community partners and university staff on the unique challenges and opportunities of working in partnership

Planning Committee

COLETTE M. TAYLOR | CHAIR
Texas Tech University

DIMITRA JACKSON
Texas Tech University

HEATHER PLEASANTS
University of Alabama

DOYLE CARTER
Angelo State University

STEPHANIE JONES
Texas Tech University

FERNANDO VALLE
Texas Tech University

MICHELLE DUNLAP
Connell College

JOBI MARTINEZ
Texas Tech University

KHELI WILLET
Syracuse University

STEPHANIE EVANS
Clark Atlanta University

DEMOND MILLER
Rowan University

PRE-CONFERENCE TOURS

Monday, October 7th 2:00 p.m. – 6:00 p.m. Tours start at Overton Hotel. Bus will pick-up participants from Hawthorne Suites, Staybridge, Arbor Inn, Embassy Suites, and Homewood Suites hotels.

Tour A

FOCUS

Urban Development: Urban Revitalization (Overton/Central Lubbock, Downtown Lubbock)

TOUR STOPS

Buddy Holly Museum, Downtown Lubbock, Overton Neighborhood, College of Architecture Urban Design Center, Louise Hopkins Underwood Center for the Arts, and McPherson Winery

PRESENTATIONS

Kyle Elliott, *Architecture Research Assistant* | Dr. Scott Robertson, *Community Advocate*

Luis Velasco, *Graduate Assistant* | Les Burrus, *High Cotton Executive Director*

David Driskill, *Mark E Humphreys - AIA Chair for Urban Design* | Rob Allison, *Downtown Redevelopment Corporation*

Tour B

FOCUS

Business & Economic Development: Tornado - Wind Research, Cotton Research, and Viticulture

TOUR STOPS

Reese Technology Center - Wind Research & Testing Facility, Nonwovens & Advanced Materials Lab, and McPherson Winery

PRESENTATIONS

Andy Swift, *National Wind Energy Institute*

EVENING HIGHLIGHTS



MONDAY, OCTOBER 7th

Welcome/Networking Reception: An Evening at the Museum

7:00 p.m. – 9:00 p.m. | Museum of Texas Tech University

Works from the Diamond M Art Collection are exhibited in the Diamond M Gallery Wing at the Museum of Texas Tech University (Image courtesy of the Museum of Texas Tech University)

Address: 3301 4th Street, Lubbock, Texas 79409



TUESDAY, OCTOBER 8th

Official Opening Reception: A Feast for the Senses

6:30 p.m. – 9:00 p.m. | Louise Hopkins Underwood Center for the Arts

Hayley Burton Jazz Trio, TTU Ballet Folklorico

Address: 511 Avenue K, Lubbock, Texas 79401



WEDNESDAY, OCTOBER 9th

ESC 2013 Farewell Dinner & Dance: BBQ and Bootscotin' Under the West Texas Sky

6:00 p.m. – 9:00 p.m. | National Ranching Heritage Center

Wilkinson Family, Texas Stardust Band, Trickroping by Bryce Chapman, TTU Masked Rider


Address: 3121 4th Street, Lubbock, Texas 79409

CONFERENCE SCHEDULE

Plenary, Concurrent, and Invited Sessions

 COMMUNITY DEVELOPMENT AND REGIONAL PROSPERITY

 EDUCATION

 HUMAN RELATIONS, WELL-BEING AND HEALTH

 GLOBAL ENGAGEMENT

 ASSESSMENT

 SUSTAINABLE ENVIRONMENTS AND NATURAL RESOURCES

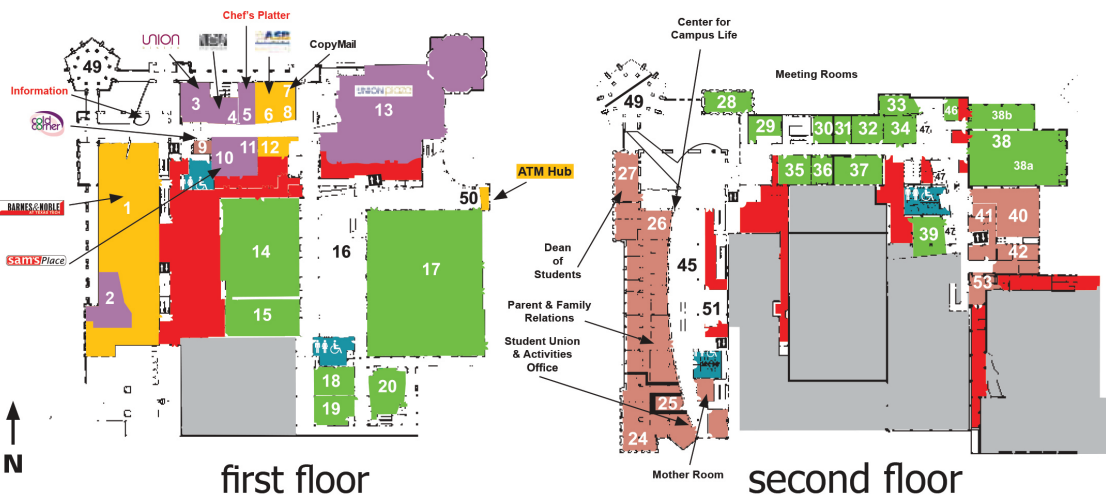
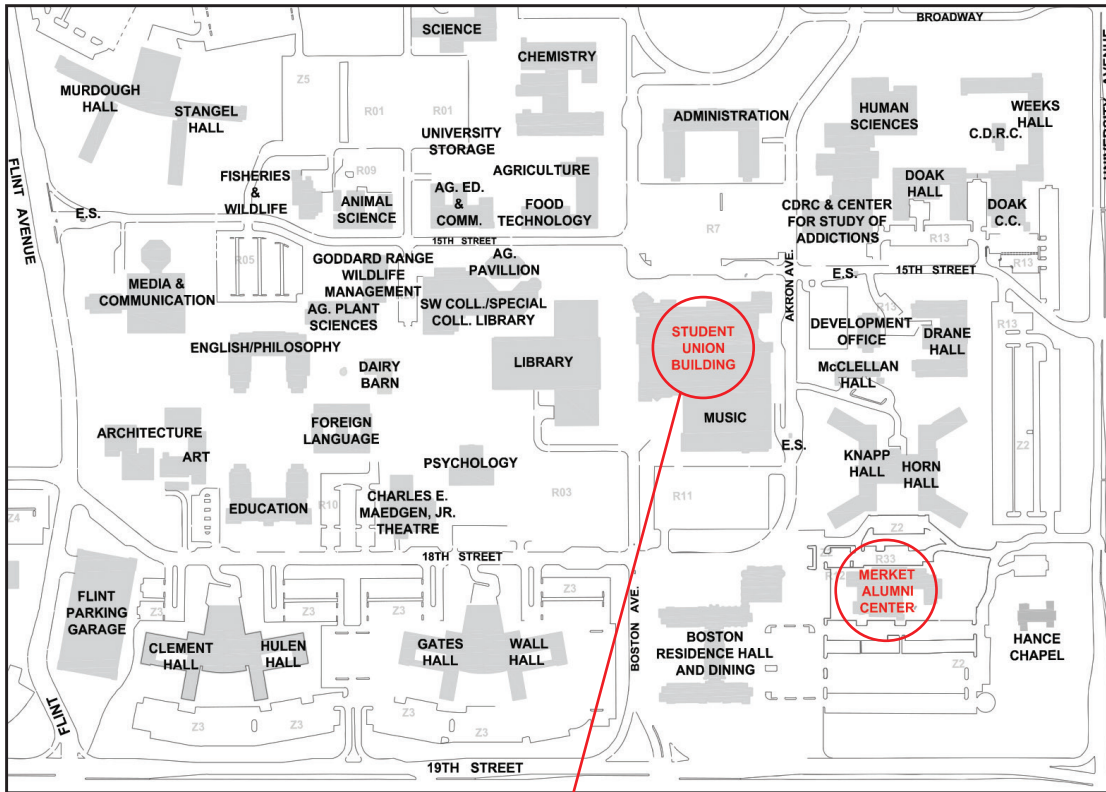
Look for these icons throughout the program to identify the track or strand that the respective concurrent session addresses. Each 60-minute symposium consists of two presentations grouped together by similar topic. Each 60-minute workshop consists of one presentation on a singular topic, allowing time for active audience participation and in-depth discussion.

New this year to the Engagement Scholarship Consortium



- ▷ Engagement Short Film Festival
October 9 | 9:30 a.m. – 3:30 p.m.
- ▷ Special Interest Panels with Invited Speakers
October 8 & 9 | 12:10 p.m. – 1:20 p.m.
- ▷ “People’s Choice Award” for Posters and Films
(*don’t forget to vote!*)

MAPS



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|-----------------------------------|----------------------------------|---|---|
| 1. Barnes and Noble at Texas Tech | 20. Senate | 38. 38a – Matador; 38b – Faculty Lounge | <ul style="list-style-type: none"> Elevator Restrooms Retail Meeting Rooms Offices Food Service |
| 2. Starbucks | 21. Escondido Theater | 39. Traditions | |
| 3. Union Bistro | 22. Student Union Activities | 40. Ombuds Office | |
| 4. Smart Choices | 23a. Student Judicial Programs | 41. Student Union Operations | |
| 5. Chef's Platter | 23b. Student Judicial Programs | 42. Food Service Offices | |
| 6. American State Bank | 24. Student Union Administration | 43a. Student Government Association | |
| 7. CopyMail | 25. Student Union Operations | 43b. Conference Rooms | |
| 8. Texas Tech Police | 26. Center For Campus Life | 44. Student Legal Services | |
| 9. Cold Corner | 27. Dean of Students | 45. Student Organization Cubicles | |
| 10. Sam's Place | 28. Toreador | 46. Scarlet and Black | |
| 11. 1923 | 29. Bell Tower | 47. Reflection Rooms | |
| 12. University ID Office | 30. Arroyo | 48. Computer Lab | |
| 13. Union Plaza | 31. Caprock | 49. Pavilion | |
| 14. Ballroom | 32. Canyon | 50. ATM | |
| 15. Red Raider Lounge | 33. Double T | 51. Organization Resource Center | |
| 16. Courtyard | 34. Masked Rider | 52. TV Lounges | |
| 17. Allen Theatre | 35. Playa | 52a. TV/Study Lounge | |
| 18. Llano Estacado | 36. Brazos | 53. Allen Theatre Office | |
| 19. Lubbock | 37. Mesa | | |

14TH ANNUAL ENGAGEMENT SCHOLARSHIP CONFERENCE

 Community Development & Regional Prosperity

 Education

 Human Relations, Well-being & Health

 Global Engagement

 Assessment

 Sustainable Environments & Natural Resources

5:00 p.m. – 6:45 p.m.	Outreach & Engagement Staff Networking Reception (all staff is invited)	Overton, Prefunction	MONDAY, OCTOBER 7
7:00 p.m. – 9:00 p.m.	ESC 2013 Welcome/Networking Reception An Evening at the Museum	TTU Museum, Sculpture Court	

7:00 a.m. – 6:00 p.m.	Registration	SUB, Allen Theatre Foyer	TUESDAY, OCTOBER 8
7:00 a.m. – 8:00 a.m.	Journal of Higher Education Outreach and Engagement Editorial Board Breakfast	McKenzie-Merket 2	
7:00 a.m. – 8:00 a.m.	Continental Breakfast	SUB, Red Raider Ballroom	
8:00 a.m. – 9:15 a.m.	<p>OPENING PLENARY SESSION</p>  <p>Laura Ruiz – Education for Development Director at the Virtual University at Tec de Monterrey in Mexico. Community Learning Centers: Boundary-Spanning Across Communities and Geography</p> <p>The Community Learning Center Initiative at Tec de Monterrey, Mexico, was born out of the desire to deliver education to Nuevo León's isolated communities. Thanks to the Virtual University, it has now become an instrument not only for bridging the digital divide, but it is also driving the educational, social, and economic equality in a model which transcends borders. The learning centers flourish throughout Latin America and the United States.</p> <p>Moderator: Jorge Atilles, Oklahoma State University</p>	SUB, Allen Theatre	
9:30 a.m. – 10:30 a.m.	CONCURRENT SESSIONS A:	McKenzie-Merket & SUB	
A1	 <p>University of Missouri Extension's Healthy Lifestyle Initiative Jo Britt-Rankin, <i>University of Missouri</i> MU Extension's Healthy Lifestyle Initiative is developing healthy communities via policies and environments that support access to healthy food and opportunities for physical activity. This initiative ensures that the resources, needs and desires are identified and incorporated into community plans to address factors contributing to overweight, obesity and sedentary lifestyle.</p>	McKenzie-Merket 1	
A2	 <p>Youth Intervention Strategies: One Size Does Not Fit All Kim Jackson, <i>Archway Professional, Washington County, University of Georgia/Archway Partnership</i> Michelle Elliot, <i>Archway Professional, Washington County</i> Jeff Tarver, <i>Founder– Hawkinsville Hoops League</i> Benjie Tarbutton, <i>Board Member Boys and Girls Club of the CSRA Washington County Club</i> Addressing the challenges facing today's youth is not easy. Two central Georgia counties found the perfect fit by identifying pressing issues, assembling diverse teams, and selecting the programs for their needs. These communities were able to make a big impact on local teens and span local boundaries in the process.</p>	McKenzie-Merket 2	
A2	 <p>Julian Samora Legacy Project– Realizing Community Leadership in the National Dialogue Carmen Samora, <i>Julian Samora Legacy Project</i> Using their social justice curriculum designed for middle school through college, the Julian Samora Legacy Project engages intra-generational communities by collecting oral histories. Students become both research investigators and documenters of history. Elders take their rightful place of honor in the family and community when the young learn of their courageous efforts on behalf of family and community.</p>	McKenzie-Merket 2	
A3	 <p>Rewards & Challenges in Globally Engaged Learning & Research Elizabeth Tryon, <i>Morgridge Center for Public Service</i> Many U.S. colleges and universities are exploring the idea of examining our global engagement efforts and documenting good practices. Come hear and engage in deliberative dialog on results of a survey of TRUCEN school frameworks for global engagement, to expand the knowledge and resource base we can share to evolve in our work.</p>	McKenzie-Merket 3	

14TH ANNUAL ENGAGEMENT SCHOLARSHIP CONFERENCE

TUESDAY, OCTOBER 8

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| A3 | <p>G The Phenomenon of Combining Service Learning & Study Abroad
 Charles Klein, <i>Texas Tech University</i>
 Incorporating service-learning as an integral component of a short-term study abroad program can provide significant benefits for students and enhance their international experience. This longitudinal, qualitative study shows how intimate interaction with community partners is essential to the process. However, the study revealed issues for further study including concern regarding the value of such programs to community partners.</p> | McKenzie-Merket 3 |
| A4 | <p>E Make More Music: Developing a Sustainable After School Enrichment Program through University-Community Engagement
 Tracy Parish, <i>University of Illinois at Urbana-Champaign</i>
 Ellen Elrick, <i>Urbana School District #116</i>
 This presentation describes the development, implementation, and evaluation of a sustainable collaboration between the Illinois School of Music and Urbana School District through which Urbana students are provided music instruction regardless of economic status, musical ability, or experience while creating community-based professional development opportunities for undergraduate music education students.</p> | McKenzie-Merket 4 |
| A4 | <p>E Spanning Boundaries with Youth Voice
 Jenny Jordan, <i>University of Georgia</i>
 Youth can and should be the voice of programs. Explore strategies and successful inclusion of youth voice through partnerships with adults. Drawing from experiences in developing youth leaders as conference planners and ambassadors, this session will explore the incorporation of youth as the voices that span boundaries and connect communities.</p> | McKenzie-Merket 4 |
| A5 | <p>A Symbolic Leadership and the Measurement of Outreach and Engagement
 Philip C. Morton, <i>Texas Tech University</i>
 Marcelo Schmidt, <i>Texas Tech University</i>
 Gail Alleyne Bayne, <i>Texas Tech University</i>
 The OEMI is a survey developed to increase public understanding of a university's outreach and engagement efforts. This presentation will attempt to demonstrate how an institution's adaptation of the instrument have the symbolic value to change the culture of outreach and engagement at the institution while still providing meaningful data.</p> | McKenzie-Merket 5 |
| A5 | <p>A Engaged University Presidents' and Chancellors' Perceptions about the Scholarship of Engagement
 Patricia Sobrero, <i>North Carolina State University</i>
 Jay Jayaratne, <i>North Carolina State University</i>
 The purpose of this study was to determine perceptions of university presidents/chancellors about community engagement scholarship and identify how it is valued compared to other realms in Carnegie Engaged universities. This survey study of 311 top administrators in Carnegie Engaged universities reveals what they believe and value about community engagement.</p> | McKenzie-Merket 5 |
| A6 | <p>E Communities Driving Education- Get on the Bus
 Jennifer Oppenlander, <i>Oregon State University</i>
 Courtney Snead, <i>Central Oregon Community College</i>
 Beth Emshoff, <i>Oregon State University</i>
 In this session we will encourage participants to think about their communities and identify local partners they could work with to implement programs that will increase their college-going culture, create a seamless transition from K-16, and provide local access to learning that meets the needs of individuals, families, and businesses.</p> | McKenzie-Merket 6 |
| A7 | <p>A Measuring the Effects of Service and Engagement on Student Development
 Gary Kirk, <i>Virginia Tech</i>
 Jacob Grohs, <i>Virginia Tech</i>
 Susan Short, <i>Virginia Tech</i>
 This workshop focuses on the planning, implementation, and initial findings from an effort to assess student development resulting from participation in community-based learning and co-curricular student engagement programs. The approach combines survey-based scales and a community problem-solving simulation to measure change using both cross-sectional and longitudinal perspectives on program impacts.</p> | SUB, Senate |

A8	Joining Forces to Enhance the Depth and Scope of Engagement through Community Engaged Research: A Tale of Two Public Universities Nancy Franz, <i>Iowa State University</i> Edith Parker, <i>University of Iowa</i> Researchers and community educators struggle to authentically connect with each other. The University of Iowa Institute for Clinical and Translational Sciences and the Iowa State University Extension and Outreach joined forces to address this struggle. This partnership connects researchers across units with community educators through a continuum of partnership options.	SUB, Mesa
A9	The Center for Family Resilience: Building a Stronger Community-University Engagement Ronald Cox, Jr, <i>Oklahoma State University</i> Jorge Atiles, <i>Oklahoma State University</i> Patricia DeMoraes-Huffine, <i>Latino Community Development Agency</i> The Center for Family Resilience (CFR) is a university-community collaboration designed to create and disseminate scientific knowledge that builds programmatic and policy strategies for promoting individual and family resilience. This presentation describes the CFR's development, current work, and future directions as a potential model for stronger community-university engagement.	SUB, Lubbock
A10	An Engagement Model for a University Center Susana Rivera-Mills, <i>Oregon State University</i> Maria Chavéz-Haroldson, <i>Oregon State University</i> This session presents an engagement model for a university Center for Latino/a Studies and Engagement. We discuss an integrated model for community engagement, student engagement, and faculty engagement; promoting respect, reciprocity, and collaboration in a culturally responsive context. Participants will be provided with models for engaged research, student leadership, and community building.	SUB, Playa
A11	Educational Modules on Effective Community-Based Participatory Research Practices Jessica Barnes-Major, <i>Michigan State University</i> Mavany Calac Verdugo, <i>Ricon Band of Luiseno Indians</i> Robert Brown, <i>Michigan State University</i> Patricia Farrell, <i>Michigan State University</i> In this presentation, we will describe our co-creation process for developing curriculum for faculty and community regarding CBPR. Engagement specialists, community consultants, and faculty consultants will discuss lessons learned. Highlights from the educational modules will be reviewed, and a discussion about best practices regarding measurement of learning will be facilitated.	SUB, Canyon
A12	Trailblazing Paths to Informal/Formal Education: TTU Llano River Field Station Tom Arsuffi, <i>Texas Tech University</i> Robert Stubblefield, <i>Texas Tech University Center at Junction</i> Karen Lopez, <i>Texas Tech University Center at Junction</i> Marta Newkirk, <i>National Park Service, Rivers and Trails Conservation Assistance</i> Linda Edwards, <i>Texas Tech Llano River Field Station</i> Texas Tech's Outdoor School, a recognized STEM Exemplar Program using standards-based multiple best learning practices instruction, links innovative curriculum with nature. A new Discovery Point Trail in partnership with National Park Service's RTCA & Texas Parks and Wildlife Department offers expanded opportunities for informal/formal learning for families, schools and organizations.	SUB, Traditions
10:00 a.m. – 5:00 p.m.	Poster Display Room Open	SUB, Matador Room
10:00 a.m. – 11:30 a.m.	C. Peter Magrath University/Community Engagement Award Finalists Presentation to Judges (<i>open to the public</i>)	SUB, Allen Theatre
10:30 a.m. – 11:00 a.m.	Morning Break	SUB, Red Raider Ballroom McKenzie-Merket Foyer

TUESDAY, OCTOBER 8

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11:00 a.m. – 12:00 p.m.		CONCURRENT SESSIONS B	McKenzie-Merket & SUB
B1	Level of Engagement in Academic Health Departments Carole R. Myers, <i>University of Tennessee - Knoxville</i> Margaret Knight, <i>University of Tennessee</i> Charles Hamilton, <i>University of Tennessee</i> Julie Grubaugh, <i>Knox County Health Department</i> Academic health departments (AHDs) are partnerships between public health organizations and academic institutions akin to a “teaching hospital”. AHDs have the potential to be exemplars of community engagement. Survey results exploring the level of engagement and the dynamics within and across AHD partnerships will be presented.	McKenzie-Merket 1	
B1	Engaging Community Health Nursing Students in Community Assessment and Intervention: A University/Pre-K Partnership Paige Johnson, <i>University of Alabama Capstone College of Nursing</i> Michele Montgomery, <i>University of Alabama</i> Nursing students benefit from inter professional service-learning opportunities that address health disparities in underserved communities. This presentation describes a collaboration between nursing students, other health profession students, and community partners to offer health care screenings and health promotion interventions for academically at-risk children and their families through the Tuscaloosa Pre-K Initiative.	McKenzie-Merket 1	
B2	The Value of Engagement: Building Effective Partnerships David Procter, <i>Kansas State University</i> Engagement initiatives pursue various goals: addressing salient social/political problems, teaching through experiential and service learning, and extending disciplinary knowledge. An additional, intentional goal should be forming and strengthening campus/community partnerships. This presentation demonstrates how non-university stakeholders both value and perceive effective partnership development.	McKenzie-Merket 2	
B2	A Framework of Community Boundary Spanners in Community Partnerships Katherine Adams, <i>The University of Georgia</i> Boundary spanners unite people across diverse boundaries, towards a common goal, and build sustainable working relationships. When engaging university-community partnerships, identifying the boundary spanners are vital. The presenter will share a framework, modified from the institutional perspective, for boundary spanner roles of community members.	McKenzie-Merket 2	
B3	Introducing Recordkeeping to Farmers Receiving Technical Assistance from International Aid Organizations Howard Fenton, <i>University of Wisconsin Extension, Cooperative Extension</i> This workshop is for persons interested in an innovative program and partnership model designed to enhance community development, regional prosperity, and global engagement. It will present an effective engagement program that introduces a simple, effective method of recordkeeping to farmers receiving technical assistance from international aid organizations.	McKenzie-Merket 3	
B3	Global Engagement Through A Social Justice Lens Robert Coffey, Jr., <i>Michigan State University</i> Even as higher education institutions rush to internationalize, globalization remains a topic of intense and ongoing debate. The presenter will use scholarly work on social justice, community engagement, and cultural humility to suggest ways we can ensure our global partnerships are mutually beneficial and socially just.	McKenzie-Merket 3	
B4	Beyond the Classroom: Community and Students Engaged in Nonprofit Partnerships Margaret Purcell, <i>The University of Alabama</i> Citizenship education is accepted as a goal for higher education. Collaborative programs can yield campuses rewarding student and community relationship opportunities. These shared experiences can enrich lives, broaden shared understanding, and break down barriers to partnership. Can your course generate 360 hours of service and \$30,000 in funding?	McKenzie-Merket 4	
B4	Institutionalizing Service-Learning at a Large University Ola Ahlqvist, <i>The Ohio State University</i> The Service-Learning Initiative at The Ohio State University is working to institutionalize service-learning at a large university. We will discuss our programming, including course grants, service-learning in the general education curriculum, and the new university-wide second-year residency pilot, and how we can include community voices effectively.	McKenzie-Merket 4	

14TH ANNUAL ENGAGEMENT SCHOLARSHIP CONFERENCE

TUESDAY, OCTOBER 8

B5	<p>Transforming Academic Practice: Engaged Partnership with a Metis Settlement in Alberta, Canada Fay Fletcher, <i>University of Alberta</i> Alicia Hibbert, <i>University of Alberta</i> Fiona Robertson, <i>University of Alberta</i> This presentation discusses the use of the Most Significant Changes method as research process evaluation, with contributions from University of Alberta and Buffalo Lake Metis Settlement team members. The Metis are a culturally distinct Aboriginal group in Canada. We will describe best practices in relationship building during the needs assessment and program development stages in our research project.</p>	McKenzie-Merket 5
B5	<p>Comparing Health Locus of Control: Hmong and Caucasian College Students Doaw Xiong, <i>East Carolina University</i> Tracy Carpenter-Aeby, <i>East Carolina University</i> The Hmong, originally from Southeast Asia, face exposure to external factors such as fast food, indoor employment, and dramatic changes in life style that may alter their health beliefs and practice. The Health Locus of Control Scale compared behaviors of Hmong and caucasian college Students.</p>	McKenzie-Merket 5
B6	<p>Bridging Academic Boundaries with Service-Learning Carla Zoltowski, <i>Purdue University</i> William Oakes, <i>Purdue University</i> EPICS is an academic approach to service-learning that is effectively bridging many academic boundaries: pre-college to university, and crossing disciplines, institutions, and academic terms. Our interactive workshop will discuss how EPICS bridges many traditional boundaries, and engage participants in exploring how this approach can be applied to other engagement programs.</p>	McKenzie-Merket 6
B7	<p>Comprehensive Wellness through Comprehensive Engagement: Spanning Boundaries for Transitioning Youth Sara Dodd, <i>Center for Adolescent Resiliency, Texas Tech University</i> Val Meixner, <i>Region 17 Education Service Center</i> Gloria Gonzales, <i>Texas Tech University</i> Linn Walker, <i>Texas Tech University</i> This workshop presents the evolving experience of an academic center created to promote healthy adolescent development using engaged scholarship strategies. Presenters from the Center and a community partner will demonstrate how innovative outreach and research programs are fostered through unique collaborations across different disciplines and communities to reach diverse audiences.</p>	SUB, Senate
B8	<p>Institutionalizing STEM Education & Outreach at Texas Tech University Jaclyn Cañas-Carrell, <i>Texas Tech University</i> Jerry Dwyer, <i>Texas Tech University</i> Lawrence Schovanec, <i>Texas Tech University</i> Levi Johnson, <i>Texas Tech University</i> A concerted effort has been made at Texas Tech University to institutionalize STEM Education and Outreach. This workshop will discuss how numerous campus STEM efforts were brought together to implement cross-program mentoring training, change university promotion and tenure guidelines related to outreach and engagement, and develop a university STEM Center.</p>	SUB, Mesa
B9	<p>A Tale of Two Countries: Improved Coordination of Health and Social Services Susan Back, <i>College of Education, Texas Tech University</i> Stephen Rogers, <i>Norfolk County Council & the National Health Services for Norfolk & Waveney in the United Kingdom</i> The workshop will compare projects that used Community Action/Participatory Research to address health and social services: the United Kingdom "Localisation" initiative and a U.S. Department of Education project. Results include improved services, reduced duplication, increased access to and coordination of services, improved self-confidence, and enhanced participation.</p>	SUB, Lubbock
B10	<p>The ESC Outreach and Engagement Staff Workshop "On the Road" at Ohio State University Susan Harden, <i>University of North Carolina at Charlotte</i> Katherine Loving, <i>University of Wisconsin-Madison</i> Mark McCann, <i>The Ohio State University</i> ESC annually supports the professional development of staff with the Outreach and Engagement Staff pre-conference workshop (OESW). In this session, OESW facilitators and The Ohio State University leaders will discuss how the OESW inspired a spin-off workshop on the campus of OSU and how it is helping build collaboration and engaged scholarship.</p>	SUB, Playa

14TH ANNUAL ENGAGEMENT SCHOLARSHIP CONFERENCE

TUESDAY, OCTOBER 8

B11	Community Engagement By A Border Medical School Through Pipeline Programs Rene Andre, <i>Texas Tech University Health Sciences Center at El Paso</i> Yolanda Jauregui, <i>Texas Tech University Health Sciences Center at El Paso</i> Manuel Schydlower, <i>Office of Admissions, Texas Tech University Health Sciences Center at El Paso, Paul L. Foster School of Medicine</i> In 2009, the Texas Tech University Health Science Center at El Paso Paul L. Foster School of Medicine (PLFSOM) became the first medical school on the U.S./Mexico border. This workshop addresses community engagement through several pipeline programs, in accord with PLFSOM mission and diversity objectives to attract future applicants and serve our community.	SUB, Canyon
B12	Texas Tech University Independent School District (TTUISD): A Global Learning Community Sam Oswald, <i>Texas Tech University</i> James Taliaferro, <i>Texas Tech University</i> Rogerio Abauree, <i>High School Servicos Educacionais Brazil</i> Texas Tech University Independent School District's accredited curriculum meets the same rigorous standards as traditional brick and mortar schools; the difference is where and when students learn. Through TTUISD, students have been afforded opportunities to forge K-20 partnerships across oceans, languages, and cultures. Since 1999, TTUISD has partnered with 40 high schools in Brazil offering not only an opportunity to work toward a Texas high school diploma, but also to build international understanding and cultural awareness. Both international and community partners network with TTUISD to offer quality education for their students.	SUB, Traditions
B13	Using Focus Groups for Community Engagement: Benefit or Bane? Nancy Franz, <i>Iowa State University</i> Focus groups have become increasingly popular for community engagement. People love focus groups and often share information and experiences in a focus group they wouldn't articulate in another environment. Learn how you can harness the power of focus groups for your engagement projects.	SUB, Soapsuds
12:10 p.m. – 1:20 p.m.	Box Lunch	SUB & McKenzie-Merket
	Option A: Informal Networking w/ Colleagues	SUB, Ballroom
	NEW! Option B: Special Interest Lunch Panels w/ Invited Speakers	
	Professional Boundary Spanners: The Roles of Staff Practitioners in Community-University Partnerships Despite the potential and increasing popularity of community-university collaboration, research indicates it fails as often as it succeeds. Panelists will discuss this complexity and the role conflict experienced by non-tenure track, university staff boundary spanners who initiate and manage community partnerships. Session attendees will be encouraged to discuss their experiences and emerging best practices regarding partnership formation and facilitation, boundary spanning roles and identities, and community organizing as an engagement strategy. Presenters: Meredith Tetloff, <i>Assistant Professor of Social Work, University of Montevallo</i> Joseph Gauntner, <i>PhD Candidate, Cleveland State University</i> Moderator: Katherine Loving, <i>University of Wisconsin-Madison</i>	McKenzie-Merket 1
	Magrath Finalists' Community Partners' Voices The community partners recognized in the Engagement Scholarship/W. K. Kellogg Foundation Awards will offer some insight into their projects and their experience from the community point of view. Community representatives from projects submitted for review from University of Texas-El Paso, Pennsylvania State University, The Ohio State University, and University of Idaho will be featured. Presenters: Blanca Lomeli, <i>Project Concern International</i> Pam Kraft, <i>Canton City Schools</i> Deirdre Bingamen, <i>Cascade School</i> Paul Maina Kinguru, <i>Center for Children & Youth Empowerment, Kenya</i> Moderator: Priscilla Salant, <i>University of Idaho</i>	McKenzie-Merket 2
12:10 p.m. – 1:20 p.m.	Newcomer Orientation and Luncheon (FIRST TIME ESC ATTENDEES) Moderator: Louis Swanson, <i>Vice President for Engagement, Colorado State University</i>	McKenzie-Merket 4

1:30 p.m. – 2:15 p.m.	<p>Engagement Scholarship/W.K. Kellogg Foundation Engagement and C. Peter Magrath University/Community Engagement Award Finalists Awards Presentation</p> <p>Recognition of the outreach and engagement partnership efforts of four-year public universities the is the goal of the C. Peter Magrath Community Engagement Award and the Engagement Scholarship/W.K. Kellogg Foundation Engagement Award, sponsored by APLU and the Engagement Scholarship Consortium (ESC).</p> <p>Established in 2006 with support from the W.K. Kellogg Foundation, the awards program seeks to identify colleges and universities that have redesigned their learning, discovery, and engagement functions to become even more involved with their communities. The engagement awards program consists of two awards: The Engagement Scholarship/W.K. Kellogg Foundation Engagement Award and the C. Peter Magrath University/Community Engagement Award.</p>	SUB, Allen Theatre
2:30 p.m. – 3:30 p.m.	<p>The Global University Network for Innovation (GUNI): Let's Build Transformative Knowledge to Drive Social Change</p> <p>Attendees at the Global University Network for Innovation (GUNI) 2013 conference in Barcelona brought together participants from 60 countries to discuss issues related to university-community partnerships, sources of knowledge, and transformative change in higher education. In this session we present three personal perspectives on the conference anchored around the broader question: Is Community Engagement Scholarship a critical component of the second transformative change in higher education.</p> <p>Transformative Change in Higher Education: Historical & Global Perspectives Presenter: Hiram E. Fitzgerald, <i>Michigan State University</i></p> <p>Enlarging the Conception of Knowledge Presenter: Samory Pruitt, <i>University of Alabama</i></p> <p>Redefining Political Frameworks to Support Community Engagement Scholarship Presenter: Katy Campbell, <i>University of Alberta</i></p> <p>Moderator: Elizabeth Burman, <i>University of Tennessee, Knoxville</i></p>	McKenzie-Merket 3
2:30 p.m. – 3:00 p.m.	C. Peter Magrath Judges Private Meeting	SUB, Llano Room
2:30 p.m. – 3:30 p.m.	CONCURRENT SESSIONS C	McKenzie-Merket & SUB
C1	<p> Empowered Engagement: A Composition Pedagogy of Intergenerational Interviewing and Narrative</p> <p>Jill Davis, <i>Montana State University</i></p> <p>The Tuesdays with Morrie Interview Project partners first year composition students with senior elders for ten weeks of intergenerational dialogues. Students craft narrative essays addressing pertinent themes found in the dialogues. Participant efficacy attests that intergenerational dialogues are foundational to student understandings of political, historical, and cultural shifts and demonstrate how intergenerational conversations advance real world writing practices.</p>	McKenzie-Merket 1
C1	<p> Art to Life: Preservation of Personhood</p> <p>Emily Broman, <i>The University of Alabama, Honors College</i></p> <p>Art to Life is a service learning initiative which pairs Honors College students with local Alzheimer's patients to engage in art therapy. Through this experience, students create a life story video to preserve memories for their participants, conduct qualitative research, and restore quality of life through their purposeful relationships.</p>	McKenzie-Merket 1
C2	<p> Leveraging Internal Boundary Spanners for the Institutionalization of Engagement at Community Colleges</p> <p>Jennifer Purcell, <i>University of Georgia</i></p> <p>Internal boundary spanners' understanding of the complex needs of the community and the institution inform and guide organizational change related to engagement. This session will review a recent study that identified how boundary spanners' knowledge and experience can be leveraged to increase a college's capacity for engagement.</p>	McKenzie-Merket 2
C2	<p> Next Level Engagement: How Faculty Can Tap Into Our Innovation & Applied Research Resources</p> <p>Kelsey Beckett, <i>Towson University</i> Bobbie Laur, <i>Towson University</i></p> <p>The Towson University Division of Innovation and Applied Research is the intersection between economic development and engaged scholarship on Towson University's campus. The Division offers resources that can take faculty members' engagement research to the next level, such as statistical analysis, technology integration, and project management. Specific examples will be presented.</p>	McKenzie-Merket 2

TUESDAY, OCTOBER 8

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C3	Rooftop Beekeeping: Entomology Service-Learning Marianne Shockley, <i>University of Georgia, Department of Entomology</i> Rooftop beekeeping is becoming common with increased public awareness of honeybees and pollination. Rooftops are untapped resources for gardening and green spaces. The UGA Entomology Service-Learning Class installed three beehives on the roof of the Biological Sciences Building. The hives will be used for multidisciplinary education, outreach and research.	SUB, Canyon
C3	One Bird, One Park, One World: Birds as Boundary Spanners Patricia (Trish) O’Kane, <i>Gaylord Nelson Institute for Environmental Studies, University of Wisconsin-Madison</i> Migratory birds are the ultimate boundary spanners as they move between different worlds with only beauty as a passport. They are also vital ecological indicators. This presentation describes an environmental studies course that pairs undergraduate students with middle school students, in a co-exploring mentoring relationship based on urban ornithology.	SUB, Canyon
C4	The Engaged University: Sustainable & Cooperative K-20 Outreach & Engagement Heather Martinez, <i>Texas Tech University</i> Creating sustainable and cooperative K-20 outreach and engagement is a challenge for many higher education institutions. This workshop will highlight successful programs, activities and practices that have helped to build and strengthen the pipeline from kindergarten through college and have helped develop community and service minded students, faculty and staff.	McKenzie-Merket 4
C4	Everest Education Expedition: A Model for Connecting Schools With University Research Suzi Taylor, <i>Montana State University Extended University</i> When a Montana State University professor and student traveled to Mount Everest to conduct geological research, more than 2,000 schoolchildren followed the expedition via social media, classroom kits and dispatches from Everest. Learn how the expedition helped “write the recipe” for connecting classrooms to field research around the world.	McKenzie-Merket 4
C5	Teaching Teachers and Empowering Learners: The PBS-PE Alice Buchanan, <i>Auburn University</i> Vanessa Hinton, <i>Auburn University</i> We describe an evidence-based, interdisciplinary outreach project in which we present a conceptual model for use in physical education and based on Positive Behavior Support (PBS). The PBS-PE assists K-12 teachers in managing difficult tasks, and empowers learners to become independent.	McKenzie-Merket 5
C6	Expanding Educational Access and Improving Success through a 2-Year/4-Year Curriculum Partnership Andrew Swift, <i>Texas Tech University</i> Roy Bartels, <i>Western Texas College</i> Birgit Green, <i>Texas Tech University</i> In order to increase the academic opportunities available to Hispanic and low-income students in rural West Texas, Texas Tech University (TTU) and Western Texas College (WTC) have partnered to create an educational pathway that allows students to obtain a two-year Associate’s of Science in Wind Energy degree and then transfer their academic credits into TTU’s Bachelor of Science in Wind Energy program. The presenters will provide an overview of the 2-Year/4-Year collaborative project, discuss the details of the partnership, and also share the successes and challenges encountered from each partner’s perspective.	McKenzie-Merket 6
C7	Community-Engagement Grants: Fostering Partnerships & Advancing Scholarship & Human Well-Being Valerie Holton, <i>Virginia Commonwealth University</i> Catherine Howard, <i>Virginia Commonwealth University</i> The allocation of university funds for community engagement activities is seen as a strong indicator that community engagement holds permanence and prominence within the university’s mission. This session will describe a seed-grant program offered through an annual competitive process and its impact on community engaged scholarship and human well-being.	SUB, Senate
C8	Interprofessional Service-Learning: Optimizing Student Learning AND Community Health Outcomes Theresa Beyerle, <i>University of Akron</i> Tracy Riley, <i>University of Akron</i> Judith Juvanicic-Heltzel, <i>University of Akron</i> Chaeli Moyer, <i>University of Akron</i> Innovative service learning projects enhance student engagement and success while contributing to positive university/community activities and partnerships. EdgeConnect initiatives promote interprofessional community based education for students along with holistic care to community residents in vulnerable residential environments. Lessons learned and evidence based faculty, student, and community member outcomes will be discussed.	SUB, Mesa

14TH ANNUAL ENGAGEMENT SCHOLARSHIP CONFERENCE

TUESDAY, OCTOBER 8

C9	<p>Waving our Magic Wands: Harnessing the Power of Design Thinking Lisa Bates, <i>Iowa State University</i> Tim Borich, <i>Iowa State University</i> Susan Erickson, <i>Iowa State University</i> Tom Neppl, <i>Iowa State University</i> Design thinking is a method of problem solving with innovation and creativity. In this workshop you will learn how the design thinking process can be applied to your community engagement work. This methodology provides a transformative process for unifying and inspiring all partners to more innovative outcomes.</p>	SUB, Lubbock
C10	<p>International Connections: Engaged Music Teaching Practices in Africa and America Janice Killian, <i>Texas Tech University</i> John Wayman, <i>Young Harris College</i> Vallie Owens, <i>Killeen– Texas Independent School District</i> Melody Gamblin-Bullock, <i>Brookhaven College</i> Informed by their shared experiences presenting in Kampala, Uganda at the 2013 Pan-African Society for Musical Arts Education, four American music educators will discuss the impact international connections have had on their instruction in university classes, choral performances, and K-6 classrooms. Photos, videos and sound files will be included.</p>	SUB, Playa
3:30 p.m. – 4:00 p.m.	Afternoon Break	SUB & McKenzie-Merket
4:00 p.m. – 5:00 p.m.	CONCURRENT SESSIONS D	McKenzie-Merket & SUB
D1	<p>Community Readiness Model Suggests Low Awareness for Obesity Prevention Efforts Deana Hildebrand, <i>Oklahoma State University</i> The project assessed 1) county residents' readiness for nutrition and active living changes, and 2) status of nutrition and physical activity policies in three priority sectors. The majority of policies and environments were weak to moderate and may explain the low readiness levels for change.</p>	SUB, Canyon
D1	<p>Environmental Scanning for Spanning Boundaries: Implications for Effective Engagement with Communities Koralalage Jayaratne, <i>North Carolina State University</i> The purpose of this presentation is to share lessons learned in developing an Environmental Scanning (ES) system for Cooperative Extension. What do we mean by ES? What is the significance of ES in spanning boundaries? How to develop an effective ES system? This workshop will find answers to above questions.</p>	SUB, Canyon
D2	<p>Information and Communication Technologies for Community Development: Engaged Scholarship Approaches Ivette Bayo, <i>University of Washington, The Information School</i> Martin Wolske, <i>University of Illinois at Urbana Champaign</i> Ricardo Gomez, <i>University of Washington, The Information School</i> Karen Barton, <i>University of Illinois at Urbana Champaign</i> Joel Spencer, <i>The Urbana Free Library</i> Information and Communication Technologies (ICT) can be tools for community development. How do top-notch research universities make ICT relevant for community development in ways that respect, include, and benefit the communities they are embedded in? Researchers (and community members) working with UW and UIUC will discuss some of their work with ICT in local communities in Seattle, WA and Champaign-Urbana, IL.</p>	McKenzie-Merket 2
D2	<p>Innovative University-Community Partnerships Using the Arts Lee Ann Woolery, <i>University of Missouri</i> Mary Simon Leuci, <i>University of Missouri</i> Learn key practices in developing an innovative community arts pilot program that engages campus faculty, students and rural communities in Missouri working collaboratively to build community and create economic opportunity through the arts.</p>	McKenzie-Merket 2
D3	<p>Advocacy for Transit-Oriented Design and Development: A Collaborative Community Outreach Thomas K. Davis, <i>University of Tennessee, College of Architecture & Design</i> During Spring 2013, a University of Tennessee graduate urban design studio was engaged by the Greater Nashville Metropolitan Planning Organization to explore the potential of a "transit village" to be located on the proposed Southeast Corridor Bus Rapid Transit Line. As a metropolitan area anticipating regional population growth of an additional one million persons in the next 25 years, Nashville is rapidly laying the groundwork for a major expansion of its currently inadequate mass transit system. The project has been pursued in partnership with the Nashville Civic Design Center, a satellite base for community outreach and advocacy by the student urban design teams.</p>	McKenzie-Merket 3

14TH ANNUAL ENGAGEMENT SCHOLARSHIP CONFERENCE

TUESDAY, OCTOBER 8

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| D3 | <p>8 Integrating Engagement Scholarship into the Advanced Architectural Design Studio
 Benjamin Shacklette, <i>Texas Tech University</i>
 This workshop begins with a presentation on the development of an engaged teaching pedagogy combining discipline specific curricula with related community service projects that address the needs of regional communities. Several case studies are critically examined that show successful and unsuccessful outcomes. This workshop concludes with questions, comments, and discussion.</p> | McKenzie-Merket 3 |
| D4 | <p>8 Promise Neighborhood: Engaged Scholarship for College & Career Preparedness
 Dale Scott Ridley, <i>Texas Tech University</i>
 The federal Promise Neighborhood initiative facilitates active participation of neighborhood members in identifying and addressing challenges within the context of community capacity building, collaboration and documentation of best practices. Participatory research led to coordination of services designed to foster health, wellness, readiness to learn and college and career preparedness.</p> | McKenzie-Merket 4 |
| D4 | <p>8 The Raleigh Promise - A Community Collaborative
 James Zuiches, <i>North Carolina State University</i>
 The Raleigh Promise is a community-wide collaborative effort to double the number of Raleigh low-income youth, often with multiple disadvantages, who achieve a postsecondary credential and living-wage employment by 2025. We have invested in high school Future Scholars, College Fellows and a Raleigh College Center to create long-term success.</p> | McKenzie-Merket 4 |
| D5 | <p>8 A Lubbock ISD & TTU AVID K-20 College Readiness Model
 Fernando Valle, <i>Texas Tech University</i>
 Beverly Finch, <i>Lubbock ISD</i>
 Marissa Gutierrez, <i>Texas Tech University</i>
 This workshop engages participants in the K-20 Lubbock ISD and Texas Tech University AVID College Readiness Model. A panel of LISD and TTU faculty, students and teachers will share their work and discuss the partnership efforts to engage parents and students along the K-20 pipeline to engage in College Readiness.</p> | McKenzie-Merket 5 |
| D6 | <p>8 From K-12 Engineering Outreach to Community Engagement - A Roadmap
 Tanja Karp, <i>Texas Tech University</i>
 Richard Gale, <i>Texas Tech University</i>
 Greg Burnham, <i>Estacado High School</i>
 Toby Klameth, <i>J.T. Hutchinson Middle School</i>
 The Electrical and Computer Engineering Department at Texas Tech University has a long standing record of offering robotics competitions as part of its engineering outreach commitment. However, listening to requests from engineering students, school teachers, and parents and assisting them in the realization of their ideas has significantly broadened the number of activities offered as well as their scope.</p> | McKenzie-Merket 6 |
| D7 | <p>8 Utilizing an Holistic Approach to Supporting Students: Addressing Student Hunger on Campus
 Tracy Hall, <i>University of Michigan-Dearborn</i>
 Amy Karaban, <i>University of Michigan- Dearborn</i>
 This presentation will discuss the creation of a student food pantry at the University of Michigan-Dearborn in partnership with Gleaners Community Food Bank. Scholarship on the impact of student hunger, the practical aspects of implementation, and best practices on maintenance of client dignity will be explored in a group setting.</p> | SUB, Senate |
| D8 | <p>8 Preventing Teen Pregnancy: An Example of a Community-University Partnership
 Ronald Cox, Jr., <i>Oklahoma State University</i>
 Karina Shreffler, <i>Oklahoma State University</i>
 Kami Schwerdtfeger, <i>Oklahoma State University</i>
 Michael Merten, <i>Oklahoma State University</i>
 Efforts to introduce sex education into schools are often challenged by advocacy groups that oppose any program that goes beyond abstinence. This presentation outlines the development of a university-community partnership that resulted in a research study to inform an ongoing community-wide prevention effort to reduce the incidence of teen pregnancy.</p> | SUB, Mesa |

D9	<p> A Community Initiated Academic Partnership in El Paso: A national model for Architecture Andrew Vernooy, <i>Texas Tech University</i> Valerie Paton, <i>Texas Tech University</i> Robert Gonzalez, <i>Texas Tech University at El Paso</i> Morris Brown, <i>Texas Tech University at El Paso</i> Community architects advocated for a 2+2 degree pathway located in El Paso, Texas. The city offers a unique learning laboratory, with historical buildings designed by the nation's leading architects. Community and academic partners have created a model pathway to attract more Hispanic and border students into the field of architecture.</p>	SUB, Lubbock
D10	<p> Smart, Bold, Just and Delicious: A University/Haiti Fair-Trade Coffee Collaboration Anthony Vinciguerra, <i>St. Thomas University</i> Marcela Moyano-Rosero, <i>St. Thomas University</i> Justin Peart, <i>St. Thomas University</i> Darrell Arnold, <i>St. Thomas University</i> Judith Bachay, <i>St. Thomas University</i> How can universities leverage their limited resources to optimize student learning as well as maximize long-term impact in global partnerships? The St. Thomas University/Port-de-Paix, Haiti, Café Cocano Fair-Trade Coffee Partnership provides one model of how an interdisciplinary, project-focused model can enhance student learning, empower communities, and support long-term development.</p>	SUB, Playa
4:00 p.m. – 5:30 p.m.	<p>International Adult and Continuing Education Hall of Fame Symposium</p> <p><i>Engaged Scholarship: Lessons Learned from Adult Education Anyplace, Anytime, Any Need</i></p> <p>This session will feature an interactive panel lead by the International Adult and Continuing Education Hall of Fame. The featured speakers will share their knowledge of and experience with engaged scholarship in a variety of settings:</p> <ol style="list-style-type: none"> 1) state and local– including community outreach and extension including rural and urban; 2) regional and national– including experiences with learners in a variety of states and planning programs across disciplines and geography; 3) international– including experiences in more than 50 countries. <p>Panelists will include their experience with leadership, administration, teaching, training, consulting, financing, marketing and use of technologies through time fostering quality and scale in adult education programs.</p> <p>Presenters: Carroll Londoner, <i>Chair, International Adult and Continuing Education Hall of Fame</i> Hiram Fitzgerald, <i>Associate Provost for Outreach & Engagement, Michigan State University</i> Bobby Moser, <i>Past Vice-President for Agricultural Administration and Dean of Agriculture, The Ohio State University</i> Janet Poley, <i>Past President, CEO, The American Distance Education Consortium</i></p> <p>Moderator and Organizer: Carroll Londoner (assisted by Janet Poley)</p>	McKenzie-Merket 1
6:30 p.m. – 9:00 p.m.	<p>ESC 2013 OFFICIAL OPENING RECEPTION: A FEAST FOR THE SENSES</p>	Louise Hopkins Underwood Center for the Arts (LHUCA)

TUESDAY, OCTOBER 8

WEDNESDAY, OCTOBER 9

7:00 a.m. – 4:00 p.m.	Conference Registration	SUB, Allen Theatre Foyer
7:00 a.m. – 8:00 a.m.	Continental Breakfast	SUB, Red Raider Ballroom
7:00 a.m. – 8:00 a.m.	International Adult & Continuing Education Hall of Fame Board of Directors Breakfast with Emerging Engagement Scholars	McKenzie-Merket 2
8:00 a.m. – 9:15 a.m.	<p>PLENARY SESSION</p>  <p>Judith A. Ramaley – President Emerita, Winona State and Portland State and Distinguished Professor of Public Service, Portland State</p> <p>Trans-Discipline Work: Boundary Spanning Across Disciplines in Higher Education</p> <p>Higher education institutions have been criticized by many for working in silos. Now, 22 years after the book “Scholarship Reconsidered”– which proposed a more blended view of both the disciplines and individual scholarly work– Ernest Boyer’s ideas are coming true! Trans-disciplinary, interdisciplinary, and partner-driven models of research are becoming more common in the work of universities, funding agencies and organizations.</p>	SUB, Allen Theatre
9:30 a.m. – 4:00 p.m.	NEW! ESC’13 Film Festival	SUB, Escondido Theatre
9:30 a.m. – 3:30 p.m.	Poster Display Room Open	SUB, Matador Room
9:30 a.m. – 10:30 a.m.	CONCURRENT SESSIONS E	McKenzie-Merket & SUB
E1	<p> Rebuilding Vernonia: Tracking Community Vitality and Change in Rural Oregon</p> <p>Amy Grotta, <i>Oregon State University Extension Service</i></p> <p>A small town in the middle of the woods floods, destroying the schools. The town rallies to reinvent itself, using the newly rebuilt schools as a catalyst for change. And then what? The Vital Vernonia Indicator Project attempts to find out, engaging K-12 through graduate students in the process.</p>	McKenzie-Merket 1
E2	<p> Community Partners’ Perceptions of the Challenges to Service-Learning in Egypt</p> <p>Neivin Shalabi, <i>Delta University for Science and Technology, Egypt</i></p> <p>This presentation reports the findings of a qualitative study that employed Enos and Morton’s (2003) framework to explore service-learning partnerships at a private university in Egypt. Community partners pinpointed four major barriers pertaining to local culture, differences between the university and the community, students, and limited capacity of community-based organizations.</p>	McKenzie-Merket 2
E2	<p> Service-Learning as Nonprofit Capacity Builder: Relationships, Reputation, Revenue</p> <p>Theresa Beyerle, <i>University of Akron</i></p> <p>Innovative service-learning is far more than traditional tutoring or one shot service projects. An urban community works together as university students solve problems and build capacity for local nonprofits. What began as a simple funding rejection has become a successful model involving local funders, nonprofit organizations and a service-learning program.</p>	McKenzie-Merket 2
E3	<p> Engaging People & Place in Research & Environmental Literacy</p> <p>Tom Arsuffi, <i>Texas Tech University Center at Junction</i> Donna Hamilton, <i>Texas Tech University at Waco</i> Emily Seldomridge, <i>Texas Tech University Center at Junction</i> Nikki Dictson, <i>Texas A&M Institute of Renewable Natural Resources, Texas Water Resources Institute</i></p> <p>A “sense of place” in nature is fundamental to learning, understanding and an informed citizenry. Here, we describe the role of “field stations” as “place” platforms for increasing natural resource literacy, establishing rural-urban connections, innovative outreach and providing pathways to environmental careers through partnerships, outreach, workshops and minority undergraduate research.</p>	McKenzie-Merket 3
E4	<p> The Next Generation of Savers: Integrating Savings Accounts in Schools</p> <p>Laura Rosen, <i>Center for Public Policy Priorities</i> Nicole Truog, <i>University of Wisconsin-Madison</i></p> <p>Increasingly, policymakers are viewing Children’s Savings Accounts as a means to improve financial literacy among youth and integrate the un- and under-banked into the mainstream financial services sector. This presentation reports findings of a study that took place in both Amarillo, Texas and Eau Claire, Wisconsin, which examined the effects of school-based financial education combined with access to an in-school banking program. The discussion will highlight strategies for implementing children’s savings programs to have optimal impact and explore partnerships needed for successful implementation.</p>	McKenzie-Merket 4

14TH ANNUAL ENGAGEMENT SCHOLARSHIP CONFERENCE

WEDNESDAY, OCTOBER 9

E4	<p>E Building Student Capacity Through Community Engagement Marlene Rebori, <i>University of Nevada - Reno</i> Margaret Ferrara, <i>University of Nevada - Reno</i> Research results will be presented from a three-year longitudinal study assessing the integration of community engagement into an education course. The five core themes center on student capacity building and include: 1) professional skills, 2) civic engagement, 3) college experience, 4) academic skills, and 5) personal growth and development.</p>	McKenzie-Merket 4
E5	<p>E Preventing Graduate Student Heroic Suicide in Community Based Research: A Tale of Two Committees Nancy Franz, <i>Iowa State University</i> Graduate students are increasingly interested in public scholarship. However, they struggle to find faculty to serve as graduate committee members who fully understand engaged research and related scholarship. This workshop explores using a research stakeholder advisory committee as a successful tool for graduate students with non-heroic community-based scholarship aspirations.</p>	McKenzie-Merket 5
E6	<p>E STEM Programming to Underrepresented Audiences Pamela Gilchrist, <i>North Carolina State University, The Science House</i> Jamila Simpson, <i>North Carolina State University</i> Crystal Adams, <i>University of North Carolina at Chapel Hill</i> Todd Boyette, <i>University of North Carolina at Chapel Hill</i> University STEM professionals and informal science professionals use a participatory approach to connect undergraduate students and in-service educators with K-12 students and parents within underrepresented communities. The partnership promotes the relevancy of STEM to underrepresented communities by shaping students' career and academic interests through learning experiences and parental resources.</p>	McKenzie-Merket 6
E8	<p>IP Interprofessional Education, Collaboration, and Engagement: The Akron Experience Tracy Riley, <i>The University of Akron</i> Michelle Boltz, <i>The University of Akron</i> Martha Conrad, <i>Austen BioInnovation Institute in Akron</i> Patrick Gallegos, <i>Northeast Ohio Medical University</i> Marlene Huff, <i>University of Akron</i> Michael Holder, <i>Austen BioInnovation Institute in Akron</i> The demand for high quality healthcare invites novel approaches in educating future professionals. Changes in HOW and WHERE healthcare students are being educated are occurring as discipline-specific programs are exploring inter-professional activities. Guided by national agendas Akron-area institutions are collaborating to impact change within and across systems and disciplines.</p>	SUB, Mesa
E9	<p>C Dancing at the Crossroads: Participatory Art, Rebuilding Community Christopher Smith, <i>Texas Tech University</i> Bill Gelber, <i>Texas Tech University</i> Genevieve Durham, <i>Texas Tech University</i> Abi Rhoades, <i>Texas Tech University</i> Engage participatory arts through the "Crossroads Project" at TTU: including creative works, performances, presentations, publications, and journal; theme is the creative collisions central to North American music and culture. History, sources, evidence-based practices, teaching techniques, linking creative activity and research scholarship. Workshop employs demonstration, participation, interactive sources, and analytical methodologies.</p>	SUB, Lubbock
E10	<p>C Lessons Learned: Collaborative Community Development in Missouri and South Africa Mary Leuci, <i>University of Missouri-Columbia</i> Letitia Johnson, <i>University of Missouri Extension</i> Priscilla Daniels, <i>University of the Western Cape</i> Marion Keim Lees, <i>University of the Western Cape</i> Learn how the University of Missouri and the University of the Western Cape are collaborating with each other and local communities to foster community leadership and empowerment in through mutual learning exchanges, webinars, jointly developed community capacity building, and applied research.</p>	SUB, Playa
10:30 a.m. – 11:00 a.m.	Morning Break	SUB, Red Raider Ballroom McKenzie-Merket

14TH ANNUAL ENGAGEMENT SCHOLARSHIP CONFERENCE

WEDNESDAY, OCTOBER 9

11:00 a.m. – 12:00 p.m.		CONCURRENT SESSIONS F	McKenzie-Merket & SUB
F1	C	Student Philanthropy in Social Work and Hispanic Film: Two Case Studies of Northern Kentucky University's Mayerson Project Jessica Taylor, <i>Northern Kentucky University</i> Kajsa Larson, <i>Northern Kentucky University</i> Imagine you start the semester by telling students that they have \$2,000 to award to a local nonprofit. How would this work in the classroom? This symposium describes two faculty experiences with NKU's Mayerson Student Philanthropy Project in the areas of Spanish and social work.	McKenzie-Merket 1
F1	C	A True Youth-Focused Community-University Collaboration Carl Kallgren, <i>Penn State Erie, The Behrend College</i> We have developed a university-community dynamic model that entails providing research services and capacity building outreach support. It has been highly successful for the past seven years in our first site of intense interest. We hypothesize that this model will generalize to other communities and social issues.	McKenzie-Merket 1
F2	PH	An Overview of Community Policing in South Africa: Setting the Benchmarks for Community Engagement & Service Delivery Sello Tsoabisi, <i>University of South Africa</i> This session is intended to critically examine the relationship between public service delivery and the policy framework governing community policing forums within the South African Police Service (SAPS). Furthermore, the session will provide strategies to strengthen the current policy framework governing community policing within the South African Police Service. The intended strategy will provide a model for community engagement in order to improve and present the SAPS reputation as transparent, accountable and a willing-to-listen agency.	McKenzie-Merket 2
F2	C	Vaal University, South Africa: New Directions in Regional Engaged Scholarship Bernadette Johnson, <i>Vaal University of Technology</i> David Cooper, <i>University of Cape Town – South Africa</i> Vaal University of Technology, South Africa, is seeking engaged scholarship regionally, with both its surrounding wealthy industries and impoverished black township communities. The paper focuses on two case studies: industrial water development alongside its Vaal River, and a township health development, examining challenges of active scholarly engagement with civil society.	McKenzie-Merket 2
F3	S	Evolution of an Internship Program: Adaptation Through Increased Diversity Engagement Kristin Mooney, <i>National Center for Atmospheric Research</i> Stephanie Barr, <i>National Center for Atmospheric Research</i> This session highlights the Summer Internships in Parallel Computational Science program at the National Center for Atmospheric Research. We will describe and assess the effectiveness of increased diversity engagement strategies, collaborations, and metrics from the unique perspective of community partner, university consortium, and research and development center.	McKenzie-Merket 3
F3	S	Texas Natural Resource/Environmental Literacy Plan: Strategies for Implementation & Engagement Tom Arsuffi, <i>Texas Tech University Center at Junction</i> Jenny Strovas, <i>Texas Tech University</i> Kiki Corry, <i>Texas Parks and Wildlife Department</i> Koy Coffer, <i>Texas Wildlife Association</i> The symposium unveils: 1) need, goals, objectives and implementation strategies for the new Natural Resource and Environmental Literacy Plan for Texas, 2) analysis of environmental education programs across Texas agencies, universities, schools and informal science centers in improving, natural resource education, science and teacher training, and 3) assessment and funding.	McKenzie-Merket 3
F4	E	Telling Tales as a Form of Mutual Learning & Empowerment Deborah Romero, <i>University of Northern Colorado</i> Come learn how about our Telling Tales project exemplifying reciprocal learning and empowerment in a university-community partnership. Undergraduates partnered with local teachers in a literacy project for immigrants and refugees. The stories and artwork were published and then shared in a book tour at the university and local school board.	McKenzie-Merket 4
F4	E	The Parent Leadership Academy: A Powerful Community-Based Model for Parent Involvement Heather Pleasants, <i>The University of Alabama, Center for Community-Based Partnerships</i> Drawing on the successful Parent Leadership Academy (PLA) model, in this presentation we will explore specific strategies for increasing parent involvement and helping more parents take the next step in developing as leaders in K-5 schools, and we will discuss the qualitative and quantitative data that supports the PLA.	McKenzie-Merket 4

F5	 The Arizona State University Mentoring Program José Náñez, <i>Arizona State University</i> Frank Gracia, <i>Arizona State University</i> Shomari Jackson, <i>Arizona State University</i> At Arizona State University there is an attempt to develop a sustainable, large-scale mentoring and educational enrichment program. Our up-to-date data regarding the AMP model will be presented and discussed.	SUB, Traditions
F6	 Spanning Identity Boundaries: Shaping Your Identity as an Engaged Scholar Fay Fletcher, <i>University of Alberta</i> Thomas Barker, <i>University of Alberta</i> Lois Gander, <i>University of Alberta</i> Heather McRae, <i>University of Alberta</i> University of Alberta's strategic planning mandates university-wide community engaged scholarship. This mandate challenges members of the Faculty of Extension, already historically committed to community engagement, to re-construct individual research strategies in new ways. This panel explores, and shares, how individual faculty members re-construct professional profiles for life as engaged scholars.	McKenzie-Merket 6
F7	 Ask an Expert: A Powerful Online Engagement Tool Jeffry Hino, <i>Oregon State University, Extension Service</i> Jerold Thomas, <i>The Ohio State University</i> Can meaningful community engagement happen online? We think it can. Our online Ask an Expert (AaE) system helps the Extension Service answer questions from the public in an efficient, responsive and contemporary way, creating "engage-able moments" between Extension experts and clients, and providing a real-time view of the evolving needs across the nation.	SUB, Senate
F8	 Enhancing Community Engagement through Needs Assessment Sam Angima, <i>Oregon State University</i> Lena Etuk, <i>Oregon State University</i> Engagement works when we collaborate with communities and partners for the mutual beneficial exchange of knowledge and resources in a context of reciprocity. Needs assessment engages communities as equal partners in determining measurable gaps between "what is" and "what should be" conditions providing tools that meet the reciprocity requirements of engagement.	SUB, Mesa
F9	 Ethic of Place & Rural Community Engagement Beth Velde, <i>East Carolina University</i> Paige Schneider, <i>East Carolina University</i> Kate Lamere, <i>East Carolina University</i> Alex White, <i>East Carolina University</i> Rebecca Dumlao, <i>East Carolina University</i> Dennis McCunney, <i>East Carolina University</i> According to Charles Wilkinson, "our species thrives on the subtle, intangible, but soul-deep mix of landscape, smells, sounds, history, neighbors and friends that constitute a place. An ethic of place respects equally the people of a region and the land, animals, vegetation, water and air." In rural areas community engagement requires university faculty and students who recognize the importance of place in our communities and who appreciate the interplay between place, community members and community issues. This workshop will focus on ways to use the concept of "sense of place" to collaborate with rural communities. We will provide multimedia case examples of how one university accomplishes rural partnerships using "sense of place".	SUB, Lubbock
F10	 Caring for a Shared Place: Academic Community Engagement for Watershed Restoration Gail Heffner, <i>Calvin College</i> David Warners, <i>Calvin College</i> Calvin College faculty have launched a watershed restoration initiative engaging community organizations, residents, schools, churches, businesses and neighborhood associations in restoring health to the Plaster Creek watershed, a degraded urban watershed. This workshop describes lessons learned by focusing our work on research public education and outreach, and on-the-ground watershed restoration.	SUB, Playa

F11	<p> Incorporating Service-Learning and Community Engagement into Graduate STEM Disciplines Paul Matthews, <i>University of Georgia, Office of Service-Learning</i> Anna Karls, <i>University of Georgia</i> Science, technology, engineering and math (STEM) graduate students have growing interest, but often few opportunities, for learning how to integrate community engagement, outreach, and service-learning into their disciplinary work. This presentation profiles efforts at one land-grant institution and nationally to support professional development of STEM graduate students interested in community engagement.</p>	SUB, Canyon
F12	<p> Engaging Philanthropy: Promoting Global Social Justice for Women and Girls Aretha Marbley, <i>Texas Tech University</i> Charlotte Dunham, <i>Texas Tech University</i> Patricia Earl, <i>Texas Tech University</i> Kathleen Phelan, <i>Texas Tech University</i> Participants will create a common framework and agenda to discuss opportunities to increase the efficacy of the social justice philanthropy, decide on approaches that collectively engage educators, universities, communities, corporations, and clergy; and generate potential collective strategies and actions that increase investments and leverage philanthropy for women and women-led solutions.</p>	McKenzie-Merket 5
12:10 p.m. – 1:20 p.m.	Box Lunch	SUB & McKenzie-Merket
	Option A: Informal Networking w/ Colleagues	SUB, Ballroom
	Option B: Special Interest Lunch Panels w/ Invited Speakers:	McKenzie-Merket 2
	<p>Engagement as Disruptive Innovation According to Clayton Christensen, Harvard Business School, disruptive innovation changes the path of improvement in organizations by providing new value to customers through affordability, accessibility, capacity, responsiveness, simplicity, or customization of a process or product. Is university-community engagement a disruptive innovation that changes higher education and communities? This panel will explore engagement as a disruptive innovation that can change campus culture, the promotion and tenure process, teaching, research, and university operations/administration. Join us in exploring the concept of engagement as a form of disruptive innovation to enhance the effectiveness of universities and the benefits for the communities they engage with.</p> <p>Presenters: Nancy Franz, <i>Iowa State University</i> Dave King, <i>Oregon State University</i> Beth Velde, <i>East Carolina University</i></p>	McKenzie-Merket 1
	<p>2015 Carnegie Re-Classification A special opportunity for universities that are up for Carnegie Community Engagement classification in 2015.</p> <p>Presenter: Lorilee Sandmann, <i>Professor, Adult Education, Learning and Organizational Development, University of Georgia</i></p> <p>Moderator: Katherine Gage, <i>Oklahoma State University</i></p>	McKenzie-Merket 2
	<p>Community Engagement Journal Editors Panel Join this panel of journal editors for the inside scoop on what it takes to get published in the world of community engagement.</p> <p>Presenters: Shannon Wilder, <i>Associate Editor, Journal of Higher Education Outreach and Engagement</i> Cassandra E. Simon, <i>Journal of Community Engagement and Scholarship</i> Cristina Kirklighter, <i>Reflections: A Journal of Public Rhetoric, Civic Writing, and Service Learning</i></p> <p>Moderator: Burton Bargerstock, <i>Michigan State University</i></p>	McKenzie-Merket 3
1:30 p.m. – 3:30 p.m.	POSTER SESSION & DESSERT RECEPTION	Matador Room & Matador Faculty Lounge

14TH ANNUAL ENGAGEMENT SCHOLARSHIP CONFERENCE




1:30 p.m. – 2:30 p.m.	CONCURRENT SESSIONS G	McKenzie-Merket & SUB
G1	<p>C The HUB 5 to 9 Photography Project Brian Kmec, <i>Montana State University, Billings</i> The HUB, a drop-in center for homeless in Billings, MT, is the site and subject of The 5 to 9 Photography Project. The HUB opens its doors at 9:00am and closes them at 5pm everyday sending hundreds of homeless individuals out into the streets for the night. The obvious questions are: where do they go and what do they do? This student-led photography project answered these questions and proposed some solutions.</p>	McKenzie-Merket 1
G1	<p>C Cameras, Community and Job-Training: A Tale of Short-Term Engagement George Daniels, <i>The University of Alabama</i> What happens when you do all the right things and a community partnership is short-lived? Job trainers in Hale County, Alabama initiated a partnership with the University of Alabama using photography. See the photos and video that resulted and debrief with the only remaining partner in the project.</p>	McKenzie-Merket 1
G2	<p>S Global Youth Engagement: A Transnational Collaborative Documentary Project Sasikumar Balasundaram, <i>University of Kentucky</i> Josh May, <i>Appalachian Media Institute</i> This presentation focuses on a transnational documentary project that connects young people of Appalachia, Up-country -Sri Lanka and Afghanistan-Pakistan border. The purpose of this project is to empower, sponsor cross-cultural exchanges, and promote leadership among rural youth to be equal partners at the global stage.</p>	McKenzie-Merket 2
G2	<p>S International Collaboration for Engaging Rural Community Development in Phrao, Northern Thailand Chase A. Mitchell, <i>Texas Tech University</i> This research is adapted from my Masters thesis research, and is presented here as a brief documentary film. The film illustrates the communication challenges, strategies, and tactics of Warm Heart Worldwide, Inc., a rural development organization in Phrao district, northern Thailand, and how they find success by international collaboration and engagement with private industry and higher education institutions.</p>	McKenzie-Merket 2
G3	<p>E Service Learning + Social Activism in Graphic Design Carla Tedeschi, <i>Texas Tech University</i> The field of design has keen roots in social activism. Social activism can be defined as a cause that translates beyond mere offering of one's services. Activism is not simply avid volunteerism, but the process of taking private problems or injustices and translating them into larger social issues. In the context of a service learning course design students actively question the role and responsibilities of the designer in today's society and allows students to see the practical effect their chosen field can have on the community while also allowing them to give something back.</p>	McKenzie-Merket 3
G3	<p>E Faculty Dispositions Toward Community Engagement in the Arts Sara Dorow, <i>University of Alberta</i> Nicole Smith Acuña, <i>University of Alberta</i> The commitment to "community engagement" in higher education must come to terms with the realities of academic structures and cultures within the institution. One way forward is to better understand the range of ways in which academic staff understand their professional roles. Our analysis of open-ended survey questions and depth interviews among liberal arts academics in a large public research university reveals a typology of dispositions toward community engagement. We find that these dispositions are shaped by disciplinary area, gender, rank, and years of experience. But of equal importance are their differing conceptions of the relationships between the individual academic, the institution, and the community.</p>	McKenzie-Merket 3
G4	<p>E Boundary-Spanning & Border-Crossing: Connecting Religion & Technology in Service-Learning Michael Hogue, <i>Meadville Lombard Theological School</i> Martin Wolske, <i>University of Illinois at Urbana Champaign</i> Darrick Jackson, <i>Meadville Lombard Theological School</i> Sharon Welch, <i>Meadville Lombard Theological School</i> Religion and technology share the paradox of being two of history's most connective and divisive forces. This presentation shares what theological educators and communityinformatics researchers are learning as they collaborate to design a more socially and digitally inclusive service-learning model of progressive religious formation.</p>	McKenzie-Merket 4

WEDNESDAY, OCTOBER 9

14TH ANNUAL ENGAGEMENT SCHOLARSHIP CONFERENCE




WEDNESDAY, OCTOBER 9

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|-----|--|-------------------|
| G4 | <p>E Bridging Divides: Authentic Service Learning Employing Videoconferencing
 Keith Dye, <i>Texas Tech University</i>
 Digital technologies provide exciting student opportunities. This session will explore videoconferencing as a tool to deliver instruction from college students to students attending schools in high needs settings. The logistic “how-tos” will be detailed, but more importantly, evidence of students’ self-reflective analysis of will be shared and explored.</p> | McKenzie-Merket 4 |
| G5 | <p>E Implementing the AchieveTexas College & Career Initiative
 Karen Alexander, <i>Texas Tech University</i>
 Cynthia Miller, <i>Texas Tech University</i>
 Due to global competition, Texas graduates are not just vying for jobs with those from across town or other states, they are also competing for jobs with well-educated workers from other countries. This session will introduce participants to the AchieveTexas College & Career Initiative from the Texas Education Agency, which is an effort to redesign education so that students are better prepared for opportunities in today’s and tomorrow’s world. This initiative calls for parents to be actively involved in their children’s education and career goals. It is a way to refocus schools on how students really learn—actively engaged in activities and projects using critical thinking and problem-solving skills. Participants will receive an Implementation Guide that covers the benefits of the initiative, as well as describes the eight fundamental steps for building a college and career ready program.</p> | McKenzie-Merket 5 |
| G6 | <p>E Impact of Carnegie’s Community Engagement Classification: A Synthetic Control Approach
 Andrew Pearl, <i>University of Georgia</i>
 James Byars, <i>University of Georgia</i>
 Jonathan Turk, <i>University of Georgia</i>
 This study utilizes synthetic control methods to examine the first wave of institutions that received the Carnegie Foundation’s elective Community Engagement classification. The synthetic control method is a generalization of the difference-in-difference estimation technique. The authors provide empirical estimates of the impact of the Carnegie Foundation’s initial Community Engagement classification.</p> | McKenzie-Merket 6 |
| G7 | <p>E Graduate Students as Engaged Scholars: Lessons Learned from Two Universities
 Paul Matthews, <i>University of Georgia</i>
 Diane Doberneck, <i>Michigan State University</i>
 Anna Karls, <i>University of Georgia</i>
 Nicole Springer, <i>Michigan State University</i>
 How can graduate students in diverse disciplinary fields develop and document their skills in community-engaged research, teaching and practice? This session describes the process, status and outcomes of course-based, portfolio, and certificate initiatives at two land-grant institutions, with a focus on recommendations and lessons learned across different institutional contexts.</p> | SUB, Traditions |
| G8 | <p>H Giving At-Risk Populations a Voice: Drama in the Community
 Norman Bert, <i>Texas Tech University</i>
 Mark Charney, <i>Texas Tech University</i>
 Jared Strange, <i>Texas Tech University</i>
 A graduate student and two faculty members from TTU’s Department of Theatre & Dance will describe three service-learning courses in which TTU students worked with at-risk populations to create and present plays based on their stories. The brief introductions will be followed by performances of excerpts from the resultant plays.</p> | SUB, Mesa |
| G9 | <p>C College Readiness for Rural Youth
 Jeff Dick, <i>The Ohio State University Extension</i>
 Jason Hedrick, <i>The Ohio State University</i>
 Mark Light, <i>The Ohio State University Extension</i>
 Rural youth are often less prepared and less successful in college than their urban counterparts. Adults in rural communities possess a BA degree at approximately half the rate of those living elsewhere. This workshop will explore how we addressed this problem and provide tools to replicate our educational project.</p> | SUB, Lubbock |
| G10 | <p>C 1:1 Fund Collegiate Campaign to Promote College Savings
 Albert Nylander, <i>McLean Institute for Public Service & Community Engagement</i>
 Paulette Meikle, <i>Delta State University</i>
 Laura Martin, <i>McLean Institute for Public Service & Community Engagement</i>
 Ryan Parsons, <i>University of Mississippi, AmeriCorps VISTA McLean Institute</i>
 Ernestine Bilbrew, <i>Mississippi College, Savings Account Program</i>
 The 1:1 Fund Collegiate Campaign engages college students in fundraising and promotes college-going aspirations among low-income students. Low-income students and their parents participate in financial literacy classes and receive matching funds for every dollar saved towards college. This workshop discusses creating a program that integrates wealth creation and student advocacy.</p> | SUB, Playa |

2:35 p.m. – 3:35 p.m.	CONCURRENT SESSIONS H	McKenzie-Merket & SUB
H1	<p> The Value Chain of Colorado Agriculture: A Community, University, and State Partnership Kathay Rennels, <i>Colorado State University</i> Tom Lipetzky, <i>Colorado Department of Agriculture</i> In 2012, the Colorado Governor's Economic Blueprint Process identified agriculture as one of 14 "key industry networks" in Colorado's economy. This presentation will focus on the economic partnership process, the development of the Value Chain study, mutual partner benefits, and strategies for change resulting from this process.</p>	McKenzie-Merket 1
H1	<p> Stories of Change: Training Youth Facilitators to Deliver a Life Skills Program for Children Fay Fletcher, <i>University of Alberta</i> Alicia Hibbert, <i>University of Alberta</i> Fiona Robertson, <i>University of Alberta</i> Our research project aims to develop, deliver, evaluate, and sustain a resiliency-based life skills program for Metis children. Program facilitators are Metis youth from the Metis Settlements in Alberta, Canada; the Metis are a culturally distinct Aboriginal group in Canada. This presentation discusses the evaluation of program facilitator training.</p>	McKenzie-Merket 1
H2	<p> Let's Celebrate Together: 2013 International Arts and Culture Symposium Hyojung Cho, <i>Museum of Texas Tech University</i> The presentation will discuss the 2013 International Arts and Culture Symposium as a meaningful community engagement program for the academic and regional communities to directly experience and participate in the treasured heritage of a culture from a distant part of the world.</p>	McKenzie-Merket 2
H2	<p> Building on Strengths: The Need for Faculty-Librarian Collaboration for Higher Student Success Laura Heinz, <i>Texas Tech University Libraries</i> Teaching faculty and academic librarians can partner, building on each other's strengths, to better prepare students to master subject material and submit higher quality assignments. Perceived barriers to collaboration exist but can be overcome with an understanding of a shared common purpose focusing on the academic success of students.</p>	McKenzie-Merket 2
H3	<p> Assessment of Reflective Practices in Service-learning Nicole Springer, <i>Michigan State University</i> Reflective practice is a key component of quality service-learning opportunities and significant to the process of lifelong learning. This presentation gives a brief introduction to assessment tools for reflection and shows trends in reflective practices for service-learning students at a large, research-intensive, Carnegie Community Engagement classified university.</p>	McKenzie-Merket 3
H3	<p> Training College Students to Better Engage with Community Partners Anna-Margaret Yarbrough, <i>The University of Alabama</i> Ideally, university-community partnerships and service learning partnerships have mutual benefits for both the university and the community organization being served. However, many community based organizations (and K-12 schools) are dissatisfied with the partnership due to untrained college volunteers and lack of commitment from college volunteers. Due to the increase in service-learning and university-community partnerships nationally, colleges and universities must improve how we train our college volunteers to engage with the community. This session includes how we must include community input in implementing an effective and meaningful training for college students and the process behind creating community-minded volunteer trainings.</p>	McKenzie-Merket 3
H4	<p> Science and Engineering Precollege Outreach: STEM Learning Experiences from Middle School to Grad School Lisa Grable, <i>The Science House, NC State University</i> A precollege summer immersion research program is an integral part of education outreach from a university engineering research center. Gains in learning outcomes and awareness of engineering careers result for teachers and high school students, along with agile project management skills for graduate students.</p>	McKenzie-Merket 4

H4	<p> The Power of Mentoring in STEM Education Joanna Skluzacek, <i>University of Wisconsin-Extension</i> The Wisconsin 4-H Tech Wizards Program is part of a national program whose mission is to engage youth from economically depressed areas in STEM while providing a strong small group mentoring environment. Assessment tools show youth develop self-efficacy and STEM skills while the adults improve communication and leadership skills.</p>	McKenzie-Merket 4
H5	<p> We All Are Responsible for Student Success Joseph Kulhanek, <i>University of Texas at San Antonio</i> Rachel Ruiz, <i>University of Texas San Antonio</i> The University of Texas at San Antonio Office of P-20 Initiatives will share successful programming strategies that address the importance of building long-term partnerships that help foster student success. This includes instructional outreach that addresses community first and student success second.</p>	McKenzie-Merket 5
H6	<p> Connecting Instruction, Professional Development and Student Achievement: Partnering for Change Sandra Cooley Nichols, <i>The University of Alabama</i> Adriane Sheffield, <i>University of Alabama</i> Elisabeth Davis, <i>Tuscaloosa City Schools</i> The preliminary findings of a partnership initiative designed to improve outcomes of students with disabilities by supporting and enhancing instruction will be presented. A review of the partnership development process, the procedures used to collect and analyze data, and the development of the implementation plan will be shared.</p>	McKenzie-Merket 6
H7	<p> Assessing Engagement and Outreach: Lessons Learned Valerie Paton, <i>Texas Tech University</i> David Procter, <i>Kansas State University</i> Burton Bargerstock, <i>Michigan State University</i> Measuring engagement and outreach activity is an essential element in telling the story of U.S. higher education's impact on the public good. This session will summarize the key learning that has resulted from three institutions' efforts to assess and communicate engagement and outreach activity.</p>	SUB, Traditions
H8	<p> Integrating Proven Models of Behavior Change into Extension Programs Ronald Cox, Jr., <i>Oklahoma State University</i> Matthew Brosi, <i>Oklahoma State University</i> Radonna Sawatzky, <i>Oklahoma State University, Cooperative Extension Services</i> This presentation outlines the development of a new co-parenting through divorce program based on proven theories of change, the preliminary results of its effectiveness on producing change in negative parenting behaviors, and community engagement. Special attention is given to how community input influenced the development and evaluation of the program.</p>	SUB, Mesa
H9	<p> Engendering Systemic Engagement: The Case of Flint, Michigan Robert Brown, <i>Michigan State University</i> Jessica Barnes-Major, <i>Michigan State University</i> Linking, aligning, and leveraging University-wide research with ongoing action across multiple community grassroots networks creates systemic engagement which is necessary to fully address community issues created by years of disinvestment, deindustrialization, depopulation and urban decay, as well as high rates of crime, unemployment and poverty. This workshop examines a current effort between MSU and the city of Flint.</p>	SUB, Lubbock
H10	<p> Improving Literacy One "Sense" at a Time Nancy Boyd, <i>University of Alabama</i> Stephanie Carpenter, <i>Wayne State University</i> Lance Simpson, <i>University of Alabama</i> Megan Walters, <i>University of Alabama</i> Universally accessible information encourages literacy by supporting participants with different learning styles and challenges, and physical impairments. Through empathy training, leaders will understand differences in learner's needs to improve services. Project ALFA fellows offer a summary of the Extra-Legally-Ably-Challenged (ELAC) population and ways to proactively provide information to all users.</p>	SUB, Playa

14TH ANNUAL ENGAGEMENT SCHOLARSHIP CONFERENCE

			WEDNESDAY, OCTOBER 9
H11	<p>What Is It, Really? Theory and Measurement of Boundary Spanning Lorilee Sandmann, <i>University of Georgia</i> Jenny Jordan, <i>University of Georgia</i> Casey Mull, <i>University of Georgia</i> Victoria David, <i>University of Georgia</i> Kristi Farner, <i>University of Georgia</i> What are the theoretical and conceptual foundations to boundary spanning and how do they inform the study and practice of boundary spanning behaviors? This symposium introduces theoretical and definitional aspects of boundary spanning, critiques current research on this topic, and offers a survey instrument for studying boundary spanning in diverse contexts.</p>	SUB, Canyon	
3:45 p.m. – 5:00 p.m.	<p>CLOSING PLENARY SESSION Boundary-Spanning: Engagement Across Disciplines, Communities and Geography Panelist will share their perspectives on the emergence of engagement “across disciplines, communities & geography.” As we gather together in the closing session, we will have the opportunity to learn from the university and community partners from the U.S., Canada and Brazil.</p> <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;">  Lawrence Schovanec Interim Provost <i>Texas Tech University</i> </div> <div style="margin-right: 10px;">  Crystal Tremblay Research Coordinator for the UNESCO Chair in Community-Based Research & Social Responsibility <i>University of Victoria, Canada</i> </div> <div>  Rogerio Abaurre National Coordinator <i>HSE-TTUISD Partnership in Brazil</i> </div> </div> <p>Moderator: Valerie Paton, <i>Texas Tech University</i> ESC 2013 Poster and Film Awards</p>	SUB, Allen Theatre	
5:30 pm. – 6:15 p.m.	Journal of Community Engagement and Scholarship Meeting and Reception	Overton Hotel, Prefunction Area (1 st Floor)	
6:00 p.m. – 9:00 p.m.	ESC 2013 FAREWELL DINNER AND DANCE BBQ & Bootscootin' under the West Texas Sky	National Ranching Heritage Center	
			THURSDAY, OCTOBER 10
8:00 a.m. – 9:30 a.m.	ESC 2013 Conference Leadership Committee/ Local Planning Committee	Overton Hotel Horizon A	
9:30 a.m. – 11:00 a.m.	ESC 2014 First National Leadership Committee Meeting	Overton Hotel Horizon A	
9:30 a.m. – 11:00 a.m.	OESW Planning Committee Meeting	Overton Hotel Horizon C	

POSTER PRESENTATIONS

Posters displays will be located on the second floor of the Student Union Building and available for viewing throughout the regular conference hours (see schedule for details). In addition, attendees will have the opportunity to visit with poster presenters during an official poster session/dessert reception held in the Matador Room on **Wednesday, October 9, from 1:30 – 3:30 p.m.** Posters are grouped by program topics.

Community Development and Regional Prosperity

A Framework for Empowering High School Youth for Community Improvement

Chelsea Brown, *University of Alabama*

Jessica Barton, *University of Alabama*

Ashton Huggins, *University of Alabama*

Leah Dunkel, *University of Alabama*

Cayce Savage, *University of Alabama*

Victoria Sheesley, *University of Alabama*

This paper describes the theoretical framework, nature, and results of a community service experience in which disadvantaged high school students created a public art installation and community rally to protest the physical neglect of their school and demand that their 60-year-old school be replaced with a modern facility.

A Transformative Partnership— The ECU Talent Enhancement and Capacity Building Program

Kenny Flowers, *East Carolina University*

The Talent Enhancement and Capacity Building (TECB) program is an innovative partnership between East Carolina University and the NC Department of Commerce designed to provide technical assistance, training and financial resources that help local governments in distressed areas build capacity, increase competitiveness and enhance economic vitality. Since 2009 TECB has facilitated Commerce investments of \$1.95 Million and allowed ECU to partner with 22 local governments in support of prioritized community and economic development needs.

Club Med— A Targeted Approach to Increasing Diversity in the Nursing Workforce

Kim Larson, *East Carolina University College of Nursing*

A lack of ethnic and racial diversity in the health professions affects access to and utilization of health services among some populations. In North Carolina, minorities represent just 11% of the nursing workforce. A community service-learning project addressed this disparity through a community-university partnership which targeted a junior high school student group in a rural low socioeconomic neighborhood and facilitated “a day in the life of a health professional student.”

Faculty and Students Benefit Hotel Guests:

A Service-Learning Field Study

Paulette Hebert, *Oklahoma State University*

Lisa Slevitch, *Oklahoma State University*

Jerrold Leong, *Oklahoma State University*

Yeasun Chung, *Oklahoma State University*

This study explored local hotel properties' existing lighting; compared existing conditions to international industry recommendations; raised awareness of safety and security lighting; and delivered results to the hotel and lodging community. Interdisciplinary faculty and student expertise in hotels and lighting design addressed the community's identified need and provided service-learning opportunities.

Feasibility & Efficacy of iCuidate! A Sexual Risk Reduction Program for Mexican & Central American Youth

Kim Larson, *East Carolina University College of Nursing*

Elizabeth Mobley, *East Carolina University*

Sharon Ballard, *East Carolina University*

Brenda Nuncio, *East Carolina University*

The rural South is characterized by poverty, isolation, a conservative view of sexuality and an emerging Latino population. iCuidate! is a sexual risk reduction program for Latino youth. A community-university research team tested the feasibility and efficacy of the iCuidate! program in a school-based health center in rural eastern NC.

Mujeres Sin Fronteras:

Scholarship and Practice with Fearless Women

Ivette Bayo, *University of Washington, The Information School*

Ricardo Gomez, *University of Washington,*

The Information School

Teaching technology, reflective of values, creates a space for legitimization with traditionally underserved communities. Digital inclusion efforts originate where people are and finds opportunities for relevance. Together with women immigrant day laborers at Casa Latina, I explore ways in which to learn and teach alongside them, navigating the digital realm.

Perception of Young Adults in Rural Areas

Mark Light, *The Ohio State University*

Jason Hedrick, *The Ohio State University*

Jeffery Dick, *The Ohio State University*

Communities try to attract and retain residents. In rural areas, we often see young people fleeing instead of returning home. Our study focused on the perceptions of young adults, ages 25-34 currently living in rural Ohio. The results will illustrate potential indicators that community leaders need to be aware of.

Re-Envisioning Public Space through Service-Learning in Architecture

William Doran, *Louisiana State University*

With the advent of interstate highways and cheap suburban land, many cities have surged outward, leaving fading infrastructure, lost public spaces and a poor image behind them. Through design-based service-learning and temporary interventions, can we transform our perception of these vital parts of cities to provoke conversation and spark action to reclaim public space?

Sharing Funding Opportunities for Engaged Scholarship

Kelsey Beckett, *Towson University*

Bobby Laur, *Towson University*

TU in the Community, Towson University's community engagement database, has a feature called the Funder Tool. This tool allows users to search for and receive via email funding opportunities that have been hand-selected by the university's grants and contracts officers. The poster will provide an overview of the tool.

Spanning Boundaries on Campus and in the Community through Agritourism

Michelle Elliott, *University of Georgia, Archway Partnership*

Samara Scheckler, *University of Georgia, Archway Partnership*

Michelle Wilder, *University of Georgia, Archway Partnership*

Angel Jackson, *University of Georgia, Archway Partnership*

This presentation highlights boundary spanning both on the University campus and in the community. On campus, a team of UGA graduate students from six schools and colleges was assembled to create a comprehensive agritourism plan. In the community, local organizations interested in economic development collaborated on the project.

TexOS Digital Education:

Building a Community of Digital FREEdom

Kayla Langseth, *Angelo State University*

George Pacheco, Jr., *Angelo State University*

Brian Beck, *Angelo State University*

Abstract Integration of open source technology in education is a necessary step in the progression towards future educational success for students. The Texas Open Source Project (TexOS), is an important stepping stone in that success. This paper examines how current open source software is successfully used in education through analysis of situated cognition theory, and highlights the need for access to technology to meet the needs of students. The authors argue for more technology access in the classroom to ensure that students are prepared and have the tools necessary to be successful despite financial ability to afford proprietary software. The TexOS project aims to provide access to those in need, and

develop a knowledge base of open-source software for students in the community through the donation of “outdated” computers, establishing community partners and providing free training to students.

University – National Laboratory Service-Learning Partnership - Intern Team Saves Energy and Money

Peek Gina, *Oklahoma State University*
 Paulette Hebert, *Oklahoma State University, Department of Design, Housing and Merchandising*
 Interior Design/Facility Management team earned the four hours credit required by their college’s summer internship program. Faculty and student internship team lived and worked at a National Laboratory; collaborated with facility managers, engineers, laboratory scientists and staff; surveyed existing lighting systems; and made recommendations saving federal government money and energy.

Education

Application of Kram’s Mentorship Functions to a Service Learning Assignment

Jacki Fitzpatrick, *Texas Tech University*
 The purpose of this poster is to describe the application of Kram’s mentorship principles to the development of a service learning assignment in an undergraduate course. An overview of the (a) assignment and (b) qualitative analysis [of student papers] is provided. Recommendations for other courses are offered.

Choose to Change— Communities Collaborate for Healthy Weights

Elaine Bowen, *West Virginia University*
 Lesley Cottrell, *West Virginia University*
 Emily Murphy, *West Virginia University*
 Two “Choose to Change” communities are creating healthier environments for children. This project, led by a broad university collaborative, examines behavioral and environmental contributors to early childhood obesity. Family, school, and community-level interventions are assessed to inform, implement, and reassess obesity prevention strategies, and thereby empower communities and participants.

Community Engaged Scholarship in the CIC’s Promotion and Tenure Policies

Diane Doberneck, *Michigan State University*
 How do CIC institutions support community engaged scholarship during promotion and tenure? Qualitative document analysis of policies at the 13 CIC universities revealed a range of approaches to encouraging faculty members’ involvement in community engaged scholarship. Come away with practical ideas about changing promotion and tenure policies on your campus.

Documenting Our Neighborhood: Paintings/Stories from the Eastside

Ed Check, *Texas Tech University*
 Future Akins-Tillett, *Texas Tech University*
 Shannon Walton, *Estacado High School*
 Texas Tech Visual Studies faculty and one high school art teacher narrate the artistic collaboration between Visual Studies students and Estacado Art I students to develop stories/art describing/illustrating African-American and Hispanic working poor high school lives. An art exhibition resulted at the Louise Hopkins Underwood Center for the Arts.

Ethical Decision-Making and Community Engagement at a Disciplinary Alternative School— Who’s the Client?

Tracy Carpenter-Aeby, *East Carolina University*
 Victor Aeby, *East Carolina University*
 This presentation describes a particular ethical dilemma at an alternative school and the decision making process used to guide intervention. In this case, an adolescent sex offender is released into the community and is assigned to an alternative school by the court. No transition plan or prior notification was offered.

Implementing Service-Learning: Best Practices From Agricultural Leadership Education

Courtney Meyers, *Texas Tech University*
 Laura Lemons, *Texas Tech University*
 Gaea Wimmer, *Mississippi State University*
 Service learning has been identified as a high impact educational practice with many benefits for all parties involved. The aim of this workshop is to foster discussion among faculty and students alike, regarding best practices in designing and implementing service learning, as well as barriers to successful implementation. Participants will be encouraged to share their experiences with service learning either as an instructor or student.

Initiating the Development of Rural Physicians through Structured Learning Opportunities: Hale County Health Scholars

Brittney Anderson, *University of Alabama School of Medicine*
 John Wheat, *University of Alabama*
 Melissa Cox, *University of Alabama*
 To address rural healthcare needs in Alabama, pipeline programs were established to produce primary care physicians from rural areas and understand the nature and importance of living and working in rural Alabama as healthcare professionals. This structured-learning opportunity allowed students to shadow rural health professionals and attend educational sessions about locally prevalent health conditions.

MU’s School and Community Gardening Program within SNAP-Ed and EFNEP

Jo Britt-Rankin, *University of Missouri*
 Candance Gabel, *University of Missouri*
 Larry Roberts, *University of Missouri*
 The University of Missouri Family Nutrition Education Programs collaborate with schools and food pantries in developing raised bed gardens and providing nutrition education to low-income audiences. The foods harvested are used in classroom food demonstrations, incorporated into school salad bars, and distributed through local food pantries.

Multiple Perspectives on Service-Learning in Agricultural Communications

Courtney Meyers, *Texas Tech University*
 Erica Irlbeck, *Texas Tech University*
 Integrating service-learning in the agricultural communications discipline is a relatively recent development. During the past three years, instructors for two agricultural communications courses have collected data from students and community partners about their experience. This poster provides the results of that research along with the first-hand reflections from faculty.

NAKland: Celebrating Culture, Community and College on Common Ground

Aldo Romero, *University of Northern Colorado*
 Deborah Romero, *University of Northern Colorado*
 Carlos Cruz, *University of Northern Colorado*
 Rodolfo Vargas, *University of Northern Colorado*
 Experience powerful campus connections to communities through this visually engaging presentation. Each year Nu Alpha Kappa, a Latino fraternity on campus, significantly impacts local families by organizing and engaging with them in a fun, educational children’s festival coinciding with El Día de Niños and international book day.

Navigating the “Space Between” in a Community-Based Partnership

Adriane Sheffield, *University of Alabama*
 Ryan Alverson, *University of Alabama*
 Cuddy Carter, *University of Alabama*
 Cecil Robinson, *University of Alabama*
 Brittney Brown, *University of Alabama*
 This presentation examines the roles and relationships between researcher and community in a primary school-based setting in the Southeastern United States. It explores the tension experienced by researchers as they attempt to carry out a hope and strengths-based curriculum during an after-school program in a community-based partnership.

POSTER PRESENTATIONS

Navigating the Boundaries: Critical Incidents of Urban Extension Boundary Spanners

Victoria David, *University of Georgia, Cooperative Extension, Fulton County*

Lorilee Sandmann, *University of Georgia, Cooperative Extension, Fulton County*

Guided by open and sociotechnical systems theory, this study used the critical incident methodology to explore boundary spanning behaviors of urban Extension youth educators, those closest to the challenges of linking communities and the state land grant institution to create thriving 4-H programs in urban environments.

Oregon Open Campus:

Community Needs Driven Access to Entire University

Beth Emshoff, *Oregon State University*

Open Campus coordinators engage communities to identify priorities for learning based on local needs. Local education councils comprised of stakeholders from K-12, community colleges, business, local government and NGO's provide direction and support for program initiatives. Career & College readiness, degree completion, and professional development are our three goals.

#OKSTATEHASANAPP4THAT

David Davis, *Oklahoma State University*

#OKSTATEHASANAPP4THAT is an interdisciplinary collection of educators and business leaders designed to bring the latest in technology and dynamic teaching methods to hospitality and computer science students. Using Project-Based Learning students engage in work as leaders, researchers, consultants, and innovators.

Serving Our Servicemen: Outcomes of an Engaged Scholarship Project Connecting Interior Design Students and Local Veterans

Stephanie Sickler, *University of Alabama*

Focusing on engaged scholarship, this presentation highlights an ongoing partnership between interior design students and residents in the Community Living Center at a Veteran's Affairs Hospital. At the conclusion of their experience, students created an exhibit honoring the veterans they got to know during their time at the VA.

Spanning Boundaries Through Service Learning—The Texas Tech Service Learning Faculty Fellows Program

Irene Arellano, *Texas Tech University*

Courtney Meyers, *Texas Tech University*

Norman Bert, *Texas Tech University*

Tanja Karp, *Texas Tech University*

Reese Todd, *Texas Tech University*

This presentation will detail the development and structure of the Texas Tech Service Learning Faculty Fellows Program and provide advice for other universities that want to adopt this approach to enhance service-learning on their campuses.

United Future Leaders - Implementing Scholarly Engagement Strategies with Adolescents

Gloria Gonzales, *Texas Tech University, Center for Adolescent Resiliency*

Kayla Thomas, *Texas Tech University*

Sara Dodd, *Texas Tech University*

United Future Leaders implements scholarly engagement strategies to develop socially conscious youth, aware of societal needs and their ability to contribute to its resolution. Partnerships between TTU, UFL, local schools and non-profits form mutually beneficial relationships. Intentional processing and reflection allow students to improve upon methods for future engagement opportunities.

Human Relations, Well-Being and Health

A Photo is Worth 1000 Words— Photography With a Purpose

Ruth Schriefer, *University of Wisconsin-Extension, Iowa County*

Debra Ivey, *University of Wisconsin-Extension, Iowa County*

Amber Canto, *University of Wisconsin-Extension*

Sammuel Dennis, *University of Wisconsin-Madison*

Photo voice is an action research strategy which can contribute to community change. In this project with University of Wisconsin-Extension, 4-Hers were engaged as the photographers and storytellers on the topic of health in their communities. Learn about the process and how it might be replicated in other communities.

ABCD Model & Relational Cultural Theory as the Foundation for Community Engagement

Jason Radosevich, *East Carolina University*

Tracy Carpenter-Aeby, *East Carolina University*

Asset Based Community Development (ABCD) can be used to engage communities. Conversely, Relational Cultural Theory can show how to create growth fostering relationships which bridge the gap between community changes and interpersonal changes. Combining these concepts as a practice modality may give practitioners innovative ways to engage communities and clients.

Building Reflection Skills Through a Service-Learning Project in Human Services

Jennifer Dobbs-Oates, *Purdue University*

Service-learning is a rich context for developing reflection skills, promoting learning and personal/professional development.

This service-learning project required students to partner with a professional who serves clients in a group setting and plan one group meeting/session. This poster describes reflection assignments and completed projects, and highlights learning promoted through reflection.

Clinical Practice in Rural Communities

Shauna Daniels, *Triumph*

Clinical social work practice in rural communities may be challenge due to the limited number of helping professionals available. A case study demonstrates how one family crisis situation affected twelve helping systems of a rural community in North Carolina. The relationship interactions were mapped, discussed in clinical supervision, and then used to facilitate conversations among the systems to prevent further anxiety within the community.

Creating Hope—

Improving Life through Design and Social Engagement

Tom Nepl, *College of Design - Iowa State University*

Lisa Bates, *Iowa State University*

Susan Erickson, *Iowa State University*

Through community engagement, design students realize the impact of environmental design on the well-being of the people inhabiting that place. This presentation conveys how a design-build service project at a community women's shelter actively engages students, faculty, staff, and residents in the process while creating environments that foster healthy and positive relationships.

Effects of Patient Navigation on Chronic Disease Self- Management among Medically Underserved Populations

Du Feng, *University of Nevada, Las Vegas at Lubbock*

Christina Esperat, *Texas Tech University Health Science Center at Lubbock*

Huaxin Song, *Texas Tech University Health Science Center at Lubbock*

This project 1) examined the effects of a Patient Navigation Program (PNP) on chronic diseases self-management among medically underserved populations and 2) presents the Transformation for Health framework to deliver health care to these populations. Bilingual community health workers implemented the PNP at a nurse-managed primary clinic in Lubbock, TX.

How Does Culture Influence the Child Physical Abuse in China: A Literature Review

Shu Yuan, *Texas Tech University*

This presentation reviews the literature of why child physical abuse is so common in China by examining the cultural values. Within this culture, children have a higher likelihood to be punished if they are not subordinate to parents. Lastly, this article explores implications for the government and policy makers.

Middle School Track and Field Community Event

Zachary Wahl-Alexander, *University of Alabama*

Oleg Sinelnikov, *University of Alabama*

Robert Herron, *University of Alabama*

The purpose of this presentation is to provide a descriptive account of a student run track and field event, with the goal of fostering community engagement. The program was successful in teaching children the benefits of physical activity, an improved understanding and ability to perform track and field events, but also provided a learning opportunity for parents, siblings and community partners as well.

The Transformative Role of Engaged Scholarship Boundary Spanners

Katherine Davis, *University of Georgia, Carl Vinson Institute of Government*

Do Boundary Spanners experience transformative learning in their roles of generating, developing and nurturing campus-community partnerships? Does their individual transformation impact institutional/community transformation? How might principles of transformative learning provide a frame for conceptualizing the dynamic process of engaged scholarship? Please join me in an interactive dialogue around these questions.

Global Engagement

Faculty Developed Global Engagement through International Academic Collaborations

Joseph Aranha, *Texas Tech University*

This presentation describes global engagement through academic programs and courses developed by the author. Engagement with other cultures is accomplished through collaborative academic work and interactions with fellow students abroad. The three programs described are all in the field of architecture and are located across three continents.

Lattices across Disciplines and Countries—Outcomes of a Writing Workshop

Alicia Trotman, *Mercy College*

Chiharu Kato, *Michigan State University*

Barbara Thelamour, *College of Wooster*

This poster depicts lattices that are analyses of outcomes from a writing workshop implemented with participants for two years. These participants came from different countries and brought their respective cultures which led to “engagement interfaces” whereby we co-constructed spaces that transformed our writing through critical discourse and intercultural praxis.

Sustainable Environments and Natural Resources

Community Participation in Risk Management—Exploring Suitable Adaptations to Storm Water Flooding in Nags Head, NC

Jessica Handloff, *East Carolina University*

Christine Avenarius, *East Carolina University*

Neighborhoods in Nags Head, NC have experienced increasing frequency of rain water flooding and salt water intrusion. The standing water influences property values in general and septic tank functions in particular. The search for long term solutions to curb residential flooding is tied to the rising cost of flood insurance and the long-term environmental and economic sustainability of the community. The purpose of this project is to understand the knowledge, opinions and communication styles among several different groups of stakeholders involved in the mitigation process of improving local drainage systems.

The Texas Alliance for Water Conservation—An Integrated Water Resources Management Project

David Doerfert, *Texas Tech University*

The TAWC project is a demonstration of 27 producer-managed farm fields (over 4,000 acres) examining all aspects of water, energy, and profitability with the objective of water conservation and economic viability. In this unique project, the resulting community of practice approach encourages the sharing of the results from producers to producers. Educational programs are focused on comprehension of social issues and constraints to water conservation, extension of information, and development of a community ethic toward conservation of water and other natural resources.

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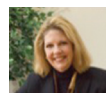


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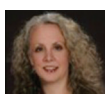
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The 15th Annual
Engagement Scholarship Consortium
Conference

Engaging for Change: Changing for Engagement

hosted by the

University of Alberta
in Edmonton, Alberta, Canada

October 5 - 8, 2014

The University of Alberta invites engaged scholars throughout the world to the 15th annual Engagement Scholarship Consortium Conference, to be held in Edmonton, Canada with pre-conference days on October 5 & 6 and full conference on October 7 & 8.

Our conference theme is Engaging for Change: Changing for Engagement and will challenge scholars, students, and community partners to discuss international advances in the scholarship of engagement.



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