

CONFERENCE PROGRAM

GULF SOUTH

SUMMIT 2016

Coastal Georgia Center, Savannah, GA

APRIL 13-15, 2016



Hosted by:



GEORGIA
SOUTHERN
UNIVERSITY



Greetings to all participants of the Gulf South Summit on Service-Learning and Community Engagement in Higher Education!

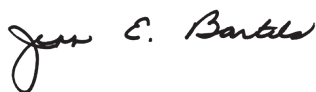
Welcome to Georgia Southern University and to the Coastal Georgia Center in Savannah. It is a privilege to host you, and I hope your time with us will be productive and enjoyable. This year you will be focusing on inclusion and the critical need for diverse voices in your work, as well as exploring techniques for dialogue and deliberation, best practices in student leadership for civic engagement, and community-engaged scholarship. This is critically important work for every university and I am certain the institutions you represent value your many contributions.

Georgia Southern is very proud of our community partnerships. As the region's largest comprehensive public university, we take our responsibility for improving the quality of life for every resident of Georgia very seriously. Service-learning and community engagement within a higher education framework are powerful tools for assisting communities and energizing change. Our efforts to serve Georgia's southeastern region continue to expand and develop each year, and our seven colleges are actively engaged in helping to create a better future for our citizens.

As a nurse, I appreciate the high level of skill and attention required to develop truly reciprocal community relationships, and I applaud your commitment to continuous improvement. Numerous Georgia Southern faculty and staff have attended the Gulf South Summit over the past decade, bringing home inspiration and best practices, and building meaningful relationships with engaged colleagues across the southeast. The Summit provides a tremendous opportunity to cultivate friendships, share innovative ideas, and celebrate your collective impact. I hope that this year's conference will provide just the right environment to further each of these goals.

I wish to express my appreciation to each of the sponsors of this year's Summit, and to the Executive Committee of the Gulf South Summit for their hard work and dedication in producing this excellent event. To our guests, I hope you will take full advantage of this opportunity and will return to your work with increased expertise and enthusiasm!

Sincerely,



Jean E. Bartels, Ph.D., RN
Interim President
Georgia Southern University





Welcome to the Gulf South Summit for Service-Learning and Community Engagement in Higher Education!

Our team has spent an enjoyable year working with the Gulf South Summit Executive Committee to host this exciting event. The Office of Leadership and Community Engagement at Georgia Southern University is proud to be a part of the Division of Student Affairs and Enrollment Management. Why? Because we are funded by students and work on behalf of students - helping them develop into the capable, responsible, community engaged professionals they have the potential to be. In this endeavor, we enthusiastically partner with engaged faculty to provide the service-learning and community engagement experiences that our students crave.

The partnership between conference co-chairs Dr. Jerri Kropp, Associate Professor of Child and Family Development in the College of Health and Human Sciences, and Wendy Denton, Assistant Director for Service-Learning in our office, is a terrific example of our strong Academic Affairs/Student Affairs relationships. Dr. Kropp was, and continues to be, a key ally in cultivating service-learning on our campus and has been a staunch advocate and friend for many years. So when, as a member of the Gulf South Summit Executive Committee, she brought this opportunity to us, we were delighted.

In addition to thanking Dr. Kropp, I would like to thank our Service-Learning Faculty Fellows. This group of dedicated faculty oversee our service-learning program and cultivate academic rigor and best practices within service-learning all across campus. Their expertise and tireless efforts have been essential to the success of our Service-Learning Facilitator program, a peer instructor initiative in support of faculty who embrace service-learning in their classrooms.

And speaking of Service-Learning Facilitators, this group of student leaders, together with their counterparts in our Community Engagement, Alternative Break, and Southern Leaders programs, provide the leadership, peer mentoring, and motivating force behind all of our service programs. Because of them and their efforts, I am particularly excited by the addition of a Student Showcase to this year's Summit. I know that you and your home institution will join us in celebrating student leadership and in encouraging students to tackle ever increasing engagement challenges.

I extend my warmest welcome to each of you, and I hope your experience with us will prove as fruitful and enjoyable as the many experiences we have enjoyed at previous iterations of this terrific conference!

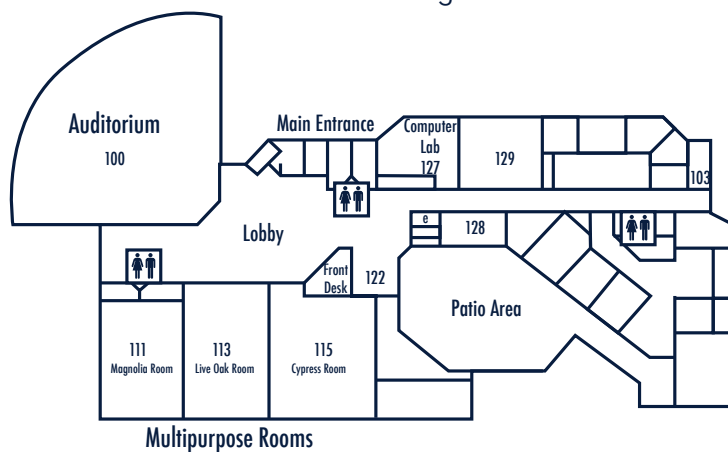
Best Wishes,

S. Todd Deal, Ph.D.
Executive Director, Office of Leadership and Community Engagement
Georgia Southern University

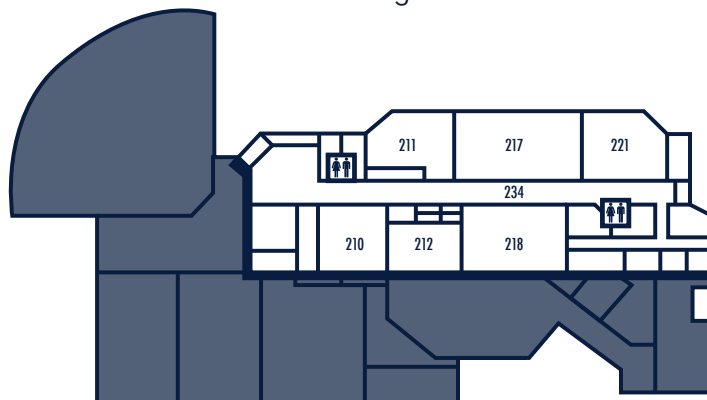


Time	Event	Location
WEDNESDAY		
8:00 - 11:30 a.m.	Board Meeting	CGC Conference Room
11:30 a.m. - 5:00 p.m.	Registration	CGC Lobby
12:00 - 1:15 p.m.	Welcome Lunch	CGC Multipurpose Room
1:30 - 4:30 p.m.	Preconference Workshops	CGC
5:00 - 7:00 p.m.	Poster Session and Welcome Reception	Embassy Suites Reception Room
7:00 p.m. - Until	Optional Dinner Rounds	City Market & River Street
THURSDAY		
7:30 a.m. - 12:00 p.m.	Registration	CGC Lobby
8:00 - 9:00 a.m.	Opening Keynote	CGC Auditorium
9:15 - 10:30 a.m.	Session Breakout	CGC
10:45 a.m. - 12:00 p.m.	Session Breakout	CGC
12:15 - 1:30 p.m.	Lunch & Keynote	CGC Multipurpose
1:45 - 3:00 p.m.	Session Breakout	CGC
3:15 - 4:30 p.m.	Session Breakout	CGC
3:30 - 5:00 p.m.	Student Showcase	Multipurpose Room
5:30 - 7:30	Oyster Roast and Reception	Savannah Railroad Museum
FRIDAY		
8:00 a.m. - 12:00 p.m.	Registration	CGC Lobby
8:15 - 9:30 a.m.	Session Breakout	CGC
9:45 - 11:00 a.m.	Session Breakout	CGC
11:15 a.m. - 12:00 p.m.	Round Table Discussions	CGC Rooms
12:15 - 1:45 p.m.	Lunch, Farewell Keynote, Awards & 2017 Reveal	CGC Multipurpose

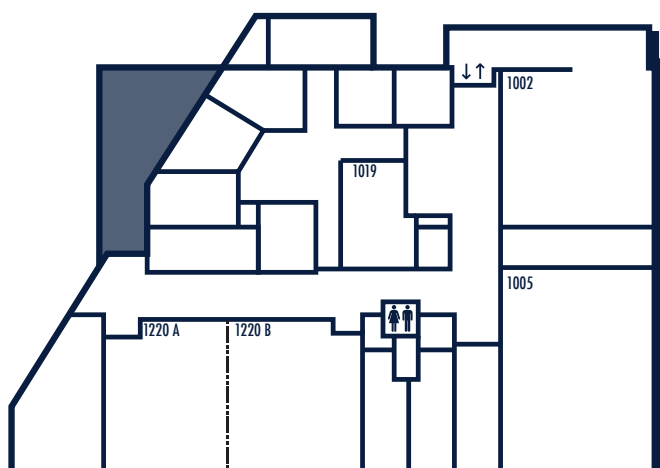
East Wing 1st Level



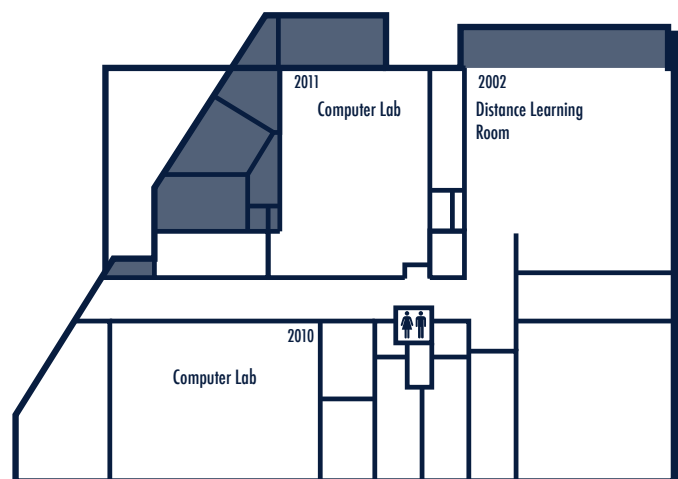
East Wing 2nd Level



West Wing 1st Level



West Wing 2nd Level



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guidebook

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GUIDEBOOK MOBILE APP

For your convenience, use the Guidebook app to create your own conference schedule and evaluate speakers.

BOARD MEETING | CGC CONFERENCE ROOM | 8:00 a.m. - 11:30 a.m.

WELCOME LUNCH | CGC MULTIPURPOSE ROOM | 12:00 p.m. - 1:15 p.m.

PRE-CONFERENCE WORKSHOPS | CGC | 1:30 p.m. - 4:30 p.m.

ROOM 1005

NUTS AND BOLTS 101 TO INFINITY AND BEYOND: THE SERVICE-LEARNING DIRECTORS WORKSHOP

Experienced practitioners who manage service-learning and/or community engagement programs and centers will lead an open discussion on the complex roles and responsibilities of leading such a program/center. The panelists will share information on building relationships on campus and with community partners, finding program support, informing faculty research, and facilitating faculty, student, and community interactions. Panelists will begin by sharing their experiences, challenges and successes, and advice. An interactive discussion among participants will follow. This preconference workshop is intended to provide orientation and insight for new or aspiring service-learning directors, and support for “grizzled veterans.”

PANELISTS:

Christy Kayser Arrazattee, Director, Center for Community and Civic Engagement, University of Southern Mississippi; Tim Stewart, Director of Service-Learning, Belmont University; Kristin Harper, Director, Bunting Center for Engaged Study and Community Action, Birmingham-Southern College

ROOM 217

WRITING AND PUBLISHING YOUR COMMUNITY-ENGAGED WORK

Nationally renowned engaged scholar KerryAnn O’Meara will work with participants on the process of submitting their work for publication in journals. Topics include setting aside the time for writing and creating writing groups, finding examples, developing strong abstracts, journal selection, how to be resilient when papers are rejected, and working with critical feedback to revise and resubmit. Participants will walk away from this workshop having planned next steps for their writing projects, written an abstract, and identified possible journals for submission.

PRESENTER:

KerryAnn O’Meara serves as an Associate Editor for the Michigan Journal of Community-Service Learning, is a former Associate Editor of the Journal of Higher Education Outreach and Engagement and serves on the Editorial Review Board of the Journal of Higher Education. She has published over 33 peer reviewed articles and many book chapters, monographs, an edited book and scholarly magazine articles.

ROOM 218/220

SLCE FUTURE DIRECTIONS WORKSHOP

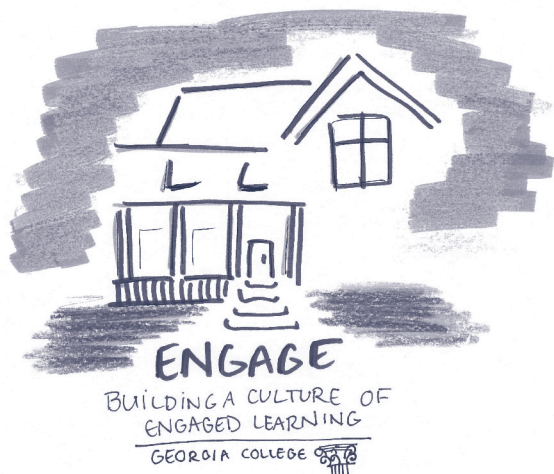
Participants will tap our own experience as practitioner-scholars to articulate priority directions for the future of SLCE, bringing our ideas into conversation with those shared to date through the SLCE-FDP. We will review the project's website in advance, reading the Introduction and Framing essays and selecting a thought piece for small group discussion. Having shared our thinking with one another and contributed to the online dialogue, we will consider the possible content of and processes for generating a "national strategic plan" or set of guidelines for the movement to help us advance toward our envisioned futures. And we will explore potential connections between our thinking about the future of SLCE and broader contemporary forces within and beyond higher education. Participants will leave the session with specific ideas for how we might continue as contributing members of the SLCE-FDP learning community and incorporate the project into our own contexts.

PANELISTS:

Sarah Stanlick, Lehigh University; Gabrielle Hickmon, Cornell University; Patti H. Clayton, PHC Ventures

POSTERS & WELCOME RECEPTION | EMBASSY SUITES RECEPTION ROOM | 5:00 p.m. - 7:00 p.m.

Thank you to Georgia College and State University as the Welcome Reception Sponsor!



GEORGIA COLLEGE
ENGAGE
BUILDING A CULTURE OF ENGAGED LEARNING

DINNER ROUNDS | CITY MARKET & RIVER STREET | 7:00 p.m. - UNTIL

WATERSHED UGA: A “HYPER-LOCAL” INITIATIVE PROMOTING INTERDISCIPLINARY ENGAGEMENT THROUGH CAMPUS STREAMS

Paul Matthews; University of Georgia

How can we better engage students in service-learning, research and outreach with real-world issues across a range of disciplines, without leaving our campus? At the University of Georgia, a new initiative—Watershed UGA—uses the three on-campus streams and their watershed areas as an organizing structure for experiential learning, service, research, and outreach. This presentation highlights the development, activities, courses, partners, and outcomes to date of this initiative, and invites attendees to consider applications for their own campuses.

USING A PUBLIC LIBRARY MAKERSPACE TO BRING STEM EDUCATION TO LOW-INCOME YOUTH

Sharon Nichols, Tricia Schuster, Marti Ball; University of Alabama - Tuscaloosa

This poster session will feature examples of “tennis shoe engineering” and “automata” design activities we have used to draw in youth from a public housing area into a library makerspace. Examples of participants’ work will be displayed. We will share about using “improvisational” engineering to encourage hesitant youth to enter into STEM maker activities. We will describe the nature of our partnering with the Tuscaloosa Public Library and Tuscaloosa Arts Council to host the makerspace.

THINKING OUTSIDE THE BOX WITH UNIVERSITY AND NON-PROFIT PARTNERSHIPS: ALIGNING GRADUATE ASSIGNMENTS WITH SERVICE LEARNING EXPERIENCES FOR TEACHER CANDIDATES

Christina C Bartholomew; Michelle Duffy; Virginia Commonwealth University

Virginia Commonwealth University, Department of Special Education and Disability Policy

Preparing teachers to be culturally responsive practitioners is a need in teacher preparation. The integration of graduate curricula and service learning experiences can support teacher candidates in working with diverse students while benefitting the mission of non-profits working in at-risk communities. The Department of Special Education at VCU has partnered with Youth Life Foundation by providing reading assessments and sustained interventions with students in the community. The impact on reading achievement and candidates’ reflections is highlighted.

THE SERVICE LEARNING FACULTY/FACILITATOR RELATIONSHIP: TIPS FOR A SUCCESSFUL RELATIONSHIP

Moya L. Alfonso, Linda Mullien, Wendy Denton; Georgia Southern University

Service learning is a long established, effective approach to instruction. Since Faculty Facilitators like the one at Georgia Southern University are relatively new, faculty remain unsure of their roles and how to work effectively with facilitators. Whereas much is known about effects of service learning on students’ learning, little is known about what makes a faculty/facilitator relationship successful. This information is key, as unsuccessful partnerships will result in reduced student learning and poor community relations.

THE IMPACT OF SERVICE LEARNING AND GROUPS DYNAMICS ON LEARNING OUTCOMES: GROUP PROJECTS IN SOCIAL WORK EDUCATION

Ariana Postlethwait, April Rand, Sarah Pilgrim, Karen Stipp; Middle Tennessee State University

Group work, service learning, and civic engagement are a natural fit for social work education. The current study used a survey to assess the experiences of 261 social work students, across four universities, experiences with service learning and group work. Overall, students reported positive experiences with their service learning project and group work. Still, students reported challenging group dynamics. Implications for course development and future research will be discussed.

THE CREATION AND EVOLUTION OF OUR SERVICE-LEARNING FACILITATOR ADVISORY BOARD

Kiana E Anderson; Georgia Southern University

This poster presentation will outline the creation and evolution of the Service-Learning Facilitators Advisory Board for the Service-Learning Facilitators program on the campus of Georgia Southern University. The role and responsibilities of the board in the expansion and enhancement of service-learning opportunities and community engagement at Georgia Southern University will be showcased. This poster will describe the strategies used to create a well-defined and sustainable board that supports the program’s current and future initiatives.

TEDDY BEAR CLINICS--THE POWER OF COLLABORATION!

Sarah R Hartman and Lydia Watkins; College of Coastal Georgia

This poster session will demonstrate the collaborative efforts of the Schools of Education and Nursing from the College of Coastal Georgia. Visualize the following lessons and their creative activities, created and implemented for students in Pre-K–8 grades across elementary and middle schools, via the following topics: wellness and physical activity, online stranger danger, child restraint seat laws, mental health and suicide prevention, sunscreen and insect repellent, bicycle and helmet safety, hand hygiene, and immunizations.

SWIM TO THE TOP (S3T)

Antonio Gardner, Jermaine Mitchell, Douglas Craddock, Carol Agomo, Zach Wahl; The University of Alabama

African American youth are disproportionately affected by the obesity epidemic and unintentional injury due to fatal drownings. To abate the likelihood of the youth contributing to both epidemics, a culturally tailored multi-component summer program was designed for under-served African American youth in a southeastern urban area.

STUDENTS' ENVIRONMENTAL WORLDVIEWS, ATTITUDES TOWARD ENVIRONMENTAL ISSUES, AND ENERGY SOURCE PREFERENCES: AN EXPLORATORY STUDY

Marci R Culley; College of Coastal Georgia

We present data from an exploratory study conducted as part of a Service-Learning project for an Environmental Psychology course. We collected online survey data of students. Our goal was to explore students' environmental worldviews, attitudes toward environmental issues, and energy source preferences. Local environmental organizations, like our community partner, Center for a Sustainable Coast, could benefit from this information for future outreach efforts. Findings showed that students generally held positive views of the natural environment, preferred renewables, and were concerned about several environmental issues. Most viewed climate change as a pressing issue, believing human behavior was the primary cause. Limitations of the study and implications for future community-based organizational outreach for service-learning are discussed.

SJ4SA: A SOCIAL JUSTICE TOUR OF SAN ANTONIO

Eliot Howard, Brian Halderman; University of Texas at San Antonio

Social Justice for San Antonio (SJ4SA) will take 80 college students on a one day tour of social justice activism within Bexar County, TX, visiting multiple locations to interactively learn about current social justice issues and activism in this city. This tour is being developed and led as a collaboration between students, faculty and staff at the University of Texas at San Antonio.

SERVICE-LEARNING THROUGH COMMUNITY-BASED RESEARCH IN CONSERVATION BIOLOGY

C. Tate Holbrook; College of Coastal Georgia

Conservation biology is a mission-driven, multidisciplinary field that aims to document, protect, and restore biodiversity. Students in my Conservation Biology course collaborate with community partners to develop, implement, and assess conservation projects at local field sites, where they apply core concepts and methods toward solving real problems. I will describe this service-learning model and its pedagogical benefits and challenges while also highlighting our conservation activities and preliminary research findings

SERVICE-LEARNING FOR GEORGIA SOUTHERN'S PUBLIC HEALTH STUDENTS

Blair E Baker; Georgia Southern University

Dr. Moya Alfonso designed a service-learning project in her Public Health class that promotes education to students of a locally government funded community through the support of their hard working parents. As the project facilitator, I have organized Dr. Alfonso's students to create a focus group for the parents of Cone Homes about ways to promote success in the classroom. The data we collect this semester will be used to create a parent involvement group next spring.

SERVICE LEARNING IN THE DEVELOPMENT OF A LOCAL FOOD HUB

Sallie Hambright-Belue, D. Scott; Clemson University

This paper presents a community development project based in service learning projects between Clemson University and Feed & Seed, a new food hub in Greenville, SC. After summarizing the organization and three past classes, we will describe the applied course we are currently co-teaching. We will discuss pedagogical strategies as well as challenges faced, insights gained, and plans for the future.

SERVICE LEARNING AND HABITAT FOR HUMANITY: THE DOWNTOWN STATESBORO, GA REDEVELOPMENT PROJECT

Moya L. Alfonso, Georgia Southern University

The purpose of this presentation is to present the results of a needs and assets assessment conducted in partnership with Statesboro GA's Habitat for Humanity. Students in masters classes conducted 31 brief intercept interviews with residents at the local Farmers Market and local soup kitchen. Results suggested we reached the target audience. Needs and assets were identified. Results suggested a need for more low cost restaurants and shops in the area. A door to door survey will be conducted this fall.

Results will be reported in the poster.

REVISION OF THE SERVICE-LEARNING SCHOLAR'S PROGRAM

Kimberly K. Mannahan, Cody Cocchi; College of Coastal Georgia

The authors will present a description of the redevelopment of a faculty service-learning training program called the Service-Learning Scholar's Workshop. After several years, we recognized a need for a more streamlined, practical training program. A mix of online content delivery of the theoretical information and in-person workshop sessions was used to maximize faculty learning while considering time restrictions of faculty workload.

RAISING AWARENESS FOR CASA GLYNN: COURT APPOINTED SPECIAL ADVOCATES FOR CHILDREN

Kimberly Kinsey Mannahan; College of Coastal Georgia

Casa Glynn advocates and serves as a voice for the more than 150 children in the foster care system in our community. We aimed to accomplish three goals in our service-learning project (1) we sought to raise awareness in the community of the importance of CASA and the organization's goals, (2) we worked to recruit community volunteers to become court appointed special advocates, and (3) we worked to raise money for the organization to help them serve the children in our community.

PERCEPTIONS OF SPAYING AND NEUTERING IN THE LATINO AMERICAN COMMUNITY

Karen Hambright; College of Coastal Georgia

In partnership with the Humane Society of South Coastal Georgia (HSSCG), we investigated the attitudes and awareness on spaying and/or neutering cats and dogs among Latino Americans in the local community. Participants completed a Spanish language questionnaire concerning their perceptions on spaying/neutering of pets. Using the results we developed a Spanish language pamphlet to provide accurate information regarding the positive effects of spaying/neutering and reference to the low-cost services available through the HSSCG.

MEDIATION THROUGH SERVICE-LEARNING - COMMUNITIES THAT KNOW TO RESOLVE CONFLICT

David D John; Georgia Southern University

Promoting peer mediation to children in schools, sets the foundation for a community that is more aware of conflict and how to effectively resolve them. The focus of Dr. Laura Agnich's class, facilitated by the Universities award winning Mock Mediation Club is on helping university students learn the principles and skills associated with Mediation and through a service-learning format, allows these college students to further reach out to younger students and teach them these valuable skills.

MAKING AN IMPACT: THE PUBLIC SERVICE INTERNSHIP PROGRAM AT TULANE UNIVERSITY

Alexa C Schwartz; Tulane University of Louisiana

This poster will highlight the Public Service Internship Program at Tulane University as an exemplary program that bridges academic learning within the classroom and meaningful engagement within the community while providing students with a competitive edge in today's job market. The presentation will discuss how the Public Service Internship Program allows students to explore their chosen career fields and gain practical, hands-on experience while giving back to the local community.

INTERNATIONAL FIELD STUDY PROGRAM, TINJIL ISLAND, INDONESIA

Karen Hambright; College of Coastal Georgia

The International Field Study Program, Indonesia (IFSP) provided 10 international college students with an introduction to conservation biology, global health, field research methods, and community outreach education. The course provided students with "hands on" experience using field research methods, an introduction to primate behavior, ecosystem management, human-animal conflicts, and global health. Students presented a service-learning educational program to local Indonesian school children on the importance of conservation and its implications on global health.

DESIGNING A COURSE INTEGRATING SERVICE-LEARNING PROJECTS IN AN EDUCATIONAL TECHNOLOGY COURSE

HwaChoon Park; The University of Georgia

The presenter designed an educational technology course by integrating service-learning projects as course requirements. Undergraduate students were engaged in non-direct service-learning group projects. The instructor observed students' engagement in learning and personal development as outcomes of service-learning. Next, the instructor redesigned the course based on the students' outcomes. The presenters would like to share the process of designing the course integrating service-learning and the changes of students' engagement in learning with audience.

HISTORY COMES TO LIFE IN THE CEMETERY! TEACH 8TH GRADE HISTORY ON A FIELD TRIP TO A HEADSTONE...

Sarah R Hartman; College of Coastal Georgia

This poster presentation will demonstrate a journey back in time through a "living history" cemetery tour as you experience lessons Teacher Candidates created from connecting history of headstones and public research to chosen 8th grade Georgia history social studies standards. See how they made history come alive in an engaging manner for 8th grade students, while also integrating other content into their lessons!

GROWING FOOD SECURITY: FOOD PANTRY GARDENS AS OUTDOOR CLASSROOMS

Brian Campbell, Emily McLendon, Tessa Howard; Berry College

Food pantries struggle to alleviate increasing hunger, but contrary to their original purpose, they have become part of the long-term planning of the food insecure, rather than a temporary solution. Our community engagement project addresses food insecurity by developing gardens at a community food pantry that serve as educational centers to teach food insecure patrons how to grow food year round and incorporate it into healthy meals that can be easily produced.

DEVELOPMENT OF A DISASTER PREPAREDNESS PROGRAM FOR PETS IN SOUTH COASTAL GEORGIA

Karen Hambright; College of Coastal Georgia

Partnering with the Humane Society of South Coastal Georgia (HSSCG), we designed a program focused on Disaster Awareness and Preparedness among pet owners. While primarily recognized as an Emergency Management Function, this program will provide a supportive role in emergency operations planning. A needs assessment was conducted and a survey gathered preliminary data on the risk factors associated with pet evacuation failure and public health risks presented by abandoned pets in disaster scenarios.

COLLEGE AND UNIVERSITY STUDENT IMPACT ON LOCAL LITERACY PROGRAM

Brian C Halderman, Mary Flannigan; University of Texas at San Antonio

College and university students have had a significant impact on literacy in San Antonio through San Antonio Youth Literacy, a non-profit organization that provides reading assistance to elementary children. These students are close to a quarter of the annual volunteer pool. This study analyzed the longitudinal impact of students as far back as data was available. Two service-learning courses that partner with SAYL will be highlighted as examples of how student tutors are engaged.

CHEEF: A PROGRAM PROMOTING PHYSICAL ACTIVITY IN HIGH RISK CHILDREN

Dena Garner, Tremaine Shivers, Zach Ford, Fernando Gonzalez, Melissa Mills; The Citadel

The CHEEF ("College's" Health Education, Exercise, and Fitness) program is a service learning project which implements physical activity programming during both summer and academic year afterschool programs for Title I schools. Specifically the program provides physical activity opportunities for kindergarten through fifth grade students in the Charleston, SC area. Undergraduate students at the college deliver activities such as football, soccer, tag, and track and field during physical activity sessions. CHEEF provides a unique opportunity to promote physical activity and develop mentoring relationships with Title I students.

CHARLESTON STRONG: COMMUNITY HOPE AND HEALING THROUGH A COLLABORATIVE MURAL PROJECT

Tiffany R Silverman, Blake Carrizales, Conway Saylor; The Citadel

Campus fine arts and civic engagement programs collaborated to offer a CHARLESTONSTRONG mural project that engaged more than 1600 diverse members of the community. Besides adding their own colorful doves to Gil Shuler's palmetto dove image, participants wrote in a guest book what they could do to make Charleston Strong. Content of their entries will be presented along with photo documentation of the process and final mural.

BACKPACK BUDDIES: ADDRESSING HUNGER AND POVERTY THROUGH SERVICE-LEARNING

Kathy Thompson, Rita Buschbacher, Conor Naughton, Selena Blankenship, Gayle Andrews; University of Georgia

What happens when middle grades curriculum is used to address community issues? Students and teachers take action! In partnership with University of Georgia faculty, Hilsman Middle School teachers and students investigated pressing community problems. Through conversations, experiences, and reflection, students realized that hunger was a reality for many of their classmates, and the Backpack Buddies Project was born. In this session, faculty share processes/activities implemented, resources accessed, and lessons learned from engaging students in service-learning.

SERVICE LEARNING: PROMOTING HEALTH EDUCATION AND POSITIVE LIFESTYLES TO UNDER-RESOURCED YOUTH

Taylor Rae R. Fields, Aubrey Anna Miller, Rochelle Sibaja; Georgia College & State University

This poster will outline the benefits and challenges associated with the service learning activities of three Georgia College Community Health students with high school students in the High Achievers Program. In this program, students are encouraged to become citizens who promote positive living. The program's main goal is to provide under-resourced students with educational, health and well being services that every parent would want for his/her child but sometimes cannot afford to provide.

SERVICE-LEARNING AND COMMUNITY ENGAGEMENT AS PART OF A FOUR YEAR UNDERGRADUATE LEADERSHIP DEVELOPMENT PROGRAM

Conway F. Saylor, Shalyn J. Boyer, Christina M. Soyden; The Citadel: The Military College of South Carolina

Service learning and community engagement are fully integrated into our college's four year model for educating and developing principled leaders. For this poster we will use qualitative and quantitative data from summer of 2015 and fall of 2016 to exhibit factors that encourage students to successfully learn to lead by serving. Replicable programs to engage undergraduates in a developmental progression of serving and leading service will be showcased.

KEYNOTE PRESENTATION | CGC AUDITORIUM | 8:00 A.M. - 9:00 A.M.

EQUITY-MINDED REFORM IN ACADEMIC REWARD SYSTEMS: WHAT WE CAN AND SHOULD DO NOW

It is commonplace for college campuses to say they foster inclusive excellence and support diverse faculty and diverse forms of scholarship. However, the rubber hits the road in academic reward systems. Too many institutions maintain narrow definitions of scholarship, criteria, metrics of impact, and systems of peer review that disregard, and devalue engaged scholarship and exclude the critical work of diverse faculty. This keynote session calls for all of us to work together toward reform of our academic reward systems—and provides concrete action steps to make this happen now.

*Dr. KerryAnn O'Meara, University of Maryland
Biography can be found on page 32*

SESSION BREAKOUT 1 | 9:15 A.M. - 10:30 A.M.

Auditorium

WORKING BETTER TOGETHER: BRIDGING ACTION CIVICS AND UNDERGRADUATE SERVICE LEARNING

Panel Discussion

The David Mathews Center for Civic Life's Jean O'Connor-Snyder Internship Program (JOIP) provides experiential learning opportunities for college students to research deliberative practices and asset-based approaches to working alongside Alabama communities in capacity-building projects. In this panel, JOIP interns and faculty mentors will share insights, stories, outcomes, and lessons learned from multiple communities and projects. Presenters will also explore challenges to effectively engaging Alabama communities, collaborating with diverse institutions, and measuring and communicating impact.

Cristin E. Foster; David Mathews Center for Civic Life; Jeff Rogers, Emily Pickert; University of Alabama; Dr. Meredith Tetloff, Hollie Cost, Lauren Davis; University of Montevallo

Room 1220A

THE IMPACT OF A COMMUNITY-BASED ENGAGED LEARNING EXPERIENCE FOR STUDENTS AND COMMUNITY PARTNERS THROUGH CANCER AND EXERCISE WELLNESS PROGRAMS

Individual Presentation

A five-hour service learning project was incorporated into the Exercise Science undergraduate curriculum in which students educated cancer survivors (CS) about the benefits of exercise and implemented basic exercise prescriptions. Students were assessed pre-and-post semester regarding their changes in awareness and affect toward CS, their self-efficacy in interacting with CS, and their desire to pursue a career in working with CS. Community participants were also assessed on their perceptions from the collaboration.

Emily Simonavice, Laura Childs; Georgia College and State University

Individual Presentation

THE DEVELOPMENT AND PROGRESSION OF SERVICE LEARNING THROUGHOUT THE NURSING CURRICULUM

Service learning is required throughout the nursing curriculum to gradually build the students leadership skills and civic engagement during the last three semesters of the program. Students progress through Mental-Health, Pediatrics and Community Nursing. During the initial semester, the students are supervised and guided through the project by faculty. In the second semester, students increase independence in project and community partnership development. In the final semester, students are fully autonomous with faculty acting as a resource.

Lydia Watkins, Nicole Masano, Brandy Chambers; College of Coastal Georgia

Room 122OB

Individual
Presentation

ENGAGED SERVICE-LEARNING AND THE EXPERIENTIAL LEARNING REQUIREMENT AT UGA: A CASE STUDY

This presentation describes how a large public university, a college within that university, individual departments, and faculty members respond to a campus-wide mandate for experiential learning. This case study shares specific examples of engaged service-learning from multiple courses across different departments, student learning outcomes, impact in the community, and the challenges experienced. In addition, anticipated and the expected challenges to implementing service-learning courses to meet the new experiential learning requirement will be shared.

Carol Britton Laws, Melissa Landers-Potts, Paul Matthews; University of Georgia

Individual
Presentation

ACADEMIC CIVIC ENGAGEMENT: FOSTERING FACULTY AND NON-FACULTY RELATIONSHIPS FOR STUDENT SUCCESS

Engaging students in serving with local non-profit agencies with their time and talents is a mutually- beneficial experience for the students, organizations, and university. During this presentation, participants will learn more about the experiences the University of Pittsburgh's Office of PittServes leveraged with the School for Information Science to foster a long-term relationship for students (primarily international students) to do good with agencies in most need.

Misti McKeehen; University of Pittsburgh - Main Campus

Room 210

Interactive
Workshop

IT'S A DATA JOB, BUT SOMEONE'S GOTTA DO IT

Drowning in data? You're not alone. Data should be working for us, helping us reflect on our effectiveness, demonstrate our impact, and advocate for our field. But most institutions see only short-lived benefits incommensurate with all of the effort expended to collect, management tracking and assessment data.

Participants of this workshop will return to their institutions prepared to begin locating and seizing the real wisdom hidden within their growing myriads of disconnected, incompatible datasets.

Heather Mack; Heather Mack Consulting LLC

Room 212

Individual
Presentation

BREAKING BARRIERS-REALIZING THE POTENTIAL OF HIGHER EDUCATION TO EMBRACE INCLUSION OF PEOPLE WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES

Although people with intellectual and developmental disabilities (ID/DD) often have inclusive experiences through high school, limited inclusive community engagement opportunities exist after graduation. We discuss a project including a young adult with an ID/DD in a mentored college course and recreational experiences on campus. Our talk highlights connections with nonprofits leading to discussion about including our traditionally marginalized community members on campus, barriers encountered, and future goals of post-secondary education experiences for people with ID/DD.

Michelle R Haney, Marnie Wall, Ryan Walker; Berry College

Individual
Presentation

UNTOLD STORIES: RAISING AWARENESS ABOUT REFUGEES AND IMMIGRANTS IN OUR COMMUNITIES THROUGH DIGITAL STORYTELLING PRACTICES

The purpose of this session is to: draw attention to the global refugee crisis; and share digital storytelling practices in the classroom to engage students in developing an understanding and raising awareness of refugee and immigrant issues in our local communities.

Hyangsook Lee; Belmont University

Room 217

Individual
Presentation

THE LEADER GAMES: LEADERSHIP DEVELOPMENT THROUGH PEER MENTORING WITH INCOMING FRESHMAN

Peer mentoring serves to increase participation from upperclassmen, while developing culture, participation, and excitement through the first semester students of a leadership development program. Learn from our trials and tribulations as I discuss what we have done to be successful and not so successful in the two years of implementation. May the leadership be ever in your favor.

Andrew C. Lakhani; Georgia Southern University

Individual
Presentation

SERVICE-LEARNING AND CAREER DEVELOPMENT: AN OPPORTUNITY FOR STUDENT SUCCESS

The UALR Community Connection Center encompasses both service-learning initiatives and career services. We see this unique combination of programs as an opportunity to further explore service-learning as a place on the career development continuum. Students often start with a service-learning experience, move on to an internship, and then on to a career. In this presentation, participants will discuss ways to collaborate with career services on campus to further service-learning and other community-engaged learning initiatives.

Betsy Hart; University of Arkansas at Little Rock

Room 218/220

Interactive
Workshop

BUILDING STUDENTS' CIVIC AND MORAL RESPONSIBILITY AND ASSESSING OUTCOMES THROUGH SERVICE LEARNING

With increasing demands for accountability in higher education, learning important course development and assessment strategies can positively impact the quality of service learning programs that build students' civic and moral responsibilities to their communities. This workshop will offer a practical framework for helping students address significant social concerns, engage them as both learners and responsible citizens, and assess their service learning outcomes that enhance the quality of life for students and the community.

Lori Moog; Raritan Valley Community College

Room 1002

Interactive
Workshop

THE NUTS AND BOLTS OF BUILDING A MEANINGFUL SERVICE-LEARNING CORE FOR THE FIRST-YEAR EXPERIENCE

This interactive workshop will outline Pfeiffer University's restructuring of the first-year composition sequence to include a significant service-learning component requiring real-world writing grounded in sustained direct service. While Pfeiffer's story will be the backdrop of the presentation's narrative, the main objective is to provide participants with 1) the space and structure to imagine a similar program and 2) the print resources they need to return to their home campuses and transform their vision into reality.

Ashley Y Oliphant, Kelly Misiak, Ashley Oliphant; Pfeiffer University

SESSION BREAKOUT 2 | 10:45 A.M. - 12:00 P.M.

<u>Auditorium</u>	BEST PRACTICES FOR INTERNATIONAL SERVICE-LEARNING
Panel Discussion	<p>This proposed panel discussion explores the rewards and challenges, as well as best practices in international service-learning courses. The panel will present several different perspectives, incorporating both faculty and staff members from three institutions.</p> <p><i>Thomas Hochschild, Valdosta State University; Carly Redding, Georgia College & State University; Orsolya Kolozsvari, Kimberly Mannahan, Adam Johnson; College of Coastal Georgia</i></p>
<u>Room 1220A</u>	COLLECTIVE LEADERSHIP FOR COMMUNITY ENGAGEMENT: EMPOWERING COMMUNITY PARTNERS AS CO-CREATORS AND CO-EDUCATORS
Individual Presentation	<p>This presentation details efforts at a public university to integrate community stakeholders into the strategic planning process for community engagement at the institution. Presenters will discuss motivations and barriers to transcending traditional community stakeholder advisory roles in favor of a collective leadership model that empowers community partners as co-creators and co-educators. The presentation includes a review of strategies implemented as well as findings from a qualitative study that explored community partners' perception of these strategies.</p> <p><i>Jennifer W Purcell, Brian Wooten; Kennesaw State University</i></p>
Individual Presentation	<p>UTILIZING PARTICIPATORY ACTION RESEARCH TO ASSESS THE INTERAGENCY COLLABORATION OF A COMMUNITY-BASED AFTER-SCHOOL PROGRAM PARTNERSHIP</p> <p>The study utilized a community-based participatory action research (PAR) approach to assess the development of an interagency collaborative. The strengths and limitations of using PAR to evaluate collaboration will be discussed as well as the factors of collaboration that impact a community-based after-school program partnership.</p> <p><i>Jessica L Render; Georgia Southern University</i></p>
<u>Room 1220B</u>	JUMPING IN WITH BOTH FEET: EVALUATING ONE WEEK COMMUNITY-ENGAGED COURSES
Individual Presentation	<p>A model designed for maximum immersion – a one week full credit course – was developed and tested in two different fields and formats: an inner city Social Activism course and a course on Families Experiencing Childhood Cancer taught in Florida. Student data collected pre and post will be discussed as well as logistical issues, pros and cons of this format, and ways to assess the impact of the course on their students.</p> <p><i>Susan Carol Conradsen; Berry College</i></p>
Individual Presentation	<p>GETTING THINGS DONE: THE AMERIWAY; EXPLORING AMERICORPS AS A SIGNATURE PROGRAM THAT DEVELOPS CIVIC MINDED SERVICE LEADERS</p> <p>Getting Things Done: The AmeriWay will explore the AmeriCorps National Service Program as a means to connect students to their community through intentional and intensive service opportunities. Join the Clayton State AmeriCorps Program Coordinator and Team Leads to hear how AmeriCorps has provided students with a transformative service leadership experience. The session will also detail the benefits that AmeriCorps can have on university campuses and surrounding communities.</p> <p><i>Jen Welch, Megan Mitchell, Eric Russell, Khalin Johnson, Exell Jackson; Clayton State University</i></p>

Room 210

Individual
Presentation

SOCIAL STUDIES WITH PRESENCE: TECHNOLOGY USE IN KENTUCKY CLASSROOMS

Technology has become ever-present. The use of technology has many applications, including in the field of social studies education. This study focused on how technology is being used in Kentucky social studies classrooms and its perceived classroom effects. Using SurveyMonkey, social studies teachers in three tested grade levels within 65 of 173 districts of Kentucky's school districts responded (17%) to both kind and use thereof technologies in their classrooms.

Lesia Lennex, Andrew Perrin; Morehead State University

Individual
Presentation

PARTICIPATORY ASSET MAPPING: DEVELOPING COLLABORATIVE SERVICE LEARNING PROJECTS

In this session we will discuss methods for identifying community needs and assets through participatory asset mapping and popular education practices. Participants will be led through a hands-on interactive workshop where they will utilize techniques that respect diverse voices and experiences. In addition, the presenter will demonstrate how to use asset mapping to develop collaborative, responsive and fundable signature service learning projects that meet the needs of your community and best utilize your institution's resources.

Lacey Cunningham; University of New Orleans

Room 212

Interactive
Workshop

THE CAMPUS FOOD PANTRY THAT EXPERIENTIAL EDUCATION BUILT

Follow the story of the SOS food pantry at Austin Peay State University, established in 2011, and the highlighted ways experiential education grew the outreach efforts the pantry offered. Four years later the pantry has tripled in size, hosts a free thrift store, community gardens and chickens. This storytelling approach is followed by a "lesson learned" handout that will provide insights, regrets, and ideas for implementing a similar approach to community struggles on your campus.

Alexandra Wills; Austin Peay State University

Individual
Presentation

SO YOU WALK THE WALK, BUT DO YOU TALK THE TALK?: CRAFTING AND ENHANCING COMMUNICATIONS TO SUPPORT COMMUNITY ENGAGEMENT IN HIGHER EDUCATION

With community engagement rapidly gaining prominence in higher education, more faculty and administrators are being tasked with communicating about community engagement activities. Communications must be developed to support the institution's mission while remaining true to principles of mutually-beneficial partnerships. This session explores best practices for developing and implementing a university communications strategy for community engagement. Attendees will reflect on their institution's communications and will leave with tangible strategies to elevate community-engaged dialogue through online presence.

Audrey Trussell; Virginia Commonwealth University

Room 218/220

Interactive
Workshop

TURNING A DISAGREEMENT INTO COLLABORATIVE DIALOGUES

Differences are common between campus and community partners involved in service-learning or community engaged research. Yet, the way the dialogue between partners proceeds can either spell disaster or can create a turning point which infuses new vitality into the relationship and their joint work. This workshop highlights specific ways to foster positive dialogues that can help turn disagreements or conflicts into collaborative communication that supports the partners and the work they do together.

Rebecca Dumlao; East Carolina University

Room 1002

Interactive Workshop

INTERACTIVE WORKSHOP ON COMMUNITY ENGAGEMENT UTILIZING THEATRE WITH AT-RISK YOUTH

In authentic engaged partnerships, community partners share equal responsibilities, authority, and ownership through fair, respectful, and transparent negotiation at conception to completion of the research process. To promote a stable and lasting partnership, it is vital that the voices of community partners are heard and valued. Designed for community partners, this workshop provides foundational knowledge of engaged research, builds negotiation skills, and provides information to assist community partners in navigating partnerships to maximize desired outcomes.

Karen Berman, Kristi Papailler; Georgia College & State University

Room 2005

Panel Discussion

COMMUNITY ENGAGEMENT AND FIRST YEAR STUDENTS: EXPLORING INITIATIVES THAT DEEPEN IMPACT

This panel brings together faculty perspectives from two disciplines and multiple administrative viewpoints to discuss the Engaged Faculty Scholar program recently launched by the North Carolina Campus Compact. Faculty and staff at Warren Wilson College and Pfeiffer University will describe how their campus projects extend and deepen the impact of community engagement for first year students. The panel will examine the institutional factors that made our ambitious proposals possible and the challenges and solutions that marked our respective journeys.

Ashley Y Oliphant, Kelly Misiak, Annie Jonas, Brooke Millsaps; Pfeiffer University

Room 217

Interactive Workshop

HAVING A VOICE IN AUTHENTIC ENGAGED PARTNERSHIPS: A WORKSHOP FOR COMMUNITY PARTNERS

In authentic engaged partnerships, community partners share equal responsibilities, authority, and ownership through fair, respectful, and transparent negotiation at conception to completion of the research process. To promote a stable and lasting partnership, it is vital that the voices of community partners are heard and valued. Designed for community partners, this workshop provides foundational knowledge of engaged research, builds negotiation skills, and provides information to assist community partners in navigating partnerships to maximize desired outcomes.

Cassie Simon, Josephine Pryce, Vicky Carter; University of Alabama - Tuscaloosa

LUNCH & KEYNOTE SESSION | CGC MULTIPURPOSE ROOM | 12:00 - 1:15 P.M.

Queen Quet Marquette L. Goodwine is the founder of the premiere advocacy organization for the continuation of Gullah/Geechee culture, the Gullah/Geechee Sea Island Coalition. Her advocacy was instrumental in motivating The Gullah/Geechee Cultural Heritage Act, passed by Congress on October 12, 2006. She has served as a member of the federal Gullah Geechee Cultural Heritage Corridor Commission since its inception, appointed to this office by the Secretary of the Interior. Queen Quet will address the Gulf South Summit as the head of state of the Gullah/Geechee Nation.

Queen Quet, Gullah/Geechee Nation (Biography on page 32)

SESSION BREAKOUT 3 | 1:45 P.M. - 3:00 P.M.

Auditorium

LESSONS FROM THIRTEEN YEARS OF ENGAGED LEARNING IN AN UNDERGRADUATE FELLOWSHIP

Panel Discussion

The Community Building and Social Change Fellows Program (CBSC) is an intense undergraduate experience that academic coursework, a full-time summer project implementation experience and a variety of supportive efforts for our young leaders. Having worked with over 170 undergraduates and 40 collaborative partners, we hope to share our lessons learned. A recent holistic program assessment provides qualitative data, matched with input from program participants providing an engaged discussion on community-engaged scholarships in practice.

Kate Grace, Director of the Community Building and Social Change Fellows Program; Barbara Coble, PhD, Graduation Generation Education Partnerships Manager; Jeff Than, Graduation Generation Student Intern; Darsani Reddy, 2016 Community Building and Social Change Fellow

Room 210

SERVANT LEADER COHORT: TEACHING ACCOUNTABILITY TO COMMUNITY

Individual Presentation

The GIVE Center exists as an on-campus clearinghouse for volunteer efforts within varying degrees of community. The center differentiates itself by placing an emphasis on fusing the two roles of the servant and the leader within GC's students. This year, it undertook the task of developing a Servant Leader Cohort where students learned the philosophy of servant leadership and built community by completing an impact project through collaboration between community partners on campus organizations.

Taylor B Edwards, Kendall Stiles; Georgia College and State University

Individual Presentation

ENGAGING COLLEGE AND MIDDLE SCHOOL MATH STUDENTS THROUGH SL AND FOOTBALL

This presentation examines the benefits of an SL fantasy football competition between college freshmen in a non-majors math course and middle school students in an afterschool program. Continuing on prior research, we compare the results of an SL section of this course with a traditional section. Differences in retention and overall mathematical understanding are noted. Delving into a new aspect of this project is an examination of benefits and outcomes for the middle school students.

Laura Lynch; College of Coastal Georgia

Room 212

STEP INTO STATESBORO: STEPPING TOWARDS CRITICAL COMMUNITY ENGAGEMENT

Individual Presentation

Step into Statesboro, created to address a city and campus divide, is a community engagement tour introducing Georgia Southern students to downtown Statesboro, engagement opportunities, and community challenges and assets. We discuss its emerging potential as a medium for exploring critical engagement and service-learning themes and pedagogies, how it has created new avenues for relationship and capacity building, sparked dynamic community and campus conversations, and ongoing efforts to identify and address its limitations.

Danyel Addes, Emily Elizabeth Shannon; Georgia Southern University

Individual Presentation

A NEIGHBORHOOD TEAM APPROACH TO STRENGTHENING UNIVERSITY-NEIGHBORHOOD RELATIONS

At an urban university like Virginia Commonwealth University (VCU), people and programs often blend into the cultural fabric of its surrounding neighborhoods. Opportunities and challenges inevitably arise. How can a university partner with contiguous communities to develop mutually-beneficial relationships? This presentation describes how a neighborhood outreach director works closely with neighborhoods, a neighborhood liaison group, university police and the City of Richmond. Learn how various university units came together to form the VCU Neighborhood Team.

Tito Luna; Virginia Commonwealth University

Room 217

Interactive Workshop

BUILDING CAPACITY AND CREATING CONNECTIONS THROUGH WORKSHOPS

Building Capacity and Creating Connections through Workshops is a presentation about Tulane's series of workshops that aim to increase organizational capacity in and increase person development among its stakeholders. Tulane implements a variety of facilitation and presentation techniques to provide information, tutorials, networking opportunities and dialogues. These workshops are designed to engage community partners, faculty, staff, and students involved with service learning.

Edy A Delgado, Benjamin Brubaker; Tulane University of Louisiana

Room 218/220

Interactive Workshop

AN INTEGRATIVE MODEL OF STUDENT FORMATION AND LEADERSHIP IN SERVICE

Learn about a comprehensive model for recruiting, training and mentoring students engaged in service. This workshop will present four integrating elements that lead to significant student development and high-impact learning. Starting with (1) an orientation to service program, (2) incorporating a robust process for weekly reflection that is student led, (3) student leader formation approaches, and (4) concluding with an action based, "Now What?" workshop, learn how to engage each of these steps with practical how-to's, best practices, and lessons learned in the process.

Katherine Feely, Maryellen Callanan; John Carroll University

Room 1005

Interactive Workshop

THE SERVICE LEARNING INSTITUTE - AN INTRODUCTION TO SERVICE LEARNING IN A CO-CURRICULAR FORMAT

Traditionally it is thought that service learning is learning that can only happen in the classroom. This interactive workshop will provide participants with a model for introducing service learning to students in a co-curricular, outside of the classroom format. This presentation will teach students how service learning is different from volunteerism and offer a platform to discuss social justice issues and community needs in a safe and interactive environment.

LaShanda R Hardin, Jennifer Welch, Natasha Hutson; Clayton State University

Room 2005

Panel Discussion

BY STUDENTS, FOR STUDENTS: THE BUILDING OF AN INCLUSIVE CAMPUS COMMUNITY

Freshman and sophomore students from a Mass Communications course and junior and senior students from a Philosophy course at Emory and Henry College collaborated on an interdisciplinary project during the Fall of 2015—Project If You Really Knew Me (IYRKM). The project's goals were to better understand the current cultural climate for students of different races, ethnicity, religious backgrounds, socioeconomic statuses, sexual orientations, genders, and social and academic organizations and to design and implement a social media campaign aimed at promoting thoughtful dialogue and the cultivation of empathy for fellow community members. Ultimately, we hoped to design and execute the project in such a way that meaningful recommendations could be shared with college administration, faculty, staff and students regarding strategies for becoming an inclusive campus. This panel discussion will vividly detail the journey of Project IYRKM at Emory and Henry College. We will highlight the social and institutional challenges that were faced and the impact that the project had on E&H's campus.

Dr. Brynn Welch, Travis Proffitt, Taequan Kates, Aaron Taylor, Ferris Ellis, Danielle Ridlien, Virginia Capps; Emory and Henry College

SESSION BREAKOUT 4 | 3:15 P.M. - 4:30 P.M.

Room 1220A

Individual Presentation

INCENTIVIZING SERVICE-LEARNING FOR NEW FACULTY RECRUITS

What is the best way to incentivize service-learning training for new faculty recruits? At the University of Southern Mississippi, we offer a faculty seminar in service-learning as the introduction to best practices in the discipline. "Faculty Fellows" who have participated in the seminar traditionally receive one course reassignment in exchange for the time devoted to the faculty seminar; however, this year we are changing faculty incentives to stipends in order to address several problem areas.

Linda M. Allen; University of Southern Mississippi

ADDRESSING COMMUNITY ENGAGEMENT THROUGH A GRAND CHALLENGE SERVICE-LEARNING MOOC

Individual Presentation

This presentation will share the development of a community engagement and service-learning focused massive open online course (MOOC) and implementation at Clemson University Fall 2015 and Spring 2016. The authors are piloting a rubric to assess key competencies related to community-engaged scholarship to evaluate student projects produced in this MOOC. Audience members will be engaged with an active discussion on approaches to adopting a similar course structure, group project, and evaluation approaches at their institution.

Claire Dancz, Jeffery Plumblee, Amy Landis, Leidy Klotz; Clemson University

Room 1220B

Individual Presentation

FRAMING "LEADERSHIP": HOLISTIC INTEGRATION OF A COMPETENCIES-BASED APPROACH TO STUDENT LEADERSHIP DEVELOPMENT IN A COMMUNITY SERVICE CENTER

The University of Chicago's Community Service Center (UCSC) has spent two years refining its programming and evaluations to foreground a set of civic leadership competencies, drawing on Seemiller's Student Leadership Competencies Guidebook (2014). This workshop presents their methodology for determining center-wide and programmatic priorities in leadership development; discusses impacts on strategic planning, partnership and program development, evaluation, and communications; and offers sample materials that other centers could use to similar effect.

Christopher A Skrable; University of Chicago

Room 210

Individual Presentation

CONVENING NEIGHBORS TO DEEPEN CAPACITY AND INNOVATION

In the summer of 2015, Emory & Henry College hosted its inaugural Civic Innovation Institute. Emerging from a need to deepen capacity for civic engagement work, the conference convened experts on a wide range of topics which enhanced the relationships and skills needed for long-term civic engagement projects in rural Southwest Virginia. Learn about the critical elements necessary for its success and consider how you might convene a similar gathering with your community.

Travis Proffitt; Emory & Henry College

TRACKING COMMUNITY ENGAGEMENT ON YOUR CAMPUS

Tracking students' community involvement can be a daunting task for colleges and universities. The purpose of this session is to help individuals develop assessment strategies for their institutions by sharing a model for tracking that was developed at Samford University. Using Samford's annual Community Engagement Report as a guide, participants will be encouraged to consider why tracking matters and how they can best collect and report community engagement data on their own campuses.

Janna Pennington, Samford University

Room 212

Individual Presentation

PARTNERSHIPS BETWEEN UNIVERSITY AND CHILDREN'S MUSEUM - MAKING PLAY NOT JUST FOR FUN

The presenter will share how the college students were engaged in the service-learning project at Interactive Neighborhood for Kids (INK), a children's museum located in Gainesville, Georgia. In order to maximize children's learning and facilitate their playing, the college students designed age appropriate activities and implemented hands-on activities in the field. They also applied the knowledge of teaching and learning learned from the course to the field, including developmental theories, pedagogy and praxis, and student learning motivations.

Emily Lin; University of North Georgia

Room 212

Individual
Presentation

SENCER: A CIVICALLY ENGAGED COMMUNITY OF TEACHERS AND LEARNERS

SENCER (Science Education for New Civic Engagements and Responsibilities) is a community of teachers and learners committed to improving science education. SENCER courses and programs connect STEM content to critical local, national, and global challenges. Learn more about the 14-year old NSF-funded SENCER, including the rich – but free --repository of resources for teachers, and hear about the variety of SENCER'ized courses ranging from the single starter course to an inspiring, life-changing, international program.

Susan Reiser, Ed Katz; UNC Asheville

Room 1002

Interactive
Workshop

TEACHING CHANGE AGENCY THROUGH ENTREPRENEURSHIP EDUCATION

Social Entrepreneurship has proven to be a powerful attraction to college students who are attempting to weave together life's purpose, education, and professional aspirations. The addition of academic service-learning or community-based learning to an existing cross-disciplinary program in entrepreneurship education has proven to provide students with direct experience as “changemakers” with community partners. In this interactive workshop we will explore how using community based experiential learning enhances both student efficacy and community capacity.

Cathy H Hamilton, Dianne Welsh; The University of North Carolina at Greensboro

Room 1005

Panel Discussion

PRAXEOLOGICAL LEARNING: SERVICE-LEARNING IN TEACHER EDUCATION

This session will focus on five different, yet interrelated projects that investigate the transformative potential of service-learning engagements among teachers, students, and community partners across urban and rural contexts. Collectively, the panelists ask how these engagements might inspire new, hybrid definitions of praxis rooted in the diverse perspectives of teachers, students, and community partners, as well as the texts of which they make use (i.e., the word and the world texts and communities).

Christian Winterbottom; University of North Florida

Room 2005

Panel Discussion

COMMUNITY ENGAGEMENT THROUGH FINANCIAL EDUCATION AND ASSET BUILDING

This panel discussion will examine the Lafayette-Oxford-University (LOU) Saves Program as a case study for establishing an asset building program within a center for community engagement. LOU Saves is a child savings program that seeks to improve quality of life by providing multi-generational financial education and nurturing college-going aspirations among underserved youth. The panel will address program design, community partnerships, and findings from a focus group with participating families.

Laura Martin, Janae Owens; Community Partner; University of Mississippi - Main Campus

STUDENT SHOWCASE - POSTER SESSION | 3:30 - 5:00 P.M.

KEYNOTE PRESENTATION | 3:30 - 5:00 P.M. (DURING STUDENT SHOWCASE)

WHAT DID YOU DO? WHAT DID YOU LEARN? WHAT WOULD YOU NEVER DO AGAIN? AND, WHAT WOULD YOU ABSOLUTELY RECOMMEND?

When we engage in community work, we jump into the deep end of complex relationships, ideas, issues, and hopes. We do so with fellow students, community partners, faculty members, and staff advisers. Still, it's a rare occasion that students get the chance to exchange ideas and lessons learned with those on other campuses and in diverse contexts. This talk will highlight ways students can make the most of the opportunities to have real, honest conversations with other students about their successes and challenges at the Student Showcase.

Melody Porter, College of William & Mary (Biography on Page 33)

5:30 - 7:30 P.M. | SAVANNAH RAILROAD MUSEUM

EVENING RECEPTION - OYSTER ROAST

SESSION BREAKOUT 5 | 8:15 A.M. - 9:30 A.M.

Auditorium

Panel Discussion

DESIGNING THE FUTURE IN SMALL COMMUNITIES: HIGHER EDUCATION ASSISTANCE IN ECONOMIC DEVELOPMENT PLANNING & VISIONING

A public service consultant, academic professor, and two public service faculty members will share information about community economic development strategic planning 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 public-private partnerships and grow investment. Each will share their experiences and perspective regarding their involvement in the efforts, and some of the outcomes.

Betsy McGriff, Ilka McConnell, Stephan Durham, Jason Christian; University of Georgia

Room 1220A

Interactive Workshop

SERVICE-LEARNING TO FACILITATE DEVELOPMENT OF LEADERSHIP SKILLS AND COMMUNITY ENGAGEMENT FROM A FEMINIST PERSPECTIVE ACROSS TWO SERVICE LEARNING GENERATIONS

Two service-learning (SL) students are in a class on the psychobiology of women. Their mentor, a current MPH student, was an SL student in the same class over a decade ago. The mentor and one of the two students are also co-directors of a non-profit organization focused on the empowerment of younger women. During this workshop, audience members will engage in dialogue to improve communication, community organization, and mentor-mentee dynamics from a feminist perspective.

Tiffany Woelfel, Marissa Pighin, Jacqueline Gonazalez; University of Washington - Seattle Campus

Room 1220B

Interactive Workshop

INCLUSIVE DIALOGUE AND MUTUAL RESPONSIBILITY IN THE CITIZENSHIP PROJECT

This workshop provides an opportunity to learn about a common first-year experience in active citizenship at Lynn University. Strategies to encourage and further dialogue in the classroom and on-site with community partner organizations relative to active citizenship will be highlighted. Methods to ensure mutual responsibility between the university and participating community partner organizations and recipients to ensure inclusivity will be identified and discussed.

Anna L. Krift, Lynn University

Room 210

Interactive Workshop

LANGUAGE IMMERSION IN ALTERNATIVE SERVICE EXPERIENCES

International service-learning experiences provide opportunities for students to increase their knowledge of global issues while developing attitudes that cultivate global citizenship. To improve the efficacy of these programs, it is vital to equip students with tools to learn and use the language of the host country. We will discuss how and why we incorporated intensive language learning into our international alternative breaks and how this model can be translated throughout Higher Education.

Heather Jo Mashburn, Allison Crook; Appalachian State University

Room 210

Individual
Presentation

HOW ARE WE IMPACTING COMMUNITIES IN SHORT-TERM INTERNATIONAL SERVICE IMMERSION PROGRAMS?

Short-Term service immersion programs are often documented as having transformational impacts on students through profound changes in their worldview, appreciation for cultural difference, increase in intercultural competence among others. However, we rarely discuss the impact these programs are having on the communities we are working with. This presentation will explore those questions in the context of VT Engage's international programs.

Eliza Wethey; Virginia Polytechnic Institute and State University

Room 212

Individual
Presentation

EQUIPPING STUDENTS FOR A LIFETIME OF CIVIC ENGAGEMENT

Clemson University School of Nursing Program has incorporated service learning within its curriculum to promote learning and social responsibility. This presentation will share the evidenced-based practice foundation on which this project is designed and attendees will view a powerpoint presentation that shares students' work nationally and internationally. To promote ease in incorporating service learning into their curriculum, attendees will be given the plans and grading criteria for this project.

Jackie S Gillespie, Portia Botchway; Clemson University School of Nursing

Individual
Presentation

MULTIMEDIA SERVICE LEARNING PARTNERSHIPS

A new media class where students partner with a nonprofit organization and work on a multimedia marketing plan is making a big difference in multiple ways. Students research and investigate the real-world situation for the organization to determine the target audience plus the problems they are trying to solve. Then they create media projects using photos, social media, apps, videos, and audio to create a website with a new media marketing strategy to help with the real-world situation.

Chandra Clark; University of Alabama - Tuscaloosa

Room 217

Individual
Presentation

KEEPING UP WITH THE TIMES: CHANGING PERCEPTIONS AND OUTCOMES OF COMMUNITY-ENGAGED LEARNING

Our research agenda explores the changing perceptions of and attitudes about community engagement among students, faculty, and administrators. Trying to keep up with the times we have embarked on these complementary studies of student pathways to contribute to a more robust theoretical model of experiential pedagogy. We include results from various studies including one comparing SL and social entrepreneurship, as well as one looking at student development indicated in the Global Perspectives Inventory.

Joan Clifford, David Malone, Amy Anderson, Matt Serra; Duke University

Individual
Presentation

ADAPTING SERVICE-LEARNING FOR INTRODUCTORY COURSES

This presentation explores the utility of service-learning to achieve learning objectives in introductory survey courses, which may be especially challenging. It uses three iterations of an introductory American Government course as a case study to gauge student achievement, noting the challenges in each iteration and assessing the subsequent course revisions. The results argue that, with adaptations to their specific challenges, service-learning pedagogies can be successful in problematic introductory courses.

Randall Parish; University of North Georgia

Room
218/220

Interactive
Workshop

WE ARE MORE ALIKE THAN DIFFERENT: A PARTNERSHIP THROUGH THE ARTS

We believe “we are more alike than different”. Over the past 15 years Georgia College Creative Arts Therapies Department has been the catalyst that has helped change the mindset of a community who once believed individuals with disabilities should be institutionalized to a community that embraces the concept that “We are more alike than different”. This interactive session will feature Georgia College music therapy faculty and students as well as participants and staff from The Life Enrichment Center discussing the process of the innovative partnership “Creative Expressions” and showcasing the beautiful performance that is the result of friendships formed, music and arts shared, and a bond that lasts a lifetime.

Chesley S Mercado; Life Enrichment Center, Georgia College and State University

Room 2005

Interactive
Workshop

DEVELOPING CAPACITY FOR COMMUNITY ENGAGEMENT: COMMUNICATION STRATEGIES FOR CROSSING ORGANIZATIONAL, COMMUNITY, AND GEOGRAPHIC BOUNDARIES

The workshop will address the essential role of communication in developing inclusive, democratic processes and partnerships for community engagement. The presenters will introduce findings from their respective research on best practices for campus-community partnerships and facilitate interactive learning activities to enhance participants' community engagement efforts. Participants will explore how interpersonal communication skills and strategic communication plans intertwine to advance campus-community partnerships and institution-wide community engagement agendas.

Jennifer W Purcell, Casey Mull; Kennesaw State University

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SESSION BREAKOUT 6 | 9:45 A.M. - 11:00 A.M.

<p><u>Auditorium</u></p> <p>Panel Discussion</p>	<p>SERVICE LEARNING AND COMMUNITY-BASED RESEARCH: IMPLEMENTATION, BENEFITS, CHALLENGES, AND FUTURE DIRECTIONS</p> <p>This panel will highlight the efforts of three universities to implement service-learning projects into their social work curriculum. Drawing from their experiences collaborating with community based agencies, the panelists will discuss (1) how to implement student-led community based research projects, (2) building partnerships with diverse stakeholders/agency settings, (3) benefits and challenges of student- led research within a community-based agency, (4) how to use projects to support agency change, and (5) future directions in service learning.</p> <p><i>April Rand, University of Arkansas; Sarah Pilgrim, Kansas State University; Ariana Postlethwait, Carmelita Dotson, Middlebury Tennessee State University</i></p>
<p><u>Room 122OA</u></p> <p>Individual Presentation</p>	<p>SERVICE-LEARNING, INTERCULTURAL COMPETENCE, AND LAYERS OF UNDERSTANDING</p> <p>Intercultural competence can be one of the most beneficial student outcomes of service-learning. Students, like faculty, come to service-learning with varied layers of understanding about race and privilege. Service-learning experiences can enhance understanding and appreciation of diversity, or it can reinforce stereotypes. This presentation provides an examination of how students process issues of race and privilege through service-learning in the Mississippi Delta, and presents recommendations for administrators and faculty on effectively fostering intercultural competence through service-learning.</p> <p><i>Laura Antonow; University of Mississippi Main Campus</i></p>
<p>Individual Presentation</p>	<p>GO BIG OR THEY'LL STAY HOME: USING SERVICE-LEARNING TO RECLAIM THE MORAL AND SOCIETAL PURPOSE OF EDUCATION</p> <p>A recent editorial, The Big University, contends that in the current context of 24/7 content, the only purpose of bringing people together for education is "to thrive at those things that require physical proximity. That includes moral and spiritual development. We do it through small groups and relationships and in social contexts." Case studies from New Zealand and North Carolina provide proof that service-learning is particularly well positioned to reclaim this purpose of education.</p> <p><i>Billy Osteen; University of Canterbury; Lane Perry, Western Carolina University</i></p>
<p><u>Room 122OB</u></p> <p>Interactive Workshop</p>	<p>DESIGNING AND DOCUMENTING COMMUNITY ENGAGEMENT FOR TENURE AND PROMOTION</p> <p>A lack of recognition of community-engaged teaching and research continues to be a barrier for faculty participation in service-learning, particularly considering the heavy teaching loads and publication expectations that tenure-track faculty face at both research and teaching focused institutions. Drawing upon a review of the scholarly literature, guidelines for faculty, and our own experiences at a teaching focused regional university, this interactive workshop will explore how faculty can elevate the status of their community-engaged teaching and research.</p> <p><i>Lesley M Graybeal, Debra Burris, Amy Hawkins; University of Central Arkansas</i></p>

Room 210

CRAFTING POWERFUL CIVIC ENGAGEMENT PROGRAMS

Individual
Presentation

This presentation will focus on how civic and community engagement practitioners can design and create powerful programming though incorporating high-impact educational practices and a developmental framework. Being intentional with design can refresh programming, grow and enhance student learning and create program buy-in and sustainability. We will use both literature and practical examples to explore what this looks like in specific programs such as alternative breaks, campus wide days of service, service fellowship or scholar programs, and across co-curricular offerings from your department or institution.

Kristina Snader; University of North Carolina at Greensboro

Individual
Presentation

COMPARISONS OF ALUMNI GIVING THROUGH THE FRAMEWORK OF THE CARNEGIE COMMUNITY ENGAGEMENT CLASSIFICATION

In 2014, over \$37.4 billion were given to colleges and universities across the United States, and 43.7% came directly from individual and alumni donors (Council for Aid to Education, 2015). Institutions can influence alumni donor behavior by enhancing the college experience, especially through academic and service-learning, community engagement (Hurvitz, 2010; Field, 2011; Weerts & Ronca, 2007). The presenters will share aggregate data of alumni giving at three different institutions to determine the impact of service-learning and enhanced student experience through the lenses of personal interviews and data provided by the Carnegie Community Engagement Classification and reclassification applications.

Jarrad D. Plante, Josh Truitt; University of Central Florida

Room 211

AN INVITATION IS NOT ENOUGH: STRATEGIES FOR INCLUSIVE DIALOGUE

Interactive
Workshop

Deliberative Dialogue is a co-curricular program at Georgia Southern University. Students develop leadership skills in facilitation and dialogue and explore productive strategies for having difficult conversations across difference. In this interactive workshop we walk participants through dialogue activities and focus on strategies for distributing air time and increasing input and participation from those that may not often contribute, as well sharing useful fall back activities for when conversation becomes extremely intense or very slow.

Danyel Addes, Jessica Shanken, John Nwosu; Georgia Southern University

Room 212

COMMUNITY ENGAGEMENT 2.0: DEVELOPING CURRICULUM THROUGH COMMUNITY PARTNERSHIPS

Individual
Presentation

In this presentation, we share what we've learned in creating an interdisciplinary minor in Community Leadership that takes our individual Academic Community Engagement course offerings to the next level. Specifically, we explain the unusual development of this community-centered curriculum and some surprising results. Perspectives from a faculty member, the Director of the Center for Community Engagement, an academic dean, and the mayor of Huntsville, TX, home to our main campus, will be presented.

Lee M Miller, Joyce McCauley, Abbey Zink; Sam Houston State University

Individual
Presentation

SEAMLESS LEADERSHIP LEARNING: COMBINING SERVICE-LEARNING, GENERAL EDUCATION, AND CO-CURRICULAR EXPERIENCES FOR LEADERSHIP DEVELOPMENT

This presentation will detail The University of Southern Mississippi's efforts to integrate disparate leadership programs across campus and capitalize on the various forms of student engagement to teach leadership lessons and hone student skills. The Leadership Experience, an academic certificate program, combines curricular and co-curricular experiences for authentic leadership development.

Christy Arrazattee; University of Southern Mississippi

<u>Room 217</u>	LEVERAGING LOCAL HISTORY AS SERVICE WORK
Individual Presentation	<p>This 30-minute individual session discusses how the University of Kentucky's LEXengaged program uses history to inform elementary and college students about the rich history of a neighborhood that helped grow an industry and a brand for our state. The session delves into how teaching/learning history embraces service work, lifts underprivileged children, and provides a sense of community for a neighborhood that has witnessed tremendous change and lost its storied past.</p> <p><i>Nora R Moosnick, Lynn Phillips; University of Kentucky</i></p>
Individual Presentation	<p>FROM PRIVILEGE TO ASSETS: THE USE OF ASSET BASED COMMUNITY DEVELOPMENT IN SERVICE LEARNING REFLECTION</p> <p>This presentation advocates for the use of Asset Based Community Development (ABCD) as a primer for reflection in service learning. ABCD is used by organizations and communities to identify and catalogue resources available to further community development, but the method and its vocabulary can be repurposed and used to spur positive reflection on power and privilege.</p> <p><i>James Garrett; Tulane University</i></p>
<u>Room 218/220</u>	THE CLIFF-PIT: BRIDGING THE POST-GRADUATION GAP IN CIVIC ENGAGEMENT
Interactive Workshop	<p>While students have countless mechanisms for involvement on campus, even the most active leaders experience a period of isolation and disengagement after graduation. It's time we met this challenge with tools to prevent the drop-off and support recent graduates in building active and inclusive communities. Come learn about Break Away's efforts to engage alumni, and a model for understanding our role as citizens and organizers.</p> <p><i>Sam Giacobozzi; Break Away</i></p>
<u>Room 2005</u>	COLLABORATE TO CHANGE LIVES...ONE SEMESTER AT A TIME
Panel Discussion	<p>This presentation highlights a grassroots collaboration between a college professor and the director of a center that serves adults with developmental disabilities. Each semester, college students and adults with disabilities spend time together playing sport and making music. The presenters of this session (including the professor, the director, a student, and an adult with a disability) will provide information about the collaboration and share the benefits, challenges, and their ideas for next steps.</p> <p><i>Nicole M. DeClouette; Georgia College and State University</i></p>

ROUND TABLE DISCUSSIONS | CGC | 11:15 A.M. - 12:00 P.M.

KEYNOTE PRESENTATION AND LUNCH | CGC MULTIPURPOSE ROOM | 12:15 - 1:45 P.M.

This panel will address the future of service-learning and community engagement in higher education. What do we envision for the future of SLCE? Why? What will it take to get there? Patti, Sarah, Gabrielle, and also participants in Wednesday's pre-conference workshop will facilitate discussion of the future of SLCE, sharing key ideas, questions, and points of tension raised during the pre-conference and engaging the full set of conference attendees in ongoing exploration of these questions. As with the pre-conference workshop, discussion in the plenary session will be documented for incorporation into the international conversation being facilitated by the SLCE-Future Directions Project.

Gabrielle Hickmon, Sarah Stanlick, Patty H. Clayton (Biographies on Page 33)



Dr. KerryAnn O'Meara

Biography: KerryAnn O'Meara conducts research on organizational practices that facilitate the full participation of diverse faculty and the legitimacy of diverse scholarship in the academy. She studies organizational policies, practices and cultures with an eye toward changing them to be more inclusive, equitable, and agency-enhancing for all faculty. Her recent work examines how work environments and reward systems enhance faculty agency and influence departure, the role of peer networks in advancing equity and inclusion, and gender equity in workload and distribution of campus service. Her work has been published in the *Journal of Higher Education*, *Review of Higher Education*, *Research in Higher Education* and *Gender and Education*, among other venues.

Her research has been supported by the National Science Foundation, Atlantic Philanthropies, Kettering Foundation, Luce Foundation, College Board, former American Association of Higher Education (AAHE), American Association of State Colleges and Universities (AASCU), and Teagle Foundation. She serves on the Editorial Review Board of the *Journal of Higher Education* and as Associate Editor of the *Michigan Journal of Community Service Learning*. KerryAnn regularly consults with campuses on revision of reward system policies to support multiple forms of scholarship, gender equity reform, faculty development and engaged scholarship.

KerryAnn received the Outstanding Teacher of the Year award (University of Massachusetts, 2003), Early Career Research Award (IARSCLE, 2008), Graduate Mentor of the Year Award (University of Maryland, 2012) and Outstanding Woman of the Year Award (University of Maryland, 2013) for her work advancing women at UMD. In 2014 she became a Fellow of the Academy of Community Engaged Scholarship. She is Director of the University of Maryland's ADVANCE grant, an institution-wide effort to invest in the professional growth of women faculty, and transform organizational practices in work environments to support inclusive excellence and the full participation of all faculty.

KerryAnn lives in Columbia, MD with her three daughters and partner Dan Schreier. She is a lifelong fan of anything Lord of the Rings, Pat Conroy, Charleston, South Carolina, and Long Beach Island, NJ.



Queen Quet

Biography: Queen Quet Marquette L. Goodwine is a published author, computer scientist, lecturer, mathematician, historian, columnist, preservationist, environmental justice advocate, environmentalist, film consultant, and "The Art-ivist." She is the founder of the premiere advocacy organization for the continuation of Gullah/Geechee culture, the Gullah/Geechee Sea Island Coalition. Queen Quet has not only provided "histo-musical presentations" throughout the world, but was also the first Gullah/Geechee person to speak on behalf of her people before the United Nations in Geneva, Switzerland.

Queen Quet was one of the first of seven inductees to the Gullah/Geechee Nation Hall of Fame. She received the "Anointed Spirit Award" for her leadership and for being a visionary. In 2008, she was recorded at UNESCO Headquarters in Paris, France at a United Nations Conference in order to have the human rights story of the Gullah/Geechee people archived for the United Nations. In 2009, she was invited by the Office of the High Commissioner of the United Nations to come and present before the newly founded "Minority Forum" as a representative of the Gullah/Geechee Nation and the International Human Rights Association for American Minorities (IHRAAM) which is an NGO in consultative status with the United Nations. Queen Quet is a directorate member for IHRAAM and for the International Commission on Human Rights. She represented these bodies and the Gullah/Geechee Nation at the "United Nations Forum on Minority Rights."

Queen Quet's accolades include the United States Jefferson Award for community service, the Jean Laney Folk Heritage Award for Gullah Advocacy from the state of South Carolina, the inaugural "Living Legacy Award" from the Association for the Study of African American Life & History (ASALH), the inaugural HOTEPA Award, the inaugural MaVynne Betsch Conservation Award, numerous Woman of Distinction Awards, the National Black Herstory Award, being featured on the "Wall of Heroes" at the National Wilderness Society headquarters in Washington, DC and on the website of The Citadel in Charleston, SC as a woman of honor. She has received several Queen Quet Day and "Gullah/Geechee Days" proclamations in various states. She received the "Preserving Our Places in History Lifetime Achievement Award" from the South Carolina African American Heritage Commission. The General Assembly of South Carolina also honored Queen Quet with Resolution 1453 for the work that she has done on behalf of her home state and Gullah/Geechee people locally, nationally, and internationally.



Melody Porter

Biography: As Director of the Office of Community Engagement at the College of William & Mary in Williamsburg, Virginia, Melody Porter advances community engagement efforts across the university, fosters student leadership in alternative breaks, and develops strong connections with community partners to ensure that our work is community-driven and leads to positive social change.

Melody came to William and Mary from Emory University, where she served for three years as director of Volunteer Emory (VE), a student-led department for community service. In that position, Melody and student leaders of VE reignited alternative breaks at Emory with an annual Fall Break trip, began a service theme house, and expanded the alumni service day, Emory Cares, to include hundreds of current students. As Associate Minister at First United Methodist Church of Germantown in Philadelphia, Melody spent three years working in areas of social justice and community development, and directing an after school program that served more than 100 high school students.

After college, Melody served as a long-term volunteer for three years, beginning a job development program in the Frankford neighborhood of Philadelphia and working with preschool children and their families in downtown Johannesburg, South Africa. Melody received a Bachelor of Arts in Political Science and Religion from Emory University in 1995.

Along with her colleagues and friends Shoshanna Sumka and Jill Piacitelli, Melody is author of *Working Side by Side: Creating Alternative Breaks as Catalysts for Global Learning, Student Leadership, and Social Change*. She was recognized as Staff Person of the Year by Break Away in the National Alternative Break Awards in 2010. Melody is proud to be chair of the Board of Directors of Break Away and a volunteer for various community organizations.

Through all of her professional and volunteer experiences, Melody has seen how connected and interdependent people and communities are everywhere, and believes in the power of mutual connection to transform lives and bring positive social change. She also loves cheese fries.



GABRIELLE HICKMON is a senior at Cornell University majoring in Industrial and Labor Relations with interests in international education, service-learning, and Black collegiate students' racial identity development. After graduation, she plans to pursue an MA in International and Comparative Education. Her career aspirations include working for the United Nations, giving Black students curated SL opportunities, and teaching college courses on community engagement and the role of education in Black racial identity development. An original contributor to the SLCE-FDP, Gabby wrote a thought piece titled "Double Consciousness and the Future of Service-Learning."



SARAH STANLICK is the founding director of Lehigh University's Center for Community Engagement and a professor of practice in Sociology and Anthropology. She previously taught at Centenary College of New Jersey and was a researcher at Harvard's Kennedy School, assisting the US Ambassador to the United Nations, Samantha Power. Her current interests include inquiry-based teaching and learning, global citizenship, transformative learning, and cultivating learner agency. One of the curators of the SLCE-FDP, Sarah co-authored the "Introduction" (with Patti Clayton), contributed a thought piece entitled "Getting 'Real' About Transformation," and co-authored the thought piece "Moving Towards a National Agenda: A Way Forward" (with Jeffrey Howard).



PATTI H. CLAYTON is an independent consultant and SLCE practitioner-scholar (PHC Ventures), a senior scholar with IUPUI and UNCG, and a visiting fellow with NERCHE. She works with practitioner-scholars and campuses to envision and establish SLCE infrastructure and to build capacities among all partners for excellence in SLCE, especially through integrated course design, critical reflection, reciprocal partnerships, and collaborative scholarship. Her current interests include democratic engagement, co-learning among all partners in SLCE, civic learning, place-engaged SLCE, and the power of language to shape how we understand and enact engagement. One of the curators of the SLCE-FDP, Patti co-authored the "Introduction" with Sarah Stanlick, a thought piece titled "Engaging Place as Partner" (with Cheryl Siemers, Barbara Harrison, and Tal Stanley), and another titled "Transforming Higher Education Through and For Democratic Civic Engagement: A Model for Change" (with John Saltmarsh and Emily Janke).



Outstanding Practitioner Contributions to Service-Learning in High Education

Dr. Paul Matthews is the Associate Director of the University of Georgia Office of Service-Learning (OSL), where he helps support faculty members, students, and community partners in applying academic skills and knowledge to address community needs and enhance student learning. Paul holds two degrees from the University of Georgia—a Ph.D. in language education and an A.B. in Area Studies—as well as an M.A. in Latin American Studies from the University of Texas at Austin. He was also a Fulbright Fellow to the University of Passau (Germany). Paul has been on the faculty at the University of Georgia since 1994. He was a Service-Learning Fellow in 2006 and the Office of Service-Learning's Senior Scholar for Faculty Development from 2007-2010; in July 2010 he became Assistant Director of the OSL, and Associate Director in 2015. In that role, he helps coordinate faculty development, tracks institutional reporting of service-learning and community engagement, conducts research and evaluation, supervises AmeriCorps VISTAs, coordinates service-learning initiatives, and teaches service-learning coursework, including a graduate seminar in service-learning course design.



Outstanding Community Partner Contributions to Service-Learning in Higher Education

Amy grew up in Upstate New York, lived for 12 years in Cambridge, MA and Providence, RI, and moved to Georgetown, TX in 2005. After graduating from Mount Holyoke College, Amy earned a Master's Degree in Philosophy from Harvard Divinity School, spent two decades as a travel writer, exploring the cities and backroads of France, New England and Texas, and worked as a freelance photographer and graphic designer. Returning to her love of education, Amy became a certified elementary school teacher in 2011 and Executive Director of Georgetown Partners in Education in 2012. Georgetown is home to Southwestern University, the active adult retirement community of Sun City, a thriving arts and culture district, and numerous non-profit organizations. Amy credits Georgetown's collaborative environment, emphasis on collective impact, and prioritization of education for the success of the partnerships and programs she has worked with others to design, build, and grow.



Outstanding Faculty Contributions to Service-Learning Instruction in Higher Education

Sandra Godwin was born in Alabama but grew up in northwest Florida in a small farming community. She earned her Ph.D. in sociology from North Carolina State University in 2000. She has taught at Georgia College in Milledgeville since 2002. Prior to Georgia College she taught at the University of West Florida in Pensacola and Onondaga Community College in Syracuse, New York. Her current interest is community-based learning and research that strengthens the relationship between Georgia College and the surrounding Milledgeville community. In all of her community-based courses, she draws on principles of participatory action research and asks students to explore their own privilege and the systemic causes of and possible solutions to some of the problems local residents face. Sandra is revising a book manuscript, "Bringing in a New Day: The Southern Student YWCA and the Early Civil Rights Movement." She draws parallels between the community-engaged work of the Southern Student YWCA during the 1920s, 30s, and 40s, and today's focus on civic engagement in higher education.



Outstanding Student Contributions to Service-Learning in Higher Education

Maya Evans is a junior in the Honors College at the University of South Carolina majoring in public health and minoring in both Spanish and counseling education. Maya is also an SEC athlete and SEC academic honor roll student; she competes in the South Eastern Conference as a middle distance runner on the Gamecock's Track and Field team. When she is not in class or on the track, Maya spends her "free" time volunteering. She led all Gamecock student-athletes with 313 hours of community service for the 2014-2015 school year. Last year, she served as a Community Service Ambassador, working with the United Way of the Midlands. Through the United Way, Maya organized adult volunteers for tutoring sessions to students at five local elementary schools, created and facilitated a presentation on social justice issues to high school students, and served hundreds of meals at Transitions Homeless Shelter. In addition to serving at the United Way, Maya has been a site leader for weekly visits to the Tucker Nursing Care Center, led her track team to volunteer at the Ronald McDonald House, and traveled to Kissimmee, Florida to work with Give Kids the World. Maya also volunteers with Hispanic outreach programs, and this summer will volunteer abroad in Costa Rica. After graduation, Maya plans to pursue a master's degree in school counseling and achieve bilingual fluency in Spanish.



Outstanding Service-Learning Collaboration in Higher Education

Dr. Hollie Cost serves as Professor of Special Education at the University of Montevallo and Mayor of the City of Montevallo. Additionally, she held the position of service learning coordinator at the University of Montevallo from 2009-2015. During her tenure as service learning coordinator, Dr. Cost was instrumental in linking the university more closely with the community through her leadership efforts in initiatives such as Falcon Scholars in Action, Montevallo Connection,



gifted student programming, academic camps, after-school tutoring programs, college access initiatives, Montevallo Sister City Commission, community gardens, neighborhood revitalization programs and community arts experiences. She joined the University of Montevallo in August of 2000 after serving as assistant professor at Stephen F. Austin

State University in Texas for two years. Cost holds a Bachelor's degree in psychology, a Master of Education in special education and a Doctorate in special education and rehabilitation from Auburn University. Her special education areas of expertise include behavioral disorders and autism.

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 Edy Delgado, Tulane University
 Cathy Hamilton, University of North Carolina at Greensboro
 Betsy Hart, University of Arkansas at Little Rock
 Kim Isringhausen, Virginia Commonwealth University
 Mary Beth Lima, Louisiana State University
 Kimberly Mannahan, College of Coastal Georgia
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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.

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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, or contact Cathy Hamilton, Membership Committee Co-Chair, at chamilt@uncg.edu.



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