Gulf South Summit April 13 – 15, 2016

Concurrent Session Descriptions

All Aboard for the 2016 Gulf-South Summit! Please review the final concurrent session schedule below. Please note, the scheduled room assignments are subject to change, but designated time slots have been finalized.

Thursday, 9:15 AM-10:30 AM              Panel Discussion
Room - Auditorium

**Working Better Together: Bridging Action Civics and Undergraduate Service Learning**

Cristin E Foster, Hollie Cost, Lauren Davis, K.C. Vick

David Mathews Center for Civic Life

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

Thursday, 9:15 AM-10:30 AM              Individual Presentation
Room - 212

**Untold stories: Raising awareness about refugees and immigrants in our communities through digital storytelling practices**

HYANGSOOK LEE

Belmont University

The purpose of this session is to: draw attention to the global refugee crisis; and share digital storytelling practices in the classroom to engage students in developing an understanding and raising awareness of refugee and immigrant issues in our local communities.
Thursday, 9:15 AM-10:30 AM
Interactive Workshop
Room - 1002

The Nuts and Bolts of Building a Meaningful Service-Learning Core for the First-Year Experience

Ashley Y Oliphant, Kelly Misiak, Ashley Oliphant
Pfeiffer University

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

Andrew C Lakhani  
Georgia Southern University  

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

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**The Impact of a Community-Based Engaged Learning Experience for Students and Community Partners through Cancer and Exercise Wellness Programs**

Emily Simonavice, Laura Childs  
Georgia College and State University  

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

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**The development and progression of service learning throughout the nursing curriculum**

Lydia Watkins, nicole masano, Brandy Chambers  
College of Coastal Georgia  

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

Betsy Hart

University of Arkansas, Little Rock

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

It's a Data Job, But Someone's Gotta Do It

Heather Mack

Heather Mack Consulting LLC

Drowning in data? You’re not alone.

Data should be working for us, helping us reflect on our effectiveness, demonstrate our impact, and advocate for our field. But most institutions see only short-lived benefits incommensurate with all of the effort expended to collect and management tracking and assessment data.

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

Engaged Service-Learning and the Experiential Learning Requirement at UGA: A Case Study

Carol Britton Laws, Melissa Landers-Potts, Paul Matthews

University of Georgia

This presentation describes how a large public university, a college within that university, individual departments, and faculty members respond to a campus-wide mandate for experiential learning. This case study shares specific examples of engaged service-learning from multiple courses across different departments, student learning outcomes, impact in the community, and the challenges experienced. In addition, anticipated and the expected challenges to implementing service-learning courses to meet the new experiential learning requirement will be shared.
Thursday, 9:15 AM-10:30 AM              Interactive Workshop
Room - 218/220

Building Students’ Civic and Moral Responsibility and Assessing Outcomes through Service Learning
Lori Moog
Raritan Valley Community College

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

Thursday, 9:15 AM-10:30 AM              Individual Presentation
Room - 212

Breaking Barriers-Realizing the Potential of Higher Education to Embrace Inclusion of People with Intellectual and Developmental Disabilities
Michelle R Haney
Berry College

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

Thursday, 9:15 AM-10:30 AM              Individual Presentation
Room - 1220B

Academic Civic Engagement: Fostering faculty and non-faculty relationships for student success
Misti McKeehen
University of Pittsburgh - Main Campus

Engaging students in serving with local nonprofit agencies with their time and talents is a mutually-beneficial experience for the students, organizations, and university. During this presentation participants will learn more about the experiences the University of Pittsburgh’s Office of PittServes leveraged with the School for Information Science to foster a long-term relationship for students (primarily international students) to do good with agencies in most need.
Thursday, 10:45 AM - 12:00 AM  
Room - 1220A  

**Utilizing Participatory Action Research to Assess the Interagency Collaboration of a Community-Based After-School Program Partnership**

Jessica L Render  
Georgia Southern University  

The study utilized a community-based participatory action research (PAR) approach to assess the development of an interagency collaborative. The strengths and limitations of using PAR to evaluate collaboration will be discussed as well as the factors of collaboration that impact a community-based after-school program partnership.

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Thursday, 10:45 AM - 12:00 AM  
Room - 218/220  

**Turning a Disagreement into Collaborative Dialogues**

Rebecca Dumlao  
East Carolina University  

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

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Thursday, 10:45 AM - 12:00 AM  
Room - 212  

**The campus food pantry that experiential education built**

Alexandra Wills  
Austin Peay State University  

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

Lesia Lennex, Andrew Perrin
l.lennex@moreheadstate.edu

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

So You Walk the Walk, but Do You Talk the Talk?: Crafting and Enhancing Communications to Support Community Engagement in Higher Education

Audrey Trussell
Virginia Commonwealth University

With community engagement rapidly gaining prominence in higher education, more faculty and administrators are being tasked with communicating about community engagement activities. Communications must be developed to support the institution’s mission while remaining true to principles of mutually-beneficial partnerships. This session explores best practices for developing and implementing a university communications strategy for community engagement. Attendees will reflect on their institution’s communications and will leave with tangible strategies to elevate community-engaged dialogue through online presence.
Thursday, 10:45 AM - 12:00 AM  Individual Presentation  
Room - 210

**Participatory Asset Mapping: Developing Collaborative Service Learning Projects**

Lacey Cunningham  
University of New Orleans

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

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Thursday, 10:45 AM - 12:00 AM  Individual Presentation  
Room - 1220B

**Jumping in With Both Feet: Evaluating One Week Community-Engaged Courses**

Susan Carol Conradsen  
Berry College

A model designed for maximum immersion – a one week full credit course – was developed and tested in two different fields and formats: an inner city Social Activism course and a course on Families Experiencing Childhood Cancer taught in Florida. Student data collected pre and post will be discussed as well as logistical issues, pros and cons of this format, and ways to assess the impact of the course on their students.

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Thursday, 10:45 AM - 12:00 AM  Interactive Workshop  
Room - 1002

**Interactive Workshop on Community Engagement Utilizing Theatre with At-Risk Youth**

Karen J Berman, Kristi Papailler  
Georgia College and State University

Georgia College Theatre will involve participants in a fun and interactive workshop demonstrating the techniques of theatre for social change in an innovative undergraduate model of community engagement utilizing a high impact interdisciplinary general education course collaborating with at-risk high school students in Early College to create scenes on health issues from anti-bullying to suicide prevention. Faculty, staff and students wishing to be inspired by collaborative models of engaged service learning will enjoy this session.
Having a Voice in Authentic Engaged Partnerships: A Workshop for Community Partners

Cassie Simon, Josephine Pryce, Vicky Carter

University of Alabama - Tuscaloosa

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

Getting Things Done: The AmeriWay; Exploring AmeriCorps as a Signature Program that Develops Civic Minded Service Leaders

Jen Welch, Jenai' Polite, Eric Russell, Chelsea Dent, Exell Jackson

Clayton State University

Getting Things Done: The AmeriWay will explore the AmeriCorps National Service Program as a means to connect students to their community through intentional and intensive service opportunities. Join the Clayton State AmeriCorps Program Coordinator and Team Leads to hear how AmeriCorps has provided students with a transformative service leadership experience. The session will also detail the benefits that AmeriCorps can have on university campuses and surrounding communities.

Community Engagement and First Year Students: Exploring Initiatives that Deepen Impact

Ashley Y Oliphant, Kelly Misiak, Annie Jonas, Brooke Millsaps,

Pfeiffer University

This panel brings together faculty perspectives from two disciplines and multiple administrative viewpoints to discuss the Engaged Faculty Scholar program recently launched by the North Carolina Campus Compact. Faculty and staff at Warren Wilson College and Pfeiffer University will describe how their campus projects extend and deepen the impact of community engagement for first year students. The panel will examine the institutional factors that made our ambitious proposals possible and the challenges and solutions that marked our respective journeys.
Thursday, 10:45 AM - 12:00 AM  
Room - 1220A  
**Individual Presentation**

**Collective Leadership for Community Engagement: Empowering community partners as co-creators and co-educators**

Jennifer W Purcell, Brian Wooten  
Kennesaw State University

This presentation details efforts at a public university to integrate community stakeholders into the strategic planning process for community engagement at the institution. Presenters will discuss motivations and barriers to transcending traditional community stakeholder advisory roles in favor of a collective leadership model that empowers community partners as co-creators and co-educators. The presentation includes a review of strategies implemented as well as findings from a qualitative study that explored community partners' perception of these strategies.

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Thursday, 10:45 AM - 12:00 AM  
Room - Auditorium  
**Panel Discussion**

**Best Practices for International Service-Learning**

Orsolya Kolozsvari, Thomas Hochschild, Carly Redding, Kimberly Mannahan, Adam Johnson  
College of Coastal Georgia

This proposed panel discussion explores the rewards and challenges, as well as best practices in international service-learning courses. The panel will present several different perspectives, incorporating both faculty and staff members from three institutions.

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Thursday, 1:45 PM - 3:00 PM  
Room - 1005  
**Interactive Workshop**

**The Service Learning Institute - An Introduction to Service Learning in a Co-curricular Format**

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

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

Danyel Addes, Emily Elizabeth Shannon
Georgia Southern University

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

Servant Leader Cohort: Teaching Accountability to Community

Taylor B Edwards, Kendall Stiles
Georgia College and State University

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

Lessons from Thirteen Years of Engaged Learning in an Undergraduate Fellowship

Kate Grace
Emory University

The Community Building and Social Change Fellows Program (CBSC) is an intense undergraduate experience that academic coursework, a full-time summer project implementation experience and a variety of supportive efforts for our young leaders. Having worked with over 170 undergraduates and 40 collaborative partners, we hope to share our lessons learned. A recent holistic program assessment provides qualitative data, matched with input from program participants providing an engaged discussion on community-engaged scholarship in practice.
Thursday, 1:45 PM - 3:00 PM  Individual Presentation
Room - 210

Engaging College and Middle School Math Students through SL and Football

Laura Lynch
College of Coastal Georgia

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

Thursday, 1:45 PM - 3:00 PM  Panel Discussion
Room - 2005

By Students, For Students: The Building of an Inclusive Campus Community

Dr. Brynn Welch, Professor Delilah White, Travis Proffitt, Taequan Kates, Aaron Taylor
Emory and Henry College

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

Edy A Delgado, Benjamin Brubaker

Tulane University of Louisiana

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

**An Integrative Model of Student Formation and Leadership in Service**

Katherine Feely, Maryellen Callanan

John Carroll University

Learn about a comprehensive model for recruiting, training and mentoring students engaged in service.

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

**A Neighborhood Team Approach to Strengthening University-Neighborhood Relations**

Tito Luna

Virginia Commonwealth University

At an urban university like Virginia Commonwealth University (VCU), people and programs often blend into the cultural fabric of its surrounding neighborhoods. Opportunities and challenges inevitably arise. How can a university partner with contiguous communities to develop mutually-beneficial relationships? This presentation describes how a neighborhood outreach director works closely with neighborhoods, a neighborhood liaison group, university police and the City of Richmond. Learn how various university units came together to form the VCU Neighborhood Team.
Thursday, 3:15 PM - 4:30 PM              Individual Presentation
Room - 210

**Tracking Community Engagement on Your Campus**

Janna Pennington
Samford University

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

Thursday, 3:15 PM - 4:30 PM              Interactive Workshop
Room - 1002

**Teaching Change Agency through Entrepreneurship Education**

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

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

Thursday, 3:15 PM - 4:30 PM              Individual Presentation
Room - 212

**SENCER: A Civically Engaged Community of Teachers and Learners**

Susan Reiser, Ed Katz
UNC Asheville

SENCER (Science Education for New Civic Engagements and Responsibilities) is a community of teachers and learners committed to improving science education. SENCER courses and programs connect STEM content to critical local, national, and global challenges. Learn more about the 14-year old NSF-funded SENCER, including the rich – but free --repository of resources for teachers, and hear about the variety of SENCER’ized courses ranging from the single starter course to an inspiring, life-changing, international program.
Thursday, 3:15 PM - 4:30 PM              Panel Discussion
Room - 1005

**Praxeological Learning: Service-Learning in Teacher Education**

Christian Winterbottom

University of North Florida

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

Thursday, 3:15 PM - 4:30 PM              Individual Presentation
Room - 212

**Partnerships between University and Children’s Museum - Making Play Not Just For Fun**

Emily Lin

University of North Georgia

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

Thursday, 3:15 PM - 4:30 PM              Individual Presentation
Room - 1220A

**Incentivizing Service-Learning for New Faculty Recruits**

Linda M. Allen

University of Southern Mississippi

What is the best way to incentivize service-learning training for new faculty recruits? At the University of Southern Mississippi, we offer a faculty seminar in service-learning as the introduction to best practices in the discipline. “Faculty Fellows” who have participated in the seminar traditionally receive one course reassignment in exchange for the time devoted to the faculty seminar; however, this year we are changing faculty incentives to stipends in order to address several problem areas.
**Framing “Leadership”: Holistic Integration of a Competencies-based Approach to Student Leadership Development in a Community Service Center**

Christopher A Skrable  
University of Chicago

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

**Convening Neighbors to Deepen Capacity and Innovation**

Travis Proffitt  
Emory & Henry College

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

**Community Engagement through Financial Education and Asset Building**

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

This panel discussion will examine the Lafayette-Oxford-University (LOU) Saves Program as a case study for establishing an asset building program within a center for community engagement. LOU Saves is a child savings program that seeks to improve quality of life by providing multi-generational financial education and nurturing college-going aspirations among underserved youth. The panel will address program design, community partnerships, and findings from a focus group with participating families.
Thursday, 3:15 PM - 4:30 PM  
Room - 1220A  
Individual Presentation  

**Addressing Community Engagement through a Grand Challenge Service-Learning MOOC**  
Claire Dancz, Jeffery Plumblee, Amy Landis, Leidy Klotz  
Clemson University  

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

Friday, 8:15 AM - 9:30 AM  
Room - 218/220  
Interactive Workshop  

**We are More Alike Than Different: A partnership through the Arts**  
Chesley S Mercado, Life Enrichment Center  
Georgia College and State University  

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

Friday, 8:15 AM - 9:30 AM  
Room - 1220A  
Interactive Workshop  

**Service-learning to facilitate development of leadership skills and community engagement from a feminist perspective across two service learning generations**  
Tiffany Woelfel, Marissa Pighin, Jacqueline Gonzales  
University of Washington - Seattle Campus  

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

Chandra Clark  
University of Alabama - Tuscaloosa

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

**Language Immersion in Alternative Service Experiences**

Heather Jo Mashburn  
Appalachian State University

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

**Keeping Up with the Times: Changing Perceptions and Outcomes of Community-Engaged Learning**

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

Our research agenda explores the changing perceptions of and attitudes about community engagement among students, faculty, and administrators. Trying to keep up with the times we have embarked on these complementary studies of student pathways to contribute to a more robust theoretical model of experiential pedagogy. We include results from various studies including one comparing SL and social entrepreneurship, as well as one looking at student development indicated in the Global Perspectives Inventory.
Friday, 8:15 AM - 9:30 AM          Interactive Workshop
Room - 1220B

Inclusive Dialogue and Mutual Responsibility in The Citizenship Project
Anna L. Krift
Lynn University

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

Friday, 8:15 AM - 9:30 AM          Individual Presentation
Room - 210

How are we Impacting Communities in Short-Term International Service Immersion Programs?
Eliza Wethey
Virginia Polytechnic Institute and State University

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

Friday, 8:15 AM - 9:30 AM          Individual Presentation
Room - 212

Equipping Students for a Lifetime of Civic Engagement
Jackie S Gillespie, Portia Botchway
Clemson University School of Nursing

Clemson University School of Nursing Program has incorporated service learning within its curriculum to promote learning and social responsibility. This presentation will share the evidenced-based practice foundation on which this project is designed and attendees will view a power point presentation that shares students’ work nationally and internationally. To promote ease in incorporating service learning into their curriculum, attendees will be given the plans and grading criteria for this project.
Friday, 8:15 AM - 9:30 AM              Interactive Workshop
Room - 2005

Developing Capacity for Community Engagement: Communication strategies for crossing organizational, community, and geographic boundaries

Jennifer W Purcell, Casey Mull
Kennesaw State University

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

Friday, 8:15 AM - 9:30 AM              Panel Discussion
Room - Auditorium

Designing the Future in Small Communities: Higher Education Assistance in Economic Development Planning & Visioning

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

A public service consultant, academic professor, and two public service faculty members will share information about community economic development strategic planning processes in 2 communities through a community-university partnership. They will include examples of how higher education faculty and students can partner with communities to engage public-private partnerships and grow investment. Each will share their experiences and perspective regarding their involvement in the efforts, and some of the outcomes.
Friday, 8:15 AM - 9:30 AM Individual Presentation
Room - 217

Adapting Service-Learning for Introductory Courses
Randall Parish
University of North Georgia

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

Friday, 9:45 AM - 11:00 AM Interactive Workshop
Room - 218/220

The Cliff-Pit: Bridging the Post-Graduation Gap in Civic Engagement
Sam Giacobozzi
Break Away

While students have countless mechanisms for involvement on campus, even the most active leaders experience a period of isolation and disengagement after graduation. It's time we met this challenge with tools to prevent the drop-off and support recent graduates in building active and inclusive communities. Come learn about Break Away's efforts to engage alumni, and a model for understanding our role as citizens and organizers.

Friday, 9:45 AM - 11:00 AM Individual Presentation
Room - 1220A

Service-learning, Intercultural Competence, and Layers of Understanding
Laura Antonow
University of Mississippi Main Campus

Intercultural competence can be one of the most beneficial student outcomes of service-learning. Students, like faculty, come to service-learning with varied layers of understanding about race and privilege. Service-learning experiences can enhance understanding and appreciation of diversity, or it can reinforce stereotypes. This presentation provides an examination of how students process issues of race and privilege through service-learning in the Mississippi Delta, and presents recommendations for administrators and faculty on effectively fostering intercultural competence through service-learning.
Panel Discussion
Room - Auditorium

Service Learning and Community-Based Research: Implementation, Benefits, Challenges, and Future Directions

Ariana Postlethwait, April Rand, Sarah Pilgrim, Carmelita Dotson
Middlebury Tennessee State University

This panel will highlight the efforts of three universities to implement service-learning projects into their social work curriculum. Drawing from their experiences collaborating with community based agencies, the panelists will discuss (1) how to implement student-led community based research projects, (2) building partnerships with diverse stakeholders/agency settings, (3) benefits and challenges of student-led research within a community-based agency, (4) how to use projects to support agency change, and (5) future directions in service learning.

Individual Presentation
Room - 212

Seamless Leadership Learning: Combining Service-Learning, General Education, and Co-Curricular Experiences for Leadership Development

Christy Arrazattee
University of Southern Mississippi

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

Individual Presentation
Room - 217

Leveraging Local History as Service Work

Nora R Moosnick, Lynn Phillips
University of Kentucky

This 30-minute individual session discusses how the University of Kentucky’s LEXengaged program uses history to inform elementary and college students about the rich history of a neighborhood that helped grow an industry and a brand for our state. The session delves into how teaching/learning history embraces service work, lifts underprivileged children, and provides a sense of community for a neighborhood that has witnessed tremendous change and lost its storied past.
Go big or they’ll stay home: Using service-learning to reclaim the moral and societal purpose of education

Billy Osteen, Lane Perry
University of Canterbury

A recent editorial, The Big University, contends that in the current context of 24/7 content, the only purpose of bringing people together for education is “to thrive at those things that require physical proximity. That includes moral and spiritual development. We do it through small groups and relationships and in social contexts.” Case studies from New Zealand and North Carolina provide proof that service-learning is particularly well positioned to reclaim this purpose of education.

From Privilege to Assets: The Use of Asset Based Community Development in Service Learning Reflection

James Garrett
Tulane University

This presentation advocates for the use of Asset Based Community Development (ABCD) as a primer for reflection in service learning. ABCD is used by organizations and communities to identify and catalogue resources available to further community development, but the method and its vocabulary can be repurposed and used to spur positive reflection on power and privilege.

Designing and Documenting Community Engagement for Tenure and Promotion

Lesley M Graybeal, Debra Burris, Amy Hawkins
University of Central Arkansas

A lack of recognition of community-engaged teaching and research continues to be a barrier for faculty participation in service-learning, particularly considering the heavy teaching loads and publication expectations that tenure-track faculty face at both research- and teaching-focused institutions. Drawing upon a review of the scholarly literature, guidelines for faculty, and our own experiences at a teaching-focused regional university, this interactive workshop will explore how faculty can elevate the status of their community-engaged teaching and research.
Crafting Powerful Civic Engagement Programs

Kristina Snader
University of North Carolina at Greensboro

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

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

Jarrad D Plante, Josh Truitt
University of Central Florida

In 2014, over $37.4 billion were given to colleges and universities across the United States, and 43.7% came directly from individual and alumni donors (Council for Aid to Education, 2015). Institutions can influence alumni donor behavior by enhancing the college experience, especially through academic and service-learning, community engagement (Hurvitz, 2010; Field, 2011; Weerts & Ronca, 2007). The presenters will share aggregate data of alumni giving at three different institutions to determine the impact of service-learning and enhanced student experience through the lenses of personal interviews and data provided the Carnegie Community Engagement Classification and reclassification applications.
Friday, 9:45 AM - 11:00 AM  Individual Presentation  Room - 212

Community Engagement 2.0: Developing Curriculum through Community Partnerships

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

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

Friday, 9:45 AM - 11:00 AM  Panel Discussion  Room - 2005

Collaborate to Change Lives...One Semester at a Time

Nicole M. DeClouette
Georgia College and State University

This presentation highlights a grassroots collaboration between a college professor and the director of a center that serves adults with developmental disabilities. Each semester, college students and adults with disabilities spend time together playing sport and making music. The presenters of this session (including the professor, the director, a student, and an adult with a disability) will provide information about the collaboration and share the benefits, challenges, and their ideas for next steps.

Friday, 9:45 AM - 11:00 AM  Interactive Workshop  Room - 211

An Invitation Is Not Enough: Strategies for inclusive dialogue

Danyel Addes, Jessica Shanken, John Nwosu
Georgia Southern University

Deliberative Dialogue is a co-curricular program at Georgia Southern University. Students develop leadership skills in facilitation and dialogue and explore productive strategies for having difficult conversations across difference. In this interactive workshop we walk participants through dialogue activities and focus on strategies for distributing air time and increasing input and participation from those that may not often contribute, as well sharing useful fall back activities for when conversation becomes extremely intense or very slow.
Wednesday, 5:00 – 7:00 PM
Poster Session
Embassy Suites Hotel

Watershed UGA: A “Hyper-Local” Initiative Promoting Interdisciplinary Engagement through Campus Streams
Paul Matthews
University of Georgia

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

Using a Public Library Makerspace to Bring STEM Education to Low-Income Youth
Sharon Nichols, Tricia Schuster, Marti Ball
University of Alabama - Tuscaloosa

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

Thinking outside the Box with University and Non-profit Partnerships: Aligning graduate assignments with service learning experiences for teacher candidates
Christina C Bartholomew, Michelle Duffy
Virginia Commonwealth University, Department of Special Education and Disability Policy

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

Moya L. Alfonso, Linda Mullien, Wendy Denton

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

Ariana Postlethwait, April Rand, Sarah Pilgrim, Karen Stipp

Middle Tennessee State University

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

The Creation and Evolution of Our Service-Learning Facilitator Advisory Board

Kiana E Anderson

Georgia Southern University

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

Teddy Bear Clinics--The Power of Collaboration!

Sarah R Hartman

College of Coastal Georgia

This poster session will demonstrate the collaborative efforts of the teacher education and nursing programs from the College of Coastal Georgia. Visualize the following lessons through their creative activities, created and implemented in Teddy Bear Clinics to students in Preschool-8 grade, across elementary and middle schools in Glynn County: physical activity, online stranger danger, child restraint seat laws, mental health and suicide prevention, sunscreen and insect repellent, bicycle and helmet safety, hand hygiene, and immunizations.
**Swim to the Top (S3T)**

Antonio Gardner, Jermaine Mitchell, Douglas Craddock, Carol Agomo, Zach Wahl

The University of Alabama

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

**Students’ Environmental Worldviews, Attitudes Toward Environmental Issues, and Energy Source Preferences: An Exploratory Study**

Marci R Culley

College of Coastal Georgia

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

**SJ4SA: A Social Justice Tour of San Antonio**

Eliot Howard, Brian Halderman

University of Texas at San Antonio

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

C. Tate Holbrook

College of Coastal Georgia

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

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

Service Learning in the Development of a Local Food Hub
Sallie Hambright-Belue, D. Scott
Clemson University

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

Service Learning and Habitat for Humanity: The Downtown Statesboro, GA Redevelopment Project
Moya L. Alfonso

The purpose of this presentation is to present the results of a needs and assets assessment conducted in partnership with Statesboro GA's Habitat for Humanity. Students in masters classes conducted 31 brief intercept interviews with residents at the local Farmers Market and local soup kitchen. Results suggested we reached the target audience. Needs and assets were identified. Results suggested a need for more low cost restaurants and shops in the area. A door to door survey will be conducted this fall. Results will be reported in the poster.
Revision of the Service-Learning Scholar’s Program
Kimberly K. Mannahan, Cody Cocchi
College of Coastal Georgia
The authors will present a description of the redevelopment of a faculty service-learning training program called the Service-Learning Scholar’s Workshop. After several years, we recognized a need for a more streamlined, practical training program. A mix of online content delivery of the theoretical information and in-person workshop sessions was used to maximize faculty learning while considering time restrictions of faculty workload.

Raising Awareness for CASA Glynn: Court Appointed Special Advocates for Children
Kimberly Kinsey Mannahan
College of Coastal Georgia
Casa Glynn advocates and serves as a voice for the more than 150 children in the foster care system in our community. We aimed to accomplish three goals in our service-learning project (1) we sought to raise awareness in the community of the importance of CASA and the organization’s goals, (2) we worked to recruit community volunteers to become court appointed special advocates, and (3) we worked to raise money for the organization to help them serve the children in our community.

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

David D John

Georgia Southern University

Promoting peer mediation to children in schools, sets the foundation for a community that is more aware of conflict and how to effectively resolve them.

The focus of Dr. Laura Agnich's class, facilitated by the University's award winning Mock Mediation Club is on helping university students learn the principles and skills associated with Mediation and through a service-learning format, allows these college students to further reach out to younger students and teach them these valuable skills.
**Making an Impact: The Public Service Internship Program at Tulane University**

Alexa C Schwartz  
Tulane University of Louisiana

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

**International Field Study Program, Tinjil Island, Indonesia**

Karen Hambright  
College of Coastal Georgia

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

**How to Design a Course Integrating Service-Learning Projects in an Educational Technology Course: A Case Example?**

HwaChoon Park  
The University of Georgia

The presenter designed an educational technology course by integrating service-learning projects as course requirements. Undergraduate students were engaged in non-direct service-learning group projects. The instructor observed students’ engagement in learning and personal development as outcomes of service-learning. Next, the instructor redesigned the course based on the students’ outcomes. The presenters would like to share the process of designing the course integrating service-learning and the changes of students’ engagement in learning with audience.
History comes to life in the cemetery! Teach 8th Grade History on a Field Trip to a Headstone...

Sarah R Hartman
College of Coastal Georgia

Take a journey through a “cemetery” and experience a visual of lessons created from headstones, see what teacher candidates learned from their research in public record of ordinary people, and discover how they tied this together to 8 grade Georgia history social studies standards. Learn how to make history come alive, and discover fascinating facts about your local cemetery such as how to discover socioeconomic status from headstone inscriptions and if your cemetery is segregated!

Growing Food Security: Food Pantry Gardens as Outdoor Classrooms

Brian Campbell, Emily McLendon, Tessa Howard
Berry College

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

Development of a Disaster Preparedness Program for Pets in South Coastal Georgia

Karen Hambright
College of Coastal Georgia

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

Brian C Halderman, Mary Flannigan

University of Texas at San Antonio

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

Dena Garner, Tremaine Shivers, Zach Ford, Fernando Gonzalez, Melissa Mills

The Citadel

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

CHARLESTON STRONG: Community Hope and Healing Through a Collaborative Mural Project

Tiffany R Silverman, Blake Carrizales, Conway Saylor

The Citadel

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

Backpack Buddies: Addressing Hunger and Poverty Through Service-Learning

Kathy Thompson, Rita Buschbacher, Conor Naughton, Selena Blankenship, Gayle Andrews

University of Georgia

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