Concurrent Session 3

Thursday, 1:45-2:15 pm

A Ten-Year Retrospective of Fostering Inclusivity and Student Success in a Large Community-Engaged Learning First-Year Student Leadership Program
Individual Presentation
Forum A

For ten years, Day One has annually enrolled 220 first-year students, 40 faculty/staff mentors, 40 upperclassmen mentors, and 30 community partners in a Fall Semester Social Change Model leadership development program. Day One students are diverse in interest, race, preparedness, and income, and they are more successful than similar students not enrolled in Day One. This presentation focuses on the evolution of collaboration between stakeholders that makes Day One a socially active and transformative experience.

M. Cade Smith, Carmen Wilder, Xi Chen, Mississippi State University

The Woodlawn Project
Individual Presentation
Forum B

The Woodlawn communities of Chicago and Birmingham share the experiences of the adverse effects of discriminatory economic practices that have plagued urban communities throughout the country. However, both are currently undergoing historic resurgences that are being fueled in large part by the efforts of current community members, as well as being supported by neighboring institutions of higher education. This session will seek to apply lessons from both instances to best practices for universities moving forward.

David Dada, University of Alabama at Birmingham

Stories of Faculty Mentoring in Service-Learning
Individual Presentation
Forum E

Service-learning (SL) benefits not only students and communities but also faculty who engage in meaningful research, teaching, and practice that contributes to a more just society (Furco, 2016). Unfortunately, at our urban university in the North East there are very few faculty members who actually teach SL courses. We are in the second year of implementing a faculty mentoring program to support those who teach SL courses and to try to increase the numbers of SL courses offered at our university. Our presentation will first provide an overview of the faculty mentoring program and then individual faculty members will tell their SL stories focusing on how mentoring impacts their teaching of SL courses.

Elizabeth Robinson, Debra Harkins, Cynthia Irizzari, Suffolk University

Mentoring As a Service-Learning Activity to Transform Children's Lives in the Deep South
Individual Presentation
Forum D

This presentation examines the effects of mentoring on college students who served as mentors for community youth. As part of the requirements for two classes, students engaged in one-on-one mentoring activities. This presentation examines how mentoring affects the college students involved. It examines their perceptions about how the effectiveness of their efforts and their reflections about how they felt about their engagement in the mentoring process.

Demetrius Semien, Spring Hill College

Concurrent Session 3

Creating Space for Multiple Narratives: Design Thinking for Service-Learning Reflection
Individual Presentation
Forum F

When service-learning takes place within predominantly White institutions working with communities of color, the narrative that emerges during in-class group reflection can often be framed by the normative values of the dominant group. If the storytelling of the service experience is not inclusive, all students miss opportunities to learn. A structured reflection activity informed by design thinking and asset-based community development will be presented as a tool to create space for all student voices.

Amy Biedermann, Texas State University

Advancing Livability and Sustainability through Service-Learning: Community Sustainability Partnership Program at the University of South Florida
Individual Presentation
Forum C

In its second year, the Community Sustainability Partnership Program (CSPP) links resources of the University of South Florida with a nearby city. CSPP integrates faculty and students in the only community-university engagement initiative of its kind in the state of Florida. Such an endeavor comes with unique challenges and successes. Building upon lessons learned from the first year of the program, the second year has seen improvements in procedures that have led to greater accountability.

Dustin Krein, MEd, University of South Florida

Thursday, 1:45-2:15 pm

Real Talk #NoFilter: Using Storytelling to Equip Students for the Hard Work of Social Change
Individual Presentation
Forum I

As we prepare our students to engage with complex social issues, how do we equip them with the skills to navigate the challenges of their own lives? This session discusses the development of Real Talk #NoFilter, a speaker series that features faculty telling personal stories of growth and challenge. These stories normalize dialogue about personal challenges, ultimately preparing students to better serve others by better caring for themselves.

Emily Halstead, Hannah Vann, Mercer University

Empowering Students across Institutions: A Reciprocal Partnership to Strengthen Transfer Student and Future Faculty Success
Individual Presentation
Forum H

This presentation offers a model for collaboration between universities and community colleges, providing discussion for building such programs and partnerships at their own institutions, specifically, the planning and evaluation processes. Presenters will share anecdotal and evaluative data on the program from undergraduate and doctoral student participants and community college and university representatives. Participants will learn how to plan and implement similar programs with ready-to-use ideas for collaborative workshop sessions within their own institutions and communities.

Amanda F. Hall, Jose Alcaine, PhD, Holly Whittenburg, Virginia Commonwealth University; Ashley Bourne-Richardson, PhD, J. Sargeant Reynolds Community College