



# *Gulf-South* Summit

on Service-Learning and Civic Engagement  
Through Higher Education

## **Civic Engagement For Our Changing Communities**

**March 2-4, 2011**

**The Hotel Roanoke and Conference Center  
Roanoke, Virginia**

*<http://www.cpe.vt.edu/gulfsummit/>*

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March 2011

Dear Participants of the 2011 Gulf-South Summit,



On behalf of Virginia Tech, I want to welcome you to the 9th annual Gulf-South Summit on Service-Learning and Civic Engagement through Higher Education. We are pleased to host this year's event, bringing together national speakers and more than 400 participants from colleges and universities across the Gulf-South region. We hope that your time in Roanoke will provide you with multiple opportunities for engaging with colleagues, sharing best practices, and deepening insights into the important work of university-community partnerships for the common good.

The theme of this year's Summit, "Civic Engagement for Our Changing Communities" recognizes the critical role of an engaged, informed citizenry in responding effectively to the ever-shifting demands and challenges facing our communities. Higher education is a vital player in developing the civic skills and professional competencies necessary to meet these challenges.

Virginia Tech, founded in 1872 as a public land grant college, has an historical commitment to service and engagement. Through its missions of learning, discovery, and engagement Virginia Tech strives to live its motto: *Ut Prosim* (That I May Serve). The Center for Student Engagement & Community Partnerships at Virginia Tech facilitates community service and service-learning opportunities through coursework, applied research, and student life, including SERVE, a themed housing option for incoming students. Cooperative Extension brings research-based solutions to the Commonwealth, reaching 1.7 million+ people through its face-to-face programs and 2.4 million through other formats. The VT-STEM K-12 Outreach serves over 29,000 people, 62% of whom are school children. The Office of International Research, Education, and Development manages multi-year projects in 44 countries in areas ranging from natural resource management and sustainable agriculture to educational capacity-building and micro-enterprise development.

I hope that your experience of this year's Gulf-South Summit is a positive and productive one.

Yours truly,

Charles W. Steger  
President

## Wednesday, March 2

- 9:00 – 11:00 a.m. Executive Committee Meeting, *Bent Mountain*
- 11:00 a.m. – 1:00 p.m. Pre-Conference Registration, *North Entry Foyer*
- 11:30 a.m. – 1:00 p.m. Lunch for Pre-Conference Participants
- 1:00 – 7:00 p.m. Conference Registration, *North Entry Foyer*
- 1:00 – 4:00 p.m. Pre-Conference Workshops, *Mill Mountain, Buck Mountain, Wilson, and Monroe*
- 5:00 – 7:00 p.m. Opening Reception with Cash Bar and Poster Session, *Roanoke Ballroom A/B*  
Dinner on your own.

## Thursday, March 3

- 7:00 – 8:00 a.m. Breakfast, *Roanoke Ballroom C-H*
- 8:00 a.m. – 5:00 p.m. Exhibits, *Crystal/Roanoke Shared Foyer and Crystal Court*  
Posters, *Roanoke Ballroom A/B*  
Late Registration, *North Entry Foyer*
- 8:00 – 8:45 a.m. Plenary Speaker, *Roanoke Ballroom C-H*
- 9:00 a.m. – 12:00 p.m. Concurrent Sessions (9:00 – 10:15 and 10:30 – 11:45)  
*Crystal Ballroom A-C, Crystal Ballroom D/E, Buck Mountain, Mill Mountain, Monroe, Washington Lecture Hall, Wilson, Harrison/Tyler*
- 12:00 – 2:00 p.m. Lunch and Plenary Speaker, *Roanoke Ballroom C-H*
- 2:00 – 4:45 p.m. Concurrent Sessions (2:00 – 3:15 and 3:30 – 4:45)  
*Crystal Ballroom A-C, Crystal Ballroom D/E, Buck Mountain, Mill Mountain, Monroe, Washington Lecture Hall, Wilson, Harrison/Tyler*
- 5:00 – 5:45 p.m. Roundtables, *Roanoke Ballroom C-H*
- 6:00 p.m. Evening Event at the Taubman Museum of Art  
Take walkway from the front entrance of the Hotel to the Museum  
Dinner on your own.



*Nadinne Cruz*



*Talmage A. Stanley*

## Friday, March 4

- 7:00 – 8:00 a.m. Breakfast, *Roanoke Ballroom C-H*
- 8:00 – 8:45 a.m. Awards, *Roanoke Ballroom C-H*
- 8:00 a.m. – 12:00 p.m. Exhibits, *Crystal/Roanoke Shared Foyer and Crystal Court*  
Posters, *Roanoke Ballroom A/B*
- 9:00 a.m. – 12:00 p.m. Concurrent Sessions (9:00 – 10:15 and 10:30 – 11:45)  
*Crystal Ballroom A-C, Crystal Ballroom D/E, Buck Mountain, Mill Mountain, Monroe, Washington Lecture Hall, Wilson, Harrison/Tyler*
- 12:00 – 2:00 p.m. Lunch and Plenary Speaker, *Roanoke Ballroom C-H*
- 2:00 – 3:15 p.m. Concurrent Sessions  
*Crystal Ballroom A-C, Crystal Ballroom D/E, Buck Mountain, Mill Mountain, Monroe, Washington Lecture Hall, Wilson, Harrison/Tyler*
- 3:30 – 4:45 pm. Concurrent Sessions  
Commonwealth Track  
Meetings organized and led by Virginia Higher Eds



*Dan Van Lehman*



*Omar A. Eno*



9:00 – 11:00 a.m.

Executive Committee Meeting  
Bent Mountain

11:00 a.m. – 1:00 p.m.

Pre-Conference Registration  
North Entry Foyer

11:30 a.m. – 1:00 p.m.

Boxed Lunch for Pre-Conference Participants  
Available for pick-up at Registration

12:30 p.m.

Tour Bus Departs Lobby for Ut Prosim Tour

1:00 – 4:00 p.m.

Pre-Conference Workshops

## Pre-Conference Workshops

Pre-Summit Workshop #1 \_\_\_\_\_

### Ut Prosim Tour

Staff of the Virginia Tech Center for Student Engagement & Community Partnerships

Meet in Hotel Lobby

In 1896, Virginia Tech adopted *Ut Prosim*, “That I May Serve,” as its motto. Since then, the university has felt a special commitment to live out this motto through its teaching, research, and outreach mission. Join VISTA and student staff of the Center for Student Engagement & Community Partnerships on a trip to the Virginia Tech campus in Blacksburg to visit some key community engagement sites. Tour stops may include the Price House Nature Center, the Community Design Assistance Center, the Wind Turbine at the YMCA Center, the Adult Day Center and Child Development Lab, and the Stroubles Creek Watershed.

Pre-Summit Workshop #2 \_\_\_\_\_

### Service Learning Directors: What we do. What is expected. Who we are.

Shirley Theriot, Vincent Ilustre, Mary Beth Lima, Lanese Aggrey

Buck Mountain

Four University Directors of Service Learning and Community Engagement 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. We begin by sharing our experi-

ences, both challenges and successes, as we worked to build viable 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.

*Shirley Theriot is Director of the Center for Community Service Learning at the University of Texas at Arlington.*

*Vincent Ilustre is the Executive Director for the Center for Public Service at Tulane University.*

*Mary Beth Lima is Director of the Center for Community Engagement, Learning, and Leadership, at Louisiana State University.*

*Lanese Aggrey is Director of the Volunteer and Service Learning Center, Academic Service Learning, at the University of Texas Austin.*

Pre-Summit Workshop #3 \_\_\_\_\_

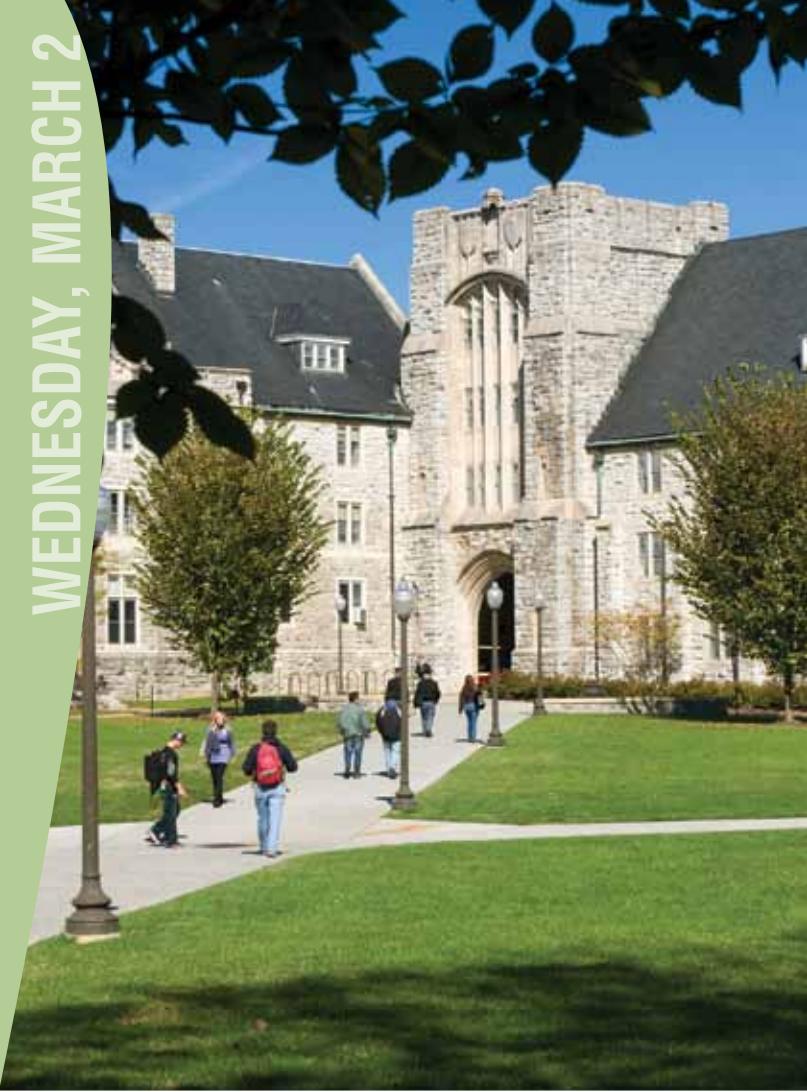
### More Than Practice: Cultivating Student Leadership Within Changing Communities

Tal Stanley

Mill Mountain

This interactive workshop builds on Paulo Freire’s approach to problem-solving education and the experiences of the Bonner Scholars Program and the Department of Public Policy and Community Service at Emory & Henry College to explore student leadership *within* changing communities. Participants examine approaches to cultivating leadership among *students who come from within* changing communities as well as approaches that *put students into* changing communities, both approaches designed to enable and equip students to be agents of change in lived places. The workshop challenges traditional ideas of the faculty role in the educational process and the role of community partners in that process. The workshop sets forth the possibility of redesigning classrooms to encourage a dynamic learning environment where all persons, whether in the classroom or in the changing community, as co-educators and co-learners together. Participants work with such concepts as the two feet of service, reflection, social capital, place, social justice, intradependence, relational leadership, relational power, and intradependence. Examples will be drawn from the ongoing place-based partnerships at Emory & Henry College.

*Talmage Stanley is the Director of the Appalachian Center for Community Service, Director of the Bonner Scholars Program, and Chair of Department of Public Policy and Community Service at Emory & Henry College.*



Pre-Summit Workshop #4

**Sustainability for Community-Engaged Work: a Mini-Retreat to Affirm Integrity and Wholeness as a Path for Renewal, Strength, and Encouragement**

Nadinne Cruz  
*Wilson*

Using stories, poetry, literature, reflective exercises, and discussion, Nadinne guides participants in a mini-retreat workshop to deepen awareness of what it will require of us to be “sustainable” in our work as practitioners, advocates and leaders of community engagement. While the term “community engagement” encompasses a wide range of practices, including service-learning, civic education, community-based learning, campus-community partnerships, and others, what practitioners seem to hold in common is a sense that “the work”—notwithstanding diverse terminology—is meaningful, gratifying, and exciting, but also very demanding, frustrating and exhausting. There can be too much work with not enough money, staff and time; too many roles with a lot of responsibility and not much authority; too many “silos” to navigate—student life, academic affairs, and communities; and too much multi-tasking from big visioning to responding to diverse constituencies while also staying on top of risk management, logistics, and paperwork! Even for those who are passionate

about the work, the demands of leading community engagement raises questions about sustainability over the long haul. Tapping her veteran experiences (teaching, community partnership work, executive management, student development, etc.), Nadinne shares lessons learned from her own life and work about avoiding pitfalls and creating a path for sustainability in doing the urgently needed work of community engagement in higher education. Nadinne serves as a guide and mentor as she invites participants to create as a safe space for self-reflection and authentic discussion on a very personal topic.

*Nadinne Cruz has been a practitioner, leader, advocate, speaker and author on pedagogies of engagement in higher education for over 25 years.*

Pre-Summit Workshop #5

**Strategies for Institutionalizing Engagement**

James Dubinsky  
*Monroe*

For many institutions of higher education, engagement with the external community is increasingly critical to long-term success. The purpose of this workshop is to critically examine strategies for advancing your institution’s plan for engagement, effectively linking engagement to the teaching, research, and service missions, building institutional commitment involving faculty, students, and community partners, and evaluating and communicating the impact of engagement. The workshop draws from the curriculum of the award-winning Engagement Academy, of which Dubinsky is a faculty member. The Engagement Academy is a program of Virginia Tech’s Center for Organizational and Technological Advancement in collaboration with the American Association of State Colleges and Universities (AASCU), the Coalition of Urban and Metropolitan Universities (CUMU), the Association of Public Land-grant Universities (APLU), and Community-Campus Partnerships for Health (CCPH).

*James Dubinsky is Director of the Center for Student Engagement & Community Partnerships at Virginia Tech.*

1:00 – 7:00 p.m.

Conference Registration  
*North Entry Foyer*

2:30 – 2:45 p.m.

Refreshment Break  
*Upper and Lower Level Lounge*

5:00 – 7:00 p.m.

Opening Reception and Poster Session  
*Roanoke Ballroom A/B*

## Poster Session

Kick off the 2011 Summit with an opening reception and poster session with opportunities for visiting colleagues, networking with poster presenters, enjoying food and a cash bar, and even a little Bluegrass music! Posters will be on display until noon on Friday. Poster numbers below correspond to numbers on the presentation boards.

### 1. GreenSTEM@VCU: Integrating Service-Learning into Middle School STEM Instruction (Virginia Commonwealth University)

Through Learn & Serve America funding, the GreenSTEM@VCU project is preparing 70 middle school science, technology, & mathematics teachers from high-poverty schools to focus students' academic engagement using high-quality service-learning instruction in an integrated STEM curriculum. Teachers and students participating in the GreenSTEM@VCU curriculum are meeting local environmental needs by working with community partners & integrating science, technology, math & engineering concepts. Data related to changes in teacher knowledge and attitudes before and after participation in the GreenSTEM@VCU project will be shared, as will the results of lesson plan and site visit evaluations. Project faculty will be available to explore ways in which participants can integrate STEM learning standards into environmental service-learning projects that address local community needs.

*Lynn E. Pelco, Suzanne Kirk, James T. McLeskey, Jr., Anne B. Wright, John E. Speich, Holly Houtz, Virginia Commonwealth University, and Marilyn B. Weyer, Virginia Department of Education*

### 2. The Impact of a Therapeutic Equine Program on the Development of Leadership and Self-Advocacy Skills

This study is an examination of the impact of a therapeutic equine program on the development of leadership and self-advocacy skills of both individuals with developmental disabilities and their nondisabled peers. A university service-learning course and an experiential college program for individuals with intellectual and developmental disabilities combined with the socially inclusive opportunities being implemented through a community-based therapeutic equine program, provides the researchers with the opportunity to address the following research question: How do inclusive postsecondary social and community experiences impact overall climate among individuals with and without developmental disabilities?

*Stephanie Kurtts, Natsuko Takemae, University of North Carolina-Greensboro*

### 3. Partnerships for Public Relations

Matching the self-identified needs of community partners to student learner outcomes can be challenging. This poster examines how "Public Relations Boot Camps for Non-profits" have laid the foundation for sustainable town-gown partnerships. More specifically, this poster highlights results of a survey taken by non-profit organiza-

tions summarizing their current public relations tactics and who is responsible for implementing those strategies. Materials from "PR Boot Camps" including handouts, worksheets, and PowerPoint presentations, as well as sample products produced by students to meet the self-identified public relations needs of community partners will be available.

*Janet Rice McCoy, Louise Cooper, Morehead State University*

### 4. Paying it Forward One Student at a Time

This poster gives background information on the Pay It Forward: Strengthening Communities through Student-Led Philanthropy Initiative, and compares Morehead State University students' plans for service and volunteerism, philanthropic giving, alumni participation, and community involvement prior to and after participating in one of five Pay it Forward classes.

*Janet Rice McCoy, Beverly McCormick, Margaret Sloan, Emma Perkins, Janet Ratliff, Louise Cooper, Morehead State University*

### 5. Nursing Education and Practice: A Vision for the Future

Nursing shortage, faculty shortage, cost of nursing education, and clinical opportunities for students are major themes noted in the nursing and allied healthcare literature. In an effort to address these concerns, hospital administrators and nurse educators in a south central state envisioned a way to educate locally, recruit the students, and hopefully retain the BSN (Bachelor of Science in Nursing) nurses at the bedside. The vision resulted in the establishment of a generic BSN program within the community. Seven years later, 109 baccalaureate nursing students graduated from the satellite campus with the majority of these nurses employed in the local hospitals where the students' clinical experiences took place as well as in surrounding healthcare agencies. Not only did the partnering hospitals benefit from more BSN nurses at the bedside, but many of the nurses reside in the community close to their families adding an additional social and economic impact.

*Ann Deshotels, MSN, RN, CNE, Carolyn Hartt, MSN, RN, Rebecca Harrell, MSN, RN, Sandra Johnson, MSN, RN, Stacy Mayeux, BSN, RN, Leah Pearce, MSN, RN, Northwestern State University of Louisiana*

### 6. The Berry College ESL Program - Connecting Students and the Local Hispanic Community

Two years ago, Berry College began offering ESL classes to the local Hispanic community. The goal of the Program is to meet a need for English language instruction and to provide service opportunities for Berry students. It is also a valuable way for Berry students to connect with and learn about another culture. This poster aims to inform others about the practicalities of bringing an ESL program to campus and about the potential advantages that such a program offers to both the surrounding community and the host college or university.

*Julee A. Tate, Caleb Bloodworth, Berry College*



## 7. ¡Pura Vida! A Student's Perspective on Interpersonal International Collaborations

This poster presentation will show the unique relationship between a student at Berry College, the community of an elementary school in rural Guanacaste, Costa Rica, and Fundación Progreso Guanacaste. The presentation will give insight into the unique relationships that develop between all participants—from teachers to students to instructors. These relationships come from sharing in such a one of a kind experience in which all learn and all teach.

*Juli Obenauf, Berry College*

## 8. Incorporating Service Learning Projects to Improve the Student Experience in Agricultural Technology

The Landscape Design and Landscape Contracting classes in Agricultural Technology (AT) provide the perfect opportunity for utilizing service learning as a teaching and learning tool. Past Landscape Design classes produced plans for on campus buildings—plans that could never be implemented. To improve the learning experience for our students, we collaborated with the Fine Arts Center of The New River Valley (FACNRV). Students interviewed members of the FACNRV board, assessed their site, designed landscape plans for their building, and presented their designs to the clients. We then incorporated the implementation of these plans into the Landscape Contracting class, using the FACNRV site as an evolving outdoor classroom. The surveyed reflective responses to these course changes were overwhelmingly positive indicating a greater perceived value in their work with at-need clients when compared to classroom exercises.

*Thomas Martin, Sam Doak, Virginia Tech*

## 9. The Inextricable Human Link Between Language and Service

The population in this country is under a transformation of cultural change influencing the education of students and the practice of health care. It is predicted by the U.S. Census Bureau that minority non-Caucasian population will be the greater part of the population by 2050. For today's students to be successful, they must acclimate to this multicultural makeover with increased knowledge, skills, and sensitivity. This poster explores the distinctive elements necessary for the development of global study involving a transdisciplinary approach engaging students emotionally, intellectually and physically through experiential discovery in community service.

*Maria C. Sinatra Seidel, Indian River State College*

## 10. Life After the "Aha Moment": Reflections in creating a first-year living-learning community focused on civic engagement

The Students Engaging and Responding through Volunteer Experiences (SERVE) living-learning community, focuses on creating an environment for first-year students that fosters personal and civic development. In this civic development, the focus is not only to provide the "aha moments" but also the safe space to reflect on the experience and how one's personal strengths might align with the work. This poster

presentation features student leader and faculty reflections on how peer mentorship, critical reflection, and interaction crossing academic, social, and civic realms seek to help the SERVE cohort to identify and articulate individual roles and voice.

*Karen Glass, Ms. Gabriela Carillo, Jake Grohs, Virginia Tech*

## 11. Student Selection Effects: An Analysis of Students Who Choose Service Learning Sociology Courses

This poster provides data from Introductory Sociology courses at a small liberal arts college. Students had the choice of a course section with a service learning requirement and a section without such a requirement, with the same professor teaching both sections. The poster shows data on student characteristics for those who choose the service option compared to those who do not. I essentially ask the question: all else about a course being equal, how are students who voluntarily choose a service learning course different from (and similar to) students who do not choose this option. I also explore to what extent the service learning option plays into student choices about whether to take a course or not and what factors related to service learning seem to affect student choices/preferences.

*Carla Alphonso, Presbyterian College*

## 12. Brain Awareness Week as a Vehicle for Undergraduate Service-Learning

This poster features the Centenary College approach to service-learning through the Brain Awareness Week program. Participating undergraduate students developed short, interactive demonstrations that emphasized neuroscience-related concepts and were adaptable to a variety of K-12 students. The demonstrations reviewed by the supervising instructor before being piloted with a test group of 5th graders. Feedback was then incorporated into the final products, which were presented to students and members of the public at a local science center during Brain Awareness Week. Centenary students completed a reflection paper, debriefing session, and programmatic assessment with 91% of the participating students indicating that they learned something new about the course content, their own career goals or both through the S-L project. Additionally, 94% indicated the project added to the course overall and 45% felt the course increased their interest in taking another neuroscience course.

*Christopher E. Lavan, Centenary College*

## 13. Starting a New Tradition: How You Can Make an Impact by Coordinating a "Day of Service" On Your Campus

How can you start a movement that builds into a tradition on your college campus? How can you create effective "Days of Service" that make an impact on your local community long after that day is over? This poster provides a step-by-step plan for how you can start a "Day of Service" on your campus for your community, drawing upon the experiences of Centenary College's MLK Service Day and BIG Event where students, faculty, staff, and alumni all come together to act as neighbors helping neighbors.

*Christopher E. Lavan, Centenary College*



## 14. Service Learning Experiences in Nursing Education: Responding to Changing Needs in the Community

Nurses must adapt to the ever-changing needs of those for whom they care. This poster provides insight on how a service learning course within a nursing program has used this gift to allow for drastic and successful evolution of their service learning project in an effort to adapt to the changing needs of their community and highlight their plans for continued growth to meet the needs of those they serve.

*Kasey Baldwin, Our Lady of the Lake College*

## 15. Future Falcons: Establishing University Foundations for Local School Children

This poster provides an overview of the Future Falcons program designed to encourage local school students to pursue a higher education. The poster describes the structure necessary to establish and sustain this program, beginning with working closely with the counselors at all three schools to identify specific needs and interests of their students as well as logistical information such as travel and permission slip completion. The organizational structure includes a university committee of faculty and staff working in close collaboration with the local school faculty and staff and Alabama Poverty Project personnel to ensure that the program is implemented correctly.

*Hollie Cost, Kristina R. Scott, University of Wisconsin*

## 16. Shaping the Habits of the Mind of Youthful Future Leaders

Traditional rural assets such as cheap land and labor can no longer ensure regional prosperity in a rapidly globalized economy. New mixes of assets and new configuration of public and private partnerships leveraging local strengths in the workforce, innovation, lifestyle, finance and information are shaping rural areas in this globalizing environment. Entrepreneurship in particular is already an important component of rural prosperity with its role in rural economic success becoming even more critical in these economic times since the millennium. The decision that young people on the edge of adulthood make about whether to stay or out migrate have profound implications for the future of Appalachia. The Hal Rogers Scholars Program is an intensive, weeklong program focusing on developing skills in leadership, technology, entrepreneurship, and community service. As of summer's end 2010, 732 young adults have graduated from the program.

*Peter Hackbert, Berea College*

## 17. Reflections on Community Engagement: Making Meaning of Experience

This poster focuses on processes and benefits of community resident participation and student learning in a community-engaged design studio environment. The presenters demonstrate how community engagement can become a central rubric in design education pedagogy, illustrates three case studies of community engagement in Landscape Architecture and Urban Planning in one community, and reflect upon the challenges and opportunities community residents

and students faced while engaged within the process of a community-engaged studio.

*Cermetrius Bohannon, Terry Clements, Virginia Tech*

## 18. Service-Learning in Teacher Education: Beyond Fieldwork

Teacher education departments participate in extensive service-learning through various fieldwork experiences in local schools. Therefore, faculty members must explore other service-learning projects to involve students in endeavors beyond observing and teaching in K-12 classrooms. This poster offers an insightful partner case study between university teacher education candidates and a local Head Start center.

*Kelly Reffitt, Mercer University*

## 19. Funding Community Engaged Projects on Both Sides of the Ivory Tower

The LSU Center for Community Engagement, Learning, and Leadership created and executed a proposal writing institute during the fall of 2010 with ten participants, including students, staff, and community partners in K-12 schools. The purpose of the institute was to teach each participant the basics of proposal writing and to have each participant submit a well written and conceived proposal to fund a community-engaged project. This poster presents the format of the institute, the experiences of the participants, the successes and challenges of the institute, and recommendations for future work in this area.

*Christy Arrazattee, Marybeth Lima, Louisiana State University*

## 20. Alternative Fall Break - Service Meets Survivor

On any given day, there are 4,000 homeless men, women, and children in San Antonio. Over fall break Trinity University students volunteered with local non-profit organizations that work to serve the homeless in



San Antonio. Presented with the challenge: ‘Can you survive 1.5 days without going bankrupt?’ students were responsible for navigating their way to work (the volunteer site), home (lodging in downtown SA), figuring out meals, and figuring out how to keep themselves entertained on a budget based on minimum wage.

*Edwin Blanton, Trinity University*

## 21. International Service Learning - a Caribbean Vacation Like No Other

This poster gives ideas for conducting an intense, comprehensive international service-learning program, including identifying potential international organizations to volunteer with during spring break, summer break or other times throughout the year, developing students’ cross-cultural competencies and sensitivities prior to going abroad, assessing learning outcomes of an international alternative break, involving students in the implementation process, and exploring educational components and reflection activities that may be implemented in an international service-learning program.

*Edwin Blanton, Trinity University*

## 22. Connecting Beyond Stigmas: Forming Service-Based Relationships That Empower

Often times we are compelled to develop partnerships with those in our community facing stigmas: those living with HIV/AIDS, those socioeconomically “at risk”, those experiencing homelessness, in abusive relationships, facing addictions, with disabilities, and/or more. We form these relationships on the basis that at least one of us needs/wants to live a life of quality beyond the stigma. In order to “help” we must connect in meaningful and equalizing ways. This poster introduces the idea that making a genuine connection is essential to meaningful service, and narrativity and dialogue are key ways to accomplish this connection. I will present concepts related to narratives’ ability to empower from Clarissa Pinkola Estes’ lens and some phenomenological authors on authentic dialogue.

*Amanda L. Szabo, University of North Carolina-Greensboro*

## 23. Service-Learning to Promote Entomophagy and Sustainable Insect Food Production

The University of Georgia Department of Entomology is promoting entomophagy and sustainable insect food production through service-learning courses, grass roots research projects, community festivals and events, potential market research, and financial feasibility studies. Students participating in the Entomology Outreach and Service-Learning course (Ento 3900) coordinate programs with the UGA Insect Zoo often providing edible insect foods at community outreach events. Students also serve as site experts for the live and preserved insects and arthropods in the Insect Zoo as well as being a necessary source of volunteers.

*Marianne Shockley Robinette, Harman Johar, University of Georgia*

## 24. Service Learning Speed-Connecting: Creating Networked Communities Through Cross-Disciplinary Collaboration

How can an English professor, environmental educator, community designer, and nursing pharmacologist find true compatibility? A blind date, set up through the Service Learning Faculty Fellows program at Clemson University was successful! It took little time for us to realize we had much in common-dedicated to engaging our students in community projects and open to cross-disciplinary experiences. Our collaboration has inspired us to create a network that will strengthen the micro-community of service learning within our university. This poster demonstrates how to achieve cross-disciplinary depth in service-learning projects by finding your academic match(es).

*Ashley Cowden, Tracy Fasolino, Mary Beth McCubbin, Cassie Quigley, Clemson University*

## 25. The Implementation of Service-Learning: Basics for Faculty

The purpose of this poster is to discuss the utilization of service learning by presenting a conceptual framework that includes the philosophical basis, rationale, and critical components of a service-learning program. A case example of how service learning has been integrated into a sport management curriculum is featured. Sample syllabi and agency agreements will be available.

*Dan Drane, Andrew Goldsmith, University of Southern Mississippi*

## 26. Teaching Service Through A Student Work Program

Berry College’s Student Work Experience Program employs more than 90% of the student body in a wide variety of on- and off-campus positions. This developmental program features nearly 900 work positions, which are organized into five levels. This poster shows the program’s emphasis on teaching students the importance of service to others and demonstrates how Berry has, in keeping with its tradition-





al motto of “not to be served but to serve”, created work positions, student teams, and departments designed to give students opportunities to serve the local community.

*Mike Burnes, Berry College*

## 27. Promoting Our Mission by Transforming Our Students

The transformative effects of service-learning have been well documented, showing that significant transformation is greatly influenced by the length of time students engage in service activities, the quality of partnerships with the community and service-learning experiences. Qualitative analysis of reflective activities from students enrolled in the college level theology course, provides evidence of transformation in students engaged in short-term (4 hour) service-learning experiences. Furthermore, community partners participating in the short-term (4 hour) service-learning projects reported positive experiences during their interaction with the students. This poster shows the rationale for incorporating service-learning pedagogy into the introductory theology course, addresses challenges and processes for evaluating student reflection, assesses the impact of service-learning on student learning outcomes, and examines the transformative effects of service-learning on affective outcomes.

*Rhoda Reddix, Francis Vanderwall, Our Lady of the Lake College*

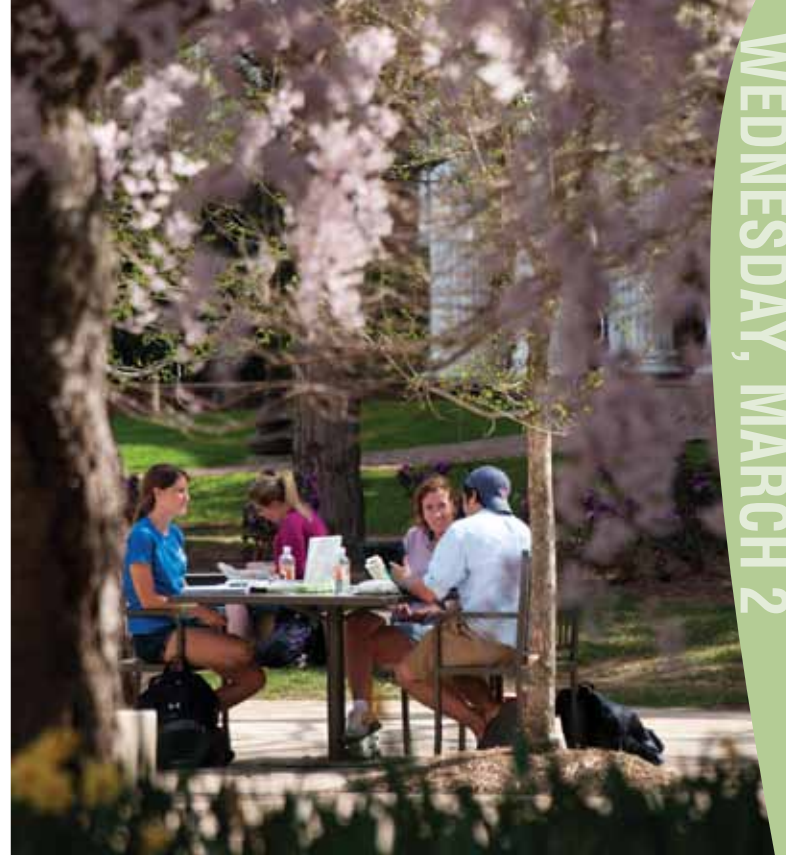
## 28. The Heart of the Neighborhood: Community Revitalization Begins with a University / Community Collaboration

Students and faculty at Clemson University are working with the local government, residents and city parks department officials to renovate Burnette Park in hopes of reinvigorating the neighborhood. Using a service-learning model, professors and students are collaborating with key stakeholders in Cayce to provide a design that meets the needs of the residents and offers students a chance to learn valuable skills needed in the field of landscape architecture. The concept for the park is that it is the heart of the neighborhood; a new heartbeat will bring energy and vitality to a neighborhood on the tipping point. It has the potential to bring a neighborhood together to build and revive their sense of community.

*Susannah Horton, Clemson University*

## 29. Think Globally & Act Locally: Designing a Year Long Sophomore Service-Learning Initiative to Learn About, Raise Awareness, and Combat HIV / AIDS

According to the South Carolina HIV/AIDS Council’s 2009 Report, South Carolina ranks 8th in the nation in new AIDS cases each year. The Eau Claire Community surrounding Columbia College is especially affected because of limited educational, economic and healthcare resources. In an effort to connect service-learning with the mission of the college and develop a sustainable service-learning project to address a continuing need, Columbia College has created a second year experience, also referred to as a C2IT course, specifically designed to integrate the college into the community so that college and community partners address critical needs together.



Because of the high prevalence of HIV/AIDS in the Eau Claire Community, the SCCC AmeriCorps VISTAS, are creating a new C2IT course to address this need. This poster will present the process of identifying a community need and developing a C2IT service-learning course based on that need.

*Amy Sommers, Ned Laff, Morgan Anderson, Columbia College*

## 30. Fostering Academic Excellence, Creating Communities, and Building Partnerships through Regional Stewardship

This poster focuses on how Murray State University’s vision for fostering academic excellence among students, faculty and staff is being accomplished through planned regional stewardship and outreach efforts. The poster shows an institutionalized model for meeting identified social, educational and economic needs within an 18 county service region in Western Kentucky through ongoing programs such as the MLK Day of Service, Cultural Awareness Series, the Middle and High School Mathematics Improvement Project, and STEM Initiatives such as Women in Chemistry.

*Kelly Rogers, Gina Winchester, Robin Esau, Kim Griffio, Murray State University*

## 31. Posters By Virginia Department of Education Learn and Serve Grantees



**7:00 – 8:45 a.m.**

Breakfast and Plenary

*Roanoke Ballroom C-H*

Announcements

**Michele James-Deramo**, Director of Service-Learning, Center for Student Engagement & Community Partnerships

Welcome

**Susan Short**, Director, Outreach Program Development, Outreach and International Affairs, Virginia Tech

Introduction

**Mary Alice Morgan**, Senior Vice-Provost for Service-Learning, Mercer University**8:00 a.m. – 5:00 p.m.**

Exhibits

*Crystal/Roanoke Shared Foyer and Crystal Court*

Yet the realities of difference are even more complex than “campus vs. community,” as competing world views exist in all communities, and presumptive truths about the “right way” to be civically engaged is a subject of passionate debate with no easy or obvious resolution. Nadinne will share perspectives on the depth of the challenges we face in espousing civic engagement in diverse and changing communities. She will suggest that raising awareness of “difference” in communities is necessary, but it is not sufficient for realizing more fully the potential of teaching civic engagement. Instead, Nadinne will invite us to reframe teaching civic engagement as pedagogy not only for learning and understanding, but also as a process for actively creating the better world we hope for.

*For over 25 years, Nadinne Cruz has been a practitioner, leader, advocate, speaker and author on the need for pedagogies of engagement in higher education. Her early volunteer experiences with peasants in the Philippines and her Filipina-American immigrant consciousness of social issues inspire her work. She is former Director of the Haas Center for Public Service at Stanford, where she developed the Public Service Scholars Program, as well as former executive director of the Higher Education Consortium for Urban Affairs (HECUA). She co-authored the book, *Service-Learning: A Movement's Pioneers Reflect on Its Origins, Practice, and Future*, San Francisco: Jossey-Bass, 1999, with Timothy Stanton and Dwight Giles. Now an Independent Consultant, Nadinne is a frequent speaker and workshop leader at higher education institutions across the country, while continuing with active mentorship of former students and emerging leaders in community engagement.*

## Plenary Address



### Civic Engagement in Diverse and Changing Communities: the Urgency of Teaching to Create a Better World in the Context of Difference, Democracy, and Competing World Views

While respect and reciprocity are now familiar aspirational values of community partnerships, differences between campus and community continue to challenge our abilities to embody best practices.

## Concurrent Session Formats

### Individual Presentations

Presentations are grouped according to topic in a 75-minute session with two presentations of 30 minutes each, leaving time for questions.

### Panel Discussions

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

### Interactive Workshops

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

# Concurrent Sessions

9:00 – 10:15 a.m.  
Concurrent Session 1

## Session 1.A – Interactive Workshop

### Building Cost Effective Evaluations in Times of Change

#### Crystal Ballroom A-C

In these times of economic downturn, increased accountability, diminished funding, and rapidly expanding advances in technology, educators who are trying to engage students in service-learning must find new and innovative ways to assess their progress and success. This presentation gives examples of how we have used cost effective ways to develop contextually relevant formative and summative evaluations of service-learning using on-line surveys, wikis and data that are regularly collected by service-learning programs. We also share templates used to manage the data collection and procedures we have developed to construct contextually relevant assessment tools. A key element of our work has been to work directly with college students as they develop formative and summative evaluations that would inform their projects, provide faculty advisors with insight into their efforts, and would serve as an educational experience that has applications beyond their service-learning projects. We share with participants the ways we encourage college students to document their service-learning activities, and the ways in which this documentation can be used to build resumes and applications for advanced study. Participants will design their own evaluation plan, which they can then take back to their own schools and implement immediately.

*Dr. Deborah Hecht, Mr. James Lauckhardt, Ms. Caterina La Fata Almendral, City University of New York*

## Session 1.B – Interactive Workshop

### Service-Learning and Student Learning: From Research to Practice

#### Crystal Ballroom D/E

The body of service-learning research indicates that there are strong connections between participation in service-learning and increases in student self-esteem, empowerment, pro-social behaviors, motivation and engagement. Strength in these personal and social areas is associated with academic success. Additionally, research on high-impact practices tells us that participation in service-learning is strongly associated with positive effects in personal and academic areas. Recent data from eight years of students attending Berea College in Berea, Kentucky, illustrates the dramatic relationship between participation in service-learning and graduation rates. From research and from students' reports, we can conclude that service-learning experiences have a powerful impact on student learning. But what makes

these experiences effective? Participants explore this question through examination of the model of student-led service and service-learning implemented at Berea College's Center for Excellence in Learning through Service (CELTS), along with recent graduation rate data.

*Ehis Akhetuamhen, Daniel Barasa, Chad Berry, Ashley Cochran, Meta Mendel-Reyes, Caroline Twiggs, Judith Weckman, Berea College*

## Session 1.C – Panel Discussion

### Inside-Out Prison Exchange Program

#### Washington Lecture Hall

The goal of the panel is to introduce participants to the philosophy, pedagogy, opportunities, and challenges associated with the Inside-Out Prison Exchange Program. Toward this end, participants will acquire a sufficient overview of how to implement an Inside-Out course at their university, the ways in which this type of course may be offered through a variety of disciplines (e.g., sociology, anthropology, criminal justice, literature, women's studies), how Inside-Out facilitates transformative student experiences, and the benefits of this type of course from the perspective of the community partner. Although other forms of prison-based college courses are taught, none subsume all of the core features of Inside-Out, a nationally established, service learning model best described as a total engagement immersion experience involving structured, sustained contact in a unique venue where the community partner (i.e., incarcerated students) and university students come together as co-contributors in a learning endeavor. The pedagogy is characterized by fundamental elements (e.g., dialogic interaction) some of which will be actively applied during the session in order for participants to experience their effectiveness firsthand. These elements are drawn from the smorgasbord of interactional templates used during weekly class sessions that involve moving and mixing students quickly between icebreakers, small group discussion, large group brainstorming, and so forth. The presentation shares outcome data on assessment strategies used to date, and indicates future directions that others may want to pursue, effective instructor strategies used to recruit participation of host correctional facilities, college students, and people who are incarcerated.

*Dr. Sarah L. Allred, Jesse D. Burnette, Berry College; Dr. Tony Daniel, Shorter University*

## Session 1.D – Panel Discussion

### Archway Partnership: Supporting Strategic Community Growth With Higher Education Resources

#### Buck Mountain

The Archway Partnership is a community-driven, University System of Georgia (USG) outreach platform with the goal of helping communities better access resources within the University of Georgia and the university system of the State of Georgia. It is a collaborative partnership among key local entities, the University of Georgia's Public Service & Outreach units and Cooperative Extension, USG institutions, and State of Georgia departments and agencies involved in community and economic development. Archway is also a conduit for helping UGA and USG faculty and students connect and engage with high-priority Georgia community needs. This presentation will

explore how Archway works to support local communities in strategically visioning for the future and planning for growth, as well as explore how Archway accesses higher education resources to support Georgia communities as they address these changing circumstances and develop new visions and implementation strategies for the future. Panelists will compare and contrast our experiences in three demographically- and geographically-disparate communities: urban Clayton County, rural Hart County, and manufacturing-oriented Dalton-Whitfield County. We will discuss ways public service faculty can assist with developing road maps for the future while ensuring that we do not become the primary drivers for community-identified initiatives. Panelists will talk about efforts to engage the diverse and changing populations in our communities in this planning process and will discuss how university students serve as change-catalysts by bringing new innovation and energy to our communities.

*Ms. Kim Jackson, Mrs. Melissa Lu, Ms. Ilka McConnell & Ms. Gail Webb, Archway Partnership, University of Georgia*

## Session 1.E – Individual Presentations \_\_\_\_\_

### 1.E.1 – **LSU in South Africa: Service Learning in the Red Hill Township, South Africa**

#### *Mill Mountain*

International service learning programs are new to Louisiana State University, and present educational opportunities that cannot be duplicated in the United States. A 16-day service learning course in South Africa produced student learning outcomes that for many were life-changing. The authors present a multi-media presentation highlighting the work of the nine students and two faculty who participated in the experience, and discuss the process of developing the program and the scope and involvement of the community partner, African Encounter in planning and executing the program. The presentation concludes with a summary of “lessons learned” and how the program will be changed for the 2011 trip. The goals for the presentation are to demonstrate that international service-learning courses in Africa are possible using established African service agencies, an understanding of the lessons learned from the experience, an explanation of how the 2011 LSU program will be changed, and the knowledge of the possibilities for service learning in Africa for a range of disciplines.

*Dr. Frank M. Bosworth & Professor Marsha R. Cuddeback, Louisiana State University*

### 1.E.2 – **International Entrepreneurship: Fair Trade, Service Learning and Social Entrepreneurship in Guatemala**

#### *Mill Mountain*

The purpose of this presentation is to share the experiences of our activities in northern Guatemala where for two years, students have traveled to a remote village in one of the poorest regions of all Latin America. Students have been involved in service learning activities that have the goal of promoting economic development in the region. From fair trade coffee, to microlending for honey farming, to exports of textiles, this project has provided a unique opportunity for students to be actively engaged in meaningful work in an exceptional learning environment. Students have learned, through service learning specific busi-

ness related tasks, about procurement, marketing, logistics, sourcing, and more. Their experiences have been enriched by the opportunities to interact with a very different culture from their own.

*Mr. Jose D. Gonzalez, Belmont University*

## Session 1.F – Individual Presentations \_\_\_\_\_

### 1.F.1 – **Service-Learning or Case Study: Determinants of Project Choice and Learning Outcomes in an MBA Human Resource Management Course**

#### *Monroe*

This presentation gives results of an empirical investigation in which Masters of Business Administration students enrolled in a required human resource management course that offered two project choices. One section was comprised of part-time MBA students who were employed full-time, and the other section was comprised primarily

## Exhibitors

Stop by the Crystal/Roanoke Shared Foyer and Crystal Court throughout the conference and view exhibitor tables to see how these institutions and organizations are supporting service-learning and civic engagement.

**Campus Community Partnerships, Tulane University**

**Center for Organizational and Technological Advancement at Virginia Tech (COTA)**

**Center for Social Entrepreneurship and Service-Learning, Belmont University**

**Center for Student Engagement & Community Partnerships, Virginia Tech**

**Family Promises, Inc.**

**Louisiana State University**

**Mercer University**

**Morehead State University**

**North Carolina Campus Compact**

**Office of Leadership and Service-Learning, University of North Carolina-Greensboro**

**Radford University**

**Virginia Tech Bookstore**



of full-time MBA students. Groups were empowered to select either a service-learning project or a working case study. Surveys completed by students at the end of the semester examined the motivation for project selection, perceived learning, perception of skill enhancement, amount of time spent on the project, as well as other factors. Presenters will discuss the type of human resource service-learning and working case study projects selected, as well as the impact of empowering graduate students to select their assignments within the context of individual motivations and perceived learning outcomes.

*Teri Domalgalski, Sara Withrow, Western Carolina University*

## 1.F.2 – Reflections on Community Engagement: Making Meaning of Experience

*Monroe*

This presentation seeks to demonstrate how community engagement can become a central rubric in design education pedagogy, as well as to illustrate three case studies of community engagement in Landscape Architecture and Urban Planning in one community, and to reflect upon the challenges and opportunities community residents and students faced while engaged within the process of a community-engaged studio. Further, the presentation will explore and discuss how participation in community engaged projects impact a student's education, and how the perceived benefits of community-engaged experiences differ between undergraduate and graduate students.

*Mr. Cermetrius L. Bohannon, Ms. Terry Clements, Virginia Tech*

## Session 1.G – Individual Presentations

### 1.G.1 – Using What You Have: Students and Community Asset Mapping - A Case Study

*Wilson*

This presentation highlights student involvement in community asset mapping; what they have learned from the experience; how they plan to use the information they have gathered; and tips for other students and administrators eager to get involved in asset mapping. By mapping the educational resources available within a region, individuals and organizations are better able to disseminate and utilize those resources. Identifying the resources is just one step in the process to improving the quality of education in Jefferson and Hamblen Counties. Other objectives include observing where gaps lie within the community; interconnecting assets that overlap; presenting information to community and educational leaders; and creating a database in which all members of the educational community can tap into and develop. The presentation will help the audience understand the importance of asset mapping, the different ways in which asset mapping can be used, the utilization of students, and the success of this case study set in rural Jefferson County. We also invite participants to join us in an examination of community asset mapping and how this application can be best used in their home communities.

*Ms. Megan Morgeson, B.A., Ms. Channing McLain, Ms. Cara Hedges, Carson-Newman College*

## 1.G.2 – Program & Policy Associate: An Advanced Experience for the Engaged Student

*Wilson*

Inaugurated in fall 2009, the Program & Policy Associate (PPA) position is quickly becoming a signature offering of the Bonner Center for Civic Engagement (CCE) at the University of Richmond (UR). Center staff encourage upper level students to apply for this year long position, focusing on specific issue areas of the students' choosing, with programming and research outcomes. The PPA position provides a unique opportunity for students involved in community engagement to connect their engagement experiences, co-curricular activities, academics, and/or post-graduation interests. The research component requires PPAs to explore issues in broader contexts as well as the associated policy implications. The presenter will explain the Center's adaptation of the Bonner Foundation's student development model (SDM) within and across CCE program initiatives, articulate the PPA position as a dimension of the SDM, and provide tangible examples of students' work. Participants will have the opportunity to consider how PPAs might succeed on their respective campuses.

*Ms. Kimberly L. Dean, M.Ed., University of Richmond*

## Session 1.H – Individual Presentations

### 1.H.1 – The (im)Possibility of Reciprocity in Service-Learning: Philosophies of the Gift and Doing it Anyway

*Harrison/Tyler*

This presentation will examine the issue of reciprocity between the university and community partners, drawing on theories of the gift to take on the (im)possibilities of partnership as articulated in service-learning. We will look at how service-learning positions the giver(s) and receiver(s) of gifts of service in ways that call into question the possibilities of reciprocity in the relationships that develop in service-learning, particularly relationships between the university (including students, faculty, and the institution writ large) and the communities and organizations with which we establish partnerships.

*Dr. Amy Anderson, Dr. Brian Ammons, Duke University*



## 1.H.2 – The Hidden Value of Everyone’s Least Favorite Topic: Transportation and Critical Social Consciousness

*Harrison/Tyler*

Service learning practitioners typically detest the topic of transportation. Providing and arranging adequate transportation options is often frustrating, expensive and time-consuming. Public transit can be inefficient or slow. Prejudice and fear crop up among parents, students, faculty, administrators and even community partners when discussing safety issues. Private vehicles and shuttles also create dilemmas around maintenance, insurance, risk management, keys, routes, and hiring and training drivers. No matter how well a transportation system works, there always seems to be a constant stream of student, faculty and community complaints. Discussions about transportation often revolve around resources (or the lack of them), costs, risks, and logistics. I would like to suggest that this topic has a deeper, hidden value. Every act associated with service learning transportation - mapping routes, purchasing public transit passes, boarding a bus, hiring a van driver, dropping students off at community sites - is heavy with social and philosophical significance. What can we learn by studying this deeper significance?

*Ms. Kelly L. Brotzman, M.A., Mr. Joseph Deegan, Loyola University New Orleans*

**10:15 – 10:30 a.m.**

Refreshment Break

*Crystal Court and Lower Level Lounge*

**10:30 – 11:45 a.m.**

Concurrent Session 2

## Session 2.A – Workshop

### Community Action Projects as Key to Essential Learning Outcomes

*Crystal Ballroom A-C*

Virginia Tech’s Earth Sustainability (ES) two-year course series is an integrative, interdisciplinary thematic model for general education that was specifically designed to support students’ cognitive epistemological and social development, while also encouraging first- and second-year students to develop learning skills aligned with most of the fifteen VALUEs Essential Learning Outcomes. In the second year of the series, students undertake group-designed “Action Projects” in which they work together in service toward an authentic, real-world problem or opportunity related to local sustainability issues. Through this project they not only serve the local community, but they also gain authentic insight and experience as they learn how to negotiate the political and social realities of community engagement while they also develop skills in project management, authentic assessment, and communication of outcomes. Critical to the authentic design of the project are authentic deliverables—a public service announcement,

an Earth Week poster display, and a self-published book. This session is designed for those who are engaged in discussions to more fully integrate community service and engagement with the Essential Learning Outcomes of a liberal education. This session is also appropriate for those interested in incorporating a service project in their coursework to stimulate increased student agency and autonomy.

*Cortney Martin, Lisa Poley, Kristen Deger, Rial Tombes, Virginia Tech*

## Session 2.B – Workshop

### Improving the Quality of Life of Special Populations

*Crystal Ballroom D/E*

This workshop is designed to increase awareness of project coordination among groups to increase the summative impact of service on a community. The Institute of Medicine challenges healthcare providers, including nurses, to decrease disparities and improve the quality and safety within the healthcare environment. The College of Nursing and Allied Health (CONAH) at Northwestern State University of Louisiana is in a mid-sized community designated as a healthcare provider shortage area with a population constituency identified as underserved. The community has high rates of chronic illness, teen pregnancy and infant mortality; many are homeless; there is a 40% high school dropout rate; the elderly population is growing rapidly. Nurses must understand implications of these issues on population health and be responsive by addressing health needs of people living in our communities. Students participate in service learning projects throughout the semester with a goal of meeting health needs of the community and fulfilling learning objectives for the clinical courses. Projects target issues derived from needs assessments and are planned, organized and delivered entirely by the students. Projects are sustainable because students who participate in a project in their junior year have the opportunity to serve with the project until graduation.

*Professor Susan T. Pierce, Mrs. Mollie Moody, M.S., Mrs. Susan Snell, M.S., Professor Pamela B. Simmons, PhD., Mrs. Vicki Wissing, M.S., Ms. Tammie Rushing, M.S., Northwestern State University of Louisiana*

## Session 2.C – Panel

### Creating a Civically Engaged Curriculum

*Washington Lecture Hall*

Presenters will detail the development of the IUPUI Department of Physical Education’s civically engaged undergraduate Physical Education Teacher Education and Exercise Science curricula, which has sustained service-learning programs with multiple community partners for over seven years. As partnerships evolved, curricula transformed to focus on the civically engaged graduate. Presenters will focus on exemplifying the development of civically engaged curricula, expanding service-learning to a graduate program, and planning for sustained service-learning partnerships. This presentation will focus on the development of curricular goals, objectives, student learning outcomes, and service-learning course integration and requirement.

*Dr. Katie Stanton-Nichols, Dr. Mark Urtel & Dr. NiCole Keith, Indiana University Purdue University, Indianapolis*

## Session 2.D – Panel

**Collaborative Community Partnerships and Inter-professional Geriatric Education***Buck Mountain*

This panel will highlight two ongoing collaborative service-learning projects between the University of Georgia (UGA) School of Social Work, Medical College of Georgia (MCG) School of Nursing in Athens, Hart County Archway Partnership, and community partners in Hart County, GA. Using service-learning as a method for interprofessional geriatric education among allied health students is an example of a best practice for facilitating interdisciplinary collaboration and addressing a community-identified priority of health promotion for older adults. The first effort is an oral history project to interview long-time residents about their lives and memories of Hart County. The second project is a health fair that jointly engages higher education and community partners with a focus on health promotion and screening for older adults. While it is widely accepted that collaboration between healthcare and social services is essential to providing high quality services, the question remains as to how best to facilitate cooperation. It would seem that early in professional identity development, there might be opportunities for disciplines to learn how to work collaboratively. By requiring a common assignment for the courses Social Work with Older Adults at UGA and Gerontological Nursing at MCG, students from both disciplines had the opportunity to learn about one another and to relate interprofessionally.

*Dr. Stacey Kolomer, Dr. Mary Ellen Quinn, Ms. Ilka McConnell & Mr. Brendan Beal, University of Georgia*

## Session 2.E – Individual Presentations

**2.E.1 – Building Mutually Beneficial Partnerships through Service-Learning***Mill Mountain*

The presentation will describe Promoting Health and Wellness, a HE-CNCs funded initiative engaging STEM talented college students in health based service-learning projects through mutually beneficial and sustainable partnerships with regional and national community agencies. Partnering with the project is The Collegiate Science Technology Entry Program (CSTEP), an academic enrichment program that provides support for NYS undergraduates who are historically under-represented in STEM fields. CSTEP students design, implement and evaluate health based service-learning projects by creating community partnerships that are mutually beneficial to the students, community, and college and community organizations. CSTEP programs gain a service-learning curriculum aligned with their program goals. Partners gain the support of motivated college students who fill gaps, expand visibility, and create connections thereby helping meet their mission. The colleges get high profile projects which can increase community support, provide positive press, and promote student interest in STEM areas. The presenters will explain the partnership model, and then highlight projects that successfully increased access to health resources and improved health literacy, as well as enhanced the sustainability of the partnering CBO.

*Dr. Deborah Hecht, Ms. Caterina La Fata Almendral, Mr. James Lauckhardt, City University of New York*

**2.E.2 – In the Center: Best Practices for Building and Maintaining Community-University Partnerships***Mill Mountain*

Partnerships are vital to engaging communities and universities, but how do you build and sustain relationships between these entities? This session focuses on basic steps, proven techniques, and engaging activities used while working with over 100 diverse community partners at ECU's Volunteer and Service-Learning Center. From first contact to evaluations (and everything in between), participants will be introduced to practical methods for working with community. Great community partner relationships are the bases for successful collaboration and meaningful learning.

*Mrs. Shawn H. Moore, M.A., East Carolina University*

## Session 2.F – Individual Presentations

**2.F.1 – Assessing Service-Learning and General Education Requirements: Making the Case***Monroe*

As universities, external stakeholders, and the public ask for accountability and demonstration of learning outcomes, institutions have increasingly developed assessment strategies to meet these demands. Service-learning scholars and advocates recommend assessment as a best practice of institutionalization; however the actual implementation of these strategies is often daunting and intimidating. This presentation highlights the University of Georgia's (UGA) service-learning assessment strategies and provides participants with strategies and tools to design and implement assessment instruments that meet the needs of their college or university. In 2006, UGA's Service-Learning Curriculum Committee, with support from the Office of Academic Planning, designed a Service-Learning Course Survey (SLCS) to assess student learning. The instrument measures academic service-learning's impact based on the Service-Learning Benefit Scale (Toncar, 2006) and correspond with the newly established





General Education Abilities (denoted in parentheses): 1) practical and academic skills (critical thinking); 2) interpersonal skills (oral and written communication); 3) citizenship (moral reasoning); and 4) personal responsibility (moral reasoning). Now in the third year of implementing the survey, this presentation reflects some of the challenges, best practices, and rewards of collecting the data.

*Ms. Sarah M. Brackmann, M.A., Dr. Paul Matthews, Dr. Shannon O. Wilder, University of Georgia*

## 2.F.2 – WIN, WIN, WIN: A Synergistic Approach to Achieving Learning Outcomes; Engaging Students; and Developing Community in Community

*Monroe*

Embracing two pedagogical models for engaging students, a team of professors linked their courses to create a learning community. A cohort of twenty students shared a freshman English Composition course and two introductory General Studies courses: Career Development and Community Development & Social Justice. In addition to creating community internally, the students engaged in the city of Lynchburg by participating three hours a week at one of five community placements. The relationship between students and their community work and coursework for three classes proved synergistic. For instance, writing assignments not only met course goals and objectives for English 111, but those assignments also served as a means of reflection for student work with a community partner. Conversations in the Career Development course similarly engaged students beyond the hypothetical as they participated in interest inventories and skills assessment while beginning to discern gifts and talents that might lead to a vocation--a calling to a career that matched their strengths, interests, and skills. The Community Development & Social Justice class gave students an opportunity to get beyond the confines of the college campus and to understand that citizens have a responsibility to engage in their local community. The result was WIN WIN WIN.

*Professor Nina V. Salmon, Professor Mari Normyle, Professor Pat Price, Lynchburg College*

## Session 2.G – Individual Presentations

### 2.G.1 – Service-Learning Internships: A Unique Model Of Collaborative Funding And Academic Partnerships

*Wilson*

As the popularity of service programs on college and university campuses grows and is further supported at a federal level through Center for National and Community Service initiatives it is more important now than ever before that we value substantial student commitment, sustainable programming and reciprocal community partnerships. This presentation will use the Service-Learning Internship model at UNC-Chapel Hill to illustrate ways of achieving these goals. Service-Learning Internships differ from traditional volunteer opportunities in that these experiences require a minimum of 150 hour commitment in a semester, are supported by matching funds from the service-learning program and community partner and are complimented by a required course that bears three hours of graded academic credit. This session will offer ideas about many of the aspects of intensive volunteer experiences, including program start-up, academic connections, and reciprocal community partnerships.

*Miss Carolyn J. Byrne, University of North Carolina at Chapel Hill*

### 2.G.2 – Incorporating Federal Work/Study Students into Service-Learning Partnership Support

*Wilson*

Belmont University has been actively engaged in Service-Learning for more than a dozen years. More than 50 faculty teach service-learning courses on a regular basis, and while there is some overlap in community partners, many faculty work with multiple partners resulting in scores of partnerships throughout the community. In an effort to provide support for faculty and our community partners, the Office of Service-Learning has developed a structure using Federal Work/Study students to provide support that one full-time director and one AmeriCorps VISTA could not provide alone. Community Liaisons serve as site supervisors and provide administrative assistance to service-learning projects, as well as seek out additional ways to link our campus with specific agencies and service areas. Campus Coordinators work on a project basis helping to organize “one-shot” service projects for community partners and also assisting Community Liaisons where appropriate. The presentation will focus on how we have set up this process, how we recruit students for the positions, challenges that we face and success stories from our efforts.

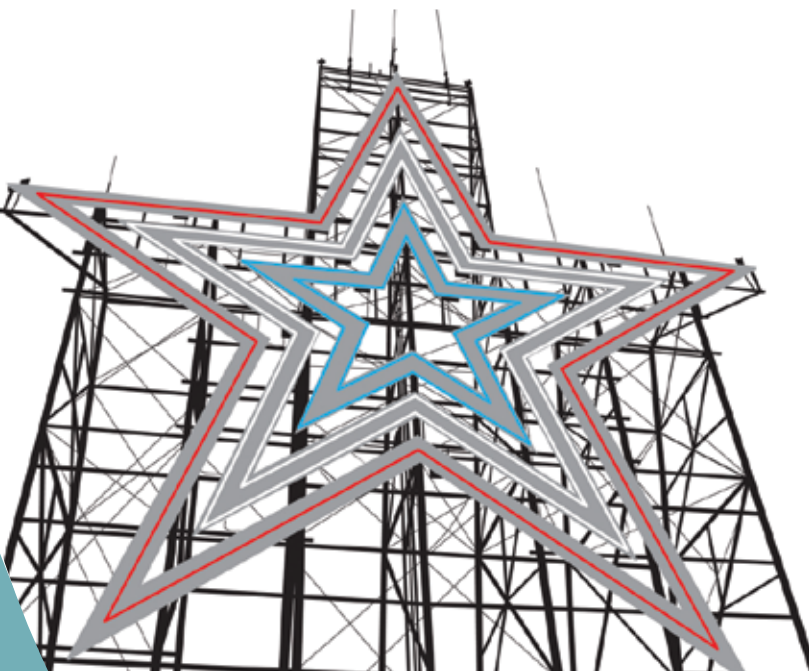
*Mr. Tim Stewart, M.A., O’Kitta Summer Elliott, Kathleen Delaney, Belmont University*

## Session 2.H – Individual Presentations

### 2.H.1 – Innovative approaches at the WKU ALIVE Center for Community Partnerships: Collaborative Service Learning and The \$100 Solution™

*Harrison/Tyler*

One of the goals of the ALIVE Center for Community Partnerships at Western Kentucky University is to serve the campus and commu-



nity by supporting meaningful service-learning opportunities. We base our programs on the following five principles: reciprocity, partnership, capacity building, sustainability, and reflection. To emphasize these principles, we utilize the term collaborative service-learning. One of the tools we utilize to teach this type of service-learning is The \$100 Solution™ a program that focuses on encouraging civic and community engagement to teach students how to meet community-determined needs and make a difference with \$100. The program teaches students that solutions to big problems often start with small steps and small amounts of money that can actually change lives. Before developing their programs, students are offered in-class or out-of-class training to provide them with the knowledge, skills, and perspective necessary to implement effective \$100 solution projects. Rather than following instructions, students are fully engaged in the process of planning, decision-making, and implementation of their projects.

*Ms. Nadia Denov De Leon, Western Kentucky University*

## 2.H.2 – The Wheels of Education Keep Turning: How Making Bikes Changed Our Students and Taught a Valuable Lesson in Team Building

*Harrison/Tyler*

Team building is a great approach to get students to work together effectively on projects in face to face courses. Central to the team building approach is service learning and civic engagement, which thrusts students into the realm of working together on a project for the good of the community. In this regard, the bike project subsumed into the Introduction to Psychology course created an opportunity for thinking, learning and reflection.

Through the use of bicycles, team building and service to the community students learned the value of how effective teams can be when working for a common goal. This project gives students an opportunity to utilize a team building approach to help others in the development of a project that will help children that might not have the opportunity to have a bicycle.

*Dr. Lynn M. Kendrick, St. Thomas University / City College*

**12:00 – 2:00 p.m.**

**Lunch and Plenary Speaker**

*Roanoke Ballroom C-H*

**Announcements**

**Cathy H. Hamilton**, Roundtables Chair, Director Office of Leadership and Service-Learning, The University of North Carolina at Greensboro

**Introduction**

**Catherine W. Howard**, Vice Provost, Division of Community Engagement, Associate Professor, Psychology, Virginia Commonwealth University

## Plenary Speaker



## Places Your G.P.S. Can't Take You

What does it mean to practice a place-based model of education, service, and citizenship in changing communities, in a culture that does not value places or those who make a commitment to a place? Building on the experiences of Emory & Henry College and its Appalachian Center for Community Service, Stanley will call participants to explore place as more socially, culturally, and ecologically complex and more defined by conflict than traditional ideas of community will allow. Participants will consider the possibility that citizenship in and for a place is more than voting and keeping abreast of current affairs. The plenary will move to focus on an educational process that works to provide the intellectual and civic skills to abide in a place, to negotiate the ambiguous and uncharted territory between the right answers and the honest answers to the questions a place raises. Drawing stories and examples from Stanley's more than twenty-five years of work in particular places, and building on the concept of intradependence, the session will suggest a model of education that creates possibilities for a place to teach its honesty, for a more engaged and empowered citizenry for changing communities.

*Talmage A. Stanley is a tenth-generation Southwest Virginian from Dublin, in Pulaski County. He lives and works at Emory & Henry College where he is the Director of the Appalachian Center for Community Service, Chair of the College's Department of Public Policy and Community Service, and Director of the Bonner Scholars Program. He also directs the Master of Arts program in Community and Organizational Leadership. He has written articles, reviews, and commentaries that have appeared in the Appalachian Journal, the Journal of Appalachian Studies, Practicing Anthropology, and various other academic and general interest publications. His book, The Poco Field: an American Story of Place, is forthcoming from the University of Illinois Press.*

## Concurrent Sessions

2:00 – 3:15 p.m.  
Concurrent Session 3

### Session 3.A – Workshop

#### Needs Of The One, Met By The Many: A Multidisciplinary Approach To Address Community Partner Needs

*Crystal Ballroom A-C*

Workshop participants will explore strategies for connecting multiple courses through a single partner service-learning project. The goal is to demonstrate and assess how the integration of a variety of course disciplines into one partnership can address community needs. In addition, this workshop will provide the opportunity for participants to identify ways to connect the outcomes (deliverables) of one course to provide materials for another course involved in the same service-learning partnership.

*Ms. Elena Rae Schultz, Dr. Susan M. Smith, Mrs. Judy Maxwell, Broward College*

### Session 3.B – Workshop

#### “Backward” Service-Learning Course Design: Applying the Fink Model in Service-Learning Faculty Development Programs

*Crystal Ballroom D/E*

L. Dee Fink’s (2003) model of “backward” course design intended to create “significant learning experiences” for students, holds substantial potential for use in academic service-learning course develop-

ment. This model describes the crucial triadic relationships between learning outcomes, feedback and assessment, and teaching and learning activities, and focuses on how “backward design” can be used to ensure that each element is connected and supportive of one another in a course design. With its focus on the relationships between learning outcomes, assessment and learning activities, Fink’s conceptual model also presents a relevant taxonomy of significant learning that includes categories such as foundational knowledge, application, integration, human dimension, caring, and learning how to learn. This model is used as a framework to support faculty members engaged in a year-long faculty development program focused on service-learning course development at the University of Georgia. This interactive workshop will provide an overview of service-learning research demonstrating the conceptual fit between Fink’s backward course design and taxonomy and academic service-learning best practices; and an introduction to the elements and application of Fink’s model illustrated through specific service-learning course designs developed by faculty participating in the Service-Learning Fellows program from a variety of fields. Participants will engage in hands-on activities demonstrating how to implement Fink’s model in campus programs and in their own courses and will receive tools and handouts that can be implemented in service-learning programs.

*Dr. Shannon O. Wilder, Dr. Paul H. Matthews, University of Georgia*

### Session 3.C – Workshop

#### The Perfect Partnership: A Faculty-Instructional Technology Collaboration to Design Virtual Service-Learning Projects

*Mill Mountain*

Those engaged in service-learning constantly strive to build new partnerships to enhance student engagement and build civic connections. Faculty involved in service-learning at Georgia Perimeter College discovered that a valuable partner was right in their own backyard; The Office of Institutional Technology. This presentation celebrates a team approach to the pursuit of student civic engagement as well as course design that speaks to the Generation Y demographic. The presentation will present a model of collaboration between staff and faculty that resulted in an ever-expanding repertoire of virtual service learning projects that are supported by a new system of student media labs. This workshop will provide a template for virtual service-learning project construction, an understanding of the critical nature of media literacy and a model for faculty-instructional technologist collaboration that will prepare the participant to organize a successful project upon return to their home institution.

*Ms. Tamra S. Ortgies Young, Ms. Tracy Adkins, Georgia Perimeter College*

### Session 3.D – Panel

#### When Course Evaluations Are Not Enough: Assembling a Comprehensive Assessment Package for Service-Learning

*Washington Lecture Hall*

Increasingly, faculty across higher education must work to understand and explain the impact of particular curricula and programming on





undergraduate students' academic, personal, and/or civic growth and achievement. Accrediting bodies such as National Council for Accreditation of Teacher Education (NCATE) and the Southern Association of Colleges and Schools (SACS) require institutions to demonstrate how they meet established criteria in order to ensure that the education provided by an institution meets acceptable levels of quality. This session will consider findings from ongoing analyses of end-of-course evaluations as well as findings from coordinated direct and indirect instruments. Also to be discussed are findings from students' reflective writing to a civic engagement prompt with analysis based on the American Association of College and University's VALUE Rubric for Civic Engagement. Together this package of findings and the ensuing discussions will move us closer to understanding what students feel they are gaining from the service-learning experience and how those perceptions coincide with what more direct measures suggest students are gaining.

*Dr. David Malone, Dr. Matt Serra, Dr. Amy Anderson, Duke University*

### Session 3.E – Panel \_\_\_\_\_

#### From “Good” to “Great”: Students Reflecting on Community Service as a Catalyst

*Buck Mountain*

University-based service-learning opportunities can be key contributors in helping students establish a record of positive lifestyle decision-making. Encouraging students to reflect on how service-based activities contribute to their Career, Social, Financial, and Physical Well being can help solidify service as a key contributor toward helping individuals attain a great life. This panel will examine creative and effective approaches to student reflection on service. Discussion will begin with Tom Rath's book, *WellBeing*, (Gallup Press, 2010) that brings together data that Gallup scientists have been exploring since the mid-20th century. Basic ideas for encouraging students to reflect on how their service-learning activities enhance their personal wellbeing based on Gallup's Wellbeing Factors will be presented followed by a facilitated brainstorming session to identify new opportunities in this area.

*Dr. Jane E. Ellery, Dr. Jeanne L. Gillespie, Mr. Joshua Duplantiss, Dr. Carmen Carracelas-Juncal, University of Southern Mississippi*

### Session 3.F – Individual Presentations \_\_\_\_\_

#### 3.F.1 – Appalachian Rural Economic Development: An Authentic Learning, Community Engagement, Service-Learning Project

*Wilson*

Twenty interdisciplinary entrepreneurial leadership students, two community partners, and an instructor planned and conducted field-based projects to find and support 17 aspiring Appalachian entrepreneurs to start small businesses and adventure tourism enterprises that showcase the civic engagement abilities via an authentic learning community and service learning projects. The projects were conceptualized and completed within a framework of the Boyer's scholarship of engagement; Fink's creating significant learning experiences; Knapp's place-based education; Brown's design thinking; and RUPRI's rural economic development. Presenter discussion includes:

taxonomy of the scholarship of engagement which identifies form of scholarship related to public scholarship, participatory research, community partnerships, public information networks, civic engagement; methods to integrate service-learning course design for significant learning; thematic patterns of place-based education; design thinking combined with human-centered design and a summary of rural community economic development models.

*Dr. Peter H. Hackbert, Berea College*

#### 3.F.2 – The Farm Worker Family Health Program: A Service Learning Experience for Pharmacy Students

*Wilson*

The Farm Worker Family Health Program is a 15-year community partnership designed to deliver health care services to migrant farm worker families. The University of Georgia College of Pharmacy joined the partnership in 2009. The two-week immersion experience brings together over 100 students and faculty from five Georgia schools and colleges. This presentation describes the partnership that delivers health care services to over 1000 farm workers and their family members each year in rural South Georgia, and demonstrates the importance of pharmacy students as part of the multi-disciplinary team in the field.

*Dr. Trina J. von Waldner, Dr. Deana McEwen, University of Georgia College of Pharmacy*

### Session 3.G – Individual Presentations \_\_\_\_\_

#### 3.G.1 – Leader Relations, Personality, And Context As Factors Leading To Community Partner Satisfaction And Future Intent To Engage In Service Learning Programs

*Monroe*

The relationship between community partners and faculty supplying service-learning opportunities to college students is a dynamic process that can help predict future availability of such opportunities. This empirical study employs a Leader-Leader eXchange (LLX) model to describe the quality of the relationships between community partners and the faculty members engaging in service-learning projects with students. The purpose is to predict the likelihood that community partners will participate in future service-learning projects. This study proposes that a community partner's intention to participate in service-learning projects is not merely a function of attitudes toward service-learning projects; it is also a function of the community partner's belief about control over his/her life and the efficacy he/she possesses for resolving everyday challenges. Results of the study will be presented and implications for administration of service-learning programs and for professors using service-learning as a course element will be discussed. Furthermore, conference participants attending this presentation will participate in a segment where examples of best practices are shared and discussed.

*Professor Paul H. Jacques, PhD, Mr. John Garger, M.A., Ms. Jennifer A. Cooper, M.S., Dr. Glenn Bowen, Western Carolina University*

### 3.G.2 – Long-Term Community Partnerships, Multiple Constituencies, And The Importance Of Organizational Theory

*Monroe*

This presentation will include the application of organizational theory and development to a collaborative model of building and sustaining community coalitions. Implications for long-term community-university commitments for faculty, students and community members will be discussed. This interactive presentation will present the processes and current results of a collaboration between the university and city Parks and Recreation, the key lessons learned, and the political issues that have developed over time. A working model of collaboration will be presented that is based on theoretical perspectives and the key lessons learned about helping diverse groups come to common understandings and commitments to community projects. The audience will be asked to contribute their own experiences, both positive and negative, to further expand and define a working model of collaboration in an effort to improve the work of university-community collaborations.

*Dr. Beth E. Warner, Dr. Bud Warner, Elon University*

## Session 3.H – Individual Presentations

### 3.H.1 – Animal Assisted Therapy: Engaging Freshmen In Research And Service-Learning

*Harrison/Tyler*

This session describes how freshmen students are paired with community and individual partners to engage them in service learning. In addition, this course requires reviewing research on the topic of animal assisted therapy (AAT). Each student works with one of the following: individuals who own therapy dogs and who visit assisted living and/or other facilities, a therapeutic horseback riding program for children with disabilities, a Reading to Rover program at the regional library (children practice their reading skills by reading to dogs) and the local Humane Society (pet adoptions, fundraisers and community events such as the county fair). Students are required to research the topic of animal assisted therapy (AAT), and to find five scholarly peer reviewed articles

related to a common theme, culminating with a poster session/reception at the end of the semester. The presentation discusses the coordination with the community agencies and individuals who mentor the students, the service learning component, and the focus on research.

*Dr. Jerri J. Kropp, PhD., Georgia Southern University*

### 3.H.2 – The Three-Tiered Approach to Incorporating Service Opportunities and Service-Learning in the Freshman Learning-Centered Classroom

*Harrison/Tyler*

The Service Opportunities Faculty Learning Community (FLC) of the Focused Inquiry (FI) program at Virginia Commonwealth University (VCU) is responding head-on to Alvin Toffler's predictions of future shock by understanding that service in the community will become a standard component of college curricula. To prepare for the future, the FLC created a three-tiered system that allows service and learning on a variety of levels, with each tier increasing in (a) intensity/duration of service projects and (b) the degree of integration of service with other class activities. Tier 1 meets the university's criteria for formal designation as service-learning, while the Tier 3 consists of simpler forms of volunteerism with community partners. While FI is a two-semester 6-credit hour course that all first-year undergraduate students take as part of a core curriculum, the tiered system need not be used only in such classes; it can be used in any department with sequential courses, and can also be used as a three-semester system. This presentation will show the flexibility of the tier system and how to integrate it into general curricula.

*Mr. Jamie Fueglein, Virginia Commonwealth University*

**3:15 – 3:30 p.m.**

Refreshment Break

*Crystal Court and Lower Level Lounge*

**3:30 – 4:45 p.m.**

Concurrent Session 4



## Session 4.A – Workshop

### Service-Learning Associates: A Model for Student Leadership in Service-Learning

*Crystal Ballroom A-C*

Service-Learning Associates (SLAs) provide a student-based mechanism to help East Carolina University service-learning courses achieve their intended educational and social impacts. SLAs partner one-on-one with service-learning courses to guide student preparation, facilitate ongoing reflection, and maintain positive community collaborations. They commit to a year of unpaid service under the direction of the Volunteer and Service-Learning Center. During this interactive workshop, an ECU faculty member and service-learning staff member will discuss the development and implementation of the Service-Learning Associate student leadership model including: program

design, student recruitment and training, support and evaluation. Participants will engage in conversation and activities, and leave with ideas for initiating similar programs on their campuses.

*Mrs. Jessica L. Gagne Cloutier, Mr. Barry Elmore, East Carolina University*

## Session 4.B – Workshop

### Exploring The Possibilities Of Visual Sociology And Photo-Elicitation In Civic Engagement

#### Crystal Ballroom D/E

This workshop will explore the possibilities of visual sociology and photo-elicitation for community engagement. Visual sociology involves the study of visual images of society, culture, and social relationships in teaching, research and applied applications in the social sciences. Photo-elicitation is a method in visual sociology that within the context of community engagement inserts photographs into conversations and interviews between students and community members, leading to interactions that are different in important ways from using words alone. While the presenters each bring their own areas of expertise to this proposal, we are also just beginning to explore the intersections between these areas – visual sociology, service-learning, and community-based research. In this respect, the workshop will involve a collaborative learning process with both the audience and the presenters. The audience will also be engaged in small group discussions based around photographic images to experiment with photo-elicitation and to consider its potential uses in civic engagement.

*Dr. Roby Page, Mr. Timothy L. Filbert & Ms. Teresa Dickens, Radford University*

## Session 4.C – Workshop

### Changing Populations, Trends & Needs: How Universities Can Help Community Partners

#### Buck Mountain

Alongside grassroots, nonprofit, and other community-based organizations, universities adapt to address the needs of relatively rapidly changing populations. This workshop will engage participants in a map-making challenge to better understand why and how populations across the United States, especially the Gulf Coast, have recently changed and what universities are doing about it. Presenters will illustrate South Louisiana's changing landscape by showcasing Tulane's Center for Public Service community partnerships from Hurricane Katrina to the Gulf Oil Leak. Presenters will demonstrate how Tulane University's Center for Public Service facilitates partnerships with any organization that expresses need and shows interest while selecting organizations with which to build capacity for working with large numbers of service-learning students, public service interns and non-academically-based volunteer groups to best respond to urgent and long-term needs of our changing population. In this interactive workshop, presenters Amanda Buberger and Bessie Goggins propose an engaging 75-minute seminar filled with an ice-breaker game that allows attendees to explore changing needs and trends for many community partners across the region, knowledge learned from our experiences at Tulane, and small group discussions where attendees share their own knowledge about the topic.

*Amanda Buberger, Bessie Goggins, Tulane University*

## Session 4.D – Panel

### Successful Community Partnerships: Case Studies and Discussion

#### Washington Lecture Hall

Although successful Community Partnerships are an integral part of effective civic engagement and service learning, forming successful partnerships is often difficult and elusive. For this panel discussion, a panel of two Bonner Center staff, two student service participants, and two community partner leaders will engage in a discussion about successful community partnerships, showcase two successful partnerships, and demonstrate sustainable service effects. The Journey Program is a partnership with the Jefferson County, Tennessee, Juvenile Justice system where students work with local high school students that have entered the judicial system as a result of truancy problems. Student conduct workshops on life skills, study habits, occupational development, personal growth, and other skills, helping these young adults improve their life situations. Appalachian Outreach (AO) is a poverty relief organization that connects people in need with resources in the community. Students assist in the administration and coordination of services, as well as provide direct service via food and clothing distribution, home repairs for the families at or below poverty levels, and home repairs for elderly community members.

*Dr. E. Nicole Saylor, Ms. Megan Morgeson, Kristi Snider, Carson-Newman College, Ms. Jean Ann Washam, Appalachian Outreach, Ms. Michelle Hankins Nix, Jefferson County Juvenile Court Journey Program*

## Session 4.E – Panel

### Service-learning in Computer and Information Science

#### Mill Mountain

The success of service-learning in Computer and Information Science (CIS) has its own distinct challenges that require a discipline specific focus and understanding. The expertise of CIS students is in creating web-pages, databases, simple business softwares or other applications to simplify and facilitate the task of information collection, maintenance, and sharing to reach out to specific segments of the community who may have very different social/ethnic backgrounds, interests, concerns, and may be of different age groups and may have different technical training. At one end, the service can be simply expanding and improving the basic computer literacy and the use of internet among underprivileged and elderly citizens. At the other end, the service can be simplifying the task of collection and sharing and analysis of information of various kinds that different community organizations need in order to connect with the people they serve. This group can help new faculty through the time consuming but not necessary so difficult phases in converting a course into service-learning format, building contacts with the community partners, and building service-learning student projects.

*Dr. Sukhamay Kundu, Louisiana State University, Dr. Jeffrey Forbes, Duke University, Dr. Terry Harvey, University of Delaware*



## Session 4.F – Individual Presentations

### 4.F.1 – Mercer Service Scholars

#### Monroe

The Mercer Service Scholars Program (MSS), now in its 10th year, is a program that is designed to develop leadership and service talents in academically talented students recruited to Mercer University. The program has three phases of curricular and co-curricular programming. In Phase 1, lasting the entirety of the first year, students take a specially designed first-year seminar that includes tutoring at a local Title I elementary school, leadership seminars, and team-building exercises. Phase 2, which covers the second and third years at the university, is focused on a group service-learning trip to a developing nation. The third phase, which comes in the senior year, is a requirement that a student or a pair of students plan, implement, and evaluate a major project that serves others--campus, community, or more broadly. The ultimate goal of the program is to develop highly capable graduates that choose to make service the centerpiece of their career trajectory. This presentation will inform the audience about the program and solicit feedback on its structure, outcomes, and challenges with recruitment of male applicants, keeping students engaged, securing outside funding, and knitting together curricular and co-curricular programming.

*Dr. Chris Grant, Mercer University*

### 4.F.2 – Developing a Student Scholars Program to Engage Students with the University's Public Service & Outreach Mission

#### Monroe

While universities' public service and outreach (PSO) work contributes greatly to economic development, quality of life, education, and other key areas crucial to supporting communities in times of change, undergraduate students at these institutions are often unaware or unengaged in such initiatives apart from their occasional service-learning coursework. Engaging and informing students directly

with university PSO work can strengthen such activities, promote a broader understanding of this aspect of the university's mission, and build capacity for future involvement. In this presentation, we share the process of developing and piloting a new student scholars program in public service and outreach at the University of Georgia, a large, public, land-grant university with a strong PSO mission that includes stand-alone PSO units and 500 public service faculty. This program is intended to provide a structured venue for undergraduate students to learn about and engage meaningfully with PSO through cohort-based experiences and individualized service-learning practicum with a PSO unit's applied initiatives.

*Dr. Paul H. Matthews, Dr. Shannon O. Wilder, University of Georgia*

## Session 4.G – Individual Presentations

### 4.G.1 – Building Communities of Engagement through Interdisciplinary Service-Learning

#### Wilson

Loyola University is a mission-driven, research high institution with a proven commitment to community engagement and servant leadership in the city of Chicago. As our service-learning program has grown, we have faced the challenges of how to engage and sustain faculty commitment to community-engaged teaching and scholarship, despite the lack of incentive for such efforts on an institutional level; and how to better participate in and support significant community-based development efforts in a sustained fashion so as to effect more reciprocal campus-community partnerships. In the last 4 years, we have experimented with a new course model that engages interdisciplinary teams of faculty and students with community partners to respond to pressing social issues. In these topical colloquia, which are offered for multiple terms in sequence, students from a range of disciplines collaborate on semester-long community-based participatory action research projects, which collectively aim at responding to a particular challenge facing the local community. Classes are taught by participating faculty and community partners, each speaking to the topic of concern from within their own area of expertise. The faculty and partners also mentor the students' projects. For students, this applied learning experience is not only one of true interdisciplinarity but also engages them with the community in a direct and sustained way, with student projects from each iteration of the course "seeding" subsequent classes' efforts, and with many students going on to do advanced research and/or internships connected with their colloquium project.

*Mr. Christopher Skrable, Loyola University*

### 4.G.2 – Creating Successful Campus-Community Service-Learning Collaborations: Christopher Newport University's Youth Services Initiative

#### Wilson

This presentation will provide participants with models and methods for transforming traditional unilateral (professor or student initiated) service-learning into high-impact university-community collaborations in which faculty and students partner with the community in order to create opportunities for greater interdisciplinary, cross-cul-



tural high impact learning. University-community service learning projects that are collaborative rather than unilateral (faculty/student initiated) provide students with: (a) an appreciation for perspectives greater than their own, often from other cultural, class and disciplinary points of view; (b) an ability to engage the “big” issues of the day (hunger, violence, poverty, healthcare disparities, etc.) from a theoretical, historical, “academic” as well as a “practical” community-based perspective.

The Christopher Newport University Youth Services Initiative discussed in this session will demonstrate how community partnerships provide students, faculty, communities and foundations with such a paradigm for successful, collaborative, service learning.

*Dr. Roberta Rosenberg & Dr. Elizabeth Gagnon, Christopher Newport University*

## Session 4.H – Individual Presentations \_\_\_\_\_

### 4.H.1 – Mandated Community Service, Student Volunteerism & Social Justice

*Harrison/Tyler*

For several years, Emory University’s Office of Student Conduct and Volunteer Emory have partnered to match mandated community service students with meaningful service experiences. Yet, without the proper protocol to determine when or how much mandated community service was appropriate, community service work became unnecessarily aligned with punishment, as the quantity of mandated service trips related to the perceived severity of the offense, or the student’s status as a first-time or repeat offender. As both offices shift their goals toward social justice, this paper will detail the results of a comparative assessment that relates conduct-sanctioned student experiences to those of non-sanctioned volunteers, examining students’ progress toward the offices’ shared goals of coming into contact with one’s own privilege and making a commitment to positive social change.

*Mr. Harold J. McNaron, Mr. Jonathan D. Zerulik, Emory University*

### 4.H.2 – VT Citizen Scholar Engagement

*Harrison/Tyler*

The Citizen Scholar Engagement (CSE) initiative at Virginia Tech encourages graduate students to create a mutually beneficial partnership with the community based on their academic research. This presentation will explore the key components of the initiative—the Citizen Scholar project and a Citizen Scholar seminar. The presentation will also demonstrate three recent projects that exemplify how the program has created successful partnerships with both local and global communities.

*Mr. Eric Hodges, Virginia Tech*

**5:00 – 5:45 p.m.**

**Roundtable Discussions & Raffle**

*Roanoke Ballroom C-H*

**Cathy Hamilton**, University of North Carolina-Greensboro

Select from a variety of roundtable topics for engaging discussions with other conference participants on a range of service-learning issues. Participants receive a raffle ticket upon entering the Ballroom for an array of prizes, including a Night’s Stay at the Hotel Roanoke and Conference Center.

**6:00 – 8:00 p.m.**

**Local Reception**

**Taubman Museum of Art**

*Downtown Roanoke*

Join Summit participants for a local reception at the Taubman Museum of Art. Mingle with Roanokers as you tour the galleries, enjoy the Lenny Marcus Trio jazz band, and view exhibits on Quilt Art, Audrey Niffenegger: The Night Bookmobile, the Hollis Sigler Breast Cancer Diaries, Beverly Buchanan & Lillian Blades, Chuck Close, and the public art project—Charlie Brouwer, Rise Up Roanoke. Then, spend the evening exploring downtown restaurants, shops, and night spots—all within a short walk of the Hotel Roanoke and Conference Center!



**7:00 – 8:00 a.m.**Breakfast  
*Roanoke Ballroom C-H***8:00 – 8:45 a.m.**Award Presentations  
*Roanoke Ballroom C-H***8:00 a.m. – 12:00 p.m.**Exhibits  
*Crystal/Roanoke Shared Foyer and Crystal Court*

Announcements

**Richard Conville**RFP Chair and Chair of the 2012 Gulf-South Summit  
Faculty Liaison for Service Learning  
University of Southern Mississippi

## Presentation of Awards

**Amanda Buberger**Awards Chair and Assistant Director Campus-  
Community Partnerships  
Tulane University

### Outstanding Service-Learning Collaboration

**Pilot Street Project**, Virginia Tech Center for Student  
Engagement and Community Partnerships

### Outstanding Community Partner Contributions to Service-Learning

**Kristina Scott**

Alabama Poverty Project

### Outstanding Faculty Contributions to Service-Learning

**Sharon Andrews**

Louisiana State University

### Outstanding Practitioner Contributions to Service-Learning

**Shannon Wilder**

University of Georgia

### Outstanding Student Contributions to Service-Learning

**Laura White**

Tulane University

## Concurrent Sessions

**9:00 – 10:15 a.m.**

Concurrent Session 5

### Session 5.A – Workshop

#### Exploring Service-Learning Possibilities in Prisons: The Eastern Correctional Institution Model

*Crystal Ballroom A-C*

This workshop seeks to acquaint participants with service-learning (SL) programs at the Eastern Correctional Institution (ECI) and equip them with tools to replicate programs with other correctional institutions (CIs) in their regions. By the end of this workshop, participants will be able to identify: useful partners in CIs for SL programs, and common obstacles to initiating SL programs in CIs and possible resources for overcoming such obstacles, as well as identify a variety of learning goals and service outcomes for programs in CIs and risk-management procedures for SL programs in CIs. In addition, participants will be able to view student and inmate poetry and video testimonials from previous student participants in SL programs at Eastern Correctional Institution.

*Ms. Nik Sushka, Ms. Anna Harbom, George Washington University*

### Session 5.B – Workshop

#### Informed Consent: Ethical Cross-Cultural Partnerships in International Service-learning

*Crystal Ballroom D/E*

As part of this interactive workshop we will provide the audience with excerpts of the American Anthropological Association's Code of Ethics developed to meet the needs of cross-cultural ethnographic research. We will expand on the informed consent section and explain how we used this as a model for exploring best ethical practices in developing partnerships in international service-learning. We will discuss the findings based on faculty leader observations and structured interviews with representatives of partner organizations, students, and community members, in three international service-learning courses (Guatemala, Brazil, and India). We will share our interview guide with the audience and lead a discussion on how these and other questions may help foster ethical and well-informed relationships between faculty, partner organizations, students, community members, and university administrators, involved in international service-learning.

*Mr. Aaron Peeks, Ms. Kimberly Jones, Mr. Martin Kamela, Elon University*



## Session 5.C – Workshop

### Facts vs. Facebook: Changing Minds in the Age of New Media

#### Buck Mountain

Recent studies suggest that people do not change their minds about volatile issues even when presented with concrete evidence that challenge their beliefs. In fact, they often dig their heels in deeper, dismissing the evidence as slanted or unreliable. While new media outlets such as social networking, blogging, and interactive web sites provide opportunities for discussion and sharing of ideas, it often seems that public discourse more frequently disintegrates into ranting as the result of what psychologists call motivated cognition. Students in a writing class at Louisiana State University participate in a semester-long service-learning project with Connections for Life, a Baton Rouge agency that provides housing, education, counseling and job-training assistance for indigent women. The course is designed so that students will engage with the complexity of community issues about current social issues and writing for community action. As part of their reflection assignments, students are asked to consider the impact of their service-learning experience on their previously held beliefs related to community concerns. This interactive workshop will encourage participants to examine how experiential evidence encountered through service-learning projects influences students' perceptions of social issues in the current culture of information sharing. Participants will discuss their experiences, share ideas for using information-sharing technology, and develop reflection tools that will challenge students to evaluate how new media can be used to change minds and promote civic engagement.

*Sharon W. Andrews, Louisiana State University, Ms. Karen Stagg 2008, Connections for Life*

## Session 5.D – Panel

### Supporting Faculty for Service-Learning: Views and Lessons Learned from Three Georgia Institutions

#### Washington Lecture Hall

Faculty development and supporting programs are a key component of institutionalization and implementation of effective service-learning at universities and colleges of any size. What have we learned about how such programs can be developed, implemented, and assessed across different institutional contexts?

In this panel discussion, representatives from three institutions in the state of Georgia—a large public research university; a small newly-four-year public college currently establishing its service-learning center; and a private university with a well-established program—describe the steps taken by their institutions to assess faculty development needs relating to service-learning, and to create and implement effective programs to support faculty in understanding and implementing service-learning. Participants will learn how each institution's programs are structured, what content and resources are used for the faculty development, how the programs and outcomes are assessed both short- and long-term, and what next steps

are planned. Lessons learned will be shared, and participants will engage in discussions of their own institutions' needs and programs.

*Dr. Paul H. Matthews, Dr. Shannon O. Wilder, University of Georgia, Dr. Mary Alice Morgan, Mercer University, Dr. Clayton A. Hurd, College of Coastal Georgia*

## Session 5.E – Individual Presentations

### 5.E.1 – Exploring the Campus Kitchens Project

#### Mill Mountain

The purpose of this presentation is to highlight the successful growth and expansion of the Campus Kitchens Project (CKP), a food rescue and redistribution program that began in 2001 as a college campus version of D.C. Central Kitchen. Since the first CKP opened its doors at St. Louis University less than 10 years ago, 25 other colleges and universities have established CKP branches on their campuses. The goals for this presentation include introduction of the CKP model to participants who may be interested in organizing for a CKP branch at their school, and to discuss what is typical in terms of length of organizing time, types of institutional and community support, involvement of student groups, and so forth. Additional strategies to support these programs will be explored through an open discussion.

*Ms. Sarah A. Himmelheber, University of Georgia School of Social Work*

### 5.E.2 – Highlander Helpers' Backpack Program: Lessons Learned From A Student-Led Project That Addresses A Social Issue In Our Community

#### Mill Mountain

This workshop will highlight activities undertaken to develop, sustain, and expand a backpack program that provides food for low income children during the weekends. The presentation will address the efforts made and challenges encountered by the students, as well as examine the partnerships with community agencies, school systems and local churches that make the project sustainable. The Backpack Program was started as an assignment in an Interdisciplinary Service-Learning course and is currently in its second year of operation. The program has allowed students to go beyond volunteering and given them the opportunity to create, manage, finance, publicize, and serve.

*Ms. Teresa Dickens, Ms. Victoria Sarbin, Dr. Lee Stewart, Radford University*

## Session 5.F – Individual Presentations

### 5.F.1 – Service Learning Focused on Health and Wellness: A Triad of Community Partners

#### Wilson

In response to meeting new accreditation criteria adopted by the Accreditation Council for Pharmacy Education (ACPE) in 2007, the University of Georgia College of Pharmacy (COP) has developed an introductory practice experience program which aims to increase community accessibility to healthcare related services, improve health literacy and health outcomes, and reduce total healthcare costs on

both campus locations (Athens and Augusta). The goals of this presentation are to describe the introductory pharmacy practice program as a multi-faceted approach comprised of a variety of sustainable college, local and statewide partnerships. The various components provide student opportunities for direct patient care, community education, and service learning in a longitudinal manner for both 2nd and 3rd year pharmacy students. The use of an audience response system will engage participants to explore this non-traditional model as a way to merge service learning and community based outcomes.

*Dr. Deanna W. McEwen, Dr. Lindsey Welch, Mrs. Kay L. Brooks & Dr. Whitney L. Unterwagner, University of Georgia College of Pharmacy*

## 5.F.2 – The Uses of Philosophy for Education

**Wilson**

Many aspects of the U.S. educational system divorce knowledge from experience. This trend has gained in acceptance in part do to increased emphasis placed upon assessment and outcomes. However, a Pragmatist's view of reality would dictate knowledge and experience are inherently inseparable. What does this philosophical distinction mean for educators? Through an open dialogue/discussion-based forum with conference participants, this session will focus attention upon the two questions: What theory of knowledge supports your theory of education? What theory of experience supports your theory of education?

*Mr. Thomas Penniston, University of Maryland*

## Session 5.G – Individual Presentations

### 5.G.1 – Collaborating Beyond The Borders: Creative Community Partnership In Guanacaste, Costa Rica

**Monroe**

This presentation will describe the partnership between Berry College and the Fundación Progreso Guanacaste (FPG) in Costa Rica as a model for the kind of unique collaborations that can be built when a college, university or other institution communicates well between and among its members to discover new opportunities. In partnership with the FPG, Berry sends 10-12 students to the northwest region of Guanacaste, Costa Rica for seven weeks in the summer. These students live in separate small towns, live with host families and serve as English-language teaching assistants in the local elementary school in that town. The Berry students also take a course on Costa Rican culture, taught by a Berry faculty member, and earn academic internship credit for their work in the schools. The presentation will 1) describe the Berry/FPG program in greater detail, 2) reflect on best practices with regard to how the partnership between Berry and FPG has developed over the past four years, and 3) propose this program as a model for innovative partnership building within a larger institutional structure.

*Professor David Slade, PhD., Berry College*

### 5.G.2 – Service Learning, Entrepreneurship Education, and Community Engagement in Southern Malawi: An Example of One Strategy to Meet the Changes and Challenges Faced by a Rural Community

**Monroe**

Change and challenge are nothing new to the tight knit communities of southern Malawi. However, when change comes from three sources simultaneously, even the most resilient types of communities may be overwhelmed. In southern Malawi, the HIV-AIDs pandemic is changing population demographics. Also, the introduction of new technology is changing the way people communicate, and it is changing their expectations. In addition, overharvesting of native forests is changing the natural resource base on which communities depend. Through entrepreneurship education, business and technology consulting, and through research, this service learning project attempted to help one community adjust to these changes. The presentation will follow a story telling format with real-life characters using color pictures, high definition video footage taken on-site, and products from Malawi. The presenter will tell stories from the point of view of various participants, as well as discuss the role each group of stakeholders ended up playing and ask participants for similar experiences in other communities.

*Mr. E. Bradley Hager, Dr. Ndalapa A. Mhango, PhD. , Dr. Patricia P. Kelly, PhD., Virginia Tech*

## Session 5.H – Individual Presentations

### 5.H.1 – Thinking Critically about Intimate Relationships: Using Workshops and Events as Sites to Address Hegemonic Beliefs and Structures

**Harrison/Tyler**

Many people think of abusive relationships when discussing women and intimate relationships as a societal issue or as a cause for civic-engagement. Taking a critical approach to intimate relationships will allow programs and organizations to cover a wider range of issues regarding women and intimate relationships. A new UNC Greensboro student organization called Women With Or Without (WWOW) uses interactive workshops and other events to address hegemonic beliefs regarding womanhood and intimate relationships. Women With Or Without invites members of the UNCG and Greensboro community to workshops and forums in order to have critical dialogues on a variety of topics, including relationship expectations, portrayals of romantic love, marriage, definitions of womanhood, female-on-female violence, and more. It is important for student and civic organizations to use different techniques to help their audience think critically about different issues. Furthermore, student and civic organizations should strive to be inclusive when creating events. Women With Or Without provides a site where people can discuss serious issues facing women in regards to intimate relationships.

*Miss Melinda Alston, University of North Carolina at Greensboro*

## 5.H.2 – The Portrait Project

*Harrison/Tyler*

Students in the drawing, painting and printmaking classes at Spring Hill College are matched with children at the Boys and Girls Club where they have paired up with individual students. The students spend one hour a week with their Portrait Partners and get to know them personally. Students then do a portrait of their partners in whatever medium they are working on in class, and likewise have their portraits done by the children. The intent is for the Spring Hill students to build a relationship with an inner city student and have an exchange of art in order to increase awareness of diversity and enrich the lives of the children who receive minimal art education in the schools.

*Wanda Sullivan, Spring Hill College*

**10:15 – 10:30 a.m.**

Refreshment Break

*Crystal Court and Lower Level Lounge*

**10:30 – 11:45 a.m.**

Concurrent Session 6

## Session 6.A – Workshop

### The Power of Collaborative Partnerships

*Crystal Ballroom A-C*

In these times, it is survival of the fittest. Yet no one is an island. Neither is one agency, school, or government entity. Collaborative leadership is the ability to bring many groups together on behalf of a community need and work together to meet that need. This interactive workshop will explore the power of servant leadership in coordinating collaborations, including the powerful service-learning pedagogy. The workshop will explore the difference between cooperation and collaboration, the do's and don'ts of collaborations, the different types of collaborations (student teams, academic disciplines, communities) the obstacles against and the compelling forces for collaboration, and a model to achieve success. Participants will work in teams to design a collaboration response utilizing the learning tools.

*Ms. Terry Hockenbrough, Colin College*

## Session 6.B – Workshop

### AmeriCorps\*VISTA As A Tool For Partnership Development

*Crystal Ballroom D/E*

During the past decade many universities committed to growing their civic engagement and service learning programs, but still struggle to find ways to involve partner organizations and communities in building sustained, reciprocal partnerships. One avenue explored in this session involves the use of Corporation for National and Commu-

nity Service Programs, specifically AmeriCorps\*VISTA, as a bridge between universities and local communities. Representatives from Tulane University will discuss how they have worked together for the past 4 years to build a stronger network of community organizations, and how that model was expanded last year to new universities. The presenters will examine what has worked well with this program; discuss how other universities are working to implement a similar idea, and how this model can be improved. The workshop will have at least three presenters, one each from Tulane University, Virginia Tech, and the University of Minnesota.

*Mr. Michael Pizzolatto, Tulane University*

## Session 6.C – Panel

### Working With The Latino Community: A Case Study At Duke University

*Buck Mountain*

What types of support networks exist for Latino communities in your city? How does your institution build sustainable ties with appropriate community organizations? As the 2010 census numbers will undoubtedly demonstrate, Latino communities across the United States continued to grow at a rapid pace. With this growth, comes the opportunity for universities to assist the wider community in adapting to new social realities. At Duke University we have created three such courses based in the Department of Romance Studies' Spanish Language Program, which incorporate cross cultural learning experiences and language instruction. Our goal is to provide participants with a thorough overview of a foreign-language-based service course, including coverage of both curricular themes and important topics regarding service work with Latino communities. The panelists will represent the full range of stakeholders in the case study--the community partner, the service coordinator, the faculty, and the student--to provide an overview of learning objectives, assessment strategies, and reflection sessions, as well as share some of the challenges we faced in building a sustainable partnership.

*Ms. Bonnie McManus, M.A., Professor Joan Clifford, Ph.D., Ms. Michelle Picon, Duke University*





## Session 6.D – Panel

**Service-Learning In Medical & Dental Education: Innovative Models For School-Wide Implementation***Washington Lecture Hall*

At Virginia Commonwealth University, a large public research university, service-learning course requirements have been integrated into the professional training experiences of all medical, dental and dental hygiene students. The goals of this presentation are to describe VCU Service-Learning Office support for service-learning course development within medical and dental education, overview the processes used to establish and maintain the reciprocal community-university partnerships for the VCU medical and dental service-learning programs, describe the VCU medical and dental service-learning programs, situate service-learning course work within medical and dental professional training accreditation requirements, and discuss evaluation strategies used to assess the student, school, and community impact of these service-learning requirements. Throughout the presentation, participants will have opportunities to ask questions and to share their own experiences & models for requiring school-wide service-learning in medical and dental education.

*Dr. Christopher Woleben, Ms. Leila Brinegar, Ms. Kim Isringhausen, Dr. Lynn E. Pelco, Virginia Commonwealth University*



## Session 6.E – Individual Presentations

**6.E.1 – The Power of Collaboration: How Science Faculty Can Work Together To Build Sustained Community Partnerships***Mill Mountain*

Science faculty face several challenges as they incorporate service learning into their courses. While some of these challenges are ubiquitous to all disciplines, some are unique to the sciences. This session will outline a year of discussions shared by five faculty in four science disciplines as they struggled with their attempts to incorporate service learning into their courses, build community partners, and convince themselves that service learning was a valuable pedagogy for engaging students in the sciences. By working collaboratively across the scientific disciplines, they learned that faculty could support each other and develop a plan to increase service learning in the sciences.

*Dr. Kimberlee Daus, Dr. Darlene Panvini, Belmont University*

**6.E.2 – Using Service Learning to Research Educational Technology Use Globally***Mill Mountain*

For several years, I have collected information on the use of technology in education as part of the service learning programs I have led. Most have focused on US students teaching English and computer skills in middle and high schools in Mexico and Ecuador. This presentation will focus on the work my students have done in these schools, as well as on recruiting students, determining credit, and fundraising for scholarships and equipment. My research on this topic will be published in a book entitled “Educational Technology from the Global Village: Worldwide Innovation and Best Practices” which seeks to document technology used in developed and developing countries, and will include a “call to action” on how developed countries can help others.

*Mr. Les Lloyd, M.S., Saint Leo University*

## Session 6.F – Individual Presentations

**6.F.1 – From Hurricane Katrina to the Gulf Oil Leak: How Tulane’s Center for Public Service Collaborates to Address Changing Needs in a Fragile Gulf South Community***Monroe*

Tragic events alter communities in dramatic ways. Learn how universities with strong community-partnerships are best positioned to empower positive change in the communities where they are located. Hurricane Katrina fueled Tulane’s bold response when the university made it a requirement for all undergraduates to fulfill two semesters of academically based public service. Five years later, in the midst of another man-made disaster, organizations that partner with Tulane’s Center for Public Service (CPS) are much better positioned to utilize college students and other volunteers to enhance their capacity and meet community need. Presenters will describe changes in student, faculty and community partner populations between Hurricane Katrina and the Gulf Oil leak, as well as illustrate how CPS has

institutionalized partnerships while adapting to the changing needs of its constituents. Hear how community partnerships have changed the culture at Tulane to one that values resilience and collaborative problem solving and how the university and its partners have gained support and recognition for it.

*Vincent Ilustre, Amanda Buberger, Tulane University*

## 6.F.2 – Strengthening Communities in Louisiana through Service-Learning: The Importance of Reciprocity

*Monroe*

Louisiana has suffered many socioeconomic setbacks as a result of a series of Hurricanes during the past five years, which have weakened communities throughout the state. Furthermore, the need for improved access to quality healthcare, improvements in health literacy and education have plagued the state for decades. During the 2009-2010 academic year, approximately 40% of the student body at Our Lady of the Lake College engaged in service-learning courses serving thirty-six community partners in eleven parishes across the state of Louisiana. Forty-four percent of the community partners identified reciprocity as a key factor common to all service-learning experiences, which contributed to the strengthening of community partners. Overall, the multi-disciplinary service-learning program at Our Lady of the Lake College was effective in fostering positive relationships with the community partners and strengthening communities throughout the state of Louisiana.

*Dr. Rhoda Reddix, Our Lady of the Lake College*

## Session 6.G – Individual Presentations

### 6.G.1 – Breaking the Barriers of Alternative Breaks: Recruitment and Retention

*Wilson*

Alternative Break programs provide students with opportunities to participate in meaningful service in other communities during academic breaks. Our presentation focuses on recruitment and retention of student participants and leaders for Alternative Break programs, and will highlight the unique opportunities and challenges at both small and large institutions. This presentation will target entry-level professionals and young alternative break programs and will provide clear, easily transferable tips that presentation participants can take back to their campuses and utilize.

*Ms. Kimber Tate, Ms. Heather Staniszewski, Oglethorpe University, Ms. Jillian Pyatte, Georgia Institute of Technology*

### 6.G.2 – A Happy Marriage: How Your College or University Can Marry Short Term Study Abroad Experiences with Service-Learning Opportunities to Create Lasting Relationships

*Wilson*

Centenary's Module courses literally take place across the globe. Some are offered on campus, whereas others involve study and travel to other institutions and even some foreign countries. Because of the

variety of options available, many students participate in module courses that serve the additional purpose of fulfilling the COMMUNITY (Service-Learning) and/or the CULTURE (International Education) requirements of the Trek Experience (Experiential-Learning graduation requirement). This presentation will discuss the Module program at Centenary as well as highlight three modules that Centenary faculty have led in collaboration with the Offices of Community and Intercultural Engagement.

*Mr. Christopher E. Lavan, Centenary College*

## Session 6.H – Individual Presentations

### 6.H.1 – Service-Learning in Teacher Education: Beyond Fieldwork

*Harrison/Tyler*

Teacher education departments participate in extensive service-learning through various fieldwork experiences in local schools. Therefore, faculty members must explore other service-learning projects to involve students in endeavors beyond observing and teaching in K-12 classrooms. This presentation offers an insightful partner case study between university teacher education candidates and a local Head Start center. While enrolled in a senior-level assessment course, students administered developmental screenings for preschoolers, accompanied Head Start personnel on home visits, and observed students in classroom and school activities. Topics covered include creating the partnership, project management, challenges, and benefits of the project. Implications for future involvement will be discussed.

*Dr. Kelly Reffitt, Mercer University*

### 6.H.2 – The Learning in Service-Learning: Academic Outcomes in a Lifespan Development Course

*Harrison/Tyler*

Service-learning is often praised for its capacity to change our students' attitudes, increase self-reflection, and build interconnected communities. But service-learning also has clear academic benefits. This presentation will describe a successful model of an optional service-learning component in a frequently-taught developmental psychology course and will outline the positive learning outcomes demonstrated by those students who chose to participate. By the end of the course, students should be able to articulate the relationships between developmental concepts learned in class and interactions experienced in the community. Likewise, they should be able to evaluate their impact on the community and its relationship to their attitudes, values, and personal growth. Because this component is optional, comparisons of course outcomes between students who completed the service-learning element and those who did not can be made. Students who participated in service-learned demonstrated more positive learning outcomes on both in-class exams and out-of-class written assignments.

*Dr. Amy Hammond, Centenary College*

**12:00 – 2:00 p.m.**Lunch and Plenary Speaker,  
*Roanoke Ballroom C-H*

## Announcements

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

## Introduction

**Mohamud Mahdi**President  
Roanoke Somali Bantu, Inc.

## Proactive Partnering and Democratizing: The Case of Resettling Refugee Communities

While many American universities have partnered with resettled refugee communities successfully, we are learning that some models for collaboration are more successful than others. Specifically, university service-learning programs need to be proactive in assuming a role in the earliest stages of welcoming / resettling newcomers. In order for university service-learning programs to take this proactive role, they need to be willing to work closely with the resettlement service providers who may be protective against outside groups wanting to work with the newcomer refugees. University service learning administrators would do well to understand these and other barriers to entry before they develop programs to assist newly arrived refugees. If universities can overcome these hurdles, then they can begin to make an early impact on the most vulnerable of the newly arrived school-age refugee children when they likely need the assistance the most.

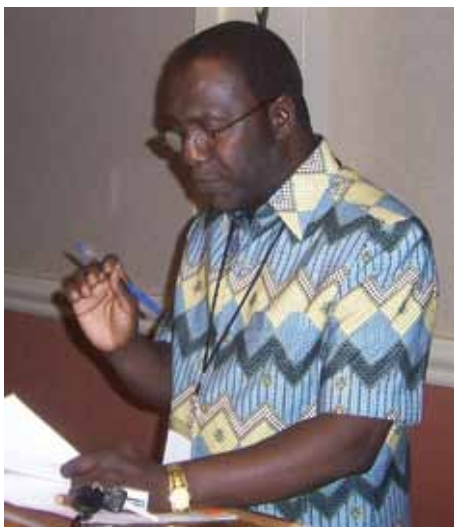
Our speakers will be joined by members of the Roanoke Somali Bantu community who will provide comment on their experience of engaging with service-learning students in their journey toward self-sufficiency and citizenship.

*Dan Van Lehman is on the faculty in the Hatfield School of Government at Portland State University in Portland, Oregon and a former board member with the Immigrant and Refugee Community Organization. He was a United Nations High Commissioner for Refugees (UNHCR) field officer in the Dagahaley Refugee Camp from 1992 to 1994 when the UNHCR first tried to resettle the Bantu to Tanzania. He was again hired by the UNHCR in 1997 to help seek resettlement for the Bantu refugees to Mozambique. His master's thesis promotes the concept of intra-Africa resettlement for African refugees using the Somali Bantu as the case study. Since 1992, Mr. Van Lehman has advocated for protection through resettlement for the Somali Bantu refugees. He has spoken at conferences and authored articles on their plight and potential.*

*Omar A. Eno is a Ph.D. candidate in history at York University in Toronto, Canada. His dissertation is on "Ethnicity, Slavery, Stigma, and Plantation Economy: The Case of the Heer-Goleed (people of the forest) Diaspora and the Indigenous Bantu/Jareer People in Southern Somalia (1840-2000)." He is deeply committed to bringing the attention of the international community to Bantu issues, and he regularly travels and works in East Africa. He is also one of the first Bantu to advocate in an international forum for civil and human rights on behalf of the Bantu people in Somalia. He is a member of several international academic organizations such as, The African Studies Association, The Inter-Riverine Studies Association, The Somali Studies International Association, and he is the co-founder of The Bantu Rehabilitation Trust in Nairobi-Kenya.*

*Together, Eno and Lehman helped over 25 Somali Bantu community groups establish partnerships with American university service-learning programs.*

## Plenary Speakers





## Concurrent Sessions

2:00 – 3:15 p.m.  
Concurrent Session 7

### Session 7.A – Workshop

#### Is the MFA the new MBA? How Right Brain Thinking, Creativity and Service-Learning Empowers Our Students for the 21st Century

*Crystal Ballroom A-C*

This workshop will explore the concepts in Daniel Pink's book, *A Whole New Mind*, that discusses how the "informational" age is transforming into the "conceptual" age, utilizing more right brain thinking that focuses on inventiveness, meaning, and empathy. We will look at how this applies to the impact service-learning experiences has on student development and why these experiences are of value. Pink talks about developing six aptitudes in order to live in our new "landscape": design, story, symphony, empathy, meaning and play. We will have time to "play" with some of the exercises he has created to build these skills and see how we can share these skills with students to enhance their community engagement co-curricular experiences. In addition, our community partner "Center for Health Equity" uses "digital storytelling"--a creative strategy discussed in the book--to assist children in learning about healthy eating and a student working with that program will talk about its success.

*Ms. Kim K. Shaver, Ms. Deepa Patel, University of Louisville*

### Session 7.B – Workshop

#### Curricular Without the Credit: Utilizing Classroom Strategies to Strengthen Co-Curricular Service Programs

*Crystal Ballroom D/E*

The Berry College Bonner Scholars Program staff has revised our meeting structure - shifting from episodic trainings to an integrated, thematic curriculum. Instead of teaching content knowledge and skill sets via individual workshops, we now teach them through a discussion of the extended civil rights movement. Combining discourse drawn from interdisciplinary fields with a six-day service-learning trip, we were able to provide context for students' community service and help students achieve intentional learning goals. In this workshop, we will share our successes and challenges in making this shift, discuss how to design co-curricular meetings that mirror classroom settings, and give workshop participants an opportunity to brainstorm ways in which they may make their co-curricular programming more intentional.

*Ms. Mary Elizabeth Tyler, Mr. DeShon Battle, Berry College*

### Session 7.C – Workshop

#### Building Capacity: Using Design Thinking to Leverage Organizational Innovation

*Buck Mountain*

This interactive workshop will introduce participants to the strategic thinking method employed by the University of Kansas Center for Service Learning (CSL) Consulting Corps in its work of building organizational capacity across the university and with our community-based partners. The CSL Consulting Corps grew out of numerous requests from the Douglas Co. NPO network for assistance from the university in facilitating marketing and strategic planning. Through its work of the past two years, the Consulting Corps has developed a framework and process based on design thinking to facilitate workshops that foster vision realignment and rediscovery. This process reaffirms the mission goals of the community partner, thereby creating an organization that has the capacity to address community challenges and change. Such strategic strengthening allows for optimal university-community partnerships. As per the work of the Consulting Corps, this workshop will focus on strategic thinking, not strategic planning. Strategic thinking is a synthesizing process, utilizing intuition and creativity, with an integrated perspective of the organization as the outcome. Workshop facilitators will demonstrate basic design thinking tools and its use in various contexts. Participants will practice using the tools, focusing on their organization as an example.

*Ms. Andi Witzczak, Ms. Amanda Schwegler, University of Kansas*

### Session 7.D – Panel

#### Florida State University's Community Partner Initiative

*Washington Lecture Hall*

This presentation outlines the ongoing development of the Florida State University Community Partnership Initiative, which emerged from the desire to more effectively support informed partnerships between key non-profit agencies in our community and university stakeholders, from service-learning faculty to registered student organizations. The presentation includes three primary areas of focus: the selection process of twenty agency partners who would be best served by an intentional, ongoing exchange of information and resources; the Ambassador program, whereby each partner has received a student committed to 300 hours of service over the course of the full academic year; and the Adopt an Agency Program to manage requests for university assistance ranging from fund-raising to help with large-scale maintenance or beautification projects.

*Dr. Steven D. Mills, Miss Kirsten Hagen, Mrs. Heather Stitely, Florida State University*

## Session 7.E – Panel

**Strategies And Models For Involving International Students In Service-Learning And Community Engagement***Wilson*

Colleges and universities around the country are increasingly enrolling international students who bring a rich diversity to campus life. There is some preliminary evidence that these service-learning experiences can benefit international students. Virginia Commonwealth University enrolls approximately 1,500 international students each year. Within the past year, several VCU offices have collaborated to develop and implement innovative initiatives that engage these international students in community-based service. These initiatives have included a service-learning course within the VCU English Language Program. Additionally, co-curricular volunteer opportunities for VCU international students now span a wide range of nonprofit organizations. These activities also serve to connect international and American students and provide these students with opportunities for shared social interactions.

*Ms. Audrey Short, M.A., Ms. Susan Dudley, M.A., Mr. Timothy S. Wisdom, M.A., Ms. Amanda Davis, M.S., Dr. Lynn E. Pelco, PhD., Virginia Commonwealth University*

## Session 7.F – Panel

**Strengthening, Sustaining, and Serving through a Decade of Change: a Ferrum College Partnership with Southern Sudan***Monroe*

For over a decade, members of the Ferrum College faculty and staff have maintained a community-based partnership with faith based organizations in Southern Sudan. Initially, the focus was on providing displaced women living in Juba a means of providing for their families. A decade later, the people of Southern Sudan are facing new

challenges associated with the end of the war and repatriation. They needed the most basic elements of infrastructure, educational support—most especially for girls; and assistance with microbusiness and agricultural redevelopment. In the spring of 2010, the Rev. David Bako of the Sudan returned to Ferrum nine years after his first visit to strengthen ties and solidify a structure to maintain a sustainable partnership into the next decade. This partnership stretches across disciplinary, religious, campus, and community lines in order to serve the multi-faceted needs of the people who returned home to the Yambio community in Southern Sudan. The proposed panel will highlight a few of the strands that are being woven together to create a more stable future for the partnership.

*Susan Virginia Mead, Mary Ann Norman, Ashley Hale, Jennie West, Jame'e Gunter, Ed Hally, and Jalese Woodson, Ferrum College, the Reverend Susan E. Bentley, St. James Episcopal Church*

## Session 7.G – Individual Presentations

**7.G.1 – The Heart Of The Neighborhood: Community Revitalization Begins With A University/Community Collaboration***Harrison/Tyler*

Burnette Park is a small pocket park in a socially and economically diverse neighborhood in Cayce, SC. Students and faculty at Clemson University are working with the local government, residents and city parks department officials to renovate the park in hopes of reinvigorating the neighborhood. Using a service-learning model, professors and students at Clemson are collaborating with key stakeholders in Cayce to provide a design that meets the needs of the residents and offers students a chance to learn valuable skills needed in the field of landscape architecture. The concept for the park is that it is the heart of the neighborhood. A new heartbeat will bring energy and vitality to a neighborhood on the tipping point. It has the potential to bring a neighborhood together to build and revive their sense of community. This collaboration demonstrates that service learning benefits all participants involved—a cross-disciplinary team of Clemson students, local youth and community members, and professional volunteers. Its success is demonstrating the value of service learning and will serve as inspiration for future projects.

*Ms. Susannah Horton, Professor Paul Russell, Professor Mary Beth McCubbin, Clemson University*

**7.G.2 – Service-Learning at the Crossroads of Energy Efficiency and Safe, Affordable Housing***Harrison/Tyler*

Central Piedmont Community College's Sustainability Technologies program partners with Charlotte's Habitat for Humanity Critical Repair Ministry to provide energy audits and weatherization for homes owned by low-income families. These homes have not been adequately maintained, and have fallen into a severe state of disrepair, and many are at risk of being condemned by the city. Launched in fall of 2009, this partnership engaged students enrolled in the "Energy Use Analysis" course to follow Habitat's critical repair efforts with pre- and post-weatherization energy audits. During the 2009-10 academic year, 14 low-income homeowners benefitted from the ef-



forts of our students to increase the energy efficiency of their homes. The partnership has experienced some growing pains, but is currently poised to take a giant leap forward due to a city block-grant allocation to Habitat for Humanity to support the green home-building initiative. Habitat is adapting their Critical Repair Ministry to include weatherization as a standard practice for all of their projects.

*Mr. Mark E. Helms, Mr. Matt E. Miller, Central Piedmont Community College*

## Session 7.H – Individual Presentations

### 7.H.1 – **Better Integrating the Community into the Community College: Building a Center for Civic Engagement for a Diversifying Community**

#### *Mill Mountain*

This presentation explores a new systemic initiative established on the goals of participation, advocacy, social justice, and sustainability. Participation will identify and create opportunities for individuals, groups and organizations to become actively involved in a project or program of activity. The advocacy component will empower others to act to protect an asset of interest to their community. Social justice efforts will work to ensure the fair distribution of advantages, assets, and benefits among all members of a society. The sustainability initiative will promote social and environmental practices that protect and enhance the human and natural resources needed by future generations to enjoy a quality of life equal to or greater than our own. Lone Star College – Kingwood plans to achieve these goals by joining together the efforts of Public Achievement, service learning, student groups, and the college employees under the umbrella of a civic engagement center.

*Dr. Brian R. Shmaefsky, Dr. Bill Coppola, Lone Star College-Kingwood*

### 7.H.2 – **Tying it All Together: College SL and Marketing Objectives with Those of Leadership**

#### *Mill Mountain*

The purpose of this presentation is to demonstrate the innovative synthesizing of competencies created by the National Center for Healthcare Leadership (NCHL) and how it was used in a service learning marketing class of an undergraduate degree program in health service administration. NCHL aids in the facilitation of matching course objectives to competencies. The results of these analyses are to determine the levels of competency in healthcare leadership both before and after the interjection of a service learning project within the marketing class. This integration could be used as both a building block for assessment and evaluation strategies as it relates to service learning done in an undergraduate degree program and in particular, a healthcare marketing class. Currently, knowledge does not exist pertaining to the synthesizing of NCHL, service-learning and marketing.

*Dr. Elizabeth A. Berzas, Our Lady of the Lake College*

**3:15 – 3:30 p.m.**

**Refreshment Break**

*Crystal Court and Lower Level Lounge*

**3:30 – 4:45 p.m.**

**Concurrent Session 8**

## Session 8.A – Workshop

### **Funding Community Engaged Projects On Both Sides Of The Ivory Tower**

#### *Buck Mountain*

One skill possessed by many university employees is the ability to write successful proposals. The LSU Center for Community Engagement, Learning, and Leadership created and executed a proposal writing institute during the fall of 2010 with ten participants, including students, staff, and community partners in K-12 schools. The purpose of the institute was to teach each participant the basics of proposal writing and to have each participant submit a well-written and conceived proposal to fund a community-engaged project. Each participant received a request for proposal that was vetted beforehand by CCELL staff, was assigned a “buddy” in the proposal writing process, and wrote a proposal in response to their individual request for proposal. Each proposal was critiqued by the participants in an interactive, non-threatening environment, and upon completion was submitted for funding. In this interactive workshop, the presenters will discuss the format of the institute, the experiences of the participants, successes and challenges, and recommendations for future work in this area.

*Ms. Christy Arrazattee, Dr. Marybeth Lima, Louisiana State University*

## Session 8.B – Meeting

### **“The Commonwealth Track” for Virginia Institutions of Higher Education**

#### *Crystal Ballroom A-C*

This meeting is organized to continue the collaborative efforts of service-learning and civic engagement practitioners across the state of Virginia to identify common concerns and coordinated responses.

## Session 8.C – Meeting

### **Grantee Meeting: Virginia Department of Education**

#### *Crystal Ballroom D/E*





## Gulf-South Summit Executive Committee

### **Michele James-Deramo**

Host and Local / Executive Committee Chair  
 Director of Service-Learning Center for Student  
 Engagement & Community Partnerships  
 Virginia Tech

### **Amanda Buberger**

Awards Chair  
 Assistant Director Campus-Community Partnerships  
 Tulane University

### **Richard L. Conville**

RFP Chair  
 Department of Speech Communication  
 Faculty Liaison for Service Learning  
 University of Southern Mississippi

### **Ralph Foster**

Exhibits Chair  
 Director and CEU Officer Office of Outreach Information  
 and Program Certification  
 Auburn University

### **Cathy H. Hamilton**

Roundtables Chair  
 Director Office of Leadership and Service-Learning  
 The University of North Carolina at Greensboro

### **Betsy Hart**

Scholarships Chair  
 Coordinator of Community Relations  
 Office of Community Engagement  
 University of Arkansas at Little Rock

### **Mary Alice Morgan**

Keynote Speakers and Pre-Conference Workshop Chair  
 Senior Vice-Provost for Service-Learning  
 Mercer University

### **Kim Shaver**

Evaluation and Membership Chair  
 Service Learning Coordinator  
 The Center for Civic Engagement, Leadership and Service  
 University of Louisville

### **Tim Stewart**

Budget and Finance Chair  
 Director of Service-Learning  
 Center for Social Entrepreneurship and Service-Learning  
 Belmont University

### **Shirley Theriot**

Historian  
 Director Center for Community Service Learning at UT-  
 Arlington

### **Shannon O. Wilder**

Consultant  
 Director Office of Service-Learning  
 University of Georgia



## Executive Committee

# Membership

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

### Information Session: Thursday, March 3, 5 p.m., Roundtable

The mission of the Gulf-South Summit on Service-Learning and Civic Engagement through Higher Education is to promote networking among practitioners, research, ethical practices, reciprocal campus-community partnerships, sustainable programs, and a culture of engagement and public awareness through service-learning and other forms of civic engagement.

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

### Roles and Responsibilities of Members

- ◆ Attend meetings at least twice a year (one during the Summit and one during the summer planning meeting of the host institution);
- ◆ Commit institutional resources of at least \$1000 to sponsor the Summit on an annual basis (sponsorship is received annually on July 15);
- ◆ Build relationships with national organizations as well as local and regional institutions;
- ◆ Promote the Summit and its goals;
- ◆ Actively participate in the Summit planning committee, chairing or co-chairing a sub-committee, and submitting committee reports to the chair.

### Standing Committees

Host and Local Arrangements, Fundraising, Speakers and Workshops, Awards, Scholarships, Program and Request for Proposals, Round Tables, 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 \$1000 and travel expenses to required meetings for each year of the three-year term of office. For more information, contact Kim Shaver, Membership Committee Chair, at [kkjohn01@louisville.edu](mailto:kkjohn01@louisville.edu).



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

### Award Reviewers

**Auburn University:** Ralph Foster  
**Berea College:** Ashley Cochrane  
**California Lutheran University:** Russell Stockard  
**Evergreen State College:** Ellen Shortt Sanchez  
**George Washington University:** Emily Baer Bosisis  
**Phillips Academy:** Elizabeth A Davisson  
**Tulane University:** Charlotte J. Maheu  
**University of Wisconsin-Milwaukee:** Cheryl S Ajitrotutu

### Local Planning Committee

**Virginia Tech:** Michele James-Deramo, Diana Campbell, Eric Hodges, Julie Walters-Steele  
**Radford University:** Kathryn Jordan, Tim Filbert, Teresa Dickens

### Proposal Reviewers and Moderators

**Arkansas Coalition for Excellence:** Hunter P. Goodman  
**Belmont University:** Tim Stewart, Andrew Watts  
**Centenary College of Louisiana:** Christopher Lavan  
**Ferrum College:** Susan Mead  
**Louisiana State University:** Sukhamay Kundu  
**Mercer University:** Fletcher Winston  
**Norfolk State University:** Amelia Ross-Hammond  
**Oglethorpe University:** Kimber Tate  
**Our Lady of the Lake College:** Rhoda Reddix  
**Radford University:** Kathy Jordan, Tim Filbert, Teresa Dickens  
**Trinity College:** Ed Blanton  
**Tulane University:** Amanda Buberger  
**University of Arkansas at Little Rock:** Betsy Hart  
**University of Georgia:** Sarah Brackmann  
**University of Louisville:** Kim Shaver  
**University of North Carolina-Greensboro:** Cathy Hamilton  
**University of Southern Mississippi:** Linda Allen, Richard Conville, Dan Drane, Joshua DuPlantis, Jeanne Gillespie, Andrew Haley, Ann Marie Kinnell, Robert M. Press, Jeffrey Kaufmann, Julia Johnson, Patrick Richey, Susan Hubble-Burchell  
**Virginia Commonwealth University:** Lynn Pelco  
**Virginia Cooperative Extension:** Billie Jean Elmer  
**Virginia Tech:** Carmen Byker, Jake Grohs, Whitney Johnson, Alexia Edwards, Phil Coury, Tara Milligan, Eric Hodges, Will Evans, Diana Campbell, Cristina Balhara, Beverly Bunch-Lyons (National Capital Region), Julie Walters Steele

Special thanks to colleagues whose professional expertise made the 2011 Summit possible:

**Virginia Tech Outreach Program Development:** Donna Raines, *Program Manager*; Sam Linkous, *Program Coordinator*;  
 Holly Wimmer McClanahan, *Program Coordinator*; Taylor White, *Program Registrar*; Lisa Saul, *Graphic Designer*  
**The Hotel Roanoke and Conference Center:** Ann Rule, *Event Planning Manager*

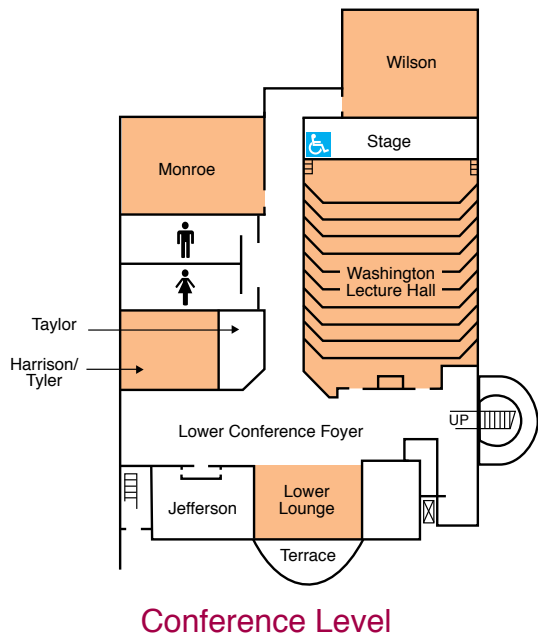
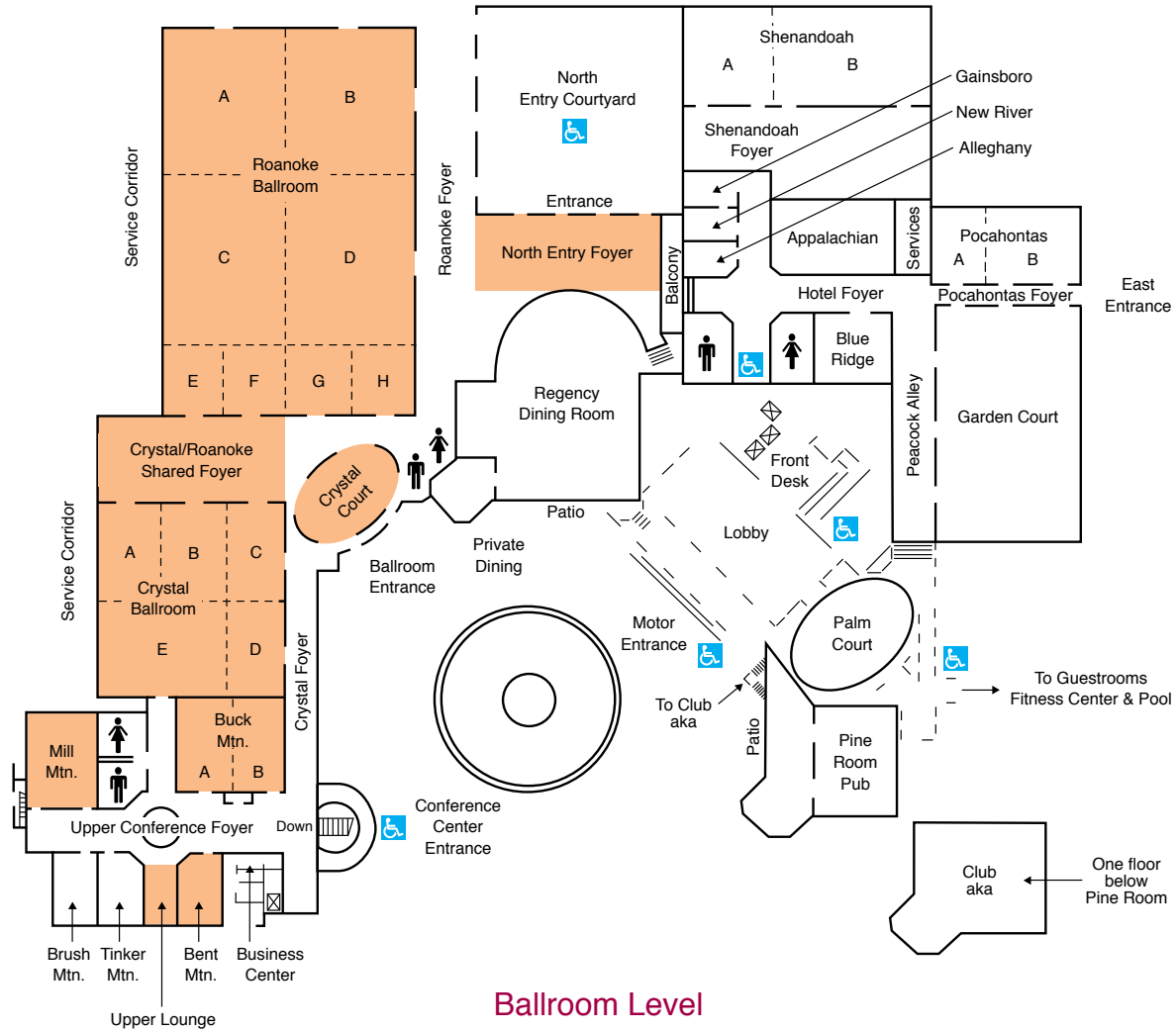
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