



2013 *Gulf-South* Summit

on Service-Learning and Civic Engagement
Through Higher Education

**Re-Engaging Democracy in the 21st Century:
Preparing Students
to Lead Civic-Minded Lives**

**February 27-March 1, 2013
Marriott Louisville Downtown
Louisville, Kentucky**



Kentucky | Campus Compact





**OFFICE OF THE MAYOR
LOUISVILLE, KENTUCKY**

GREG FISCHER
MAYOR

February 27, 2013

To All in Attendance
KY Campus Compact
2013 Gulf South Summit

Dear Friends:

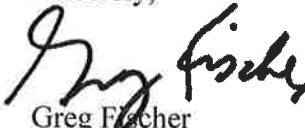
Welcome to Louisville – we are delighted and honored that you are visiting us.

Our city will roll out the red carpet and do everything possible to make you feel at home. You will find that we are a friendly and vibrant city offering top-notch facilities, one-of-a-kind attractions, great food and lots of places to have fun.

Louisville is home to world-class arts, first-class restaurants, top-notch hotels and more than 120 attractions, many of which can only be experienced here. From our new waterfront KFC Yum! Center arena, to the Muhammad Ali Center, to the Louisville Slugger Museum, to the award-winning Waterfront Park, to the Jefferson Memorial Forest, the largest city-owned forest in America, there is something for everyone.

Thanks for visiting with us, and I hope you'll come back soon.

Sincerely,


Greg Fischer
Mayor

/lcg

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2013 Gulf-South SUMMIT — 1



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From the Gulf-South Summit Executive Committee
February 2013

Dear Gulf-South Summit Participants,

On behalf of the *Gulf-South Summit Executive Committee*, we welcome you to Louisville, Kentucky—the Possibility City! Kentucky Campus Compact member institutions share the GSS vision, seeing the amazing “possibilities” socially responsive and civic-minded college students bring to our world. These institutions welcome you as well and are excited to be a part of this annual conference that supports, inspires, and shares innovative service-learning and community engagement programs, teaching tools, and research in higher education.

This year the the executive committee chose the theme: ***Re-Engaging Democracy in the 21st Century: Preparing Students to Lead Civic-Minded Lives.*** We hope that this year’s conference focus inspires university and college administrators, faculty, students and community partners to work together to create innovative community engagement courses, programs and partnerships that reflect the imagination and passion of many 21st century students and that meet the growing needs of a universal community struggling with social justice issues and equal access to resources.

Our students desire more hands-on learning, and crave careers that bring both personal meaning and make a positive impact on the local, national and global community through social entrepreneurship, philanthropy, art, activism, and environmental, health and technical innovations. This is a generation ready to embrace democratic principles and actively participate as world citizens. We are all in a unique position to prepare them for their future as engaged citizens who will contribute to the growth and healing of our communities. The executive committee has planned a conference that addresses these concerns.

A hearty thanks to all of you who have contributed your time, treasure and talents to bringing the 2013 Gulf-South Summit to the Bluegrass State – this includes the insightful presenters and students who are sharing their work and “aha” moments with us! *We also hope you find time to enjoy the art, culture, and unique offerings found only in the Louisville community!*

Sincerely,

Gayle Hilleke
Gulf-South Summit 2013 Co-Chair
Executive Director, KYCC

Kim Shaver
Gulf-South Summit 2013 Co-Chair
Service-Learning Consultant

Conference Overview

Wednesday, February 27th	
8:00 - 11:00 a.m.	Executive Committee Meeting Jockey Club
11:00 a.m. - 7:00 p.m.	Conference Registration Salon Foyer Upstairs
12:00 Noon - 1:00 p.m.	Lunch for Pre-Conference Participants Salon 5-6
1:00 - 4:00 p.m.	Pre-Conference Workshops
6:00 - 8:00 p.m.	Opening Reception and Poster Session Salon Foyer 5-6

Thursday, February 28th	
7:00 - 8:00 a.m.	Registration Breakfast Salon 5-6
8:00 - 9:00 a.m.	Conference kick-off by Kim Shaver and Gayle Hilleke, Co-Chairs Welcome from President McGowan, Bellarmine University Julie Hatcher: Keynote Speaker I
9:15 a.m. - 12:00 Noon	Concurrent Sessions (9:00-10:30 and 10:45-12:00)
12:15 p.m. - 2:00 p.m.	Lunch, Award Presentations, Silas House: Keynote Speaker II Salon 5-6
2:00 p.m.- 3:15 p.m.	Concurrent Sessions
3:15 p.m.- 4:00 p.m.	Posters, Award Winners Roundtables, Snacks Salon 5-6 Book signing by Silas House and Patti Clayton
4:15 p.m.- 5:30 p.m.	Concurrent Sessions
6:00 p.m.	Buses leave from 2nd Street entrance of Marriott Reception & Jazz at Kentucky Derby Museum
6:15 and 6:20 p.m.	Churchill Downs Tours (tours start from Museum)
6:30-9:45	Reception Representative Yarmuth (invited)
7:00 - 7:30	Remarks Mary Gwen Wheeler, 55,000 Degrees

Friday, March 1st	
7:00 - 8:00 a.m.	Breakfast Salon E First Floor
7:30 - 9:00 a.m.	Roundtables Salon E
9:00 a.m.- 12:00 p.m.	Concurrent Sessions (9:00-10:15 and 10:45-12:00)
12:15 - 2:00 p.m.	Lunch and Caryn Musil: Keynote Speaker III Salon E
2:30 - 4:30 p.m.	Anne Braden Institute/U of L Civil Rights Bus Tour

Pre-Conference Sessions

Wednesday, February 27, 2013, 1:00 – 4:00 pm

Partnering with Faculty on Scholarship and Research

Salon 1

Presenter: *Julie Hatcher*

Supporting the capacity of faculty to conduct scholarly work in service-learning has important implications for advancing the field and solidifying institutional leadership for this pedagogy. Strategies will be shared for designing a Faculty Learning Community that will increase scholarship as well as leadership on your campus. Based upon an asset map of your own context, action steps will be identified to implement such a program on your campus.

The Next Generation of Civic Learning: Moving from Partial to Pervasive

Salon 2

Presenter: *Caryn McTighe Musil*

This workshop is designed for practitioners who are eager to see civic learning and democratic engagement become a more central and comprehensive priority on their campus. On most campuses there are many different locations for civic work, but what do they all add up to? Can students find their way to and through these opportunities? And what civic capabilities do students actually acquire by the end of their college years? And how many students are affected by civic programs? This workshop will take those big ideas apart in order to develop more concrete pathways for identifying which programs produce what outcomes. How can programs be constructed so they can reach an ever-widening group of students? Participants will map out ways to make civic learning more pervasive at their institution.

Deep Collaboration: Using Place, Service, and Sustainable Communities as a Path to Common Purpose

Salon 3

Presenter: *Joe Brooks*

Participants in this interactive workshop will have the opportunity to work with a strategic approach to community engagement through service-learning, one that positions educators and their institutions for meaningful long term relationships—both on and off campus. This workshop session is appropriate for those interested in deepening their use of service-learning, if already embedded—with long-term and extensive partnerships—or for those at an earlier stage of developing classes, programs, and partnerships.

The session will explore the nature of real (and realistic) collaboration and community engagement, with a focus on evolving deep, longer term, and reciprocal relationships between educators, students, and local community partners. Participants will become familiar with the *Community Works Institute (CWI)* model which incorporates *place as the context, service-learning as the strategy, and sustainable communities as the goal*. CWI's core principles and best practices stress creating a common and compelling sense of purpose that can thrive and provide unity in a world of competing priorities. Participants will have the opportunity to complete a brief planning outline for use as an action prompt in their own setting. Both individuals and teams are welcome.

StoryWalk® Project Workshop

Salon 4

Presenters: *Anne Ferguson and Kim Shaver*

The StoryWalk® project was created by Ms. Ferguson of Montpelier, VT and developed in collaboration with the Vermont Bicycle & Pedestrian Coalition and the Kellogg-Hubbard Library to promote literacy, physical activity, and family time in nature. Participants will learn how to bring this innovative program to their communities by engaging college students with the local community, by involving on-campus student groups/organizations and by integrating this project into an existing course in a related field. We will also visit and experience a StoryWalk® at a local location.

The StoryWalk® Project combines wonderful children's picture books with all the joys and benefits of a walk outdoors. Though designed for families with young children, people of all ages enjoy this opportunity to read the books in natural settings. Workshop participants will learn about book selection, transforming books into StoryWalk® format, and ideas for posting the books within their communities. "Frequently Asked Questions" documents will be available as well as suggested book lists. The StoryWalk® Project is one that can be adapted to many settings and can be offered by various community organizations.

Generating and Assessing Learning in Service-Learning Using Block's Six Leadership Conversations to Guide Reflection

Salon 7

Presenters: *Gayle Hilleke and Patti Clayton*

When we use service-learning as a teaching method, we intend that our students understand course content at a deeper level and recognize how their academic discipline is important in the broader community. We also intend that our students, our partners, and ourselves grow personally and as citizens.

In this session we will experience and reflect on Peter Block's Six Leadership Conversations:

Invitation, Possibility, Ownership, Commitment, Dissent, and Gifts. The prompts that guide these conversations can be used effectively to facilitate reflection in service-learning, especially a) when we need to establish why the pedagogy is important and how we enact it together, b) when learning goals are related to leadership development and community building, and c) when we want to emphasize the importance of each person taking responsibility for his or her contributions to the project.

Gayle Hilleke will lead participants through exercises in the leadership conversations.

Patti Clayton, practitioner-scholar in the field of service-learning, will engage us in thinking about how we might integrate the Conversations into the DEAL Model of Critical Reflection and how we might assess the learning generated through this approach to structuring reflection. Participants will leave the session sufficiently familiar with the Conversations to begin using them as reflection prompts and will have the option of joining a new research project based on using the Six Leadership Conversations.

Service-Learning 101 and Beyond: Dialogue with Service-Learning Directors

Presenters: *Cathy Hamilton, Mary Beth Lima, and Shirley Theriot*

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

This session will be of interest to those of you who are new or experienced at coordinating service-learning at your institution. Join this open discussion--let's exchange ideas about strategies, important tips, political lessons, and lessons learned to build program capacity. Great handouts and discussion!

Center for Community Service-Learning, University of Texas at Arlington

Keynote Speakers

Julie Hatcher

Thursday, February 28, 2013, 8:00 am

“Service-learning to what end... Private gain or public good?”

Research indicates that there are a variety of outcomes for students who participate in service-learning, including academic, personal, and civic gains. From career clarification to civic commitments one wonders if service-learning is for student development or community development...or both? With a variety of outcomes, where should your campus focus its attention? And once you have determined your *North Star*, how can assessment and research be designed to document that you are reaching your goals?

Silas House

Thursday, February 28, 2013, 1:00 pm

“Imagining the Possible: How Art Can Change the World”

Revolutionary writer and activist bell hooks once said “The function of art is to do more than tell it like it is—it’s to imagine what is possible.” In this keynote address, Silas House will look at the way that art can change the world and be seen as an act of service. He will explore how words and music have historically been the key factors in fighting against oppression and the ways that words and music continue to be the real armor used by grassroots organizations that go head to head with huge, rich forces intent on destroying natural resources to get whatever they need, often impacting the very heart of our nation.

Caryn McTighe Musil

Friday, March 1, 2013, 1:00 pm

“Civic Learning’s EMTs: Architects, Entrepreneurs, and Activists”

U.S. democracy is in the emergency room on life support. Many citizens are disengaged, disillusioned, and distracted by overloaded lives. Even though students come to college having contributed to their community in greater numbers than ever before, they have less of a sense of how the world works and even less knowledge of how to move its levers to make productive change. As one of the most influential pedagogies in the last quarter of a century, how can service-learning be re-envisioned and linked to new architectural curricular and co-curricular designs to cultivate socially responsible, politically savvy citizens? What creative collaborations with other entities both on and off campus might add vitality to the academy’s civic efforts? Finally, what hands-on experiences for students will require their doing democracy as they work collectively with diverse others to tackle some everyday issues of public concern?

Poster Sessions

Wednesday, February 27, 2013, 6:00 – 8:00 pm

Thursday, February 28, 2013, 3:15 – 4:00 pm

1. **From Spring Break Trip to Civic-Mindedness: An Analysis of Student Perspectives**

This poster will share data collected during a spring break trip where students worked with adults with intellectual disabilities. Information regarding the structure of the experience, student responsibilities, study methodology, and study findings will be presented. Preliminary results appear to suggest that civic-mindedness was positively impacted. Finally, this presentation will address the interconnectedness of teaching, scholarship, and service within a single project.

Brent Wolfe, PhD, CTRS, associate professor, Georgia Southern University

2. **Guiding From the Side: Preparing Students for Citizenship in the Traditional Classroom through an Engage Curriculum**

In an effort to prepare college students for life after graduation, institutions of higher education are making changes from the “sage on the stage” model to that of “a guide on the side.” This style of instruction is easily navigated in service-learning courses, field work experiences, and internships; however, in a traditional class setting this can be more challenging. This poster will explore strategies to engage students in meaningful ways in a traditional classroom setting.

Erin Burke Brown, AmeriCorps director/service learning assistant director, Virginia Commonwealth University

3. **Cultivating Pre-Service Teachers as Knowledgeable Global Citizens through the pedagogy of Service-Learning**

The Ghana summer study program is an innovative international service-learning program that exposes pre-service teachers to international education whereby students have first person experience studying, analyzing, and observing the educational system and teaching profession in Ghana through a professional education course that provides an in-depth cross cultural experience. Additionally, students engage in a service and clinical experience that includes serving, observing, teaching, journaling, and reflecting. Service-learning pedagogy is the praxis of the course and it is the central lens of how the course operates.

Agya boakye-Boaten, assistant professor & director of Africana Studies, University of North Carolina- Asheville

4. **From School teacher Plea to Multi-Level Community Partnership: Journalism as Civic-Mindedness Builder**

Take some elementary students in an urban area known for under-performing on standardized tests and introduce the promises and practice of journalism. *The Oakdale Eagle*, a first-class newsletter with student generated content, is just one of the outcomes of the community-university partnership initiated by an elementary school teacher in Tuscaloosa, AL. Plan to walk away from this poster with a workable idea for preparing students to lead civic-minded lives.

George L. Daniels, associate professor of Journalism, The University of Alabama

5. **Learning Outcomes for Service Immersion Experiences**

This poster shows the benefit of focusing service immersion trips on predetermined learning outcomes. It focuses on communicating with students during pre-trip training to determine these outcomes. Involving students in these discussions helps to create a culture of engagement where students are authoring their own trips by determining what it is they wish to get out of the experience and then executing a plan that realizes the full potential of their team.

Katie Gordon, graduate assistant for Student Program Support, Virginia Tech, VT Engage

6. **Serve, Preserve, and Create: New Orleans moves forward with Tulane’s Public Service Interns**

Currently in the Public Service Internship Program at Tulane University, there are several internships that offer unique insight into how locality feeds the value of our program. In this presentation, the poster will explain how several students are being immersed in their respective fields of study while addressing various social issues in New Orleans.

Sarah Berger, internships senior program coordinator, Tulane University Center for Public Service

7. **Revealing the Value of a Service-Learning Learning Community to a University**

This poster will provide valuable insight into a service-learning learning community. The purpose of the learning community overall was to build a community and support network for faculty wanting to integrate service-learning and the scholarship of engagement into their courses and to make service-learning more visible and integrated in the culture of our campus.

Beverly McCormick, professor of Real Estate; Steve Chen, associate professor of Sports Management; Kim Clevenger, coordinator of BSN Program; Kelly Collinsworth, assistant professor of Legal Studies; Louise Cooper, coordinator of Service-Learning; Donna Everett, associate professor of Business Education; Janet Ratliff, assistant professor of Management/Entrepreneurship Morehead State University

8. Service-Learning in Sociology: A Comparison Across Courses on Aging, the Welfare State, and Intro

This poster explores service learning in several sociology courses: Aging, the Welfare State, and Introductory Sociology. This project also assesses the impact of service learning experiences on civic-mindedness.

Carla Alphonso, associate professor of Sociology, Presbyterian College

9. From Rural Kentucky to Rural Guatemala: Lessons Learned from an International Service-Learning Project

This poster will focus on a community outreach, service-learning program in Guatemala with undergraduate and graduate students.

Presenters will share "lessons learned" regarding program coordination, planning, and support, as well as the rewards from participating in such a program.

Elizabeth McLaren, professor of Education; Glenn Means, graduate student; Caitlin Farhat, undergraduate student; Am Clausen, undergraduate student, Morehead State University

10. Service DAWGS: Student Civic Service in Action

Service DAWGS Day is a student-led initiative engaging over 300 freshmen at Mississippi State University in over 20 volunteer opportunities in the Starkville area. The first major service project of the semester, this event embodies the MSU mission statement, reminding participants that the University "is committed to its tradition of instilling among its students and alumni ideals of diversity, citizenship, leadership, and service."

Christopher Ferrell, assistant coordinator- Student Leadership and Community Engagement, Mississippi State- Maroon Volunteer Center

11. Benefits and Barriers of a Community-Based Transformational Learning Assignment in a Group-project Format

Community-Based Transformation Learning (CBTL) is a focus of the University of North Florida's quality enhancement plan for accreditation. This poster presents the challenges and benefits of a CBTL group project in a 300-level course. In depth professor and student reflections are presented with quantitative data from a student survey (n=90). Themes will focus on: 1) student engagement and comprehension of CBTL; 2) challenges of a group-project format; and 3) difference of engagement between course sections.

Jody S. Nicholson, assistant professor, University of North Florida

12. Food Justice: Perceptions of Access, Availability, and Adequacy, and Activism Among Burlington, North Carolina Residents

This study approaches the issue of access to healthy food in different communities in the United States by proposing that the human right to adequate nutrition is frequently violated in the U.S., and as a major social justice concern, is an issue that requires our full attention and understanding. This poster will describe the results of the study as well as document the action component — describing how a collaborative group of local leaders organized a community garden in a food desert in Burlington, NC.

Lauren Clapp, undergraduate student; Beth Warner, Associate Professor, Elon University

13. Service-Learning: Student Leadership at Berea College

This poster will highlight student leadership through service-learning in the classroom and beyond, from the perspectives of the members of the Berea College Student Service-Learning Team. Our role is to support the Service-Learning Program by building collaborative partnerships. The belief is that service-learning courses play a role in growing a strong relationship between the college and community, as well as in the development of students.

Katie Boyd, student service-learning program manager; Attila Sa, student service-learning team member; Hesham Al-Esaei, student service-learning team member; Nadine Umutoni, student service-learning team member, Berea College Center for Excellence in Learning Through Service (CELTS)

14. Hispanic Outreach Project: Together We Create Community

HOP is a service-learning program at Berea College that aims to bring the Spanish-speaking and English-speaking communities of Madison County, Kentucky together. HOP is based on a partnership among the campus service-learning program, the campus Foreign Language Department, and local elementary schools. Additionally, HOP works with Project Read, a local literacy organization, to offer ESL tutor certification for college student tutors. This poster will highlight HOP's student leadership and the partnerships that make programs successful.

Carol Brobeck, student program manager of the Hispanic Outreach Project (HOP); Berea College

15. Co-learning about Autism and Civic Engagement

This poster is designed to present some basic information about the US epidemic of autism. It will discuss how a service-learning project designed for healthcare students can serve as a way of helping them teach other community citizens about the culture of autism. The service-learning experience, helping lead groups for children and young adults with autism, will be described along with the outcomes achieved in terms of student learning.

Peggy Wittman, EdD, OT/L, FAOTA, professor of Occupational Therapy, Eastern Kentucky University

16. Moving from Placements to Community Partners

At the Clinton School of Public Service, community partners are engaged beyond their involvement with student projects. CSPA and the community partners collaborate on issue conferences, work together on grants, co-sponsor public programs, and develop workshop series to assist the nonprofit community. This poster highlights several of these collaborative initiatives and plans for the future.

Julianne Dunn, assistant director of Field Service, University of Arkansas Clinton School of Public Service

17. Volunteer Oxford & University Partnerships: A Unique and Unified Collaboration Impacting College Students & Community Residents in Community Service

Volunteer Oxford, the community's volunteer center, uses a community-based partnership approach with multiple campus volunteer & community service arms at the University of Mississippi. Together through partnerships, a unified approach is used to engage students and community members alike to lead civic-minded lives through marketing volunteer opportunities together.

Kelly Graeber, director, Volunteer Oxford; Dr. Alberta Nylander, director, McLean Institute for Public Service and Community Engagement; Valeria Ross, assistant director, Office of the Dean of Students/Volunteer Services; Dr. Stephen Monroe, assistant dean, College of Liberal Arts, University of Mississippi

18. From Civil Rights History to Racial Justice Today

The mission of UofL's Anne Braden Institute for Social Justice Research is to bridge the gap between academic research and community activism for racial and social justice. The institute also provides service-learning opportunities and internships for students in both curricular and co-curricular programs. The poster session will showcase the "Civil Rights History Tour" and the "Healing History Academy"--both these projects show how students assisted in the documentation of local history and in the illumination of current social and racial injustices.

GSS participants are invited to take the "Civil Rights History Tour" on Friday March 1, from 2:30 – 4:30 PM Register at GSS Registration Table, 25 participants maximum

Alisha West, graduate assistant, Anne Braden Institute for Social Justice Research, University of Louisville

19. Green Dot Bystander Intervention Training for Violence Prevention: Exploring Connections to Rape Myth Acceptance, Bystander Behavior & Efficacy, and Empathy.

The occurrence of power based personal violence is widely spread in our society and its prevalence on college campuses threatens student's safety every day. Tools for the prevention of violence have been developed for decades but only recently have social and community psychologists begun to explore the importance of engaging bystanders in the fight against violence. The bystander intervention model applies the knowledge about bystander effects to the field of violence prevention in order to help people develop pro-social bystander behaviors and attitudes. The UofL PEACC program involved students in the marketing, research, and training involved in facilitating Green Dot bystander training, promoting an atmosphere of social responsibility and civic leadership for both student facilitators and participants.

Sharon LaRue, director; Sally Evans, program coordinator senior; Prevention, Education, and Advocacy on Campus and in the Community Program (PEACC); University of Louisville

20. UofL Sports Administration Program: Commitment to Social Responsibility

One successful example of how the U of L Sports Administration program is successful in including service-learning, building strong campus-community partnerships, and engaging students in community engagement, occurred in our Sport Event Management course. What began at the beginning as an idea for a class project, culminated into a full-scale charity golf outing raising over ten thousand dollars for non-profits supported through Metro United Way. With golf such an integral part of our Louisville community, a first-rate charity golf outing seemed like the obvious choice. This poster will discuss the process which combined the intellectual resources of the University and the commitment of our dept. to meet community needs and develop socially responsible students.

Gary M. Bernstein, professor, University of Louisville

Day 1

Thursday, February 28, 2013
Concurrent Sessions I — 9-10:30

I.A.1 Workshop

Salon 1

Adult Students as Active Citizens: Integrating Service-Learning and Information Literacy in a Required Campus-Wide Introductory Course

As support grows for integrating civic engagement into the curriculum, less attention is given to adult student participation. Mary Baldwin College enhanced its core curriculum for incoming adult students by blending service-learning, information literacy, and an introduction to college into one course. This new class fosters critical thinking and encourages engaged democratic participation with the focus on adult non-traditional students. Workshop attendees will learn about using high-impact service-learning practices with adult students.

Steve Grande, executive director, Spencer Center for Civic and Global Engagement; Marian Ward, advisor and regional director, Adult Degree Program; Carol Creager, director, Martha S. Grafton Library, Mary Baldwin College

I.A.2 Workshop

Salon 9

Assessment's Role in the Continuous Improvement of Community-Based Experiences: A Different Model

Serving as a rater during UNF's university-wide CBTL assessment offers faculty a unique opportunity to assess student artifacts from other community-based courses and prompts meaningful discussions about learning outcomes, assignments and alignment as they consider their own community-based experiences. During this interactive workshop, participants will learn how UNF has structured their assessment process. We will then review student reflections, assessment results and syllabi from multiple assessments to discuss the role that design plays in student performance.

Jason Graham, community-based learning coordinator; Debbie Reed, assistant professor, The University of North Florida

I.A.3 Workshop

Thoroughbred Room

Research on Service-Learning: An Introduction

This session is the first in a series of four offered throughout the GSS conference that draws on the recently released volume: *Research on Service Learning: Conceptual Frameworks and Assessment* (Clayton, Bringle, & Hatcher, Eds. 2013. Stylus). Participants in this session will pre-register and receive an advance copy of the chapter "Research on Service Learning: An Introduction" (written by the editors), which will serve as the basis for in-depth discussion. The chapter offers a conceptual model for research as the integration of theory, design, measurement, and practice; considers the relationships among research, assessment, and evaluation; and provides an overview of intentional course design for high-quality service-learning and associated research. Discussion will focus on the use of theory in research and on connections between research and practice as well as on issues identified by participants. Participants in subsequent sessions in this series, each of which are stand-alone, are not required to have attended this session.

Patti H. Clayton, PhD, PHC Ventures, senior scholar, CRL IUPUI; Kathleen E. Edwards, PhD student and instructor, University of North Carolina at Greensboro

I.B.1 Panel

Salon 3

Get Connected

In an attempt to help prepare students to lead civic-minded lives, Murray State University recently partnered with five United Way agencies in its service region to build a network of volunteer opportunities. With the help of a social media networking company located in South Carolina, MSU and its regional partners invested in building a volunteer matching website to connect non-profit service opportunities across 18 counties in western Kentucky. This presentation will showcase the system and the benefits of working across county lines to share resources.

Gina Winchester, executive director of Regional Outreach, Murray State University; Aaron Dail, executive director, United Way of Murray, Calloway County; John Kelly, director of Marketing and Promotions, Galaxy Digital

Building Bridges: Progress and Challenges in Embracing Inclusivity Within Service-Learning Teams

Current service-learning research involving inclusion of students with disabilities has focused on services to K-12 students and/or adults with disabilities. Less research has focused on integrated service-learning teams at the post-secondary level. Young adult university students with disabilities participated in week-long summer service-learning experiences in New Orleans with their non-disabled team peers, with the goal of team inclusivity. We will share our analysis of data from two summers which yielded key findings with implications for fostering fuller inclusion.

Kate Zilla, PhD., associate professor, National-Louis University; Karen Roth, MA, president, Partnerships in Education; Carol Burns, MA, director PACE Program, National-Louis University

I.C.1 Individual Presentations

Salon 2

Begin by Listening: Bringing Service-Learning to the Classroom in Public Relations Campaigns

Service-learning "learning by doing" may be implemented in a number of disciplines including public relations. Students majoring in public relations at Belmont University take Campaigns as their capstone course in the PR major. In this service-learning class, students work in teams of 3-7 members and collaborate to research, plan, implement, and evaluate a public relations campaign on behalf of a local client organization. Students "begin by listening" to the client organization's situation and priorities.

Bonnie Riechert, associate professor & chair, Department of Public Relations, Belmont University; Hillary Bond, communications coordinator, National Safe Place

Utilizing Service-Learning as an Effective Pedagogy for Teaching Social Entrepreneurship

Experiential learning is integrated throughout the undergraduate social entrepreneurship curriculum at Belmont University. Dr. Turner served as a teaching fellow for three years on a collaborative grant with Wagner College, funded by The Teagle Foundation, entitled "Learning by Doing: Assessing the Relationship between Liberal Learning and Experiential Learning." Lessons learned as well as conclusions from the resulting case study will be presented. The data collected answered the question: "Is service-learning an effective pedagogy for teaching social entrepreneurship?"

Dr. Bernard Turner, Belmont University

I.C.2 Individual Presentations

Salon 7

Bridging the Gap to Develop a Service-Minded Institution: Stories from an Institutional Self-Assessment Model for Service Engagement in Higher Education

The presenters will share aggregate data from over 20 campuses that participated in an institutional planning rubric for service engagement to guide work in and with their communities. Conference participants will learn about the development of the rubric, how campuses utilized the tool, and insights into emerging themes and what they tell us about the impact service engagement has on institutional planning in the 21st Century.

J. R. Jamison, associate director; Maggie Stevens, executive director, Indiana Campus Compact

An Examination of Faculty Responses to Civic Learning and Democratic Engagement

This research reports the practices and priorities of faculty who identify as community-engaged scholars in an effort to demonstrate how faculty action and student learning contribute to campus and community civic well-being. The role and influence of community partnerships are considered as well as sources of institutional support, including those related to new promotion and tenure guidelines that explicitly recognize community engagement scholarship.

Spoma Jovanovic, associate professor; Kristin Moretto, assistant director for service-learning, University of North Carolina at Greensboro

I.C.3 Individual Presentations

Salon 8

An Innovative University-Based Program Supporting Community Development Efforts of VISTA Participants: Implementation and Outcomes

Tulane University has worked with community partners to place volunteers from the AmeriCorps VISTA program with non-profit agencies, where they develop projects for service-learning students and volunteers and engage in other efforts to build agency capacity. As intermediary grantee, Tulane organizes the program and provides training and support for participants. VISTA participants report positive outcomes for themselves and the agencies. The presenters will encourage other institutions to adopt this innovative model for strengthening communities and service-learning programs.

Vincent Illustre, executive director, Center for Public Service; Michael Pizzolatto, program coordinator, Center for Public Service; Barbara E. Moley, research affiliate, Center for Public Service, Tulane University

Making Public Service Count: Internships as a Bridge between Student Development, Academic Curricula, and Community Needs

In this presentation, the presenter will discuss how public service internships serve as exemplars of how university programs can successfully bridge academic curricula with community involvement through experiential learning. Based on the Public Service Internship Program at Tulane University, the presentation will examine how internships link students' professional development curricula and community needs while also embodying a collaborative effort between the university and the community.

Dr. Myriam Huet, program manager for internships and adjunct associate faculty; Adam Beebe, senior program coordinator; Sarah Berger, senior program coordinator, Tulane University

I.C.4 Individual Presentations

Salon 10

Long Term Community Partnerships: Lessons Learned from Group Development Theory

Long-term community partnerships follow many of the common developmental processes found in small group theory. One aspect of small group theory addresses group stages of development and how groups move through rather predictable changes. This theoretical model can be valuable in helping partners understand the changes in their relationship. This presentation examines this theoretical model and then applies it to a case study of a 6-year university-community partnership.

Dr. Bud Warner, associate professor of Human Service Studies/faculty fellow for Civic Engagement; Dr. Beth Warner, associate professor of Human Service Studies, Elon University

Embedded Service Learning: The Benefits of Staying Put

Our School of Architecture has adopted as one of its pedagogical missions to not just graduate competent and creative architects but, in the words of Samuel Mockbee, Citizen-Architects. This is why in 2004, three of our sophomore students designed and built a bench at a homeless shelter. This presentation will recount the remarkable tale as to how the project progressed from student-designed, affordable housing, to a \$12 million project.

Hector LaSala, professor of Architecture and Design, University of Louisiana

I.C.5 Individual Presentations

Filly

Countercartography and Civic-Engagement in The American Autumn

This presentation will take you on a civic engagement countercartographic journey into the American Autumn. It begins in Zuccotti Park, moves to the National Gathering, then joins up with the OWS-Guitar Army 99-mile march from Philadelphia to NYC. Through a series of countermaps (art maps and protest maps), a critical look at the movement is explored, followed by a proposal for civic-engagement to help shape the largest democratic movement of the past half-century.

Bradford Houk, instructor, Community College of Vermont

Thursday, February 28, 2013
Concurrent Sessions II — 10:45 – 12:00

II.A.1 Workshop

Salon 1

Multimodal Composition and Social Justice: Videos as Tools of Advocacy in Social Work Pedagogy

In this interactive workshop, the presenters will describe a video assignment that was developed in an undergraduate Social Work course that asked students to profile a specific social policy and argue why that policy is important. The session will be an interactive conversation in which presenters will share the genesis of this project, offer practical advice on guiding students through the process, and place the project in the context of multimodal pedagogy for the purpose of social justice.

Andrew Battista, assistant professor; Meredith Tetloff, assistant professor; Laurel Hitchcock, assistant professor, University of Montevallo

Striving for a Culture of Inclusive, Organic, and Appropriately Vulnerable Reflection

Framed by stories of students and faculty from the "Students Engaging and Responding through Volunteer Experiences" Living Learning Community (SERVE LLC) at Virginia Tech, attendees will discuss the following series of proposed "critical elements" in striving for high quality reflection we all desire: (1) cultivating a sense of belonging among a group; (2) encouraging and embracing a bottom-up culture of deep conversation; and (3) opening ourselves to the complexity of service, while balancing being vulnerable and maintaining appropriate boundaries.

Analise Adams, student intern for SERVE Living Learning Community; Ryan Brock, resident advisor for SERVE Living Learning Community; Jake Grohs, associate director for Student Engagement, Virginia Tech, VT Engage: The Community Learning Collaborative

The Meaning of Service: Making it Matter to Students

The Meaning of Service (MoS) is a discussion series intended to generate conversations about topics such as social justice, the public good, service, diversity, need, and similar issues. The Office of Community Service (OCSL) has been hosting this program since fall of 2009 at the University of Southern Mississippi for student volunteers. During the fall 2012 semester, 30 students participated in the program, citing the experience as eye-opening and informative. Students particularly noted the importance of not making initial judgments but seeking to learn about the people they were serving both before and during service. Presenters explain how this program has increased the quality of the civic engagement program and will facilitate a Meaning of Service discussion with participants

Joshua Duplantis, director, Center for Community and Civic Engagement; Whitney Stubbs, graduate assistant, The Office of Community Service Learning (OCSL), The University of Southern Mississippi

Research on Service-Learning: Students' Civic Learning, Academic Learning, and Intercultural Competence

The second of four in a series drawing on the recently released volume *Research on Service Learning: Conceptual Frameworks and Assessment* (Clayton, Bringle, & Hatcher, Eds. 2013. Stylus), this session will focus on research related to the student outcomes of civic learning, academic learning, and intercultural competence. Participants will critique current research in these areas, examine relevant theoretical and conceptual frameworks, and discuss implications for practice and future research.

Julie A. Hatcher, executive director, Center for Service and Learning, Associate Professor, IUPUI; Patti H. Clayton, PhD, PHC Ventures, senior scholar, CRL IUPUI; Kathleen E. Edwards, PhD student and instructor, University of North Carolina at Greensboro

Fostering Civic-Minded Lives: Service-Learning as an Effective Pedagogical Model to Engage Students in a Liberal Arts Undergraduate Education

Three panelists explore effective ways that S-L promotes specific student learning outcomes in civic engagement. Highlighting two different academic disciplines and their general studies program, they will frame the intersection of service-learning with disciplinary outcomes and college learning goals (knowledge, skills, and qualities of mind). S-L Program strategies promoting best practices, cross-disciplinary idea sharing, faculty collaboration, and institutional and course-centered assessment methods will be shared. Presenters will disclose multi-faceted reflection, important lessons learned, and specific challenges.

Janice B. Blythe, PhD, Academic Divisions chair/professor; Ashley Cochrane, director, Center for Excellence in Learning through Service; Deborah Martin, PhD, associate professor in Theatre, Berea College

Entrepreneurship for the Public Good Program

This case study example of Appalachian entrepreneurship leadership development illustrates the framework and strengths of service-learning when delivering content associated with rural community economic development efforts (adventure tourism, small business development, and social networking) over five years. The unique characteristics and social barriers stymied by antiquated beliefs and customs of the distressed counties are integrated within service-learning pedagogy into a framework that may be used by others who might develop a similar course.

Peter H. Hackbert, director of entrepreneurship for the Public Good Program; Nassar Mostafazadeh, student, EPG Program; Latrice Williams, student, EPG Program; Jenna Brooks, student, EPG Program; David Kretzmann, student, Berea College

II.C.1 Individual Presentations

Salon 3

One Day Service: The Path to Civic-Minded Graduates or Indifferent Citizens

This presentation will center on VT Engage's programmatic transformation within our extracurricular service projects. The trend in higher education is to have students volunteer in their communities, but typically this is limited to a one-day adventure. In some cases, these adventures do more community harm than good and leave students feeling euphoric about "helping" rather than thinking critically about their experience. The reflection is missing, the connection to the community is missing, and a deeper understanding of social issues in their communities is lost. VT Engage is on a path to reverse this trend.

Whitney Johnson, assistant director, Community Partnerships, Virginia Tech

The Proof is in the (Very Messy) Pudding: Challenges Measuring the Enduring Impact of Service-Learning on Civic Engagement

This presentation examines the methodology issues that arise when trying to find answers to a crucial question within the service-learning field: What are the long-term effects of service-learning on civic engagement? This presentation will assist attendees interested in assessing these long-term effects to better understand and overcome the challenges often encountered when trying to empirically measure the impact. Reference will be made to an alumni survey undertaken by the presenter and a sociologist who examined the long-term influence of undergraduate service-learning experiences.

Fletcher Winston, associate professor of Sociology, Mercer University

II.C.2 Individual Presentations

Salon 8

Helping Students Explore Purpose and Social Responsibility: Lessons from Programs for the Theological Exploration of Vocation

In 1999, the Lilly Foundation funded church-affiliated colleges and universities to implement programs on the theological exploration of vocation (PTEV). The findings from this study provide insight into the factors that influenced students' identity, values, and future plans. For many students, service experiences led to a commitment to social responsibility and influenced future career plans. This presentation will explore the findings and lessons learned from exploring faith and vocation that institutions could use with all students.

Kristin Moretto, assistant director for Service-Learning, University of North Carolina at Greensboro

Charity and Social Change Attitudes and Experiences of College Students

College students' preferences for Charity and Social Change orientations were assessed at college entry and two years later, after they had completed a service-learning course. Considerable stability in preferences were seen for both orientations, with men and women showing differential change over time. Incorporation of a Social Change orientation into service-learning courses added to the prediction of learning outcomes beyond that shown by other aspects of service-learning course quality. Implications for practice will be discussed.

Barbara E. Moley, professor emerita, Psychology, and research affiliate, Center for Public Service; Vincent Ilustre, executive director, Center for Public Service, Tulane University

II.C.3 Individual Presentations

Salon 10

Realigning Public Service Internships at Tulane: A Case Study in STEM

STEM education has come under the national spotlight not only as a perceived key to the country's economic future, but also as a field undergoing decline. This presentation showcases how the Public Service Internship Program at Tulane was realigned to incorporate underrepresented STEM majors, addressing a local and national education crisis while offering more opportunities for more students to fulfill credits and get involved.

Adam Beebe, internship senior program coordinator; Myriam Huet, internship program manager; Sarah Berger, internship senior program coordinator, Tulane University

Code for America Builds Civic-Minded Lives

Code for America (CfA) is a non-profit, non-partisan organization that creates opportunities for civic-minded people to become engaged with their local governments. CfA describes themselves as "A New Kind of Public Service—helping governments work better for everyone with the people and the power of the web." They offer a variety of programs that will be discussed, illustrating how you

can tap into their resources for your service-learning projects.

Robert Allen, professor; Dr. Laurie White, professor; Stephen Finney, Computer Science student, Mercer University

II.C.4 Individual Presentations

Filly

A New Venue for Girl Scouts

Not wanting to lose participants, the Wilderness Road Girl Scout Council elected to enter into a pilot project with an instructor at Morehead State University to offer a Virtual Girl Scout Troop to girls in its council area. This presentation details the process by which the Virtual Girl Scout Troop became a reality—from idea to implementation.

Donna R. Everett, associate professor; Deidrea Niece, student volunteer; Joshua Hardyman, student volunteer; Ally Henry, student volunteer, Morehead State University; Cindi Griffith, director of volunteer training, Wilderness Road Girl Scout Council

Ask, Listen, Act: Murray State's K12CONNECT Program

School districts and universities have the same goal. However, finger pointing and miscommunication can often lead the quest for better education at all levels into the weeds. After experiencing meetings with superintendents and talks with university presidents and deans, the problem was clear. By taking time to sit down, ask questions, and listen, universities and districts can get to know each other better and identify opportunities for mutual benefit. This presentation will highlight the strategies used to better communication between universities and the surrounding school districts. It's not a one-size fits all answer.

Rebecca Feldhaus, coordinator of Regional Outreach, Murray State University

Thursday, February 28, 2013
Concurrent Sessions III — 2-3:15

III.A.1 Workshop

Salon 1

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

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

Susan Webb-Curtis, director of Cooperative Education and Service-Learning; Sherry Holloway, Service-Learning coordinator, Cleveland State Community College

III.A.2 Workshop

Salon 7

Engaged Learning Economies: Connecting Economic Development and Civic Engagement

By integrating economic development and civic and community engagement efforts in strategic and holistic ways, institutions and communities can create engaged learning economies that have the ability to foster positive civic and economic change. Learn about key areas of focus and take away action points that will help you align these areas on your campus and with your communities.

Amanda Wittman, director of Academic and Strategic Initiatives, Campus Compact

III.A.3 Workshop

Salon 9

A Measure of Progress: Civic Engagement and Community Partnerships as Represented in Campus Communications and Websites

University websites and news articles: They all tell a story about community engagement. They can communicate how our campuses promote democratic engagement and can reinforce our commitment to promoting civic learning through reciprocal campus-community partnerships. Is that the story they're really telling? We will discuss results from a study that examines how community engagement is represented in communications from recognized community-engaged institutions. Participants will learn communication strategies that will reflect campus-community partnerships as mutually beneficial.

Christy Kayser Arrazattee, assistant director, Center for Community Engagement, Learning, and Leadership (CCELL), Louisiana State University

Beyond Student-Centered: Engagement-Grounded Teaching and Learning

Service-learning is often lauded as part of higher education's paradigm shift away from teacher-centered classrooms and, correspondingly, defined as a student-centered pedagogy. At the same time, service-learning framed as democratic engagement positions all participants—not only students—as co-educators, co-learners, and co-generators of knowledge. Perhaps, then, service-learning is leading this ongoing paradigm shift—into what might be called “engagement-grounded” rather than “student-centered.” In this interactive session we will explore together the possibilities of framing teaching and learning as “engagement-grounded.” We will discuss the meaning and implications of positioning all participants as co-educators, co-learners, and co-generators of knowledge and the concrete tasks associated with bringing democratic engagement to life in the design and implementation of service-learning. The session will bring interested Gulf South Summit participants into an ongoing, multi-venue conversation, contributing to emerging scholarship on democratic engagement.

Patti H. Clayton, PhD, PHC Ventures, senior scholar, CRL IUPUI; Kathleen E. Edwards, PhD student and instructor, University of North Carolina at Greensboro; Tiffany Dumas, volunteer coordinator, The Interact Resource Center

III.A.4 GSS Book-in-Common Discussion

Filly

Exploring Silas House's novel *Eli the Good* as Touchstone to Finding One's Passion for Service

In this session, the author will facilitate a discussion of his novel *Eli the Good* and lead participants in reflective exercises to assist them in developing their own passion for service through the written word and other forms of art. While the novel will be the main focus, Mr. House will include several other examples of art (songs, poems, etc.) that have been influential to social justice movements. Please join the workshop even if you haven't read the book!

We will have several of Silas House's book for sale at the conference and there will be a book signing between 3:15 and 4 PM on Thursday.

Silas House, one of our GSS keynote speakers, is the nationally-known bestselling author of seven books and serves as the NEH Chair in Appalachian Studies at Berea College.

III.B.1 Panel

Salon 8

From STEM to SWAG: Evolution of Mentor Clemson

Creative Inquiry classes challenge students to design, develop, and take leadership and ownership of a project. The panel will discuss the work of a group of Clemson students as they developed a program to address summer-unlearning among local at-risk youth. Mentor Clemson evolved from an initial summer camp emphasizing STEM to SWAG (Students with a Goal), a student-lead homework club. The panel will cover both the successes and challenges faced as the program evolved.

Laura Shick, lecturer; Hannah Swoap, student intern; Kelsey Starr, student intern; Brooks Pfeifer, student, Clemson University

III.B.2 Panel

Salon 3

Engage Ghana: A Cross Institutional Initiative

This panel will outline an innovative cross-institutional partnership between Birmingham-Southern College, Centre College, and the Bakpa Avedo Basic School in Eastern Ghana. Formed to facilitate short-term cultural immersion and teach education experiences for students at the two colleges, this partnership serves as a model for other schools or organizations seeking to collaborate across cultures.

Kristin Harper, director, Bunting Center for Engaged Study and Community Action; Dr. Louanne Jacobs, associate professor of Education; Dr. Sarah Murray, associate professor of Education, Birmingham-Southern College

III.C.1 Individual Presentations

Salon 10

Enhancing the Collegiate Experience: Special Education Teacher Candidates and Civic Engagement in an Urban Professional Development School

The changing role of special education presents many challenges. Teacher preparation programs involve field and/or internship experiences. However, is this enough to prepare future teachers? A campus-community partnership using a professional development school model and service-learning has provided teacher candidates an opportunity to gain hands-on experience prior to internships. This presentation will share how teacher candidates worked with partners in the community on school-based projects which benefitted both students with and without disabilities.

Deborah S. Reed, professor-in-residence, University of North Florida

Preparing our Future Teachers for Civic Leadership: Introducing Early Childhood Teaching Candidates to Service-Learning through a Field Experience Choice Assignment

This project demonstrates how pre-service teacher candidates enrolled in an introductory curriculum course in an Early Childhood Education program were given the option to participate in a service-learning field experience. Findings from qualitative and quantitative analysis suggest that service-learning, emphasizing the reflection process, has the potential for leading students to more powerful academic learning, a higher level of achievement of course objectives, and further civic engagement.

Nancy McBride Arrington, PhD, assistant professor in Department of Teaching and Learning, Georgia Southern University

III.C.2 Individual Presentations

Salon 2

Engaging Undergraduates with the University's Civic Mission through a Student Scholars Program

This presentation describes a student scholars program that engages undergraduates in a year-long program blending cohort-based and individual internship experiences in public service and outreach. The program's outcomes include enhancing students' understanding of the university's civic and land-grant activities as well as developing their own professional and academic skills in becoming engaged with the community's needs.

Paul H. Matthews, assistant director, University of Georgia Office of Service-Learning

The Role of University-Community Roles in Preparing Students for 21st Century Service-Learning

The purpose of this study is to continue the field's dialogue concerning the roles of those involved in university-community partnerships. Several models for understanding university-community partner relationships are emerging in the literature: the power model, the taxonomic model, and the human relations model. In this presentation, we will outline the basic elements of sociologist Ralph Turner's "Role Theory" and then present several important implications of his work for the practice of civic engagement initiatives.

Richard L. Conville, professor, Communication Studies; Ann Marie Kinnell, assistant professor, Sociology, University of Southern Mississippi

III.C.3 Individual Presentations

Salon 4

Yes You Can: Integrating Service-Learning into Music Teacher Education

This presentation presents an ongoing pilot study incorporating service-learning methodology into the pre-service music teacher curriculum through vocal pedagogy as an example of best practices that enhance preparation, transition, and socialization.

Dr. Stephanie Tingler, associate professor, Hodgson School of Music, University of Georgia; Dr. John Wayman, assistant professor, Director of Music Education, Young Harris College

Using Popular Culture to Enhance Student Engagement and Create Service-Learning Opportunities

This presentation will focus on how students can be engaged in civics education using popular culture as a tool to make the connection. This presentation will focus on how using the wizarding world of Harry Potter and related service-learning opportunities enable students (K-16) to better understand our democracy and their roles as citizens.

Kelly E. Collinsworth, assistant professor, Legal Studies, Morehead State University

Thursday, February 28, 2013
Concurrent Sessions IV — 4:15-5:30

IV.A.1 Workshop

Salon 9

Combining Service and Work-Study: Exploring Benefits for Student Learning, Career Preparation, and Program Delivery

In this workshop, the presenters will explore connections between work and service, as preparation for lives where civic engagement complements productive employment. Berea College and Warren Wilson College have been recognized for their student work programs and their students' involvement in service and service-learning. The presenters will share ways that these work colleges integrate learning through service into their work programs. Participants will also identify ways they can incorporate service into the work-study programs at their own institutions.

Cathy Kramer, dean of Service, Warren Wilson College; Ashley Cochrane, director, Center for Excellence in Learning through Service (CELTS), Berea College

IV.A.2 Workshop

Salon 1

Civic Engagement with Diversity: Talking, Teaching, and Taking Action

Democratic citizenship in a diverse society requires the ability to collaborate across differences. Yet, professors may feel unprepared to teach diversity due to lack of knowledge and skills in facilitating around difference, discomfort with potentially sensitive topics, and/or self-consciousness about their own racial/ethnic background. These sessions offer a framework for interracial transformative teaching, in which two faculty members, one white and one non-white, model and present their own experiences in teaching diversity.

Meta Mendel-Reyes, associate professor of Peace and Social Justice/Divisions chair, Berea College

IV.A.3 Workshop

Filly Room

StoryWalk® Project Workshop

The StoryWalk® Project combines wonderful children's picture books with all the joys and benefits of a walk outdoors. Though designed for families with young children, people of all ages enjoy this opportunity to read the books in natural settings. Workshop participants will learn about book selection, transforming books into StoryWalk® format, and ideas for posting the books within their communities. "Frequently Asked Questions" documents will be available as well as suggested book lists. The StoryWalk® Project is one that can be adapted to many settings and can be offered by various community organizations.

Anne Ferguson, director, StoryWalk® Project

IV.C.1 Individual Presentations

Salon 3

Let the Right One In: Tales of Community Buffering

One of the most fundamental tasks relating to the fieldwork for a qualitative research study lies in gaining access to participants. Issues of trust, negotiation, and power arise when community-engaged research seeks admittance to community partners. This session will present perspectives from a community engagement specialist about the process for gaining access. Best practices for researchers and community liaisons will be presented for effective practices from both parties.

Katherine Rose Adams, PhD candidate, The University of Georgia; Ilka McConnell, UGA Archway Professional, The University of Georgia Archway Partnership

The Community University Exchange: A Model for Authentic Partnership and Engaged Learning

A pilot at the University of Wisconsin-Madison for a new infrastructure for community-engaged learning and research based on the European-derived "Science Shop" model for democratizing campus-community partnerships, using values of mutual respect and validation of community knowledge, offers more authentic learning outcomes and community impact. The objective of the pilot was to evaluate methods that serve both the community and institutional objectives equally in a streamlined fashion. The Community University Exchange, the official name of our "Science Shop," completed its first pilot year and conducted an evaluation. This presentation will describe how the stakeholders have found meaning in the process of building an infrastructure to help create more authentic, reciprocal and mutually beneficial campus-community partnerships. Benefits to faculty/instructional staff, students (both graduate and undergraduate), and community partners will be detailed.

Elizabeth Tyron, assistant director; Ashleigh Ross, graduate assistant, Morgridge Center, University of Wisconsin-Madison

Service-Learning Worth It: A Case Study of Four Service-Learning Practitioners' Transformation from Chaos to Understanding

Educators learn how to incorporate service-learning pedagogy in a variety of ways. Even in the most ideal situations one has to decide if service-learning is worth the effort. The panel will discuss the purpose of this study and the model used to explore the opportunities and challenges encountered as participants struggled to answer questions--moving through chaos to transformation—that lead to a greater understanding of and appreciation for service-learning.

Joan Blakey, assistant professor; Shirley Theriot, director, Center for Community Service Learning; Mary Cazzell, assistant professor; Melanie Sattler, associate professor, University of Texas Arlington

Creating Civic-Minded Students through an Alternative Spring Break Program

This panel will provide an overview of a unique alternative spring break experience within America's most poverty-stricken region, the Mississippi Delta. The class, a partnership between academic and student affairs, engaged students in facilitated discussion and an experiential learning spring break, featuring service, cultural, and historical activities. The panelists will present how the combined class and trip inspired students to become more civic-minded and realize that their efforts contributed to the greater good of society.

Courtney Allen, assistant coordinator in Maroon Volunteer Center; Meggan Franks, program coordinator in Student Leadership and Community Engagement; Cade Smith, director of Student Leadership and Community Engagement; Heather Black, AmeriCorps VISTA in Student Leadership and Community Engagement; Jason Ward, assistant professor in the Department of History, Mississippi State University

Getting It together: A Tutoring Partnership that Works for College Students and the Community

Community Service can benefit all participants. When Homework Hotline, a free telephone tutoring program was overwhelmed with demand, Belmont University stepped up to meet the need. This partnership demonstrates that everyone benefits: K-12 students from all of Tennessee, Homework Hotline, Belmont University, and university students. This panel presentation will provide lessons learned and guidance when establishing a community/university partnership.

Sammy V. Swor, EdD, director, Belmont University Homework Hotline; Wendy Kurland, executive director, Homework Hotline; Tim Stewart, director, Service-Learning, Belmont University

Classification and Terminology: Placing a Physician Shadowing Program on the Spectrum of Learning and Service

This presentation will explore the pilot run of a Medical Humanities course with a physician-shadowing component for junior and senior pre-medical students at a large public four-year university. The discussion will consider where such a project fits on the continuum of learning and service, and weigh both the value and the difficulties of community-engaged projects conceived with traditional models of medical education in mind--models that often challenge principles of democratic engagement.

Dr. Casey Kayser, visiting assistant professor of Composition and Service-Learning, University of Arkansas

Making Significant Learning Endemic: Student-Generated Microbiology Mockumentaries in a Service-Learning Course

A successful health care system depends on highly competent and compassionate health care personnel with a strong background in science, who are able to effectively communicate with individuals in the community with varying health literacy and scientific knowledge. Undergraduate students in an advanced microbiology course designed a digital service-learning project (mockumentaries) that were viewed by local middle school students in the Boys and Girls Club. The presenters will discuss how this project impacted learning, relative to both the mockumentary designers and the viewers.

Brian Rash, associate professor; Rhoda Reddix, Service-Learning coordinator, Our Lady of Lake College

Student Engagement in International Service Learning: Preparation for Continued Leadership and Involvement

In this presentation, we examine how service-learning enhances students' leadership skills and cultivates a commitment to civic engagement. Our international service-learning program has been active for 15+ years and involves five sites: Belize, Botswana, Croatia, the Philippines, and Trinidad and Tobago. In particular, we explore methods of involving students in democratic, participatory activities prior to, during, and after international work. Program structure equips students for continued leadership in civic activities, both locally and abroad.

Dr. Thomas (Tom) R. Jackson, Jr., vice president of Student Affairs; Dr. Michael Mardis, associate vice president of Student Affairs and dean of students; Ms. Pamela Curtis, director of Civic Engagement, Leadership and Service; Dr. Kandi L. Walker, professor; Dr. Joy L. Hart, professor, University of Louisville

International Service-Learning: Building Stronger Relationships through Language Preparation

This presentation will detail the creation of a new international service-learning program to the French island of Guadeloupe. Presenters are faculty members at the University of Cincinnati, Blue Ash College who have combined their disciplines of Sociology and French to develop a course in Contemporary Social Problems which includes basic French language and cultural instructions to better prepare students for the international service experience. Students will travel to Guadeloupe during spring break 2013.

Jody L. Ballah, assistant professor of French; Leslie Elrod, associate professor of Sociology, University of Cincinnati, Blue Ash College

The P-16 Initiative: Creating Pathways for Active Citizenship among K-12 and University Students in Service-Learning

Connecting K-12 in-service teachers, higher education instructors, and collaborative service-learning experience is the goal of the P-16 Initiative at the University of Nebraska at Omaha. This session will break down the training and support provided for all partners to co-develop service learning projects and showcase initial program outcomes.

Julie Dierberger, P-16 coordinator; Paul Sather, director, Service Learning Academy, University of Nebraska at Omaha

Increasing Organizational Effectiveness: Helping Build Capacity in the Community

Tulane University's Center for Public Service (CPS) is addressing capacity challenges that community partners face in New Orleans. Lacking resources and expertise, many community partners face internal issues that limit their ability to increase impact and sometimes to even exist. The CPS has recognized the need to help build capacity within community partners and has created many programs and resources that support local community partners' organizational effectiveness.

Theodore Nathan, Senior Program coordinator; Amanda Buberger, assistant director, Tulane's Center for Public Service

GULF-SOUTH SUMMIT RECEPTION

Kentucky Derby Museum at Churchill Downs

Thursday Evening, Feb. 28

Jazz Duo - Carly Johnson and Craig Wagner

2 Shuttle Buses will be leaving the Marriott (Second Street side) approximately every 15-20 minutes beginning at 6:00 p.m. Last bus back to the hotel is 9:45 p.m. Free Parking also available.

6:15 and 6:20 p.m. only, Historical Tour of Track

There is a maximum of 50 in each group. Register for tours at the GSS Registration desk. Buses will leave promptly at 6:00 and 6:05 p.m. at Marriott Lobby on 2nd St.

6:30 - 9:45 p.m. Reception

Please join us at the Kentucky Derby Museum at historic Churchill Downs for an evening reception complete with local jazz music, tours of Churchill Downs as well as networking and socializing with fellow service-learning colleagues. Enjoy hearty appetizers, cash bar and complete access to the museum! For those interested in Kentucky bourbon, take off on a bourbon flight! (cash only).

The Kentucky Derby Museum is one of Louisville's premiere attractions and has amazing interactive exhibits. The Museum gives guests a first-hand look at the "fastest 2 minutes" in sports that has made Louisville, Kentucky known worldwide: the Run with the Roses—the Kentucky Derby! The Museum hopes to impart a lasting impression of Kentucky tradition, hospitality and pride to all visitors. GSS participants will also want to view the annual KY Derby Student Art Exhibit—a community collaboration between the Derby museum and Jefferson County Public School students.

7:00 - 7:30 p.m. Remarks

Representative John Yarmuth (Invited)

Mary Gwen Wheeler, 55,000 Degrees



Day 2

Friday, March 1, 2013
Concurrent Sessions V — 9-10:30

V.A.1 Workshop

Place

Snapshots of Justice: Utilizing Photo Elicitation Projects to Create Understanding

A picture is truly worth a thousand words and this interactive session will provide you with the chance to capture community engagement snapshots in creative and dynamic ways. Photography provides the opportunity to view service and justice issues in ways we do not typically consider. Attendees will sharpen their lens by learning how to utilize photo elicitation to capitalize upon student perspectives towards campus activities/programs, social justice, and the world. Leave this session with activities, ideas, and concrete examples to adapt and utilize at your institution, agency, and within your own life.

Patrick Englert, assistant dean of Students, director of Student Engagement; Sarah Fromm, director of Student Activities, Bellarmine University

V.A.2 Workshop

Salon G

How to Use Liberating Structures to Reflect on Service

Liberating Structures are simple and easy to learn microstructures that create unique spaces for full participation. They can be used to reflect, generate ideas, share knowledge, and more. In this interactive workshop, you will participate in some liberating structures while learning more about what they are, how they work, and how they could be used in your work. Resources to help participants explore liberating structures on their own will also be distributed.

Marie Lindquist, director of Field Service; Julianne Dunn, assistant director of Field Service, University of Arkansas Clinton School of Public Service

V.A.3 Workshop

Salon F

Leveraging Student Interest: Understanding Student Attitudes on Community Engagement and Contribution

How does what we know about Millennials and Emerging Adults influence the ways we engage students in civic involvement? This workshop will focus on research done at Lipscomb University examining student attitudes on contribution, a term encompassing 16 different categories of civic engagement. Understanding student attitudes toward contribution should inform our work in community involvement, especially when we consider engaging diverse student populations. Join in this interactive session to discuss research findings and implications for our work.

Chris Gonzales, assistant professor of Psychology; Christin Shatzer, director of Service-Learning; Rachael Marshall, graduate student & research assistant, Lipscomb University

V.A.4 Workshop

Thoroughbred Room

Research on Service-Learning: Community Outcomes & Partnerships

The third of four in a series drawing on the recently released volume *Research on Service Learning: Conceptual Frameworks and Assessment* (Clayton, Bringle, & Hatcher, Eds. 2013. Stylus), this session will focus on research related to community outcomes and to partnerships that involve community members. Participants will critique research to date in these areas, examine relevant theoretical and conceptual frameworks, and discuss implications for practice and future research.

Patti H. Clayton, PhD, PHC Ventures, senior scholar, CRL IUPUI; Kathleen E. Edwards, PhD student and instructor, University of North Carolina at Greensboro

V.A.5 Workshop

Salon A

Creating Multi-Year, Multi-Level Community Partnerships

Looking to improve the quality of your work with community partners, including ways to integrate challenging and developmental placements that include community-based research and policy research? Come to this session and hear of ways schools across the

country have strengthened their partnerships with community agencies. Also, learn how some schools are starting to place students in "issue collaboratives" that seek to bring about systemic change in their communities. We'll share stories from campuses that have piloted this work, as well as resources and models to take to your campus.

Josh Blair, program associate, The Corella & Bertram F. Bonner Foundation

V.B.1 Panel

Show

Sustaining Partnerships Through Participatory Design

Landscape architecture students address the process of community outreach through participatory design. The model is not to come in as detached experts, but to spark and sustain dynamic community partnerships that promote long-term intervention, growth, and engagement for students and for community members. Participatory design encourages students of landscape architecture to learn and understand the values of civic responsibility.

Mary Beth McCubbin, director of External Projects, Clemson University Department of Landscape Architecture. Also presenting, Michael Kulik, graduate assistant; Katherine Llyod, graduate assistant, Clemson University Department of Landscape Architecture

V.B.2 Panel

Salon C

Collaborating with Community for Cultivation of Civic-Minded Graduates

Service-Learning (SL) is an important means by which students actively engage with the community and is believed to be instrumental in developing civic-minded graduates. Bellarmine University Doctor of Physical Therapy Program has established a SL thread within its curriculum and the student division of pro bono services is the centerpiece. This panel presentation will discuss the importance of SL; describe two community-academic partnerships; share perspectives from stakeholders involved; and address the challenges of outcome assessment and measuring civic-minded impact.

Catherine E. "Kate" Grandell, PT DPT MDiv, assistant professor and associate director of Clinical Education, Bellarmine University; Gina Pariser, PT PhD, associate professor, Bellarmine University; Jacquelyn Baker, MS RN, director of Nursing, Park DuValle Community Health Center; Kim Mapp, director, Catholic Enrichment Center; Jacqueline Lopez, Physical Therapy student, Bellarmine University

V.C.1 Individual Presentations

Salon B

Foundations of Community Engagement Course Student Impact Study

Most, if not all, higher education programs pledge to develop civic-minded students through curricular and co-curricular experiences. The faculty of a foundational course designed for 135 undergraduate students in a living-learning community focusing on community engagement included students' written reflections of the course content. The reflections were studied as evidence of student impact for current and future engagement endeavors. The results of this study are presented along with the implications for informing educational programming. Replication is discussed.

Mary L. Slade, PhD, executive director, VCU ASPIRE; Erin Brown, assistant director, Service-Learning, Virginia Commonwealth University

Launching a New Curriculum: LEAD 2100--Leadership through Service-Learning

At the Gulf South Summit 2012, we presented a pilot Service-Learning Student Facilitator program. In summer 2012, we developed the curriculum for a 12-week training course to prepare and train student facilitators. The two-semester experience includes a practicum in service-learning facilitation. This presentation will share the syllabus, readings, and assignments that now drive this course, and we will report on the work of experienced facilitators still active on our campus.

Wendy Denton, assistant director, Service-Learning; Veena Shankar, graduate student, Georgia Southern University

V.C.2 Individual Presentations

Salon D

Transform the Classroom into a Civic-Learning Environment

The process of incorporating civic-learning into a current classroom structure can be overwhelming. This presentation will address how a capstone class is transformed into an authentic work environment which encourages service-learning, civic engagement, and personal growth. The presentation will also address the pedagogy used to enhance learning and the impact the class has on the surrounding community.

Roberta R. Doggett (Bobbi), senior instructor, Public Relations, University of North Florida

Creating Institutional Support Structures for Graduate Students to Develop and Document Civic Engagement Skills

As future faculty, graduate students deserve formal professional development to successfully understand and carry out higher education's engagement missions. This presentation describes the process, status, and outcomes of new initiatives at the University of Georgia intended to provide campus-wide support for graduate students interested in developing and demonstrating their civic engagement skills, including a Graduate Portfolio in Community Engagement, workshops and two new graduate courses in service-learning course design and community engagement theory and practice.

Paul H. Matthews, assistant director, University of Georgia Office of Service-Learning

Friday, March 1, 2013
Concurrent Sessions VI — 10:45-12

VI.A.1 Workshop

Place

Community Engagement Living-Learning Programs: Build it Well and They Will Come.

Few living-learning programs across the nation focus primarily on civic and community engagement. This workshop will describe the benefits and models of community engagement living-learning programs and will detail the development of VCU ASPIRE, a large scale community engagement living-learning program at Virginia Commonwealth University. Participants will exchange information about their own living-learning experiences and will receive best practice resources for implementing community engagement living-learning programs on their own campuses.

Lynn Pelco, associate vice provost for Community Engagement; Mary Slade, executive director, VCU ASPIRE, Virginia Commonwealth University

VI.A.2 Workshop

Salon G

Not Casting Seeds into the Wind: Exploring how Partnerships Contribute to or Impede Civic-Learning and Democratic Engagement

In this interactive workshop we take up A Crucible Moment's (2012) call to support "civic-learning and democratic engagement" by reflecting on community-university partnerships. Specifically, we consider Dostilio's, et.al (in press) orientations of reciprocity to answer, "What reciprocity orientations support civic learning and democratic engagement in education?" We will use small and large group discussion, embodied exercises, and online tools to answer this question and co-create strategies that support such relationship development.

Kathleen E. Edwards, PhD student and instructor, University of North Carolina at Greensboro; Tiffany Dumas, volunteer coordinator, The Interactive Resource Center

VI.A.3 Workshop

Salon F

Teaching Human Difference within Service-Learning

In this workshop, a new pedagogy for teaching human difference will be examined as it relates to preparing students to successfully address issues of diversity within a service-learning placement. A diversity infusion project was used to place service-learning in synergistic relationship with a number of additional course components, including the human difference paradigm, experiential learning activities, and readings and documentaries about race, social class, and social policy. A group activity will be facilitated in this session.

Phil Miller, faculty; Sandra Reid, faculty, Elon University

VI.A.4 Workshop

Thoroughbred Room

Research on Service-Learning: Faculty Learning

The fourth of four in a series drawing on the recently released volume *Research on Service Learning: Conceptual Frameworks and Assessment* (Clayton, Bringle, & Hatcher, Eds. 2013. Stylus), this session will focus on research related to faculty learning in service-learning. Participants will critique research to date in these areas, examine relevant theoretical and conceptual frameworks, and discuss implications for practice and future research.

Patti H. Clayton, PhD, PHC Ventures, senior scholar, CRL IUPUI

Share Your Story, Share Your Gifts: The Development of Community Partnerships to Intentionally Reconnect Students to Their Home Communities

In 2012, the Luckyday Program at the University of Mississippi established a Share Your Story, Share Your Gifts program to focus students on the importance of commitment to their home community. During this panel presentation, participants will learn about the new community partnerships and how we have involved Luckyday freshmen through seniors in this effort. A particular focus of this session will be on the challenges and successes of these partnerships.

Dr. Patrick L. Perry, director of Luckyday Programs; Bowman Hitchens, AmeriCorps VISTA for Luckyday Programs; Addison Mickens, Luckyday student/coordinator of tutoring program, University of Mississippi

Service-Learning and the Democratic English Major

Belmont University's mission statement concludes with the clause that students should leave the university with the abilities to "engage and transform the world." As a department, we are aware of this important university goal and English majors are required to complete at least two experiential learning courses for graduation. In this presentation, two faculty members from the Department of English will examine the effectiveness of courses where students are connected with service-learning initiatives and analyze how the engagement leads students to become more democratic, civic-minded writers and thinkers.

Amy Hodges Hamilton, associate professor of English; Sarah Blomeley, assistant professor of English, Belmont University

Creating a Student-Led Campus Volunteer Center on a Shoestring Budget

The Maroon Volunteer Center is a student-led initiative that encourages community involvement and volunteer service. Join us on a two-year journey, as we begin with a handful of volunteers and grow into a center that engages over 3000 students in 100 volunteer projects annually, resulting in a more civic-oriented campus, a student body that is heavily engaged in the community, and a campus that is invested in efforts that make the world a better place.

Meggan Franks, program coordinator, Mississippi State University

Community Curriculum and Civic Renewal: How Service-Learning Engages P-16 Students and Inspires Change

The UGA Middle School Education Program is committed to engaging P-16 students in civic renewal through service-learning. Professors recognize the potential of service-learning to address community challenges, one of which is poverty--21% of America's youth are impacted by issues related to poverty. Middle school teachers will share how they integrate service-learning and issues of poverty into their curriculum as a result of their undergraduate education.

Katherine F. Thompson, associate clinical professor; Gayle Andrews, professor, University of Georgia; Ashley Shaver, teacher, Richards Middle School; Courtney Jackson, teacher, South Douglas Elementary School; Tara Marshall, teacher, Carson Middle School

Servant Leadership: With Great Freedom, Comes Great Responsibility

Join us in exploring student leadership development through experiential and action-oriented student learning. Examine the Montgomery Leadership Program, an upperclassmen leadership program, which allows students to put leadership theory into practice through community engagement. Teach students to increase their social responsibility, competency levels and leadership through graduated service-learning challenges over three semesters. This presentation will review important steps about how to implement a similar program. Let's engage students to take charge of their world!

Carmen Wilder, assistant director, Mississippi State University

Developing a Sense of Place and Citizenship Through a Co-Curricular Service-Learning Program

The service-learning program highlighted during this presentation is designed to create a sense of place for 60 students, while carefully integrating experiences that emphasize an asset-based approach to community engagement. The program integrates elements of alternative breakouts, cultural immersions, and reflective retreats to challenge students on their ideas of what it means

to be a good citizen. Information will be shared about the development and implementation, including the learning objectives, service-learning activities, and student leader development course.

Kelly Bohrer, coordinator of Community Outreach, University of Dayton

VI.C.3 Individual Presentations

Show

Restorative Practices and Reshaping the Millennials: A Service-Learning Project

Sharing efficient and effective measures of addressing conflict using democratic principles among millennials within Texas Middle Schools is the primary aim of this presentation. Utilizing action research, the implantation process of restorative practices as a service-learning initiative will be highlighted showing the successes and challenges.

Sharmaine Tapper, doctoral student; Oko Elechi, associate professor, Prairie View A&M University

Evaluating the Service-Learning Process and Product in the Undergraduate Curriculum—A Community Perspective

Community partners are a critical component of service-learning. Join us for a discussion of a research study that evaluates the effectiveness of both the service-learning process and product from community partners' perspectives. The study and discussion expands the evaluation of service-learning in the classroom to include vital feedback from non-profit community partners who work with undergraduate courses within three colleges at one mid-sized public University.

Dr. Amy Hawkins Pitchford, assistant professor of Public Relations, College of Fine Arts and Communication; Hunter Phillips Goodman, student interdisciplinary PhD in Leadership, University of Central Arkansas

Keynote Speaker Biographies

Julie Hatcher

Julie A. Hatcher is Executive Director of the Center for Service and Learning and Associate Professor of Philanthropic Studies, in the School of Liberal Arts at Indiana University-Purdue University Indianapolis. Her research and scholarship focuses on civic learning outcomes in higher education, philanthropic motivations of professionals, the philosophy of John Dewey, and the role of higher education in civil society. Julie was instrumental in integrating service into the educational culture at IUPUI and supporting civic engagement as a distinct aspect of campus mission. She began the Office of Service Learning in 1993 and served as the Associate Director of the Center for Service and Learning until 2010. She is among the first in the world to earn a PhD in Philanthropic Studies.

After two years as Director of Undergraduate Programs in the Center on Philanthropy, she returned to CSL as Executive Director in 2012. She has consulted with faculty, both domestically and internationally, on designing philanthropic studies curriculum, integrating service into academic study, and assessing civic engagement. She has collaborated on national projects such as the Carnegie Classification for Community Engagement and the Association of American Colleges and Universities rubric development for Civic Engagement. She has been an invited participant to roundtables hosted by the Kettering Foundation on the democratic purposes of higher education. Julie has collaborated on many international projects with faculty from China, Egypt, Kenya, Macedonia, Mexico, and South Africa. She received the first International Association for Research on Service Learning and Community Engagement Dissertation Award, and the Indiana Campus Compact "Brian Hiltunen Faculty Award for Outstanding Contributions to the Scholarship of Engagement."

IUPUI Center for Service and Learning: <http://csl.iupui.edu/index.cfm>

IUPUI Center for Philanthropy: <http://www.philanthropy.iupui.edu>

Silas House

Silas House is the author of five novels: *Clay's Quilt* (2001), *A Parchment of Leaves* (2003), *The Coal Tattoo* (2004), *Eli the Good* (2009), *Same Sun Here* (co-authored with Neela Vaswani, 2012); three plays, *The Hurting Part* (2005), *Long Time Travelling* (2009), *This Is My Heart For You* (2012); and *Something's Rising* (2009), a creative nonfiction book about social protest co-authored with Jason Howard. House serves as the Director of the Loyal Jones Appalachian Center at Berea College and on the fiction faculty at Spalding University's MFA in Creative Writing program. House is one of Nashville's most in-demand writers for the country music industry and has worked with Kris Kristofferson, Leann Womack, Nickel Creek, Lucinda Williams, Kathy Mattea, and many others.

House's writing can be found in *The New York Times*, *Newsday*, *Sojourner's*, *Oxford American*, many anthologies, and various other publications. He is a former contributor to NPR, where he wrote and performed several of his own pieces of writing for "All Things Considered." House is the winner of the "Intellectual Freedom Award" from the National Council of English Teachers, the Helen Lewis Community Service Award, the Appalachian Book of the Year, the Kentucky Novel of the Year (twice), the Hobson Medal for Literature, the Award for Special Achievement from the Fellowship of Southern Writers, the Parents Choice Award, and many other prizes. House is one of the founding members of the artists group against mountaintop removal, which has been active in bringing visibility to the issue. In 2011 he was one of sixteen Kentuckians, along with Wendell Berry and others, who occupied the governor's office for three days as a protest against mountaintop removal. The protest received international attention. He has been involved in actions in Washington D.C., and often lobbies on Capitol Hill for the passage of the Stream Saver Bill and other legislation to keep our waterways safe and clean. He is also involved in the fight for fairness and other social justice causes.

House was born and raised in Eastern Kentucky and is very proud of his Appalachian roots. He is the father of two daughters and has three dogs. He lives in Berea, Kentucky.

For more information: www.silashouse.weebly.com

Caryn McTighe Musil

Caryn McTighe Musil is the Senior Fellow and Director of Civic Learning and Democracy at the Association of American Colleges and Universities. Until November, 2012, she was the Senior Vice President of the Office of Diversity, Equity, and Global Initiatives. Under her leadership, the office mobilized powerful and overlapping educational reform movements involving civics, diversity, global learning, women's issues, and personal and social responsibility. Dr. Musil has special expertise in curriculum and faculty development, which she applies through a variety of programming.

Dr. Musil is currently directing a multi-project national initiative, called Civic Learning and Democratic Engagement. As part of this initiative, Dr. Musil worked in partnership with the Global Perspective Institute (GPI) to host a series of national roundtable meetings to learn from a broad spectrum of leaders within and beyond higher education about how to make civic learning an expected outcome for every college student. Dr. Musil was lead author in the resulting report to the US Department of Education: *A Crucible Moment: College Learning and Democracy's Future*. *A Crucible Moment* was officially released January 10, 2012 at a special White House release event.

Association of American Colleges & Universities: <http://www.aacu.org/>

PreConference Leaders – Biographies

Joe Brooks

Joe Brooks is the executive director and founder of Community Works Institute (CWI) www.communityworksinstitute.org. Joe Brooks has worked with students at every level, from elementary through graduate education. He is the founder and director of the Community Works Institute (CWI) and also serves as publisher for Community Works Journal. As a veteran professional development leader-facilitator, Joe has provided support over the past two decades to a wide spectrum of public and independent K-16 schools, community organizations, and regional and national initiatives. He has worked with educators from around the world on place, service, and sustainability curriculum, through site based consulting, workshops, and graduate level institutes.

Joe is a former middle school teacher with a passion for hands-on, place based curriculum that has service and democracy at its core. He taught in Vermont for twelve years, initiating and nurturing a nationally recognized K-12 service-learning and community partnership program. Among his longer term curriculum projects was a student published community newspaper that introduced middle grade students to state-of-the-art, standards based publishing and primary source based journalism. That program was also central to a larger effort to reframe the school and students as the hub of community partnership efforts. The newspaper thrived, subsequently serving local residents for more than seventeen years.

Joe's curriculum work with students and teaching colleagues also included development of local cultural and historical projects with focuses on oral and local history, digital publications, community surveys, school gardens, science, and technology projects. He has expanded the summer CWI training institute to include not only an eastern region location, where it originated at Shelburne Farms in Burlington, VT, but also a western region location in California.

Patti H. Clayton

Patti H. Clayton is an Independent Consultant and Practitioner-Scholar (PHC Ventures). She has over twelve years of experience as a practitioner-scholar in community-engaged teaching and learning and in experiential education more generally. She serves as a Scholar Senior Scholar with the Center for Service and Learning at Indiana University – Purdue University Indianapolis (IUPUI), a Visiting Fellow with the New England Resource Center for Higher Education (NERCHE), and a Visiting Scholar at the University of North Carolina at Greensboro. She has consulted with over 100 colleges and universities in the US, Canada, and Ireland.

She co-developed with students and faculty a research-grounded critical reflection and assessment model (the DEAL Model), models for student leadership in service-learning, and a variety of faculty development and curriculum development processes related to community-campus engagement. Patti and her colleagues produced student and instructor versions of the tutorial Learning through Critical Reflection. She is co-editor with Bringle & Hatcher of the 2-volume set, *Research on Service Learning: Conceptual Frameworks and Assessment*, released by Stylus Publishing in September 2012. She also focuses on reciprocity and mutual transformation in community engagement partnerships and on the relationship between student, faculty, and community member learning. Building on her work with Saltmarsh and Hartley in the Democratic Engagement White Paper, she is intrigued by possibilities for designing teaching and learning, partnerships, and scholarship in ways that position all participants as co-educators, co-learners, and co-generators of knowledge.

Anne Ferguson

Five years ago, Anne Ferguson created the StoryWalk® Project and she is determined to have all 50 states involved—almost there! Happily retired after 33 years in the Human Services field, she devotes much of her free time to the StoryWalk® Project and the project's community partners in the Montpelier, VT area, the Vermont Bicycle & Pedestrian Coalition and the Kellogg-Hubbard Library, as well as the many partners throughout the US. Never bored, she enjoys kayaking, hiking, knitting, gardening, volunteer work, teaching Sunday school, traveling, and reading.

Cathy Hamilton

Cathy Hamilton received her Ph.D. from the School of Human Resource Education and Workforce Development at Louisiana State University. She also holds the M.S. degree in Adult Education from Texas A&M University and a B.A. from the honors college (Plan II) of the University of Texas at Austin. Through the Office of Leadership and Service-Learning she provides support for both academic and co-curricular service-learning, student leadership, and civic engagement. Dr. Hamilton has worked in educational human resource development at the national and international level for the past 19 years. She worked the better part of a decade in leadership development, education, and publishing in Latin America. Working with faculty in university-community partnerships as well as working with popular education initiatives in Latin America has impressed upon her the power of collaborative alliances between universities and partners that together transform our communities. She is active with Campus Compact, having served on two State Advisory Boards and currently serves as Book Review Editor for the NCCC Partnerships: A Journal of Service-Learning and Civic Engagement. Her published work can be found in the Journal of Higher Education Outreach and Engagement.

Gayle Hilleke

In January, 2006, Gayle became the founding executive director of the Kentucky Campus Compact (KyCC), the 31st state affiliate chapter of Campus Compact, a national coalition of over 1200 college and university presidents committed to the civic purposes of higher education. Prior to moving to Kentucky, Gayle spent eight years in Washington D.C. at the Corporation for National and Community Service (CNCS) where she served as an AmeriCorps program officer and as a project manager for a national assessment initiative, the State Administrative Standards project. Prior to working at CNCS, she was the first program officer of the Ohio state commission (Governor's Community Service Council) from 1994-1997.

Gayle has over twenty-five years of experience in strengthening communities through work in nonprofits, educational institutions, and government agencies. Her focus is on using strength-based strategies in promoting community change and personal growth. Born in Cincinnati, Ohio, Gayle has a bachelor's degree from Eastern Illinois University and a master's degree in Organization Development from American University in Washington, D.C.

Mary Beth Lima

Mary Beth Lima, director of LSU Center for Community Engagement, Learning and Leadership at Louisiana State University is an alumni professor of biological and agricultural engineering and American Institute of Medical and Biological Engineering fellow, as well as a nationally recognized service-learning practitioner. Since 1998, Lima has engaged more than 500 students in a first-year, biological engineering design course in which students address a critical community need through the design of safe, accessible playgrounds for area children. Under the LSU Community Playground Project, Lima and her students designed and built 20 playgrounds in the Baton Rouge area.

Kim Shaver

Kim Shaver is the former service-learning coordinator at the University of Louisville. For the past fifteen years, her responsibilities included the administration co-curricular programs, including America Reads and the AmeriCorps Bonner Leader Program. She assisted faculty with service-learning, developed community engagement programs for Honors and Psychology, and served as an adjunct faculty member in English Composition. Currently, she is a consultant for KYCC and a member of the GSS executive committee, co-chairing this year's GSS 2013 conference in Louisville.

Shirley Theriot

Shirley Theriot is currently the Director of the Center for Community Service-Learning at the University of Texas at Arlington. As director, she has increased faculty numbers and impact of service-learning across the university and community through the Service-Learning Faculty Fellows Program, the Engaged Department Initiative, and leading the successful Carnegie Community Engagement Classification efforts in 2010. Her research and scholarship focuses on faculty transformation and self-efficacy through the process of service-learning.

Gulf South Summit 2013 Award Recipients

OUTSTANDING SERVICE-LEARNING COLLABORATION IN HIGHER EDUCATION



Grandparents Raising Grandchildren (GRG) The ongoing 8-year collaboration between Louisiana State University's English service-learning classes and Grandparents Raising Grandchildren (GRG) of Louisiana exemplifies the mutual benefits of service-learning in meeting needs of the community while enhancing the educational curriculum of participating students. Partners included in this nomination are Dorothy Thibodeaux, Danna Spayde, and Patricia Robinson of GRG, Deborah Normand (retired, and now a volunteer with GRG), Ann Martin, Instructor, LSU English department, and former CCELL director Jan Shoemaker. GRG is a nonprofit organization committed to helping grandparents and other relatives in Louisiana who serve as the primary caregivers of their grandchildren. Through newsletters, support groups, conferences, and other events, GRG hopes to prepare, produce, and promote better caregivers with the knowledge, motivation and ability to provide for their grandchildren. GRG benefits from LSU student engagement through many enterprises, such as writing for funding and donations through newsletter articles, grants, and supportive products, such as healthcare information. Funds and volunteer services are used to support literature and knowledge dissemination, support group meetings, annual conferences, supportive products, and respite activities.



OUTSTANDING FACULTY CONTRIBUTIONS TO SERVICE-LEARNING INSTRUCTION IN HIGHER EDUCATION



Dr. Spoma Jovanovic, Associate Professor of Communication Studies at the University of North Carolina at Greensboro, integrates her research, teaching and service with people and programs targeting social change. She was a founding editorial board member of *Partnerships: A Journal of Service-Learning and Civic Engagement* and in 2012 took over as editor. In November, the University of Arkansas Press released Dr. Jovanovic's book, *Democracy, Dialogue, and Community Action: Truth and Reconciliation in Greensboro* which documented the activities of the United States' first Truth and Reconciliation Commission. In that book, Spoma includes the many ways her students in service-learning classes contributed to the historic process for social justice. Her research has appeared in more than a dozen academic books and journals including the *Journal of Higher Education Outreach and Engagement*, *Journal of Applied Communication Research*, and *Philosophy & Rhetoric*. Her current service-learning and community-based research projects include a multi-year civic literacy program with high school students to develop critical thinking, public speaking, and advocacy skills that have led to public transit improvements and policy changes to increase the number of bus benches and shelters for transit users. Unlike many service-learning practitioners, rather than regularly engaging in new community partnerships, Dr. Jovanovic is committed to maintaining and deepening a limited number of community partnerships over a sustained period of time. As a result of her efforts and those of her students, transformative, lasting community change has been created.

OUTSTANDING STUDENT CONTRIBUTIONS TO SERVICE-LEARNING IN HIGHER EDUCATION



Mary Afton Day is a Living Democracy Fellow majoring in Public Administration with a minor in Community and Civic Engagement at Auburn University. She is President of the Community and Civic Engagement Student Club which helps participating students understand that civic engagement goes beyond service and seeks to develop meaningful relationships where all participants are equal partners in the process and outcome. Mary Day has spent the past two summers working in the Black Belt of Alabama with nonprofit organizations including Hale Empowerment and Revitalization Organization (HERO), Sowing Seeds of Hope, and David Mathews Center for Civic Life. Mary has helped to establish a partnership between Algernon Sydney Sullivan Foundation and Auburn to

further Social Entrepreneurship opportunities. She works to create pathways for student-to-community partnerships and relationships that create a more civically minded campus. Mary Afton is taking steps toward pursuing a career that focuses on the development and revitalization of rural communities. After graduation, Mary Afton would like to spend more time in the Black Belt region of the state and pursue a career equal in field work and higher education. One of her mentors states that "Mary Afton's work in the College of Liberal Arts at Auburn University embodies the kind of relationship-building and development of trust and understanding required for the kind of society we all want to live in."



OUTSTANDING COMMUNITY PARTNER CONTRIBUTIONS TO SERVICE-LEARNING IN HIGHER EDUCATION

Grow Dat Youth Farm's mission is to nurture a diverse group of young leaders through the meaningful work of growing food. The farm recruits a diverse and committed group of youth who develop leadership and life skills during their intensive, hands-on work experience. The Farm provided thirty jobs and cultivated nearly two acres of land this year. As the Education Specialist and Volunteer Coordinator, Jabari Brown who has completed two one-year AmeriCorps VISTA

terms with Grow Dat, before securing a permanent paid position is responsible for recruiting service learning and internship students and volunteers. Jabari, under the direction of founder Johanna Gilligan, aligns organizational needs with service-learning course objectives and provides meaningful service-learning experiences to students, which in turn develops capacity. For example, Grow Dat has partnered with Tulane's School of Architecture to design and build the original blueprint and framework for the farm and with Tulane's School of Business and Social Entrepreneurship Program to implement team-building service activities for students who practice working together on business plans, entering business competitions, and creating marketing material. Much of Grow Dat's campus-community partnership success is a result of Jabari's passion and enthusiasm for his job. His positive attitude has a lasting impact on professors and students.



OUTSTANDING PRACTITIONER CONTRIBUTIONS TO SERVICE-LEARNING IN HIGHER EDUCATION

Dr. Kathy Thompson is a clinical associate professor of Middle School Education in the Department of Elementary and Social Studies Education at the University of Georgia. A former UGA **Service-Learning Fellow**, Kathy conducts service-learning professional development for P-16 educators and was named a 2008-2010 UGA **Service-Learning Senior Scholar**. She is the Director of Georgia's **Improving Teacher Quality—Higher Education Grants Program**, Lead Faculty for UGA's Office of Service-Learning P-12 Initiatives, and a professional development school Professor-in-Residence for the Clarke County School District in Athens, GA. She also served as Co-Director of UGA's League of

Professional Schools Network from 2002-2008. Kathy earned a Ph.D. in Middle School Education from the University of Georgia in 1999 and has published and presented at conferences extensively in the areas of service-learning, democratic education, student engagement, and professional development. Kathy is the recipient of the 2013 **Service-Learning Teaching Excellence Award** at the University of Georgia. Dr. Kathy Thompson demonstrates excellence in creating, providing and sustaining opportunities for engaging students in service-learning; promoting a culture of engagement; and in providing leadership to sustain and grow service-learning and campus-community engagement at the University of Georgia and beyond.

Gulf South Summit Executive Committee

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Assistant Director, Campus Community Partnerships, Center for Public Service
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Interested in Membership on the Executive Committee?

Gulf-South Summit on Service-Learning and Civic Engagement through Higher Education

Find out more by attending the Roundtable session: Friday, March 1, 8:00 AM

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

Roles and Responsibilities of Members

- Attend meetings at least twice a year (one during the Summit and one during the summer planning meeting of the host institution)
- Commit institutional resources of at least \$1,000 to sponsor the Summit on an annual basis
- 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 reports to the chair

Standing Committees

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

Application for Membership

Prospective members should submit to the current chair a one-page summary of qualifications for membership and a letter of support and commitment from an institutional representative with authority to commit funds for minimum sponsorship of \$1,000 and travel expenses to required meetings for each year of the three-year term of office. For more information, contact Betsy Hart, coordinator of community relations, Office of Community Engagement, University of Arkansas-Little Rock (edhart@ualr.edu).

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- **Stephanie Rabius**, Logistics, KY Campus Compact, Northern Kentucky University
- **Karen Anderson**, Registration, Transylvania University
- **Ashley Cochrane**, Berea College
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- **Keith Lanser**, Conference Technology, Gateway Community and Technical College
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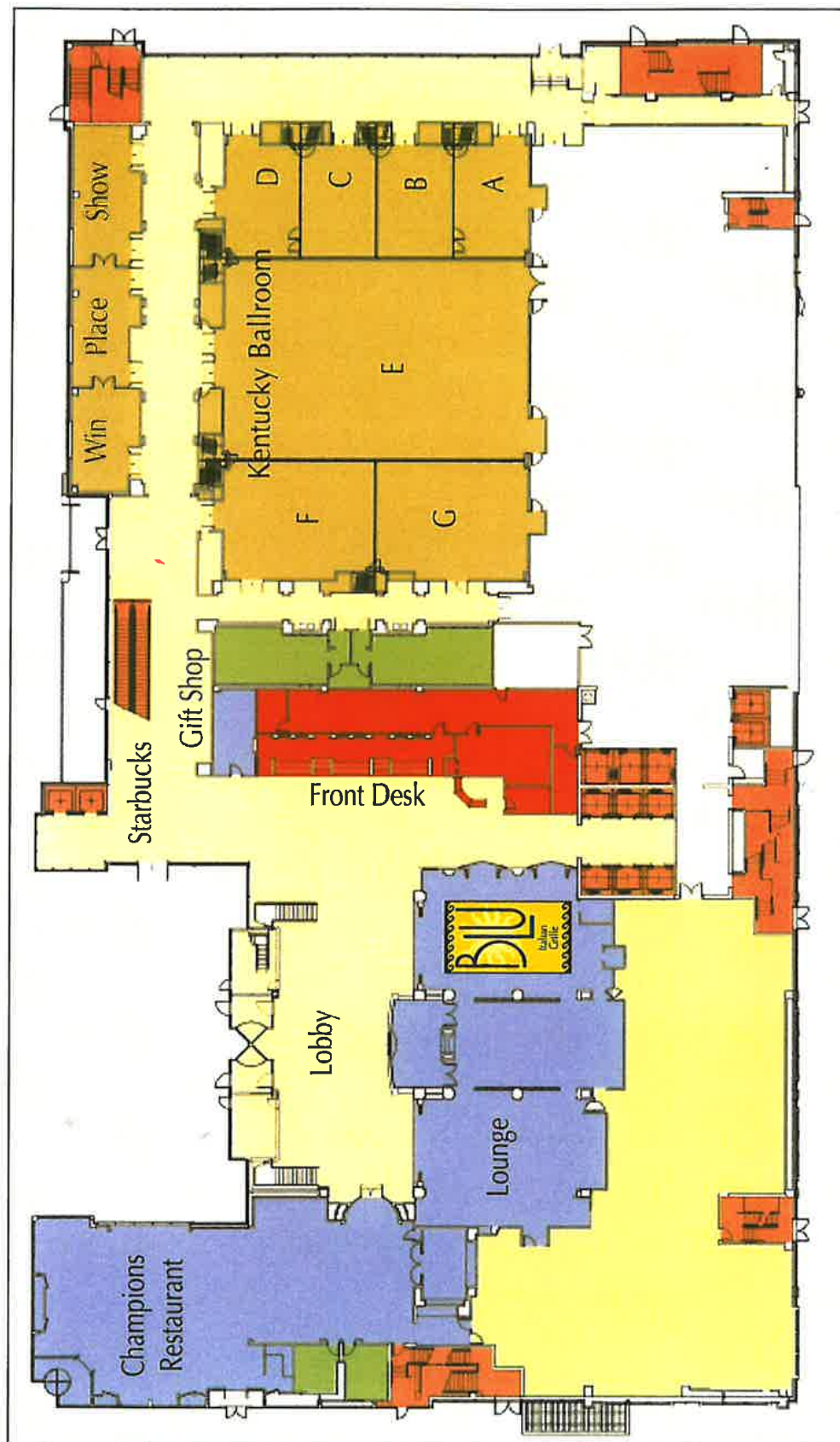
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