



Gulf-South Summit 2017

March 22–24 • Greensboro, NC
www.gulfsouthsummit.org

*Gulf-South
Summit*

On Service-Learning
& Civic Engagement
through Higher Education

hosted by



UNCG
Office of Leadership
and Service-Learning

**Partner Up! Fostering Just and
Inclusive Communities Together**



THE UNIVERSITY of NORTH CAROLINA
GREENSBORO

Office of the Chancellor

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Dear Summit Participants:

On behalf of the students, faculty and staff of the University of North Carolina at Greensboro, I welcome you to the Gulf South Summit on Service-Learning and Civic Engagement through Higher Education. For the first time, this esteemed gathering of community engaged scholars, practitioners, students and community members has come to North Carolina, and we at UNCG are proud to be your hosts.

Since our founding 125 years ago as a college for women—and as a university that sits just blocks away from where lunch counter sit-ins helped shape the civil rights movement in the 1960s—the ideals of diversity and inclusion have been deeply woven into our intuitional and regional history. That context fuels our enthusiasm and passion for the theme of this year’s conference: “Fostering Just and Inclusive Communities Together.” This crucial topic reflects an opportunity to engage one another honestly and directly as we find a way forward in these challenging times. This Summit is an invitation for all of us to join in sharing innovative ideas, meaningful dialogue, collaborative initiatives that renew, reenergize and reinforce our collective commitment to serving the public good.

This year, UNCG will unveil and begin implementing a new strategic plan that not only celebrates our past but serves as a roadmap for our future and, we hope, that of our region. Among the main three pillars of our plan is a deep commitment to fostering “Vibrant Communities.” We will focus on the role of this university in creating opportunities for enrichment, equitable access to quality education and social support services, a just standard of living, a flourishing economy and a culture that supports creativity, innovation and entrepreneurship. The issues of diversity, inclusion and social justice we will address together are fundamental to this vision.

I encourage you throughout this Summit to explore together these themes to increase an understanding of the role of individuals and systems, and their interplay in promoting a vibrant community that celebrates inclusivity and responsiveness, and in providing safe and supportive environments for all of its members. Even more, though, we must recognize that we all have a shared place and a shared fate that will largely be determined by how we address this uniquely challenging moment in our history. The outcomes of our discussions—and others like them across the higher education landscape and around the country—will directly impact what happens next to our students, our faculty, our institutions and our communities. These are important times.

To our guests, I hope you enjoy your time here in our beautiful city and have the opportunity to explore our thriving campus.

Franklin D. Gilliam Jr., PhD
 Chancellor



*From the Director of the Office of Leadership and Service-Learning
Dr. Cathy H. Hamilton*

On behalf of the University of North Carolina at Greensboro, I am thrilled to welcome you to our campus. This is the 15th year of the Gulf South Summit on Service-Learning and Civic Engagement through Higher Education. UNC-Greensboro's Office of Leadership and Service-Learning (OLSL) is also celebrating its 15th year of existence. We can think of no better way to mark this milestone than by bringing this wonderful group of community-engaged scholars together for the first time in Greensboro.



"Service" has been the motto of UNCG since its founding 125 years ago as a teaching college for women in North Carolina. Since then, we have grown into a vibrant research institution with almost 20,000 students. Yet we remain a student-centered, community-focused, service driven university. As our Chancellor often says, we have a shared place and a shared fate with our community. We know our success and well-being as a university is deeply tied to that of our community and region.

Our commitment to service hasn't changed, even as our understanding of what service is—and what it can be—has evolved. The UNCG OLSL was founded on a vision of Citizen Leader development; integrating service, leadership, and civic engagement programming that weaves together the fabric of the student experience in and out of class, on campus and in the community into a tapestry of profound and transformative engagement. Our goal is to create real Citizen leaders. At UNCG, we define this as follows:

Citizen Leaders are active participants in society accountable to and responsible for the common good. Their willingness to act and ability to lead transforms visions into reality. In doing so, they are able to negotiate diverse views and adapt behaviors to work with others as agents of positive and ethical change.

North Carolina Campus Compact, a co-sponsor for this Summit, recently invited Ed Zlotkowski to reflect with us about the past 20 years since his work on Service Learning's Future (1995) and the President's Declaration on the Civic Responsibility of Higher Education (1999). He highlighted the many achievements of the past two decades: the tremendous infrastructure that has been built, the growth of our profession within institutions, and the lofty ideals of presidents to commit anew to higher education's public purpose and role as agents of our democracy. "Those were heady days in the 1990s," he said.

But despite our progress, he insisted that it is not enough, and that where we are is still not where we must be. There remains much work for us to do so that higher education's sustained commitment to civic engagement can truly address the root causes of society's challenges and foster systemic change. He challenges us to examine and renegotiate what we do NOW. Zlotkowski said, "We are not 'training' students for democracy, we are practicing it with our students right now."

As we gather for this Summit, let's consider some insights as a framework for our discussion:

- There is no democracy without real community.
- There is no real community without deep communication and trust.
- Real communication involves a constant reconstruction of experience to achieve greater inclusivity and interdependence.

Over the next two days, I know we will explore together how we continue to develop real community through trusting relationships and profound communication, through meaningful engagement and deep cooperation, through persistent focus and unyielding commitment to our shared purpose. May we all discover a person, idea, collaboration or direction that is rewarding and renews, re-energizes and reinvigorates our commitment to our work as we *foster more just and inclusive communities together!*



2017 Schedule at-a-Glance

Wednesday, March 22

8:00–11:30am	Executive Board Meeting
11:30am–5:00pm	Check-in/Registration
1:30–4:30pm	Pre-Conference Workshops
5:00–7:00pm	Poster and Welcome Reception

Thursday, March 23

7:30am–12:00pm	Check-in/Registration
8:00–9:00am	Opening Keynote
9:15–10:30am	Breakout Session 1
10:45am–12:00pm	Breakout Session 2
12:15–1:30pm	Lunch and Keynote
1:45–3:00pm	Breakout Session 3
3:15–4:30pm	Breakout Session 4
3:30–5:00pm	Student Showcase
5:30–7:30pm	Grand Reception at the International Civil Rights Museum

Friday, March 24

8:00am–12:00pm	Check-in/Registration
8:00–9:15am	Breakfast and Round Tables
9:30–10:45am	Breakout Session 5
11:00am–12:15pm	Breakout Session 6
12:30–1:30pm	Lunch, Farewell Keynote, Awards, 2018 Reveal

Liberating Service Learning

Triad West

Randy Stoeker

This workshop will discuss an entirely different approach to higher education civic engagement that starts by making social change the first priority of the practice, starting with constituencies rather than communities, focusing on constituencies rather than communities, replacing charity with allyship and solidarity, and emphasizing the learning of constituency members. I will invite participants to respond to this new approach with their fears and concerns, and then if time allows we will focus on practical implementation.

Telling the Story of Community-Engaged Work: Data, Stories, and Impact

Triad Central

Anne DePrince

How do we tell the story of the impact of community engagement on communities, faculty, staff, and students? This workshop will introduce attendees to central evaluation issues that are important to consider in documenting and telling the story of community-engaged teaching, learning, research, and creative work. The workshop will include hands-on activities designed to give attendees opportunities to work on evaluation ideas individually and in small groups to assess and share the impact of community-engaged work at their institutions.



Re-Building our Democracy through Higher Education's Public Role

Triad Appalachian

Andrew Seligsohn

The campaign of 2016 both revealed and exacerbated a set of underlying challenges in our communities and our society. The outcome of the election promises to re-shape the environment in which we seek to address those challenges. In this pre-conference workshop, we will step back from our daily work to ask what we must do now to advance progress toward a just, equitable, and sustainable democracy. We will seek to identify existing resources, capacities, and practices that can be deployed more effectively, and we will consider what more we need to create and do in order to achieve our goals. Our conversation will be informed by recent research, but our focus will be on thinking together about promising directions. While we will not leave the workshop with one specific plan, our goal will be to leave with some actionable ideas to advance work both on our own campuses and through collaboration across communities, regions, and the country.

Nuts and Bolts 101 to Infinity and Beyond: The Service-Learning Directors Workshop

Appalachian

Experienced practitioners who manage service-learning and/or community engagement programs and centers will lead an open discussion on the complex roles and responsibilities of leading such a program/center. The panelists will share information on building relationships on campus and with community partners, finding program support, informing faculty research, and facilitating faculty, student, and community interactions. Panelists will begin by sharing their experiences, challenges and successes, and advice. An interactive discussion among participants will follow. This preconference workshop is intended to provide orientation and insight for new or aspiring service-learning directors, and support for "grizzled veterans."

Poster Session

Wednesday, 5:00–7:00pm

Developing Community Partnerships and Engaging the UHD Community

The University of Houston-Downtown (UHD) is building community partnerships to a level beyond volunteerism. Through UHD's Quality Enhancement Plan, A+CE: Academic Achievement through Community Engagement, service-learning courses, student- and staff-led community engagement grants, community partner fairs, a community partner project engagement platform, and other initiatives, UHD is fully immersed within partnership across multiple partners and disciplines. In this poster, we will discuss how to maximize faculty engagement with community partners in unique ways.

Dr. Poonam Gulati Salhotra and Krysti Turnquest, M.A.
The University of Houston Downtown

Caring for the Medically Underserved: Pre-Clinical Physician Assistant Students Gain an Awareness of Social Determinants of Health that Impact Access to Healthcare for Indigent Populations Through Service-Learning Experiences

It is well documented that the number of US citizens living below the poverty level has risen significantly. The increase in poverty has adversely impacted our healthcare system resulting in a need for more healthcare professionals trained to serve the medically underserved. This presentation will highlight a service-learning partnership between two nonprofit community clinics and pre-clinical physician assistant graduate students at OLOL College, caring for the medically underserved.

Rhoda Reddix, PhD, Corey Hall, MD, Michele Broome
Our Lady of the Lake College



Changing the Statistics for Minority Children by Training STEM Teachers for Elementary Schools

This presentation showcases the work of six preservice teachers who provided STEM-focused experiences to elementary children in an inner-city school in Houston. The audience will view videos of children from different grade levels presenting their research projects about gardening and microorganisms. Three preservice teachers will give their testimonies about their experience of engaging in service learning experiences as they taught scientific investigation skills to inner-city children.

Dr. Maria Bhattacharjee, Dr. Poonam Gulati Salhotra, Ignacio Gamez, Mayra Santos
The University of Houston Downtown

Building Inclusive and Collaborative Practices Across Cultures and Countries

In exploring global collaborative practices between teacher candidates and faculty, teacher educators examined the acquisition and implementation of effective inclusive teaching practices through online collaborative activities between two teacher education programs, one in the United States and one in South Africa. Shared in this presentation is how a professional development course supported the integration of inclusive and collaborative teaching practices for teacher education students at the two universities.

Dr. Stephanie Kurttts, Dr. Teresa Little, Dr. Andrea Buka, Samantha Harlow
The University of North Carolina at Greensboro

Service-Learning and Youth Development: A Case of one Sport-based University-Community Partnership

Presentation of a model of partnerships with a sports-based youth development program since 2009 to offer comprehensive afterschool support to youth from the local community. The program has shown evidence of improving the academic standing of youth, achieved high retention rates, and promotes positive youth development. Presenters include a representative from the university and the community program.

Michael Hemphill, Ph.D. and Remy Starker
The University of North Carolina at Greensboro

The Assimilation of Two Nursing Programs in Providing Childbirth Education to Underserved Population Through the Storks Nest March of Dimes Education Project

The College of Coastal Georgia has two nursing programs whose students came together to provide an educational program to an underserved population participating in a childbirth education program. It was an excellent opportunity for the students of both the ASN and BSN programs to work together. It helped improve the students' critical thinking, collaboration, communication, and problem-solving skills.

Nicole Masano MSN, RN, CNM, CNE, and Nevada LeCounte MSN, RN, CMSRN, PCCN, CNE
College of Coastal Georgia

Partnering Up for Literacy: A Case Study on How Partnerships Can Help Create a More Literate Community

Effective community partnerships can help create solutions to the pervasive problem of illiteracy. This presentation will examine a case study of how a service-learning course at Belmont University in Nashville, Tennessee formed multiple partnerships to help create a more literate and inclusive community. We will discuss how partnerships, both in the community and within the university, were formed and maintained to engage in recruiting volunteers, fundraising, marketing, communication, and other important areas.

Nathan Webb and Tim Stewart
Belmont University

Using NVivo Quantitative Data Analysis Software to Better Understand Students' Service Experiences through Reflection Analysis

This presentation will introduce one approach to using NVivo, a qualitative data analysis software, to better understand trends and differences in student experiences as expressed through reflections. It will also survey key insights gleaned from the analysis of hundreds of reflections written by graduating Buckley Public Service Scholars at UNC-CH. This method of analysis at times validates existing research on student service experiences and at other times raises important questions for future research or programmatic consideration.

Ryan Nilsen, Kevin Chovanec, and Leslie McAbee
The University of North Carolina at Chapel Hill

Experiential Learning through Cultural Resource Survey, Findit 2002–2017

Findit at the University of Georgia is a statewide cultural resource survey program sponsored by the Georgia Transmission Corporation in partnership with the Georgia Department of Natural Resources, Historic Preservation Division. Through fieldwork, Findit teaches students to document historic properties and landscapes, fundamental preservation and planning skills, and introduces them to Georgia communities they would not visit during typical lecture courses. Findit has successfully inventoried over 60 counties, documenting more than 15,000 historic resources statewide.

Laura Kviklys
The University of Georgia

North Carolina Service-Learning Coalition

The North Carolina Service Learning Coalition (NCSLC) is a statewide network of preschool-graduate school (PreK-20) educators, community partners, students, and civic engagement advocates. The mission of NCSLC is to nurture partnerships among PreK-12, higher education, and community organizations to promote, support, advance, and sustain high-quality service-learning in North Carolina. The vision of NCSLC is that all North Carolina students become actively engaged citizens as a result of their service-learning experiences.

Melissa L. Lyon and Kate Santhuff
Fayetteville State University

Learning to Teach Youth Personal and Social Responsibility through Afterschool Time Programming

Schools continue to diversify, but most teachers are white and from middle-class backgrounds. Therefore, there is a need for teacher education programs to expose preservice teachers to values associated with cultural competence and social justice. A field experience in an afterschool program serving a high-poverty elementary school is discussed. Preservice teachers learn to teach personal and social responsibility while navigating the realities of teaching in a real-world setting.

K. Andrew R. Richards and Victoria N. Shiver
The University of Alabama

Poster Session

Wednesday, 5:00–7:00pm

Community Methodologies in Design Education: Engaging Urban Appalachian Communities through Landscape Architecture

This presentation focuses on the impact of a community engagement course in Landscape Architecture that integrates transformative learning experiences with urban Appalachian communities to introduce students to theory, principles and the application of community engaged design methods. This research shares specific examples of how students were engaged as learners and citizens, while working with communities, to develop the knowledge, skills, and capacity necessary for them to solve complex issues in the social and built environment.

C.L. Bohannon, PhD, and Sinan Kordon
The Virginia Polytechnic Institute and State University

UNCG Campus Wetlands Development for Education, Research and Community Outreach

Since 2015, UNCG has been planning the construction of two small wetlands on campus for the purposes of water quality mitigation, education, research, campus beautification and community outreach. Wetlands restoration expert, Tom Biebighauser involved faculty, staff, students, and community members in the design of

the wetlands during a workshop in 2016 and is returning the week of March 20th, 2017 to lead construction. This project is creating active connections between UNCG and the Greensboro community.

Malcolm D. Schug, Joelle Lindeman, Cory Henderson, Jessica Bhon, Aaron Wagoner
The University of North Carolina at Greensboro

Experience Uga: Engaging the Local School District Through an Innovative Field Trip Program

This panel introduces an innovative community-university partnership known as Experience UGA, an early college access program. This program brings every student from the local school district to campus each year for a field trip focused on academic standards and activities designed to foster a sense of excitement about higher education. Through these trips, nearly 10,000 students per year engage in hands-on learning activities that are often designed and facilitated by students in service-learning courses.

Joshua Podvin, Shannon Wilder, Ph.D., Shannon Walker, Amy Peacock, Ph.D.
The University of Georgia



Service Learning and the Long Arc

Southern Crescent Ballroom

Randy Stoecker

I write this description in the wake of a terrifying election outcome that has brought into the open the worst impulses in our culture and introduced absolute unpredictability into the world. Literally anything imaginable, as well as things unimaginable, could happen between now and the anticipated spring. How do we do our work in the midst of such a gut-wrenching context? Should we be satisfied with institutionalized service learning, whose narrow and short-range focus has had little to no impact on our worst cultural traits? Or do we need to rethink our practice from the standpoint of the long arc of history and the need for far more consequential engagement in our society than we have committed to so far in order to keep bending the arc of history toward justice? This talk, assuming the spirits of rationality are able to reassert themselves and allow us to gather, will address these questions in hopefully useful ways.

Breakout Session 1

Thursday, 9:15–10:30am

Working in Solidarity with Language Communities

Panel Discussion 9:15–10:30
(75 minutes) Triad West

This panel will explore the complexities of working in solidarity with local language communities. The panelists will include: a community partner from a refugee resettlement organization, two faculty members, and two undergraduate students involved in curricular and co-curricular service-learning. We will explore how the needs of different stakeholders complicate building authentic relationships and discuss best practices for supporting diverse language communities (with examples mainly from Spanish, Chinese, French, and Arabic-speaking communities).

Joan Clifford, PhD, Yan Liu, Jourdi Bosley, Karla Beltran
Duke University

Education, Business, and Industry: Partnering to Develop a 21st Century Workforce

Panel Discussion 9:15–10:30
(75 minutes) Triad Central

The Archway Partnership is a University of Georgia community engagement platform responding to locally-identified needs across the state. A panel of two university faculty members, K12 Board Chair, and an industry representative will discuss how higher education resources have facilitated the transformation of education and business communities by promoting inclusion, collaboration, and partnerships to enhance a 21st century workforce which is the foundation for community and economic development.

Betsy McGriff, Sharon Liggett
The University of Georgia

Developing Student Deliberative Dialogue Programs

Interactive Workshop 9:15–10:30
(75 minutes) Triad Central

Dialogue and deliberation are key practices for a democratic society, and students should have the opportunity to practice dialoguing across difference. Participants will experience a facilitated dialogue in this session in order to surface the expertise by all individuals currently implementing, planning, or developing interest in deliberative dialogues on their campuses. We will share the program model used at the University of North Carolina Greensboro including facilitator training, facilitator and student recruitment, and logic model development.

Facilitated by Lori Kniffin, Carla Fullwood, Alyssa Blair, Daniel Wiggins
The University of North Carolina at Greensboro

Developing and Implementing Marketing Service-Learning Projects that Address Health Disparities, Foster Equity, and Serve Those Most in Need

Interactive Workshop 9:15–10:30
(75 minutes) Summit

Reducing health disparities, fostering equity, service for those in need, love for all life, and passion for helping others are common themes for this interactive service-learning workshop. The main goal is to provide the “Nuts and Bolts” for developing and implementing Marketing, Business, and Health Administration service-learning courses and projects with emphasis on assisting non-profit organizations who are working to eliminate health disparities, foster justice, treat the underprivileged, and are recovering from a major disaster.

Facilitated by Cathy Denison-Robert, PhD, MBA
Our Lady of the Lake College

Breakout Session 1

Thursday, 9:15–10:30am

Developing Voice, Passion, and Ownership: Students Take the Lead in Strengthening Community Relationships and Capacity for Civic Engagement

Individual Presentation 9:15–9:45
(30 minutes with 15 minute break) *Appalachian*

“Springfield Voices” is the resulting program of a student-led collaboration between community college students, middle and high school students, and Project ACTION, a grassroots initiative which began organizing in response to drug, violence, and quality of life concerns in Springfield, Vermont. College students in Small Group Communication course were given loose direction to lead community engaged research utilizing participatory photography to engage the voices of community members not heard.

Debra Grant, Stephanie Thompson, Dagan Warner
Community College of Vermont

Supporting the Digital Technology Needs of Non-Profits through Participatory Action Research

Individual Presentation 10:00–10:30
(30 minutes with 15 minute break) *Appalachian*

Non-profit leaders in Greenville, North Carolina initiated a long-term Participatory Action Research (PAR) project to uncover community needs for the use of digital technology and to meet these needs through trainings, service-learning opportunities, and research presentations. The presenters invite attendees into a situated discussion regarding the questions, methods, and outcomes of this ongoing project. We hope our experiences will resonate with faculty, staff, students, and community members who are facing similar challenges at their own institutions.

Dr. Guiseppe Getto and Suzan Flanagan
East Carolina University

The Community Sustainability Partnership Program: Creating Meaningful Service-Learning for Community Sustainability

Individual Presentation 9:15–9:45
(30 minutes with 15 minute break) *Blue Ridge*

Universities continue to seek ways to provide meaningful service-learning experiences through community partnerships. In 2016, the University of South Florida (USF) embarked upon a multi-level partnership with a nearby city. The USF Community Sustainability Partnership Program (CSPP) provided the opportunity for students enrolled in 15 different service-learning courses to transfer skills gained in the classroom to addressing “œreal-life” sustainability issues. This presentation will highlight the

strengths, challenges and implications of this high impact approach and opportunities for replication.

Lillian Wichinsky, PhD, LMSW, Jo Averill-Snell
The University of South Florida

‘In America’: A ‘Breaking News’ Model for University and Community Educational Programming

Individual Presentation 10:00–10:30
(30 minutes with 15 minute break) *Blue Ridge*

Designed in response to the surge in Islamophobia in December 2015, Mercer University’s “Muslims in America” series formed out of a partnership between a global studies department and office of community engagement in order to dispel stereotypes and foster dialogue for campus and community. The resulting four-part series was attended by over 1000 university and community members. This “breaking news” model is now in its second year with added focus on activism and measuring impact.

Hannah Vann, Dr. Eimad Houry
Mercer University

Forever Making Change: Civic Engagement & Post-Election Hope

Individual Presentation 9:15–9:45
(30 minutes with 15 minute break) *Cape Fear*

The 2016 election was a time of huge successes when it came to civic engagement groundwork and grassroots organizing. Now that it has concluded it is important for students and educators to understand that civic engagement is meant to be a perpetual motion, and does not begin or end with the election. This session will touch on success stories from the fall 2016 semester, and a replicable/transferable Plan of Action for tackling 2017.

Joanna Woodson, Dr. Lane Perry, Emma Tate, Katie Balough
Western Carolina University



Breakout Session 1

Thursday, 9:15–10:30am

Learn, Lead, Serve: An Integrative, Multi-Stage Approach to Leadership Learning

Individual Presentation 10:00–10:30
(30 minutes with 15 minute break) *Cape Fear*

This session engages participants in a discussion about a multi-stage, partnership-based leadership education program linking co-curricular leadership learning, academic coursework, and civic engagement. Rooted in a specific campus context, this presentation will provide an overview of a newly evolving initiative that frames leadership learning within the context of social change. Presenters will discuss the relevance of institutional context and culture, role of partnership theory, significance of stakeholder development, and the value of leveraged campus resources.

Tara Kermiet, Dennis McCunney, Suzannah Lott
East Carolina University

Service-Learning Promotes Civic Engagement Among Students to Improve Community-Police Relations and Reduce Recidivism in the Deep South

Individual Presentation 9:15–9:45
(30 minutes with 15 minute break) *Governors*

This presentation discusses how employing service-learning in Sociology and Criminology classes promotes students to participate in civic engagement activities

that center on improving community-police relations and reducing recidivism rates. Students learn about the criminal justice system, network with law enforcement officials, and contribute to improving the local area through their civic participation. Service-Learning builds student leaders as they become aware of criminal justice issues and play active roles in producing social changes and policy reforms.

Dr. Demetrius Semien
Spring Hill College

Expanding Assessment of Community-Engaged Learning: Sharing a Tool to Measure Systems Thinking

Individual Presentation 10:00–10:30
(30 minutes with 15 minute break) *Governors*

This presentation shares a research and assessment tool, Systems Thinking for Engaging Problem Solvers (STEPS), that could be used to elicit and assess the complex problem solving processes (e.g., stakeholder awareness, unintended consequences) that are aspirational outcomes of community-engaged learning. An early version of the scenario was presented in 2014 and this presentation openly shares the full tool with validated scoring rubric so that participants might consider it for use in their own institutions.

Jake Grohs, Michelle Soledad, Gary Kirk, David Knight
Virginia Polytechnic Institute and State University

Breakout Session 2

Thursday, 10:45am–12:00pm

Emerging Models for Community Engagement Through Sports and Physical Activity

Panel Discussion 10:45–12:00
(75 minutes) *Triad West*

The purpose of our panel is to share and discuss three unique examples of university-community partnerships with empirical evidence for their effectiveness. While they all share a common mission “enhancing the lives of children and youth” they represent a variety of social organizations that have operated at a number of levels of size and complexity. The session will open with a Q&A with two local youth participants followed by brief introductions from panelist and discussion.

Michael Hemphill, Tom Martinek, K. Andrew R. Richards

The University of North Carolina at Greensboro, The University of Alabama

Student Leadership Development: Best Practices and Emerging Frameworks that Promote Community Engagement

Panel Discussion 10:45–12:00
(75 minutes) *Triad Central*

Today’s rapidly changing world requires students to be leaders that help bring about positive change and solutions to complex community problems or persistent issues. So, how might we address leadership competencies to develop students as organizers of civic action? This panel covers strategies concerning: collaborative communication, becoming citizen professionals, sharing and receiving empathy through compassionate communication, followership as leadership, and multi-stage, partnership-based leadership education that links co-curricular leadership learning, academic coursework, and civic engagement.

Rebecca Dumlao, Cathy Hamilton, PhD, John W. Howard, Emily Janke

East Carolina University, The University of North Carolina at Greensboro

Breakout Session 2

Thursday, 10:45am–12:00pm

It's Not Flip or Flop, It's Fixer Upper Service and Leadership Style

Interactive Workshop
(75 minutes)

10:45–12:00
Triad East

Have you inherited a leadership or service program? Are you tasked with developing a program with little information to begin your planning? This session will walk participants through a practical application of developing learning outcomes for service and leadership programs with limited foundation and/or structure. The session will lead participants through a leadership competency-based approach by Dr. Corey Seemiller to developing curriculum. Participants will be able to apply the leadership competency-based approach to their own programs by sharing best practices.

Facilitated by Suzannah Lott, Lauren Howard, M.A. Ed., Tara Kermiet, M. Ed., Nichelle Shuck, M. Ed.
East Carolina University

Every Campus A Refuge—A High Impact Community of Practice

Interactive Workshop
(75 minutes)

10:45–12:00
Summit

Guilford College's Every Campus A Refuge initiative advocates for temporarily housing refugees on campuses and assisting them in resettlement. Thus far, Guilford has hosted and assisted in resettling two Syrian families and a Ugandan. The program is an inclusive, collaborative, and transformative community of practice with rich asset-based, discipline-based, and place-based educational components. The workshop outlines the project, including challenges and lessons learned, and allows attendees to explore adapting this flexible initiative to their campuses.

Facilitated by Diya Abdo, Mark Justad, Walid Mosarsaa
Guilford College

The Effect of an Undergraduate Medical Humanities Service-Learning Course on Medical School Acceptance Rates, Student Readiness for Medical Study, and Civic Responsibility

Individual Presentation
(30 minutes with 15 minute break)

10:45–11:15
Appalachian

This presentation is a retrospective, reflective study of the effects of a Medical Humanities service-learning course for junior and senior undergraduate premedical students, which was first piloted in 2012 at a large public four-year university. Using both quantitative and qualitative methods, the study measures medical school acceptance rates and effects on student learning, their sense of civic responsibility, their perceptions on how the course contributed to their application and interview process, and ultimately, their

readiness for medical school.

Casey Kayser
The University of Arkansas

Cultivating Visionary Students: Using a Pitch Competition to Support Social Innovation Ideas

Individual Presentation
(30 minutes with 15 minute break)

11:30–12:00
Appalachian

The Visionary Student Panel series is an opportunity for students to present their ideas on real-world problems or issues and to receive feedback and funding to implement their strategies. In this informative and interactive session, attendees will a.) engage in a discussion of how the VSP sits at the intersection of social entrepreneurship and pitch competition/innovation arenas, b.) learn the specifics how one university implemented the program, and c.) hear from past student presenters.

Bridget Trogden, PhD
Mercer University

Changing the Narrative: Response to Systemic Racism in One School

Individual Presentation
(30 minutes with 15 minute break)

10:45–11:15
Blue Ridge

In today's cultural climate, acts of racial discrimination are common. In schools, education students who work with racially-biased mentors are often powerless to counteract the Eurocentric curriculum and still successfully complete a semester-long classroom placement. One such student chose to take advantage of a school-wide club involvement initiative and successfully introduced a Black History Club where students of all backgrounds could hear a counter-story perspective on critical time periods in African and African American History.

Jatwan Gorman and Rebecca A. Wentworth
Sam Houston State University

Beyond Tutoring: Engaging Youth in Public Scholarship as Service-Learning

Individual Presentation
(30 minutes with 15 minute break)

11:30–12:00
Blue Ridge

This presentation will provide an overview of the 5-year partnership between Giles County Head Start and the Honors College at Virginia Tech. Presenters will discuss the benefits of the partnership from all perspectives community partner, university, and students. Examples of student engagement at the centers and the framework for the university course will be provided. Finally, presenters will outline challenges experienced by both partners and will

Breakout Session 2

Thursday, 10:45am–12:00pm

facilitate discussion around replication of this partnership elsewhere.

Courtney Simon Grohs, Anne Faris
Virginia Polytechnic Institute and State College

Moving Beyond the Single Story: A Head Start/Virginia Tech Honors College Service-Learning Partnership

Individual Presentation 10:45–11:15
(30 minutes with 15 minute break) Cape Fear

This presentation will provide an overview of the 5-year partnership between Giles County Head Start and the Honors College at Virginia Tech. Presenters will discuss the benefits of the partnership from all perspectives: community partner, university, and students. Examples of student engagement at the centers and the framework for the university course will be provided. Finally, presenters will outline challenges experienced by both partners and will facilitate discussion around replication of this partnership elsewhere.

Courtney Simon Grohs and Anne Faris
Virginia Polytechnic Institute and State University

A Scaffold for Critical Service-Learning: A Self-Assessment and Guided Toolkit for Service-Learning Faculty Interested in Incorporating Justice in Perspective and Praxis

Individual Presentation 11:30–12:00
(30 minutes with 15 minute break) Cape Fear

Service-learning is deeply engaged with justice or “critical” frameworks, but often faculty lack the support necessary to implement pedagogy and programming aligned with these principles. At Duke University, we are addressing this need through creating a self-assessment with integrated resources. During this presentation, attendees will be exposed to critical service-learning perspectives and practices, take the self-assessment, examine resources to support growth, and offer feedback on the scope, content, and resources of the instrument.

Dane Emmerling, David Malone, Michaela Stith

Lunch and Keynote Session

Thursday, 12:15–1:30pm

From Hysteria to Justice: A Case for Community-Engaged Scholarship

Southern Crescent Ballroom

Anne DePrince

Through the lens of research on violence against women and children, this talk will consider the interplay of scholarship, socio-political movements, and social justice. Setting examples of community-engaged research in an historical context, this talk will focus on ways that community-partnerships can contribute to social change as well as to the transformation of students and scholars.

Duke University

Seeing Engineering Everywhere: Community-Engaged and Culturally Relevant Engineering Activities with K-12 Youth

Individual Presentation 10:45–11:15
(30 minutes with 15 minute break) Governors

This presentation reports on the work of engineering education researchers in partnership with the Science Museum of Western Virginia to meaningfully engage K-12 youth. Aligned with research on broadening participation in engineering, the goal of our collaboration is to facilitate affirming experiences where youth take apart, fix, and explore objects that are meaningful and relevant to them. We will openly share and demonstrate activities for future use of participants and welcome feedback and discussion.

Jake Grohs, Holly Matusovich, and Cheryl Carrico
Virginia Polytechnic Institute and State University

Linking Mental Health and International Service Learning in Order to Promote Psychological Well-Being in an Impoverished India Pre-school

Individual Presentation 11:30–12:00
(30 minutes with 15 minute break) Governors

Over the past three years the University of North Georgia had the opportunity to access one of the highly trafficked communities in India in order to conduct research and provide services as part of a multi-year cooperative agreement between the university and a local NGO. This presentation will provide an overview of our research findings from the field, and present information on how to integrate effective research and service learning opportunities into study abroad programs.

Carly Redding, PhD
The University of North Georgia

THURSDAY, 10:45–12:00

THURSDAY, 12:15–1:30

Breakout Session 3

Thursday, 1:45–3:00pm

Using Q-Sort Methodology to Learn about Service-Learning: Voices from the Field

Panel Discussion
(75 minutes)

1:45–3:00
Triad West

Q-methodology is a teaching, training, and research tool used to catalog and categorize the personal constructs and values of the participants on a particular issue, problem, or topic. In this panel discussion, faculty members from disciplines including leadership development, applied communication, education, and public health explain this accessible research tool and share how they are using it to explore the complexity of embracing all voices in service-learning work across disciplines.

Dr. Brandy Walker, Dr. Paul Matthews, Abigail Boron, Dr. Shannon O'Brien Wilder
The University of Georgia

Assessing the Community Impact of National Service Partnership

Panel Discussion
(75 minutes)

1:45–3:00
Triad Central

This panel discussion will examine the community impact of the North Mississippi VISTA Project (NMVP), an AmeriCorps program housed at the McLean Institute for Public Service and Community Engagement at the University of Mississippi. The panel will discuss data from surveys, interviews, and focus groups with community partners and VISTA members, and how to integrate assessment into national service partnerships. Previous research (Green, 2013) has shown that such collaborations can create momentum around addressing poverty.

Shannon Curtis, Sara Baker, and Laura Martin
McLean Institute for Public Service and Community Engagement at the University of Mississippi

From the Inside Out: Building Equitable and Just Communities Through Team-Based Service-Learning Projects

Interactive Workshop
(75 minutes)

1:45–3:00
Triad East

To more effectively advance social and economic justice in communities outside of the classroom, students should deepen their skills in team development and democratic engagement practices. Team-based learning (TBL) is an effective complement to service-learning particularly for projects that aim for collective impact and transformational outcomes. At its core, TBL emphasizes collaboration, communication, critical thinking, and problem-solving. This interactive workshop will walk participants through integrating team-based learning into their service-learning courses.

Facilitated by Amy Murphy-Nugen, PhD
Western Carolina University

Designing a Course in the First-Year Experience utilizing Integrative Learning

Interactive Workshop
(75 minutes)

1:45–3:00
Summit

Students not only need encouragement to engage in beyond the classroom experiences but greater support connecting their experiences in meaningful ways. USC Connect and University 101 Programs have partnered to assess students perspectives towards integrative learning and community engagement and used that information to help facilitate faculty and staff first-year seminar course development. Our session will highlight successful strategies we have found to introduce these concepts to first-year students.

Facilitated by Theresa Harrison and Sandra Greene
The University of South Carolina

Designing Intentional Partnerships to Support Transformational Learning

Individual Presentation
(30 minutes with 15 minute break)

1:45–2:15
Appalachian

Developing strong partnerships between the campus and the community is at the heart of civic engagement. The Center for Leadership and Civic Engagement (CLCE) at East Carolina University has made efforts this year to focus on its community partnerships. In this session, participants will learn how CLCE organized its partnership process by setting parameters for partnerships, implementing a partner intake process, planning for assessment, and improving ongoing communication with community partners through a liaison model.

Nichelle Shuck, M.Ed, Tara Kermiet, M.Ed.
East Carolina University

A Picture is Worth A Thousand Words or More: An Assessment Transformation for Co-Curricular Service

Individual Presentation
(30 minutes with 15 minute break)

2:30–3:00
Appalachian

This presentation discusses student reflection on co-curricular service learning. Using the theory of active citizenship, and the social change model, students' experience in the co-curricular are evaluated. Assessment of one of our highest impacting community engagement programs is conducted using photo-reflection strategies among millennial students compared against standard student reflection prompts. This approach has resulted in a significantly higher quality and more personal level of engagement throughout the reflection experience.

Courtney Chapman Thomas and Dr. Timothy Salazar
The University of Alabama

Sustainability City: Connecting Campus and Community in Greensboro

Individual Presentation 1:45–2:15
(30 minutes with 15 minute break) Blue Ridge

How do we develop active citizenship in students through sustainable and intentional programming? Within this presentation, explore how layers of programming can assist in developing high-impact practices for students and the community. UNCG's Office of Leadership and Service Learning can be used as a model for determining ways to cultivate these partnerships. Participants will also have the chance to engage in problem solving dialogue surrounding the challenges that arise in campus-community partnerships.

Amanda McDole and Laura Parker
The University of North Carolina at Greensboro

Community Partners Taking Root to Grow Opportunities for At-Risk Youth: The Budding of a School Gardens Project

Individual Presentation 2:30–3:00
(30 minutes with 15 minute break) Blue Ridge

Wilmington, NC has an inequality of resources based on race and income, yet has many organizations working both independently and collaboratively to amend this. Three community establishments (public school serving at-risk youth, arboretum, university) are working together to achieve multiple immediate goals through a school-based gardening program. Gardening is used to augment the academic curriculum, improve student behavior, and increase an awareness of nutritionally rich foods, while simultaneously working towards the ultimate goal, community empowerment.

Cara Gray, PhD, and Laura Jennings, ED.D.
The University of North Carolina at Wilmington

Launching a Civic Identity in the First Year Seminar

Individual Presentation 1:45–2:15
(30 minutes with 15 minute break) Cape Fear

This presentation will describe a study that explored the experience of students and faculty of 14 First Year Seminars that intentionally emphasized the development of a civic identity. The presentation will review findings from both qualitative and quantitative measures over a semester of implementation. The presentation will review the goals and methods of the study, explore the findings and possible broader implication of an intentional curricular emphasis on the development of a civic identity.

Dr. Annie Jonas
Warren Wilson College

Lessons of Experience from Rural North Carolina: A Participatory Action Research Model

Individual Presentation 2:30–3:00
(30 minutes with 15 minute break) Cape Fear

An ongoing participatory action research project conducted in collaboration between the Center for Creative Leadership (CCL) and the Golden LEAF Foundation, the presentation describes a train-the-trainer study in which CCL researchers worked with college students to create a framework for interviewing successful rural leaders to identify key events that helped develop those individuals as leaders. These college students are currently training 55 other college students to conduct these interviews.

Jayke Hamill and Micela Leis
The Center for Creative Leadership

University of North Carolina Wilmington Partnerships with County, City, Public Schools, Non-Profits, and Community Stakeholders: Learnings and Benefits of Community Engagement

Individual Presentation 1:45–2:15
(30 minutes with 15 minute break) Governors

UNCW initiatives over two years have shown both the opportunities and benefits of community engagement to our students and community. These initiatives are environment-related but have wider implications for economics and health and will be discussed in terms of engagement opportunities. These include 1) design and construction of rain gardens for watershed protection, 2) state rare grass species mitigation with landfill expansion and compost recycling design facility to reduce organic waste, 3) restoration of longleaf pines and old field succession at a Preserve, and 4) construction of a sustainability garden.

Roger D. Shrew
The University of North Carolina at Wilmington

Student Leaders Partner with Local Schools to Foster a More Inclusive Environment

Individual Presentation 2:30–3:00
(30 minutes with 15 minute break) Governors

Fostering an environment where students feel included is difficult in the school community. Student graduates of a youth leadership program in Georgia have been empowered to partner with local schools and mentor younger students to reduce bullying, increase peer support and positively impact their school experience. Three young ladies from a rural Georgia community developed independent programs to support younger girls. The programs work with elementary and middle school girls to provide support and guidance.

Michelle Elliott and Sylandi Brown
The University of Georgia

Breakout Session 4

Thursday, 3:15–4:30pm

From West Alabama to Central North Carolina: Strategies to Propel Men of Color to Success

Panel Discussion
(75 minutes)

3:15–4:30
Triad West

Whether it's the 100 Black Men, Boys and Girls Club or the Boy Scouts of America, there are numerous opportunities to help ensure African American, Hispanic and Native American boys are successful. In the wake of President Obama's My Brother's Keeper Initiative, this session features efforts in West Alabama and in Central North Carolina

Douglas Craddock, Jr., and Dr. George Daniels
The University of Alabama

What's Next, Kentucky?—Using Dialogue and Deliberation to Help Communities Thrive

Panel Discussion
(75 minutes)

3:15–4:30
Triad East

Learn about What's Next, Kentucky?, a nonpartisan, statewide initiative to encourage community-based conversations that help citizens plan actions based on their own ideas for building stronger local communities. Modeled after the successful What's Next, West Virginia?, it is designed to connect work that is already happening, bring new people and ideas into the mix, and strengthen democratic skills of dialogue and deliberation. Hear lessons learned and how to implement in your own community or state.

Buck Ryan, Gayle Hilleke, and Lauren Gabbard
The University of Kentucky

The Principled Problem Solving Model: A Tool for Informed and Values-Based Engagement

Individual Presentation
(30 minutes with 15 minute break)

3:15–4:30
Triad Central

This interactive workshop features an introduction to Guilford College's Principled Problem Solving Model. This model is a pragmatic and values-based approach for engagement reflecting Guilford's commitment to the practical liberal arts and its history of guiding students in putting core values to work in the world. Workshop participants will learn about the Model, examine its use by individuals and groups in various settings, and apply the model to participant identified problems working in small groups.

Facilitated by Mark Justad, MDiv, PhD
Guilford College

The Engagement Retreat: University Collaboration to Understand Students' Engaged Experiences

Individual Presentation
(30 minutes with 15 minute break)

3:15–4:30
Summit

This interactive workshop will share philosophies and practices that undergird our university's annual gathering of staff and faculty seeking to learn more about others' work that supports students seeking coherent and engaged pathways through college. Given the opportunity in this workshop to recreate such a gathering of professionals, it is our hope to locate individuals open to partnering up for intra- and inter-institutional collaborations to understand students' curricular and co-curricular engagement.

Facilitated by Amy Anderson and Heather Settle
Duke University

A College-Community Partnership to Evaluate a Volunteer Tutoring Program: Working Together to Support Students and Teachers in K-12 Public Schools

Individual Presentation
(30 minutes with 15 minute break)

3:15–4:30
Appalachian

In this presentation, an academic researcher and community foundation director will discuss the challenges and opportunities of a collaborative project designed to evaluate a volunteer tutoring program that serves struggling students in the local public schools. The presentation will address both the process and outcomes of the research as well as the impact of this work on a variety of stakeholders.

Jennifer Mozolic and Julia Shuster
Warren Wilson College

Uncovering Harmony: A Case Study of Community Engagement in History

Individual Presentation
(30 minutes with 15 minute break)

4:00–4:30
Appalachian

"Uncovering Harmony" shares the methodology of two Public History courses from Sam Houston State University that partnered with a variety of community organizations to make a lasting impact on the public memory of the area. The presentation seeks to explore the ways in which students and their community partners can make loud those stories silenced by the past.

Zachary Doleshal, PhD, and Brian Jacobs
Sam Houston State University

Service Learning and Cultural Competence in Online Education

Individual Presentation 3:15–3:45
(30 minutes with 15 minute break) Blue Ridge

This presentation will discuss the design of an online course that addressed cultural competence through service learning pedagogy. The outcomes of a student survey before and after the class will be presented.

Catharine Bomhold, PhD

The University of Southern Mississippi

Student Writers and Community Partners Unite to Promote the 'Big Read'

Individual Presentation 4:00–4:30
(30 minutes with 15 minute break) Blue Ridge

This presentation will focus on numerous ways introductory college English classes can engage with local partners to participate and contribute to a community-wide initiative known as the "Big Read." Sponsored by the National Endowment for the Arts, various entities within a community read the same book and engage with community partners to promote in depth discussions and critical thinking. The presenter will share her students' writing experiences with "The Big Read" over the past six years, working with the local school system, the area Boys and Girls Clubs, the regional libraries, and the Arts and Humanities Council to bring the community together with the focus on "partnerships in learning."

Rebecca Sharpe, M.Ed

College of Coastal Georgia

Choose Your Own Service-Learning Adventure: Making Decisions that Lead to Transformative Learning Outcomes

Individual Presentation 3:15–3:45
(30 minutes with 15 minute break) Cape Fear

A professor from Virginia Commonwealth University will navigate through several students journeys in a community-based writing course, utilizing a Choose Your Own Adventure approach to frame narratives of both personal and professional transformation. During the presentation, such choices will be explored as how to select community partnerships based on reciprocity and how to then steer students towards those sites that best align with their talents and curiosities, decisions that often lead to positive learning outcomes.

Lindsey Chudzik

Virginia Commonwealth University

Not Just Learning and Serving: The Evolution of Problem-Solving Pedagogy in a Service Learning Course

Individual Presentation 4:00–4:30
(30 minutes with 15 minute break) Cape Fear

Service learning courses are complex teaching and learning environments designed to enhance learning by connecting an academic course to service in the community. But, what happens when a mandate to solve problems is issued? This presentation takes attendees on a journey over three semesters as a service learning class gradually shifted to a pedagogical model where in Spring 2017 problem-solving is now in the foreground.

George L. Daniels, PhD

The University of Alabama

A Train the Trainer Approach in Community Engagement: Expanding the Role of University Student Mentors in implementing Reading Interventions

Individual Presentation 3:15–3:45
(30 minutes with 15 minute break) Governors

Millions of children living in poverty are reading below grade level which can have devastating effect on future outcomes. Research in urban education stresses the importance of community partnerships in creating lasting change. VCU faculty and Youth Life Foundation staff discuss a sustainable partnership that implements evidence-based reading interventions in the community, and expands the role of volunteers in implementing literacy practices. Sustainability of partnership, and impact on students, teachers, and mentors will be discussed.

Christina Bartholomew, PhD., Michelle A. Duffy, Ph.D., Katharine Hunt, and Amber Hartman

Virginia Commonwealth University

Assessing and Addressing Hunger and Homelessness on College Campuses

Individual Presentation 4:00–4:30
(30 minutes with 15 minute break) Governors

Food insecurity and homelessness are becoming more and more prevalent on college campuses. This presentation will discuss how UNC Pembroke assessed levels of both hunger and homelessness on their campus, and innovative approaches to addressing both through community-based partnerships. Best practices for assessing and addressing these important issues will be shared, including ideas for developing, managing, and financing similar programs.

Christie Poteet and Natural Breedon

The University of North Carolina at Pembroke

Student Showcase: Poster Session

Thursday, 3:30-5:00pm

Marriott Mezzanine

Grand Reception at the International Civil Rights Museum

Thursday, 5:30p-7:00pm

134 South Elm Street (10 minute walk)

Located at 134 S. Elm Street in the heart of downtown Greensboro, North Carolina, The International Civil Rights Center & Museum is devoted to the international struggle for civil and human rights, and its exhibits guide visitors on a journey through the challenges African Americans faced in the struggle for equal rights. With the historic F.W. Woolworth lunch counter as its centerpiece, the Museum's exhibits tell the story of the Greensboro Four, as well as other key human and civil rights struggles and achievements. The ICRCM, the location for the Gulf South Summit's Grand Reception Thursday evening, is the perfect backdrop for our discussion on how to foster more just and inclusive communities together in higher education.



The Museum features:

- Original lunch counter and stools where the A&T/ Greensboro Four (Ezell Blair, Franklin McCain, Joseph McNeil and David Richmond) began their protest on Feb. 1, 1960.
- Educational exhibits, including 14 signature exhibits devoted to the struggle of human and civil rights in the "Battlegrounds" area of the Museum.
- State-of-art auditorium (seats 172)
- Archival center
- Gallery featuring traveling exhibits and community meeting space
- SIMI's Room, a children's education and activity center for K-12 students and educators
- A proposed Joint Center for the Study of Human Rights



The ICRCM seeks to ensure that the world never forgets the courage displayed by four young North Carolina A&T State College students, on February 1, 1960, and the hundreds and thousands of college and community youth in Greensboro, in the South, and around the country who joined them in the days and weeks that followed, leading to the desegregation of the Woolworth lunch counter and ultimately to the smashing of the segregation system in the southern United States. The ICRCM seeks to preserve the legacy and the significance of that event by demonstrating why, in the current context, such inherently evil, institutionalized oppression has no place in the human race. The International Civil Rights Center & Museum exists as a testimony to courage and the potential of unified people on the right side of history to make change.



At the Grand Reception, the museum will be offering tours of the exhibits for the cost of \$10. If you are interested, you can either purchase this online through the registration process or at check-in on March 22 or 23.

Breakfast & Round Table Discussions

Friday, 8:00–9:15am

Southern Crescent Ballroom

Global Service-Learning

Amy Murhpy-Nuygen, Western Carolina University, and Carly Redding, University of North Georgia

Promoting Student Success Through Community Engagement Experiences

Casey Kayser, University of Arkansas, and Douglas Craddock, Jr., The University of Kentucky

Student Civic Engagement and Leadership Development

Tara Kermiet, East Carolina University, and Kiana E. Anderson, Georgia Southern University

Innovative Community Engagement Models for Student Career Development

Lee Miller, Sam Houston State University, and Brian Haldman, University of Texas at San Antonio

Emerging Campus Food Pantries: Engaging Students in Community Service for their Peers.

Christie Poteet, The University of North Carolina at Pembroke

Service-Learning Strategies in Healthcare Education

Lydia Watkins, College of Coastal Georgia, and Natalia Jones, Georgia College and State University

Cultivating Critical Reflection During Community Engagement Experiences to Promote Student Learning

Mark Justad, Guilford College, and Jillian Volpe White, Florida Campus Compact

Novel Faculty Professional Development Strategies in the Scholarship of Community Engagement and Research

Ameena Batada, The University of North Carolina at Asheville, and Debbie Reed, The University of North Florida

"Connecting with People in a Positive Way": Perspectives of a Justice-Focused Community Organization

Patti Clayton, PHC Ventures, UNCG, IUPUI, K-State, Lori Hensley and Amanda Arrington, Coalition to Unchain Dogs

Addressing Social Justice Issues through Community Engagement Experiences

Demetrius Semien, Spring Hill College, and Katherine Thompson, The University of Georgia

Innovative Service-Learning Assessment Strategies

Jake Grohs, Virginia Tech, and Courtney Chapman Thomas, The University of Alabama

Creative Service-Learning Course Design for Transformative Learning

Lindsey Chudzik, Virginia Commonwealth University, and George L. Daniels, The University of Alabama

Intercultural Competency and Inclusion in Community Engagement

Michelle Elliott, The University of Georgia, and Catherine Bomhold, The University of Southern Mississippi

The STEM of Service-Learning

Michele Malotky, Guilford College, and Ignacio Gamez, The University of Houston

Collaborative Community Partnerships for Workforce and Economic Development

Betsy McGriff, University of Georgia

Mechanisms for Empowering Students to Become Engaged Citizens in a Democratic Society

Joanna Woodson, Western Carolina University, and Anjelica Smith, Democracy Works

Gulf South Summit Executive Committee Membership

Come hear about your institutions' opportunity to play a leading role with Gulf South Summit.

Breakout Session 5

Friday, 9:30–10:45am

Engaging Student Voters and Creating Democratically Engaged Campuses

Panel Discussion
(75 minutes)

9:15–10:30
Triad West

Colleges and universities are leaders in cultivating generations of engaged citizens...citizens necessary for a thriving democracy. We'll discuss a number of initiatives designed to keep students engaged in all of their elections, such as the Fair Elections Legal Network Campus Vote Project, SoCon Votes, ALL IN Campus Democracy Challenge, Students Learn Students Vote Checklist, and TurboVote. While a presidential election year provides additional resources for - and an increased focus on - voting, we'll focus on action items that can be implemented in a non-presidential year to create a more democratically engaged campus and community.

Mike Burns, Clarissa Unger, Zaneeta Daver, Cat Fish, Mark Ward, Debi Lombardi

Service-Learning at Eagle Nation: Systematic evaluation of student experiences

Panel Discussion
(75 minutes)

9:30–10:45
Triad Central

This proposed panel will focus on the results of a university wide end-of-course survey designed to determine students' attitude toward service-learning. The benefits of academic community engagement survey provides faculty members with anonymous and voluntary student feedback on the service-learning component of their course. Presenters will share a copy of the survey instrument, discuss quantitative and qualitative results of three semesters worth of data, and how the findings' influence on-campus service-learning initiatives.

Adrienne Cohen, Moya Alfonso, Dina Walker-DeVose, and Urkovia Andrews
Georgia Southern University

Exploring Identity, Community, and Complexity through Reflection

Interactive Workshop
(75 minutes)

9:30–10:45
Triad East

Experience alone is insufficient for learning; students must make meaning of experience through reflection. Courses and programs can benefit from reflection that challenges students to consider their identity, the community, and complex social issues. At a large research institution in the southeast, faculty and staff implemented a reflection curriculum that utilizes written exercises, videos, and discussions. Participants will learn about the elements of the curriculum, engage in reflection, and explore the possibilities for this approach.

Jillian Volpe White
Florida Campus Compact

Leveraging Higher Education Resources to Strengthen Community Partnerships

Interactive Workshop
(75 minutes)

9:30–10:45
Summit

The University of Georgia Archway Partnership connects higher education resources to address critical community-identified needs and opportunities. This interactive session will provide a model for enhancing community collaboration and decision-making through case studies from various Archway Partnership communities. Examples and activities will illustrate how these efforts enhance faculty research and student instruction while meeting community needs and building lasting local partnerships.

Angel Jackson and Sharon Liggett
The University of Georgia

How does Socioeconomic Status Affect Student Achievement of Service Learning Outcomes? A Case Study

Individual Presentation
(30 minutes with 15 minute break)

9:30–10:00
Appalachian

This presentation uses data from a southern, private comprehensive, liberal arts university to examine the impact of socioeconomic diversity on service learning outcomes. Our findings suggest that socioeconomic differences affect how students learn and raise significant questions about service-learning's ability to promote education equity. We will engage these and other concerns to provoke a dialogue about how service learning and other high-impact practices can best promote equity in education.

Joseph Blosser MDiv, PhD, Cara Kozma, Alixandra B. Yanus
High Point University

Sustainable University and Nonprofit Partnerships: Impacting Literacy and Teacher Candidate Pedagogy Through Service-Learning

Individual Presentation
(30 minutes with 15 minute break)

10:15–10:45
Appalachian

The Visionary Student Panel series is an opportunity for students to present their ideas on real-world problems or issues and to receive feedback and funding to implement their strategies. In this informative and interactive session, attendees will a.) engage in a discussion of how the VSP sits at the intersection of social entrepreneurship and pitch competition/innovation arenas, b.) learn the specifics how one university implemented the program, and c.) hear from past student presenters.

Service-Learning Assessment: Where Do You Start and Where Do You Go?

Individual Presentation 9:30–10:00
(30 minutes with 15 minute break) Blue Ridge

The increasingly important role of assessment in service learning has become evident as the demands for resources, accountability and evidence of successful outcomes continues to shape the direction of higher education curricula and programs. Professionals new to service learning often feel overwhelmed and seek guidance regarding where to start, what to target, and what instruments are best. This presentation will focus on the strategic steps and instruments for successful assessment.

Kathie Garbe, PhD
The University of North Carolina at Asheville

Addressing Issues of Social Justice Through Critical Service-Learning

Individual Presentation 10:15–10:45
(30 minutes with 15 minute break) Blue Ridge

What if you had to go a day without shoes? What if you didn't have enough food to eat? These are just a few of the social justice-oriented questions that students in P-12 schools investigated under the guidance of graduate students enrolled in a university service-learning course. Join us for an interactive session as we share examples of critical service-learning initiatives and explore ways that P-12 schools and universities can collaboratively address issues of social justice.

Katherine Thompson, PhD., Andie Bisceglia, Jennifer Guyre, and Victoria Anderson
The University of Georgia

Believe in Possibilities: Partnering to Prepare Young People for Careers

Individual Presentation 9:30–10:00
(30 minutes with 15 minute break) Cape Fear

How can universities partner with local schools to motivate young people to think about their futures and the kinds of jobs they want early enough to make good academic decisions in 6th through 12th grades? How can university students benefit from working to prepare young people for rewarding careers? This session will discuss a powerful collaborative that is long term, interdisciplinary, and links the public school's curriculum with university courses.

Lee Miller, Joyce McCauley, and Stephanie Sanders
Sam Houston State University

Building Just Communities Through Student Engagement in Community Research and Advocacy

Individual Presentation 10:15–10:45
(30 minutes with 15 minute break) Cape Fear

Going beyond the traditional "volunteer-and-reflect" model of service learning can be challenging. This presentation will engage participants in considering how students may engage in community-driven research for advocacy, including: 1) a rationale for student-engaged research and advocacy; 2) brief case studies; 3) a step-by-step framework for engaging with local organizations on such projects, from identifying advocacy goals to designing and disseminating research; 4) examples of critical reflection activities; and 5) a discussion of ethical considerations.

Ameena Batada
The University of North Carolina at Asheville

Institutionalizing Community Engagement in Higher Education: Identifying Patterns of Engagement Based on Institutional Characteristics

Individual Presentation 9:30–10:00
(30 minutes with 15 minute break) Governors

This presentation will discuss the results of a research study conducted by the presenter to explore the relationship between community engagement and a variety of institutional characteristics among higher education institutions in the state of Georgia. Findings indicated that a pattern of community engagement existed among the 48 participating institutions and that some institutional characteristics significantly predicted community engagement. Recommendations that provide transformative teaching and learning experiences for students, faculty, and staff will be discussed.

Natasha L. Hutson, PhD
Clayton State University

A Course-based Undergraduate Research Experience (CURE) Focused on Health Disparities in Immigrant / Refugee Communities with Biology and Social Work Students

Individual Presentation 10:15–10:45
(30 minutes with 15 minute break) Governors

We combined two high-impact activities—service learning and undergraduate research and measured learning gains not only in scientific skills, but also in soft skills such as cultural competency and team work. The course included students from two institutions—a large, public, historically-black university and a small, private, quaker, liberal arts college—as well as two disciplines. Together, students worked on a novel, authentic research project assessing hypertension prevalence in an immigrant/refugee community.

Michele Malotky, Kelsie Bernot and Maura Nsonwu
Guilford College

Breakout Session 6

Friday, 11:00–12:15am

Are We Doing Any Good? Capturing Community Engagement Impact through Diverse Practices and Perspectives

Panel Discussion
(75 minutes)

11:00–12:15
Triad West

This panel will share methods for cost-effective qualitative and quantitative evaluation of service learning and civic engagement and illustrate ways in which the data from multiple methods and perspectives can be gathered and integrated to help shape campus and community practices. Four faculty, staff, and graduate student panelists will describe a variety of data collection processes integrated into our service learning programs.

Conway Saylor, Christina Soyden, Katie Azzarita, Tara Cothran
The Citadel

Mentoring the “New Diversity” Generation in Service-Learning and Community-Engaged Research: What Must the Academy Bring to the Table?

Panel Discussion
(75 minutes)

11:00–12:15
Triad Central

Our team’s goal is to discuss the considerations, resource investments, relationships, adjustments and supports needed from academic mentors to train up and engage the new diversity student researcher. We will offer specific examples of outcomes and end with a set of recommendations including a framework for how higher education can better align best-practice mentorship and leadership training to meet needs of “new diversity” generation students.

Sharon Morrison, Sudha Shreeniwas, Andrew Young, and H’Yua Adrong
The University of North Carolina at Greensboro

Authentic Partnerships: A Practitioner Action Research Project

Interactive Workshop
(75 minutes)

11:00–12:15
Triad East

DukeEngage is a summer civic engagement program focused on immersive undergraduate service identified in partnership with local communities. Community-driven service requires a level of authentic partnership that acknowledges the community as a collaborator in program operations, research, and teaching. This presentation will outline our strategy for deepening partnerships by recognizing community partners as co-planners, co-researchers and co-educators. We will share themes and outcomes of a recent community partner conference, results of a three-year action research project on effective practice, and a new effort emphasizing partners as co-educators in our program.

Kathy Sikes, Thomas Phillips, Kristin Wright, Meredith Casper
Duke University

College Access for Immigrant and Refugee Students

Interactive Workshop
(75 minutes)

11:00–12:15
Summit

The Latino population in North Carolina doubled between 2000 and 2010. A similar trend is occurring with Asians. As demographics shift, the college education attainment gap continues to be wide. At the end of this workshop you will learn how to build an infrastructure in your school that increases college access for immigrants, refugees and their families. Student leaders will share how they built trust with communities, brokered culture barriers and built a successful team.

Jeniffer Gonzalez Reyes, Jose Oliva, Marimar Mantuano, Fernando Zamora Jimenez, & Danny Rodas Garcia
Guilford College

Researching and Engaging with a Diverse Public Middle School for Transformative Garden-Based Learning

Individual Presentation
(30 minutes with 15 minute break)

11:00–11:30
Appalachian

Rooted in the ideals of experiential and service-learning education, school gardens are born in response to the health, agricultural, and environmental crises that affect our food systems, and disproportionately impact marginalized populations. This session will highlight findings from our research at a public school garden in Clarke County, GA and characterize how students’ funds of knowledge from disparate economic and racial/ethnic backgrounds can be reengaged as resources, rather than deficits, for transformative garden-based learning.

Andie Bisceglia and Jennifer Jo Thompson
The University of Georgia

Faculty Service Learning Mentoring

Individual Presentation
(30 minutes with 15 minute break)

11:45–12:15
Appalachian

Community engagement is a central component of the mission of many institutions of higher education. What is often missing is the support needed for faculty who seek to integrate service-learning and civic engagement into their curriculum. This paper reports on a pilot multi-level faculty and student mentoring program set up at an urban four-year university in the Northeast region for faculty with interest in integrating service-learning into their curriculum.

Debra Harkins, PhD., Abraham Pena-Talamantes, Elizabeth Robinson, PhD., Felicia Wiltz and Amanda Bernasconi, PhD.
Suffolk University

Forming Partners in Language, Social Justice, and Service Learning: Institutional Mission and Communities of Engagement

Individual Presentation 11:00–11:30
(30 minutes with 15 minute break) Blue Ridge

This presentation will share how one institution, Spring Hill College, has turned to its mission and identity to enhance its core curriculum, including a new requirement for all students to participate in a service-learning course or another community-based project. Then, I will turn to one particular course, “Introduction to Poetry,” as an example of how successful relationships with community partners help to form fruitful intersections of meaning and identity.

Catherine Swender, PhD., and Wanda Sullivan
Spring Hill College

Partnering for Campus Inclusion: The Intersection of Service-Learning, Disability Studies & Inclusive Post-Secondary Education

Individual Presentation 11:45–12:15
(30 minutes with 15 minute break) Blue Ridge

This presentation will describe a post-secondary education program designed to support the full inclusion of students with intellectual and developmental disabilities (IDD) on campus through the intersection of service-learning in a disability studies certificate program and peer mentoring by traditionally enrolled students. Program design and the preliminary impact of student service on the inclusion of students with IDD on campus through this partnership will be discussed. Q & A time will be provided.

Carol Britton Laws and Anna Lawrence
The University of Georgia

Engaging-Up: Complex Spaces and Democratic Practices as Fail-Safes

Individual Presentation 11:00–11:30
(30 minutes with 15 minute break) Cape Fear

“Our ethics are in our methods,” Charlie Hale notably stated when discussing engaged research methods. As a form of community-engaged research, engaging-up relies upon democratic practices—dialogue and deliberation, horizontal communication, collective decision making, co-production of knowledge “ as the glue that holds the research endeavor together” or necessitates that the research project falls apart. Research falling apart!? This proposition is as important to the scholarly endeavors of community-engaged researchers as is successful research.

Jennifer N Webb
The University of South Florida

Introducing Interdisciplinary Service-Learning in The Bachelor of Science of Nursing Program: What Worked, What Didn't and Suggestions for Future Projects

Individual Presentation 11:45–12:15
(30 minutes with 15 minute break) Cape Fear

The CCGA nursing program has worked to incorporate interdisciplinary projects into their service-learning courses. This has afforded students an opportunity to enhance their critical thinking along with improving their professionalism, communication, collaboration and leadership skills. It allowed the students to gain insight in how to work professionally with other disciplines. The process for both faculty and students, while rewarding, offered many challenges. This presentation will discuss what worked, what didn't and suggestions for future endeavors.

Lydia Watkins, DNP, RN, CPNP, Nicole Masano MSN, RN, CNM, CNE, Brandy Chambers, MSN, RN
College of Coastal Georgia

Teacher Preparation in Professional Development School, Special Education Context: Transformation Through Service Learning Pedagogy

Individual Presentation 11:00–11:30
(30 minutes with 15 minute break) Governors

Teacher candidates in Special Education participate in clinical experiences through two methods courses offered on site at a local urban middle school. Teacher candidates experience both theory and application of knowledge, and at the same time, develop a commitment to active civic engagement in the community. This session will look at the impact of service learning pedagogy in an urban PDS on teacher candidate learning and civic engagement through an analysis of existing reflection documents

Debbie Reed, Ed. D,
The University of North Florida

Intergenerational Engagement: The Use of Interactive Games to Connect Older Adults with College Students

Individual Presentation 11:45–12:15
(30 minutes with 15 minute break) Governors

This study investigated if the use of interactive games to connect college students with older adults would reduce misconceptions and negative stereotypes about the older adults that are prevalent in university communities. University students enrolled in developmental psychology courses participated in this study. Specifically we found significant reduction in negative stereotypes and an increase in the desire for future interaction for students that engaged in the service learning activity.

Valerie Havill, PhD, Diane Cook
The University of North Florida

Lunch & Keynote Presentation

Friday, 12:30–1:30pm

Confessions of a Life-Long Service Learner on “Building the Beloved Community” Together

Joyce Johnson

Southern Crescent Ballroom

Awards & 2018 Reveal

Practitioner: Dr. David C. Berle, Associate Professor of Horticulture and Director of UGArden at the University of Georgia

Dr. Berle is a leader in civic engagement and service-learning at the University of Georgia. Berle’s introductory service-learning classes expose 500+ students each year to horticultural science and how it benefits society and communities. He was the principal investigator for a successful USDA grant leading UGA to develop a Local Food Systems Certificate program, the first of its kind in the nation. The certificate is a collaboration between 10 schools and colleges at UGA; several new academic service-learning courses focused on local food issues were developed and continue to be offered as a direct result of this grant and program. Dr. Berle has also created a unique and thriving nexus for research, teaching, and outreach: the “UGArden,” a four-acre, student- and community-run organic demonstration farm adjacent to UGA’s main campus. In 2011, he was recognized with UGA’s highest public service award, the Engaged Scholar award for significant career-spanning contributions to UGA’s public service and outreach mission through scholarship, service-learning, and campus leadership. Berle was also named a 2016 national finalist for the Thomas Ehrlich Civically Engaged Faculty Award.

Practitioner: Dr. Lane Perry, Director of Service-Learning at Western Carolina University

Dr. Lane Perry currently serves as the Director of the Center for Service Learning and teaches in the College of Education at Western Carolina University. Lane completed his Bachelors of Business Administration and Masters of Adult Education and Leadership at the University of Central Oklahoma and his Doctor of Philosophy in Higher Education degree at the University of Canterbury in New Zealand. Lane has presented and published extensively in the fields of community engagement, service-learning, global citizenship, and pedagogical approaches to disaster response. He currently serves as a co-editor of the International Journal for Research on Service Learning & Community Engagement and a peer-reviewer for several journals.

Community Partner: Ms. Susan Catchings, Director, Health Centers in Schools, East Baton Rouge School System

Sue Catchings has served as the Chief Executive Officer of Health Centers in Schools (HCS) since 1994. In her tenure, the organization has almost doubled the number of school-based health centers (from 4–7); HCS successfully contracts with the Louisiana Office of Public Health, the East Baton Rouge Parish School System, and other foundations and corporations. Health Centers in Schools expanded its partnership with the East Baton Rouge Parish School System through coordinating the school nurse program in 2004. At this time, Health Centers in Schools coordinates all health services across ninety-plus school campuses and serves approximately 43,000 children and youth. In February 2012, HCS became a subsidiary of Our Lady of the Lake Regional Medical Center—one of the largest health care providers for the Baton Rouge region. Ms. Catchings is working on the development of a regional school-based model linking school-based health centers and school nursing directly to the medical community.

Faculty Member: Ms. Lindsay Chudzik, Assistant Professor, Department of Focused Inquiry at Virginia Commonwealth University

Lindsay A. Chudzik teaches Riot Grrrl to Gone Girl: Pop Culture Manifestations of Feminism, Finding Your Voice in Contemporary Society, and Inquiry & the Craft of Argument: Service-Learning at Virginia Commonwealth University. She also was named a 2015–2016 and 2016–2017 Service-Learning Faculty Fellow through VCU’s Division of Community Engagement. Her critical and conference work primarily revolves around experiential learning, most recently presenting at the National Service-Learning Conference, Imagining America, and The Lilly Conference on Teaching and Learning. She holds a MA in Literature and a MFA in Creative Writing from VCU and her fiction has appeared or is forthcoming in Dogwood: A Journal of Poetry & Prose, Ghost Town, Haunted Waters Press, and Pembroke Magazine, among others.

Student: Joanna Woodson, Western Carolina University

Joanna is a returning student entering into her senior year studying social work. It took her a long time to find this path—four schools and a few more majors—but to say the journey has been worthwhile would be an understatement. She plans to pursue her J.D. /M.S.W., with the long-term goal being to play a significant role shifting the perception of healthcare as a commodity to that of a basic human right.

Collaboration: Every Campus a Refuge and Dr. Diya Abdo, Guilford College

Dr. Diya Abdo is a first-generation Palestinian born and raised in Jordan. An associate professor of English and Chair of the Department of English and Creative Writing at Guilford College in Greensboro, NC, she is the founder and director of Every Campus a Refuge, a Guilford College Center for Principled Problem Solving program that advocates for temporarily housing refugees on college and university campus grounds and assisting them in resettlement. Guilford College has thus far hosted eleven refugees on its campus and assisted them in their resettlement in Greensboro.

Keynote Speaker Bios

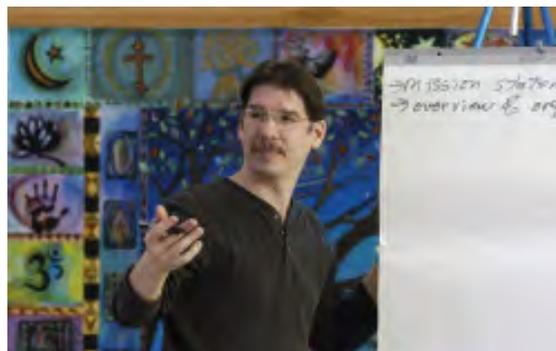
Anne DePrince is a Professor and Chair in the Psychology Department as well as Director of the Center for Community



Engagement and Service Learning (CCESL) at the University of Denver. In a program of community-engaged research that addresses the pressing problem of violence and abuse, her research focuses on how individual characteristics as well as interpersonal, community, and spatial contexts relate to violence/abuse exposure as well as clinical symptoms and interventions. Bridging her research and teaching, the undergraduate and graduate classes she teaches emphasize community engagement as a method to use psychological science to address pressing public problems, particularly violence against women and children. The co-editor of three volumes on trauma and violence and an author of more than 80 peer-reviewed articles, she is active in national and international professional organizations addressing trauma and violence. She currently serves as an Editor for the Trauma Books Series, the book series of Division 56 (Trauma Psychology) for the American Psychological

Association. Her research has been recognized in terms of federal funding as well as local and national awards. For example, DePrince received the 2005 Public Advocacy Award from the International Society for Traumatic Stress Studies for advancing the social understanding of trauma as well as the 2015 Thomas Ehrlich Civically Engaged Faculty Award from Campus Compact. In April 2016, her research was recognized by Attorney General Loretta Lynch and the Department of Justice Office of Victims of Crimes with the Vision 21 Crime Victims Research Award for her contributions to the nation's understanding of crime victims' issues. She completed her doctoral training in clinical psychology at the University of Oregon and clinical internship at the University of Washington School of Medicine. Additionally, she is a licensed clinical psychologist in Colorado.

Randy Stoecker is a Professor of Community and Environmental Sociology at the University of Wisconsin, with an associate appointment at the University of Wisconsin Extension Center for Community and Economic Development. His areas of expertise include community organizing and development, higher education community engagement, participatory action research/evaluation, and community information technology. He has been involved in a wide variety of community-based participatory action research projects and participatory evaluations with community development corporations, community organizing groups, and community information technology programs across North America and Australia. Randy trains, speaks and writes extensively on community organizing and development, community-based participatory research, service learning, and community information technology. He is author of *Defending Community* (1994) and *Liberating Service Learning* (2016), co-author of *Community-Based Research and Higher Education* (2003), co-editor of *The Unheard Voices: Community Organizations and Service Learning* (2009) and *The Landscape of Rural Service Learning* (2016). You can find his complete curriculum vitae at comm.org.wisc.edu/stoeckerfolio/stoeckvita.htm. He resides in Madison, Wisconsin with his wife and 50-pound standard poodle (his daughter is now on her own teaching the next generation), and wishes he lived in a society where research has become such an integral part of the culture that people are no longer fooled into making self-destructive political choices.



Keynote Speaker Bios

Joyce Hobson Johnson's community activism and leadership began as a high school student in Richmond, VA during the 1960s struggle for civil rights and open accommodations. She deepened her involvement at Duke University, where she was founding co-chair of the Duke Afro-American Society, a leader in the movement for relevant education, an advocate for non-academic campus employees, and an active participant in local Durham community initiatives. Johnson completed her undergraduate degree in Anthropology. She later received a M.S. degree in Adult Education from North Carolina A&T State University and pursued doctoral studies in Higher Education Administration at the University of North Carolina Greensboro. A former business professor and urban public transportation research director for 27 years at North Carolina A&T, Johnson was instrumental in that university's designation and funding as a national transportation center of excellence in research and training by the US Department of Transportation. Johnson currently serves as Co-Executive Director of the Beloved Community Center, a community organizing, training and leadership development, research, civic engagement and advocacy entity, which established the pace-setting Greensboro Truth and Community Reconciliation Process. Influenced by international models including the South African process, this initiative encourages broad community dialogue, truth-telling, understanding, and healing in pursuit of economic, racial, and social equity. Currently immersed in the implementation phase of that work, entitled "Our Democratic Mission," Johnson and her husband, the Reverend Nelson Johnson, have received numerous awards for their innovative and inclusive approach to community-building, including the Ford Foundation Leadership for a Changing World Award, National Faith and Politics Institute St. Joseph Day Award, Encore Careers Purpose Prize, Greensboro NAACP Community Service Award, and North Carolina A&T State University Human Rights Medal.



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Your institution can be part of the leadership of the Gulf-South Summit!

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 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 a minimum of 12 members. Members will serve an initial 3-year term, with an option for an additional term if hosting the conference or changing committee. Members must serve on the Executive Committee for one term before hosting the Summit.

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 for the chair

Standing Committees:

- Host and Local Arrangements
- Fundraising
- Speakers and Workshops
- Awards
- Scholarships
- Program and Request for Proposals
- Round tables
- Exhibits
- Finance
- Evaluation
- Membership
- History

Application for Membership:

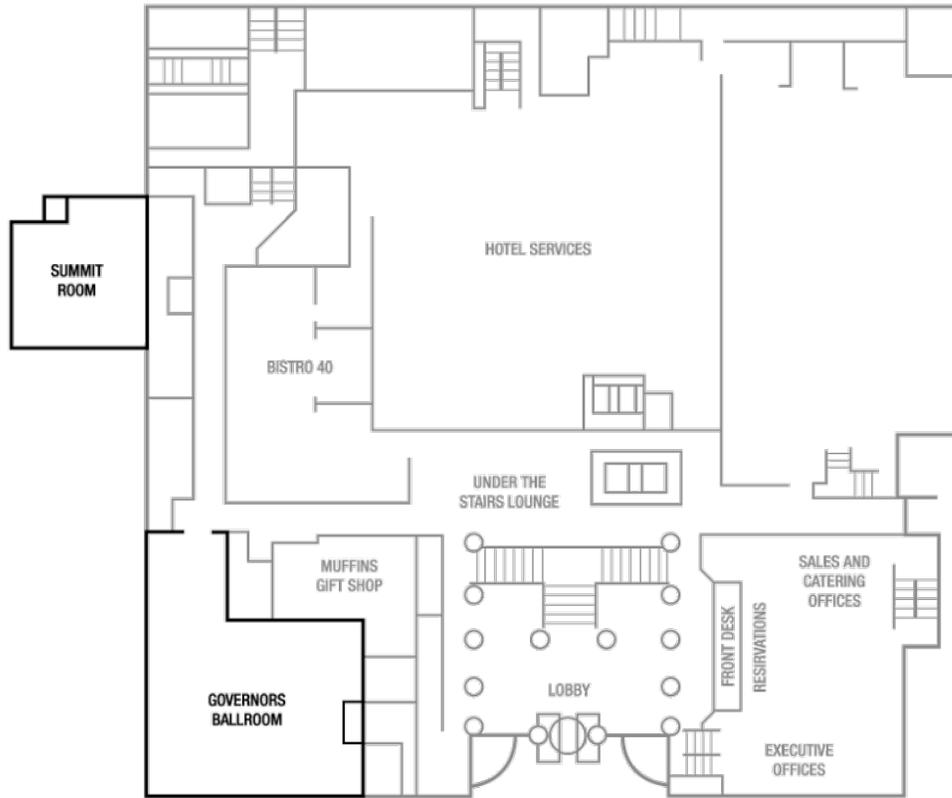
Prospective members should submit to the current committee chair a one-page summary of qualifications for membership and a letter of support and commitment from an institutional representative with authority to commit funds for a minimum sponsorship of \$1000 and travel expenses to required meetings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

Gulf South Summit 2017 Sponsors

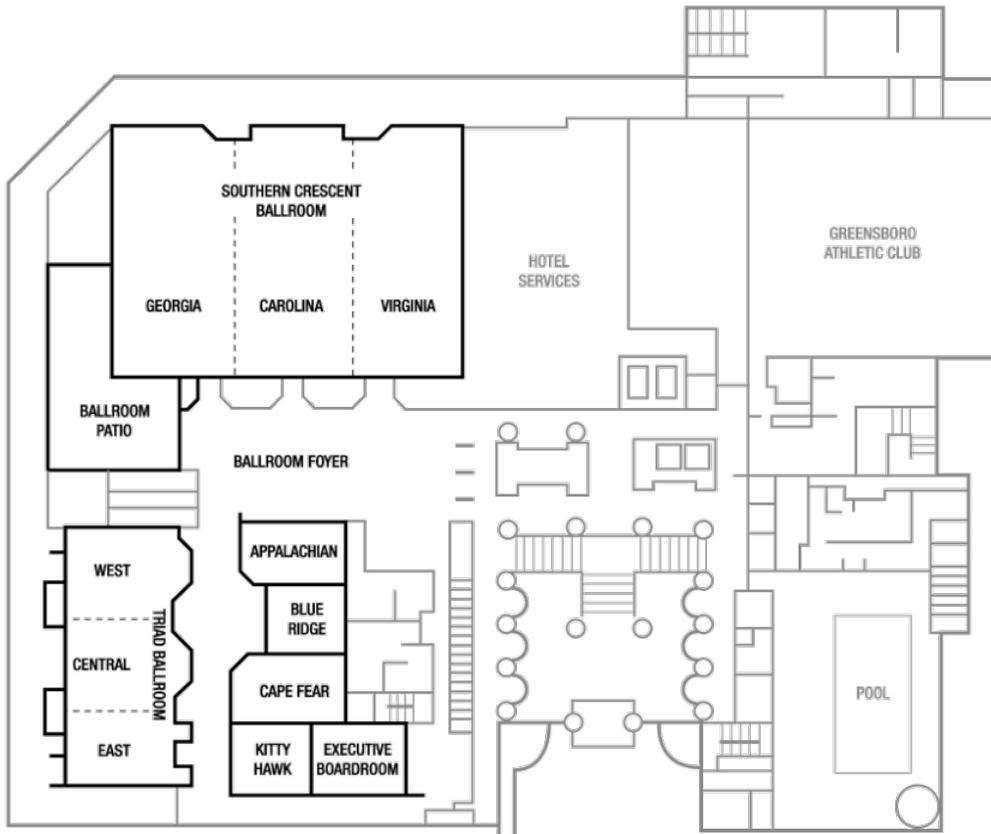


Marriot Floor Layout

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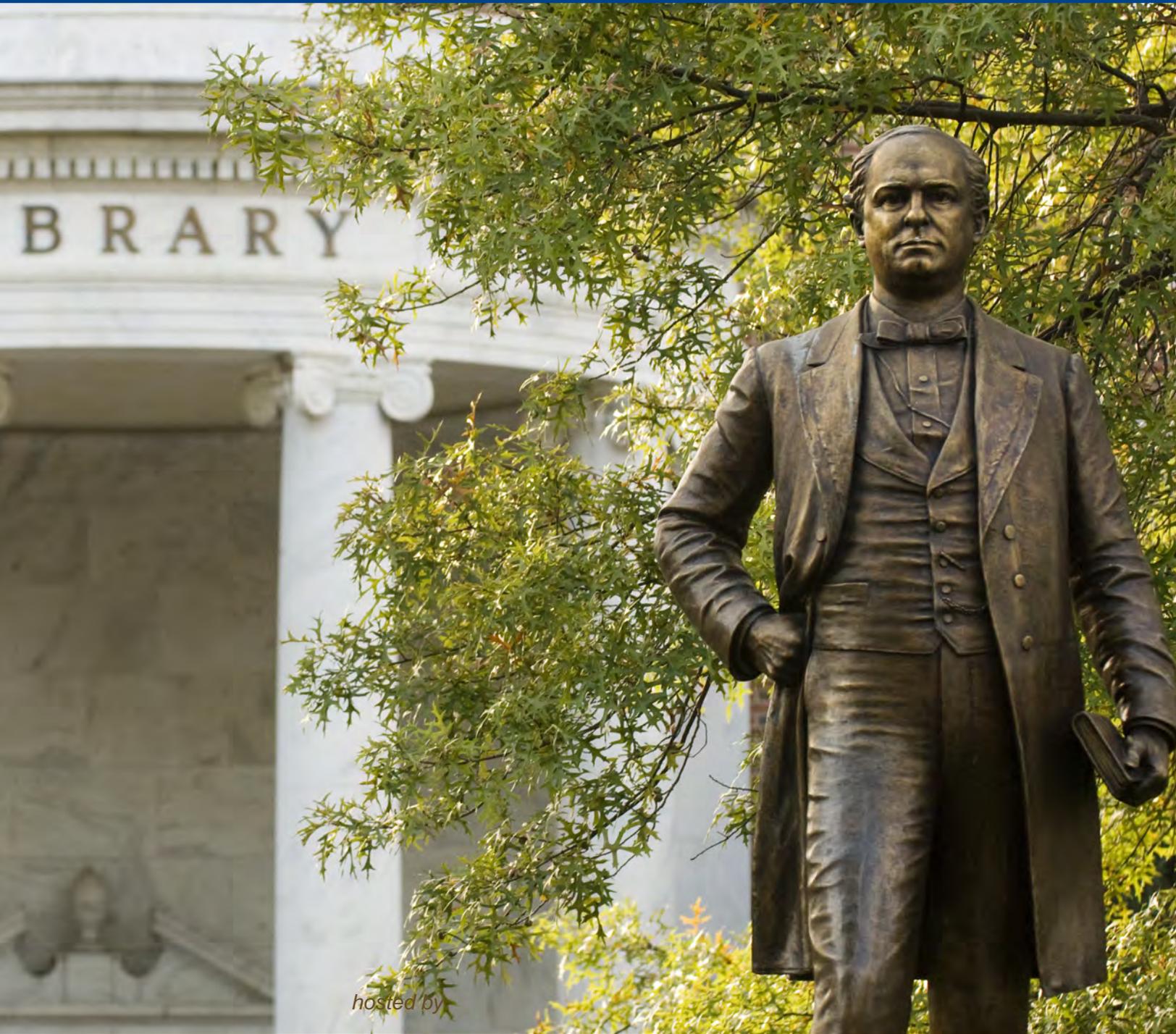


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