

A Regional Conference for the Southern United States

Gulf-South SUMMIT

*on Service-Learning and Civic Engagement
through Higher Education*

March 25-27, 2009
Louisiana State University
Hilton Capitol Center
Baton Rouge, LA

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.





LOUISIANA STATE UNIVERSITY

Office of the Chancellor

March 25, 2009

Dear Gulf-South Summit Participants,

Greetings and welcome to the 2009 Gulf-South Summit on Service-Learning and Civic Engagement. As a land-grant institution, Louisiana State University recognizes community engagement as one of the pillars of our mission. We are proud to be a part of the Gulf-South Summit and pleased to serve as the host site this year. On behalf of LSU, the citizens of Baton Rouge and the entire Louisiana higher education community, thank you for convening here to share your unique experiences and knowledge.

The theme of this year's conference, "Civic Engagement at the Crossroads: Rethinking Stakeholder Roles and Responsibilities," demonstrates the development of service-learning and civic engagement. The 21st century challenges us to rethink the meanings of "service" and "learning" by allowing us to explore the possibilities of students as teachers and faculty as learners, coupled with new models for community partners. Educating the entire individual is a critical responsibility of higher education. Through civic engagement, students, faculty and community all benefit by learning from each other. In this regard, colleges and universities should strive to be a role model for the larger society.

Most certainly, great colleges and universities are characterized by their willingness to do three things: embrace diversity, take risks, and provoke conversations on important issues impacting society. The goals of the Summit are directly aligned with these values and contribute greatly to successful community engagement models. Although LSU has a long history of community involvement, our vibrant service-learning program is a fairly recent development. The growth and success of LSU's Center for Community Engagement, Learning, and Leadership is due in large part to the network and support of Gulf-South Summit speakers and participants.

The Gulf-South Summit is recognized around the country for its collective energy and vitality. I look forward to stimulating dialogue over the next few days and salute your efforts to rigorously challenge students and ethically engage community. Thank you again for joining us in Baton Rouge. Please enjoy your stay in our wonderful city and come again soon!

Sincerely,

Michael V. Martin
Chancellor

A Regional Conference for the Southern United States
Gulf-South SUMMIT
on Service-Learning and Civic Engagement
through Higher Education

March 25-27, 2009 - Louisiana State University - Baton Rouge, La.

From the Gulf-South Summit Executive Committee
March 2009

Dear Gulf-South Participants,

On behalf of the Gulf-South Summit Executive Committee, I welcome you to another exciting Annual Gulf-South Summit on Service-Learning and Civic Engagement through Higher Education. The Executive Committee, representing eight states, has worked hard along with the Local Arrangements Committee to organize a program that rigorously explores the issues and opportunities facing 21st century higher education—indeed, the issues and opportunities facing our country and the world.

It is my honor and joy to have worked with various members of the Executive Committee since the first Summit in 2003. At that time, there was little opportunity in the region for interaction among those involved in community/campus partnerships. The first Summit convened on the Mississippi Gulf Coast campus of the University of Southern Mississippi. The first participants shared an outdoor dinner near the campus's 500-year-old icon, a huge live oak tree called the Friendship Oak. The campus, like many campuses in this region, took a beating from Katrina and other storms, but the Friendship Oak endures as do many friendships formed at that Summit.

Since then, our network has expanded exponentially, and each new Summit participant has brought ideas and experiences that have contributed to our collective understanding and growth. Thank you to all presenters for advancing the scholarship of engagement, and thank you to everyone here for your unique contributions and perspectives.

Responding to the challenge to rethink assumptions, the Executive Committee chose the 2009 theme, **Civic Engagement at the Crossroads: Rethinking Stakeholder Roles and Responsibilities**. We were consequently delighted by the enthusiastic response to a call for proposals addressing these complicated issues and also grateful to all the reviewers from around the country who sifted through the many proposals.

Thank you to the other members of the Executive Committee for their work over the years in developing this highly respected conference and to all those who had a hand in planning and implementing the 2009 conference. Thank you to our sponsoring institutions for their financial contributions, without which the Summit could not maintain the reasonable fees that make it possible for representatives of all stakeholders to participate.

Thanks also to the LSU Center for Community Engagement, Learning, and Leadership staff, the LSU Service-Learning Student Council, the LSU Center for Academic Success, the local planning committee, and breakout room hosts.

Welcome to Baton Rouge! We are honored to host. Enjoy your stay and come back soon!

Sincerely,



Jan Shoemaker
Host and Local Arrangements Chair, Gulf-South Summit Executive Committee
Director, LSU Center for Community Engagement, Learning, and Leadership

CONFERENCE INFORMATION

ACKNOWLEDGEMENTS

Not-For-Profit Corporate Sponsor

Campus Federal Credit Union

Sponsors

Auburn University; Belmont University; Brevard Community College; Campus Federal Credit Union; Clemson University; Community College National Center for Community Engagement; International Association of Researchers on Service-learning and Civic Engagement; Learn and Serve America; Louisiana Campus Compact; Louisiana State University; Louisiana State University Center for Community Engagement, Learning, and Leadership; Louisiana Tech University; Mercer University; Our Lady of the Lake College; Samford University; Southeastern Louisiana University; Southern University and A&M College; Spring Hill College; Tulane University Center for Public Service; University of Arkansas at Little Rock; University of Georgia Office of Service-Learning; University of Louisville; University of New Orleans; University of Southern Mississippi; Virginia Polytechnic Institute and State University; Xavier University

Executive Committee Members

Marcia McDonald, Chair, *Belmont University*

Richard Conville, *University of Southern Mississippi*

Betsy Hart, *University of Arkansas at Little Rock*

Roger Henry, *Brevard Community College*

Vincent Ilustre, *Tulane University*

Michele James-Deramo, *Virginia Tech*

Kim Shaver, *University of Louisville*

Jan Shoemaker, *Louisiana State University*

Shannon O'Brien Wilder, *University of Georgia*

Josh Young, *Miami Dade College*

Local Arrangements Committee

Baton Rouge Community College, Delgado Community College, Louisiana Campus Compact, Louisiana Delta Service Corps, Louisiana State University at Alexandria, Louisiana State University at Baton Rouge, Louisiana Tech University, McNeese State University, Northwestern State University of Louisiana, Our Lady of the Lake College, River Parishes Community College, Southeastern Louisiana University, Southern University and A&M, Tulane University, University of Louisiana Systems Office, University of New Orleans, Xavier University

Special Thanks

Many thanks also to the **H. Eustis Reily Memorial Fund**, the **LSU Center for Academic Success**, the **LSU Center for Community Engagement, Learning, and Leadership** staff, the **LSU Office of Parking, Traffic, and Transportation**, the **LSU START Program**, the **LSU Service-Learning Student Council**, the **Playground Build** committee, proposal and nomination readers, and **University United Methodist Church**.

EXECUTIVE COMMITTEE MEMBERSHIP

GULF-SOUTH SUMMIT ON SERVICE-LEARNING AND CIVIC ENGAGEMENT THROUGH HIGHER EDUCATION **Executive Committee Membership**

INFORMATION SESSION: THURSDAY, MARCH 26, 4:45 P.M., ACADEMY ROOM

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

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

Roles and Responsibilities of Members

- Attend meetings at least twice a year (one during the Summit and one during the summer planning meeting of the host institution);
- Commit institutional resources of at least \$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 institutions;
- Promote the Summit and its goals;
- Actively participate in the Summit planning committee, chairing or co-chairing a sub-committee, and submitting committee reports to the chair.

Standing Committees

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

Application for Membership

Prospective members should submit to the current committee chair a one-page summary of qualifications for membership and a letter of support and commitment from an institutional representative with authority to commit funds for minimum sponsorship of \$1,000 and travel expenses to required meetings for each year of the three-year term of office. For more information, contact Betsy Hart, Membership Committee Chair, at edhart@ualr.edu.

AWARDS –
TO BE ANNOUNCED

SCHEDULE AT A GLANCE

WEDNESDAY, MARCH 25, 2008

9 a.m. - 5 p.m.	Conference Registration/Information Desk Open — Gallery
9 a.m. - 11 a.m.	Executive Committee Meeting
11 a.m. - 12 p.m.	Breakout Room Host Meeting
12 p.m. - 1 p.m.	Lunch for Pre-Conference Workshop Registrants
1 p.m. - 4 p.m.	Pre-Conference Workshops
5 p.m. - 7 p.m.	Opening Reception and Poster Session
	Dinner and Dialogue on Your Own

THURSDAY, MARCH 26, 2008

7 a.m. - 5 p.m.	Conference Registration/Information Desk Open — Gallery
7:15 a.m. - 8:45 a.m.	Breakfast — <i>Plenary Speaker: Edward Zlotkowski with Student Response</i>
9 a.m. - 5 p.m.	Exhibits — Gallery
9 a.m. - 10:15 a.m.	Concurrent Sessions
10:30 a.m. - 11:45 a.m.	Concurrent Sessions
12 p.m. - 1:45 p.m.	Lunch — <i>Plenary Session: Community as Colleagues Panel</i>
2 p.m. - 3:15 p.m.	Concurrent Sessions
3:30 p.m. - 4:45 p.m.	Concurrent Sessions
4:45 p.m. - 5 p.m.	Executive Committee Membership Information Session
5:15 p.m. - 6:30 p.m.	Social and Cajun Band
	Dinner and Dialogue on Your Own

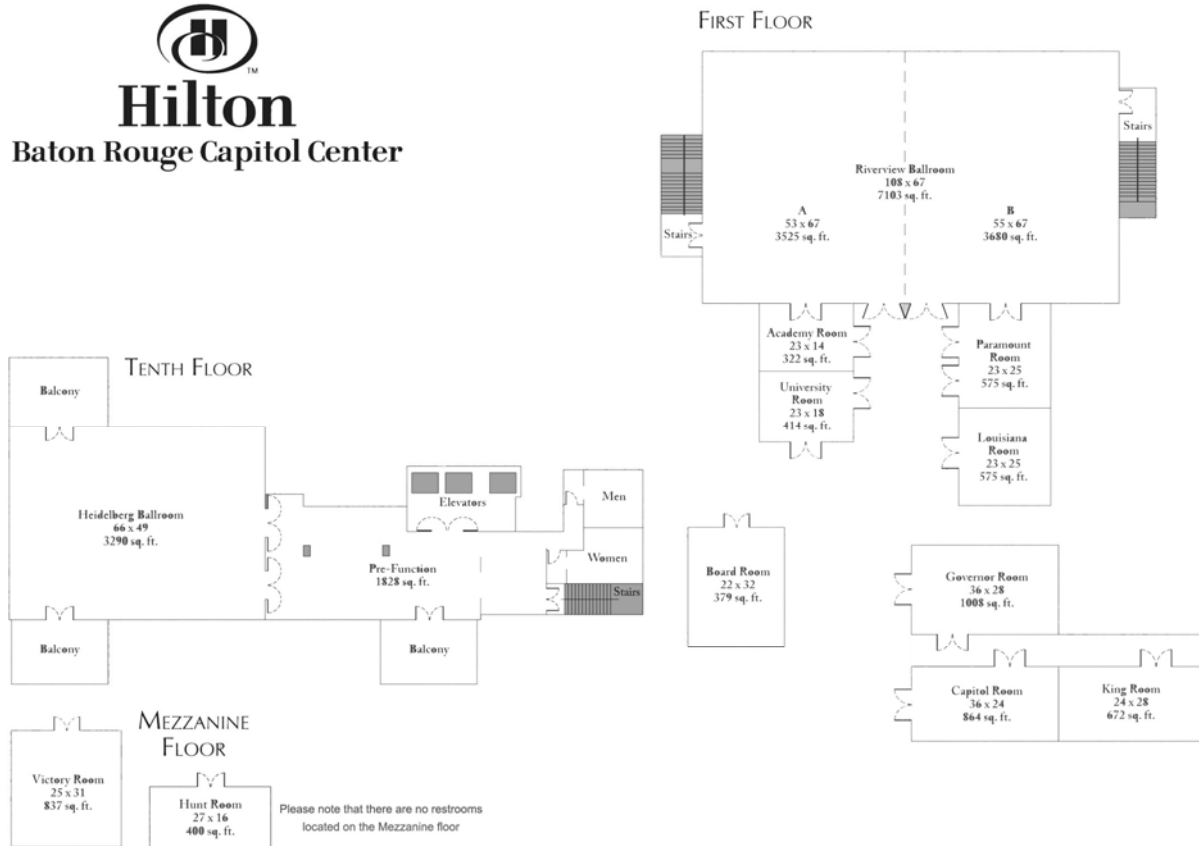
FRIDAY, MARCH 27, 2008

7 a.m. - 5 p.m.	Conference Registration/Information Desk Open — Gallery
7:15 a.m. - 8:45 a.m.	Breakfast — <i>Plenary Session: Roundtable Discussions</i>
9 a.m. - 5 p.m.	Exhibits — Gallery
9 a.m. - 10:15 a.m.	Concurrent Sessions
10:30 a.m. - 11:45 a.m.	Concurrent Sessions
12 p.m. - 1:45 p.m.	Lunch — <i>Plenary Speaker: Patti Clayton</i>
2 p.m. - 3:15 p.m.	Concurrent Sessions
3:30 p.m. - 4:45 p.m.	Concurrent Sessions

SATURDAY, MARCH 28, 2008

8 a.m.	Meet at conference registration table to leave for Playground Build at University Terrace Elementary School
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HILTON CAPITOL CENTER INFORMATION



FUN THINGS TO DO IN DOWNTOWN BATON ROUGE!

- ◆ The Shaw Center for the Arts (modern building down the street) offers a feast for stomachs, eyes, and ears. Tsunami serves sushi on the roof. Top-notch entertainers perform in the intimate and modern Manship Theater. Visit the world-class LSU museum to see the magnificent traveling art exhibit, “Rodin: A Magnificent Obsession.” Lagniappe: the Shaw Center offers great Mississippi River views!
- ◆ Visit the beautiful Louisiana Old Capitol Building, the castle on the corner that Mark Twain called “the monstrosity on the Mississippi.”
- ◆ Enjoy great restaurants and interesting night spots. Dinner reservations advised.
- ◆ Check out current shows on the calendar at www.visitbatonrouge.com.
- ◆ Ask about the “tunnel” in the Hilton that Huey P. Long used in the ‘30s.
- ◆ Check out the shows at the Irene W. Pennington Planetarium and Louisiana Arts and Science Museum. (beside the river across from the Old Capitol.)
- ◆ Attend a ballet on Friday night at Baton Rouge River Center Theatre for the Performing Arts.
- ◆ See the bullet holes in the new State Capitol where Huey P. Long was shot. For a more serene stroll, try the Capitol Gardens and Armory Park.
- ◆ Visit the Louisiana State Museum to learn about the state’s unique culture and heritage.

WEDNESDAY,
MARCH 25

WEDNESDAY, MARCH 25

9 a.m. – 5 p.m.	Conference Registration/Information Desk Open <i>Gallery</i>
9 a.m. – 11 a.m.	Executive Committee Meeting <i>Academy Room</i>
11 a.m. – 12 p.m.	Breakout Room Host Meeting <i>Academy Room</i>
12 p.m. – 1 p.m.	Lunch for Pre-Conference Workshop Registrants <i>Riverview Ballroom</i>
1 p.m. – 4 p.m.	Pre-Conference Workshops (Advance Registration Required)
5 p.m. – 7 p.m.	Opening Reception and Poster Session <i>Riverview Ballroom</i> Dinner and Dialogue On Your Own

1-4 P.M.	PRE-CONFERENCE WORKSHOP #1	KING ROOM
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Navigating the Challenges of Tenure and Promotion as an Engaged Scholar

Sherril Gelmon

Gelmon is a Professor of Public Health at Portland State University and Founding Chair of the International Association for Research on Service-Learning and Community Engagement, was one of the first faculty promoted to professor at Portland State under the revised tenure and promotion criteria that promote engaged scholarship. Gelmon conducts research on faculty and institutional adoption of community engaged scholarship and is a frequent presenter and consultant on this topic. To read more, please see Gelmon's full biography in the speakers' biography section.

Many faculty who conduct community-engaged scholarship anticipate and encounter challenges in the tenure and promotion systems. Sometimes these challenges are built into the institutional processes; sometimes the challenges are for faculty to present their engaged scholarship as viable and relevant work.

This workshop will involve participants in identifying ways to document and present their scholarship to help successfully navigate the Tenure and Promotion systems and will offer resources to assist faculty in developing their dossiers.

1-4 P.M.	PRE-CONFERENCE WORKSHOP #2	GOVERNOR ROOM
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Face to Face, Hat to Hat: Dialogue with Service-Learning Directors

Roger Henry

Henry, Director of Service-Learning, Brevard Community College, has managed and directed service-learning programs for 35 years at Kent State University and Brevard Community College. He currently directs a large Center for Service-Learning, coordinates the service-learning curriculum, and teaches service-learning courses. To read more, please see Henry's full biography in the speakers' biography section.

WEDNESDAY, MARCH 25

Co-Facilitators:

Vincent Ilustre, Executive Director, Center for Public Service, Tulane University; Jan Shoemaker, Director, Center for Community Engagement, Learning, and Leadership, Louisiana State University; Josh Young, Director, Center for Community Involvement, Miami Dade College. For more information, please see speakers' biography section.

If you coordinate service-learning at your institution, join us in sharing our joys, frustrations, challenges, and successes. Experienced practitioners who manage comprehensive service-learning programs will lead an open discussion on the intricacies, tasks, and roles of THE JOB. Exchange ideas about strategies, important tips, political lessons, and lessons learned to build program capacity. Learn how to wear many hats and thrive in your position—even if some hats do not fit just right! Good handouts and great discussion!

1-4 P.M.	PRE-CONFERENCE WORKSHOP #3	LOUISIANA ROOM
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Cultivating Students to be Agents of Institutional Change

Michele James-Deramo

James-Deramo, a key player in the Virginia Tech Student Engagement Task Force, was appointed by the Provost to develop and implement the university Strategic Plan that privileges student engagement. She is the founding Director of Service-Learning at the Virginia Tech Center for Student Engagement and Community Partnerships. To read more, please see Deramo's full biography in the speakers' biography section.

As educators and community leaders, we believe in the power of student voice and therefore seek out opportunities to include students in key decision-making opportunities; however, empowering student involvement in large scale, strategic planning is often difficult. The objective of this workshop is for participants to map out multiple points of involvement for engaging students in institutional change. This includes imagining student involvement beyond token representation on committees as well as providing capacity-building opportunities.

The workshop explores service-themed housing, leadership councils, learning communities, and social entrepreneurship as catalysts for student agency and draws upon Virginia Tech's Strategic Planning process that privileges student engagement as a university priority.

1-4 P.M.	PRE-CONFERENCE WORKSHOP #4	CAPITOL ROOM
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Service-Learning 201: Course Design for Experienced Practitioners

Edward Zlotkowski

Zlotkowski, Professor of English at Bentley College and Founder of Bentley Service-Learning Center, has written and spoken extensively on a wide range of service-learning and engagement-related topics and served as general editor of the American Association for Higher Education's 21-volume series on service-learning in the academic disciplines. To read more, see Zlotkowski's full biography in the speakers' biography section.

WEDNESDAY, MARCH 25

ATTN: This interactive workshop is designed for experienced service-learning practitioners only. This workshop presupposes an understanding of service-learning as well as personal experience in facilitating service-learning courses and/or course assignments. Our work will focus on three areas that often call for special attention: reflection strategies, building out the civic dimension, and partnering. Participants will be expected to bring 40 copies of a service-learning course syllabus they themselves have used and are encouraged also to bring copies of successful reflective assignments.

5 -7 P.M. OPENING RECEPTION & POSTER SESSION RIVERVIEW BALLROOM

Join us for an exciting opening reception and poster session with fun, food, a cash bar, networking opportunities, and vastly different, yet equally interesting, poster presentations. Please join your colleagues to kick off the Gulf-South Summit 2009 right!

POSTER 1

Perceptions of Power: Rethinking University and Community Partnerships

Rethinking Community Roles

Presenter: Glen Baumgart, Director, The University of Texas at Austin

Universities hold significant influence in local communities that can impede service-learning community partnerships. Communities view the campus as one big organized partner, while universities view community partners as being associated with one individual program or department. Explore the unique dynamics that come into play when universities approach partnerships for leadership, community service, diversity, social justice, or other service-learning programs.

POSTER 2

Students as Researchers: Tying Theory to Practice *Rethinking Student Roles*

Presenter: Brittney Betbeze, Student, Louisiana State University

Co-Presenter/s: Pamela Chance, Student, Louisiana State University; Laura Roberts, Student, Louisiana State University

Students show how tutoring in East Baton Rouge public schools shifted their understanding and strengthened their awareness by linking their reading, writing, and class discussions of theories of writing practice and pedagogy to first-hand investigation. Students will display how their comprehension of various composition theories and learning theories are related to writing and reading instruction in elementary schools and how their tutoring experiences have helped that comprehension to evolve.

POSTER 3

The Odd Couple: Navigating and Sustaining Campus-Community Partnerships

Rethinking Community Roles

Presenter: Mary Blair, VISTA Leader, Center for Public Service, Tulane University

Co-Presenter/s: Erica Johnson, Capacity Building Coordinator, Neighborhood Partnership Network; Stephanie O'Brien, Volunteer Coordinator, Catholic Charities

WEDNESDAY, MARCH 25

Once universities and community agencies have created an alliance, the real work of building an effective working relationship begins. The idealism that prompted the association often has to be tempered with pragmatism as universities and their partners confront the challenges that may arise out of conflicting work styles, shifting dynamics, and, at extremes, conflicting priorities. This presentation will expose some of the more common stumbling blocks encountered and engage participants in the development of problem solving techniques.

POSTER 4

Needs Assessment: Addressing the Real Needs of People through Service-Learning *Rethinking Student and Faculty Roles*

Presenter: Melissa Cater, Program Evaluator, LSU AgCenter

Co-Presenter/s: Lanette Hebert, Graduate Student, Louisiana State University; Katherine Pace, 4-H Youth Development Agent, Louisiana State University AgCenter; Karen Martin, 4-H Regional Coordinator, Louisiana State University AgCenter; Janet Fox, Professor, Louisiana State University AgCenter

A basic tenet of service-learning is that it meets the real needs of both the students and the community. Conducting a valid needs assessment can be one of the more challenging pieces of the service-learning cycle. This presentation will provide a basis for understanding needs assessment as well as building skills for conducting needs assessments.

POSTER 5

Engaging the Region in the Design of Regional Engagement *Rethinking Community Roles*

Presenter: Louise Cooper, Coordinator of Service-learning, Center for Regional Engagement, Morehead State University

Co-Presenter/s: Janet Rice McCoy, Assistant Professor, Advertising and Public Relations, Morehead State University

This presentation will focus on how to establish a service-learning office from the ground up, with a particular focus on exploring the role of administration in supporting the development process; the process of identifying the needs of the region through focus groups; the establishment of infrastructures to support service-learning; and the process of building relationships with potential community partners.

POSTER 6

Inquiry-Based Teaching Methods Enhanced with Service-Learning *Rethinking Student and Faculty Roles*

Presenter: Michael Cruz, Assistant Professor, Mathematics, Delgado Community College - Northshore

This presentation explores the introduction of discovery-based learning techniques into developmental courses. Learn how to reach introductory students by using methods that increase their level of involvement and expand on their mathematical foundations.

WEDNESDAY, MARCH 25

POSTER 7

Cross Pollination: Using Research to Rethink Service-Learning Roles of Faculty and Students *Rethinking Student and Faculty Roles*

Presenter: Amy Doolittle, Assistant Professor, University of Tennessee Chattanooga

Co-Presenter/s: Tom Doolittle, Assistant Professor, Lee University

This presentation demonstrates how research on the outcomes of a service-learning program provided guidance for reshaping the roles of involved faculty and students. The results of the study fostered changes that include greater faculty participation in program development and in service experiences with students, increased emphases on hearing students' voices, and the development of student peer leaders. A follow-up study assessed students' civic attitudes, civic behaviors, and social justice attitudes to guide future changes.

POSTER 8

Rethinking Teacher Preparedness in Times of Crisis & Recovery: Collaborative Roles of Students as Colleagues & Community Partners *Rethinking Community, Student, and Faculty Roles*

Presenter: Cynthia B. Elliott, Professor, Southeastern Louisiana University

Co-Presenter/s: Wendy Jacocks, Instructor, Southeastern Louisiana University; Sarah Schmitt, Graduate Student, Southeastern Louisiana University; Teena Whitmore, Graduate Student, Southeastern Louisiana University; Sharonda Thigpen, Student, Southeastern Louisiana University; Rachel Methvin, Southeastern Louisiana University

Teacher education programs have an important role in helping prepare teachers in times of crisis and recovery. The notion of rethinking teacher preparedness can be discussed in light of the collaborative roles teachers engage in as colleagues and community partners. This presentation highlights these roles in literacy-based curricular framework and service-learning pedagogy in university and PK-12 classrooms to support children and families in such times.

POSTER 9

Rethinking Reflection: Adding Creativity to Promote Critical Thinking *Rethinking Student and Faculty Roles*

Presenter: Janet Fox, Professor, LSU AgCenter

Co-Presenter/s: Krisanna Machtmes, Associate Professor, Louisiana State University; Mark Tassin, Department Head, Louisiana State University AgCenter; Lanette Hebert, Graduate Student, Louisiana State University

Are you looking to keep your students motivated during service-learning projects? A recent study by the LSU AgCenter will shed light on what motivates students. Get ideas for meeting students' motivational needs as well as applying the motivational factors to the design and implementation of service-learning programs.

WEDNESDAY, MARCH 25

POSTER 10

Preserving a New Orleans Tradition: Documenting the Mardi Gras Indian Queens *Rethinking Community Roles*

Presenter: Kelly Gaus, Senior Program Coordinator, Center for Public Service, Tulane University

Dr. Betsy Weiss' Communication class, *Feminist Documentation and New Media*, began working with the Mardi Gras Indian Hall of Fame in Spring 2008. They filmed the Indians' Mardi Gras Day procession, and filmed the Queens throughout the semester. The resulting documentary was screened at the New Orleans Jazz and Heritage Festival in May 2008. This semester Dr. Weiss' students continue their work, documenting the life and works of one Queen who recently passed away. As they learn basic film and documentary techniques, students will also provide the Mardi Gras Indian Hall of Fame with footage of events, interviews, and performances to help preserve the Queens' traditions for future generations.

POSTER 11

Disaster Relief and Recovery: Increasing Student Leadership Roles *Rethinking Student Roles*

Presenter: Vaneitta Goines, Manager, Mentoring and Community Engagement Programs, Washington Campus Compact

Based on three years of work with post-Katrina/Rita/Wilma disaster relief, direct service, recovery and national service programs, this presentation focuses on methodologies for planning increased student involvement in a leadership capacity with long-term disaster relief and recovery, advance planning and partnership development between natural disaster prone areas and university communities outside the affected areas, development of specific leadership roles and management tasks for students as service members, and engaging volunteers and leaders.

POSTER 12

Successful Recipes for Rural Disaster Preparation *Rethinking Community Roles*

Presenter: Ramona Guin, Assistant Professor, Louisiana Tech University

Co-Presenter/s: Nancy Darland, Professor, Louisiana Tech University; Elizabeth Fife, Associate Professor, Louisiana Tech University; Lena Brown, Assistant Professor, Louisiana Tech University; Shirley Payne, Associate Professor, Louisiana Tech University

Disaster planning and emergency preparedness are critical to healthcare providers and law enforcement who serve our rural communities. Louisiana Tech University embraced this idea in planning a disaster drill on campus. This presentation will highlight how law enforcement, EMS, nursing students, and area healthcare agencies were included in this service-learning activity.

WEDNESDAY, MARCH 25

POSTER 13

Building Student Leadership Opportunities: Development and Differentiation *Rethinking Student Roles*

Presenter: Mariah Harrison, Senior Program Coordinator, Center for Public Service, Tulane University

Co-Presenter/s: Cara Zacks, Program Coordinator, Center for Public Service, Tulane University

Tulane's Center for Public Service offers students many opportunities to gain leadership experience in service-learning. This presentation will cover two of these opportunities: the Public Service Fellows and the Service-learning Assistant programs. We will show how the two programs came to be and the continuous need for development and growth of each. Learn about recruitment, graduation requirements, research opportunities, and providing exciting and valuable experiences for students through these leadership programs.

POSTER 14

The Making of an Emergency Preparedness Multimedia CD - Students as Co-Authors *Rethinking Student Roles*

Presenter: Iris Henry, Assistant Professor, River Parishes Community College

Co-Presenter/s: Savitha Pinnepalli, Faculty, Computer & Information Systems, River Parishes Community College

Recent hurricane activity in southeast Louisiana has demonstrated the importance of disseminating information on emergency planning and preparedness to communities. River Parishes Community College's Ready Campus Course Integration grant will expose more individuals to such vital information. This poster presentation will demonstrate the collaboration between biology and computer science students at RPCC in preparing an emergency preparedness multimedia CD which will be distributed to K-12 schools in Ascension Parish.

POSTER 15

Neighbourhood Policing, Communities and Citizenship: Exploring Assumptions, Values, and Attitudes through a Community-Based Research Project *Rethinking Community Roles*

Presenter: Richard Huggins, Assistant Dean, Social Sciences and Law, Oxford Brookes University

This presentation discusses an innovative partnership project involving the Thames Valley Police, Oxford Brookes University staff and students, and the wider community which aims to explore a range of key issues in relation to Neighbourhood Policing, including notions of community, inclusion, individual and collective safety and security, anti-social behavior, and crime. The presentation will outline the project and discuss the issues, problems, and outcomes of this project in relation to the conference themes.

WEDNESDAY, MARCH 25

POSTER 16

A Review of Mobile ThinkTank Systems Lab and Its Potential in Promoting Service-Learning: How can you tap into to this resource? *Rethinking Student and Faculty Roles*

Presenter: Barbara Schuldt, Associate Professor, Southeastern Louisiana University

Mobile ThinkTank Systems (MTTS) Lab is a unique resource supporting service-learning initiatives. Two purposes of this presentation are (1) to highlight what MTTS Lab has accomplished, in addition to the challenges it faces at Southeastern Louisiana University; and (2) to demonstrate ThinkTank and to explore the possibilities of taking advantage of this resource for supporting and promoting service-learning at other institutions.

POSTER 17

Developing Student Expertise in Service-Learning from Participant to Facilitator (with a few steps in between) *Rethinking Student Roles*

Presenter: John G. Kaup, Senior Lecturer, Department of Chemistry, Clemson University
Co-Presenter/s: Jared Stritzinger, Student, Clemson University

A creative inquiry group entitled “Enhancing Science Education Through Service-Learning” was formed in Spring 2007. The focus of this group was to enable our chemistry majors, who have completed a required service-learning project as first-year students, to broaden their service-learning experience through project development, implementation, and assessment. Our successes and ongoing challenges with this student development model will be presented.

POSTER 18

Center for Community Engagement, Learning, and Leadership: Facilitating Service-Learning at Louisiana State University *Rethinking Community, Student, and Faculty Roles*

Presenter: Christy Kayser, Program Coordinator, Center for Community Engagement, Learning, and Leadership, Louisiana State University
Co-Presenter/s: Betsy Irvine, Executive Director, Louisiana Delta Service Corps

The display for The Center for Community Engagement, Learning, and Leadership for Louisiana State University details the initiatives of the service-learning center in three categories: student partners, community partners, and active faculty partners. The display illustrates the service-learning activities in some of LSU’s model classes among the 175 sections offered in 35 departments on campus. The display also documents model initiatives for faculty awards and faculty development, including the annual Outstanding Service-Learning Faculty Award, the Service-Learning Research Fellow, and the innovative Faculty Scholars Program.

WEDNESDAY, MARCH 25

POSTER 19

Community Institutions and Serious Crime *Rethinking Faculty Roles*

Presenter: Matthew R. Lee, Professor, Sociology, Louisiana State University

This presentation describes a service-learning class on Rural Crime which focused on the role of community institutions in facilitating community social integration and depressing crime. The emphasis will be on how the service-learning experience was a mechanism to illustrate to the students and the professor how abstract theoretical concepts relating to social structure, social networks, and social integration play out in the day-to-day social field.

POSTER 20

Sustainability Service-Learning at the University of Georgia *Rethinking Student Roles*

Presenter: Andrew Lentini, Recycling Coordinator, The University of Georgia

The University of Georgia Physical Plant has partnered with students, faculty, and staff across many disciplines to embrace, strengthen, and implement sustainability initiatives on campus. Through combinations of academic programs focusing on campus sustainability and volunteer experiences related to sustainability, students are given opportunities to take the lead in dealing with real-world problems experienced by the university. This poster presentation will visually describe initiatives dealing with student ownership of sustainability issues on the UGA campus.

POSTER 21

Rethinking the Possibilities: Community-Driven Research as a Service-Learning Option *Rethinking Community Roles*

Presenter: Elaine M. Maccio, Assistant Professor, Social Work, Louisiana State University

This presentation will introduce participants to the idea of community partners as research partners. Its goal is to encourage participants to consider community-driven research as a service-learning option. This presentation describes the collaboration between the instructor and students of a graduate course on social work with lesbian, gay, bisexual, and transgender (LGBT) people and Capital City Alliance (CCA), an LGBT advocacy group, as they studied quality of life among LGBT citizens of Baton Rouge.

POSTER 22

Collaborative Learning: Navigating the Crossroads of the Classroom *Rethinking Student Roles*

Presenter: Megan Milette, Student, Louisiana State University

Co-Presenter/s: Alex Young, Student, Louisiana State University; Kaeli Nichols, Student, Louisiana State University; Shelby Gamble, Student, Louisiana State University

A poster presentation focusing on the theory of collaborative learning in schools as posited by Kenneth Bruffee. The poster will cover the presenters' positive and negative experiences with collaborative learning during their visits to public schools.

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POSTER 23

Impacting Literacy with Diverse Teams *Rethinking Community, Student, and Faculty Roles*

Presenter: Cathy Puett Miller, President, TLA, Inc.

This presentation focuses on building service-learning projects that relate to both family and children's literacy, with flexibility to be successful over time. It highlights national resources as tools for facilitating local initiatives. Discussion begins with proven strategies for connecting volunteers to varied, meaningful opportunities to serve local agencies or schools. Includes a framework for implementing such initiatives, using the successful model *Reading is for Everyone*® to illustrate key ingredients for success.

POSTER 24

Keeping Service-Learning Students Engaged After the Class is Over *Rethinking Community, Student, and Faculty Roles*

Presenter: Carl Motsenbocker, Professor, Horticulture, Louisiana State University

Co-Presenter/s: Fahmee Sabree, Imam, Islamic Center of Baton Rouge; Judy Myhand, Instructor, Louisiana State University

Service-learning university students have been enrolled in horticulture classes with a mandatory service project for several years. Organic gardening students have engaged in various service projects in the local community adjoining campus, including establishing and maintaining school gardens, and assisting with a local farmers market. Students have been successfully recruited to work on community food programs and a summer program for at-risk high school students in the Old South Baton Rouge community.

POSTER 25

A Student's Service-Learning Capstone Experience *Rethinking Student and Faculty Roles*

Presenter: Jessica Ohgren, Student, Lipscomb University

Co-Presenter/s: Christin Shatzer, SALT Program Director, Lipscomb University

This presentation provides an overview of a student's undergraduate thesis project: Training and Recruiting Volunteers, combining service-learning and undergraduate research. The thesis project is a partnership between the Lipscomb Honors Program and Lipscomb's service-learning program. The presentation includes observations from the student's experience in collaborative partnership, a capstone project incorporating service-learning experiences, and student research building on classes as a business major. The presentation also makes recommendations for future work.

POSTER 26

Students as Colleagues: Community Engagement as Model for Faculty-Student Scholarly Collaboration *Rethinking Student Roles*

Presenter: Dave Pariser, Doctor of Physical Therapy Program, Bellarmine University

The Physical Therapy Program at Bellarmine has implemented a curricular service-learning model that facilitates student community engagement in collaboration with faculty advisors. These student-community-faculty partnerships have facilitated programmatic scholarship that has resulted in a series of

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national conference presentations and workshops and is beginning to yield refereed publications. This model has stimulated efficient faculty and student scholarship and student professional behavior development and meets community partner needs through effective service-learning opportunities.

POSTER 27

Building Classroom/Community Partnerships with Habitat For Humanity

Rethinking Community, Student, and Faculty Roles

Presenter: Charles Pecquet, Instructor, Construction Management, Louisiana State University

Creating a service-learning partnership between Habitat for Humanity and construction management classes seemed like a natural fit; however, putting it into practice had its share of challenges. This presentation focuses on what those challenges were, how they were overcome, and what the end results were for the students. The goal was to rethink the relationship between the classroom and the community so that a true symbiotic relationship could be created between service and learning.

POSTER 28

Service-Learning in Large General-Education Classes: Rethinking Faculty

Teaching Strategies *Rethinking Faculty Roles*

Presenter: Robert Perlis, Alumni Professor, Louisiana State University

This presentation will explore challenges and benefits of service-learning for achieving analytical thinking in large general education classrooms. The goal is to find ways that help students move beyond judging their experiences in terms of first impressions and how these impressions make them feel, so that they get to the point where they see useful analogies between classroom material and other parts of their lives.

POSTER 29

Connecting the Dots: Informal and Formal Multimodal Reflection Exercises

Across Disciplines *Rethinking Faculty Roles*

Presenter: Karen Powell, Program Director, Louisiana Campus Compact

This presentation will provide examples of informal and formal, discipline-specific reflection exercises that are multimodal—written, spoken, visual, technological—and have been effective in supporting the discipline-specific learning goals in a range of curricula. The presentation will also describe free technological tools that faculty can incorporate into their classes to help students both learn from peers' reflections and connect what they are learning from the first year through graduation and beyond in higher education.

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POSTER 30

Scenes from a Dustbowl: Growing a Service-Learning Program from Unfertile Ground *Rethinking Student and Faculty Roles*

Presenter: Michael Preston, Director, Student Life, Stephen F. Austin State University

Co-Presenter/s: Adam Peck, Dean, Student Affairs, Stephen F. Austin State University

During the settlement of the Great Plains and through the Great Depression, Americans toiled in the fields to grow crops in fertile but hostile soil. This is the story of Stephen F. Austin State University (SFASU) and its attempt at growing a service-learning program through Student Affairs and cultivating it in an academic division which is resistant to new programs. From the development of key alliances to “just getting started,” this program will look at the good, the bad, and the knuckleheaded decisions made in developing a program from paper to practice. We are not there yet, but we have outposts and that is worth talking about.

POSTER 31

Reconceptualizing Students as Colleagues and Faculty as Learners through Application of Kolb’s Theory of Experiential Learning *Rethinking Student and Faculty Roles*

Presenter: LaChrystal Ricke, Assistant Professor, Communication, Department of Communicative Arts and Sciences, Eastern New Mexico University

As higher education has continued to evolve, it has become necessary to understand and implement different learning techniques that benefit both students and faculty. This presentation will examine various aspects of Kolb’s Theory of Experiential Learning and discuss how this theory can be applied to service-learning projects in an effort to emphasize the role of experience in the educational process.

POSTER 32

Life Lessons Learned from a Service-Learning Literacy Project *Rethinking Student Roles*

Presenter: Amanda Romito, Student/Undergraduate Research Fellow, Morehead State University

Co-Presenter/s: Janet Rice McCoy, Assistant Professor, Advertising and Public Relations, Morehead State University

The Adult Learning Center in Morehead, Kentucky, was founded to promote literacy and learning in its county. The project “Rowan County Reads” was created to support this mission. Students in the introductory public relations course apply the program planning skills that they are learning in the classroom to support this literacy project in their community. This display explores service-learning and civic engagement from the student perspective through an analysis of student journals.

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POSTER 33

Fast Track Financial Literacy: A Campus-Community Partnership for Empowerment *Rethinking Community Roles*

Presenter: Brandon Smith, Community Affairs Liaison, LSU Community University Partnership

Co-Presenter/s: Blaine Grimes, Financial Education Coordinator, Campus Federal Credit Union; Chevonne Payne, Manager, Home Ownership Center, Mid City Redevelopment Alliance; Linda Bradford, Co-Pastor, Charity Christian Center

This presentation will showcase Geaux for Gold (GFG), a financial literacy and homeownership course planned by LSU's Community University Partnership (LSU CUP), Campus Federal Credit Union, and the Mid City Redevelopment Alliance. The 3-6 week course, which emphasizes the fundamentals of responsible long-term budgeting and financial planning, is portable to different locations to increase community involvement (i.e. churches, community centers). View the display and speak with GFG stakeholders on the mutual benefits of collaborative community planning.

POSTER 34

Reciprocal Learning: Creating New Partnerships and Student Roles for an Equitable Exchange in Service-Learning *Rethinking Community and Student Roles*

Presenter: Bridget Smith, Senior Program Coordinator, Center for Public Service, Tulane University

Co-Presenter/s: Amy George-Hirons, Director of the Basic Language Program, Tulane University; Betty Speyrer, Program Coordinator and Assistant Professor, English as a Second Language, Delgado Community College

In the Fall of 2008, Amy George-Hirons, Betty Speyrer, and Bridget Smith joined forces to create a new style of partnership in which Spanish and Latin American Studies students engaged in an equitable exchange of language skills and conversation time with students of English as a Second Language. This partnership created a more egalitarian and reciprocal relationship between these diverse student populations by fulfilling a mutual need.

POSTER 35

The LSU ChemDemo Program: Combining Service-Learning and Science Outreach *Rethinking Student and Faculty Roles*

Presenter: George Stanley, Cyril & Tutta Vetter Alumni Professor, Louisiana State University

The LSU ChemDemo service-learning and outreach program mainly involves various sections of our introductory chemistry courses (typically 180-250 students per section), but also includes an upper level Organometallic Chemistry course (~120 students). Students visit a K-12 school to teach and perform a set of thematic chemical (or more general science) demonstrations for a class of students.

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POSTER 36

Creating Campus Culture to Cultivate and Sustain Civic Engagement *Rethinking Student Roles*

Presenter: Craig Willie, Senior Program Coordinator, Center for Public Service, Tulane University

Co-Presenter/s: Katie Houck, Assistant Director, Center for Public Service, Tulane University

Many students enter college dedicated to serve a cause, an agency, or a population and search for a way to continue this commitment within the new challenges of college. With students, universities must create a campus culture dedicated to service, not only to sustain these commitments, but to cultivate new commitments from others by offering introductory civically-related programming for students and implementing opportunities for sustained service through collaboration between Academic Affairs and Student Affairs.

POSTER 37

New Housing Design in the Central City of New Orleans *Rethinking Student Roles*

Presenter: Kinnard D. Wright, Government Technical Representative, U.S. Department of Housing and Urban Development

Co-Presenter/s: Byron Mouton, Professor of Practice, Tulane University

Under the auspices of the Universities Rebuilding America Grants Program administered by HUD, Tulane University School of Architecture initiated an Urban Build program in concert with the Neighborhood Housing Service of New Orleans. Students participating in the program entered a design competition for hurricane resistant homes in the central city of New Orleans. Prior to designing and building the homes, students were required to become familiar with the neighborhoods and its residents. The project was filmed by the Sundance Channel and is available on its channel and Apple I-Tunes under the title "Architecture School." The six-part series has had a lot of critical acclaim and was prominently featured on National Public Radio as an example of scholarship that served a purpose.

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7 a.m. – 5 p.m.	Conference Registration/Information Desk Open <i>Gallery</i>
7:15 a.m. – 8:45 a.m.	Breakfast — Plenary Speaker: Edward Zlotkowski with Student Response <i>Riverview Ballroom</i>
9 a.m. – 5 p.m.	Exhibits <i>Gallery</i>
9 a.m. – 10:15 a.m.	Concurrent Sessions
10:30 a.m. – 11:45 a.m.	Concurrent Sessions
12 p.m. – 1:45 p.m.	Lunch — Plenary Session: Community as Colleagues Panel <i>Riverview Ballroom</i>
2 p.m. – 3:15 p.m.	Concurrent Sessions
3:30 p.m. – 4:45 p.m.	Concurrent Sessions
4:45 p.m. – 5 p.m.	Executive Committee Membership Information Session <i>Academy Room</i>
5:15 p.m. – 6:30 p.m.	Social and Cajun Band <i>Heidelberg Ballroom</i> Dinner and Dialogue On Your Own

7:15-8:45 A.M. BREAKFAST & PLENARY ADDRESS RIVERVIEW BALLROOM

Announcements

Jan Shoemaker, Director, LSU Center for Community Engagement, Learning, and Leadership

Welcome

Chancellor Michael V. Martin, Louisiana State University

Introduction

Phyllis Jason, Student, Delgado Community College

Plenary Address: Students as Colleagues

Edward Zlotkowski

*Zlotkowski is a professor of English at Bentley College (Waltham, Mass.) where in 1990 he founded the Bentley Service-Learning Center. He has written and spoken extensively on a wide range of service-learning and engagement-related topics, including serving as co-editor of **Students as Colleagues** (2006) and as general editor of the American Association for Higher Education's 21-volume series on service-learning in the academic disciplines. Please see the speakers' biography section for more on Zlotkowski.*

Although students in the 1980s played a critical role in launching the current civic engagement movement, their voices have been largely absent from the national conversation where the movement has been debated and developed. Given the many strengths students bring to the leadership table, this makes no sense. In this plenary session we will pause to consider why faculty, staff, and administrators need to expand their understanding of what students can do to grow and sustain high quality academic-community partnerships.

Student Respondents

Emily Barry, Virginia Tech University

Claire Reuter, Recent Graduate, Louisiana State University

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9-10:15 A.M.

CONCURRENT SESSION A.1

CAPITOL ROOM

Exploring the Emotional Dimension of Service-Learning *Rethinking Student and Faculty Roles*

Presenter: Russell L. Carson, Assistant Professor, Department of Kinesiology, Louisiana State University

Co-Presenter/s: Elizabeth A. Domangue, Ph.D. Candidate, Kinesiology, Louisiana State University

College students' emotional response to service-learning is one component that has been inadequately articulated over the years. The purpose of this interactive presentation is to unveil how emotion and emotional experience are central, rather than hidden, elements of service-learning. What we know about emotion, the most prevalent emotions, and the emotion-inducing events in service-learning and beyond will be discussed. Come and share your ideas and experiences related to this important topic!

9-10:15 A.M.

CONCURRENT SESSION A.2

HEIDELBERG ROOM

"Partnerships": What Do We Mean, What Are We Doing, What is Possible?

Rethinking Community and Faculty Roles

Presenter: Patti Clayton, Director, Center for Excellence in Curricular Engagement, North Carolina State University

This session will present a new conceptual framework and tools for examining the various relationships involved in service-learning and civic engagement (community-campus, faculty-student, etc.) Participants will apply a new instrument designed to investigate where along a continuum from exploitative to transactional to transformative any given "partnership" lies. Preliminary data gathered in an inter-institutional study will be shared. Participants will generate both research questions and practical implications.

9-10:15 A.M.

CONCURRENT SESSION A.3

LOUISIANA ROOM

Doughnuts and Creating Student Leaders in Service-Learning *Rethinking Student Roles*

Presenter: Emily Barry, Student, Virginia Tech

This presentation demonstrates a participatory student-created activity that faculty and community partners can use to assist students in putting their passions, goals and academic skills to service for themselves and for their world community. The presentation will include a working example of a student-led, service-learning international research project being created at Virginia Tech as a result of this activity process.

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9-10:15 A.M.

CONCURRENT SESSION A.4

GOVERNOR ROOM

Recognizing and Rewarding Community-Engaged Scholarship *Rethinking Faculty Roles*

Presenter: Sherril B. Gelmon, Professor, Public Health, Portland State University

This workshop will present an overview on strategies for recognizing and rewarding community-engaged scholarship (CES) and will invite participants to share experiences and begin to develop practical applications for use on home campuses. Examples of promotion and tenure criteria that recognize and value CES will be presented and discussed. The process of institutional transformation to integrate CES into faculty development will be explored to generate a list of strategies.

9-10:15 A.M.

CONCURRENT SESSION A.5

KING ROOM

INDIVIDUAL PRESENTATION SESSION: STUDENTS AS PARTNERS

Rethinking Student Roles

Presentation 1: Students as Mentors: Increasing Multipurpose Roles for Students through Service-Learning

Presenter: Vaneitta Goines, Manager, Mentoring and Community Engagement Programs, Washington Campus Compact

Presenting proven strategies from the Retention Project, a Washington Campus Compact program which partners student mentors with youth from disadvantaged circumstances with a dual purpose of increasing retention of first-generation students, and increased college consideration and participation for disadvantaged youth.

Presentation 2: Students as Colleagues: The Move from Spectator to Player

Presenter: Keri Humphries, Student, Southern Arkansas University

The addition of faculty-student partnerships can do much to underscore learning if the role of student is re-imagined to include colleague. This is a student's perspective of such initiatives. Serving as a mediator between students and community leaders gave me the opportunity to offer a different perception of students. As colleagues, student leaders will be able to challenge the manner in which students are seen and present a different role other than passive learner.

Presentation 3: The Role of Student Personality and Leadership on Outcomes of College-Level Service-Learning Projects

Presenter: Paul H. Jacques, Assistant Professor, Management, Western Carolina University
Co-Presenter/s: Veselina Vracheva, Administrative Assistant, Western Carolina University

This study examines the relatedness of student personality, leadership behavior, and time commitment in the service-learning context to students' outcomes. A sample of 241 undergraduates from 18 courses led by 15 professors responded to a questionnaire capturing a subset of "the Big 5" and also the Multi-

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factor Leadership Questionnaire (MLQ). An analysis of these responses suggests that transformational leadership and moderate hours invested by students were associated with a variety of positive student outcomes of service-learning projects.

Presentation 4: Colleague, Mentor, Liaison: When Peer-Guided Learning Meets Engagement

Presenter: Mark Wilson, Assistant Director, Caroline Marshall Draughon Center for the Arts & Humanities, College of Liberal Arts, Auburn University

Co-Presenter/s: Rebecca Smith, Auburn University

Of the many positive outcomes of university public engagement, the greatest of these has to be the democratizing effect it has on stakeholders. The benefits of engagement are shared by students, especially when leadership roles are democratized and students are conceptualized as colleagues, partner liaisons, and mentors. Mark Wilson and Rebecca Smith of Auburn University will discuss their work as instructor and peer-instructor in the “Liberal Arts and the Public Good” Living-Learning Community.

9-10:15 A.M.	CONCURRENT SESSION A.6	UNIVERSITY ROOM
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Inquiry-Based Service-Learning: A Unique Approach to Service-Learning in the Health Professions Curriculum *Rethinking Student and Faculty Roles*

Presenter: Rhoda A. Reddix, Associate Professor, Our Lady of the Lake College

Co-Presenter/s: Albert Swafford, Director of Research, PA Program and Assistant Professor, Pathophysiology, Our Lady of the Lake College; Francine Thomas, Director, Undergraduate Nursing Program, Our Lady of the Lake College

OLOL College is a small private college with a central focus in Health Professions Education. The session will focus on a strategic plan for integrating service-learning into the Undergraduate Nursing and Physician Associate (PA) Programs at OLOL college, with an emphasis on Inquiry-Based Service-learning (IBSL). IBSL is designed to promote the development of critical thinking skills and the discovery of knowledge. The panel will consist of the Nursing Director and faculty from the PA program.

9-10:15 A.M.	CONCURRENT SESSION A.7	PARAMOUNT ROOM
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Rethinking Partnerships: Service as Deliverable Project *Rethinking Community, Student, and Faculty Roles*

Presenter: Jinx Coleman Broussard, Associate Professor, Mass Communication, Louisiana State University

Co-Presenter/s: Gaylynn M. Mack, Executive Director, Big Buddy Program; Shirien Elamawy, Student, Louisiana State University; Samantha Simmons, Student, Louisiana State University

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Jinx Broussard, students in her public relations campaigns course at Louisiana State University, and a community partner will discuss their experiences as they conceive of and implement public relations campaigns for nonprofit organizations that meet community needs. For 10 years, Broussard has employed the service-learning paradigm to ensure that her students become civically engaged while they develop and produce materials and events targeted to the organizations' audiences. Students apply course knowledge and become real partners with the organization.

9-10:15 A.M.	CONCURRENT SESSION A.8	VICTORY ROOM
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To Lead is to Serve: Student Leadership in the Public Service Continuum *Rethinking Student Roles*

Presenter/s: Cara Zacks, Program Coordinator, Center for Public Service, Tulane University; Avery Brewton, Program Coordinator, Center for Public Service, Tulane University; Lara Mossler, Student, Public Service Fellow and Community Service Scholar, Tulane University; Shivani Gupta, Student, Vice Chairperson of the Community Action Council of Tulane Students, Tulane University

The Center for Public Service offers a variety of leadership opportunities for undergraduate students, both in an academic and student life context. This presentation will examine CPS's programming related to student leadership development, including the Public Service Fellows Program and the Community Service Scholars Program. Panelists will discuss the evolution of these programs, some of the challenges CPS has faced while developing student leadership programming, and the ways they incorporate student perspective in programming design. Student participants will share their experiences and lessons in the Public Service Fellows, Community Service Scholars, and Student-Led Community Service programs.

10:30-11:45 A.M.	CONCURRENT SESSION B.1	CAPITOL ROOM
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Students as Philanthropists: Students4Giving Project *Rethinking Student Roles*

Presenter: Eileen M. Hannan, Program Officer, Carolina Center for Public Service, University of North Carolina at Chapel Hill

Students can be philanthropists! Participants will learn about Students4Giving, a joint venture of Campus Compact and Fidelity Charitable Gift Fund, and the "Promoting Change Through Nonprofit Sector" course offered at the University of North Carolina at Chapel Hill. Through these initiatives, students work together to manage a donor-advised gift fund, fundraise, and award grants to nonprofits. Carolina was one of five institutions to pilot Students4Giving in 2007. Ten additional universities/colleges are participating this year.

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10:30-11:45 A.M. CONCURRENT SESSION B.2 GOVERNOR ROOM

Coast to Coast: Student-Community Partnerships from the Bay Area to the Gulf *Rethinking Community and Student Roles*

Presenter: Mike Bishop, Assistant Director, Cal Corps Public Service Center, UC, Berkeley

How can students 2,000 miles away respond effectively to community needs? Can a campus remain usefully engaged on a consistent basis from such a distance? In this presentation we will describe our student-led programming and the development of our Gulf Coast Community Advisory Group and how each of these has enabled UC, Berkeley to make a 10-year commitment to help rebuild the Gulf Coast.

10:30-11:45 A.M. CONCURRENT SESSION B.3 LOUISIANA ROOM

University-Community Collaboration: Enhancing Pedagogy and Publication through Service-Learning While Sustaining Support to Communities in Times of Recovery *Rethinking Community, Student, and Faculty Roles*

Presenter: Cynthia B. Elliott, Professor, Southeastern Louisiana University

Co-Presenter/s: Christie Karn, English Teacher, Chalmette High School; Cookie Mundt, Assistant Principal, Chalmette High School; Frances Wood, Associate Professor, Southeastern Louisiana University; Jayetta Slawson, Director of the Writing Center/Associate Professor, Southeastern Louisiana University; Laura Smith, Teacher Candidate, Southeastern Louisiana University; Emily Aucoin, Graduate Student, Southeastern Louisiana University

While rethinking collaborative partnerships, this panel reports on a multi-level service-learning project that involves graduate students as mentors through the university writing center and secondary teacher candidates as e-mentors to high school English students engaged in a community-focused writing project. Service-learning pedagogy is employed at three levels to foster civic engagement aimed at sustaining support to St. Bernard Parish in post-Katrina recovery.

10:30-11:45 A.M. CONCURRENT SESSION B.4 HEIDELBERG ROOM

What Happens to Learning When Public Service is Required? Implications for Student Attitudes and Development *Rethinking Community, Student, and Faculty Roles*

Presenter: Vincent Ilustre, Executive Director, Center for Public Service, Tulane University

Co-Presenter/s: Barbara E. Moely, Research Consultant, Center for Public Service, Tulane University; Katie Houck, Assistant Director, Center for Public Service, Tulane University

A survey of students entering the University in 2006 and 2007 studied students' reactions to a new public service graduation requirement. Students' reasons for attending the University, their goals for their

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studies, and their attitudes toward civic engagement were contrasted with those of a group of students who entered the University before the requirement was implemented. Students reported strong interest in community involvement and positive reactions to the graduation requirement.

10:30-11:45 A.M.

CONCURRENT SESSION B.5

KING ROOM

INDIVIDUAL PRESENTATION SESSION: LEVERAGING RESOURCES

Rethinking Community Roles

Presentation 1: CLOI: The Community Literacy Outreach Initiative at the University of Southern Mississippi

Presenter: Linda Pierce Allen, Assistant Professor, English, The University of Southern Mississippi

This presentation introduces the Community Literacy Outreach Initiative (CLOI), started three years ago in the English department at the University of Southern Mississippi. CLOI encourages students to recognize their membership in our local community and embrace a service ethic as part of their comprehensive education. Our goal is to nurture a feeling of mutual accountability and investment between students and community members at large.

Presentation 2: Leveraging Service-Learning

Presenter: Rita R. Culross, Jo Ellen Levy Yates Professor, Education and Women's and Gender Studies, Louisiana State University

The presentation will describe how an undergraduate course in Women, Gender, and Leadership partnered with another service-learning course to support the latter's playground design project. Students in the Leadership course raised funds to support the playground project. In doing so, they gained valuable skills in fundraising in service of others.

Presentation 3: Higher Education in the Crosshairs: Changing Roles Toward Civic Ingenuity

Presenter: M. Jayne Fleener, Dean, College of Education, Louisiana State University

This presentation will explore how the increased accountability demands on universities can be explored from the perspective of public engagement and service-learning. Beyond engagement, however, we will discuss the role service-learning engagements can play toward civic ingenuity – the creative ability to transform the communities in which we serve. We advocate for reconceptualizing service-learning and public engagement goals of universities toward civic ingenuity.

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10:30-11:45 A.M. CONCURRENT SESSION B.6 PARAMOUNT ROOM

From Charity to Social Justice: Service-Learning at the Crossroads at Christian Colleges and Universities *Rethinking Student and Faculty Roles*

Presenter: Christin Shatzer, Director, Service-Learning, Lipscomb University
Co-Presenter/s: Allison Cruz, Graduate Student, Vanderbilt University

One of the ways service-learning differs from volunteerism is its focus on social change. For institutions affiliated with Christian churches where the concept of community engagement is traditionally focused on charity, this presentation looks at ways service-learning centers can reframe this conversation through faculty and student development to an orientation towards justice. This framework will be explored through the lens of the SALT Program at Lipscomb University.

10:30-11:45 A.M. CONCURRENT SESSION B.7 VICTORY ROOM

More Than “Just Students”: Rethinking Student Roles with New Models of Service *Rethinking Community, Student, and Faculty Roles*

Presenter: Sharon L. Williams Andrews, Instructor, English, Louisiana State University
Co-Presenter/s: Rick Moreland, Professor, English, Louisiana State University; Casey Kayser, Graduate Instructor, English, Louisiana State University

English department faculty at Louisiana State University will discuss innovative models of service that present students with opportunities for active engagement with diverse communities and multiple perspectives, as well as with written language that reflects and influences cultural attitudes. The panel will reflect on how innovative projects and reflection activities can challenge students to rethink their understanding of themselves as “just students,” discovering new roles as researchers, writers, and involved community citizens with the power to effect change.

10:30-11:45 A.M. CONCURRENT SESSION B.8 UNIVERSITY ROOM

Integrating Service-Learning Across a Dietetics Curriculum: Faculty Issues and Solutions *Rethinking Faculty Roles*

Presenter: Denise Holston, Instructor, Family and Consumer Sciences and 4H, LSU AgCenter
Co-Presenter/s: Carol E. O’Neil, Professor, Louisiana State University; Judy Myhand, Instructor, Louisiana State University; Brandi Milioto, Instructor, Louisiana State University

This panel presentation will describe how to develop a service-learning curriculum using dietetics, an allied health profession, as an example. It will focus on the role of the faculty in developing courses, establishing community and academic collaborations, providing mentorship models to students and other faculty members, solving problems and breeching barriers in courses, and assessing courses. The discussion will include how to structure the curriculum to include service-learning courses and how to encourage faculty buy-in.

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12-1:45 P.M. LUNCH AND PLENARY SESSION RIVERVIEW BALLROOM

Welcome

Brandon M. Smith, Community Affairs Liaison, LSU Community University Partnership

Introduction

Roger Henry, Brevard Community College

Plenary Session: Community as Colleagues: Can You Hear Me Now?

Facilitator:

Lyvier Conss, Community College National Center for Community Engagement

Panelists: Janet Pace, Interim Executive Director, Louisiana Serve Commission

Karen Stagg, Executive Director, Connections for Life, Baton Rouge, LA

Allen Tuten, Executive Director, Habitat for Humanity, Ruston, LA

Lyvier Conss, facilitator of the Community as Colleagues panel, has more than 22 years of experience in non-profit administration, grants management, and fund development. She is the founding executive director of the Community College National Center for Community Engagement which was established in 1990. Please see the speakers' biography section for more information on Conss and each panelist.

Let's really listen to what our community colleagues have to say about community engagement. Through community partner voices, we can truly find our own service-learning and community engagement voices! Lyvier Conss will facilitate a lively panel discussion in which outstanding community colleagues help us rethink how we work together. Panelists promise to tell us what it "really" feels like to have the university or college come to visit. The discussion will also explore creative models of partnering, how to bridge cultures, and ways community partners can play active roles in enhancing projects and programs, including student learning.

2-3:15 P.M. CONCURRENT SESSION C.1 HEIDELBERG ROOM

Generating, Deepening, and Documenting Student Learning in Service-Learning: The Power of Critical Reflection *Rethinking Student and Faculty Roles*

Presenter: Patti Clayton, Director, Center for Excellence in Curricular Engagement, North Carolina State University

Reflection is the element of service-learning that generates, deepens, and documents learning. Designing it effectively is key to improving both the quality of student learning and their contributions in the community. But how can it be implemented so as to fulfill its potential? This interactive workshop will introduce participants to the nationally-known, research-grounded DEAL model for critical reflection and assessment through reflective engagement with excerpts from a forthcoming Tutorial on Learning Through Critical Reflection.

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2-3:15 P.M.	CONCURRENT SESSION C.2	LOUISIANA ROOM
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"Community-Centered Engagement": A New Model for Partnership *Rethinking Community, Student, and Faculty Roles*

Presenter: Robin Ringstad, Assistant Professor - Research Instructor, Master of Social Work Program, California State University, Stanislaus

Co-Presenter/s: Valerie Leyva, Assistant Professor - Practice/Policy Instructor, Master of Social Work Program, California State University, Stanislaus; Kelvin Jasek-Rysdahl, Professor and Co-Director of Center for Public Policy Studies and Department of Economics, California State University, Stanislaus; John Garcia, Professor and Co-Director for Center for Public Policy Studies and Master of Social Work Program, California State University, Stanislaus

This interactive workshop offers a new model for university-community partnership which provides new opportunities for teaching, learning, and civic engagement and provides a vehicle for universities to operationalize their commitment to enhancing the public good and promoting a democratic ideal. The workshop will include interactive discussion and critical reflection about how this model results in changed roles for faculty, students, and community members and will focus on skill-building to implement the model.

2-3:15 P.M.	CONCURRENT SESSION C.3	GOVERNOR ROOM
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The Berea Student Perspective: Building Student Leadership in Service-Learning *Rethinking Student Roles*

Presenter: Debra Bulluck, Service-Learning Program Associate, Berea College

Co-Presenter/s: Ehidiarnhen Akhetuamhen, Service-Learning Team Member, Berea College; Ashley Cochrane, Associate Director for Service-Learning and Student Led Programs, Berea College

Drawing from our experience as student leaders at Berea College, we intend to highlight the efficacy of the student-voice in advancing service-learning in higher education. We want to help participants in our workshop think creatively about how to uncover and use the assets available at their campuses and in their communities to develop and maintain student leadership roles in service-learning. Participants in this workshop will be actively engaged in small and large group discussions.

2-3:15 P.M.	CONCURRENT SESSION C.4	CAPITOL ROOM
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Teaching Each Other: Faculty as Learners *Rethinking Community, Student, and Faculty Roles*

Presenter: Christy Kayser, Program Coordinator, Center for Community Engagement, Learning, and Leadership (CCELL), Louisiana State University

Co-Presenter/s: Robert Perlis, Taylor Alumni Professor, Mathematics, Louisiana State University; Rita Culross, Jo Ellen Levy Yates Professor, College of Education, Louisiana State University; Elaine Maccio, Assistant Professor, Social Work, Louisiana State University; Mark Weaver, Stephenson Entrepreneurship Institute, Louisiana State University

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Learning is not just for students! An interdisciplinary group of Louisiana State University service-learning grant recipients will reflect on how and what they learned from each other in a 10-week service-learning scholar seminar. The program coordinator of the LSU CCELL will facilitate a discussion of the seminar model and its focus on interdisciplinary faculty development, its impact on teaching service-learning and non service-learning classes, and lessons learned during and after the seminar.

2-3:15 P.M.	CONCURRENT SESSION C.5	KING ROOM
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INDIVIDUAL PRESENTATION SESSION: ENGAGED FACULTY,
ENGAGED SCHOLARS *Rethinking Community and Faculty Roles*

Presentation 1: Independently Engaged Faculty: Appending the Service-Learning Pedagogy of Access and Success

Presenter: Chrisanne Christensen, Associate Professor, Psychology, Southern Arkansas University

Co-Presenter/s: Deborah Wilson, Assistant Professor, Psychology, Southern Arkansas University

We propose an addition to Bowen (1977) and Cress (2008) that identifies the critical role of independently engaged faculty – “faculty-contributor.” As contributors, independents model engagement they wish to inspire in students. They are the ultimate reflective practitioners — uniquely positioned to enhance the scholarship of engagement, forward student development, and offer distinctive pedagogical models. Our presentation illustrates this role through innovative pedagogy, community partnerships, and concentrated moments of engagement unexplored with the current model of service-learning.

Presentation 2: Faculty as Learners: Building a University-Wide Portfolio for Service-Learning Faculty Development

Presenter: Paul H. Matthews, Assistant Director & Outreach Coordinator, Center for Latino Achievement & Success in Education (CLASE), University of Georgia

Co-Presenter/s: Shannon O. Wilder, Director, Office of Service-Learning, University of Georgia

With the growth of service-learning on many campuses, faculty members must be able to access professional learning support and resources to appropriately design, implement, and evaluate academic service-learning. Participants will learn about resources successfully developed and assessed at one university, creating a campus faculty learning portfolio whose elements include a faculty development fellows program, a senior scholars program, recognitions and grants for faculty, interest groups, seminar series, online resources, and other replicable elements of support.

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Presentation 3: The Role of Faculty and Departments in Promoting Student Developmental Outcomes through Strategic Placement of Curricular Service-Learning

Presenter: Amy Phillips, Assistant Professor, Social Work, University of North Dakota

This presentation will discuss the findings from a survey that examined faculty perceptions of curricular placement as a consideration in the use of service-learning. The survey asked service-learning faculty from around the country about the extent to which they and their departments discussed the strategic placement of service-learning in departmental curricula and what types of student developmental outcomes they sought to promote through the intentional design and placement of curricular service-learning.

Presentation 4: Community Based Research at Historically Black Colleges and Universities

Presenter: Stephen L. Rozman, Director, Center for Civic Engagement & Social Responsibility, Tougaloo College

This presentation will discuss community-based research at a variety of historically black colleges and universities (HBCUs), focusing on the lengthy tradition of community outreach at HBCUs, the type of issues that are being researched, the role of the community in these research projects, the unique relationship between HBCUs and the faith-based community, and the challenges that confront the academic community in doing research in African-American communities.

2-3:15 P.M.

CONCURRENT SESSION C.6

PARAMOUNT ROOM

Emory University's Community Building Fellows Program: Enabling Undergraduates to Conduct Valuable Research in Partnership with Communities *Rethinking Student Roles*

Presenter: Michael J. Rich, Director, Office of University-Community Partnerships, Associate Professor, Political Science, Emory University

Co-Presenter/s: Kimberly Quinn, 2007 Community Building and Social Change Fellow, Whitefoord Community Program Team; Atiba Mbiwan, Associate Director, The Zeist Foundation; Garry Long, Director, Mayson Avenue Cooperative; Kate Grace, Director, Community Building and Social Change Fellows Program, Emory University

The Community Building and Social Change Fellowship (CBSC) introduces a dedicated and diverse group of Emory undergraduates to the challenges of and opportunities for building community in contemporary urban America. This session will explore how the program prepares undergraduates to conduct valuable research in communities. We will hear from community organizations, faculty, and students about their experiences in and benefits of the program.

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2- 3:15 P.M.	CONCURRENT SESSION C.7	UNIVERSITY ROOM
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Service-Learning Outcomes: Preparing Counseling Students for Teaching and Leadership Roles *Rethinking Student Roles*

Presenter: Gerra Perkins, Assistant Professor, Northwestern State University

Co-Presenter/s: Mary Lynn Williamson, Assistant Professor, Northwestern State University; Henrietta Pichon, Assistant Professor, Northwestern State University

This presentation details the learning outcomes of graduate counseling students (specifically as they relate to the roles of teaching and leadership) who participated in a service-learning project addressing truancy for school counselors in a recovery district. Qualitative data from learning reflections, course evaluations, and product descriptions were employed to assess the impact of this experience. Preliminary findings suggest students are gaining invaluable experience that will aid them in fulfilling their role as counselors and leaders.

2-3:15 P.M.	CONCURRENT SESSION C.8	VICTORY ROOM
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Tulane University's Center for Public Service: Emerging, Establishing and Sustaining Community Partnerships *Rethinking Community Roles*

Presenter: Amanda Buberger, Assistant Director, Campus Community Partnerships, Center for Public Service, Tulane University

Co-Presenter: Barbara E. Moely, Research Consultant, Center for Public Service, Tulane University; Adeny Schmidt, Professor, Psychology, La Sierra University; Angela Hebert, Director of Programs and Volunteers, New Orleans Outreach

Deep community-university partnerships show advanced levels of shared knowledge, well-established procedures for troubleshooting, regular efforts at self-assessment, and participation with University representatives in co-educational efforts. Community partners' benefits from and their perception of students' benefits increase with more mature levels of collaboration. Findings of a survey of 40 agency representatives support this conceptualization of partnerships. Presenters will discuss the implications of these findings for program development and institutionalization.

3:30-4:45 P.M.	CONCURRENT SESSION D.1	CAPITOL ROOM
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Sustaining Successful Collaborative Partnerships in a Shifting Educational Environment *Rethinking Community and Faculty Roles*

Presenter: Leigh Clemons, Associate Professor, Louisiana State University

This workshop will help strategize how to develop and sustain successful partnerships with K-12 institutions, which are often in flux because of staff turnover and curriculum demands.

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3:30-4:45 P.M. CONCURRENT SESSION D.2 GOVERNOR ROOM

Co-Education in Psychology Summer Community Internship: Reciprocity at Work *Rethinking Community and Student Roles*

Presenter: Kim Shaver, Service-Learning Coordinator, University of Louisville
Co-Presenter/s: Melissa Rowe, Director of Youth and Young Adult Programs, Down Syndrome of Louisville; Monica Rhodes, Student, University of Louisville

This workshop will discuss UofL's summer Psychology Community Internship program that includes a team of co-educators: psychology faculty, community partners, former psychology graduates, student teams, and the service-learning coordinator. This program was originally designed to meet the needs of former graduates who work in local community agencies needing assistance and faculty who wanted service-learning in their courses but were unable to facilitate the experience.

3:30-4:45 P.M. CONCURRENT SESSION D.3 LOUISIANA ROOM

Modeling Cross-Disciplinary Relationships to Effect Institutional Change *Rethinking Faculty Roles*

Presenter: Nina Tamrowski, Professor, Political Science, Onondaga Community College
Co-Presenter/s: Tina May, Assistant Professor, Human Services, Onondaga Community College

Professors Nina Tamrowski and Tina May worked collaboratively to create an inter-disciplinary capstone course in service-learning at Onondaga Community College in Syracuse, NY. Tamrowski and May will share the 'lessons learned' while overcoming institutional hurdles during the curriculum approval process. Their case study models the benefits of inter-personal relationships to the institution. The presenters will facilitate small group adaptations to allow participants to explore their own frameworks for collaboration.

3:30-4:45 P.M. CONCURRENT SESSION D.4 HEIDELBERG ROOM

Integrating Civic Responsibility into the Curriculum *Rethinking Faculty Roles*

Presenter: Josh Young, Director, Center for Community Involvement, Miami Dade College

How can faculty integrate civic responsibility more intentionally into their curricula? How is service-learning related to civic engagement and social justice? How can colleges fulfill their mission – and faculty their roles – through meaningful involvement with communities? This hands-on session uses activities and tools from the American Association of Community Colleges' publication, "A Practical Guide for Integrating Civic Responsibility into the Curriculum." Participants will receive copies of the guide to use on their own campuses.

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3:30-4:45 P.M.

CONCURRENT SESSION D.5

KING ROOM

Making Community Visible *Rethinking Community Roles*

Presenter: Kathleen Orange, Associate Professor, Director of Foley Center, Spring Hill College
Co-Presenter/s: Luis Blanco-Doring, Instructor, Spring Hill College; Tom Loehr, Professor, Spring Hill College; Janden Richards, Assistant Professor, Spring Hill College; Margaret Davis, Professor, Spring Hill College

Spring Hill College instructors respond to the college mission statement calling us to encourage “students to become responsible leaders in service to others.” This presentation describes and exhibits inter-disciplinary courses that send students into the community and combine writing, photography, video production, web site construction, and graphic design to produce visual products. Students engage with the community outside their borders in a manner that empowers both college and community to effect change in themselves and their society.

3:30-4:45 P.M.

CONCURRENT SESSION D.6

VICTORY ROOM

Students Explore Disaster through Experiential Learning, Research, and Service to their University *Rethinking Student and Faculty Roles*

Presenter: Carol Plummer, Assistant Professor, School of Social Work, Louisiana State University

Co-Presenter/s: Lawrence Rouse, Professor of Coastal Environment, Louisiana State University; Teresa Buchanan, Associate Professor, Education, Louisiana State University; Barrett Kennedy, Professor, Architecture, Louisiana State University

This panel discusses a service-learning course for Honors College undergraduates taught by faculty from five disciplines with the University as the community partner. Collaborating with administration and student government, incoming students interviewed seniors who had been first-year students when Katrina/Rita struck. The goal of the project was to study human response to disasters using critical analysis and to focus on how the University responded post-disaster to identify strengths and areas for improvement.

3:30-4:45 P.M.

CONCURRENT SESSION D.7

PARAMOUNT ROOM

Cultivating Wellness *Rethinking Community, Student, and Faculty Roles*

Presenter: Marcia Wilson, Graduate Assistant, Fisher Institute for Wellness and Gerontology, Ball State University

Co-Presenter/s: Jane Ellery, Ph.D., Associate Director, Fisher Institute for Wellness & Gerontology, Ball State University; Jeanne Gillespie, Ph.D., Associate Dean for Centers and Director of Interdisciplinary Studies, University of Southern Mississippi; Peggy Myers, Life Skills Instructor, Columbus East High School

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Community gardening as an immersive learning experience requires dedication, responsibility, and cooperative effort. It also offers opportunity for multi-disciplinary education and impacts all the dimensions of wellness. Growing and sharing the bounty of the harvest provides the opportunity to form bonds within the community, reclaim a connection with the environment, provide an economic and nutritional advantage, and increase social interaction. More than just food, gardening nourishes our emotional, social and communal bonds.

3:30-4:45 P.M. CONCURRENT SESSION D.8 UNIVERSITY ROOM

Solid Ground: Building Sustainable Community-Led Partnerships in North West Atlanta *Rethinking Community Roles*

Presenter: Nathaniel Smith, Director of Partnerships and Research for Equitable Development, Office of University-Community Partnerships, Emory University

Co-Presenter/s: Ola Reynolds, Chair, Neighborhood Planning Unit (NPU) G; Andy Schneggenburger, Executive Director, Atlanta Housing Association of Neighborhood-Based Developers (AHAND); Kevin Eccles, Associate Director, Community Impact, United Way of Metropolitan Atlanta

Developing sustainable university-community partnerships is hard work. Many historical, political, and social barriers can get in the way of collaborative neighborhood revitalization strategies. This session will highlight coalition building activities, accomplishments, and lessons learned in Atlanta's North West Communities. Members of the newly formed Community Building Coalition of North West Atlanta (CCNA) will discuss how the assets of community and external partners were leveraged to promote hope, equity and empowerment.

5:15-6:30 P.M. SOCIAL AND CAJUN BAND HEIDELBERG ROOM

Enjoy Louisiana's cultural gumbo at its finest! Dance to the down-home Cajun music of Louisiana's very own Michot Brothers while soaking in the ambience of the elegant Heidelberg Room, located on the rooftop of the Hilton Capitol Center and overlooking the mighty Mississippi River. Network with friends and colleagues, try a Cajun waltz, and *laissez les bontemps roulez!*

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7 a.m. – 5 p.m.	Conference Registration/Information Desk Open <i>Gallery</i>
7:15 a.m. – 8:45 a.m.	Breakfast — Plenary Session: Roundtable Discussions <i>Riverview Ballroom</i>
9 a.m. – 5 p.m.	Exhibits <i>Gallery</i>
9 a.m. – 10:15 a.m.	Concurrent Sessions
10:30 a.m. – 11:45 a.m.	Concurrent Sessions
12 p.m. – 1:45 p.m.	Lunch — Plenary Speaker: Patti Clayton <i>Riverview Ballroom</i>
2 p.m. – 3:15 p.m.	Concurrent Sessions
3:30 p.m. – 4:45 p.m.	Concurrent Sessions

7:15- 8:45 A.M. BREAKFAST AND PLENARY SESSION RIVERVIEW BALLROOM

Introduction

Colorado Robertson, LSU Student Government President and Commissioner, Louisiana Serve Commission

Closing Remarks

Executive Vice-Chancellor and Provost Astrid Merget, Louisiana State University

Roundtable Sessions: Everyone At the Table for Breakfast and Conversation

Let's all gather around the table to rethink civic engagement from diverse perspectives and learn from each other. This is the opportunity to engage conferees on topics of concern to practitioners of service-learning. Some of these informal sessions will be facilitated by experienced colleagues of yours, and some will be self-conducted by the group. Each table will have a topic. Choose one and enjoy this time of dialogue. Who knows what good ideas may come of it!

ROUNDTABLE SESSION 1

Community partners and community members as teachers: How can we encourage reciprocity? What can (should) service-learning students and their instructors be learning from those we serve? How do community partners serve the institution?

Table 1.A Josh Young, Director, Center for Community Involvement, Miami-Dade College

Table 1.B Doug Bristol, History Department, University of Southern Mississippi

ROUNDTABLE SESSION 2

When government agencies or corporations become community partners: How shall we deal with these entangling alliances? Advantages and disadvantages?

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Table 2 Judi Jetson, Director, Collaborative for Children, Families and Communities, University of South Florida

ROUNDTABLE SESSION 3

Students as teachers: Reversing the roles. What can instructors (and universities) learn from their service-learning students?

Table 3.A. Katie Houck, Center for Public Service, Tulane University

Table 3.B. Ed Zlotkowski, English Department, Bentley University

ROUNDTABLE SESSION 4

In service-learning, who is served? Service-learning students are being served by the experience; how do they avoid exploiting those served?

Table 4 Betsy Hart, Office of Community Engagement, University of Arkansas at Little Rock

ROUNDTABLE SESSION 5

Do no harm: Is it community service when it reproduces the status quo? How can our students critique the society that makes social agencies necessary and at the same time serve within those agencies?

Table 5 Michele James-Deramo, Service-Learning Center, Virginia Tech University

ROUNDTABLE SESSION 6

Instructors who serve: How dirty are our hands; how wet are our feet? What should be the role of the instructor in service-learning? Distant director? Engaged partner?

Table 6 Patti Clayton, Center for Curricular Engagement, North Carolina State University

ROUNDTABLE SESSION 7

Faith-based organizations as community partners: Is their social service secular? What about the faith tradition of the service-learning student? The faith tradition of those served?

Table 7.A Shannon Wilder, Office of Service-Learning, University of Georgia and Paul Matthews, Center for Latino Achievement and Success in Education, University of Georgia

Table 7.B. Kim Shaver, Director, Service Learning, University of Louisville

ROUNDTABLE SESSION 8

The NEW Journal of Community Engagement and Scholarship: an introduction and review.

Table 8 Meta Mendel-Reyes, Center for Learning through Service, Berea College

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9-10:15 A.M.

CONCURRENT SESSION E.1

GOVERNOR ROOM

Service-Learning 101 - Nuts and Bolts *Rethinking Faculty Roles*

Presenter: Philip Simpson, Vice Provost, North Region Campuses Dean of Humanities/Fine Arts & Social/Behavioral Sciences, Brevard Community College

Co-Presenter/s: Karen Cuda, Instructor, Brevard Community College; Susan Phillips, Assistant Professor, Brevard Community College; Evelyn Young, Regional Coordinator, Brevard Community College; Wayne Stein, Professor, Brevard Community College

This informative and interactive workshop is focused on the nuts and bolts of service-learning to ensure that programs and courses last the challenges of time and change. Learn the key elements and components of effective service-learning to suffuse service-learning throughout the institution. Examine an embarrassment of riches from Brevard Community College's model program. Learn some challenges and strategies for program and stakeholder development. Examine processes, forms, resources and publications. Contribute to workshop learning through discussion and group interaction! Great handouts, packets, DVDs, and syllabi!

9-10:15 A.M.

CONCURRENT SESSION E.2

LOUISIANA ROOM

Civic Mergers at the Crossroads: Mapping Relationships for the Common Good

Rethinking Community, Student, and Faculty Roles

Presenter: Melissa Kesler Gilbert, Director, Center for Community Engagement, Otterbein College

Co-Presenter/s: Suzanne Kile, Principal, McVey Elementary School; Caitlin Tully, AmeriCorps VISTA, Otterbein College; Patti Wilson, Professor, Otterbein College; Amanda Markiecki, Student, Otterbein College

Community change is grounded in new models of relationship building and leadership between campuses and communities that challenge all of us to move beyond our prescribed roles. The panel will discuss strategies for role-shifting that takes a principal into a corporate boardroom, a professor into an elementary school gymnasium, and a student far beyond the walls of her classroom. Civic mergers require the reimagining of collaborative landscapes where we adopt common languages and practices for the common good. Theoretical underpinnings, research findings, and practical applications will be offered while participants map out new relationships for their own civic work.

9-10:15 A.M.

CONCURRENT SESSION E.3

CAPITOL ROOM

Engaging All Stakeholders through Intergenerational Community Dialogues

Rethinking Community, Student, and Faculty Roles

Presenter: Carlynn Hartman-Kurtz, Community Liaison, Service-Learning Academy, University of Nebraska at Omaha

Co-Presenter/s: Evangelina Brignoni, Assistant Professor, Teacher Education, University of Nebraska at Omaha

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UNO is completing the third cycle of a three-year process of hosting intergenerational community dialogues among community partners, faculty and students for the purpose of creating engaged, sustainable service-learning partnerships. This method is proving effective to deepen and strengthen our partnerships. Dialogues have been held, followed by targeted planning sessions where project partnerships are formed and SL projects designed. Course projects are then implemented. This session will share the process, outcomes, and lessons learned.

9-10:15 A.M.	CONCURRENT SESSION E.4	HEIDELBERG ROOM
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Project Reach: Supporting Service-Learning for Students with Disabilities

Rethinking Student Roles

Presenter: Carol A. Jeandron, Program Consultant, American Assn. of Community Colleges
Co-Presenter/s: Sam Weiner, Program Coordinator, Center for Learning through Service, Ann Arundel Community College; Chris Daniel, Associate Dean, Service-Learning Director, Big Sandy Community and Technical College

Project Reach, an American Association of Community Colleges initiative funded by the Corporation for National and Community Service and its Engaging Persons with Disabilities Program, provides service-learning opportunities for veterans and other college students with disabilities, including those in developmental education classes, to enhance employment skills, increase career options, and improve their sense of self-efficacy. Presenters will engage participants in examining key issues including facilitators/barriers to participation and benefits, and discuss model initiatives.

9-10:15 A.M.	CONCURRENT SESSION E.5	VICTORY ROOM
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INDIVIDUAL PRESENTATION SESSION: RETHINKING GREEN *Rethinking Community, Student, and Faculty Roles*

Presentation 1: Local Organics and Healthful Living: A Novel Service-Learning Project

Presenter: Michael K. Cundall Jr., Assistant Director of the Louisiana Scholars' College, Assistant Professor, Philosophy, Northwestern State University
Co-Presenter/s: Willum LaFayette, Student, Northwestern State University; Lauren Michel, Student, Northwestern State University; Stacy Meyers, Student, Northwestern State University

In this presentation, students and faculty will discuss the development and production of a single-day, free-to-the-public lecture series on local organic foods and food choices. Students will examine the preparation, execution and evaluation of the project and how it fits into service-learning.

Presentation 2: Leadership Skills Development through Service-Learning: Utilizing Service-Learning in the Landscape Architecture Curriculum

Presenter: Brad E. Davis, Assistant Professor, College of Environment and Design, University of Georgia

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This study utilizes a service-learning project as a vehicle toward leadership skills development for students in the landscape architecture program, College of Environment and Design, UGA. Students work in teams to design and implement phases of a learning garden at Whitehead Elementary School in Athens, Georgia. Throughout the project, team building and leadership are fostered through discussion. A survey is used pre- and post-project to assess leadership skills development.

Presentation 3: Partnering with an Environmental Consortium: The Five Mile Creek Greenway Partnership

Presenter: R. Kenneth Kirby, Assistant Professor, Core Curriculum, Samford University

This presentation describes the presenter's four-year association with the Five Mile Creek Greenway Partnership, a consortium of local governments, environmental groups, and economic development organizations. It details the work of the presenter and his students in supporting the Partnership's efforts to develop a series of parks, trails, and greenways along a 26-mile corridor in northern Jefferson County, Alabama, and describes the benefits to the presenter and his students despite the complex nature of the community partner.

Presentation 4: Going Green in Technical Writing

Presenter: Carolyn Portier Gorman, Instructor, Languages & Literature, Nicholls State University

Students in two English 368 technical writing classes worked with NSU G.R.E.E.N. to identify projects for the environmental advocacy group. A national search of successful "green" projects on campuses similar to ours resulted in team feasibility studies and PowerPoint presentations, thus fulfilling a major class assignment. Students felt they were "doing something for the environment," and they enjoyed the connection to NSU G.R.E.E.N. One of the identified projects will be implemented during spring '09.

9-10:15 A.M.

CONCURRENT SESSION E.6

UNIVERSITY ROOM

Campus Federal Credit Union (CFCU) and LSU: A High-Yield Partnership

Rethinking Community Roles

Presenter: Dawn Harris, EVP, Campus Federal Credit Union

Co-Presenter/s: Barbara Danos, Instructor, Finance, Louisiana State University; Wilfred E. Major, Assistant Professor, Classics, Louisiana State University

Panel members will share perspectives on the partnership that was forged 10 years ago to establish the Teaching Enhancement Fund which has assisted hundreds of LSU faculty members to travel to conferences that focus on teaching and learning. The session will explore the many dimensions of this win-win collaboration, including its ability to stretch the benefit of the CFCU donation dollar by combining it with LSU departmental funds. Attendees will learn how the credit union's mission as a cooperative financial institution melds with the University's mission to provide educational excellence and produces the perfect environment for community-university collaboration. And LSU students have been the beneficiaries!

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9-10:15 A.M.

CONCURRENT SESSION E.7

KING ROOM

Sustainable Programs and Partnerships through the Corporation for National and Community Service *Rethinking Community Roles*

Presenter: Michael Pizzolatto, Program Manager, Center for Public Service, Tulane University
Co-Presenter/s: Vincent Ilustre, Executive Director, Center for Public Service, Tulane University; Mary Blair, AmeriCorps*VISTA Leader, Tulane University

Universities striving to create sustained partnerships with community organizations may look to programs supported by the Corporation for National and Community Service for ideas and assistance. Through programs such as AmeriCorps, Senior Corps, and Learn and Serve, universities may find an ally in CNCS to create strong non-profit partnerships and share university resources.

9-10:15 A.M.

CONCURRENT SESSION E.8

PARAMOUNT ROOM

In the Face of Disaster: Pushing Students Beyond General Volunteerism into more Meaningful Roles of Leadership, Advocacy, and Mentorship *Rethinking Student Roles*

Presenter: Mallory Trochesset, Assistant Director of Campus Life, Louisiana State University
Co-Presenter/s: Michael Rhea, Student, Louisiana State University

When charged with providing volunteers for Hurricane Gustav, professionals at Louisiana State University learned that students were their most important partners. This workshop will present an in-depth look at the unique roles and responsibilities students played in responding to a campus disaster both before and after the storm. Acting as leaders, mentors and advocates, student volunteers during Hurricane Gustav were able to transcend traditional student roles in a service project and adapt to unpredictable circumstances.

10:30-11:45 A.M.

CONCURRENT SESSION F.1

LOUISIANA ROOM

Unstuck in the Middle: Service-Learning as a Generatively Liminal Space *Rethinking Community, Student, and Faculty Roles*

Presenter: Laura Jewett, Visiting Assistant Professor, Louisiana State University
Co-Presenter/s: M. Jayne Fleener, Dean of Education, Louisiana State University; Carol Plummer, Assistant Professor, Social Work, Louisiana State University; Jolanta Smolen, Graduate Student, Louisiana State University; Doris Fountain, Community Partner

Using data from a three-year service-learning project working with children and families displaced by hurricanes Katrina and Rita, this interactive, multi-media presentation will utilize the perspectives of higher education faculty, students, administrators, and community partners. The presentation will explore the challenges and possibilities concerning service-learning's movement from the scholarly periphery toward the curricular center and consider civic engagement on the threshold of civic ingenuity.

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10:30-11:45 A.M.	CONCURRENT SESSION F.2	CAPITOL ROOM
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Building Sustainable Partnerships for Literacy with Public School Systems

Rethinking Community Roles

Presenter: Andrea Adolph, Associate Professor and Coordinator of Service-Learning, Kent State University—Stark Campus

Co-Presenter/s: Marianna Arvidson, Intervention Coach, McGregor Elementary School, Canton City School District

Placing students into public schools as tutors can be an easy first step, but what strategies for working together are important for building and sustaining these kinds of community partnerships? How can community partners in our public schools become direct parts of the educational experiences of students from higher-education settings? This interactive workshop will address the needs of higher-education practitioners and students and those of their partners in public elementary school settings.

10:30-11:45 A.M.	CONCURRENT SESSION F.3	GOVERNOR ROOM
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From Community Service to Service-Learning *Rethinking Community, Student, and Faculty Roles*

Presenter: Laretta F. Byars, Vice President, Student Affairs and Institutional Relations, Prairie View A&M University

Co-Presenter/s: Charles Bailey, Professor, Prairie View A&M University; Barry Norwood, Associate Professor, Prairie View A&M University; Frank Jackson, Governmental Affairs Officer, Prairie View A&M University; Lettie Raab, Director, ACCESS, Prairie View A&M University

Most universities have community service programs which are separated from the curriculum. Service-learning, a teaching and learning method, connects meaningful community service with academic learning through guided reflection. This session illustrates how some faculty, who are already overloaded, integrate service-learning into their courses and create projects that strengthen the community. Strategies used to create a culture and an academic environment supportive of service-learning will be shared.

10:30-11:45 A.M.	CONCURRENT SESSION F.4	HEIDELBERG ROOM
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Implementing Service-Learning Into the Community: Nutrition Supervised Practice Experience of a Dietetic Technician Program *Rethinking Student and Faculty Roles*

Roles

Presenters: Lyvier Conss, Executive Director, Community College National Center for Community Engagement; Donna M. Pace, Professor/Program Director of the Dietetic Technician Program, Delgado Community College; David A. Coffman, Community Health Education Coordinator, with Second Harvest Food Bank of Greater New Orleans and Acadiana

ASSETS Service-Learning Projects were developed and implemented into the Community Nutrition component of a supervised practice experience that is required for an accredited Dietetics Education

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Program. The Projects were coordinated with several community partners including the Rebuild Center, a resource center for homeless in the New Orleans area; Second Harvest Food Bank of Greater New Orleans and Acadiana; the College Wellness Center; the Women in Search of Excellence Program; and the Jefferson Parish Council on Aging Meals on Wheels Program. In addition, participants will also hear examples of other projects being administered through the US through the Learn and Serve ASSETS grant.

10:30-11:45 A.M.

CONCURRENT SESSION F.5

KING ROOM

INDIVIDUAL PRESENTATION SESSION: SERVICE-LEARNING IN THE DISCIPLINES *Rethinking Community, Student, and Faculty Roles*

Presentation 1: Sustaining Collaboration in a University-School Partnership for Science Education

Presenter: Brittan Hallar, Ph.D. Candidate, Department of Science Education, University of Georgia

This presentation centers on discussing a service-learning program that partners college science majors with elementary teachers to promote science learning for elementary school children. The purpose of this presentation is to explain the structure of the service-learning program, its potential for serving as a model for future programs, how this program helps elementary teachers meet their science learning objectives, and its influences on the university student participants.

Presentation 2: Making History: Remembering Emmett Till Through Service-Learning

Presenter: Everette B. Penn, Associate Professor/Service-Learning Coordinator, Access Program, Prairie View A&M University

Prairie View A&M University hosts a summer preparatory program called ACCESS to prepare students for the rigors of college life. During the summer of 2008 over 100 students traveled to Glendora, Mississippi to build the Emmett Till Memorial Park and make improvements to the Emmett Till Museum. This presentation will discuss the educational instruction in the classroom, action in the community, and reflection during and after the service.

Presentation 3: Collaborating with Undergraduate Service-Learning Student-Tutors in Evaluation Research: Possibilities and Challenges

Presenter: Mark J. Schafer, Associate Professor, Louisiana State University

This presentation will discuss the possibilities and challenges of engaging undergraduate service-learning student-tutors in evaluation research. Collectively, undergraduates engaged in one-on-one tutoring sessions record a range of potentially valuable first-hand qualitative observations in service-learning jour-

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nals. Researchers could draw upon this data for program evaluation purposes. Moreover, students could be engaged in assessments of reading, reading attitudes, and teacher-tutor-program collaboration. The challenge is to properly train undergraduates to engage in these research efforts.

Presentation 4: A Service-Learning Collaborative Initiative

Presenter: Shirley Theriot, Director, University of Texas at Arlington

The service-learning center began a learning community that addressed faculty understanding and successful integration of service-learning. We collaborated with area school districts and a community college district. Our learning community committed to making democracy a central part of the collaborative. Selection of faculty, goals, and content will be discussed, as well as the expected fluidity and retention of students who experienced service-learning at all three levels.

10:30-11:45 A.M.	CONCURRENT SESSION F.6	UNIVERSITY ROOM
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Learning to Lead Amidst Crisis: Supporting Student Preparation for a Ready Campus and Community *Rethinking Community, Student, and Faculty Roles*

Presenter: Stuart Stewart, Executive Director, Louisiana Campus Compact

Co-Presenter/s: Karen Powell, Program Director, Louisiana Campus Compact; Stephanie Meincke, Executive Director, Mississippi Campus Compact

Panelists will share information on strategies and initiatives offered by their offices to help college and university students, faculty, and staff effectively prepare for and respond to natural and man-made disasters on their campuses and in their communities. In particular the speakers will provide an overview of the Ready Campus program, illustrations of projects such as Community Emergency Response Team Training, and examples of readiness and response modules being integrated into courses across the curriculum.

10:30-11:45 A.M.	CONCURRENT SESSION F.7	PARAMOUNT ROOM
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Academic Rigor in Co-Curricular Service Programs - Rethinking Student Learning Outcomes *Rethinking Student and Faculty Roles*

Presenter: Glen Baumgart, Director, The University of Texas at Austin

How do we know that our students are really learning the objectives we were hoping for through their co-curricular service experiences and programs? In this interactive session, we will review what research tells us about teaching techniques and learning outcomes that work in the classroom, and explore how these techniques and lesson plans can be adapted to learning outcomes such as inclusion, diversity, professionalism, ethics, leadership, and social responsibility through co-curricular service programs.

FRIDAY, MARCH 27

10:30-11:45 A.M.

CONCURRENT SESSION F.8

VICTORY ROOM

For Students by Students: Lessons Learned from Service-Learning *Rethinking Student Roles*

Presenter: Sarabeth Rivet, Student, Louisiana State University

Co-Presenter/s: Megan Miclette, Student, Louisiana State University; Alyssa Matthews, Student, Louisiana State University; Liz Lissy, Student, Louisiana State University, Amanda Morlas, Student, Louisiana State University

FOCUS (Focusing on College and Unlimited Success) is a two-week, residential summer program that was created to immerse high school students from under-resourced schools into the liberal arts and the college experience. To the surprise of many, the entire program is planned and executed by college students! Seminar and group leaders enroll in a service-learning, FOCUS-specific honors course to develop leadership skills for the summer program. This panel will explore student-created service-learning experiences.

12-1:45 P.M.

LUNCH AND PLENARY ADDRESS

RIVERVIEW BALLROOM

Awards Presentation

Michele James-Deramo, Founding Director of Service-Learning at the Virginia Tech Center for Student Engagement and Community Partnerships, Virginia Tech University

Introduction

Marybeth Lima, recipient, 2007 Thomas Ehrlich Faculty Award for Service-Learning and the 2005 Ernest A. Lynton Award for Faculty Professional Service and Academic Outreach

Plenary Address: Faculty as Learners

Patti Clayton

Patti Clayton, Ph.D., is founding Director of the Center for Excellence in Curricular Engagement in the Office of the Provost at NC State University. She serves as a Senior Scholar with the Center for Service and Learning at IUPUI and has been a Faculty Fellow with National Campus Compact's Project on Integrating Service with Academic Study as well a Finalist for the Thomas Ehrlich Faculty Award for Service-Learning. Please see the speakers' biography section for more on Clayton.

Re-thinking roles both requires and fosters significant learning; and the counter-normative nature of service-learning teaching and scholarship makes them powerful stimuli to faculty learning, especially when we approach this work intentionally as a developmental journey. This plenary session will explore the opportunities and challenges associated with the professional development of faculty as service-learning practitioner-scholars. How, why, and with what consequences do faculty (including graduate students as future faculty) grow as reflective practitioners, as mentors, as leaders in their academic communities, as co-educators with community partners, as cross-disciplinary scholars, as authors of integrated roles, and as change agents?

FRIDAY, MARCH 27

2-3:15 P.M.

CONCURRENT SESSION G.1

CAPITOL ROOM

HEARMe: New Routes to Community Health with New Forms of Community

Media *Rethinking Community, Student, and Faculty Roles*

Presenter: Sam Marie Engle, Senior Associate Director, Office of University-Community Partnerships, Emory University

Co-Presenter/s: Hussien Mohamed, Community Partnerships Coordinator, New Americans, Emory University OUCP; Ericka Tucker, OUCP Graduate Fellow, Emory University OUCP; Sheila Tefft, Director, Journalism Program, Emory University

The session will describe HEARMe, which joins Emory University, Sagal Radio (a local nonprofit producing radio programs in 3 African languages) and community radio station WFRG together to create radio programs addressing health issues affecting East African refugees living in Atlanta. We will discuss the engaged learning opportunities for students and how faculty are rethinking the way students can learn by doing and reimagining community residents as teachers as well as partners.

2-3:15 P.M.

CONCURRENT SESSION G.2

LOUISIANA ROOM

Ubuntu Mentoring for College: Youth-Led Learning and Service *Rethinking Student Roles*

Presenter: John L. Kengla, Academic Teaching Staff and Faculty Liaison for Service-Learning, Otterbein College

Co-Presenter/s: Amanda Markiecki, Student, Otterbein College

This presentation prepares participants to implement a youth-led, youth-planned, and youth-facilitated mentoring program whose focus is on students' affirming and adopting strong personal values and assets and learning college aspirations and access skills. The Ubuntu program, led by Otterbein students and 11th and 12th grade urban high school students, has been created for at-risk 6th, 7th, 8th and 9th graders. Our assessment of student learning verifies the effectiveness of youth-led, learning-centered education.

2-3:15 P.M.

CONCURRENT SESSION G.3

GOVERNOR ROOM

INDIVIDUAL PRESENTATION SESSION: CIVIC AND POLITICAL

ENGAGEMENT *Rethinking Community, Student, and Faculty Roles*

Presentation 1: Beyond Service-Learning: University/Community Collaboration in a Civic Leadership Training Core Curriculum

Presenter: Devon Boan, Professor of Honors and Director, Honors Program, Belmont University

Co-Presenter/s: Kristine LaLonde, Assistant Professor of Honors and Coordinator of Honors Leadership Studies

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To enhance the quality of both service and learning in civic engagement opportunities, Belmont University developed a curriculum to train students in leadership and advocacy in a social context. Requiring a three-year student commitment, the program utilizes close collaboration among students, community leaders, and faculty to develop student leadership skills to a level at which students plan, develop community resources for, and successfully complete a substantial project providing important and long-term benefits for the community.

Presentation 2: Service-Learning as a Vehicle for Transforming Academic Cultures and Course Instruction: Bringing Politics Back In

Presenter: James D. Huck, Jr., Assistant Director and Graduate Advisor, Stone Center for Latin American Studies, Tulane University

This presentation will explore the evolution of academic cultures from civic learning to commercial learning. It will contend that general patterns of consumerism, coupled with a depoliticization of knowledge creation and information dissemination, have (1) diminished the critical function of higher education, (2) separated knowledge and learning from public life, and (3) created a hierarchy of value in terms of the purpose of education that emphasizes professional career training and deemphasizes citizenship. The presentation will suggest that service-learning is an appropriate and relevant vehicle for attempting to reconfigure and transform academic cultures, both within faculties as well as student bodies.

Presentation 3: Students as Pollworkers: Partnering with Federal and County Government to Grow Student Civic Engagement

Presenter: Nina Tamrowski, Professor, Political Science, Onondaga Community College
Co-Presenter/s: Gloria Heffernan, Coordinator of Service-Learning and Volunteering, Onondaga Community College

The presentation will discuss experience with a grant-funded program that was initiated with federal funds and required county implementation and the training of students at Onondaga Community College. The study is based on results from a survey that will be completed by student pollworkers. The survey measured the levels of civic engagement that resulted from the pollworking experience.

2-3:15 P.M.

CONCURRENT SESSION G.4

HEIDELBERG ROOM

Engagement from the Outside-In: Creating Sustainable University-Community Partnerships through Cross-Campus and Multi-Campus Collaborations *Rethinking Faculty Roles*

Presenter: Judi Jetson, Director, USF Collaborative for Children, Families and Communities, University of South Florida

Co-Presenter/s: Stephen Black, President/Founder of Impact Alabama—A Student Service Initiative, University of Alabama

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Case studies of two universities' approaches to using service-learning to create institutional change and linkages — University of South Florida's East Tampa Initiative and University of Alabama's Impact Alabama — will kick off a workshop on mobilizing multi-disciplinary and multi-campus faculty teams to open new doors for university-community partnerships. Interactive discussions will encourage attendees to think strategically about their own constraints and share solutions, collectively developing a list of areas for future research and collaboration.

2-3:15 P.M.	CONCURRENT SESSION G.5	UNIVERSITY ROOM
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Facebook: Using Social Networks to Civically Engage Students with Disabilities in Campus Leadership *Rethinking Student Roles*

Presenter: Karen S. Franklin, Counselor: Disability Services and Project Director - Project Reach, Central Piedmont Community College

Co-Presenter/s: Jennifer Conway, Student Life Coordinator, Central Piedmont Community College

CPCC has received a grant from the AACC: Project Reach to create an online social network designed to empower students with disabilities to be leaders in "Walk a Mile in My Shoes," a successful co-curricular program that annually teaches hundreds of students about living with a disability. Attendees will learn about the network and WAM while participating in the hands-on simulations. Participants will leave with a Toolkit to replicate this program.

2-3:15 P.M.	CONCURRENT SESSION G.6	KING ROOM
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Civic Engagement: Marrying Academic Inquiry with Public Service through Internships *Rethinking Student Roles*

Presenter: Sarah Andert, Senior Internship Program Coordinator, Center for Public Service, Tulane University

Co-Presenter/s: Craig Willie, Senior Internship Program Coordinator, Center for Public Service, Tulane University

Tulane's public service internship program encourages students to reevaluate the nature and meaning of public service through participation in traditional and nontraditional service activities directly related to their areas of study and future careers. Presenters detail how to combine hands-on service and experience in a chosen field with academic inquiry and learning through a corresponding seminar, using a three-pronged approach— recruitment, application/preparation, and academic support— to prepare students for their service-learning partnership roles.

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2-3:15 P.M.

CONCURRENT SESSION G.7

PARAMOUNT ROOM

Rethinking Academic Identities: A Model for Departmental Service-Learning

Rethinking Community, Student, and Faculty Roles

Presenter: Ross Louis, Assistant Professor, Communications, Service-Learning Faculty in Residence, Xavier University of Louisiana

Co-Presenter/s: Brandan Odums, Director, 2-Cent Entertainment; Kimberly Chandler, Assistant Professor, Communications, Xavier University; David Park, Assistant Professor, Communications, Xavier University; Britney Francis, Student, Xavier University; Tiffany Willis, Student, Xavier University

This panel rethinks the identity of an academic department through the lens of service-learning. Student, community, and faculty panelists will present a model for institutionalizing service-learning at the departmental level. Presentations will focus on aligning a department's identity with its university's mission, strategies for infusing service-learning throughout a curriculum, examples of service-learning projects that embed community partners within a Department of Communications, and case studies that connect students' academic identities to community responsibility.

2-3:15 P.M.

CONCURRENT SESSION G.8

VICTORY ROOM

Mentoring Boot Camp: How to Create and Sustain a Classroom-Based Undergraduate Millennial Mentoring Program

Rethinking Student Roles

Presenter: Jennifer T. Edwards, Assistant Professor, Communication Studies, Tarleton State University

Co-Presenter/s: Trina Geye, Director of Student Disability Services, Tarleton State University

This is an interactive workshop that will enable participants to learn about a mentoring program that helped upper-level undergraduate students to become leaders and allowed first-year students to become service recipients. This workshop is highly interactive, promotes networking, fosters goal setting, and encourages creative thinking.

3:30-4:45 P.M.

CONCURRENT SESSION H.1

LOUISIANA ROOM

Hey! What about Us? Getting At-Risk Students Involved in Service-Learning and Civic Engagement

Rethinking Student Roles

Presenter: Henrietta Williams Pichon, Assistant Professor, Northwestern State University

This workshop is designed to engage educators in the development of action plans for involving at-risk students in service-learning and civic engagement opportunities. Far too often, programs have focused on strengthening these students' academic and social deficiencies and have done little to provide opportunities for these students to demonstrate their strengths and leadership abilities. Thus, this workshop attempts to address this void in the service-learning movement.

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3:30-4:45 P.M. CONCURRENT SESSION H.2 CAPITOL ROOM

Reflecting on the Impact of Sustained Community Partnerships *Rethinking Community Roles*

Presenter: Marsha R. Cuddeback, Director, Communityworks, Office of Community Design and Development, Louisiana State University

Co-Presenter/s: Frank M Bosworth, Professor, Architecture, Louisiana State University; Melvin Jones, Pastor, Bethel Colony South

Communityworks (C[w]), LSU's Office of Community Design and Development, has implemented service-learning projects with numerous community partners over the past eight years. However, following Hurricane Katrina, a reconstruction project in the Lower 9th Ward led to a sustained community partnership with Bethel Colony South, a faith-based substance abuse recovery program in New Orleans. This discussion convenes participants who have been engaged in service-learning activities with Bethel Colony South to reflect on the mutual benefits and effectiveness of a long-term partnership, the challenges encountered in sustaining a partnership, and the impact on faculty, students, and graduates from the School of Architecture.

3:30-4:45 P.M. CONCURRENT SESSION H.3 HEIDELBERG ROOM

How Sausage is Made: What They Never Tell You About Service-Learning

Rethinking Faculty Roles

Presenter: Ann Martin, Instructor, English, Louisiana State University

Co-Presenter/s: Dorothy McCaughey, Instructor, English, Louisiana State University; Jessica Ketcham Weber, English Doctoral Candidate and Women and Gender Studies Program Coordinator, Louisiana State University

When service-learning teachers get together, they whisper to one another, "Yeah, it IS harder." And even then, they aren't telling the whole truth. It's not harder; it's insanely risky!

This humorous presentation will explore the riskiness in service-learning engagement, including the various kinds of risk, the personality types who are attracted to the risk, and what we can do to "manage the risk." Audience participation in the form of horror stories will be welcomed.

3:30-4:45 P.M. CONCURRENT SESSION H.4 PARAMOUNT ROOM

International Service-Learning in Belize: A Cross Campus/Cross Disciplinary Service Project Focusing on Community Health and Safety *Rethinking Faculty Roles*

Presenter: Margaret Pentecost, Assistant Dean of Student Services, University of Louisville

To address community identified problems of health and safety of a remote Mayan village in Belize, Central America, a team of 40 faculty and students organized an interdisciplinary service-learning project that included the academic disciplines of dentistry, communications, education and justice administration. The International Service-learning Program provides multicultural training in the areas of history, politics, economic development, program development and administration, public health issues,

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and dental issues germane to the service population groups in Belize. Participant engagement will include opportunities for questions, brainstorming suggestions and recommendations for project, review of the community profile assessment, small group discussion on interdisciplinary work, and a case study of the Red Bank Project.

3:30-4:45 P.M.

CONCURRENT SESSION H.5

KING ROOM

INDIVIDUAL PRESENTATION SESSION: CROSSING CULTURES *Rethinking Community, Student, and Faculty Roles*

Presentation 1: Learn & Serve Hispanic Healthcare Pilot Program: Enhancing Student Service-Learning through Community Outreach

Co-Presenter/s: Glenn C. W. Ames, Director, International Public Service and Outreach, University of Georgia; Ashley Reed, Graduate Student, Health Promotion and Behavior, University of Georgia

This presentation is a case study of a service-learning project to provide healthcare information to the Latino community in Georgia through a coordinated program of healthcare seminars. The goal is to improve access to reliable healthcare information for Latino families while providing service-learning opportunities for students who coordinate the seminars in partnership with local outreach healthcare professionals. Students gain valuable cross-cultural experience and learn leadership skills in program coordination and delivery, serving 225 Latino families.

Presentation 2: Global Classroom – Teaching Foreign Cultures through the Lens of Local Community

Presenter: Adam Beebe, Senior Program Coordinator, Center for Public Service, Tulane University

Co-Presenter/s: Agnieszka Nance, Assistant Director, Center for Public Service, Tulane University

Applying service-learning pedagogy to a variety of foreign language and culture courses offered every semester at Tulane University opens a new dimension in students' perception of local and international communities. This presentation will focus on best practices and partnerships developed in Latin American Studies, Spanish, French, and German not only to enhance students' language skills but also to deepen their understanding of cultural differences between the U.S. and countries abroad.

Presentation 3: Economic Impact of Southern University's Service-Learning Program in the Greater Baton Rouge Community and Abroad

Presenter: Kristan A. Gordon, Instructor/Student Development Coordinator, Center for Service-Learning, Southern University A&M College

Co-Presenter/s: Heather Y. Williams, Instructor, Southern University A&M College

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Southern University (1880) is the largest land grant institutional system for African Americans. A comprehensive Study Abroad program was implemented in 1995 to provide experiential learning for minority students. The Study Abroad program is an expansion of the traditional service-learning program which has been in existence at the university since 1991.

3:30-4:45 P.M. CONCURRENT SESSION H.6 VICTORY ROOM

Students as Strategic Consultants: Belmont University's ProjectLEAD and Rethinking Roles in Service-Learning Partnerships *Rethinking Community, Student, and Faculty Roles*

Presenter: Kristine LaLonde, Assistant Professor of Honors and Coordinator of Honors Leadership Studies, Belmont University

Co-Presenter/s: Marcia McDonald, Associate Provost, Belmont University; Katy McWhirter, Honors Leadership Studies Student, Belmont University; Paul Malone, Honors Leadership Studies Student, Belmont University

The panel explores the approaches of Belmont University's ProjectLEAD, which engages student teams as consultants who conduct research, analysis, and strategic planning in response to specific organization challenges of community partners. ProjectLEAD departs from the traditional service-learning model of community service and reframes the roles of students, faculty, and community partners. The panel will include the program's faculty director, a partner from within the Belmont community, and two ProjectLEAD students who worked on consulting teams.

3:30-4:45 P.M. CONCURRENT SESSION H.7 UNIVERSITY ROOM

Service-Learning: One University's Approach to Using Service-Learning with Doctoral Students *Rethinking Student and Faculty Roles*

Presenter: Edward Blackwell, Director of the Institute for Education, St. Thomas University

Co-Presenter/s: Lynn Marie Kendrick, Ed.D. Candidate, St. Thomas University

The theories of leadership, Servant Leadership (Greenleaf, 1977) and Learning Organizations (Senge, 1990) give students a chance to make theories come alive. This workshop will look at how one university used service-learning to teach doctoral students leadership concepts. The workshop will lend some advice on how graduate programs can incorporate this approach into their individual classrooms. The qualitative approach will lend participants the opportunity to really learn what these students gained from service-learning and how incorporating this method into the classroom can lead to meaningful knowledge and exploration.

SPEAKERS'
BIOGRAPHIES

SPEAKERS, PANELISTS, AND WORKSHOP FACILITATORS

CULTIVATING STUDENTS TO BE AGENTS OF INSTITUTIONAL CHANGE Pre-Conference Workshop, Wednesday, March 25, 1-4 p.m.



Michele James-Deramo was a key player in the Virginia Tech Student Engagement Task Force, appointed by the Provost to develop and implement the university Strategic Plan that privileges student engagement. She is the founding Director of Service-Learning at the Virginia Tech Center for Student Engagement and Community Partnerships. Under her leadership, the program developed into a strong, viable organization that guides the university in a spirit of community engagement. It was recognized by the John

Templeton Foundation Colleges with Character Program as well as for the President's Higher Education Community Service Honor Roll.

James-Deramo also started the service-learning program at St. Joseph's University, where she was awarded her first Learn and Serve America Grant. Her total grants over the past 13 years have passed \$1,000,000. She also serves as a member of the Design Team for the National Leader Schools program; however, her participation in reflective community service spans back to middle school and includes a year of service with the Sojourner's Community in Washington, D.C. She is currently pursuing an interdisciplinary doctorate in social, political, ethical and cultural thought.

NAVIGATING THE CHALLENGES OF TENURE AND PROMOTION AS AN ENGAGED SCHOLAR Pre-Conference Workshop, Wednesday, March 25, 1-4 p.m.



Sherril B. Gelmon, Dr.P.H., is Professor of Public Health at Portland State University and Founding Chair of the International Association for Research on Service-Learning and Community Engagement.

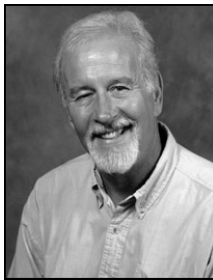
She was one of the first faculty promoted to professor at Portland State under the revised tenure and promotion criteria that promote engaged scholarship. Gelmon conducts research on faculty and institutional adoption of community engaged scholarship and is a frequent presenter and consultant on this topic.

She served as an "Engaged Scholar" with Campus Compact, developing and studying assessment methodologies with national disciplinary associations initiating major efforts in service-learning and civic engagement.

Gelmon is a Senior Consultant with Community Campus Partnerships for Health; a member of the Campus Compact Service-Learning Consulting Corps; and a member of the National Review Board for the Scholarship of Engagement.

SPEAKERS, PANELISTS, AND WORKSHOP FACILITATORS

FACE TO FACE, HAT TO HAT: DIALOGUE WITH SERVICE- LEARNING DIRECTORS Pre-Conference Workshop, Wednesday, March 25, 1- 4 p.m.



Roger Henry, facilitator of the *Face to Face, Hat to Hat* workshop, has managed and directed service-learning programs for 35 years at Kent State University and Brevard Community College.

He currently directs a large Center for Service-Learning, coordinates the service-learning curriculum, and teaches service-learning courses. Under his leadership, Brevard has become a national model for service-learning and community involvement innovation. Its publications and resources are used by hundreds of institutions and organizations across the country.

Henry directed the Florida Campus Compact for seven years, helping to build a service-learning infrastructure in the southeast United States. He has an undergraduate degree in public administration/government service and a Master's of Education from Kent State University.



Vincent Ilustre is the Executive Director of the Center for Public Service (CPS) at Tulane University. He directs the operations of the Center and its various affiliate programs and provides leadership to the Center's staff and plans for the Center's growth. He works with the Center's Faculty Executive Committee to ensure the Center's academic mission is met and that there are ample opportunities for students to complete the public service graduation requirement.

Prior to his current position, Ilustre served as the Associate Director of Tulane's Office of Service-learning since 1998. Ilustre received his Bachelor's degree in Sociology and Political Science from Tulane's Paul Tulane College and his Master's in Business Administration in Management and Marketing from Tulane's Freeman School of Business.



Jan Shoemaker is the director of LSU's Center for Community Engagement, Learning, and Leadership (CCELL). She was awarded the 2003 LSU Foundation Staff Service Award, University College 2003 Employee of the Year Award, and the LSU Outstanding Service-Learning Faculty Semester Award and shared with Volunteers in Public Schools the 2003 Gulf South Service-Learning Summit's Creative Collaboration Award.

Shoemaker was a service-learning English instructor for six years, has led faculty development seminars at various universities, and has presented at regional, national, and international conferences. She is a member of the Gulf-South Summit Executive Committee and host chair of the 2009 Gulf-South Summit on Service-Learning and Civic Engagement.

SPEAKERS, PANELISTS, AND WORKSHOP FACILITATORS

She has served on LSU's Assessment Committee, Communication Across the Curriculum Council, Centers for Excellence in Learning and Teaching Council, and the Service-Learning Advisory Council.



Josh Young is the director of Miami Dade College's Center for Community Involvement where he oversees all service-learning and America Reads activities, as well as myriad other campus-community partnership initiatives. He has a bachelor's degree in Sociology from the University of Virginia and masters degrees in Social Work and Public Administration from Florida State University.

Young served two tours with the Peace Corps in Mali, West Africa, and Paraguay, South America, and ran summer community service programs for youth for four summers in the Dominican Republic with Visions International. He has been with Miami Dade College since 1994.

MDC's service-learning program now involves 200 faculty and 4800 students annually. Young has been a national service-learning mentor with the American Association of Community Colleges and has extensive experience leading workshops for faculty, students, community partners, and administrators.

STUDENTS AS COLLEAGUES

Plenary Session, Thursday, March 26, 7:15-8:45 a.m.



Edward Zlotkowski, Ph.D., featured speaker of the *Students as Colleagues* plenary session, is a professor of English at Bentley College (Waltham, Mass.) where in 1990 he founded the Bentley Service-Learning Center.

Zlotkowski received his B.A. in English and his Ph.D. in Comparative Literature from Yale University. He has written and spoken extensively on a wide range of service-learning and engagement-related topics, and served as general editor of the American Association for Higher Education's 21-volume series on service-learning in the academic disciplines. He also served as editor of *Successful Service-Learning Programs* (1998), *Service-Learning and the First-Year Experience* (2002), and as co-editor of *Students as Colleagues* (2006).

He has led workshops for both national and regional organizations as well as individual campuses in the United States and abroad on creating service-learning programs and courses. His non-service-learning publications have focused on contemporary American poetry, and German and English romanticism.

SPEAKERS, PANELISTS, AND WORKSHOP FACILITATORS

STUDENT RESPONDENTS:



Emily Barry, a sophomore studying Spanish and International Development, initiated a research/study abroad/service-learning partnership between the Virginia Tech Honors Program and a developing community in Honduras. Her awareness of the community's role in building lasting solutions is a contrast to many international service programs that tend to engage students in short term or building projects that have minimal long-term effect on the communities. She also collaborated with a faculty member to design a student-led discussion course, "Creating the Peacework Village Partnership," which is offered through the Honors Program. Barry is hoping to enter a graduate program at Virginia Tech at the end of her sophomore year where she plans to take coursework that challenges her to put theory to practice in real life situations. She believes that a graduate program will allow her to focus more on the work she wants to do.



Claire Reuter, a 2008 biochemistry graduate, was among LSU's "Tiger Twelve" students honored each year for their adherence to LSU's "Commitment to Community" code. Reuter was a service-learning student, special events coordinator for Volunteer LSU, site leader for Alternative Spring Break, a member of Leadership LSU, a member of ODK, Red Cross, and Rotaract. She received the R. Greg Hussey Recognition Award for outstanding service in the College of Basic Sciences. She also served as a summer camp counselor at Camp Summer Tribe for individuals with cerebral palsy. Reuter is currently teaching high school biology and chemistry in the Teach for America program in the public schools of New Orleans.

COMMUNITY AS COLLEAGUES: CAN YOU HEAR ME NOW?

Plenary Panel Session, Thursday, March 26, 12-1:45 p.m.



Lyvier Conss, facilitator of the *Community as Colleagues* panel, has more than 22 years of experience in non-profit administration, grants management, and fund development. She is the founding executive director of the Community College National Center for Community Engagement which was established in 1990.

Through her leadership, the Center has disbursed more than \$3 million to community, tribal, two-year, and technical colleges to support the pedagogy of service-learning and civic engagement. The focuses of the projects have been on increasing academic achievement, critical and reflective thinking, civic responsibility, community involvement, and faculty development.

In 2005, Conss received the Lifetime President's Volunteer Service Award for her volunteer

SPEAKERS, PANELISTS, AND WORKSHOP FACILITATORS

work within her community and as an English/Spanish translator with medical humanitarian groups providing free surgical and medical assistance in Mexico and Central and South America. She has also worked as an English/Spanish translator with the Empowerment Project to bring solar energy to remote villages in Peru. Conss also serves as a Director-at-Large for the National Wildlife Foundation.



Janet Pace, interim Executive Director of the Louisiana Serve Commission, represents the community voice from her various partner roles. She serves on the LSU Service-Learning Advisory Council and as former Director of Volunteer Outreach for the Louisiana Serve Commission, she implemented strategic volunteer initiatives and supported collaborative efforts among nonprofits, faith-based organizations, and state agencies and had oversight of www.volunteerlouisiana.gov, a disaster response center, for spontaneous volunteers. She is former President of Volunteer! Baton Rouge, which partnered with LSU service-learning in a number of capacities. During her tenure at VBR!, the agency was named the 2005 National Volunteer Center of the Year by the Points of Light Foundation. Pace has served on the boards of several nonprofits addressing public education and children's issues as well as the East Baton Rouge Parish School Board and served on the Volunteers in Public Schools Board when VIPS and LSU shared the 2003 Gulf-South Summit Creative Collaboration Award.



Karen Stagg, director of Connections For Life, is a graduate of Louisiana State University and spent more than 15 years of her career working in a corporate leadership role in healthcare operations. She joined Connections For Life in 2007. Connections For Life is a non-profit transitional housing and re-entry program for women coming primarily from prison. The agency received the 2008 Gulf-South Summit Award for Outstanding Community Partner Contributions to Service-Learning for its seven-year partnership with LSU English classes. Stagg is a member of Capital Area Alliance for the Homeless, Louisiana Association of Non-Profits, RESULTS and volunteers with Habitat for Humanity, HOPE Ministries and other community organizations.



Allen Tuten, from Ruston, LA, is the past president of the Habitat for Humanity Board of Directors and a 15-year volunteer with the organization. During that time he coordinated a long-term partnership with Louisiana Tech University service-learning faculty and students. Always active in his community, he was chair of the Louisiana Hospital Association, a 27-year member of the Louisiana School Board, served two terms on the Ruston/Lincoln Chamber of Commerce Board of Directors, is a Red Cross volunteer, and currently serves as president of the Ruston Rotary Club.

SPEAKERS, PANELISTS, AND WORKSHOP FACILITATORS

FACULTY AS LEARNERS

Plenary Session, Thursday, March 27, 12-1:45 p.m.



Patti H. Clayton, Ph.D. (1995, UNC-Chapel Hill), is founding Director of the Center for Excellence in Curricular Engagement in the Office of the Provost at NC State University. She serves as a Senior Scholar with the Center for Service and Learning at IUPUI and has been a Faculty Fellow with National Campus Compact's Project on Integrating Service with Academic Study as well a finalist for the Thomas Ehrlich Faculty Award for Service-Learning.

Clayton leads a multi-faceted scholarship agenda and co-develops with a student/faculty leadership team the Center's critical reflection and assessment model, student leadership roles, and faculty and curriculum development processes. She has integrated service-learning into her own courses for the past eight years, and in all aspects of her work she seeks to support the growth of students and faculty as scholars and citizens through creating with them opportunities for reflective practice, leadership, and mentoring.

Clayton and her student and faculty colleagues are producing an instructors' guide and a student tutorial on critical reflection (forthcoming from Stylus Publishing). They have book chapters in *Teaching and Learning through Inquiry* (Virginia Lee, ed., 2004), *Students as Colleagues: Expanding the Circle of Service-Learning Leadership* (Zlotkowski, Williams, and Longo, eds., 2006), *Establishing and Sustaining the Community Service-Learning Professional: A Workbook for Self-Directed Learning* (Jacoby and Mutascio, eds., in press), and *Higher Education and Civic Engagement – International Perspectives* (McIlrath and MacLabhrainn, eds., 2007)

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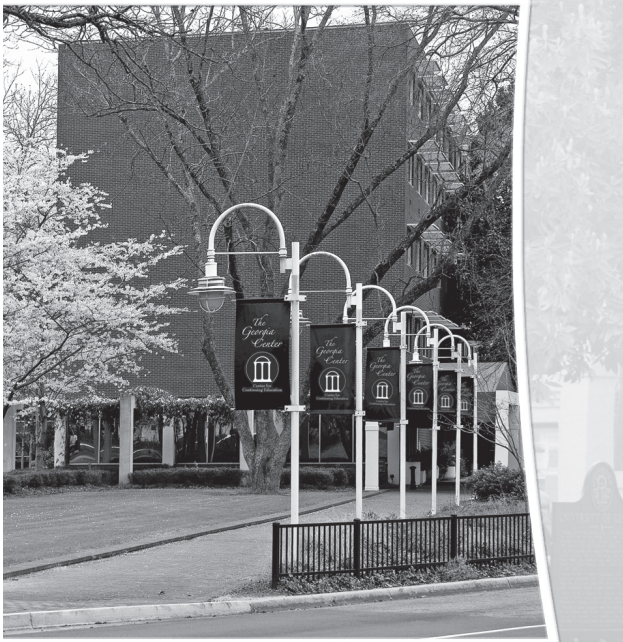


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