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
14TH ANNUAL ENGAGEMENT SCHOLARSHIP CONFERENCE

Hosted by ESC’s Western Region:

Texas Tech University

University of Alberta

California State University San Marcos

The University of Texas at San Antonio

Colorado State University

University of Idaho

Montana State University

Oregon State University
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
**ESC 2013 Conference Leadership Committee**

**VALERIE PATON**  
Conference Co-Chair  
Texas Tech University

**BIRGIT GREEN**  
Conference Co-Chair  
Texas Tech University

**JORGE ATILES**  
Oklahoma State University

**BURTON BARGERSTOCK**  
NOSC 2011 Host  
Michigan State University

**KATY CAMPBELL**  
ESC 2014 Host  
University of Alberta

**JANET CONNER**  
Penn State University

**HIRAM FITZGERALD**  
NOSC 2011 Host/ESC President, Ex Officio  
Michigan State University

**LISA GRABLE**  
North Carolina State University

**JANET GRIFFITH**  
NOSC 2012 Host  
University of Alabama

**JAN JACKSON**  
California State University, San Marcos

**BRIDGET JULIAN**  
Program Committee Co-Chair  
Colorado State University

**DAVE KING**  
Program Committee Co-Chair  
Oregon State University

**BEN LEWIS**  
The Ohio State University

**BRYCE LOONEY**  
Local Planning Committee Co-Chair  
Texas Tech University

**KATHERINE LOVING**  
Outreach & Engagement Staff  
Workshop Chair  
University of Wisconsin-Madison

**JILL MARTZ**  
Montana State University

**KIMBERLY MCCARRON**  
Program Committee Liaison  
Texas Tech University

**ED MULLINS**  
NOSC 2012 Host  
University of Alabama

**KIM OBBINK**  
Montana State University

**CHERIE OBIHI**  
Penn State University

**SCOTT REED**  
Oregon State University

**PRISCILLA SALANT**  
University of Idaho

**ROXANNE SHIELS**  
Penn State University

**LOUIS SWANSON**  
Colorado State University

**COLETTE TAYLOR**  
Race, Ethnicity & Community  
Engagement Symposium Chair  
Texas Tech University

**SUZI TAYLOR**  
Montana State University

**CHIPEWA THOMAS**  
Auburn University

**LISA TOWNSON**  
Emerging Engagement Scholars Workshop Chair  
University of New Hampshire

**JUDE VALDEZ**  
The University of Texas at San Antonio

**ANU VARSAVA**  
ESC 2014 Host  
University of Alberta

**CRAIG WEDEMANN**  
Ex Officio  
Penn State University

**ESC 2013 Program Committee**

**DAVE KING**  
Co-Chair  
Oregon State University

**BRIDGET JULIAN**  
Co-Chair  
Colorado State University

**WALTER ARCHER**  
University of Alberta

**JORGE ATILES**  
Oklahoma State University

**LOIS GANDER**  
University of Alberta

**BIRGIT GREEN**  
Texas Tech University

**JANET GRIFFITH**  
University of Alabama

**BRYCE LOONEY**  
Texas Tech University

**JILL MARTZ**  
Montana State University

**KIMBERLY MCCARRON**  
Texas Tech University

**KIM OBBINK**  
Montana State University

**VALERIE PATON**  
Texas Tech University

**ERIN ROBINSON**  
North Carolina State University

**PRISCILLA SALANT**  
University of Idaho

**SUZI TAYLOR**  
Montana State University

**BARBARA TOVAR**  
Oregon State University
ESC 2013 Local Planning Committee

BIRGIT GREEN
Co-Chair
TTU Engaged Research & Partnerships

BRYCE LOONEY
Co-Chair
TTU Engaged Research & Partnerships

KIMBERLY MCCARRON
TTU at Fredericksburg

MARYFRANCES AGNELLO
TTU College of Education

CATHY ALLEN
TTU T-STEM Center

IRENE ARELLANO
TTU Center for Active Learning & Undergraduate Engagement

DOYLE CARTER
Community Engagement/QEP
Angelo State University

JACKI FITZPATRICK
TTU Human Development & Family Studies

DEAN FONTENOT
TTU T-STEM Center

PATRICK GONZALES
TTU Communications & Marketing

JENNIFER S. HUGHES
TTU Office of Planning & Assessment

SCOTT IRLBECK
TTU Office of the Vice President for Research

LISA JAMES
TTU Ethics Center

MICAH M. LOGAN
TTU Teaching, Learning & Professional Development Center

JUSTIN LOUDER
TTU Ethics Center & eLearning

HEATHER MARTINEZ
TTU Division of Diversity, Equity, & Community Engagement

JOBI MARTINEZ
TTU Cross-Cultural Academic Advancement Center

CRAIG MORTON
TTU Office of Planning & Assessment

SAM OSWALD
TTU Independent School District

CATHERINE PARSONEAULT
TTU Office of the Provost

VALERIE PATON
TTU Office of the Provost

RACHEL PIERCE
TTU Office of the Vice President for Research

SALLY POST
TTU Office of the Vice President for Research

MCKENNA ROBINSON
TTU Student Intern

RIAL ROLFE
Office of the Vice President for Academic Affairs
TTU Health Sciences Center, Lubbock

MICHAEL SAN FRANCISCO
TTU Office of the Vice President for Research

HILLARY SIEGFRIED
TTU Center for Active Learning & Undergraduate Engagement

COLETTE TAYLOR
TTU College of Education

IAN WILKINSON
TTU Advanced Technology Learning Center
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
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**Registration & Check-In Hours**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday, October 6th</td>
<td>Pre-Conference</td>
<td>2:00 pm – 6:00 pm</td>
</tr>
<tr>
<td>Monday, October 7th</td>
<td>Pre-Conference &amp; Conference</td>
<td>7:30 am – 6:00 pm</td>
</tr>
<tr>
<td>Tuesday, October 8th</td>
<td>Conference</td>
<td>7:00 am - 6:00 pm</td>
</tr>
<tr>
<td>Wednesday, October 9th</td>
<td>Conference</td>
<td>7:00 am - 5:00 pm</td>
</tr>
</tbody>
</table>

*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](http://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 serotrace.

**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**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, October 8th</td>
<td>10:00 am – 5:00 pm</td>
<td>Texas Tech Campus, Student Union Building Masked Rider Room*</td>
</tr>
<tr>
<td>Wednesday, October 9th</td>
<td>7:00 am – 3:45 pm</td>
<td>Texas Tech Campus, Student Union Building Masked Rider Room*</td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>2:00 p.m. – 6:00 p.m.</td>
<td>Pre-Conference Registration</td>
<td>Overton, 1st Floor Prefunction</td>
</tr>
<tr>
<td>2:00 p.m. – 3:00 p.m.</td>
<td>Refreshments</td>
<td>Overton, 1st Floor Prefunction</td>
</tr>
<tr>
<td>3:00 p.m. – 6:15 p.m.</td>
<td>Emerging Engagement Scholars Workshop (1 of 2)</td>
<td>Overton, Horizon A &amp; B (2nd Floor)</td>
</tr>
<tr>
<td>3:00 p.m. – 6:00 p.m.</td>
<td>Race, Ethnicity, &amp; Community Engagement Symposium</td>
<td>Overton, Sunset A &amp; B</td>
</tr>
<tr>
<td>4:15 p.m. – 4:45 p.m.</td>
<td>Afternoon Break</td>
<td>Overton, 1st Floor Prefunction &amp; Horizon C</td>
</tr>
<tr>
<td>6:30 p.m. – 8:30 p.m.</td>
<td>Emerging Engagement Scholars Workshop Dinner</td>
<td>Overton, Horizon C</td>
</tr>
<tr>
<td>6:30 p.m. – 8:30 p.m.</td>
<td>Race, Ethnicity, &amp; Community Engagement Symposium Networking Reception</td>
<td>Overton, 1st Floor Prefunction</td>
</tr>
<tr>
<td>6:30 p.m. – 8:30 p.m.</td>
<td>ESC Executive Committee Meeting &amp; Dinner</td>
<td>Overton, Moody Foundation Board Room (2nd Floor)</td>
</tr>
</tbody>
</table>

#### MONDAY, OCTOBER 7

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 a.m. – 6:00 p.m.</td>
<td>Pre-Conference &amp; Conference Registration</td>
<td>Overton, 1st Floor Prefunction</td>
</tr>
<tr>
<td>8:00 a.m. – 5:30 p.m.</td>
<td>Emerging Engagement Scholars Workshop (2 of 2)</td>
<td>Overton, Horizon A &amp; B (2nd Floor)</td>
</tr>
<tr>
<td>8:00 a.m. – 4:00 p.m.</td>
<td>Outreach and Engagement Staff Workshop</td>
<td>Overton, Sunset C (1st Floor)</td>
</tr>
<tr>
<td>8:00 a.m. – 5:00 p.m.</td>
<td>Race, Ethnicity, &amp; Community Engagement Symposium</td>
<td>Overton, Sunset A &amp; B (1st Floor)</td>
</tr>
<tr>
<td>8:00 a.m. – 8:30 a.m.</td>
<td>ESC Board of Directors Continental Breakfast</td>
<td>Overton, Canyon Room (2nd Floor)</td>
</tr>
<tr>
<td>8:30 a.m. – 4:30 p.m.</td>
<td>ESC Board of Directors Meeting</td>
<td>Overton, Canyon Room (2nd Floor)</td>
</tr>
<tr>
<td>9:30 a.m. – 10:00 a.m.</td>
<td>Morning Breaks</td>
<td>Overton, 1st &amp; 2nd Floors</td>
</tr>
<tr>
<td>12:00 p.m. – 1:00 p.m.</td>
<td>ESC Board of Directors Luncheon</td>
<td>Overton, Canyon Room</td>
</tr>
<tr>
<td>2:00 p.m. – 6:00 p.m.</td>
<td>Pre-Conference Tour 1: Focus on Urban Development</td>
<td>Buddy Holly Museum, Downtown Lubbock, Overton Redevelopment, College of Architecture Urban Design Center, LHUCA, McPherson Winery</td>
</tr>
<tr>
<td>2:00 p.m. – 6:00 p.m.</td>
<td>Pre-Conference Tour 2: Focus on Business &amp; Economic Development</td>
<td>Reese Technology Center-Wind Research &amp; Testing Facility, Nonwovens &amp; Advanced Materials Lab, McPherson Winery</td>
</tr>
<tr>
<td>2:45 p.m. – 3:15 p.m.</td>
<td>Afternoon Breaks</td>
<td>Overton, 1st and 2nd Floors</td>
</tr>
<tr>
<td>3:00 p.m. – 6:00 p.m.</td>
<td>ESC Member Exhibit Table Set-Up</td>
<td>SUB, Red Raider Lounge</td>
</tr>
<tr>
<td>3:00 p.m. – 6:00 p.m.</td>
<td>Poster Set-Up</td>
<td>SUB, Matador</td>
</tr>
<tr>
<td>5:00 p.m. – 6:45 p.m.</td>
<td>Outreach &amp; Engagement Staff Networking Reception</td>
<td>Overton, 1st Floor Prefunction</td>
</tr>
<tr>
<td>6:45 p.m. – 8:30 p.m.</td>
<td>President’s Dinner for Magrath Judges &amp; Special Guests</td>
<td>Texas Tech Club Private Room</td>
</tr>
<tr>
<td>7:00 p.m. – 9:00 p.m.</td>
<td>ESC 2013 Welcome/Networking Reception: An Evening at the Museum</td>
<td>TTU Museum Helen DeVitt Jones Sculpture Court</td>
</tr>
<tr>
<td>Time</td>
<td>Event</td>
<td>Location</td>
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</tr>
<tr>
<td>7:00 a.m. – 8:00 a.m.</td>
<td>Journal of Higher Education Outreach &amp; Engagement Editorial Board Breakfast</td>
<td>McKenzie-Merket</td>
</tr>
<tr>
<td>7:00 a.m. – 6:00 p.m.</td>
<td>Conference Registration</td>
<td>SUB, Allen Theatre Foyer</td>
</tr>
<tr>
<td>7:00 a.m. – 9:00 a.m.</td>
<td>Late Poster Set-Up</td>
<td>SUB, Matador</td>
</tr>
<tr>
<td>7:00 a.m. – 9:00 a.m.</td>
<td>Late ESC Member Exhibit Table Set-Up</td>
<td>SUB, Red Raider Lounge</td>
</tr>
<tr>
<td>7:00 a.m. – 5:00 p.m.</td>
<td>Speaker Preparation Room Open</td>
<td>SUB, Masked Rider</td>
</tr>
<tr>
<td>7:00 a.m. – 8:00 a.m.</td>
<td>Continental Breakfast</td>
<td>Red Raider Ballroom</td>
</tr>
<tr>
<td>8:00 a.m. – 9:15 a.m.</td>
<td>OPENING PLENARY SESSION</td>
<td>SUB, Allen Theatre</td>
</tr>
<tr>
<td>9:30 a.m. – 10:30 a.m.</td>
<td>CONCURRENT SESSIONS A</td>
<td>McKenzie-Merket &amp; SUB</td>
</tr>
<tr>
<td>10:00 a.m. – 11:30 a.m.</td>
<td>C. Peter Magrath University/Community Engagement Award Finalists Presentation (open to the public)</td>
<td>SUB, Allen Theatre</td>
</tr>
<tr>
<td>10:00 a.m. – 5:00 p.m.</td>
<td>Exhibitor Room &amp; Bookstore Open</td>
<td>SUB, Red Raider Lounge</td>
</tr>
<tr>
<td>10:00 a.m. – 5:00 p.m.</td>
<td>Poster Display Room Open</td>
<td>SUB, Matador</td>
</tr>
<tr>
<td>10:30 a.m. – 11:00 a.m.</td>
<td>Morning Break</td>
<td>SUB, Red Raider Ballroom</td>
</tr>
<tr>
<td>11:00 a.m. – 12:00 p.m.</td>
<td>CONCURRENT SESSIONS B</td>
<td>McKenzie-Merket &amp; SUB</td>
</tr>
<tr>
<td>12:10 p.m. – 1:20 p.m.</td>
<td>Box Lunch</td>
<td>SUB &amp; McKenzie-Merket</td>
</tr>
<tr>
<td>12:10 p.m. – 1:20 p.m.</td>
<td>A: Informal Networking with Colleagues</td>
<td>SUB, Ballroom</td>
</tr>
<tr>
<td></td>
<td>B: Special Interest Lunch Panels with Invited Speakers:</td>
<td>McKenzie-Merket Alumni Center</td>
</tr>
<tr>
<td></td>
<td>Professional Boundary Spanners: The Roles of Staff Practitioners in Community-University Partnerships</td>
<td>McKenzie-Merket 1</td>
</tr>
<tr>
<td></td>
<td>Magrath Finalists’ Community Partners’ Voices</td>
<td>McKenzie-Merket 2</td>
</tr>
<tr>
<td>12:10 p.m. – 1:20 p.m.</td>
<td>Newcomer Orientation &amp; Luncheon (First Time Attendees)</td>
<td>McKenzie-Merket 4</td>
</tr>
<tr>
<td>1:30 p.m. – 2:15 p.m.</td>
<td>Engagement Scholarship/W.K. Kellogg Foundation &amp; C. Peter Magrath Finalists Award Presentation</td>
<td>Allen Theatre</td>
</tr>
<tr>
<td>2:30 p.m. – 3:00 p.m.</td>
<td>C. Peter Magrath University/Community Engagement Award Judges Private Meeting</td>
<td>SUB, Llano Room</td>
</tr>
<tr>
<td>2:30 p.m. – 3:30 p.m.</td>
<td>The Global University Network for Innovation (GUNI)</td>
<td>McKenzie-Merket 3</td>
</tr>
<tr>
<td>2:30 p.m. – 3:30 p.m.</td>
<td>CONCURRENT SESSIONS C</td>
<td>McKenzie-Merket &amp; SUB</td>
</tr>
<tr>
<td>3:30 p.m. – 4:00 p.m.</td>
<td>Afternoon Break</td>
<td>McKenzie-Merket &amp; SUB</td>
</tr>
<tr>
<td>4:00 p.m. – 5:00 p.m.</td>
<td>CONCURRENT SESSIONS D</td>
<td>McKenzie-Merket &amp; SUB</td>
</tr>
<tr>
<td>4:00 p.m. – 5:30 p.m.</td>
<td>International Adult &amp; Continuing Education Hall of Fame Symposium</td>
<td>McKenzie-Merket 1</td>
</tr>
<tr>
<td>6:30 p.m. – 9:00 p.m.</td>
<td>ESC 2013 Official Opening Reception: A Feast for the Senses</td>
<td>Louise Hopkins Underwood Center for the Arts (LHUCA)</td>
</tr>
<tr>
<td>Time</td>
<td>Event</td>
<td>Location</td>
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<tr>
<td>7:00 a.m. – 5:00 p.m.</td>
<td>Conference Registration</td>
<td>SUB, Allen Theatre Foyer</td>
</tr>
<tr>
<td>7:00 a.m. – 3:45 p.m.</td>
<td>Speaker Preparation Room Open</td>
<td>SUB, Masked Rider</td>
</tr>
<tr>
<td>7:00 a.m. – 8:00 a.m.</td>
<td>International Adult &amp; Continuing Education Hall of Fame Board of Directors Breakfast with Emerging Engagement Scholars</td>
<td>McKenzie-Merket Alumni Center</td>
</tr>
<tr>
<td>7:00 a.m. – 8:00 a.m.</td>
<td>Continental Breakfast and Refreshments</td>
<td>Red Raider Ball Room</td>
</tr>
<tr>
<td>8:00 a.m. – 9:15 a.m.</td>
<td><strong>PLENARY SESSION 2</strong> Trans-Discipline Work: Boundary-Spanning Across Disciplines in Higher Education</td>
<td>SUB, Allen Theatre</td>
</tr>
<tr>
<td>9:30 a.m. – 3:30 p.m.</td>
<td>Poster Display Room Open</td>
<td>SUB, Matador</td>
</tr>
<tr>
<td>9:30 a.m. – 5:00 p.m.</td>
<td>Exhibit Room Open</td>
<td>SUB, Red Raider Lounge</td>
</tr>
<tr>
<td>9:30 a.m. – 4:00 p.m.</td>
<td>ESC’13 Film Festival</td>
<td>Escondido Theatre</td>
</tr>
<tr>
<td>9:30 a.m. – 10:30 a.m.</td>
<td><strong>CONCURRENT SESSIONS E</strong></td>
<td>McKenzie-Merket &amp; SUB</td>
</tr>
<tr>
<td>10:30 a.m. – 11:00 a.m.</td>
<td>Morning Break</td>
<td>SUB, Red Raider Ballroom</td>
</tr>
<tr>
<td>11:00 a.m. – 12:00 p.m.</td>
<td><strong>CONCURRENT SESSIONS F</strong></td>
<td>McKenzie-Merket &amp; SUB</td>
</tr>
<tr>
<td>12:10 p.m. – 1:20 p.m.</td>
<td>Box Luncheon</td>
<td>SUB &amp; McKenzie-Merket</td>
</tr>
<tr>
<td>A: Informal Networking with Colleagues</td>
<td>Ballroom</td>
<td></td>
</tr>
<tr>
<td>B: Special Interest Lunch Panels with Invited Speakers</td>
<td>McKenzie-Merket Alumni Center</td>
<td></td>
</tr>
<tr>
<td>Engagement as Disruptive Innovation</td>
<td>McKenzie-Merket 1</td>
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<tr>
<td>2015 Carnegie Classification/Re-Classification</td>
<td>McKenzie-Merket 2</td>
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<tr>
<td>Community Engagement Journal Editors Panel</td>
<td>McKenzie-Merket 3</td>
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<tr>
<td>1:30 p.m. – 3:30 p.m.</td>
<td><strong>POSTER SESSION &amp; DESSERT RECEPTION</strong></td>
<td>SUB, Matador Room &amp; Faculty Lounge</td>
</tr>
<tr>
<td>1:30 p.m. – 2:30 p.m.</td>
<td><strong>CONCURRENT SESSIONS G</strong></td>
<td>McKenzie-Merket &amp; SUB</td>
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<tr>
<td>2:35 p.m. – 3:35 p.m.</td>
<td><strong>CONCURRENT SESSIONS H</strong></td>
<td>McKenzie-Merket &amp; SUB</td>
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<tr>
<td>3:45 p.m. – 5:00 p.m.</td>
<td><strong>CLOSING PLENARY SESSION</strong></td>
<td>Allen Theatre</td>
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<tr>
<td>Boundary Spanning: Engaged Scholarship Across Disciplines, Communities, &amp; Geography ESC 2013 Poster and Film Awards</td>
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<tr>
<td>5:00 p.m. – 6:00 p.m.</td>
<td>Poster Display Take-Down</td>
<td>SUB, Matador</td>
</tr>
<tr>
<td>5:30 p.m. – 6:15 p.m.</td>
<td>Journal of Community Engagement &amp; Scholarship Meeting &amp; Reception</td>
<td>Overton Hotel, Prefunction (1st Floor)</td>
</tr>
<tr>
<td>6:00 p.m. – 9:00 p.m.</td>
<td><strong>ESC 2013 Farewell Dinner &amp; Dance: BBQ &amp; Bootscootin’ Under the West Texas Sky</strong></td>
<td>National Ranching Heritage Center</td>
</tr>
<tr>
<td>8:00 a.m. – 9:30 a.m.</td>
<td>National Leadership/Local Planning Committee Breakfast and Debriefing</td>
<td>Overton, Horizon A &amp; B</td>
</tr>
<tr>
<td>9:30 a.m. – 11:00 a.m.</td>
<td>ESC 2014 Conference Leadership Committee Meeting</td>
<td>Overton, Horizon A &amp; B</td>
</tr>
<tr>
<td>9:30 a.m. – 11:00 a.m.</td>
<td>OESW Debriefing Meeting</td>
<td>Overton, Horizon C</td>
</tr>
</tbody>
</table>
 Emerging Engagement Scholars Workshop

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

LISA TOWNSON | CHAIR
University of New Hampshire

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
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

KATHERINE LOVING  Chair
University of Wisconsin-Madison

ELIZABETH BURMAN
University of Tennessee-Knoxville

MICHAEL IMASUA
St. Thomas University

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Reception Chair
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St. Thomas University

SUE MAGYAR
Northeastern University

MARTIN WOLSKA
Community Partner Chair
University of Illinois

SUSAN ERICKSON
Iowa State University

KRISTIN MOONEY
National Center for Atmospheric Research

ELISSA BAKKE
University of Southern Indiana

JOE GAUNTNER
Cleveland State University

HEATHER PLEASANTS
University of Alabama

HOLLY HARRIS BANE
University of Akron

TRACY HALL
University of Michigan-Dearborn

ILEANA RUENAS
University of Hawaii

STEPHANIA 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
Race, Ethnicity and Community Engagement in Higher Education Symposium

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

DOYLE CARTER
Angelo State University

MICHELLE DUNLAP
Connell College

STEPHANIE EVANS
Clark Atlanta University

DIMITRA JACKSON
Texas Tech University

STEPHANIE JONES
Texas Tech University

JOBI MARTINEZ
Texas Tech University

DEMOND MILLER
Rowan University

HEATHER PLEASANTS
University of Alabama

FERNANDO VALLE
Texas Tech University

KHELI WILLET
Syracuse 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.

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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

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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

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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

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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 Folklórico

Address: 511 Avenue K, Lubbock, Texas 79401

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WEDNESDAY, OCTOBER 9th  
ESC 2013 Farewell Dinner & Dance: BBQ and Bootscootin' 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
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!)
### 14TH ANNUAL ENGAGEMENT SCHOLARSHIP CONFERENCE

**MONDAY, OCTOBER 7**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>5:00 p.m. – 6:45 p.m.</td>
<td>Outreach &amp; Engagement Staff Networking Reception (all staff is invited)</td>
<td>Overton, Prefunction</td>
</tr>
<tr>
<td>7:00 p.m. – 9:00 p.m.</td>
<td>ESC 2013 Welcome/Networking Reception</td>
<td>TTU Museum, Sculpture Court</td>
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**TUESDAY, OCTOBER 8**

<table>
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<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>7:00 a.m. – 6:00 p.m.</td>
<td>Registration</td>
<td>SUB, Allen Theatre Foyer</td>
</tr>
<tr>
<td>7:00 a.m. – 8:00 a.m.</td>
<td>Journal of Higher Education Outreach and Engagement Editorial Board Breakfast</td>
<td>McKenzie-Merket 2</td>
</tr>
<tr>
<td>7:00 a.m. – 8:00 a.m.</td>
<td>Continental Breakfast</td>
<td>SUB, Red Raider Ballroom</td>
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</tbody>
</table>
| 8:00 a.m. – 9:15 a.m. | OPENING PLENARY SESSION  
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  
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.  
Moderator: Jorge Atilles, Oklahoma State University | SUB, Allen Theatre                  |
| 9:30 a.m. – 10:30 a.m. | CONCURRENT SESSIONS A:  
A1 University of Missouri Extension’s Healthy Lifestyle Initiative  
Jo Britt-Rankin, University of Missouri  
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. | McKenzie-Merket 1                 |
|               | A2 Youth Intervention Strategies: One Size Does Not Fit All  
Kim Jackson, Archway Professional, Washington County, University of Georgia/Achway Partnership  
Michelle Elliot, Archway Professional, Washington County  
Jeff Tarver, Founder– Hawkinsville Hoops League  
Benjie Tarbutton, Board Member Boys and Girls Club of the CSRA Washington County Club  
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. | McKenzie-Merket 2                 |
|               | A2 Julian Samora Legacy Project– Realizing Community Leadership in the National Dialogue  
Carmen Samora, Julian Samora Legacy Project  
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. | McKenzie-Merket 2                 |
|               | A3 Rewards & Challenges in Globally Engaged Learning & Research  
Elizabeth Tryon, Morgridge Center for Public Service  
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. | McKenzie-Merket 3                 |
A3 - The Phenomenon of Combining Service Learning & Study Abroad
Charles Klein, Texas Tech University
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 intersection 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.

A4 - Make More Music: Developing a Sustainable After School Enrichment Program through University-Community Engagement
Tracy Parish, University of Illinois at Urbana-Champaign
Ellen Eilick, Urbana School District #116
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.

A4 - Spanning Boundaries with Youth Voice
Jenny Jordan, University of Georgia
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.

A5 - Symbolic Leadership and the Measurement of Outreach and Engagement
Philip C. Morton, Texas Tech University
Marcelo Schmidt, Texas Tech University
Gail Alleyne Bayne, Texas Tech University
The OMEI 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 has the symbolic value to change the culture of outreach and engagement at the institution while still providing meaningful data.

A5 - Engaged University Presidents' and Chancellors' Perceptions about the Scholarship of Engagement
Patricia Sobrero, North Carolina State University
Jay Jayaratne, North Carolina State University
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.

A6 - Communities Driving Education—Get on the Bus
Jennifer Oppenlander, Oregon State University
Courtney Snead, Central Oregon Community College
Beth Enslow, Oregon State University
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.

A7 - Measuring the Effects of Service and Engagement on Student Development
Gary Kirk, Virginia Tech
Jacob Grohs, Virginia Tech
Susan Short, Virginia Tech
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.
Joining Forces to Enhance the Depth and Scope of Engagement through Community Engaged Research: A Tale of Two Public Universities

Nancy Franz, Iowa State University
Edith Parker, University of Iowa

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.

The Center for Family Resilience: Building a Stronger Community-University Engagement

Ronald Cox, Jr, Oklahoma State University
Jorge Atiles, Oklahoma State University
Patricia DeMoraes-Huffine, Latino Community Development Agency

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.

An Engagement Model for a University Center

Susana Rivera-Mills, Oregon State University
Maria Chavéz-Haroldson, Oregon State University

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.

Educational Modules on Effective Community-Based Participatory Research Practices

Jessica Barnes-Major, Michigan State University
Mavany Calac Verdugo, Ricon Band of Luiseno Indians
Robert Brown, Michigan State University
Patricia Farrell, Michigan State University

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.

Trailblazing Paths to Informal/Formal Education: TTU Llano River Field Station

Tom Arsuffi, Texas Tech University
Robert Stubblefield, Texas Tech University Center at Junction
Karen Lopez, Texas Tech University Center at Junction
Marta Newkirk, National Park Service, Rivers and Trails Conservation Assistance
Linda Edwards, Texas Tech Llano River Field Station

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.

10:00 a.m. – 5:00 p.m. Poster Display Room Open
10:00 a.m. – 11:30 a.m. C. Peter Magrath University/Community Engagement Award Finalists Presentation to Judges (open to the public)
10:30 a.m. – 11:00 a.m. Morning Break
<table>
<thead>
<tr>
<th>Time</th>
<th>Concurrent Sessions B</th>
<th>Presenter(s)</th>
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<tbody>
<tr>
<td>11:00 a.m. - 12:00 p.m.</td>
<td><strong>CONCURRENT SESSIONS B</strong></td>
<td><strong>McKenzie-Merket &amp; SUB</strong></td>
</tr>
</tbody>
</table>
| B1           | Level of Engagement in Academic Health Departments | Carole R. Myers, University of Tennessee - Knoxville  
Margaret Knight, University of Tennessee  
Charles Hamilton, University of Tennessee  
Julie Grubaugb, Knox County Health Department  
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. |
| B1           | Engaging Community Health Nursing Students in Community Assessment and Intervention: A University/Pre-K Partnership | Paige Johnson, University of Alabama Capstone College of Nursing  
Michele Montgomery, University of Alabama  
Nursing students benefit from interprofessional 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. |
| B2           | The Value of Engagement: Building Effective Partnerships | David Proctor, Kansas State University  
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. |
| B2           | A Framework of Community Boundary Spanners in Community Partnerships | Katherine Adams, The University of Georgia  
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. |
| B3           | Introducing Recordkeeping to Farmers Receiving Technical Assistance from International Aid Organizations | Howard Fenton, University of Wisconsin Extension, Cooperative Extension  
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. |
| B3           | Global Engagement Through A Social Justice Lens | Robert Coffey, Jr., Michigan State University  
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. |
| B4           | Beyond the Classroom: Community and Students Engaged in Nonprofit Partnerships | Margaret Purcell, The University of Alabama  
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 year course generate 350 hours of service and $30,000 in funding? |
| B4           | Institutionalizing Service-Learning at a Large University | Ola Aihkvist, The Ohio State University  
The Service-Learning Initiative at The Ohio State University is working to institutionalize service-learning at a large university. We will discuss our programing, 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. |
### B5  Transforming Academic Practice: Engaged Partnership with a Metis Settlement in Alberta, Canada

**Fay Fletcher,** *University of Alberta*

**Alicia Hibbert,** *University of Alberta*

**Fiona Robertson,** *University of Alberta*

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.

### B5  Comparing Health Locus of Control: Hmong and Caucasian College Students

**Doaw Xiong,** *East Carolina University*

**Tracy Carpenter-Aeby,** *East Carolina University*

The Hmong, originally from Southeast Asia, face exposure to external factors such as fast food, indoor employment, and dramatic changes in lifestyle that may alter their health beliefs and practice. The Health Locus of Control Scale compared behaviors of Hmong and caucasian college Students.

### B6  Bridging Academic Boundaries with Service-Learning

**Carla Zoltowski,** *Purdue University*

**William Oakes,** *Purdue University*

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.

### B7  Comprehensive Wellness through Comprehensive Engagement: Spanning Boundaries for Transitioning Youth

**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*

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.

### B8  Institutionalizing STEM Education & Outreach at Texas Tech University

**Jaclyn Cañas-Carrell,** *Texas Tech University*

**Jerry Dwyer,** *Texas Tech University*

**Lawrence Schovanec,** *Texas Tech University*

Levi Johnson, *Texas Tech University*

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.

### B9  A Tale of Two Countries: Improved Coordination of Health and Social Services

**Susan Back,** *College of Education, Texas Tech University*

**Stephen Rogers,** *Norfolk County Council & the National Health Services for Norfolk & Waveney in the United Kingdom*

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.

### B10  The ESC Outreach and Engagement Staff Workshop “On the Road” at Ohio State University

**Susan Harden,** *University of North Carolina at Charlotte*

**Katherine Loving,** *University of Wisconsin-Madison*

**Mark McCann,** *The Ohio State University*

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.
**14th Annual Engagement Scholarship Conference**

**B11** Community Engagement By A Border Medical School
Through Pipeline Programs

Rene Andre, Texas Tech University Health Sciences Center at El Paso
Yolanda Jauregui, Texas Tech University Health Sciences Center at El Paso
Manuel Schydloewer, Office of Admissions, Texas Tech University

Health Sciences Center at El Paso, Paul L. Foster School of Medicine

In 2009, the Texas Tech University Health Science Center at El Paso Paul L. Foster School of Medicine (PLF5OM) became the first medical school on the U.S./Mexico border. This workshop addresses community engagement through several pipeline programs, in accord with PLF5OM mission and diversity objectives to attract future applicants and serve our community.

**B12** Texas Tech University Independent School District (TTUISD):
A Global Learning Community

Sam Oswald, Texas Tech University
James Taliercio, Texas Tech University

Rogério Abasere, High School Serviços Educativos Brazil
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.

**B13** Using Focus Groups for Community Engagement: Benefit or Bane?

Nancy Franz, Iowa State University

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.

12:10 p.m. – 1:20 p.m.

Box Lunch

SUB & McKenize-Merket

Option A: Informal Networking w/ Colleagues

SUB, Ballroom

NEW Option B: Special Interest Lunch Panels w/ Invited Speakers

**McKenzie-Merket 1**

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 Tellof, Assistant Professor of Social Work, University of Montevallo
Joseph Gaunttner, PhD Candidate, Cleveland State University

Moderator: Katherine Loving, University of Wisconsin-Madison

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 Lameli, Project Concern International
Pam Kraft, Canton City Schools
Deirdre Bingaman, Cascade School
Paul Maina Kinguru, Center for Children & Youth Empowerment, Kenya

Moderator: Priscilla Salant, University of Idaho

12:10 p.m. – 1:20 p.m.

Newcomer Orientation and Luncheon
(First Time ESC Attendees)

McKenzie-Merket 4

Moderator: Louis Swanson, Vice President for Engagement, Colorado State University
### Engagement Scholarship/W.K. Kellogg Foundation Engagement and C. Peter Magrath University/Community Engagement Award Finalists Awards Presentation

Recognition of the outreach and engagement partnership efforts of four-year public universities that are 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).

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.

### The Global University Network for Innovation (GUNi):

**Let's Build Transformative Knowledge to Drive Social Change**

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.

**Transformative Change in Higher Education: Historical & Global Perspectives**

Presenter: Hiram E. Fitzgerald, Michigan State University

**Enlarging the Conception of Knowledge**

Presenter: Samory Pruitt, University of Alabama

**Redefining Political Frameworks to Support Community Engagement Scholarship**

Presenter: Katy Campbell, University of Alberta

Moderator: Elizabeth Burman, University of Tennessee, Knoxville

### C. Peter Magrath Judges Private Meeting

**CONCURRENT SESSIONS C**

<table>
<thead>
<tr>
<th>Session</th>
<th>McKenzie-Merket &amp; SUB</th>
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<tbody>
<tr>
<td>C1</td>
<td>Empowered Engagement: A Composition Pedagogy of Intergenerational Interviewing and Narrative Jill Davis, Montana State University 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.</td>
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<tr>
<td>C1</td>
<td>Art to Life: Preservation of Personhood Emily Broman, The University of Alabama, Honors College 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.</td>
</tr>
<tr>
<td>C2</td>
<td>Leveraging Internal Boundary Spanners for the Institutionalization of Engagement at Community Colleges Jennifer Purcell, University of Georgia Internal boundary spanners’ understanding is 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.</td>
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<tr>
<td>C2</td>
<td>Next Level Engagement: How Faculty Can Tap Into Our Innovation &amp; Applied Research Resources Kelsey Beckett, Towson University Bobbie Laur, Towson University 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.</td>
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<td>Session</td>
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<td>C3</td>
<td>Rooftop Beekeeping: Entomology Service-Learning</td>
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<td>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.</td>
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<tr>
<td>C3</td>
<td>One Bird, One Park, One World: Birds as Boundary Spanners</td>
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<td>Migratory birds are the ultimate boundary spanners as they move between different world 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.</td>
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<tr>
<td>C4</td>
<td>The Engaged University: Sustainable &amp; Cooperative K-20 Outreach &amp; Engagement</td>
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<td>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.</td>
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<tr>
<td>C4</td>
<td>Everest Education Expedition: A Model for Connecting Schools With University Research</td>
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<td>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 &quot;write the recipe&quot; for connecting classrooms to field research around the world.</td>
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<tr>
<td>C5</td>
<td>Teaching Teachers and Empowering Learners: The PBS-PE</td>
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<td>Vanessa Hinton, Auburn University</td>
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<td>C6</td>
<td>Expanding Educational Access and Improving Success through a 2-Year/4-Year Curriculum Partnership</td>
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<td>Roy Bartels, Western Texas College</td>
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<td>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.</td>
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<td>C7</td>
<td>Community-Engagement Grants: Fostering Partnerships &amp; Advancing Scholarship &amp; Human Well-Being</td>
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<td>Catherine Howard, Virginia Commonwealth University</td>
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<td>C8</td>
<td>Interprofessional Service-Learning: Optimizing Student Learning AND Community Health Outcomes</td>
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<td></td>
<td>Tracy Riley, University of Akron</td>
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<td>Chaeli Moyez, University of Akron</td>
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C9  🌟 Waving our Magic Wands: Harnessing the Power of Design Thinking
Lisa Bates, Iowa State University
Tim Borich, Iowa State University
Susan Erickson, Iowa State University
Tom Neppl, Iowa State University
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.

C10  🌟 International Connections: Engaged Music Teaching Practices in Africa and America
Janice Killian, Texas Tech University
John Wayman, Young Harris College
Vallie Owens, Killeen– Texas Independent School District
Melody Gamblin-Bullock, Brookhaven College
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.

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  🌟 Community Readiness Model Suggests Low Awareness for Obesity Prevention Efforts
Deana Hildebrand, Oklahoma State University
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.

D1  🌟 Environmental Scanning for Spanning Boundaries: Implications for Effective Engagement with Communities
Koralalage Jayaratne, North Carolina State University
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.

D2  🌟 Information and Communication Technologies for Community Development: Engaged Scholarship Approaches
Ivette Bayo, University of Washington, The Information School
Martin Wolske, University of Illinois at Urbana Champaign
Ricardo Gomez, University of Washington, The Information School
Karen Barton, University of Illinois at Urbana Champaign
Joel Spencer, The Urbana Free Library
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.

D2  🌟 Innovative University-Community Partnerships Using the Arts
Lee Ann Woolery, University of Missouri
Mary Simon Leuci, University of Missouri
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.

D3  🌟 Advocacy for Transit-Oriented Design and Development: A Collaborative Community Outreach
Thomas K. Davis, University of Tennessee, College of Architecture & Design
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.
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<tr>
<td>D3</td>
<td>Integrating Engagement Scholarship into the Advanced Architectural Design Studio</td>
<td>Benjamin Shacklett, Texas Tech University</td>
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<td>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.</td>
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<td>D4</td>
<td>Promise Neighborhood: Engaged Scholarship for College &amp; Career Preparedness</td>
<td>Dale Scott Ridley, Texas Tech University</td>
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<td>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.</td>
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<td>D4</td>
<td>The Raleigh Promise - A Community Collaborative</td>
<td>James Zuiches, North Carolina State University</td>
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<td>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.</td>
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<td>D5</td>
<td>A Lubbock ISD &amp; TTU AVID K-20 College Readiness Model</td>
<td>Fernando Valle, Texas Tech University</td>
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<td>Beverly Finch, Lubbock ISD</td>
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<td>Marissa Gutierrez, Texas Tech University</td>
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<td>D6</td>
<td>From K-12 Engineering Outreach to Community Engagement - A Roadmap</td>
<td>Tanja Karp, Texas Tech University</td>
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<td>Richard Gale, Texas Tech University</td>
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<td>Greg Burnham, Estacado High School</td>
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<td>Toby Klameth, J.T. Hutchison Middle School</td>
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<td>D7</td>
<td>Utilizing an Holistic Approach to Supporting Students: Addressing Student Hunger on Campus</td>
<td>Tracy Hall, University of Michigan-Dearborn</td>
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<td>Amy Karaban, University of Michigan–Dearborn</td>
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<td>D8</td>
<td>Preventing Teen Pregnancy: An Example of a Community-University Partnership</td>
<td>Ronald Cox, Jr., Oklahoma State University</td>
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<td>Karina Shreffler, Oklahoma State University</td>
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<td>Kami Schwerdfeger, Oklahoma State University</td>
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<td>Michael Merten, Oklahoma State University</td>
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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.

Preventing Teen Pregnancy, an Example of a Community-University Partnership

Ronald Cox, Jr., Oklahoma State University
Karina Shreffler, Oklahoma State University
Kami Schwerdfeger, Oklahoma State University
Michael Merten, Oklahoma State University

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.
### A Community Initiated Academic Partnership in El Paso: A national model for Architecture

Andrew Vernooy, Texas Tech University  
Valerie Paton, Texas Tech University  
Robert Gonzalez, Texas Tech University at El Paso  
Morris Brown, Texas Tech University at El Paso  

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.

### Smart, Bold, Just and Delicious: A University/Haiti Fair-Trade Coffee Collaboration

Anthony Vinciguerra, St. Thomas University  
Marcela Moyano-Rosero, St. Thomas University  
Justin Pear, St. Thomas University  
Darrell Arnold, St. Thomas University  
Judith Bachay, St. Thomas University  

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.

### 4:00 p.m. – 5:30 p.m.  
International Adult and Continuing Education Hall of Fame Symposium  
McKenzie-Merket 1

**Engaged Scholarship: Lessons Learned from Adult Education Anyplace, Anytime, Any Need**

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:

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.

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.

**Presenters:**  
Carroll Londoner, Chair, International Adult and Continuing Education Hall of Fame  
Hiram Fitzgerald, Associate Provost for Outreach & Engagement, Michigan State University  
Bobby Moser, Past Vice-President for Agricultural Administration and Dean of Agriculture, The Ohio State University  
Janet Poley, Past President, CEO, The American Distance Education Consortium  

Moderator and Organizer: Carroll Londoner (assisted by Janet Poley)

### 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)
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<tr>
<th>Time</th>
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<tr>
<td>7:00 a.m. – 4:00 p.m.</td>
<td>Conference Registration</td>
<td>SUB, Allen Theatre Foyer</td>
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<tr>
<td>7:00 a.m. – 8:00 a.m.</td>
<td>Continental Breakfast</td>
<td>SUB, Red Raider Ballroom</td>
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<tr>
<td>7:00 a.m. – 8:00 a.m.</td>
<td>International Adult &amp; Continuing Education Hall of Fame Board of Directors Breakfast with Emerging Engagement Scholars</td>
<td>McKenzie-Merket 2</td>
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<tr>
<td>8:00 a.m. – 9:15 a.m.</td>
<td>PLENARY SESSION</td>
<td>SUB, Allen Theatre</td>
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<tr>
<td>9:30 a.m. – 4:00 p.m.</td>
<td>New ESC13 Film Festival</td>
<td>SUB, Escondido Theatre</td>
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<tr>
<td>9:30 a.m. – 10:30 a.m.</td>
<td>POSTER DISPLAY ROOM OPEN</td>
<td>SUB, Matador Room</td>
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<td>9:30 a.m. – 10:30 a.m.</td>
<td>CONCURRENT SESSIONS E</td>
<td>McKenzie-Merket &amp; SUB</td>
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**E1** Rebuilding Vernonia: Tracking Community Vitality and Change in Rural Oregon
Amy Grotta, Oregon State University Extension Service
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.

**E2** Community Partners’ Perceptions of the Challenges to Service-Learning in Egypt
Neelum Shalabi, Delta University for Science and Technology, Egypt
This presentation reports the findings of a qualitative study that employed Phinney 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.

**E2** Service-Learning as Nonprofit Capacity Builder: Relationships, Reputation, Revenue
Theresa Beyerle, University of Akron
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 begins as a simple funding rejection has become a successful model involving local funders, nonprofit organizations and a service-learning program.

**E3** Engaging People & Place in Research & Environmental Literacy
Tom Aruffo, Texas Tech University at Junction
Donna Hamilton, Texas Tech University at Waco
Emily Seldomridge, Texas Tech University at Junction
Nikki Dictson, Texas A&M Institute of Renewable Natural Resources, Texas Water Resources Institute
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.

**E4** The Next Generation of Savers: Integrating Savings Accounts in Schools
Laura Rosen, Center for Public Policy Priorities
Nicole Truog, University of Wisconsin-Madison
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.
E4 Building Student Capacity Through Community Engagement
Marlene Rebori, University of Nevada - Reno
Margaret Ferrara, University of Nevada - Reno
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.

E5 Preventing Graduate Student Heroic Suicide in Community Based Research: A Tale of Two Committees
Nancy Franz, Iowa State University
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.

E6 STEM Programming to Underrepresented Audiences
Pamela Gilchrist, North Carolina State University, The Science House
Jamila Simpson, North Carolina State University
Crystal Adams, University of North Carolina at Chapel Hill
Todd Boyette, University of North Carolina at Chapel Hill
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 relevance of STEM to underrepresented communities by shaping students’ career and academic interests through learning experiences and parental resources.

E8 Interprofessional Education, Collaboration, and Engagement: The Akron Experience
Tracy Riley, The University of Akron
Michelle Boltz, The University of Akron
Martha Conrad, Austen BioInnovation Institute in Akron
Patrick Gallegos, Northeast Ohio Medical University
Marlene Huff, University of Akron
Michael Holder, Austen BioInnovation Institute in Akron
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 interprofessional activities. Guided by national agendas Akron-area institutions are collaborating to impact change within and across systems and disciplines.

E9 Dancing at the Crossroads: Participatory Art, Rebuilding Community
Christopher Smith, Texas Tech University
Bill Gelber, Texas Tech University
Genevieve Durham, Texas Tech University
Abi Rhoades, Texas Tech University
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.

E10 Lessons Learned: Collaborative Community Development in Missouri and South Africa
Mary Leuci, University of Missouri-Columbia
Letitia Johnson, University of Missouri Extension
Priscilla Daniels, University of the Western Cape
Marion Keim Lees, University of the Western Cape
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.

10:30 a.m. – 11:00 a.m. Morning Break
SUB, Red Raider Ballroom
McKenzie-Merket
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<tr>
<td>F1</td>
<td>Student Philanthropy in Social Work and Hispanic Film: Two Case Studies of Northern Kentucky University’s Mayerson Project</td>
<td>Jessica Taylor, Northern Kentucky University</td>
<td>McKenzie-Merket 1</td>
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<td>Image: Representing the presentation title.</td>
<td>Kajsa Larson, Northern Kentucky University</td>
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<td>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.</td>
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<td>F1</td>
<td>A True Youth-Focused Community–University Collaboration</td>
<td>Carl Kallgren, Penn State Erie, The Behrend College</td>
<td>McKenzie-Merket 1</td>
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<td>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.</td>
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<td>F2</td>
<td>An Overview of Community Policing in South Africa: Setting the Benchmarks for Community Engagement &amp; Service Delivery</td>
<td>Sello Tsoabisi, University of South Africa</td>
<td>McKenzie-Merket 2</td>
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<td>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.</td>
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<td>F2</td>
<td>Vaal University, South Africa: New Directions in Regional Engaged Scholarship</td>
<td>Bernadette Johnson, Vaal University of Technology</td>
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<td>Image: Representing the presentation title.</td>
<td>David Cooper, University of Cape Town – South Africa</td>
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<td>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.</td>
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<td>F3</td>
<td>Evolution of an Internship Program: Adaptation Through Increased Diversity Engagement</td>
<td>Kristin Mooney, National Center for Atmospheric Research</td>
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<td>Stephanie Bart, National Center for Atmospheric Research</td>
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<td>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.</td>
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<td>F3</td>
<td>Texas Natural Resource/Environmental Literacy Plan: Strategies for Implementation &amp; Engagement</td>
<td>Tom Arctuff, Texas Tech University Center at Junction</td>
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<td>Image: Representing the presentation title.</td>
<td>Jenny Strovias, Texas Tech University</td>
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<td>Kiki Corry, Texas Parks and Wildlife Department</td>
<td>Wloy Coffee, Texas Wildlife Association</td>
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<td>The symposium reveals: 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.</td>
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<td>F4</td>
<td>Telling Tales as a Form of Mutual Learning &amp; Empowerment</td>
<td>Deborah Romero, University of Northern Colorado</td>
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<td>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.</td>
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<td>F4</td>
<td>The Parent Leadership Academy: A Powerful Community-Based Model for Parent Involvement</td>
<td>Heather Pleasants, The University of Alabama, Center for Community-Based Partnerships</td>
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<td>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.</td>
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F5  The Arizona State University Mentoring Program
José Náñez, Arizona State University
Frank Gracia, Arizona State University
Shomari Jackson, Arizona State University
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.

F6  Spanning Identity Boundaries: Shaping Your Identity as an Engaged Scholar
Fay Fletcher, University of Alberta
Thomas Barker, University of Alberta
Lois Gandar, University of Alberta
Heather McRae, University of Alberta
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.

F7  Ask an Expert: A Powerful Online Engagement Tool
Jeffry Hino, Oregon State University, Extension Service
Jerold Thomas, The Ohio State University
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.

F8  Enhancing Community Engagement through Needs Assessment
Sam Angima, Oregon State University
Lena Etuk, Oregon State University
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.

F9  Ethic of Place & Rural Community Engagement
Beth Velde, East Carolina University
Paige Schneider, East Carolina University
Kate Lamere, East Carolina University
Alex White, East Carolina University
Rebecca Dumlao, East Carolina University
Dennis McCunney, East Carolina University
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”.

F10  Caring for a Shared Place: Academic Community Engagement for Watershed Restoration
Gail Heffner, Calvin College
David Warners, Calvin College
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.
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<th>Time</th>
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<tr>
<td>12:10 p.m. – 1:20 p.m.</td>
<td>Box Lunch</td>
<td>SUB &amp; McKenzie-Merket 5</td>
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<td>Option A: Informal Networking w/ Colleagues</td>
<td>SUB, Ballroom</td>
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<td>Option B: Special Interest Lunch Panels w/ Invited Speakers:</td>
<td>McKenzie-Merket 2</td>
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<td><strong>Engagement as Disruptive Innovation</strong></td>
<td>McKenzie-Merket 1</td>
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<td>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.</td>
<td>McKenzie-Merket 2</td>
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<td>Presenters: Nancy Franz, Iowa State University</td>
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<td>Dave King, Oregon State University</td>
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<td>Beth Velde, East Carolina University</td>
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<td><strong>2015 Carnegie Re-Classification</strong></td>
<td>McKenzie-Merket 3</td>
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<td>A special opportunity for universities that are up for Carnegie Community Engagement classification in 2015.</td>
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<td>Presenter: Lorilee Sandmann, Professor, Adult Education, Learning and Organizational Development, University of Georgia</td>
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<td>Moderator: Katherine Gage, Oklahoma State University</td>
<td>McKenzie-Merket 3</td>
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<td>1:30 p.m. – 3:30 p.m.</td>
<td><strong>POSTER SESSION &amp; DESSERT RECEPTION</strong></td>
<td>Matador Room &amp; Matador Faculty Lounge</td>
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**Incorporating Service-Learning and Community Engagement into Graduate STEM Disciplines**

- **Paul Matthews**, **University of Georgia, Office of Service-Learning**
- **Anna Karls**, **University of Georgia**

Science, technology engineering and mach (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.

**Engaging Philanthropy: Promoting Global Social Justice for Women and Girls**

- **Arthea Marbley**, **Texas Tech University**
- **Charlotte Dunham**, **Texas Tech University**
- **Patricia Earl**, **Texas Tech University**
- **Kathleen Phelan**, **Texas Tech University**

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.
<table>
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<th>Concurrent Sessions G</th>
<th>McKenzie-Merket &amp; SUB</th>
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</table>
| **G1** | The HUB 5 to 9 Photography Project  
Brian Kmec, Montana State University, Billings  
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. |
| McKenzie-Merket 1 |
| **G1** | Cameras, Community and Job-Training:  
A Tale of Short-Term Engagement  
George Daniels, The University of Alabama  
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 concept, the photos and video that resulted and debrief with the only remaining partner in the project. |
| McKenzie-Merket 1 |
| **G2** | Global Youth Engagement:  
A Transnational Collaborative Documentary Project  
Sasikumar Balasundaram, University of Kentucky  
Josh May, Appalachian Media Institute  
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. |
| McKenzie-Merket 2 |
| **G2** | International Collaboration for Engaging Rural Community Development in Phrao, Northern Thailand  
Chase A. Mitchell, Texas Tech University  
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. |
| McKenzie-Merket 2 |
| **G3** | Service Learning + Social Activism in Graphic Design  
Carla Tedeschi, Texas Tech University  
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. |
| McKenzie-Merket 3 |
| **G3** | Faculty Dispositions Toward Community Engagement in the Arts  
Sara Dorow, University of Alberta  
Nicole Smith Acuña, University of Alberta  
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. |
| McKenzie-Merket 3 |
| **G4** | Boundary-Spanning & Border-Crossing:  
Connecting Religion & Technology in Service-Learning  
Michael Hogue, Meadville Lombard Theological School  
Martin Wolske, University of Illinois at Urbana Champaign  
Darrick Jackson, Meadville Lombard Theological School  
Sharon Welch, Meadville Lombard Theological School  
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 |</p>
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<th>Session</th>
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<tr>
<td>G4</td>
<td>Bridging Divides: Authentic Service Learning Employing Videoconferencing</td>
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<td>Keith Dye, Texas Tech University</td>
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<td>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.</td>
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<td>G5</td>
<td>Implementing the AchieveTexas College &amp; Career Initiative</td>
<td>McKenzie-Merket 5</td>
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<td>Karen Alexander, Texas Tech University</td>
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<td>Cynthia Miller, Texas Tech University</td>
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<td>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 &amp; 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.</td>
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<td>G6</td>
<td>Impact of Carnegie’s Community Engagement Classification:</td>
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<td>A Synthetic Control Approach</td>
<td>Andrew Pearl, University of Georgia</td>
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<td>James Byars, University of Georgia</td>
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<td>Jonathan Turk, University of Georgia</td>
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<td>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.</td>
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<td>G7</td>
<td>Graduate Students as Engaged Scholars:</td>
<td>SUB, Traditions</td>
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<td>Lessons Learned from Two Universities</td>
<td>Paul Matthews, University of Georgia</td>
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<td>Diane Dobernack, Michigan State University</td>
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<td>Anna Karls, University of Georgia</td>
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<td>Nicole Springer, Michigan State University</td>
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<td>How can graduate students in diverse disciplinary fields develop and document their skills 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.</td>
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<td>G8</td>
<td>Giving At-Risk Populations a Voice: Drama in the Community</td>
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<td>Norman Bert, Texas Tech University</td>
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<td>Mark Charney, Texas Tech University</td>
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<td>Jared Strange, Texas Tech University</td>
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<td>A graduate student and two faculty members from TTU’s Department of Theatre &amp; 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.</td>
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<td>G9</td>
<td>College Readiness for Rural Youth</td>
<td>SUB, Lubbock</td>
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<td>Jeff Dick, The Ohio State University Extension</td>
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<td>Jason Hedrick, The Ohio State University Extension</td>
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<td>Mark Light, The Ohio State University Extension</td>
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<td>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.</td>
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<td>G10</td>
<td>1:1 Fund Collegiate Campaign to Promote College Savings</td>
<td>SUB, Playa</td>
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<td>Albert Nylander, McLean Institute for Public Service &amp; Community Engagement</td>
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<td>Paulette Meikle, Delta State University</td>
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<td>Laura Martin, McLean Institute for Public Service &amp; Community Engagement</td>
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<td>Ryan Parsons, University of Mississippi, AmerCorps VISTA McLean Institute</td>
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<td>Ernestine Bilbrew, Mississippi College, Savings Account Program</td>
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<td>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.</td>
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2:35 p.m. – 3:35 p.m.  

**CONCURRENT SESSIONS H**

**H1** The Value Chain of Colorado Agriculture: A Community, University, and State Partnership  
Kathay Rennels, Colorado State University  
Tom Lipetzky, Colorado Department of Agriculture  
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.

**H1** Stories of Change: Training Youth Facilitators to Deliver a Life Skills Program for Children  
Fay Fletcher, University of Alberta  
Alicia Hibbert, University of Alberta  
Fiona Robertson, University of Alberta  
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.

**H2** Let’s Celebrate Together: 2013 International Arts and Culture Symposium  
Hyojung Cho, Museum of Texas Tech University  
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.

**H2** Building on Strengths: The Need for Faculty-Librarian Collaboration for Higher Student Success  
Laura Heinz, Texas Tech University Libraries  
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.

**H3** Assessment of Reflective Practices in Service-learning  
Nicole Springer, Michigan State University  
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.

**H3** Training College Students to Better Engage with Community Partners  
Anna-Margaret Yarbrough, The University of Alabama  
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.

**H4** Science and Engineering Precollege Outreach: STEM Learning Experiences from Middle School to Grad School  
Lisa Grable, The Science House, NC State University  
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.
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<tr>
<td>H4</td>
<td>The Power of Mentoring in STEM Education</td>
<td>Joanna Skluzacek, University of Wisconsin-Extension</td>
<td>McKinzie-Merket 4</td>
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<td>The Wisconsin 4-H Tech Wizards Program is part of a national program whose</td>
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<td>mission is to engage youth from economically depressed areas in STEM while</td>
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<td>providing a strong small group mentoring environment. Assessment tools show</td>
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<td>youth develop self-efficacy and STEM skills while the adults improve</td>
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<td>communication and leadership skills.</td>
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<td>H5</td>
<td>We All Are Responsible for Student Success</td>
<td>Joseph Kulhanek, University of Texas at San Antonio</td>
<td>McKinzie-Merket 5</td>
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<td>Rachel Ruiz, University of Texas San Antonio</td>
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<td>The University of Texas at San Antonio Office of P-20 Initiatives will share</td>
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<td>successful programming strategies that address the importance of building</td>
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<td>long-term partnerships that help foster student success. This includes</td>
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<td>instructional outreach that addresses community first and student success</td>
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<td>H6</td>
<td>Connecting Instruction, Professional Development and Student</td>
<td>Sandra Cooley Nichols, The University of Alabama</td>
<td>McKinzie-Merket 6</td>
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<td>Achievement: Partnering for Change</td>
<td>Adriane Sheffield, University of Alabama</td>
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<td>Elisabeth Davis, Tuscola School</td>
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<td>The preliminary findings of a partnership initiative designed to improve</td>
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<td>outcomes for students with disabilities by supporting and enhancing</td>
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<td>instruction will be presented. A review of the partnership development</td>
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<td>process, the procedures used to collect and analyze data, and the</td>
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<td>development of the implementation plan will be shared.</td>
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<td>H7</td>
<td>Assessing Engagement and Outreach: Lessons Learned</td>
<td>Valerie Paton, Texas Tech University</td>
<td>SUB, Traditions</td>
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<td>David Procter, Kansas State University</td>
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<td>Burton Bargerstock, Michigan State University</td>
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<td>Measuring engagement and outreach activity is an essential element in</td>
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<td>telling the story of U.S. higher education's impact on the public good.</td>
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<td>This session will summarize the key learning that has resulted from</td>
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<td>three institutions' efforts to assess and communicate engagement and</td>
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<td>H8</td>
<td>Integrating Proven Models of Behavior Change into Extension Programs</td>
<td>Ronald Cox, Jr., Oklahoma State University</td>
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<td>Matthew Brois, Oklahoma State University</td>
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<td>Radonna Sawatzky, Oklahoma State University, Cooperative Extension Services</td>
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<td>This presentation outlines the development of a new co-parenting divorce</td>
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<td>program based on proven theories of change, the preliminary results</td>
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<td>of its effectiveness on producing change in negative parenting behaviors,</td>
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<td>and community engagement. Special attention is given to how community</td>
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<td>input influenced the development and evaluation of the program.</td>
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<td>H9</td>
<td>Engendering Systemic Engagement: The Case of Flint, Michigan</td>
<td>Robert Brown, Michigan State University</td>
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<td>Jessica Barnes-Major, Michigan State University</td>
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<td>Linking, aligning, and leveraging University-wide research with ongoing</td>
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<td>action across multiple community grassroots networks creates systemic</td>
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<td>engagement which is necessary to fully address community issues created by</td>
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<td>years of disinvestment, deindustrialization, depopulation and urban decay,</td>
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<td>as well as high rates of crime, unemployment and poverty. This workshop</td>
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<td>examines a current effort between MSU and the city of Flint.</td>
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<td>H10</td>
<td>Improving Literacy One “Sense” at a Time</td>
<td>Nancy Boyd, University of Alabama</td>
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<td>Stephanie Carpenter, Wayne State University</td>
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<td>Lance Simpson, University of Alabama</td>
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<td>Megan Walters, University of Alabama</td>
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<td>Universally accessible information encourages literacy by supporting</td>
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<td>participants with different learning styles and challenges, and physical</td>
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<td>impairments. Through empathy training, leaders will understand differences</td>
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<td>in learner's needs to improve services. Project ALFA fellows offer a</td>
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<td>summary of the Extra-Legally-Able-Challenged (ELAC) population and ways to</td>
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<td>proactively provide information to all users.</td>
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**H11**  🎨 What Is It, Really? Theory and Measurement of Boundary Spanning  
Lorilee Sandmann, *University of Georgia*  
Jenny Jordan, *University of Georgia*  
Casey Mull, *University of Georgia*  
Victoria David, *University of Georgia*  
Kristi Farner, *University of Georgia*

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.

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3:45 p.m. – 5:00 p.m.  
**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.

- **Lawrence Schovanec**  
  Interim Provost  
  *Texas Tech University*

- **Crystal Tremblay**  
  Research Coordinator for the UNESCO Chair in Community-Based Research & Social Responsibility  
  *University of Victoria, Canada*

- **Rogerio Abaurre**  
  National Coordinator  
  *HSE-TTUISD Partnership in Brazil*

Moderator:  
Valerie Paton,  
*Texas Tech University*

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5:30 p.m. – 6:15 p.m.  
**ESC 2013 Poster and Film Awards**  
**Journal of Community Engagement and Scholarship Meeting and Reception**  
*Overton Hotel, Prefunction Area (1st 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*
Poster Presentations

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 Dunkle, University of Alabama
Carole Savage, University of Alabama
Victoria Shesley, 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 that 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
Jerold Leang, Oklahoma State University
Yeason Chung, Oklahoma State University
This study explores 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 designed 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 emerge 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
Mara Fort, The Ohio State University
Jason Fredrick, 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 Dorm, 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
Kelley Beckett, Towson University
Bobby Laut, Towson University
TU in the Community: Towson University’s community engagement database, has a feature called the Tender 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 offices. 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 Schickler, 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.

TextOS Digital Education: Building a Community of Digital FREEdom
Kayla Langscheid, 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 (TextOS), 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 inability to afford proprietary software. The TextOS 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 Dobner, 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 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 Irlebeck, 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 Dia 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
Coddie 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 with the research community 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  
Larilee 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 and 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 NPO's provide direction and NNOS provide direction and NNO’s assist in planning for program initiatives. Career & College readiness, degree completion, and professional development are our three goals.

**#OKSTATEHASANAPP THAT**  
David Davis, Oklahoma State University  
#OKSTATEHASANAPP THAT 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 Service: 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 Arciello, Texas Tech University  
Courtney Meyers, Texas Tech University  
Norman Bert, Texas Tech University  
Tanya 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 Resilience  
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, UTP, local schools and non-profits form mutually beneficial relationships, allowing 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 Schrieler, University of Wisconsin-Extension, Iowa County  
Debra Ivey, University of Wisconsin-Extension, Iowa County  
Amber Canto, University of Wisconsin-Extension  
Samuel 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 Radosovich, East Carolina University  
Tracy Carpenter-Aebly, 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 Dabbs-Oates, Purdue University  
This project examines the role of service-learning and the role of reflection in professional development. reflection is a strategy 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 the skills developed.

**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 a family crisis situation affected twelve helping systems of a rural community in North Carolina. The relationships 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 Nett, College of Design - Iowa State University  
Lisa Bates, Iowa State University  
Susan Erickson, Iowa State University  
Throughout 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 Pung, University of Nevada, Las Vegas at Lubbock  
Christina Esperat, Texas Tech University Health Science Center at Lubbock  
Huaixin Song, Texas Tech University Health Science Center at Lubbock  
This project 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.
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.

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.
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Associate Vice Provost for Outreach & Engagement
James Madison University

JUDE VALDEZ
Vice President for Community Services
University of Texas - San Antonio
Thank you to the Louise Hopkins Underwood Center for the Arts, the National Ranching Heritage Center, and the Museum at Texas Tech University for hosting our evening programs.
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.

engagementscholarship.org/conference