Tarleton State University provides an academically challenging education where learning is grounded in real-world experiences and effective teaching, research, scholarship and service. As a member of The Texas A&M University System, Tarleton is rich in history and tradition while being committed to student success and diversity. Tarleton strives to develop moral and ethical thinkers, scholars and leaders who demonstrate civility and integrity, while contributing meaningfully and responsibly to a global society.

Tarleton will be the premier student-focused university in Texas and beyond. We will transform generations by inspiring discovery, leadership and service through exceptional teaching and research in vibrant learning communities.

**MISSION**

**VISION**

**CORE VALUES**

**GOALS**

**RECOGNIZING IMPACT**

**OVERVIEW**

**EDUCATIONAL OUTREACH**

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   Connecting practice to mission

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Taking the extra step

Service learning goes one step further – it engages students in practical aspects of learning while serving a greater good.

Tarleton has practiced hands-on learning for decades, notably since it became the founding member of The Texas A&M University System in 1917. In recent years, we have offered Applied Learning Experience (ALE) classes that prompt students to take the information, facts and data discussed in classrooms and apply that learning to real-world issues. The ultimate goal of ALE classes is to provide educational opportunities that benefit not only our students, but also our community.

Students learn by doing - the most powerful form of education - while contributing service to others. It does not get much better than that. The concept of service learning demonstrates our commitment to community engagement. We seek partners who can help us make a difference for society.

This special publication has many examples of service learning in action. I think you will enjoy these stories and find inspiration in the combination of creative teaching, service learning and community engagement.

Best regards,

F. Dominic Dottavio, Ph.D., President
EmpowerU

The Texas A&M University System Student Learning Outcomes
As part of the Texas A&M University System, Tarleton embraces a common set of student learning outcomes and is accountable for sustained measurement of these outcomes.

<table>
<thead>
<tr>
<th>Ethical and Social Responsibility</th>
<th>Globalization and Diversity</th>
<th>Specific Knowledge</th>
<th>Integration</th>
<th>Communication</th>
<th>Problem Solving/Critical Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to demonstrate an understanding of and use ethical reasoning for responsible personal and professional decision making in a culturally and ethnically diverse world.</td>
<td>Students will use multidisciplinary perspectives to evaluate initiatives employed to address global issues. Students will describe the nature of global interdependence and its impacts. Students will articulate an understanding of cultural differences from diverse perspectives in specific disciplines.</td>
<td>Students will demonstrate mastery of the depth of knowledge required for their respective degrees.</td>
<td>Students will be able to synthesize knowledge from general and specialized studies.</td>
<td>Students will be able to express ideas clearly and coherently orally, in writing and electronically to a diverse range of audiences and interact with others in large and small group settings.</td>
<td>Students will be able to demonstrate critical thinking, including the ability to explain issues, find, analyze and select appropriate evidence and construct a cogent argument that articulates conclusions and their consequences.</td>
</tr>
</tbody>
</table>
Engagement Embedded in Scholarship

Tarleton supports scholarly engagement university-wide by fostering collaborative, participatory, empowering and transformative university-community partnerships anchored in scholarship as well as social responsibility. In all its work, Tarleton emphasizes exemplary engaged scholarship and fosters public access to university expertise and resources in order to assist with, and address, pressing societal issues.

<table>
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<tr>
<th>TRADITIONAL ACADEMIC ACTIVITY</th>
<th>SCHOLARLY ENGAGEMENT ACTIVITY</th>
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<td>Instruction provided in traditional classrooms or laboratories; resulting research breaks new ground in the discipline</td>
<td>Engaged TEACHING occurs when... learning integrates a community-based setting with service learning experiences; students gain knowledge by contributing to immediate social issues; research breaks new ground in the discipline and has direct application to broader public issues</td>
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<td>Faculty pursue research and creative activities according to professors or interests, and publish in academic journals reviewed and validated by qualified peers in the discipline; research outcomes answer significant questions in the discipline</td>
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Tarleton State University has deliberately and purposefully embedded community engagement into our teaching, research and service efforts. This commitment ensures engagement efforts are mutually beneficial, pragmatic, multi-disciplinary and embedded in scholarship. 19

DR. KAREN MURRAY, Provost and Executive Vice President of Academic Affairs

Transformative University-Community Partnerships

Tarleton’s institutional resources are available to benefit the community in a variety of ways. Making Tarleton’s resources accessible promotes scholarship beyond Tarleton’s walls and involves generating, transmitting, applying and preserving knowledge for the direct benefit of external audiences.

At Tarleton, transformative learning-experiences are woven into curricular and co-curricular experiences. Engagement is embedded in scholarship and “service” is not a separate activity detached from teaching and research. Rather, community engagement embeds student learning outcomes into scholarship and fosters learning through serving community needs as well as shared planning and decision-making.

Engaging students in transformative learning involves the co-creation of knowledge and resources through university-community partnerships designed to expand capacity and address pertinent issues. Transformative relationships allow knowledge and resources to be combined to encourage learning, service and research that go beyond Tarleton’s walls. As an engaged institution, core activities of research, teaching and service are enriched by forging partnerships to meet the professional development and societal needs of our communities and beyond.

Tarleton’s Center for Transformative Learning (CTL) supports community organizations, neighborhood coalitions, school districts, municipal organizations, state governmental agencies and other groups eager to engage in scholarly work that addresses important social problems with faculty and staff throughout the university to identify new opportunities for collaboration between the university and community.

CTL supports efforts to assist a broad range of community-defined needs, including but not limited to:

- Children, Youth & Families
- Civic Engagement
- Community & Economic Development
- Disaster Services
- Education
- Economic Opportunity
- Environmental Stewardship
- Health & Well-Being
- Lifelong Learning
- Veterans & Military Families

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- Health & Well-Being
- Lifelong Learning
- Veterans & Military Families
The Center for Transformative Learning gathers data about outreach and engagement activities of Tarleton faculty, staff and students. The information is self-reported and participation in an annual survey is voluntary.

Data is collected along several dimensions including efforts toward engagement work, social issues, high impact experiences, community perceptions, funding and other support received.

Narrative information is also collected about purposes, methods, disciplinary perspectives and impacts as they relate to faculty scholarship and external audiences.

**Service Snapshot**

- **9,283** Tarleton faculty/staff/students engaged in outreach & service from 2015-2017 years
- **120+** service/experiential learning courses, 11% of total course offerings
- **$2,270,000** Overall yearly salary investment dedicated to service/experiential learning

**Primary Service Areas for Engagement**

- Nonprofit & Government Capacity Building
- Immigration & Transborder Issues
- Inequality, Access & Human Rights
- Poverty, Homelessness, Housing
- Health and Mental Health
- Environment and Sustainability
- Elderly/Senior Services
- Education (PK-12)
- Substance Use
- Public Safety, Law & Ethics
- Economic Development
- Civic Participation
- Cultural Enrichment
- At-Risk Youth
- Civic Participation

*The number of “responses” is greater than the number of “respondents.” Respondents were given the opportunity to describe their engagement activities for multiple areas of concern; each description was counted as a separate response.

**Hours of Academic Service Provided**

- 2015-2016
- 2016-2017

**Overall Value Provided by Academic Service**

- 2015-2016
- 2016-2017

**FOR MORE INFORMATION**

Center for Transformative Learning 254-968-9559 | cti@tarleton.edu
The Power of Partnership

The Center for Transformative Learning

is a resource dedicated to engaging scholars and empowering communities. Center for Transformative Learning encourages academic units to embrace engagement initiatives across local, regional, national and global communities that are responsive to community needs. University-community partnerships are characterized by:

- Mutually beneficial partnerships
- Increased capacity
- Continuity
- Collaborative research

CTL coordinates community based initiatives across strategic areas by enlisting faculty from across campus to aid community partners and collaboratively address identified needs.

University Partnership Strategies

Together with community groups, Tarleton teams support long-term community improvement efforts by creating research and service networks. These networks may address a specific short-term issue or coordinate extensive sustainable relationships to address a complex issue. The Center for Transformative Learning works with community leaders and cross-disciplinary faculty to co-create university-community partnerships by:

- Connecting the academic community to new and existing networks
- Supporting partnerships with program evaluation tools
- Providing educational opportunities for engaged faculty and students
- Recognizing partnership success
- Identifying potential funding mechanisms

University-Community Research Partnerships Engage in

- Work of mutual interest and value to academic disciplines and community sectors
- Participatory research by generating data relevant to all stakeholders
- Scientific research which contributes to the public good

Benefits

The Center for Transformative Learning serves the interests of the community by combining assets to support and empower positive change. CTL benefits the community by:

- Sharing tools, models and training
- Combining assets to research community concerns
- Evaluating intervention programs
- Spotlighting community based research results

Explore a Partnership

Upload a Community Agency Profile at www.tarleton.edu/CTL

Tarleton’s approach to university-community partnerships fosters collaboration between the University and partners to address and potentially solve pressing societal issues. Tarleton desires to apply our institutional knowledge and resources to provide a direct benefit to the community. By utilizing university-community partnerships, Tarleton ensures research discoveries are useful and learning occurs beyond the institutional walls. The Center for Transformative Learning facilitates networks to promote community engaged scholarship. Many sectors jointly collaborate with the Center for Transformative Learning, including:

- Economic and community development councils
- Early childhood providers
- K-12 educational systems
- Governmental agencies
- Non-profit agencies
- Environmental advocates

FOR MORE INFORMATION

Center for Transformative Learning  254-968-9559 | CTL@tarleton.edu

THE POWER OF PARTNERSHIP
Service runs through the heart of the Tarleton experience

Service is one of Tarleton’s core values and Service Week is dedicated to promoting service and giving back to our community. This week of service provides opportunities for Tarleton Texans to engage in the community through the annual Round Up work day and connect knowledge learned in the classroom to the service experience on Service Day.

Service Day provides opportunities for students, under faculty guidance and mentorship, to engage in the community, address a community need, connect knowledge learned in the classroom to the service experience and enhance skills by serving the community.

Service Day is held each Spring for Tarleton’s faculty, staff and students to provide service to the local community. On Service Day, classes are replaced with service projects organized by the different colleges. Each year, Service Day participation increases and the University’s capacity to impact our communities improves.
Engaged Scholars Academy

Facility enrichment dedicated to the public good

The Engaged Scholars Academy is a professional development program for university faculty desiring to further integrate service learning into university courses, enrich learning through community partnerships and engage in scholarship directly benefiting society.

During the academy, faculty members learn best practices in engaged scholarship as they interact with colleagues and experts nationwide. Engaged Scholars transform course content by developing mutually beneficial partnerships with external collaborators, resulting in real-world experiences for students.

Participants integrate service learning into current course content and conduct a research study related to implementing service learning and/or the scholarly product provided to a partner as a result of the service learning activity.

Focusing on mathematics education for teachers

Dr. Eileen Faulkenberry, associate professor of mathematics, primarily teaches undergraduate and graduate mathematics education. In addition, she conducts professional development workshops for in-service mathematics teachers, focusing on strategies to help teachers improve both their content knowledge as well as their teaching abilities and knowledge.

Since 2004, Dr. Faulkenberry has received more than $3.5 million in grants to support her efforts in mathematics teacher preparation.

She previously served as Vice President for Conferences for the Research Council on Mathematics Learning (RCML) and currently serves at the Board Member-at-Large for the Association of Mathematics Teacher Educators in Texas (AMTE-TX) and the Arrangements Chair for the Texas Section of the Mathematical Association of America (MAA).

Dr. Faulkenberry’s research interests lie in teacher preparation and its impact on classroom instructional practice.

Enlisting students in project for state education board

Dr. Karley Goen, assistant professor in the Department of Communication Studies, started teaching at Tarleton in Fall 2009 in the areas of Professional and Relational Communication and Public Relations and Event Management.

With a B.A. in Communication Studies from Baylor University and an M.A. in Communication Studies from Texas Tech University, she earned an Ed.D. in Educational Leadership and Policy Studies from Tarleton.

Her community service and civic involvement include the Texas Higher Education Coordinating Board, where she paired with the Agency to help in their 60X30 Campaign that strives to have 60 percent of the 25-34 year-old Texas workforce hold a higher education certificate by the year 2030.

Through the Engaged Scholars Academy, Goen and her students were able to partner with the state Board, helping with Twitter campaigns and focusing on secondary school outreach efforts compared to the higher education efforts of California and New York.

Pre-school Mathematics Education

Dr. Cheryl Mixon served as an assistant professor in the Curriculum and Instruction department. She completed her Ph.D. at Texas Woman's University in Early Child Development and Education. She earned her M.Ed. from Texas Christian University and her B.S. from Louisiana State University.

Dr. Mixon joined the Tarleton State University faculty in August 2015. She teaches several child & family studies courses including Child Development, Creative Arts & Literature for Young Children, and Pre-Professional Development. She also developed a new undergraduate course, Concept Development in Early Childhood, and a graduate course, Advanced Child Development.

Dr. Mixon’s research interests included early childhood mathematics and social/emotional development in young children. She engaged in research focusing on home numeracy with the children and families at the Tarleton Child Development Center.

Involving students in social work learning activities

Dr. Misty G. Smith, Director of BSW Field Education at Tarleton, uses service learning opportunities to support students with bridging their classroom knowledge to practice.

She holds a bachelor’s degree in social work from Tarleton, a Master of Science in Social Work from the University of Texas at Arlington, and a Doctorate in Social Work from Capella University.

Prior to coming to Tarleton, Dr. Smith was director of Social Services at Presbyterian Hospital of Allen and was a licensed social work practitioner with the STAR Program for Foster’s Family Care in Stephenville.

She has extensive experience in medical social work, counseling children and parents, and has worked cooperatively with Child Protective Services throughout her career. Dr. Smith’s areas of expertise are in child welfare, medical and direct practice social work.
Practicing Service

Social work students serve refugee populations

By Denae Dorris

Refugee and immigrant matters can be difficult topics to address, much less tackle, in a traditional classroom setting.

Learning how to take action to assist refugee and immigrant populations is often a challenge unless students have experiences incorporating related community service into their university coursework.

Dr. Nathalie Jones, assistant professor of social work, wanted her students to get involved with real-life community initiatives to put learning in context and promote student acquisition of basic social work practice skills. The Social work program redesigned classes to gain community partnerships/experiences.

Through focused experiences, Jones’ students study a variety of challenges and gain an understanding of community problems. Students then apply course content as they become social-change agents, offering guidance and support to community organizations and the resident populations served.

At the International Newcomers Academy (INA), Jones found a place for Tarleton students to assist refugees and international students with language barriers in Fort Worth ISD. Tarleton students arrange transportation to doctor’s appointments, complete necessary paperwork and provide access to medical and social resources. Students also assist refugees as they apply for governmental assistance programs such as TANF, Medicaid and EBT.

Through these applied learning experiences, Tarleton students expand their case management ability as well as acquire advocacy and brokering skills. As a result, students were exposed to various social problems within the refugee population, making them more aware of their beliefs and social values as well, Jones added.

Jones’ partnership with INA allows Tarleton students opportunities to serve a high needs population by linking refugee families with various resources available within the community. Working with INA promotes awareness about the challenges facing refugees and immigrant populations during their transition to the Tarrant County area.

Tarleton’s continued commitment to INA expands INA’s resource capacity by offering assistance with coat drives, a clothing closet, and identifying additional resources to help clients overcome language barriers.

Jones says that a partnership with INA gives students opportunities to work with unfamiliar issues and perspectives that align with personal interests and desired career paths.

“When I heard the options for Service Learning opportunities, the International Newcomer Academy (INA) was not at the top of my list. I was nervous about language barriers, and not being able to serve the students and their families,” said student L. Wilson “We were quickly assigned two families to work with, invited to Family Night at the school, as well as other ways to engage with the school... It was family night that changed my entire perception.

That experience is just one of many that taught me children are children no matter what language they speak. I now have confidence to serve those that may not speak the same language as I do, and through my experience with INA I have learned resources and tools to help eliminate language barriers.”

Through work with INA, Jones hopes more students have a chance like Wilson, to spend time listening to perspectives other than their own while gaining a greater understanding of the challenges involved in serving diverse populations on a community-wide level.

FOR MORE INFORMATION

College of Health Sciences and Human Services
Dr. Nathalie Jones 817-717-3333 | njones@tarleton.edu
Learn, Eat, Grow

Tarleton students promote healthy lifestyles

By Lacie Harris

A pilot project between Dublin Independent School District and Tarleton faculty explored the engagement of kindergarteners in school-based gardening to teach positive dietary habits and enhance academic performance.

The project was integrated into Tarleton’s Public Health coursework as a way to apply collective knowledge and equip students with tools required to design and implement public health interventions at a community level.

“Participating in the Learn, Eat, Grow program as part of the Public Health promotion course outlined the importance of educating the public about health related topics through multiple real-life examples,” said student Katie McKamy.

The project provided multi-level interventions for obesity with kindergarteners and implemented indoor gardening activities supplemented by food-tasting activities in the classroom.

Dr. Subi Gandhi, assistant professor and advisor for Public Health, explained the activities focused on the prevention of childhood obesity among kindergarteners in a rural district with “predominantly low-income families, the majority of whom are of Hispanic origin.”

Together, a team of Tarleton faculty and students used the Coordinated Approach to Child Health’s (CATCH) Jump Into Health (JIH) obesity prevention curriculum to implement teaching strategies such as songs, stories, puppets, educational games and activities, snack preparation and taste testing. Gandhi explained the CATCH model brought fun into the learning process and provided options for hands-on training.

While the JIH curriculum did not include gardening, indoor gardening activities are planned for this study. Through program implementation, student Ashley Tackett said the course work gave her a better understanding of the preventative side of health care.

“Health is not only the absence of disease, but maintaining a healthy lifestyle as well.”

Gandhi suggested that several research studies found children who participate in school based gardening activities improve their dietary choices as well as benefit from lower childhood obesity rates. The project goals provided DISD kindergartners with health education that fosters increased physical activity and healthy eating habits as well as providing the workforce capacity to implement interventions consisting of obesity prevention components, while establishing a long-lasting relationship between Tarleton and DISD.

This work “gave me an in depth understanding of how to implement interventions for specific target populations,” said student Rachel Fletcher. “I learned theories and models that illustrate the influence that private and public environments have on human behavior. From this experience I learned health promotion is not only aimed at inspiring the target population to change their behaviors but it is also a way for public health promoters to model the target behaviors.”
Facing Poverty

Tarleton Accounting Students Prep Tax Returns
By Denae Dorris

Many college students are unfamiliar with the reality of poverty in America. However, when Tarleton students serve as volunteer tax preparers for low-income clients, their perceptions often alter dramatically.

In partnership with Tarrant County United Way’s Voluntary Income Tax Assistance Program (VITA), students enrolled in ACCT 4305 Federal Tax Accounting explore issues facing America’s working poor and the various policies which impact them. By serving as IRS certified volunteers, Tarleton students are part of a network providing free tax preparation services to more than 8,000 clients and completing $13 million in refunds for low-income filers in the Tarrant County area.

VITA is an IRS-supported, free Income tax preparation program for qualifying families with an annual income of $55,000 or less. Volunteers serve taxpayers during critical times from January through March.

Prior to serving clients at community based locations, student volunteers complete an integrated tax return preparation training, and pass the IRS Tax Preparer Certification test. As volunteers, students provide free income tax preparation services to ensure low income clients receive the full Earned Income Tax Credit.

“The VITA program allows my students to partner with the community and put the skills they learn in the classroom into practice to serve a great need in Tarrant County,” said Ashley Schieck, assistant professor in Accounting, Finance & Economics.

“Accounting students learn both practical tax skills and interpersonal skills that will aid them in the transition to businessmen and women. I am hopeful this experience fosters their desire to use their Tarleton education to engage in lifelong service.”

Being the Difference

Tarleton pre-service educators co-teach to prepare for career
By Denae Dorris

Through the Waco ISD Professional Development School (PDS) Partnership, Tarleton education students learn to deliver an array of academic services.

As part of field experiences for pre-service educators, students spend time each week in a unique partnership with Cedar Ridge Elementary School and Lake Air Montessori Magnet School. Through collaboration, Tarleton pre-service educators identify resources and provide capacity to improve student learning in pre-school through 8th grade.

Tarleton pre-service educators serving Waco ISD provide more than 14,000 hours of service, the equivalent to approximately 8-10 full time educators. During these experiences, teacher candidates begin tutoring individual students and advance to teaching small groups.

“Pre-service educators develop and teach individual lessons and eventually progress to having full responsibility for a classroom, while applying effective teaching methods and classroom management strategies. This service allows Tarleton students the opportunity to learn with and from the students in Waco ISD, be mentored by educational professionals and collaborate with community members in order to develop the competence, confidence and consistency needed by today’s educator,” says Tarleton President F. Dominic Dottavio.

While Tarleton students diligently work to improve student learning in Waco ISD, the partnership also focuses on promoting professional development opportunities for Waco ISD and university faculty.

A Tarleton Resident Faculty member is dedicated to each PDS to serve as a Coordinator of Professional Development. Waco ISD’s Professional Development Facilitator supports mentor teachers, university faculty and pre-service teachers in the PDS, and awards a stipend to mentor teachers co-teaching with clinical teachers.

The PDS offers ample opportunities to facilitate joint research and collaboration to advance educational practice. Joint research encourages school-university faculty investigation of education-related issues.

FOR MORE INFORMATION
College of Business Administration
Ashley Schieck 817-717-3326 | schieck@tarleton.edu

Tarleton’s Professional Development Schools
Dr. Anna Fox 254-299-8211 | afox@tarleton.edu

FOR MORE INFORMATION
Tarleton students research historic Colorado River at Timberlake Ranch

By Chris Higgins & Denae Dorris

When undergraduate students Kimberly Hogan and Keagan Lowey, as well as graduate student Turner Cotton, began to survey 790 acres of native vegetation in the bottomlands along the Colorado River, they intended to document the diversity and richness of species and varieties. To their surprise, the investigation along the Colorado River expanded the number of recorded plant species and varieties in Mills County by 49.

Led by Dr. Alan Nelson, professor and department head of biological sciences, and Dr. Randy Roster, professor in animal sciences and veterinary technology, the team documented the presence of new plant species and varieties for Mills County records, charted the consumption of plants by mammals and identified major range extensions for plants along the Texas river.

As part of a multi-disciplinary service learning experience, Timberlake Ranch, donated by Lamar and Marilyn Johnson, contains 2.88 miles of Colorado River frontage, which provides Tarleton students an outdoor classroom and research facility. Timberlake Ranch, now referred to as Timberlake Biological Field Station (TBFS) directed by Dr. Chris Higgins, associate professor of Biological Sciences, has been recognized as an official member of the Organization of Biological Field Stations since 2015.

TBFS provides service learning experiences for roughly 400 students taking field-based courses such as Aquatic Environment, Conservation Biology, Ecology, Environmental and Restoration Biology, Herpetology, Ichthyology, Invertebrate Zoology, Limnology, Mammalogy, Ornithology and Wetland Ecology, although the Department of Geosciences also uses TBFS in its curriculum.

The mission of the TBFS is to promote hands-on experiences to educate and excite students about the natural world and involve Tarleton students in both short-term and long-term multidisciplinary research. Through TBFS, students are directly involved in preserving and restoring the ecological integrity of the Colorado River Basin and the diverse flora and fauna of the Cross Timbers and Edwards Plateau ecoregions. Led by Higgins, TBFS provides educational outreach for surrounding school districts. In fact, Timberlake Biological Field Station is a Certified Field Site for the Texas Aquatic Science program sponsored by the Texas Parks and Wildlife Department. Led by Tarleton educators, the program guides middle school and high school students through hands-on activities intended to educate participants about the importance of aquatic ecosystems across the state. The activities correspond to state curriculum standards and align with the Texas Essential Knowledge and Skills.

Each experience at TBFS leads to another experience; each discussion leads to new questions, and each question shapes research and discoveries of the future.

Beginning in 2018, TBFS will serve as a host for the Research Experience for Undergraduates program sponsored by the National Science Foundation. The program aims to increase the involvement of undergraduate students in scientific research, particularly those underrepresented students from 2-year colleges and 4-year universities with limited research opportunities.

This program involves faculty mentors from the Department of Social Sciences (Dr. Robert Cavazzis); Department of Wildlife, Sustainability, and Ecosystem Sciences (Dr. Barbara Bellows); Department of Chemistry, Geosciences, and Physics (Dr. Rajani Srinivasan, Dr. Carol Thompson); Department of Engineering and Computer Science (Dr. Kartik Venkataraman); and Department of Biological Sciences (Dr. Chris Higgins, Dr. Allan Nelson, Dr. Victoria Chrabil, Dr. Kristin Herrmann and Dr. Jesse Meik).

The TBFS places students in the field as active contributors building a body of work that will one day help direct greater involvement and build research capacity. Service learning experiences like these build partnerships and create future mechanisms for collaboration and discovery.

Each experience at TBFS leads to another experience; each discussion leads to new questions, and each question shapes research and discoveries of the future.
By Lacie Harris

Tarleton’s theatre students become teachers for area school children in Lil’ Theatre at Tarleton.

“Through serving in Lil’ Theatre Tarleton students interested in a career in Theater Education are getting hands-on experience working with school-age students as they create lesson plans to teach acting skills” said Prudence Jones, associate professor of theatre.

As Tarleton students instruct children from kindergarten through the eighth grade in the various areas of theatre, from acting to stage painting, the program culminates in a public production.

Hosted during the spring semester, the Lil’ Theatre program uses the skills and talents of Tarleton’s theatre students to teach interested community youth about multiple aspects of theatre. Participating school-aged students learn acting techniques, basic set design, rehearsing, costuming, stage make-up and scenic painting.

Many of the past student participants annually return to the Lil’ Theatre program and have chosen to further their skills by taking theatre in junior high and high school.

“We have had great support from Tarleton, from our department head and dean,” Jones said. “The community support has been shown from the increase in students attending the class as well as [the] large audiences present for performances.”

The Lil’ Theatre at Tarleton hopes to expand theatre experience for students by creating additional student slots and branching out to touring productions, using theatre students as actors and teachers. Future efforts may include day school outreach to schools located further away, concluding with an evening performance.

Jones also noted Tarleton is working to add a concentration in Theatre Education due to an increase in interested students.
Since 1995, the Tarleton Equine Assisted Therapeutic (TREAT) program has partnered Tarleton students and horses with area clientele to use horseback riding as a beneficial form of therapy. Each week up to 10 students from the College of Agricultural and Environmental Sciences and other Tarleton departments such as nursing, kinesiology and education assist in delivering equine assisted therapy. Equine assisted therapy provides physical, occupational and speech therapy by using horses and horse movement.

The movement of the rider on the horse is similar to walking, explains TREAT director Dr. David Snyder, professor of Animal Science and Veterinary Technology. In many cases, children who are autistic respond to the horse’s movement, which provides a calming experience bringing out their best, he said. For others, such as children with cerebral palsy, the tightened muscles become relaxed and loosen while on the horse.

Equine assisted therapy teaches coordination as well as helps with flexibility and fine motor skills. Snyder says equine assisted activities provide many benefits to different participants, not just to the physically and mentally handicapped, but to the emotionally and socially handicapped as well. Snyder adds that animal assisted activities improve self-confidence, self-awareness and discipline.

What began as a request from area educators, a conference training, a few borrowed student horses and some bicycle helmets is now a Premier Accredited Center through the Professional Association of Therapeutic Horsemanship International (formerly NARHA). This accredited center is primarily led by students in ANSC 3030 and ANSC 3031, classes in basic and advanced equine assisted therapy. Through TREAT, students gain one-on-one experience delivering client therapy.

TREAT hosts bi-annual rodeos at the Equine Center. Each Rodeo provides nearly 200 area public school students from more than two dozen school districts the opportunity to ride horseback and take part in activities specifically designed for children with special needs.

Dozens of Tarleton students work the event, including those enrolled in adaptive physical education and counseling psychology courses.

“The kids love all of the new experiences and interacting with other children like them,” said Shelley Scheuren, special education teacher from Granbury ISD’s Action Elementary school. “The smiles on their faces are great.”

“The changes we see in some participants are phenomenal, ranging from improvements in mobility to improvements in social interactions at home and at school,” said Snyder. “The changes brought about in college students who work with TREAT participants are equally impressive.”

Student Chance Trevino shared TREAT influenced his ability to interact with children with disabilities as well as helped him learn to be open minded.

Jeb Bennett noted TREAT was an enlightening experience that enabled him to give back to people in need in a way that he was most familiar and enjoyed passionately.

Mani Boychuk expressed working with TREAT always brightened her day. Helping riders work through daily challenges was incredibly rewarding. She knew she was helping make a difference in each rider’s life but she didn’t know if they realized how much of an impact they had on her life.

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“We believe that being a part of the university has allowed us to provide the opportunity for students to exemplify Tarleton’s core values of integrity, leadership, tradition, civility, excellence and service,” Snyder noted.

TREAT currently keeps between 15 to 20 horses and two riding instructors, who help approximately 180 riders. They also raise approximately $60,000 annually for operations. TREAT is dedicated to providing quality equine activities and offers scholarships for those who need financial assistance.

“Today, we are looking for riders to help us expand the program, which will also include equine therapy for adults as well,” Snyder said.

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Tarleton Town Hall
Event leads students into civic engagement

By Eric Morrow

Each semester hundreds of Tarleton Students engage in a project to create an action plan for civic engagement, Tarleton Town Hall.

In their GOVT 2305 course, students learned about electoral politics and political participation, about pressing national policy issues, how to engage at a substantive level with an issue of interest and how to move from awareness to action.

Within the regular class structure, students discussed current policy issues in small groups and learned how to research their issues and the means of political participation. This prepared students for the Tarleton Town Hall.

Issues included reproductive rights, civil rights, environmental policy, gun control, healthcare, family issues, immigration and community policing.

For the Town hall, more than 400 students and facilitators gathered in the Clyde H. Wells Fine Arts Center. After an emphasis on the significance and purpose of the Town Hall event and engaging presentations on civic action, students transitioned to breakout groups focused on their issues.

With assistance from moderators and invited community or regional experts, students discussed their research and expanded their knowledge, while exploring the role of government related to their issue.

Following the breakouts, students gathered in smaller discussion groups in the Thompson Student Center. With assistance from a moderator, students presented action plans and answered critical questions:

- What is the current condition of the issue?
- How can I address this current challenge?
- How can I have an impact on the role of government related to this issue?

After the Town Hall event, students finalized their research and action plans and considered how they can make a difference at Tarleton, in the community and beyond!
What leads you to serve others?

"Serving others has been important to me since I was young. Growing up, I always wanted to see certain changes made in different areas of my community. I had a middle school teacher say to me: ‘Leaders lead by serving.’ This statement stuck with me. Therefore, with the passion of helping others and wanting to make a difference within my community, I decided to become a social worker. I am currently in the bachelor’s degree program for Social Work. This has allowed me another platform to serve others. I get to work daily with people, not only in the Tarleton community, but also local community organizations and all over the United States. Maybe one day this will lead to a greater service internationally."

— DANIELLE DAVIS

What do you want your fellow students to know about serving others?

"Your heart has to be in it. If you do not actually care about serving and are just doing it for the recognition, then what’s the point of ‘helping’ in the first place?"

— SEAN RICHARDSON

What types of service do you participate in and why?

"Every year our Tarleton Rodeo Team goes to the elementary school to hold a children’s rodeo. This particular event is one of my favorites. Kids have so much joy and can make service fun for anyone, and since this event is something that my team does together, it makes it even more enjoyable."

— SKYLER MAGUIRE

How does serving others support your professional and personal goals?

"As a future social worker, I feel serving is a significant part of learning how to help others. How can I effectively help someone if I do not have an understanding of his or her community, culture or the resources that are available? By being a part of the community and actively serving, I am gaining connections that will be helpful for my professional life. Serving also allows me to use the knowledge I am learning in the classroom and effectively practice in real-world experiences. Serving helps me professionally but the most important reason is more personal. I have three daughters who, I hope, one day will personally try to make a difference in our world. I hope that I am showing them what it means to give back to your community. Knowing that I could make an impact in their lives, and the world, keeps me serving."

— DANIELLE DAVIS

How do you think serving others impacts others’ lives?

"I’ve never left a service project and wished I had spent my time doing something else. I always leave in a better mood and inspired to continue doing what I can to serve others. If I’m in a position to help, it only seems natural to want to help and spread positivity throughout the community. You don’t know how much an hour of your time impacts others. Unexpected and unfortunate situations can happen to anyone; help when you can because you don’t know when you’ll be the one needing a helping hand."

— RACHEL BOOTH

How do you think your service impacts others lives?

"I believe that there is no sensation quite like the feeling of knowing that someone’s life is a little easier because of my actions. In a world that can be so negative and overwhelming, it is nice to know that I can help eliminate stress in a person’s life."

— SHELDON STONE

What is your favorite service experience?

"Tarleton’s 2017 Service Day. I spent my day serving at the International Newcomer Academy (INA) in Fort Worth—a school with about 500 students, not one of whom has been in the U.S. more than a year or two. They are working hard to learn and develop the education and skills to be successful in America. We helped do various activities throughout the school, such as cleaning, painting and organizing rooms. What made the experience my favorite was the pure happiness coming from the faculty and students. As we would walk through the halls, students would wave and say, ‘Hello.’ They were thankful for our help. The impact we were having on this school was visible, and that was an incredible feeling. Being able to work with a group of my peers and professors from the social work department made this experience memorable. It is a serving moment I will never forget."

— DANIELLE DAVIS

"I have certainly had my share of personal growth through my time serving in the community. I have gained a better understanding of my interpersonal development, such as teamwork, leadership and communication skills. Being able to experience different cultures allowed me to appreciate our similarities and the differences. I received the 2017 W.O. and Fiorene Trogdon Individual Service Award, from the Division of Student Affairs Leadership and Service Awards. This was significant to me because I was nominated by others and it showed me that my time serving is important and affecting others."

— DANIELLE DAVIS

"Service is more than a resume boost. It is an overall mentality boost."

— SKYLER MAGUIRE

"Serving others has not made me rich, famous or given me special parking permits, but if you think that is the aim of service, then you have sorely missed the point. Serving others has given me a new perspective on community and the value of the individuals that we encounter every day. It has helped me become a more caring and understanding person."

— SHELDON STONE

"As a future social worker, I feel serving is a significant part of learning how to help others. How can I effectively help someone if I do not have an understanding of his or her community, culture or the resources that are available? By being a part of the community and actively serving, I am gaining connections that will be helpful for my professional life. Serving also allows me to use the knowledge I am learning in the classroom and effectively practice in real-world experiences. Serving helps me professionally but the most important reason is more personal. I have three daughters who, I hope, one day will personally try to make a difference in our world. I hope that I am showing them what it means to give back to your community. Knowing that I could make an impact in their lives, and the world, keeps me serving."

— DANIELLE DAVIS

"The past two years, Construction Science students spent Service Day working on the Turnbow-Higgs American Legion Post 240. First chartered in 1920, Legion Post 240 has a long and prosperous history with the community of Stephenville and the veterans from this area. The current building, now 77 years old, has fought bravely against the elements, but it is in need of some renovation. This is where we came in. In the past two years, we have worked side by side with the veterans from Post 240 as we helped restore the building that, for many, felt like a second home. Through the process of replacing rotten boards and other projects, I was fortunate enough to listen to stories from one of the veterans. While he spoke of exciting helicopter flights high above the Vietnamese jungle, a more somber tone fell as he spoke of the brothers he made and the brothers he had to leave behind. It was during this moment of silence that this building was more than just stone and mortar; this building represented to these men a bond forged in fire and paid for with sacrifices that many civilians could never imagine. By helping to preserve and restore the Turnbow-Higgs Legion Post 240, we restored a sense of purpose and community in these veterans that felt largely unnoticed in today’s world. This experience helped me to realize that connections and bonds made between people can be more valuable than any tangible object at a store, and it is all because I decided to put myself second for a change."

— SHELDON STONE
Engaged Faculty Award
Highlighting Tarleton’s faculty leaders

The Engaged Faculty Award recognizes exemplary engaged scholarship and leadership by a full-time faculty member in one, or more, of the following areas:

- Students’ civic learning
- Community-based research
- Reciprocal community partnerships
- Service-learning and civic engagement
- Contributions to the public good

DR. KYLE EICHAS
Associate professor, Psychology
College of Education
Eichas and his students assist the Changing Lives programs, an intervention program for marginalized adolescents, and provides opportunities for students to gain practical research experience in the field by assisting veterans at the VA Center of Excellence in Research Program.

PAULA MCKEEHAN
Assistant professor, Wildlife, Sustainability & Ecosystems
College of Agricultural and Environmental Sciences
McKeehan and her students partner with Agrilife, the Lab for WMB, BBC, the Tarleton Food Pantry and area school districts to provide food and nutrition workshops, summer kids camps, cooking schools, diabetes education, nutritional counseling and community gardens.

DR. CYNTHIA MCPHERSON
Assistant professor, English & Languages
College of Liberal and Fine Arts
McPherson serves as a consultant and freelance editor for scientists, engineers and program managers, as well as various government and commercial sectors.

DR. CATHERINE RONCK
Assistant professor, Geosicences
College of Science and Technology
Ronck serves as an instructor for summer enrichment programs and engages her students in science demonstrations for area public schools as well as the Boy Scouts of America.

DR. DALE TELGENHOFF
Associate professor and director of Histology Program, Medical Lab Sciences
College of Health Sciences and Human Services
Telgenhoff and his students focus their research on wound healing and he is very active in the National Association for Clinical Laboratory Sciences and the National Societies for Histotechnology.

DR. DERRILL WATSON
Assistant professor, Accounting, Finance & Economics
College of Business Administration
Watson works globally to address the political economy of food development and illustrate the value of food policy worldwide.

Barry B. Thompson Service Award
Recognizing full-time faculty for contributions to student-faculty relations outside the classroom

Barry B. Thompson Service Award Recipient Dr. Leah Schultz with Dean Steve Steed

DR. WAYNE ATCHLEY
Assistant professor and department head, Agricultural and Consumer Sciences
College of Agricultural and Environmental Sciences
Atchley served students as well as colleges across campus through the ALE Program. He also serves as a judge for various agricultural contests statewide and is well known for his volunteer work throughout the community.

DR. KARLEY GOEN
Assistant professor, Communications Studies
College of Liberal and Fine Arts
Goen’s civic involvement includes serving on the Texas Higher Education Board, Texas Social Media Research Institute, Legendary Weddings, 4-H, Boy Scouts, Tarleton Food Pantry, Sundown on the Square, Bygone Days and Big Brothers/Big Sisters.

DR. CHRIS HIGGINS
Associate professor, Biological Sciences
College of Science and Technology
Higgins serves students and the university community through his involvement with the Timberlake Biological Field Station and his persistent efforts to transform the Johnson family ranch into an active outdoor classroom.

DR. LEAH SCHULTZ
Associate professor, Marketing and Computer Information Systems
College of Business Administration
Schultz has served Tarleton in a variety of capacities over the years, including University webmaster, staff council president, faculty senate president, curriculum committee, instructor, and she also provides computer instruction for seniors on Service Day.

PENNY WRIGHT
Assistant professor, Kinesiology
College of Education
As her colleagues attest, Wright is a role model and advisor to students both in and out of the classroom. She has led the Texan Stars, the Aerobic Public Service Program, the SSD Drown Proofing Program and served as a water aerobics, step and yoga instructor.
**Student Engagement**

**Tarleton Serves**

Tarleton Serves has seen significant growth. Executive officers focused on creating and maintaining meaningful partnerships with the community.

Partnerships included the Stephenville Chamber of Commerce, Stephenville Historical Society, Community Outreach Housing, Habitat for Humanity, Tarleton Food Pantry, Girl Scouts and Foster Home. Fall service projects involving the officers totaled 900 hours to benefit the community.

In the Spring, Tarleton Serves hosted its first Martin Luther King, Jr. Service Fair. During the fair, students made cards for nursing homes, created coloring pages for local hospitals and care facilities, began organizing Round Up, and conducted donation drives for local clothes closets, food banks and humane societies.

Tarleton Serves also participated in other service projects from the start of the spring to Alternative Spring Break. While the nearly 1,000 total service hours in the spring were meaningful, the partnerships and relationship built with the community created the most lasting impact.

**Tarleton Round Up**

The 19th annual Round Up on Saturday, April 1, drew approximately 1,200 student participants, working for three hours to serve community residents and non-profit agencies—a total of 3,600 hours of service.

Students visited with elderly residents who shared their love and history of Stephenville. Students spent time with the ill, who want badly to do for themselves but are so thankful for attention from Tarleton. Students served community agencies that do not have the resources to complete large-scale projects throughout the year, but provide services to the community day in and day out.

In all, the students tackled some 250 jobs, including expanding to outreach locations in Fort Worth, Waco and Midlothian.

**Greek Organizations**

In Fall 2016, Greek organizations raised $53,917 for philanthropy and dedicated more than 4,500 hours in service endeavors. Students involved in fraternities and sororities total 1,213 across 17 organizations.

- Alpha Gamma Delta hosted its annual Picnic Basket Philanthropy Event, which raised more than $10,000 to aid its Foundation.
- The women of Delta Zeta hosted its annual Hoops for Hearing basketball tournament, raising more than $3,000 for the Starkey Hearing Foundation.
- The men of Alpha Gamma Rho raised more than $2,500 at its annual Crawfish Boil, with funds donated to the National Multiple Sclerosis Society.
- The men of Sigma Chi hosted Derby Days, raising more than $2,000 for the Huntsman Cancer Institute.

**Multiple programs provide students with service opportunities**

**TurboVote**

TurboVote, a national nonpartisan initiative to increase voter participation, engaged more than 1,100 students this academic year, providing an avenue for deeper civic engagement and political discussion.

The Student Leadership Programs (SLP) office cohosted debate watch parties with the political science department, an election watch party and an inauguration watch event. This allowed students a platform to engage in meaningful discussion about civic policy and differing opinion, maintaining a positive discourse and respect for peers.

TurboVote also guides students through local elections and efforts are in process to encourage student involvement.

**9/11 Service Day**

Student Leadership Programs hosted a “United We Stand” lunch to give back to communities’ first responders and military. Student leaders on campus were encouraged to engage in conversation with community leaders, thanking them for their service and gaining insight into their reality.

Many students do not remember the events of 9/11, which led to meaningful conversation about what that tragic incident meant to those that remember clearly and those that are first responders, military or their families.
**Tarleton Parents Association**

Supporting students through service, donations

The Tarleton Parents Association (TPA) gives back to students through service, donations and scholarship opportunities.

TPA’s goal is to bring families together in hopes of highlighting opportunities for fellowship and service at Tarleton. TPA served more than 6,000 students and families during the 2016 Texan Alley tailgate season by serving food and providing a place to connect with others in the Tarleton family.

Tarleton’s Parents Association donated about $36,000 over the course of the year by offering scholarships to students, creating “Duck Bags” – good luck treats for students during finals week – and serving food at tailgates.

Volunteering comes naturally to the members of TPA – collectively they have served more than 8,000 hours at tailgates, Tarleton Round Up, Family Weekend, Spring Awards Reception and Texan Orientation.

TPA “means cooking lots of food and meeting lots of new people to make many new friends with the same goals of helping our kids have the best college experience they can,” Bobby Fenogilio said.

“I got to experience a part of college that I never had the chance to do,” Troy Brake said, “Meeting her friends, getting to know them, their stories, and filling my cup of wanting to know more and experience more… The Tarleton flag will forever fly at my home!”

**Transition Mentors**

Volunteer students shepherding the newcomers

Each year, the Office of Campus Life, Spirit and Traditions, using a selected group of Tarleton Transition Mentors (TTMs), works with new students and their families at programs like Texan Orientation, Duck Camp and Transition Week.

Students apply for the TTM experience in September, and participate in a highly selective interview process throughout October and November. Only 100 of the 500 applicants are selected to complete a 12-week, non-credit, co-curricular Leadership Development course from January to April before dedicating their summer to helping first-year students and families.

TTMs give their own time and money to assist the incoming class of students. Each TTM pays $150 to attend Duck Camp, the same fee as the campers. The TTMs mentor a small group throughout the three-day Duck Camps, and step up to help Residential Leaders lead new students through the 10-day Transition Week.

During the fall, returning TTMs are selected after a formal presentation. These leaders facilitate the 12-week course and serve during Orientation.

In 2016 – at the end of the 12-week class, special trainings, staff meetings and transition events – each Transition Mentor dedicated more than 200 hours of volunteer service – a total of 28,407 service hours for the incoming Class of 2020.

TTMs continue to serve the community and help others to find their connection to Tarleton through the Three Step Orientation Program.

**Estimated $36,000 Money given back to students**

**808 Hours of service per member**

**6000 students and families served during the tailgate season**

**2016 TTM SERVICE HOURS**

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Core Values in Action
Honoring a legacy of leadership among our students

CIVILITY

Enabling Others to Act was awarded to Rachel Stanton for fostering collaborations between members of her own and other organizations. Sheldon Bell was recognized as the inaugural winner of the Earl Rudder Award, which recognizes students who put their heart and soul into everything they do, while often going unnoticed. At any university, it is important to promote Diversity and Inclusion among students. Recipients of this award have promoted these values through leadership, advocacy and education. Two students were recognized this year: junior Amanda Franklin and sophomore Andres Vasquez.

EXCELLENCE

Marissa Pena has served in various capacities as an active member of six recognized student organizations and has given more than 1,000 hours of community service. Many advisors volunteer countless hours and provide encouragement to students by their involvement in student organizations. This year the May Jones Advisor of the Year award goes to Sue Goodman (Tarleton Ambassadors) and Sharon Bowers (Alpha Omicron Pi). Each year, one organization goes above and beyond. This year, the men of Sigma Chi gained that recognition for their campus and community involvement, earning the Colonel Will E. Tote Organization of the Year.

INTEGRITY

Model the Way is an award established to honor individuals who have principles that value the way people should be treated and the way goals should be pursued. These individuals have created standards of excellence and set an example for others to follow. Renee Warner, Colton Sheffield and Amanda Franklin were recognized this year. The Impact Non-Traditional Student Award this year went to Colleen Crawford-Williams and Michael Edington, two students who committed themselves to excelling academically and contributing positively through student involvement while balancing various roles as non-traditional students.

LEADERSHIP

To inspire a Shared Vision is to passionately believe that you can make a difference, as have honorees Sean Richardson, Matthew Hill and Anne Kanyongo. Transitioning into campus life can be difficult, but Andrew Fuller and Haley Depew came to campus wanting to make a difference and earned the Freshman Participation Award. Sophomore Participation Award goes to students with high-level involvement. This year Andres Vasquez and Rebecca Hanson were recognized. The Wanda Mercer Legend Award goes to a junior who continues to make an impact on campus as an upperclassman. This year, the award was presented to Cassie Jevic and Matt Hill.

Phillip Hayes and Elizabeth Lempeotes were awarded the Graduate Student Leader Award. This award is given to students who maintain a 3.0 GPA or higher and are enrolled full-time. These students have families and job responsibilities and are still committed to furthering their educational and professional careers.

SERVICE

Looking for innovative ways to improve organizations and themselves is a big part of Challenging the Process which was awarded to Brock West. Completing more than 300 hours of community service, Danielle Davis received the W.O. and Florence Trojan Individual Service Award. The W.O. and Florence Trojan Organization Service Award was awarded to Tarleton Serves, which participates in campus life by volunteering in many campus and community projects.

Program of the Year is presented to an organization that sponsors an activity supporting the university’s vision to be the premier student focused university in Texas and beyond. This year it was awarded to Tarleton Ambassadors and Alpha Gamma Delta.

TRADITION

The Alumni Legacy Award, given to Marissa Pena, Cassie Jevic, and Hunter deMasl, is designed to recognize individuals who have given their time, talents and resources to make Tarleton a better place. The TTP/TTS spirit organizations, known today as the Purple Poo, formed in 1921/23, respectfully. The Purple Poo organization is the oldest spirit organization in Texas. This year the group collectively gave 1,934 hours of time to bring smiles to faces and pride to hearts. They held their traditional mask unveling during Founder’s Week Grassburr Festival. Purple Poo are recognized for keeping the spirit of Oscar P alive and well. The unmasking seniors were: Cory Knight, Clayton Boatman, Sean Pollock, Drew Bumpas, D.J. Williams, Shelby Wolmack, Brendan Batten, Maggie Wright, Katie Lissie, Shelly Burnett and Ansley Jenkins.

This year marks the 99th year of student government at Tarleton. Student Body President and Vice President Colton Sheffield and Ashton Mason provided leadership and support to a very active executive board, House of Representatives and Senate.

For more than 20 years the Division of Student Affairs has honored students who have left a legacy of leadership at the university. Leadership and Service Awards takes place on a special evening each spring to celebrate the students that exude Tarleton’s core values of Civility, Excellence, Integrity, Leadership, Service and Tradition.

Tradition means to learn it, live it and shape it. Students receiving the John Tarleton Spirit Award — one of the most prestigious and coveted awards on our campus — have done just that. Twelve students were recognized for their contributions and efforts to keep tradition alive.

Clayton Boatman: Tarleton Transition Mentor and director, President and Treasurer of Delta Chi Fraternity, a member of Delta Epsilon Iota Honor Society and member of the Purple Poo.

Alyssa Czehowski: Tarleton Transition Mentor, Orientation Staff, SWAT, Vice President of Recruitment for Delta Phi Epsilon, Omicron Delta Kappa Honor Society and a participant of Tarleton Round Up for four years.

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