Welcome to the 2010 Pathways to Achieving Civic Engagement (PACE) Conference. We are delighted that you are able to join us for this 12th annual conference. Through presentations and workshops you will gain practical civic engagement skills, deepen your understanding of the field, consider current civic engagement research, explore the structures and practices necessary for creating an engaged campus, and connect with like-minded colleagues from six states and 46 campuses.

Today’s opening panel discussion features Robert Sigmon, North Carolina native and a pioneer in experiential/service-learning, and Robert Franco, Campus Compact’s Senior Faculty Fellow and a current leader in the field. During the luncheon program we will present the 2010 Robert L. Sigmon Service-Learning Award recognizing one individual in our state who has made significant contributions towards furthering the practice of service-learning. We will also present, for the first time at PACE, the Civic Engagement Professional of the Year Award to an individual on a North Carolina Campus Compact member campus that has worked towards the institutionalization of service, created and strived towards a vision of service on their campus, supported faculty and students, and formed innovative campus-community partnerships.

Thank you to Elon University for hosting this event. Thank you also to those individuals that supported this conference through their time, energy, and commitment including the Program Selection Committee and the staff in the Office of Student Life at Elon.
All the sessions below are located in McKinnon Hall. Workshops are in various locations.

Opening General Session (9:00 a.m.-10:05 a.m.)
Join us for the official kick-off of the conference with a welcome by Dr. Steven House, Provost at Elon University, and the plenary presentation by distinguished panelists.

Panelists: Robert L. Sigmon and Dr. Robert W. Franco
Moderator: Dr. Tracy Espy, Provost and Vice President of Academic Affairs, Pfeiffer University

Towards a 2020 Vision of Engagement
Last year NC Campus Compact changed the title of its Service-Learning Conference to PACE, Pathways to Achieving Civic Engagement. The broader title is a reflection of the multiple engagement pedagogies that can contribute to a student’s development and to a campus’ community involvement. A pioneer in the field, investing 50 years in this work, and a Campus Compact Faculty Fellow will build an understanding of how our “field” has developed. Together they will discuss how service-based experiential learning has evolved into civic engagement pedagogies that contribute to student learning outcomes and student retention. Not only has this new “ecology of learning” evolved, but communities are benefitting in new ways from service and research. Their conversation will help focus our goals for a 2020 (20/20) vision.

Coffee & Tea Break (All Day)
Grab a drink on the way to your next session throughout the day. In the morning, coffee is available in the Oaks also.

Resource Tables and Door Prizes (All Day)
Please visit the Resource Tables throughout the day to explore civic engagement-related resources. Register to win the door prizes to be presented throughout the day. Thanks to the following companies and individuals for donating items: The Council of Independent Colleges, Stylus Publishing, LLC and Information Age Publishing.

Luncheon & Awards Presentation (12:30 p.m.-2:00 p.m.)
Dr. Kenneth Peacock, NC Campus Compact Executive Board Chair, will open lunch. Presentations of the 2010 Robert L. Sigmon Service-Learning Award and the 2010 Civic Engagement Professional of the Year Award, and announcement of the new Robert L. Sigmon Service-Learning Collection follow. A detailed luncheon program will be available.

Civic Engagement Showcase and Networking Reception (4:15 p.m-5:00 p.m.)
Come hear from students about the impact of various civic engagement pathways—including featured displays about co-curricular volunteerism, service-learning, community-based research, social entrepreneurship and social

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**Online Evaluations**

We are dispensing with paper evaluations this year. Within one week of the conference you will receive an e-mail with a link to a brief online evaluation. Please provide feedback about the overall conference as well as each workshop you attend. We thank you in advance for your participation.

**Nametag Badge Recycling**

Recycle your name badge! An orange box will be available on the registration table outside of McKinnon Hall all day. If you don’t see the box, you can return your badge to any NC Campus Compact staff member wearing a yellow “Staff” ribbon.
Robert W. Franco

Dr. Robert Franco is Director of the Office of Institutional Effectiveness at Kapi'olani Community College, University of Hawai'i. As a professor of anthropology, his scholarly research focuses on Samoan immigration and urban adaptation resulting in publications on educational, employment, health, and housing issues for Samoans in the United States. He also assisted in the development of two non-profit organizations that currently provide advocacy, research, and training opportunities for Samoans nationally and in Hawai'i.

As a faculty member, faculty senate chair, department chair, assistant dean, community board member, campus planner, and grant writer he has worked to weave Service-Learning and Civic Engagement into the center of his institution’s learning-centered mission and strategic planning. His training and technical assistance explicitly incorporates the perspectives of these multiple stakeholders. The Kapi'olani Service-Learning program highlights and celebrates the many traditions of service that have shaped the American experience. The College has been recognized by the Carnegie Foundation for the Advancement of Teaching, Association of American Colleges and Universities (AAC&U), and American Council on Education for its commitment to intercultural and international education and to social and civic responsibility locally, nationally and globally. The College also participates in the National Coalition for Electronic Portfolio Research. Franco serves as Senior Faculty Fellow for Community Colleges at Campus Compact having provided service-learning and civic engagement training in 35 states and three U.S. territories over the last 12 years.

Robert L. Sigmon

Robert L. Sigmon, a native North Carolinian, is considered to be one of the pioneers in the field of service-learning/experiential education. For almost 40 years he worked in positions centered on promoting public service based experiential learning, primarily in the southeastern region of America. He helped create the North Carolina Internship Office, a joint project of the Governor’s Office and the Board of Higher Education (which later became the consolidated University of North Carolina system) promoting service based experiential learning throughout the state.

During this time, he was part of a group that formed what is now the National Society for Experiential Education. He designed and managed a student initiated community based practicum for the new School of Public Health at the University of South Carolina (1975-1978) and managed clinical training and continuing education programs for health care practitioners from 1978-1991 in Raleigh.

Since 1991 he has consulted with national, state, and local programs supporting community-based public service based experiential learning. In the early 1990s he designed and presented workshops promoting servant-leadership through the Robert K. Greenleaf Center. For ten years he served as Senior Associate with the Engaged Community and Campus Initiative of the Council of Independent Colleges in Washington, DC.
Session One, 10:15-11:15 am:
- Democratic Civic Engagement: Exploring Co-Roles, McKinnon F
- Campus-Wide Orientation on Culture and Ethics Prepares Students to GO! Global, Moseley 215
- Community Liaison: Using Undergraduate and Graduate Students to Coordinate Service-Learning in the Community, Moseley 216
- (CC) Steps to Get Started in Service-Learning on Your Community College Campus, Oaks 201
- The Jackson County Green Energy Park and Western Carolina University: Powering Economic Development with an Artisan Crafts Incubator Model, Oaks 212
- (ISL) Study Abroad, Study In-Depth: Service Learning in Costa Rica, Belk 102
- Experiential Education in North Carolina – Students4Giving, Koury Business Center - Digital Theater
- Design is Respect for Humanity: Developing Socially Conscious Students Through Service Learning, Belk 206

Session Two, 11:25-12:25 pm:
- Assessment as Critical and Creative Engagement: A Service-Learning Model for Meaningful Growth of Pedagogy and Program, Isabella Cannon Room
- Who’s Doing the Learning? Faculty and Community Partners as Learners in Service-Learning, Moseley 215
- Teaching Civic Engagement: (re) Conceptualizing Civic Engagement and the Role of Reflection, Moseley 216
- The Philanthropy of Community, Moseley 217
- (CC) Strategies to Overcome Obstacles and Barriers in Building Your Service-Learning Program, Oaks 201
- (ISL) 10 Things We Do Wrong When We’re Trying to Do Right: Lessons We’ve Learned When Serving Across the Sea, Belk 102
- A Model for Mentoring and Engaging Students through S-STEM and STEP Projects, Belk 206

Session Three, 2:10-3:10 pm:
- They Call Me Mr. Community: Faculty Perspectives of Engaged Scholarship and Promotion and Tenure, Koury Business Center - Digital Theater
- Cutting Through the Noise: Outreach to First Year Students, Moseley 215
- Scrutinizing the Civic Engagement Process: A Focus on Qualitative Outcomes, Moseley 216
- (ADV) EDGES: A Faculty Development Initiative to Build Capacity for Scholarly Community Engaged Teaching and Research, Moseley 217
- (CC) Building and Sustaining Service-Learning at Your Community College, Oaks 201
- Doing SMART at North Carolina A & T: Initiating and Sustaining a Service Learning Tutorial for Children in Urban Impact Schools, Oaks 212
- The Carnegie Community Engagement Classification: A Tool for Assessment and Recognition, Oaks 207
- (ISL) Medial Aid Nicaragua—Outreach Scholarship (MANOS): What Does It Mean to Partner? Belk 102
- Engagement, Health & Learning: Three Program Approach to Service Preparation and Reentry, Belk 206

Session Four, 3:20-4:05 pm:
- Predicting Faculty Participation in Service-Learning Pedagogy at Research Institutions, Moseley 215
- Implementing Civic Engagement into Service-Learning Courses: Perspectives from Both Sides of the Fence, Moseley 216
- Service for Learning or Learning From Service: Social Justice Projects Originating in the Community, Moseley 217
- Building Capacity for Research Service Learning (RSL): Principles of Good Practice, Yeager Recital Hall
- Speaking Up in Matters of Public Deliberation, Koury Business Center - Digital Theater
- Innovative Service Learning: Community Relations Workshops Led by ECU Communication Students, Oaks 212
- (ISL) New Zealand to North Carolina, Belk 102
- A Strategic Model for Integrating Service Learning in Business Courses: Implications for Collaboration, Reflection, Assessment and Sustainability, Belk 206

2010 Workshop Categories
(N&B) Nuts-and-Bolts = how to information and resources
(R&T) Research and Theory = research and theory information and resources
(PP) Programmatic Practice = best practices information and resources
Democratic Civic Engagement: Exploring Co-Roles
McKinnon F

Emily Janke & Zimuzor Ugochukwu
UNC Greensboro
Patti Clayton, PHC Ventures
Chris Snow, Wake County Parks & Open Space
Dan Bacon, Jaycee Community Center

Community-Wide Orientation on Culture and Ethics Prepares Students to GO! Global
Moseley 215

Jenny Huq, Lucy Lewis & Clay Vickers
UNC Chapel Hill

Community Liaison: Using Undergraduate and Graduate Students to Coordinate Service-Learning in the Community
Moseley 216

Natalie Cooke & Suzie Goodell
NC State University

Assessing the Outcomes of Service-Learning: A Conversation About Student Perceptions of Academic Rigor in Service-Learning Courses
Moseley 217

Amy L. Anderson, David Malone
Matt Serra, Kathy Sikes & Kristin Wright
Duke University

The Jackson County Green Energy Park and Western Carolina University: Powering Economic Development with an Artisan Crafts Incubator Model
Oaks 212

Marie T. Cochran & Tracy Bochnak Kirchmann
Western Carolina University

Experiential Education in North Carolina—Students4Giving
Koury Business Center
Digital Theater

Eileen Hannan, UNC Chapel Hill
Dennis Long, UNC Charlotte

Design is Respect for Humanity: Developing Socially Conscious Students Through Service Learning
Belk 206

Susan Fecho
Barton College

(R&T) Community engaged teaching, learning, and scholarship are defined, in part, by reciprocal partnerships among students, faculty, and community members—partnerships in which power and responsibility are shared and in which everyone has a voice in project design, implementation, and evaluation. But what, exactly, is involved in fulfilling this commitment to “co-education,” “co-learning,” and “co-generation of knowledge?” This session explores the dynamics of “co-” roles through the lens of “democratic civic engagement” and learning partners’ perspectives.

(PP) Designed to move beyond health and safety logistics, travel restrictions, and culture shock, UNC’s GO! Global Orientation brought together 130 undergraduates last spring to prepare for their upcoming international service, service-learning, internship, and research experiences. The co-founders of GO! will present their two-part model for cross-campus collaboration, highlighting successes and challenges, lessons learned, and plans for future development. Student perspectives and resource packet materials will be shared in addition to engaging in sample discussion prompts and activities from the orientation.

(N&B) A community liaison is an undergraduate or graduate student who coordinates service-learning projects in the community. They can be used as a bridge between service-learning students, faculty members, and community partners; to establish service-learning projects in the community. They can be used as a bridge between service-learning students, faculty members, and community partners; to establish partnerships between community agencies and the educational institution; to maintain strong communication between partners; and to work with students to ensure that the goals of the program are being met. This workshop will assist faculty in recognizing the characteristics of an effective community liaison.

(R&T) This session presents an overview of how the Service-Learning Program at Duke University works with the Office of Assessment to study what results from student end-of-course evaluations reveal about students’ perceptions of academic rigor in service-learning courses. As an institution, Duke University places educational experiences in service to society at the heart of its strategic plan and university units work to position themselves favorably in relation to the stated ideal.

(PP) The Jackson County Green Energy Park (JCGEP) is a landfill recovery site located in the town of Dillsboro, North Carolina – population 200. The presentation gives an overview of the innovative Artisan Crafts Incubator program at the JCGEP as well as the “Art in the Park Day” and showcases tools for implementing social entrepreneurship initiatives by presenting a case study of lessons learned from co-curricular service-learning activities.

(PP) This workshop presents the frameworks and outcomes of two academic courses that expose students to a vital facet of public service: philanthropy. Through Campus Compact’s Students4Giving program, undergraduates at UNC-Chapel Hill and Master of Social Work students at UNC-Charlotte function as grantmaking committees and manage all aspects of the philanthropic process: from researching community need to develop a request for proposals, to managing a donor advised gift fund, to selecting grant recipients, to fundraising.

(N&B) Following the design industry’s trend to provide design for the greater good, this session is for anyone ready to insert service learning into “course-based, credit-bearing educational experiences.” Using the principles of experiential learning, this presentation focuses on ways faculty can organize and facilitate experiences that engage students and serve the community. The presenter will share best practices related to curriculum integration (pedagogy considerations), time restraints, and mission development to include respect for humanity and the environment.
Assessment as Critical and Creative Engagement: A Service-Learning Model for Meaningful Growth of Pedagogy and Program
Isabella Cannon Room

Thomas Burke & Julia van der Ryn
Dominican University

(N&B) This presentation will give an overview of how Dominican designed and implemented a service-learning program assessment tool that provides a process for meaningful and authentic engagement for ongoing improvement. The model encourages accountability through creative and critical engagement with the work. This process paves the path for new initiatives that emerge from collaborative efforts to support faculty and students engaged in transformative education. Participants will use the rubric—reading and “scoring” an embedded assessment assignment and discuss how the process of bringing faculty together creates an opportunity for collaboration and growth that is more vital than resulting data.

Who's Doing the Learning? Faculty and Community Partners as Learners in Service-Learning
Moseley 215

Patti Clayton, PHC Ventures
George Hess & Annette Moore, NC State
Dan Bacon, Jaycee Community Center
Chris Snow, Wake County Parks & Open Space

(R&T) Community engaged teaching and learning hold great potential for learning—by faculty and community partners as well as students. This session shares conceptual frameworks and methods for investigating faculty and community partner learning, including their relationships with student learning. Panelists, including two faculty members and two community partners — veteran service-learning practitioners who have reflected on their roles and relationships and on their own capacity building goals — will collaboratively engage with facilitator and audience questions.

Teaching Civic Engagement: (re) Conceptualizing Civic Engagement and the Role of Reflection
Moseley 216

Emily Janke & Darlene Xiomara Rodriguez
UNC Greensboro

(R&T) A review and discussion of the implications of various conceptions of civic engagement. Presenters will facilitate an activity that surfaces participants' views and implicit assumptions about engagement, and present current research on students' conceptions to discuss the challenges of differentiated notions of civic engagement. They will establish the importance of intentional planning and critical reflection that asks students and instructors to surface, explore, and evaluate their own views.

The Philanthropy of Community
Moseley 217

Mac Legerton
Center for Community Action
Leslie Hossfeld & Dan E. Moore
NC Gives

(PP) This session presents the conceptual background and components of the Philanthropy of Community Program. It will lay out the background research, tools, and education and training on how to document, analyze, and expand the giving of time, talent, and treasure within and among organizations, communities, individuals, and families. The power of practicing a more inclusive approach to philanthropy in the nonprofit and public sectors will be stressed.

Oaks 212

Suzie Godell, Julie Grossman & Seb Prohn
NC State

(R&T) This presentation highlights a study of two service-learning courses, focusing on community gardening and nutrition education in low-income Raleigh neighborhoods. Presenters describe increased understanding of the effects of service-learning experiences by using multiple methods and stronger quasi-experimental designs to evaluate student's civic, social and psychological growth. They also describe their study and provide participants with useful resources and tools for evaluating their service-learning courses.

A Model for Mentoring and Engaging Students through S-STEM and STEP Projects
Belk 206

Rahman Tashakkori, Alan C. Utter & Tracey L. Wright
Appalachian State University

(PP) Appalachian State University runs the NSF supported S-STEM and STEP Scholarship Programs which provide scholarships, faculty and peer-mentoring, a residential learning community, and research opportunities to economically disadvantaged and under-prepared STEM students. This workshop will discuss key components of the program such as community building, collaborative interdisciplinary research, peer-teaching and service, internship and career building opportunities.
**Session Three Workshops 2:10 p.m.—3:10 p.m.**

**They Call Me Mr. Community: Faculty Perspectives of Engaged Scholarship and Promotion and Tenure**
Koury Business Center
Digital Theater

Sherrill Hayes & Emily Janke
UNC Greensboro

**Cutting Through the Noise: Outreach to First Year Students**
Moseley 215

Mary Leigh Frier & Mary Morrison
Elon University

**Scrutinizing the Civic Engagement Process: A Focus on Qualitative Outcomes**
Moseley 216

Elizabeth Hudson
University of Michigan

**(EDGES): A Faculty Development Initiative to Build Capacity for Scholarly Community Engaged Teaching and Research**
Moseley 217

Jessica Jameson, NC State
Krispin Barr, Julie Grossman & Sarah Perkins
NC State
Patti Clayton, PHC Ventures

**Doing SMART at North Carolina A & T: Initiating & Sustaining a Service Learning Tutorial for Children in Urban Impact Schools**
Oaks 212

Liz Barber, Ioney James, Tom Smith & Smart Mentors
North Carolina A & T State University

**The Carnegie Community Engagement Classification: A Tool for Assessment and Recognition**
Oaks 207

J. Ted Morris & Beth Velde
East Carolina University

**Engagement, Health & Learning: Three Program Approach to Service Preparation and Reentry**
Belk 206

Sumedha Gupta Ariely, Liz Henderson & Cloe Liparini
Duke University

**(R&T) Facilitators share the results of a study examining faculty who identify as “engaged scholars,” as well as the guiding conceptual frameworks used to analyze the narratives. Similarities and differences among engaged scholars — and the implications of these findings for crafting institutional definitions, policies, and programs — will be explored. Participants will be invited to map their own engaged trajectories and to describe the experiences that served to solidify their commitment to engagement. Various strategies will be discussed, particularly those programs that have the most potential to catalyze and sustain faculty members’ commitments to community-engaged work.**

**(N&B) Reaching out to first-year students and engaging them in service and service-learning is challenging in today’s environment. The Kernodle Center for Service-Learning at Elon University launched a multi-pronged outreach campaign and programming effort designed to burst the bubble and connect students with service early in their college careers. Participants will have opportunities to share successful outreach ideas that have been effective on their campuses.**

**(R&T) Qualitative measures encourage broader expectations in student engagement — attendance to the process of engagement, exploring difference, and contribution to a truly participatory form of civic engagement. This seminar synthesizes the literature on service learning and engagement to extract a process-related theory of civic engagement in higher education.**

**(PP) This session will offer audience members the opportunity to learn about Education and Discovery Grounded in Engaged Scholarship EDGES, critique its design, and consider adaptations for their own campuses. Facilitators of EDGES will provide an overview of the development and design of the program, including how it was customized for one particular institution within the broader context of the national initiative. Participants in EDGES will share their experiences with the program. Throughout the session, a worksheet will guide audience members in reflecting critically on EDGES, with a focus on application within their own institutional contexts.**

**(N&B) Student and faculty of SMART Service Learning for Social Justice share their wisdom from setting up and maintaining this service learning-based tutoring program. This program which supports 3rd-5th graders who struggle with school literacy or math, has demonstrated 1.5 years of growth in reading per year of child participation. The workshop describes how to get a program like SMART up and running, and to fully realize the power of service-learning as a pedagogy both for kids and university tutors. Included is the role of service learning in cognitive development, tutoring strategies and tutor training, leadership development, program management and assessment, volunteer recruitment, and sustaining a program.**

**(PP) The Carnegie Community Engagement classification offers a template for identifying critical components of the academic culture necessary to support community engagement. This session describes a process for studying the culture of community engagement at a post secondary institution; the shared beliefs and values, attitudes, patterns of behavior, use of symbols, norms, objects and object use for faculty, staff and students involved in community engagement; and the impact of ECU’s Carnegie award, discussing the impact of strategic action planning for community engagement on the academic institution and external community.**

**(N&B) This comparative overview of curricular and co-curricular modules presents three models for preparation and engagement pre-, during, and post field experience/s. By examining programs that include student fieldwork and research, voluntary service placements and traditional service-learning, best practices in the following areas will be showcased: campus-wide collaboration and responsibilities; module development and design; mentoring models; and integration of research and service into project scope. Participants will begin to develop their own service training program action plans.**
Predicting Faculty Participation in Service-Learning Pedagogy at Research Institutions
Moseley 215

Leslie Parkins
UNC Chapel Hill

(R&T) This presentation highlights a study of five peer institutions within the Carnegie classification of research (very high activity) to examine factors predicting faculty involvement in service-learning pedagogy, providing current information on faculty involvement in service-learning pedagogy and suggesting possible policy and practice changes that can allow faculty to pursue such work.

Implementing Civic Engagement into Service-Learning Courses: Perspectives from Both Sides of the Fence
Moseley 216

Kristin Dorothy Buchner & Darlene Xiomara Rodriguez
UNC Greensboro

(PP) Service-learning is a useful tool in graduate education. Utilizing a nonprofit management and leadership course as a case study, presenters argue that service-learning promotes student interaction with the community-at-large, while fostering collaboration through continued partnerships that link theory to practice. Such innovative practices are rare and should be replicated in other settings. This session will describe how teaching philosophies and tangible deliverables can be developed to help students beyond their academic program.

Service for Learning or Learning From Service: Social Justice Projects Originating in the Community
Moseley 217

Susan Harden & Janni Sorensen
UNC Charlotte

(R&T) UNC-Charlotte faculty will share how to establish a solid service-learning agenda when new to a city in which you have no established partnerships or centralized coordination, and how to build campus engagement with new community partners addressing real community issues. The presentation will include project examples generated in neighborhood organizations in some of Charlotte’s most challenged neighborhoods, reflections from freshmen on the experience of engaging in service-learning projects in these neighborhoods, as well as how small scale undergraduate projects have lead to relationship building, graduate student projects, funding and real support for the struggling neighborhood groups.

Building Capacity for Research Service-Learning (RSL): Principles of Good Practice
Yeager Recital Hall (Center for the Arts)

Patti Clayton
PHC Ventures
Barbara A. Metelsky
NC State

(PP) The session provides an overview of RSL principles and best practices as described in the academic and practitioner literature, and examines and critically assesses a range of RSL examples (both undergraduate and graduate) to gain an understanding of common pitfalls and key RSL design elements that maximize success. Participants will be given the opportunity to assess their personal and current/potential partners’ RSL capacity and to determine the type and scope of RSL projects which are “doable” given current capacity. The session concludes with a discussion focused on creating RSL capacity-building plans and the identification of participants’ RSL capacity-building goals.

Speaking Up in Matters of Public Deliberation
Koury Business Center- Digital Theater

Stephen Bloch-Schulman, Elon University
Spoma Jovanovic, UNC Greensboro

(N&B) This workshop actively engages participants in exploring methods for inspiring student voice and action in sensitive, charged, and difficult conversations. The results targeted are intended to yield dividends in the classroom and beyond, securing more vibrant, robust, and even contentious yet respectful conversation. Success in these teaching methods realize equipped students with the critical deliberative and thinking skills necessary for active engagement in a democracy.

Innovative Service Learning: Community Relations Workshops Led by ECU Communication Students
Oaks 212

Rebecca Dumlao & Jessica Gagne Coultier
East Carolina University

(N&B) The student-designed workshop project developed as a way to more efficiently meet heavy demand by community partners for community relations projects. Instead of adopting individual agencies, students planned and carried out workshops which the community partners could attend. This presentation will highlight lessons learned by faculty and Volunteer & Service Learning Center staff while completing this innovative project. Tips for workshop success will be shared and participants will be encouraged to discuss student-led workshops they might carry out in the future.

A Strategic Model for Integrating Service Learning in Business Courses: Implications for Collaboration, Reflection, Assessment and Sustainability
Belk 206

Donald W. Caudill
Gardner-Webb University

(N&B) An extensive literature review has revealed that very little academic research about utilizing service learning projects in business courses has been published. Over six years, the presenter has created a model to successfully integrate service learning into business courses. He will share “best practices” and “lessons learned” with examples of actual projects in which his students contributed over 1,000 hours of service learning to 23 community partners in the service area impacting thousands of people — in one semester!
SPECIAL WORKSHOP TRACKS

COMMUNITY COLLEGE TRACK—All sessions in Oaks 201

10:15 a.m. – 11:15 a.m. Steps to Get Started in Service-Learning on Your Community College Campus
Elizabeth Greene, Lucy Lawrence, Jessie Read and Emily Standridge—Warren Wilson College

11:25 a.m. – 12:25 p.m. Strategies to Overcome Obstacles and Barriers in Building Your Service-Learning Program

2:10 p.m. – 3:10 p.m. Building and Sustaining Service-Learning at Your Community College

Robert Franco—Kapiolani Community College, University of Hawai‘i

On its 15th anniversary, Kapi‘olani’s Service-Learning program celebrates successful integration into: 1) the College’s new strategic plan and long range planning for 2020; 2) leadership in general education student learning outcomes assessment (in 1st and 2nd year courses) under the Vice-Chancellor for Academic Affairs; and 3) sustained community partnerships for reducing the severity of social issues confronting urban Honolulu. Moving into a new Center is causing us to again confront the debates about service-learning as a component of academic affairs vs. student affairs, of service-learning for community engagement vs. campus engagement. The campus is experiencing burgeoning enrollments in new first-year students from underrepresented ethnic groups, many of whom come from low income and underprepared educational backgrounds. As service-learning is integrated into campus solutions, in a time of dwindling resources, we need to ensure that our commitment to community engagement and improvement remains steadfast. We must demonstrate the courage to change, particularly when the government is supporting 5 million new associate degree completers by 2020, and we have evidence showing the positive impact of service-learning for “student learning and success,” quantitatively measured. Dr. Franco will share lessons learned in the following three sessions:

10:15 a.m. – 11:15 a.m. Steps to Get Started in Service-Learning on Your Community College Campus

11:25 a.m. – 12:25 p.m. Strategies to Overcome Obstacles and Barriers in Building Your Service-Learning Program

2:10 p.m. – 3:10 p.m. Building and Sustaining Service-Learning at Your Community College

INTERNATIONAL SERVICE-LEARNING TRACK—All sessions in Belk 102

10:15 a.m. – 11:15 a.m. Study Abroad, Study In-Depth: Service Learning in Costa Rica
Elizabeth Greene, Lucy Lawrence, Jessie Read and Emily Standridge—Warren Wilson College

(PP) This interactive panel discussion explores the case example of an undergraduate study abroad course in that involved a cross-cultural comparison of the intersections of social and environmental issues in western North Carolina and Costa Rica. Students completed a comprehensive research portfolio on the social/environmental/economic/political/cultural issue of their choice. Students will share their experiences and insights about the impact of service learning on their study abroad experience. The philosophical implications of integrating service learning into study abroad courses will be discussed.

11:25 a.m. – 12:25 p.m. 10 Things We Do Wrong When We’re Trying to Do Right: Lessons We’ve Learned When Serving Across the Sea
Selena Hilemon—Lees-McRae College

(PP) One of the most frequently changing areas of study and practice is often associated with international service. Lees-McRae has moved from basic charity based programs, to purely academic endeavors, both seeming to leave a large void instead of the balanced connection dreamt of when in the planning stages of international study and service projects. This session will combine reflection on personal experience with conversation on major authors in the subject matter, and include conversation about concrete planning steps and the implications of students’ incredible influence as citizens of one of the most socially and economically powerful countries in the world.

2:10 p.m. – 3:10 p.m. Medical Aid Nicaragua—Outreach Scholarship (MANOS): What Does it Mean to Partner?
David P. Aday, Jr., Jake Brody, Molly Blumgart, Molly Copeland and Jacqueline Ramirez—College of William & Mary

(R&T) Now in its fourth year in Cuje, Nicaragua, MANOS, partners with the local communities of this mountainous district to advance small-step, community-owned projects to improve health and healthcare. MANOS’ approach is to host a week-long medical clinic (with free medical consultation and medications) and ask for permission to interview community residents in an effort to optimize the value of the clinic. This is the beginning point for ethnographic research, and the goal is to understand the community, its needs and its resources in order to form effective, small-scale partnerships. Presenters will summarize their approach and findings, encouraging discussion about the opportunities and challenges of this approach.

3:20 p.m. – 4:05 p.m. New Zealand to North Carolina
Glen Kastrinos—Western Carolina University

(N&B) New Zealand is a country which values community and upholds the concept of public service. At Eastern Institute of Technology in Napier, New Zealand, students and faculty are expected to spend considerable time in the community through fieldwork, internships and service learning projects. There are also programs that offer services to community groups at the Institute allowing students to donate hours within the context of their academic day and providing the opportunity for faculty and students to make connections to the current classroom material. This presentation will cover some of New Zealand’s unique ideas about service learning and compare and contrast it with the service learning emphasis at Western Carolina University.
David P. Aday is a Professor of Sociology and American Studies and Special Assistant to the Provost at the College of William & Mary.

Drorester Alexander is a tutor in the S.M.A.R.T. program at NC A & T State University.

Amy L. Anderson, Ph.D., is an Instructor in the Program in Education at Duke University.

Sumedha Gupta Ariely, Ph.D., is an Adjunct Faculty and Student Projects Coordinator for the Duke Global Health Institute.

Dan Bacon is the Director of Jaycee Community Center, Raleigh Parks and Recreation.

Liz Barber, Ph.D., is an Associate Professor in the Interdisciplinary Leadership Studies Doctoral Program at NC A & T State University.

Krispin Barr is a doctoral student in higher education at NC State University and Dean of Students at Salem College.

Stephen Bloch-Schulman, Ph.D., is an Assistant Professor of Philosophy at Elon University.

Molly Blumgart is a senior history major and a third-year participant in the Nicaragua project at the College of William & Mary.

Jake Brody is a sophomore and first-year participant in the Nicaragua project at the College of William & Mary.

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Tracey L. Wright, M.S., is Assistant Vice Chancellor for Student Development at Appalachian State University.
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<tr>
<th>Time</th>
<th>Event Description</th>
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<tr>
<td>8:00-9:00</td>
<td>Registration</td>
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<tr>
<td>9:00–10:05</td>
<td>Opening Session</td>
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<td>Greetings:</td>
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<td></td>
<td>Dr. Lisa Keyne, NC Campus Compact Executive Director</td>
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<td>Dr. Steven House, Provost, Elon University</td>
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<td>Panel presentation:</td>
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<td>Robert L. Sigmon, Service-Learning Pioneer, Asheville, NC</td>
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<td>Dr. Robert Franco, Campus Compact Senior Faculty Fellow Director, Office of Institutional Effectiveness and Professor of Anthropology, Kapi‘olani Community College, University of Hawai‘i</td>
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<td>Moderator: Dr. Tracy Espy, Provost and Vice President for Academic Affairs, Pfeiffer University</td>
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<tr>
<td>10:15-11:15</td>
<td>Workshop Session One</td>
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<tr>
<td>11:25-12:25</td>
<td>Workshop Session Two</td>
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<tr>
<td>12:30-2:00</td>
<td>Luncheon and Awards Presentation</td>
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<td>NC Campus Compact Executive Board Greeting Board Chair, Dr. Kenneth Peacock, Chancellor Appalachian State University</td>
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<td>Announcement of the Robert L. Sigmon Service-Learning Collection at Elon University</td>
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<td>Awards Presentations:</td>
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<tr>
<td></td>
<td>The Robert L. Sigmon Service-Learning Award</td>
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<td>The Civic Engagement Professional of the Year Award</td>
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<tr>
<td>2:10-3:10</td>
<td>Workshop Session Three</td>
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<td>3:20-4:05</td>
<td>Workshop Session Four</td>
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<tr>
<td>4:15-5:00</td>
<td>Civic Engagement Student Showcase &amp; Networking Reception</td>
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Special thanks to... The 2010 Program Selection Committee: Pam Kiser (Elon University), Dr. Cheryl Brown (Greensboro College) and Dr. Lisa Keyne (NC Campus Compact); all the presenters, speakers and special guests, especially Dr. Robert Franco, Robert L. Sigmon, Dr. Tracy Espy, Dr. Kenneth Peacock, Dr. Steven House, and the Student Showcase participants; Elon University individuals and departments including Brian O'Shea (Student Life), Michael Williams (Moseley Center), C.C. Cowen and crew (Moving & Set-Up), and Scott Hildebrand and Jeff Lampson (Media Services).