



# Building Bridges Between Education and Engagement

March 11-13, 2015  
Little Rock, Arkansas



## 2015 Gulf-South Summit Schedule

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# Thank You 2015 Gulf-South Summit Sponsors!

## Summit Hosts



## Opening Reception Sponsor





Greetings!

On behalf of the faculty, staff, and students at the University of Arkansas at Little Rock, it is my pleasure to welcome you to the 2015 Gulf South Summit for Service-Learning and Community Engagement through Higher Education. I am delighted to host a conference of this caliber in partnership with the University of Arkansas Clinton School of Public Service, the City of Little Rock, and our other fine sponsors.

When I became Chancellor in 2003, I challenged our faculty, staff, and students to make “UALR” and “partnership with the community” synonymous; they have done just that. UALR has been an integral part of efforts to address some of the community and state’s biggest problems—ranging from the shortage of nurses to the criminal justice system, to racial and ethnic discrimination. UALR became the first institution in Arkansas to receive the elective *Community Engaged Classification* from the Carnegie Foundation for the Advancement of Teaching.

We have had success, in part, because colleges and universities boast faculty and staff expertise. By effectively utilizing the depth and breadth of this multidisciplinary expertise to address community issues, colleges and universities have a unique opportunity to make valuable contributions in a number of ways. We also can provide our students the opportunity to apply the knowledge and skills they learn in the classroom through service-learning, which better prepares them for their future careers.

No great city can exist without a college or university; therefore, institutions of higher education have a responsibility to utilize their human and intellectual resources to move communities forward economically and socially. The information you will receive will provide you with tools and best practices to enhance your institution’s efforts to better serve the students and citizens in your community. I hope your time in Little Rock is enjoyable and I wish you much success as you continue *building bridges between education and engagement*.

Sincerely yours,

A handwritten signature in black ink that reads "Joel E. Anderson". The signature is written in a cursive style.

Joel E. Anderson  
Chancellor

UNIVERSITY OF ARKANSAS  
Clinton School of Public Service



Dear 2015 Gulf-South Summit Attendees:

Welcome to Little Rock and please know how honored we are to co-host the Gulf-South Summit for the first time in Arkansas. From historic Little Rock Central High School to the William J. Clinton Presidential Center and Park to the River Market Entertainment and Cultural District, I hope you will enjoy your time here.

I look forward to seeing you at the reception we are hosting at Sturgis Hall--the restored 1899 passenger train depot adjacent to the Clinton Library. In addition to being the Clinton School's home, it is the oldest LEED certified building in Arkansas and one of the oldest LEED certified university buildings in the world. We also hope you have the opportunity to visit our other downtown campus locations while you are here.

As the first school in the nation to offer a Master of Public Service (MPS), the Clinton School ([www.clintonschool.uasys.edu](http://www.clintonschool.uasys.edu)) differs from more traditional graduate programs in public administration, public affairs, and public policy because a significant amount of our curriculum is team based, international and individual field service work. These experiences and our other academic opportunities are enriched with a renowned speaker series which provides our students with unprecedented access to leaders and decision makers. The presentations are posted on [www.clintonschoolspeakers.com](http://www.clintonschoolspeakers.com) and represent a wealth of information and free primary source research material. I hope you will share the link with your students and staff.

Service-learning and civic engagement are important ways we can teach professionals to enact social change and help create a world in which justice and equity are key pillars. By offering a platform in which service-learning professionals can share best practices, lessons learned and research, the Gulf-South Summit is contributing to a brighter future for all. We certainly welcome the partnerships and collaboration that will inevitably unfold with this year's Summit.

Thank you for your participation.

Sincerely,



James L. "Skip" Rutherford III, Dean  
University of Arkansas Clinton School of Public Service

# 2015 Gulf-South Summit Schedule

## Conference Overview

### Wednesday, March 11

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8:00 – 11:30 am	Executive Committee Meeting
10:30 am – 6:30 pm	Registration
11:30 am – 1:00 pm	Lunch for Pre-Conference Participants
1:00 – 4:00 pm	Pre-Conference Workshops
4:30 – 6:30 pm	Opening Reception & Poster Session <i>Afterward, Dinner on Your Own</i>

### Thursday, March 12

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7:00 am – 5:00 pm	Registration & Poster Display
7:30 – 8:30 am	Breakfast
8:00 – 9:00 am	General Plenary Session and Keynote
9:15 – 10:30 am	Concurrent Sessions I
10:45 am – 12:00 pm	Concurrent Sessions II
12:10 – 2:00 pm	Lunch, Awards Presentation, and Keynote
2:15 – 3:30 pm	Concurrent Sessions III
3:45 – 6:00 pm	Clinton Library Tours
5:00 – 7:00 pm	Reception <i>Afterward, Dinner on Your Own</i>

### Friday, March 13

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7:30 – 8:30 am	Breakfast
8:00 – 9:00 am	Roundtable Discussions Executive Committee Membership Recruitment Session
9:15 – 10:30 am	Concurrent Sessions IV
10:45 am – 12:00 pm	Concurrent Sessions V
12:15 – 2:00 pm	Lunch, Keynote, and Closing

# 2015 Gulf-South Summit Schedule

Day One-Wednesday, March 11, 2015

Time	Event	Location
8:00 –11:30 AM	<b>Executive Committee Meeting</b>	<b>Ouachita</b>
10:30 AM–6:30 PM	<b>Registration</b>	<b>Marriott Conference Center</b>
11:30 AM–1:00 PM	<b>Lunch for Pre-Conference Participants</b>	<b>AR Ballroom</b>
<b>Pre-Conference Workshops</b>		
1:00 - 4:00 PM	<b>Pre-Conference Tour: Central High School, Hillary Rodham Clinton Children's Library &amp; Learning Center, Heifer International, and University District</b>	<b>Outside Marriott Entrance</b>
	<b>Service Learning Administration 101</b> Panelists: <i>Cathy Hamilton, Director of the Office of Leadership &amp; Service-Learning at the University of North Carolina Greensboro</i> <i>Tim Stewart, Director of Service-Learning at Belmont University</i> <i>Libba Vaughan, Coordinator of Academic Student Engagement at the University of Alabama at Birmingham</i>	<b>Neosho</b>
	<b>Exploring Engaged Scholarship: The Nuts &amp; Bolts for Success</b> Presenter: <i>Nancy Franz, Associate Dean for Extension and Outreach at the College of Human Sciences at Iowa State University</i>	<b>Chicot</b>
	<b>Working toward "Win-Win": Aligning Undergraduate Research &amp; Service</b> Presenter: <i>Mary Alice Morgan, Senior Vice Provost for Service-Learning at Mercer University</i>	<b>Ouachita</b>
4:30 – 6:30 PM	<b>Opening Reception &amp; Poster Session</b> A cash bar will be available. <i>Sponsored by the Little Rock Convention &amp; Visitors Bureau</i>	<b>Riverview Room</b>
<b>POSTERS</b>		
<p><b>Breaking media stereotypes: One tutoring session at a time</b> The purpose of this poster is to share lessons learned by a group of students who participated in a service-learning project designed to serve refugee and immigrant children at a local refugee center, with a special focus on breaking media stereotypes on social groups often marginalized by the media. <i>Hyangsook Lee, Belmont University</i></p>		
<p><b>“The ABCs of Food Security Research: Student and Community Engagement in Agricultural Biodiversity Conservation (ABC)”</b> Rome, Georgia experiences relatively high levels of food insecurity. This poster details the findings from preliminary qualitative and quantitative data collection at local food pantries and outlines the service learning opportunities for students that allow collaborative research to tackle food insecurity within our community. <i>Brian C. Campbell, Berry College</i> <i>Greg Robbins, Berry College</i></p>		

### **Enhancing Rehabilitation Counselor Skill Development through Experiential Learning in a Distance Education Environment**

Beginning Rehabilitation Counselors frequently lack understanding about the process of identifying and developing collaborative relationships with community agencies. Incorporation of experiential learning assignments throughout the rehabilitation counseling program is a potent approach to address this issue. The types of experiential learning tasks and projects, incorporated into a large, online Master's Degree program in Rehabilitation Counseling, are discussed. This learning model has applications to many different types of educational programs that are delivered primarily online.

*William E. Garner, Rh.D., CRC, LPC, University of Arkansas at Little Rock*

*Raymond C. Ortega, Ed.D., LPC, CRC, University of Arkansas at Little Rock*

### **Education that Empowers: A Model for High-Impact Global Service-Learning**

With 25 years of experience in nearly 20 countries, Peacework is a global NGO that has collaborated with over 70 colleges and universities to pioneer high-impact global learning experiences that harness faculty innovation, student leadership, and community partnership — across disciplines, sectors, and cultures — to develop solutions to our greatest global challenges. This poster will introduce a series of Peacework's many projects that are expanding learning opportunities and accelerating community-led development. Participants will be able to explore new possibilities for leveraging high-impact service learning to create new value for students and for society in communities around the world.

*Emily English, Peacework Development Fund*

### **Getting Ready for Engagement on a College Campus: Creating a model for Assessment**

This poster presentation will outline a model framework developed and implemented to assess the current stage of engagement on the campus of a southern metropolitan university. MSW graduate students enrolled in an Evaluation Research course will present the framework for assessment they developed while enrolled in the course, the methodology used for implementing the design and the preliminary findings and recommendations which emanate from their research. The course is taught using service-learning pedagogy.

*Lillian Wichinsky PhD, LMSW, Community Connections Center, University of Arkansas at Little Rock*

*Amanda Fallon, University of Arkansas at Little Rock*

*Jane Knable, University of Arkansas at Little Rock*

*Brian Whiteside, University of Arkansas at Little Rock*

*Kristina Dodson, University of Arkansas at Little Rock*

### **Cultivating and Sustaining Relationships with Global Partners**

Service-learning projects with a global emphasis are often based on the quality relationships you build with your partners and the efforts made to sustain and nurture those relationships over time. This poster will provide advice and strategies to create, build and maintain healthy relationships with global partners and how to activate flexibility and engage cultural responsiveness when cultivating partnerships.

*Dr. Candice Dowd Barnes, University of Central Arkansas*

*Dr. Patricia Kohler-Evans, University of Central Arkansas*

*Dr. Mark Cooper, University of Central Arkansas*

### **Selling Service-Learning: The Comfort of Contingency Plans**

Information will be presented that could be used by instructors interested in including a service-learning component in their courses and by administrators/staff/instructors who want to encourage the use of service-learning in courses. There is comfort in knowing that you have a contingency plan in place. The approach that will be described in this poster can alleviate some of the apprehension individuals may have about including service-learning in their courses.

*Rebecca Ryan, Georgia Southern University*

### **Photovoice as a Service Learning Assessment Tool: Feasibility and Validity Evidence**

Little is known about the use of service learning in public health education and appropriate methods for assessing whether it results in increased uptake of public health concepts and skills. The purpose of this poster is to present the results of a study designed to determine whether Photovoice is a feasible and valid approach to assessing the effects of service learning on master's level community health students' perceived learning gains and self-efficacy.

*Moya Alfonso, Jiann-Ping Hsu College of Public Health*

### **Integrating Service learning into General Biology: Partnership between freshman and younger learners**

The freshman biology course is a stepping stone to prepare students for a wide range of careers in areas such as teaching, research, medicine and other health-care related fields. To facilitate their learning, undergraduates in a freshman biology course partnered with younger students and developed a service-learning project to introduce the biology of pathogens to high-school students. They focused on viruses, bacteria and fungi, how these organisms cause diseases in humans and strategies for prevention.

*Rhoda Reddix, Our Lady of the Lake College*

### **Bridging Courses to Achieve Service Learning in 8 Week Online Semesters**

This poster will discuss the opportunities and challenges involved in redesigning service learning projects to fit the abbreviated structure of an 8 week online semester. It will showcase how a shift from a single course/instructor approach to a multiple courses/instructors (or program level) approach to single service learning project has impacted project outcomes and student learning. The poster will discuss this Service Learning design from the perspective of the student, instructor, program director and community partner.

*Elizabeth A. Berzas, PhD, MHA, FACHE, Our Lady of the Lake College*

*David M. Murungi, Ph.D., Our Lady of the Lake College*

*Kimberly Hummel, Our Lady of the Lake College*

*Ladonna B. Green, NFA MHA, Our Lady of the Lake Physician Group*

### **Give Me a Write To Play!**

This poster will focus on how teacher candidates who were seniors in a middle grades language arts methods class were engaged in a service learning project in which they were teaching writing concepts through playing games. Teacher candidates worked with students at a local Boys & Girls Club to assess writing skills, work on writing skills according to Georgia Common Core English/Language Arts Standards and as practice for the Georgia Milestones assessment format, and then reassess writing skills at the end of the project. Data will be presented as to the growth of the teacher candidates and how the community partner felt about the project.

*Sarah R Hartman, PhD, College of Coastal Georgia*

### **Rural Education in Rwanda and Rollins College: A Bridge Under Construction**

Among several projects underway at the Duha Complex School in rural Rwanda is a partnership with P1 teacher, two Rwandan educators who are employed by the Rwanda Education Assistance Project (REAP), and small team of educators from Central Florida. This poster will provide a brief background of how the "bridge" was planned, data on the construction of the "bridge" between Rwanda and Central Florida, and plans for further study (utilization and benefits of the "bridge") in 2015 and beyond.

*Scott Hewit, Rollins College*

*Abby New, Grand Avenue Primary Learning Center*

*Courtney Guerich, Spring Lake Elementary School*

### **Learning Through Service: What Students Gain Through Involvement in Service-Learning**

The Service-Learning Program at Berea College is comprised of three main constituents: faculty, students and community partners. In this poster, we are going to focus on students' involvement in service-learning and how students develop personally and academically through engaging in the Service-Learning Program. This poster presentation will demonstrate the graduation rate of students who participate in Service-Learning at Berea College, and will highlight students' reflection on the impact of service-learning in their collegiate career.

*Nadine Umutoni, Center for Excellence in Learning through Service - Berea College*

*Zachary Raab, Center for Excellence in Learning through Service - Berea College*

*Yunpeng Xia, Center for Excellence in Learning through Service - Berea College*

### **Infusing Service Learning into a University ASL/English Interpretation Education: One Program's Success**

Prior to 1964 sign language interpreters were closely aligned with the Deaf Community. By 1980 interpreter education (IE) moved to post-secondary classrooms. In today's IE programs interpreters must develop competencies in linguistics, culture, ethical decision-making, and professional dispositions to provide communication access. For second language learners/interpreting students, community immersion is imperative. The value of "giving back" remains strong within the Deaf Community and interpreting profession. UALR's IEP has infused service-learning into the curriculum as both a learning opportunity and a way to "give back". The poster includes: an immersion/service-learning continuum; a service-learning project addressing needs of deaf-blind individuals (a project so successful it has expanded to three states); and the development, implementation, coordination, funding, evaluation, and impact on deaf-blind consumers.

*Ms. Jami Hollingsworth, University of Arkansas at Little Rock*

*Dr. Linda K. Stauffer, University of Arkansas at Little Rock*

*Ms. Carolyn Jolley, University of Arkansas at Little Rock*

*Mr. Arthur Babin, Arkansas Deaf-Blind Community*

### **Discipline Specific Curricular Threading of Service Learning: Incorporating Within Nursing Curriculum**

Integration of service-learning through the nursing curriculum (as well as any discipline-specific curriculum) enhances the process of student involvement and development. Nursing faculty attended an intensive training program aimed at developing intellectual skills to foster incorporation of the service-learning concepts across the curriculum. Each faculty member ensures their service learning project builds upon and greatly enhances the course objectives for that class. In the Pediatric Nursing Course in particular, the service-learning project is geared to help prevent accidents and promote health, and includes an evidence-based literature review of the top causes of morbidity, mortality, and accidents among various pediatric age groups. The development of an age-appropriate teaching project for a specific group of children and the presentation of the teaching project to those children occurs while working with our community partner in the local school system. During the following semester, the Community Nursing Course continues this thread while working with a broader population base.

*Lydia Watkins, College of Coastal Georgia*

*Dr. Patricia Kraft, College of Coastal Georgia*

### **BRIDGING THE GAP: A Community of Networking**

Attendees will be presented with information regarding how a service-learning project evolved into a community-wide effort in community development. A student will share how the project started, and the community partner will discuss the transformation of the project into a community-wide effort. The institution's Assistant Director of Service-Learning and a faculty member (former Director) will discuss the cyclical nature of community engagement through service-learning and the broader scope of how the work affects the community.

*Cody M. Cocchi, College of Coastal Georgia*

*Jeff Clark, Safe Harbor Children's Center*

*Phillis George, University of Mississippi*

*Alexis Aldridge, College of Coastal Georgia*

### **Civic Engagement and the Development of Collaboration Between Two Community Organizations in Walker County, Alabama**

The presenter, a community engagement intern, worked with the Beacon House in Walker County, Alabama, a home for girls in the DHR system. The presenter engaged these girls on topics of anti-bullying and self-esteem. Also, she is working with Hope for Women, an organization that helps women become drug-free and independent. The presenter created a curriculum where Hope for Women participants will become Beacon House mentors. This poster will discuss the execution of these programs.

*Amy Ackerman, University of Alabama*

### **Aligning Student Learning Goals with Community Outcomes Through Education in Rural Alabama**

This poster presentation will represent the formal partnership between University of Alabama New College Students and the Walker Area Community Foundation in Jasper, Alabama. Students learned essential non-profit skills while serving the local community through education initiatives. The poster illustrates the Early Childhood Education and Career Technical projects the students helped execute. The presentation also demonstrates how an integrative Community Engagement experience can be mutually beneficial for students and community partners.

*Mary Caroline May and Summer Upchurch, University of Alabama*

### **Creating and Implementing a Student Poll Worker Program from Beginning to End**

Does your local election commission need younger poll workers? Or does your college need a civic engagement project? Learn the steps two college students took to create the first successful student poll worker program in Pulaski County (Arkansas). In this workshop participants would learn how we designed a program foundation, created material, marketed the program, developed partnerships with local colleges, and recruited students.

*Chianti Madkins, University of Arkansas at Little Rock*

*Beth Kanopsic, University of Arkansas at Little Rock*

### **The China Experience Program at Crenshaw Elementary School**

Crenshaw Elementary School in Crenshaw, MS and the Luckyday Success Program at the University of Mississippi have partnered to create The China Experience Program for 4th and 5th graders in fall 2014. This site based program supported by a Target grant is aimed at promoting intercultural awareness by exposing elementary students to Chinese culture through hands-on activities. This program attempts to address the cultural literacy gap that exists in isolated areas of Mississippi.

*Gabriel Lee, University of Mississippi*

*Patrick L. Perry, University of Mississippi*

*Patrick Doyle, Crenshaw Elementary School*

*Tony Green, Crenshaw Elementary School*

### **Leveraging Federal Revenue Streams to Support University Outreach to K-12 Youth**

The AmeriCorps Program can provide universities with funding for full and/or part time staff to deliver educational outreach programs. While some grants may require your organization to deviate from standard programs or delivery models, AmeriCorps grants are designed to increase capacity of existing educational programs. This poster will share how two different universities are receiving funding for over 30 full time positions who deliver educational programs to K-12 youth in both urban and rural areas.

*Jeff Buckley, University of Georgia - Georgia 4-H*

*Jennifer Cantwell, University of Georgia - Georgia 4-H*

*Sirocus Barnes, Georgia Tech - CEISMC Mentoring Programs*

*Taneisha Lee, Georgia Tech - CEISMC Mentoring Programs*

*Melinda Miller, University of Georgia - Georgia 4-H*

### **Program Director and Interns Share: Perspectives on Service Learning**

The relationship between a community project and volunteer interns is vital for success. What makes for an excellent program? What makes for a meaningful internship experience? What factors lead to excellent outcomes? All of these questions will be answered in this poster through the shared views from the community project director of a Youth4Health summer program and the student interns from Louisiana Tech University.

*Heather R. McCollum, Ph.D., CFLE, School of Human Ecology, Louisiana Tech University*

### **Competency & Capacity: Building a Professional Development Program in National Service Programs**

What do your AmeriCorps members need to know to "get things done," right from the start? VISTA members sponsored by Tulane University, through the Center for Public Service, serve with community partners throughout New Orleans to help them in their efforts to build local resources. Every Friday, our team of VISTAs gathers for professional development and training designed to foster their individual growth, professional competency, and ability to provide resources to their host partner. Every month has a training centered around 4 pillars of development: skills training, leadership, social issues, and service projects.

*Amy Bierdermann, Tulane University - Center for Public Service*

### **Building the Bridge of Amnesty: Documenting the Narratives of Then & Now**

Two generations of undocumented persons are bridged together: one that received amnesty in the past and another that desires amnesty presently. The earlier generation is comprised of those individuals who came forward in 1986 following the passage of IRCA; the later generation consists of young people today brought to the United States as undocumented children. Testimonies and a video documentary achieve the service-learning objective of creating a bridge of inter-generational understanding of amnesty.

*Lauren Ricciardelli, University of Georgia*

*Larry Nackerud, University of Georgia*

**Service-Learning from a Global Perspective**

Over the past two decades, students interested in studying abroad have increased tremendously. The internationalization of higher education created the platform for faculty members to take service learning pedagogy abroad. This poster will present best practices for faculty and students interested in service-learning abroad informed by research and my own global service-learning experience

*Harry Gilliard, LSU Center for Community Engagement, Learning, & Leadership*

**Supporting Professional Healthcare Educational Program Curriculum Standards Through Service-Learning Leadership Experience**

Healthcare service delivery is changing; therefore, healthcare students need opportunities to develop skills beyond those that are technical or discipline-specific. This poster describes a service-learning leadership opportunity, from student and faculty perspectives, that strengthened students' leadership and critical reasoning skills, both of which support overall educational curriculum aims. This poster will also describe ways that the service-learning project partnered with community agencies to support larger strategies related to the program's current and future initiatives.

*Elena Wong Espiritu, Belmont University*

6:30 pm

**Dinner on your own**

## Day Two - Thursday, March 12, 2015

Time	Event	Location
7:00 AM – 5:00 PM	<b>Registration &amp; Poster Display</b>	<b>Marriott Conference Center</b>
7:30 – 8:30 AM	<b>Breakfast</b>	<b>Salon B/C</b>
	<p style="text-align: center;"><b>General Plenary Session</b></p> <p style="text-align: center;"><b>KEYNOTE</b></p> <div style="display: flex; align-items: flex-start;">  <div> <p><b>“Dancing through the Minefields”: When the Community Wants the Status Quo</b> - Mary Alice Morgan &amp; Hannah Vann</p> <p>Those of us working in the field of community-based research and civic engagement are often welcomed with open arms by our communities because we attempt to address persistent problems and deficits that have stymied the best efforts of community leaders for years. The injection of faculty expertise and student idealism and enthusiasm are often the catalysts that bring hope back to discouraged and weary community leaders and residents.</p> <p>But sometimes our “help” uncovers political fault lines and destabilizes the negative peace of the community status quo. Sometimes critical service-learning and social justice activism are the last things that communities want.</p> <p>Mary Alice Morgan and Hannah Vann will tell the story of Mercer University’s student-led activism against sex trafficking, STOP (Sex Trafficking Opposition Project) in Macon, Georgia. In this case, no one in the community advocated for sex trafficking or child sexual exploitation, but no one but a small core of students and women working in the battered women’s shelter believed that it could be happening in such a wholesome mid-sized city in the Bible Belt—despite the fact that it was happening virtually in plain sight. This case study offers insights into subterranean challenges and resistances that may exist in a community and the ways that inventive student community-based research can answer those challenges.</p> <p><i>Mary Alice Morgan is Senior Vice Provost for Service-Learning at Mercer University as well as a professor in the English and Women’s and Gender Studies departments. She was a finalist for the Thomas Ehrlich Civically Engaged Faculty Award in 2014.</i></p> <p><i>Hannah Vann is the former President of STOP, recipient of the Gulf South Outstanding Student Contributions to Service-Learning in 2010, Mercer graduate, Fulbright Award recipient to Indonesia, and current Coordinator of Community Engagement at Mercer University.</i></p> </div> </div>	<b>Salon B/C</b>

## CONCURRENT SESSIONS I

*Interactive Workshops & Panel Presentations, 9:15 – 10:30*  
*Individual Presentations have two sessions, 9:15 – 9:45 and 10:00 – 10:30*

### INTERACTIVE WORKSHOPS

9:15 – 10:30 AM

**Strategies for Successfully Integrating Service Learning into Graduate Instruction**

The purpose of this interactive workshop is to develop faculty capacity to incorporate service learning into public or community health instruction, with emphasis on case studies from graduate education. By the end of the workshop, attendees will be able to integrate service learning into their courses through the development of assignments and assessments that align with course competencies and objectives. Attendees are encouraged to bring syllabi from their courses to discuss within small group settings.

*Moya Alfonso, Jiann-Ping Hsu College of Public Health, Georgia Southern University*

**Ouachita**

**Don't Hush that Fuss: Everybody talk about the BUS: Transit and Transportation Mapping as Undergraduate Civic Engagement Work**

This session will share with attendees the transportation civic engagement project history (students have engaged in transit and transportation-centered civic engagement work for several semesters running through two of Leslie's upper level Writing and Rhetoric classes, with David's guidance as a transit advocate), then workshop ideas about campus transportation-based civic engagement work possibilities across different college and university campuses. An instructor, a graduate student, and an undergraduate will all assess the successes and challenges of asking students to do transit and transportation engagement work that matters, but that is also risky (somewhat physically, and very much in terms of student authority and public writing) and does not have a definite end-of-semester outcome.

*Leslie Wolcott, University of Central Florida*  
*David Thomas Moran, University of Central Florida*  
*Andres Gonzalez, University of Central Florida*

**Hoffman**

**Using Reflection to Enhance Campus-Community Partnerships**

Reflection is an essential component for successful community-based engaged learning experiences not only for students but for community partners and instructors/facilitators. This interactive workshop will help new and experienced practitioners explore various types, formats and timing of reflection activities for all stakeholders. We will brainstorm ways to assess student reflection for grading purposes and how to facilitate community partner reflection as a source of meaningful feedback for continuous improvement of the experience.

*Dr. Janet Clark, Georgia College*  
*Dr. Sandra Godwin, Georgia College*  
*Dr. Barbara Funke, Georgia College*

**Manning**

**Oh The Places You'll Go!: Using Dr. Seuss' Classic Children's Book as a Framework for Understanding Service-Learning in Higher Education**

Despite being a proven high-impact teaching method, service-learning is fraught with fear and frustration that can limit its participation and impact. This workshop will provide administrators, instructors, and community partners with an opportunity to creatively explore the highs and lows of a service-learning experience using Dr. Seuss' book, *Oh the Places You'll Go*. It will include several interactive activities to think about how service-learning experiences are being introduced and framed for various stakeholders.

*Erin Burke Brown, Virginia Commonwealth University*

**Salon A**

<p>9:15 – 10:30 AM</p>	<p style="text-align: center;"><b><u>PANEL PRESENTATION</u></b></p> <p><b>Cultivating a Service-Learning Culture at UCA</b>  After a number of years of effort, the University of Central Arkansas has successfully institutionalized a service-learning program. How was that achieved and what components make up such a program? Our panel will address challenges, obstacles and successes in cultivating UCA’s service-learning program from three different perspectives: 1) providing leadership in developing and implementing the program, 2) cultivating administrative support and developing relationships with community partners and 3) training and supporting faculty and creating and delivering service-learning courses.  <i>Peter Mehl, University of Central Arkansas</i>  <i>Amy Hawkins, University of Central Arkansas</i>  <i>Kristy Carter, University of Central Arkansas</i>  <i>Hunter Phillips Goodman, University of Central Arkansas</i>  <i>Lorrie George-Paschal, University of Central Arkansas</i></p>	<p style="text-align: center;"><b>Neosho</b></p>
<p>9:15 – 9:45 AM</p>	<p style="text-align: center;"><b><u>INDIVIDUAL PRESENTATIONS</u></b></p> <p><b>Community Engagement: Can This Happen Within a Virtual Online Environment?</b>  Online courses have grown dramatically over the past few years and today there is an increasing emphasis on creating courses and entire programs online. Understandably, many institutions and departments hope to capitalize on online initiatives offering reaching additional students “where they are.” However, some faculty members assume that online teaching limits the opportunities for students to participate in community engagement. In this session we will discuss three approaches to building online courses that incorporate community engagement in three disciplines. Join us in sharing ideas and challenges.  <i>Lee Miller, Sam Houston State University</i>  <i>Joyce McCauley, Sam Houston State University</i>  <i>Li-Jen Shannon, Sam Houston State University</i></p>	<p style="text-align: center;"><b>Chicot</b></p>
	<p><b>Working Better Together: Strengthening Ties Between Service Learning and Civic Learning</b>  Mathews Center staff and interns will share insights, stories, and outcomes from Students’ Institute – an ongoing community-based project in Alabama that ties service learning to civic learning. Students’ Institute engages young people in exercising civic participatory and intellectual skills, and equips them to develop sustainable community projects. “Working Better Together” will encourage participants to explore the relationship between service and civic learning, and think about civic engagement in new and innovative ways.  <i>Cristin Foster, David Mathews Center for Civic Life</i></p>	<p style="text-align: center;"><b>Grampas</b></p>

9:15 – 9:45 AM	<p><b>The Charrette of Faces of Los Desconocidos: Unaccompanied Immigrant Children</b></p> <p>In this session, the service-learning project, Faces of Los Desconocidos: Unaccompanied Immigrant Children, will be shared through the examination of a charrette created as a formative and summative documentation and decision-making tool. A charrette is an illustrative portfolio documenting the efforts or progress toward solving or addressing a community issue, problem, or need. Hear the story of our work with and on behalf of recent unaccompanied immigrant children during their first few weeks in the United States and engage in a discussion about the use of charrettes as a formative and summative documentation and decision-making tool in service-learning.</p> <p><i>Elizabeth Pate, University of Texas at San Antonio</i>  <i>Brian Halderman, University of Texas at San Antonio</i>  <i>Evin Eiteljorge, University of Texas at San Antonio</i>  <i>Wesley Zahraei, University of Texas at San Antonio</i>  <i>Traci Kelley, University of Texas at San Antonio</i></p>	<b>Harris Brake</b>
	<p><b>Analyzing the Impact of an International Service Learning Experience: A Pilot Study</b></p> <p>The aim of this project is to examine the extent to which a structured curriculum delivered through an international service learning experience had an impact upon undergraduate students' self-reported empathy indices. Further, it addresses the challenges of identifying and developing service learning experiences that provide students opportunities to cultivate their intercultural sensitivities. These findings are a pilot study, and part of a larger project that the authors have developed.</p> <p><i>Sara J. Lindsey, Morehead State University</i>  <i>Sandra Riegle, Morehead State University</i></p>	<b>White Oak</b>
9:45 – 10:00 AM	<b>Break</b>	
10:00–10:30 AM	<p style="text-align: center;"><b><u>INDIVIDUAL PRESENTATIONS</u></b></p> <p><b>Technology Education and Global Service-Learning</b></p> <p>Les Lloyd and Gabriel Barreneche, co-editors of the recent book Educational Technology for the Global Village, will guide panel participants through several case studies and examples of how technology can be used in international service-learning experiences. Using examples from their text, the presenters will examine how new movements in higher education toward citizenship education, service-learning, and global awareness can intersect with and augment movements in global technology education.</p> <p><i>Gabriel Barreneche, Rollins College</i>  <i>Les Lloyd, Stetson University</i></p> <p><b>Engaging Freshmen Math Students through SL and Football</b></p> <p>This presentation compares the results of an SL section of freshmen math for non-majors with a traditional section. The SL project has college students working with area middle schoolers to conduct a Fantasy Football league and to discuss how various mathematics topics (in the college and middle school curricula) relate to football. Significant differences in retention and changes in overall mathematical understanding are noted. Discussion of future possible implementations will follow.</p> <p><i>Laura Lynch, College of Coastal Georgia</i></p>	<b>Chicot</b>
		<b>Grampas</b>

10:00–10:30 AM	<p><b>“Show me the value!: Public Relations Campaigns as an Exemplar for the ‘Return’ on Engagement Classes”</b> Millennial students may know the price of a college education, but do they really appreciate its value? This presentation will discuss the dollar value some First Coast public relations professionals have assigned to creative materials students in a community-based class created for nonprofit clients. Participants will discuss parallels between the “investment” and “returns” of this engagement-focused class and similarly oriented courses. <i>Stephynie C. Perkins, University of North Florida</i></p>	<b>Harris Brake</b>
	<p><b>Measuring the power of community engagement: Developing a scale that works</b> Those working in the field of experiential learning believe that opportunities for students to apply knowledge and skills in real world settings can cause transformational learning to occur. But how can we demonstrate this? How do we measure the impact on our students? How do we quantify the benefits to students to our institutions and accrediting agencies? In this session, we will share the development of our Benefits of Academic Community Engagement (BACE) scale and how it is used to inform faculty, administrators, and broader audiences about the power of this pedagogy. <i>Joyce McCauley, Sam Houston State University</i> <i>Sanjay Mehta, Sam Houston State University</i> <i>Lee Miller, Sam Houston State University</i> <i>Michael Bosquez, Sam Houston State University</i></p>	<b>White Oak</b>
10:30–10:45 AM	<b>Break</b>	
<p><b>CONCURRENT SESSIONS II</b> <i>Interactive Workshops &amp; Panel Presentations, 10:45 – Noon</i> <i>Individual Presentations have two sessions, 10:45 – 11:15 and 11:30 – Noon</i></p>		
10:45 AM–Noon	<p style="text-align: center;"><b><u>INTERACTIVE WORKSHOPS</u></b></p> <p><b>Fixing sticker shock: how to fund a service-learning project</b> Sometimes, the need for funding can be a significant sticking point in a service-learning partnership. In this interactive workshop, participants will get "the lay of the land" with respect to funding community engaged projects, including (1) Knowing if (and how much) funding is needed, (2) Types of funding available, (3) Developing a strategy for getting funding, and (4) Executing that strategy. Participants should come to this workshop with a specific project that needs funding and will leave the workshop with a plan to secure funding. <i>Marybeth Lima, Louisiana State University</i></p>	<b>Ouachita</b>
	<p><b>The Green Belt Bridge: Linking Engaged Learning Across Multiple Graduate Courses in an Online Environment</b> Do you want to bridge the advances of technology with service learning? Are you looking to link community partners with students across a geographical divide? Do you want to incorporate service learning projects with your organization’s mission statement while achieving course learning outcomes? This workshop will invite you into an actual online course using Adobe Connect to show you how one college is using technology in an online format to bridge all stakeholders. <i>Elizabeth A. Berzas, PhD, Our Lady of the Lake College</i> <i>David Murungi, PhD, Our Lady of the Lake College</i> <i>Meridith Bergeron, Our Lady of the Lake College</i> <i>Kimberly Hummel, Our Lady of the Lake College</i></p>	<b>Hoffman</b>

10:45 AM–Noon	<p><b>Learning From What Works (and What Doesn't Work) in Community-Based Research Projects</b></p> <p>While we rightfully celebrate service-learning projects when they go well, it can be more difficult to celebrate the learning that takes place from projects that fall short of expectations. In this interactive workshop, participants will compare and contrast experiences with success and failure, and we'll discuss what we've learned from these experiences, focusing on concrete ways in which they can inform future projects and ultimately make our service-learning and community-based research stronger.</p> <p><i>Andrea Woodward, Berea College</i></p>	<b>Manning</b>
	<p><b>Inspiring Public Health Practice That Promotes Health Equity: Experiences From a Service Learning Course on Racial Health Disparities</b></p> <p>This workshop will highlight a service learning partnership for a graduate level course on racial and ethnic health disparities at the University of Arkansas for Medical Sciences. The session will explore methods for teaching about sensitive issues such as race and bias, in the classroom and through real world exposures and service. Included will be several breakout groups to discuss and apply the concepts, techniques and lessons to participants' own service learning projects.</p> <p><i>Kate Stewart, University of Arkansas for Medical Sciences College of Public Health</i>  <i>Ashley Bachelder, University of Arkansas for Medical Sciences, College of Public Health</i>  <i>Creshelle Nash, Arkansas Blue Cross Blue Shield</i>  <i>Neil Sealy, Arkansas Community Organizations</i></p>	<b>Salon A</b>
	<p style="text-align: center;"><b><u>PANEL PRESENTATION</u></b></p> <p><b>Birmingham-Southern College's QEP - rise3: Experiential Learning through Research, Internships, and Service-Learning</b></p> <p>Three BSC faculty members will share experiences concerning the development of service-learning courses for BSC's Quality Enhancement Plan, titled rise3: Experiential Learning through Research, Internships and Service-Learning. They will share the development of their courses (Leadership Practicum, Social Justice and Biblical Traditions, and Environmental Sociology) in the context of an experiential learning initiative, focusing on the nature and quality of community partnerships, the mechanisms for linking course content to service experiences, and integration of research with student service.</p> <p><i>Kristin Harper, Birmingham-Southern College</i>  <i>Dr. Kent Andersen, Birmingham-Southern College</i>  <i>Dr. Amy Cottrill, Birmingham-Southern College</i>  <i>Dr. William Holt, Birmingham-Southern College</i></p>	<b>Neosho</b>
10:45 – 11:15 AM	<p style="text-align: center;"><b><u>INDIVIDUAL PRESENTATIONS</u></b></p> <p><b>Synergistic Service-Learning: Meeting the Needs of Two Community Partners Through Multiple Courses</b></p> <p>This presentation focuses on how service-learning was incorporated into public relations, language and graphic design courses to benefit students and two community partners, the City of Hope Outreach and Literacy Action for Central Arkansas. We will discuss using separate courses to meet the needs of different community partners; juggling multiple students from different majors; and working with more than one professor and one course during a semester.</p> <p><i>Riva Brown, University of Central Arkansas</i>  <i>Jia Zhu, University of Central Arkansas</i>  <i>Li Zeng, University of Central Arkansas</i>  <i>Phillip Fletcher, City of Hope Outreach</i>  <i>Kelly Bullington, Literacy Action of Central Arkansas</i></p>	<b>Chicot</b>

10:45 – 11:15 AM	<p><b>Human-Centered Design and Service-Learning: a Match Made in Heaven</b>  When we think of service-learning in architecture, we think about construction of community buildings. But resources needed to achieve goals of this magnitude are not available in all schools. This presentation will demonstrate that the desire of faculty and students to engage with the community as problem solvers can be harnessed in other ways to create fulfilling service-learning situations. It will present the work created during a semester by undergraduate students in a design-research course.  <i>Norma I. Figueroa, University of Texas at Arlington</i></p>	<b>Grampas</b>
	<p><b>Partnering with Communities: A Focus on Relationship-Establishment</b>  This presentation will call upon data obtained from 18, in-depth interviews conducted with community members, service providers, and students engaged in a year-long community assessment service learning project. In so doing, it offers a taxonomy of specific behaviors identified as critical to the establishment of high-quality relationships among those involved in community-based/service-learning partnerships.  <i>Rebecca Matthew, University of Georgia</i></p>	<b>Harris Brake</b>
	<p><b>The Community Narrative Research Project: Examining Student Experiences of Community Engagement</b>  At Rhodes College, student and staff leaders in the Bonner Scholar Program, a national service-learning scholarship program, are partnering with Psychology Department faculty and students to examine students’ changing understandings of community engagement in the context of a liberal arts education. This presentation will focus on the longitudinal project, presenting initial findings from student narratives and reflecting on the use of participatory strategies for strengthening our program and supporting one another in community engagement and learning.  <i>Elizabeth Thomas, Rhodes College</i>  <i>Adele Malpert, Rhodes College</i>  <i>Eann Malabanan, Rhodes College</i>  <i>Chigozie Emelue, Rhodes College</i></p>	<b>White Oak</b>
11:15 – 11:30 PM	<b>Break</b>	
11:30 AM – Noon	<p style="text-align: center;"><b><u>INDIVIDUAL PRESENTATIONS</u></b></p> <p><b>Faculty and Students as Change Agents: Developing Departmental Service Initiatives for Social Justice and Critical Citizenship</b>  This presentation examines the ways in which two departments, Human Services and Social Foundations of Education, have revised their courses to include service-based initiatives directly linking faculty, staff, and students with local community members and organizations. In particular, we discuss four examples of institutional/community partnerships, including the challenges and successes of instituting these projects with limited funding and a nontraditional student base and building partnerships that focus on needs defined by the community.  <i>Sheri C. Hardee, University of North Georgia</i>  <i>Pamela Elfenbein, University of North Georgia</i></p>	<b>Chicot</b>

11:30 AM -Noon	<p><b>The Zen of Service-Learning: Reflections on Best Practices from an Introduction to World Religions Course</b></p> <p>My presentation will focus on the analysis of various service-learning projects at local Buddhist temples and Islamic masjids that students completed as part of their Introduction to World Religions course. These projects span a seven year period and include data from faculty, student and community partner surveys. Comments from these surveys will be interspersed with an analysis of survey data. The presentation will conclude with critical reflection, in the Zen Buddhist style, on these service-learning projects. A review of student and community partner responses will show that both parties gained a deeper understanding of each other and engaged in meaningful interfaith dialogue. Cross-sectional analysis of student and faculty surveys and student reflection papers reveal that such service projects are intellectually, spiritually, and culturally engaging and that such service projects enhance student learning.</p> <p><i>Dann May, Oklahoma City University</i></p>	<b>Grampas</b>
	<p><b>Partnering Industrial Engineers with Sweet Potato Growers: Student Perceptions of Learning from an Agricultural Community Partner</b></p> <p>Much of service-learning is written about from an urban perspective. Mississippi State University's service-learning center is a partnership with the Extension Service and Academic Affairs, and as such, pairs faculty with agricultural community partners to help students understand the university's land-grant mission. This session highlights rural service-learning partnerships including an Industrial Engineering partnership with sweet potato growers and the perceptions of student academic learning through the voices of students, faculty, and the service-learning director.</p> <p><i>Dr. April Heiselt, Mississippi State University</i></p>	<b>Harris Brake</b>
	<p><b>How Does Service-Learning Impact the Employment of University Graduates?</b></p> <p>How does taking service-learning coursework as an undergraduate impact students' later success on the job market? A study of educationally and demographically matched pairs of one university's graduates compares those with and without service-learning experience on job-related outcomes including employment history (time to employment, promotions, full-/part-time work) and earnings (starting salaries and raises). This presentation will share the study's process and outcomes, including a discussion of how other campuses might replicate or extend this work.</p> <p><i>Paul H. Matthews, University of Georgia Office of Service-Learning</i></p>	<b>White Oak</b>
12:00 – 12:10 PM	<b>Break</b>	
12:10 – 2:00 PM	<p><b>Lunch, Awards, &amp; Keynote</b></p> <p><i>Sponsored by the University of Arkansas at Little Rock</i></p>	<b>Salon B/C</b>

## AWARDS

### Practitioner Award



**Joyce Thomas-Vinson, Coordinator for Student Engagement and Service-Learning in the Office of Public Service, Auburn University**

Joyce Thomas-Vinson is the Program Coordinator for Student Engagement and Service-Learning in the Office of Public Service at Auburn. Joyce was instrumental in the development of the AuburnServes network which supports curricular engagement as well as civic collaborations. This program connects more than 170 agencies statewide to Auburn students and faculty providing volunteer fairs, service learning colloquia, and community partner training sessions throughout the year. Prior to joining the Office of Public Service, Joyce served ten years as a Coordinator for Project Uplift. This program provides mentors, the majority of which are Auburn University students, for at-risk youth in the local community. Joyce also teaches English at Southern Union State Community College in Opelika, Alabama and serves on the board of several non-profit agencies.

### **Community Partner Award**



#### **Emily Wolff, Director of Community Programming and Outreach at Andrew Wilson Charter School and the Broadmoor Improvement Association in New Orleans, Louisiana**

Emily Wolff graduated from Bard College with a Bachelors of Sociology and began working in New Orleans in 2006 offering therapeutic expressive arts workshops to children experiencing trauma from displacement, poverty and loss. Emily has worked in Broadmoor for the past eight years coordinating educational programs that have impacted hundreds of families. As a fellow in the Propeller *Accelerator* program, an initiative that helps launch early-stage ventures that tackle social problems, Emily advanced the Broadmoor community's vision for an Arts & Wellness Center. Emily organized the capital campaign to secure approximately \$2 million to renovate the old classroom corridor into a vibrant shared workspace and a home for arts & wellness practitioners. Emily is also currently one of twenty-four Kellogg Foundation Community Leadership fellows in New Orleans—a program focused on strengthening a network of community leaders to improve conditions for vulnerable children. She is the recipient of the President Leon Botstein Prize and Christina R. Tarsell Service Award.

### **Faculty Member Award**



#### **Dr. Sanjay S. Mehta, Professor of Marketing, Sam Houston State University Department of Management and Marketing**

Sanjay S. Mehta (BS, MS, MBA, PhD) is an Engaged Scholar and Professor of Marketing at Sam Houston State University, Huntsville, TX. He has presented and/or published over 200 articles in refereed conferences and in peer reviewed academic journals and books in the areas of marketing pedagogy, franchising, global marketing, E-commerce, Internet marketing, sports marketing, service-learning, and Geography Information Systems. Sanjay's primary teaching methodology is service-learning pedagogy. What started out as a request for marketing help by an owner of a restaurant 23 years ago, evolved into sustainable and viable classroom pedagogy in multiple courses and institutions. Since 1992, Sanjay has had a large number of disparate community partners. They have included many *for-profit-businesses* (e.g., storage facility, carpet store, Laundromat, bar and grill, credit union, book store, thrift store, etc.), several *not-for-profit entities* (e.g., churches, synagogues, shelters, public libraries, parks and recreation), and numerous *departments on campus* (e.g., student union, university library, computer services, public relations office, college of business, university hotel, career services, alumni association, recreational sports). While Sanjay has utilized service-learning pedagogy in multiple classes throughout the marketing curriculum, his greatest success has been in teaching two courses: the strategic marketing management course and the marketing research course. Both these courses lend themselves perfectly to this pedagogy because of the content taught and the assessment tools used. The content of these courses can be taught in parallel to the needs of the community partner.

### **Collaboration Award**



#### **Nicole Walker, Principle, O.A. Reaves Elementary School, Conroe, Texas**

Mrs. Walker has been an educator for nineteen years and has spent the past sixteen years in Conroe Independent School District. As a graduate of Sam Houston State University, she began her career as a first grade teacher in Tarkington ISD and Conroe ISD. After being in the classroom for nine years, she became a campus literacy coach at Anderson Elementary School for one year and then a district literacy coach for three years. She attended Lamar University where she received her Master's Degree in School Administration. She began her administrative career at Giesinger Elementary School as an assistant principal. After three years as an assistant principal, she was given the opportunity to be the principal at Reaves Elementary School.

## Student Award



**Rachel Paule, Office of Student Leadership and Civic Engagement, Georgia Southern University**

Rachel Paule is a senior at Georgia Southern University. She became involved in service-learning in the spring of her freshman year and became the student service-learning facilitator the fall of her sophomore year. She later went on to become the first president of the student-led service-learning advisory board. Under the mentorship of Wendy Denton, Rachel will have facilitated six service-learning projects in three different colleges upon graduating in May. Her projects have helped Habitat for Humanity, Downtown Statesboro Development Authority, Water at Work Ministries, United Way of Southeast Georgia, Keep Bulloch Beautiful, Georgia Southern Botanical Gardens and Georgia Southern Center for Sustainability, Coastal Conservation Authority of Savannah, Pineland Center for Behavior Health and Developmental Disabilities, Boys and Girls Club, Statesboro Recreation Department, Goodwill, and more. She is pursuing a major in Business

Management with an emphasis in Small Business/Entrepreneurship and a minor in French. After graduation, she plans to move back to Atlanta and work as a consultant for entrepreneurs and small business owners.

## KEYNOTE



**Minnijean Brown-Trickey, Little Rock Nine member**

*Sponsored by the University of Arkansas at Little Rock*

As we reflect on the building of bridges between service and higher education, it is prudent to reflect on the past and how far we have come as well as challenges that remain before us. Although the Civil Rights Movement ended in 1968, racial barriers are ever-present in 2015.

In this keynote address, Minnijean Brown-Trickey – a member of the Little Rock Nine, the first group of African-American students to attend a white-only school during the Civil Rights Movement – will deliver a fascinating account of her involvement in the desegregation of schools and subsequent social activism achievements. Minnijean has continued to speak out against social injustices and is a vital voice for upholding freedom and equality. For 14 years Minnijean has accompanied more than 7,000 students on ten-day interactive history journeys to civil rights sites in the South.

*Minnijean Brown-Trickey has served in the Clinton Administration as the Deputy Assistant Secretary for Diversity for the Department of Interior. Additionally, Minnijean has earned the U.S. Congressional Gold Medal, the Spingarn Medal, the Wolf Award, a medal from the W.E.B. DuBois Institute, among others.*

2:00 – 2:15 PM	<b>Break</b>	
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## CONCURRENT SESSIONS III

*Interactive Workshops & Panel Presentations, 2:15 – 3:30  
Individual Presentations have two sessions, 2:15-2:45 and 3:00 -3:30*

2:15- 3:30 PM	<p style="text-align: center;"><b><u>INTERACTIVE WORKSHOPS</u></b></p> <p><b>Once Upon a Time: Storytelling to Transform Community and Promote Critical Reflection</b> This interactive workshop will draw from Marshall Ganz’ work on the role of stories and storytelling in building communities and inspiring community engagement. Workshop leaders Sharon Andrews, Christina Armistead, and Marybeth Lima will share stories from their Service-Learning experiences and consider how such stories can help students understand the emotional and social context of Service-Learning goals. Participants will be invited to share their own stories and explore how they can motivate critical reflection and community action. <i>Sharon Williams, Andrews Louisiana State University Christina Armistead, Louisiana State University Marybeth Lima, Louisiana State University</i></p>	<b>Hoffman</b>
	<p><b>Strategies for Faculty Development: Using our assets to make the most of community-engaged faculty development opportunities</b> Faculty involvement and leadership are key components of effective community engagement and service-learning programs. Each institution has its own unique set of characteristics – strengths and challenges – that influence how we design and implement community-engaged faculty development opportunities. This interactive workshop will introduce a variety of faculty development strategies and then focus on a facilitated planning process for participants to strategically identify faculty development opportunities that will be most effective in their own particular settings. <i>Ashley Cochrane, Berea College Janice Blythe, Berea College Jamie Boggs, Berea College Amanda Wyrick, Berea College</i></p>	
	<p style="text-align: center;"><b><u>PANEL PRESENTATION</u></b></p> <p><b>New Times Demand New Scholarship: Publishing Engagement Research for University Faculty</b> Four faculty members from diverse disciplines (speech communication, political science, rehabilitation counseling and social work) will present and discuss their research and scholarly outcomes as a result of integrating engagement activities into the course structure. The challenges of carrying out this type of research, the relevance to tenure and promotion and the impact on student learning will be integrated into the discussion. <i>Lillian Wichinsky, University of Arkansas at Little Rock Kristen McIntyre, University of Arkansas at Little Rock Raymond Ortega, University of Arkansas at Little Rock Rebecca Glazier, University of Arkansas at Little Rock</i></p>	<b>Ouachita</b>

2:15- 3:30 PM	<p><b>“A Hospital-University Partnership: Using Student Health Coaches to Improve Health Outcomes for Chronically Ill Patients”</b>  Community partner, faculty, and student stakeholders will explore a new partnership between University of Arkansas and Washington Regional Medical Center, in which undergraduates are trained to work with a team of healthcare professionals, serving as Health Coaches to help improve health outcomes for chronically ill patients. Though such programs have not always been contextualized as service-learning or community-engaged courses, we’ll discuss how we’ve aligned elements of our program with best practices and goals of service-learning  <i>Casey Kayser, University of Arkansas</i>  <i>Dr. Mark Thomas, Washington Regional Medical Center</i>  <i>Tracy Jones, Washington Regional Medical Center</i>  <i>Jordyn Henry, University of Arkansas</i>  <i>Joshua Anderson, University of Arkansas</i></p>	<b>Neosho</b>
	<p><b>Different Voices: Student Engagement with Environmental Issues Outside the Classroom</b>  After instituting a new skills based curriculum, the Urban Environmental Studies Program worked to develop new service learning courses with community partners. This session includes BSC faculty, students and community partners discussion the opportunities and challenges in developing these courses as well as offering suggestions for replication.  <i>Dr. William G. Holt, Birmingham-Southern College</i></p>	<b>Salon A</b>
2:15 – 2:45 PM	<p style="text-align: center;"><b><u>INDIVIDUAL PRESENTATIONS</u></b></p> <p><b>Making e-Service-Learning Relevant and Manageable</b>  This paper presents a teaching model used to address the logistical barriers related to e-service-learning courses. Because it is difficult for the instructor to monitor the service activities of students who are geographically diffuse, a wider definition of 'service', which includes not only in-person volunteerism but also the creation of products that meet an identified community need, was used. The model also fostered continuity between the instructor's face-to-face service-learning courses and the Summer e-service-learning course taught on the same topic.  <i>Melissa Landers-Potts, University of Georgia</i></p> <p><b>Addressing and Reducing Students’ Cultural Biases in Domestic and International Service-learning</b>  Students in service-learning courses often encounter individuals and communities with a variety of racial, ethnic, cultural and religious identities different from the students’ identities. Even when students are committed to genuine service, their interactions with difference are guided by conscious and unconscious stereotypes and biases. In this workshop, participants will be introduced to the HEADS-UP model developed by Andreotti (2012) and will develop pre-, in-, and post-service reflection prompts based on the model and designed to assist students better recognize and reduce their cultural biases.  <i>Steven Jones, Georgia College and State University</i></p>	<b>Chicot</b>          <b>Grampas</b>

2:15 – 2:45 PM	<p><b>Neighborhood Studies: An Interdisciplinary Approach to Service Learning</b>  The subject of this presentation is a new interdisciplinary course at UALR entitled Neighborhood Studies which is co-taught with Criminal Justice, Art, and History. Students study and work in the Central Little Rock Promise Neighborhood to understand critical issues, and pose possible solutions. The class includes a 30 hours service-learning project of the student's choice. The presentation will detail the structure of the class, the results of student investigations, and a discussion of the service learning options.  <i>Stacy Moak, University of Arkansas at Little Rock</i>  <i>Kristin Mann, University of Arkansas at Little Rock</i>  <i>Laura Amrhein, University of Arkansas at Little Rock</i></p>	<b>Harris Brake</b>
	<p><b>A Service-Learning Study: Student and Community Partner Challenges and Benefits</b>  This presentation explores and analyzes a service-learning course as a means to understand both student and community partner challenges and benefits while teaching art to a special needs community.  <i>Amanda Alexander, University of Texas at Arlington</i></p>	<b>White Oak</b>
2:45 – 3:00 PM	<b>Break</b>	
3:00 – 3:30 PM	<p style="text-align: center;"><b><u>INDIVIDUAL PRESENTATIONS</u></b></p> <p><b>Designing Service Learning Assignments for Online Students</b>  The presentation describes three different ways to design service learning assignments for online courses. Written descriptions provided to the students about how to complete the assignments and how students were assessed with regard to the assignments will be provided. The difficulties encountered with each of the three assignments will be addressed.  <i>Karen Smith-Gratto, North Carolina A&amp;T State University</i></p> <p><b>Taking F.A.C.T.S (Forensic Application of Critical Thinking Skills) to the Middle Schools</b>  With the CSI/NCIS effect so prevalent, the Department of Forensic Science has a unique opportunity to teach STEM concepts in an exciting way. The department has developed a Service Learning course in which undergraduate students engage with middle school students in low performing public schools to teach hands- on science based activities. This presentation will discuss the process in which community partnership were established, curriculum was designed and the challenges and benefits for both sets of students.  <i>Jo Straus Murphy, MSW, Virginia Commonwealth University</i></p> <p><b>Enhancing Civic Design Value: A Service-Learning Studio Course on Nashville</b>  Nashville Next is a two-year community visioning and assessment process as “an integrated effort to ensure prosperity and well-being for the next 25 years, drawing on the needs, ideas and input” of citizens. This paper will discuss this process, as well as the University of Tennessee’s 15-year partnership with the Nashville Civic Design Center, emphasizing civic design education, participation and advocacy, and the role a university design studio has played through service-learning.  <i>Thomas K. Davis FAIA, University of Tennessee Knoxville College of Architecture &amp; Design</i></p>	<b>Chicot</b>  <b>Grampas</b>  <b>Harris Brake</b>

3:00 – 3:30 PM	<p><b>Crossing That Bridge: Moving Faculty from Skeptics to Advocates of Community Engagement</b></p> <p>How do you attract faculty from disciplines as diverse as statistics, law, and theater to community-based work? Once you attract them, how do you connect them to the right project? Terry Dolson and Cassie Price from University of Richmond’s Bonner Center for Civic Engagement will lead an interactive session in which they demonstrate tools they use to develop faculty in community-based work along a spectrum from skeptic, to explorer, to advocate.</p> <p><i>Cassie Price/Terry Dolson, University of Richmond, Bonner Center for Civic Engagement</i></p>	<b>White Oak</b>
3:45 – 6:00 PM	<p><b>Clinton Library Tours</b></p> <p>Trolley transportation provided from Marriott Lobby</p>	<b>Outside Marriott Main Entrance</b>
5:30 – 7:00 PM	<p><b>Reception at Sturgis Building</b></p> <p>Sponsored by the University of Arkansas Clinton School of Public Service Trolley transportation provided from Marriott Lobby</p>	<b>Outside Marriott Main Entrance</b>
7:00 PM	<p><b>Dinner on your own</b></p>	

## Day Three-Friday, March 13, 2015

Time	Event	Location
7:30 – 8:30 AM	<b>Breakfast</b>	<b>Salon B/C</b>
8:00 – 9:00 AM	<b>Roundtable Discussion</b>	<b>Salon B/C</b>
<p><b>Roundtable Discussion Topics</b></p> <ul style="list-style-type: none"> <li>▪ Executive Committee Membership Recruitment Session</li> <li>▪ Global Service-Learning</li> <li>▪ Student Success and Community Engagement</li> <li>▪ Community Engagement and Education in an Online Environment</li> <li>▪ Service-Learning and Healthcare</li> <li>▪ Making Meaning of Community Engagement Through Critical Reflection</li> <li>▪ Faculty Development Strategies</li> <li>▪ Exploring Public health Issues Through Community Engagement</li> <li>▪ Innovative Service-Learning Assessment Strategies</li> <li>▪ Creative Service-learning Course Design</li> <li>▪ Funding Your Community Engagement Initiatives</li> <li>▪ The STEM of Service-learning</li> <li>▪ Navigating Campus Community Partnerships for Sustainability</li> </ul>		
<p><b>CONCURRENT SESSIONS IV</b>  <i>Interactive Workshops &amp; Panel Presentations, 9:15 – 10:30</i>  <i>Individual Presentations have two sessions, 9:15 – 9:45, 10:00 – 10:30</i></p>		
9:15 – 10:30 AM	<p><b><u>INTERACTIVE WORKSHOPS</u></b></p> <p><b>Building Bridges Connecting Social Media and Service-Learning</b>            Social media is an integral part in today’s communication patterns within the millennial generation and within savvy community-based organizations. An Appalachian case study shares learning lessons gleaned over four years on how to integrate (service-learning, civic engagement) programs that contribute to community economic development with a focus on social media. The outcomes highlight the potential for building an alternative economy, and promises greater monetary returns for local residents, rural traditions preservation and sensitive natural resources protection.  <i>Peter Hackbert, Entrepreneurship for the Public Good Program</i>  <i>Monica Powell, Berea College</i>  <i>Katelyn Blair, Berea College</i>  <i>John Willis, Berea College</i>  <i>Kyle Ernest, Berea College</i></p>	<b>Ouachita</b>
	<p><b>How Universities and their Community Partners are Learning to Solve Complex Social Problems Together through Participatory Collective Impact Frameworks</b>            Collective Impact (CI) is a framework that brings stakeholders together around a shared agenda and measurements, mutually reinforcing activities, and continuous communication. Supported by a backbone institution, the approach is believed to help communities address complex social problems. During this session, representatives from Tulane will share why they chose to use CI as an organizing structure, the challenges they’ve encountered and how they incorporate experiential education into the framework for maximum learning and service outcomes.  <i>Amanda Buberger, Tulane University Center for Public Service</i>  <i>Katie Houck, Tulane University Center for Public Service</i></p>	<b>Hoffman</b>

9:15 –10:30 AM	<p><b>Using Liberating Structures to Teach, Reflect and Work Differently</b>  Are you interested in increasing the impact of your meetings, class sessions, events, or programs by engaging everyone in meaningful ways? Liberating Structures shift the way we meet, plan, and relate to one another. They quickly foster lively participation. We invite you to attend this interactive workshop to experience Liberating Structures and learn about what they are and how to incorporate them into your work and life.  <i>Marie Lindquist, University of Arkansas Clinton School of Public Service</i>  <i>Barb Allen, Transformation Consulting Group</i>  <i>Tatiana Riddle, University of Arkansas Clinton School of Public Service</i></p>	<b>Manning</b>
9:15AM – Noon	<p><b>Get Started Researching Your Service-Learning Activities – Double Session</b>  This workshop—spanning two time slots to ensure hands-on work time—is designed for faculty members, graduate students, staff, and administrators interested in assessing the impacts and outcomes of their service-learning, whether at the university, course, or partnership level. The presenters will share best practices and tips for setting up an effective research plan, with multiple examples provided, and participants will have the opportunity to consider and work on their own assessment plans as well.  <i>Paul Matthews, University of Georgia Office of Service-Learning</i>  <i>Andrew J. Pearl, University of Georgia Office of Service-Learning</i></p>	<b>Salon A</b>
9:15 –10:30 AM	<p style="text-align: center;"><b><u>PANEL PRESENTATION</u></b></p> <p><b>Play Ball? University-Community Teamwork for Long-Term Recreation Planning &amp; Implementation</b>  A community workgroup member, doctoral student, and two public service faculty members will share information about community recreation strategic planning and visioning processes in 2 communities through a community-university partnership. They will include examples of how higher education faculty and students can partner with communities to engage residents and document ideas/ feedback. Each will share their experiences and perspective regarding their involvement in the efforts, and some of the outcomes.  <i>Ilka McConnell, Hart Co. Archway Partnership, University of Georgia</i>  <i>Chandra Brown, Archway Partnership - Candler County</i>  <i>Betsy McGriff, Archway Partnership, University of Georgia</i>  <i>Megan LePere-Schloop, School of Public &amp; Int'l Affairs, University of Georgia</i></p>	<b>Neosho</b>
9:15 – 9:45 AM	<p style="text-align: center;"><b><u>INDIVIDUAL PRESENTATIONS</u></b></p> <p><b>Connecting Campus to Community: Integrating a Web-based Software Platform to Support Service-Learning and Civic Engagement</b>  Beginning in the summer of 2014, Belmont began implementation of the Get Connected software platform to assist in connecting our campus to the community and tracking student involvement. We will share our experience in selecting the platform, enlisting and training community partners, working with our IT Department to integrate the software into our campus computing systems and getting faculty and students up to speed on integrating it into their service-learning and civic engagement activities.  <i>Tim Stewart, Belmont University</i>  <i>Hyangsook Lee, Belmont University</i></p>	<b>Chicot</b>
9:15 – 9:45 AM	<p><b>Collaboration through Technology: Using Blended Learning Classrooms and Near-Peer Mentoring to Increase High School Graduation in Rural Alabama</b></p>	

	<p>This presentation will analyze the implementation of Alabama Possible’s Blueprints College Access Initiative curriculum in Locust Fork High School, a rural high school in Blount County, Alabama. Using the technology provided by a grant from the Community Foundation of Birmingham, two electronic classrooms provide a unique venue for this collaborative project, with hopes of targeting at-risk students to increase high school graduation and create a college-going culture. <i>Reeve Jacobus, Birmingham-Southern College</i></p>	<b>Grampas</b>
	<p><b>“Reflection: Pssst, you’re doing it wrong...well, maybe”</b> The reflection component of service learning has, for many, been their triumph or the very bane of the project’s existence. Getting students to bypass apathy and truly engage in personal reflection has many professors practically giving up on the possibility of success. Herein lies the rub, so this presentation will focus on: How to embrace perplexity in learning; Develop ability to make meaning of personal experiences; Is too much/too deep a counterproductive; Now you have to assess it...yikes!!! <i>Carie Kapellusch, University of Texas at Arlington</i></p>	<b>Harris Brake</b>
	<p><b>Creating OpporTUNEity: Service-Learning, Collaboration, and Piano Lessons for At-Risk Youth in South Tennessee</b> This presentation will be devoted to the discussion of Martin Methodist College’s OpporTUNEity Music Program. OpporTUNEity is a highly successful, co-curricular service-learning project that provides at-risk youth from the Boys &amp; Girls Club of Pulaski, TN with piano lessons and mentoring from undergraduate piano students in a supervised, one-on-one setting. Drawing from her experience as Assistant Professor of Music and Faculty Service-Learning Liaison, the presenter will discuss the crucial steps followed during the design and implementation of this life-changing project. <i>Dr. Melissa Martiros, Martin Methodist College</i></p>	<b>White Oak</b>
9:45 – 10:00 AM	<b>Break</b>	
	<b><u>INDIVIDUAL PRESENTATIONS</u></b>	
10:00–10:30 AM	<p><b>Pre-college Factors Influencing College Students’ Civic Attitudes: Familial and Community Experiences Related to Positive Civic Engagement</b> 178 students beginning study at Tulane University were surveyed in the fall of 2013. Replicating an earlier study, precollege service experiences were strong predictors of students’ civic attitudes at college entry. Family orientation toward community service also predicted students’ civic attitudes and plans for engagement. Additional analyses look at the nature of service and kinds of parent involvement in the community as possible predictors of students’ attitudes at college entry. <i>Barbara E. Moely, Tulane University</i> <i>Vincent Ilustre, Tulane University</i></p>	<b>Chicot</b>
	<p><b>Serving Safely: Tips for Managing Risk During Service Projects</b> This presentation will provide suggestions on how to assess the potential risks in service or service-learning projects, take steps to minimize the risks, and plan for emergencies that could happen anyway. This session’s content can be geared toward any audience, with guidance for project organizers, host sites, and service participants. Participants will receive handouts with sample liability forms, job descriptions, informed consent statements, and project agreements. <i>Christy Arrazattee, University of Southern Mississippi</i></p>	<b>Grampas</b>
10:00–10:30 AM	<p><b>Engaging the Millennial Generation in Service Learning: Strategies for Challenging Conventional and Experiential Learners in Civic Engagement</b> Beyond cognitive, affective, and moral transformation (Giles and Eyler, 1999) service</p>	

	<p>learning programs also seek to foster civic engagement in a democratic society. As a service learning practitioner, this means pushing students to get to the root causes of social issues, question social injustices, and think critically about improving communities. Recent literature characterizes the Millennial generation, as team players interested in service, volunteerism and experiential learning. However, research also argues that this generation is more conventional-- and less willing to question authority and institutions. This workshop explores literature on the Millennials and introduces strategies for engaging this generation of students in service learning.</p> <p><i>Lacey M. Cunningham, The University of New Orleans</i></p>	<b>Harris Brake</b>
10:30-10:45 AM	Break	
<p><b>CONCURRENT SESSIONS V</b></p> <p><i>Interactive Workshops &amp; Panel Presentations, 10:45 - Noon</i></p> <p><i>Individual Presentations have two sessions, 10:45 – 11:15, 11:30 – Noon</i></p>		
10:45 AM–Noon	<p><b><u>INTERACTIVE WORKSHOPS</u></b></p>	
	<p><b>Defining "Service" in Service Learning</b></p> <p>Although the potential benefits of service-learning experiences for students and the organizations with which they work are well-documented (Byers, L.G. and Gray, K., 2012), some argue that the goal of “service” has been overshadowed by the goal of “learning” (Blouin, D.D. and Perry, E. M., 2009). In this workshop, participants will explore how conflicting definitions of service can negatively affect the central service-learning component of civic engagement.</p> <p><i>Susan A. Hoffpauir, University of Arkansas Clinton School of Public Service</i>  <i>Christy Standerfer, University of Arkansas Clinton School of Public Service</i></p>	<b>Hoffman</b>
	<p><b>Public Dialogue &amp; Deliberation: Engaging Civic Issues between Learning and Service</b></p> <p>Representatives from various institutions discuss and illustrate through participatory activities the value of and methods for implementing dialogue and deliberation to enhance service learning and civic engagement. Learn about in-classroom techniques, facilitation training, modifying campus events to hosting large democratic deliberation forums, “citizenship month” and City-University partnerships that involve citizens, including students, in decisions that affect them.</p> <p><i>Amanda Buberger, Tulane University Center for Public Service</i></p>	<b>Harris Brake</b>
	<p><b><u>PANEL PRESENTATIONS</u></b></p>	
	<p><b>McLean Mentors: Bridging Campus and Community in Rural Mississippi</b></p> <p>Dialogue with a community partner, Excel Commons, was the impetus for creating the McLean Mentors program. Excel recognized a need for greater engagement by university students, and expressed interest in creating opportunities for children from Calhoun County to visit the university campus. This reciprocal partnership combines afterschool tutoring with a campus visit to nurture college-going aspirations. This discussion will address lessons learned in developing volunteers committed to engagement in communities located one hour from campus.</p> <p><i>Dr. Albert Nylander, McLean Institute for Public Service and Community Engagement</i>  <i>Laura Martin, McLean Institute for Public Service and Community Engagement</i>  <i>Emma Tkachuck, McLean Institute for Public Service and Community Engagement</i>  <i>Madison Gable, McLean Institute for Public Service and Community Engagement</i>  <i>Sr. Judy Sinnwell, Excel Commons</i></p>	<b>Ouachita</b>

10:45 AM–Noon	<p><b>Primary Prevention Intervention and Service-Learning Courses: An examination of service- learning as a vehicle for primary prevention in communities</b></p> <p>The message of primary prevention intervention is straightforward; individuals put effort into stopping a problem before it occurs. The goal of this presentation is to illustrate the theme of primary prevention intervention for communities in five service-learning courses at Berea College across the disciplines of psychology, education, nutrition, and general studies. Projects in these courses address community problems such as mental health disorders, obesity, food insecurity, and obstacles to academic success.</p> <p><i>Amanda J. Wyrick, Berea College</i>  <i>Janice Blythe, Berea College</i>  <i>Jamie Boggs, Berea College</i>  <i>Andrea Woodward, Berea College</i>  <i>Penelope Wong, Berea College</i></p>	<b>Neosho</b>
	<p><b>Developing a First-Semester Course with a Required Civic Engagement Component</b></p> <p>Colleges are continually seeking out ways to ease the way for incoming students to participate in significant civic engagement work across their undergraduate years. This panel would overview the development of one such model in the form of Hendrix College's The Engaged Citizen course, a first-semester course that is tied to the theme of engaged citizenship through the offering of thematic interdisciplinary courses that also incorporate a required engaged learning project (individual or group-based in nature) along with reflection on the civic engagement elements of the engaged learning experiences. The panel of faculty members at Hendrix College involved in the course's creation and initial teaching will discuss the decisions made through the implementation phase, including the development of an assessment plan for the course, as well as the challenges experienced across the first two years of the course's offering at the College.</p> <p><i>Jay Barth, Hendrix College</i>  <i>Peg Falls-Corbitt, Hendrix College</i>  <i>Jane Harris, Hendrix College</i>  <i>Todd Tinsley, Hendrix College</i>  <i>Toni Jaudon, Hendrix College</i>  <i>Allison Shutt, Hendrix College</i></p>	<b>White Oak</b>
10:45 –11:15AM	<p style="text-align: center;"><b><u>INDIVIDUAL PRESENTATIONS</u></b></p> <p><b>Enriching Education in Disability Studies through Engaged Service-Learning</b></p> <p>This presentation describes the pedagogical foundation, learning objectives, and initial results of an innovation to an interdisciplinary pre-service disability studies certificate program to include engaged service-learning. Service-learning is defined, the courses in which community engagement were expected are described, and student and community partner reflections are shared. The identified benefits, challenges, and next steps to community engaged service-learning within the program will be discussed.</p> <p><i>Carol Britton Laws, PhD, MSW, The Institute on Human Development and Disability/UCEDD, College of Family and Consumer Sciences, The University of Georgia</i></p>	<b>Chicot</b>

10:45 –11:15AM	<p><b>Connecting Partners: Boundary-Spanning Roles of Engaged Community Partners</b>  Boundary spanners can work together across traditional differences to create direction, alignment, and commitment throughout partnerships. Research has presented the boundary spanning roles of institutionalize partners and community partners, but what about those spanners that traverse both roles? This session will present the roles engagement staff play when navigating these groups and the intersection of their personal boundary spanning roles while working within and throughout these multiple systems and multiple individual roles.  <i>Katherine Adams, PhD, The University of Georgia</i>  <i>Ilka McConnell, PhD, Archway Partnership, University of Georgia</i>  <i>Betsy McGriff, MBA, Archway Partnership, University of Georgia</i>  <i>Don McLemore, PhD, Director, Office of Industry Relations &amp; Economic Development</i></p>	<b>Grampas</b>
11:15 -11:30	<b>Break</b>	
11:30 – Noon	<p style="text-align: center;"><b><u>INDIVIDUAL PRESENTATIONS</u></b></p> <p><b>Exaltations and exasperations: Managing expectations for true engagement</b>  Building a platform for true engagement involves finding a balance between idealism and reality in forming expected outcomes. Managing a variety of curricular requirements, stakeholder interests and student expectations often stresses faculty’s capacity to thoughtfully execute the initiative to any level of mutual benefit. The process cannot be formulaic; true engagement requires managing often fluid relationships and conflicting objectives through effective communications and sharing of values to achieve and maintain acceptance of salable outcomes.  <i>Ralph S. Foster, Jr., Auburn University</i>  <i>Mark R. Wilson, Auburn University College of Liberal Arts</i></p>	<b>Chicot</b>
	<p><b>“Student Performance in Service-Learning Literature Courses: Collaborating with Community Organizations vs. Academic Organizations”</b>  The goal of this presentation is to identify the pros and cons of partnering with community sites vs. academic sites for service-learning, especially taking into account student performance and outcomes. I will rely mostly on the analysis of the service-learning journals, service-learning reports, and surveys completed by students in four of my upper-level literature courses. Participants will be exposed to a series of options for consideration when developing service-learning projects and choosing partner sites.  <i>Laura Barrio-Vilar, University of Arkansas at Little Rock</i></p>	<b>Grampas</b>
12:15 – 2:00 PM	<b>Lunch, Keynote, &amp; Closing</b>	<b>Salon B/C</b>

## KEYNOTE



### **"Living Lives of Commitment"**

*presented by Tania Mitchell*

When our students graduate and enter the real world, how do their community engagement experiences shape the choices they make, the lives they lead, the values they hold?

In this keynote presentation, Dr. Mitchell will draw from a multi-method study of alumni from community engagement programs at three universities to explore how community engagement experiences serve to inspire and prepare students to be engaged scholars and actors working for a better world.

As scholars and practitioners leading community engagement experiences, what hopes do we hold for the futures of the students we work alongside? This research presents several promising outcomes that suggest that the experience of community engagement during college can encourage lasting commitments to social justice as shown in the expressed values, professional work, consumer choices, and civic actions of the alumni studied.

The experiences from their community engagement programs that alumni name as influential will be presented alongside challenges to be considered as we aim to develop citizens who, in the words of Lee Knefelkamp, “see their role in life as contributing to the long-term greater good.”

Tania Mitchell is an assistant professor in the department of postsecondary teaching and learning at the University of Minnesota’s college of education and human development. Her teaching interests include social justice theory, civic discourse, public service and service-learning, diversity in higher education, and college student development. Much of her research focuses on service-learning as a critical pedagogy to explore civic identity, social justice, student learning and development, race and racism, and community practice.

# Thank You!

Special Thanks to all who helped make the 2015 Gulf-South Summit possible:

## Awards Selection Committee



Julianne Dunn  
Ralph Foster  
Cathy Hamilton  
Mary Beth Lima  
Joyce McCauley  
Paul Matthews  
Janna Pennington  
Rhoda Reddix  
Amelia Ross-Hammond  
Libba Vaughan



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# Gulf-South Summit Executive Committee

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**Christy Arrazattee**, University of Southern Mississippi

**Amanda Buberger**, Tulane University

**Christopher Ferrell**, University of Southern Mississippi

**Ralph Foster**, Auburn University

**Phillis George**, University of Mississippi

**Cathy Hamilton**, The University of North Carolina at Greensboro

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**Susan Reiser**, University of North Carolina at Asheville

**Amelia N. Ross-Hammond**, Norfolk State University

**Tim Stewart**, Belmont University

**Beth Wurz**, College of Coastal Georgia

# Interested in Membership on the Executive Committee?

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

Your institution can be part of the leadership of the Gulf-South Summit! This session will provide information on institutional sponsorship, expectations, and activities.

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

### **Roles and Responsibilities of Members:**

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

### **Standing Committees**

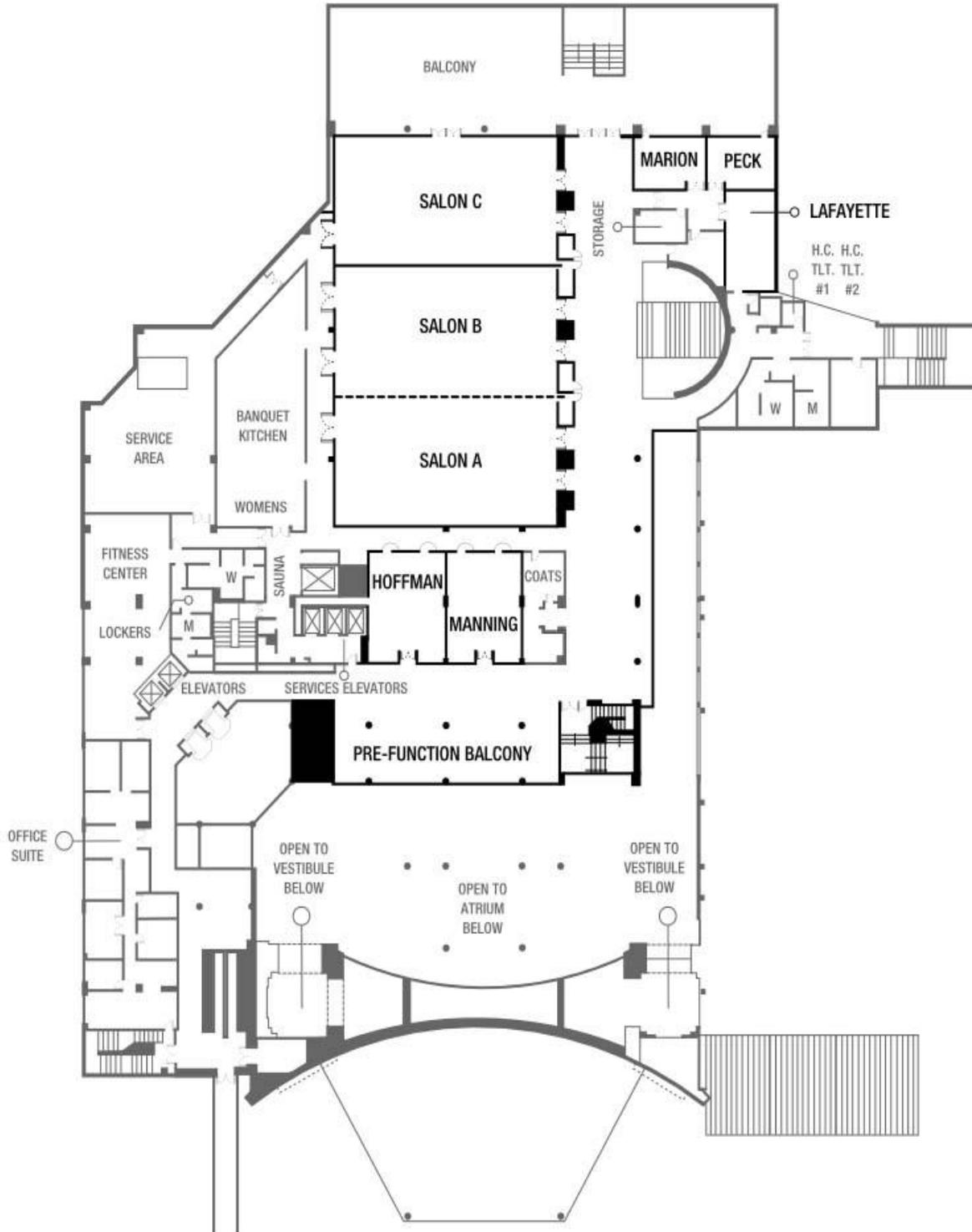
Host and Local Arrangements, Fundraising, Speakers and Workshops, Awards, Scholarships, Program and Request for Proposals, Round Tables, Exhibits, Finance, Evaluation, Membership, and History

### **Application for Membership:**

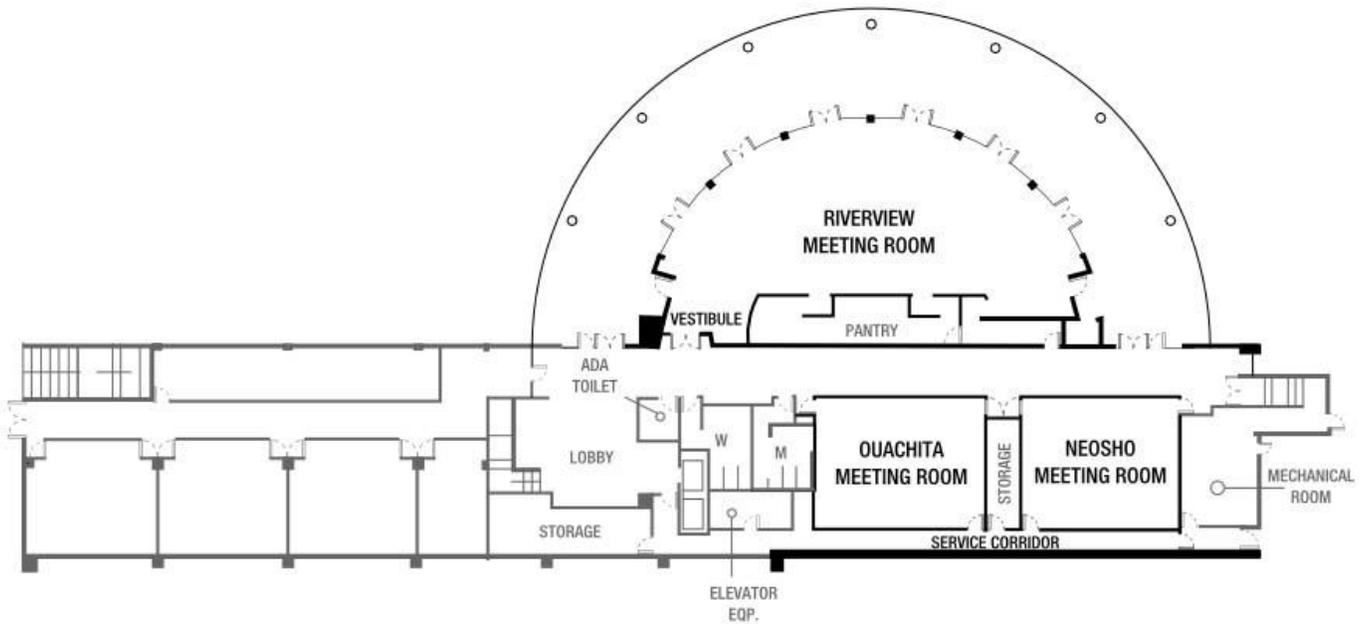
Prospective members should submit to the current committee chair a one-page summary of qualifications for membership and a letter of support and commitment from an institutional representative with authority to commit funds for minimum sponsorship of \$1000 and travel expenses to required meetings for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

# Conference Center Floor Plans

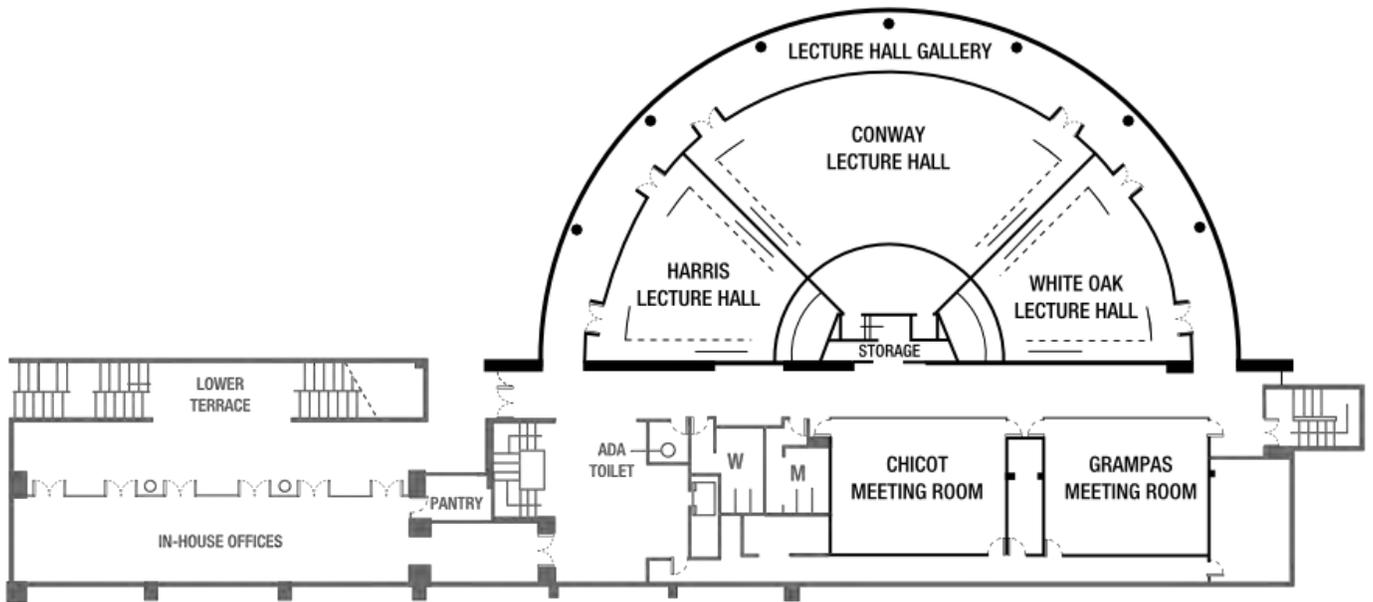
## MEETING ROOMS BALLROOM LEVEL



**RIVERSIDE  
LEVEL 1**



**LECTURE HALL  
LEVEL 2**



**CONFERENCE  
LEVEL 3**

