

11:00 a.m. - 12:00 p.m.	CONCURRENT SESSIONS B	Location
B1	<p>Level of Engagement in Academic Health Departments (H) Carole 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></p> <p>Academic health departments (AHDs) are partnerships between public health organizations and academic institutions akin to a “teaching hospital”. AHDs have the potential to be an exemplar of community engagement. Survey results exploring the level of engagement and the dynamics within and across AHD partnerships will be presented.</p>	Merket 1
B1	<p>Engaging Community Health Nursing Students in Community Assessment and Intervention: A University/Pre-K Partnership (H) Paige Johnson, <i>University of Alabama Capstone College of Nursing</i>; *Michele Montgomery, <i>University of Alabama</i></p> <p>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.</p>	Merket 1
B2	<p>The Value of Engagement: Building Effective Partnerships (C) David Procter, <i>Kansas State University</i></p> <p>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.</p>	Merket 2
B2	<p>A Framework of Community Boundary Spanners in University-Community Partnerships (C) Katherine Adams, <i>The University of Georgia</i></p> <p>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.</p>	Merket 2

<p>B3</p>	<p>Introducing Recordkeeping to Farmers Receiving Technical Assistance from International Aid Organizations (G) <i>Howard Fenton, UW-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.</p>	<p>Merket 3</p>
<p>B3</p>	<p>Global Engagement Through A Social Justice Lens (G) <i>Robert Coffey, Jr., 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.</p>	<p>Merket 3</p>
<p>B4</p>	<p>Beyond the Classroom: Community and Students Engaged in Nonprofit Partnerships (E) <i>Margaret Purcell, 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?</p>	<p>Merket 4</p>
<p>B4</p>	<p>Institutionalizing Service-Learning at a Large University (E) <i>Ola Ahlqvist, 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.</p>	<p>Merket 4</p>
<p>B5</p>	<p>Transforming Academic Practice: Engaged Partnership with a Metis Settlement in Alberta, Canada (A) <i>Fay Fletcher, University of Alberta; Alicia Hibbert, University of Alberta; Fiona Robertson, 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>	<p>Merket 5</p>

<p>B5</p>	<p>Comparing Health Locus of Control: Hmong and Caucasian College Students (A) <i>Doaw Xiong, East Carolina University; Tracy Carpenter-Aeby, 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>	<p>Merket 5</p>
<p>B6</p>	<p>Bridging Academic Boundaries with Service-Learning (E) <i>Carla Zoltowski, Purdue University; William Oakes, 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>	<p>Merket 6</p>
<p>B7</p>	<p>Comprehensive Wellness through Comprehensive Engagement: Spanning Boundaries for Transitioning Youth (E) <i>Sara Dodd, Center for Adolescent Resiliency - Texas Tech University; Val Meixner, Region 17 Education Service Center; Gloria Gonzales, Texas Tech University; Linn Walker, 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>	<p>SUB - Senate</p>
<p>B8</p>	<p>Institutionalizing STEM Education and Outreach at Texas Tech University (E) <i>Jaclyn Cañas-Carrell, Texas Tech University; Jerry Dwyer, Texas Tech University; Lawrence Schovanec, Texas Tech University; Levi Johnson, 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>	<p>SUB - Mesa</p>

<p>B9</p>	<p>A Tale of Two Countries: Improved Coordination of Health and Social Services (H) <i>Susan Black, College of Education at Texas Tech University; Stephen Rogers, Norfolk County Council and the National Health Services for Norfolk and 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>	<p>SUB - Lubbock</p>
<p>B10</p>	<p>The ESC Outreach and Engagement Staff Workshop "On the Road" at Ohio State University (H) <i>Susan Harden, University of North Carolina at Charlotte; Katherine Loving, University of Wisconsin Madison; Mark McCann, 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 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>	<p>SUB - Playa</p>
<p>B11</p>	<p>Community Engagement by A Border Medical School Through Pipeline Programs (E) <i>Manuel Schydlower, Office of Admissions - Texas Tech Univervisty Health Science Center - Paul L. Foster School of Medicine; Rene Andre, Texas Tech University Health Science Center; Yolanda Jauregui, Texas Tech University Health Science Center</i> In 2009, the Texas Tech University Health Science Center 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.</p>	<p>SUB - Canyon</p>

<p>B12</p>	<p>Texas Tech University Independent School District (TTUISD): A Global Learning Community (G) <i>Sam Oswald, Texas Tech University; James Taliaferro, Texas Tech University; Rogerio Abauree, TTUISD - 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 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 towards 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.</p>	<p>SUB - Traditions</p>
<p>B13</p>	<p>Using Focus Groups for Community Engagement: Benefit or Bane? (A) <i>Nancy Franz, 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.</p>	<p>SUB - Soapsuds</p>