

# GULF-SOUTH SUMMIT

SERVICE LEARNING AND CIVIC ENGAGEMENT THROUGH HIGHER EDUCATION



## Gulf-South Summit 2020

### BUILDING HEALTHY COMMUNITIES

March 25–27, 2020 | Nashville, TN

# GULF-SOUTH SUMMIT

SERVICE LEARNING AND CIVIC ENGAGEMENT THROUGH HIGHER EDUCATION



*Dear Summit Participants,*

Welcome to Nashville! As you'll soon see, Music City is currently at the top of its game. Construction, employment growth and tourism are booming. People want to live here. Companies want to grow here. Travelers want to visit here. This city attracts bright minds, pioneering entrepreneurs and creative artists who all keep Nashville shining brightly on the world stage.

Just as Nashville has a great story to tell, so does Belmont University, located just minutes from downtown. At Belmont, we believe an academically challenging education can truly take our students "from here to anywhere," empowering them to engage and transform the world. We seek to create change agents in and for our community, and that begins with modeling and encouraging service, a concept embedded in every aspect of who we are as an institution.

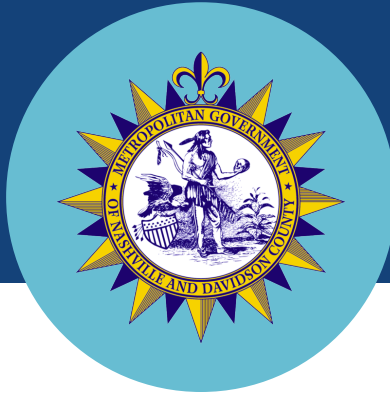
Belmont's vision to be "Nashville's University" revolves around our desire to incorporate active service-learning components into our curriculum and to challenge our students, faculty and staff to commit time to serving our neighbors. Community engagement is critical to our role in higher education, one of the many reasons Belmont applied for—and was recently selected to host—a 2020 presidential debate. It's also at the core of the numerous events, partnerships and collaborations we pursue.

Nashville is more than our hometown. It's our home, a place where we want to actively contribute to building a healthy community. That's why I'm grateful for you—the participants, sponsors and vendors of the 2020 Gulf-South Summit— and the work you're doing to build healthy communities with the help of higher education initiatives across our country. Thank you for your good work, and on behalf of Belmont University, let me once again wish you a warm welcome to Nashville.



**DR. BOB FISHER**

*President, Belmont University*



### *Welcome to Nashville!*

I am elated Music City has been chosen to be the site for the 8th annual Gulf South Summit. I hope you have time to enjoy our elaborate genres of music and local southern eateries. Nashville has earned the name “Athens of the South” as we are home to more than 30 colleges and universities including Belmont. I believe the endless choices of music, food, and education help to grow our healthy neighborhoods.

Nashville is a great example of the Gulf South Summit’s 2020 conference theme “Building Healthy Communities.” Not only is our city a magnet for young people and professionals but students and faculty from all our wonderful colleges and universities are some of the most visible and viable components of our city’s growth. Our educational institutions are engaged and helping to find creative solutions to support, shape, and make systemic changes that we hope will result in a better quality of life for all Nashvillians. In addition to that, our health care contributes over \$38.8 billion to the economy.

Take time during this conference to enjoy the wonderful speakers and learn about their activism and involvement in Nashville throughout the years. I wish you a positive networking, exciting, and meaningful conference experience.



**JOHN COOPER**

*Mayor, Nashville*



### *Welcome Summit Participants!*

On behalf of the students, faculty and staff of Belmont University as well as our sister colleges and universities in the “Athens of the South”, we welcome you to the 2020 Gulf-South Summit on Service-Learning and Civic Engagement through Higher Education. We are proud to be repeat hosts of the Summit, having previously hosted it in 2008. If this is your first time to attend the Summit in Nashville, “Welcome”! If you were with us in 2008, “Welcome back”!

At the 2020 Gulf-South Summit, we hope to help you develop best practices and explore new frontiers in service-learning and civic engagement. For this year’s theme “Building Healthy Communities,” we will look at how our community/university partnerships are fostering the growth of a healthy environment in the communities where we live, work, and serve. Because there are many aspects of a healthy community, presentations and speakers will address a variety of issues including access to a quality education, safe and affordable housing, adequate employment, adequate transportation, physical activity, nutrition, and quality health care, to name a few.

As we explore together the complexity of embracing all voices in building healthy communities across diverse contexts, encourage dialogue and deliberation as democratic practices, and consider restorative justice initiatives, innovation through social entrepreneurship, best practices in student leadership for civic engagement, and the latest in community-engaged scholarship, we hope that you will be inspired and renewed in your efforts to develop health in your community.

If there is anything we can do to assist you during your visit, please do not hesitate to let us know.



**TIM STEWART**

*Director of Service-Learning,  
Belmont University*



**JOYCE SEARCY**

*Director of Community Relations,  
Belmont University*



## 2020 CONFERENCE SCHEDULE

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### DAY 1: WEDNESDAY, MARCH 25

8:30–11:30 a.m.	Executive Committee (E.C.) Meeting
11:00a.m.–6:00 p.m.	Check-in/Registration
11:30a.m.–1:00 p.m.	Lunch for E.C./Pre-Conference Participants
1:30–4:30 p.m.	Pre-Conference Workshops
5:00–7:00 p.m.	Poster Exhibits and Reception
Post 7:00 p.m.	Dinner on Your Own

### DAY 2: THURSDAY, MARCH 26

7:00 a.m.–5:00 p.m.	Registration
7:00–8:00 a.m.	Breakfast
8:00–9:00 a.m.	General Plenary Session-Keynote
9:15–10:30 a.m.	Concurrent Session 1 (Workshops)
10:45 a.m.–Noon	Concurrent Session 2 (Workshops)
12:15–2:00 p.m.	Lunch, Awards Presentation & Keynote
2:15–3:00 p.m.	Concurrent Session 3
3:15–4:00 p.m.	Concurrent Session 4
4:00–5:30 p.m.	Student Showcase (Student Awards Presentation)
5:45 p.m.	Shuttles Begin to Evening Reception
6:15–8:15 p.m.	Evening Reception at Nashville Public Library

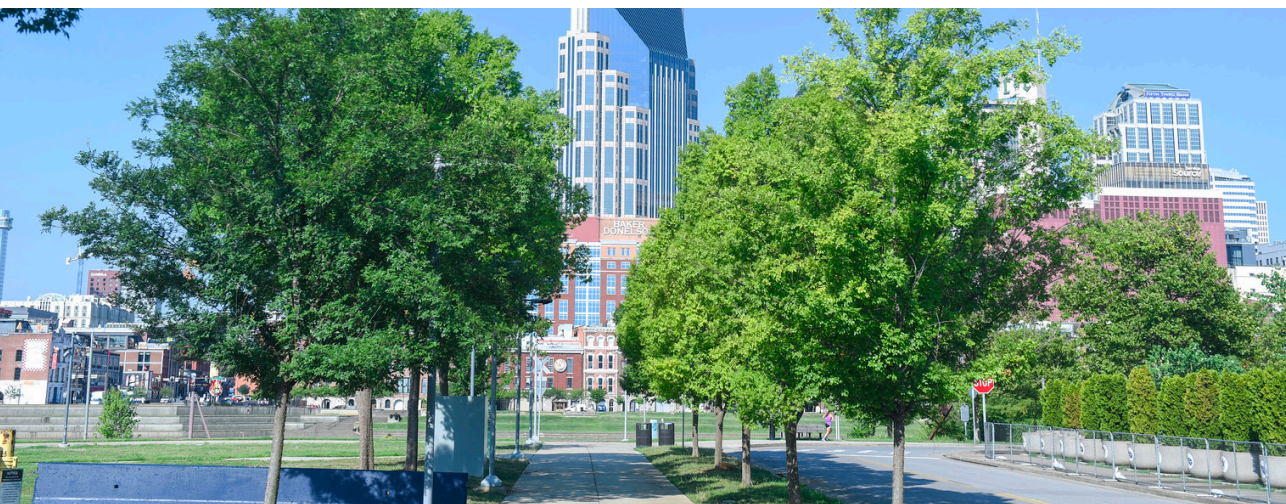
### DAY 3: FRIDAY, MARCH 27

7:00–8:00 a.m.	Breakfast Service
8:00–9:00 a.m.	Roundtables
9:15–10:00 a.m.	Concurrent Session 5
10:15–11:00 a.m.	Concurrent Session 6
11:15 a.m.–Noon	Concurrent Session 7
12:15–2:00 p.m.	Lunch, Awards Presentation & Keynote

# Gulf-South Summit 2020

## BUILDING HEALTHY COMMUNITIES

Wednesday, March 25



**Service Learning Directors' Workshop****Forum East***Patti H. Clayton, Senior Scholar, Center for Service and Learning, IUPUI**Lesley Graybeal, Director of Service-Learning and Volunteerism, University of Central Arkansas*

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."

**Building Healthy Communities: Addressing Food Insecurity in Nashville****Meet in Promenade by Ballroom to Board the Shuttle***Jamie Casler, Asst. Professor, Social Justice**Director, J. V. Morsch Center for Social Justice at Trevecca University*

Professor Casler will lead participants on a visit to The Nashville Food Project, The Store at Belmont University and Trevecca University's Urban Farm.

**Building Healthy Communities: The Role of Students in the Civil Rights Movement****Meet in Promenade by Ballroom to Board the Shuttle***David Ewing, Nashville Historian, Lawyer and Tour Guide*

Nashville had one of the most successful and well organized peaceful nonviolent lunch counter Sit-In Movements in America. Led by Fisk University students John Lewis and Diane Nash, their actions changed the law of discrimination in Nashville and have inspired many generations. Tour some of the famous sites of the movement including Fisk University and Tennessee State University campuses, the Woolworth store and the Civil Rights Room of the Downtown Public Library which honors the movement from the 1960's.

**Building Healthy Communities: How Music Contributes to Healthy Communities in Music City****Meet in Promenade by Ballroom to Board the Shuttle***Christin Shatzer, Director of Service-Learning at Lipscomb University*

This exciting session will explore the ways that music therapy and music education are being used to promote healing and provide inspiration to adults and children dealing with physical, emotional and economic challenges.

**PROFESSIONAL POSTER SESSIONS WILL TAKE PLACE IN THE CROWN ROOM****The Materiality of Healthy Community Partnerships***Jason Lovvorn, Belmont University*

This presentation explores a longstanding community partnership through the lens of New Materialism, examining how bodies, spaces, and objects provide important insights about both a community's health as well as about the efficacy of student learning through service. Stemming from a semester-long study of service-learning practice, the presentation asks attendees to consider how New Materialist ideas might benefit their own service-learning practices.

**Building Healthy Communities, One University Student at A Time***Annamarie Jackson, University of North Georgia**Cristina Washell, University of North Georgia**Romola Bernard, University of North Georgia**Winnifred Namatovu, University of North Georgia*

Increasingly, community partnerships are fostering healthy environments where students and their families live, play, and work. Providing a quality education is one essential avenue for ensuring children will thrive and achieve success in all areas of their lives. In a community after-school literacy program, education faculty members encourage university pre-program education students to expend their service learning hours providing reading and writing support for K-5 children within the children's mobile park community.

**First Do No Harm: Service Learning, Self-Care, and the Healing Power of the Creative Arts***Allison Walker, Highpoint University*

The presenter's research seeks to establish creative arts therapy and empathy training as an interdisciplinary approach to service learning. This presentation will provide techniques for implementing creative arts therapy among students and community partners in order to inculcate sustainable self-care practices. This presentation will provide examples of narrative medicine projects that can be integrated into existing service learning partnerships to transform public health and wellness. Creativity is free, so let's learn to harness its power!

**Building Sustainable STEAM Education Partnerships in Impoverished South African Communities: Undergraduate Leadership in an International Service-Learning Project***Robert Allen, Mercer University**William Darragh, Mercer University**Harrison Verhine, Mercer University*

Since 2007, Mercer University has sent undergraduates and faculty around the world on international service learning trips. In 2019, a unique opportunity presented itself.

With the support of community members in South Africa, existing Mercer on Mission resources, Mercer's Computer Science department, and undergraduate student leadership; a new project was created. This poster details the creation of the program and attempts to answer how and why such a uniquely student-driven program was successful.

### Service Learning in a Study Abroad Environment

*Elizabeth Gagnon, Christopher Newport University*

*Brittany Branch, Christopher Newport University*

Civic engagement and social justice education must focus on both the local and global community to provide students with the perspective needed to engage with issues of social justice from a micro to macro level. This presentation will discuss development of study abroad programs that include a service learning component that engages students within the country they are visiting. The focus of the presentation is on creating a meaningful course, developing university and community partnerships abroad, preparing students for their experience, relating their in-country experience to social justice issues both locally and globally, and how to keep students engaged upon return.

### Writing to Build Community: Developing Accurate, Compassionate Service-Learning Writings and Deliverables

*Charlie Thomas, Mercer University*

*Gaye Martel, Daybreak Center*

In Spring 2019, sixty-five students in two sections of Introduction to Ethics designed, implemented, and reported on eighteen different service learning projects with the Daybreak Center, a day shelter and resource center for people experiencing housing insecurity in Middle Georgia. The Ethics students applied the theoretical frameworks they learned in class to their own work at the Daybreak Center and wrote essays evaluating the ethical value of their work. The results were overwhelmingly positive both for the Daybreak Center and for the theoretical accomplishments of the students in Prof. Thomas's course.

### The Chemistry of Service Learning

*Kate Hayden, Birmingham-Southern College*

While research seems to integrate seamlessly into STEM fields such as chemistry, integrating service learning into the chemistry (or STEM) curriculum can often be challenging. This presentation outlines our journey of how we integrated service learning into an upper level chemistry course at Birmingham-Southern College. We believe this strategy can be an adaptable model for other STEM courses and programs wishing to add a service learning experience into their own curriculum.

### A Teachers Village for Metro Nashville: A Service-Learning Design Studio

*Thomas K. Davis, University of Tennessee Knoxville*

Three years ago, the Nashville Civic Design Center, our Architecture School's "think tank" and 19-year partnership, urged us to conduct an outreach engagement and service-learning urban design study to focus advocacy for a "Teachers Village" in Metro Nashville. These undercompensated "everyday heroes" have high turnover rates in staffing, as they are able to find lower costs of living outside the county, though unfortunately with lengthy commutes and estrangement from the local communities in which they teach.

### The Service-Learning Teaching Assistants Program: A Model for Developing Diverse Student Leaders as A Strategy for Inclusive Student Success

*Katie Elliott, Virginia Commonwealth University*

*Lindsay Chudzik, Virginia Commonwealth University*

Despite recent efforts towards equitable student success, disparities in retention rates continue for first-generation and underrepresented minority students. Since the lack of diverse role models contributes to this disparity, inclusive student leadership programs are being utilized to create more representative mentors and develop pipelines for future leaders. This presentation outlines VCU's Service-Learning Teaching Assistants (SLTA) program, an innovative model cultivating diverse student leaders. Participants will leave with ideas for implementing similar programs at their institutions.

### Community Partnerships to Improve Wellbeing

*Anne Stone, Rollins College*

*Sara Wright, Center for Health and Wellbeing*

The Center for Health and Wellbeing (CHWB) is a non-profit that focuses its work around seven dimensions of wellbeing: physical, emotional, spiritual, intellectual, environmental, vocational/occupational, and social. These efforts align closely with efforts at Rollins to educate students to lead meaningful lives and have productive careers. This presentation will describe our collaboration, highlight one of George Kuh's high impact practices "service learning" and emphasize best practices for developing community and university partnerships.

### The Aftermath of Carnegie Community Engagement Reclassification

*Justin Sipes, University of North Florida*

Extensive institutional time, energy, and resources can go into the Carnegie Foundation's Classification for Community Engagement reclassification process, but to what end? This is a case study of one institution's preparation, implementation, and writing of its reclassification application and the subsequent aftermath of that process; the conversations and assumptions that were unearthed, and ultimately where the institution is attempting to go now.



**Service Learning or Leadership Development: A Win-Win Impact***Mary Jo Parker, University of Houston-Downtown*

Service to others provides one pathway to the development of leadership for those who undertake these activities. For STEM majors, the lesson of leadership is extremely important in particular because of the intellectual capacity each STEM major develops through their collegiate career. Research describing situational leadership development will be juxtaposed with leadership arising from service learning courses. While service learning is readily recognized as a community development mechanism, many also recognize the value-added component of building leadership through the action of “helping others” or in the cases which will be highlighted in this session, “inspiring and exciting others”.

**Promoting Empowerment and Civic Engagement Through Service-Learning in an Online Nursing Course***Maryanne Sandberg, College of Coastal Georgia*

Service-learning is largely limited to face-to-face classes. This presentation describes how service-learning promoted civic responsibility and empowered nurses in an online RN-BSN class. Students were surprised by their ability to address the needs of the community beyond their current roles, which broadened their view of their influence as a nurse and the profession as a whole. It is hoped that other educators will use this as a springboard to benefit online students of all disciplines.

**Staff Fellowship Programs in Community-Based Learning: Why They Are Important and How to Get Started***Allison Nanni, Samford University**Ian Philips, Samford University*

Mission statements in higher education usually include a commitment to civic engagement of some sort. The schools that clearly demonstrate this missional promise challenge their employees to model it - regardless of the employee's role on campus. Samford University's Mann Center for Ethics and Leadership will present a new professional development track designed to both equip staff in effective community engagement practices and complement the existing Faculty Fellowships in Community-based Learning offered by the Center.

**Innovative Pedagogy Meets Service Learning: How to Design, Implement, and Assess Service Learning in Teacher Education***Joy Kimmons, Belmont University**Rachael Flynn-Hopper, Belmont University**Dawana L. Wade, Salama Urban Ministries**Dominique Shanks, Salama Urban Ministries*

Belmont University and Salama Urban Ministries partner to provide service learning for teacher candidates. A university course is embedded within a local non-profit to provide teacher candidates with an opportunity to improve student literacy. This session will detail the design, implementation, and assessment processes that make this an “almost” perfect community partnership. A panel of university and nonprofit leaders and students offer full transparency into the challenges, pitfalls, and successes in building an effective partnership.

**Creative and Engaged Scholarship: Enriching Our Communities through the Visual and Performing Arts***Beth McGinnis, Samford University School of the Arts**Joe Cory, Samford University School of the Arts**Allison Nanni, Samford University*

At Samford University, School of the Arts faculty have designed a new Catalyst Curriculum to integrate students' creativity and problem-solving with the needs and realities of their surrounding communities. Regular engagement with community partners is necessary for a successful integration, and this engagement can take a variety of forms, from annual collaborations to sustained partnerships. This poster will present and reflect on models for strong arts partnerships.

**Individual Strategies and Institutional Supports: Learning from Long-Term Community Partnerships at Warren Wilson College***Sarah Himmelheber, Warren Wilson College**Jennifer Mozolic, Warren Wilson College*

Co-authors will share key components of their community engagement work, highlighting the evolution of long-term partnerships and the incorporation of community partner voices. Examples include courses in psychology, global studies, and social work, as well as a multi-course partnership between the college and the Swannanoa Correctional Center for Women. Panelists will also discuss how the framework of the Center for Community Engagement has supported reflective pedagogy, specifically related to initial designation and review processes.

**From Trauma to Resilience in the Service-Learning Classroom***Amy Hodges Hamilton, Belmont University*

In this panel, a writing professor will introduce a service-learning course, Writing in the Community, where students work and write with at-risk community members in order to build stronger, healthier communities. The professor and student-writers will share examples of oral history writing projects that demonstrate healing, as well as discuss ways of merging community writing programs, the university composition classroom, and the study-abroad experience as both students and community members move from trauma to resilience.

### Foodshed UGA: Topical, Interdisciplinary Engagement of Campus and Community Through Food Issues

*Matt Melatti, University of Georgia*

The intertwined issues of what we eat, who eats it, how we produce it, and what is wasted have major implications for sustainability and health, while also providing a novel opportunity to engage students, faculty, and community through the curriculum. This poster highlights the creation, content developed, courses and partners, service-learning activities, outcomes and lessons learned from a new multidisciplinary initiative at the University of Georgia, "Foodshed UGA."

### Implementation of an Intergenerational Service Learning Experience Among Pre-licensure Nursing Students: Impact on Attitudes Toward Older Adults

*Lori Murray, University of Arkansas, Fayetteville*

*Hilary Bowling, University of Arkansas, Fayetteville*

Aging populations have an increased need for healthcare due to physical and psychological decline and complications from chronic disease. Nursing students are often introduced to care of older adults through a clinical experience in a skilled nursing facility which can negatively bias attitudes towards the population. A quality improvement project integrated an intergenerational service-learning experience into an undergraduate nursing course focused on the care of older adults. The intervention required a minimum of five student visits with a healthy older adult. Student attitudes were measured pre- and post-experience using the Polizzi Refined Aging Semantic Differential Scale. Statistical and clinically significant improvements in student attitudes were noted following a service-learning intervention promoting communication with older adults.

### Emerging Themes from Students Engaged in Service Learning in Health Professions Microbiology Course

*Alex Lowrey, University of North Georgia*

In order to expand service options for microbiology students preparing for careers in health care, students were required to establish their own community contacts. Consequently, students created a wide range of projects. Analysis of students' reflective comments revealed common themes that placed more emphasis on altruistic motives rather than on course concepts, and demonstrated a sincere desire by students to engage in worthwhile activities that benefit humanity.

### Cross Cultural Engineering

*Angelica Maiers, Mississippi State University*

Mississippi State University's student chapter of Engineers Without Borders is working alongside the community in Santa Teresita, Ecuador to offer clean drinking water to 140 people. Successful execution of this vision requires clear communication, expectations, and a learning attitude. This poster outlines the project as it started as along with how it has evolved. Join in the conversation to hear about working across language barriers and time zones.

### Immersive Programs Develop Students Committed to Sustainable Service

*Katherine Westmoreland, The Citadel Military College of South Carolina*

The summer SUCCEED program and LDRS433 (Leadership in Community Engagement) course at The Citadel are two immersive community engagement programs that create sustainable service to build better communities. Survey data from 35 participants confirmed that immersive SLCE programs have a positive impact on the students' Openness to Diversity and Challenge (ODC) Scale and Community Service Self-Efficacy (CSSE) Scale. Program descriptions, case studies, and curricula will be shared along with group impact data.

### Educational Disparity in South Africa

*Elizabeth Gagnon, Christopher Newport University*

*Brittany Branch, Christopher Newport University*

Access to education is a fundamental component of healthy communities. Post-Apartheid, the people of South Africa, particularly those with markers of oppression, have struggled to escape the cycles of poverty and disadvantage. One area in which this seems to be especially salient is in South Africa's education system. This poster presents research findings regarding the discrepancy between the "official" government data regarding advances in the education system and the perception and experiences of the general population regarding the reality of the South African education system.

### Impact of Interprofessional Service-Learning Strategies on Knowledge Integration

*Drew Pearl, University of Alabama*

The mission of the University of Alabama's Student Community Engagement Center is to engage students and community partners in mutually beneficial partnerships to identify and address critical community opportunities. Come learn about our approach to developing students as community leaders by facilitating synergy and transdisciplinary collaboration across departments in order to improve the quality of life for individuals and communities through community- and research-based approaches.



**Humanitarian Aid and H2O: Access to Water for Migrants in South Texas***Krystina Irvin, Texas A&M University-San Antonio**Allie Beedle, Texas A&M University-San Antonio*

Thousands of people attempt to migrate annually to the United States through South Texas, an area that is limited in natural resources, including the most basic human need: water. For the past two summers, Texas A&M University-San Antonio has partnered with the South Texas Human Rights Center for a service-learning experience on humanitarian water issues along the Texas-Mexico border and to provide support to the STHRC through the installation and maintenance of potable water stations.

**Engaged Critical Thinking with A+CE and Service Learning Benefiting the Community***Zeenat Mitha, University of Houston, Downtown*

The significant involvement of students in the community and taking on strategic challenges through A+CE (Academic Achievement through Community Engagement) and Service Learning designated courses contributes to the students feelings of inclusion, enhances empathy and increases critical thinking skills. By applying themselves to doing activities outside the box raises awareness of social issues and develops an understanding of society. The analysis of Signature assignments, reflective papers and presentation demonstrates their curiosity, intellect, and critical thinking.

**GatorServe: Benefitting Communities in Houston***Caroline Smith, University of Houston, Downtown*

GatorServe is a University of Houston-Downtown tradition that brings together UH students, staff, faculty, alum, friends, and community partners to complete service projects in neighboring communities on two federally recognized National Days of Service. By improving social determinants of health of a disenfranchised population, such as living conditions, volunteers have had a positive effect on health-related outcomes of various communities in the greater Houston, Texas area.

**Minor in Civic Engagement and Social Justice***Elizabeth Gagnon, Christopher Newport University**Brittany Branch, Christopher Newport University*

This poster presentation provides an overview of the Minor in Civic Engagement and Social Justice at Christopher Newport University. The poster will describe the program description, program learning objectives, core course learning objectives, service learning components and course map.

**Why Faculty Stop Using Service-Learning Pedagogy***Alexa Darby, Elon University**Tammy Cobb, Elon University*

This presentation explores the reasons faculty stop utilizing service-learning pedagogy. Twenty-one faculty participated in the study. The time demands of teaching service-learning courses and the challenges of interacting with community partners were primary reasons for discontinuing teaching service-learning classes. Additionally, some faculty discontinued teaching service-learning because they no longer taught the same course and their new course did not fit the service-learning pedagogy. Implications of the study will be discussed.



PROFESSIONAL POSTER SESSIONS SPONSORED BY:

The logo for givepulse, featuring the word "givepulse" in a lowercase, rounded, teal-colored font with a white outline.

# Gulf-South Summit 2020

## BUILDING HEALTHY COMMUNITIES

Thursday, March 26

**BREAKFAST: KEYNOTE PRESENTATION** THURSDAY, 7:00–9:00 A.M.



### Civic Engagement as a Tool for Critical Pedagogy and Building Transformative Communities on College Campuses

Grande Ballroom

Dr. Sekou Franklin

Dr. Sekou Franklin is an Associate Professor in the Department of Political Science at Middle Tennessee State University (MTSU). He is the author of *After the Rebellion: Black Youth, Social Movement Activism, and the Post-Civil Rights Generation* (NYU Press, 2014) and edited the State of *Blacks in Middle Tennessee* (Urban League of Middle Tennessee, 2010/2011) and co-author (with Ray Block) of *Losing Power: African Americans and Racial Polarization in Tennessee Politics* (University of Georgia Press, 2020).

Dr. Franklin has worked closely with numerous groups in the last 15 years: Community Oversight Now, Urban EpiCenter, Tennessee Citizen Action, Tennessee Alliance for Progress, Ad Hoc Committee for Equity, TennCare Saves Lives Coalition, Nashville Black Covenant Coalition, Justice for Jefferson Street Coalition, Green-Collar Jobs Task Force of Nashville-Davidson County, Nashville Peace and Justice Center's Leadership Institute, Lawyers' Committee for Civil Rights Under Law, and Tennessee State Conference of NAACP. Currently, he is an instructor for the James Lawson Institute (JLI), which provides training in nonviolent resistance to activists, journalists, and organizers in North America. In March 2019, he participated in the South Asian Regional Institute on the Study and Practice of Strategic Nonviolent Action in Nepal that was hosted by the International Center on Nonviolent Conflict.

In November 2016, he co-coordinated the Tennessee Election Protection hotline in collaboration with the Lawyers' Committee for Civil Rights Under Law and has worked on voting rights cases. He received training in voting rights at the Southern Coalition for Social Justice's Census and Redistricting Institute in 2010. He also serves on the Tennessee Advisory Committee for the US Commission on Civil Rights; and serves on the coordinating committee of Democracy Nashville-Democratic Communities.

He is currently the President of the National Conference of Black Political Scientists. He resides in North Nashville with his wife and two daughters

THURSDAY

## Re-Centering Community: Human-Centered Design as an Innovative Approach to Community Development

Jackson

Melissa Looby, Vanderbilt University

Annie Irankunda, Catholic Charities of Tennessee

In the midst of too much work with not enough time, it can be easy to lose the voice of community in your work. In this workshop, participants will learn about human-centered design, a tool to re-center community, find customized solutions to challenges, and utilize the process within teams and volunteers. Using an example challenge, attendees will learn human-centered design through an interactive bootcamp and reflect on how it could be implemented in their organizations.

## Democratically Engaged Assessment: Reimagining the Purposes and Practices of Assessment in Community Engagement

Forum East

Joe Bandy, Vanderbilt University

Patti Clayton, PHC Ventures, IUPUI, & UNC Greensboro

Can assessment be empowering, not discouraging ... meaningful, not perfunctory ... owned by participants in SLCE, not imposed ... transformative, not mundane ... focused on our concerns about process and relationship, not only on impacts? This is how we in Imagining America are trying to reimagine assessment. This workshop will explore Democratically Engaged Assessment, which enacts the values of democratic engagement (e.g., full participation, co-creation, generativity), providing participants with new tools and frameworks for transformative assessment.

## Cultivating Healthy Leaders for A Lifetime of Community-Engaged Work

Johnson

Ashley Cochrane, Berea College

Sarah Rohrer, Berea College

How do we prepare students for a lifetime of sustainable, community-engaged work? This interactive session will explore how the Center for Excellence in Learning through Service (CELTs) at Berea College involves students in a team-based leadership development model that provides students with scaffolded and developmental opportunities for developing skills, knowledge, and practices of community-engaged professionals. Participants will leave the session with a practical tool and a plan for supporting students in skill-development.

## Building Healthy Communities Through Collaboration: Evaluating Community Transformation

International

Sam Perren, University of Georgia Archway Partnership

Michelle Elliott, University of Georgia Archway Partnership

Rob Grabowski, University of Georgia Archway Partnership

Don Powers, Forward McDuffie

Through the placement of a faculty member in the community, the Archway Partnership model provides the foundation for a sustained relationship between rural Georgia communities and higher education resources to promote healthy community and economic development. This interactive workshop will involve several tools used by the Archway Partnership to evaluate collaboration and community transformation over time. Participants will have the opportunity to take a questionnaire that they can use when evaluating community transformations.

## For the Health of Our Communities, the Pity Story Must Die: A Message Paradigm Shift for Visual Storytelling

Embassy East

Melissa Forte, Lipscomb University

Will Acuff, Corner to Corner

This interactive presentation will describe lessons learned from a service-learning partnership between Lipscomb University's Cinematic Arts Department and Nashville based nonprofit Corner to Corner. The presentation deconstructs the "pity" story that is often at the center of nonprofit messaging and propose alternatives that honor and build healthier communities. Participants will receive practical tips and practice creating "victory" messages while also learning ways to engage student partners in this paradigm shift in thinking.

## Connect. Engage. Influence. Transform! Strategies, Tools, and Techniques to Get Stakeholders on Your Team for Project Success

Embassy West

Tamiko Ward, School District of Philadelphia

Project success is achieved when your project stakeholders are ready to play in the next game (project). Are your stakeholders sitting on your team bench or in the audience shouting throughout your project? Having the right stakeholders involved throughout your project is key to achieving project goals. Community project leads will learn strategies to shift their role from referee to coach, including how to identify, manage, control, and communicate with stakeholders to establish effective community partnerships.



### Let's Transform Together: Empowering Women at A PWI

Overton

*Sade Dawson-Love, University of Texas at Austin*

*Alex Square, Texas A&M University*

The “Uniting Divine Sistahs” (UDS) Program hosted at Texas A&M University has been empowering African American women since 2006. We will share how the program has drastically impacted the participants and young girls in the community over the last 4 years. In this session, we will discuss how to implement an empowerment program with peer learning components, reflection papers, sewing circles, and community service in order to foster relationships and positively change the climate on your campus.

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

Forum West

*Josh Podvin, University of Georgia*

*Jennifer Martin Lewis, University of Georgia*

This workshop will introduce an innovative, university-wide campus/community engagement program called Experience UGA. The innovative field trip program brings over 12,000 students from the local school district to campus each year for a hands-on, curricular-based experiences. Critical program takeaways will be explored, and participants will learn about design-thinking concepts and participate in a mini Service-Learning Charrette concepts that were key to gaining stakeholder input and in creating the 10th Grade field trip experience.



### The Four Components of a Healthy Community: Working with Communities to Thrive

Jackson

*Lynne-Marie Shea, Suffolk University*

*Lauren I. Grenier, Suffolk University*

In this interactive workshop, participants will be led through a case example of a community garden intentionally designed to address barriers identified by the community as impeding their ability to thrive. Using a model for the 4 components of a healthy community (Morton, 2019), participants will then discuss and explore strategies for structuring projects so that resources are redistributed in ways that allow communities to take care of themselves.

### Healthier Communities, Healthier Students

Johnson

*Mark Meier, Virginia Commonwealth University*

*Michaux Dempster, Virginia Commonwealth University*

*Sara Barton, VCU Learning Garden*

*Tesni Stephen, VisArts*

Students in our classes have often reported that service makes them feel calmer, happier, and less stressed. Building on such initial anecdotal reports, two of us explicitly designed our service learning classes around themes of wellbeing and happiness. We will lead a series of activities from perspectives of faculty, students, and community partners to enhance integration of student wellbeing into service classes that can also promote community health.

### COPIL: SLCE Practitioner-Scholars Building Healthy Communities and Common Ground Through Co-Inquiry

Overton

*Catherine Wright, Wingate University*

*Melissa L. Lyon, Fayetteville State University*

*Allison S. Walker, High Point University*

*Patti H. Clayton, PHC Ventures, IUPUI, & UNC Greensboro*

Shared language is important for the flourishing of healthy community-campus engagement, especially as partnerships broaden to include community residents as well as organizations, but how can we find this common ground? This session shares related work of COPIL (Community of Practice, Inquiry, & Learning), a group of around 25 practitioner-scholars mostly from NC. Facilitators will outline goals, structure, and processes of COPIL and guide participants through an example of inquiry into SLCE's core terms.

### Reflection Strategies to Enhance Online Service-Learning

#### Embassy West

*Paul Matthews, University of Georgia*

*Melissa Landers-Potts, University of Georgia*

*Roy Legette, University of Georgia*

*Katherine Thompson, University of Georgia*

*Jill Stefaniak, University of Georgia*

*Brandy Walker, University of Georgia*

Critical reflection is a key element of any service-learning course, including online service-learning, where well-implemented reflection can be vital to enhancing learning as well as maximizing student engagement and cohesion. This workshop makes the case for expanding online service-learning reflection activities to multiple modalities; presents and models a range of strategies for reflection and community building in e-service-learning; and shares lessons learned and tips from faculty from several disciplines.

### Exploring Civic Engagement Across the Disciplines Through Faculty Development Opportunities

#### Forum East

*Ashley Cochrane, Berea College*

*Mario Nakazawa, Berea College*

Faculty involvement and leadership are key components of effective community engagement and service-learning programs. This interactive workshop will introduce a variety of faculty development strategies that have been used at Berea College to encourage faculty from diverse academic disciplines to develop their community-engaged teaching and scholarship. The workshop will include participant discussion and exploration of how to strategically identify faculty development opportunities that will be most effective for promoting civic engagement across the disciplines.

### Stronger Together: Engaging Partnerships Between Campuses and Non-Partisan Organizations to Break Through Red Tape and Increase Democratic Engagement

#### International

*Rachel Clay, Campus Vote Project*

During this interactive workshop participants will gain a deeper understanding and review of developing a democratic engagement action plan and how to strengthen those efforts through meaningful partnerships. Participants will hear from the University of North Carolina at Pembroke and Campus Vote Project on how to bring together partnerships' efforts to increase civic learning and democratic engagement among students, as well as the opportunities and challenges that arise during these efforts. Participants will leave with action planning materials and worksheets with the insight to complete their full action planning workshop back on campus.

### Using Deliberative Dialogue to Listen, Learn, and Break Through the Partisan Gridlock

#### Embassy East

*Hillary Prince, Net Impact*

*Christy Stanker, Net Impact*

Join us for a highly participatory workshop where you will learn how to address big social challenges using skills like active listening and respectful disagreement. In this workshop we will use the National Issues Forums Institute issue guide "A House Divided", which asks: What would we have to give up to get the political system we want? You will leave with skills and concrete tools to help bring deliberative dialogue to your campus.

### Community-Engaged Learning in Promotion and Tenure Policies

#### Forum West

*Rachel E Casiday, Samford University*

*Allison Nanni, Samford University*

Many faculty are concerned that their community-engagement activities will not be highly valued in promotion and tenure decisions. This workshop will review the ways and extent to which community engagement is reflected in the promotion and tenure guidelines from a range of institutions, and discuss our experience of seeking to inform our university's policy revisions. Finally, we will discuss ways that faculty can make a strong case for the value of their own community-engagement activities.





### Woman Suffrage: Building A Coalition for Change

Grande Ballroom

Elaine Weiss

Elaine Weiss is a Baltimore-based journalist and author, whose feature writing has been recognized with prizes from the Society of Professional Journalists, and her byline has appeared in many national publications, as well as in reports for National Public Radio. Her long-form writing garnered a Pushcart Prize “Editor’s Choice” award, and she is a proud MacDowell Colony

Fellow. Her first book, *Fruits of Victory: The Woman’s Land Army in the Great War* was excerpted in Smithsonian Magazine online and featured on C-Span.

Weiss’ new book, *The Woman’s Hour: The Great Fight to Win the Vote* (Viking/Penguin, 2018) has critical acclaim from the New York Times, Wall St. Journal, Christian Science Monitor, and NPR, among others, hailed as a “riveting, nail-biting political thriller” with powerful parallels to today’s political environment. She has presented talks about the book and the woman suffrage movement at the Library of Congress, National Archives, New York Historical Society, and many other venues. *The Woman’s Hour* was a finalist for the 2019 Chautauqua Prize and won the American Bar Association’s highest honor, the 2019 Silver Gavel Award.

Steven Spielberg’s Amblin production company has optioned the book for adaptation, with Hillary Rodham Clinton serving as Executive Producer.

See page 46–49 for a list of the 2020 Gulf-South Summit award recipients.

### Creative Healing Through the Arts

International

Conni Fennell-Burley, University of Georgia

Karen Paty, Georgia Council for the Arts

Dave Flanders, Washington County Regional Medical Center

Michelle Elliott, University of Georgia

Building a healthy community takes many unique forms. One community in Georgia has addressed the topic through “Creative Healing,” a collaboration between the University of Georgia’s Archway Partnership, the Georgia Council for the Arts, and Washington County Regional Medical Center, a small hospital in rural Georgia. “Creative Healing” focuses on the healing effects of the arts through the sharing of art and the engagement of students, community members, local artists, and local citizens.

### Exploring A Vertically Aligned Service-Learning Program Within A Nursing Curriculum

Jackson

Cody M. Cocchi, College of Coastal Georgia

Lydia Watkins, College of Coastal Georgia

Nicole Masano, College of Coastal Georgia

Maryanne Sandberg, College of Coastal Georgia

This panel, consisting of a service-learning director, dean, and faculty, will discuss a vertically aligned service-learning curriculum using a Stair-Step Model within an undergraduate nursing program at a public higher education institution. A relevant case study using qualitative data collected from student and faculty focus group sessions will also be presented to identify key programmatic elements and how this model could transfer into other academic disciplines.

### Institutionalizing Community Engagement Through Faculty Development: A Cohort Model

Forum West

Gabriel Barreneche, Rollins College

Meredith Hein, Rollins College

This presentation focuses on institutionalizing community engagement across the campus and the curriculum. Rollins College has developed a robust community engagement program with the support of a faculty mentoring and advocacy cohort: the “Faculty Fellows.” This professional development opportunity has fostered a healthy environment for faculty to evolve as community engaged scholars in partnership with our Center for Leadership & Community Engagement. Through this session, learn how to develop and sustain a faculty cohort model for your campus.



### Implementation of High Quality Service-Learning Courses to Improve Health & Wellness in the Rural South

Embassy East

*Candace Lapan, Wingate University*  
*Catherine Wright, Wingate University*  
*Lacey Ritter, Wingate University*

We described the development and implementation of two service-learning (SL) courses on the topic of aging psychology and sociology. We present the theoretical foundation for our model of SL, an adaptation of the K-12 Service Learning Standards for Quality Practice (NYLC, 2008), and describe how this was applied to foster a mentally and physically healthier senior community in the rural south. Finally, we present preliminary data on the impact of the program.

### Fostering Bilingualism and Heritage Language Rights Through Service Learning

Johnson

*Raquel Castro Salas, University of Arkansas*

This presentation will explore service-learning as a tool for promoting biliteracy and language rights. As the linguistic landscape changes, communities face challenges when engaging minorities. Heritage languages are connected to identity, educational equity, and community engagement. Spanish Service-Learning courses develop strategies for language maintenance, establishing bridges of communication and collaboration between communities, minorities and universities. Through these connections increase college awareness, Latino's involvement in education, the arts, sports, and a stronger connection to the community.

### Navigating the Challenges of Developing an Advanced Service-Learning Mentoring Program

Embassy West

*Lauren Grenier, Suffolk University*  
*Lynne-Marie Shea, Suffolk University*

Service-learning mentoring is an advanced program developed to support critical outcomes. Based on a peer-to-peer mentoring model, experienced undergraduates mentor service-learners, supporting students and creating opportunities for deeper reflection. As a unique model of teaching and learning, this program goes against the grain of standard higher education practices. This presentation will discuss how we navigated the political and administrative difficulties while negotiating the implementation of this advanced service-learning mentoring program at a higher education institution.

### Campus-Community Partnership: Working Together for A Trauma-Informed Community

Overton

*Ariane Schratter, Maryville College*  
*Debby Skyler, Maryville City Schools*  
*Keith Bailey, Harmony Family Center*  
*Amy Gilliland, Maryville College*

Maryville College (MC) and Maryville City Schools Family Resource Center (FRC) collaborate to promote trauma-informed practices. MC students and select school personnel are trained regarding trauma and restorative justice. MC students conduct semester-long work with the children served by FRC. We will demonstrate how a campus-community collaborates towards creating a trauma-informed community. Participants will experience trauma-informed techniques for behavioral regulation and restorative justice and learn about additional collaborative initiatives occurring in school-based settings.

### What's Your Community Engagement Story? The Gifts, Challenges and Opportunities in Tracking Community Engagement

Forum East

*Brian Halderman, GivePulse, Inc.*  
*Amy Badham, University of Alabama at Birmingham*  
*Rhoda A. Reddix, Franciscan Missionaries of Our Lady University*  
*Hannah Nabi, Mercer University*

This panel will provide an opportunity for three campuses of various size and focus to share how they made a strategic decision to implement a community engagement software platform to provide a space for collaboration among multiple stakeholders. They will share what led up to the decision to adopt such a software, what problems they have solved through adoption, what challenges were encountered and what opportunities they see as they leverage the platform. Ultimately, they will share how the data collection and analysis is helping them tell their community engagement story of building healthy communities.



### Where Are All the Guys? Male Student Engagement as A Growing Concern

Embassy East

*Kyle Anderson, Elon University*

At Elon's Kernodle Center, our student leader and volunteer population has long been made up of primarily female leaders, which has caused us to ask, where are all the guys? In this presentation, data will be shared from an assessment project that sought to understand why and what more can be done to engage men in service. Participants will also be able to share best practices for engaging male identified students.

### Facilitating Student Leadership for Civic Engagement: Insights from a Four-Year Program

International

*Rachayita Shah, The Corella & Bertram F. Bonner Foundation*

*Arthur Tartee, The Corella & Bertram F. Bonner Foundation*

The session introduces participants to a four-year program model designed to facilitate student success and leadership through civic engagement. We'll share goals, structure, and developmental frameworks of the Bonner Program, which engages 40-160 students at 65 institutions in a cohort-experience. Drawing on national data, we will share insights about program features (such as training, mentoring, and courses) that support diverse students to gain knowledge, skills, and commitments to being change makers.

### Design Thinking, Technical Writing, and Community Building

Overton

*Kirsten Boatwright, Lipscomb University*

*Sonya Green, Lipscomb University*

*Tina Corkum, Friends of Radnor Lake*

*Angie Stiff, Hospital Hospitality House*

*Bibiana Perdomo, Lipscomb University*

*Hannah Pauls, Lipscomb University*

Lipscomb professors join former students and community partners with whom they've worked to discuss the application of Design Thinking to service-learning components of a technical writing program. Panelists will consider the reasoning behind bringing students together with a variety of populations - many of whom students likely have never interacted - discuss the effect of having students apply technical writing skills to organizations' document/communication needs, and review the impact for students, the community, and the writing program.

### Sweet Potatoes and Fashion? How A Farmer's Dilemma Became an Innovative Partnership

Embassy West

*Michelle Garraway, Mississippi State University*

What can fashion students learn from a sweet potato farmer? Come learn what happened when an extension faculty member was approached by a local producer with an issue that needed attention. The story and results are a testament to the unique collaborations that can occur when university faculty and students bring various ideas to the table. Funded by a USDA grant, the Sweet Potato Innovation Challenge found new ways to connect agriculture to today's students.

### Confronting the Past Through Art and Community Engagement: Service Learning as an Invitation to Rethink and Remember

Forum West

*Joseph Cory, Samford University*

*Joi Brown, Birmingham Civil Rights Institute*

This presentation will discuss Samford University's "Art and Community Engagement" service-learning course and its partnership with the Jefferson County Memorial Project. In the course, students created educational materials to bring awareness to the Equal Justice Initiative's Remembrance Project. Through the community partnership, students were challenged to reconsider their own community's history with racial injustice while developing a greater understanding of why memorials are an important element to restorative justice.

### Understanding Faculty Motivation for Community-Engaged Teaching and Learning

Jackson

*Dustin Krein, University of South Florida*

Understanding faculty motivation for community engagement is an essential component for developing meaningful partnerships that foster healthy outcomes for our communities. University faculty play a central role in addressing community challenges within university-community partnerships. Thus, fostering faculty motivation for community-engaged work is crucial. A review and exploration of strategies that influence faculty motivation for community engagement and approaches to supporting faculty efforts will be presented.

### The Big Challenge: Motivating Faculty to Help Build and Sustain Healthy Communities

Johnson

Joyce McCauley, Sam Houston State University

Lee Miller, Sam Houston State University

Magdalena Denham, Sam Houston State University

Zachary Doleshal, Sam Houston State University

Danica Schieber, Sam Houston State University

Working with faculty to teach community engaged courses is not a task for the faint at heart. This panel is comprised of dedicated people whose job it is to encourage, motivate, and support university faculty as they create mutually beneficial partnerships. These seasoned "College Coordinators" will share their strategies, research, and struggles "what worked and what did not" as they have assisted faculty over the years. Please join us and take home some helpful tips.

### UHD and the Near Northside Community Collaborate to Improve Residents' Quality of Life

Forum East

Poonam Salhotra, University of Houston-Downtown

Mesias Pedroza, University of Houston-Downtown

Hong Lin, University of Houston-Downtown

Maria Bhattacharjee, University of Houston-Downtown

Zeenat Mitha, University of Houston-Downtown

The University of Houston-Downtown (UHD) is helping to improve the quality of life in the nearby Near Northside community. The Center for Community Engagement and Service Learning staff engage with community leaders and residents to understand the community and the residents' needs. Such conversations have led to the creation of a variety of projects in education, health, infrastructure, arts and others. Twenty four projects led by UHD faculty, staff and students are ongoing.

### STUDENT SHOWCASE

THURSDAY, 4:00-5:30 P.M.

#### Student Showcase Poster Session

Promenade

Join us at the Student Showcase Poster Session as we highlight student leadership within service-learning and civic engagement. Student poster information will be printed in the program available at the Student Showcase Poster Session. The 2020 Outstanding Student Contributions to Service-Learning in Higher Education will be presented during this session.

See page 47 for information about the 2020 Outstanding Student Contributions award recipient.



### Nashville Public Library Downtown

Buses will load outside the Maxell House Conference Center Promenade beginning at 5:45 p.m. and will circulate between the Library and Hotel until 8:45 p.m.

The Nashville Public Library will be the site of our reception on Thursday evening, March 26th. Guests will have the opportunity to tour the brand new exhibit, Votes for

Women, honoring 100 years of women's voting rights, and the Nashville Civil Rights Room.

### Your Voice. Your Vote. Your Power.

In 2020, NPL will open Votes for Women, a permanent exhibit dedicated to the legacy of the Nineteenth Amendment. It will exist across the hall from the library's Civil Rights Room in downtown Nashville, taking visitors through decades of suffragist history and into conversations about gender, identity, and equality today.



### The Civil Rights Room

The Civil Rights Room is a space for education and exploration of the Civil Rights Collection. The materials exhibited here capture the drama of a time when thousands of African-American citizens in Nashville sparked a nonviolent challenge to racial segregation in the city and across the South.

In September 1957, Nashville took the first steps toward ending segregation and discrimination in its public schools. Under a court order in accord with the Supreme Court's historic declaration that segregation laws were no longer valid, a handful of courageous parents and their first-grade children registered at five previously segregated Nashville public schools.

In February 1960, a group of students from the city's four black colleges—American Baptist, Fisk, Meharry, and Tennessee A&I—set out to confront segregation at lunch counters, movie theaters, and other places of public accommodation. The Civil Rights Room overlooks the intersection of Church Street and Seventh Avenue North, where nonviolent protests against segregated lunch counters took place.

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# Gulf-South Summit 2020

## BUILDING HEALTHY COMMUNITIES

Friday, March 27

### BREAKFAST ROUNDTABLES

FRIDAY, 8:00–9:00 A.M.

#### Advocacy, Civil Rights, and Democratic Engagement

*Sadie Dawson-Love, Faculty, University of Texas, Austin*  
*Rachel Clay, Community Partner, Campus Vote Project*

#### Advocating for Inclusive Communities

*Sally Barton-Arwood, Faculty, Belmont University*

#### Arts and Humanities

*Joseph Cory, Faculty, Samford University*  
*Conni Fennell-Burley, Faculty, University of Georgia*

#### Bringing History to Life Through Service Learning

*Mary Ellen Pethel, Faculty, Belmont University*

#### Building Healthy Communities

*Katherine Thompson, Faculty, University of Georgia*  
*Sharon Liggett, Faculty, University of Georgia*

#### Community Engagement and Student Leadership

*Ashley Cochrane, Faculty, Berea College*  
*Hillary Prince, Community Partner/Sponsor, Net Impact*

#### Community Intercultural Competency and Diversity

*Raquel Castro Salas, Faculty, University of Arkansas*

#### Critical Reflection and Design Thinking

*Josh Podvin, Faculty, University of Georgia*  
*Kirsten Boatwright, Faculty, Lipscomb University*

#### Demystifying e-Service-Learning

*Paul Matthews, Faculty, University of Georgia*  
*Melissa Landers-Potts, Faculty, University of Georgia*

#### Empowering Medically Underserved Communities

*Lynne-Marie Shea, Faculty, Suffolk University*  
*Kamala Nola, Faculty, Lipscomb University*

#### 2020 GSS Membership

*Tim Stewart, Staff, Belmont University*

#### Faculty Professional Development Strategies

*Gabriel Barreneche, Faculty, Rollins College*

#### Global/International Community Engagement

*Julia Pfeiffer, Faculty, International Studies Abroad*

#### Graduate Level Service Learning

*Joy Kimmons, Faculty, Belmont University*  
*Rhoda Reddix, Faculty, Franciscan Missionaries of Our Lady University*

#### Interprofessional Community Engaged-Learning

*Keneshia Bryant-Moore, Faculty, University of Arkansas for Medical Sciences*

#### Research on Community Engagement

*Kelley Ditzel, Faculty, Georgia College and State University*  
*Patti Clayton, Faculty, PHC Ventures IUPUI*

#### Revitalizing Communities

*Melissa Looby, Faculty, Vanderbilt University*

#### Re-imagining the Assessment of Community Engagement

*Joe Bandy, Faculty, Vanderbilt University*  
*Brian Halderman, Director, GivePulse*

#### Strategies for Effective Community Partnerships

*Catherine Wright, Faculty, Wingate University*  
*Ariane Schratter, Faculty, Maryville College*

#### The Corella & Bertram F. Bonner Foundation

*Rachayita Shah, Staff, Bonner Foundation*  
*Arthur Tartee, Staff, Bonner Foundation*

#### The STEM of Service-Learning

*Maria Garrett, Faculty, Belmont University*

2020 ROUNDTABLES SPONSORED BY:

**NET IMPACT** 

FRIDAY

**Reaching for Reciprocity: Preparing Students for a Global Service-Learning Experience**

Embassy East

*Julia Pfeiffer, International Studies Abroad*

Preparation is a critical component of any service-learning program. However, students participating on global service-learning programs require additional guidance prior to arrival into their host community. This presentation will highlight the pre-departure process for students on individual service-learning programs abroad, including advising sessions, orientations, webinars and reflection assignments. Adequate preparation improves a student's ability to meet desired learning objectives such as cultivating a sense of civic responsibility upon re-entry into the student's home community.

**Cries From Clotilda: Unmasking Generations of Environmental, Political, and Economic Exploitation of Africatown**

Jackson

*Erik Goldschmidt, Spring Hill College**Anderson Flen, Mobile County Training School Alumni Association**Hana Blalack, SHC Civic Leadership Fellow**Elisabeth Dreaden, SHC Civic Leadership Fellow**Christian Gilbert, SHC Civic Leadership Fellow**Oliver Kane, SHC*

Spring Hill College partnered with community leaders of Africatown, AL to help articulate their vision for their community and document exploitative processes that contributed to the decline of this historically rich, but economically poor neighborhood in Mobile. A community partner and undergraduate civic leadership fellows will summarize the students' work facilitating a community conversation, researching the exploitation of this community, conducting oral history interviews, and providing key recommendations.

**Student Pharmacist Introduction to Vulnerable and Underserved Populations**

Johnson

*Kamala Nola, Lipscomb University*

Lipscomb University College of Pharmacy & Health Sciences offers an elective course for student pharmacists titled, "Pharmacy Management of Vulnerable and Underserved Populations." To date, 159 future pharmacists have "Adopted-a-Community" within the Nashville area seeking to meet the needs of various populations through community partnerships. Populations served include those affected by issues related to specific diseases or conditions, point of health care access, adverse living conditions, disadvantaged educational settings, missions of faith-based organizations, and more.

**Incorporating Inclusive Health Learning Strategies Through Service-Learning and Interprofessional Education**

Embassy West

*Denise Demers, University of Central Arkansas**Camie Powell, Special Olympics Arkansas*

Providing inclusive health programs for individuals with intellectual and developmental disabilities requires training and skills absent in college students' educational experiences. Service-learning is positioned to provide students with applied learning opportunities while increasing the health programming available to individuals with intellectual and developmental disabilities. The purpose of the service-learning project was to incorporate inclusive health strategies and inter professional education through an on-campus Special Olympics event. The outcomes and student learning strategies will be discussed.

**ENGAGE-ing with the Data: Lessons Learned From A Five-Year Community-Based Engaged Learning Project**

Forum East

*Kelley Ditzel, Georgia College & State University**Andrea Barra, Georgia College & State University*

Georgia College's most recent Quality Enhancement Plan, ENGAGE, focused on Community-based Engaged Learning. This five-year plan will be shared from creation through implementation and findings. Utilizing five years of data, results of impact on student behaviors and attitudes will be explored. Data includes student pre and post surveys, learning outcomes, and community partner feedback. We will engage participants in discussion of findings, implementation, their own experiences, lessons learned and specific actions to take back home.

**Cultivating Healthy & Resilient Communities: Addressing Issues of Social Justice Through Critical Service-Learning in Varying Contexts**

International

*Katherine Thompson, University of Georgia**Darius Phelps, Roberta T. Smith Elementary School**Caroline Dekle, University of Georgia**Grace Ernst, University of Georgia**Rebecca Dotterweich, Palm Beach Lakes High School*

How do we cultivate school and community leadership in minority students? What is our responsibility for improving the environment in our community? How does immigration contribute positively to local communities? These are just a few of the social justice-oriented questions that P-12 public school students investigated under the guidance of graduate students

enrolled in an E-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.

### **Recode Burlington 2040: Building Sustainable Communities Through Increased Density and Affordable Housing**

#### **Forum West**

*Marleen Kay Davis, University of Tennessee Knoxville*

With a future vision for an African American district in Knoxville, architecture students at the University of Tennessee helped citizens understand the long-term impact of a proposed major overhaul to the city's zoning code.

The exhibition of student work demonstrated three major strategies to promote affordable housing, made possible by the new code:

- Provide mixed use residential and commercial buildings.
- Increase density through many new types of housing infill strategies.
- Create walkable neighborhood districts along future transit routes.

### **Serving Through Thinking about Four Critical Social Issues**

#### **Overton**

*Trish Bugajski, University of Saint Francis*

Reporting the challenges and changes students faced examining one of four social issues within the context of Service Learning and our First Year Seminar Course. Throughout the standard semester students explored one of four social issues and how the issues impact our local community and how, with attention to service, they could make a difference in the lives of those surrounding our university community. Students worked in teams with local partners serve effectively and efficiently.



### **Considerations for Conducting Needs Assessments to Improve Service-Learning Professional Development Opportunities**

#### **Forum West**

*Jill Stefaniak, University of Georgia*

Results from faculty interviews and the exploration of service-learning artifacts will be presented in this session to offer instructional considerations for faculty development opportunities related to service-learning. This presentation will offer insights into structuring needs assessments to explore service-learning needs of a higher education institute. Participants will leave with a tool to help them structure a needs assessment to improve their faculty development and/or course offerings.

### **Undergraduate Research as Community Engagement Through Design Thinking**

#### **Forum East**

*Eddie Case, Wingate University*

Design thinking is an approach to problem solving that focuses participants on the nature of a problem, experimentation, innovative solutions, and applications. It emphasizes ethnographic research, empathy, and understanding. This session will present the LAUNCH Cycle, a model for design thinking, and discuss how it can serve as the framework for research focusing on community engagement. The presenter will also share experiences applying the framework to an undergraduate research project on homelessness among LGBTQ+ youth.

### **Students' Online Peer Mentoring: Addressing Global Mental Health Problems One Chat at A Time**

#### **International**

*Melissa Landers-Potts, University of Georgia*

Access to youth mental health services is lacking or absent in remote areas. The internet allows people to connect from a distance, and many entities are taking advantage of this avenue for service provision. In this presentation, students' experiences engaging in a service-learning partnership in which they serve as online peer mentors to young people worldwide are shared via reflections on the platform's role in filling a mental health void and their concern for its inadequacy.

### **Motherhood Together: A Prenatal Education Program for Women Facing Housing Insecurity**

#### **Overton**

*Keneshia Bryant-Moore, University of Arkansas for Medical Sciences*

Motherhood Together is a prenatal education program developed to meet the needs of the Central Arkansas community. The program incorporates not only university faculty and



staff but also students through their Inter-professional Education and community partners to support women facing housing insecurity during pregnancy.

### New Strategies for Successful Community Health & Wellness Partnerships

#### International

*Sharon Liggett, University of Georgia*

*Whitney Brannen, University of Georgia*

The UGA Archway Partnership is an outreach and engagement platform, linking community-identified needs to the higher education resources. The presenters will guide participants through the process of a locally-embedded faculty member facilitating student experiential learning, coordinating faculty research/scholarship, and engaging community stakeholders/champions. Through data-driven decision-making, identifying best practices, and creating/expanding campus partnerships-public service faculty are community coaches. Further, we will explore intentional collaboration techniques and strategies when building local stakeholder partnerships to breakdown community silos.

### Building and Institutionalizing Capacity for Service at A Comprehensive Regional University

#### Embassy East

*David Marlow, University of South Carolina Upstate*

Miss the Service-Learning Directors' preconference workshop? Or hungry for more? Designed primarily for new and aspiring directors of service learning offices, this session shares struggles and success from the first four years of building an Office of Service Learning. Discussion will include operational expectations, SLOs, course designation, deep authentic reflection, assessment, reciprocal relationships with community partners, service course support funds, service travel scholarships, training and development for service faculty, celebrating service and facilitating research.

### Partnership, Policy, and Politicking; What Community Engagement Between A Local Government and A University Has in Common with Survivor

#### Jackson

*Sarah Young, University of North Georgia*

*Mary Catherine Olive Beutel, University of North Georgia*

*Katherine Adams, University of North Georgia*

In fall of 2019, the University of North Georgia embarked on a multi-course, multi-million dollar undergraduate-graduate-level research project with a local government partner to assess their community needs. While the tenets of a good collaborative partnership were established, trials and tribulations were pervasive. We critically assess the experience; dissect the capital established by each partner; examine the politicking employed to sabotage outcomes; and assess the tactics used to accomplish a policy born from political partnership.

### Expanding Access to Transformational Service Experiences: Engaging Undergraduates in a State AmeriCorps Program

#### Embassy West

*Lesley Graybeal, University of Central Arkansas*

*Victoria Mays, University of Central Arkansas*

The University of Central Arkansas launched a state AmeriCorps program in 2019, placing 16 currently enrolled students with select community partner host sites to engage in intensive service experiences in food insecurity, tutoring and mentoring, and financial opportunity. The program uses a co-curricular service-learning model to provide support and reflection opportunities to service members. The program directors will provide information about the model and lessons learned from service members and partners.

**Fishers of Men: Peer Community Health Advocates**

Jackson

*Sherrie' Raleigh, University of Georgia**Henry Young, University of Georgia, College of Pharmacy**Michelle Elliott, University of Georgia, Archway Partnership**Rev. Keith Green, Pulaski County Ministerial Association*

The University of Georgia (UGA) Archway Partnership connects communities to higher education resources to address locally-identified needs. An assessment in Pulaski County identified the opportunity for greater health education, particularly among men. The UGA College of Pharmacy and School of Social Work along with the Morehouse School of Medicine are training a group of African American men to serve as a team of faith-based community health advocates in middle Georgia.

**Building Community: The Importance of Presence in Community Engagement**

Embassy East

*Keely Sutton, Birmingham-Southern College**Adam Burns, Church of the Reconciler**David Peterson, Church of the Reconciler**Emma Palmer, Birmingham-Southern College*

This panel is comprised of four different community actors—a college student, a community member, a pastor, and a professor—who are working together on a written project that explores the importance of presence when engaging in community development. Centering around experiences working with The Church of the Reconciler, a church for, and with, the homeless of Birmingham, Alabama, this panel explores how relationship building is key for the creation of a healthy community.

**Bridging the Town-Gown Divide via Campus History Tours**

Forum East

*Andrew Patrick, Centre College**Jackson Osborne, Blue Grass Trust for Historic Preservation**Abby Skinner, Centre College**Jonathan Gambrel, Centre College*

This panel explores the ways in which community-based projects can enhance connections between the campus, the surrounding community, and local organizations via the lens of a historical tour designed by Centre College undergraduate students and delivered to the public in collaboration with the Blue Grass Trust for Historic Preservation.

**Transformational Relationships in Teacher Preparation: Building Community with Children with Disabilities**

Overton

*Sally Barton-Arwood, Belmont University*

This session will provide a discussion of two community/university service-learning partnerships developed to prepare future teachers to build community with students with disabilities. Both partnerships were co-designed to meet community needs and to provide pre-service teachers with experiences to form relationships with children with disabilities. This session will present the community issues the partnerships addressed, an overview of the partnerships, and preservice teacher outcomes.

**Service Learning and Assessment Strategies that Enhance the Quality of Life for Communities**

Embassy East

*Lori Moog, Raritan Valley Community College*

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.

**A Multi-level Partnership: Fostering Wholistic Engagement**

Forum West

*Caryn Lavernia, Florida International University**Jimmy Morales, City of Miami Beach**Jenesis Ramirez, Florida International University**Leslie Rosenfeld, City of Miami Beach*

The panel defines wholistic engagement, dissects the challenges associated with creating wholistic engagement, and analyzes the advantages of surpassing those challenges. While wholistic partnerships take time, developing slowly as relationships are built and trust is cultivated, a wholistic core is the foundation for lasting partnerships that withstand dynamic social, cultural, and economic environments. Florida International University and The City of Miami Beach sustain and scale education, transportation, environmental resilience, and culture/tourism partnerships.

### Student-led Efforts to Combat Voter Suppression

#### International

Erika Burnett, *The Andrew Goodman Foundation*

Aniya Bryant, *Tennessee State University*

Rachel Clay, *Campus Vote Project*

Democracy works best when students voices and votes are heard and counted. While college students turned out in record numbers in 2018, widespread voter suppression is undermining young people's ability to claim their rightful place in our democracy. Faced with onerous voter ID requirements, burdensome proof of residency requirements, polling site closures, and more, students nationwide are mobilizing in powerful ways to stem the tide of voter suppression and improve the health of our democracy.

### The Building of a University and Elementary School Science Partnership: An Exploration of Light, Color, and the Relationship among Energy, Wavelength and Frequency - A Fourth-Grade Challenge

#### Johnson

Maria Danielle Garrett, *Belmont University*

The American Chemical Society (ACS) Science Coaches Program provides the unique opportunity for professional chemists to work with teachers. The students benefiting from this program begin to develop a deeper understanding and appreciation for science, how science impacts their lives, and the skills needed to engage in the scientific method. This presentation details the development and implementation of a long-lasting symbiotic relationship and support network between institutions, and meaningful hands-on science experiences for the students.



### The Story of Thistle Farms: How Communities Hope

#### Grande Ballroom

Rev. Becca Stevens

Becca Stevens is an author, speaker, priest, social entrepreneur, founder and president of Thistle Farms. After experiencing the death of her father and subsequent child abuse when she was 5, Becca longed to open a sanctuary for survivors offering a loving community. In 1997, five women who had experienced trafficking, violence, and addiction were welcomed home.

Twenty years later, the organization continues to welcome women with free residences that provide housing, medical care, therapy and education for two years. Residents and graduates earn income through one of four social enterprises. The Global Market of Thistle Farms helps employ more than 1,800 women worldwide, and the national network has more than 40 sister communities.

Becca has been featured in the *New York Times*, on *ABC World News* and *NPR*, was named a 2016 *CNN Hero* and a White House "Champion of Change." She was featured in the PBS documentary, *A Path Appears*, named *Humanitarian of the Year* by the Small Business Council of America and inducted into the Tennessee Women's Hall of Fame. Stevens attended the University of the South and Vanderbilt Divinity School. She has been conferred 2 honorary doctorates.

Her newest book, *Love Heals*, was published by Harper Collins in September of 2017. Becca lives in Nashville with her husband, Grammy-winning songwriter Marcus Hummon, and their three sons.

See pages 46 - 49 for a list of the 2020 Gulf-South Summit award recipients.





### Outstanding Community Partner Contributions to Service-Learning in Higher Education

**Eve Anthony**

*Chief Executive Officer, Athens Community Council on Aging*

Eve Anthony has been working with the Athens Community Council on Aging for 19 years and was named CEO in 2017. Eve's passion is serving older adults and ensuring that every individual is able to age well. As the CEO of one of the oldest and largest aging service providers in the southeast, Eve utilizes her leadership strengths to oversee programs and services, engage community partnerships, and advocate for

older adults at the local, state and national level.

Eve is a graduate of the University of Georgia and holds a Professional Certification in Gerontology from Kennesaw State. Eve serves as a member and officer in several state association boards including LeadingAge Georgia and the Meals on Wheels Association of Georgia. Eve also contributes her expertise as a committee member of the Georgia Alzheimer and Related Dementia State Plan, the Georgia Senior Hunger State Plan Committee and the State of Georgia Older Adults Cabinet. She is an alumni of LEAD Athens, class of 2017-2018. Eve's favorite and most important role is as wife to husband Neal and mother to her 16-year-old daughter, Lily.



### Outstanding Faculty Contributions to Service-Learning in Higher Education – Research

**Neena Xavier**

*Director of Academic Education / Assistant Professor, University of Alabama at Birmingham*

Neena Agarwal Xavier, MD is a graduate of Vanderbilt Medical School. She is double board certified in Internal Medicine and Endocrinology, Lipids, and Metabolism. After three years in private practice, she joined the PA program at University of Alabama at Birmingham where she served as

the clinical medicine and clinical simulation course director. Her teaching philosophy centers on experiential learning and she has developed active learning opportunities in the classroom including service learning, case-based learning, and interprofessional simulation. Her service learning opportunity provides free wellness screening for the male homeless population in Birmingham. For this service, she was awarded the national 2018 American Association of Clinical Endocrinology Outstanding Service Award for the Promotion of Endocrine Health in an Underserved Population. She was also chosen as a 2019 Harvard Macy Medical Educator Fellow to study outcomes in service learning as a pedagogy in PA education for which she received a nationally competitive research grant from the Engaged Scholarship Consortium.



### Outstanding Faculty Contributions to Service-Learning in Higher Education – Instruction

**Tammy Crutchfield**

*Professor, Mercer University*

Dr. Tammy Crutchfield, Professor of Marketing and Associate Dean of the School of Business and Mercer University, is honored for her highly innovative service-learning program, "Traffick Jam". Over the past six years, Dr. Crutchfield and her teams of marketing students have conducted community-based research on the incidence of adolescent sex trafficking in

central Georgia, developed and funded an anti-trafficking mentoring curriculum that is being implemented in high schools in partnership with the local school system and are currently in the process of expanding the service learning program to other universities. The mission of Traffick Jam is to teach teens how to "drive out" sex trafficking and to mentor them to be all that they are created to be. Traffick Jam works because teens listen to and engage with college students more easily and seriously than they do the adult authority figures. The team's research reveals that 11% of high school students in the community know someone who had sold themselves for sex, and 8% know someone who had been forced into selling themselves for sex. To date, close to 500 Mercer students from across the university have taken Traffick Jam service learning courses and mentored teens or managed the social brand. Mercer students testify to the learning they have gained professionally, morally, and civically. To date, the Traffick Jam service-learning team has mentored 4,000 high school students.



### Outstanding Student Contributions to Service-Learning in Higher Education

**Aubrie Strange**

*President, Partners Acting in the Community Today (PACT), Samford University*

Aubrie Strange is a second-year student at Samford University studying Journalism and Mass Communication with a minor in History. She has a passion for service, which has driven her ambitions and allowed her to serve in her role as president of Partners Acting in the Community.

Today (PACT), Samford's community engagement and social justice student organization. She finds joy in connecting others to service and building an ever-growing network of community organizations, with a fit for every person and every passion. In the future, she hopes to work in the nonprofit sector in communications and find a place where she can have a perpetual role in helping others find their joy in service.

OUTSTANDING PRACTITIONER AWARDS MADE POSSIBLE THROUGH THE GENEROUS SUPPORT OF

# SKANSKA



## Outstanding Practitioner Contributions to Service-Learning in Higher Education

**Ralph Foster**

*Assistant Vice President, University Outreach, Auburn University*

Ralph Foster is Assistant Vice President for University Outreach and Public Service at Auburn University, with more than 30 years of service at the institution. Foster earned his bachelor's degree from Auburn and a master's from Troy State University-Montgomery, and completed the University of Georgia's National Leadership Institute in Adult and

Continuing Education. He is responsible for policy and strategic planning for the division, providing leadership for three administrative units, and overseeing service-learning projects and interdisciplinary outreach initiatives engaging more than 100 community and institutional partnerships. He oversees University Outreach's institutional compliance and accreditations, twice leading Auburn's successful application for the Carnegie Foundation's prestigious community engagement classification, the most significant such designation in higher education. In the academy, Foster has served on the Gulf-South Summit Executive Committee since 2009 and chaired the Summit conference in 2014. He has also served two terms on the Journal of Higher Education Outreach and Engagement national editorial board and co-edited a special edition on community engagement best practices. Foster's publications include journal articles and book chapters on ethics, education, management, marketing, and civic engagement. His professional activities include board and committee positions in several state, regional, and national academic and community organizations. His awards and recognitions for civic and professional engagement include the title of Fellow in the Society for Advancement of Management, the highest professional designation of that international organization. Ralph and his wife Lesley reside in Montgomery, Alabama.



## Outstanding Practitioner Contributions to Service-Learning in Higher Education

**Mary Alice Morgan**

*Senior Vice Provost for Service Learning, Mercer University*

A graduate of Duke University (B.A.) and the University of Illinois-Urbana Champaign (Ph.D.) in English, Mary Alice has served as Senior Vice Provost for Service Learning at Mercer University since 2008. In addition to heading up Mercer's successful applications for the Carnegie Classification in Community Engagement and President's Honor Roll in

Community Engagement, Mary Alice has also administered two collaborative community grants, a "Promise Neighborhood" development grant and "GEAR UP" college prep grant with the Macon school district. Mary Alice has organized several campus- and community-wide conferences addressing poverty-alleviation, and her office has partnered with the local United Way in providing Mercer tutors for their "Read2Succeed" literacy program. Mary Alice has also been able to stay active in the classroom, co-leading eight international service learning programs to Cape Town, South Africa. She has also led anti-sex trafficking research and outreach featured in a Gulf South Summit keynote in 2015. In 2012, she was named a finalist for the Thomas Ehrlich Civically Engaged Faculty Award.



## Outstanding Service-Learning Collaboration

**Troy Braswell**

*Judge, Faulkner County Juvenile Court, University of Central Arkansas*

Judge Troy Braswell was sworn in as Circuit Judge on January 1, 2015. Judge Braswell presides over a wide range of cases, but is most known for his work in juvenile court and juvenile justice reform.

In 2016, Judge Braswell's court implemented a new risk assessment tool and began focusing more on community partnerships and providing services and programs to help rehabilitate at risk youth. The court's partnership with University of Central Arkansas's Service-Learning Program was strengthened and expanded to include Girl Scouts, improvisational theatre and Shakespeare, a philanthropy club for youth involved in drug court, as well as after-school tutoring, a boxing program and implementing the court's intake assessment for youth. During this partnership, the community has seen a 78% reduction in the detention of youth, a 56% reduction in youth committed to the state's most secure lock up and an almost 30% reduction in delinquency cases filed by the Prosecuting Attorney's office. Judge Troy Braswell is a 2002 graduate of the University of Central Arkansas. He resides in Conway, Arkansas with his wife Karla, also a graduate of UCA, and their two children.

Are You 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 historically consists of representatives from among the following 12 states: Alabama, Arkansas, North Carolina, South Carolina, Florida, Georgia, Kentucky, Louisiana, Mississippi, Tennessee, Texas, and Virginia. However, membership is open to representatives from other states as well. 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 & 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 different committees

Standing Committees:

- Host & Local Arrangements
- Sponsorship
- Keynotes & 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.

Executive Committee

Tim Stewart, <i>Chair</i>	<i>Belmont University</i>
Christy Arrazattee	<i>The University of Southern Mississippi</i>
Amy Badham	<i>The University of Alabama at Birmingham</i>
Sarah Becker	<i>Louisiana State University</i>
Amy Edmunds	<i>Coastal Carolina University</i>
Ralph Foster	<i>Auburn University</i>
Lesley Graybeal	<i>University of Central Arkansas</i>
Kristin Harper	<i>Birmingham Southern College</i>
Jay Helmer	<i>Kentucky Wesleyan College / Washington &amp; Jefferson College</i>
Casey Kayser	<i>University of Arkansas</i>
Loretta Lambert	<i>Tulane University</i>
Lee Miller	<i>Sam Houston State University</i>
Allison Nanni	<i>Samford University</i>
Rhoda Reddix, <i>Roundtable Chair</i>	<i>Franciscan Missionaries of Our Lady University</i>
Justin Sipes	<i>University of North Florida</i>
Dina Walker-Devose	<i>Georgia Southern University</i>
Lindsey Woelker	<i>University of North Carolina at Greensboro</i>
Billy Wooten	<i>Averett University</i>

Proposal Review Committee

Christy Arrazattee, <i>Co-Chair</i>	<i>The University of Southern Mississippi</i>
Casey Kayser, <i>Co-Chair</i>	<i>University of Arkansas</i>
Amy Badham	<i>The University of Alabama at Birmingham</i>
Rachel Bailey	<i>Samford University</i>
Xi Chen	<i>Mississippi State University</i>
Catherine L. Cotrupi	<i>Virginia Tech</i>
Amy Edmunds	<i>Coastal Carolina University</i>
Katie Elliot	<i>Virginia Commonwealth University</i>
Matthew Forrest	<i>Georgia College</i>
Michelle Garraway	<i>Mississippi State University</i>
Bantu D. Gross	<i>University of Georgia</i>
Theresa Harrison	<i>University of South Carolina</i>
Angel Jackson	<i>University of Georgia</i>
Cyan James	<i>American Association for the Advancement of Science</i>
Dasha Maye	<i>Birmingham-Southern College</i>



## GULF-SOUTH SUMMIT COMMITTEES

### Proposal Review Committee (cont.)

Joyce McCauley	<i>Sam Houston State University</i>
Serena McCovery	<i>Mississippi State University</i>
Christopher Miller	<i>American Association for the Advancement of Science</i>
Kristen O. Miller	<i>University of Georgia</i>
Ana L Oliveira	<i>The University of Alabama at Birmingham</i>
Joshua Podvin	<i>University of Georgia</i>
Conway Saylor	<i>The Citadel</i>
Mariana Stoyanova	<i>Georgia College</i>
Lydia Watkins	<i>College of Coastal Georgia</i>

### Awards Review Committee

Jay Helmer, <i>Co-Chair</i>	<i>Kentucky Wesleyan College / Washington &amp; Jefferson College</i>
Allison Nanni, <i>Co-Chair</i>	<i>Samford University</i>
Kyle Anderson	<i>Elon University</i>
Christy Arrazattee	<i>The University of Southern Mississippi</i>
Kristin Harper	<i>Birmingham Southern College</i>
Ameena Batada	<i>University of North Carolina, Asheville</i>
Jane Grovijahn	<i>Our Lady of the Lake University</i>
Tiffany Washington	<i>University of Georgia</i>

### Local Arrangements Committee

Nanci Alsup	<i>Belmont University</i>
Jamie Casler	<i>Trevecca University</i>
Lakiesha Griffin	<i>Fisk University</i>
Helen Moore	<i>Belmont Neighborhood Advisory Group</i>
Shirley Nix-Davis	<i>Tennessee State University</i>
Jessica Powell	<i>Meharry Medical College</i>
Erik Schmeller	<i>Tennessee State University</i>
Joyce Searcy	<i>Belmont University</i>
Christin Shatzer	<i>Lipscomb University</i>
Meagan Smith	<i>Vanderbilt University</i>
Cynthia Watkins	<i>Belmont University</i>

## GULF-SOUTH SUMMIT MEMBER INSTITUTIONS





#### A Special Thanks To

Phil Johnston, *Belmont University*

Lynn Maddox, *Vanderbilt University*

Gina Miller, *Belmont University*

Helen Morisette, *Vanderbilt University*

Georgia Varbel, *Nashville Public Library*

Belmont University Marketing Creative Team

Belmont University Ocean Way Studios

Belmont University School of Music

Volunteers from Local Campuses and the Community

# GET READY FOR THE BIG REVEAL!

Friday, March 27 after the Keynote Speaker,  
the 2021 Gulf-South Summit location will be revealed.

## SAVE THE DATE

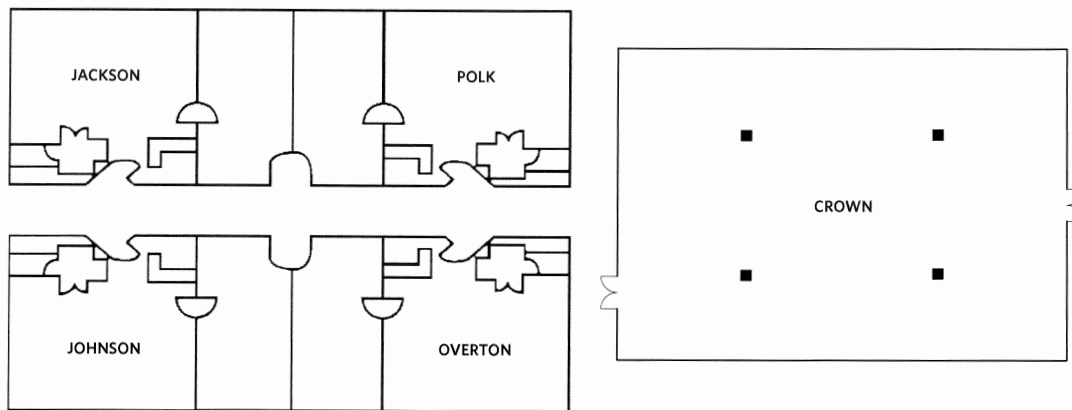
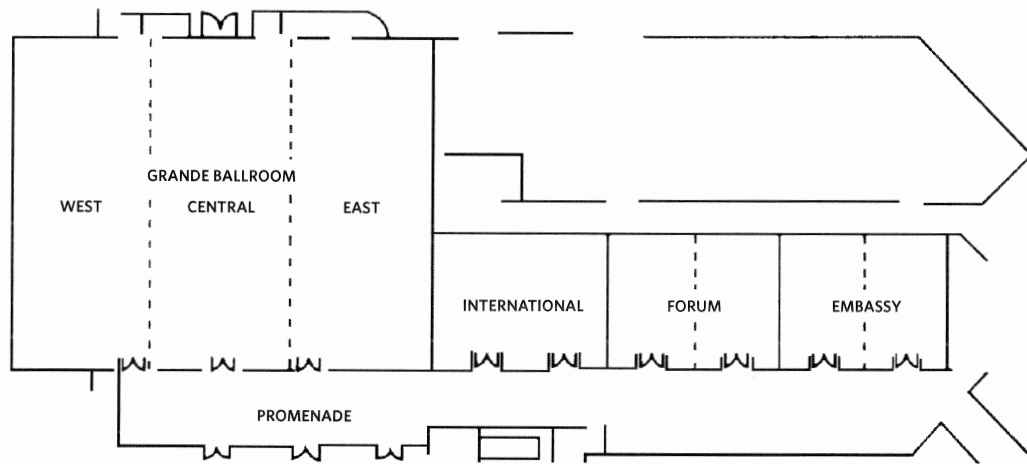
## / / 2021

## IN BEAUTIFUL



SERVICE LEARNING AND CIVIC ENGAGEMENT THROUGH HIGHER EDUCATION

## MAP OF HOTEL CONFERENCE ROOMS



## NOTES

[illegible]



This image shows a full page of a notebook or ledger. It features a series of horizontal blue lines spaced evenly down the page. A single vertical red line runs along the left edge, creating a narrow margin. The word "NOTES" is printed in large, bold, black capital letters at the top left corner, partially overlapping the first few horizontal lines.

NOTES

