



Gulf-South **Summit**

on Service-Learning and Civic Engagement
Through Higher Education

**Transforming Lives
Through Collaboration, Community
and Citizenship**

March 21-23, 2012
Lake Terrace Convention Center
Hattiesburg, Mississippi

Hosted by



**THE UNIVERSITY OF
SOUTHERN MISSISSIPPI.**



THE UNIVERSITY OF SOUTHERN MISSISSIPPI

Office of the President

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WELCOME

Greetings,

Welcome to The University of Southern Mississippi and to the Gulf-South Summit on Service-Learning! Southern Miss is delighted to serve as the host site for this important Summit. I hope that your schedule will allow you the time to enjoy our beautiful campus and facilities.

For more than two decades, Southern Miss has been working to institutionalize the use of service-learning into our entire curriculum. We have been offering service-learning seminars for our faculty since 2001, and we have trained more than 75 faculty members in the theory and practice of service-learning. The Southern Miss Office of Community Service Learning works with more than 90 community partners on a regular basis, improving the quality of life in this region of the state. We were especially proud when The University of Southern Mississippi was awarded the coveted Community Engagement Classification by the Carnegie Foundation for the Advancement of Teaching in 2010. Southern Miss has experienced firsthand the value of incorporating service-learning into the mission of our university as we prepare tomorrow's leaders.



This Summit will provide a wonderful opportunity to share innovative ideas and successful projects with one another and to promote the importance of service-learning for our students and faculty.

Also, I would like to express my appreciation to the Summit sponsors and to the Southern Miss staff and faculty for supporting and participating in this special event. To our guests, I extend a warm welcome, and I hope you find the Summit to be most beneficial. Please come back to visit Southern Miss as often as you can.

Sincerely yours,

Martha Saunders
President



Mayor
Johnny L. DuPree, Ph.D.

Council - Ward 1
Kim Bradley

Council - Ward 2
Deborah Denard Delgado

Council - Ward 3
Carter Carroll

Council - Ward 4
Dave J. Ware, II

Council - Ward 5
Henry Naylor

March 22, 2012

Dear Members of the Gulf-South Summit:

Welcome to Mississippi and the great City of Hattiesburg-a Blue Cross Blue Shield “Healthy Hometown.” We are home to state-of-the-art medical facilities, pristine and nationally ranked landscapes, schools and universities, as well as a place affluent in the arts and economic development.

While prestigious awards and accolades are to be treasured, nothing highlights the true character of the “Hub City” more than people like you. I applaud your efforts to preserve hope and foster intellect among individuals of all races, backgrounds, religions and political beliefs.

Situated just off the Mississippi Gulf Coast, Hattiesburg is dedicated to service and collaboration for the greater good. Because of the diligence of our citizens, it’s fitting that the Gulf-South Summit, a movement to increase community service and civic engagement, is celebrating its 10 year anniversary in Hattiesburg.

On behalf of the City, I would like to salute the Gulf-South Summit for all of its outstanding achievements over the past decade.

Sincerely,

Johnny L. DuPree

Mayor, City of Hattiesburg

JLD/msc

City of Hattiesburg PO Box 1898 Hattiesburg, MS 39403-1898



MISSISSIPPI COMMISSION *for* **Volunteer Service**

WELCOME

Making Volunteerism Work for Mississippi.

Greetings from Volunteer Mississippi!

We are a State that embraces volunteerism and civic engagement at the deepest of levels. For those of you who are returning to our State after previous visits— where you came to stand shoulder to shoulder with resilient and determined Mississippians, aiding recovery efforts from hurricanes, tornadoes, oil spills or flooding—“Welcome back!”

As you immerse yourselves among your peers in the sharing of knowledge and practices, we want to express our appreciation for your commitment to strategically developing the next generation of responsible citizens through service-learning. We also appreciate the renowned speakers and practitioners who have come from around the country to discuss service-learning pedagogy, outreach, and application techniques that help students achieve academic excellence in becoming strong community leaders. This decade’s pressing social and economic challenges have brought renewed attention to the importance of volunteerism and service in civic life. In these critical times, a national call for service is engaging citizens of all ages in creating innovative solutions for recovery. This makes our dialogues even more urgent as we discuss the potential of service-learning and civic engagement to address local and global problems and to engage students, faculty, and community partners in civic renewal. And, importantly, find renewal for ourselves among colleagues who share this passion.

As the “Hospitality State” we are pleased to host this conference and proud that the mission of the Gulf-South Summit 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 is still more relevant than ever.

Around here we have a special way that we like to express this:

“Thanks, Y’all!”

David Mallery
Executive Director

Marsha Meeks Kelly
Executive Director Emerita

Volunteer Mississippi
The Mississippi Commission for Volunteer Service

3825 Ridgewood Road, Suite 601 • Jackson, MS 39211

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Conference Overview

WEDNESDAY, MARCH 21

- 9-11 a.m. Executive Committee Meeting – BOARD ROOM
- 11 a.m.-7 p.m. Conference Registration
- Noon-1 p.m. Lunch for Pre-Conference Participants
- 1-4 p.m. Pre-Conference Workshops – FORREST I and II, LAMAR I and II, LAKE VIEW I and II
- 5-7 p.m. Opening Reception and Presentation of Posters – CONVENTION CENTER ATRIUM
- Afterward, Dinner on Your Own (trolley available to historic Downtown Hattiesburg)

THURSDAY, MARCH 22

- 7:30-8:30 a.m. Breakfast – EXHIBIT HALL A
- 8 a.m.-5 p.m. Posters and Exhibits, Conference Registration
CONVENTION CENTER ATRIUM
- 8:30-9:15 a.m. Keynote Session I – EXHIBIT HALL A
- 9:30 a.m.-12:15 p.m. Concurrent Sessions I and II (9:30-10:45 a.m. and 11 a.m.-12:15 p.m.) –
FORREST I, FORREST II, LAMAR I, LAMAR II, LAKE VIEW I,
LAKE VIEW II, EXHIBIT HALL B, EXHIBIT HALL C
- 12:30-2 p.m. Lunch and Keynote Session II – EXHIBIT HALL A
- 2-4:45 p.m. Concurrent Sessions III and IV (2-3:15 p.m. and 3:30-4:45 p.m.) –
FORREST I, FORREST II, LAMAR I, LAMAR II, LAKE VIEW I, LAKE VIEW II,
EXHIBIT HALL B, EXHIBIT HALL C
- 5-6 p.m. Roundtables – EXHIBIT HALL A
- 6:30 p.m. Reception – TRENT LOTT CENTER, SOUTHERN MISS HATTIESBURG CAMPUS
- Afterward, Dinner on Your Own

FRIDAY, MARCH 23

- 7:30-8:15 a.m. Breakfast – EXHIBIT HALL A
- 8 a.m.-Noon Posters and Exhibits, Conference Registration – CONVENTION CENTER ATRIUM
- 8:15-9 a.m. “Looking Back, Looking Forward: Summit Pioneers” – EXHIBIT HALL A
- 9 a.m.-Noon Concurrent Sessions V and VI (9-10:15 a.m. and 10:30-11:45 a.m.) –
FORREST I, FORREST II, LAMAR I, LAMAR II, LAKE VIEW I, LAKE VIEW II,
EXHIBIT HALL B, EXHIBIT HALL C
- Noon-2 p.m. Lunch, Award Presentations, Keynote Session III – EXHIBIT HALL A

1–4 p.m.

Pre-Conference WorkshopsFORREST I AND II, LAMAR I AND II,
LAKE VIEW I AND II

Pre-Conference Workshops

Service-Learning 101, Pre-Conference Session: Service-Learning Directors: Expectations and Goals

LAMAR I

Shirley, Mary Beth and Tom, university directors of service-learning and community engagement, will conduct a panel discussion regarding the expectations of a service-learning director with respect to building relationships; finding support; coordinating faculty, student and community interactions; and enabling faculty research. Panel leaders will begin by sharing their experiences, both challenges and successes, as they worked to build viable and dynamic centers.

If you coordinate service-learning at your institution, come and join this open discussion. Let's exchange ideas about strategies, important tips, political lessons and lessons learned to build program capacity. There will be great handouts and discussion!

Shirley Theriot, director of the Center for Community Service Learning, University of Texas at Arlington; Mary Beth Lima, director of the Center for Community Engagement, Learning and Leadership, Louisiana State University; Tom Schnaubelt, executive director of the Haas Center for Public Service, Stanford University

Democratic Engagement in a Technocratic World: Fulfilling the Potential of Service-Learning and Community Engagement

LAMAR II

Patti invites Summit participants to join her in a series of opportunities at this year's conference to reflect on how best to enact reciprocity—understood as “co-creation”—in the concrete practices of service-learning and community engagement.

Sigmon's seminal 1979 article establishing the core principles of service-learning made explicit that all serve and are served, all teach and all learn. Thirty years later, the Democratic Engagement White Paper (Saltmarsh, Hartley & Clayton, 2009) conceptualized a paradigm shift from technocratic to democratic community engagement, with a key element being the distinction between the hierarchical, deficit-based doing “for” approach and the reciprocal, asset-based thinking and acting “with” approach. Democratic engagement positions all

participants as “teachers, learners and leaders” (Mondloch, 2008/9), indeed as “co-learners, co-educators and co-generators of knowledge” (Jameson, Jaeger & Clayton, 2010).

Patti Clayton, senior scholar with the Center for Service and Learning, Indiana University–Purdue University, Indianapolis

Breaking into Print: The Nuts and Bolts of Publishing Your Community-Engaged Scholarship

FORREST I

Editors of three prominent journals will discuss their views on what constitutes important or cutting-edge research, interdisciplinary knowledge and applied pedagogy in our diverse and emerging domain of service-learning and community engagement. They will offer practical tips on positioning one's work, what “counts” in terms of tenure and promotion, and new multi-media modes for disseminating one's work. Participants will be encouraged to bring manuscripts or prospective work to the workshop for feedback.

Editors: Jeffrey Howard, Michigan Journal of Community Service Learning; Trish Kalivoda, Journal of Higher Education Outreach and Engagement; and Cassie Simon, Journal of Community Engagement and Scholarship

Funding Both Sides of the Ivory Tower

FORREST II

Participants in this interactive workshop will learn the basics of funding, including how to (1) locate potential funding sources, (2) determine how much funding you need, (3) develop a fundraising plan and (4) write successful proposals. Information will be useful to community partner organizations as well as university service-learning students, faculty and offices of civic engagement.

Mary Beth Lima, director of the Center for Community Engagement, Learning and Leadership, Louisiana State University

Citizen-Leader Development Through Community Engagement

LAKE VIEW I

In this interactive workshop, we explore how to be more intentional in crafting experiences that are appropriate to furthering students' stages of development. In other words, what does community engagement look like for a first-year student in comparison to a senior? How intentional are the experiences we craft for the students in furthering them on the citizenship “continuum”? Are we crafting experiences that move students to more complex models of citizenship, community engagement and leadership identity?

Using Susan Komives' Leadership Identity Development model overlaid with Westheimer and Kahne's three levels of citizen engagement, we will focus on ways in which we can become more intentional in designing our community engagement

programs to broaden students' mental models of both leadership and citizenship.

Cathy Hamilton, director, Office of Leadership and Service-Learning, University of North Carolina-Greensboro; Kim Shaver, Center for Civic Engagement, Leadership and Service, University of Louisville

Tapping the Resources of Campus Compact LAKE VIEW II

Campus Compact will offer a pre-conference workshop that will focus on the benefits of joining the Compact. Executive directors from throughout the Campus Compact network will engage participants in a discussion about the future of civic engagement and how Campus Compact can help them move their service and civic missions forward.

Maureen Curley, executive director, Campus Compact

Kick off the 2012 Summit with an opening reception and poster session! Visit with colleagues, network with poster authors, enjoy food and drink and music. Posters will be on display until noon on Friday.

CONFERENCE OPENING

LAKE TERRACE CONVENTION CENTER ATRIUM

5-7 p.m.

POSTER PRESENTATIONS, RECEPTION AND WELCOMING REMARKS

Dr. Richard Conville, Chair, Summit Executive Committee

Dr. Joseph S. Paul, Vice President for Student Affairs, The University of Southern Mississippi

Afterwards, Dinner on your own (trolley available to historic Downtown Hattiesburg)

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Poster Session

1. Students, Faculty, Community and Partners— Transforming Existing Relationships into Long-Term Relationships

Students of Women's Health Santiago aim to discuss the design of service-learning research projects by students, identify steps in solidifying community relationships based on partnership, and evaluate the sustainability of service-learning projects through a case study of their experience in Guatemala.

Vatsal Patel, Ariel Majidi, O. Darlene Nnanyelugoh, Steffi Castillo, University of Virginia; Sareena Brown, University of Virginia School of Medicine

2. Assessing Service-Learning Faculty Fellows Programs for Short and Longer-Term Impact

This study presents short-term and longer-term outcomes of participation in a year-long "faculty fellows" service-learning professional development program by six cohorts of faculty members that help demonstrate how such programs not only prepare faculty for implementing service-learning, but also

support the institutionalization of engaged practice throughout the university.

Shannon Wilder, University of Georgia

3. Impact of Inclusive “Buddy Dance” Service-Learning Experience on Undergraduates

Inclusive “Buddy Dances” provide an opportunity to positively expose college students to young adults with disabilities. This poster examines the impact on college students who participated in a community “Buddy Dance.” Ratings were primarily positive and comparable whether students volunteered or participated for course credit. Both perceived learning and changes in beliefs were significantly correlated with prior learning about the population, exposure to a different culture, and enjoyment while serving.

Brittany Bounds, Samantha Farmer, South Carolina Campus Compact; Conway Saylor, The Citadel

4. Building Partnerships for Engagement Across Disciplinary Boundaries

Complex service-learning projects often require a variety of skills and different types of knowledge. Faculty members from various academic disciplines and their students can work together to meet the self-identified needs of one specific community partner. This poster explores a successful multi-year partnership between an adult literacy center and four departments in two different colleges at one university. The disciplines involved were music education, art education, curriculum and instructional design, and public relations.

Janet Rice McCoy, Morehead State University

5. How Can We Best Serve?

This poster will explore how service-oriented conferences can bring together campus and community members interested in actively addressing social justice issues. The Bonner Leaders are a group on the University of Louisville campus whose purpose is to build a culture of service; our presentation will share methods with similar groups who want to have successful collaborations with other campus programs and local nonprofits. By bringing together existing campus resources, this conference model develops community and informs participants about effective ways to engage with local needs.

Joanna Thompson, Raven Darko-Mensah, Annie Muller, Linea Webb, University of Louisville

6. Cultivating Depth: Capitalizing on Service-Learning to Enhance Critical Thinking and Self-Awareness Among Social Work Students

Service-learning is a valuable pedagogical tool that encourages students to make connections between the knowledge, values and skills central to social work practice. However, instructors may find it challenging to cultivate depth in stu-

dents’ critical thinking and self-awareness within the context of this methodology. Given the necessity of these processes to effective social work practice, this presentation offers practical strategies to capitalize on the service-learning experience to enhance critical thinking and self-awareness among students.

Jacquelyn Lee, University of Georgia

7. Change of Plans: How Long-Term Collaboration Changes Lives

More than 2,000 students contribute more than 2,400 hours of service. Women overcome lives of abuse, addiction and incarceration to achieve significant success. We will discuss how to maintain a long-term service-learning collaboration that dramatically transforms the lives of students, clients, the program director and instructor.

Sharon L. Williams Andrews, Louisiana State University; Karen Stagg, Connections for Life

8. Addressing Summer “Unlearning” Among Underprivileged Youth Through Collaborative Community Investment

Through community and 4-H collaboration, a low-cost (\$2/week) summer camp for underprivileged youth was created to help prevent summer “unlearning.” Campers “travel around the world” through reading, STEM, healthy living, arts and culture, and citizenship projects in a fun, safe environment with healthy meals and positive role models.

Laura Shick, Pamela B. Ardern, Clemson University

9. “One and Done” No More! Service-Learning Models for Sustaining Academic-Community Partnerships for Improved Health

Service-learning (SL) that is an ongoing requirement in academic curricula is one way to build sustainable community-campus partnerships. Bellarmine University’s Doctor of Physical Therapy program has an established SL thread within its curriculum, and student provision of pro bono services is the centerpiece. This poster presentation will describe the importance of curricular-based SL; discuss a trans-disciplinary approach in addressing community-identified needs; and outline the development and implementation of two community-campus health care SL models.

Catherine E. Crandell, Gina Pariser, Bellarmine University

10. Transforming Lives and Communities Through Collaboration and Revitalization

The University of Georgia Archway Partnership addresses community needs. The City of Americus, a partner, wishes to revitalize the main transportation corridor of GA Southwestern State University. This poster describes how community

revitalization has transformed lives through collaboration and leveraging higher education resources.

Barbara D. Grogan, Danny Bivins, University of Georgia

11. The FindIt Program: Celebrating a 10-Year Survey Partnership

The FindIt Program is an innovative partnership that works to identify historic properties in the state of Georgia. After 10 years of survey work, the partnership has proven that collaborative efforts between UGA and statewide historic preservation partners can be successful on many levels.

Melissa Roberts, University of Georgia

12. A Community Collaboration: A Five-Year Retrospective and Envisioning the Future

This poster presentation focuses on a review of the highlights of a five-year collaboration between faculty members and a city recreation and parks department to improve both the services and environment of a park and community center. The future benefits and direction of the collaboration are also envisioned.

Bud Warner, Beth Warner, Elon University

13. Connecting Campuses Internationally: A Service-Based Student Exchange Experience

Each year, The University of Southern Mississippi partners with the University of Guelph in Ontario to do a service-learning break program for students at each university. Students from Guelph visit Southern Miss in February, and Southern Miss students travel to Guelph each May. These students participate in service projects and cultural activities at the respective locations.

Joshua Duplantis, Garrett Wright, The University of Southern Mississippi

14. The University of Virginia-Guatemala Initiative: Forming Partnerships Within Communities and Across Distances

A presentation of one of the partnerships formed in Guatemala and the subsequent collaboration between University of Virginia, Universidad del Valle and local community members. The project, to evaluate water status in three sub-communities, was formed with direction from key community partners and planning by students from both universities.

Amanda Below, Denson Staples, Andrea Maddox, Ashley Samay, University of Virginia

15. Transformation from ESL Student to English Tutor – The Value in the “Ego Boost”

This poster will highlight the effects on students in a college-level ESL class where students are linked with older refugees and immigrants in the same community. The college students meet only once a week with the seniors at a local community center, but the benefits the refugees/immigrants in the community receive are numerous. Consequently, this project helps transform college students who participate into civically engaged young adults. Tips on appropriate readings and reflections will be shown along with pictures of the project.

Beth Wallace, Georgia Perimeter College

16. Strengthening Our Communities Together: The Important Role Colleges and Universities Play in Supporting Nonprofit Organizations

Charitable nonprofits play a critical role in local communities. Whether providing health care, education, mentoring, arts, community development, or vital human and environmental services, charitable nonprofits are mission-driven organizations whose purpose is to address a need in the community and provide an organizational mechanism for the need to be addressed. Join us for an interactive discussion of both research and practical actions to work in partnership with nonprofits to strengthen local community leadership and board service.

Hunter Phillips Goodman, University of Central Arkansas

17. From Conflict to Collaboration: How One University Strengthened Its Relations with Its Neighbors

This poster tells the story of what Belmont University, located in an urban setting, did to improve its standing with neighbors in the surrounding council districts. It examines three areas on which Belmont focused its efforts to stimulate change: service-learning, government and community. The presentation depicts structural changes, internal and external communication strategies, and projects intentionally designed to foster engagement with the community and the university on multiple-levels; individual, group and university-wide.

Joyce Espy Searcy, Belmont University

18. Keep Students Connected: Engaging Students in Service Throughout Their College Careers

The poster will highlight American University’s unique Eagle Endowment Grant program, a student-led program that grants funds in three cycles throughout the year to allow students to create their own service projects based on their passion for social justice. Learn about this program, and many others offered by AU, to keep students involved in service.

Katie Zahm, American University

19. Collaboration is a Concert, Not a Recital

Collaboration can bridge university resources with community needs and promote the dissemination of materials, education or training. Collaboration should aim to improve the understanding and appreciation of the impact of research and the career opportunities that research can provide.

Goals (Higher Education):

- Introduce the project as an interactive aspect of local organizations.
- Expand venues for the project to educational settings outside of schools.
- Engage a diverse network of community partners who share common goals.

Simpfronia Taylor, University of Tennessee Health Science Center

20. Student-Developed Service-Learning Experiences

The FSU Service Scholar Program requires students to participate in service-learning during their sophomore year. While most enroll in traditional service-learning courses, some students opt to develop an individual service-learning experience. This presentation describes the student-developed model and explores possibilities for this model.

Jillian White, Florida State University

21. Collaboration Between a National Nonprofit and an Institution of Higher Education to Carry Out a Local Government Training Program

Public service and outreach centers in higher education institutions are an ideal setting for developing adult education techniques for a variety of degree programs. This presentation will provide participants with a working familiarity of how to integrate nonprofit organizations in a long-standing partnership with academic institutions. Learn about a unique collaboration between a national nonprofit that specializes in local government training and a design-oriented public service and outreach center at the University of Georgia.

Paul Trudeau, National Alliance of Preservation Commissions

22. College Composition: The Merriweather Post Pavilion Project

Freshman students in this section of college composition participate in a semester-long series of projects focusing on making connections with one another and the local community by studying the area's history and providing a valuable service to the community, all while achieving the academic objectives of the course and more. The presentation will share assignments and student products and outcomes and offer suggestions for engaging freshman students in service-learning.

Rick Leith, Brittany Budden, Howard Community College

23. From Community Organizing in New Orleans to Service-Learning in Hong Kong: An Illustrative Comparison of Cross-Regional Experiences

This presentation tells the story of moving from community organizing to service-learning, and the conceptual journey involved in this transition. The presenter made this transition while also transitioning between continents, cultures, political systems and languages. While grasping the stickiness of the in-between spaces, the presenter compares the two experiences and highlights some major contextual differences. While there were many differences between cultural contexts and programs, the presenter focuses on their political approach to education.

Allison Padilla-Goodman, CUNY Graduate Center, Lingnan University

24. Clemson University Design Week: Using Multi-Disciplinary Collaboration to Transform Communities

Clemson University landscape architecture, planning and real estate students devoted the first week of fall classes in 2011 to develop a new vision for a town center in Hilton Head, S.C. The charrette was an intense collaborative process directed by design professionals that fostered lasting relationships within the Clemson design community.

Mary Beth McCubbin, Clemson University

25. Community Service-Learning on the Gulf Coast: Reclaiming a Cemetery After Katrina

A community service-learning project was completed with several community partners, city, county and professional. This project developed needed data for the city of Long Beach and Harrison County. The students mapped a damaged cemetery, developed a methodology to monitor the cemetery, identified all missing addresses, and addressed all parcels for 911 service.

David Holt, The University of Southern Mississippi

26. The Charrette Connection: Transforming Communities and Students Alike

The UGA College of Environment and Design assists communities through its charrette process—intensive, three-day creative work sessions in which a team focuses on a design problem and arrives at a collaborative solution. Charrettes are high-energy, community improvement events and are natural opportunities for service-learning. However, students graduate before communities begin to gradually implement changes. This presentation profiles a weekend immersion charrette experience, and discusses social media's role in reflection and follow-up.

Jennifer M. Lewis, UGA Center for Community Design and Preservation

27. Twice Told Tale: An Autoethnographic Narrative Examining Dilemmas in the Selection of Academic Service-Learning Sites

Site selection is a consideration for those who study academic service-learning as pedagogy for preparing students to teach in urban environments. Given the proliferation of charter schools in New Orleans post-Katrina, site selection presents challenges. This autoethnographic study examines ethical issues regarding site selection in charter sites.

Margaret-Mary Sulentic Dowell, Louisiana State University

28. Collaborative Emergence and Group-Level Learning in Community-Engaged College Courses: A Case Study and Some Implications

When community-engaged/service-learning courses ask students to collaborate to meet complex, ill-defined challenges in the real world, strategies and new ways of thinking emerge at the group, not just the individual, level. This study explores one such example and examines the implications of attending to group-level learning for effective design and implementation of community-engaged/service-based courses.

Stacy DeZutter, Taylor Scyster, Millsaps College

29. The Community Engagement Continuum: A Model for Developing Civically Engaged Students

The Community Engagement Continuum is composed of five levels of engagement: volunteerism, organizational commitment, issue/cause commitment, civic engagement and social entrepreneurship. This presentation will discuss the development and implementation of the model as well as the importance of service-learning in building civic engagement.

Elizabeth Gagnon, Tierney Stark, Christopher Newport University

30. "Green" Interdisciplinary Service and Service-Learning Projects and the Campus-Community Partnerships That Make It All Come Together.

Creativity, collaboration and cross-marketing are essential ingredients for effecting change on a shoe-string budget. Join us for a discussion about some of the ways in which a mid-sized university has partnered with City Hall (and other community and state agencies) to develop a series of "green" community service and service-learning projects that have resulted in Northwestern State University becoming a leader in environmentally friendly community service and service-learning projects.

Steven Gruesbeck, Susan Thorson-Barnett, Margaret Cochran, Northwestern State University of Louisiana; Margaret Cockran, Scholar College of Louisiana; Courtney Hornsby, Lisa Cooley, City of Natchitoches, La.

NON-PROFIT SPONSOR

Mississippi Commission for Volunteer Service

DAVID MALLERY, *Executive Director*

ROBIN ROBINSON, *Chair, Board of Directors*

Thanks to the generosity of the Commission, we are able to offer the programming especially for K-12 teachers and administrators on Friday.

**7:30–8:30 a.m.
Breakfast**

EXHIBIT HALL A

ANNOUNCEMENTS

Richard L. Conville, *Chair, Summit Executive Committee*

WELCOME

Betsy Rowell, *Executive Director, Historic Hattiesburg Downtown Association*

INTRODUCTION

Ann Blackwell, *Dean, College of Education and Psychology, The University of Southern Mississippi*

JEFF HOWARD, *Michigan Journal of Community Service Learning*; TRISH KALIVODA, *Journal of Higher Education Outreach and Engagement* and CASSIE SIMON, *Journal of Community Engagement and Scholarship*



Jeffrey Howard is the assistant director for faculty development at the Stearns Center for Community-Based Service Learning and Community Service Studies, DePaul University.

Founded in 1996, the *Journal of Higher Education Outreach and Engagement* serves as a forum to foster understanding of how the service and outreach mission relates to the university's teaching and research missions. Its goal is to create an ongoing dialogue about how higher education can best meet the needs of its diverse publics.

**8:30–9:15 a.m.
Keynote Session I**

EXHIBIT HALL A

Civic Engagement: The State of the Field

On this 10th anniversary of the Gulf-South Summit, it seems an appropriate moment to take stock of the status of the field of service-learning and community engagement. Who better to lead us in this perspective-taking than the editors of three prominent journals in the field? Among the questions that the panelists will address are the following:

- What are the most significant advances in service-learning research and practice that you have observed (and fostered) in the past 10 years?
- Currently, what do you see as the most significant obstacle to effective service-learning practice and/or research? What gaps in our knowledge need to be addressed?

Founded in 1994, the *Michigan Journal of Community Service Learning* (MJCSL) is a leader in publishing articles written by faculty and service-learning educators on research, theory, pedagogy and other issues related to academic service-learning and community engagement in higher education.



Patricia Kalivoda is senior associate vice president for public service and outreach, Office of the Vice President for Public Service and Outreach, The University of Georgia.

Founded in 2008, the *Journal of Community Engagement and Scholarship* is directed to scholars and undergraduate students, community partners and the general public. JCES aspires to use the powerful concepts and tools of both research and creative activity to improve the lives of others.



Cassandra Simon is associate professor in the School of Social Work at the University of Alabama.

Concurrent Sessions Formats

Individual Presentations

Presentations grouped according to topic in a 75-minute session and consisting of two presentations of approximately 20 minutes each, leaving ample time for discussion

Panel Discussions

Seventy-five-minute sessions consisting of several co-panelists assembled by a primary presenter and providing participants a variety of perspectives and opportunity for dialogue

Interactive Workshops

Seventy-five-minute training sessions facilitated by one or more co-presenters and designed for dynamic interaction and hands-on experience

9:30–10:15 a.m.
Concurrent Session I

I.A.1. INDIVIDUAL PRESENTATIONS

LAKE VIEW I

Double Session: Wise Use of Scarce Resources (see II.A.1)

Colonel Chat

Colonel Chat is a pilot program providing “virtual tutoring” to students at area elementary schools. Pre-service teachers at Nicholls State use Google tools to tutor individual students, targeting teacher-specified areas of need. Participants reflected that Colonel Chat was one of the most rewarding field experiences of their university programs.

Cynthia B. Vavasseur, Courtney Robert, Nicholls State University; Tobey Naquin, South Thibodaux Elementary

Economic Gardening: Inspiring, Cultivating and Funding Social Entrepreneurs

Colleges and universities are full of resources, talent and creativity that can be used to revitalize communities. Mary Baldwin College worked with local community agencies to create a program to develop the next generation of social entrepreneurs. The result was Ignite Staunton, a fun, fast-paced open mic night for sharing creative, community-centered ideas. The presentation will explore the effect of Ignite Staunton on the community and provide resources for campuses interested in developing similar programs to fund, inspire and cultivate social entrepreneurs.

Robyn Stegman, Steve Grande, Mary Baldwin College

I.B.1. WORKSHOP

EXHIBIT HALL B

Six Conversations That Transform Community by Building Individual Ownership and Commitment

If we continue to have the same conversations we have always had, we often reach an impasse in our collaborations as we try to build community. In this experiential workshop, participants will practice six conversations that will provide them with tools to engage students and partners in reflection that builds ownership and accountability.

Gayle Hilleke, Kentucky Campus Compact; Margaret Rahn, Ivy Tech

I.B.2. WORKSHOP

EXHIBIT HALL C

“Why is a White Professor Teaching About Race?”: A Service-Learning Model for Teaching Diversity

Citizenship in a diverse society requires collaborating across differences. Yet professors may feel unprepared to teach diversity, especially if they are white or of another dominant group. Service-learning is a great way to teach diversity, because diverse students and community members gain practical experience in collaboration. This workshop offers the model of Diversity Peer Education Teams, and includes interactive exercises, role-plays and reflection on participants’ courses or service-learning programs in light of teaching diversity.

Meta Mendel-Reyes, Berea College

I.C.1. PANEL

LAKE VIEW II

Microbes to Mentors: A Student-Directed Service-Learning Science Project Promoting Collaborative Learning in the Community

A successful health care system depends on highly trained health care personnel with a strong background in science education. Furthermore, effective and long-lasting health care reform begins with transformation of science education. Our Lady of the Lake College science majors will share their experiences developing a service-learning project to enhance the achievement of middle and high school students in the biological sciences. Their discussion will include an overview of the overall design, implementation and assessment of student learning.

Brian Rash, Allison Soilleau, Crystal Duplachain, Kendall Duet, Mera Durgapersad, Our Lady of the Lake College

I.C.2. PANEL

LAMAR I

Transforming Voices Through Service-Learning: Personal Narrative, Community Partnership and Student Citizenship

Treating service-learning in conjunction with themes of transformation and voice, this panel draws on three distinct examples of service-learning practice, facilitated by members of the same English department. Each presenter considers transformation on a different level and examines how varying forms of participation lead to positive changes for community practitioners. The presentations include reflective writing as a pathway to student change, community-partner relationships as social-justice initiatives, and student advocacy practices as inroads toward improved citizenship.

Jason Lovvorn, Linda Holt, Charmion Gustke, Belmont University

I.C.3. PANEL

LAMAR II

Community-Engaged Change: The Whiteley Experience

Ball State has embraced a “Building Better Communities” focus on education that encourages students to learn while doing. The Whiteley neighborhood, an underserved area in Muncie, has become a trusted partner in our work. This presentation will share a historical perspective of the Building Better Communities initiative, highlight academic successes, and share diverse perspectives of the story of transformation for both the people (students and neighbors) and the physical environment (learning spaces and community).

Jane Ellery, Eva M. Zygmunt-Fillwalk, Patricia A. Clark, Gary M. Paulechko, Ball State University; Mary and Cornelius Dollison, Whiteley Community Leaders

I.D.1 INDIVIDUAL PRESENTATIONS

FORREST I

Community and Campus Collaborations: Creating a Strong Partnership with Community Volunteer Organizations.

Collaborations can be difficult for community and campus agencies. In this presentation, we will discuss the formal partnership between the Starkville community and Mississippi State’s volunteer centers. We will analyze the benefits of the partnership and how it allows both organizations to cultivate service opportunities for the community and campus and encourage a new level of community engagement.

Meggan Franks, Courtney Allen, Mississippi State University

Collaborative Service-Learning in Urban Design: Getting the Stars in Alignment

Nashville is working intensely to promote new mass transit options, as well as the essential transit-oriented development (TOD) it requires. This presentation will discuss the issues and opportunities brought into play by a complex service-learning collaboration of two universities, a government agency, and a community design center as an advocate for TOD. How did such an alignment come about, what is the role of each entity in the collaboration, and what are its challenges and benefits?

Thomas K. Davis, University of Tennessee

I.D.2. INDIVIDUAL PRESENTATIONS

FORREST II

Applying Public Relations to Service-Learning Projects

This presentation will discuss how the presenter integrated service-learning into four public relations courses. Each student selected a nonprofit organization and worked toward enhancing the organization’s reputation with its internal and external publics. Students produced portfolios of public relations materials, such as news releases, public service announcements, mission statements and other items. The items were collected in a press kit, and students received grades. The students received hands-on practical experience while enhancing the organizations’ reputations.

Gaylon Murray, Grambling State University

Assessment of RFP Process for Community Partner Selection in Upper-Level Public Relations

A 2009 Learn and Serve Course Development Mini-Grant funded the creation of a request-for-proposal (RFP) process to select community partners for public relations curricula at Loyola University New Orleans. This presentation examines the effectiveness of the RFP process based on input from students and community partners. User responses indicate that improvements to the RFP application process are necessary to create more effective community partnerships that will maximize service-learning projects in Loyola’s public relations curriculum.

Cathy Rogers, Valerie Andrews, Loyola University New Orleans

10:45–11 a.m.

**Morning Break
Poster Session**

CONVENTION CENTER ATRIUM

11 a.m.–12:15 p.m.

Concurrent Sessions II**II.A.1. INDIVIDUAL PRESENTATIONS**

LAKE VIEW I

Double Session: Wise Use of Scarce Resources**Transforming Students into Colleagues: Promoting Sustainable Service-Learning Through the Use of Federal Work Study-Eligible Students**

Universities seeking to expand their service-learning programs often overlook students as vehicles for sustainability. In a tough economy that values real-world experience, students are seeking to maximize opportunities to put their communication and leadership skills into action. In this session, staff from Tulane's Center for Public Service will discuss the Center's success in transforming students into colleagues. Center staff will discuss how hiring students as service-learning coordinators has enhanced as well as expanded the Center's capacity for service-learning classes. The program manager will also discuss how the students are hired, trained and managed. Service-learning assistants will share their experiences and how the program has enhanced their overall development.

Ashley Chapman, Kyrsten Melander, Jennifer Baker, Michelle Fauber, Tulane University

Service-Learning and Web 2.0 Technology: A Hybrid Vehicle to Transform Lives

This presentation presents two service-learning projects utilizing Web 2.0 tools to transform students, engage community partners and change faculty's lives. One project allowed college students to create multimedia learning tools for high school teachers and students. Another project focused on faculty experience using Web 2.0 to interact with senior citizens. The presenters will discuss their experiences, plans to incorporate Web 2.0 into future service-learning projects, and determine best practices for integrating Web 2.0 technologies into service-learning.

Gallayanee Yaoyuneyong, Jonathan Beedle, The University of Southern Mississippi

II.B.1. WORKSHOP

EXHIBIT HALL C

The Four Furies: Exploring the Primary Tensions Between Service-Learners and Their Host Agencies

This workshop will provide an opportunity for service-learning professionals to interpret four potent tensions between service-learning students and their community hosts, with an opportunity to explore the best frames and practices for both understanding and reconciling these natural tensions when possible.

Steven Mills, Florida State University

II.B.2. WORKSHOP

EXHIBIT HALL B

A Well-Rooted Service-Learning Program Transforming Communities

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

Erin Baird, Warren Jones, Brevard Community College

II.C.1. PANEL

LAMAR II

Leveraging Leadership Development and Collaboration to Transform Communities

Three rural Georgia counties working with the University of Georgia Archway Partnership expressed unique needs regarding leadership development within their communities. This presentation will discuss how leadership development programming has transformed lives through promoting collaboration, leveraging higher education resources and citizenship.

Laura B. Gillman, Mary Beth Chew, Michelle Elliot, Barbara Grogan, Kim Jackson, University of Georgia

II.C.2. PANEL

LAMAR I

A Pebble in the Pond: The Impact of a Graduate Online Service-Learning Course on the Practices of Spanish Language Teachers, Their Students and Their Communities

Online teaching and learning are becoming permanent features of many professional graduate programs. Despite new technological improvements, faculty and students still struggle to make courses more personable. Service-learning can give online courses that elusive human dimension and make the online course content come alive. This panel presents the challenges and successes of a graduate online service-learning course from both the faculty and the students' points-of-view, and the long-lasting impact that it has had on the participants and their professional and personal communities.

Carmen Carracelas-Juncal and Jessica Thomas, The University of Southern Mississippi; Tiffany Robayna, Robertsdale High School; Michelle Leland, Northwood High School; Elvira Deyampont, Hattiesburg High School

II.C.3. PANEL

FORREST II

The San Mateo Empowerment Project: Service-Learning and Civic Engagement in Belize

The community empowerment model, implemented by University of Mississippi students participating in ongoing service-learning classes, has resulted in a long-term civic engagement project in Belize. The project involves building roads and needed infrastructure through a partnership between community members and students. Lives are being transformed. It is hard to determine if more transformation is taking place in the lives of students, faculty or the citizens of San Mateo, Belize.

Kim Shackelford, Martha Bass, Linda Keena, Tanya Ruetzler, University of Mississippi

II.D.1. INDIVIDUAL PRESENTATIONS

FORREST I

The John W. Alford Center for Service Learning: An Evolution of Collaboration

This presentation will focus on how the Alford Center for Service Learning has evolved into its current structure that enables the center to collaborate effectively with varying constituencies. Participants will consider how they engage service-learning partners and how they organize their own service-learning work.

Michele Doran, Susie Kalinoski, Lyn Robertson, Denison University

Collaboration in Action – A Case Study in Progress

This presentation shares our experience with collaboration in developing a nonprofit management minor at our university, the challenges we faced, and the elements that we have found most beneficial. The minor involves collaboration among faculty, students, community nonprofit leaders and the university's Center for Civic Engagement.

Tory Vornholt, Oglethorpe University

II.D.2. INDIVIDUAL PRESENTATIONS

LAKE VIEW II

Transformed in One Semester? The Trial-and-Error of Measuring Student Impact in a Service-Learning Course

End-of-semester course evaluations don't tell us much about how students in a service-learning course are transformed in their working with a community partner. Anecdotal evidence is not quite enough to assess the effectiveness of engaged experiences. This presentation showcases multiple methods used in a communication and diversity course, which is now in its third year at the University of Alabama.

George Daniels, University of Alabama

Just Connections: A Regional Model for Strengthening Communities Through Community-Campus Partnerships

Just Connections brings together service-learning practitioners from communities and colleges in Appalachia for service-learning, research and collaborative action designed to empower communities for social, economic and environmental justice. The Just Connections mission is to invigorate grassroots democracy among residents of distressed mountain communities by creating and using models for participatory research and service-learning. We learn from and support each other's place-based work through regional meetings, networking and shared fundraising. Come to learn about a regional model of partnership.

Ashley Cochrane, Berea College

12:30–1:45 p.m.
Keynote Session II

EXHIBIT HALL A

ANNOUNCEMENTS

Richard L. Conville

WELCOME

Hon. Robin Robinson, *President, Board of Trustees, Mississippi Institutions of Higher Learning*

INTRODUCTION

David R. Davies, *Dean, Honors College, The University of Southern Mississippi*

Enacting “Co-Creation”

During this interactive plenary session, Patti and some of the participants in the pre-conference workshop will invite conference attendees into a conversation about the principles of non-technocratic, non-hierarchical approaches to service and practical strategies for enacting “co-creation” among students, faculty and community partners within service-learning contexts. Participants from the pre-conference workshop will share and solicit critique of their thinking from the previous day, and plenary attendees can join in conversation about similar applications to their own service contexts.

A subsequent discussion (TBA) will bring together Summit participants who wish to integrate ongoing exploration of “with-ness” into their work as practitioner-scholars, including discussion of potential collaborative research and writing projects.

PATTI CLAYTON, *senior scholar with the Center for Service and Learning, Indiana University–Purdue University, Indianapolis*



Patti is a 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); an associate editor of the Michigan Journal of Community Service Learning; and practitioner-scholar, PHC Ventures.

2-3:15 p.m.
Concurrent Sessions III

III.A.1. INDIVIDUAL PRESENTATIONS

LAKE VIEW I

Double Session: Service-Learning Across the Disciplines (see IV.A.1)

Social Media and Service-Learning: Using Technology to Enhance Reflection and Communication

A university Spanish class, with an integrated service-learning component, used Twitter to promote reflection and communication among students, professors and community partners. Results will be detailed, and best practices for the uses of social media will be discussed. Participants will have an opportunity for questions and sharing their experiences using technology.

David C. Julseth, Jeffrey Harding, Belmont University

Who is Using Service-Learning and How? A Comparison of Service-Learning Implementation in the Criminology/Criminal Justice and Social Work Disciplines

Service-learning assists students in relating classroom lessons to real-world application. However, empirical information is limited to the extent to which instructors are using service-learning in social work and criminology/criminal justice education and how this pedagogical technique differs both within and across disciplines. Findings from a survey administered to faculty in departments of Social Work and Criminology/Criminal Justice will be discussed.

Jaya Davis, Courtney Crowley, Elissa Madden, University of Texas at Arlington

III.B.1. WORKSHOP

EXHIBIT HALL C

Bridging the Gap: Using Service-Learning Teaching Assistants to Foster Effective University-Community Partnerships

Virginia Commonwealth University’s Service-Learning Teaching Assistant Program provides instructors with additional support and gives students an opportunity to gain valuable leadership and community experience through credit-based courses. The staff will discuss the structure of their program, benefits, resources and let participants share best practices with one another.

Erin Burke Brown, Lynn Pelco, Virginia Commonwealth University

III.B.2. WORKSHOP

EXHIBIT HALL B

Developing Our Core: Programs and Tools for Training Our Service-Learning Constituents

Successful service-learning projects depend on a strong team of students, community partners and faculty working together toward common goals. These constituents each have differing perspectives, strengths and needs. How do we provide appropriate and effective development opportunities for each of our constituents? This interactive workshop will explore the unique perspective of each service-learning constituent and highlight effective development programs and tools for each. Participants will be asked to share effective tools and new ideas.

Ashley Cochrane, Joao Ferreira-Filho, Berea College

III.C.1. PANEL

FORREST II

Transformative Effects of Science Demo on University Students: A Collaborative Service-Learning Project

A multi-department collaboration facilitated geology demonstrations performed by undergraduate LSU students in high school science classrooms, providing an opportunity for positive effects on college students' sense of community engagement, metacognitive insights, presentation skills and perceptions of science. Surveys and qualitative data on the college students are analyzed and discussed.

Tracy Ettl Morris, William F. Dabney, Erin R. Wheeler, Cara E. Jones, Louisiana State University

III.C.2. PANEL

LAMAR I

Transforming Students' Lives Through Engaged Scholarship: The Birth and Development of SCOPE

At the University of Alabama, the Scholars for Community Outreach Partnership and Engagement (SCOPE) is the manifestation of a campus-wide effort to actively involve graduate and undergraduate students in research that involves community partners. While co-moderated by faculty, this multimedia presentation features undergraduate and graduate student panelists telling their stories of involvement in SCOPE and how their lives have been transformed. Participants will take away a model they might try on their campus.

George L. Daniels, University of Alabama

III.C.3. PANEL

FORREST I

Assembling a Collaborative Crew: A Flagship University Prepares for a Mission of Reinvigorated Service

Our panelists—drawn from the faculty, the administration, the community and the student body—will discuss our university's ongoing progress toward community engagement. We will reflect on Mississippi's most pressing poverty-related problems and discuss existing and emerging programs and partnerships designed to address those problems. We will highlight 1) the history of service-learning at University of Mississippi and the evolving definition of "service" itself; 2) new approaches to increasing service-learning; 3) student attitudes and innovations and 4) the mustering of resources and partnerships.

Stephen Monroe, Jo Ann O'Quin, Melissa Bass, Sarah Moses, Karen Forgette, University of Mississippi

III.D.1. INDIVIDUAL PRESENTATIONS

LAKE VIEW II

Research as a Tool for Service-Learning and Civic Engagement

This presentation focuses on research as a primary tool for service-learning and civic engagement, with the goal of encouraging consideration of utilizing research for service-learning and social action. By designing, implementing and analyzing a quality-of-life survey for lesbian, gay, bisexual, transgender and queer/questioning (LGBTQ) individuals, the presenters, two students and an instructor who partnered with a local advocacy organization, utilized research to connect with and serve a vulnerable population in their community.

Julia Broussard, Brittany Weber, Elaine M. Maccio, Louisiana State University

PAGOS Social Justice Program

PAGOS is a new program designed to move students to leadership in transforming their communities through informal discussions with faculty. Discussions are framed around four areas of tension that affect most communities. Issues of race, class, gender and sexuality, values and ethics are examined in the context of the service-based Bonner Scholar Program. Hear case studies of students currently in the PAGOS program and how these discussions informed their experiences and fostered action.

Nathan McMahan, Caroline Twiggs, Mars Hill College

3:15–3:30 p.m.

**Afternoon Break
Poster Session**

CONVENTION CENTER ATRIUM

3:30–4:45 p.m.

Concurrent Sessions IV**IV.A.1. INDIVIDUAL PRESENTATIONS**

LAKE VIEW I

**Double Session: Service-Learning Across the
Disciplines****The Effect of a Service-Learning Project on the
Learning, Attitudes and Civic Engagement of
Undergraduate Music Education Students**

This paper explores the experiences and perceptions of undergraduates enrolled in a music education fundamentals course featuring a significant service-learning component. The effect of the service project on the undergraduates' learning and personal growth and the challenges and benefits of implementation will be discussed.

Sarah J. Bartolome, Louisiana State University

**Community-Based Partnerships in Undergraduate
Biochemistry Education**

Mercer University biochemistry students have engaged in a range of community-based service-learning projects. The projects' aims, effective implementation strategies and troubleshooting, will be discussed.

Bridget G. Trogden, Mercer University

IV.B.1. WORKSHOP

EXHIBIT HALL C

Service-Learning: One Form of Social Innovation

This presentation describes a series of courses at Berea College, deployed strategically by faculty to develop social innovations in eight rural Appalachian counties over a five-year period, that have led to community economic development and measurable social impacts. Students share their reflections on these SL processes and outcomes.

*Peter Hackbert, Nichelle Wilson, Husniddin Mamatov,
Loreal Bell, Sai Thiha, Berea College*

IV.B.2. WORKSHOP

EXHIBIT HALL B

**Integrating Academic Service-Learning into a New
RN-BSN Program**

A new post-licensure registered nurse to bachelor degree nursing (BSN) program initiated a successful academic service-learning (ASL) program as an integral part of their core curriculum. BSN students are introduced to ASL concepts during their initial program orientation and must establish an ASL working group and complete service requirements.

Linda Washington-Brown, Elena Schultz, Broward College

IV.C.1. PANEL

LAMAR I

**Community Engaged Learning in an Online Master's
in Health Administration Program: Establishing
Distance Learning Projects to Serve the Community**

Students in the Master's in Health Administration program, residing in multiple states, employed synchronous and asynchronous online technology to collaborate with community partners to design service projects. Projects include a new evacuation plan for a critical care unit, preparedness drills and wellness programs for a hard-hit area of Hurricane Katrina.

*Elizabeth A. Berzas, Arthur Choppin, Kimberly Hansen,
Vincent Pizzo, Our Lady of the Lake College*

IV.C.2. PANEL

FORREST II

Student Leadership in Service-Learning

A Georgia Southern University collaboration is expanding service-learning opportunities for students and faculty members by training students as teaching colleagues. The Service-Learning Student Facilitator Certification was launched in fall 2011. Students train as facilitators, working with faculty to execute meaningful service-learning projects to transform the lives of the campus and local communities. This panel will feature program coordinators and student facilitators, describing their experiences in developing an effective, energizing and highly replicable program.

*Jerry J. Kropp, Wendy Denton, Padmini Shankar, Ashley Harper,
Veena Shankar, Caroline Greene, Georgia Southern University*

IV.C.3. PANEL

FORREST I

**Overcoming Challenges and Enhancing Inter-
Constituency Collaboration in a Large Service-
Learning First-Year Student Leadership Program**

For the fifth year, the Day One Leadership Community has enrolled about 250 first-year students who are mentored

by approximately 44 faculty/staff volunteers and 40 upperclassmen. During their first semester, students contribute 5,000-plus hours of service-learning to around 35 community partners. This panel discussion will focus on the evolution of collaboration between students, volunteer faculty/staff mentors, community partners, and program staff that makes Day One a uniquely transformative experience.

M. Cade Smith, Jamey Matte, Rochelle Smith, Meg Arnold, Mississippi State University

IV.D.1. INDIVIDUAL PRESENTATIONS

LAMAR II

Reaching Out Through Higher Education: An Integrative Approach to Defining Community

Presenters will show how within a limited geographical area the higher education model could reach out to serve various segments of the population. This presentation will discuss how a two-year college and community partners work together to overcome a variety of barriers. Four projects will be addressed which included a high school, an elementary school, an adult education ESL class and the college students themselves as part of the community.

Beth Wallace, Natalie Stickney, John Whittemore, Georgia Perimeter College

Assessing the Role of Professional Practitioners Within Collaborative Problem-Solving

Collaboration is touted as a synergistic approach to creating holistic solutions for community-wide problems; however, research and experience show that the challenges inherent in collaboration, such as tensions between diversity and cohesion, autonomy and dependence, and community ownership and technical assistance, often result in failure. Balancing these tensions amid the demands of stakeholders requires nuanced and insightful management. This multi-site case study of nine university-community partnerships delineates the contributions of professional practitioners to successful collaboration.

Meredith Tetloff, University of Georgia

IV.D.2. INDIVIDUAL PRESENTATIONS

LAKE VIEW II

Going Big with Service-Learning in "Student Affairs" Activities

While attending college, students have as many opportunities to learn outside as they do inside the classroom. Service-learning has been used to great effect in "long running" experiences, such as alternative spring breaks, in recent years. Additionally, there is an increasing number of service-learning opportunities occurring within residential life. This presentation hopes to show that higher education personnel can enhance smaller, one-time activities with affective service-learning opportunities.

Noel Wilkinson, Weber State University

The "Elephant in the Room": Service-Learning as a Catalyst for Reflections on Race Among White Pre-Service Teachers

This study examines the process by which the students in a community-based arts education course began to articulate thoughts about racial, socioeconomic and cultural differences over the progression of the semester, as this process was catalyzed by their service-learning experiences.

Stacy DeZutter, Anneliese Moore, Katy Morgan, Millsaps College

5–6 p.m. Roundtable Session

EXHIBIT HALL A

Roundtables have become standard fare at the Summit. They are your opportunity to meet colleagues with common interests, swap contact information with them, share your ideas and collaborate on joint projects (and perhaps make dinner plans, too). Participants will receive a raffle ticket upon entering the Exhibit Hall for an array of door prizes that include a free registration at next year's Summit in Louisville.

Facilitator, Cathy Hamilton, Executive Committee member and director, Office of Leadership and Service-Learning, University of North Carolina, Greensboro

TRANSFORMATIONAL RECEPTION

6:30 P.M.

TRENT LOTT CENTER

The University of Southern Mississippi, Hattiesburg Campus

WELCOMING REMARKS

President Martha Saunders
The University of Southern Mississippi

Honorable Johnny Dupree
Mayor, City of Hattiesburg

COME, PLAY THE CONFERENCE THEME,
Transforming Lives Through Collaboration, Community and Citizenship,
IN A NEW KEY.

TRANSFORM your own life for a brief time in the beautiful Trent Lott Center on the Southern Miss campus! Join us for food, drinks and music.

COLLABORATE with colleagues, old and new; reach out and greet newcomers; plan an exciting meal later in the evening!

Strengthen and enhance the COMMUNITY of service-learning practitioners and theorists!

Recharge your own CITIZENSHIP in this community, committed to bringing together learning and service for a better world!

7:30-8:45 a.m.

Breakfast and Special Session

EXHIBIT HALL A

ANNOUNCEMENTS

Richard L. Conville

WELCOMEDavid Mallery, *Executive Director, Mississippi Commission for Volunteer Service***INTRODUCTIONS**Shirley Theriot, *Director, Center for Community Service Learning, University of Texas-Arlington* and Vincent Ilustre, *Executive Director, Center for Public Service, Tulane University*Special Session: Looking Back, Looking Forward: Honoring Summit Pioneers, Tom Schnaubelt, *Director, Haas Center, Stanford University* and the Pioneers**Looking Back, Looking Forward: Summit Pioneers**

This year's Gulf-South Summit celebrates a decade of rich discussions among a community of faculty, community partners, students and service-learning leaders. The Summit has nurtured a rich discussion of ideas and practices important to all the partners in service-learning and civic engagement. Many memorable and critical steps have been taken by Summit attendees and planners! After the Summit's beginnings under the leadership of Tom Schnaubelt, then of Southern Miss and now of the Haas Center at Stanford, we return to Southern Miss to mark the first decade of the Summit's work. At this year's Summit, we wish to look back and celebrate the Summit's originators and pioneers and look forward to new frontiers of community service and civic engagement. Please join us as we honor those who began the idea that created the Gulf-South Summit 10 years ago.

PIONEERS: AMANDA BUBERGER, *Tulane University*; RICHARD CONVILLE, *The University of Southern Mississippi*; HUNTER PHILLIPS GOODMAN, *University of Central Arkansas*; ROGER HENRY, *Brevard Community College*; VINCENT ILLUSTRE, *Tulane University*; MARCIA MCDONALD, *Belmont University*; BARBARA MOELY, *Tulane University*; TOM SCHNAUBELT, *Stanford University*; JAN SHOEMAKER, *Louisiana State University*; JOHN WYBLE, *CASA of Louisiana*

9-10:15 a.m.

Concurrent Sessions V**V.A.1. INDIVIDUAL PRESENTATIONS**

LAKE VIEW I

Double Session: K-12 Emphasis (see VI.A.1)**Third Graders, Music and GrandFriends: Teacher Action Research with Service-Learning in Elementary School**

This heart-warming presentation highlights teacher action research conducted during an intergenerational service-learning project in an urban elementary school. Qualitative and quantitative data support third grade students' increased self-efficacy as they interacted with GrandFriends in a nursing home.

Nancy McBride Arrington, *Georgia Southern University***Service-Learning in Elementary Education: Partnering Future Teachers with Local Schools**

This presentation describes an ongoing partnership between cohorts of pre-service education teachers in their senior year at the university level and local elementary and middle schools. Presenters include both the university instructor and the community partner liaison for the elementary school. The presentation focuses on experiences across a time frame of two semesters, highlighting celebratory moments, challenges and the opportunity to re-design the project over time.

John Bishop, *The University of Southern Mississippi*; Sharon Miles, *Hawkins Elementary School***V.B.1. WORKSHOP**

EXHIBIT HALL C

Applying Design Thinking with Service-Learning

Design Thinking (DT) is a process for recursive problem-solving. The goals of this presentation are to introduce design thinking and to demonstrate ways in which the DT process can be integrated into students' service-learning experiences. In this session, presenters from two disciplines will engage participants in the DT process through a sample in-class activity. Following this, the presenters will lead a Q&A session and share their experiences using DT in conjunction with service-learning.

Gallayanee Yaoyuneyong, Shanna Luke, *The University of Southern Mississippi*

V.B.2. WORKSHOP

EXHIBIT HALL B

Weaving Global Projects for Collaboration, Community and Citizenship

Participants will have the opportunity to interact with three professionals experienced in the development of international service-learning, study abroad and alternative break projects. They will help participants “weave” together the pedagogical and service components of international project ideas brought to the workshop. Participants, at the conclusion of the workshop, should have an understanding of this weaving process and an outline of how to proceed with their own international service projects.

Norman Uriarte, Robert Hogner, Panorama Service Expeditions; Angel Garcia, University of Florida

V.C.1. PANEL

LAMAR I

Liminality, Gotong Royong and Kutana: What We Do and Why It’s Working

Mercer on Mission, a service-learning program of Mercer University, provides a transformative experience for more than 75 students annually. MOM is built on three concepts: liminality, Gotong Royong and Kutana, which promote mutual relationships and inter-cultural learning. Panelists will discuss these concepts and how they shape MOM programs in Kenya and South Africa.

Craig McMahan, Mary Alice Morgan, Laura Lackey, Mercer University

V.C.2. PANEL

LAKE VIEW II

The Student Voice: Feedback from Student Service-Learning Focus Groups Strengthens Campus-Community Partner Relationships

Student focus groups provide an effective method for obtaining feedback from students concerning the impact of service-learning on learning and the role of community partners as co-educators. Our Lady of the Lake College conducted student focus groups during an initial assessment of the service-learning program to obtain the student’s perspective. Feedback obtained from the student focus groups was extremely beneficial and led to improved service-learning experiences and campus-community relationships.

Rhoda Reddix, Valerie Adams, Esther Penns, Our Lady of the Lake College

V.D.1. INDIVIDUAL PRESENTATIONS

LAMAR II

Exploring University-Community Partnerships to Enhance Urban Food Access

The presentation explores the role of U.S. higher education institutions in supporting urban food access initiatives within low-income communities. Case studies, drawn from numerous cities, are compared with outreach efforts including community-based research projects and service-learning courses at DePaul University in Chicago. The presentation offers insight into the capacity of higher education institutions to develop collaborative relations that enhance student learning and faculty scholarship while challenging systemic disparities in food access within U.S. cities.

Howard Rosing, DePaul University

Creating Intentional Community Spaces to Sustain University-Community Partnerships

Creating intentional community spaces that promote the development of sustained university-community partnerships is an effective and useful method for universities seeking to leverage institutional resources and to improve community outreach endeavors. This presentation provides a case-study analysis of how an urban university embarks upon this intentional endeavor and succeeds in building stronger and longer-lasting community partnerships.

Phillis George, Jackson State University

V.D.2. INDIVIDUAL PRESENTATIONS

FORREST I

A New Model for Global Engagement

The College of Environment and Design’s graduate programs have experimented with a new form for globally engaging students without them investing in long stretches of time away from campus and families. This methodology also avoids passing along the high costs associated with international travel and does not interrupt the graduate student’s curricular sequencing of design studios. The new model involves short-term, true exchanges with cross-cultural collaborative work on group projects. This session topic will present the benefits of the “brief immersion” intra-semester model as well as some very real drawbacks.

Pratt Cassity, University of Georgia

University Bike Path: A Collaborative Effort Between the Graduate Architectural Studio, the State and the University

The design of the University of Louisiana’s bike path was a proposal to link the Southern Campus with the Traditional Campus downtown. This project was a collaborative effort between the Graduate Service Learning Studio, the Community Design Workshop, the city, the state and the Economic Development Authority for the city.

Thomas Sammons, University of Louisiana at Lafayette

V.D.3. INDIVIDUAL PRESENTATIONS

FORREST II

Service-Learning: A Tool of Inclusion in a University-Community Partnership

The term inclusion is sometimes contained in the words of a university's mission statement and conceptual framework, but not in the behaviors of the university community. This presentation will investigate how the service-learning experience effectively fostered the inclusion of four adult students, identified with multiple learning disabilities, into their university community. The students were members of a university service-learning team assisting the reopening of a new charter school in New Orleans.

Karen Roth, Kate Zilla, National Louis University

Service-Learning and Transformational Experiences with Students with Moderate to Severe Disabilities

Teacher candidates completed service-learning hours with students with moderate to severe disabilities and blogged about their experiences, sharing their own views of the disability world and views of others. Student perceptions of real-life educational problems were explored. Analysis of teacher candidate blogs and outcomes will be presented.

Debbie Reed, Kelsey Alderfer, University of North Florida

10:15–10:30 a.m.
Morning Break
Poster Session

CONVENTION CENTER ATRIUM

10:30–11:45 a.m.
Concurrent Session VI

VI.A.1. INDIVIDUAL PRESENTATIONS

LAKE VIEW I

Double Session: K-12 Emphasis

A Service-Learning Project on Earthquakes/Volcanoes to Promote Critical Thinking and the Earth Science Literacy Initiative

Louisiana State University students participated in instruction in East Baton Rouge Parish Schools. LSU students created instructional materials on volcanic eruptions/earthquakes and reflected on the service activity. The project reinforced course

objectives for LSU students and provided EBRPS students with an understanding of plate tectonics.

Jeffrey A. Nunn, Louisiana State University; Janie Braun, East Baton Rouge Parish Schools

Connecting Classrooms and Communities Through Digital Literacy Practices

The 100 Lenses program uses adapted photo voice methodology, creative writing and performance in order to promote high school students' creativity and civic engagement. 100 Lenses is a collaborative partnership involving high school teachers, community organizations and artists, and undergraduate and graduate students at the University of Alabama. This presentation will explore ways in which the 100 Lenses model can be adapted for service-learning within diverse classrooms and communities.

Heather Pleasants, University of Alabama

VI.B.1. WORKSHOP

EXHIBIT HALL C

Institutional Commitment to Community Partnerships for Transformation

Tulane University is committed to building partnerships through its Center for Public Service (CPS). Session attendees will receive sample materials used to develop formal partnerships, to build organizational and service-learning capacity and to ensure community voice in campus-community programming. Attendees will convene in small groups to share, report to the larger group and network in order to maximize learning outcomes. CPS Community Partner Advisory Committee members will be invited to co-present.

Amanda Buberger, Tulane University

VI.B.2. WORKSHOP

EXHIBIT HALL B

The Eastern and Southern Africa and Virginia Networks and Associations (ESAVANA) Consortium as a Model for Research, Education and Outreach

In this workshop, four representatives, three from the U.S. and one from Mozambique, will share their experiences as teaching, research and student associates of the Eastern/Southern Africa and Virginia Networks and Associations (ESAVANA) consortium. This workshop will incorporate panel participant narratives, interactive exercises and multimedia demonstrations to present four dimensions of ESAVANA's activities. Workshop participants will have the opportunity to reflect upon and discuss their own cross-cultural service-learning and civic engagement experiences.

Loren Intolubbe-Chmil, Clare Terni, Ethan Heil, University of Virginia; Ivan Romaine, Southern Illinois University

VI.C.1. PANEL

LAMAR II

Collaborative Learning in Health Care Education: The Faculty's Perspective on Linking Service-Learning Courses to Multiple Community Partners

Collaborative learning is essential to student success in health care education. Service-learning fosters collaborative learning on multiple levels among students, faculty and the community. Different disciplines will give perspectives on collaborative learning in service-learning experiences, the challenges of implementation, assessment tools employed to evaluate student learning outcomes and impact on the community partner.

Elizabeth A. Berzas, Leah Geheber, Sue Davis, Our Lady of the Lake College

VI.C.2. PANEL

LAMAR I

Doing the Legwork of Transforming Lives: Three Models for Supporting Service-Learning Courses

In this panel presentation, we will examine three models for supporting service-learning courses—staff coordinators, graduate assistants and undergraduate “Service-Learning Associates”—each of which offers high-quality assistance with partnerships and reflection. We will explore whose lives are transformed, lessons learned, and implications for community partnerships.

Kristin Wright, Bonnie McManus, Duke University; Jessica Gagne-Cloutier, East Carolina University

VI.D.1. INDIVIDUAL PRESENTATIONS

FORREST II

Service-Learning in the Scholarship of Teaching and Learning: Projects in ENGL 1101 and Children's Literature

This presentation will provide information about service-learning in SOTL projects, best practices in service-learning components of English courses, and the nature, experiences and outcomes of Dr. Wurz's service-learning projects in English 1101 and Children's Literature.

Elizabeth Wurz, College of Coastal Georgia

Writing for Publication: Teaching Students Reflection Through Academic Writing

The Jefferson Public Citizens (JPC) program at the University of Virginia is a comprehensive, academic, public service program. The participants in the program share their projects through publication in the *JPC Journal*. This presentation will share the model that the JPC program uses to teach students reflection through scholarly writing.

Brian Cullaty, University of Virginia

VI.D.2. INDIVIDUAL PRESENTATIONS

FORREST I

Influencing Student Attitudes and Acceptance While Addressing Community Needs; Using Adapted Physical Education as a Vehicle for Transformation

Recreational programs designed for persons with disabilities are used to introduce students to persons with disabilities. Additionally, students learn through documentaries, guest speakers and reflection exercises, which reinforce learning objectives and goals. Outcomes, obstacles and needed resources for such a class will be discussed.

Wanda Hargroder, Louisiana State University

Transforming Community Culture on Mental Health Through Service-Learning

This presentation will demonstrate how students, through service-learning (S-L), collaborated with the local affiliate of the National Alliance for Mental Illness (NAMI) to plan, raise funds and implement the local NAMI's Friends and Family Day. The service-learning project resulted in improved student outcomes compared to previous years. Community feedback about the event was positive; many stated that it was better than previous years. In collaboration with local businesses, students raised more than \$1,000 for NAMI.

Flor C. Bondal, Martha Colvin, Georgia College and State University

VI.D.3. INDIVIDUAL PRESENTATIONS

LAKE VIEW II

Global Service-Learning Projects: A Model for Sustainability, Success and Social Justice

This presentation will (1) present an orientation to service-learning, models for global service through alternative breaks and global service/study-abroad projects; (2) describe global service-learning in the context of curriculum internationalization and efforts of higher education institutions to pursue civic engagement through expanded service-learning; (3) present a model for global service-learning leading to successful and sustainable, social justice-focused projects; and (4) draw upon existing projects to provide examples of implementing the model.

Robert Hogner, Panorama Service Expeditions; Angel Garcia, University of South Florida

A Cultural Exchange: Introducing International Students to American Culture Through Service-Learning

More international students are attending American colleges and universities than ever before. They come seeking not only classroom learning, but also a better understanding of American society and culture. For many international

students, service-learning provides a different, more nuanced perspective of American society than what they glean from trips to malls and nightclubs. Likewise, community partners benefit from their interactions with international students, gaining a greater awareness of different cultures, customs, languages and more.

Cassie Price, Nuray Grove, University of Richmond

12–1:15 p.m.
Lunch
Award Presentations

EXHIBIT HALL A

ANNOUNCEMENTS

Richard L. Conville

PRESENTATION OF AWARDS

Amanda Buberger, *Center for Public Service, Tulane University* and Tom Schnaubelt, *Haas Center, Stanford University*

INTRODUCTION

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

Gulf-South Summit Awards for 2012

Outstanding Community Partner Contributions to Service-Learning

KENDRA HOUGHTON

*Wellness Coordinator
Athens-Clarke County Unified Government*

Outstanding Faculty Contributions to Service-Learning

GROVER E. MOUTON III

*Adjunct Associate Professor
Tulane School of Architecture*

Outstanding Practitioner Contributions to Service-Learning

JOSH DUPLANTIS

*Office of Community Service-Learning
The University of Southern Mississippi*

Outstanding Student Contributions to Service-Learning

CHELSEA FLIEGER

*Mercer Service Scholar
Mercer University*

Outstanding Service-Learning Collaboration

TARA LENTZ

*Connexión Américas
Belmont University*

1:15–2 p.m.

Keynote Session III

EXHIBIT HALL A

Civil Conversations: Rediscovering Public Virtue

KRISTA TIPPETT will join us in thinking about what it takes for a pluralistic society to create and nurture civility and mutual respect. How do we create lives of significance and service? How do we bring moral imagination and wisdom to our shared lives and problem-solving? These are the subjects of Tippet's Civil Conversations Project and the core missions of service-learning and community engagement. See her website for more:
<http://being.publicradio.org/first-person/civil-conversations/>.



Krista Tippett, host of National Public Radio's Krista Tippett on Being, author and journalist

Peabody Award-winning broadcaster Krista Tippett grew up in Oklahoma, attended Brown University, and spent most of the 1980's in divided Germany. She was *The New York Times* stringer in Berlin and also reported for *Newsweek*, *The International Herald Tribune*, the BBC, and *Die Zeit*. Later she served as a special political assistant and chief Berlin aide to the U.S. Ambassador to West Germany. She wrote her first book, *Speaking of Faith* (Penguin, 2007) in part to answer the question she is often asked—how she went from that mode of geopolitical engagement to becoming a religious person and student of theology. When she emerged from Yale with a Master of Divinity in 1994, she saw a black hole where intelligent journalistic coverage of religion should be. As she conducted a far-flung oral history project for the Benedictines of St. John's Abbey in Collegeville, Minnesota, Tippett began to imagine radio conversations about the spiritual and intellectual content of faith that would enliven and open imaginations and public discussion. *Krista Tippett on Being* (formerly *Speaking of Faith*) is public radio's weekly program about "religion, meaning, ethics and ideas." The show is produced and distributed by American Public Media and is currently heard on more than 200 public radio stations across the U.S. and globally via the Web and podcast. With *Speaking of Faith* and its newest incarnation, *Being*, Tippett has inspired a new mode of intelligent, in-depth discussion about faith, ethics, religion and meaning in everyday life.

"We aspire to create hours of radio that are beautiful, intelligent, nourishing, edifying, trustworthy, quiet, and hospitable. They are also challenging, but not in a way that puts people on the defensive or invites posturing. We invite listeners—and give them tools—to open their minds, to see differently, and to start new conversations within themselves."

—KRISTA TIPPETT

Gulf-South Summit Executive Committee

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Assistant Director, Campus Community Partnerships, Center for Public Service
Tulane University

RICHARD CONVILLE, *Executive Committee Chair*
Professor, Communication Studies and Faculty Liaison for Service-Learning
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Director of Service-Learning, Center for Student Engagement and Community Partnerships
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Director of Service-Learning, Center for Social Entrepreneurship and Service-Learning
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Center for Community Service-Learning
University of Texas-Arlington

The Executive Committee is a *working* committee. Every one of them performed tasks, took initiatives and shared ideas that made the Summit possible this year. Thank you, committee members. Attendees, thank the members when you encounter them at the conference. They have served you well and are a significant part of the service-learning community in the region.

Dick Conville, *Chair*
 2011-12 Executive Committee
 Gulf-South Summit

Executive Committee Membership

GULF-SOUTH SUMMIT ON SERVICE-LEARNING AND CIVIC ENGAGEMENT THROUGH HIGHER EDUCATION

Information Session: Thursday, March 22, 5 p.m.; Roundtable

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 committee chair a one-page summary of qualifications for membership and a letter of support and commitment from an institutional representative with authority to commit funds for minimum sponsorship of \$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).

Acknowledgements

Awards Selection Committee

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 EMILY BAER BOSITIS, *University of Minnesota*
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TIM STEWART and MARY VAUGHN, *Belmont University*
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 DARBY RAY, *Director, Faith and Work Initiative, Millsaps College*

Lake Terrace Convention Center



