Ohio Campus Compact Annual Meeting

Campus, Community, & Student Connections:
FROM THE INSIDE OUT

The Ohio State University
August 5, 2019
Breakout Sessions

Engage for Impact: Community Engagement in an Era of Complexity

In the modern era it is becoming increasingly important for land universities to offer learning opportunities that integrate the whole community. Too often education resembles an assembly line – a meaningless process of passing information from educator to class participants. In this mechanical model the community is regulated to an object of service, dependent on our institution for their well-being.

This workshop will help faculty (1) identify principles for equitable and inclusive civic engagement; (2) develop strategies to tackle community problems by partnering with residents, and (3) realize the role of race and equity in shaping community programs. More than ever, we need spaces where diverse perspectives can unite, participate in productive dialogue, and collectively act to solve local problems. This presentation will draw from a Marion County pilot program that explores how land grant universities can play a critical role in empowering ordinary residents for collective impact.

Extension knows that there is no silver bullet. Authentic community engagement requires several strategies that support collaboration and reach diverse audiences. Our county project involved photovoice methods, pop up civic events, oral history recordings, and grassroots leadership development based on research and curriculum from the Asset Based Community Development (ABCD) Institute, 1890 field test institutions, and Stanford University's Collective Impact study. Although each program had its own unique goal and objective, we evaluated the programs as one pilot to measure engagement specific to land grant university efforts. Our evaluation methods were developed by Clear Impact software and with the Center for Public Health Practice. The fundamental questions we sought to answer were: "Which elements of collective impact were implemented (conditions and principles)? To what extent have residents improved their knowledge of community resources? How many resident-led activities were initiated? What new connections have been made between the ordinary residents and Extension? Are residents better off?" Though results are still being analyzed, we are hopeful that at least some aspects or approaches can be applied and tested statewide or nationally in order to affirm, adjust, or further inform our thinking.

Whitney Gherman
Extension Educator, Family and Consumer Sciences
The Ohio State University, Marion
gherman.12@osu.edu

Case Study in Project-based Learning for Sustainability

Students, faculty and an industry partner will discuss a model and case example of using an authentic business challenge to help students understand sustainability strategy formulation in the private sector. The case study was part of a course on Sustainable Business Practices that is a core requirement for students enrolled in Ohio State's sustainability major. Ashland LLC, a global specialty chemicals company headquartered in the Columbus, Ohio area, provided content for the business challenge.

The model discussed includes in-depth instruction in project management and challenges students to work in teams to formulate business strategies based on the United Nations' 17 Sustainable Development Goals (SDGs). The case study involved 10 teams of 5 students each. Each team worked in the context of one of the following Ashland market sectors: personal care, paints & coatings, transportation, home care, packaging/printing & graphics, pharmaceuticals, food & beverage, medical, building & construction, and energy.

The specific task assigned to the project teams was to advise Ashland how to enhance impacts encompassed by the 17 SDGs in each of three pillars of its business strategy: raw materials acquired via the supply chain, manufacturing operations and solution provided to customers. Students were mentored by Ashland representatives located in the United States and in The Netherlands. For the project management part of their work student developed team contracts and created formal project management plans including a work breakdown structure, a task network diagram, and a task schedule.

Students made oral presentations on their work to Ashland executives and delivered written reports documenting their work. Ashland designed the project to gain insight ass to how millennials, the next generation of Ashland customers and employees, think about the issues involved.   Results of the students' work was shared with Ashland executives and managers around the world.

Dr. Neil Drobny
Senior Lecturer, Fisher College of Business
The Ohio State University
Drobny.3@osu.edu

Nicole Voss
Director, Sustainability and Environment
Ashland LLC
nmvoss@ashland.com

Student, The Ohio State University

How We Increased On-campus Voter Turnout by 600%

BGSU Votes is a student-led initiative focused on voter and political engagement to increase the knowledge and to develop the skills of students to engage in democracy, politics, policy making, and social action. BGSU Votes is a campus resource for election information, presentations, and political engagement collaborations. The ultimate goal of this initiative is to increase voter turnout and participation by promoting a healthy political climate on campus. Throughout the 2018 Midterm election cycle, BGSU Votes:

- Was one of five schools in the nation to pilot an election texting platform through the Andrew Goodman Foundation. 240 subscribers received 15 messages between October 8th - November 6th, 2018.
- Offered free rides to the polls on two early voting dates and on Election Day through a grant partnership with the Campus Election Engagement Project.
- Hosted three Pizza and Politics events to assist students in knowing what to expect on the ballot and how to get informed to make their decision.
- Applied for and was awarded the Campus Friendly Voter Designation.
- Student-produced videos highlighting how to register to vote, what to expect on the ballot, and information to remember on Election Day.
- Built out the BGSU Votes website to be more user-friendly and clickable. www.bgsu.edu/BGSUVotes

Through this programming, BGSU saw an increase of student voting at the on campus polling location by over 600% compared to the 2014 midterm election. Further, BGSU saw a 110% increase of voters in student-heavy precinct polling locations based off preliminary data from the Wood County Board of Elections. We anticipate that this data will be confirmed by our participation in the National Study of Learning, Voting, and Engagement, a report specific to BGSU to help us understand voter participation on our campus.

None of this would have been possible without support from our national nonprofit partners, including the Andrew Goodman Foundation Vote Everywhere program and the Campus Election Engagement Project. These advancements

in our student voter engagement program have led to dramatic increases in voter turnout at BGSU, and we look forward to continuing this work on our campus for upcoming years.

Alyssa Tomins
Vote Everywhere Ambassador, Andrew Goodman Foundation
Bowling Green State University
atomins@bgsu.edu

Harrison Carter
Vote Everywhere Ambassador, Andrew Goodman Foundation
Bowling Green State University
carterh@bgsu.edu

Brenna Limbrick
Ohio State Director, Campus Election Engagement Project
Ohio Campus Compact
Blimbrick@ohiocampuscompact.org

Maximizing Collaboration among Campus and Community Leaders to Develop Effective Community-Building Events and Programs

This presentation will share information about a multi-university, and campus-community collaboration that aimed to build stronger university-community partnerships. The purpose was to create connections among community members with diverse experiences and skill sets. Through collaboration, members identified opportunities for community engagement skill development, areas for growth within our communities, and strategies to promote positive social change.

Teams of university and community leaders invested in community engagement were assembled at Bowling Green State University (BGSU) and Kent State University. After identifying opportunities for skill development, the teams joined together for training sessions that addressed effective marketing and outreach strategies for engaging participants of diverse ages, experiences, and interests in community events. Building upon this training, each team planned and implemented an event within their respective communities to bring together members of the university and the local community to address an area for growth.

The BGSU team hosted a dinner and dialogue event about opportunities and challenges the community faces regarding drug, alcohol, and mental health resources and policies, particularly regarding the opioid crisis. This event was preceded by two instructional workshops, on active listening and engaging in civil discourse, organized by one of the team members in conjunction with BGSU's Center for Community and Civic Engagement. The intention of organizing a community dialogue event was to initiate conversation around a controversial topic that impacts all community members, in order to foster empathy for diverse perspectives within the community and consideration of how diverse perspectives can strengthen efforts to address community needs.

This presentation will offer a model for bringing together campus and community members in multiple university communities to fully participate and contribute their strengths and expertise to community engagement work within each of our college and university communities.

Joanna Line
Graduate Assistant, Center for Community and Civic Engagement
Bowling Green State University
jmline@bgsu.edu

Alyssa Tomins
Voter Everywhere Ambassador, Andrew Goodman Foundation
Bowling Green State University
atomins@bgsu.edu

Lisa Hanasono
Associate Professor, School of Media and Communications
Bowling Green State University
lisakh@bgsu.edu

Cultivating Dynamic Leaders to Serve as Tomorrow's Social Change Agents

Purpose: The purpose is to present a comprehensive model for cultivating effective student leaders equipped with the necessary traits and skills to serve as Social Change Agents in an evolving, diverse society.

Presentation Summary: This session will explore key traits and skills that will enable students to make positive impacts on their evolving, diverse communities, future workplaces, and the world in general. Session participants will examine diversity statistics, learn about fragmented/holistic worldviews and implicit bias, explore examples of unique programming, engage in small group discussions, and leave with a blueprint for developing both self and socially-aware future leaders.

Implications: This information is applicable to secondary and post-secondary educational settings. Information learned can be adapted to all community organizations/agencies as well as to workplace environments interested in leadership development.

Outcomes: Participants will learn how to implement a comprehensive "tool kit" for cultivating leaders prepared and motivated to make a positive changes in their communities as well as broader society.

Robert Decatur
Director, ODI Scholar Program
The Ohio State University
decatur.3@osu.edu

Donya Gilmore
Program Manager
The Ohio State University
gilmore.286@osu.edu

Regenerative Cultures and Resilient Communities

The Regenerative Cultures and Resilient Communities ("RCx2") Hub is an emerging network of interdisciplinary faculty, staff, and external partners seeking to 1) create and deliver an exceptional, interdisciplinary global service learning (GSL) experience for students, and in doing so 2) address the complex challenges and opportunities of sustainable development and building regenerative cultures in impoverished rural communities, grounded in a shared ethical development process working "one village" at a time.

The RCx2 posits that capacity is a two-way experience. The capacity of the community and in-country partners is as valid as the need for assessment and building of capacity at OSU to effectively and ethically participate in the GSL space. This should not be a hierarchical process but rather a networked one that can be replicated and scaled out through a package of core content and context knowledge through a horizontal series of relationships in the partnered communities and within our OSU community.

In addition, the RCx2 will research the effectiveness and scalability of the shared ethical development process across contexts. Its consolidated set of curriculum proactively draws upon the diverse pool of disciplinary experts at Ohio State at various layers of the FEWS-health nexus. Research faculty will examine students' epistemological commitments and ability to balance technical and social dimensions of GSL while enrolled in pre-travel and in-community coursework.

By the completion of this presentation, participants will be able to:

1) Describe the workings, ideals and principles that inform regenerative cultures, resilient communities and shared ethical development,

2) Compare and critique the process and viability of a networked vs a hierarchical model for structured Community Engagement in the GSL space,

3) Identify and assess the role that independent, non-partisan NGO partners play in linking diverse stakeholders and as the primary advocate and accountability check point for foreign/external (non-local) stakeholders and partners,

4) Recognize the importance of a participatory engagement process with all stakeholders at all levels of decision making that does not privilege any above the other.

Joe Campbell, Ph.D.
Lecturer and Director of the Environmental Professionals Network
The Ohio State University
campbell.844@osu.edu

Santina Conterras, Ph.D.
Assistant Professor, Knowlton School of Architecture
The Ohio State University
Contreras.78@osu.edu

Xiaofeng Tang, Ph.D.
Assistant Professor of Practice, Dept. of Engineering
The Ohio State University
Tang.1274@osu.edu

Tony Duke
International Development, Doctoral Candidate
Queensland University of Technology
tonydukeworld@gmail.com

Encouraging Community Collaboration Through Mentored Undergraduate Student Consulting
The goal of the 25-year-old Applied Methods and Research Experience (AMRE) mentored undergraduate consulting program is to provide students with real-world experiences and professional development opportunities by solving real problems for real clients. The program partners teams of 2- 4 students and an advisor with a paying client who has a well-defined project. Our traditional partners have been corporations with technical projects that require the math and/or computer science skills. Since its inception, AMRE has given 364 students experience working on 165 projects for clients including Goodyear Tire and Rubber, Progressive Insurance, and many others.
The AMRE team will present how we have expanded the model to include partnerships with local nonprofit organizations with the goal of creating a collaborative bond between The College and our local community while providing meaningful experiential opportunities and professional development to more students from diverse disciplines.
The two major differences between nonprofit and corporate projects are client/project cultivation and funding. Unlike with our traditional clients, many projects have been collaborations between several independent organizations. Local social service agencies, government, and economic development organizations have partnered on projects that have individualized significance to each entity. We invest considerable time meeting with potential stakeholders to identify themes that have potential to become cross-organizational projects.
Unlike our corporate clients, nonprofit organizations, even when there are multiple stakeholders making financial contributions, find the nearly $20,000 project fee prohibitive. We would like to share ways we have identified and acquired funding from alternative sources including local foundations, individuals, grants, and College resources.
The goal of our presentation is to assist our counterparts in evaluating strategies to develop a similar start-up program at their institution. By sharing the positive impacts of the program on our students, our community and the resulting "town/gown" collaborations, we hope to create interest in the concept. Attendees will be given an opportunity to develop strategies for introducing a start-up program at their institutions including resourcing, logistics and staffing. We will share ideas about developing ongoing operational plans for annual client cultivation, project creation and identification and client funding. We will also help institutions identify obstacles that may arise and discuss solutions.

Vikki Briggs
AMRE Program Coordinator
The College of Wooster
vbriggs@wooster.edu

Cameron Maneese
Consultant, Non-Profit Advisor
cmaneese@icloud.com

Exploring Advocacy though Education
This session will describe the development and implementation of an innovative programmatic initiative that challenges first-generation, low-income high school students to explore education through a social justice lens. Through an integrated approach of research, instruction, and service, students participate in an intensive, residential, summer program designed to increase their civic responsibility and enhance their development as advocates for their respective communities.

Presenters will describe how participation in the program supports high school student personal development and preparation for transition to institutions of higher education. The session will outline program learning objectives of increasing students' knowledge of inequity, civic engagement, civic responsibility, social justice issues and their impact on society in a historical and contemporary context. Presenters will discuss key partnerships to execute a program, associated cost, and program outcomes related to student persistence into post-secondary institutions. The United States presents a long history of youth and student activism in social movements and fighting for democracy and justice (Ginwright & James, 2002). Engaging students on topics related to education, hunger, homelessness, human trafficking, health disparities, LGBTQ equity, and civic right and policing; empowers students with the knowledge and awareness to self-advocate for better public policy, stronger organizations, more relevant social services, and healthier communities.

Group discussion will focus on how a social justice focused program can be implemented to support community advocacy, college awareness, college access, and civic engagement on campus.

Chila Thomas
Executive Director, Youth Scholars Program
The Ohio State University
Thomas.1667@osu.edu

Brandon Britt
Program Manager, Youth Scholars Program
The Ohio State University
britt.81@osu.edu

Creating Community Partnerships Through a Student-Run Non-Profit
Project 701, a student-run non-profit at Defiance College (DC) was established in 2010 and is open to all DC Students. Students involved in Project 701 learn how to develop a service or business directly related to a student's area of study. Project 701 provides a structure to design, implement, and manage projects that impact community needs. A unique aspect of Project 701 is that the executive staff is comprised of all students, the project managers are all students, and the Board is comprised of students, faculty, staff, and alumni of DC. The process of identifying projects, starting projects, implementing the projects, the impact of the projects, and the structure of Project 701 will be discussed during this presentation.

Currently Project 701 has nine active projects. These projects include meeting the need for food through the Backpack Buddy Program; addressing literacy concerns through the Read @ DC and Prescription to Read Program; helping bring awareness and fundraising for breast cancer awareness through Project Pink; and providing professional clothing to those in need for presentations or job interviews through The Opp Shop. Community partnerships have been established through Project 701 with the United Way, American Red Cross, Susan G. Komen of Northwest Ohio, and Children's Miracle Networks.

After learning about Project 701, and how projects are established, we will discuss identifying needs on campuses and in the local communities, represented in the session. After reviewing these needs, we will discuss how to take these ideas and begin incorporating them on campus and empowering students to "be the difference".

Brad Harsha
Assistant Dean, McMaster School for Advancing Humanity
Defiance College
bharsha@defiance.edu

Starting from Columbus: Stories on Community Engagement
This presentation showcases stories of community engagement in and beyond Columbus, Ohio. The people featured in the presentation include business owners, government employees, professionals in the private sector, professors from a community college, and students, graduates, current faculty members and retired staff from a public university. Deeply engaging in the community around Columbus and beyond, they address a wide range of social justice issues such as children, women, education, senior care, animal welfare and faith.
Highlighted programs or organizations include Meals on Wheels, BUCK-I-SERV, International Friendships, Dining for Women, and Franklin County Dog Shelter and Adoption Center. Stories will be told from the perspectives of participants who have first-hand experience and mostly long-term relationships with their programs. There will also be stories of how individuals lend a hand to people in need around them.

Engagement opportunities showcased in the presentation will provide insights for those who are passionate about a better community. More importantly, with real-life examples, this presentation will show that community engagement is dynamic with various forms: Everyone can help community by joining an organization, leading a group, or assisting a neighbor in need. The audience will be inspired to find a way that is comfortable to contribute.

Keyin Li
Doctoral Candidate, Dept. of Human Sciences
The Ohio State University
li.9390@osu.edu

Jingyang Hu
Doctoral Candidate, Dept. of Human Sciences
The Ohio State University
hu.1645@osu.edu