

Gulf-South Summit

On Service-Learning
& Civic Engagement
through Higher Education



Creating Capacity Collaboratively: Connecting Learning and Civic Outcomes

March 26-28, 2014

Auburn University Dixon Hotel and Conference Center
Auburn, Alabama



AUBURN

UNIVERSITY OUTREACH

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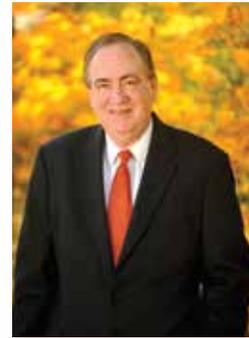
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AUBURN UNIVERSITY
OFFICE OF THE PRESIDENT



Greetings,

Welcome to Auburn University and to the Gulf-South Summit on Service-Learning and Civic Engagement through Higher Education!

Auburn is delighted to serve as the host site for this important Summit. This year's program is entitled "Creating capacity collaboratively: Connecting learning and civic outcomes," recognizing the importance of university and community partnerships in both our curricular engagement and our civic engagement. It is a theme which is particularly important to institutions of higher education everywhere, and especially at Auburn University.

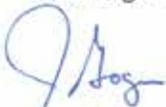
Public engagement is a major priority in our new university strategic plan. Community partnerships are key to that goal. To connect the capacity of the campus to the priorities of the state, we are actively developing new partnerships across Alabama, increasing service-learning opportunities for Auburn students, and expanding faculty engagement relevant to community needs.

As Alabama's flagship land-grant university, Auburn already has a great heritage in public engagement. Through our University Outreach division and the Alabama Cooperative Extension System, we reach every county in our state with quality lifelong learning and educational services. We are especially proud to hold the coveted Community Engagement Classification by the Carnegie Foundation for the Advancement of Teaching recognizing the scope and effectiveness of our curricular engagement and outreach programs.

This Summit provides a wonderful opportunity to share innovative ideas and successful projects with one another and to promote the importance of service-learning and civic engagement for students and faculty. We hope that your time in Auburn provides you with multiple opportunities for engaging with colleagues, sharing best practices, and reflecting on the importance of university-community partnerships.

I would like to express my appreciation to the many sponsors of the Gulf-South Summit and to the Auburn University faculty and staff involved in producing this outstanding event. To our guests, I extend a warm welcome; I hope you find the Summit to be most beneficial and that your schedule will allow you the time to enjoy our beautiful campus, facilities and community.

War Eagle!



Jay Gogue
President



AUBURN UNIVERSITY

OFFICE OF THE VICE PRESIDENT
FOR UNIVERSITY OUTREACH

Dear participants:

It is my pleasure to welcome you to the 12th annual Gulf-South Summit. Auburn University has been a sponsor of the Summit for more than a decade, and we are honored to be the 2014 host institution. This year's Summit, "Creating capacity collaboratively," focuses on the importance of community and institutional partnerships in civic engagement, and features more than 100 keynote and peer-led concurrent presentations. Collectively, this program represents the brightest thinking and best practices in service-learning from all around the United States and Canada.

Community collaboration is the heart of Auburn University's outreach mission. Within the Division of University Outreach, we have seven specialized offices delivering community-based programming across the state, much of it in partnership with other state institutions and agencies. Our Office of Public Service is focused on expanding service-learning and civic engagement opportunities. It's "AuburnServes" initiative is a network for more than 140 community partners in the area, through which hundreds of faculty and students engage in service projects each year.

The Gulf-South Summit itself is a product of collaboration as well, on campus and off. Coordinated by the Office of Public Service, the Summit is ably administered by our Office of Professional and Continuing Education. We are also very grateful for the support of our colleagues in the College of Liberal Arts and the Office of Access and Community Initiatives for sponsoring our keynote sessions and assisting with various program elements. In all, more than 20 institutions nationwide have provided generous sponsorships, making the Gulf-South Summit truly an exemplar of collaboration in all of higher education. Each of these great institutions and organizations are listed in this program, and we thank one and all for their support in bringing together the Summit.

I hope you find the Gulf-South Summit informative and I encourage you to take advantage of the opportunity to network with this unique gathering of engaged leaders in service-learning.

Best regards and War Eagle!

Royrickers Cook, Ph.D.

Assistant Vice President for University Outreach
Auburn University

Wednesday, March 26, 2014

(see full program description starting on page 3)

8 – 11 AM	Executive Committee Meeting – GOVERNOR'S ROOM
9 AM – 7 PM	Conference Registration – PRE-FUNCTION FOYER
11:30 AM – 1 PM	Lunch for Executive Committee & Pre-Conference Participants – BALLROOM A LEFT
1-4 PM	Pre-conference Workshops – MEETING ROOMS A & B, TERRACE ROOMS 1 & 3
5-7 PM	Opening Reception (w/ cash bar), Poster Session, & Engaged Authors Book Signing Table – BALLROOM B & FOYER
	Afterward, Dinner on Your Own

Thursday, March 27, 2014

(see full program description starting on page 12)

ALL DAY	Poster Session – BALLROOM B
7 – 8 AM	Breakfast – BALLROOM A
7 AM – 5 PM	Conference Registration – PRE-FUNCTION FOYER
8 - 9 AM	General Plenary Session and Keynote – BALLROOM A Speaker: Timothy Eatman, <i>Imagining America</i> Sponsored by: Auburn University's College of Liberal Arts
9:15-10:30 AM	Concurrent Session 1 – MEETING ROOMS A, B, D, H; TERRACE ROOMS 1, 2, 3; SEMINAR ROOM; AUDITORIUM
9:15 AM – 12 PM	Half-day Workshop #1: SENCER – GOVERNOR'S ROOM
10:45 AM – 12 PM	Concurrent Session 2 – MEETING ROOMS A, B, D, H; TERRACE ROOMS 1, 2, 3; SEMINAR ROOM; AUDITORIUM
12:10 – 2 PM	Lunch, Awards Presentation, & Keynote – BALLROOM A Speaker: Judge Helen Shores Lee, Author and Judge, 10th Judicial Circuit Sponsored by: Auburn University's Office of Access and Community Initiatives

2:15 – 3:30 PM	Concurrent Session 3 – MEETING ROOMS A, B, D, H; TERRACE ROOMS 1, 2, 3; SEMINAR ROOM; AUDITORIUM
2:15 – 5:15 PM	Half-day Workshop #2: Using Liberating Structures – GOVERNOR'S ROOM
4 – 5:15 PM	Concurrent Session 4 – MEETING ROOMS A, B, D, H; TERRACE ROOMS 1, 2, 3; SEMINAR ROOM; AUDITORIUM
4 – 5:45 PM*	Off-site visit: Blessing in a Backpack – MAIN HOTEL ENTRANCE (Sign-up at registration table)
6 – 7:30 PM*	Reception (w/ cash bar) – JULE COLLINS SMITH MUSEUM (Buses load at main entrance)
	Afterward, Dinner on Your Own

* NOTE: Bus service ends at 8:00pm

Friday, March 28, 2014

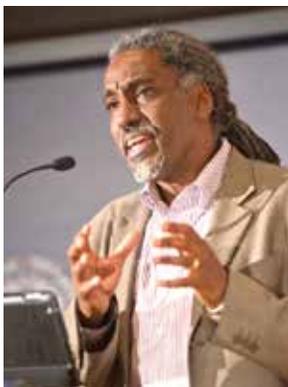
(see full program description starting on page 34)

7 – 8 AM	Breakfast – BALLROOM A
8 - 9 AM	Roundtable Discussions – BALLROOM A (Executive Committee Information Session)
9:15-10:30 AM	Concurrent Session 5 – MEETING ROOMS A, B, D, H; TERRACE ROOMS 1, 2, 3; SEMINAR ROOM; AUDITORIUM
10:45 AM – 12 PM	Concurrent Session 6 – MEETING ROOMS A, B, D, H; TERRACE ROOMS 1, 2, 3; SEMINAR ROOM; AUDITORIUM
12:10 – 2 PM	Lunch, Keynote, & Closing Ceremony – BALLROOM A Speaker: David Phillips, FSG Social Impact Consultant Sponsored by: David Mathews Center for Civic Life

DON'T FORGET TO COMPLETE THE EVALUATION FORMS FOR THE SESSIONS THAT YOU ATTEND.

Complete the paper evaluation forms in your packet or scan the corresponding QR code in the conference program booklet. Scanning the code will take you to the individual evaluation forms that are available online.

Pre-Conference Workshops



Policies Don't Vote: The Changing Culture of Knowledge Production in Higher Education

Meeting Room A

Timothy Eatman, Co-Director of Imagining America: Artists and Scholars in Public Life (IA)

Promotion and tenure policies represent what is perhaps the deepest expression of the values of institutions of higher education. At best the relationship between articulated priorities of higher education institutions and the practical realities of tenure and promotion policies can be characterized as mismatched. Policy change is needed for the development of truly engaged institutions. Numerous studies of faculty involvement in community engagement show that academic reward systems that do not change to assess and recognize engaged scholarship stand as a formidable barrier to the careers of engaged scholars, recruitment of faculty for this critical work, and campuses truly institutionalizing the work at their core.

This workshop will provide opportunities for participants to share experiences about the variety of ways that the culture of the academy is shifting towards a more intellectually robust and agentic milieu within their institutional contexts. Tim Eatman will facilitate discussion and provide participants with practical activities, and tools and other resources to assist in developing analysis and action planning to support publicly engaged scholarship at their institutions.



Collective Impact Catalysts: An Experiential Workshop for Those Seeking to Lead or Support Effective Cross-Sector Collaborations in Their Communities

Meeting Room B

Mary Alice Morgan, Senior Vice-Provost for Service-Learning at Mercer University

David Phillips, consultant at FSG (Foundation Strategy Group is a nonprofit consulting firm specializing in strategy, evaluation, and research.)



What are the key elements to successful partnerships addressing a social issue? What does it feel like when multiple stakeholders come together that have significant potential common ground to create social change but very different backgrounds, perspectives, and incentives? What are the steps to catalyzing or supporting an effective cross-sector initiative in your community?

This workshop will allow participants to experience collective impact first-hand. ("Collective impact" is the commitment of a group of actors from different sectors to a common agenda for solving a complex social problem.) After giving a brief overview of the collective impact method of social change, David will facilitate two activities designed to spur participants' thinking about the challenges of collaboration, and how collective impact might be appropriate for their communities. Participants will leave with an initial diagnosis of their community's specific assets and deficits, and specific next steps on how to catalyze collective impact.

**Although certainly not necessary, participants may wish to attend this workshop with other conference participants from the same community so that they can work together to analyze the current state of collaboration in their communities and discuss how collective impact might help.

**This workshop will have some overlap with David Phillips' keynote address, but is designed to go deeper into the "how to" of collective impact.



Are We Walking on the Same Path? Aligning Student Learning Goals with Community Partner Outcomes to Sustain Reciprocal Community-University Partnerships
Terrace Room 1

Chris McCauley, Executive Director of the David Mathews Center for Civic Life

Kristina Scott, Executive Director of the Alabama Poverty Project



Drawing on the conversation begun in *The Unheard Voices: Community Organizations and Service Learning* (Stoecker and Tryon, 2009), this workshop will equip participants to build bridges and increase the quality of their impact on campus and community. Reciprocity and engagement "with" communities are hot topics in service-learning circles. However, creating and sustaining successful service-learning partnerships can be a frustrating process for faculty, staff, students, and nonprofit staff. The relationships are multi-dimensional, dynamic, and often developed with high expectations and low-to-no resources. As a result, they may actually do more

harm than good. The presenters, who have experience with service-learning projects as both nonprofit executives and university instructors, will engage participants in reflection and incorporate scholarship and examples of successful ongoing campus-community partnerships to reframe and retool engaged learning relationships.



**Service-Learning Administration 101
Terrace Room 3**

Phillis George, Director of Service Learning, College of Coastal Georgia

Kristen Harper, Director of Service-Learning, Bunting Center for Engaged Study and Community Action, Birmingham-Southern College



Paul Matthews, Assistant Director, Office of Service-Learning, University of Georgia

Tim Stewart, Director of Service-Learning at Belmont University



Experienced service-learning practitioners who manage comprehensive community engagement programs and centers at both public and private colleges and universities in the southeastern region will lead an open discussion on the complex roles and responsibilities of a service-learning coordinator or director. The panelists will share information on building relationships on-campus and with community partners, finding program support, informing faculty research and coordinating faculty, student and community interactions. Panel leaders will begin by sharing their experiences, challenges and successes, as they worked to build viable and dynamic community engagement programs on their campuses.



This session will be of interest to those who are new or experienced at coordinating service-learning at their Institution. Join this open conversation. Let's exchange ideas about strategies, important tips, political lessons, and lessons learned to build program capacity. There will be great handouts and discussion!

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Please take a few minutes to complete your Pre-Conference

Evaluation Form. Evaluations may also be completed online by clicking this QR Code or by visiting:
<http://tinyurl.com/gss14preconeval>



Opening Reception (w/ cash bar) - BALLROOM B & FOYER

The opening reception on Wednesday night is CASH only. There is an ATM in the lobby area of the hotel, right outside the hotel management offices. (Next to the business center, just inside the entrance to the Conference Center).

Poster Session and Engaged Authors Book Signing Table – BALLROOM B & FOYER

Kick off the 2014 Summit with this opening poster session and colleague book signing. Network with poster presenters in this open display of 30 innovative service-learning and civic engagement programs. Then visit our engaged authors table and discover great books written by your fellow Summit participants, on hand to sign your book!

Poster Session

Wednesday, March 26, 5:00 p.m. - Friday, March 28, 12:00 p.m., Ballroom B

Kick off the 2014 Summit with an opening reception and poster session with opportunities for visiting colleagues, networking with poster presenters, and enjoying food and a cash bar. Posters will be on display until noon on Friday. Poster numbers below correspond to numbers on the presentation boards.

1. Inspiring Service as a Way of Life through Short-Term Service Experiences

Lucy Adams, Elizabeth Roberts, Virginia Tech

Short-term service experiences, such as Virginia Tech's Week of Engagement, can be used to cultivate social and ethical responsibility in students. If used appropriately, they can lead students to embrace civic engagement as a lifestyle, rather than merely an activity. This presentation will discuss how Week of Engagement intentionally provides students with venues for in-depth reflection and empowers continued involvement. It will show how short-term service opportunities can catalyze service as a way of life.

2. Introducing Engaged Learning in an Online Master's Program in Health Administration

Elizabeth A. Berzas, Our Lady of the Lake College; **Jan Pennington**, Our Lady of the Lake Regional Medical Center; **Maegan Dunn**, Franciscan Missionaries of Our Lady Health System; **Alisha E. Williams**, United Allergy Services

This poster highlights how an online Masters program in Health Administration introduces engaged learning to first time enrollees. From there, students are introduced to the course, engaged learning, their community partners, the project to be completed and how the course objectives are intertwined. The faculty will discuss the challenges and successes while students will provide their personal experiences and the complex projects they were able to accomplish that had significant financial and patient outcome impacts.

3. School Museum Exhibits: A Collaboration Between Museums, University Education Students and Elementary School Children

Gigi Morales David, University of North Florida; **Jill Cross**, Ortega Elementary

The poster featuring the School Museum Exhibit collaboration project will include information on preparing students for a community-based learning experience. In addition, there will be artifacts capturing the process of the collaborative effort between the university pre-service teachers and the elementary students creating a school museum exhibit. This project can be replicated in any community. Local museums want to increase the number of visitors and are very willing to accommodate the learning needs of local schools. This has been a very successful community-based project for over 3 years.

4. Muscogee County 4-H Meets Military Youth Needs Through Local & State Collaborations

Chesley Davis, Muscogee County Cooperative Extension Service

Military youth undergo constant changes in living situations, developing new relationships with peers, parent deployment and parent reintegration. The Muscogee County 4-H program has collaborated with the Georgia 4-H military program, Operation: Military Kids and local schools to assist in identifying youth needs and provide resources for 4-H military youth. By providing these needed resources, military youth will have a sense of belonging in the community and stability to make them productive students and citizens.

5. Service Learning, First Year Composition, and Community Engagement: A Case Study

Virginia Engholm, Our Lady of the Lake College

Many of the goals of service learning (meaningful engagement in the community, learning through reflection, communicating effectively with diverse audiences) seem ideally suited to first year writing courses. This paper will analyze several sections of first year writing, two service-learning courses and two non-service learning, as a case study in the effect of incorporating service learning into the composition classroom and the ways that service-learning based writing practices can improve civic outcomes.

6. Creating Strong Community and Campus Partnerships

Meggan Franks, Daphne Carroll, Mississippi State University; **Roderick Holmes**,

Maroon Volunteer Center

This poster presentation will examine the formal partnership between the Starkville community and Mississippi State's volunteer centers and how it has benefited the community and helped engage more students in service. The presentation will explore ongoing partnerships between the community and campus volunteer centers; areas of the partnership, including shared resources and knowledge; the successes and challenges faced; and the benefits to the institution and the Starkville community.

7. Learning Entrepreneurship Skills through Service Learning

Carolyn Garrity, Birmingham-Southern College

This poster presentation will discuss an in-depth service learning exercise teaches real world entrepreneurial skills by tasking the class with creating and implementing a fundraising event to support a social enterprise. This session will show you how a semester long service project can boost classroom learning and concept application while students develop marketable career skills and take a larger role in community engagement.

8. The University System of Georgia: Institutionalizing Service-Learning & Community Engagement

Phillis George, Elizabeth Wurz, College of Coastal Georgia

This poster presentation includes a comparative analysis of mechanisms for institutionalizing service-learning and community-based outcomes within and across 31 colleges and universities (i.e., minority serving institutions, regional universities, state colleges, and research institutions) in the University System of Georgia—the fourth largest university system in the United States. Specifically, the presentation offers a typology of the organizational structures and institutional frameworks that support service-learning and community outreach initiatives.

9. Service-Learning in the Composition Classroom

John David Harding, Saint Leo University

Arguments for Animal Welfare, a second-year writing course offered at Louisiana State University, was an experiential learning course in which students practiced different genres of argumentative writing while concurrently performing service for Friends of the Animals Baton Rouge and Companion Animal Alliance. Students formulated a research question and responded to this question through a series of interrelated arguments based upon primary research conducted at the animal shelter and off-site events. This project showcases the rationale behind the structure of this course.

10. Serving the Servers: The Impacts of Service-Learning on Communities

Keneisha Harrington, University of Georgia

The best practices for Service-Learning indicate that reciprocity between community partners and universities is a critical component of a successful Service-Learning model. There is a plethora of research discussing the benefits of Service-Learning for students, but there is a gap in the literature in regards to the benefits of Service-Learning for community members. This research identifies some of the benefits of Service-Learning on communities based on the perceptions of community members in San Luis Valley, Costa Rica.

11. Community Immersion Service Learning Project Involving Physical Therapy Students and Disabled Military Veterans

Shana Harrington, Mary Lundy, University of North Florida

The purpose of this presentation is to describe the effects of a community immersion Service-learning (SL) project on 19 physical therapy students who provided rehabilitation and assistance services to U.S. military veterans with disabilities. Five common SL scales were administered before and after the students' involvement with an adaptive camp and competition experience. This unique SL immersion model used provides quantitative data supporting the use of SL as an effective pedagogy.

12. Community Engagement through Musical Performance

Matthew Hoch, Auburn University

College and university music departments often live within their own bubble, ignoring the rich opportunities for musical engagement with the community. This presentation will describe creative ways in which the Auburn University Department of Music actively engages in the Auburn-Opelika musical community. The 2013-2014 collaboration with the East Alabama Arts Association Civic Chorale will be specifically discussed.

13. Service-learning Opportunities at Urban Ministry's Joe Rush Center for Urban Mission in Birmingham

Danny Jones, Urban Ministry, Inc

Urban Ministry serves poor and low-income persons in the Birmingham, Alabama area with programs of compassion and wholeness. Year in and year out, student groups around the country take the opportunity to spend a week in hands-on service through Urban Ministry's Joe Rush Center for Urban Mission. Reflection and learning may center on urban poverty or (optionally) focus on the powerful history of the civil rights struggle that played out in Birmingham.

14. The Art of Creating: The Desert Island Supply Company

MaryRose Kammer, Lauren Michal, University of Alabama at Birmingham; **Lillis Taylor**, Desert

Island Supply Company

The Desert Island Supply Company (DISCO), located in Woodlawn, is a creative writing and tutoring center for students ages seven through eighteen. The goal of the organization is to support the urban school system and its students by giving students opportunities to write and create as well as a comfortable and supportive environment in which to do so.

15. Building Student Ownership in a Service-Learning Facilitator Program

Jeremy Lavender, Rachel Paule, Georgia Southern University

Service-learning is a complex process that requires a great deal of time and effort. But that burden doesn't need to rest solely on professional staff and faculty. Students are eager to take leadership roles, which make service-learning possible, and when given the opportunity, programs can become student-led and self-sustaining. Our advisory board of certified Service-Learning Facilitators has become crucial for recruiting new students, troubleshooting problems, and encouraging facilitators in the midst of service-learning projects.

16. Uniting a Community through Service After National Tragedies

Jessi Preussner, Virginia Tech

September 11th is a National Day of Service and Remembrance recognized by people across the globe. VT Engage: The Community Learning Collaborative created a program that helps unite a community through service on this day and uses the momentum and partnership developed throughout the year. Learn how to identify key partnerships, possible funding opportunities and current efforts on this day.

17. Service Learning as a Collaborative Effort

Lettie M. Raab, Barry Norwood, Prairie View A&M University; **Ed Schauer**, Equip the Saints

If a picture is worth a thousand words, this poster session is worth a million. This display pictures multileveled collaboration during one ambitious and technical service learning project completed last summer. The sight of African American college students who labor beside Native American tribal members, while all work together with professional architects and builders is beautiful. The fact that they all toil to restore a historic log cabin on the reservation is amazing.

18. Pre-Service Interdisciplinary Community Partner Connection Sessions

Increase Awareness of Civic Issues in Undergraduate Students

Rhoda Reddix, Dakota Cabellero, Our Lady of the Lake College

Pre-service interdisciplinary community partner connection sessions allow students to become more aware of the civic issues early in their service-learning experiences through collaborative activities with community partners. They provide students an opportunity to critically evaluate the relationship between their service, and contributions to building the community partner's capacity to serve the community.

19. Oconee Hill Cemetery Service Learning and Applied Research Project:

A Community–University Partnership

Lauren Ricciardelli, Larry Nackerud, Nancy O'Hare, Marguerite Madden, University of Georgia

This poster presentation depicts the unique, campus-community partnership between a local cemetery and two academic units that seldom collaborate: The University of Georgia's Department of Geography and the School of Social Work. The collaboration had two elements: thirty students completing a service-learning project focused on digitized mapping of the cemetery, and a social science research piece focused on death and dying. Workshop participants will complete cemetery textual and craft designing exercises about attitudes of death/dying.

20. Social and Cognitive Benefits of Service Learning

Rebecca Ryan, Panne Burke, Georgia Southern University

We assessed the impact of service learning on social and cognitive outcomes in a sample of undergraduates. The participants were students in a course that either required a service learning project or an assessment project (control group). Service learning entailed engaging in volunteer work at local agencies, journaling, and writing a paper relating service experiences to course content. Analysis of social (e.g., empathy) and cognitive (e.g., perceptions of learning) outcomes revealed benefits of service learning.

21. Surgical Technology Students Increase Awareness of the Importance of Hand Hygiene and Infection Control in an Elementary School

Eboni Saurage, Rhoda A. Reddix, Our Lady of the Lake College

A healthy community is dependent on access to healthcare services and educational resources to improve health literacy and disease prevention. Surgical Technology students designed a service-learning project focused on educating the community about the importance of hand hygiene in preventing the spread of infectious diseases. Additionally, the college students gained a greater understanding of infection control and disease prevention in the community.

22. In the Trenches: Utilizing Community-Based Learning to Teach Social Work Practice with Organizations and Communities

Jennifer Spaulding-Givens, University of North Florida

This poster will detail the community-based learning (CBL) component of an undergraduate social work practice course to demonstrate how CBL projects may be designed in collaboration with community partners to meet and assess course objectives and create more meaningful opportunities for student learning and civic action. Student projects will be highlighted to exemplify the possible range of CBL projects and the degree to which students may impact community partners' capacity for client service provision.

23. Rural Coalitions, Interdisciplinary Collaboration & Federal Rules: A Research & Service Learning Challenge

Nancy Francisco Stewart, Jacksonville State University; **Richard Simon**,

University of Alabama at Huntsville

Describing the population who needs a service may be easier than gaining agency data on the actual services, changing policy priorities and definitions used by the agencies. This presentation presents a case example of research on a rural multi-county coalition addressing homelessness and its application in teaching sociology & social work students on communities and organizations.

24. The Classroom as a Living Laboratory for Humanitarian Organizations

Kate Thornton, Dan Henry, Auburn University; Sydney Herndon, Hunger Solutions Institute

A new area of collaboration between humanitarian organizations and academia holds the potential for a mutually-beneficial learning opportunity. Humanitarian organizations possess a minefield of relevant, unanalyzed data, while academia hold the independent expertise, data support, systems and experience needed to conduct research. Through a partnership, humanitarian organizations have access to the resources and multi-disciplinary knowledge found in academia. Concurrently, students are given the chance to assess a real-world problem and contribute to a solution. As a result, students further their learning beyond the classroom and humanitarian organizations learn from their data thereby better assisting their beneficiaries.

25. Student Perspectives on Non-Traditional Community Partners. Working with For-Profit Nursing Homes and Apartment Complexes in Pursuit of Social Justice

Claire Torell, Carrie West, Georgia Southern University

Two for-profit nursing homes - Medicare/Medicaid residents on one side of the tracks, private pay on the other. Two afterschool programs for disadvantaged children: one in a public housing community, the other at a for-profit apartment complex accepting Section 8 housing vouchers. Are they all community service, are there differences in the level of community benefit, are there issues of social justice? Two undergraduate students have a lot on their minds!

26. The Cross-Town Travel Course: Student Engagement with Self & Other through an Alternative Weekend Program

Bridget Trogden, Mercer University

Alternative Spring Break programs have been popular on college campus for nearly a generation. The tenets are that college students spend their breaks engaging in community-based service as an alternative to the types of spring break activities commonly portrayed in pop culture. In the Mercer Alternative Weekend Program, several classes of integrative seminar students, together with their professors, engage in service, team building, and reflection with their professors over the span of a weekend to provide a valuable curricular/co-curricular learning experience.

27. Service-Learning: Student Leadership at Berea College

Nadine Umotoni, Hesham Al-Esaei, Berea College

We will highlight student leadership through service-learning in the classroom and beyond, from the perspectives of the members of the Berea College Student Service-Learning Team. Our role is to support the Service-Learning Program by building collaborative partnerships. We believe that service-learning courses and projects are key to the maintenance of a strong relationship between the college and community and in the development of students. By sharing the Berea College Service-Learning Team's experience, we intend to encourage others to cultivate and maintain student leadership roles within their service-learning programs.

28. Discipline Specific Curricular Threading of Service Learning: Incorporating Within a Pediatric Nursing Course

Lydia Watkins, Patricia Kraft, College of Coastal Georgia

Integration of Service-Learning through the nursing curriculum enhances the process of student involvement and development. Nursing faculty attended an intensive summer training program aimed at developing intellectual skills to foster incorporation of the Service-Learning concepts across the curriculum. In the Pediatric Nursing Course, the Service-Learning Project is geared to help prevent accidents and promote health, and includes an evidence-based literature review of the top causes of morbidity, mortality, and accidents among various pediatric age groups. The development of an age-appropriate teaching project for a specific group of children and the presentation of the teaching project to those children occurs while working with our community partner in the local school system. During the following semester, the Community Nursing Course continues this thread while working with a broader population base.

29. Service Learning in the Humanities Classrooms

Patricia West, Teresa Wells; Mississippi Gulf Coast Community College

Our presentation will illustrate how humanities faculty teaching at the freshman and sophomore college levels can creatively and actively engage students in community service experiences as they can be applied to their college courses of study. We will include examples of activities, types of community partnerships, and student learning outcomes.

30. Speech and Hearing Screenings: Integrated Service-Learning for Communication Disorders Students

Laura B. Willis, Kelli Watts, Auburn University

The Department of Communication Disorders has a long-standing history of providing free speech and hearing screenings to the community three times per year. These screenings fulfill the university's mission of outreach by identifying communication disorders in individuals while concurrently providing assessment training for graduate students in Speech-Language Pathology and Audiology.

7 – 8 AM Breakfast – BALLROOM A

General Plenary Session & Keynote

Thursday, March 27, 8-9 a.m., Ballroom A

Sponsored by Auburn University's College of Liberal Arts

WELCOME

Royrickers Cook, Assistant Vice President for University Outreach, Auburn University

KEYNOTE INTRODUCTION

Giovanna Summerfield, Associate Professor, Associate Dean for Educational Affairs
College of Liberal Arts, Auburn University

KEYNOTE

Publicly Engaged Scholars in the Academy of the 21st Century



Timothy Eatman, Co-Director of Imagining America: Artists and Scholars in Public Life (IA)

In the context of swift and significant changes in higher education, acknowledging the identity, aspirations and work of the emerging citizenry of academe is central to the university's health and thriving in the future. Publicly Engaged Scholarship (PES) represents a way of thinking about and conducting academically grounded work that creates spaces for academy-based scholars to leverage their expertise and resources toward solving pressing public problems in deep collaboration with partners in other sectors of the community. PES urges a "continuum mindset" which empowers engaged scholars to locate themselves with full standing squarely within the domain of scholarly inquiry. In part this means that the academy must expand dominant notions of knowledge creation to acknowledge emerging forms and artifacts of

scholarship at the same level as time honored, traditional forms.

Tim Eatman uses his keynote to address some of these issues, arguing that there must be room in twenty-first century higher education for producers of knowledge to develop their work in ways that interrogate the "Ivory Tower" mentality that still pervades.

In his role as Faculty Co-director of the national consortium Imagining America: Artists and Scholars in Public Life (IA), Tim has developed perspective on what it means to create spaces where "hearts and spirits meet minds for deep impactful, sustained knowledge creation and healing." His keynote will present findings from Imagining America's widely known report of the Tenure Team Initiative on Public scholarship entitled, "Scholarship in Public Knowledge Creation and Tenure Policy in the Engaged University," and another IA research study in process that explores the aspirations and decisions of graduate students and early career publicly engaged scholars.

Half-Day Workshop #1

Thursday, March 27, 9:15 a.m. - 12:00 p.m., Governor's Room

SENCER: Science Education for New Civic Engagements and Responsibilities

Ameena Batada, Rebecca Reeve, Susan Reiser, David Clarke, Ed Katz, Keith Krumpe, UNC Asheville; **Pearl Fernandes**, University of South Carolina Sumter; **Glenn Odenbrett**, National Center for Science and Civic Engagement

Everyone is invited to attend a special workshop hosted by the SENCER Center of Innovation – designed for college and high school faculty who teach STEM and STEM-related courses.



SENCER, the signature program of the National Center for Science and Civic Engagement, applies the science of learning to the learning of science, all to expand civic capacity. SENCER courses and programs connect science,

technology, engineering, and mathematics content to critical local, national, and global challenges. Students and faculty report that the SENCER approach makes science more real, accessible, “useful” and civically important.

SENCER improves science education by focusing on real world problems and, by so doing, extends the impact of this learning across the curriculum to the broader community and society. We do this by developing faculty expertise in teaching “to” basic, canonical science and mathematics “through” complex, capacious, often unsolved problems of civic consequence. Using materials, assessment instruments, and research developed in the SENCER project, faculty design curricular projects that connect science learning to real world challenges.

The workshop will begin with a panel consisting of faculty members from regional institutions representing a variety of disciplines who will showcase their SENCER courses. Ample opportunity will be provided for the panelists to respond to audience questions and for conversation about SENCER opportunities across the region.

Agenda

9:15 – 9:20	Opening Remarks
9:20 – 10:30	Panel Session: A Smorgasbord of SENCER Courses
10:30 – 10:45	Morning Break
10:45 – 11:45	Q&A and Conversation
11:45 – 12:00	Closing Remarks



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Scanning this QR Code will take you to the online Evaluation form for the Half-Day Workshops!

Half-Day Workshop #2

Thursday, March 27, 2:15 - 5:15 p.m., Governor's Room

Using Liberating Structures to Teach, Reflect and Work Differently

Marie T. Lindquist, Julianne Dunn, University of Arkansas

Liberating structures are simple and easy-to-learn microstructures that create unique spaces for full participation. Conventional microstructures that are well known include managed discussions, presentations, brainstorming sessions, and status reports. Liberating structures, on the other hand, change the basic expectations to create new ways of interacting. They can quickly inspire participation by everyone even in large groups. They allow participants to control the content as opposed to the facilitator or leader. Evolving from complexity science, they “tap into the collective intelligences of participants by making it possible to include all stakeholders in the conversation.” (Minich, 2010, p. 5)



We have incorporated the structures into our field courses as a way to teach, reflect, generate ideas, share knowledge, troubleshoot problems, and more. Through our own experience, We have found liberating structures to be a wonderful tool for faculty to use in their service-learning courses, as well as administrators and students to use in their meetings.



Each of the over 30 liberating structures have minimum requirements regarding time, space arrangement and actions taken by participants. They can be easily learned and applied in a variety of settings depending on the intended result. Some are better for reflection, others help participants solve problems, and still others help appreciate and share the expertise that the participants bring to a topic.

In this interactive workshop, participants will engage in some of the liberating structures while learning more about what they are, how they work, and how they could be used. The structures will include:

- Impromptu Networking – focuses on the power of making connections with others
- 1-2-4-All – allows for thoughtful reflection, discussion, sharing, and common insight
- Troika Consulting – participants gain insight from their colleagues
- Open Space Technology – participants generate the agenda to allow for targeted action, innovation and problem solving

During the liberating structures, discussions will focus on service and service-learning. After each liberating structure, the group will discuss both the content of their discussions as well as the structure. The specific directions about how to facilitate these structures as well as the basic building blocks on which all liberating structures are developed will be discussed. Additional topics of the workshop will include:

- The ten values that are highlighted when liberating structures are used.
- How to learn to facilitate the liberating structures through practice.
- The basic structure of all liberating structures.
- Resources to help participants explore liberating structures on their own.

Half-Day Workshop #1 begins - GOVERNOR'S ROOM

Concurrent Session 1

Thursday, March 27, 9:15-10:30 a.m.

INTERACTIVE WORKSHOP I.A.1

Strategic Academic Community Engagement Partnership Development for Greater Learning and Service Outcomes

Amanda Buberger, Vincent Ilustre, Tulane University

Meeting Room A

Eight years after implementing an undergraduate academic public service requirement, Tulane's Center for Public Service is strategically focusing on innovative and intentional programs that address social challenges. During this session, participants will learn about and experience strategic planning, asset and needs mapping techniques, dialogue facilitation and professional development programming geared toward strengthening campus-community alliances for greater mutual benefit and community impact.

INTERACTIVE WORKSHOP I.A.2

Retooling Service-Learning to Leverage the Cycle of Institutional Change

Donna Gessell, Mary Carney, Sheri Hardee, University of North Georgia

Meeting Room B

Faced with inevitable change cycles, institutions must retool service-learning programs. This panel presents concrete strategies for how service-learning teams can take advantage of the opportunity to build more robust programs. To provide a platform for audience input and conversation, we provide participants the opportunity to draft an operational framework matrix for their service-learning programs. In the process, participants will garner a program overview and consider creative approaches to leveraging institutional change for expanded engagement opportunities.

INTERACTIVE WORKSHOP I.A.3

Using Photovoice as a Service-Learning Reflection Tool

Pamela. D. Hall, Alante Simpson, David Tio, Eve L Jacobson, Barry University

Terrace Room 1

The goal of this project is to train others to use a research and pedagogical tool called photo voice. Photo voice is a participatory action research method whereby individual share experiences through pictures. Twenty-two students participated in a 10-week project and documented their experience using photo voice. Findings consisted of pictures depicting academic enhancement, civic responsibility, and personal growth. Workshop participants will be engage in activity that will allow them to use photo voice in service-learning courses.

PANEL DISCUSSION I.B.4

Voces de los Padres: Supporting Student Achievement through Parent Advocacy and Service Learning

Heather Pleasants, Aimee Grisham, The University of Alabama; **Nancy de la Torre**, Unaffiliated

Auditorium

By combining the community-based knowledge of Hispanic parents, the resources and expertise of faculty, and diverse service learning experiences for students at The University of Alabama, this presentation will demonstrate how the Voces de los Padres Program supports Hispanic parents' language, educational and parental involvement goals, UA students' Spanish fluency and ability to work with parents, and the creation of new knowledge about parent-developed educational advocacy curriculum materials.

INDIVIDUAL PRESENTATIONS I.C.5

Service isn't DEAD: My Year of Service with a Cemetery

Brooke Blackwell, Mississippi State University

Meeting Room D

For an entire year, a student worked with the Starkville Cemetery Board to improve Odd Fellows Cemetery's physical appearance and records. During the Fall 2012 semester, the student led a team of four Freshmen to complete and verify the cemetery's written burial location records, along with building and installing four wooden benches for cemetery grounds. During the Spring of 2013, the student used her accounting expertise to input the cemetery's handwritten burial information into an electronic database.

It Takes a Village: Piloting a Patient Support Network with Undergraduate Social Work Students

Libba Vaughan, D. Scott Batey, Deek Cunningham, University of Alabama at Birmingham

Meeting Room D

At UAB, a convergence of diverse needs has led to an innovative and unique cross-campus collaboration. Individuals representing undergraduate and graduate schools, hospital and university staff, students and patients are developing a sustainable process of training and empowering undergraduate students to support hospital patients and their families. Our presentation will illustrate an example of how an inspired collaboration can lead to much more than a promising model of high quality service-learning.

INDIVIDUAL PRESENTATIONS I.C.6

Be You: A Citizen Photography Project

Mary Afton Day, Auburn University

Meeting Room H

In an effort to create a lasting partnership and relationship with the Auburn Housing Authority, the individuals in Auburn University's College of Liberal Arts Community and Civic Engagement Minor and Club aided the work of Ms. Charlotte Mattox and the Family Self Sufficiency Program. Throughout the 2013 fall semester, the students helped implement a photography project that focused on the personalities and abilities of the children and youth residing in the Ridgecrest Community of the Auburn Housing Authority.

An On-Campus Homeless Shelter: The Story of Bringing Service-Learning to Campus and What Happened Next

Kathy Stolley, Robin Takacs, Patty Clark, Virginia Wesleyan College

Meeting Room H

What if service-learning came to campus? At Virginia Wesleyan College (VWC), this happens through a student-initiated and student-led project - an on-campus winter emergency homeless shelter. This shelter demonstrates the potential and power of combining service, academics, and community. Shelter is now a VWC signature and part of the very soul of the College. An interactive presentation will explain this unique project, assessment and outcomes, and future directions (including modeling the project for other interested schools).

INDIVIDUAL PRESENTATIONS I.C.7

Engaging Freshman Science Majors through Collaborative Community Service

Debbie Fox, Carolyn Simmons, Spring Hill College

Terrace Room 2

Spring Hill College's collaboration with an underserved community middle school provided an opportunity to engage both high achieving and academic "at risk" science majors through service learning. Preliminary results and outcomes will be included in presentation.

Using Reflective Activities to Enhance and Assess Student Outcomes in Community-Based Learning

Jennifer Spaulding-Givens, University of North Florida

Terrace Room 2

Reflection is widely regarded as integral to community-based learning (CBL) (Bringle & Hatcher, 1999). In this interactive workshop, the presenter will first provide an overview of commonly used reflection activities, examining the existing literature regarding the utility and efficacy of such activities to enhance and assess student learning. Following this presentation, participants will have an opportunity to collaborate with one another and the presenter to develop or refine and receive feedback on CBL reflection activities.

INDIVIDUAL PRESENTATIONS ••••• I.C.8

Service-Related Competencies of Entering Freshman and Graduating Seniors

Gautama Adi Kusuma, Gary Kirk, Jake Grohs, Virginia Tech

Terrace Room 3

While previous assessments have relied on output measures, VT Engage focuses on collecting more comprehensive outcome measures. We present large datasets results from the launch of the Ut Prosim Index at Virginia Tech, measuring socio-ethical competency outcomes for students. This is the cross-sectional result for freshman and senior populations. Results from this study will prove valuable at understanding how student learning changes over time on those measures, along with what factors might influence that change.

Creating learning opportunities through collaborative service for students with intellectual and complex learning disabilities

Karen Roth, Partnerships in Education and Service; **Carol Burns**, Concordia University Wisconsin; **Kate Zilla**, National Louis University

Terrace Room 3

While colleges and universities actively recruit students of all abilities, often they are not successful in integrating these students. This workshop will provide strategies on how to include students with intellectual and complex learning disabilities in service-learning opportunities, where they are not the recipient of the service, but rather actively engaged participants. Pre-trip preparation, group integration, and differentiated reflective methods are presented. Student learning outcomes in areas of professional growth and civic-mindedness will be exemplified.

INDIVIDUAL PRESENTATIONS ••••• I.C.9

Maximizing Impact in Rural and Urban Places: How Decreasing Partnerships can Increase Community Benefit

Shannon Hoffman, Rhodes College; **Caroline Twiggs**, Mars Hill University

Seminar Room

Why have Mars Hill University and Rhodes College made the decision to decrease the amount of community partnerships in order to focus on deep partnerships? The presenters will discuss the process, challenges, and benefits of choosing which partnerships to strengthen and which partnerships to "let go". Each school has focused on a place-based educational approach in rural and urban settings that demand intense intentional community partners that incorporate high impact practices and cascading leadership models.

Transformational Community Partnerships: Examining the Components of Reciprocal Relationships

Seminar Room

Linda E. Holt, Jason Lovvorn, Charmion Gustke, Donovan McAbee, Belmont University

This individual presentation encourages participants to consider how to move their own service-learning partnerships from the transactional (utilitarian) to the transformative (engages both institutions in larger exchanges). Presenters share brief accounts of their experiences with community partners at a world relief organization, a community garden, an elementary school, and a bridge-to-college program. Participants will be asked to respond to a variety of scenarios, followed by discussion of possible reactions to the scenarios.

10:30–10:45 AM

Break/Transition - FOYER

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DON'T FORGET TO COMPLETE THE EVALUATION FORMS FOR THE SESSIONS THAT YOU ATTEND.

Complete the paper evaluation forms in your packet or scan the corresponding QR code in the conference program booklet. Scanning the code will take you to the individual evaluation forms that are available online.



Scanning this QR Code will take you to the online Evaluation form for the sessions!

Concurrent Session 2

Thursday, March 27, 10:45-12:00 p.m.

INTERACTIVE WORKSHOP II.A.1

Measuring the Effects of Service and Engagement on Student Development

Jake Grohs, Gary Kirk, Gautama Adi Kusuma, Virginia Tech

Meeting Room A

This workshop focuses on the planning and implementation of an effort to assess student development resulting from participation in community-based learning and co-curricular student engagement programs. The approach combines survey-based scales and a community problem-solving simulation to measure program impacts across the institution. The workshop invites participants to (1) think about ways of implementing comprehensive outcome measures for their programs and (2) explore and provide feedback on the systems thinking scenario tool.

INTERACTIVE WORKSHOP II.A.2

Evolving Landscape: The Challenges of Maintaining External Partners while Managing Internal Changes

Becky Reamey, University of Alabama at Birmingham; **Kristina Scott**, Alabama Possible

Meeting Room B

Priorities and goals at public colleges and universities are constantly shifting along with the funding. The Global and Community Leadership Honors Program at UAB has been through many changes all while trying to maintain external community partners. The program has been completely restructured in the last year leaving partners to question the relationship. The presenter will discuss the successes and failures of maintaining and developing community relationships in a time of unrest.

INTERACTIVE WORKSHOP II.A.3

Creating Cultures of Assessment: New Directions for Research and Practice

Amanda Wittman, Campus Compact; **Jennifer Purcell**, Kennesaw State University

Terrace Room 1

Find out what Campus Compact is doing to help you create a culture of assessment on your campus. In this workshop, you will learn about recent research regarding assessment and evaluation practices of civic engagement and find out about the Compact's ongoing efforts to frame the data collection process. Participants will leave the workshop with a working knowledge of how to articulate assessment goals and tools to help them measure activity, assess outcomes, and evaluate programs.

PANEL DISCUSSION II.B.4

Shaping and Polishing Service-Learning Classes: SL Veterans Reflect

Christy Kayser Arrazattee, Sharon Andrews, Margaret-Mary Sulentic Dowell, Jeffrey Nunn, Louisiana State University

Seminar Room

Three Louisiana State University service-learning veterans with a combined 30 years of experience teaching service-learning describe how they have refined their classes over the years to enhance civic learning outcomes and improve campus-community partnerships. Panelists will describe why and how they have modified their classes, addressing changes such as reflection assignments, service-learning activities, class model, and partnership choices. Panelists will also describe how community partners have influenced the evolution of their service-learning projects.

PANEL DISCUSSION II.B.5

Higher Education Supporting Hart Co. High School's Bring Your Own Technology & STEM Initiatives

Ilka McConnell, Lenie George, University of Georgia; **Kevin Gaines**, Hart County High School Auditorium

A high school principal, education doctoral student, and public service faculty member who are part of a community/higher education partnership will share examples of collaborating to meet a school system's self-identified high priority needs related to bring your own technology and STEM learning initiatives. We will model current uses of BYOT to engage participants in discussion while leading the group in creating a learning artifact.

INDIVIDUAL PRESENTATIONS II.C.6

Who gets to be a Community Partner? Non-Profit, Public, For-Profit, Faith-based Should every organization, church and corporation have equal access to student volunteer labor?

Danyel Addes, Wendy Denton, Georgia Southern University Meeting Room D

When a collegiate service office builds volunteer projects, service-learning courses, internships, etc. with a community partner, it endorses those volunteer hours as community service. How do we respond to organizations that benefit the community and yet are outside of traditional non-profit and public agencies such as for-profit companies, faith-based organizations and quasi-public/for-profits such as hospitals? Come grapple with these issues, as illustrated by specific examples from a rural southern community.

Heart Touch: Cultural Learning through a University-Elementary School Partnership with American and Chinese Students

Fan Yang, Heather Pleasants, The University of Alabama Meeting Room D

The Heart Touch Program is a cultural enrichment program designed for elementary students and college student volunteers. UA student volunteers provide lectures and hands-on activities on various cultural topics to elementary-aged children enrolled in after-school programs sponsored by a community organization. These activities are supplemented with a pen pal component where American children are matched with Chinese children. Chinese and American UA students who speak Chinese volunteer as translators for the letter-writing component.

INDIVIDUAL PRESENTATIONS II.C.7

Creating Programs and Partnerships for Community Arts Professional Development in Alabama

Barb Bondy, Giovanna Summerfield, Auburn University Meeting Room H

Creating Programs & Partnerships for Community Arts Professional Development in Alabama proposes an informative session for audience members that describes the development, strategy, coordination, and multi-faceted outcomes of a recent, outreach project initiated by the College of Liberal Arts at Auburn University developed in partnership with the Alabama State Council on the Arts with the intent of providing sustainable, professional skills development for individual artists, community arts organizations, and students in Alabama.

Designing a Kitchen Garden of the Future Based on the Past: A Collaborative Approach to Building Healthy, Sustainable Communities

Paul Russell, Jennifer Goree, Brad Goshorn, Beth Kunkel, Clemson University

Meeting Room H

Presenters will detail their experience of bringing together an interdisciplinary team of faculty, staff and students to design and build a demonstration children's garden at a local state agriculture museum. The presenters will lead the group through the design charrette process, and provide specific examples of ways to enhance college students' critical and creative thinking skills through a design-centered, service-learning project.

INDIVIDUAL PRESENTATIONS II.C.8

Build a Historic Log Cabin? Ok, No Problem.

Lettie M. Raab, Barry Norwood, Prairie View A&M University; Ed Schauer, Equip the Saints

Terrace Room 2

Effective service learning requires insightful collaboration. When planning the service projects for the ACCESS summer bridge program, much thought and planning precedes the actual service. This presentation introduces a collaborative approach to Service Learning. The ACCESS summer academic enrichment program collaborated with the School of Architecture of Prairie View A&M University and the Alabama Coushatta Indian Tribe last summer to lend a hand to the People of this hurricane ravaged area.

INDIVIDUAL PRESENTATIONS II.C.9

Getting the Work Done: Building and Maintaining Relationships with Community Partners and Public School Programs

Gina Dow, Michele Doran, Susie Kalinoski, Denison University; Kristina Nixon, Big Brothers Big Sisters of Licking & Perry Counties

Terrace Room 3

This presentation will detail collective relationships the Alford Center for Service Learning has established with the neighboring public school district that struggles with its graduation and college going rate. While working with a public school system can be challenging, this presentation will highlight the success of the Big Brothers Big Sisters program as well as learning outcomes, scholarship and community capacity building that has occurred as a result continued efforts of curricular and co-curricular engagements.

One Bird, One Park, One World: Children and Birds as Agents of Civic Engagement

Trish O'Kane, University of Wisconsin-Madison

Terrace Room 3

Migratory birds move between and live in very different worlds with only beauty as a passport. They are also vital ecological indicators. This presentation describes an environmental studies course that pairs undergraduate students with middle school students, in a co-exploring mentoring relationship based on urban ornithology. Together in the Nature Explorers after-school club, birds teach children and college students the importance of civic engagement to save bird habitat.

12-12:10 p.m.

Break/Transition - FOYER

Lunch, Awards & Keynote

Thursday, March 27, 12:10-2:00 p.m., Ballroom A

Presentation of Awards:

Kristin Harper, Awards Chair and Director of Service-Learning
 Bunting Center for Engaged Study and Community Action, Birmingham-Southern College

Outstanding Service-Learning Collaboration

VCU School of Dentistry - Community Partners Collaboration



Since 2011 The Virginia Commonwealth University (VCU) School of Dentistry has required its dental and dental hygiene students to complete high quality, formally designated service-learning classes. Through the development of these classes, the VCU School of Dentistry has created a network of service-learning community partnership sites across the state of Virginia where dental and dental hygiene students provide year round dental services to low-income Virginia residents. These partnerships make up the VCU School of Dentistry - Service-Learning Community Partners Collaboration. To date, the VCU School of Dentistry has cultivated

partnerships with 16 diverse community clinics from around the state that provide dental services to a wide variety of underserved populations. The partners have sustained collaborations over time that have not only improved dental education at VCU but have provided millions of dollars of free dental care to underserved Virginia residents.

Outstanding Community Partner Contributions to Service-Learning

Freret Neighborhood Center, New Orleans, Louisiana
 Accepting for the Center – **Tonya Smith**, Youth Program Coordinator



Originally established in 2007 as a respite space for rebuilders without access to electricity following the destruction of Hurricane Katrina, the Freret Neighborhood Center quickly became a beacon of light in the community, demonstrating the power of residents to determine their own fate.

In 2008, a partnership between Loyola's Office of Service Learning (OSL) and FNC was established. Over the course of the last four academic years, over 150 unique Loyola students enrolled in dozens of different service learning courses from nearly every discipline have been directly involved with Freret Neighborhood Center, documenting over 3,000 hours of service. FNC has provided work-study employment to nearly a dozen different Loyola students through Loyola's Community Based Federal Work Study program.

FNC was a founding member of the university's first Community Partner Council, which determines policies, procedures, and goals for service learning at Loyola. In 2012, FNC represented community partners on the selection committee that reviewed faculty applications for the inaugural round of Community Engaged Research Fellowships. FNC has also recently been the catalyzing voice behind a new initiative to revise Loyola's Institutional Review Board (IRB) process.

Outstanding Faculty Contributions to Service-Learning

Margaret-Mary Sulentic Dowell



Margaret-Mary Sulentic Dowell is associate professor of literacy and urban education, School of Education, College of Human Sciences and Education, Louisiana State University. Sulentic Dowell's research agenda is focused on literacy in urban settings, specifically service-learning as pedagogy – a pathway to prepare pre-service teachers to teach reading and writing authentically in urban environs, the complexities of district literacy leadership, and providing access to literature, writing, and the arts. She has been recognized for her scholarship and teaching, receiving the LSU Outstanding Faculty Service Learning Award in 2013, the Distinguished Faculty Teaching Award in 2012, and in 2007, she received the Kenneth Goodman In Defense of Good Teaching Award. She is National Board Certified in the area of early adolescence-English language arts. Sulentic Dowell was assistant superintendent of elementary schools in East Baton Rouge Parish from 2002-2006 and assistant professor at the University of Southern Mississippi from 1999-2002 where she was named an Academic Service-Learning Faculty Fellow in 2001.

Outstanding Practitioner Contributions to Service-Learning

Lynn Pelco, Ph.D.



Lynn Pelco currently serves as the Associate Vice Provost for Community Engagement at Virginia Commonwealth University in Richmond, Virginia, where she directs the Service-Learning Office and oversees ASPIRE, the university's community-engagement focused living-learning program. Lynn earned her Ph.D. in School Psychology from Pennsylvania State University and completed her postdoctoral fellowship in developmental disabilities at Johns Hopkins University. She has held a number of clinical and faculty positions, including lecturer at the University of South Australia, assistant professor in the Department of Psychiatry at the Pennsylvania State University School of Medicine and school psychologist in Pennsylvania, Maryland and Virginia. Lynn served as professor and co-director of the school psychology program at the College of William and Mary from 1992-2008.

Lynn's research and teaching interests include service-learning; family, school and community partnerships; and university student development. She has authored or co-authored 30 papers in professional journals and made over 60 presentations at professional conferences.

Outstanding Student Contributions to Service-Learning

John Brown



John was born in Baltimore, MD and raised in Jacksonville, FL. After high school, John pursued a career in the United States Air Force where he worked as a technician for electronic and computer systems for Minuteman and Peacekeeper missiles in Cheyenne, WY. In 2005, John was attending 4-month training session in Biloxi, MS. During this time, Hurricane Katrina hit the Gulf Coast and John saw how devastating this was to the surrounding community. This impacted him greatly and resulted in John continuing his education.

Currently, John is a student at the University of North Florida (UNF) and will be graduating this spring with a Bachelors in Exceptional Student Education. He continues his service learning and community engagement interests through working with the Center for Community-Based Learning at UNF. After graduation, John will be pursuing a Master's in Higher Ed. Administration at UNF.

Keynote

From Dynamite Hill to the Halls of Justice: Celebrating Past Accomplishments and Embracing the Future

Thursday, March 27, 2014, Ballroom A

Sponsored by Auburn University's Office of Access and Community Initiatives

KEYNOTE INTRODUCTION

Wayne Flynt, Distinguished University Professor Emeritus, Auburn University



Judge Helen Shores Lee, Author and Judge, 10th Judicial Circuit

The first African-American woman to serve in the Civil Division of the Circuit Court of Jefferson County, Alabama, Helen Shores Lee is also the daughter of Arthur Shores, a prominent Civil Rights attorney, during the 1960s in Jim Crow Birmingham, and the author of *The Gentle Giant of Dynamite Hill: The Untold Story of Arthur Shores and His Family's Fight for Civil Right*. Her book is a firsthand account of her father's courageous activism and life in a Birmingham neighborhood that came to be named "Dynamite Hill" due to the 50 unsolved Klan bombings that happened there between 1948 and 1963—including two bombings of her own home, resulting in the hospitalization of her mother and the killing of their pet dog.

Judge Lee will talk about the lessons she learned from her father and her own life-long commitment to social justice and civic activism.

The Honorable Helen Shores Lee was appointed Circuit Judge of the Tenth Judicial Court of Alabama by Governor Don Siegelman and assumed the bench in January 2003. Judge Lee became the first African-American woman to serve in the Civil Division of the Circuit Court of Jefferson County.

Prior to the practice of law, Judge Lee served as Magistrate for the city of Birmingham, Alabama (1986-87). Judge Lee practiced law in the Birmingham community for more than sixteen years with the firm of Shores and Lee until her judicial appointment in January 2003.

She is a graduate of Fisk University in Nashville, Tennessee. She received her M.A. in Clinical Psychology from Pepperdine University in Los Angeles, California and the Juris Doctorate from Samford University, Cumberland School of Law in Birmingham, Alabama.

BOOK SIGNING

Judge Helen Shores Lee & Wayne Flynt

Foyer

9 – 9:15 AM

Break/Transition - FOYER

Concurrent Session 3

Thursday, March 27, 2:15-3:30 p.m.

INTERACTIVE WORKSHOP III.A.1

Alternative Partners and Non-Traditional Partnerships in Teacher Education: The Successes, Challenges, and Pitfalls of Crafting Partnerships and Cultivating Partners

Margaret-Mary Sulentic Dowell, Estanislado S. Barrera, IV, Jennifer L. Jolly, Louisiana State University; **Leah Katherine Saal**, Arkansas State University, Jonesboro; **Tynisha D. Meidl**, St. Norbert College

Meeting Room A

In this generative, interactive workshop, five service-learning teacher educators representing three different institutions, several disciplines, and various phases of their service-learning careers, will demonstrate how they have designed, refined, and refigured their courses to enhance civic learning outcomes and strengthen campus-school-community partnerships. Participants will demonstrate why and how they have transformed their courses, addressing changes and partnership choices, while illustrating how community partners have in turn, influenced the evolution of service-learning course components.

INTERACTIVE WORKSHOP III.A.2

Creating Purpose Catalysts: Connecting Dispositions, Intentions and Learning Outcomes Meeting

Peter H. Hackbert, Katelyn Blair, Doly Han, Mercy Kershner, Amber Smith, Berea College

Meeting Room B

Participate in "facilitation exercises" to make a difference in the world. The Entrepreneurship for the Public Good Program collaborated with Echoing Green to teach EPG student members' competencies. EPG students then taught the ten principles of Work on Purpose to the Berea College Upward Bound Math and Science Summer. Presentation will cover: 1) How we uncover "personal genius" and apply personal genius to the issues high school students care most about; 2) How we develop boldness and the spirit of risk-taking required to launch a path with purpose; and 3) How we create lives and work with meaning.

INTERACTIVE WORKSHOP III.A.3

Teaching Middle Grades Social Studies Standards Textbook-less Through Physical Education Activities

Sarah Hartman, Teresa Peebles, College of Coastal Georgia

Terrace Room 1

Living in a global community in which math and reading are often the primary foci for education, many teachers find themselves with little time and resources for effectively teaching social studies. Local, state, and national scores for social studies benchmarks, across varying grade levels, demonstrate a need for more effective teaching and learning in social studies in grades 4-8. Teachers, in this session, will have a unique opportunity to learn to make a difference in their own teaching in the realm of social studies education. Teachers will engage in physical education energizers that incorporate teaching grades 4-8 social studies Georgia Performance Standards and demonstrate how to teach via P.E. and without a textbook. The physical education activities are geared towards all populations of students, sensitive to varying learning needs/methods, physical needs, and cultural/racial and socioeconomic backgrounds, while also providing for student engagement through various social studies activities and procedures that do NOT require nor encourage the use of a textbook.

PANEL DISCUSSION ••••• III.B.4

Shaping and Polishing Service-Learning Classes: SL Veterans Reflect

Paul H. Matthews, graduate students, University of Georgia

Seminar Room

In this panel session, graduate students from the University of Georgia representing a range of disciplines will share their experiences in incorporating engaged scholarship (including engaged research, service-learning, and outreach/engagement projects) into their graduate studies. Participants will discuss and more deeply understand the perspectives, pressures, and successes experienced by graduate students, as well as consider supports and best practices for graduate students interested in engaged work.

PANEL DISCUSSION ••••• III.B.5

Bridging Cultures Across the Curriculum: Best Practices from a Two-Year College

Shyam K. Sriram, Barbara Hall, Paul Hudson, Georgia Perimeter College

Auditorium

This panel will present the rich and diverse ways in which the faculty of Georgia Perimeter College have created unique and innovative practices and programming to bridge cultures - across race, ethnicity, politics and student experiences. Faculty from Political Science, English and History will share their best practices within their disciplines as well as programming that has benefited the whole college.

INDIVIDUAL PRESENTATIONS ••••• III.C.6

Service-Learning is Contagious: Expanding the Playing Field

Marsha R. Cuddeback, Louisiana State University

Meeting Room D

Traditional service-learning often begins and ends in the classroom, having a finite life within the boundaries of the semester and the class. This presentation illustrates a case study conducted in the LSU Department of Interior Design that began with a single faculty member and expanded to include multiple faculty, student cohorts, community partners, and local organizations. It demonstrates the efficacy of a nimble traditional service-learning experience, complemented by non-traditional service-learning opportunities, to amplify the reach and value of the experience.

The Community Studio: Service Learning in the Visual Arts

Wanda Sullivan, Spring Hill College

Meeting Room D

At Spring Hill College, service learning is included in studio art classes in order to engage students and enrich their art practice. This presentation will focus on two ongoing projects, The Portrait Project with homeless citizens, underserved children and senior citizens and The Mural Project in two schools for autistic students, an inner city middle school and four murals painted in Kingston Jamaica during a six-day service trip.

INDIVIDUAL PRESENTATIONS ••••• III.C.7

**Help From a Service Learning Hiatus:
Assessing Capacity-Building For Community Partners**

George L. Daniels, The University of Alabama

Meeting Room H

To offer a successful service learning course annually requires many months of preparation. But, what happens when such a course is put on hiatus for the purposes of system evaluation and assessment? Rather than student outcomes, this presentation focuses on community partner outcomes that were evaluated during a one-year break. Impact on civic capacity and effectiveness of collaboration will also be addressed in this presentation.

Implementing Service Learning with the Well Elderly

Carol J. Sapp, Georgia College and State University

Meeting Room H

Nursing students engaged in service learning at the national qualifying Georgia Golden Olympics, and learned how different agencies, including the Division of Public Health, joined forces to promote wellness in the elderly. Students had the opportunity to interface with event coordinators, participants, and family members. In addition, students learned about sponsorships for funding the event, types of activities to plan, and how to schedule the competitive events. A Reflective Journal was used as a means of student assessment. In addition, students developed a concept map to depict their perception of how the service-learning project linked to specific course outcomes.

INDIVIDUAL PRESENTATIONS III.C.8

Launching a Service-Learning Facilitator program - We think we've succeeded!

Wendy Denton, Jeremy Lavender, Georgia Southern University

Terrace Room 2

For those interested in the outcome, this presentation will be the last of three Gulf South episodes! From pilot, to a new curriculum, and now finally to a student-led, self-sustaining program, we feel we have something to share. The program will have 30 facilitators in the classroom Spring term, 2014 and a student advisory board now recruits, coaches and supports new team members. It's working!

Designing Service Learning to Build on Students' Prior Knowledge

David M. Murungi, Our Lady of the Lake College

Terrace Room 2

The first of Ambrose et al's (2010) seven learning principles is the notion that student's prior knowledge can help or hinder learning. This program highlights the development of student led service learning activities that leverage and build on individual student backgrounds and prior experience/knowledge to achieve course objectives. This approach recognizes subjective or idiosyncratic views of the "real world" (makes learning personal), but then extends these views by examining their implications/impact on the broader community.

INDIVIDUAL PRESENTATIONS III.C.9

Reflection, Engagement, and Multimodality in the Service-Learning Classroom

Karen Forgette, Chip Dunkin, University of Mississippi

Terrace Room 3

Students in service-learning classes face several challenging rhetorical tasks, including authentic reflection, complex discourse community analysis, and multiple audience dilemmas. This presentation examines how multimodality—composition incorporating audio, video, and photography—helps students negotiate these tasks. Presenters trace the increasing incorporation of multimodality through three years of a service-learning, first-year composition course. Presenters will share text-based and multimodal assignments and student samples. Participants will share and consider strategies for incorporating multimodality in the service-learning classroom.

The Talk We Use To Teach Ourselves: Deliberative Dialogue as a Tool for Democratic Engagement

Marianne Magjuka, Shelley Sizemore, Wake Forest University

Terrace Room 3

At Wake Forest, deliberative dialogue has become a model for engaging in discussion about complex issues. This technique encourages students to practice citizenship by debating problems, considering multiple perspectives, and recognizing their role in creating change. In this interactive session, we will discuss deliberative dialogue as a tool for democratic engagement and ask participants to consider how they might adapt the technique to their institutional contexts.

3:30-4:00 PM Break (w/refreshments) - FOYER

Concurrent Session 4

Thursday, March 27, 4:00-5:15 p.m.

INTERACTIVE WORKSHOP IV.A.1

An Administrator's Guide to Service-Learning Quality Assurance from Beginning to End

Erin Burke Brown, Virginia Commonwealth University

Meeting Room A

Service-learning programs located within Student Affairs or Community Engagement offices have a unique opportunity to serve as centralized coordinating units for service-learning across the university. While centralizing efforts are beneficial for providing consistency, resources, and support, they make quality assurance across disciplines challenging. This interactive workshop will explore the benefits and challenges of centralizing service-learning efforts in non-academic units, provide a model for maintaining quality across the disciplines, and highlight best practices that are working.

INTERACTIVE WORKSHOP IV.A.2

Building and Sustaining a Higher Education Service-Learning Program: The Journey of One

Susan Webb-Curtis, Sherry Holloway, Cleveland State Community College; **Kourtney Yonge**, AmeriCorps VISTA

Terrace Room 1

Our college president wants a service-learning program...where do we begin? Learn the steps one community college took to design a sustainable program with a limited budget. At Cleveland State Community College, 56% of full-time faculty members have now incorporated service-learning pedagogy. Learn how we designed a program infrastructure, identified resources, wrote grants, recruited faculty, designed classes, marketed the program, developed community partnerships, and recruited students. In this interactive workshop, participants will develop strategies for implementation.

PANEL DISCUSSION IV.B.3

The Citizenship Project: Commitment to Community

Anna L. Kriff, Lynn University

Seminar Room

The Citizenship Project is part of the first-year experience at Lynn University and incorporates high-impact educational practices providing students with an integrated learning environment centered on citizenship. Students take courses in the January Term focusing on a civic issue, problem or topic, providing an opportunity to engage in experiential learning opportunities and community service work with local, community-based partners. Participants will discuss strategies for incorporating civic learning in the curriculum and options for assessment.

PANEL DISCUSSION IV.B.4

Bringing History to Life: Living History and Growing Civic Competency in the Mississippi Delta

M. Cade Smith, Meggan Franks, Brianna Bajus, Jason Ward, Mississippi State University; **Albert Nylander**, The University of Mississippi

Auditorium

This panel will focus on the co-evolution of the Mississippi Delta Alternative Break Network and a 3-credit hour Mississippi Delta History and Experiential Learning class. These partnerships have positively affected student learning outcomes and civic engagement, collaboration between academic and student affairs departments, institutional course development, community partners' capacity and mission, and intercollegiate collaboration. A special emphasis will be placed on using program evaluation and stakeholder feedback to guide the evolution of the programs.

INDIVIDUAL PRESENTATIONS IV.C.5

Comparing Faculty Stories when Designing and Implementing Service-Learning

Amanda Alexander, Shirley Theriot, UT-Arlington

Meeting Room B

This presentation is a case study of this year's University of Texas at Arlington faculty fellows' process of creating, implementing, and researching with service-learning. The research is comparative in nature examining how and why faculty develop and implement service-learning. We examine the trials, tribulations, successes, and outcomes of each faculty as they learn about, research, and implement service-learning on the UTA campus. This research is important as a means to better understand what it takes to develop and implement a service-learning course and a research agenda.

Service Learning in the Public Health Minor at Auburn University

James C Wright, Stephanie Ostrowski, Ken Nusbaum, Auburn University

Meeting Room B

Forty hours of service learning is a component of the Minor in Public Health at Auburn University. Public health topics relating to underserved populations are presented during the semester and a research paper on a selected public health topic is required. Students gain an understanding of the need for volunteer organizations to provide important public health services to underserved populations. This differs from the classical service learning approach of applying classroom learning to community needs.

INDIVIDUAL PRESENTATIONS IV.C.6

Student Emotions in Academic Service-Learning

Alexa Darby, Sara Perry, Maureen Dinnie, Elon University

Meeting Room D

Research in psychology has emphasized the important role emotions play in learning (Pekrun, 1992). The purpose of this study was to understand the emotional experiences college students have during an academic service-learning (AS-L) course. Eleven college students participated in individual interviews. Participants experienced worry and shock during their initial experience at their service site and then a continuum of emotions while working with on-site supervisor, the clients at the organization and their faculty member.

Developing New Leaders through University Initiatives

Nick Tringali, Vincent Ilustre, Tulane University

Meeting Room D

With shrinking resources, higher education community engagement efforts have to develop creative and meaningful methods to enable long-term sustainability. Allowing staff to focus on university and community based capacity building efforts; student leadership programs can serve as coordination support for faculty in assessing community needs and creating solutions to address them. In this presentation you will discover options for developing student leadership opportunities that can grow community engagement efforts at your home institution.

INDIVIDUAL PRESENTATIONS IV.C.7

Long-Term Service Learning Commitment and its Benefits to Students:

The Bell Center for Early Intervention Program

Alicja Foksinska, University of Alabama at Birmingham

Meeting Room H

Long-term service learning commitments at one location provide numerous benefits for students. Integration of one-dimensional classroom knowledge, with concrete experience, provides students with an unmatched learning encounter that they would not otherwise have in a classroom. Ongoing service promotes dedication and meaningful relationships that shift students from transactional project managers to transformational community leaders.

Planting Seeds of Education

Kyes Stevens, Auburn University

Meeting Room H

This presentation will briefly chronicle the evolution of the Alabama Prison Arts + Education Project into a multidisciplinary outreach program working across colleges at Auburn University, and in partnership with the University of Alabama, to build a dynamic and sustainable outreach program to bring quality educational programming to prisoners.

INDIVIDUAL PRESENTATIONS IV.C.8

Going Deeper: Enhancing Student Learning and Strengthening Community Impact

Cathy Kramer, Brooke Millsaps, Warren Wilson College

Terrace Room 2

Service is an integrated part of the educational program at Warren Wilson College. The developmentally based Community Engagement Commitment is designed to enhance both student learning and community impact. Through this commitment, students' identify personal passions and interests, deepen their understanding of an issue, and develop the capacity to make a difference and sustain community engagement. We will focus on the development, implementation and assessment of the model with space for participants to discuss other examples and applications.

From Meal Packaging to Meaning Making: Early lessons from a university and community research partnership to build evaluation capacity around global hunger

Krystal Smith, Marcie Fisher Bourne, North Carolina State University; **Nina Batista**, Stop Hunger Now

Terrace Room 2

This session focuses on an international research and evaluation partnership with graduate students in the Department of Social Work at North Carolina State University and Stop Hunger Now (SHN), and international hunger relief agency. The year-long collaboration sought to strengthen the monitoring and evaluation capacity of SHN while providing graduate students international monitoring and evaluation opportunities with partners in the Dominican Republic. The presentation will outline how to create a service-research partnership and lessons learned.

INDIVIDUAL PRESENTATIONS ••••• IV.C.9

PEER UP: Changing the Social Norms on College Campuses

Phil Oliver, Georgia Campaign for Adolescent Power & Potential

Terrace Room 3

PEER UP is a multi-faceted health strategy that uses the classroom, clinic, social media, peer educators, outreach events, and other tactics on campus to reduce unintended pregnancy as a barrier to college completion. Students receive information on contraceptives, are linked to campus and local clinic resources, participate in online lessons, and receive reinforcing messages through social media. This program helps students, faculty, and administrators see the connection between unplanned pregnancy and student retention/completion.

Expanding the Reach of Service Learning Through WebEx for Faculty

John Foster, Northwestern State University of Louisiana; **Tom Watts**, Community Renewal International

Terrace Room 3

Locating new Service Learning partners at any university or college presents challenges to any faculty member. Schools located in small communities may find this an even greater challenge. "WebEx for Faculty" presents one way to link isolated universities with partners in larger metropolitan areas. Northwestern State University of Louisiana and partner Community Renewal International are using the "WebEx for Faculty" technologies to link students in a program of civic engagement.

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Scanning this QR Code will take you to the online Evaluation form for the sessions!

Off-Site Visit: Blessings in a Backpack*

Thursday, March 27, 4:00-5:45 p.m.



THE
CAMPUS
KITCHENS
PROJECT
AT AUBURN UNIVERSITY

Blessings in a
Backpack®
Feeding The Future Of America

OFF-SITE VISIT

Blessings in a Backpack
Bus will pick-up at Main Hotel Entrance

Every year Americans waste 29 million tons of food. A group of Auburn students is working to eliminate this waste by putting the food in the hands of people who need it. The Campus Kitchens Project gets food that has been prepared in Auburn University dining facilities but is not served; the group resources, repackages, and delivers it to underserved people in the community. Campus Kitchens also provides manpower for Blessings in a Backpack, a national program that targets childhood hunger. This program serves as a model of the value of collaboration. Come learn how Auburn University students and staff partner with local school systems and the Dufner Foundation to help feed more than 700 students per week.

NOTE: Space is limited for this workshop. Please see signup sheet at the registration table for more information.

Reception*

Thursday, March 27, 6:00-7:30 p.m.

RECEPTION

Jule Collins Smith Museum of Fine Art

Join Summit participants for a local reception at the Jule Collins Smith Museum of Fine Art. Mingle as you tour the galleries, enjoy the jazz band, view exhibits, and peruse the Museum's beautiful gift shop. Then, spend the evening exploring downtown restaurants, shops, and night spots—all within a short walk of the Auburn Hotel and Conference Center!

NOTE: The reception at the Museum on Thursday night is CASH only and there is NO ATM on site at the museum. There is an ATM in the lobby area of the hotel, right outside the hotel management offices. (Next to the business center, just inside the entrance to the Conference Center).

* Buses will run continuously from 5:45pm until 8:00pm. Meet at main entrance of hotel.

7-8 a.m. Breakfast - BALLROOM A

Roundtable Discussions

Friday, March 28, 8-9:00 a.m.

- **Student Voice in Service-Learning**
Moderators: *John Brown, Nadine Umotoni & Jeremy Lavender
- **Exemplary University Community Partnerships**
Moderators: *Margaret-Mary Sulentic Dowell & *Freret Neighborhood Center
- **Service-Learning in Allied Health Professions**
Moderators: *Virginia Commonwealth School of Dentistry, Eboni Saurage & Laura B. Willis
- **Working with University Administration to Institutionalize Service-Learning**
Moderators: *Lynn Pelco, Sanjay Mehta & Nick Tringali
- **Online Service-Learning**
Moderators: Terry Silver & Elizabeth Berzas
- **Global Service-Learning**
Moderators: Steven Jones & Paul Matthews
- **Service-Learning in Non-Traditional Academic Timelines**
Moderator: Bridget Trogden
- **Service-Learning in Two Year & Community Colleges**
Moderators: Susan Webb-Curtis & Shyam Sriram
- **Service-Learning In & Through the Arts**
Moderators: Barb Bondy, Wanda Sullivan & Mary Afton Day
- **Service-Learning with Military & Veterans**
Moderators: Casey Mull, Mary Lundy & Chesley Davis
- **Innovative Service-Learning Partnerships**
Moderators: Lauren Ricciardelli & Brooke Blackwell
- **Minority Serving Institutions & Service-Learning**
Moderators: Amelia Ross-Hammond & Phillis George

*Gulf-South Summit Award Winners

Executive Committee Membership Information Session (see page 45 for more information)
Ballroom A (during the Roundtable Discussions)
Moderators: **Amanda Buberger & Cathy Hamilton**

9-9:15 a.m. Break/Transition - FOYER

Concurrent Session 5

Friday, March 28, 9:15-10:30 a.m.

INTERACTIVE WORKSHOP V.A.1

Spicing Up the Lion's Pride at Southeastern LA University Through Communication, Collaboration, and Education

Wendy D. Jacocks, M. Jean Stewart, Amber Scheibengraber, Kailee Landry, Kati Holt, Raven Jacob, Kelsi Carmichael, Southeastern LA University

Meeting Room A

Ingredients: Caring instructors; Passionate early childhood education teacher candidates; Inspiring mentor teachers; Countless community leaders; Needs of area children and their families. Directions: Begin with communication between families and friends in early learning communities to determine the need. Add in the passionate early childhood teacher candidates, the caring early childhood instructors, the inspiring mentor teachers, and the countless community leaders to form collaborations. Mix well and a priceless education is acquired through service learning.

INTERACTIVE WORKSHOP V.A.2

The Elephant in the Room: Talking About Race, Power, and Privilege in the Service-Learning Classroom

Jess Hofbauer, University of Richmond

Terrace Room 1

Race, power, and privilege are the elephants in the classroom for many service-learning experiences. This interactive workshop will engage participants in a case study that will help them share and gain strategies for productively and proactively addressing these topics. Participants will learn how to recognize and respond to racial micro-aggressions, manage difficult dialogues, and use metacognition and racial identity development theories as pedagogical tools. A variety of resources and practical suggestions will be shared.

INTERACTIVE WORKSHOP V.A.3

Get Started Researching Your Service-Learning Activities

Paul H. Matthews, Drew Pearl, University of Georgia

Governor's Room

This workshop is designed for faculty members, graduate students, staff, and administrators interested in assessing the impacts and outcomes of their service-learning, whether at the university, course, or partnership level. The presenters will share best practices and tips for setting up an effective research plan, with multiple examples provided, and participants will have the opportunity to consider and work on their own assessment plans as well.

PANEL DISCUSSION V.B.4

The Living Democracy Project: Going from Transactions to Transformation in Civic Engagement

Nan Fairley, Mark Wilson, Auburn University; Living Democracy Community Partner; Living Democracy Student 1; Living Democracy Student 2

Seminar Room

For the past two years, the College of Liberal Arts at Auburn University, the Kettering Foundation of Dayton, Ohio, and seven communities around the state of Alabama have collaborated to understand how living-learning experiences in communities can help undergraduate students move beyond service toward a practice of citizenship that includes democratic politics. Living Democracy faculty coordinators, students, and community partners will share guiding principles, lessons learned, and plans for the future.

PANEL DISCUSSION ••••• V.B.5

University-Community Partnerships that Work: The Senior Hunger Coalition

Shannon O. Wilder, Sarah Jackson, Carol Conroy, Jung Sun Lee, University of Georgia; **Eve Anthony**, Athens Community Council on Aging

Auditorium

The Senior Hunger Coalition is a university-community partnership dedicated to addressing the alarming rates of food insecurity among older adults in Northeast Georgia. A panel of Coalition partners will discuss strategies for creating sustainable multi-sector partnerships for community engagement (university, non-profit, and business), designing research-based interventions for serving vulnerable populations, engaging students through service-learning courses and student-led initiatives, and replicating this model in other communities.

INDIVIDUAL PRESENTATIONS ••••• V.C.6

Service Learning in Community Health: Lessons Learned from a Multi-Course Needs Assessment

Moya Alfonso, Mara M. Usry, Georgia Southern University; **Ben Massey**, Willow Hill Heritage Renaissance Center

Meeting Room B

The purpose of this session is to describe a multi-course service-learning project carried out with graduate students enrolled in a rural College of Public Health, with emphasis on lessons learned. Graduate students, under the direction of a service learning fellow and service learning facilitator, conducted a needs assessment for a non-profit dedicated to the elimination of poverty. The multi-course service-learning project resulted in important lessons specific to public health and service learning facilitation.

Connecting Curriculum to Community Issues: How Service-Learning Engages P-16 Students & Inspires Change

Katherine F. Thompson, Gayle Andrews, University of Georgia; **Ashley Shaver**, Richards Middle School; **Courtney Saxon**, South Douglas Elementary School

Meeting Room B

The UGA Middle School Education Program recognizes the potential of service-learning to enhance student learning, address community challenges, and inspire civic renewal. To build capacity for service-learning in P-16 contexts, UGA professors are committed to engaging teacher candidates in experiences that address society's most challenging issues, one of which is poverty. Middle grades teachers will share how they integrate service-learning and issues of poverty into their curriculum as a result of their undergraduate experiences.

INDIVIDUAL PRESENTATIONS ••••• V.C.7

Transmitting, Transforming, and Extending: Qualities of an Authentic Service-Learning Partnership

Estanislado S. Barrera IV, Margaret-Mary Sulentic Dowell, Louisiana State University

Meeting Room D

In keeping with the Service-Learning Conceptual Matrix (Zlotowski, 1999), this presentation attends to the pedagogical strategies, community partnerships, and reflection strategies quadrants. Specifically, the collaborative efforts of LSU and the East Baton Rouge Parish Public Library System to establish Carver Cubs Book Club will be shared. Through this summer reading camp, graduate students preparing for Reading Specialist Certification provided tailored reading programs based on texts that were self-selected by the participating neighborhood children.

Sustainable Community Initiatives

Aneshia Wilson, University of South Florida

Meeting Room D

Community service has become an integral part of student development on campus. Hence, service opportunities are being promoted and encouraged by collegiate institutions. However, community service lacks a consistent volunteer population. This session focuses on the challenge of establishing a consistent college student volunteers for community agencies. The presentation provides tools to a sustainable partnership with students for a mutualistic purpose.

INDIVIDUAL PRESENTATIONS V.C.8

Engaging Youth in Identifying Community Problems and Developing Solutions

Jeff D. Buckley, Jennifer W. Jordan, University of Georgia; **JoAnne Leatherman**, National 4-H Council

Meeting Room H

Organizations frequently overlook the energy, enthusiasm, and new perspectives youth bring to solving community problems. Engaging Youth, Serving Community (EYSC) is a proven civic engagement model focused on using community-based discussions to identify critical issues and carry out action plans leading to positive community impacts. The model has been evaluated for the development of leadership skills, community responsiveness to youth taking on leadership positions, and ultimately positive impacts on community residents and economies.

Community through Design

Janden Richards, Spring Hill College

Meeting Room H

At Spring Hill College, service and experiential learning are included in the graphic design program. This presentation shows how these classes enrich students' academic achievement and personal growth, and build community. Designers need curiosity and an awareness of disciplines beyond design to succeed. We promote research and understanding of social and environmental issues, and encourage students to design for the benefit of others. Students question not only how a design looks, but what it communicates.

INDIVIDUAL PRESENTATIONS V.C.9

Using Service-Learning Collaborations to Tackle Teen Health Issues

Sallie Coke, Karen Berman, Georgia College and State University

Terrace Room 2

Through a series of short drama performances modeled on the problem-solving work of Brazilian theater director, writer and politician, Augusto Boal, the service-learning collaboration between GCSU's Nursing and Theatre Departments uses non-traditional, high-impact teaching methods to educate Middle Georgia's adolescents about health and social issues while providing the nursing and theater students with an opportunity to practice what they have learned in the classroom.

Service Learning is Win-Win: Powerful Partnerships = Empowered Students

Mike Polites, Indiana University Purdue University Indianapolis

Terrace Room 2

This presentation will describe step-by-step how to set up a service-learning project for your class. From developing content, to finding community partners, to motivating students, to assessment after the project. This is a 'can't miss' if you've ever considered how to incorporate service-learning in the classroom but were not sure how to do it.

INDIVIDUAL PRESENTATIONS ••••• V.C.10

The Public at Work: Engaging Citizens on an Issue of Public Concern

Cristin Foster, Hannah Gentry, David Mathews Center for Civic Life

Terrace Room 3

Mathews Center staff and interns will share insights from the Alabama Issues Forums (AIF) 2012 - 2013 statewide forum series on the bullying issue, highlight common themes from the forums, and relate actions that citizens are taking in their communities and schools. Presenters will explore democratic practices, discuss outcomes of the AIF forum series, share undergraduate intern experiences, and examine the role of public deliberation in fostering better decision making in communities and schools across the state.

Why Do We Need One Another? Community Partnerships that Help Students Better Understand the Importance of Education as it Relates to Creating Capacity in their Home Communities

Matthew Monroe, Patrick Perry, University of Mississippi

Terrace Room 3

The Luckyday Program at the University of Mississippi, through the AmeriCorps VISTA Program, has developed several partnerships connecting students to local community organizations. The purpose of this presentation is to talk about challenges during the foundational stages of our partnership building. During this presentation, we will define "service-learning", "capacity building", and "reciprocal partnership" as related to our efforts. We will discuss strategies to forge positive, reciprocal partnerships and also discuss accountability/ clearly-defined expectations for partnerships.

10:30-10:45 a.m. Break/Transition - FOYER

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Scanning this QR Code will take you to the online Evaluation form for the sessions!

Concurrent Session 6

Friday, March 28, 10:45-12:00 p.m.

INTERACTIVE WORKSHOP VI.A.1

Proud to Serve: Learning in Civilian Communities by Engaging Military Communities

Casey D. Mull, Chesley Davis, Brian Stone, University of Georgia

Meeting Room A

Engaging the military community can be difficult for universities yet opportunities to expand services exist. This workshop will examine successes and challenges of collaboration where the community partner holds significant power in comprehensive community initiatives to support the 2.2 million service members and their families in each of our communities while equipping the toolbox of university and community members to serve military families regardless of where they live.

INTERACTIVE WORKSHOP VI.A.2

Strengthening High Impact Practices in Co-Curricular Service Programs

Emily Penprase, The George Washington University

Terrace Room 1

This workshop aims to provide participants with tools and strategies for how best to move to a high impact co-curricular service program that enhances and strengthens civic engagement endeavors across the university and beyond!

INTERACTIVE WORKSHOP VI.A.3

Preparing the Palate with Drop-In Service: The Volunteering Appetizer Before the Transformational Entrée

Ashley Oliphant, Pfeiffer University

Governor's Room

Participants in this interactive workshop will complete an actual drop-in service activity (making no-sew fleece blankets for Project Linus) as they learn how these low-impact appetizer events can lead to increased student participation in more meaningful entrée projects like trips and long-term community placements. Workshop attendees will explore sample project ideas, examine the benefits of drop-in service and consider how the inclusion of community partner representatives in these events can maximize student learning.

PANEL DISCUSSION VI.B.4

Encouraging Collaborative Connections: Advantages of Interdisciplinary Service-Learning in Local and Regional Multicultural Settings

Ian Dunne, Kristin Bradley, Reed Otten, Trina von Waldner, University of Georgia/Georgia Regents

University Medical Partnership

Seminar Room

This presentation discusses advantages of interdisciplinary service-learning among health professions students to meet the needs of multicultural communities. Two distinct experiences - one local and one regional - highlight the development of healthcare students into an effective health-care team. These unique experiences facilitate interdisciplinary learning between pharmacy, medicine, nursing, and other professions. This interdisciplinary learning connects community outreach with civic outcomes. The future of healthcare is changing; thus, collaboration between healthcare professionals is paramount.

PANEL DISCUSSION VI.B.5

Developing Mutual Capacity: Creating and Growing a School-Based/University Partnership

Brian P. Zoellner, Richard H. Chant, Wanda G. Lastrapes, Ivan Matos, University of North Florida; **Charles A. Willard**, Sandalwood High School

Auditorium

This panel discussion illustrates the development and growth of a dynamic and complex school-based/ university partnership between the Department of Foundations and Secondary Education at the University of North Florida and Sandalwood High School in Jacksonville, Florida. Using partnership data and sharing personal perspectives, panelists from both entities will highlight the key factors that were critical to the success of the projects that have begun and evolved over time.

INDIVIDUAL PRESENTATIONS VI.C.6

Leveraging Existing Civic or Governmental Programs to Enable Service-Learning

Tim Biggart, Berry College

Meeting Room B

For many years, the IRS has offered an number of service-oriented free income tax assistance programs. At Berry, we are using one of these programs, the Volunteer Income Tax Assistance (VITA) to create a co-curricular service learning outreach. This outreach combines student leadership, tax assistance, and personal financial planning to offer free assistance to economically disadvantaged members of the Rome, GA community.

Micro-Unit Affordable Housing Addressed in a Service-Learning Design Studio

Thomas K. Davis, University of Tennessee Knoxville

Meeting Room B

Micro-Unit Affordable Housing Addressed in a Service-Learning Design Studio During Summer 2013, University of Tennessee Architecture students participated in the Urban Design Summer Program at the Nashville Civic Design Center, the school's satellite participatory think tank. As an advocacy for an emerging type of urban housing, students addressed locally our national affordable housing shortage. This initiative will be presented as an example of collaborative outreach service learning as applied design research, involving over 3,200 hours of effort on the part of the students.

INDIVIDUAL PRESENTATIONS VI.C.7

Teaching Social Policy Through Service-Learning

William F. Dabney Jr., Trey Bickham, Younghee Lim, Elaine M. Maccio, Louisiana State University

Meeting Room D

At Louisiana State University's School of Social Work, service-learning pedagogy was utilized to increase understanding of social policy issues and interest in policy advocacy in a graduate course. The class partnered with local Louisiana non-profit policy organizations to examine the relationship between payday lending and bankruptcy. Pre- and post-course surveys were collected to measure attitudinal changes in civic engagement, self-efficacy, empathy towards outgroups, and policy advocacy.

Cutting EDGE: Connecting Learning and Civic Outcomes

Natalie Stickney, Tamra Ortgies-Young, George Vargis, Salli Vargis, Georgia Perimeter College;
Chelsey Storin,

Meeting Room D

The National Campaign to Prevent Teen and Unplanned Pregnancy
Learn from a group of experienced practitioners about how they fostered a reciprocal relationship with the National Campaign to Prevent Teen and Unplanned Pregnancy to improve student persistence and retention while building capacity to help the agency meet its goals of reducing instances of unplanned pregnancies among community college students. Presenters will discuss how they tied this project into the college's QEP, which espouses the use of service learning and other engaged pedagogies.

INDIVIDUAL PRESENTATIONS ••••• VI.C.8

Cross-Curricular Collaboration: A Three-Way Multi-Year Service Learning Partnership for a Healthier Alabama

George L. Daniels, Eric Cooks, The University of Alabama

Meeting Room H

With hypertension one of the health disparities facing the State of Alabama, students in the Communication and Diversity Service Learning class at The University of Alabama developed the "Salt Monster" to combat sodium consumption among college students. A graduate student in communication studies used surveys and focus groups to develop a public service announcement, which was shot and edited by an advanced media production course. Come see the PSA as the two-year collaboration is reviewed.

Bring Learning to Life: Experiential Learning as a Quality Enhancement Plan (QEP)

Kelly Rogers, Murray State University

Meeting Room H

As a part of Southern Association of Colleges and Schools (SACS) Accreditation, Murray State University has identified Experiential Learning as the focus of their Quality Enhancement Plan (QEP). This program, entitled "Bring Learning to Life," will span the next five years and cut across every academic department on campus. This is a unique opportunity to get a knee deep perspective on how things are going during year one.

INDIVIDUAL PRESENTATIONS ••••• VI.C.9

Exploring the Intersection of Service-Learning & Moral Growth

Joel H. Scott, Boston University

Terrace Room 2

Participants will consider a recent chapter on service-learning and moral growth highlighting a new critical reflection tool authored by the presenter. The tool is intended to optimize student moral growth moments during the course of a service-learning semester.

Institutionalizing Service Learning

Sanjay S. Mehta, Jeffrey R. Wozniak, Sam Houston State University

Terrace Room 2

While Academic Community Engagement (ACE) courses (also called service-learning) have been taught since the 1960's, ACE designation on for-credit courses is a relatively newer phenomenon. ACE courses require collaboration, reciprocity, respect, resources, rigor, responsibility, reflection, recognition, and risk assessment (Ehrlich, 2000; Watkins, 2011 & 2012). In this presentation I will propose additional criteria's that must be considered when teaching an ACE course and provide a framework for institutionalizing ACE courses throughout the curriculum.

INDIVIDUAL PRESENTATIONS ••••• VI.C.10

Teens As Planners - Youth Voice Youth Action Community Change

Sharon Speights Gibson, Jennifer Johnson, University of Georgia; Leigh Anne Aaron, Christa Campbell, UGA Cooperative Extension; Valencia Thornton, Elbert County Cooperative Extension

Terrace Room 3

Georgia Teens As Planners is a service-learning model focused on increasing teens' understanding of how local government works and the roles they can play in building their community while changing attitudes of local leaders. This session will focus on successes and disappointments of this 5-year service-learning program that engaged 35 teens and 20 UGA mentors/trainers through skill building, leadership development, and language and mechanics of governance programs and applications.

International Service Learning: Fostering International Cooperation/Avoiding International Dominance

Steven Jones, Georgia College and State University

Terrace Room 3

International service learning has the potential of creating deep student learning by combining two powerful pedagogies: study abroad and service learning. Following an overview of what existing research reveals about the promises and pitfalls of international service learning, participants will engage with leaders of two international service learning programs and discuss the challenges, pitfalls, and successes related to fostering intercultural understanding and collaboration between U.S. students and residents of the countries they visit.

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DON'T FORGET TO COMPLETE THE EVALUATION FORMS FOR THE SESSIONS THAT YOU ATTEND.

Complete the paper evaluation forms in your packet or scan the corresponding QR code in the conference program booklet. Scanning the code will take you to the individual evaluation forms that are available online.



Scanning this QR Code will take you to the online Evaluation form for the sessions!

2013-14 Gulf-South Summit Executive Committee

- **Amanda Buberger**
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- **Richard Conville**
Founder, Chair Emeritus, and History Co-Chair, University of Southern Mississippi
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- **Shirley Theriot**
History Co-Chair, Program/RFP Co-Chair, and Communications Co-Chair, University of Texas at Arlington

Executive Committee Membership Recruitment

Information Session: Friday, March 28, 8:00 a.m., Roundtable, Ballroom A

Your institution can be part of the leadership of the Gulf-South Summit! This session will provide information on institutional sponsorship, expectations, and activities.

The mission of the Gulf-South Summit on Service-Learning and Civic Engagement through Higher Education is to promote networking among practitioners, research, ethical practices, reciprocal campus-community partnerships, sustainable programs, and a culture of engagement and public awareness through service-learning and other forms of civic engagement.

Membership in the Gulf-South Summit Executive Committee will consist of representatives from among the following 12 states: Alabama, Arkansas, North Carolina, South Carolina, Florida, Georgia, Kentucky, Louisiana, Mississippi, Tennessee, Texas, and Virginia. Members may represent individual institutions or professional organizations such as Campus Compact. Members will serve three-year, rotating terms.

Roles and Responsibilities of Members:

- Attend meetings at least twice a year (one during the Summit and one during the summer planning meeting of the host institution)
- Commit institutional resources of at least \$1000 to sponsor the Summit on an annual basis (sponsorship is received annually on July 15)
- Build relationships with national organizations as well as local and regional institutions
- Promote the Summit and its goals
- Actively participate in the Summit planning committee, chairing or co-chairing a sub-committee, and submitting committee reports to the chair.

Standing Committees:

Host and Local Arrangements, Fundraising, Speakers and Workshops, Awards, Scholarships, Program and Request for Proposals, Round Tables, Exhibits, Finance, Communications, Evaluation, Membership, and History

Application for Membership:

Prospective members should submit to the current committee chair a one-page summary of qualifications for membership and a letter of support and commitment from an institutional representative with authority to commit funds for minimum sponsorship of \$1000 and travel expenses to required meetings for each year of the three-year term of office. **For more information, contact Amanda Buberger, Membership Committee Co-Chair, at abuberger@tulane.edu, or contact Cathy Hamilton, Membership Committee Co-Chair, at chhamilt@uncg.edu.**

Acknowledgements

Special Thanks to all those who helped in the planning and execution of this year's Gulf-South Summit.

Awards Selection Committee:

Amanda Buberger, Tulane University
 Marsha Cuddeback, Louisiana State University
 Mary Afton Day, Auburn University
 Josh Duplantis, The University of Southern Mississippi
 Phillis George, College of Coastal Georgia
 Norma May Isakow, Wake Forest University
 Mary Beth Lima, Louisiana State University
 Paul Matthews, University of Georgia
 Amelia Ross-Hammond, Norfolk State University
 Libba Vaughan, University of Alabama at Birmingham

Proposal Reviewers:

Laura Barrio-Vilar, University of Arkansas at Little Rock
 Amanda Buberger, Tulane University
 Jolie Busby, University of Arkansas at Little Rock
 Ashley Cochrane, Berea College
 Billie Jean Elmer, Virginia Cooperative Extension
 James Fisher, University of Arkansas at Little Rock
 Tyra Gross, University of Georgia
 Nisha Gupta, The University of Louisville
 Barb L'Eplattenier, University of Arkansas at Little Rock
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 Lillian Wichinsky, University of Arkansas at Little Rock
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 John Freeze, Auburn University
 Myra Girard, Auburn University
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 Karen Rankin, Auburn University
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 Mark Wilson, Auburn University

Moderators:

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 Hunter Barriault, Auburn University
 Amanda Buberger, Tulane University
 Richard Conville, University of Southern Mississippi
 Mary Afton Day, Auburn University
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Additional thanks to colleagues whose assistance made the 2014 Gulf-South Summit possible:

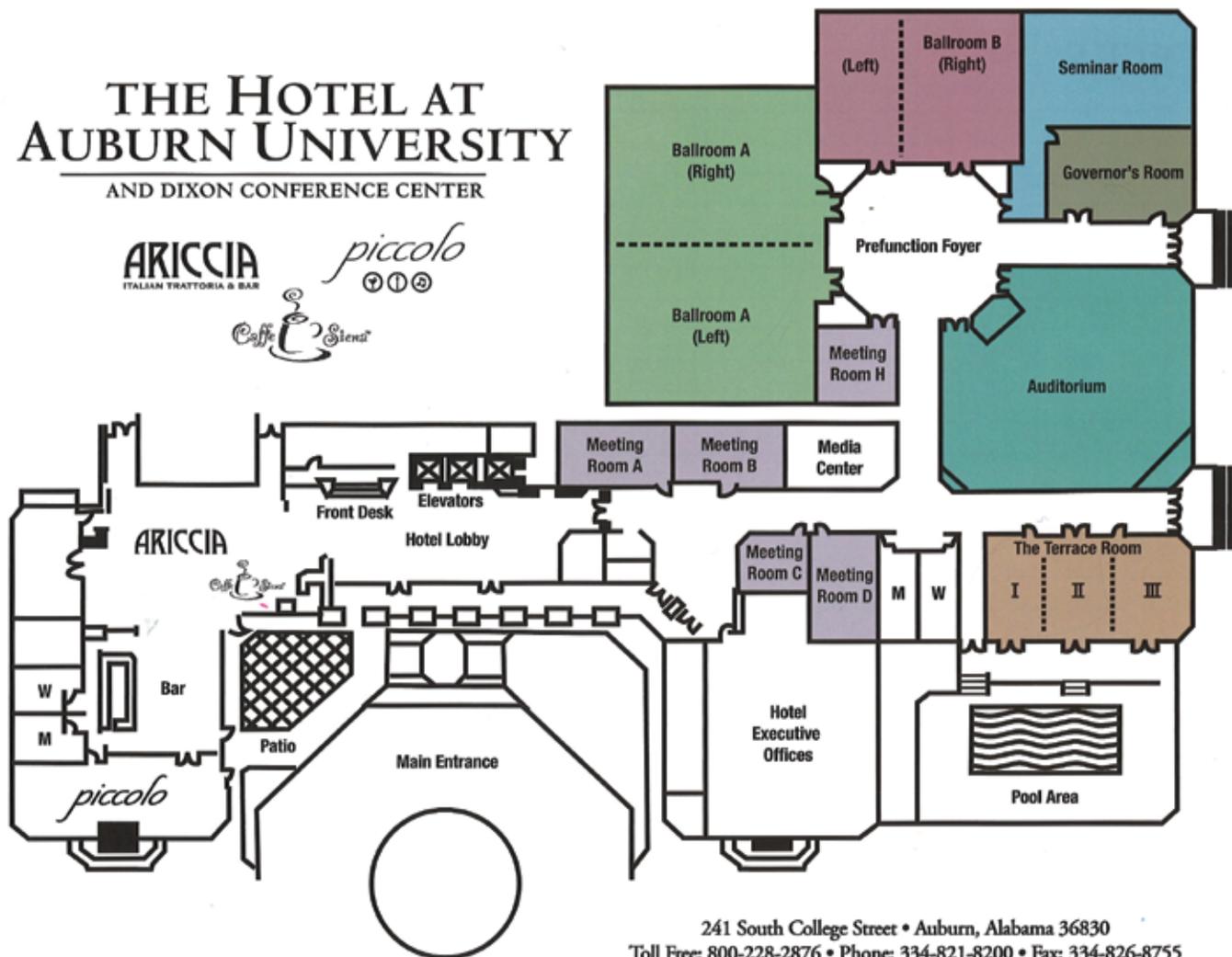
Alabama Possible, Kristina Scott; AmeriCorps National Civilian Community Corps, Southern Region, Tasha Butler; Auburn and Opelika Tourism Bureau; Auburn University College of Liberal Arts, Giovanna Summerfield and Mark Wilson; Auburn University Distinguished Professor, Wayne Flynt; Auburn University Graduate School, George Flowers; Auburn University Office of Access and Community Initiatives, Paulette Dilworth; Auburn University Office of Professional and Continuing Education, Hope Stockton, John Freeze, and Myra Girard; Auburn University Office of Public Service, Sarah Burney, Joyce Thomas-Vinson, Janie Echols-Brown, Christopher Patterson, Katey Nelson, and Karen Rankin; Auburn University Outreach, Royrickers Cook and Chippewa Thomas; Auburn University Provost's Office, Timothy Boosinger; Auburn University Trademark Management and Licensing, Jacob Harbison; Birmingham-Southern College, Kristin Harper; Campus Compact, Maggie Grove; Campus Kitchens/Blessings in a Backpack; David Mathews Center for Civic Life, Chris McCauley; The Encyclopedia of Alabama, Laura Hill; The Fuller Center for Housing, Ryan Iafigliola; Tiger Transit; Truman Pierce Institute, Cindy Reed and Chris Groccia; SENCER, Robert Holm and Susan Reiser; University of Alabama at Birmingham, Libba Vaughan

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