2012 Campus Compact Heartland Conference
<table>
<thead>
<tr>
<th>Contents</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Agenda</td>
<td>3</td>
</tr>
<tr>
<td>Keynote Speaker</td>
<td>4</td>
</tr>
<tr>
<td>Session One</td>
<td>5</td>
</tr>
<tr>
<td>Session Two</td>
<td>7</td>
</tr>
<tr>
<td>Session Three</td>
<td>9</td>
</tr>
<tr>
<td>Session Four</td>
<td>11</td>
</tr>
<tr>
<td>Session Five</td>
<td>13</td>
</tr>
<tr>
<td>Awards Luncheon</td>
<td>15</td>
</tr>
<tr>
<td>Newman Civic Fellows</td>
<td>16</td>
</tr>
<tr>
<td>Compact Directors</td>
<td>19</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>20</td>
</tr>
<tr>
<td>Hotel Map</td>
<td>21</td>
</tr>
<tr>
<td>Heartland Conference 2013</td>
<td>22</td>
</tr>
</tbody>
</table>
## Agenda

### Wednesday | October 10th

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
</tr>
</thead>
</table>
| 7:00 – 8:00 pm | Catch Up With Old Friends! *(Grand Hall Lounge)*  
For those arriving early, make plans to catch up with your colleagues in the Grand Hall Lounge |

### Thursday | October 11th

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 5:00 pm</td>
<td>Registration</td>
<td>Regency Ballroom C</td>
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<tr>
<td>7:45 – 8:20 am</td>
<td>Breakfast <em>(Regency Ballroom C)</em></td>
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| 8:20 – 8:45 am | Announcements and Welcome *(Regency Ballroom C)*  
**Welcome Speaker**  
*President and CEO, Beyond Housing*  
*Thursday, October 11, 8:20 a.m.*  
*(Regency Ballroom C)* |
| 9:00 – 10:15 am | Concurrent Session One                                |                           |
| 10:30 – 11:45 am | Concurrent Session Two                                |                           |
| 12:00 – 1:15 pm | Lunch and Keynote Speaker *(Regency Ballroom C)*     |                           |
| 1:30 – 2:45 pm | Concurrent Session Three                               |                           |
| 3:00 – 4:15 pm | State Meetings                                         |                           |
|            | Kansas Meeting *(Grand Hall I)*                       |                           |
|            | Missouri Meeting *(Grand Hall IV)*                    |                           |
|            | Oklahoma Meeting *(Grand Hall III)*                   |                           |

### Friday | October 12th

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**Welcome Speaker**  
*President and CEO, Beyond Housing*  
*Thursday, October 11, 8:20 a.m.*  
*(Regency Ballroom C)* |
| 9:00 – 10:15 am | Concurrent Session Four                               |                           |
| 10:30 – 11:45 am | Concurrent Session Five                               |                           |
| 12:00 – 1:00 pm | Awards Luncheon *(Regency Ballroom C)*                |                           |
Kenneth M. Reardon currently serves as Professor and Director of the Graduate Division in City and Regional Planning at the University of Memphis where he is engaged in research, teaching, and extension activities in the areas of neighborhood planning, community development, municipal government reform, and community/university development partnerships. Ken also co-directs, with Professor Katherine Lambert-Pennington of the Department of Anthropology, three resident-led planning efforts in the South Memphis and Vance Avenue neighborhoods of Memphis and in the nearby City of Brownsville, Tennessee.

Prior to joining the Memphis faculty, Ken served as an Associate Professor and Chairman of the Department of City and Regional Planning at Cornell University. While in Ithaca, Ken established the Cornell Urban Scholars and Cornell Urban Mentors Programs that involved more than fifty undergraduate and graduate students in participatory action research projects in New York City. In 2005, he created the New Orleans Planning Initiative that involved more than ninety planning students from Cornell, Columbia, and the University of Illinois in the creation of a post-recovery plan for the Lower 9th Ward of New Orleans.

Before joining the Cornell faculty, Ken served as an Assistant and Associate Professor of Urban and Regional Planning at the University of Illinois at Urbana-Champaign where he established the East St. Louis Action Research Project. This interdisciplinary community development assistant project has involved thousands of undergraduate and graduate architecture, landscape architecture, planning, law, history, sociology and engineering students in a wide range of collaborative research projects that have played a pivotal role in revitalizing several of East St. Louis’ most economically-distressed neighborhoods.

Ken received his Bachelor of Arts in Sociology from the University of Massachusetts at Amherst in 1976, his Master of Regional Planning at Hunter College of the City of New York in 1984, and his Ph.D. in City and Regional Planning at Cornell University in 1990.

Following the completion of his Ph.D., Ken completed a Post-doctoral Research Fellowship in Social Justice and Minority Communities at the University of Minnesota.
Creating Civic Pathways: Civic Education in Curricular and Co-curricular Programs

(Grand Hall IV)

Presented by: Jenni Harpring and Robin Hattori, Washington University- St. Louis

From “civic rock stars” to the civically disengaged, universities are full of students who fall along a spectrum of civic engagement. As educators charged with the mission to create the leaders of the next generation, we must provide programs that meet diverse needs.

This session provides a case study of the continuum of programs developed by the Gephardt Institute for Public Service at Washington University. These programs, both curricular and co-curricular, include a learning component to enhance students’ understanding of social issues, improve their effectiveness in the community, and encourage life-long civic action.

Through an interactive presentation, session attendees will use a spectrum of civic engagement to discuss program development and implementation: at the beginning level - to introduce students to civic engagement; at the intermediate level – for students with civic knowledge who want to grow their commitment and skills; and, at the advanced level – for student with an aptitude for civic leadership. Session attendees will be asked to share examples of programming that fit in these levels, and will be provided with sample documents and program descriptions they can adapt to their institutions.

Faculty Advisory Council: A Tree Bearing Fruit

(Grand Hall I)

Presented by: Pam Garvey, Richard Long and Donna Halsband, St. Louis Community College-Meramec

Find out how St. Louis Community College-Meramec’s three-pronged approach to deepening service through a Faculty Advisory Council, The Student Philanthropy Project and the online Service-learning Journal have led to more deeply rooted and more fruitful service-learning experiences in just a few years.

The Service-learning Program at St. Louis Community College has had a Faculty Advisory Council for the last several years to engage faculty across the curriculum in Service-learning and to deepen our practice. Two projects, funded by grants from Missouri Campus Compact, exemplify the work of this Council.

The Student Philanthropy Project encourages students to dig deeper into community needs. A take away power point clearly guides students in this process, and examples of student written proposals can serve as models for others.

The Service-learning Journal, launched August 2011, contains student and faculty reflections alongside photographs and videos of service. The multi-media journal highlights ongoing and time-specific projects, small and large. This journal, now a biannual publication of the campus, resides on the College's Service-learning webpage and will be archived online indefinitely. Excerpts from the journal will be featured alongside a guide to creating a web journal.
### Development of Emergent Practice Areas from Service-Learning Experiences

**Grand Hall II**

**Presented by: Lauren Foster and Dory Sabata, University of Kansas Medical Center, Kansas City, Kansas**

The relationships between academic institutions and community partners are central to service-learning. Outcomes of service-learning have often focused on how students and/or the community have been impacted. Yet another potential outcome is how service-learning can impact a profession. Students engaging in service-learning can become the impetus for change and growth of a profession. Some community sites may recognize unmet needs but may not have access to professions that can help to address those needs. Also, some academic programs need to provide fieldwork, practicums, or apprenticeships for their students and may lack adequate positions for training. Presenters will provide examples from diverse service-learning projects that demonstrate how the development of service-learning partnerships and projects has led to new clinical experiences, training opportunities, and movement towards expanding and creating future work in emergent areas.

Presenters will lead participants in this session through a process of identifying emergent areas and unmet needs within their profession’s domain. Additionally, participants will identify strategies for developing service-learning initiatives which help shape the future directions of a profession.

### Celebrating a Unique Service-Learning Project at a Health Fair: A Community Collaboration

**Grand Hall III**

**Presented by: Dia Campbell-Detrixhe, Hope Knight, and Betty Gorrell, Oklahoma City University**

In a collaborate effort to provide educational information on physical and mental health issues within one lower socioeconomic area elementary school, the Oklahoma City University (OCU) Kramer School of Nursing planned, coordinated, and conducted a community health fair. Various reasons support the need for conducting a health fair including an opportunity to provide a health service for the community, to raise awareness or educate about health-related issues, to promote healthy living habits, and/or to motivate participants to make positive health behavior changes. For the past three years, OCU nursing students enrolled in Community Health Nursing (traditional BSN and RN-to-BSN programs) have had the unique opportunity to organize these annual health fairs; to reflect upon their service-learning experiences as part of their OCU Service-Learning requirement; and to provide excellent clinical opportunities to practice community health nursing. The development of each student’s effective communication and collaborative skills is necessary in organizing and producing a health fair. All health fair booths/teaching stations were designed, implemented, and evaluated by students, with faculty guidance. Educational topics included dental care, diabetes, exercise, nutrition, safety precautions, drug awareness, importance of sleep, depression, anger management, vision screenings, vital sign checks, and more.

A tremendous amount of planning is required for a health fair to be successful. Co-presenters will share key components involved with the planning, implementation, and evaluation phases of a health fair; the “do’s and don’ts” of conducting a health fair, suggested health fair ideas, and lessons learned along the way.
Session Two

Thursday, October 11
10:30 – 11:45 am

Reflecting on Reflection: If Reflection Bridges Experience and Theory, Why Are My Students Building a Bridge to Nowhere?

(Grand Hall IV)

Presented by: Andi Witczak, University of Kansas, Lawrence, Kansas

Reflection is an everyday process. We reflect as we think about our everyday problems and situations. What went well? What didn’t? How do I feel about it? Reflecting in this way is a loose, “hit or miss” processing of observations and feelings that may result in doing something differently or reinforcing conceptual frameworks already in place. Because it is commonplace to us, we assume that not only does everyone reflect, but that everyone does it well.

In all courses that I teach, students are required to write various kinds of reflections. Constantly frustrated by the poor quality of student reflection, I slowly came to the realization that often students cannot critically reflect because they have not been taught to do so. That, of course, begs the question: how does one “teach” others to reflect?

Learning through reflection requires intentional capacity building, for both students and faculty. When it is well designed, reflection allows for deep learning, openness to new ideas and attitudes, and integrative thinking. Using the reflection lenses of Dewey, Schon, Kolb, and Boud/Keogh/Walker, this session will focus on ways to make reflection intentional and substantive in various disciplines. Participants will practice developing reflection strategies and reflection mechanisms, as well as discuss strategies for assessment.

Building Student and Community Capacities through a Service-Learning Model in Large Classes of Students with Multiple Partner Organizations: Challenges and Solutions

(Grand Hall I)

Presented by: Christine Berg and Peggy Neufeld, Washington University- St. Louis

A university-community partnership model using service-learning with dual aims: of preparing students for future population-based public health work, and of building capacities in non-profit organizations that provide services for underserved populations, will be examined. This session will include descriptions of the model’s key features in a course developed over the past 5 years, enrolling over 350 students and 30 agencies. Interactive discussions with the participants will explore challenges and practical solutions in managing the required one-semester course. A professor and a community advocate who co-teach a graduate occupational therapy course will highlight the model’s features: small group student learning activities to investigate an agency-identified challenge and design an evidence-based program; trained mentors assigned to groups to facilitate students’ reflection and guided discoveries; self-directed learning materials; and companion lectures. The model also supports agency collaboration with students who view challenges through an “occupational” lens that focuses on the daily, meaningful tasks of staff and target populations served by the agency. One theory driving this program model is Lave and Wenger’s Communities of Practice, wherein students, mentors, and agency personnel become learning communities as they participate together using shared resources to solve problems of common interests. Types of programs designed by mentored student groups include parent education, youth skill development, building health resources, neighborhood/residential services, and employee/volunteer/alumni programs.

Outcomes from the service-learning model will be discussed from multiple perspectives. Students learn a population-based approach through an agency partnership and how to address the “occupational” needs of society. Agencies gain fresh new perspectives and ready-to-go programs for their staff to implement. Target populations of agencies gain from enhanced and expanded services. Faculty promotes benefits of community partnerships and civic engagement to the university community. Participants of this session will be encouraged to apply the model to their service-learning challenges.
Incorporating service-learning into a class can often feel like a daunting task. Having plenty of resources both on campus and in the community can often make this undertaking much easier by providing many opportunities and options. Yet what if you don’t have many resources? What if your options were limited by the size of your institution and community? This panel is designed to explore the challenges and many wonderful experiences that come with doing service-learning in a small town like Fulton, Missouri and at a small institution like Westminster College. Four Westminster professors will discuss their experience with service-learning over the past academic year and how limited resources and a smaller community did not hinder service-learning in the classroom. After a brief discussion of each of their projects, the presenters will conduct a round table discussion with the audience.

In her talk “Crunching the Numbers: Tax Service in Callaway County,” Professor Elise Bartley discusses how her class formed a partnership with the IRS through the VITA Program to offer free income tax preparation services to lower income families and individuals in the Callaway County community. In “Planting a Seed,” Professor Therese Miller examines The Strong Woman Service-Learning Project designed to develop a grassroots women’s health promotion project to empower underserved women in the community. The class successfully created a “healing room” for women receiving services at the Coalition Against Rape and Domestic Violence (CARDV) Center and developed health and empowerment programs for female teen residents at the Rosa Parks Center, a female juvenile detention center.

Professor of English Matt Murrie’s “Our Fulton Business Review,” looks at a service-learning project that called upon the students of a basic writing course to work in groups to research local businesses and write a review of that business. These reviews were not only given to the businesses to use for marketing, but also compiled for Westminster students and visitors to use when shopping in Fulton. Professor Cinnamon Brown’s “Living History Just Down the Street,” assesses what happens when students put down their history textbooks and interview residents at a local assisted living facility in Fulton. She will trace students’ journey as they learned history from those who lived it while also providing valuable companionship and company to Fulton’s elderly.

A grant proposal was accepted by Colorado Campus Compact to improve learning outcomes for current and aspiring nutrition educators and practitioners enrolled in Johnson & Wales University’s (JWU) highly competitive research- and science-based Culinary Nutrition program. The mission of this program is to integrate career-focused training in culinary education, nutrition, professional skills, and general education. In doing so, the curriculum prepares chefs for current and future roles within the food service and nutrition professions. Students enrolled in a Spa Cuisine culinary lab class designed and executed cooking demonstrations, nutrition education activities, and provided a toolbox of resources to support the Farm to Cafeteria program at Denver Green School (DGS), a Denver Public Schools innovation school that uses all disciplines to teach students how to lead the way to a sustainable and green future. JWU students facilitated the needs of students and educators at DGS while helping to mobilize their professional training through serving a population with diverse needs. Through this partnership with DGS, JWU students had the opportunity to gain experience in a K-8 school while sharing the university’s core values of providing student-centered curriculum emphasizing experiential learning.

This presentation will explain and demonstrate the process that JWU students took to facilitate a learning experience for the DGS students. By developing nutrition education that included hands-on culinary applications, both sets of student knowledge were enhanced. A JWU student and faculty member will demonstrate a hands-on lesson that can be used in existing curriculums to support health and wellness. They will address reflection strategies, the evaluation process designed, and the templates executed can be used at other universities and elementary schools in order for all students to benefit from the power of service-learning experiences.
Session Three

Thursday, October 11
1:30 – 2:45 pm

Publishing Your Community-Engaged Teaching and Research

(Grand Hall IV)

Presented by: Emily Donnelli-Sallee, Melissa Mace, Virginia Brackett and Suellynn Duffey, Park University, Missouri State University, University of Missouri – St. Louis and Missouri Campus Compact

This professional development-oriented panel will facilitate a dialogue about conceptual and practical considerations related to publishing community-engaged teaching and research as scholarly products. The presenters will reflect on their experiences with the Journal of Public Scholarship in Higher Education (Missouri State University/Campus Compact), which is one of several refereed venues devoted to advancing the practice of public scholarship in higher education. Such venues can present unique rhetorical challenges for faculty who are used to publishing in discipline-specific journals or journals focused on the scholarship of teaching and learning. The presenters will stimulate discussion about a variety of issues concomitant with publishing community-engaged teaching and research, such as determining which publication outlets are suitable given various disciplines and institutional contexts; decoding a call for manuscripts; and making use of various criteria for self-assessment prior to manuscript submission. In addition to providing an opportunity for faculty to share ideas and work-in-progress, the panelists will facilitate a dialogue intended to yield new collaborations as faculty participants identify shared scholarly interests and goals for publishing their work with communities.

Communicating Across Disciplines and its Implication in Project Based Service-learning

(Grand Hall I)

Presented by: Beth Martin and Liz Hubertz, Washington University– St. Louis

The Interdisciplinary Environmental Clinic at Washington University approaches complex environmental problems through application of service-learning in an interdisciplinary problem-solving framework. One of the challenges we have faced in implementing our project-based service-learning course is communication. Not only do our clients come from a variety of backgrounds, but our faculty and students (law/environmental science/engineering), do as well. Each of us brings different languages, stereotypes and perspectives to the work we do. As we have worked through our course with our students and clients we have found that understanding and communicating between and within disciplines, understanding your own lenses of vision, and trying to understand the lenses of others, is integral to the student’s success in their own learning and to their success in working with or on behalf of a client.

Our experience co-teaching from the engineering and law perspectives leads us to ask how disciplinary perspectives impact problem-solving and the development of strategies for clients. How do law stories, public health stories, science stories and client stories differ? How do they intersect? And what can we do about it? This question will be explored through the use of large group discussion, role play, examples from our teaching, and discussions of others’ experiences. We will apply our take on the “Five Habits of Cross Cultural Competency” by exploring the “Three Habits of Cross Professional Competency” developed by Ms. Hubertz.


Greek Giving to Greek Doing: Challenging the Social Fraternity and Sorority Community to Move from Philanthropic to Service-Learning Experiences

(Grand Hall II)

Presented by: John Hatfield, Kansas Campus Compact, Manhattan, Kansas

The concept of service-learning is relatively new to the social Greek community who has a rich history of philanthropic fund raising. This presentation centers on distinguishing the differences between philanthropic and service-learning experiences. The dialogue will center around the advantages of student service-learning engagement and how to create a service-learning environment in the social Greek culture.

This session will focus on distinguishing the differences between service-learning engagement and philanthropic fund raising in the social Greek communities on US campuses. College student development theories will be discussed and the advantages of service-learning. The value of this presentation will rest in enlightening the differences and the need of a service-learning model in the social Greek system. The dialogue will address the following:

1) How service-learning involvement can have greater impact on student leadership development.
2) Why service-learning involvement can give a vision for future civic engagement after college.
3) How service-learning involvement can shape values the Greek community embraces.
4) How service-learning involvement can better prepare students for the marketplace.

The session will begin with a brief overview of service-learning and some short media clips. Next we will go into a World Coffee House Environment where over a cup of coffee participants will address the 4 questions above concerning the differences of philanthropic and service-learning environments and the worth of service-learning. We will end with identifying service-learning ideas and how to implement them back on campus.

Rural Service-Learning: What We Can Learn From Campus/Community Engagement in the Hinterland

(Grand Hall III)

Presented by: Steve Henness and Jeff Barber, University of Missouri Extension, Columbia, Missouri

Higher education service-learning is an increasingly popular practice among colleges and universities. But how does service-learning in rural communities differ from service-learning in urban communities? What aspects of service-learning in rural contexts distinguish it from the more well-known urban models? Are rural communities able to access service-learning as readily as urban communities, and if so, how are the services students provide perceived by rural leaders? How can higher education ensure outreach and engagement with rural communities match up with the actual needs of communities?

Starting in 2009, a regional network of rural service-learning practitioners set out to find answers to these questions. Rural Alliance for Service-Learning researchers and practitioners documented case studies of rural service-learning across the Midwest, shared lessons, and compiled findings into a white paper called “The State of Rural Service-Learning.” The project aimed at taking first steps toward building a more comprehensive knowledge of rural service-learning in the United States, and identifying models campuses and communities could learn from and apply to their own settings.

This session will highlight the findings from this project, addressing the unique challenges and opportunities facing campuses seeking to engage with communities in the hinterland. Participants will identify and discuss how geography and isolation, local economics, culture, tradition, institutional support, and risk shape service-learning efforts in rural areas. Cases of rural service-learning will be featured, including the Drury University Center for Community Studies program in Southwest Missouri.
Combining Innovation Training with Community Engagement in Higher Education

(Grand Hall IV)

Presented by: Charles Wood, University of Tulsa

Since 2005, several business faculty members at the University of Tulsa have been building community engagement activities into coursework and students’ out-of-class activities. Our approach applies a 3-step innovation process used in industry to community engagement projects that help local nonprofit organizations.

These activities have resulted in the launch of three campus-wide resources: Studio Blue; an Applied Innovation Certificate program; and the Nova Fellowship. Studio Blue is a physical space for students that encourage creative problem-solving and teamwork. It also operates as a student-run agency for local nonprofit organizations. The agency is a small interdisciplinary team that works on 2-3 client projects each semester outside of class. Two very recent programs - the Applied Innovation Certificate and the Nova Fellowship – are designed to intentionally combine students from disparate majors to discover, develop, and implement innovative solutions to community problems.

This conference session will get attendees involved in hands-on activities and interaction, and inform them about the details of these three resources. First, attendees will learn how Studio Blue developed and currently operates and the 3-step process used, and they will see examples of student projects for community causes and organizations. Next, they will get direct experience with a variety of hands-on innovation exercises that they can use with their own students. Finally, we will present the details of the Applied Innovation Certificate and the Nova Fellowship. Attendees will be invited to collaborate with us as we begin to spread these ideas to other Campus Compact universities.

Taking It to the Streets and Back: Co-Curricular Service-Learning

(Grand Hall I)

Presented by: Mark Jarvis, Teresa Baumgartner, and Danica Murray, Butler Community College, El Dorado, Kansas

Co-curricular service-learning, sometimes considered the stepchild of academic service-learning, plays an important role in the growth of a service-learning program. This session will highlight an annual event at Butler Community College, Grizzlies Give Back Day, examine its benefits, and provide a forum for all participants to exchange ideas from their own campuses as they take part in a brainstorming activity.

Although Butler Community College had participated in national days of service previously, we had not attempted to conduct one on such a grand scale until three years ago. We did it because our college president had long dreamed of sending an army of volunteers into the community, because it helped us put the “community” in community college in a tangible way, and most importantly, because it was the right thing to do. What we learned along the way is that a carefully planned day of service can, by being both strategic and deliberate, contribute measurably to the strength of a service-learning program.

A college-wide day of service can ramp up public relations, making service-learning more visible on campus and in the community. It can bring in new community partners who, through a positive experience, may become interested in academic service-learning partnerships. It also gives community partners some publicity and a chance to strut their stuff by sharing their work and mission with volunteers. It can serve as a powerful tool for recruiting students and introducing them to service-learning, and for enhancing data collection beyond the event. By its breadth, it brings new people into the program and the database, and provides a connection for lone volunteers who have been quietly serving on their own. It can also provide built-in recognition at the closing celebration event. Using simple reflection tools, recognition, and even awarding of prizes, can become a vehicle to advance reflection.
Community Builders: An Intergenerational Service-Learning Partnership Between Middle School Students, College Students, and Adult Community Volunteers

(Grand Hall II)

Presented by: William Soesbe, Wartburg College, Waverly, Iowa

This session will describe an internationally acclaimed service-learning project called Community Builders, which is a service-learning program developed at Wartburg College in Waverly, Iowa and was a recipient of the 2010 MacJannet Prize for Global Citizenship. Community Builders involves college students, middle school students, adult volunteers from the local community, and a variety of nonprofit organizations in a collaborative community engagement project.

Community Builders brings together people of all ages who discuss and share what it takes to build a sense of local and global community and the value of doing so. The purpose of Community Builders is to help people be better citizens by talking about the importance of community and leadership, practicing the skills that can help improve communities, and engaging in projects that support communities. The program serves as a leadership “laboratory” for college students completing a leadership class titled Leadership Theories and Practices.

Each participant in the program is placed in a “neighborhood” which has six to eight people of various ages led by Wartburg College students. The program is intergenerational as adult community volunteers are included in each community and serve as resources for the neighborhoods. The neighborhoods complete a variety of service and leadership activities throughout the year and the culminating project is coordinated with Self Help International, a nonprofit organization which is headquartered in Waverly, Iowa and whose mission is to help people help themselves.

The session will involve an interactive sharing of information and will introduce participants to the program through engagement in a variety of activities connected with the program. Participants will be provided with resources and ideas about how to implement their own Community Builders program.

Engaging International Students into Cross Cultural Dialogue in Community Service-Learning Programs

(Grand Hall III)

Presented by: Patrick Grayshaw and Tim Sirkoi, Missouri State University, Springfield, Missouri

Research conducted has identified ways that students learn in Curricular & Co-Curricular Service-Learning Programs. In a review of studies Astin, Vogelesang, Ikeda, and Yee (2000) identified that one major outcome often accomplished is an increased awareness of the world. One way in which we can facilitate this outcome is through cross-cultural conversations. Including international students offers one way in which we can promote cross-cultural conversations to dive into complex social issues.

This presentation will highlight the incorporation of international students into cross-cultural dialogues with non-international students through community service programs. Missouri State University successfully incorporates international students into our service programs through local service trips, monthly trips to Joplin, and Alternative Spring Break. This presentation will highlight and share assessments exploring what motivates international students to sign up for our programs, the learning outcomes that are achieved by both international students and non-international students, and problems we have encountered in programming. Further, this presentation will highlight our Alternative Spring Break trip that incorporated 50% international students on a trip to Chicago focusing on hunger and homelessness. This presentation will incorporate the experiences from those students along with the experience of a graduate assistant who is an international student himself and has assisted with programming.
Developing Community Partnerships: Maximizing Benefits and Minimizing Burdens

(Grand Hall IV)

Presented by: Jenni Harpring and Nicole Durel, Washington University- St. Louis

Service-learning courses engage community partners in the education process. These partnerships can either benefit or burden organizations and students. This session introduces a “Request for Projects” (RFP) process to develop and sustain mutually beneficial partnerships that meet educational objectives and support the goals of community partners. This process was developed at Washington University and institutionalized in social work and business courses. Two recent studies (Sandy, 2007; Stoecker & Tryon, 2009) identify “effective” principles of community partnership: community voice, clear expectation-setting, open communication, ongoing assessment toward the common goal, faculty involvement, and reflection. Without community stakeholders, there is no service-learning, and yet their voice is often neglected in project development.

The RFP process provides a streamlined structure for including community voice in identifying and sustaining partnerships for service-learning. The components of the RFP process will be discussed, and the presenters will share challenges and successes when engaging community partners and provide practical advice for implementing this process at other institutions across a variety of courses. Session attendees will be provided with sample documents they can adapt for their institutions.

A Call to Community: Using Strengths-Based Leadership in a Community of Practice

(Grand Hall I)

Presented by: Andi Witczak, University of Kansas, Lawrence, 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). If the problem-solving process is successful, one might eliminate the problem. Then what you have is the absence of the problem you are solving. But what you do not have is the presence of the result you want to create. To truly utilize a strengths-based approach in building a community of practice, we cannot start with the question of “how,” we must start 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).
Impact of Service-Learning in Personal Set Skills, Academic Performance and Civic Engagement

(Grand Hall II)

Presented by: Allan Ayella and Kathy Decker, McPherson College, McPherson, Kansas, and Hutchinson Community College, Hutchinson, Kansas

Several publications suggest that service-learning has potential benefits for improvement of personal skill-set characteristics, academic performance and civic engagement. To study the impact of service-learning, the 2011-2012 Kansas Campus Compact (KsCC) Engaged Faculty Fellows developed a pre- and post-survey to measure these characteristics. The research questions that were addressed in the survey included: a) Does service-learning improve the levels of personal skill-set characteristics? b) Does academic performance improve under service-learning even in the absence of improved personal skill characteristics? c) Do civic engagement outcomes improve under service-learning even in the absence of improved personal skill characteristics? The survey was sent out in the spring semester of 2012 to instructors in participating Kansas higher education institutions. The test group involved students completing a service-learning course in any of the participating institutions while the control group involved students completing a “similar-like” course either from the same institution or another institution. This KsCC Engaged Faculty Fellows panel will discuss the results from over 300 students who participated in this service-learning survey. The panel will also share to what extent the survey was able to answer the above three research questions.

Summary of Findings from the Missouri Civic Health Index

(Grand Hall III)

Presented by: Michael Stout, Missouri State University, Springfield, Missouri

In 2010 researchers from Missouri State University partnered with the National Conference on Citizenship (NCoC) to produce the state’s first civic health index. The civic health index measures a wide variety of civic indicators in an effort to educate Missourians about our civic life and to motivate citizens, leaders and policymakers to strengthen it. The results of the 2010 study concluded that: 1) Missouri has made significant efforts to facilitate some forms of civic engagement across the state; 2) Missouri performs better than the national average on several important indicators of civic engagement; 3) There is cause for concern that civil society in Missouri is deteriorating as the data suggest that civic engagement has been declining in recent years; 4) Missouri has a stronger “blue-collar base” for civic engagement than most states; 5) The data suggest that Missouri scores lower than the national average on several key indicators of social capital; and 6) There are significant obstacles to strengthening civic engagement in the state.

Throughout the summer and fall of 2012 a follow-up study will be conducted in partnership with the NCoC, and a second Missouri Civic Health Index report will be written. Contributors to the report include members of a cross-state collaboration of scholars from Missouri State University, Missouri Campus Compact, University of Missouri-Saint Louis, University of Missouri-Kansas City, Park University, Washington University-Saint Louis, and Saint Louis University. This concurrent session will summarize the findings of the 2012 report, including a discussion of why it is important to measure civic health, what has changed in Missouri since 2010, how the results can be used to inform public policy, and what the results say about possible effective strategies for increasing civic engagement across the state.
We encourage all conference participants to come to the **Awards Luncheon**!

The Awards Luncheon will showcase the award winners from Kansas, Missouri and Oklahoma. These awards recognize the best of the best in the following categories:

**2012 Community Engagement Professional of the Year**
The Community Engagement Professional of the Year award recognizes one professional from a member campus in each state who has worked toward the institutionalization of academic service-learning and/or service, created and strived 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.

**2012 Excellence in Community-Based Teaching and Scholarship Award**
The Excellence in Community-Based Teaching and Scholarship award recognizes one faculty member from a member campus in each state who has 1) successfully incorporated service-learning into at least one course with demonstrable outcomes and 2) conducted outstanding research in the field of service-learning and engaged scholarship.

**2012 Outstanding Community and Campus Collaboration Award**
The Outstanding Community and Campus Collaboration award recognizes a sustained campus-community partnership in each state that demonstrates a true partnership as evidenced by 1) community agency involvement in the development of the course goals and learning outcomes; 2) measurable impact (qualitative and quantitative) on students, faculty and institution; 3) measurable impact on the lives of those served by the community agency; 4) commitment of community agency to student learning.

Stay for the **reveal** of the winners!
Nineteen students from Kansas, Missouri and Oklahoma were named 2012 Newman Civic Fellows by Campus Compact. The students join 162 students from 32 states in the program, and 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. The Newman Civic Fellows Award is named for Dr. Frank Newman, one of the founders of Campus Compact, who dedicated his life to creating opportunities for student civic learning and engagement.

With the Newman Civic Fellows Awards, college and university presidents acknowledge students with the ability and motivation to create lasting change in our communities. Through service, research, and advocacy, these 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 Fellows will be working with the state Campus Compacts to extend service leadership opportunities to other students. For more information about the Newman Civic Fellows, visit www.compact.org.

2012 Newman Civic Fellows

Missouri

Tej Azad
Washington University in St. Louis

Brandi Grieshaber
University of Missouri – St. Louis

Taylor Whipple
Park University

David Strawhun
Westminster College
Kelly Cosby  
University of Kansas

Georgia Galanou  
Johnson County Community College

Meeka Gentry  
Southwestern College

Tyler Thompson  
Fort Hays State University

Xavia Warren  
Butler Community College

Courtney Weerts  
Kansas State University

Lauren Williams  
Baker University
<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
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<tbody>
<tr>
<td>Blaine Boyd</td>
<td>Southwestern Oklahoma State University</td>
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<tr>
<td>Carrie Crafton</td>
<td>Western Oklahoma State College</td>
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<tr>
<td>Jacob Daniel</td>
<td>Rogers State University</td>
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<tr>
<td>Nathan Jones</td>
<td>Northwestern Oklahoma State University</td>
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<tr>
<td>Kenneth Meador</td>
<td>Oklahoma City Community College</td>
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<td>Mark Miller</td>
<td>Oklahoma State University Institute of Technology</td>
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<td>Susan Phares</td>
<td>University of Central Oklahoma</td>
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<td>Sasha Stierwalt</td>
<td>Northern Oklahoma College</td>
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<tr>
<td>Carrie Williamson</td>
<td>Southeastern Oklahoma State University</td>
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Compact Directors

Melissa K. Mace is the Executive Director of Missouri Campus Compact hosted at Missouri State University. Missouri Campus Compact, affiliated with the national Campus Compact organization, is a membership organization of Missouri’s college and university presidents established to strengthen civic engagement partnerships between postsecondary institutions and the communities they serve while reinvigorating higher education’s concern for improving the quality of life in society. Ms. Mace works with higher education institutions across the state on a variety of civic initiatives and has a bird’s eye view on how institutions across the state are engaging in public scholarship.

Ms. Mace has nine years of experience in higher education and 15 years of experience working for nonprofit organizations. The combination of experience in higher education and non-profit management provides her with a 360 degree view of working with students and the community.

She has authored two service-learning journals and is the Managing Editor of the Journal of Public Scholarship in Higher Education. In addition, she teaches a service-learning section of First Year Foundations at Missouri State University. She holds a Master of Science from Missouri State University and B.S. in Organizational Communications from Drury University.

Ms. Wekke has worked at the Oklahoma State Regents for Higher Education for over 30 years in various capacities. Her current title is Assistant Vice Chancellor for Academic Affairs and Executive Director of Campus Compact and includes the following responsibilities: administrative oversight of State System academic policy coordination, administration of accreditation issues for state and private colleges, serving on two boards for the Chancellor including the State Accrediting Agency and the Oklahoma Board of Private Vocational Schools, oversight of the Online College of Oklahoma, liaison to local, state, and national organizations related to academic issues, and coordination of other academic issues or special projects as assigned. Responsibilities related to Campus Compact administration includes supporting member institutions (35 public and private institutions) in efforts to engage faculty and students in solving problems in the community through the curriculum and increasing student participation in the democratic process.

Josh Mosier is the Executive Director of Kansas Campus Compact, hosted at Kansas State University. He provides strategic direction for the organization’s efforts to assist college and university presidents in promoting civic engagement, service-learning, and programs, while building partnerships at the state level among higher education institutions and non-profit organizations. Josh has held previous appointments with Kansas State University’s Office of Governmental Relations, K-State’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. Josh received his bachelor’s degree in psychology and holds a master’s degree in public administration, each from K-State.
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Thank you!
IT’S TULSA TIME!

YOUR COMMUNITY ENGAGEMENT JOURNEY

TULSA, OK