Gulf-South
Summit

on Service-Learning and Civic Engagement
Through Higher Education

People, Place, & Partners: *Building and Sustaining Engagement in Critical Times*

March 3-5, 2010
The University of Georgia • Athens, GA
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on Service-Learning and Civic Engagement
Through Higher Education Sponsors

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Dear Summit Participants:

I want to welcome each of you to the University of Georgia and to the 8th annual Gulf-South Summit on Service-Learning and Civic Engagement through Higher Education. We are pleased to host this year's conference which brings together national speakers and more than 400 participants from higher education communities across our region. We hope that during your time here you will have the opportunity to explore the challenge of how we partner more fully with our communities, learn and share best practices, and engage in meaningful dialogue about the many ways higher education can renew its collective commitment to serving the public good.

The theme of this year's Summit, "People, Place, & Partners: Building and Sustaining Engagement in Critical Times" focuses on how pressing social and economic challenges bring renewed attention to the importance of volunteerism and service in civic life. The potential for our service-learning and civic engagement efforts to address local and global problems is an intriguing prospect. As our institutions fulfill their shared mission of preparing tomorrow's leadership class, it is important that we inculcate our students with a sense of civic responsibility.

At the University of Georgia we have combined the efforts of our instructional and public service units to create a stand-alone Office of Service-Learning which integrates relevant community service with academic coursework. The Archway Partnership connects counties facing economic development challenges with expertise from UGA. Our Volunteer UGA office helps facilitate student philanthropic efforts. Just last year, UGA students contributed more than 300,000 volunteer hours in our local community, and they raised more than $1 million to support causes such as Relay for Life, the Children's Miracle Network and, most recently, relief efforts for the earthquake victims in Haiti.

I hope that your visit to the University of Georgia campus is an enjoyable one, and I trust you will find this year's Summit worth your while. Thank you for what you do every day to support higher education. Best wishes to each of you in your endeavors.

Sincerely,

Michael F. Adams
President

BARBARA JACOBY

MICHELLE NUNN

BLAKE MYCOSKIE

SCHEDULE AT-A-GLANCE

Wednesday, March 3, 2010

9:00 – 11:00 am	Executive Committee Meeting, *Betty Jean Craige Boardroom*
12:00 – 1:00 pm	Pre-Conference Registration
12:00 – 1:00 pm	Boxed Lunch for Pre-Conference Participants *Available for pick-up at Registration*
1:00 – 4:00 pm	Pre-Conference Workshops & Service Project
2:30 – 2:45 pm	Refreshment Break, *Kellogg Concourse, Second Floor*
5:00 – 7:00 pm	Opening Reception and Poster Session, *Hill Atrium*
5:00 – 7:00 pm	Conference Registration
7:00 pm	Dinner and dialogue on your own

Thursday, March 4, 2010

7:00 – 8:45 am	Breakfast and Plenary, *Magnolia Ballroom* **Speaker: Barbary Jacoby, Senior Scholar for the Adele H. Stamp Student Union Center, University of Maryland, College Park**
8:00 – 5:00 pm	Exhibits and Poster Presentations, *Hill Atrium*
8:00 – 9:00 am	Late Registration
9:00 – 10:15 am	Concurrent Session 1, *Second Floor*
10:15 – 10:30 am	Refreshment Break at Poster Presentations and Exhibits, *Hill Atrium*
10:30 – 11:45 am	Concurrent Session 2, *Second Floor*
12:00 – 2:00 pm	Lunch and Plenary, *Magnolia Ballroom* **Speaker: Michelle Nunn, CEO, Points of Light Institute and Co-Founder, Hands On Network**
2:00 – 3:15 pm	Concurrent Session 3, *Second Floor*
3:15 – 3:30 pm	Refreshment Break at Poster Presentations and Exhibits, *Hill Atrium*
3:30 – 4:45 pm	Concurrent Session 4, *Second Floor*
4:45 – 5:00 pm	Gulf-South Executive Committee Membership Information Session, *Room FG*
6:00 – 8:00 pm	Local Reception - The Rialto Room, Hotel Indigo – Downtown Athens *Bus transportation provided at the front circle of the Georgia Center beginning at 5:45 pm. For return, buses will run between The Arch on Broad St. and the Georgia Center until midnight.*
8:00 pm	Dinner and dialogue on your own

Friday, March 5, 2010

7:00 – 8:45 am	Breakfast and Plenary, *Magnolia Ballroom* **Plenary Session: Summit Awards and Roundtable Discussions**
8:00 – 12:00 pm	Exhibits and Posters Presentations, *Hill Atrium*
9:00 – 10:15 am	Concurrent Session 5, *Second Floor*
10:15 – 10:30 am	Refreshment Break at Poster Presentations, *Hill Atrium*
10:30 – 11:45 am	Concurrent Session 6, *Second Floor*
12:00 – 1:00 pm	Lunch, *Magnolia Ballroom*
1:00 – 1:15 pm	Transition to Mahler Auditorium
1:15 – 2:15 pm	**Plenary Speaker: Blake Mycoskie, Founder and Chief Shoe Giver of TOMS Shoes,** *Mahler Auditorium*
2:15 – 3:30 pm	Concurrent Session 7, *Second Floor*
3:30 – 3:45 pm	Refreshment Break, Kellogg Concourse, *Second Floor*
3:45 – 5:00 pm	Concurrent Session 8, *Second Floor*

WEDNESDAY, MARCH 3, 2010

9:00-11:00 AM
Executive Committee Meeting
Betty Jean Craige Boardroom

12:00 PM-1:00 PM
Pre-Conference Registration
Conference Registration Desk

12:00 PM-1:00 PM
Boxed Lunch for Pre-Conference Participants
Available for pick-up at Registration

1:00-4:00 PM
Pre-Conference Workshops & Service Project

Pre-Summit Workshop #1 - Room T/U
Cultivating Students to be Agents of Institutional Change
Michele James-Deramo

As educators and community leaders, we believe in the power of student voice and therefore seek out opportunities to include students in key decision-making opportunities. However, empowering student involvement in large scale, strategic planning is often difficult. The objective of this workshop is for participants to map out multiple points of involvement for engaging students in institutional change. This includes imagining student involvement beyond token representation on committees, as well as providing capacity-building opportunities. This workshop explores service-themed housing, leadership councils, learning communities, and social entrepreneurship as catalysts for student agency, and draws upon Virginia Tech's Strategic Planning process that privileges student engagement as a university priority.

Michele James-Deramo is the founding Director of Service-Learning at the Virginia Tech Center for Student Engagement and Community Partnerships. Her career in service-learning began in 1992 at Saint Joseph's University, Philadelphia. However, her participation in reflective community service spans back to middle school and includes a year of service with the Sojourner's Community in Washington, D.C. James-Deramo is currently pursuing an interdisciplinary doctorate in social, political, ethical and cultural thought.

Pre-Summit Workshop #2 - Room V/W
From Orientation to Closure: Reflection Strategies that Enhance Learning and Service
Jan Shoemaker

By definition, reflection is an essential element of service-learning. But are students just telling us what we want to hear? Reflection should produce deeper critical thinking, develop cultural competency, and enhance academic and civic learning. Let's get practical in this workshop, where we will learn to design a variety of reflection strategies and integrate reflection into assignments we are already using. We will also learn to provide feedback without burdening us with hours of grading. We will even do a little reflecting ourselves!

Jan Shoemaker, Director of LSU's Center for Community Engagement, Learning, and Leadership (CCELL), was awarded with her partner the 2003 Gulf-South Service-Learning Summit's "Creative Collaboration Award. She was a founding member of the Gulf-South Summit Executive Committee and a Service-learning English instructor for 6 years. She has facilitated faculty development seminars at many universities, and presented at regional, national, and international conferences. Under her leadership, the service-learning program at LSU has grown from 4 sections per semester to approximately 85 per semester. LSU was recently recognized by the Carnegie Foundation as one of 195 "Community Engaged" higher education institutions and also named to the President's Higher Ed Community Service Honor Roll.

Pre-Summit Workshop #3 - Room Y/Z
International Service-Learning 101
Kasee Laster, Denise Lewis, Sandra Whitney, Nancy R. Williams

International service-learning has become an increasingly popular format for study abroad programs in colleges and universities as more and more students are seeking global service and volunteer experiences. Join an experienced panel of study abroad directors to discuss a range of important issues in developing transformative international service-learning experiences such as logistics and risk management, preparing faculty and students for international service-learning, effective course design, building sustainable partnerships with international NGO's and universities, incorporating effective reflection strategies, and connecting global community-based issues back to local community-based issues.

Kasee Clifton Laster is the Director of Study Abroad at the University of Georgia. In this role, she supports UGA's nearly 100 faculty-led study abroad programs, many of which have service-learning components. Prior to this position, she was chair of the Humanities Department, comprising English and foreign languages, at Shorter College in Rome, Georgia.

Denise C. Lewis is an Assistant Professor of Child and Family Development at the University of Georgia and a 2006-2007 Service-Learning Fellow. She is the study abroad director for an international service-learning programs in Cambodia working with impoverished children and faculty in elementary schools and orphans being raised by grandparents in a therapy outreach program.

Nancy R. Williams is an Associate Professor of Social Work at the University of Georgia and has been involved in designing and implementing service-learning courses both domestically and internationally for her MSW students since 2000. As the recipient of UGA's prestigious 2010 Scholarship of Engagement Faculty Award, she has been a strong proponent of developing and promoting service-learning at UGA. She helped launch UGA's Office of Service-learning in 2005 and served in the role of Faculty Affiliate for that office from 2005-2007.

Sandra Whitney is an Adjunct Assistant Professor of Anthropology and Geology at the University of Georgia. She is the Coordinator of Service Learning for the African Studies Institute, teaches Introduction to Service Learning in Africa and Service Learning in Tanzania, and has worked with the Maymester in Tanzania since 1998. She also teaches the Service Learning course for Global L.E.A.D. in South Africa and in Greece.

Pre-Summit Workshop #4 – Front circle drive, Georgia Center

Local Service Project – Intergenerational Community Gardening Project
Registered participants should meet at 12:45 at the front circle of the Georgia Center for van transportation to offsite location.
David Berle, Claire Boozer, Delene Porter

Roll up your sleeves and participate in the Summit's annual service project supporting local community gardening initiatives! Participants will learn about hunger and local food issues against the backdrop of OneAthens, a community-university poverty initiative in Athens-Clarke County, home of the University of Georgia. During this service project, you will hear from leaders on critical issues the community is facing related to food access, nutrition and hunger, and an intergenerational community gardening project serving Athens seniors. After setting the local context, participants will have the opportunity to get out into the community and participate in a service project at the Athens Community Council on Aging with students, faculty, and community leaders, and engage in group reflection to brainstorm ways to take lessons learned back to your home communities.

David Berle is an Associate Professor of Horticulture and Service-Learning Senior Scholar at the University of Georgia. He has incorporated service-learning projects into all his smaller classes. As part of their coursework, his students tutor Latino adults, teach science lessons in elementary schools, and design and install landscapes for low-income homeowners. He is currently involved in developing a community garden network in collaboration with several UGA faculty and partner community organizations.

Claire Boozer is the Administrative Research Director with the Athens Community Council on Aging (ACCA). She oversees marketing strategy for ACCA and directs grant writing and fundraisers efforts. In addition, she is Editor of ACCENT, a quarterly newsletter that is sent out to over 3,000 people in Northeast Georgia. She graduated with a double major in Psychology and Sociology from the University of Georgia in 2008, and in 2009 completed her Graduate Certificate Program at the University of Georgia's Institute of Gerontology.

Delene Porter is the CEO and President of the Athens Area Community Foundation (AACF) as well as a Public Service Assistant at UGA's Fanning Institute. With AACF, she uses her skills in nonprofit management, philanthropic resource development, community engagement, and facilitation to meet community needs. At Fanning, she helps design and implement community-based economic development strategies.

2:30-2:45 PM
Refreshment Break
Kellogg Concourse, Second Floor

5:00-7:00 PM
Conference Registration
Conference Registration Desk

5:00-7:00 PM
Opening Reception and Poster Session
Hill Atrium

Poster Presentation Topics
Kick off the 2010 Summit with an opening reception and poster session with opportunities for networking, food, a cash bar, and a wide range of interesting poster session topics and presenters available for conversation. Posters will be on display until noon on Friday during refreshment and networking breaks. Poster numbers below correspond to numbers on the presentation boards for easy identification.

1. Cooperative Extension within a Service-Learning Environment
Cooperative Extension, naturally rooted in the land-grant university system, provides education to the public. Cooperative Extension offers service learning opportunities, by serving as a community partner and enabling students and faculty to engage with local communities. We will describe Cooperative Extension, its county network and presence, and its ability to access and identify local needs. Also, we will describe opportunities and ideas for connecting with Cooperative Extension for service-learning for all universities.
Anne Mims Adrian, Associate Director, ACES-AG IT, Auburn University; **Callie N. Nelson**, County Extension Coordinator, Dallas County, AL, Alabama Cooperative Extension System; **Katrina Easley**, County Extension Coordinator in Training, Perry County, AL, Alabama Cooperative Extension System; and **Ralph S. Foster, Jr**., Director and

CEU Officer, Office of Outreach Information and Program Certification, Auburn University

2. The Inside-Out Prison Exchange Program: Salient Features that Impact Learning, Investigating Learning Outcomes, and Ethical Issues with Program Research

The poster concerns program impacts and ongoing ethical considerations associated with research on a prison-based national, educational program called the Inside-Out Prison Exchange Program. The poster begins with an overview of the Inside-Out Prison Exchange Program, provides a summary of the program philosophy and teaching pedagogy, discusses research to date on the impact of program features on student learning and outcomes of interests such as ethnocentrism, and introduces the ethical issues facing researchers interested in investigating Inside-Out as a model of effective experiential learning.

Sarah Allred, Assistant Professor of Sociology, Berry College

3. Do These People Belong Here? Primary Research Inside and Outside the Classroom

LSU writing students work for a semester with indigent women served by community partner Connections for Life to learn more about how the program helps women overcome troubled pasts. When the women join the students in the classroom for dialog and reflection, the result is collaborative primary research on the ways in which the current economic crisis impacts us all. A panel of stakeholders will discuss how this primary research enhances students' use of secondary research as well as the impact on community partners.

Sharon L. Williams Andrews, Instructor of English, Louisiana State University

4. Exploring Civic Engagement and Ethnic Identity of Adolescents in Predominately Hispanic Middle and High Schools

Increasingly, schools are adopting missions that aim to encourage the development of students' civic learning and action. This poster will present research that evaluated how well students' civic attitudes and skills are aligned with a North Georgia school system's mission to incorporate "civic-mindedness" in their middle and high school curricula. Furthermore, we investigated the relationship between civic engagement and ethnic identity in this predominately Hispanic school system.

Ashley E. Anglin, Student, Psychology and Spanish, Berry College; and **Julie Johnson-Pynn,** Associate Professor of Psychology, Berry College

5. "Hey, You! How to Effectively Manage Communications to Sustain Your Service-Learning Program"

An effective publicity strategy is essential to the sustainability of a service-learning program. Communication plans should consider how different audiences will perceive messages, how publicity can educate and reward service-learning practitioners, and the role communication can have in recruiting various stakeholders. Through this poster, attendees will consider how to develop an effective publicity strategy with limited staff resources and small budgets.

Christy Kayser Arrazattee, Program Coordinator, Center for Community Engagement, Learning, and Leadership, Louisiana State University

6. Using Social Networking and Distance Learning Technology to Educate and Connect Faculty, Students, Extension Agents, and Infant Caregivers

This service-learning project examines the effectiveness of a training curriculum that meets the specific educational and support needs of infant caregivers through in-person training, online training, and structured social networking. University of Georgia students and county Extension agents are working together to create, implement, and evaluate an in-depth training curriculum and social networking site.

Diane W. Bales, Associate Professor and Human Development Specialist, Cooperative Extension, The University of Georgia; and **Karen Shetterley,** Senior Public Service Associate, Georgia Center for Continuing Education, The University of Georgia

7. Service-Learning Partners: Learning to Serve and Lead in the Community and Global Setting through Speech Communication and United States History Courses

This poster will focus on service-learning opportunities and leadership styles in a two year community college through speech communication and United States History courses as directed through the practical uses of community service. Students are given the opportunity to learn leadership through volunteering in selected organizations, while observing and reflecting on historical and global leadership examples.

Laura Taylor Barnett, Associate Professor, Northeast State Community College; and **Sherman Patrick,** Assistant Professor, Northeast State Community College

8. Institutionalizing Service-Learning: The GPC Story

In this poster, we will discuss the strategies we have devised to institutionalize service-learning, the keys to a successful implementation and challenges we have experienced within the Georgia Perimeter College community.

Angela Maria Bonet, Service-Learning Coordinator, Georgia Perimeter College

9. Supporting the Homeless Community through Service-Learning in the Birmingham Metropolitan Area

Supporting the Homeless Community through Service-Learning focuses on the homeless community and their lack of resources, grants, health care, and work, and how volunteering time in the community can bring positive benefits to both the homeless and the participants. It will also focus on the process of finding a community partner and the process of developing a good bond that will bring good ideas and help to all those involved.

Allison Borden, Undergraduate Student, University of Alabama at Birmingham

10. The Michigan State University School of Rock: Partnering Communication Students with Community Partners in Need of (Communication) Expertise

Citing a need to incorporate 'real-world' experience as part of school curriculum without outsourcing this experience to distal programs such as internships, a music management course was created to give students proximal, 'real-world' experience with the interpersonal and mass media skills necessary for their careers while meeting the promotional and financial needs of school-based organizations. Our poster will overview the course, providing a case study of one organization's partnership and sample student portfolios.

Nicholas David Bowman, Assistant Professor, Communication Studies, Young Harris College; **John Sherry,** Associate Professor, Michigan State University; and **Stephanie Harp**, Coordinator, Camp Kesem

11. AmeriCorps VISTA: A Vision for College Service-Learning

This poster will introduce participants to the idea of incorporating AmeriCorps VISTAs into a college service-learning department. This includes explaining the capacity-building program and its advantages to colleges and universities. The presentation will cover the logistics of cost and how to apply through the Corporation for National and Community Service, advertising for best-qualified and most-motivated candidates, and how to best incorporate the volunteers in the goals of higher education institutions.

Justin Brimer and **Katie Gilbert**, AmeriCorps VISTAs at the Bunting Center for Engaged Study and Community Action, Birmingham-Southern College

12. Bunting Center for Engaged Study and Community Action: A Service-Learning Model

An overview of Birmingham-Southern College's service-learning department: including student-initiated and student-coordinated community partners, Alternative Spring Break trips, academic integration and more than 25 years of service-learning interims.

Justin Brimer and **Katie Gilbert**, AmeriCorps VISTAs at the Bunting Center for Engaged Study and Community Action, Birmingham-Southern College

13. Enhancing the University and Community Connection through Accreditation Review

Accreditation reviews can be useful mechanisms to enhance university and community engagement. For example, core requirement 2.12 of the Southern Association of Colleges and Schools (SACS) requires the development of a "Quality Enhancement Plan" or QEP. The intent of a QEP is to develop a broad-based, focused, achievable plan to improve student learning. This poster presents three strategic elements based on the University of North Florida's QEP initiative, "Community-Based Transformational Learning": (1) defining community-based learning; (2) developing a logic model; and (3) articulating a taxonomy of community engagement.

Heather Burk, Coordinator of CBL Instructional Support, University of North Florida; and **Mark Falbo,** Director of the Center for Community-Based Learning and Coordinator of the QEP, University of North Florida

14. Service-Learning: Different People, Places and Partners

Service-learning is a teaching and learning method which connects meaningful community service and academic learning through guided reflection. This poster reveals how faculty and staff have partnered with different community partners to engage students in addressing community problems in such a way that prepares the students to become more civically minded. Four very different projects will be described along with methods for evaluating their outcomes.

Lauretta F. Byars, Vice President for Student Affairs and Institutional Relations, Prairie View A&M University; **Gail Long**, Director, Youth and 4-H Programs, Prairie View A&M University; **Lettie Raab**, Director, University College, Prairie View A&M University; **Barry Norwood**, Professor, Prairie View A&M University; and **Charles Bailey**, Professor, Prairie View A&M University

15. Interdisciplinary Partnerships in Service-Learning Teaching and Research

This poster addresses developing partnerships in service-learning across University communities, emphasizing cross-departmental cooperation. The poster will highlight personal insights experienced during a semester-long faculty seminar in service-learning and will show how their research collaboration developed. This poster will show attendees how to begin to form research ties with colleagues beyond institutional boundaries.

Carmen Carracelas-Juncal, Assistant Professor of Foreign Language and Literature, University of Southern Mississippi; **Gallayanee Yaoyuneyong**, Assistant Professor of Marketing and Fashion Merchandising, University of Southern Mississippi;

and **Jenny Bossaller**, Assistant Professor of Library and Information Science, University of Southern Mississippi

16. Service-Learning in Ghana: 10 Years on the Ground

Providing meaningful service-learning experiences for students in a local setting in a West African nation can be difficult. A ten year relationship between the Public Service and Outreach Program of the College of Environment and Design and Ghanaian municipal government planning programs has resulted in many lessons learned "on the ground." This poster highlights some of the collected solutions and best practices for initiating and sustaining programs in developing countries.

Pratt Cassity, Director, Center for Community Design and Preservation, College of Environment and Design, University of Georgia

17. A Matter of Apples and Oranges: Rethinking a Practicum Course in a Pre-service Special Education Program from a Service-Learning Perspective

For the purpose of clarifying the grey areas between service-learning and practicum in teacher education, this poster will share the results from a study that looked at a practicum courses in one pre-service special-education-focused literacy practicum in a mideastern university, which will be helpful to build the concepts of service learning.

Eul Jung (EJ) Chun, Assistant Professor, Miami University

18. Creating Synergies through Sustained Community Partnerships

The LSU Office of Community Design and Development (OCDD) and Bethel Colony South, a faith based substance abuse recovery program, are committed to a long-term partnership focused on grassroots community development in New Orleans. Since 2006, service-learning projects have been woven into the 4th year Design Studio, the Community Design Practicum, and OCDD initiatives. The outcomes demonstrate the importance and capacity of a sustained partnership to create synergies at the intersection of partnership goals.

Marsha R. Cuddeback, Director, Office of Community Design and Development, Louisiana State University School of Architecture; and **Frank M. Bosworth**, Professor of Architecture, Louisiana State University

19. Make a Difference—Service-Learning at Cleveland State Community College

This poster will highlight the difference service-learning made in an Office Procedures course at Cleveland State Community College. Professor Cunningham redesigned her course to use the planning, development and presentation of a seminar for local high school students to teach course learning objectives. The service-learning project provided hands-on experience for the Office stu-

dents and a valuable service to the high school students. The poster will include syllabus, assignments, pictures, articles and student evaluations of the project.

Ann Cunningham, Associate Professor, Cleveland State Community College

20. Writing Service: The UGA Writing Center Web Site Project

When economic hard times hit the university, students can step up to the plate. This poster will take an interactive look at the UGA Writing Center Web site redesign project being conducted by students in a Web writing class at the University of Georgia, an effort to serve the economically hard-hit university community by creating an effective and innovative online academic resource.

Elizabeth Davis, Coordinator of the Writing Certificate Program, University of Georgia

21. Ready and Response Service Team: Linking Disaster Preparedness and Response Efforts in Three States

Integration of disaster preparedness and response initiatives through service-learning courses allows colleges and universities the opportunity to meet unique community needs. This poster will showcase projects from 10 colleges and universities in three states that have been focused on disaster preparedness and response over three years. Major activities, successful projects, as well as student learning and community outcomes will be presented.

David M. Deggs, Assistant Professor/Learn and Serve America Consultant, University of Arkansas/Kentucky Campus Compact; **Gayle Hilleke,** Executive Director, Kentucky Campus Compact; **Stuart Stewart,** Executive Director, Louisiana Campus Compact; and **Karen Powell,** Program Director, Louisiana Campus Compact

22. Beyond the Rhetoric of Empowerment: Servant Leadership and Strategies in Increasing Student Civic Engagement

This poster will focus on the relationship of servant leadership to service learning with the goal of increasing students' commitment to civic engagement. Servant leadership will be introduced on an individual and institutional level. Guidelines on how to incorporate servant leadership in service learning classes and best practices for working with different student populations will be presented.

Dane Emmerling, Service Learning Coordinator, Delgado Community College; and **Sarah Hailey,** Service Learning Coordinator, Delgado Community College

23. Medicare Made Easy: The University of Georgia College of Pharmacy and the Archway Partnership

Students in an elective course at the University of Georgia College of Pharmacy worked with the Archway Public Health Professional in Washington County, Georgia to

develop a program aimed at assisting senior citizens in making decisions about Medicare. The program provided in-depth information about Medicare, Medicaid, and other government-run health care programs, and volunteers helped attendees navigate the Medicare website in order to learn more about individualized Medicare Part D prescription drug coverage.

Daniel Forrister, Clinical Assistant Professor, University of Georgia College of Pharmacy; **Sukhmani Sarao**, Clinical Assistant Professor, University of Georgia College of Pharmacy; and **Laura Bland**, Archway Public Health Professional, University of Georgia Archway Partnership

24. Breaking Out of Silos: A Multidisciplinary Approach to Developing and Coordinating an Integrated Service-Learning Project

The Belmont University "Be a Water Hero" service-learning project poster will feature the benefits of structuring a cross-disciplinary project that enables students to create a product, build an accompanying curriculum, and serve elementary students through a partnership with two area school districts. The poster will focus on the benefits of integrating student involvement from various university colleges, and will offer reflections and recommendations for overcoming challenges related to student involvement and logistical pitfalls.

John S. Gonas, Assistant Professor of Finance and Associate Professor of Chemistry, Belmont University; and **Kimberlee A. Daus,** Professor of Chemistry, Belmont University

25. Go Together like PB&J: Integrating Leadership and Service into the College Experience

The Center for Leadership and Service believes that leadership and service are interconnected. These concepts, built upon a foundation of self-inquiry, require individuals to embark on an authentic, life-long journey of leadership learning and active citizenship. This poster will introduce participants to the Servant Leadership Model, and offer university constituents tools and resources to implement similar programs on their campuses.

Rick Gray and **Lisa Kendall,** Assistant Directors, Center for Leadership and Service, University of Georgia

26. Translating a Science Service-Learning Program across State Borders

This poster centers on a service-learning program that partners college science majors with elementary teachers to promote science learning for elementary school children. The purpose is to share information about its influence on the elementary teachers and university student participants, its potential for serving as a model for similar programs in other states, and the process of implementing a similar program in another state.

Brittan Hallar, Post Doctoral Fellow, Division

of Science and Research: West Virginia Higher Education Policy Commission

27. Initiative reCOVER + Building Goodness Foundation: Transitional Disaster Relief Shelter v2.0

As a University of Virginia, School of Architecture design/build program, Initiative reCOVER operates at the critical juncture of collaborative design, constructive interdisciplinary entrepreneurship, and transformative design education. Based on a fundamental philosophy that design and construction processes are interdependent, a building—or act of building—is not narrowly considered an end-product of design. Instead, we envisage it as a thoughtful, interactive effort well informed by exhaustive research, sustainable practices and direct community involvement.

Sara Allen Harper, Principle Investigator of Initiative reCOVER Transitional Disaster Relief Shelter v2.0, University of Virginia School of Architecture

28. Assessing (Inter) Personal Communication as a Goal of Service-Learning

Data and anecdotal evidence from a semester-long project will be used to illuminate the ways in which effective project management can facilitate the birth and growth of a true service-learning project for students. It is hoped that this poster will contribute to research on the importance of service-learning and communication as complementary components of moving student learning from theory to practice.

Tina M. Harris, Professor, Speech Communication, University of Georgia

29. The Necessity of Reciprocal Partnerships on a Service Learning Project in South Africa

In the summer of 2009, three University of Virginia students worked collaboratively with four University of Venda students from South Africa on a community engagement and water filtration project. This poster will reflect on the institutional, personal and community partnerships that were necessary in the execution of this service learning project. Student reflections on their original expectations of their community partnerships and how those expectations changed over the course of the project will be included.

Ethan Heil, Civil and Environmental Engineering Student, University of Virginia; **Veronica Gutierrez**, Media Studies/Environmental Thought and Practice Student, University of Virginia; and **Rachel Brown-Glazner**, Mechanical Engineering Student, University of Virginia

30. The Impact of Instructor Leader Behavior and Student Personality on Performance in Service-Learning Participation

This poster entails presentation of research using 248 college students in 12 courses where service-learning

was incorporated. The research model explored the impact of student personality and the weighting of the grade in the service-learning component of the course on perceptions of instructor leader behavior and outcomes of leader behavior including student performance. All hypothesized relationships were supported.

Paul H. Jacques, Associate Professor of Management & Leadership, Western Carolina University; and **John Garger**, Consultant, Metronome Computer Services

31. Foundations for the Development of a University Interdisciplinary Disaster Resiliency Curriculum

This poster will describe the process for development and implementation of the University of New Orleans' (UNO) Disaster Resiliency Curriculum. Using a systems approach that links social, technical and political subsystems to create disaster resilient communities, UNO researchers identified a broad range of coursework that would be carefully integrated using an interdisciplinary foundation. The end result was two graduate specialization programs, two graduate certificate programs, and an undergraduate minor in disaster resiliency studies.

John J. Kiefer, Professor, University of New Orleans; and **Kristina Peterson**, Research Associate, University of New Orleans

32. The $100 Solution and Service-Learning: Turning $100 into a World of Change

There is a misconception it takes thousands of dollars to make significant change happen. The $100 Solution dispels that myth and poses a simple question: "What can you do to enhance the quality of life in a community?" In this project, founded by the Rotary Club of Prospect/Goshen in Kentucky and facilitated by the Club and Western Kentucky University, students initiate and carry out service-learning projects through assistance and gifts of $100 to agencies and communities.

Cheryl Kirby-Stokes, Service-Learning Coordinator, WKU ALIVE Center for Community Partnerships, Bowling Green, KY

33. College, Community, and Engagement: A Case Study in Designing an Undergraduate Program Grounded in Service-Learning and Public Health Advocacy

This poster presents how one college is designing an undergraduate program completely grounded in service-learning, civic engagement, and community involvement that will prepare students for a future in allied health fields, including pre-med. It will show how faculty and community partners are identifying specific needs, and designing all the major courses to incorporate service-learning to address those needs. Guidelines will show how to design undergraduate programs on campuses to address unmet community needs.

Ned Scott Laff, Director for General Education, Columbia College; and **Molly Preston**, Coordinator for Service-Learning/AmeriCorps Vista, South Carolina Campus Compact, Columbia College

34. Volunteer-Child Interaction Training: Exploring the Effects of a Modified Child-Directed Interaction with Volunteers

No study, as of yet, has incorporated play therapy-based training into an existing community service organization's orientation program. This preliminary research study investigates the effectiveness of a modified child-directed interaction program with an undergraduate volunteer sample and represents a unique collaboration between a university-based clinical research team and volunteers at a local horse farm serving high-risk children. Findings indicate good evidence of volunteer learning and retention of knowledge related to play therapy skills following the orientation program.

Meenakshi Lambha, Graduate Student, Department of Psychology; **Shalonda Brooks**, Graduate Student, Auburn University; **Timothy Thornberry**, Graduate Student, Auburn University; and **Elizabeth Brestan Knight**, Associate Professor, Auburn University

35. Service-Learning in Cambodia: Focusing on Solutions

This poster provides insights on a service-learning program involving US and Cambodian faculty members and a US doctoral student in the creation of a therapy program using solution-focused and narrative therapies to meet the needs of HIV/AIDS orphaned Cambodian children who are being raised by elderly family members.

Denise C. Lewis, Assistant Professor, University of Georgia; **Hema Nhong,** Department Head, Royal University of Phnom Penh; and **Desiree M. Seponski,** Research Assistant, University of Georgia

36. Service-Learning as an Asset-Based Community Development Strategy

Service-learning has the capacity to help community and institutional partners shape a community's future by utilizing a community's strengths to foster growth and promote social justice. Service-learning can be a means of growing and strengthening a community by drawing on its own assets. Objectives include: 1) presenting a case history; 2) discussing its previous attempts at community building; 3) identifying areas for growth; and 4) describing service-learning ABCD outcomes.

Elaine M. Maccio, Assistant Professor, Louisiana State University School of Social Work

37. Green/Sustainable Building Practices – An Engineering Service Learning Course

In the Fall of 2009, Mercer University's School of Engineering offered its first service-learning focused course (EGR 291, Green/Sustainable Building Practices). The course content focused on water and energy conservation, and included field trips, movies, and reading assignments. The service activities included water con-

servation projects at Macon Area Habitat for Humanity homes and energy audits of existing community buildings and consisted of approximately forty hours of activities over the course of the semester.

Philip T. McCreanor, Associate Professor, School of Engineering, Mercer University

38. Reflecting on Future Careers in Upper-Level or Capstone Courses

This poster will explore strategies for encouraging student reflection on their future careers, including decisions between and within their careers, different dimensions of their careers, and possible turning points in their careers. Subjects addressed will include how to encourage and develop reflection in designing community partnerships, designing classroom activities, and designing reading and research assignments.

Rick Moreland, Professor of English, Louisiana State University; **Marsha Cuddeback,** Professor of Architecture, Louisiana State University; and **Carl Motsenbocker**, Professor of Horticulture, Louisiana State University

39. People, Places, and Partnerships: Key Elements for the Development of Professional Core Values Through Service-Learning and Community Involvement

The Physical Therapy Program at Bellarmine University promotes and develops professional core values (e.g., accountability, altruism, compassion, excellence, integrity, professional duty, and social responsibility) through a faculty-supervised, student-run clinic, and collaborative student-faculty outreach teams to address movement related health needs in the community. Recent endeavors have included exploration of services beyond the boundaries of the campus bricks and mortar into regional underserved areas including falls prevention in older adults and outreach to under and uninsured.

Dave Pariser, Assistant Professor, Physical Therapy, Bellarmine University Doctor of Physical Therapy Program; **Mark R. Wiegand**, Professor, Physical Therapy, Bellarmine University; and **Joseph A. Brosky, Jr.,** Associate Professor, Bellarmine University

40. Incentives or Compensation: Relationship to Male College Students' Perceptions of Service Activity Value

Male college students completed surveys to rate the value of seven potential service activities if compensated or not. Preliminary descriptive analyses suggested that uncompensated service was considered by more students to meet community needs and to be 'self-less service.' Being compensated was un-related to activities' potential to enrich academic experience, develop leadership skills, or provide exposure to diversity. Student desire to participate was related to compensation for some activities but not for others.

Kimberly N. Parkhill, AmeriCorps VISTA- SCCC, The

Citadel; and **Conway F. Saylor**, Professor of Psychology/ AmeriCorps-SCCC Supervisor, The Citadel

41. Learning by Doing: Bringing Service-Learning into Public Relations Campaigns Classes

Public Relations Campaigns classes are ideally suited for service-learning applications. Students are divided into teams of four-to-five members and assigned to a real-world client organization. Students plan and implement a public relations campaign for the organization, gaining practical experience in all the elements of a public relations campaign (research, action planning, communication/implementation, evaluation), and benefitting the organization at the same time. It's a win-win arrangement, with positive feedback from students and community partners alike.

Bonnie P. Riechert, Assistant Professor and Director, Public Relations Program, Belmont University

42. Public Pest Perceptions: Entomology in High School Student's Lives

High school student perceptions of insect and arthropod pests were examined. 125 students from Athens/Clarke County were given a 13-question open and closed ended survey to determine their entomological knowledge level, medical reactions, and fears. It was determined that high school students were not very knowledgeable about insects and arthropods. In addition it was determined that most students do not have severe medical reactions to insects and arthropods. Lastly, many high school students fear insects.

Marianne S. Robinette, Program Coordinator, Department of Entomology, University of Georgia; **Chastity Y. Lester**, Senior, Cedar Shoals High School, Athens, Georgia; and **Agnieszka W. Gaertig**, Senior, Cedar Shoals High School, Athens, Georgia

43. Innovative Student Engagement with Older Adults: Exploring Connections in Service-Learning and Research

The demand for competent social workers in the field of aging is predicted to significantly increase in the coming decade. Qualitative evaluation of social work students involved in multiple innovative practice experiences will be presented. Methods of engagement in a specialized gerontological educational program are provided.

Noell L. Rowan, Director, Bachelor of Social Work Program and Assistant Professor, University of Louisville, Kent School of Social Work

44. Service-Learning in a Psychology of Aging Course

The rationale for this study was to assess both the cognitive and social benefits of engaging in service learning. A service-learning group was found to have significantly higher end-of semester course grades, as well as higher levels of social responsibility, empathy, and personal in-

volvement, compared to an article summary group.
Rebecca Ryan, Assistant Professor,
Georgia Southern University

45. Workforce Preparedness for the Global Economy - The Work Value Project

This poster presents an interactive and sustainable project that engages the future/entry-level workforce with the exiting/experienced workforce in dialogue on the value, benefit, economic impact and influence of work to self, family, community and society. The underlying focus is to address entry-level workers unpreparedness in basic, applied and social skills to meet employers' expectations in retention, production, efficiency, and cost competitiveness, based on business/industry/government research and reports.

Barbara Seales, Educator, Career-Workforce Preparedness, University of Illinois Extension

46. Growing Partnerships: UofL's Alternative Spring Break Program with Black Mountain, NC Community Gardens

Alternative break programs are great for building local, regional, and national partnerships. For three years, UofL has participated in a spring break service-learning trip in Black Mountain, NC, volunteering with their community garden, local non-profits and elementary school. We want to share with you how our growing partnerships in Black Mountain has allowed us to expand and develop our relationship and projects with the Black Mt. community and inspire students to work with food literacy and community gardening at home in Louisville.

Emily Peeler, Senior Undergraduate Social Work major and ASB participant; and **Kim Shaver,** Service Learning Coordinator, University of Louisville

47. Lending a Hand: Using Research to Develop Community Programming

How does research drive relevant, community programming? *Lending a Hand* will examine ways to use research findings to form critical partnerships to develop action plans for your community. The poster will also offer LSU's WE>START (Women Experiencing Success Through Academics, Resources and Training), a programmatic outgrowth of a graduate student's research on single mothers, as an example of research informing community programming.

Brandon Smith, Community Affairs Liaison, Community University Partnership, Louisiana State University; and **Christopher Lavan,** Director, Service-Learning, Centenary College

48. Teachers in Action: Engaging Pre-service Teachers in Service-Learning Activities Involving Persons with Disabilities

"Teachers in Action with Persons with Disabilities through High-Tech High-Touch Service-Learning" is a Learn & Serve grant-funded program for Florida's colleges of teacher education to engage pre-service educators in service-learning activities with and for persons with disabilities. This poster will include an overview of the Teachers in Action model.

Trae Stewart, Assistant Professor, University of Central Florida; **Rebecca A. Hines,** Associate Professor, University of Central Florida; **Marcey A. Kinney,** Co-Director, University of Central Florida; **Kelly Grillo,** Doctoral Student, University of Central Florida; and **Shawn Eigenbrode,** Co-Director, University of Central Florida

49. The Pitfalls, Pratfalls, and Promise of Service-Learning in Corrections

This poster is an examination of the challenges presented in service-learning courses when students are partnered with criminal justice agencies working with offenders. Special attention is paid to the interactive strategies offenders use to manipulate service-learning students into assisting them in circumventing agency policies and procedures. It will offer a view into the dynamics of students serving and learning in a corrections environment.

Mischelle Taylor Stone, Assistant Professor, Criminal Justice, Ferris State University

50. SAVANA: Implementation, Evolution, and Lasting Nature of International Research, Education and Outreach Engagement in Africa – A Case Study

This poster provides a case study of the lessons learned regarding the Southern African Virginia Networks and Associations (SAVANA) consortium. SAVANA was envisioned as a framework among partners in the U.S. and southern Africa to facilitate research, education and outreach activities related to the environment. SAVANA has developed a variety of activities based on the three major principles of the consortium: relationship, respect and reciprocity. Activities include intensive preparatory courses and collaborative community engagement projects.

Robert Swap, Research Associate Professor, University of Virginia; **Carol Anne Spreen**, Assistant Professor, University of Virginia; and **Loren Intolubbe-Chmil**, Doctoral Candidate, University of Virginia

51. Education Partnerships as a Pathway to a University-Community Connection

Learn how educational partnerships can provide benefits for students and create a unique campus-community connection! Get tips for sustaining mutually beneficial partnerships and learn how to accept the challenges and successes of programs. We will emphasize the specific benefits of partnerships to Oglethorpe, a small, private, liberal arts university, but also identify programs and practices that would benefit any higher education institution hoping to create or maintain meaningful education partnerships that enhance a community connection.

Kimber Tate, Civic Engagement Program Assistant, Oglethorpe University Center for Civic Engagement; **Heather Staniszewski**, Assistant Director, Oglethorpe University Center for Civic Engagement; **Calvin Ruffin**, Atlanta Public Schools Partnership Coordinator, Oglethorpe University Center for Civic Engagement

52. Rhetoric Rendevouz: Redefining the Role of Civic Engagement for HBCUs

Historically Black Colleges and Universities (HBCU's) must reposition themselves in the community by advancing changes in connecting community service with service-learning, integrating practical service-learning into the academic curriculum, while promoting a service-learning climate on campus by cultivating authentic partnerships within the business community.

Stacey L. Thomas, Assistant Professor, Southern University at New Orleans

53. The Community-Campus Knowledge Exchange: A Reciprocal Partnership Model

Community-based research in Madison, WI showed challenges as well as strengths of service-learning practice from nonprofit perspectives. Follow-up focus-group discussions led to a collaboration between community and academy partners to foster authentic, reciprocal partnerships and advocate for community standards to address the balance of power issues perceived by the community. This poster outlines the recommendations now being implemented in a group called the Community-Campus Knowledge Exchange to increase quality of service-learning in light of its increasing popularity.

Elizabeth Tryon, Community-Based Learning Coordinator, University of Wisconsin-Madison, Morgridge Center for Public Service

54. "Don't Dump, Donate": Wingate University's Community Wide Give-Away

This poster will offer conference participants a look at a unique program that benefits the community and the environment. The program began with an Environmental Ethics class concerned about the amount of items thrown away from the residential community at the end of the school year. Learn about the formation of the "Don't Dump, Donate" Program, how it has evolved, and ideas for growth!

Caroline Twiggs, Director of Service, Wingate University

55. Long-Term Commitment to Community Partnership: Examining Student and Community Attitudes, Perceptions, and Politics

This poster examines a community-university partnership that began with students assisting in designing and carrying out a needs assessment originally conceived as a participatory action research project aimed at building community capacity. The process and results of the needs assessment, the use of the needs assessment for securing grants, resulting programming, and on-going university involvement with the center will be discussed, along with political issues that developed as a result of the collaboration.

Bud Warner, Associate Professor, Elon University; **Beth Warner**, Associate Professor, Elon University; and **William Gaddis,** Director of North Park Community Center, Burlington Parks and Recreation

56. Building and Sustaining a Pipeline of Support: People, Places and Partners for One University's School and Community Tutoring Programs

School- and community-based programs exemplify "people, place, and partners" as key collaborators for university civic engagement. This case study highlights one university center's initiatives, outcomes, and lessons learned in conceptualizing, developing, implementing and sustaining a pipeline of university support for reducing the academic achievement gap via service-learning with immigrant and English-learning children.

Paul H. Matthews, Assistant Director & Outreach Coordinator, Center for Latino Achievement & Success in Education (CLASE)**,** University of Georgia (UGA); **Pedro R. Portes**, Executive Director and the Goizueta Foundation Distinguished Chair in Latino Teacher Education, CLASE, UGA; **Paula J. Mellom**, Research Scientist, CLASE, UGA; **Dalcy Moreno**, The Goizueta Foundation Graduate Scholar, CLASE, UGA; and **Karin Stubenbaum**, the Goizueta Foundation Graduate Scholar, CLASE, UGA

57. "Backward" Service-Learning Course Design: A Framework for Creating Significant Learning Experiences

Fink's (2003) model of course design and development, intended to create "significant learning experiences" for students, holds substantial potential for use in academic service-learning coursework. With its focus on the relationships between learning outcomes, assessment and learning activities, Fink's conceptual model rests on a taxonomy of significant learning including foundational knowledge, application, integration, human dimension, caring, and learning how to learn. This poster demonstrates how the model fits with service-learning course design and implementation in year-long faculty development program.

Shannon O. Wilder, Director, Office of Service-Learning, University of Georgia; **Paul H. Matthews**, Office of Service-Learning Senior Scholar for Faculty Development, University of Georgia; and **Denise Domizi**, Coordinator of Faculty & TA Development, University of Georgia

ACKNOWLEDGEMENTS

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

THURSDAY – MARCH 4, 2010

7:00-8:45 AM
Breakfast and Plenary
Magnolia Ballroom

Announcements
Shannon O. Wilder, Director, Office of
Service-Learning, University of Georgia

Welcome
Laura Jolly, Dean, College of
Family and Consumer Sciences
and Interim Vice President for
Instruction, University of Georgia

Introduction
Michele James-Deramo, Director,
Service-Learning Center, Virginia Tech

Plenary Address:
**Creating a Culture of Engagement that
Transforms Colleges and Communities**
Barbara Jacoby, *Senior Scholar for the
Adele H. Stamp Student Union Center,
University of Maryland, College Park*

Even as colleges and universities are faced with serious
economic challenges, both higher education's champi-
ons and critics are calling upon us to address the most
pressing problems in our local communities and around
the globe. We also know that we must educate our stu-
dents to be active, engaged citizens in our democracy.

At the same time, difficult questions are arising that get
at the very essence and purpose of service-learning and
civic engagement. These include: Does service-learning
perpetuate the status quo? Should civic engagement be
globalized? The opening plenary speaker will address
these complex questions and offer a vision for the fu-
ture of service-learning and civic engagement that has
the potential to transform colleges and communities—
people, place, and partnerships—for the better.

*Barbara Jacoby is Senior Scholar for the Adele H. Stamp
Student Union – Center for Campus Life at the University
of Maryland, College Park. In this role, she facilitates
initiatives involving academic partnerships, assessment, civic
engagement, scholarship, and learning. Dr. Jacoby is also
Chair of the University's Coalition for Civic Engagement and
Leadership. She is a Center for Teaching Excellence – Lilly
Fellow Alumna and a Fellow of the University's Academy for
Excellence in Teaching and Learning. She served as Director of
the Office of Community Service-Learning from 2003 to 2005,
Director of Commuter Affairs and Community Service from
1992 to 2003, and Director of the Office of Commuter Affairs
from 1983 to 2003, all at the University of Maryland.*

*Dr. Jacoby has served as Campus Compact's Engaged
Scholar for Professional Development. In addition, she is
Senior Scholar for the National Clearinghouse for Commuter
Programs. She was Director of the National Clearinghouse
for Commuter Programs from 1983 to 2003. Dr. Jacoby
received her Ph.D. from the University of Maryland in
French Language and Literature in 1978. She is Affiliate
Associate Professor of College Student Personnel in the
Department of Counseling and Personnel Services. Dr.
Jacoby's publications include five books: The Student as
Commuter: Developing a Comprehensive Institutional
Response (ASHE-ERIC Higher Education Reports, 1989),
Service-Learning in Higher Education: Concepts and Practices
(Jossey-Bass, 1996), Involving Commuter Students in Learning
(Jossey-Bass New Directions for Higher Education, 2000),
Building Partnerships for Service-Learning (Jossey-Bass,
2003), and Essential Information and Tools of the Trade
for Community Service and Service-Learning Professionals
(with Pamela Mutascio, Campus Compact, in press). Dr.
Jacoby's latest book project is Civic Engagement in Higher
Education: Concepts and Practices with Jossey-Bass (2008).*

Concurrent Session Formats:

Individual Presentations
Presentations are grouped according to topic
in 75-minute sessions with 3 presentations of
20 minutes each, leaving time for questions.

Panel Discussion
75-minute panel discussions will consist of co-
panelists assembled by a primary presenter
that provide participants the opportunity to
discuss topics and ask questions of panelists.

Interactive Workshop
75-minute workshops will be facilitated by one
or more co-presenters and are designed to be
dynamic and interactive sessions that provide
participants the opportunity to interact together.

9:00-10:15 AM
Concurrent Session 1, *Second Floor*

L

Room L - Session 1A - Interactive Workshop
Energy and Empowerment: A Community-Campus Collaboration in Madison County, Kentucky

Berea College's Energy and Empowerment (E&E) project is funded by a Learn and Serve America Community-Based Research (CBR) Innovation Grant. The project brings together community organizations, faculty and students—each with their specific expertise—in order to research the energy needs and develop the energy assets of our community. As the three-year E&E project comes to a conclusion, this interactive workshop will share transferable lessons learned and help participants identify potential campus/community partnerships in their own areas.

Meta Mendel-Reyes, Director/Professor, Center for Excellence in Learning through Service, Berea College; **Ashley Cochrane**, Associate Director, Center for Excellence in Learning through Service, Berea College; **Elizabeth Crowe**, Executive Director, Kentucky Environmental Foundation; and **Joao Ferreira Filho**, Team Member, Student Service-Learning Team, Berea College

V W

Room V/W - Session 1B - Panel Discussion
Archway Partnership: Building and Sustaining Local Community Connections

The Archway Partnership is a community-driven, University System of Georgia outreach platform to facilitate communities' access to higher education resources. We will discuss efforts and challenges in engaging and sustaining local community involvement while ensuring that community members retain leadership roles. Panelists will also share insights about the role of communication and working with media partners in keeping the community informed and up-to-date on efforts and projects within the community.

Ilka McConnell, Hart County Archway Professional, University of Georgia; **Laura Bland,** Washington Public Health Professional, University of Georgia; **Emily Watson**, Colquitt County Archway Professional, University of Georgia; and **Mary Beth Bass** (Panel moderator), Pulaski County Archway Professional, University of Georgia

F G

Room F/G - Session 1C – "Tracking and Assessing Service-Learning" Individual Presentations
1C.1 Tracking University Student Progress in Meeting a Public Service Graduation Requirement

F G

A survey of students entering the university in 2006, 2007, and 2008 was done to learn about students' reactions to a new public service graduation requirement. The 2006 group was surveyed a second time after two years of study (during which they completed at least one service-learning course). Students' views of the public service requirement and plans for meeting it remained positive and they showed growth on measures of community engagement and self-assessed knowledge of current events.

Barbara Moely, Research Affiliate, Tulane University Center for Public Service; **Vincent Ilustre**, Executive Director, Tulane University Center for Public Service

1C.2 Using the Indicators of Engagement to Assess Civic Engagement Models

Based on the findings of a multi-year research project conducted by Campus Compact and funded by a Carnegie grant, this presentation will focus on the thirteen "Indicators of Engagement" designed to give both two and four year institutions guidance on developing and assessing an "Engaged Campus." The indicators are designed to help campuses both assess their current level of engagement and create strategies to deepen their work. Taken together, these indicators compose the building blocks of an engaged institution. The value of these indicators has been confirmed in assessing the depth, impact, and sustainability of campus-based engagement efforts.

Rosalyn Jacobs, Assistant Professor, Georgia Perimeter College

1C.3 Assessing the Effectiveness of Service-Learning: Four Areas of Measurement

This workshop explores the importance of measuring and assessing the effectiveness of service-learning. It examines the four basic areas of measurement and assessment for service-learning programs, applicable methods of data collection, when to use quantitative and qualitative tools, and how to look for opportunities in learning. This session will also provide a grading rubric tool.

Terry L. Hockenbrough, Director of the Center for Scholarly and Civic Engagement, Collin College

K

Room K - Session 1D - Interactive Workshop
Bridging the Gap: Building Sustainable University & Community Service-Learning Partnerships

During this interactive workshop, participants will learn about the creation of a sustainable service learning partnership between academic instructors, Baylor University, and the Waco School District.

9:00-10:15 AM
Concurrent Session 1, *Second Floor*

K Presenters will share resources and strategies for building partnerships that last. This presentation is for educators interested in building and sustaining service learning partnerships that bridge the gap between universities and local communities.
Shannon Dean, Senior Residence Director, Leadership Living-Learning Center, Baylor University; and **Joel Scott**, Associate Director, Academy for Leader Development and Civic Engagement, Baylor University

Q *Room Q - Session 1E –*
Interactive Workshop
Demystifying the Carnegie Community Engagement Classification
The Carnegie Community Engagement Elective Classification encourages institutions to reflect and assess their levels of commitment to community and university partnerships. Some colleges and universities use the process to develop a strategic plan, to gain national recognition for community engagement, and others to affirm institutionalization of engagement. Using IPEDS data to look at institutional characteristics shared by classified institutions, we provide suggestions for colleges and universities planning to apply for the next application.
Sarah Brackmann, Graduate Assistant, University of Georgia; and **Lauren Collier**, Graduate Research Assistant, University of Georgia

T **U** *Room T/U - Session 1F – Panel Discussion*
Fostering Civic Engagement: Clemson University's Civics and Service House and Community Scholars Programs
This panel presentation focuses on a unique curricular and co-curricular approach to civic engagement. The Clemson University Civics and Service House (CASH) is a living/learning community and a student organization. Community Scholars is a public service scholarship and leadership program that is embedded within the CASH community. Learn about the unique program features, with an emphasis on lessons learned and practical suggestions for creating curricular and co-curricular programs.
Susan P. Limber, Professor, Clemson University; **Leigh Manuel**, Student, Clemson University; **Catherine Mobley**, Associate Professor, Clemson University; **Jennifer Shurley**, Associate Director of Civic Engagement, Clemson University; **Kathy Woodard**, Administrative Director, Clemson University; **Sarah Meadows**, Community Scholar, Clemson University; and **Tiffany Wetzel**, Community Scholar, Clemson University

R *Room R - Session 1G –*
Interactive Workshop
Funding Your Service-Learning Program through Successful Partnership
This workshop is intended for service-learning programs that need outside funding to be fully successful. The presenter will talk about writing proposals to government agencies, corporations, and foundations, and will discuss diverse strategies for funding service-learning work within the context of community partnerships. Participants will learn the basics of proposal writing in a service-learning context and will actively work to begin to develop a funding plan for their service-learning project.
Marybeth Lima, Professor, Louisiana State University

Y **Z** *Room Y/Z - Session 1H – Panel Discussion*
The Quilt of Service Learning: An Interdisciplinary Approach to Preparing Future Health Care Professionals
The "Quilt of Service Learning" represents an interdisciplinary approach to preparing future health care professionals at Our Lady of the Lake College to serve the local community, especially those most in need. The panel will discuss strategies to integrate service learning pedagogy into the Physical Therapy Assistant Program, Nursing Program, Department of Health Sciences, Distributive Education and General Education/Service Learning Program. In addition, the assessment of student/faculty experiences and the learning outcomes and impact of service learning on the community will be discussed.
Rhoda Reddix, Associate Professor, Our Lady of the Lake College; **Leah Geheber**, Clinical Director, PTA Program, Our Lady of the Lake College; **Elizabeth Berzas**, Program Director, Chair, Department of Health Sciences, Our Lady of the Lake College; **Kasey Baldwin**, Instructor, School of Nursing, Our Lady of the Lake College; and **Eric Seneca**, Director, Distributive Education, Our Lady of the Lake College

10:15-10:30 AM
Refreshment Break – Networking in the Posters & Exhibits area
Hill Atrium

10:30-11:45 AM
Concurrent Session 2, *Second Floor*

K *Room K - Session 2A –*
Interactive Workshop
The Community Liaisons Program:
Developing Sustainable Partnerships
through Student Leadership Initiatives

One of the main obstacles to developing sustainable partnerships is the time and effort required to manage growing numbers of student volunteers and service-learners. The Community Liaisons program places student leaders at local agencies to assist community partners with these important tasks. During this session, various stakeholders will discuss the impact of this innovative program and encourage participants to consider ways that they can employ student leaders to help develop partnerships in their own communities.

Janna Pennington, Service-Learning Coordinator, Georgia Southern University; **Jenna Lawson**, Executive Director, Keep Bulloch Beautiful; and **Jessica Spaleta**, Student, Georgia Southern University

V **W** *Room V/W - Session 2B – Panel Discussion*
Extending the Reach of "People, Place
and Partners" for Academic Service-
Learning through a Senior Scholars
Faculty Leadership Program

Higher education institutions face the challenge of building and sustaining engagement initiatives with limited resources. One successful model implemented at the University of Georgia entails building faculty leadership through a Senior Scholars program coordinated by the Office of Service-Learning. Members of this innovative faculty leadership program present on the model, its outcomes and focal initiatives related to Research, Faculty Development, Community Engagement, and Curricular Initiatives, and lessons learned for replication at other institutions.

Paul Matthews, Senior Scholar for Faculty Development, Office of Service-Learning (OSL), University of Georgia (UGA); **Kathy Thompson**, Senior Scholar for Community Engagement, OSL, UGA; **Leigh Askew Elkins**, Senior Scholar for Community Engagement, OSL, UGA; **Kris Irwin**, Senior Scholar for Faculty Development, OSL, UGA; and **Hilda Kurtz**, Senior Scholar for Curricular Issues, OSL, UGA

F **G** *Room F/G - Session 2C – "Researching*
Service-Learning" Individual Presentations
2C.1 Graduate Students as
Program Evaluation Consultants:
Making and Measuring Impact
on Programs across Georgia

Twenty-four Master's level graduate students participating in a distance-delivered program evaluation course assisted educational programs across Georgia (e.g., Master Equine, Master Gardener, Master Naturalist, Georgia Sea Turtle Center) to evaluate and document the impact of their educational efforts. Students provided clients/stakeholders with self-developed evaluation handouts and helped collect and analyze data. Participants will acquire recommendations for involving students as consultants and ensuring a win-win situation for all involved.

Nicholas Fuhrman, Assistant Professor, Agricultural Leadership, Education, and Communication, University of Georgia

2C.2 A Meta-Analysis Examining
the Effects of Service Learning on
Critical Thinking and Social Justice

This study is a meta-analysis on extant research to examine the predictive validity of critical thinking and social justice as outcomes of service-learning. Using the Hedges & Olkin paradigm of meta-analysis procedure, mean effect sizes, significance of mean effect sizes, and consistency of effect sizes are calculated for the two major constructs under study. Results are interpreted and discussed in relation to service-learning and future research.

Paul H. Jacques, Associate Professor of Management & Leadership, Western Carolina University; **John Garger**, Consultant, Metronome Computer Services; and **Glenn Bowen**, Director, Center for Service Learning, Western Carolina University

2C.3 Place-Based Research:
Applications, Uses, and Examples

Place-based research (PBR) in service-learning can be used to demonstrate outcomes, advance social justice, and assess the effectiveness of policies. PBR potentially requires few to no additional resources beyond those possessed by community and institutional partners. The presentation goal is to promote PBR as a service-learning project. Objectives include: 1) identifying possible community and institutional partners and areas for study; 2) discussing the steps involved; 3) presenting case examples; and 4) engaging audience members.

Elaine M. Maccio, Assistant Professor, Louisiana State University School of Social Work

10:30-11:45 AM
Concurrent Session 2, *Second Floor*

L

Room L - Session 2D –
Interactive Workshop
University Community Collaborations Involving Relatively Large Numbers of Service-learning Students

Learn how community agencies have developed effective procedures for working with relatively large numbers of service-learning students (10 or more at a time) in partnership with Tulane University's Center for Public Service. Hear summaries of focus group discussions including how public service activities are developed and maintained, how large groups learn about and contribute to agencies' missions, as well as some of the problems and benefits seen in large-scale collaboration.

Amanda Buberger, Assistant Director Campus-Community Partnerships, Tulane University Center for Public Service; and **Barbara Moely**, Research Consultant, Tulane University Center for Public Service

T
U

Room T/U - Session 2E – Panel Discussion
No Need to Reinvent the Wheel: How Interdisciplinary Faculty Dialogue Can Improve Service-Learning

An interdisciplinary group of LSU service-learning grant recipients will reflect on how and what they learned from each other in a 10-week service-learning scholar seminar. The program coordinator of the LSU service-learning office will facilitate a discussion of the innovative seminar model and its focus on interdisciplinary faculty development and lessons learned during and after the seminar. Panelists will discuss how the seminar incentivized them to integrate service-learning into their class more fully and how involvement in the seminar continues to impact their dedication to offering service-learning classes.

Christy Kayser Arrazattee, Program Coordinator, Center for Community Engagement, Learning, and Leadership (CCELL), Louisiana State University; **Robert Perlis**, Taylor Alumni Professor, Louisiana State University; **Meghan S. Sanders**, Assistant Professor, Mass Communication, Louisiana State University; and **Sukhamay Kundu**, Associate Professor, Computer Science, Louisiana State University

J

Room J - Session 2F – Panel Discussion
Bringing Sociology to Life: Loyola and the Freret Neighborhood Center

Panelists will describe a particular community-based learning project which was undertaken in an Introductory Sociology class at Loyola University New Orleans. Perspectives of faculty, students, agency staff, and a service learning administrator will be presented. Panelists will discuss the conception, execution and final results of the project. We will also examine the project's central theme (community), and discuss the challenges and rewards of collaborating across generational, racial, and socioeconomic lines.

Kelly Brotzman, Director of Service-Learning, Loyola University New Orleans; **Sue Mennino**, Professor and Interim Chair, Sociology Department, Loyola University New Orleans; and **Kylie Faure**, Loyola University Class of 2013

R

Room R - Session 2G –
Interactive Workshop
Creating and Managing Civic Engagement Learning Networks of University and Community Stakeholders

This interactive workshop focuses on essential dimensions, perspectives, and skills to manage constituent networks of university and community partners. The workshop draws upon best practices developed by Elon University and utilizes a framework for creating transactional and transformational civic engagement learning networks, ranging from direct and indirect service to advocacy. Participants will learn how to provide leadership in the creation and management of intentionally-designed, collaborative and reciprocal partnerships characterized by generative learning and consensus building.

Susan Manring, Associate Professor of Management, Elon University; and **Mary Morrison**, Director, Kernodle Center for Service Learning, Elon University

Y
Z

Room Y/Z - Session 2H – Panel Discussion
Water, Health, and Sanitation in La Gracia, Belize: Addressing Sustainability in Rural Communities

This discussion will introduce the experiences and challenges of a student-led water and community health project in a rural village in western Belize. Participants will be asked to assess the responsibility and sustainability of this project as an example of a student-led international project. The discussion will focus on the ability to successfully hand-off and transfer ownership of the project to the community and younger students to ensure a continuing and successful relationship.

10:30-11:45 AM
Concurrent Session 2, *Second Floor*

Y
Z

Brian T. Hickey, Health Promoter, University of Virginia; **Kate Villars**, Civil Engineer, University of Virginia; and **Cara Magoon**, Civil Engineer, University of Virginia

Q

Room Q - Session 2I – "Academic Service-Learning" Individual Presentations

2I.4 Placement of Service-Learning in the Curriculum: Where do Faculty Say It Should Go?

This presentation will discuss the findings from a survey that examined faculty perceptions of curricular placement as a consideration in the use of service-learning. The survey asked service-learning faculty from around the country about the extent to which they, and their departments, discussed the strategic placement of service-learning in departmental curricula and what types of student developmental outcomes they sought to promote through the design and placement of curricular service-learning.

Amy Phillips, Assistant Professor, University of North Dakota

2I.5 Service Learning Collaborative Partnerships: Impact on Faculty Development

This study investigates the impact of service-leaning collaboration among university, county college, and high school faculty. Initial efforts focused on institutional goals of service to the community, faculty development and implementation of service learning, and development of clearer pathways to improve student retention. Professional development efforts focused on creating a culture of faculty and student participatory citizenship and academic rigor. Student surveys, seminar self-efficacy evaluations, and faculty reflections demonstrated positive teacher change and increased efficacy.

Shirley Theriot, Director, Center for Community Service Learning, University of Texas at Arlington

2I.6 Connecting the Dots: Using Service-Learning to Achieve Accreditation Standards

Colleges and universities recognize the benefits of service-learning, yet lack methods for defining SL and describing courses for accreditation. Efforts at the University of Georgia to track service-learning courses from initial approval to student evaluation are outlined. Campus-wide student survey results provide a link between the pedagogy of service-learning and educational goals of the university.

David Berle, Associate Professor, University of Georgia

Exhibitors
Stop by the Hill Atrium throughout the conference and view exhibitor tables to see how these institutions and organizations are supporting service-learning and civic engagement.

- **Auburn University**
- **Clemson University**
- **Georgia Southern University**
- *Journal of Higher Education, Outreach, & Engagement*, University of Georgia
- **LSU Center for Community Engagement, Learning, and Leadership**
- **Mercer University**
- **Office of Service-Learning, University of Georgia**
- **SweatMonkey**
- **Center for Public Service, Tulane University**
- **Virginia Tech**

Photo credit: Barrie Collins

The Arch
Meet at The Arch on Broad Street for transportation back to the Georgia Center after Thursday night's local reception.

THURSDAY – MARCH 4, 2010

12:00-2:00 PM
Lunch and Plenary
Magnolia Ballroom

Announcements
Leigh Askew Elkins and Danny Bivins,
Fanning Institute, University of Georgia

Welcome
Daniel J. Nadenicek, Dean,
College of Environment and
Design, University of Georgia

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

Plenary Address:
A New Generation of Service
Michelle Nunn, *CEO, Points of Light*
Institute Co-Founder, Hands On Network

Why is the impact of service-learning and service during a student's college years crucial to the larger national service movement? This session provides a unique opportunity to engage in a Q&A session with Michelle Nunn, CEO of the Points of Light Institute, on ways this next generation can become the self-organizing leaders that we need to scale real community change.

Michelle Nunn is the CEO of Points of Light Institute and Co-Founder of HandsOn Network. Michelle began her career as the founding director of Hands On Atlanta, a non-profit organization that helps individuals, families and corporate and community groups find flexible volunteer opportunities at over 400 service organizations and schools. She was the organization's first staff person, and under her leadership, Hands On Atlanta grew from a grassroots startup organization in 1989 to one of the nation's largest community-based volunteer organizations engaging close to 100,000 volunteers each year. Michelle helped found HandsOn Network, which saw the spread of organizations like Hands On Atlanta across the country. She eventually became the president and CEO of HandsOn Network. On August 1, 2007, Points of Light Foundation and Hands On Network merged into a single organization, creating the world's largest global volunteer network. The new organization is now called Points of Light Institute and encompasses nearly 300 affiliates in all 50 states and 12 international communities in nine countries.

Michelle graduated Phi Beta Kappa from the University of Virginia in 1989 with a major in history and a minor in religion. She has studied at Oxford University and in India. She was a Kellogg National Fellow and has a master's degree in Public Administration from the Kennedy School of Government at Harvard University. She has also received an Honorary Doctor of Humane Letters from Oglethorpe University. Nunn currently serves on the President's Council on Service and Civic Participation. She has received a variety of awards and was recently named by Georgia Trend magazine as one of the "100 Most Influential Georgians." For the second consecutive year, The Non-Profit Times has named Michelle to its annual "Power and Influence Top 50" list of change agents from the non-profit sector.

2:00-3:15 PM
Concurrent Session 3, *Second Floor*

K

Room K - Session 3A –
Interactive Workshop
Bringing History to Life through Service Learning: The Baton Rouge Bus Boycott of 1953 Panel Discussion
Everyone knows Rosa Parks, but who knows Martha White? Sociology classmates decide to develop a project to bring awareness to the community. It is important that students choose and take charge of their own service learning projects. The instructor's role is to be one of facilitator and guide, challenging students to organize and develop the project and its outcome. This session will allow participants to develop an empowering attitude to support student efforts.
Melanie Deffendall, Sociology Instructor;
Director, Irma Thomas Center for W.I.S.E. Women;
Coordinator, College & Career Success Skills,
Delgado Community College

2:00-3:15 PM
Concurrent Session 3, *Second Floor*

V W

Room V/W - Session 3B – Panel Discussion
Making the Road by Walking: Emergent and Responsive Service-Learning

For two years, we have been co-teaching a Service-Learning course for Honors College freshmen that focuses on human response to disease and disaster. We focused on Katrina and Gustav in the first year and H1N1 in the second year. In our presentation, we will discuss how our individual and distinct disciplines have enriched the learning objectives of this course, and how the multidisciplinary approach helps us develop a service-learning course that is responsive to highly relevant, ever-changing societal circumstances.

Lawrence Rouse, Associate Professor, Louisiana State University; **Theresa Buchanan**, Associate Professor, Louisiana State University; **C. Barrett Kennedy**, Professor, Louisiana State University; and **Carol Plummer**, Assistant Professor, Louisiana State University

F G

Room F/G - Session 3C –"Course Based Service-Learning" Individual Presentations
3C.1 Service in a Time of Financial Crisis: Teaching Students to Teach Financial Literacy

This presentation will illustrate the "UAB Model" of service learning as carried out in the School of Business. It outlines the development of a specific service-learning course offered to incoming freshmen. Participants will receive copies of syllabi, the service learning participant packet, the community partner handbook and excerpts from student journals and final essays. In a slide show, we will also give a multimedia presentation chronicling our history.

Stephanie Rauterkus, Assistant Professor of Finance, University of Alabama at Birmingham; and **Norma-May Isakow**, Director of Office for Service Learning, University of Alabama at Birmingham

3C.2 Designing Your Life: A Graphic Design-Oriented Service Learning Project

Designing Your Life, a First Year Seminar in Loyola's Department of Visual Arts, focuses on helping students to consider the indelible impact of design in our daily lives. In order to open students' eyes to the power of design in changing the life of a community, the class participated in a service learning project in a disenfranchised quarter of New Orleans, redesigning a community center and seeking to renew the vitality of the neighborhood.

Adam Robinson, Program Coordinator, Loyola University New Orleans

F G

3C.3 Pantry partners: Using media studies students to program and promote community events

In the Winter 2010, Media Studies students from Young Harris College were charged with implementing and promoting a media campaign in support of the local Towns County (Ga.) Food Pantry. This partnership was designed to provide students with 'real-world' mass communication experience in service of a local organization. Our presentation will offer an overview of the 'Pantry Partners' program, focusing on the implementation and evaluation of the program by both YHC and the community partner.

Nicholas David Bowman, Assistant Professor, Communication Studies, Young Harris College; **Tim Bryant**, Academic and Research Grants Coordinator, Young Harris College; **Rob Campbell**, Experiential Learning Coordinator, Young Harris College; and **Laranda Mauldin**, Director, Towns County Food Pantry

L

Room L - Session 3D – Interactive Workshop
Let Our Voices Be Heard: Using First Amendment Rights to Engage Students as Citizen Activists

This presentation will describe courses at Wright State University that used service-learning to examine First Amendment rights. The classes focused on inequality in public education. WSU students worked with middle-school students to identify concerns at their school and to use First Amendment rights to become change agents. Workshop participants will learn about components of the class and the grant that funds the project, in addition to participating in First Amendment activities designed by the students.

Sarah Twill, Assistant Professor of Social Work, Faculty Consultant to the Office of Service Learning, Wright State University; **Stephanie Dickey**, Senior Lecturer, Wright State University; and **Cathy Sayer**, Director, Office of Service-Learning, Wright State University

T U

Room T/U - Session 3E – Panel Discussion
What Students Tell Us: Learning about Service-Learning from Student Course Evaluations

This panel will present an overview of how the Service-Learning Program at Duke University is working with the Office of Assessment to study what

2:00-3:15 PM
Concurrent Session 3, *Second Floor*

TU
student end-of-course evaluations tell us about the impact of service-learning on students. Duke places knowledge in service to society at the heart of its strategic plan and the undergraduate education curriculum is guided by learning objectives that advance a set of intellectual skills and dispositions deemed necessary for 21st Century leadership.

Amy Anderson, Faculty Consultant, Service-Learning Program and Instructor, Duke University; **David Malone**, Associate Professor, Program in Education, Duke University; **Matt Serra**, Director of Assessment, Trinity College, Duke University; **Kathy Sikes**, Faculty Consultant, Service-Learning Program and Instructor, Program in Education, Duke University; and **Kristin Wright**, Program Coordinator, Service-Learning Program, Duke University

J
Room J - Session 3F – Panel Discussion
Integrating Service-Learning into a Four Year Honors Program Experience

Panelists will discuss the benefits and challenges of incorporating service-learning elements into the requirements for honors students at various stages of their collegiate careers. The panel includes faculty from diverse disciplinary perspectives and will facilitate wide ranging discussion over issues including: recruitment and motivation of students, maintaining relationships with community partners, benefits for student learning outcomes and challenges regarding support of these endeavors.

Steven Engel, Director, University Honors Program, Georgia Southern University; **Phyllis Dallas**, Associate Professor, Georgia Southern University; **Gustavo Maldonado,** Assistant Professor, Georgia Southern University; and **Jim Braselton,** Assistant Professor, Georgia Southern University

R
Room R - Session 3G –
Interactive Workshop
Service-Learning 101 - Nuts and Bolts

This informative and interactive workshop is focused on the nuts and bolts of service-learning to insure that programs and courses last the challenges of time and change. Learn the key elements and components of effective service-learning to suffuse service-learning throughout the institution. Examine an embarrassment of riches from Brevard Community College's model program. Learn some challenges and strategies for program and stakeholder development. Examine processes, forms, resources and publications. Contribute to workshop learning through discussion and group interaction. Great handouts, packets, DVD's and syllabi!

R
Philip Simpson, Associate Provost, Brevard Community College; **Marina Baratian**, Professor, Brevard Community College; **Karyn Ott,** Associate Professor, Brevard Community College; **JoLee Passerini,** Instructor, Brevard Community College; and **Lynn Spencer**, Assistant Professor, Brevard Community College

YZ
Room Y/Z - Session 3H – Panel Discussion
Forming, Maintaining and Sustaining Mutually Productive Partnerships: The Perspective of Faculty, Students & Their Community Partners

Panelists will share lessons learned on creating and maintaining relationships with community organizations and how to think creatively to develop service learning projects for any discipline (specific to Public Health and Math Sciences/Statistics). Students from two colleges at Clemson discovered overlapping social network webs for their projects. The Health & Heritage Walking Trails encourage Pride in Motion, which benefits patients of Clemson Free Clinic who are the poor and uninsured, most suffering from chronic diseases.

Laura Shick, Lecturer, Department of Math Sciences Clemson University; **Sarah Griffin,** Assistant Professor, Department of Public Health Sciences Clemson University; **Sandra Smith**, Executive Director, Clemson Free Clinic; **Powell Hickman**, Health & Wellness Chair, Pendleton Pride In Motion; **Alexa Taylor**, Student Recruitment Chair, Alternative Spring Break Program, Clemson University; and **Amber Kirchner**, Student, Clemson University

Q
Room Q - Session 3I – "International Service-Learning" Individual Presentations
3I.4 Sustaining Global Engagements through International Study Abroad Service-Learning in Ghana West Africa

This session will explore the global connections that have been established with the University of Georgia and communities in Ghana, West Africa through international service-learning. Dialogue will focus on the potential of service-learning opportunities and civic engagement in addressing local problems and how this experience engages students and community partners in civic and community renewal. Participants will gain insight into the challenges of sustaining an annual program in a Sub-Saharan African Country.

Cheryl Dozier, Associate Professor/ Associate Provost, University of Georgia (UGA); **Tony Lowe**, Assistant Professor, UGA; and **Diane Edison**, Professor, UGA

3:30-4:45 PM
Concurrent Session 4, *Second Floor*

Q

3I.5 Design, Development, and Implementation of a Service-Learning Protocol to Support International Service-Learning

The University of Georgia Costa Rica (UGA CR) program offers a unique study abroad opportunity for faculty and students who are interested in service-learning. Session participants will learn about the design, development, and implementation of a new service-learning protocol created to facilitate service-learning courses at the UGA CR campus. An open discussion forum will offer participants the opportunity to share their service-learning experiences, and provide formative data to improve the service-learning protocol document.

Kris Irwin, Public Service Professional, University of Georgia; and **Quint Newcomer**, UGA Costa Rica Director, University of Georgia

3I.6 Promoting Local and Global Collaboration for International Service Learning

Western Carolina University has organized international service-learning projects since 2005. The projects reflect exemplary collaboration designed to prepare students for roles as active, engaged 'citizens of the world.' This presentation focuses on the collaborative efforts involving the university, its surrounding community, and partners abroad, which have been essential to the success of the service-learning initiative. The presentation includes a summary of outcomes for students and communities, based on an analysis of data from three projects.

Glenn Bowen, Director, Center for Service Learning, Western Carolina University

> **3:15-3:30 PM**
> **Refreshment Break -** Networking in the Posters & Exhibits area
> *Hill Atrium*

3:30-4:45 PM
Concurrent Session 4, *Second Floor*

K

Room K - Session 4A –
Interactive Workshop
Learning to Teach Learning to Serve: 12 NC Universities Connecting to Place through Analyzing Audience, Purpose, and Context

This workshop will discuss how higher education institutions and K-12 schools are being challenged to rethink what constitutes "educational place" and how to evaluate learning in those newly defined spaces.

K

Participants will have the opportunity to assess processes and tools developed by SCALE; explore how they might be relevant to them; and, reflect on best practices of incorporating place into program evaluation design.

Megan McCurley, Executive Director, SCALE / University of North Carolina (UNC), Chapel Hill; and **Myra Moses**, Project Director Learning to Teach Learning to Serve, SCALE / UNC, Chapel Hill

V
W

Room V/W - Session 4B – Panel Discussion
Connections: Communities, Schools, and the People Who Made Them

Connections: Communities, Schools, and the People Who Made Them is the result of a community-based research project funded by the Kettering Foundation focused on memories of education in five Alabama towns. The project employed diverse strategies and formats to bring citizens together and encourage participation. Panelists will represent both the university and community partners. They will reflect on the success of various strategies, as well as lessons learned and outcomes.

Jay Lamar, Director of the Caroline Marshall Draughon Center for the Arts & Humanities, Auburn University; **Maiben Beard**, Outreach Associate CMD Center for the Arts & Humanities, Auburn University; and **Bonnie Seymour**, Director, Anniston-Calhoun Public Library

F
G

Room F/G - Session 4C – "K-12 Service-Learning Partnerships" Individual Presentations
4C.1 Service Learning in Mathematics: Homework Hotline Project

This presentation focuses on the design and implementation of a homework hotline project in a math methods course. Teacher candidates were exposed to real-world cases that required them to apply course content to help the student (grades 6-12) solve mathematics problems over the phone. Connections to learning, impact on teacher candidates, and the exchange of methods, successes, and difficulties will be discussed.

Janice Richardson, Associate Professor of Mathematics, Elon University

4C.2 Students, Standards, and Service-Learning: Connecting Middle Grades Curriculum to Community Issues

UGA Middle School Education faculty recognize the potential of service-learning to address community problems and are committed to engaging students in

3:30-4:45 PM
Concurrent Session 4, *Second Floor*

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civic renewal. One such community problem is poverty. Nearly 20% of America's youth live in poverty, but in many ways 100% of youth are impacted by issues related to poverty. Middle grades teachers will share how they integrate service-learning and poverty-related issues into curriculum in grades 4-8 as a result of their undergraduate experiences.
Kathy F. Thompson, Public Service Faculty, University of Georgia (UGA); **P. Gayle Andrews**, Associate Professor, UGA **Courtney S. Jackson**, Teacher, South Douglas Elementary School, Douglasville, GA; and **Mary E. Reagin**, Teacher, Holcomb Bridge Middle School, Alpharetta, GA

4C.3 From Theory to Practice: Developing the Pre-Service Teacher through Service Partnerships with NOLA Schools

Faculty and students from National-Louis University are engaged in partnerships with New Orleans (NOLA) schools in an attempt to enhance the recovery, stability and subsequent growth of its school system. Students enrolled in NLU's teacher education programs, as members of summer service trips, worked alongside NOLA administration and educational staff, as they "practiced" newly learned skills and concepts. This presentation will articulate the developmental outcomes of the pre-service and in-service teachers engaged in service-learning partnerships.
Karen Roth, Assistant Professor, Department of Early Childhood, National-Louis University; and **Todd Allen Price**, Associate Professor, National-Louis University

L

Room L - Session 4D –
Interactive Workshop
Community by Design: Intersecting People, Place and Partners

In this hands-on session, participants will learn how to develop community-based design projects with implications for research, teaching and service. Drawing on our experience we challenge those gathered to generate ideas around a case study as a learning process from which the tactics can be applied in their own communities and partnerships. We reveal a clear system to address diverse populations, the importance of context and the strength of bonds formed through quality civic engagement.
Suzanne Cabrera, Adjunct Lecturer, Department of Interior Architecture, University of North Carolina (UNC) at Greensboro; and **Patrick Lee Lucas**, Associate Professor, Department of Interior Architecture, UNC at Greensboro

T
U

Room T/U- Session 4E – Panel Discussion
Respecting Place through Asset-Based Community Development

Service-learning courses that engage in asset-based community development must recognize and respect sense of place. Whether it's Ft. Gaines, Georgia, Apalachicola, Florida, or San Luis, Costa Rica, remaining authentic to the place is important in gaining community support and creating successful outcomes. This presentation will highlight three service-learning projects that not only focused on place-sensitive design, but relied on the communities themselves to tell the story of their place.
Leigh Askew Elkins, Public Service Assistant, Fanning Institute, University of Georgia; **Danny Bivins**, Public Service Associate, Fanning Institute, University of Georgia; **Megan Ziegler**, Student, College of Environment & Design, University of Georgia; and **Lillian Agel**, Student, College of Environment & Design, University of Georgia

J

Room J - Session 4F – Panel Discussion
Engaging STEM: Using Emerging Technologies to Create Sustainable Partnerships with Secondary Schools

Our panel will describe our experience of creating an educational collaboration between college students in courses in the STEM disciplines and their counterparts at a local high school via the use of web-conferencing tools. Our panel includes representatives from both institutions and will address topics ranging from the nuts and bolts of managing this kind of collaboration to the complex measures required to assess and sustain it. We will feature student perspectives from both schools.
Melody Bowdon, Associate Professor of English, University of Central Florida (UCF); **Tace Crouse**, Director, Faculty Center for Teaching and Learning; **Donna Reynolds**, Assistant Principal, Crooms Academy of Information Technology; **Margaret Boreman**, Research Associate, UCF; **Meghan Griffin**, Research Associate, UCF; **Amy Zeh**, Director of Service-Learning, UCF; and **Erin Holland**, Research Associate, UCF

R

Room R - Session 4G –
Interactive Workshop
Practical Strategies for Building Service-Learning Reciprocal Partnerships

This session will discuss efforts from an emerging Center to gain visibility among campus; gather support for service-learning among faculty, staff and top

3:30-4:45 PM
Concurrent Session 4, *Second Floor*

R administration; and become an attractive campus resource. In addition, presenters will discuss approaches used to explore new partnerships with community agencies; mechanisms to determine needs and assets of community partners; and strategies to move from isolated projects into campus-community reciprocal partnerships.

Rosangela Boyd, Director, Center for Community Involvement and Service-Learning, Texas Christian University (TCU); and **Mary Kathleen Baldwin**, Assistant Director, Center for Community Involvement and Service-Learning, TCU

Q *Room Q - Session 4H –*
Interactive Workshop
ASB and to the Moon!
This workshop will examine major strategic areas in planning for Alternative Spring Break Service Trips. Topics include timelines, site development, servant leadership development, logistics training, service area training, cultural sensitivity training, team building, conflict and resolution training, liability, transportation, safety, volunteer protocols and the power of reflection.

Terry L. Hockenbrough, Director of the Center for Scholarly and Civic Engagement, Collin College

Y
Z *Room Y/Z - Session 4I – Panel Discussion*
Unexpected Lagniappe in New Orleans: Connecting People and Place in Student-Led Service Learning
Our panel discussion will be led by Furman University students who participated in an Urban Studies service-learning course in New Orleans in May 2009. Accompanied by their professor, students will explore the innovations of the course, the unexpected relationships that were formed during the service, and the use of social media to assess the impact of the service projects both in New Orleans and on the students themselves after the service concluded.

Diane Boyd, Associate Director, Center for Teaching and Learning, Furman University; **Sarah Blake**, **Lorna Fink**, and **Savannah Flowers**, Students, Furman University

F
G **4:45-5:00 PM Gulf-South Executive Committee Membership Information Session, Room FG** *(see page 39 for details)*

5:45 PM – Bus transportation to the local reception provided at the front circle of the Georgia Center

6:00-8:00 PM Local Reception - Rialto Room, Hotel Indigo – Downtown Athens
Join Summit participants for a local reception at The Rialto Room of Hotel Indigo in vibrant downtown Athens, Georgia. The Rialto Room evokes the great music heritage of a great music town, all housed in the 10th LEED™ Gold Certified hospitality facility in the world, making it not only great for the senses, but for the environment as well. Sample the famous Athens music scene with live music from Etienne de Rocher, and mingle with other Summit participants and local Athens leaders over drinks and appetizers. Then, spend the evening exploring downtown offerings such as restaurants, shopping, and well-known nightspots on foot before catching the bus back to the Georgia Center. *Buses for Gulf-South participants will run between The Arch on Broad St. and the Georgia Center until midnight.*

8:00 PM Dinner and dialogue on your own
Buses for Gulf-South participants will run between The Arch on Broad St. and the Georgia Center until midnight.
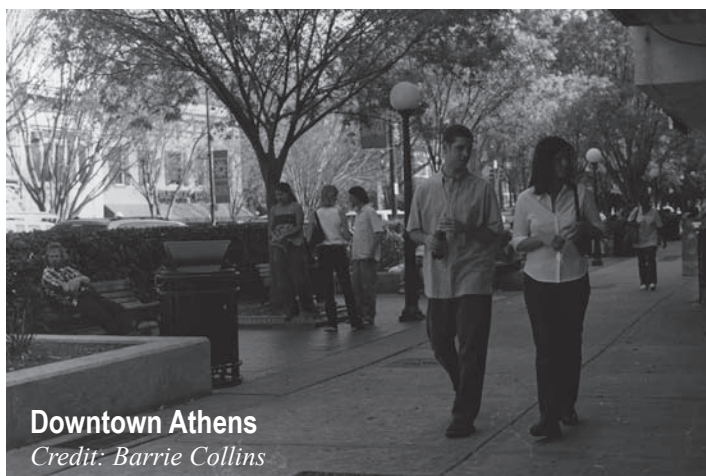
Downtown Athens
Credit: Barrie Collins

FRIDAY – MARCH 5, 2010

7:00-8:45 AM
Breakfast and Plenary
Magnolia Ballroom

Breakfast Roundtable Discussions
Richard L. Conville, Faculty Liaison
for Service-Learning, University
of Southern Mississippi
*Select from a variety of roundtable
topics for engaging discussions with
other conference participants on a wide
range of service-learning issues.*

Announcements and Introductions
Shannon O. Wilder, Director, Office of
Service-Learning, University of Georgia

Closing Remarks
Trish Kalivoda, Senior Associate
Vice President, and Editor, *Journal
of Higher Education Outreach and
Engagement,* Office of the Vice
President for Public Service and
Outreach, University of Georgia

2010 Awards Presentation

2010

Awards Presentation:
Vincent Ilustre, Executive Director.
Center for Public Service, Tulane University

**Outstanding Service-Learning
Practitioner:** Jan Shoemaker, LSU

Outstanding Faculty Contributions:
Marsha Cuddeback, LSU and
James Huck, Tulane

Outstanding Student Contributions:
Hannah Vann, Mercer

**Outstanding Community Partner
Contributions:** Joe Howell,
Aramark in Baton Rouge, LA

**Outstanding Service-Learning
Collaboration:** EveryBody Reads and LSU

9:00-10:15 AM
Concurrent Session 5, *Second Floor*

K *Room K - Session 5A -
Interactive Workshop*
**Service Learning is Everywhere:
Connect with K-12 School Based
Learn and Serve Grant Participants**
In 2009, $500,000 in Learn and Serve Grants were awarded to K-12 schools in the state of Georgia. Over 15,000 students were engaged in service learning as a result of these funds. The University of Georgia, Cooperative Extension partnered with the Department of Education, CSRA Regional Education Service Agency and schools like Madison Middle School to enhance student achievement and foster civic engagement. Learn how to connect with K-12 service learning projects in your state.
Jeffrey Buckley, Extension 4-H Specialist –

Global & Citizenship Programs, UGA College of Agricultural & Environmental Sciences, Cooperative Extension; **Janet Woodard**, Morgan County 4-H Leader, Morgan County Cooperative Extension; **Sharon McCullough**, Teacher, Morgan County Middle School; **Amanda Marable**, Extension 4-H Specialist – Curriculum & Staff Development, UGA, Cooperative Extension, Georgia 4-H; and **Lauren Griffith**, Grants Coordinator, UGA Cooperative Extension, Georgia 4-H

V/W *Room V/W - Session 5B – Panel Discussion*
**Faculty Reflect on People, Place,
and Partners: What We Wish
We Had Done Differently!**
Reflection is not just for students! An interdisciplin-

9:00-10:15 AM
Concurrent Session 5, *Second Floor*

V
W
ary group of LSU service-learning faculty will use the ORID method to reflect on how their courses evolved as they learned from other stakeholders. The director of the LSU service-learning program will facilitate a discussion of learning goals and service models, faculty feelings during and after their courses, what they learned from other stakeholders, how the reflection impacted their teaching, and what they would do differently next time.

Jan Shoemaker, Director, Center for Community Engagement, Learning, and Leadership (CCELL), Louisiana State University; **Cassandra Chaney**, Assistant Professor, Human Ecology, Louisiana State University; **Nick Erickson**, Assistant Professor, Theatre, Louisiana State University; **Elaine M. Maccio,** Assistant Professor, Louisiana State University School of Social Work; and **Margaret Parker**, Associate Dean, Foreign Language and Literature, Louisiana State University

Q *Room Q - Session 5C -*
Interactive Workshop
Service-Learning Course Design for Community Colleges and ALL!
Three nationally known service-learning practitioners and significant contributors to Campus Compact's excellent publication, *Service-Learning Course Design for Community Colleges*, will lead this practical and useful workshop. The speakers will glean the best information AND TOOLS from the book including: course models, instruction tips and strategies, useful forms, syllabi and enabling mechanisms. Much of the workshop's insights were used to develop and sustain Brevard Community College's model service-learning program. Be with us to design a service-learning course and share your knowledge and ideas for purposeful engagement. Great take home tools!

Roger Henry, Instructor, Social Sciences, Brevard Community College; **Amy Locklear**, Dean of General Education Programs, College of the Mainland; and **Marina Baratian**, Professor of Psychology, Brevard Community College

L *Room L - Session 5D - Interactive Workshop*
From Recruitment to Graduation: Students' Journeys through a Program Incorporating Living-Learning-Serving Communities
This presentation will serve as an overview of a scholarship program that facilitates civic engagement through service-learning activities by implementing living-learning-serving communities. This citizenship program fosters student growth through academic

L
classes, leadership development, and service learning opportunities. The Luckyday Citizenship Program is a privately funded, uniquely designed program that promotes service-learning and civic engagement and has positively supported student retention and graduation. Students enter the program through a living-learning-serving community that shares common classes and requirements and builds on that foundation as they become servant leaders impacting their community.

Larry Sparkman, Director, The Luckyday Foundation Citizenship Scholars Program, The University of Southern Mississippi; **Richard Conville,** Professor, Communication Studies, The University of Southern Mississippi; **Brent Wolfe,** Assistant Professor, Recreation and Tourism Management, Georgia Southern University; **Sharon Miles,** Coordinator, Neighbors @ Hawkins, Ekklesia Hattiesburg; and **Joshua Duplantis**, Manager, Office of Community Service, The University of Southern Mississippi

F
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Room F/G - Session 5E – Panel Discussion
Deepening Sustainable Community Partnership Relationships in Critical Times
According to the Appalachian Regional Commission (ARC), one hope for stabilizing and diversifying Appalachia's economy lies in the creation and expansion of university-community partnerships that model innovative service-learning practices. This need led to the creation of Berea College's Entrepreneurship for the Public Good (EPG) program. This session describes three faculty-student initiatives from the EPG program making positive change in the region through mentoring of EPG Fellows on how small businesses and nonprofit organizations employ responsible sustainable practices. A community partnership model for college freshmen is described that introduces a service-learning mindset to equip freshmen to make positive impacts throughout their four year college experience.

Peter Hackbert, Director and Professor, Entrepreneurship for the Public Good, Berea College; **Anda Weaver**, EPG Fellow and Peace and Social Justice Major, Berea College; **Hong Ren Zhang Durandal**, EPG Fellow and Economics Major, Berea College; and **Rachel Mason**, NEAT Tourism – Critical Thinking Freshmen, Berea College

Y
Z
Room Y/Z - Session 5F – Panel Discussion
Paying it Forward and Paying Tuition: How a Community-Based Federal Work-Study Program Benefits All
Discover how a community based federal work-study

9:00-10:15 AM
Concurrent Session 5, *Second Floor*

Y
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program can engage students in the community, earn money to pay for school, benefit the community partner organization, and promote the university. A program coordinator, community partner representative, and student from the program will share their views and insights into this highly beneficial partnership, as well as provide suggestions for creating your own program.

Krystina Irvin, Interim Service-Learning Coordinator, St. Mary's University; **Paul Felarca,** Interim Assistant Director, St. Mary's University; **Leticia Cantu**, Regional Outreach Coordinator, Office of the Attorney General-Child Support Division; and **Sarah Martinez,** Student, St. Mary's University

R

Room R - Session 5G -
Interactive Workshop
Immersion Service Learning: A
High Impact Educational Model
This workshop will introduce participants to the concept of immersion service learning, present a model and analysis of this high impact model, present a framework for developing an immersion experience, and facilitate workshop exercises to assist participants in developing immersion service learning experiences at their institutions and within their disciplines. The featured educational model is an on-site educational workshop in McComb, Mississippi, where the community became a "living classroom" for students, faculty, and community partners.

Frank Bosworth, Professor of Architecture, Louisiana State University School of Architecture; and **Marsha R. Cuddeback,** Director, Office of Community Design and Development, Louisiana State University

T
U

Room T/U - Session 5H – Panel Discussion
Hunger is Not Limited to One
Place: Using Service-Learning to
Respond to Statewide Need
Building on experience from facilitating the service-learning course "Community Organizing," a panel of community partners, students and faculty will speak to lessons learned in the development of this partnership with Second Harvest Food Bank, where Lipscomb service-learning students developed and launched a statewide hunger awareness and fundraising campaign. The presentation will explore this curricular model where service-learning convenes people in university-community partnerships, develops students in leadership roles and responds to a significant statewide need.

Christin Shatzer, Director of Service-Learning, Lipscomb University; **Charla Long**, Director of the

10:30-11:45 AM
Concurrent Session 6, *Second Floor*

T
U

Institute for Law, Justice and Society, Lipscomb University; **Carol Miller**, Vice President, Strategic Partnerships, Second Harvest Food Bank Nashville; **Tasha Kennard**, Director, Marketing Communication, Second Harvest Food Bank Nashville; and **Jake Morgan**, Student, Lipscomb University

> **10:15-10:30 AM**
> **Refreshment Break –**Networking in the Posters & Exhibits area
> *Hill Atrium*

10:30-11:45 AM
Concurrent Session 6, *Second Floor*

K

Room K - Session 6A -
Interactive Workshop
Integrating, Sustaining, and
Marketing Community Resources
with Limited Resources
Emergency preparedness and safety are critical to health care providers and law enforcement who serve our communities. Louisiana Tech University and the City of Ruston embraced this idea in planning disaster training and drills, educational programs for our service providers and community projects such as Safety Saturday. Our goal was to integrate experiential service learning in higher education incorporating the goals of academic learning with community partners. This session will highlight how law enforcement, EMS, nursing students, area health care agencies, and local businesses were included in these service learning activities.

Ramona Guin, Assistant Professor, Division of Nursing, College of Applied and Natural Sciences, Louisiana Tech University; **Nancy Darland,** Professor, Louisiana Tech University; **Eric Brazzel,** Public Information Officer, City of Ruston Fire Department; **Captain Chris Bittick**, Patrol Commander, City of Ruston Police Department; and **Shirley Payne**, Associate Professor, Louisiana Tech University

F
G

Room F/G - Session 6B – "Successful
Partnerships" Individual Presentations
6B.1 Rahmo's Pet Tiger: Fostering
Reciprocal Relationships between Youth
Participants and University Volunteers
This presentation explores paths to fostering and sustaining reciprocal relationships in service-learning and civic engagement. It will focus on tangible ways of honoring youth service recipients as viable program

10:30-11:45 AM
Concurrent Session 6, *Second Floor*

F
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partners. Using examples from a student-founded program for refugee girls and young women, this presentation highlights strategies refugee youth participants employ in fostering global understanding and cross-cultural competencies in college volunteers. Presentation participants will discuss the ways in which stories foster meaningful dialogue and sustain true reciprocity between service recipients and program volunteers.

Laura Boutwell, Doctoral Candidate, Program Coordinator of Imani Nailah, Virginia Tech

6B.2 FOCUS on the Partner: Making Service-Learning Work for Everyone

Developing service-learning projects for college students to engage with elementary school children is easy. Creating projects that work for the elementary school teachers and principals is another thing altogether. This presentation will discuss the barriers and opportunities to placing non-education majors in elementary schools to help teach science and how one program at the University of Georgia called Project FOCUS has succeeded. Results of a recent teacher survey will be discussed.

David Berle, Associate Professor, University of Georgia; and **Nekeisha Randall,** Graduate Student - Agricultural Leadership, Education and Communication, University of Georgia

6B.3 It Takes a Village: Building Sustainable Partnerships between Campus and Community

The Center for Leadership and Service empowers students to intentionally engage in leadership learning and practice active citizenship. The Community Outreach Initiative offers community agencies resources and support to increase student volunteer opportunities. This presentation will serve other university constituents who work with the community with the tools and practices to implement similar programs on their own campuses.

Rick Gray, Assistant Director, Center for Leadership and Service, University of Georgia; and **Dawn Aiello**, Graduate Assistant, Center for Leadership and Service, University of Georgia

J

Room J - Session 6C – Interactive Workshop
Traversing the Rocky Road: Emotions as a Pathway to Growth in International Service-Learning

Navigating students' emotions in relation to an international service-learning course can be challenging for faculty. Drawing from a case study, the presenters will describe one MSW student's journey from

J

self-doubt and anxiety to self-efficacy in the context of her service-learning experience in Tanzania. Referencing her journal and follow-up interviews, we will de-construct the student's personal experience and subsequent learning as an opportunity to validate the importance of emotional themes in the learning cycle.

Nancy R. Williams, Associate Professor of Social Work, University of Georgia; and **Laurie Reyman**, Project Officer, The Carter Center

L

Room L - Session 6D - Interactive Workshop
Social Entrepreneurship: An Interdisciplinary Approach to Educating Tomorrow's Change Agents in the Social Sector

In response to the growing trend of social entrepreneurship becoming a formalized field of study, Belmont recently developed an interdisciplinary undergraduate program. Students can pursue a B.A. or B.S. in one of five tracks. The program has seen some success and also learned some lessons over the past 1.5 years. Workshop participants will learn about this model and its potential for implementation on other college campuses. Participants will also get the students' perspectives from essays Dr. Turner collects from his students early in the semester.

Bernard Turner, Assistant Professor, Social Entrepreneurship & Director, Center for Social Entrepreneurship & Service-Learning, Belmont University

V
W

Room V/W - Session 6E – Panel Discussion
Reciprocal Community-Academic Partnerships for Health: Lessons from WATCH 2010

The Walker Area Transformational Coalition for Health (WATCH 2010) is an innovative, cross-sector community-academic partnership in rural Alabama linking health care, social services, businesses and education to reduce the burden of chronic illness and promote wellness among underserved residents. This panel presentation will discuss WATCH 2010 origins and mission, challenges and solutions to forming/implementing the collaborative, strategies and pointers for successful and truly collaborative partnerships, and will illustrate the outcomes arising from such partnerships.

Karl Hamner, Director of Scholarly Affairs, University of Alabama's (UA) Capstone College of Nursing; **Paul Kennedy**, Director, Walker Area Community Foundation; **Don Goetz**,

10:30-11:45 AM
Concurrent Session 6, *Second Floor*

V W Director, Walker Area Transformational Coalition for Health (WATCH 2010); and **Haley Wells**, AMERICORP VISTA Worker, WATCH 2010

T U *Room T/U - Session 6F – Panel Discussion*
Reframing Community: Service-Learning and the Tennessee Prison for Women

How can a liberal arts university and the state prison system provide a place for collaborative learning? How might community partnership help redefine the roles of people and partners—the served and the serving? This panel presentation will explore the relationship between Lipscomb University, the Tennessee Prison for Women (TPW) and service-learning. Explore the possibility of unlikely partnerships in unlikely places as we discuss this program in which traditional students learn alongside women incarcerated at TPW.

Laura Lake Smith, Chair and Assistant Professor of Art History, Department of Art, Lipscomb University; **Christin Shatzer**, Director of Service-Learning, Lipscomb University; **Richard Goode**, Professor of History and Director of the LIFE Program, Lipscomb University; and **Benjamin Oliver**, Student, Lipscomb University

R *Room R - Session 6G -*
Interactive Workshop
Los Voces Silenciosas – A Participatory Approach to Collecting Data from Latino Youth in Charter School Service Learning Programs

A range of innovative participatory approaches have been used in the service learning field to gauge the engagement of minority youth. These methods have been categorized as deliberative inclusive processes that are distinctive because they involve the voices of youth who are not typically part of mainstream service learning conversations. This presentation will discuss a qualitative design that uses representative, deliberative and engaging techniques to understand the participation of Latino youth enrolled in charter schools in California and Texas who are involved in service learning programs.

Nicole Webster, Associate Professor, Department of Agricultural and Extension Education, The Pennsylvania State University

Y Z *Room Y/Z - Session 6H – Panel Discussion*
Pursuing Academic Achievement: YES, the Youth Enrichment Services after School Program, a Georgia College

Y Z **& State University- Baldwin County Public Schools Collaboration**

Georgia College & State University collaborated with the Baldwin County Schools and Parks and Recreation Department in 2006 to design and launch a 21st Century Community Learning Center funded, beyond-the-school day academic and personal enrichment program. The presentation will elucidate how Georgia College professors and students, YES staff, and Baldwin County educators contribute to the YES mission and help foster critical thinking and problem-solving skills.

Gregg Kaufman, Instructor & Coordinator of Civic Engagement Projects, Department of Government & Sociology, Georgia College & State University; **Jan Tharpe**, Vice Principal & YES Education Coordinator, Oak Hill Middle School; **Jan Clark**, Associate Professor of Rhetoric, Georgia College & State University; **Linda Watson Kaufman**, YES Executive Director, Georgia College & State University; **Haly Hicks**, YES Graduate Assistant, Georgia College & State University; and **Richard Hartry,** YES Adult Program Director, Georgia College & State University

Journal of Higher Education Outreach & Engagement

Public Service & Outreach
THE UNIVERSITY OF GEORGIA

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Institute of Higher Education
The University of Georgia

FRIDAY MARCH 5

Plenary session sponsors: Gulf-South Summit, Mercer University, The University of Georgia Center for Leadership and Service, The University of Georgia Office of Service-Learning

12:00 -1:00 PM
Lunch and Networking
Magnolia Ballroom

1:00-1:15 PM
Transition to Mahler Auditorium

1:15 PM – 2:15 PM
Closing Plenary Session
Mahler Auditorium

Introduction
Paul Chambers, Northeast Georgia
District Manager, External Affairs, AT&T

Plenary Address:
The New Rules for Tomorrow's Business: A Student's Guide to Making a Difference in the World
Blake Mycoskie, *Founder and Chief Shoe Giver of TOMS Shoes, Inc.*

With the popularity of Facebook, Twitter, and the rise of social media, a new generation of socially conscious students—tuned-in, tech savvy, and ready to engage the world—has emerged on college campuses. And they're flocking to a new breed of businesses and social movements. With its unique One for One promise, the message of TOMS Shoes has swept campuses across the country. In this spirited talk, Blake Mycoskie relates his transformation from

"typical business guy," motivated by just money and success, to the founder of TOMS Shoes, a company that advocates "doing good by doing well." For young people about to enter the "real world," Mycoskie will show that it is possible to go your own way, to achieve success without sacrificing your dreams, and to make a difference in the world—all at the same time. In order to seize the day—Carpe Diem—one has to be familiar with the new set of societal and business rules facing young graduates. In exploring the elements that have contributed to the success of TOMS Shoes, Mycoskie not only shows students a model of sustainable business practice, he also inspires them to go out and create their own, based on their lives and passions.

"One of the most interesting entrepreneurs (I've) ever met." - President Bill Clinton

Blake Mycoskie is the Founder and Chief Shoe Giver of TOMS Shoes, Inc. TOMS' simple promise to give a pair of new shoes to children in need around the world with every pair sold is revolutionizing the way consumers shop. The One for One business model has encouraged conscientious consumers to purchase and give more than 140,000 pairs of new shoes to children in need in just 3 years. By the end of 2009, TOMS will give an additional 500,000 pairs of new shoes to children in need all around the world, including at home in the U.S. The One for One business model is redefining social entrepreneurship for a new generation. Can the purchasing power of individuals be used to foster the greater good? Can an entrepreneur succeed financially and make the world a better place? The amazing success of TOMS Shoes proves that the answer to both of these questions is a resounding "Yes!" Embodying the entrepreneurial spirit of a new generation, Mycoskie has created five businesses since college. In the Bill Gates Time magazine article, "How to Fix Capitalism," TOMS is cited and Mycoskie caught the attention of AT&T, who has featured him in a major national ad campaign for the last several months. Mycoskie is an avid reader and traveler. He is 32-years-old and lives on a sailboat in Los Angeles.

2:15-3:30 PM
Concurrent Session 7, *Second Floor*

K

Room K - Session 7A - Interactive Workshop
Cultivating Community Partners as Co-educators

A strong collaborative relationship between course faculty, students and community partners lies at the heart of every successful service-learning course. In this session you will hear from experienced instructors about the essential steps for integrating community partners as co-educators in your course. These include Identification, Equipping, Connecting, Insuring Continuity, Integration, and Celebration. Each participant will receive a CD that includes tools for structuring reciprocal relationships with community partners including sample forms, agreements, and assessments.

Angela Stowe, Director, Disability Support Services, University of Alabama at Birmingham; and **Norma-May Isakow**, University of Alabama at Birmingham

T
U

Room T/U - Session 7B – Panel Discussion
Bringing People to the Table: Collaborative Assessment of Service-Learning and Civic Engagement

This panel will focus on what happens when educators committed to developing an engaged campus gather at the table to collaborate on the assessment of service-learning and civic engagement initiatives on campus. Emerging from a campus working group on assessment, the goals of this panel are to discuss the advantages and challenges of developing collaborative assessment practices.

Amy Anderson, Faculty Consultant, Service-Learning Program and Instructor, Program in Education, Duke University; **David Malone**, Associate Professor, Program in Education, Duke University; **Matt Serra**, Director of Assessment, Trinity College, Duke University; **Kathy Sikes**, Faculty Consultant, Service-Learning Program and Instructor, Program in Education, Duke University; and **Kristin Wright**, Program Coordinator, Service-Learning Program, Duke University

F
G

Room F/G - Session 7C – "Service-Learning Online" Individual Presentations
7C.1 Finding Our Place in Service-Learning Coursework: Online, Face-to-Face, or Blended Delivery?

The concept of "place" includes reconceptualizing the course delivery model—where and how service-learning courses are conducted. What are the advantages and drawbacks to in-person and online

F
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service-learning coursework? Drawing on nine semesters' experience teaching face-to-face, entirely online, and "blended" service-learning courses, the presenter will engage participants in considering the elements of promising practice for online service-learning course construction and delivery and will share outcomes and lessons learned from entering these different "learning places."

Paul Matthews, Assistant Director & Outreach Coordinator, University of Georgia, Center for Latino Achievement & Success in Education (CLASE)

7C.2 Social Networking as a Means to Build and Sustain Partnerships in Service Learning Projects

Partnering with Flandreau Indian School (FIS), a BIA boarding school, teacher candidates in the Human Relations course at South Dakota State University learn to mentor students from a diverse background through face-to-face meetings and online social networking. Service goals for developing these relationships include highlighting the importance of education and encouraging FIS students to consider teaching as a career. This presentation considers lessons learned and future directions. An additional session component includes the role of student organizations in service-learning projects.

Mary Moeller, Associate Professor, Teacher Education, College of Education and Human Sciences, South Dakota State University; and **Lon Moeller,** Professor, Teacher Education, College of Education and Human Sciences, South Dakota State University

7C.3 Incorporating service learning as a valuable assessment tool in the online environment: How to use service learning in Applied Research

Fundamental to adult students at St. Thomas University is a course called Action Research. Utilizing an Action Research model, undergraduate students are thrust into the realm of conducting research. This course taught solely online enhances student learning by suggesting a systematic approach to research as well as methodologies for solving real world problems. The added enhancement of thinking of service learning and exploring ideas presents a unique opportunity for fostering student thinking and development.

Lynn Marie Kendrick, Doctoral Student, St. Thomas University

R

*Room R - Session 7D -
Interactive Workshop*
**Building Partnerships that Work:
The University of Alabama, Boys
State, & the City of Tuscaloosa**
Learn more about a unique collaboration between the City of Tuscaloosa, Alabama Boys State, and the University of Alabama that resulted in the renovation of 5 city parks over the course of a week and engaged over 600 high school students.
Wahnee Sherman, Director, Community Service Center, The University of Alabama

**V
W**

Room V/W - Session 7E – Panel Discussion
**Harvesting Health: Community
reporting forges new ties between
university and community**
Advanced health and medical journalism students at the University of Georgia's Grady College wrote, reported and produced an 8-part series for WNEG, the university's commercial television station, focusing on three themes: how school policies and food related educational programs promote healthier food choices, how community gardens improve neighborhood health and safety, and how the spread of sustainable agriculture in NE Georgia promotes healthier eating and boosts the economy. Presenters will discuss the project and show examples of their TV and web coverage.
Patricia Thomas, Knight Chair for Health and Medical Journalism, Grady College of Journalism and Mass Communication, University of Georgia; **James Hataway,** Graduate Student**,** University of Georgia; **Jordan Sarver,** Graduate Student**,** University of Georgia; and **Katie Smith,** Graduate Student**,** University of Georgia

Q

*Room Q - Session 7F – "Building
Community through Student
Programs" Individual Presentations*
**7F.4 Bright Eyed and Bushy Tailed:
A Look at Service-Based Extended
Orientation Experiences**
For the past nine years, the Center for Leadership and Service at UGA has provided a week long service based extended orientation experience for first year students. Before officially stepping foot onto campus to attend classes, these first year students have learned to not only become a UGA Bulldawg, but more importantly, a member of the surrounding community. This presentation will provide information to

Q

implement similar programs on other campuses.
Lisa Kendall, Assistant Director, Center for Leadership and Service, University of Georgia
**7F.5 Repairing the Breach – First
Steps Toward Reconnecting
Campus and Community**
This presentation provides an overview of a large-scale one-time service event that served as the catalyst for reconnecting historic ties between a campus and community that had previously enjoyed a close relationship. The workshop discusses both the student and community perceptions of the event as the first in a series of service and outreach events to re-establish ties between campus and community.
Deborah Bailey, Director, Office of Academic Community Service, North Carolina Central University
**7F.6 Student-Led Service Trips:
Balancing Autonomy and Liability**
This session will compare and contrast different structures of student-led service trips: centralized university-sponsored trips, student organization sponsored trips, and national/international organization sponsored trips. When does autonomy aid student development, and when does it hinder it? The presenters will invite participants to think critically about this question and discuss issues related to leadership development, community reciprocity, liability, and safety.
Jillian Pyatte, Community Service Coordinator, Georgia Institute of Technology; and **Sarah Brackmann**, Graduate Assistant, University of Georgia

L

Room L - Session 7G - Interactive Workshop
**The Serving Leader: The Impact
of Civic Engagement on Ethical
Development in College Students**
College students know that being civically engaged can benefit their community, but do they know that it can help them make more ethical decisions? This presentation will introduce how to develop college students into serving leaders aware of issues threatening the global community. Participants will be led through the steps of Sternberg's Model of Teaching Ethical Behavior using a group of Georgia Southern University students who developed a project to serve their local community.
Candace Henry, Graduate Assistant, Georgia Southern University; and **Diana Hensley**, Coordinator of Civic Engagement, Georgia Southern University

2:15-3:30 PM
Concurrent Session 7, *Second Floor*

Y/Z

Room Y/Z - Session 7H – Panel Discussion
The Role of Service-Learning: Re-Centering Deaf Stakeholders in Interpreter Education
Service-learning is still relatively new to interpreter education. The panel highlights key issues of project sustainability, funding, and evaluation of seven student-led projects within the University of North Florida's graduate/undergraduate American Sign Language Interpreting programs. Projects focused on socialization of senior citizens and children in isolated school settings, instilling self-advocacy in deaf teens, creating virtual mentorships for deaf children, developing family networks, and establishing community forums.

Sherry Shaw, Associate Professor of American Sign Language/English Interpreting, University of North Florida; **Terra Benton**, Graduate Student, University of North Florida; **Linda Combee**, Graduate Student, University of North Florida; **Rhonda Nesmith,** Graduate Student, University of North Florida; **Jamie Walker,** Graduate Student, University of North Florida; and **Erin Salmon,** Graduate Student, University of North Florida

> **3:30 - 3:45 PM**
> **Refreshment Break**
> *Kellogg Concourse, Second Floor*

3:45 - 5:00 PM
Concurrent Session 8, *Second Floor*

L

Room L - Session 8A - Interactive Workshop
**Home Is Where the Heart Is:
Reflection as a Means to Finding
One's Place in the World**
Through reflection, students process their service-learning experiences, explore social justice issues, and innovate plans for change. Reflection also assists students in finding a strong sense of self and finding their "place" in the world. Explore what it means for students to leave their comfort zones—both literally and metaphorically—as they experience direct service in new, often unfamiliar locations. How will this new "sense of place" influence who they are?
Kim Shaver, Service Learning Coordinator, University of Louisville, Office of Civic Engagement, Leadership & Service; **Amanda Romito**, VISTA: Community Outreach, University of Louisville; and **Emily Peeler**, Senior Undergraduate Social Work major and ASB participant

3:45-5:00 PM
Concurrent Session 8, *Second Floor*

V/W

Room V/W - Session 8B – Panel Discussion
Service Learning in the Trenches
This panel presentation is an experiential tour that follows several service-learning courses in a variety of disciplines from inception through development and implementation. A focus is on navigating fragile community partnerships. Shared experiences provide a unique look at the challenges of creating and maintaining service-learning courses across the curriculum, and strategies for navigating these challenges are suggested.
Norma-May Isakow, Director of Service Learning, University of Alabama (UAB) at Birmingham; **Angela Stowe**, Director of Disability Services, UAB at Birmingham; **Stephanie Rauterkus**, Assistant Professor, Accounting and Finance, UAB at Birmingham; **Allison Borden**, Student, UAB at Birmingham; **Mischelle Stone**, Department of Criminal Justice, Ferris State University; and **Kristina Scott**, Executive Director, Alabama Poverty Project

Q

Room Q - Session 8C –"Campus-Community Collaborations" Individual Presentations
**8C.1 Integrating Curricular and
Co-curricular Service: Reflections
from 10 Years of Hosting Belmont's
Annual Family Literacy Day**
In April 2010, Belmont will host its 10th Annual Family Literacy Day. What started out as a fun afternoon of a few students reading to several dozen children in the community has grown into an event involving several hundred students in a yearlong literacy initiative culminating in 400-500 children and adults joining with us to celebrate the joys of reading. Participants will learn how the program has developed and hear about "lessons learned" over the years.
Tim Stewart, Director, Service-Learning, Belmont University

**8C.2 Habitat for Humanity Home
Construction Project: A Multidisciplinary,
Multiphasic Service Project**
There is wide diversity of talent and resources on every campus. Northwestern State University of Louisiana has partnered with Habitat for Humanity in an on-going home construction project involving students and faculty from Engineering Technology, Communication, Psychology, and other disciplines. At each phase the university has drawn upon its diverse talents and resources while faculty employ service-learning (and community service) as a means with which to meet discipline-specific learning objectives. Join us for a slideshow of the project and explore the

Q ways in which this multidisciplinary, multiphasic project has continued to meet the respective needs of our community and students over the last two years. **Steven Gruesbeck,** Director of Service-Learning, Northwestern State University of Louisiana; and **John Foster**, Assistant Professor of Communication, Northwestern State University of Louisiana

8C.3 Connecting Campus & Community through a Day of Service

Finding ways to positively connect and impact a college campus and a local community can be challenging and somewhat daunting at times. Negative perceptions, stereotypes, images and personal experiences can cloud the reality of positive contributions each can and does make on behalf of the other. This session will explore the challenges, successes and failures associated with planning, promoting and conducting a day of service in celebration of Dr. Martin Luther King, Jr.

Kelly Rogers, Associate Professor & Coordinator for Service Learning and Civic Engagement, Murray State University

K *Room K - Session 8D -*
Interactive Workshop
Enhancing the University and Community Connection through Accreditation Review

Accreditation reviews can be useful mechanisms to enhance university and community engagement. This workshop examines three strategic elements when using accreditation reviews to enhance a college or university's community-based learning or civic engagement efforts. Participants will work on three activities: (1) defining community-based learning, (2) developing a "logic model," and (3) articulating a taxonomy of community engagement. Facilitators will share examples based on the University of North Florida's QEP initiative: "Community-Based Transformational Learning."

Mark Falbo, Director of the Center for Community-Based Learning and Coordinator of the QEP, University of North Florida; and **Heather Burk**, Coordinator of CBL Instructional Support, University of North Florida

Y Z *Room Y/Z - Session 8E – Panel Discussion*
Serving Up Service-Learning at a Small Community College

Please participate in our studio audience for a live presentation serving up a recipe for service-learning success. The Director of Service-Learning, a professor, and a student of a small community college team

Y Z up to present a three course meal serving up strategies, methods and reflections from three different perspectives. You will enjoy a Getting Started with Service-Learning Appetizer, an Implementation of Service-Learning Main Course, and the Icing on the Cake will be Service-Learning Reflection.

Ann Cunningham, Associate Professor, Cleveland State Community College; **Susan Webb Curtis**, Associate Professor/Director of Co-op Education and Service-Learning, Cleveland State Community College; and **Brandy Ball**, Americorps*VISTA, Cleveland State Community College

F G *Room F/G – Session 8F – Panel Discussion*
Preparing Children's Books for Overseas Schools

Three models for engaging university students in writing and constructing children's books for readers in Africa and Latin America will be presented. Students in English, Spanish, and French classes participated. The process includes training students, locating distribution agencies, producing the books, and sending them overseas.

David Seaman, Professor of French, Georgia Southern University; **Theresa Welford**, Associate Professor of Writing and Linguistics, Georgia Southern University; and **David Alley**, Professor of Spanish, Georgia Southern University

R *Room R - Session 8G -*
Interactive Workshop
Peer Mediation: Initiating Change in a Community

A leadership organization at The University of Alabama works to decrease the violence in a struggling high school by creating a peer mediation program. Students are trained as certified conflict managers and act as neutral third parties to intervene and assist other students in the resolution of interpersonal disputes. The goal of peer interventions is to generate agreements acceptable to everyone and to develop a strategy to handle similar problems in the future.

Becky Reamey, Blackburn Institute, Coordinator, The University of Alabama; and **Johnathan Speer,** The University of Alabama

T U *Room T/U – Session 8H – Panel Discussion*
Rethinking Relationships: Reflections on Best Practices in Service-Learning

This panel will discuss best practices developed from over 20 years of experience in national and
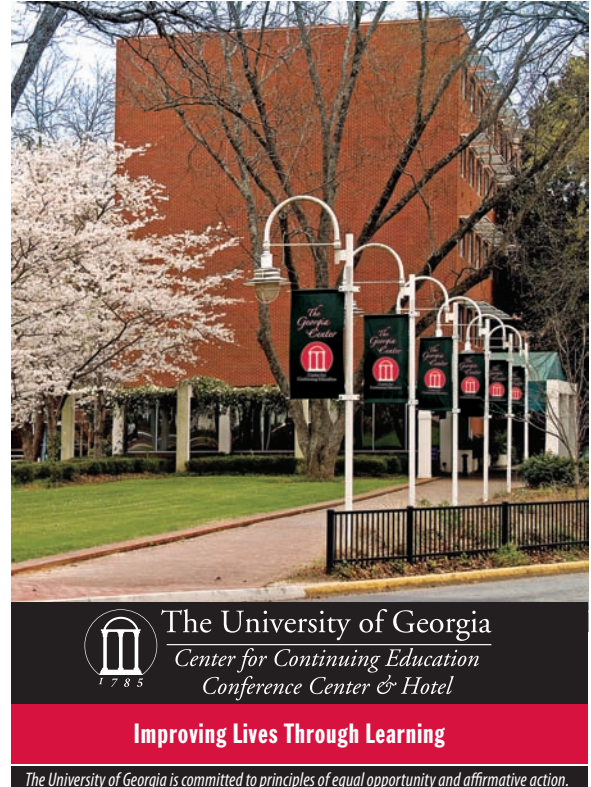
3:45-5:00 PM
Concurrent Session 8, *Second Floor*

T U

international service-learning Interim term projects at Birmingham-Southern College. A student, program director, project coordinator, and a professor will share specific strategies used in site selection, student-leader selection and training, pre-departure preparation, on-site work and reflection. While no institutional context is identical, our discussion will encourage audience members to adapt these practices to their own institutions and communities.
Kristin Harper, Director of Service-Learning, Bunting Center for Engaged Study and Community Action, Birmingham-Southern College; **Kent Andersen,** Instructor of English and Faculty Liaison to the Bunting Center, Birmingham-Southern College; **Sara Doughton**, Assistant Director of Service-Learning, Birmingham-Southern College; and **Charlsie Wigley**, Student, Birmingham-Southern College

The University of Georgia
Center for Continuing Education Conference Center & Hotel
Improving Lives Through Learning
The University of Georgia is committed to principles of equal opportunity and affirmative action.

2010 GULF-SOUTH SUMMIT EXECUTIVE COMMITTEE

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Richard L. Conville • Roundtables Chair and Historian •Faculty Liaison for Service-Learning • **University of Southern Mississippi**

Michele James-Deramo • RFP and Program Chair / Executive Committee Vice-Chair • Director, Service-Learning Center • **Virginia Tech**

Ralph Foster • Exhibits Chair • Director and CEU Officer, Office of Outreach Information and Program Certification • **Auburn University**

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Kim Shaver, Evaluation and Membership Chair • Service-Learning Coordinator, The Center for Civic Engagement, Leadership and Service • **University of Louisville**

EXECUTIVE COMMITTEE
MEMBERSHIP

Information Session: Thursday, March 4, 4:45 PM, Room FG

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. Ideally, the committee will total nine members. 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, Budget and Financing, Speakers and Workshops, Awards, Scholarships, Request for Proposals and Program, Roundtables, Exhibits, Finance, Evaluation, Membership, and History

Application for Membership
Prospective members should submit to the current Membership 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: Kim Shaver, Membership Committee Chair, at kkjohn01@louisville.edu.*

Save the Date!

Make plans now to attend the

Gulf -South SUMMIT

on Service-Learning and Civic Engagement Through Higher Education

March 2-4, 2011

The Hotel Roanoke & Conference Center Roanoke, Virginia