



# INNOVATE ...IMPACT



Changing **LEARNING** | Changing **COMMUNITIES**

## CHANGING LIVES

Faculty and Staff  
Service-Learning Conference  
March 27, 2013

*Engaging in Community-Based Problem-Solving  
and Addressing Social Justice Issues*

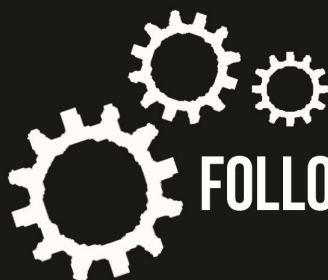
### CASL



Out of the Classroom...  
Into Communities  
Locally • Nationally • Globally

Citizenship and Service-Learning

Springfield Campus • West Plains Campus



MISSOURI STATE UNIVERSITY  
FOLLOW YOUR PASSION • FIND YOUR PLACE

## ABOUT THE CONFERENCE

This year's conference, *Innovate...Impact: Changing Learning, Changing Communities, Changing Lives*, will provide attendees with valuable information from scholars in the field of service-learning. Sessions and presentations will focus on innovative strategies for implementing service-learning into curriculum and showcase opportunities that can truly impact communities and the lives of others.

**MSU faculty and staff may register for the conference and/or lunch under "CASL Spring Conference" in My Learning Connection. Conference attendance will provide 6 hours of continuing credit for MSU Master Advisor Recertification.**

We would like to thank everyone who has contributed to making this conference possible, especially all of our sponsors and the CASL team, with a special "Thank You" to Leesha Robinson for all her work on the conference brochure. Also, special thanks to Paula Wilhelm (Assistant Director – HR Employee Development) and Stacey Trewatha-Bach (HR Training Specialist) for their assistance in setting up the registration process in My Learning Connection.

## ABOUT YOUR HOSTS

The office of **Citizenship and Service-Learning (CASL)** is one vehicle by which Missouri State University carries forward its mission in public affairs and fulfills its designation as a metropolitan university. Service-Learning is a type of experiential education that combines and pursues both academic achievement and community service in a seamless weave, requiring the use of effective reflection exercises. The goal of Service-Learning, through linking academics to the community, is to develop the skills, sensitivities and commitments necessary for effective citizenship in a democracy—locally, nationally, and globally.

The **Faculty Center for Teaching and Learning (FCTL)** is a place for the instructional community to come together and share knowledge, learn from one another, and find resources and support to help grow and develop as faculty members. Our goal is to foster teaching and learning excellence at Missouri State University. The FCTL supports the instructional community by offering a variety of teaching and learning opportunities such as workshops, seminars, individual consultations, and peer reviews, as well as the many resources available on our website. These resources cover several areas including, but not limited to: course design, teaching with technology, best practices for teaching and learning, and assessment of learning outcomes. Our work is empirically driven and inspired by research on teaching and learning. We work to align teaching theory with the practice of teaching across modalities: large lectures, small seminars, labs, blended, online, and face-to-face.

## OUR SPONSORS





# SCHEDULE OF EVENTS

7:30 AM | **Registration**

8:00 AM | **Breakfast in the Traywick Room** (*Sponsored by Student Development & Public Affairs*)

8:15 AM | Opening Remarks: **Kathy Nordyke**, Director, Citizenship and Service-Learning, **Traywick Room**

8:30 AM | Guest Speaker: **Byron White**, Cleveland State University (*Sponsored by Public Affairs Support*)  
**Taking the Deeper Dive: Establishing Real Engagement with Real Residents**  
*Introduced by Mary Ann Wood, Director, Public Affairs Support*

9:45 AM | **Break**

10:00 - 1:30 PM | **Luncheon: Stephen Black & Vincent Ilustre, PSU Ballroom**

10:00 AM | **Stephen Black**, University of Alabama  
*(Sponsored by The Office of Diversity and Inclusion and Study Away Programs)*  
**Developing the Moral Obligations of Citizenship - Introduced by Frank Einhellig, Provost**

11:15 AM | **Break for Lunch - PSU Ballroom West**

12:00 PM | **Vincent Ilustre**, Tulane University (*Sponsored by CASL & FCTL*)  
**The Tulane Story: Changing the University Landscape through Engagement**  
*Introduced by Clif Smart, President*

1:15 PM | **Break**

1:30 PM - 4:00 PM | **Concurrent Sessions (Select One)**

### **Session One**

1:30 PM | **Strategies that Matter: Redesigning Coursework for High-Level Service-Learning**  
**Stephen Black**, PSU Ballroom East  
*Introduced by Rachelle Darabi, Associate Provost, Student Development & Public Affairs*

### **Session Two**

1:30 PM - 2:15 PM | **What can Research Tell us about using Service-Learning with Adults and with Online Learners?, Traywick Room**  
*Introduced by Joye Norris, Associate Provost, Access & Outreach*  
**Paul Matthews**, University of Georgia (*Sponsored by Missouri State Online*)  
**Susan Reed**, DePaul University (*Sponsored by Adult Student Services*)  
**Howard Rosing**, DePaul University (*Sponsored by Adult Student Services*)

2:30 PM - 4:00 PM | **Breakout Sessions (Select One)**

### **Session One**

2:30 PM | **Optimizing Service-Learning for Online Learning, Paul Matthews**  
**Traywick Room - Introduced by Gary Rader, Director, Missouri State Online**

### **Session Two**

2:30 PM | **Engaging Adult Students in Critical Service-Learning Practice**  
**Susan Reed & Howard Rosing, Conference Room 315**  
*Introduced by Jonathon Tally, Director, Adult Student Services*

4:00 PM | **Conference Ends**

# KEYNOTE PRESENTATIONS



BYRON P. WHITE | 8:30 AM | TRAYWICK ROOM

## **Taking the Deeper Dive: Establishing Real Engagement with Real Residents**

Often times, even the most engaged university representative is content to confine her or his partnership efforts to community-based non-profits and neighborhood associations. However, even these groups sometimes fail to represent less involved segments of the community. At a time when communities are in constant transition, long-standing organizations may not always be the most effective vehicle for connecting with everyday residents, especially new arrivals to the community, youth and young adults, the elderly, the desperately poor, and others who might operate on the fringes of organized community life. This discussion will point out why interacting with those residents is essential for sustainable, transformative engagement, and offer insights for how institutions of higher education can go about embracing them.



STEPHEN FOSTER BLACK | 10:00 AM | PSU BALLROOM WEST

## **Developing the Moral Obligations of Citizenship**

Our institutions of higher education cannot, in good conscience, merely be occasional volunteer providers for the poor. Often best situated to offer vision, credibility and leadership, our colleges and universities must participate in helping Americans increase the realm of duties we define as moral responsibilities. Especially those with college degrees must realize that with the privilege of being better educated than two-thirds of our nation's population comes an obligation - an obligation to understand that every individual's life has dignity and worth, and everyone's health, education and potential to succeed is worth fighting for. Student volunteers can provide essential services to low-income communities. Perhaps more importantly, combining their service in structured service-learning academic courses provides them with the opportunity to reflect upon their experiences and think more critically about their role as active citizens. That is, students who participate in high-level service-learning opportunities, including study away service-learning experiences, gain a greater awareness of the complexity of social injustices; the critical need to provide quality health care, education, or opportunities for economic improvement to all citizens; and the importance of their role as citizens to participate in systemic change.



VINCENT ILUSTRE | 12:00 PM | PSU BALLROOM WEST

## **The Tulane Story: Changing the University Landscape through Engagement**

Universities are increasingly asked to participate actively in their local communities, particularly after those communities have been struck by disasters. Hurricane Katrina was the backdrop against which Tulane University determined that it would become the first Carnegie-ranked "very high research activity" institution to require a two-tiered academic public service graduation requirement. The result of this initiative has been overwhelmingly positive, including increased student interest in the university, a reinvigorated town-gown relationship, and a national reputation for engagement.

# CONCURRENT SESSIONS

## Session One

STEPHEN FOSTER BLACK | 1:30 PM - 4:00 PM | PSU BALLROOM EAST



### Strategies that Matter: Redesigning Coursework for High-Level Service-Learning

This session will showcase and provide examples (including syllabi) of innovative, high-level, service-learning courses, including study away service-learning coupled with strategies that faculty can use as they redesign their courses to include high-level service-learning. Examples provided from multiple academic areas and disciplines.

## Session Two

PAUL MATTHEWS, SUSAN REED, HOWARD ROSING | 1:30 PM - 4:00 PM | TRAYWICK ROOM

### Panel Presentation: What can Research Tell us about Using Service-Learning with Adults and with Online Learners?

What do we know, and what do we want to know, about how service-learning plays out in diverse settings, such as with adult learners or with online instruction? For this session, we consider different areas of interest that are emerging in the service-learning field, what we do and don't know, and how we can answer some of these questions about our instruction's structure and impact through our own practice.

## Breakout Sessions

PAUL MATTHEWS | 2:30 PM | TRAYWICK ROOM



### Optimizing Service-Learning for Online Learning

What happens when service-learning goes online? Whether your course is a blend of face-to-face and online, or fully online, learn how to maximize the benefits that can emerge from dovetailing service-learning with distance instruction. This session will review considerations of best practice and examples for service-learning. Participants are encouraged to be prepared to discuss ideas, challenges and questions for their own courses.

SUSAN REED & HOWARD ROSING | 2:30 PM | CONFERENCE ROOM 315



### Engaging Adult Students in Critical Service-Learning Practice

This interactive workshop is designed to apply recommendations for working with adult students in your service-learning classroom. Participants will be asked to share their experiences teaching adult students and to take part in exercises that highlight ways to engage older, working students in critical understanding of their service experiences. A set of tools to utilize in the classroom will be provided and participants will consider how these tools can be applied within their own teaching context.





## STEPHEN FOSTER BLACK

**Director, The Center for Ethics and Social Responsibility, University of Alabama**

*Sponsored By The Office of Diversity and Inclusion and Study Away Programs*

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

He received his bachelor's degree from the University of Pennsylvania where he graduated magna cum laude and his Juris Doctorate from Yale Law School in 1997.

Following his graduation from law school, he returned to Alabama to join the Birmingham law firm, Maynard, Cooper and Gale.

After three years with the firm, he was called to public service -- serving for a brief time as an assistant to the Governor focusing on policy and economic development projects. Encouraged by the enthusiasm of thousands of students he encountered when speaking across the state, he turned his focus to founding and leading the Center for Ethics and Social Responsibility at The University of Alabama, as well as a statewide organization housed at the Center called *Impact Alabama*. *Impact* is a nationally unique nonprofit with a staff of 30 full-time college graduates who have provided more than 3,000 college students the opportunity to participate in structured service projects designed to promote learning and leadership development.

#### **Since Impact Alabama's inception in 2004, these students and staff have:**

- provided comprehensive vision care to more than 155,000 small children,
- prepared tax returns for more than 17,000 working families, helping them to claim \$31 million in refunds and saving them approximately \$4.7 million in commercial preparation fees,
- provided a debate team program for thirty-eight gifted students from Birmingham's public high schools, resulting in over \$3 million in college scholarships,
- provided an Advanced Placement Academic Institute for more than 200 high school students in Birmingham, Huntsville, and Tuscaloosa (2012)

In 2008, Black received the prestigious Robert Wood Johnson Foundation Community Health Leaders Award for his work with FocusFirst. This national award is given annually to individuals who demonstrate creativity and commitment in addressing society's most pressing health issues. Ten recipients were chosen from over 800 nominations.

The Birmingham News says of Stephen Black, "Black is bright and energetic and he speaks persuasively on such broad issues as tax reform, constitution reform and education reform. Black exhibits a new spirit of leadership that Alabama desperately needs."

The Tuscaloosa News proclaims, "Stephen Black could be the template for what people envision when they talk about the best and brightest. Energetic, brilliant, articulate, Black is the brightest hope for the future in Alabama."

And the Florence Times-Daily writes, "Stephen Black has much to offer: intelligence, wit, enthusiasm, and, best of all, fresh insights and the energy to follow up on them."

## VINCENT ILUSTRE

**Executive Director, Center of Public Service, Tulane University**

*Sponsored By Citizenship & Service Learning and Faculty Center for Teaching and Learning*

Vincent Ilustre is the founding Executive Director of Tulane University's Center of Public Service. He provides the leadership and vision to ensure the Center's mission of engaging the university community in public service is achieved. Vincent received his Bachelor's degree in Sociology and Political Science from Tulane's Paul Tulane College and his Master's in Business Administration in Management and Marketing from Tulane's Freeman School of Business. Vincent serves as Secretary/Treasurer of the International Association for Service-learning and Community Engagement, a member of the Board of Directors of LACASA (Louisiana Court Appointed Special Advocates for Children), the Partnership for Youth Development, VIALink, a Commissioner with the Louisiana Serve Commission and a member of the National Advisory Board for Public Service at Harvard. Vincent is the recipient of numerous awards including Gambit Weekly's 40 under 40, Diversity MBA Magazines Top 100 under 50 Diverse Emerging Leaders, Tulane's Excellence Award, and the Tulane Yvette Milner Jones Award.



## BYRON P. WHITE

**Vice President, University Engagement & Chief Diversity Officer, Cleveland State University**

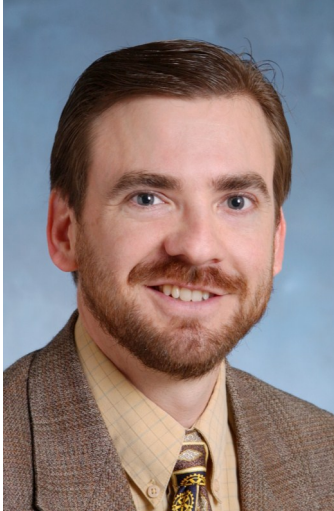
*Sponsored By Public Affairs Support*

Dr. Byron P. White is Vice President for University Engagement and Chief Diversity Officer at Cleveland State University where he is responsible for developing and overseeing strategies that enhance CSU's efforts at advancing civic engagement, employer engagement, and multicultural engagement. Before joining CSU in February 2012, Dr. White was Vice Chancellor for Economic Advancement for the Ohio Board of Regents where his responsibilities included overseeing a staff responsible for statewide efforts to promote research commercialization, internships and co-operative learning, workforce development, and adult education.

Dr. White previously was Associate Vice President for Community Engagement at Xavier University in Cincinnati and founding executive director of the university's Eigel Center for Community-Engaged Learning. A former editorial page editor of *The Cincinnati Post*, White also served as editor of the *Chicago Tribune's* Urban Affairs Team and as a writer on the *Tribune's* editorial board. He later became the newspaper's senior manager for community relations.

Dr. White has directed and worked with community-based organizations in Cincinnati and Chicago often in conjunction with the Asset-Based Community Development Institute at Northwestern University, on whose national faculty he serves. He also continues to serve as a Senior Fellow for the Community Building Institute at Xavier University, a Research Associate at the Kettering Foundation, and on the Advisory Board of the E.W. Scripps School of Journalism at Ohio University. White has a doctorate in higher education management from the University of Pennsylvania, a master's degree in social science from the University of Chicago, and a bachelor's degree in journalism from Ohio University.





## PAUL MATTHEWS



**Assistant Director, Office of Service-Learning, University of Georgia**

*Sponsored By Missouri State Online*

Dr. Paul Matthews is the Assistant Director of the University of Georgia Office of Service-Learning, where he helps support faculty members, students, and community partners in applying academic skills and knowledge to address community needs and enhance student learning. Paul holds two degrees from the University of Georgia—a Ph.D. in language education and an A.B. in Area Studies—as well as an M.A. in Latin American Studies from the University of Texas at Austin. He studied abroad in Puerto Rico, Germany and Austria as an undergraduate, and was also a Fulbright Fellow to the University of Passau (Germany).

Paul has been on the faculty at the University of Georgia since 1994, in departments including Romance Languages, Language Education, and as Co-Director of the Center for Latino Achievement & Success in Education (CLASE) in the College of Education, where he focused on providing professional development to teachers, principals and school counselors working to improve the education of English-learning children in K-12 schools. He began teaching service-learning enhanced courses in 2005, and has taught face-to-face, fully online, and in blended settings. He was part of UGA's first cohort of Service-Learning Fellows in 2006, then served as the Office of Service-Learning's Senior Scholar for Faculty Development from 2007-2010; in July 2010 he became Assistant Director of the OSL.

In his current role, Paul helps coordinate and deliver faculty development relating to service-learning; tracks institutional reporting of service-learning and community engagement; coordinates a year-long undergraduate program on the university's public service and outreach mission and a graduate portfolio in community engagement; conducts research and evaluation on course and program outcomes; and teaches service-learning coursework at the undergraduate and graduate levels. Paul also leads service-learning initiatives with the Latino community and with K-12 teachers. His recent research and publications focus on online service-learning, service-learning for gifted English language learners, and factors within service-learning courses that influence student outcomes.

Outside the university, Paul is also past president of the Classic City Rotary Club, a past Rotary Assistant District Governor, and a long-time Scoutmaster for Boy Scout Troop 149. He also plays Celtic music at weekly sessions in downtown Athens, and he and his wife are renovating a hundred-year-old bungalow, from the foundations up.





## SUSAN REED

**Associate Professor, School for New Living, DePaul University**

*Sponsored By Adult Student Services*

Susan Reed is Associate Professor at DePaul University's adult program, School for New Learning where she works with students and community partners to promote community health. Dr. Reed is engaged in scholarship to determine how institutions of higher education can adjust service-learning practice to meet the needs of adult and other non-traditional students in order to enhance skills of civic engagement and improve the retention of this population. Her publications include an edited volume called *Linking Adults with Community: Promoting civic engagement through community based learning*.

### Recent Publications:

Rosenberg, H., Reed, S.C., Statham, A. and Rosing, H. (2011) Service-Learning and the Nontraditional Student: What's Age Got to Do With It? in Julie Hatcher and Robert Bringle (eds) *Understanding Service-Learning and Community Engagement: Crossing Boundaries through Research*, A volume in the series: *Advances in Service-Learning Research*. Series Editor: Shelley H. Billig, RMC Research Corp., Denver; IAG Publishing: Charlotte, NC

Rosing, H., Reed, S., Ferrari, J. and Bethne, N. (2010) Understanding Student Complaints in the Service Learning Pedagogy in Roger Reeb (ed) *Service-Learning in Community Action Research: Theory, Research, and Outcomes* in the *American Journal of Community Psychology*, 46(3-4): 472-481

Reed, S. and Marienau, C. eds (2008) *Linking Adults with Community: Promoting civic engagement through community based learning*. New Directions in Adult and Continuing Education, No. 118. San Francisco: Jossey-Bass



## HOWARD ROSING

**Executive Director, Steans Center & Egan Urban Center, DePaul University**

*Sponsored By Adult Student Services*

Howard Rosing is the Executive Director of the Steans Center and Egan Urban Center at DePaul University (steans.depaul.edu). He is a faculty member in community service studies and an affiliate faculty member in geography and community psychology. Dr. Rosing is a cultural anthropologist whose research focuses on urban food access, economic restructuring, community food systems, and food justice movements in Chicago and the Dominican Republic. He is also actively engaged in scholarship on service-learning pedagogy and community-based research as pedagogy. He co-edited *Pedagogies of Praxis: Course-based Action Research in the Social Sciences* (Jossey-Bass, 2007) and co-chaired the 2011 Annual Conference of the International Association for Research on Service Learning and Community Engagement. Dr. Rosing holds a B.A. from Indiana University and a M.A. and Ph.D. from the State University of New York-Binghamton.



### ADULT STUDENT SERVICES

The office of Adult Student Services assists nontraditional students who have to balance family, work and school responsibilities. We provide a variety of different support services including:

**Academic Advisement:** Students can take advantage of the one-on-one advisement services offered by our professional staff. Different university departments also offer program specific advisement services to their students.

**Placement Testing:** Students without prior college credit in English Composition or mathematics may be automatically placed into beginning levels of those subjects without being required to take placement tests.

**Child Care Options:** As a Missouri State University part-time or full-time student, you



### DIVISION FOR DIVERSITY AND INCLUSION

We are proud of the extensive growth MSU has shown towards educating 21st century students for success in our global workplace. Our long range plan, Fulfilling Our Promise 2011-2016, is a 5-year commitment to significant efforts to enhance the diversity of our campus and, indeed, to build an inclusive community in greater Springfield.

The DDI is charged with developing a University-endorsed inclusive community with service continuity and collaboration as its core. Offices within the DDI are: Access Technology Center, Disability Resource Center, Diversity Outreach and Recruitment, Institutional Equity and Compliance, and Multicultural Programs and Student Diversity. All our offices strive to model inclusive excellence by ensuring our initiatives and services intentionally engage and include the rich diversity of faculty, staff, students, and community partners. We further strive to impact MSU by demonstrating the value of diversity in four critical institutional areas:

**Institutional Leadership and Commitment** – The clarity of expectations, investment of human and fiscal resources and accountability as demonstrated through the words and actions of campus leadership at all levels.

**Curricular and Co-curricular transformation** – The extent to which principles of multiculturalism, inclusion, equity, and diversity are currently incorporated into the curriculum and co-curriculum, as well as ongoing efforts to further infuse them into the curriculum and co-curriculum.



### EJOURNAL OF PUBLIC AFFAIRS

The eJournal of Public Affairs is a peer-reviewed, multidisciplinary, open-access journal published by Missouri State University and affiliated with the American Democracy Project. By providing an academic, nationally refereed venue for such work, the eJournal aims to advance the status of public scholarship. The journal is focused on scholarship related to engagement in the public arena and, in particular, to the following themes:

- Considerations of citizenship and what it means to be a citizen, including global citizenship and eCitizenship.
- Scholarship of Teaching and Learning, problem solving, and leadership related to citizenship and civic engagement.
- Assessment of civic-engagement projects.
- The relationship between social media (e.g., Facebook, Twitter, YouTube) and civic engagement.



### FACULTY CENTER FOR TEACHING AND LEARNING

The FCTL is a place for the instructional community to come together and share knowledge, learn from one another, and find resources and support to help grow and develop as faculty members. Our goal is to foster teaching and learning excellence at Missouri State University. The FCTL supports the instructional community by offering a variety of teaching and learning opportunities such as workshops, seminars, individual consultations, and peer reviews, as well as the many resources available on our website. These resources cover several areas including, but not limited to: course design, teaching with technology, best practices for teaching and learning, and assessment of learning outcomes. Our work is empirically driven and inspired by research on teaching and learning. We work to align teaching theory with the practice of teaching across modalities: large lectures, small seminars, labs, blended, online, and face-to-face.

We aim to promote the enhancement of teaching and learning environments across different teaching modalities, improve student learning outcomes by providing guidance and support toward the understanding and implementation of best practices, and provide support in the creation and implementation of assessment plans for programs and classrooms.



### DIVISION OF RESEARCH & ECONOMIC DEVELOPMENT

The mission of the Division of Research & Economic Development is to support the University's statewide mission in public affairs and its stated purpose of developing educated persons by creating an environment that supports and values research, scholarship, creative activity, and community outreach.

Dr. Jim Baker is the Vice President for Research & Economic Development. As Vice President for Research & Economic Development, Dr. Baker advises the President on all matters pertaining to the operation and management of research and economic development and also serves as the Director of the University's China Programs.



## **MSONLINE**

Missouri State Online offers an ever-increasing number of undergraduate, graduate, and certificate degree programs that are available fully online. Students who choose Missouri State Online benefit from a flexible schedule, save travel time and money by doing your work from home, and enhancing their educational experience by interacting with students world-wide. Missouri State Online is committed to the academic and career goals of non-traditional students by creating predictable and flexible access to a virtual learning environment and fostering life-long learning.



## **OFFICE OF PUBLIC AFFAIRS SUPPORT**

The mission of the Office of Public Affairs Support is to promote the Public Affairs mission of the University through various events, activities, awards and other support. Every year, the office announces a theme that will be applied to Missouri State's Public Affairs Mission—Ethical Leadership, Cultural Competence, and Community Engagement. This mission defines a primary way in which a Missouri State education is different from that of other universities and one way by which Missouri State's students are taught to imagine the future. The 2012-2013 theme, Inclusive Excellence, is rich with opportunities to engage the campus community in discussions that will help to clarify the complications we all face as we reach beyond borders.



## **Office of Student Affairs**

### **OFFICE OF STUDENT AFFAIRS**

The Division of Student Affairs is dedicated to helping students achieve success in their pursuit of academic and personal excellence. Departments and programs are designed and constantly evolving to complement our academic programs and the Public Affairs Mission of Missouri State University. Commitment to student success and excellence is provided by enhancing the total educational experience through engagement in student development opportunities and by providing exceptional service.

The Division of Student Affairs is committed to supporting the Missouri State University community in its efforts to develop educated people. The Division consists of multiple support services, including departments dedicated to residence life, judicial services, enrollment management, student engagement, student health, and multicultural and career services.



## STUDENT DEVELOPMENT AND PUBLIC AFFAIRS

Student Development and Public Affairs is devoted to building successful students at Missouri State University. As decisions about courses, a major, and career options are initiated, the first year is most critical. Through the partnership, Student Development and Public Affairs will answer questions and offer suggestions to give students the competitive edge that will help them succeed. This unit is made up of ten departments: Academic Advising Center, Academic Standards and Opportunities, Achievement Center for Intercollegiate Athletics, Citizenship and Service-Learning, Faculty Center for Teaching and Learning, First Year Programs, The Learning Commons (Bear Claw), Public Affairs, Student Orientation, Advisement and Registration (SOAR), and The Writing Center.

These departments all play a huge role in the success of MSU's students whether it be by helping students build a four year plan, enhancing the first year experience, or improving students resumes by giving them the opportunity to gain hands-on experience through Service-Learning.

Another service provided by Student Development and Public Affairs is Partners in Education (PIE). Partners In Education helps address the needs of students in their freshman year by creating a partnership of students, their families, and Student Development and Public Affairs staff. These professional staff open communication lines and provide support services to improve the academic success of students.

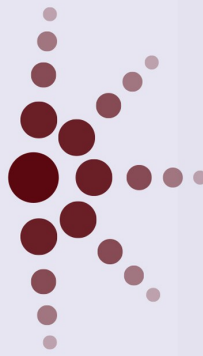


## STUDY AWAY PROGRAMS

The Office of Study Away Programs facilitates high quality academic programs to increase the cultural competence of the Missouri State community while developing the global leaders of tomorrow. We offer study abroad opportunities in over 70 different countries, ranging anywhere from one week up to one academic year. Missouri State students and faculty truly have a multitude of choices to help them achieve academic and pedagogical goals, greater sense of self, and integration of learning outcomes with global trends and issues. The reflection and commitment required by service-learning is an integral part of the path to these goals. To that end, Study Away has developed programs that introduce not only the problems of, but also solutions to, malnourishment in Tanzanian children, auditory and speech difficulties in Nicaragua host communities, hunger in El Salvador, and access to medical care and health education in Peru.

# FCTL

## Faculty Center for Teaching and Learning



Classroom Technology  
Digital Professor Academy  
Instructional Design & Consultation  
Academic Media Production  
Showcase on Teaching & Learning  
Power-Up Sessions  
& Other Resources

### Mission

To serve the instructional community at Missouri State University by promotion the enhancement of teaching and learning environments for all teaching modalities, improving student learning outcomes by providing guidance and support toward the understanding and implementation of best practices, and providing leadership in the creation and implementation of assessment plans for programs and classrooms, including the Scholarship of Teaching and Learning (SoTL).

### Resources and Professional Development Programs for Instructional Community

- Curriculum Innovation Grants
- Digital Professor Academy: A professional development program designed to support faculty teaching through technology, and developing or revising online and blended courses.
- Classroom Observations and Peer Consultations
- Peer Course Review Rubric
- Learning Communities
- GA-TA Mentoring
- Next Generation Course Redesign
- IDEA (Instructional Design & Education in Action) Blog
- Tech Talk Blog
- FCTL Workshops: Sessions involve aspects of instructional design principles, assessment, best practices, and teaching through technology.
- Book Discussions
- Webinars
- Brown Bag Discussions
- Teaching Excellence Rubric
- And more! Consult our website.



### Contact Information

Meyer Library 204  
[www.missouristate.edu/fctl](http://www.missouristate.edu/fctl)  
(417) 836-3059

Make a

# Global Impact!

through innovative Study Away programs



Ghana



Ecuador



Italy

Teaching on a short-term faculty-led study away program expands your classroom to the world, creating a convergence of academics and experience.

Taught over spring breaks, summers and intersessions, these one- to six-week courses may integrate service-learning, field research, teaching practicums, intensive language study, internships, and multidisciplinary projects to maximize student learning while building cultural competence.

In addition, faculty directors have the opportunity to:

- Broaden your knowledge and hone your skills
- Revitalize your teaching style and bring fresh ideas back to the classroom
- Further your research
- Brush up your foreign language skills
- Enhance your qualifications and advance your career
- Supplement your income
- Create new career challenges and satisfaction

If you are interested in enriching your teaching with a global perspective, directing a short-term study away program is for you!

The Office of Study Away Programs strives to facilitate innovative, high-quality programs that increase the cultural competence of the Missouri State community, while developing the global leaders of tomorrow. Our experienced staff supports faculty program directors, providing the resources you need to develop a successful study away course. We look forward to working with you to *innovate* and *impact* on a global scale!

417-836-6368 • [studyaway@missouristate.edu](mailto:studyaway@missouristate.edu)  
<http://international.missouristate.edu/studyaway/>

Missouri  
State  
UNIVERSITY

EO/AA

# Study Away!



# 2013 PUBLIC AFFAIRS CONFERENCE

Missouri State University

**APRIL 9 - 12, 2013**

All events are free and open to the public | [publicaffairs.missouristate.edu/conference](http://publicaffairs.missouristate.edu/conference)

## A MESSAGE FROM THE 2013 CONFERENCE CHAIR



### Dr. Gilbert Brown

2012-13 Provost Fellow for Public Affairs

The 9th annual Public Affairs Conference, with the theme Inclusive Excellence, will be rich with opportunities to engage the campus and the community in discussions that will address issues faced as we interact with others in our diverse society.

In the discussion of Inclusive Excellence, what does "inclusive" mean? Is it merely a synonym for "diversity?" No, there is a broader means. Inclusion implies more than the presence of ethnic and cultural diversity. According to the American Association of Colleges and Universities, inclusion is "the active, intentional and ongoing engagement with diversity - in the curriculum, in the co-curriculum and in the communities.

As citizens of a global society, how do we practice Inclusive Excellence in education, health care, business, social and political interactions, the arts and in the sciences? Are we focusing on inclusive engagement or merely on the presence of diversity? To what extent is inclusion important? Necessary? Desired? Join us as we discuss, debate, and explore the many aspects of Inclusive Excellence.

### Plenary Addresses From:



Network inclusion and the politics of choice

**Charlton McIlwain**  
Associate Professor of Media, Culture and Communication, New York University

Sponsored by the Department of Communication



Dumb things well-intended people say: Skills to increase your inclusive excellence

**Maura Cullen**  
Diversity Speaker and Trainer

Sponsored by Residence Life, Housing, and Dining Services; Student Activities Council



Remember, they are always watching

**Dennis Reigle**  
Special Projects Business Advisor, American Institute of CPSS

Sponsored by the College of Business



Beating the odds: Creating a climate of success for all students in STEM

**Freeman Hrabowski**  
President, University of Maryland, Baltimore County

Sponsored by the College of Natural and Applied Sciences; Department of Biology; Department of Geography, Geology and Planning and the College of Education



Partnerships supporting college preparation and success

**Edward St. John**  
Professor, Department of Educational Leadership and Policy, University of Michigan

Sponsored by the College of Arts and Letters



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DIVISION FOR  
**DIVERSITY &  
INCLUSION**



## 2013 COLLABORATIVE DIVERSITY CONFERENCE

Missouri State University will be hosting a statewide **Collaborative Diversity Conference** on April 18-19, 2013. The conference is intended to benefit diversity efforts in universities, corporations, government, social services and nonprofits.

This year's conference will be focusing on:

- Creative examples of research-based diversity program implementation.
- Performance indicators and metrics that impact organization success and profits.
- Best practices for industry-specific training and sustainable results.
- Successful approaches to conduct diversity research.
- Unique opportunities for success and/or progression for underrepresented populations.



### About the Keynote Speaker: **Tim Wise**

#### **Anti-racist essayist, author and educator**

Tim Wise is among the most prominent anti-racist writers and educators in the United States. He was named one of 25 Visionaries Who are Changing Your World, by Utne Reader in 2010. He has spoken in all 50 states, on more than 800 college and high school campuses and to community groups across the nation. He has also lectured internationally in Canada and Bermuda on issues of comparative racism, race and education, racism and religion, and racism in the labor market.



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Follow Diversity and Inclusion on Twitter  
@DiversityMSU

## CONFERENCE DETAILS

### **When: April 18-19, 2013**

Where: Plaster Student Union, Missouri State University

Audience: Leaders, managers, HR professionals, program developers, outreach coordinators and community members

Visit: [diversity.missouristate.edu/conference](http://diversity.missouristate.edu/conference) for more information about the keynote speaker, registration, parking, and hotels.

# CITIZENSHIP & SERVICE-LEARNING



## TYPES OF SERVICE-LEARNING AT MISSOURI STATE

### Component Service-Learning

Through the component service-learning option, students may register for a service-learning component course and earn one hour of additional credit. Students participate in 40 hours of meaningful community service outside of class time in conjunction with a community partner. They complete the course by reflecting critically about their service-learning experience.

### Integrated Service-Learning

A stand-alone Integrated service-learning (ISL) course has all of the aspects of experiential education, reflection and assessment integrated into its substance. The students' community service experience is an integral part of the course. When service-learning is integrated into an ISL course, the credit is assigned for both the customary academic learning, as well as a minimum of 15 hours of service with a community partner that meets the goals and objectives of the course.



# WHAT IS SERVICE-LEARNING?

Service-learning is a type of experiential education that combines and pursues both academic achievement and community service. The goal of service-learning, through linking academics to the community, is to develop the skills, sensitivities and commitments necessary for effective citizenship in a democracy.

The CASL Program establishes the community as a learning laboratory for students, while also providing a voice whereby the community can participate in the classroom. CASL works with community partners to identify needs so classroom resources within the University may be used to address them.

Community partners are nonprofit, governmental or public benefit organizations who have partnered with CASL to provide service-learning opportunities to students who can assist them in their goal of positively impacting communities.



**Citizenship and Service-Learning (CASL)**  
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**Website: [www.missouristate.edu/casl](http://www.missouristate.edu/casl)**

*Engaging in Community-Based Problem-Solving  
and Addressing Social Justice Issues*



**Missouri State**  
UNIVERSITY