

GULF-SOUTH SUMMIT

2018

SERVICE-LEARNING AND CIVIC ENGAGEMENT THROUGH HIGHER EDUCATION

APRIL 4-6 • BIRMINGHAM, AL



UAB THE UNIVERSITY OF
ALABAMA AT BIRMINGHAM



Samford
University

BSC

Birmingham-Southern College



Samford University

800 Lakeshore Drive
Birmingham, AL 35229
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Office of the President

April 4, 2018

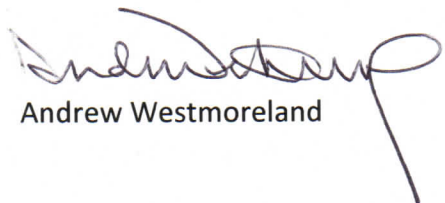
Dear Summit Participants:

On behalf of the students, faculty and staff of Samford University, I am pleased to welcome you to Birmingham. We are glad you are here! In collaboration with our colleagues at the University of Alabama Birmingham and Birmingham-Southern College, Samford University is a proud co-host of the Gulf South Summit on Service-Learning and Civic Engagement through Higher Education.

Since our founding in 1841, Samford has strived to foster academic, career, and ethical competency in our students while encouraging social and civic responsibility. This mission also fuels our institutional support for the University's Frances Marlin Mann Center for Ethics and Leadership, the university-wide academic center that promotes the understanding of Christian character, leadership, and integrity in multiple constituents both on and off campus through practice, study and community impact.

Finally, I wish to express my gratitude to each of the sponsors for this year's conference and to the Summit's Executive Committee for their hard work and dedication in planning such a pivotal event. To our guests, I hope you enjoy your time in Birmingham and return to your own communities refreshed and renewed to keep working for change.

Sincerely,



Andrew Westmoreland

Knowledge that will change your world

Ray L. Watts, MD
President

April 4, 2018


Dear Gulf South Summit Participants:

On behalf of the University of Alabama at Birmingham, I welcome you to Birmingham. We are very proud to serve as the co-host for the 2018 Gulf South Summit on Service-Learning and Civic Engagement through Higher Education together with Birmingham-Southern College and Samford University. The partnership between these three local, like-minded institutions is a strong one as we commit to working with the community to improve the health and wellbeing of Alabama.

As we are nearing our 50th anniversary at UAB, we continue to strive for excellence in the area of community engagement. In fact, in our newly launched 5-year strategic plan, one of the four pillars is community engagement. We are committed to engaging the community in meaningful and mutually beneficial collaborations that contribute to the public good. Through our Faculty Fellows in Engaged Scholarship program, we seek to grow the institutional culture of experiential, community-engaged teaching and learning, develop and improve relationships with the broader community, and offer our students knowledge and meaningful experiences.

I offer my thanks to all of you as you commit to the betterment of your students, your communities, and yourselves through this important work. I hope that this summit excites and enriches you and your work.

Sincerely,



Ray L. Watts M.D.

RLW:kw



OFFICE OF THE PRESIDENT

On behalf of the students, faculty and staff of Birmingham-Southern College, I welcome you to the 2018 Gulf South Summit on Service-Learning and Community Engagement in Higher Education! We are pleased to partner with our sister schools, UAB and Samford University, in hosting the conference.

This year, BSC is celebrating "100 Years on the Hilltop," commemorating the 1918 merger of Southern University, which was founded in 1856 in Greensboro, Alabama, and Birmingham College, which began as North Alabama Conference College in 1898. During this anniversary year, we are looking back at our history from the turn of the last century through nationally transformative moments — two world wars, astounding physical growth, racial integration and shifting attitudes toward women — and moments that transformed BSC from a regional institution to a nationally ranked school. We are also looking forward to what we want BSC to become over the next 100 years.

Our mission at Birmingham-Southern College is to prepare men and women for lives of significance. We consider the focus on the broader community to be a key element in learning to live a significant life. Since I became BSC's 15th president in June 2016, we have begun the Western Area Initiative to strengthen our ongoing work with the neighborhoods adjacent to our campus and catalyze community development on the city's western border. Faculty and staff from BSC have attended the Gulf South Summit for the past several years, sharing their experiences and building networks with engaged colleagues across the Southeast. This year's Summit offers an opportunity to reflect on our collective work in communities across the country and to plan for more collaborative, mutually beneficial work as we move forward.

Thank you for your commitment to education in the context of community. Thanks also to all the sponsors of this year's Summit and to the Executive Committee for their hard work and dedication in producing this event. Welcome to Birmingham. I hope you enjoy some of the delectable cuisine and noted artwork our lovely city offers!

Sincerely,

A handwritten signature in black ink that reads "Linda Flaherty-Goldsmith". The signature is written in a cursive, flowing style.

Linda Flaherty-Goldsmith
President
Birmingham-Southern College



Dear Gulf-South Summit Participants,

On behalf of the University of Alabama at Birmingham, Birmingham-Southern College, and Samford University, we welcome you to Birmingham for the 2018 Gulf South Summit! We thank all of our sponsors, executive committee, staff, and students for working together to plan such a great annual event. We hope you enjoy your time here and return home inspired - ready to implement what you've learned at this year's Gulf South Summit to continue working for change.

It is particularly significant that we are convening here in Birmingham on the 50th anniversary of the assassination of Martin Luther King, Jr. Our theme, "Changing the Narrative: Storytelling as Social Action" reminds us of voices like Dr. King's who changed the narrative of American history for the better. That is, in part what we seek to do when colleges and universities partner with communities to design mutually beneficial service-learning experiences. We hope your time in Birmingham provides a space for you to foster relationships, think deeply about the world's assets and challenges, and equip you to work in solidarity with your communities.

If there's anything we can do to assist you while you are here, please do not hesitate to reach out to one of us.

Sincerely,



Amy Badham, MPH



Kristin Harper



Allison Nanni, MSW



Director, Office of Service Learning and Undergraduate Research
University of Alabama at Birmingham



Director, Bunting Center for Engaged Study and Community Action
Birmingham-Southern College



Director of Community Engagement,
Frances Marlin Mann Center for Ethics and Leadership
Samford University



2018 Conference Schedule

Day 1: Wednesday, April 4

8:00 - 11:00 a.m.	2018 Gulf-South Summit (GSS) Executive Committee Meeting
11:00 a.m. - 6:00 p.m.	Registration & Check-in
11:30 a.m. - 1:00 p.m.	Lunch: GSS Executive Committee & Pre-Conference Participants
1:30 - 4:30 p.m.	Pre-Conference Workshops
5:00 - 7:00 p.m.	Poster Exhibit & Reception

Day 2: Thursday, April 5

7:00 a.m. - 5:00 p.m.	Registration
7:00 - 8:00 a.m.	Breakfast
8:00 - 9:00 a.m.	Welcome & Keynote Plenary
9:15 - 10:30 a.m.	Concurrent Session 1
10:45 a.m. - 12:00 p.m.	Concurrent Session 2
12:15 - 1:30 p.m.	Lunch: Keynote & Awards Presentation
1:45 - 2:15 p.m.	Concurrent Session 3
2:30 - 3:00 p.m.	Concurrent Session 4
3:15 - 4:15 p.m.	Student Showcase & Awards
4:30 - 5:00 p.m.	Concurrent Session 5
5:30 p.m.	Shuttles begin to Birmingham Civil Rights Institute (BCRI)
6:00 - 7:30 p.m.	Reception at BCRI

Day 3: Friday, April 6

7:00 - 8:00 a.m.	Breakfast Service
8:00 - 9:00 a.m.	Roundtables & Membership Information Table
9:15 - 10:30 a.m.	Concurrent Session 6
10:45 - 11:15 a.m.	Concurrent Session 7
11:30 a.m. - 12:00 p.m.	Concurrent Session 8
12:15 - 2:00 p.m.	Lunch: Closing Keynote, Awards Presentation & Future Site Reveal

Pre-Conference Workshops

Wednesday, 1:30-4:30 pm

How Are You Contributing to the Narrative?

T. Marie King

Forum E

Fifty years ago, the assassination of Martin Luther King Jr. left our nation heart broken and searching for direction. Dr. King's mountaintop message gave hope of a better tomorrow, but how close have we come to reaching the Promised Land as a global community? In this session, participants will explore Dr. King's last charge to the nation and examine how we individually contribute to the national narrative of change. Participants will leave with tools to create an inclusive environment, eliminate biases and check personal privilege to properly service the communities of which they are a part. The session will conclude with a tour of the Birmingham Civil Rights District.

Publishing Your Engaged Scholarship

Marybeth Lima

Forum F

Do you want to publish your community-engaged scholarship and you're not sure where to start, or where to submit your work? If so, this pre-conference is for you. Marybeth will briefly discuss best practices and recommendations for creating and submitting engaged scholarship for publication, including crafting a high-impact manuscript, selecting the appropriate publication outlet, and providing insight on reviewer and editor expectations throughout the publication process. Participants will have plenty of time to ask questions and are welcome to bring summaries and/or manuscript drafts to facilitate discussion.

NOTE: THE NUTS AND BOLTS SERVICE-LEARNING DIRECTORS WORKSHOP WILL BE OFFERED AS BREAKOUT SESSION DURING THE CONFERENCE.

Places and Their Stories: A Workshop on the Crafting and the Teaching of Civic Stories

Talmage A. Stanley

Forum D

This craft workshop will feature writing exercises for teachers and for students, offering ways to produce civic stories rooted and grounded in place. This workshop will also offer a review of resources such as syllabi that integrate fictional narratives, a range of novels and short stories for inclusion in courses, and writing handbooks and manuals. Participants will learn the critical link between writing stories and effectively using them in the classroom (even for folks who do not consider themselves writers of stories), ways to formulate questions for students that prompt their own stories, and how to gather the stories of a place. Participants need to bring with them a pad of paper and a writing instrument.



Poster Session

Wednesday, 5:00-7:00 pm

Building Student Competency for Community Advocacy: Development of a Media Advocacy Kit for Safe Haven Statesboro

During the Fall 2016 semester, our team was tasked with developing a media advocacy kit for a local community-based organization. Through a student-directed partnership with Safe Haven of Statesboro, GA, we organized and developed employee biographical statements, organization information sheets, transmittal letters, an infographic fact sheet, press release, brochure, website, and kit cover. Since completion of this project, Safe Haven has adopted use of our created materials and the website domain in February 2017.

Olivia Osaji, MPH, Addison Mickens, MPH, Sean Bear
Georgia Southern University

CSI Auburn: Increasing Science Literacy Through an Interdisciplinary, Forensic-Based Outreach and Service-Learning Program

Perceptions of science are often misrepresented through popular culture including forensic-themed programming. In this presentation, we discuss CSI Auburn, a service-learning and outreach program in Sociology and Anthropology. This science-based literacy program is for grades 5-8; the curriculum introduces participants to forensic sciences through age-appropriate educational modules and interactive exercises. The program is staffed by university faculty and undergraduate and graduate student volunteers, and is a required component for of the Forensic Anthropology course.

Janice E. Clifford, Kristrina Shuler, Greg S. Weaver, Meghan E. Buchanan, Kay Stone, Kyle McLaughlin
Auburn University

Service-Learning Program Outcomes and Impacts: Career Decision-Making and Professional Identity

Service-learning courses provide students with opportunities to explore their field of study before entering the workforce and to engage with individuals in the community. These experiences offer insight into the details and skills of their profession in a hands-on, safe learning environment where they can receive direction and real-world exposure that classroom didactics often do not provide. This presentation will discuss student perspectives of the influence of service-learning on their career decision-making and professional identity.

CaLynn Blacklock, Lesley Graybeal, PhD
University of Central Arkansas



High Achievers: The Journey from "At Risk" to "At Promise"

An individual living within the confines of a safe campus must make a deliberate effort to understand communities that aren't protected by the institution's protective bubble. The High Achievers after-school program provides an opportunity for public health students to expand into the surrounding community by facilitating mentorship to students who experience health and educational disparities that contribute to cyclical poverty.

Brian Manuel, Sarah Huskey, Madison Stokes
Georgia College and State University

Poster Session

Wednesday, 5:00-7:00 pm

Student Learning During 21st Century Field Work: Mapping Georgia's Built Environment with Innovative Technologies

FindIt is a state-wide cultural resource survey program sponsored by the Georgia Transmission Corporation (GTC) and the Georgia State Preservation Office (HPD DNR) which provides fundamental historic preservation skills through survey fieldwork. With the recent introduction of Computer Assisted Mass Appraisal (CAMA) data, FindIt is actively developing 21st century survey methodologies, resulting in a streamlined approach to available data concerning historic resources and placing a greater number of students in Georgia communities per year.

Laura Kviklys
University of Georgia

Perception of Mental Health: Latin Immigrant Youth Perception of Suicide Prevention Training

The researchers conducted a pilot study to guide a doctoral student in her dissertation topic. They conducted interviews with three first generation college student members of the Latin immigrant community at a large, HSI (Hispanic Serving Institution) public institution of higher education in Central Texas to explore their experience and perception of suicide prevention education.

Sierra Sullivan, Elizabeth Castenada
Texas State University

What is the Impact of Short-Term International Service Immersion Programs on Virginia Tech Students?

Short-term international service immersion programs are frequently documented as having transformational impacts on students through profound changes in their worldview, appreciation for cultural difference, and increase in intercultural competence, among others. VT Engage currently runs two service immersion programs in Peru and the Dominican Republic. This poster will explore how these two programs have impacted students at Virginia Tech.

Eliza Wethey
Virginia Tech

Service-Learning: Providing an Opportunity for Professional Development and Personal Growth in Journalism Courses

The presenter will a) discuss the use of service-learning to help journalism students increase their awareness of the needs in the community and acquire applied learning experiences in preparation for long-term career success; and b) share service-learning projects and student reflection with conference attendees with similar interests and projects to further improve the practice.

Hyangsook Lee
Belmont University

Service-Learning and Professional Competencies

Community based partners are concerned that service-learning students are lacking in professional skills. After a brief overview of the literature on professional skill training in young adults, this presentation will share a model for direct instruction of professional skills within a service-learning framework, themes generated from a pilot scholarship of teaching and learning study on service-learning students' professional skill development, and future directions for research and application of these findings.

Geri M. Lotze
Virginia Commonwealth University

Service-Learning in the Architectural Studio: Sense of Place and Time

The Architectural Engineering Technology program within the USM School of Construction + Design utilizes service-learning practices in the design studio by encouraging students to gather, analyze, synthesize, and process different types of information about the local, complex urban environment. The AET program exposes students to primary source materials that enable them to get as close as possible to the realities being studied. Best practices from the author's fall 2017 design studio course will be presented.

Jessica Hardy
University of Southern Mississippi

Poster Session

Wednesday, 5:00-7:00 pm

Analysis of Service-Learning: Perceived Outcomes and Influential Factors

An empirical qualitative research study using triangulation data collection method to investigate students' perceived learning outcomes and influential factors after completing a two-semester long service-learning leadership development course.

Xi Chen

Mississippi State University

Incorporating Diversity in Support of Civic Engagement Efforts

This session will explore how reaching out to women and minority-owned businesses for supplying campus needs can be used to further the goal of "partnering with" rather than just "doing things for" the community, with a focus on how these efforts can provide opportunities for service-learning and civic engagement for our students.

Joyce Searcy, Tim Stewart

Belmont University

Physician Volunteerism in a Student-Run Free Clinic

Many medical schools use student-run free clinics (SRFC) as a way of improving access to care while providing students with valuable learning opportunities. SRFCs depend on physician volunteers, who can be difficult to recruit. We interviewed ten physicians to understand why they volunteer at our SRFC. We identified several themes, including the idea that working with students is a privilege, and that time and lack of clinical self-confidence are the biggest barriers to volunteering.

Hannah Bowers, Caroline Harada

University of Alabama School of Medicine

Bridging the Gap: Using Service-Learning to Promote Civic Engagement and Sustainable Practices in a Large Enrollment Non-Majors Biology Class

To date there are very few studies that have explored the best practices required to execute successful and meaningful community partnerships in majors biology courses. Even fewer studies have explored the impact of service-learning on non-majors biology courses. This presentation aims at discussing novel ways to promote civic engagement and sustainable practices in a non-majors biology class by utilizing service-learning.

Sami Raut

University of Alabama at Birmingham

Community Engagement Through a Prison Based Canine Rehabilitation Program

This project evaluated the student perceptions of inmates in a canine rehabilitation program in a private prison facility. Students' perceptions of the program and inmates were evaluated through in-depth reflections after visiting the program on multiple occasions throughout the semester. Data showed the students' perceptions of both the program and the inmates positively evolved over the course of the semester. Additionally, students became more invested in the program, as shown by increased volunteer hours.

Alesa Liles

Georgia College and State University

New Directions for Evaluating Community-University Partnership

This poster from the University of Georgia Archway Partnership faculty will share new directions in evaluating community-university partnerships across the state. Topics discussed include: an overview of the Archway Partnership process, methods of evaluation, community impact, student experiential learning, and faculty research and service.

Sharon A. Liggett, MPA, Catherine Muse, Sam Perren

University of Georgia



Poster Session

Wednesday, 5:00-7:00 pm

You Can Do Service-Learning with Offender Populations

This poster will discuss different ways that service-learning can occur with offender populations across multiple disciplines.

Stacy Moak, Alesa Liles, Martha Earwood
University of Alabama Birmingham

Discourses of Community Engagement: Constructing the Subjects of Our Stories and Why It Matters

As colleges and universities tell stories of engagement, we often conceptualize communities as objects rather than subjects of social change. Presenters from Georgia State University, Clayton State University, and Berry College will discuss our institutions' discourses of community engagement and their implications for building community partnerships, teaching, and supporting community-based work. We hope to spark conversation about how the conceptualization of the objects and subjects of community engagement enables, challenges, or prohibits social change.

Mary Elizabeth Tyler Boucebc, MA, Cheri Kersey, PhD, Jennifer Welch, MEd, Tamra Ortgies-Young, MPA, Julee Tate, PhD
Georgia State University

Changing the Narrative of the Core Curriculum: Service-Learning, the First-Year Experience, and Cultivating Student Leaders

This panel intends to disrupt the narrative of service-learning as an upper-level course by focusing on integrating community engagement into classes in an institution's core curriculum. Virginia Commonwealth University faculty currently teach first- and second-year core curriculum classes as designated service-learning sections. Presenters will offer practical ideas for implementing service-learning and community engagement into core classes for newer college students.

Mark Meier, Lindsay Chudzik, Jamie Fueglein, Kirk Richardson
Virginia Commonwealth University

Now What? Mirroring One Academic Discipline's Approach to Service-Learning Infusion Across all Disciplines

After a service-learning (S-L) program is developed on a campus, how can the structure and format be elevated so that all disciplines and levels of students are engaged to the fullest potential of their academic ability? Presenters will share how one academic department integrated S-L throughout their discipline and explore how these practices may be utilized/alterd for comprehensive S-L incorporation into other academic disciplines.

Lydia Watkins, MSN, DNP, RN, CPNP
College of Coastal Georgia

Keynote & Breakfast

Thursday, 8:00-9:00 am

Good Writing: The Ethics of Storytelling in Service-Learning and Social Action

CONNIE SNYDER MICK

Birmingham Ballroom

Storytelling can be a powerful form of writing for social change. Good stories can move us to understand and act on behalf of social concerns. But storytelling also comes with risks and responsibilities, especially when we tell stories of vulnerable people. Students in service-learning and civic engagement courses often encounter people with profound life stories and want to bear witness to them by re-telling those stories. What are the ethical concerns around telling other people's stories to advance social action? How can engaged teachers balance the aims of social action and good writing? This talk explores the critical role of good writing—writing that has both clarity and conscience—in service-learning and social action.



Connie Snyder Mick is Academic Director of the Center for Social Concerns and co-director of the Poverty Studies Interdisciplinary Minor at the University of Notre Dame. Dr. Mick seeks to advance the vision of the Center for Social Concerns as a living well for social justice by helping to deepen the culture of community-engaged teaching, research, and learning across the university. She supports the scholarship of engagement through faculty consultations on engaged teaching, awarding course development grants, and directing the community engagement faculty fellows program. Dr. Mick also directs the Community Engagement Faculty Institute, a three-day immersion into the theory and practice of community-engaged teaching, research, and scholarship. She currently teaches Rhetorics of Gender and Poverty, the Capstone for Poverty Studies, and Confronting Poverty: Bringing Service to Justice. Dr. Mick's research addresses the impact of engagement on student learning and community development, the role of writing in social change, the rhetorics of poverty, the ethics of storytelling in engaged learning, and the pedagogies of community engagement. She published *Poverty/Privilege: A Reader for Writers*, Oxford University Press (2015). Her book, *Good Writing: A Rhetoric and Reader for Argument*, is forthcoming 2018. Recent work appears in the *Michigan Journal of Community Service Learning*; *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture*; *Service Learning: Enhancing Inclusive Education*; *TESOL Journal*; and *Foundational Practices in Online Writing Instruction*.

Concurrent Session 1

Thursday, 9:15-10:30 am

Entering the River with Different Paddles

Panel Discussion

Forum F

The institutionalization of community engagement is a deliberate process that requires an understanding of best practices as well as institutional context, culture, history, and mission. Our panel, focusing on the specific geographic context of Texas, offers general best practices of community engagement while also offering broad institutional perspectives on strategies to build infrastructure and adapt to changing institutional cultures. Panelists represent various types of schools and highlight different strategies for institutionalization.

Sarah Brackmann, Southwestern University;
Morgan Lewing, Texas A&M Central Texas;
Poonam Gulati, University of Houston-
Downtown; Clare Acosta, St. Mary's
University; Terry Hockenbrough, Collin
College

Defining the Community Engagement Professional in Higher Education Through the Preliminary Competency Model

Panel Discussion

Forum E

This session focuses on a preliminary competency model of second-generation community engagement professionals featured in an edited book by Dr. Lina Dostilio and a multi-institutional research team of Campus Compact fellows. Participants will learn about the collaborative research process underpinning this research, explore key findings associated with the model, envision applications of the model, and explore future research directions.

Lane Perry, PhD, Western Carolina University;
Tait Kellogg, Tulane University; Kira
Pasquesi, University of Colorado – Boulder

Using the SLQAT, A Research-Based Tool for Supporting and Determining the Quality of Service-Learning Courses

Interactive Workshop

Forum H

This interactive workshop introduces participants to the new Service-Learning Quality Assessment Tool (SLQAT), a research-based instrument for reviewing and scoring 28 key elements of service-learning courses. Participants will learn about the development, scoring, and use of the instrument for both research and course development purposes, and will get hands-on opportunities to assess sample courses and provide user feedback.

Paul H. Matthews, Shannon O'Brien Wilder,
University of Georgia

Strengthening American Democracy: How Institutionalizing Voter Engagement Can Reinforce Bonds between Students & Their Community

Interactive Workshop

Forum B

The increasing diversity and reach of higher education institutions means that colleges and universities are better vehicles than ever for reaching a wide range of new voters and helping them overcome the structural and psychological barriers to voting. Service-learning professionals uniquely have the existing networks and authority to deliver programs to help students identify as voters and participate. This presentation will provide data-driven strategies for engaging students as new voters to ensure a more diverse, equitable, and inclusive electorate.

Clarissa Unger, Young Invincibles; Michael
Burns, FELN's Campus Vote Project;
Catherine Fish, ALL IN Campus Democracy
Challenge

Concurrent Session 1

Enhancing Civic Engagement Through Higher Education Facilitation

Panel Discussion

Forum D

The University of Georgia Archway Partnership connects higher education resources to address critical community-identified needs and opportunities across Georgia. This panel will provide a model for enhancing community collaboration and decision-making through case studies from various Archway communities. Examples will illustrate the complexities of civic engagement, best practices and lessons learned for community engagement, and how their efforts enhance faculty research and student instruction while meeting community needs and building lasting local partnerships.

Angel Jackson, Anna Strickland, Catherine Muse, Kristen Miller, University of Georgia

Experience UGA: Engaging the Local School District Through an Innovative Field Trip Program

Interactive Workshop

Forum I

This workshop will introduce an innovative, university-wide program that grew out of UGA's Professional Development School partnership, but now extends far beyond the reach of the College of Education. Experience UGA brings over 10,000 students from the local school district to UGA each year for a hands-on, curricular-based field trip. The workshop will highlight the 10th grade trip, which utilized a Service-Learning Charrette to gain stakeholder input and design the field trip experience.

Joshua Podvin, Shannon Wilder, Shannon Walker, Jennifer Martin Lewis, University of Georgia

Thursday, 9:15-10:30 am

Confronting the Legacy by Changing the Narrative: Adults with Disabilities Tell Their Own Stories Through Art, Music, and Engagement with Georgia College Students

Interactive Workshop

Forum C

Milledgeville, Georgia once housed the largest mental institution in the world, Central State Hospital. When it closed, it left a legacy that translated into low expectations for, and fear of, adults with disabilities. That legacy is confronted each time adults with disabilities and Georgia College students engage in joint projects. Through art, music, and other endeavors, adults with disabilities are changing the narrative about what they are capable of doing.

Nicole M. DeClouette, Julia Estes, Georgia College & State University; Barbara Coleman, Amy Mathis, Life Enrichment Center

Service-Learning Directors Workshop

Interactive Workshop

Forum A

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 workshop is intended to provide orientation and insight for new or aspiring service-learning directors and support for "grizzled veterans."

**Marybeth Lima, Louisiana State University
Christy Arrazattee, University of Southern Mississippi**

Concurrent Session 2

Thursday, 10:45am-12:00 pm

The Ripple Effect: Stories to Empower, Connect, Adopt, and Grow

Panel Discussion

Forum D

Panelists will explore how they share stories with intention in their service-learning classes and projects and how they teach students and colleagues to do the same. In particular, panelists will focus on sharing stories as a means of giving a voice to the voiceless and allowing isolated voices to travel and enrich or challenge popular social narratives.

Christina Armistead, Sharon Williams Andrews, Laurie Lynn Drummond, Marybeth Lima, Louisiana State University

Design Thinking in Service-Learning: Tackling Wicked Social Injustices in the Classroom

Interactive Workshop

Forum B

Discover how you can engage your students in the design thinking process to address wicked social problems. We use leadership education and design thinking to teach students how to collaboratively and creatively tackle challenges facing our global community and have them engage in social justice work with local community partners. You will learn how you might use design thinking in your service-learning classroom to create potential solutions to wicked social injustices.

John Banter, John Egan, Georgia Southern University

Expanding Perspectives on Racial Equity in Mississippi Communities Using Group Dialogue and Paired Interviews

Interactive Workshop

Forum E

This workshop engages participants in listening skill-building, group dialogue, and paired interviews techniques used in a statewide Mississippi racial healing initiative. Participants will learn what themes and experiences were noted in Mississippi citizens' stories and how university communication majors were affected by analyzing those stories. Finally, participants will leave with a better understanding of how this initiative allowed diverse citizens to engage in authentic conversations about race, equity, history, wounds, and hope in Mississippi communities.

M. Cade Smith, Le'Roy Davenport, Liz Roshelli, Mississippi State University

Integrating Service-Learning Projects in STEM Courses

Panel Discussion

Forum H

A group of diverse panelists will discuss challenges and benefits of incorporating a variety of service-learning projects into their capstone courses, in civil engineering and construction-related programs. The panel will facilitate discussion over numerous issues, including recruitment and motivation of students, ethic and civic responsibility, mandatory service hours in the curriculum, undergraduate research experiences in service activities, relationships with community partners, internal/external sources of funding, and benefits in student learning outcomes.

Gustavo O. Maldonado, Urkovia Andrews, Marcel Maghiar, Clinton D. Martin, Georgia Southern University

Concurrent Session 2

Thursday, 10:45am-12:00 pm

Stronger Together: Forging Partnerships between On-Campus Democratic Engagement Coalitions and Community Leaders

Panel Discussion

Forum F

During this panel administrators from Western Carolina University and the University of North Carolina at Pembroke will join members of the Students Learn Students Vote Coalition for a discussion on how to bring on-campus democratic engagement coalitions and community leaders together in efforts to increase civic learning and democratic engagement among students. Further, they will discuss opportunities and challenges that arise when bringing together on and off-campus partners around democratic engagement.

Michael Burns, Campus Vote Project; Clarissa Unger, Young Invincibles; Lane Perry, Western Carolina University; Dalton Hoffer, University of North Carolina at Pembroke

Reframing Reflection and Reflective Practices in Higher Education

Interactive Workshop

Forum C

The writer, psychologist, philosopher, and educational theorist, John Dewey wrote the book *How We Think* in 1910. A common theme was the exploration of a single question, why do we think the way we think? Dewey believed that we do not learn from our experiences, but we learn from reflecting on our experiences. The integration of reflective practices can be a powerful, pedagogical tool when designing a course. Critical reflection is a form of storytelling and Dewey argues "Thinking in its best sense is that which considers the basis and consequences of beliefs..."

Lauren D. Cunningham, Lindsey Woelker, University North Carolina at Greensboro

Graduate Level Curricular Service-Learning: Creating Social Action and Developing Scholars

Interactive Workshop

Forum I

This presentation will describe the integration of Boyer's Model of Scholarship (which promotes social action and community engaged scholarship) to a capstone service-learning course. In response to educators receiving minimal guidance on integration of service-learning pedagogy on the graduate level, this presentation will provide interactive exercises which inform participants of a promising service-learning course structure. Information and tools will be provided for promoting student engagement in action and scholarship and predicting graduate student outcomes.

Jamie Langlois, Grand Valley State University

Stories that Shape Us: Partnerships for International Education

Panel Discussion

Forum A

This panel will illustrate how stories become tools for civically-engaged students who participate in study abroad programs. The panel will include a study abroad advisor, students and faculty who have engaged in study abroad programs and projects, and alumni whose lives have been shaped by study abroad. Students will share digital stories of their study abroad experience and we will discuss a particular partnership between the BSC Education department and a school in southeastern Uganda. We will share the successes and challenges of this growing partnership, what it has meant for our students and where we hope to build in the future. Session attendees will leave inspired and ready to write their own stories of global engagement.

Anne Ledvina, Amelia Spencer, Laura C. Eanes, Nikki Cohron, Sarah Light, Matt James, Julie Brennan, Birmingham-Southern College

Lunch: Keynote & Awards

Thursday, 12:15-1:00 pm

Civic Stories, Changing Stories: Teaching the Butterflies and Their Questions

TALMAGE A. STANLEY

Birmingham Ballroom

Tal Stanley invites you to join him in an exploration of the hearing, writing, telling, and teaching of the civic stories of a place. Like place itself, civic stories from a place are riven with conflict and ambiguity, with the tensions and questions of quotidian life, calling us to live within those ambiguities and questions. Drawn from his own life and work, this keynote will offer a consideration of the ways that the art and craft of storytelling from a place can reshape and change how we think of ourselves as citizens and the shared, relational work of citizenship in the places of our lives.



A tenth-generation Southwest Virginian, Tal Stanley grew up in Dublin, in Pulaski County. He is a writer of fiction, essays, history, and creative nonfiction. He lives and works at Emory & Henry College where he is the Director of the Appalachian Center for Civic Life, Director of the College's Interdisciplinary Program in Civic Innovation (a BA degree program), and Director of the Bonner Scholars Program. He helped plan and implement Emory & Henry College's Master of Arts program in Community and Organizational Leadership and is its director.

Tal graduated with a Bachelor of Arts in History from Emory & Henry College, magna cum laude. He was a Woodruff Fellow at the Candler School of Theology at Emory University, where he earned a Master of Divinity. He earned a Ph.D. in American Studies in the Institute of Liberal Arts at Emory University, where he was a Mellon Dissertation Fellow in Southern Studies.

His book, *The Poco Field: An American Story of Place*, was published in March 2012 and is available from the *University of Illinois Press*. He has also written articles, reviews, and commentaries that have appeared in the *Appalachian Journal*, the *Journal of Appalachian Studies*, *Practicing Anthropology*, *Studies in American Culture*, *Diversity and Democracy* (publication of the American Association of Colleges and Universities), and various other academic and general interest publications. His essays on civic engagement and teaching for civic life appear in *The Engaged Campus*, Dan Butin and Scott Seider, eds, and in *Deepening Community Engagement in Higher Education: Forging New Pathways*, Ari Hoy and Matthew Johnson, eds. He is currently at work on another book, tentatively titled *American Road: Place, Racism, Resistance, and Civic Memory*.

Tal and his wife Susan have two children. He takes immeasurable pride in his family and their accomplishments. He enjoys cooking, canning, cheese making, beekeeping, woodworking, working in his orchard, and gardening. He takes inordinate, some would say delusionary, pride in his orchard of heirloom apple trees, bee hives, vegetable garden, flowerbeds, and flock of laying hens.

Thursday, April 5

Concurrent Session 3

Thursday, 1:45-2:15 pm

A Ten-Year Retrospective of Fostering Inclusivity and Student Success in a Large Community-Engaged Learning First-Year Student Leadership Program

Individual Presentation

Forum A

For ten years, Day One has annually enrolled 220 first-year students, 40 faculty/staff mentors, 40 upperclassmen mentors, and 30 community partners in a Fall Semester Social Change Model leadership development program. Day One students are diverse in interest, race, preparedness, and income, and they are more successful than similar students not enrolled in Day One. This presentation focuses on the evolution of collaboration between stakeholders that makes Day One a socially active and transformative experience.

M. Cade Smith, Carmen Wilder, Xi Chen,
Mississippi State University

The Woodlawn Project

Individual Presentation

Forum B

The Woodlawn communities of Chicago and Birmingham share the experiences of the adverse effects of discriminatory economic practices that have plagued urban communities throughout the country. However, both are currently undergoing historic resurgences that are being fueled in large part by the efforts of current community members, as well as being supported by neighboring institutions of higher education. This session will seek to apply lessons from both instances to best practices for universities moving forward.

David Dada, University of Alabama at Birmingham

Stories of Faculty Mentoring in Service-Learning

Individual Presentation

Forum E

Service-learning (SL) benefits not only students and communities but also faculty who engage in meaningful research, teaching, and practice that contributes to a more just society (Furco, 2016). Unfortunately, at our urban university in the North East there are very few faculty members who actually teach SL courses. We are in the second year of implementing a faculty mentoring program to support those who teach SL courses and to try to increase the numbers of SL courses offered at our university. Our presentation will first provide an overview of the faculty mentoring program and then individual faculty members will tell their SL stories focusing on how mentoring impacts their teaching of SL courses.

Elizabeth Robinson, Debra Harkins, Cynthia Irizzari, Suffolk University

Mentoring As a Service-Learning Activity to Transform Children's Lives in the Deep South

Individual Presentation

Forum D

This presentation examines the effects of mentoring on college students who served as mentors for community youth. As part of the requirements for two classes, students engaged in one-on-one mentoring activities. This presentation examines how mentoring affects the college students involved. It examines their perceptions about how the effectiveness of their efforts and their reflections about how they felt about their engagement in the mentoring process.

Demetrius Semien, Spring Hill College

Concurrent Session 3

Thursday, 1:45-2:15 pm

Creating Space for Multiple Narratives: Design Thinking for Service-Learning Reflection

Individual Presentation

Forum F

When service-learning takes place within predominantly White institutions working with communities of color, the narrative that emerges during in-class group reflection can often be framed by the normative values of the dominant group. If the storytelling of the service experience is not inclusive, all students miss opportunities to learn. A structured reflection activity informed by design thinking and asset-based community development will be presented as a tool to create space for all student voices.

Amy Biedermann, Texas State University

Advancing Livability and Sustainability Through Service-Learning: Community Sustainability Partnership Program at the University of South Florida

Individual Presentation

Forum C

In its second year, the Community Sustainability Partnership Program (CSPP) links resources of the University of South Florida with a nearby city. CSPP integrates faculty and students in the only community-university engagement initiative of its kind in the state of Florida. Such an endeavor comes with unique challenges and successes. Building upon lessons learned from the first year of the program, the second year has seen improvements in procedures that have led to greater accountability.

Dustin Krein, MEd, University of South Florida

Real Talk #NoFilter: Using Storytelling to Equip Students for the Hard Work of Social Change

Individual Presentation

Forum I

As we prepare our students to engage with complex social issues, how do we equip them with the skills to navigate the challenges of their own lives? This session discusses the development of Real Talk #NoFilter, a speaker series that features faculty telling personal stories of growth and challenge. These stories normalize dialogue about personal challenges, ultimately preparing students to better serve others by better caring for themselves.

Emily Halstead, Hannah Vann, Mercer University

Empowering Students Across Institutions: A Reciprocal Partnership to Strengthen Transfer Student and Future Faculty Success

Individual Presentation

Forum H

This presentation offers a model for collaboration between universities and community colleges, providing discussion for building such programs and partnerships at their own institutions, specifically, the planning and evaluation processes. Presenters will share anecdotal and evaluative data on the program from undergraduate and doctoral student participants and community college and university representatives. Participants will learn how to plan and implement similar programs with ready-to-use ideas for collaborative workshop sessions within their own institutions and communities.

Amanda F. Hall, Jose Alcaine, PhD, Holly Whittenburg, Virginia Commonwealth University; Ashley Bourne-Richardson, PhD, J. Sargeant Reynolds Community College

Concurrent Session 4

Thursday, 2:30-3:00 pm

Youth Civic Engagement: A Curriculum Analysis

Individual Presentation

Forum F

This presentation is based on a project that attempts to validate a curriculum created by Mi Familia Vota in conjunction with a Rice University research group. It does this by reviewing relevant literature in civic engagement pedagogy to support or reject each individual expectation of said curriculum. The final evaluation of each curriculum expectation is made through an initial review of literature and a secondary review of surrounding literature.

Amanda Cervantes, Rice University

Civic Action Circles

Individual Presentation

Forum H

Denison University launched a new program series, Civic Action Circles, promoting civic agency, self-authorship and public narrative. Civic Action Circles is a positive community centered dialogue-action venue for all members of the university to engage in candid yet crucial conversations to expand thinking surrounding citizenship, ethics/values and social issues. Civic deliberation allows participants to clarify personal narratives, deepen their understanding of an issue and strategically brainstorm action items to implement public work through a shared story.

Trinity Jeter, Susie Kalinoski, Katie McKenney, Denison University



Changing Faculty Incentives for Service-Learning

Individual Presentation

Forum C

What is the best way to incentivize service-learning for faculty practitioners? At the University of Southern Mississippi, we have changed the types of incentives we offer—three times in the past three years alone—in order to address several problem areas. This presentation analyzes the various strategies we have adopted to incentivize faculty commitment to service-learning on campus, by providing quantitative analysis of the success and failure of each incentive.

Linda Pierce Allen, Christy Arrazattee, University of Southern Mississippi

The Problem with Solutions: Service-Learning in a STEM Setting

Individual Presentation

Forum D

This presentation engages the topic of service-learning and community engagement in a university dominated by engineering and computing. It explores the ways that the Center for Serve-Learn-Sustain at Georgia Tech is drawing on leaders in the field to instigate a "culture change" at the university by engaging faculty, students, and partners in relationship building around common challenges, rather than solely focusing on short term projects with concrete solutions. It argues that key to culture change is centering relationship building and intentionally forging partnerships in key areas in which our Center can, in concert with community members, students, and teachers, effect change - areas such as public health, clean energy, green infrastructure, and educational equity.

Ruth Yow, Georgia Tech

Concurrent Session 4

Thursday, 2:30-3:00 pm

Developing a Service-Learning Internship Program for High School STEM: Lessons Learned

Individual Presentation

Forum B

This presentation describes the development and implementation of a junior-year, service-learning focused internship program and course at one STEM-focused high school in Georgia. This new initiative includes support from a university service-learning office, and launched its first cohort of 11th graders in Fall 2017 (including two co-presenters). Lessons learned, challenges, next steps, and key outcomes from engaging students in real-world STEM-based community projects are shared.

Nicole D'Antonio, Abbey Tilson, Hannah Jeevanayagam, Gwinnett School of Mathematics, Science, and Technology; Paul Matthews, University of Georgia

Online Service-Learning: Collaborating with an e-Mental Health Company

Individual Presentation

Forum I

An increasing proportion of the globe is digitally connected, and faculty can utilize the immense potential of online service-learning opportunities that allow for students to interact with people around the world. This presentation introduces a partnership with an e-mental health services company in which students studying adolescent development serve as online peer wellness coaches. Methods for assessing student accountability and work quality, as well as student reflections, will be discussed.

Melissa Landers-Potts, University of Georgia

Hot Mess or Golden Opportunity: Student-Led Service-Learning in the First Year Experience

Individual Presentation

Forum E

Students crave more leadership opportunities. Faculty require more support and training than their schedule permits to teach service-learning. Administration pushes for as many classes to use service-learning pedagogy as possible. Hot mess or golden opportunity? We will review how Averett University maximized these problems into a solution. We will share the good, the bad, and the strategies used, so you can implement our lessons learned at your home institution.

Brigid Belko, Averett University

Should They Stay or Should They Go? Addressing Issues of Social Justice Through Critical Service-Learning in Difficult Contexts

Individual Presentation

Forum A

What if your voice did not matter because of the color of your skin? Why does racism dominate the narrative? How can minorities speak about the values and people they want memorialized in a small southern community? These are just a few of the social justice-oriented questions that fourth-grade students investigated under the guidance of a graduate student enrolled in a service-learning course at the University of Georgia. Join us for an interactive session as we share examples of critical service-learning initiatives and explore ways that P-12 schools and universities can collaboratively address issues of social injustices.

Kathy Thompson, University of Georgia; Jesse Fortson, Byron Elementary School

Student Showcase: Poster Session

Thursday, 3:15-4:15pm

Ballrooms 1 and 5

Come see what service-learning students have been up to! Students will be presenting posters on a wide variety of topics. Light refreshments will be available.

Concurrent Session 5

Thursday, 4:30-5:00 pm

Youth Empowerment Through Entrepreneurship

Individual Presentation

Forum D

This project evaluates the value of entrepreneurship-based educational model on empowerment and civic engagement of youth as compared to more traditional programs. Using pre-post testing, we find that there is no significant increase in levels of empowerment as a result of entrepreneurship-based program participation. However, youth with entrepreneurship experience more broadly display higher empowerment and civic engagement scores. These results suggest the value of entrepreneurship experience on youth empowerment.

Reilly Brooks, Alan Steinberg, Rice University

Reviving a Tired Program: Using a Strategic Approach to Rethink and Re-Energize

Individual Presentation

Forum F

Did you inherit an existing program? Does it need to be revived? This session will discuss steps to reinvigorate existing programs with a focus on outcomes. Presenters will discuss the life cycle of a 10-year-old community engagement event called Step into Statesboro, and how strategic thinking, reframing, and collaborating contributed to a new and refreshed engagement opportunity for students.

Jordan Wilburn, Jodi Kennedy, Georgia Southern University

GivePulse 101

Individual Presentation

Forum E

GivePulse will be leading a useful presentation on assessment, data collection tools, rubrics, and platforms. Participants can expect to learn more about GivePulse and how they can use this platform at their schools. They will also be able to participate in an interactive exercise with representatives from GivePulse.

George Luc, Brian Halderman, GivePulse

Internships as Civic Engagement: The Southern Miss Nonprofit Internship Program

Individual Presentation

Forum C

As service-learning practitioners, we've heard often enough that internships are NOT service-learning and we strive hard for faculty and administrators to know the difference. But what happens when our community partners consistently express their need for interns, and the university isn't delivering? This presentation will describe the nonprofit internship program at The University of Southern Mississippi, debate the role of a civic engagement office in administering internships, and discuss the merits of maintaining the program without complete ownership.

Christy Arrazattee, Ann Marie Kinnell, University of Southern Mississippi

Concurrent Session 5

Thursday, 4:30-5:00 pm

On Preparing and Engaging Leaders: The Conference on Undergraduate Regional Engagement (CURE)

Individual Presentation

Forum I

Tasked with designing a meaningful experience that introduces hundreds of students to community engagement at Western Carolina University, the Honors College and Center for Service-learning staffers created a Conference on Undergraduate Regional Engagement (CURE). CURE focuses on creating awareness about issues that impact our regional community and perhaps most uniquely, fosters skills among students to appropriately address those issues. Participants will learn how to replicate a similar initiative on their campuses.

Lane Perry, April Tallant, Western Carolina University

Teaching Service-Learners to Be Designers of Social Change

Individual Presentation

Forum B

This presentation focuses on teaching undergraduates to regard themselves as designers in the context of interdisciplinary project-based learning. Central to design thinking is storytelling, using narrative to reflect on scenarios and to build empathy with stakeholders. It also involves recognizing community partners as collaborators, not just as passive recipients of benefits, in order to produce truly innovative, sustainable projects that fulfill real needs and bring about change.

Matthew James Vechinski, Virginia Commonwealth University

Community-Engaged Research: Evaluation of a Horticulture Therapy Camp Program

Individual Presentation

Forum A

As a method of community engagement, collaborative research allows for Institutions of Higher Education to contribute concretely to the specific goals of partner organizations. This presentation describes a program evaluation of a horticulture-therapy camp program. Evidence of horticulture therapy's effectiveness with the disability community is growing. This presentation highlights the need for program evaluation, and focuses on process and outcomes with a camp program for youth with developmental and intellectual disabilities in western North Carolina.

Sarah Himmelheber, Leo Thorbecke, Jennifer Mozolic, Lucy Lawrence, Warren Wilson College

Beyond Bake Sales and Car Washes: Using your Service Story to Elevate Your Fundraising Strategies

Individual Presentation

Forum H

Whether you have just started your on-campus food pantry, looking for ways to support your next alternative break program, or are trying to support your nonprofit, fundraising can be a very important aspect to helping sustain your volunteer programs. Learning how to make your service programs attractive to donors and potential investors can help elevate your fundraising strategies. This workshop will focus on best practices for optimizing fundraising strategies to build support for your service initiatives.

Christie Poteet, Sandy Jacobs, University of North Carolina at Pembroke

Grand Reception at the Birmingham Civil Rights Institute

Thursday, 5:50-8:00 pm
520 16th St N

The mission of the Birmingham Civil Rights Institute is to enlighten each generation about civil and human rights by exploring our common past and working together in the present to build a better future. BCRI hopes to serve as the cornerstone of the civil rights story, a living memorial with an ongoing mission.

The Birmingham Civil Rights Institute is committed to:

- Preserving and telling the Birmingham story
- Being a good steward of archival and financial resources
- Creating programs that encourage cultural awareness
- Championing civil and human rights by facilitating an atmosphere of dialogue and understanding



The Birmingham Civil Rights Institute, part of the Birmingham Civil Rights National Monument and an affiliate of the Smithsonian Institution, is a cultural and educational research center that promotes a comprehensive understanding for the significance of civil rights developments in Birmingham. Celebrating its 25th anniversary in 2017, BCRI reaches more than 150,000 individuals each year through award-winning programs and services.



Breakfast & Round Table Discussions Friday, 7:00 – 9:00 am

Birmingham Ballroom

Transdisciplinary Framework

Angel Jackson, University of Georgia
Debbie Lombardo, Campus Vote Project

Arts and Humanities

Lindsey Smitherman-Brown, Tallahassee
Community College
Jocelyn Gutierrez, University of Houston
Downtown

Community-Engaged Research

Paul Matthews, University of Georgia
Sarah Himmelheber, Warren Wilson College

Design Thinking Critical Reflection

Amy Biedermann, Texas State University
Matthew Vechinski, Virginia Commonwealth

Faculty Professional Development Strategies

Elizabeth Robinson, Suffolk University
Linda Allen Pierce, University of Southern
Mississippi

GivePulse

George Luc, Brian Halderman, GivePulse

Global/International

Eliza Wethey, Virginia Tech
Chelsea Hodge, University of Arkansas

Graduate Level Service-learning

Jamie Langlois, Grand Valley State University
Lane Perry, Western Carolina University

Gulf South Summit Executive Committee Membership

Cathy Hamilton, University of North Carolina,
Greensboro

Innovative Models for Student Career Development

Reilly Brooks, Rice University

Integrating Community Engagement in First Year Experiences

Brian Manuel, Georgia College and State
University
M. Cade Smith, Mississippi State University

Storytelling for Social Change

Emily Halstead, Mercer University
Tamra Ogletree, University of Georgia

Revitalizing Communities

Amelia Hulshult, Virginia Tech
Thomas K. Davis, University of Tennessee,
Knoxville

History of Service-learning

Robert Shumer, University of Minnesota

Student Outcomes in Healthcare Education

Hannah Bowers, University of Alabama School of
Medicine
Chin Nu Lin, University of Southern Mississippi

Service-Learning Evaluation and Assessment

Xi Chen, Mississippi State University
Urkovia Andrews, Georgia State University

Service-learning vs Community-Engaged Learning

Christy Arrazattee, University of Southern
Mississippi
Gary R. Kirk, Virginia Tech

STEM of Service-Learning

Nicole D'Antonio, Gwinnett School of
Mathematics, Science, and Technology
Gustavo Maldonado, Georgia Southern University

Community Intercultural Competency, Diversity, and Inclusivity

Joyce Searcy, Belmont University
Christina Armistead, Louisiana State University

Concurrent Session 6

Friday, 9:15-10:30 am

Forming Engaged Civic Leaders by Exploring the Systemic Challenges of Community Poverty

Panel Discussion

Forum E

The Fellowship in Civic Leadership is an undergraduate community-engaged program to understand entrenched poverty in Mobile, AL. An interdisciplinary cohort of ten fellows engaged in biweekly experiences related to a historically impoverished neighborhood, listening to stories of community members, and engaging local and city administrators in meaningful dialogue. Fellows and community partners will share their findings examining poverty from various perspectives, researching social history of a neighborhood, practicing appreciative inquiry, and exploring asset-based community development.

Erik Goldschmidt, Spring Hill College; Leevones Fisher, Bay Area Women Coalition; Rebecca Classic, SYNC Coalition; Fellows in Civic Leadership, Spring Hill College

Media Advocacy: Developing a Kit for a Domestic Violence Shelter

Panel Discussion

Forum D

Media advocacy is a vital public health tool. It aids public health organizations in reaching their target populations with creative and innovative outreach strategies. In fall 2016, doctoral students in a communication and advocacy course developed a comprehensive media advocacy kit for a local community-based organization, Safe Haven, a Domestic Violence Shelter that serves over 500 individuals. Whereas the media advocacy kit has not been formally evaluated, overall feedback has been positive.

Moya L. Alfonso, Sean Bear, Georgia Southern University; Kathy Jenkins, Safe Haven

Our Inner Stories: Using Contemplative Practices to Cultivate Student Awareness and Introspection

Interactive Workshop

Forum A

This workshop introduces participants to contemplative inquiry and the development of critical dispositions and skills among students in community-engaged courses, including awareness/attention, a sense of interconnectedness, non-judgment, and compassion. Participants will take part in contemplative practices, such as beholding and visualization, which may be used in classrooms and other contexts to cultivate focused attention and open awareness as students process community engagement and their roles in considering and addressing complex social issues.

Ameena Batada, University of North Carolina Asheville

Learning in the Garden

Panel Discussion

Forum B

Community gardens can provide benefits to all involved, including improved food security; reduction in disease risk; cultural preservation; and increased motivation to create and sustain green spaces. Panelists will discuss one university's creation and maintenance of an organic community garden to teach multiple disciplines in order to promote students' critical assessment of food systems and how to more equitably distribute the benefits and burdens of food production, distribution, and consumption.

Meredith Tetloff, Susan Caplow, Jill Wicknick, University of Montevallo

Concurrent Session 6

Friday, 9:15-10:30 am

Empowering Students for Greater Social Action Through Conversations and Reflection

Interactive Workshop
Forum F

Student leaders not only need to feel empowered to advocate for change but have opportunities to lead their peers toward that change. USC Connect and the Leadership and Service Center have partnered to engage students in meaningful beyond the classroom experiences aimed at facilitating conversation and learning about subjects related to students' community service interests. Our session will highlight successful programmatic and reflection strategies beneficial to all students but particularly student leaders.

Theresa Harrison, University of South Carolina; Ryan Patterson, Leadership and Service Center

Reconciling Student-Centered Learning and Community-Centered Engagement

Interactive Workshop
Forum H

This workshop presents ongoing work to develop a framework reconciling student-centered learning models and community-centered models of university engagement. The framework serves as a checkpoint for academic professionals working at the nexus of student and community development. Participants will utilize the framework to evaluate a course or program at their own institution and develop a program enhancement plan to balance student and community objectives. This workshop is great for teams or individuals with oversight of a university-community engagement program.

Gary R. Kirk, Virginia Tech

Write Your Story: Using a Writing Marathon to Encourage Critical Reflection and Tell Students' Stories of Service-Learning

Interactive Workshop
Forum I

The primary form of reflection for service-learning is critical reflection. For many students the thought of reflecting is daunting and intimidating. To jump-start deep analysis and questioning skills, sometimes all they need is space and time without fear of judgement about their writing abilities or word choice. This interactive workshop will walk participants through the steps and procedures for a Writing Marathon. The participants will then take part in a mini marathon for replication at their location of service-learning.

Tamra W. Ogletree, University of West Georgia

Lessons from the Field: A Residential Course in Environmental Health in Perry County, Alabama

Panel Discussion
Forum C

The panel will explore the formation and operation of an interdisciplinary regional travel course embedded in community partnership. The course is a unique hybrid that employs both online preparation and onsite data collection to elucidate biological, environmental, and public health contributions to a community-defined environmental-health concern. The panelists will discuss course design and implementation, partnership development, community challenges, student expectations and potential for radical change in the way students view their educations.

Dr. Rachel Casiday, Dr. Betsy Dobbins, Samford University; Cindy Lowry, Alabama Rivers Alliance

Concurrent Session 7

Service-Learning Partnerships in the Civic Design of Nashville

Individual Presentation

Forum F

The University of Tennessee offers a course on civic design as a collaborative engagement in service-learning outreach. This initiative is an educational advocacy for design excellence in Nashville. This course engages faculty, students, citizens and civic leadership in community assessment and visioning through public participation. The presentation will discuss the complex nature of the enabling partnership with the Nashville Civic Design Center, and by extension, the Regional Planning Organization and the Metro Planning Department.

Thomas K. Davis FAIA, University of Tennessee, Knoxville

Experiential/Service-Learning in Accounting – Case Study

Individual Presentation

Forum D

Experiential/service-learning is defined as acquiring knowledge through meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. The presentation will provide an actual experiential/service-learning case study to inform all aspects of a successful collaboration.

Marianne Fortuna, University of Georgia

Friday, 10:45-11:15 am

No More Art for Art's Sake: Reviving the Humanities Through Service-Learning

Individual Presentation

Forum C

At a time when STEM seems to reign supreme, hear how a humanities professor uses service-learning in the classroom to help students learn to think critically about solving real-world problems. This session includes examples of successful service-learning projects in the humanities. It will also detail how students may address real issues of public concern by applying content from humanities-related courses, helping to make these courses relevant to everyday life.

Lindsey Smitherman-Brown, Tallahassee Community College

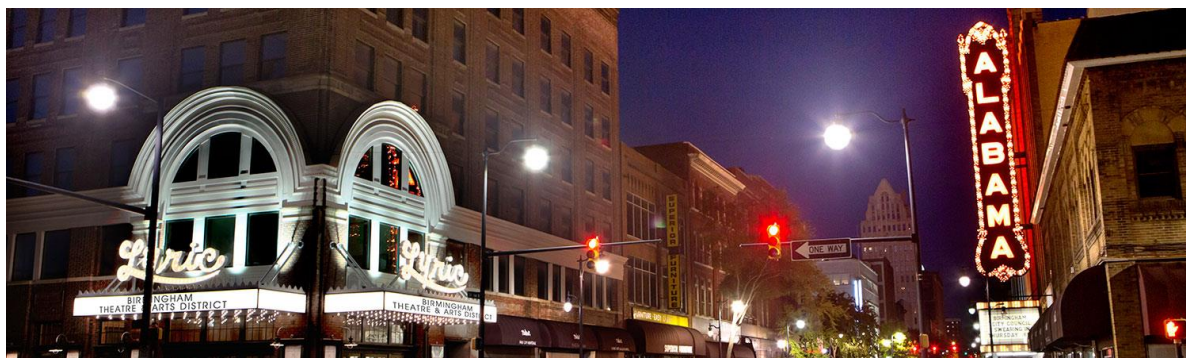
Evaluating Service-Learning Courses When No University Designation Exists

Individual Presentation

Forum E

Assessing service-learning courses is ideal for any institution, but what happens when there is no official university designation for service-learning courses. Lacking a service-learning course designation presents a unique challenge. The purpose of this presentation is to discuss the challenges and strategies to assessing courses with a service-learning component when no university designation for service-learning exists on campus.

Urkovia Andrews, Tori Willis, Georgia Southern University



Concurrent Session 7

Friday, 10:45-11:15 am

Engaged Citizens Program – Helping Students Tell the Story of Their Service

Individual Presentation

Forum B

Louisiana State University has a long tradition of community engagement. From service-learning classes to volunteer service, our students, faculty, and staff have found many ways to work with the community on important issues. Beginning this spring, students will have another avenue to be recognized for their contribution to this work through the Engaged Citizens Program. This program bridges curricular and co-curricular service and gives students an opportunity to contextualize their work in a culminating paper.

Kristin Menson, Josh Dean, Louisiana State University

Introduction to Community Engagement: A Curriculum for Civic and Social Action

Individual Presentation

Forum H

As community-engaged educators, we are all charged with creating curricula that supports students' civic engagement and learning. This presentation focuses on strategies for introducing community engagement and social action in the classroom. Presenters will share an open-source curriculum they developed as a one-credit course at Virginia Commonwealth University and, through discussions, help participants explore ways that they can adapt these innovative teaching resources to use with their own students and institutions.

Katie Elliott, Amanda Hall, Virginia Commonwealth University

Nursing Students' Perception, Knowledge and Attitude Towards Service-learning (SL): A Study of SL for Homeless Clients with Mental Illness

Individual Presentation

Forum I

There is growing interest in integrating SL into nursing curriculum at USM. SL was implemented into the psychiatric/mental health nursing course, which aimed to bring awareness about homeless population with mental illness. The goal of this study was to evaluate the effectiveness of SL by comparing students' perceptions before and after implementing SL into the course. The results revealed positive impact to nursing students, which also brought HOPE to the homeless population.

Chin-Nu Lin, Samantha Jackson, University of Southern Mississippi

Empowering Students to Succeed Using Student-Led Community Engagement Projects

Individual Presentation

Forum A

University of Houston-Downtown (UHD) students write proposals to obtain competitive grants from the Center for Community Engagement and Service-Learning in order to lead community engagement projects. They implement the projects, collect data and conduct assessment, and write articles for a new e-journal on community engagement. In addition to developing leadership skills, students improve critical thinking and writing skills, learn to work in teams, and develop time and budget management competencies.

Poonam Gulati Salhotra, Krysti Turnquest, Nena Mann, Abigail Murillo, University of Houston-Downtown

Concurrent Session 8

Friday, 11:30am-12:00 pm

Bridging the Gap: Using Service-Learning to Promote Civic Engagement and Sustainable Practices in a Large Enrollment Non-Majors Biology Class

Individual Presentation

Forum C

To date there are very few studies that have explored the best practices required to execute successful and meaningful community partnerships in majors biology courses. Even fewer studies have explored the impact of service-learning on non-majors biology courses. This presentation aims at discussing novel ways to promote civic engagement and sustainable practices in a non-majors biology class by utilizing service-learning.

Sami Raut
University of Alabama at Birmingham

GivePulse 201: How and Why of Carnegie Community Engagement Classification

Individual Presentation

Forum E

GivePulse will be leading an intriguing workshop on the Carnegie Community Engagement Classification. Participants can expect a breakdown and learn how their institution of higher education can apply for Carnegie Classification. It will also cover the importance and why your school should apply for Carnegie Community Engagement Classification.

George Luc, Brian Halderman, GivePulse



Recruiting Service-Learning Faculty Fellows When Money is Not an Option

Individual Presentation

Forum H

At many universities it is standard practice to provide monetary compensation to faculty who participate in a faculty fellows program. Although there are several expectations that come with the title "Service-Learning Faculty Fellow," not all include monetary compensation. This presentation will discuss non-monetary forms of motivation for faculty participation. The audience will hear a current fellow's perspective on what keeps them involved and from the program coordinator regarding other forms of currency.

Urkovia Andrews, Dr. Karin Fisher, Georgia Southern University

Integrating Civic and Global Engagement Through On-Campus Programs

Individual Presentation

Forum F

Most Civic Engagement programs take students into the community, but bringing the community (organizations, groups, individuals) to campus is also a valuable approach, for students and faculty alike. Also, civic engagement is an effective means of facilitating global awareness and advancing international education programs, especially for those who do not have the opportunity to study or travel abroad. This session will kill two birds with one stone by addressing both of these issues.

Eric Kendrick, Georgia State University - Perimeter College

Concurrent Session 8**Friday, 11:30am-12:00 pm****Bears for CARE: A Service-Learning Respite Program to Benefit Caregivers and Students**

Individual Presentation

Forum A

The Bears for CARE respite care program is a service-learning project at the University of Central Arkansas that provides respite to parents of children with special needs and learning opportunities to students in a variety of fields who will work with children in their future professions. The students have the responsibility of planning and implementing the program the day of the event. This session will present the program as a model for interdisciplinary service-learning programs.

LaVona Traywick, Brittany Saviers, Lesley Graybeal, Kathleen Atkins, Alicia Brown, Dee Cain, University of Central Arkansas

Integrating Independent Research into International Service-Learning Programs

Individual Presentation

Forum I

Lessons learned from the University of Arkansas Honors College's International Service-Learning Program, in which students engaged in independent research in Dangriga, Belize and Cape Town, South Africa will be presented. Walking through the students' journeys, from the early stages of research project development to the actual implementation in-country, recommendations will be offered on how to best prepare and support students, incorporate research into service-learning, and handle the inevitable challenges that arise on site.

Chelsea Hodge, University of Arkansas Honors College

Experiences with a Place-Based Service-Learning Course: Reflections on Stoecker's *Liberating Service Learning*

Individual Presentation

Forum B

Randy Stoecker's *Liberating Service Learning* and the Rest of Higher Education (2016) provides a provocative critique of institutionalized service-learning, upending the guiding assumptions of practitioners and faculty members alike. In this presentation, I situate my experiences with a traditional, place-based service-learning course within Stoecker's critique, identifying how my approach both accords with and counters Stoecker's analysis. In the end, I explore options for either accepting, rejecting, or modifying Stoecker's analysis in light of my experiences.

Kent Andersen, Birmingham-Southern College

Creative Fabrication = Engineering + Design + Civic Engagement

Individual Presentation

Forum D

Mechatronics engineering and new media students enrolled in UNC Asheville's Creative Fabrication: Art Meets Technology course collaborated with senior residents of a public housing apartment and the Mountain Area Health Education Collaborative (MAHEC) to design medication dispensers customized for the functional needs and aesthetic preferences of their clients. Through their engagement with differently-abled clients, students learn to respect and understand disability as diversity. In this presentation, we will share teaching resources, insights on formulating and guiding interdisciplinary teams, how we utilized our interdisciplinary maker place, and information on SENCER - an NSF funded initiative to improve STEM education.

Susan Reiser, Rebecca Bruce, UNC Asheville

Lunch: Keynote & Awards

Friday, 12:15-2:00 pm

Stories with Purpose: Connecting Students with Communities Through Film and Technology

MICHELE FORMAN

Birmingham Ballroom

Before we worried about screen time and social media consumption, we worried that our students were cloistered in the classroom and disconnected from the communities outside of campus. Telling stories has long been a way for us as humans to break down barriers, create connection, and foster understanding of another's experience. In a set of experiential courses at UAB, Media Studies students learn how to master the digital media tools they consume daily to make socially meaningful films, oral histories, and multimedia stories in partnership with communities in the Greater Birmingham, Alabama, region.



Michele is a documentary filmmaker who got her start as an executive in feature films. As Director of Development at Spike Lee's 40 Acres and a Mule Filmworks, she was responsible for the acquisition and development of new projects, including *New Jersey Drive*, *Girl 6*, *Sula*, *The Jackie Robinson Story*, and *Summer of Sam*. In addition, Forman served as associate producer on Mr. Lee's Academy Award-nominated film *4 Little Girls*, a feature-length documentary for HBO about the bombing of the Sixteenth Street Baptist Church in Birmingham, Alabama, in 1963.

Michele co-founded the UAB Media Studies Program in 2003 with the aim of using new media technologies to connect students with crucial community issues in the Greater Birmingham area. She loves teaching media and film history, as well as using the methods of documentary filmmaking, digital storytelling, oral history, and multimedia-based research to give students the chance to connect what they learn in the classroom with real-world experience.

Though she loves arthouse and non-fiction films, you can often find her checking out the latest heist movie at the multiplex.

Awards

PRACTITIONER: CHRISTY ARRAZATTEE, UNIVERSITY OF SOUTHERN MISSISSIPPI



Christy Arrazattee is the director of the Center for Community Engagement at the University of Southern Mississippi. She oversees volunteerism, service-learning, AmeriCorps Campus Link, and other community initiatives. Arrazattee also teaches in the Department of Interdisciplinary Studies on topics of leadership and social change, holding a Master in Mass Communication from Louisiana State University. She has been a practitioner of community engagement since 2008. Christy and her husband Andrew live in Hattiesburg, MS with daughter Clara and three dogs.

COMMUNITY PARTNER: MICHELLE SPENCER, BOYS AND GIRLS CLUB OF WALKER COUNTY

Michelle Spencer is a proud graduate of Sam Houston State University and has been the Executive Director of the Boys & Girls Club of Walker County in Huntsville, TX since 2005. As Executive Director, Michelle operates a growing youth development program in Walker County for children ages 5-14, serving more than 200 children each school day and another 120 children for summer camp. Michelle is active in the Walker County community, with three children educated in the Huntsville school district.



FACULTY MEMBER-INSTRUCTION: AMEENA BATADA, UNIVERSITY OF NORTH CAROLINA, ASHVILLE



Ameena Batada, DrPH, is an associate professor in the Health and Wellness Department at the University of North Carolina, Asheville. As a rising senior in college, she conducted research to investigate the pre-school conditions in former Bantustan areas of the Northern Transvaal, South Africa. Since then, Dr. Batada has been interested in improving child health and education, particularly among disenfranchised populations.

At UNCA, Dr. Batada works with several community partners to evaluate health and education programs, to conduct research to support policy advocacy, and to implement intervention studies in schools, churches, and other settings.

FACULTY MEMBER-RESEARCH: HEATHER EVANS, SAM HOUSTON STATE UNIVERSITY

Heather Evans is an Associate Professor in the Department of Political Science at Sam Houston State University. Her primary research interests are political engagement, competitive congressional elections, social media (Twitter) and the effect of entertainment media on political attitudes. As someone who cares deeply about engaging students in community engagement, Heather also researches the effects of those experiences on political engagement. She is the editor of two books from Rowman & Littlefield: *Community Engagement Findings Across the Disciplines: Applying Course Concepts to Community Needs* (2017) and *Community Engagement Best Practices Across the Disciplines: Applying Course Concepts to Community Needs* (2018).





STUDENT: HANNAH GIBBS, CENTRE COLLEGE

Hannah Gibbs is a junior Environmental Studies major from London, Kentucky. At Centre College, she is involved in a variety of service-based programs through Centre's Bonner Program, Stand: The Student Service Initiative. Hannah founded Stand and serves as President of the organization. Off-campus, she works in the education program at the Central Kentucky Wildlife Refuge.

STUDENT: REILLY BROOKS, RICE UNIVERSITY

Reilly Brooks is a senior Sociology and Policy Studies major with a minor in Poverty, Justice, and Human Capabilities and Certificate in Civic Leadership. Internationally, Reilly studied abroad in Kathmandu, Nepal and researched resiliency and community mobilization in Kathmandu's squatter communities and was a Loewenstern Fellow in Kakamega, Kenya where she interned with a community library to support local literacy programs. Reilly has also led an Alternative Spring Break to introduce her peers to critical service and social issues surrounding homelessness and housing inequalities. She conducted research on service usage patterns and accessibility of Harris County's health centers through Rice's Center for Civic Leadership.



COLLABORATION: NICOLE DECLOUETTE, PHD, GEORGIA COLLEGE & STATE UNIVERSITY; BARBARA COLEMAN, LIFE ENRICHMENT CENTER



Nicole M. DeClouette is an Associate Professor of Special Education at Georgia College & State University. Her research interests include cultural constructions of disability and international inclusive education. Dr. DeClouette is involved with Baldwin County's Life Enrichment Center (LEC). She serves on LEC's Executive Board, the Creative Enrichment Center's Advisory Board, and as the faculty adviser for the Georgia College Chapter of Best Buddies. Nicole received her Ph.D. from Syracuse University in Special Education after completing her dissertation on whole-school inclusive reform.

Barbara Coleman is the Executive Director of the Life Enrichment Center (LEC), a private nonprofit organization that supports individuals with intellectual developmental disabilities (I/DD) in Milledgeville, Georgia. During her 28 years of service, she has spent the last 18 years building a community-engaged, service-learning partnership with Georgia College. Beginning with the Department of Music Therapy in 2000, it now spans seven departments and includes multiple programs within each department. As this partnership continues to grow in diversity, students have opportunities to learn more about the abilities of people with disabilities while customizing their experiences to apply their knowledge and education in real life situations. Barbara is also the Director of the Creative Enrichment Center (CEC), an after-hours program partnering students with adults with I/DD in social and recreational events and programs.



Membership

INTERESTED IN MEMBERSHIP ON THE EXECUTIVE COMMITTEE?

Your institution can be part of the leadership of the Gulf-South Summit!

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 consists of representatives from the following 12 states: Alabama, Arkansas, North Carolina, South Carolina, Florida, Georgia, Kentucky, Louisiana, Mississippi, Texas, Tennessee, 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 \$1,000 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 institution
- Promote the Summit and its goals
- Actively participate in the Summit planning committee, chairing or co-chairing a subcommittee and submitting committee reports to the chair, who will manage the committees

Standing Committees:

- Host and Local Arrangements
- Sponsorship
- Keynotes and Pre-Conference Sessions
- Awards
- Scholarships
- Program and Request for Proposals
- Round Tables
- Evaluation
- Membership
- History

Application for Membership

Prospective members should submit to the current committee chair a one-page summary of qualifications for membership and a letter of support and commitment from an institutional representative with authority to commit funds

for a minimum sponsorship of \$1000 and travel expenses to required meetings for each year of the three-year term of office.

Committees

Executive Committee

Amy Badham, University of Alabama at Birmingham,
Conference Co-Chair
Kristin Harper, Birmingham Southern College, Conference
Co-Chair
Allison Nanni, Samford University, Conference Co-Chair

Christy Arrazattee, University of Southern Mississippi
Amy Edmunds, Coastal Carolina University
Ralph Foster, Auburn University
Cathy Hamilton, University of North Carolina Greensboro
Jay Helmer, Kentucky Wesleyan College
Marybeth Lima, Louisiana State University
Lee Miller, Sam Houston State University
Rhoda Reddix, Franciscan Missionaries of Our Lady
University, Roundtables Co-Chair
Tim Stewart, Belmont University
Dina Walker-Devose, Georgia Southern University

Proposal Review Committee

Moya Alfonso, Georgia Southern University
Christy Arrazattee, University of Southern
Mississippi
Jacqueline Bach, Louisiana State University
Amanda Buberger, Tulane University
Adrienne Cohen, Georgia Southern University
Bantu D. Gross, University of Georgia
Aran Donovan, Tulane University
Amy Edmunds, Coastal Carolina University
Kristen English, Georgia College
Conni Fennell Burley, University of Georgia
Matthew Forrest, Georgia College & State
University
Heidi Fowler, Georgia College & State University
Cathy Hamilton, University of North Carolina at
Greensboro
Angel Jackson, University of Georgia

Local Arrangements

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Amy Badham, University of Alabama at
Birmingham
Tiffany Colburn, University of Alabama at
Birmingham
Chardell Fredd, University of Alabama at
Birmingham
Kristin Harper, Birmingham-Southern College
Kaleigh Hudson, Samford University
Amanda Knight, Birmingham-Southern College

Awards Review Committee

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Jay Helmer, Kentucky Wesleyan College,
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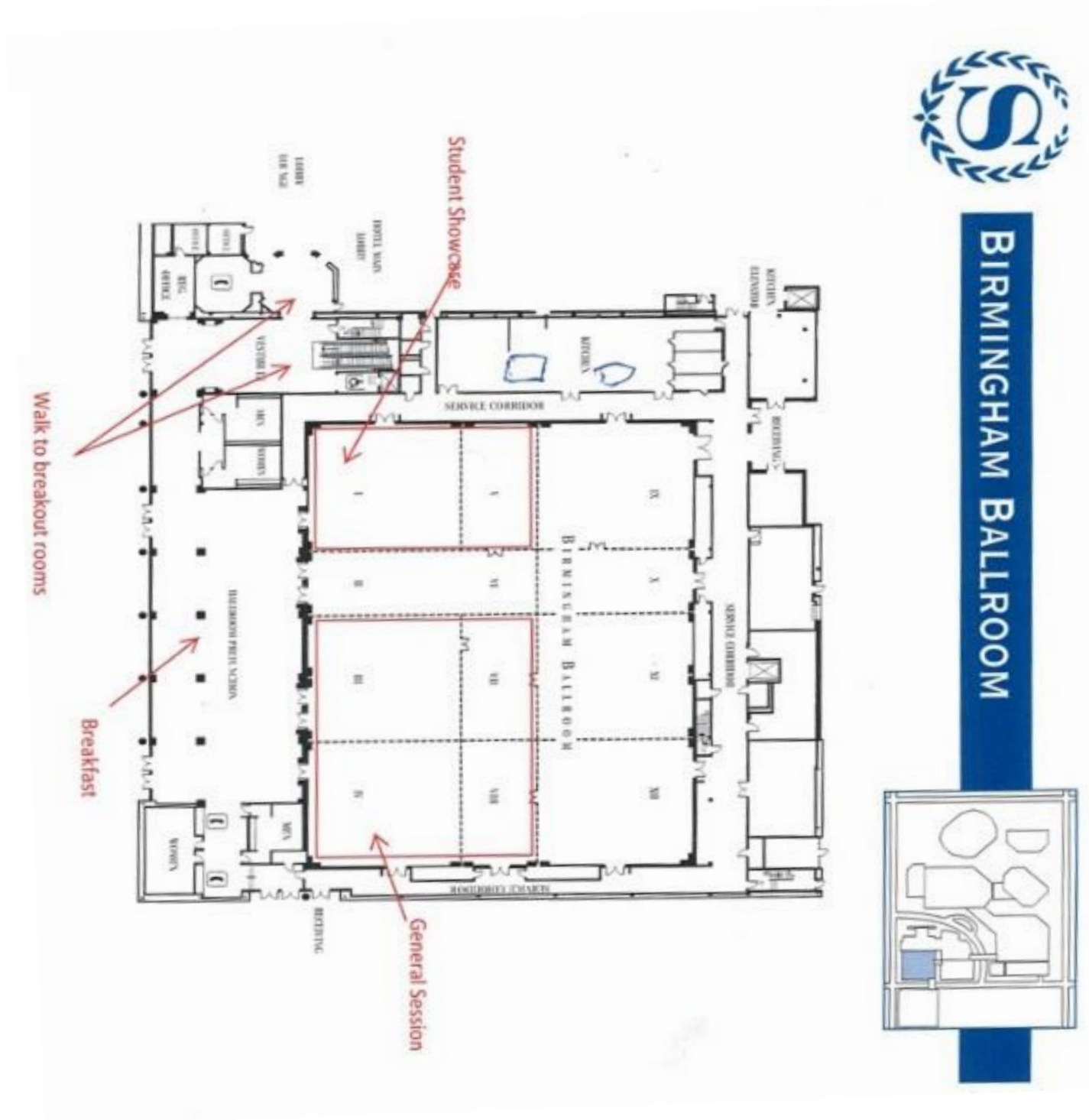
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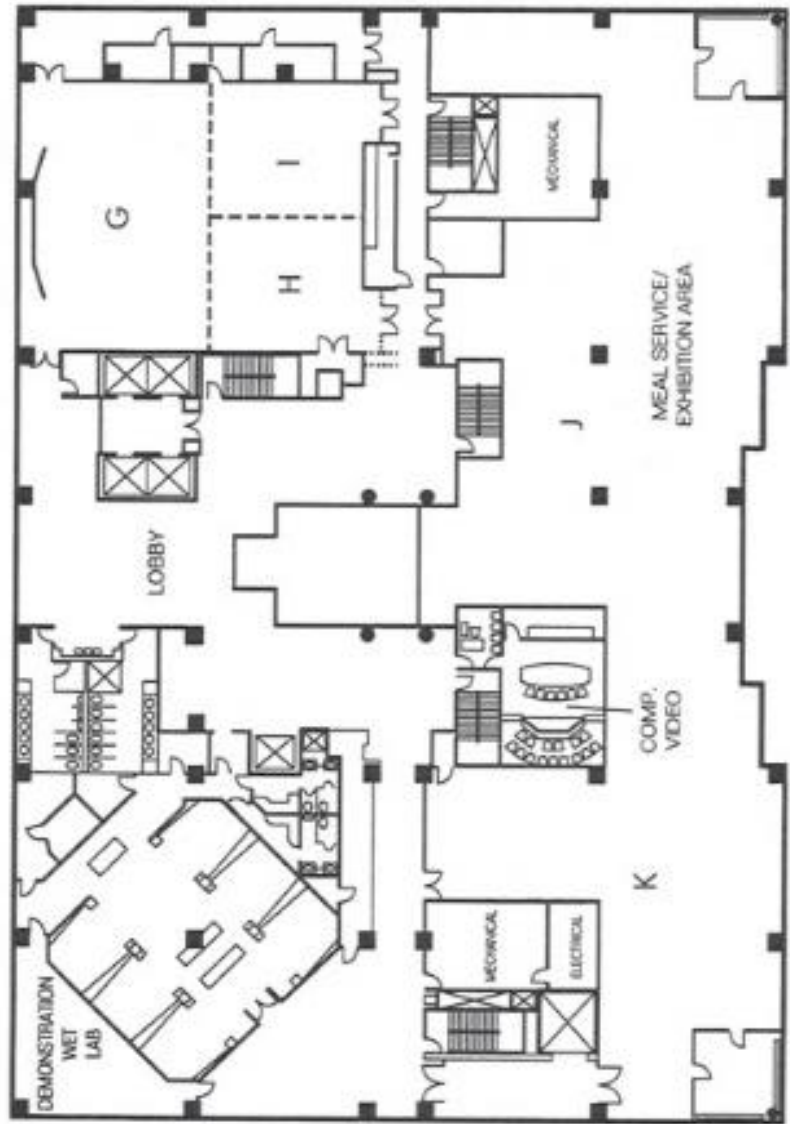
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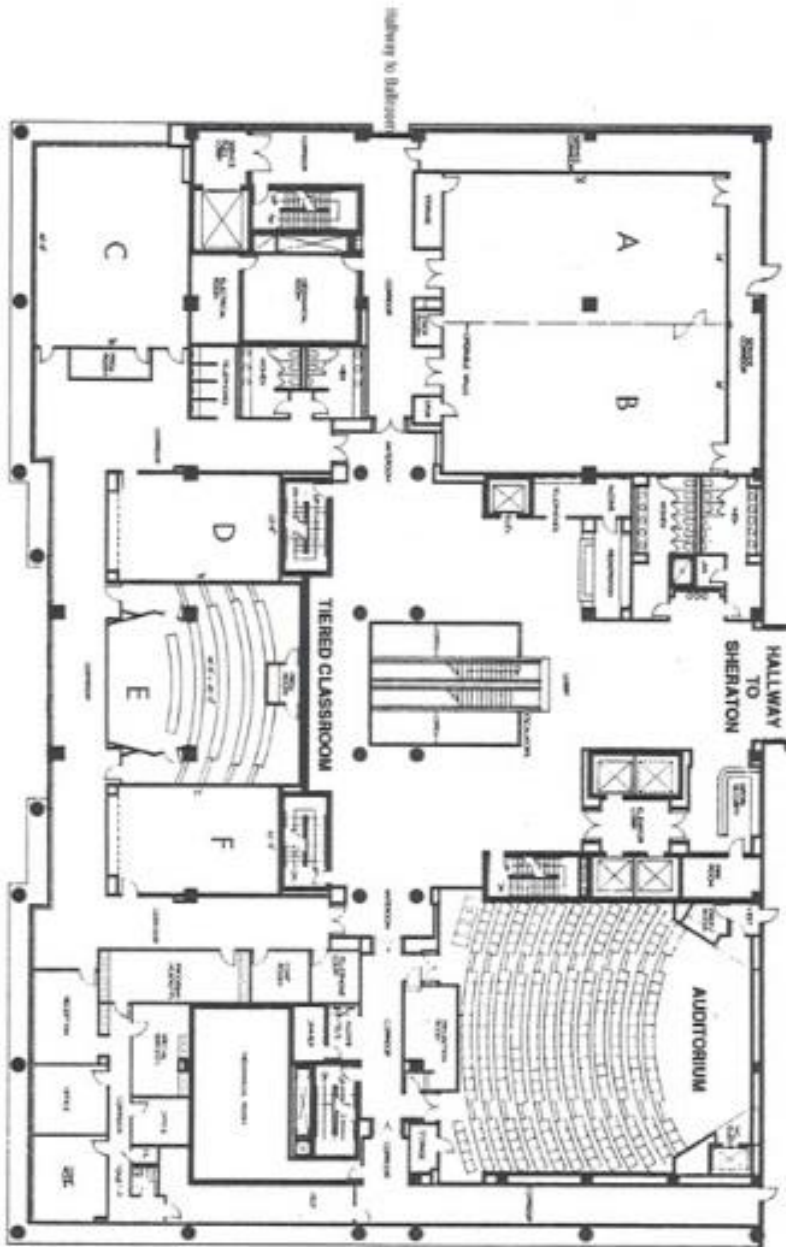


Maps

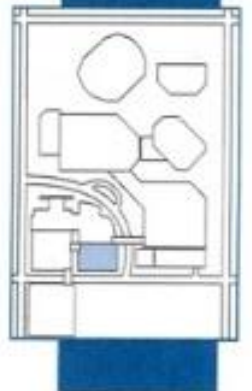




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