Tulsa, Oklahoma
September 19-20, 2013

Kansas | Missouri | Nebraska | Oklahoma

Hyatt Regency Tulsa
100 East Second Street
Tulsa, Oklahoma 74013
# CONTENTS

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agenda</td>
<td>3</td>
</tr>
<tr>
<td>Welcome Speaker</td>
<td>3</td>
</tr>
<tr>
<td>Guest Speaker</td>
<td>4</td>
</tr>
<tr>
<td>Keynote Speaker</td>
<td>5</td>
</tr>
<tr>
<td>Session One</td>
<td>6</td>
</tr>
<tr>
<td>Session Two</td>
<td>8</td>
</tr>
<tr>
<td>Session Three</td>
<td>10</td>
</tr>
<tr>
<td>Session Four</td>
<td>12</td>
</tr>
<tr>
<td>Session Five</td>
<td>14</td>
</tr>
<tr>
<td>Awards Luncheon</td>
<td>16</td>
</tr>
<tr>
<td>Newman Civic Fellows</td>
<td>17</td>
</tr>
<tr>
<td>Compact Directors</td>
<td>18</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>18</td>
</tr>
<tr>
<td>Hotel Map</td>
<td>19</td>
</tr>
</tbody>
</table>
**AGENDA**

**Wednesday, September 18**

6:00pm to 8:00pm  
Pre-Conference Check In *(Promenade Ballroom Hallway)*
For those arriving early, registration and conference materials will be available.

**Thursday, September 19**

7:30am to 5:00pm  
Registration—Promenade Ballroom Hallway

7:45am to 8:15am  
Announcement and Welcome — Promenade Ballroom D

8:20am to 8:35am  
Chancellor Glen D. Johnson, Oklahoma State System of Higher Education

8:35am to 8:50am  
Campus/Community Partnership—Promenade Ballroom D

9:00am to 10:15am  
Concurrent Session One

10:30am to 11:45am  
Concurrent Session Two

12:00pm to 1:15pm  
Lunch and Keynote Speaker: Mr. Stephen Black—Promenade Ballroom D

**State Meetings**

*Rooms: KS—Diplomat; MO—Directors Row 4; NE—Directors Row 3; OK—Executive Room*

**Friday, September 20**

7:45am to 8:15am  
Breakfast—Promenade Ballroom D

8:20am to 8:45am  
Announcements and Welcome — Promenade Ballroom D

9:00am to 10:15am  
President Thomas McKeon, Tulsa Community College

10:30am to 11:45am  
Concurrent Session Five

12:00pm to 1:00pm  
Awards Luncheon — Promenade Ballroom D

**Welcome Speaker**

Chancellor Glen D. Johnson, Oklahoma State System of Higher Education

---

As chief executive officer for the Oklahoma State System of Higher Education, Johnson provides leadership to 25 state colleges and universities, ten constituent agencies, two higher education centers and multiple independent colleges and universities on matters relating to higher education standards, courses and programs of study, budget allocations, fees and tuition, and strategic planning. Before assuming the role of chancellor in 2007, Johnson served 10 years as the 16th president of Southeastern Oklahoma State University in Durant; prior to that, he served as Director of Public Policy and Adjunct Professor of Law at the University of Oklahoma, College of Law. Additionally, Johnson served in the Oklahoma House of Representatives from 1982 to 1996 and as Speaker of the House from 1990 to 1996. At the time of his election, Johnson was the youngest sitting Speaker in the U.S. Johnson holds memberships in numerous organizations and has been the recipient of many awards and honors, currently serving as vice chairman of the Southern Regional Education Board and as a member of the American Association of State Colleges and Universities Board of Directors, the Oklahoma Heritage Association’s Executive Board of Directors, the Oklahoma City National Memorial and Museum Board of Trustees, and many others. Johnson was inducted into the Oklahoma Hall of Fame in November of 2006, received an Honorary Doctorate of Humane Letters from Oklahoma City University in 2009 and has been named as a Life Fellow of The Fellows of the American Bar Foundation.
GUEST SPEAKERS

Amanda Cothern, Program Coordinator
OK Advocates Involved in Monitoring (OK-AIM)
Tulsa Advocates for the Rights of Citizens with Developmental Disabilities (TARC)

Jennifer Jones, Ph.D.
Assistant Professor
Human Development and Family Science
Oklahoma State University

Thursday, September 19, 8:35am | Promenade Ballroom D

OK-AIM trains more than 700 volunteers statewide to visit state-funded residences to monitor the quality of the everyday lives of people who have developmental disabilities.

TARC is a 501(c)(3) nonprofit organization committed to ensuring a high quality of life for Oklahomans with developmental disabilities and their families through education, empowerment, support and advocacy.

President Thomas McKeon, Tulsa Community College

Thomas McKeon was named the third president of Tulsa Community College (TCC) on July 1, 2004. With TCC since 1980, when he joined as an instructor, McKeon has served in a number of administrative roles at TCC, including dean of instruction, provost of two campuses, and executive vice-president and chief operating officer. McKeon currently serves on several professional and civic boards of directors including, Governor’s Council on Economic and Workforce Development, Oklahoma Council of Presidents, The Oklahoma Academy, Community Action Project, Tulsa Regional Chamber, and Oklahoma Conference on Community and Justice. In June 2007, McKeon was inducted into the OSU College of Education Hall of Fame. He is a recipient of the Paragon Award from Leadership Tulsa. In 2008 he was named the Tulsaan of the Year by Tulsa People Magazine. In addition, in 2012, McKeon was selected as one of five Oklahomans of the Year by Oklahoma Magazine. On May 20, Dr. McKeon was honored by OSU-Tulsa as one of four 2013 Icons for OSU. The recipients of this prestigious award are recognized for their contributions to Oklahoma State University, the city of Tulsa, and the state of Oklahoma.

Dr. Lisa Keyne, Director, North Carolina Campus Compact

Friday, September 20, 8:20am | Promenade Ballroom D

Dr. Lisa Keyne is the Executive Director of North Carolina Campus Compact, serving as the primary administrator for the organization and the essential link to North Carolina Presidents and Chancellors and the national network. She moved to North Carolina from Oregon where she was Vice Provost for Concordia University, Portland, Oregon. Keyne began her work in higher education as a faculty member and program director at Concordia University in Seward, Nebraska, mentoring and equipping students for fulltime church work, and teaching graduate and undergraduate courses. Keyne served as a Commissioner on the North Carolina Commission on Volunteerism and Community Service from 2008-12, serving as Vice Chair during her final year. Keyne has also served on the board of the Servant Events Committee of The Lutheran Church-Missouri Synod (LCMS), and led a team of college students to China to teach English for a summer. She currently serves on the Steering Committee and as the Chair of the Education Subcommittee for the International Lutheran Society of Wittenberg, a project of the LCMS. Keyne is a graduate of Leadership North Carolina, has a master’s in public administration from the University of Alabama in Birmingham, a Ph.D. in higher and post-secondary education from the University of Southern California, and recently completed Duke University’s Certificate in Nonprofit Management.
KEYNOTE: STEPHEN BLACK

Black, grandson of U.S. Supreme Court Justice Hugo L. Black, grew up in New Mexico after most of his family left the state in the 1950’s and 60’s following his grandfather’s role in controversial Civil Rights decisions, including Brown v. Board of Education. Despite growing up over 1,000 miles away, from a very young age, he was fascinated by Alabama and the legacy of his family’s commitment to public service in their home state.

After receiving a bachelor’s degree magna cum laude from the University of Pennsylvania and his Juris Doctorate from Yale Law School in 1997, he returned to Alabama to join the Birmingham law firm, Maynard, Cooper and Gale. From there he served for a brief time as an assistant to the Governor focusing on policy and economic development projects. Encouraged by the enthusiasm of thousands of students he encountered when speaking across the state, he turned his focus to founding and leading the Center for Ethics and Social Responsibility at The University of Alabama, as well as a statewide organization housed at the Center called Impact Alabama. Impact is a nationally unique nonprofit with a staff of 30 full-time college graduates who have provided more than 3,000 college students the opportunity to participate in structured service projects designed to promote learning and leadership development. Since Impact Alabama’s inception in 2004, these students and staff have:

- provided comprehensive vision care to more than 189,000 small children,
- prepared tax returns for more than 23,000 working families, helping them to claim $42 million in refunds and saving them approximately $6.6 million in commercial preparation fees,
- provided a debate team program for thirty-eight gifted students from Birmingham’s public high schools, resulting in over $3 million in college scholarships,
- provided an Advanced Placement Academic Institute for more than 200 high school students in Birmingham, Huntsville, and Tuscaloosa (2012)

In 2008, Black received the prestigious Robert Wood Johnson Foundation Community Health Leaders Award for his work with FocusFirst. This national award is given annually to individuals who demonstrate creativity and commitment in addressing society’s most pressing health issues. Ten recipients were chosen from over 800 nominations. In 2013, Black was asked by Chancellor Robert E. Witt to serve as Special Advisor to The University of Alabama Chancellor for Outreach and Community Engagement.

Developing the Moral Obligations of Citizenship

Our institutions of higher education cannot, in good conscience, merely be occasional volunteer providers for the poor. Often best situated to offer vision, credibility and leadership, our colleges and universities must participate in helping Americans increase the realm of duties we define as moral responsibilities. Especially those with college degrees must realize that with the privilege of being better educated than two-thirds of our nation’s population comes an obligation - an obligation to understand that every individual’s life has dignity and worth, and everyone’s health, education and potential to succeed is worth fighting for. Student volunteers can provide essential services to low-income communities. Perhaps more importantly, combining their service in structured service-learning academic courses provides them with the opportunity to reflect upon their experiences and think more critically about their role as active citizens. That is, students who participate in high-level service-learning opportunities gain greater awareness of the complexity of social injustices; the critical need to provide quality health care, education, or opportunities for economic improvement to all citizens; and the importance of their role as citizens to participate in systemic change.
This session explores TEAMS, a program for a diverse group of at-risk youth in 7th through 10th grades. The TEAMS program collaborates with multiple community partners (high school, community college, business people, and students families) to provide valuable service learning experiences that go beyond the classroom, and to develop skills necessary for success in high school and college. Students in the program are matched with mentors in the high school who become their role models. The TEAMS program is innovative and original in the number of partners, students, families, and community members who fully participate in the program throughout the school year. The number of families grows annually, and all are involved for four years, impacting change in students, families, and partners alike. The result is an increase in self-esteem, teamwork, and leadership as people truly make a difference in the lives of others. Come to this practical session to learn the nuts and bolts of incorporating service learning into any program.

With the growth of online education, elements from the traditional classroom are naturally carried into the virtual environment; however, service learning appears to have a marginal presence. Two faculty members in different colleges at Fort Hays State University sought to integrate service learning into classes developed for online delivery in spring of 2013. Faculty from the two classes will share the design and structure of the service learning as well as results from a pre-test/post-test assessment related to learning objectives, civic learning, and leadership skills. Upon completion of this session, participants will understand the unique way service learning is integrated into online learning, conceptualize design of an online service learning project, examine an instrument for assessment of online civic skills, and identify best practices in online service learning.

This session will benefit those who work with or have an interest in working with student organizations, through focusing on ENACTUS (ENTrepreneurial ACTion US, formerly known as Students in Free Enterprise or SIFE), and the resources and benefits the organization offers communities, students, faculty, staff members and colleges. Using the grants, competitions, prizes, best practices and other resources and support offered from ENACTUS USA, some 21,000 students on over 500 campuses conducted over 5,000 projects involving over 816,000 student volunteer hours in the 2011-2012 academic year. ENACTUS teams use what they have learned to improve the standard of living and quality of life of people in need by working with campus and community partners to plan and carry out projects that bring about measurable change. Following an introduction to ENACTUS featuring video and a brief overview of the presenter’s experiences, participants will be engaged through a world café format to plan ENACTUS projects which, following indicated criteria, could potentially be utilized in these competitions.
CONCURRENT SESSION ONE

Thursday, September 19, 9:00 am to 10:15 am

Service Learning: Inspiring Faculty to Action

Lisa Gerow
Cathy Furlong
Sharolyn Wallace
Dawn Parton
Ruth Wilcox
Mariko Takahashi
Don Crall
Janine Jensen
Carol Carr
Janis Farr
Tulsa Community College

This session addresses the challenges of how to create sustained interest and excitement for implementing new service-learning classes on the Tulsa Community College (TCC) campuses. Participants will learn how TCC’s Service-Learning Faculty Coordinators have used Faculty Innovation Grants to develop the Service-Learning Scholar Program over the past two years to send over 20 full-time and part-time instructors to professional development conferences. Session participants will also learn about innovative service-learning training and support that the Service-Learning Coordinators provide to scholars and other faculty throughout the academic year to sustain momentum. The panel includes TCC instructors who are past Service-Learning Scholars and who now offer service-learning experiences in their classes, and TCC’s Service-Learning Faculty Coordinators. They will share insight on building enthusiasm, confidence, and interest in service-learning among faculty, and strategy on strengthening its force in meeting the mission of institutions of higher learning.

Executive

Five Lessons in Maximizing Community Connections

Winona M. Tanaka
John Henshaw
M. Teresa Valero
Students
University of Tulsa
Community Representatives

This panel of faculty, students and community representatives will discuss five key lessons learned while developing effective collaborations through service learning. Faculty and students from two disciplines will be represented: Graphic Arts and Mechanical Engineering, and the lessons learned are applicable across all disciplines. Community representatives will provide their different perspectives from public, private and church-affiliated organizations in the Tulsa community. The panelists will discuss lessons learned while identifying community needs, setting partnered projects into motion, measuring results, and seeking sustainability of desired results. Successes and failures (or shortfalls) will be discussed candidly. By bringing faculty, students and community representatives together, the panel will show how different perspectives and goals can come together effectively (or sometimes not so effectively) in a service learning project.
CONCURRENT SESSION TWO
Thursday, September 19, 10:30 am to 11:45 am

Students Fighting Hunger: A Community College Example of Community Engagement and Partnership in Action
Jim Buchhorn
Ashlea Lorance
Renata Herrman
Butler Community College

This panel discussion will present the work done by a class of six handpicked students from key student organizations in a Community Action Writing class during the spring semester of 2013. This class attended the Universities Fighting Hunger Conference in Kansas City in March and returned to create a program to address hunger in Butler County, Kansas. They will share their classwork, which will include a discussion of the specifics of setting up and operating the class, to allow for modeling. A question and answer session will follow the presentation.

Best Practices for Service Learning with English Language Learners
Adrian Wurr, University of Tulsa
Denni Blum, Oklahoma State University

This presentation will focus on the use of service-learning with English Language Learners, both as service recipients and service providers. Panelists will describe several service-learning projects – one in which pre-service and veteran teachers teach English as a Foreign Language in Mexico as part of a study abroad course, and the other in which international students learn English as a Second Language while teaching elementary students and senior citizens about their culture. In describing each project, panelists will highlight best practices for successful programs with English Language Learners.

Community Partners: Oklahoma State University-Oklahoma City and the Harn Homestead
Dennis Smith, Oklahoma State University-Oklahoma City
David Sapper, Harn Homestead

For 15 years, the students from OSU-Oklahoma City volunteered twice a year as part of an outreach program at the Harn Homestead, a historical site located in northeastern Oklahoma City near the State Capitol complex, and earned credit in their humanities classes for their participation. Both sides of that story are presented from the view of the coordinators. Each side will attest to the significance and impact of this relationship.
CONCURRENT SESSION TWO
Thursday, September 19, 10:30 am to 11:45 am

Student Panel: A Review of Several Student Projects Developed in a Community-Focused Innovation Certificate and Fellowship
Aaron Ball
Sarah Block
Caleb Lareau
Katie McGouran
Laile Nikou
Charles Wood
University of Tulsa

Five students will individually share several projects they have developed as part of a new service-learning certificate in Applied Innovation and as part of the Nova Fellowship. The students will detail the steps of identifying their driving interests and concerns, developing an idea that will benefit the community, receiving input and advice from local community mentors, and seeking out grant funding and faculty advising when they have a project ready to be implemented. The students will share their projects and experiences in the programs, and enter into interaction and discussion with audience members to showcase the potential of new programs, provide practical skills to attendees, and help interested attendees replicate the model at their universities.

High Tech and High Touch in Service Learning: Using Technology in Reflection Activities
Javier Leung
Fort Hays State University

This presentation will provide practical uses of technology in service-learning. Technological innovations provide society with 24-hour access to information from anywhere in the world. Although today’s technology is pervasive, how can faculty, students, and community agencies take advantage of devices and apps in stimulating student reflection and collaboration? Because reflection is the key to service learning, based on Janet Eyler’s (2001) Creating Your Reflection Map the presenter will provide an overview of technologies and how users interact with apps and devices for reflection, for collaboration among classmates or agencies, and for presentation of results.
CONCURRENT SESSION THREE

Thursday, September 19, 1:30 pm to 2:45 am

Service-Learning as Working Meditation: Zen Buddhist Nuns Present a Community Partner Perspective on Engaged Service-Learning
Dann May, Oklahoma City University
Buddhist Nuns, Buddha Mind Monastery

In the past seven years over 500 students who took an introductory world religions course at OCU have completed service-learning projects at the Buddha Mind Monastery, which is one of the most active and engaged community partners in OCU’s service-learning program. In this community partner perspective, Buddhist nuns from Buddha Mind will share with participants their service-learning philosophy, their best practices, and will comment on various student projects. The nuns will explain why they so readily offer service-learning and how these service projects benefit both the Buddhist community and the students doing the service. More deeply, panelists will discuss how traditional Zen Buddhist practices have been specifically tailored to the service projects done at the monastery. As an example, during the service projects and after the brief practice of seated and walking meditation, students are invited to participate in what the nuns call “working meditation,” which involves a meditative and uniquely Buddhist approach to serving the community. Students are urged to concentrate and be mindful of the work they are doing for the community, no matter how mundane or seemly routine the tasks seems to be. An examination of student comments taken from service-learning reflection papers will augment and enhance this presentation, with questions and discussion from participants.

Freshman + Service-Learning = Persistence
Lisa Nelson
Sandra Driskell
Wayne State College

Retention is significant to all higher learning institutions and the focus of recent service-learning research. Preliminary research findings examine service-learning participation and retention for first time, full-time and TRiO eligible freshmen students at Wayne State College. The federal TRiO program provides assistance to first generation, low-income, and disabled students. A collaboration in the fall of 2011 between the learning skills specialist assigned at WSC and the campus service-learning coordinator provided a relevant learning experience that included the potential for enhanced campus and community connectivity for the new freshmen. This unique partnership afforded a true freshman cohort model for service-learning and a comparison model for other courses that did not include a service-learning project. Presenters will discuss how re-enrollment data analysis can serve as a catalyst to strengthen institutional persistence, faculty and student scholarship and service-learning programs.
Life Histories: Bringing Together Students and Senior Adults
Mary Ann Jennings
Michele Day
Missouri State University

Now more than ever there is need for service learning projects to target agencies in the aging community. The number of persons considered elderly is growing rapidly, and the need for practitioners in all fields that serve older adults similarly is increasing. However, the numbers of students seeking careers in such areas is not keeping up with the need. Having actual experience with seniors has proven to enhance students’ interest in gerontological practice. In this workshop, presenters will describe a project designed to increase students’ interest in the elderly. A panel of students and instructors will present the preliminary results of their multi-year study, discuss what they have learned that works and does not work well in the project, and foster a discussion of how to enhance the project.

A Call to Community: Using Strengths-Based Leadership in a Community of Practice
Andi Witczak
University of Kansas

What if we could create a “community of practice” made up of people who work together to expand their individual and collective capacity to engage in the complexities of continuous improvement consistent with deep values of human purpose? Strengths-based leadership requires a significant mind shift from deficit-based thinking (define problem/determine solution) to asset-based thinking (opportunity-oriented/imagination), starting with the question of “what if.” This session will be an opportunity for community engagement professionals to reflect and reorient to what brought us to the work in the first place—the potential to make a difference and change lives for the good. Participants will engage with strategies to reorient to purpose and learn three simple questions to make optimism visible and measureable: what if? (imagine), how might we? (create) and why not? (innovate).

From Handshake to Action—Creating Sustainable Service-Learning Partnerships
Douglas Price
Carol Carr
Faculty and Students
Tulsa Community College
Leslie Penrose
Just Hope

Each year for the past four years the Nursing Program and Dental Hygiene Department of TCC have sponsored service-learning students and instructors who have brought comfort and hope to some of the poorest populations in the western hemisphere. TCC partners with JustHope of Tulsa and Acopades of Chacraseca, Nicaragua to identify and bring these critical health and community services to Nicaragua, and for the common aspiration of improving friendship, education and cultural exchange. In the context of a collaborative partnership, a panel consisting of the community partner, students, faculty, and administrators from TCC will briefly review the development of the partnership. The panel will address the use of best practices in academic service-learning and community engagement to foster participatory citizenship among TCC students in their communities. The panel will also discuss how the three partnering entities collaborate to support TCC students engaging in service-learning activities in Chacraseca in the curricular areas of Nursing, Dental Hygiene, Journalism, Psychology and Music. Special emphasis will be given to the broader themes of cross-cultural learning, poverty and community development, leadership development and immersion experiences through service-learning.
CONCURRENT SESSION FOUR

Friday, September 20, 9:00 am to 10:15 am

Retrieving Freedom Inc., and Wartburg College Partnership
William Soesbe
Wartburg College

This session involves sharing a recently developed service-learning project partnered with Retrieving Freedom Inc. and associated with Wartburg College in Waverly, Iowa and its Institute for Leadership Education. The presentation will foster an interactive exchange of information and engage participants in a variety of activities using triangulated learning, a pedagogy which involves teaching and learning through three different processes: traditional, peer, and experiential. The presentation will include a discussion of the virtues and vices of implementing the program, and the assessment methods used to evaluate the program’s successes and shortcomings. Participants will be provided with resources and ideas about how to implement a service-learning project and/or develop a similar venture.

Using On-Campus Service Learning Projects to Engage Commuter Students: “I attend this university, but I don’t know much about it except for the parking lot.”
Christy Vincent
University of Central Oklahoma

A faculty member at a regional university with a large number of commuter students will provide lessons learned when assigning semester-spanning, service-learning course projects in an upper-division Health Communication class. With a balanced emphasis on learning about Health Communication theory and about “real world” health problems, the course requires students to partner individually with an on-campus entity to conduct a service-learning project. Participants in this session will explore challenges, along with the benefits and barriers, to assigning service-learning projects to commuter students whose time on campus is typically limited to the hours they are in the classroom. Additionally, participants will explore issues related to fostering academic learning outcomes and life-learning outcomes through service-learning projects assigned in a course.

What’s the DEAL: A Program Level Model for Design of Critical Reflection
Trisha Gott
Chance Lee
Kansas State University

Service-learning programs rely on high quality critical reflection to help students make meaning of their experiences. Service-learning programs must design reflection to support and advance that meaning-making, and so must examine reflection design. To improve understanding and implementation of critical reflection in a university’s international service learning program, the presenter utilized the DEAL model of critical reflection to reflect on practice at the program level. This interactive session will detail the Reflection Design Continua as a tool campuses can use to explore their own practices of designing critical reflection delivery over a semester, and will focus on how campuses can assess their own design of reflective curriculum for academic and co-curricular service-learning.
CONCURRENT SESSION FOUR

Friday, September 20, 9:00 am to 10:15 am

Regional and National Partners of The Higher Education Forum of Northeastern Oklahoma: Six Vignettes of Anchor Institutions through Service Learning and Community Engagement

Pamela Pittman, Tulsa Community College
Joann M. Weeks, University of Pennsylvania
Allyson Watson, Northeastern State University
Denni Blum, Oklahoma State University
Monica Varner, Arkansas Tech University (formerly at Rogers State University)
Adrian Wurr, University of Tulsa

This panel features leaders from six public and private institutions of higher education, at both the community and four-year level, to present a unique array of vignettes describing “real world” approaches to service learning and community engagement. Experiences will be shared which describe a higher education project engaging university students and non-native English speaking children, assess reflection, create service learning portfolios, develop high school and college student leaders through service learning, examine national trends of university-assisted community schools through academically based service learning, and break down barriers through critical dialogue to create service learning partnerships leading to collective action. This panel presentation will include one collaborative presentation flowing from topic to topic across six institutions conveying regional, national and international real world lived perspectives of service learning and community engagement.

Unpacking Power and Privilege in Community Service-Learning

Patrick Grayshaw
Missouri State University

Entering new communities creates potential unintended consequences for students, faculty, and staff as they navigate complex systems and bridge connections. This presentation will unpack elements of power and privilege through a partially interactive session highlighting best practices for addressing power and privilege. The first part of the presentation will focus on the student’s experience when entering new communities. The audience will be invited to share examples of their students’ cultures, backgrounds, and privileges, and how to have conversations in classes and in co-curricular service programs around power and privileges. Using the Social Change Model, specific examples will be given and best practices discussed. The second part of the presentation will highlight the institution’s role in the community and the inherent power that comes from that relationship. Using Stoecker and Tryon’s examples, a conversation will be facilitated with the audience around how institutions can best create sustainable and reciprocal community relationships.
Creating a Successful University and Community School Partnership
Shawn Michael Schaefer
University of Oklahoma

This presentation examines the partnership between the Tulsa Area Community School Initiative and the University of Oklahoma College of Architecture’s Urban Design Studio as a case study for exploring ways to build relationships with community partners and provide service-learning opportunities for graduate students. The presenter will discuss aspects of the partnership, which began in 2006 as part of a Department of Housing and Urban Development Community Outreach Partnership Center grant and has since led to five initiatives with thirty-eight interactions at fourteen public elementary schools in Tulsa, Oklahoma. Discussions will focus on community involvement, participatory planning and neighborhood development at schools with substantial underserved urban and suburban populations. Issues addressed will include making improvements to school facilities to make them the center of their communities, assisting citizens to better understand their environments and become organized to affect change, finding ways to get children to walk and bike to school, and introducing students and parents to the design professions.

Service-Learning and Institutional Recognition and Rewards in Higher Education—Is There a Disconnect?
Vibhavari Jani, Kansas State University
Cheryl Rude, Southwestern College
Jean Gleichsner, Fort Hays State University
Dustin Wilgers, McPherson College

This session shares the outcomes of a research project that explored the connections between promotion, recognition and tenure in regards to service learning in higher education. This research project was conducted by Kansas Campus Compact Faculty Fellows located at four higher education institutions in Kansas. Faculty members employed at the institutions of higher-learning are criticized for not actively engaging with the community they serve, but the criticism does not take in consideration the many roles a faculty member plays, including that of an educator, researcher, counselor, and advisor. These responsibilities are considered part of a faculty member’s “work load” based on the academic institution’s focus on teaching, research and service activities. Given these differing priorities, the tenure and promotion guidelines at each institution can vary, and a faculty member can be evaluated differently based on his or her teaching, research and service loads. The Faculty Fellows will discuss survey results and implications for institutions wishing to enhance service-learning among faculty, including session attendees’ questions.
CONCURRENT SESSION FIVE
Friday, September 20, 10:30 am to 11:45 am

Growing the P-16 Initiative: Rooted in Mission, Structured with Standards, and Guided by Assessment
Pamela Ashley
Julie Dierberger
University of Nebraska-Omaha

The P-16 Initiative at the University of Nebraska-Omaha partners PK-12 educators, higher education faculty, and community nonprofits to enhance content relevance and personal development for students in addition to meeting community needs. The University of Nebraska-Omaha’s Service Learning Academy collaborates with Building Bright Futures, a comprehensive public-private partnership that seeks to create educational excellence and equity in PK-12 settings in Omaha, with the P-16 Initiative holding accountability to both organizations. The presenters bring the balance of project management and assessment focus—the forces which make programs happen and continually improve. Attendees will follow the three-year development of the unique P-16 Initiative and have the opportunity to discuss and apply the processes used and the lessons learned to their own programs.

Preparing Students for Lives of Democratic Engagement
Regina Clemens Fox
Dann May
Clint Normore
Chris Roman Nose
Saeed Shadfar
Students
Oklahoma City University

This discussion panel of program administrators, faculty members, and students offers a world café perspective on a collaborative endeavor to intentionally plan and carry out co-curricular and curricular democratic engagement activities with a specific cohort of students from minority or underserved populations in a university program with civic engagement and servant-leadership core values. In addition to collaborating on program planning, the panelists have begun a longitudinal research project to track the students through their academic and community experiences in order to assess the impact of the programmatic goals. They will give an overview the institutional context and program history with democratic education goals, examples of the curricular and co-curricular civic engagement activities, results of the program assessment to date, and perspectives about the experiences from two students in the cohort. Within the context of the world café format, the panelists will begin an exchange with attendees about the similarities and differences in local contexts, civic engagement, and program assessment in order to build the body of knowledge on transforming our communities and nation through democratic education.

A Multi-Disciplinary Approach to Hunger Utilizing Service-Learning and Outcomes Assessment
Anna Page
Holly Milkowart
Dawn Gale
Johnson County Community College

Hunger is not one-dimensional, and its impact has wide-spread physiological, psychological, and societal effects. Through the use of service-learning projects, the issue of hunger can be incorporated into various disciplines that seek to address its fundamental components. Service-learning allows for students to consider the ethical impact regarding hunger while working with community partners. The three presenters will allow attendees to participate and reflect in a world café type setting and examine (1) what moral obligations exist (individually and/or communally) to others in need within the context of world hunger, (2) civic responsibility and civic engagement with the practical application of a student-coordinated food drive, and (3) hunger through the view of nutrient composition with a focus on nutrient-dense food drives for the local college food pantry.
AWARDS LUNCHEON

Friday, September 20, 12:00 pm to 1:00pm

2013 Community Engagement Professional of the Year

One outstanding professional from a member campus in each state who has worked toward the institutionalization of academic service-learning and/or service, created and striven toward a vision of service for his/her campus, promoted higher education as a public good, provided exceptional support to faculty and students, and has been instrumental in forming innovative campus-community partnerships.

WHO

2013 Excellence in Community-Based Teaching and Scholarship

One outstanding faculty member from a member campus in each state who has successfully incorporated service-learning into at least one course with demonstrable outcomes and conducted outstanding research in the field of service-learning and engaged scholarship.

WILL

2013 Outstanding Community and Campus Collaboration

One outstanding sustained campus-community partnership in each state that demonstrates a true partnership as evidenced by community agency involvement in the development of the course goals and learning outcomes; measurable impact (qualitative and quantitative) on students, faculty and institutions; measurable impact on the lives of those served by the community agency; and commitment of community agency to student learning.

WIN?
These students are a part of a group of 181 students from 36 states who were named 2013 Newman Civic Fellows by Campus Compact. Through service, research, and advocacy, the Newman Civic Fellows are making the most of their college experiences to better understand themselves, the root causes of social issues, and effective mechanisms for creating lasting change. The students were nominated by their college or university president as inspiring college student leaders who have demonstrated an investment in finding solutions for challenges facing communities throughout the country. For more information about the Newman Civic Fellows, visit www.compact.org.

<table>
<thead>
<tr>
<th>Kansas</th>
<th>Missouri</th>
<th>Nebraska</th>
<th>Oklahoma</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexandra Rose</td>
<td>Jordan Boyd</td>
<td>Renata Herrmann</td>
<td>Tonya Christian</td>
</tr>
<tr>
<td>University of Kansas</td>
<td>Pittsburg State</td>
<td>Butler Community College</td>
<td>Rogers State University</td>
</tr>
<tr>
<td>Emma Flynn</td>
<td>Kelly Nuckols</td>
<td>Ross Allen</td>
<td>Loren Dunnam</td>
</tr>
<tr>
<td>Hutchinson Community College</td>
<td>Fort Hays State University</td>
<td>Kansas State University</td>
<td>East Central University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sally McGuire</td>
<td>Kelly Everhart</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Oklahoma State University – Oklahoma City</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tami Gorton</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Oklahoma State University – Institute of Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Jamie Theye</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Peru State College</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Bailey Bollinger</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>University of Missouri - St. Louis</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Abigail Stokes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Westminster College</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Joshua Aiken</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Washington University in St. Louis</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Debra Horn</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Missouri State University</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Briana Bonner</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Truman State University</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Kathryn Montes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Northwestern Oklahoma State University</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Hailey Neubauer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>University of Oklahoma</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Jarrod Warnock</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Oklahoma State University</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STATE DIRECTORS

Kansas

Josh Mosier is the Executive Director of Kansas Campus Compact, providing strategic direction and support for the organization's efforts. Josh is a Kansas native and held previous appointments with Kansas State University’s Office of Governmental Relations, Kansas State University’s Office of Research and Sponsored Programs, and in the Kansas Governor’s Office, where his time was spent conducting policy research and administering federal grant funding to local governments and non-profits across the state. Mosier holds a bachelor’s degree in psychology and a master’s degrees in public administration and mass communications from Kansas State University.

Missouri

Missouri Campus Compact is eagerly anticipating the arrival of its new Executive Director. In the interim, Lonna Taber, Membership Services Specialist, with the assistance of Dee Armstrong and Lacy Knipp, has provided the leadership to allow Missouri Campus Compact to continue to serve its members. Dee, and Lacy are grateful for the support they have received from Missouri Campus Compact members and excited about the new possibilities and opportunities this time of growth will bring. Lonna holds a Bachelor’s degree in General Business from Missouri State University.

Nebraska

Dr. Juan N. Franco, Interim Executive Director for the Nebraska Campus Compact, is a professor of Educational Psychology at the University of Nebraska-Lincoln, and currently serves as the Vice Chancellor for Student Affairs at the University of Nebraska-Lincoln. Franco holds a Bachelor’s degree in Mathematics from Sul Ross State University and a Ph.D. in Counseling and Guidance from New Mexico State University. Previous appointments include senior administrator and faculty positions at both Utah State University and New Mexico State University.

Oklahoma

Dr. Debbie Blanke is the Executive Director of Oklahoma Campus Compact supporting 35 member institutions. In addition, she is the Associate Vice Chancellor for Academic Affairs for the Oklahoma State Regents for Higher Education and works with state institutions on issues of academic policy, academic degree offerings, and state-wide degree completion and workforce development strategies. She holds an earned doctorate in Higher Education from Oklahoma State University, a Master of Science in Behavioral Sciences from Cameron University, and a Bachelor of Science in Secondary Education from Oklahoma State University.

ACKNOWLEDGEMENTS

Many thanks to those who have so generously given us their resources, time and expertise to help with the conference!

Registration and Other Support
Debbie Terlip, Oklahoma State Regents for Higher Education
Lisa Walker, Oklahoma State Regents for Higher Education
Cindy Brown, Rose State College
Jennifer Barclay, Tulsa Community College

Tulsa Community College Technical Support Staff

Concurrent Proposal Reviewers
Lynda Bachelor, Kansas State University
Cindy Brown, Rose State College
Patrick Grayshaw, Missouri State University
Linda Kalbach, Doane College
Lisa Nelson, Wayne State College
Monica Varner, Rogers State University
Juan Franco, Nebraska Campus Compact
Josh Mosier, Kansas Campus Compact
Lonna Tabor, Nebraska Campus Compact
Debbie Terlip, Oklahoma Campus Compact
Join us for the 2014 *Campus Compact Heartland Conference* in Lincoln, Nebraska!