2019 Regional
ENGAGED SCHOLARSHIP
Symposium

THE FUTURE OF HIGHER EDUCATION:
REDESIGNING TEACHING, RESEARCH, AND
SERVICE TO REMAIN RELEVANT

April 10, 2019
8:30 a.m. - 5:30 p.m.
Texas Tech University
McKenzie-Merket Alumni Center
Welcome to Texas Tech’s 2019 Regional Engaged Scholarship Symposium!

Our vision for Texas Tech University has been that of a premier public research university, that not only serves our faculty, staff, and students, but also the communities in which we live.

In our latest strategic plan, A Foundation for the Next Century | A Pathway to 2025, we pledge to educate and empower a diverse student body; enable innovative research and creative activities; and transform lives and communities through strategic outreach and engaged scholarship.

We will not be successful in achieving these goals, if our teaching, research, and creative activities are disconnected from the outside world. As an institution of higher learning, we can only remain relevant to the education and future our students, if we connect our teaching and their learning to the “real-world issues” that surround our daily lives. The same is true for our research and creative activities. We must continue to strive to find answers to the problems and challenges that face our communities now and in the future. Our creative activities should reflect curiosity and novel ways of thinking that transcend traditional thought and create new pathways for humanity.

It is through engaged scholarship that we can make a difference in the success of our students as well as the lives of individuals and communities. I am very proud of the many members of our faculty, staff, and students who are represented here today. Your engagement with our communities is a valued component to the mission of our University.

Thank you and enjoy the Symposium.

Sincerely,

Lawrence Schovanec, Ph.D.
President
Texas Tech University
**Bridging the STEM Education Continuum: School District and Higher Education Collaboration for a Middle School STEM Competition**

Creating rich, collaborative, district-wide middle school STEM programs calls for people, time, resources, and communication among participating schools and higher education. Coordinating such an effort and ensuring sustainability requires input from a variety of STEM education and community stakeholders, as well as buy-in to the process and product. In this presentation, we describe the TTU/LISD Middle School STEM Challenge, a 5-year success story of conversation, collaboration, and celebration of STEM learning for middle school students in the Lubbock area. Program evaluation suggests that this program provides beneficial STEM teaching and learning for both LISD and TTU students.

**PRESENTERS**
Jessica Spott, Sr. Program Administrator, STEM Center for Outreach, Research & Education (STEM CORE), TTU
Levi Johnson, Research Associate, College of Education, TTU
Rebecca Hite, Assistant Professor, Science Education, College of Education, TTU

**CO-AUTHORS**
Jerry Dwyer, Professor, Curriculum and Instruction, College of Education, TTU

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**STEM & Leaf Corps: A Multifaceted Approach to Service**

The STEM & Leaf Corps is a burgeoning education-oriented service organization at Texas Tech that seeks to engage high-achieving university students in the establishment and development of multiple cost-free learning programs within the local community. We emphasize and are interested in a constantly evolving approach to engagement that is informed by qualitative and quantitative data analysis and driven by the creation of individualized programs that not only encourage secondary school students to maximize their academic potentials (regardless of their families’ incomes), but also fosters growth of communication skills, content knowledge, and personal confidence in Tech students who provide volunteer services. This session will highlight the model and process used to create effective learning environments that foster personal and academic growth opportunities for all parties involved.

**PRESENTERS**
Tingzeng Wang, Student, Cell and Molecular Biology, College of Arts and Sciences, STEM and Leaf Corps, TTU
Vijay Balasekaran, Student, General Studies, College of Arts and Sciences, STEM MBA, TTU
William Zach Kariampuzha, Student, Microbiology, STEM and Leaf Corps, TTU
Charles Zhu, Student, Microbiology, College of Arts and Sciences, STEM and Leaf Corps, TTU

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**Integrating Cross-Cultural Learning Experiences into Graphic Design Education**

This presentation will share information about a class research project in Intercultural Comparative Design that aims to prepare future designers in intercultural communication skills and sensitivity to cultural differences in order to better understand cross-cultural issues, audiences, and colleagues. We will explore how a collaboration between geographically separate design students in Rio Grande Valley, Texas, USA and Beijing, China – mediated by virtual communication – can impact learning, cultural awareness, and audience sensitivity.

**PRESENTERS**
Ping Xu, Assistant Professor Graphic Design, College of Fine Arts, University of Texas Rio Grande Valley
Building a Global Community through Robotics

While several international K-12 robotics competitions exist, successful participation typically involves costly trips to competition sites and demands an overwhelming time commitment by participants, coaches and parents. The virtual Get Excited About Robotics (GEAR) program overcomes these restrictions by offering a purely online, virtual competition format that requires no travel, but focuses on engaging participants in STEM disciplines. Teams design their LEGO robot to accomplish annually changing challenges at their school/club and submit videos of their team, robot performance and robot design. The challenge involves participation with teams from three continents.

PRESENTERS
Tanja Karp, Associate Professor, Electrical and Computer Engineering, College of Engineering, TTU
Patricia Gouws, Senior Lecturer, Inspired Towards Science, Engineering and Technology (I-SET) program coordinator, University of South Africa
Ute Ihme, Faculty, Computer Science, Institute for Robotics, University of Applied Sciences, Mannheim, Germany

Engagement with Partnering States in Rural Personnel Preparation in Special Education

Teacher recruitment and retention are an ongoing problem, especially in rural and remote communities. In special education, particularly in the low-incidence areas of sensory impairment (visually impaired, Deaf, DeafBlind), where there are no personnel preparation programs available, meeting the teacher shortage is an even greater challenge. This presentation will share an engagement model of partnership between Texas Tech University and four rural and remote states (Idaho, Montana, Wyoming, and Texas) through a federal grant, Project CAT-SI: Collaboration and Assistive Technology for Students with Sensory Impairments, which will result in 40 new professionals in these states.

PRESENTERS
Rona Pogrund, Professor, Special Education Program, College of Education, TTU
Nora Griffin-Shirley, Director, Virginia Murray Sowell Center for Research and Education in Sensory Impairments, College of Education, TTU

Integrating Community-Engaged Scholarship into Doctoral Education and Faculty Promotion: Opportunities and Challenges

This session will draw upon the experiences of faculty members from the College of Education at Texas Tech. The presenters will describe the opportunities and challenges related to integrating community-engaged scholarship into the College’s doctoral student education as well as its policies for faculty promotion and tenure. They will present a syllabus and set of assignments that are designed for the purpose of preparing students for engaged scholarship projects. The presenters will also share sets of standards for promotion and tenure from peer institutions from around the nation that were used to reform the College of Education’s standards for promotion and tenure. Audience members will learn about the challenges associated with these reform efforts.

PRESENTERS
Aaron Zimmerman, Assistant Professor, Curriculum and Instruction, College of Education, TTU
Heather Greenhalgh-Spencer, Assistant Professor, Curriculum and Instruction, TTU
Rebecca Hite, Assistant Professor, Science Education, College of Education, TTU

9:20 am - 9:35 am MORNING BREAK (REFRESHMENTS) Alumni Hall

9:35 am - 10:25 am CONCURRENT SESSIONS II

The Grand Challenges Scholars Program: A New Engineering Education Experience

Training the engineers of tomorrow is no easy task. Universities work to present concepts of basic understanding while industry is expected to teach the technical side of engineering. However, one
always looks to others for guidance. Over the next 50 years, our undergraduate engineers will be part of a world with problems that never existed. In 2008, The National Academy of Engineers released 14 Grand Challenges that society will face over the next century. We will introduce the Grand Challenges Scholars Program at Texas Tech — a happy medium of university knowledge and industry practice that will help train the engineers of tomorrow.

**PRESENTERS**

**Alex Smith**, Doctoral Candidate, Civil, Environmental, and Construction Engineering, College of Engineering, TTU  
**Danny Reible**, Donovan Maddox Distinguished Engineering Chair, Civil, Environmental, and Construction Engineering and Chemical Engineering, TTU

**Student Engagement & Empowerment: Exploring the Foundation**

Are we investigating the issue of student engagement and empowerment from the wrong perspective? Student engagement should be examined through the same lens that is employed for motivation. Is it not the educator’s task to motivate their students? If we assume the contrary, we are doomed to failure. Motivation comes from within and cannot be imparted on another. As educators, our task is to create a learning environment where motivation can thrive. Likewise, as educators, we can create an environment that fosters students' desire for engagement; however, the students must be the “actors” who actively participate in the process, while the educator becomes the “facilitator.”

**PRESENTERS**

**Michael R. Ryan**, Associate Professor of Practice, Area of Management, Rawls College of Business, TTU  
**Sandra Ryan**, Instructor, Area of Management, Rawls College of Business, TTU

**The Ag Comm Block: An Innovative Approach to the Capstone Experience**

In the Spring 2017 semester, the Texas Tech Agricultural Communications Program launched its inaugural offering of the Ag Comm Block – a grouping of courses to provide a capstone experience for a cohort of agricultural communications seniors. The Block is comprised of four courses: Development of Agricultural Publications, Convergence in Agricultural Media, Advanced Design, and Agricultural Communications Campaigns. Students in the Block are equipped with applicable knowledge and skills to work with community partners to address specific needs. This session will provide the story of how the Ag Comm Block was conceptualized, planned, implemented, and improved.

**PRESENTERS**

**Courtney Meyers**, Associate Professor, Agricultural Education & Communications, College of Agricultural Sciences & Natural Resources, TTU  
**Nan Li**, Assistant Professor, Agricultural Education & Communications, College of Agricultural Sciences & Natural Resources, TTU  
**Lindsay Kennedy**, Instructor, Agricultural Education & Communications, College of Agricultural Sciences & Natural Resources, TTU  
**Courtney Gibson**, Assistant Professor, Agricultural Education & Communications, College of Agricultural Sciences & Natural Resources, TTU  
**Erica Irlbeck**, Associate Professor, Agricultural Education & Communications, College of Agricultural Sciences & Natural Resources, TTU

**Connecting Agricultural Water Conservation Education from Students to Producers and Consumers**

The Texas Alliance for Water Conservation has conducted outreach activities in the Texas South Plains region since 2005 to share improved methods of conserving irrigation water with crop and livestock producers. Efforts are aimed at slowing the decline of the Ogallala Aquifer while maintaining profitability. We built on our engagement with producers to establish a new undergraduate certificate in agricultural water management in the Texas Tech College of
### Agricultural Sciences and Natural Resources
Courses in this certificate will train students how to transfer agricultural water technology to producers, as well as inform consumers of water conservation.

**PRESENTERS**

**Rudy Ritz**, Associate Professor, Agricultural Education & Communications, College of Agricultural Sciences & Natural Resources, TTU  
**Chuck West**, Professor and Thornton Chair of Plant & Soil Science, College of Agricultural Sciences & Natural Resources, TTU

### Connecting Ethnomusicology and Engagement through Tango and Mariachi
Texas Tech University’s Mariachi and Tango ensembles comprise students in high school, community college, and the university. These ensembles also serve the community at large by showcasing Hispanic heritage in a positive light while bestowing legitimacy through education on the traditions and cultures from which they originated. This panel explores how these ensembles, through rigorous research and teaching, impact the scholarship of TTU and the community.

**PRESENTERS**

**Lauryn Salazar**, Assistant Professor, Musicology, School of Music, J.T. & Margaret Talkington College of Visual & Performing Arts, TTU  
**Charles Olivier**, Lead Teacher, K-12 Global Education Outreach, Office of International Affairs, TTU

### SAAACAM Can!: Growing a Community Archive for Impact in San Antonio
The San Antonio African American Community Archive and Museum (SAAACAM) has grown from a grassroots effort into a substantial community archive based in a participatory research methodology. In addition to saving papers and artifacts, it has remapped the city's black history and contributed to significant social justice outcomes, including the restoration of historic cemeteries. This session provides a community-centered overview of the project, including recent efforts. It considers the vertical and horizontal partnerships that have strengthened SAAACAM, and offers some lessons learned in the practice of establishing equitable partnerships between community groups and academic institutions.

**PRESENTERS**

**Bryan Giemza**, Associate Professor, Humanities and Literature, Honors College, TTU  
**Everett Fly**, Architect, Founder of San Antonio African American Community Archive and Museum

### Tools of Engagement at the TTU Llano River Field Station in Research, Education and Engagement: The Multiplier Effect of Boundary Spanning, Networks and Effective Science Communication.
Field Stations provide an exemplar for boundary spanning, which is critical to fostering horizontal integration across the many sectors they interact with. Engagement with community partners results in enhanced natural resource science, education and conservation, and provides pathways to deliver those products to critical stakeholders, decision makers and the general public. Yet, developing and fostering diverse partnerships and setting common goals requires effective skills in science communication to address the challenges associated with a) public skepticism of science; b) gaining trust; c) communicating goals; d) enlisting participation; e) incorporating sustainability; and other challenges. This session will provide case studies of boundary spanning, effective science communication, and network building. It will illustrate Social Network Analysis (SNA) which is a descriptive and statistical social science methodology that maps, measures, and finds patterns in the connections between people and organizations, i.e. how an organization is embedded in a larger system, and how its location influences its actions, power, and resources. SNA can serve as a new tool for creating effective engagement with communities and a metric for evaluating impact.

**PRESENTER**

**Tom Arsuffi**, Director, Llano River Field Station, TTU
From Service Learning to Non-Profit: 3D Prints for Patients

Service projects provide opportunities to strengthen engagement with schools and their community. Within these projects comes complex coordination that crosses academic disciplines, departments, and functions. The TTU Honors College, University Library, University Outreach and Engagement, and Innovation Hub have been part of a coordinated service project that provides 3D-printed prosthetics to children in need. While a seemingly simple and impactful idea, the coordination of this project has been complex and has provided opportunities for scientific research and learning, community engagement, and business development. This session will discuss the coordination process and perspectives for this project and engaged scholarship.

PRESENTERS
John Carrell, Assistant Professor, Honors College, TTU
SivaTeja Pati, Student, Honors College, TTU
Sean W Scully, Senior Library Associate, Makerspace, TTU Library

Traveling K-12 STEM Kits: A Model for Community-Engaged Scholarship in Rural West Texas

The Center for the Integration of STEM Education & Research (CISER) at Texas Tech University leverages STEM knowledge and resources to create K-12 STEM kits, providing West Texas teachers with unique access to materials and technology, as well as cutting-edge STEM research and career information for rural, lower-income students. TTU STEM and education faculty, staff, and students collaborate with K-12 teachers to develop the kits for a traveling lab program. The history and impact of this program will be discussed, as well as how it aligns with TTU promotion and tenure standards as a community-engaged institution.

PRESENTERS
Jill White, Associate Director, STEM Outreach at the Center for the Integration of STEM Education & Research (CISER), College of Education, TTU
Jerry Dwyer, Professor, Curriculum & Instruction, College of Education, TTU
Rebecca Hite, Assistant Professor, Science Education, College of Education, TTU

Using High Impact Practices to Transform Student Learning

Have you thought about incorporating service learning and/or study-away components in a course, but did not have the time or resources? Partnerships across campus can leverage expertise to make this a reality. Join us as we discuss how high-impact practices can be integrated into various programs/courses, support community partners, and provide transformational experiences.

PRESENTERS
Jacy Proctor, Administrator, Center for Transformative Undergraduate Experiences, TTU

Civic Engagement & Service Learning (CESL): Finding Community Partners and Identifying Service Projects

Recent paradigm shifts from a focus on teaching to a focus on learning have gained popularity in higher education. Civic Engagement and Service Learning (CESL) is a pedagogical approach to deliberately engage students in learning that addresses community issues, as well as to reflect on student learning outcomes (SLOs). This presentation will introduce concepts of Civic Engagement and Service Learning. Presenters will share steps to integrate Service Learning across different disciplines by providing examples of projects and assessment techniques. They will also discuss frameworks for identifying community needs, synergetic learning opportunities, and ways to engage community partners.

PRESENTERS
Misty Smith, Assistant Professor, Department of Social Work, College of Health Sciences and Human Services, Tarleton State University
Encouraging Water Conservation on the Texas High Plains: Community-Based Social Marketing in Action

The Texas Alliance for Water Conservation (TAWC) strives to educate West Texas producers about the importance of water conservation and how to better manage the use of water through improved irrigation efficiency. To achieve this purpose, the TAWC utilizes community-based social marketing (CBSM), which is an approach to achieving broad sustainable behavior. This session will discuss how CBSM has been applied to promote behavior change with specific emphasis on the strategies used. Participants will learn about research conducted to explore CBSM aspects, and see how the TAWC was featured in a multimedia case study that was integrated in courses at several universities.

PRESENTERS

Courtney Meyers, Associate Professor, Agricultural Education & Communications, College of Agricultural Sciences & Natural Resources, TTU
Maggie Elliot, Graduate Student, Agricultural Education & Communications, College of Agricultural Sciences & Natural Resources, TTU
Nellie Hill, Graduate Student, Agricultural Education & Communications, College of Agricultural Sciences & Natural Resources, TTU
Rudy Ritz, Associate Professor, Agricultural Education & Communications, College of Agricultural Sciences & Natural Resources, TTU

Involving Agricultural Producers in Efforts to Conserve Irrigation Water While Maintaining Economic Profitability

The Texas Alliance for Water Conservation (TAWC) was set up in 2005 to develop and share methods to increase the efficiency of irrigation of major crops. Our efforts address the decline of the Ogallala Aquifer, which is the primary water source supporting the multi-billion-dollar agricultural industry of the Texas High Plains. We have collaborated with numerous crop and livestock producers in the South Plains to identify production practices that economically reduce the depletion of ground water while improving agricultural production. Economic sustainability is a key effort in this mission. This undertaking is supported by the Texas Water Development Board.

PRESENTERS

Donna McAllister, Assistant Professor, Agricultural and Applied Economics, College of Agricultural Sciences & Natural Resources, TTU
Phillip Johnson, Assistant Professor, Agricultural and Applied Economics, College of Agricultural Sciences & Natural Resources, TTU
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<th>Time</th>
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<td>11:30 am – 1:00 pm</td>
<td>LUNCHEON AND KEYNOTE ADDRESS</td>
<td>Plains/Alexander (119 D-E)</td>
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<td>11:55 am – 12:15 pm</td>
<td>Welcome and Introductory Remarks&lt;br&gt;&lt;br&gt;<strong>Dr. Lawrence Schovanec</strong>, President, TTU&lt;br&gt;<strong>Dr. Rob Stewart</strong>, Sr. Vice Provost, TTU&lt;br&gt;<strong>Dr. John Opperman</strong>, Associate Vice President, University Outreach and Engagement, TTU</td>
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<td>12:15 pm – 1:00 pm</td>
<td>President’s Engaged Scholarship Awards Presentation&lt;br&gt;&lt;br&gt;<strong>Dr. John Opperman</strong>, Associate Vice President, University Outreach and Engagement, TTU&lt;br&gt;<strong>Dr. Birgit Green</strong>, Director, University Outreach and Engagement, TTU</td>
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<td>1:00 pm – 1:50 pm</td>
<td>KEYNOTE PRESENTATION&lt;br&gt;&lt;br&gt;SPEAKER&lt;br&gt;<strong>Dr. KerryAnn O’Meara</strong>, Professor of Higher Education and Director of the ADVANCE Program at the University of Maryland&lt;br&gt;TOPIC&lt;br&gt;Equity-Minded Reform in Academic Reward Systems&lt;br&gt;&lt;br&gt;Academic reward systems are fascinating to study because they reflect assumptions, values, goals and aspirations held by institutions and fields. Scholarship, like other forms of work, changes over time. Methodologies, topics, boundaries between disciplines, and audiences evolve as new scholars and fields enter the academy. If reward systems do not similarly evolve, greater autonomy, resources, prestige, and power go to those who conduct scholarship exactly as their academic parents did, thereby devaluing and shutting out faculty engaged in newer forms of scholarship. Also, as the academy works to become more inclusive of women and under-represented faculty, it is important to ensure implicit bias does not shape faculty evaluation.</td>
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<td>1:00 pm – 1:50 pm</td>
<td>DISCUSSION FORUM: Considering Engaged Scholarship in Tenure and Promotion&lt;br&gt;&lt;br&gt;<strong>Dr. KerryAnn O’Meara</strong>, Professor of Higher Education and Director of the ADVANCE Program at the University of Maryland</td>
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Stakeholder Partnership to Impact Educational Services for Children with Visual Impairments (President’s Excellence in Engaged Scholarship Award)

A subcommittee on Service Intensity was developed and led by Rona Pogrund to address the issue of how to determine an appropriate type and amount of service that students with visual impairments should receive. This subcommittee validated two Service Intensity scales that have been disseminated through multiple state, national, and international presentations and publications in peer-reviewed journals. They have also been introduced in teacher certification programs at TTU, thus supporting scholarship in the areas of research, teaching, and service. Use of the scales by practitioners is making a significant impact on service delivery to students with visual impairments across the nation.

PRESENTER
Rona Pogrund, Professor, Special Education Program, College of Education, TTU

Engaged Scholarship to Ensure Multiple Aspects of Public Health Communities (President’s Excellence in Engaged Scholarship Award)

Dr. Steve Presley and his team have been consistently engaged with local, regional, and statewide public health and emergency response communities for more than sixteen years to address the perennial issue of human diseases transmitted by mosquitoes and other arthropods within the community. Community partners include the City of Lubbock, Lubbock County, the South Plains Association of Governments, and the Texas Department of State Health Services. More than 30 graduate students have been mentored through the program, each of them participating in collecting, identifying, and testing mosquitoes for various arboviruses including the West Nile Virus. The data collected is shared with health authorities across the region and state to aid in their planning and response to emerging vector-borne disease outbreaks, as well as published in peer-reviewed journals. Dr. Presley and his team also offer technical workshops and training to local and regional medical facility personnel, clinical laboratorians, law enforcement officers, and hazardous materials response teams.

PRESENTERS
Steven M. Presley, Professor and Chair, Environmental Toxicology, College of Arts and Sciences, TTU

Sexism in Cinema (Exemplary Program Award)

The Sexism|Cinema film series was created as a university-community partnership to explore sexism in film. It was developed in response to an incident that involved the circulation of two pictures from a TTU fraternity party in September 2014. An interdisciplinary team of TTU faculty conceptualized this incident as a “paradox of catastrophe” in which a terrible situation was able to unify and stimulate activism. Recognizing the significant role that media plays in shaping cultural attitudes, beliefs, and social scripts with regard to gender, sexuality, race/ethnicity, nationalities, and socio-economic class, the team decided to form the Sexism|Cinema Series in partnership with the Lubbock Alamo Drafthouse. Now in its 9th semester, the series has become a mainstay of both TTU and Alamo Drafthouse programming with over 1,500 students, faculty, staff, and community members attending. The ongoing community partnership has fostered spaces in the Lubbock community where people are excited to come together, discuss, and challenge how gender, sexuality, race/ethnicity, and class are portrayed in movies.

PRESENTER
Allison Whitney, Associate Professor, English, College of Arts and Sciences, TTU
Lubbock County Justice and Mental Health Collaborative

(President’s Emerging Engaged Scholarship Award)

The Texas Criminal Justice system, without adequate equipment or personnel, increasingly provides care for individuals with Serious Mental Illness (SMI). In Texas, 43% of inmates receive mental health treatment, and nearly 50% of the inmates in the Lubbock County Detention Center have a history of mental illness. Lubbock County serves as the regional hub for inmate detention in rural West Texas, serving a 250-mile radius. To address resource gaps in SMI care, Lubbock County Detention Center, Texas Tech University, Texas Tech University Health Sciences Center, and StarCare began collaborating in 2016. A Justice and Mental Health Collaborative (JMHC) was formalized in 2017. Specific research objectives are to determine best practices for establishing community-university mental health partnerships; develop valid risk prediction and diversion success analytics; determine intervention points for individuals with mental health issues before Criminal Justice involvement; and develop a sustainability framework for the JMHC.

PRESENTERS
Nathaniel Wright, Assistant Professor, Political Science, College of Arts and Sciences, TTU
Lisa Gittner, Associate Professor, Political Science, College of Arts and Sciences, TTU
Jeff Dennis, Assistant Professor, Public Health, TTU Health Science Center

Regional Planning in Rockport

(Exemplary Program Award)

Rockport, Texas is the site of the August 25, 2017 landfall of Hurricane Harvey. The Category-4 storm caused significant damage locally, with catastrophic rainfall totals across the Houston and Southeast Texas. Many homes, businesses and crafts (boats and airplanes) across Aransas County were lost or significantly damaged. This included the Rockport City Hall and Rockport-Fulton High School. “Regional Planning in Rockport” involved a university-community partnership between the 2018 Regional Planning Studio in the TTU Department of Landscape Architecture and the City of Rockport, Texas. The project provided students with a transformative educational experience where they applied their knowledge and skills to solve real-world problems they will likely encounter in their future careers as landscape architects.

PRESENTERS
Melissa Currie, Assistant Professor, Landscape Architecture, College of Agricultural Sciences & Natural Resources, TTU

2:00 pm - 2:10 pm BREAK
Alumni Hall

2:10 pm - 3:00 pm CONCURRENT SESSIONS V

Creative Collision: Fostering a Culture of Collaboration and Community Partnerships

Developing creative collaborations requires a new way of thinking and approach with a twist. Come and hear how the Texas Tech Innovation Hub built a strategic community partnership that led to finding innovation in the strangest place. This session will explore the intersection of arts and innovation, as well as share best practices in sustaining effective partnerships and engaging different types of communities.

PRESENTERS
Kimberly Gramm, Senior Managing Director, Innovation HUB, TTU
Taysha Williams, Program Director, Innovation HUB, TTU

Partnering with the Profession, City, Community and Academia to Develop a Strategy for Redevelopment of Downtown Lubbock

This session will illustrate how academia can be the facilitator to bring together the profession, city, and community to address public issues. There is a public need for vision and strategy to redevelop downtown Lubbock. The city appreciates a council with the will to act, a new planning department
seeking direction, and a profession ready to serve. UrbanTech, with graduate classes and assistants, is the catalyst and facilitator for a grant from the National American Institute of Architects to support a national team of professional volunteers to engage the community for redevelopment of downtown Lubbock.

**PRESENTERS**

David A Driskill, Associate Professor, College of Architecture, TTU
Jane Henry, Architectural Consultant, Jane U. Henry Design

The Challenges of Workshopping Plays with Authors on the Spectrum
The BurkTech Players were born out of a community project undertaken by Texas Tech students in the School of Theatre and Dance in partnership with the Burkhart Center for Autism Education and Research. This engagement has allowed students with autism from Lubbock area schools to creatively express themselves in the structured environment of professional theatre guided by TTU Theatre and Dance students. In this session, the presenters will discuss the origins of The BurkTech Players and their collaboration with the Burkhart Center. They will share their personal experiences working with two playwrights on the autism spectrum. Lastly, they will provide techniques, exercises, and activities instructors can use to develop authors’ work. Theatre practitioners and aspiring educators will have the opportunity to learn the joys of working with artists on the autism spectrum.

**PRESENTERS**

Dillon Rouse, MFA Candidate, Playwriting, The School of Theatre & Dance, J.T. & Margaret Talkington College of Visual & Performing Arts, TTU
Christie Connolly, MFA Candidate, Performance & Pedagogy, The School of Theatre & Dance, J.T. & Margaret Talkington College of Visual & Performing Arts, TTU
Tom Laney III, MFA Candidate, Arts Administration, The School of Theatre & Dance, J.T. & Margaret Talkington College of Visual & Performing Arts, TTU
Jennifer Ezell, Doctoral Candidate, Interdisciplinary Fine Arts, The School of Theatre & Dance, J.T. & Margaret Talkington College of Visual & Performing Arts, TTU

Engagement Scholarship as a Capstone Experience for Undergraduate Students
To define career paths and acquire professional skills, students need experiences that go beyond traditional didactic learning environments. Undergraduate students participated in a summer school program for preschool children in a low-income neighborhood. Integrated into this experience were service (assisting teachers in the classroom), research (conducting school readiness assessments with children), and scholarship (reviewing the literature, plus observation and reflection). Students described their participation as a transformative or capstone experience to their undergraduate studies. They also reported having increased confidence to pursue a career path in service or research.

**PRESENTERS**

Miriam Lieway, Doctoral Student, Development and Family Studies, College of Human Sciences, TTU

**CO-AUTHORS**

Michael McCarty, Associate Professor, Human Development and Family Studies, College of Human Sciences, TTU
Andrea Parker, Community Coalition Program Director, StarCare Specialty Health Systems
Stephanie Shine, Human Development and Family Studies, College of Human Sciences, TTU
**Shifting Roles in the Administration of an Early College High School**

Dr. Sobehrad had the privilege to be involved with the Estacado Early College High School (EECHS) in two capacities: first as a Texas Tech faculty member for U.S. History courses, and second as a staff member for a federal grant program that supports, coordinates, and aids in the development of the EECHS program. In this session, she will discuss her unique perspective on the relationships between educators and administrations, IHE/ISD partnerships, and the need for program transparency and open communication between educators and administrators in an early college high school.

**PRESENTERS**

*Lane Sobehrad*, Programs Manager, East Lubbock Promise Neighborhood (ELPN), College of Education, TTU

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**Examining Authentic Engagement through an Early College Lens**

Building and maintaining authentic university-school partnerships is not easy. In a setting where trust and communication are critical, issues such as differing institutional priorities and conflicting accreditation requirements contribute to a delicate environment for successful community engagement. Since its formation in 2016, the Estacado Early College High School has served as a concentrated case study in the adaptability and commitment needed for such a partnership. Our session will examine the strategies and victories in the EECHS partnership from each partner’s perspective and offer hard-earned wisdom for enhancing the relevance of higher education in the diverse classrooms of tomorrow.

**PRESENTERS**

*Robin H. Lock*, Professor, Special Education and Interim Dean, College of Education, TTU  
*Tanna R. Rodriguez*, Director, Early College High School, Estacado High School, Lubbock ISD  
*Levi Johnson*, Research Associate, College of Education, TTU

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**Graduate Students’ Experiences and Lessons Learned in a Four-Year Engaged Scholarship Partnership Focused on the Improvement of K-12 Students’ Writing Achievement with an Area School District**

This session will describe the experiences and lessons learned by graduate students who have assisted College of Education faculty in a four-year engaged scholarship partnership that focused on the improvement of K-12 students’ writing achievement with an area school district. In this project, graduate students interacted with multiple stakeholders (i.e., administrators, teachers and students) to collect and analyze data and disseminate research. We will examine the intricacies of conducting engaged scholarship from the perspective of an apprenticeship role with the hope of contributing to knowledge about strategies for mentoring the development of future community-engaged scholars.

**PRESENTERS**

*Julie Smit*, Assistant Professor, Language, Diversity, and Literacy Studies, Curriculum and Instruction, College of Education, TTU  
*Stephanie Millett*, Doctoral Candidate, Language, Diversity, and Literacy Studies, Curriculum and Instruction, College of Education, TTU  
*Yifang Zeng*, Doctoral Candidate, Department of Educational Psychology and Leadership, College of Education, TTU

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**Solutions for Dual Credit Problems in one Early College High School**

There are unique challenges for traditional collegiate faculty and instructional support staff in an Early College High School that has a diverse student body and a significant population of at-risk students. This panel will discuss the obstacles encountered by college faculty in an unfamiliar K-12 environment, the scaffolds and interventions developed with instructional support staff to
overcome those obstacles, and the students’ outcomes that resulted from this shift in educational approach. Panelists will discuss how targeted pedagogic models (such as AVID) have aided in the pursuit of engaged scholarship and educational service at Texas Tech.

**PRESENTERS**

*Lane Sobehrad*, Programs Manager, East Lubbock Promise Neighborhood (ELPN), College of Education, TTU

*James Durham*, Instructor, Tech Teach Program, College of Education, TTU

*Jory Neff*, Doctoral Candidate, Education in Curriculum and Instruction, College of Education, TTU

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### Community Engaged Scholarship at the State Level: Lessons from the Education Policy Fellowship Program (TX-EPFP)

In Education, engaged scholarship is often conceptualized as research, teaching, and service in direct partnership with schools and districts, or as direct engagement with students, teachers, or parents. In this presentation, another model will be demonstrated in which faculty collaborate with education professionals across the state to identify and address pressing policy problems in education via the development and implementation of a statewide education policy fellowship program. Faculty learn to develop curricula that draws upon the voices of key stakeholders in education policy at the state level and explore novel ways to identify, document, and measure the impact on communities across the state.

**PRESENTERS**

*Jessica Gottlieb*, Assistant Professor, Curriculum and Instruction, College of Education, TTU

*Jon McNaughtan*, Assistant Professor, Educational Psychology and Leadership, College of Education, TTU

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### Enhancing the Level of Instruction with Partners

The Center of Innovation in E-Learning in the College of Education has built partnerships with various organizations to provide instructional design and development services, such as online course development for health workers, video case library for personalized learning, and computer science curriculum development for a school district. The center is a place to integrate theories and practices to resolve instructional issues in the real world. Presented will be an instructional design process for community-engaged projects. Lessons learned when transforming community-engaged service into community-engaged scholarship will also be discussed.

**PRESENTERS**

*Jongpil Cheon*, Associate Professor, Instructional Technology, College of Education, TTU

*Amanda Solis*, Blackboard Specialist, Center of Innovation in E-Learning, College of Education, TTU

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### A New Generation: Understanding, Serving, and Educating Tomorrow’s Students

As the demographics in the State of Texas continue to change and become more diverse, it is imperative for educators to search for effective ways to understand the cultural expectations, identities, strengths, and struggles of 21st century students, many of whom come from disadvantaged and marginalized backgrounds. The overarching purpose of this presentation is to identify the many resources that Texas Tech is already providing to meet the needs of an increasingly diverse student population, and explore ways to improve and better connect students with those resources.

**PRESENTERS**

*Jon Crider*, Director, McNair Scholars Program, Institutional Diversity, TTU

*Cory Powell*, Alumnus, The Lauro Cavazos & Ophelia Powell-Malone Mentoring Program (Mentor Tech)

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### Understanding who Spanish Heritage Speakers are in a Hispanic Serving Institution

A Hispanic Serving Institution (HSI) seeks to address the needs of Hispanic students, but who are they? The purpose of this presentation is to describe who heritage speakers are and their personal linguistic and cultural needs. It will also explore how instructors and students can come together in the classroom to maximize learning with a sense of agency and empowerment by bringing to light...
the voice and perspective of the Hispanic community. Finally, attendees will be provided a practical protocol to engage in deep conversation, reflection and system thinking strategies to serve Hispanic students as well as other students whose voices are usually underrepresented.

**PRESENTERS**

*Yerko Sepulveda, Doctoral Candidate, Spanish Linguistics, Classical and Modern Languages and Literatures, College of Arts and Sciences, TTU*

*Sergio Ruiz-Perez, Doctoral Candidate, Spanish Linguistics, Classical and Modern Languages and Literatures, College of Arts and Sciences, TTU*

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**4:15 pm - 5:30 pm**

**CLOSING RECEPTION – McKenzie-Merket Alumni Center Lobby and Courtyard**
This Event is Sponsored by:

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