Welcome to the 10th Annual Service-Learning Conference! We are delighted that you are able to join us. We believe the workshop sessions available today will provide you with valuable information and insights to strengthen your service-learning and civic engagement efforts. We are also excited for the luncheon which will feature a keynote presentation by Dr. Kenneth Reardon and presentation of the Robert L. Sigmon Service-Learning Award recognizing one individual in our state who has made significant contributions towards furthering the practice of service-learning.

Thank you to Elon University for hosting this event. We also want to thank 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.

2008 Conference Goals:

♦ Provide or enhance practical service-learning skills and deepen participants understanding at all levels of familiarity

♦ Explore diverse perspectives on service-learning theory and practice

♦ Highlight current research on the topic

♦ Explore the structures and practices necessary for creating an engaged campus

♦ Provide opportunities for informal and interactive conference sessions

♦ Honor practitioners for outstanding practice in the field while also celebrating the legacy of Robert L. Sigmon

Mark your Calendars!

11th Annual Service-Learning Conference
Wednesday, February 11, 2009
Civic Engagement Institute
Topic to be determined
Tuesday, February 10, 2009
Stay posted to the website for details!
www.nccampuscompact.org

Keynote Speaker

Dr. Kenneth Reardon
Associate Professor
Cornell University

12:00 pm, Luncheon
Alumni Gym
Opening General Session (9:15 a.m.-9:30 a.m.) Alumni Gym
Join us for the official kick-off of the conference with a welcome from Dr. Smith Jackson, Vice President and Dean of Student Life at Elon University.

Coffee & Tea Break (All Day) Moseley Center Lobby & 2nd Floor Lobby in the Oaks
Grab a drink on the way to your next session throughout the day.

Resource Tables and Door Prizes (All Day) The Zone
Visit the Resource Tables in the Zone on the first floor of Moseley throughout the day to explore resources from NC Campus Compact and other campuses. You can also register for service-learning related door prizes to be presented during the closing session.

Luncheon & Awards Presentation (12:00 p.m.-1:30 p.m.) Alumni Gym
Dr. Leo Lambert, President of Elon University and NC Campus Compact Executive Board Chair will announce the winner of the 2008 Robert L. Sigmon Service-Learning Award. Robert Sigmon will assist in presenting the award. Dr. Kenneth Reardon will follow the awards presentation with a keynote address on the topic “Promoting Sustainable Partnerships for Community Transformation: The Role of Reciprocal Learning.” A detailed luncheon program will be available.

Regional Networking (2:50 p.m.) McKinnon Hall
Take advantage of this 30 minute opportunity to meet other colleagues from your region. See the insert in your conference packet for the list of schools in your region.

NC Campus Compact Faculty Engagement Initiative (2:50 p.m.) The Zone
Meet the chairs of the Faculty Engagement Initiative subgroups, learn about the initiative and discover how you can get involved. See the insert in your conference packet for an overview of the initiative.

Closing Session (4:40 p.m-5:00 p.m.) McKinnon Hall
Join us for presentation of door prizes and parting remarks from Dr. Lisa Keyne, NC Campus Compact Executive Director.

2008 Conference Themes:

Please look for the theme designation at the beginning of each workshop description.

(N&B) Nuts-and-Bolts Workshops = “how to” information and resources for any aspect of service-learning and civic engagement work, including curricular to co-curricular courses, curriculum, projects and programs, and capacity-building and institutionalization efforts.

(PP) Programmatic Practice Sessions = “best practices” information and resources for any aspect of service-learning and civic engagement work, including curricular to co-curricular courses, curriculum, projects and programs, and capacity-building and institutionalization efforts.

(R&T) Research and Theory Sessions = “research and theory” information and resources for any aspect of service-learning and civic engagement work, including curricular to co-curricular courses, curriculum, projects and programs, and capacity-building and institutionalization efforts.
Session One, 9:40-10:40 am:
- Getting Started with Service-Learning: Key Principles and Practices, Oaks 212 (B)
- The Voice of Record—Capturing Service Learning Experience LIVE! Isabella Cannon Room (All)
- Collaborative Perspective on Service-Learning: Designing for Health and Safety, McKinnon D (All)
- “Habits” for Learning and Life, McKinnon F (All)
- International Service-Learning: Ethics in Cross-Cultural Partnerships, Yeager (Adv)
- Service Learning as a Disruptive Act, Oaks 207 (B)
- Backwards Design: Considering Course Objectives in Service-Learning, Oaks 201 (B)
- Service Learning in Practice: An Integrated Arts Project, Moseley 217 (All)

Session Three, 1:40-2:40 pm:
- Approaches to Designing and Enhancing Service-Learning Opportunities, Oaks 212 (All)
- Dealing with Diversity in the Service-Learning Classroom, McKinnon D (All)
- Where We Live: Civic Engagement, Free Speech and Social Networking, McKinnon E (Adv)
- Application of a Transformative Learning Model to Service-Learning Experiences, McKinnon F (Adv)
- Leadership Development within Service-Learning, Oaks 207 (All)
- Inspiring Philanthropy, Oaks 201 (All)
- Telling Stories and Breaking Bread: A Model to Empower Participants to Construct Literacy and Enhance Relationships within Communities, Belk 206 (B)
- Improving Health in Paraíso: Service, Learning, Research, and Results, Belk 102 (Adv)

Session Two, 10:50-11:50 pm:
- An Agenda for Service-Learning Faculty Development and Persistence, Oaks 212 (Adv)
- Campus Paths from Service Learning to Engaged Scholarship: Case Study of Carolina, Isabella Cannon Room (Adv)
- LEAPS: A Model for Peer-to-Peer Reflection, McKinnon D (B)
- Enter to Learn—Depart to Service: Community Service and Service-Learning Through Civic Engagement, McKinnon F (All)
- Don't Feed the Elephant! An M & M Simulation of Power & Privilege, Yeager (All)
- Student Athletes: Making the Connection to Service-Learning, Oaks 207 (All)
- Taking the Leap: How to Add Service-Learning Components and Assessment to Courses, Oaks 201 (B)
- Service-Learning x 2: How Utilizing Two-Level Service-Learning in Teacher Education Courses Impacts Student Learning, Moseley 217 (B)

Session Four, 3:30-4:30 pm:
- Institutionalizing Academic Service-Learning (ASL): Making ASL Part of University Culture, McKinnon D (All)
- Strategies for Meeting the Challenges of Teaching CBR Courses, McKinnon E (Adv)
- Documenting Local Histories of Social Justice Through Service-Learning, McKinnon F (All)
- Community College Issues and Goals for Service-Learning, Oaks 201 (All)
- From Antic to Agile: Digital Fluency, Digital Citizenship Oaks 207 (All)
- 101 Ways to Make Federal Work Study Work on Your Campus, Moseley 103 (All)

WORKSHOP LEGEND:

All = All levels welcome
Adv = Advanced practitioner
B = Beginning practitioner
Getting Started with Service-Learning: Key Principles and Practices (B) Oaks 212

Jenny Huq & Darcy Lear
UNC—Chapel Hill

(N&B) Join us for an exploration of the basics of service-learning including methods and models, benefits and challenges as well as strategies for effective reflection and community partner development. A packet of activities and resources will be provided to help you get started. This workshop is designed for faculty, community partners and administrators new to service-learning.

The Voice of Record—Capturing Service Learning Experience LIVE! (All) Isabella Cannon Room

Spoma Jovanovic & Christina Valenta
UNC-Greensboro

(R&T) This workshop presents research on how service-learning impacts student learning and citizenship outcomes. Designed by a teacher/student team, the data is culled from approximately 70 college students that recorded how students experience their voice in matters of public importance as a result of participating in a service-learning course. Using the same prompts, workshop participants will experience this fun assessment process as we record LIVE! some of the answers they provide.

Collaborative Perspective on Service-Learning: Designing for Health and Safety (All) McKinnon D

Michael Bassman, Annette Greer, Diane Lambert & Susan Meggs
East Carolina University

(PP) This panel presentation will facilitate discussion regarding a model for building sustainable cross-course partnerships with the community which advance service learning using a collaborative interdisciplinary approach. The panel will include perspectives from administration, faculty, a visiting health advisor, a community representative, and a student. The panel will give a brief overview of their the service learning project then engage the audience through open participant queries directed to the panel.

"Habits" for Learning and Life (All) McKinnon F

Patti Clayton & George Hess
NC State University

(PP) Service-learning requires collaboration, goal setting, organization, and a sense of purpose, among both students and faculty. Stephen Covey’s “Seven Habits of Highly Effective People” offers a framework to ground learning through reflection in these areas, which is applicable to both students and faculty. Participants in this session will examine potential uses of the “Seven Habits” as part of reflection and capacity-building in service-learning enhanced courses and explore possibilities for related faculty reflection and growth.

International Service-Learning: Ethics in Cross-Cultural Partnerships (Adv) Yeager Auditorium

Judy Esposito, Kim Jones, Martin Kamela, Prudence Layne & Bud Warner
Elon University

(N&B) What are the best ethical practices for working with community partners based in remote and developing regions of the world? How do we simultaneously teach our students and advocate for the communities being served? Do these communities feel fairly represented in the decision-making processes and how can we assess their attitudes? Are we adequately considering unequal power dynamics in these collaborations? How can we work in ways that do not replicate post-colonial relationships?

Service Learning as a Disruptive Act (B) Oaks 207

Kenn Compton
Central Piedmont Community College

(N&B) During this presentation we’ll explore how students can do service learning from the inside out, from that place where their passions intersect with the needs of the world. We’ll talk about what works and what doesn’t, when students are given the opportunity to design their own service-learning project, with the only expectation that they literally change the world.

Backwards Design: Considering Course Objectives in Service-Learning (B) Oaks 201

Ashley Holmes & Jessie Moore
Elon University

(PP) Presenters will address why they have avoided wide-scale implementation of service-learning in a first-year core course - College Writing - at their institution, choosing instead to support deeper integration in only a few sections. They will showcase one section that successfully implements service-learning, illustrating how using backwards design helped them select course activities that support the specific learning objectives. Presenters will use worksheets and interactive discussions to walk participants through their own backwards course design.

Service Learning in Practice: An Integrated Arts Project (All) Moseley 217

Sharon Hill
Meredith College

(N&B) This presentation highlights an integrated art service learning project that successfully supported an elementary school in its goals of increasing achievement for its diverse students. Pre-service art education students developed a three-pronged project that worked with ESL students, low achieving students, and a homogenous mixed group to utilize art as a means of addressing specific needs. Planning strategies, needs identification, activity development, and implications for expanded projects will be reviewed, as well as a look at student projects and activities.
### Session Two Workshops 10:50 a.m.—11:50 a.m.

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<th>Title</th>
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<td><strong>Campus Paths from Service-Learning to Engaged Scholarship: Case Study of Carolina</strong></td>
<td>Rachel Willis &lt;br&gt; UNC-Chapel Hill</td>
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<td>Stephanie West-Puckett &lt;br&gt; East Carolina University</td>
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<td><strong>Service-learning x 2: How Utilizing Two-Level Service-Learning in Teacher Education Courses Impacts Student Learning</strong></td>
<td>Diane Strangis, Jennifer Olson &amp; Shannon Kelly &lt;br&gt; Meredith College</td>
<td>Moseley 217</td>
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(PP) A study conducted at Elon University and Western Carolina University examined outcomes for faculty who had participated in the Service-Learning Faculty Fellows programs at these institutions. The presenters, who coordinate the programs at their respective universities, will summarize their research findings and discuss how the findings relate to program development and faculty persistence in service-learning. The session will focus on both content and process issues in service-learning faculty development programs.

(PP) In 1990, UNC-Chapel Hill students voted to tax themselves 45 cents each term to finance a student-led service-learning program and Earnest Boyer's "Scholarship Reconsidered: Priorities of the Professoriate" was published. The twin paths of APPLES and the grassroots faculty-led Public Service Roundtable, are chronicled as they created the structures, support, and momentum for the new "Faculty Engaged Scholars Program" at Carolina. It provides a model of student-faculty-staff collaboration for commitment to academically-based community service.

(PP) LEAPS is a student organization that facilitates peer-to-peer reflection sessions for service-learning courses and service-based student organizations. Our workshop will review our pedagogy for peer reflection and demonstrate the strategies we utilize during our reflection sessions. To communicate our model, we will host an interactive mock reflection session. This workshop will provide other campuses with the resources necessary to begin or improve their own peer reflection programs.

(N&B) Creating community service and service learning programs on college and university campuses can be an overwhelming and daunting task. This workshop shares how to bring together various campus and community elements to create a cohesive program that benefits everyone. Presenters will incorporate selected service-learning initiatives, illustrating how to manage challenges faced by students and faculty and develop a program that successfully addresses the needs of the community.

(PP) Preparing ourselves to engage in equitable partnerships as we learn, serve, and teach in communities of need requires working through our assumptions about power and privilege. What happens when students and teachers engage in discussions about sensitive issues of race, ethnicity, class, and gender? This session demonstrates a role-playing simulation and reflective writing exercises while introducing resources that encourage students and practitioners to explore power through multiple lenses.

(PP) Learn how an innovative partnership between the General Hugh Henry Shelton Leadership Initiative, NC State Athletics Department, and Academic Support Program for Student-Athletes has created new individual, institutional, and community opportunities of impact. Lessons learned concerning overcoming obstacles, formulating opportunities, and creating strategies to engage student-athletes in service-learning will be reviewed. Student-athletes will share the learning outcomes that they have realized through this partnership.

(N&B) This presentation focuses on the experiences of undergraduate social work students enrolled in a service-learning course elective. Qualitative comments from student journals, student and agency evaluations, and the instructor's own observations will be presented. Ideas on how instructors can integrate service learning into the social work curriculum will be offered.

(R&T) This interactive presentation will describe research findings about service-learning in two courses in which pre-service teachers engaged in service learning activities and then in turn developed their own service-learning projects with diverse pupils. We will share results of a study that asked "How do pre-service teachers apply course content in their service-learning activities?" and "Do pre-service teachers identify service-learning as an effective pedagogy of learning about literacy and language arts content knowledge?"
Applying a Transformative Learning Model to Service-Learning Experiences (Adv) McKinnon F

Charity Johansson & Bill Andrews
Elon University

Leadership Development within Service-Learning (All) Oaks 207
Cathy Hamilton & Adrian Wurr
UNC-Greensboro

Inspiring Philanthropy (All) Oaks 201
Eileen Hannan & Carol Cooley Hickey
UNC-Chapel Hill

Telling Stories and Breaking Bread: A Model to Empower Participants to Construct Literacy and Enhance Relationships within Communities (B) Belk 206
Ann-Marie Clark, Bill Peacock & Matt Roberts
Appalachian State University

Improving Health in Paraiso: Service, Learning, Research, and Results (Adv) Belk 102
David Aday, Jr., James Donecker & Mohammad Torabinejad
College of William & Mary

Session Three Workshops 1:40 p.m.—2:40 p.m.

Approaches to Designing and Enhancing Service-Learning Opportunities (All) Oaks 212
Patti Clayton, Bronson Bullock, George Hess, Barbi Honeycutt, Annette Moore, Myra Moses, Sandy Stallings, Randy Thompson & Bob Usry
NC State University

Dealing with Diversity in the Service-Learning Classroom (All) McKinnon D
Tania Mitchell
Stanford University

Where We Live: Civic Engagement, Free Speech and Social Networking (Adv) McKinnon E
Jo Allen & Robert Freiling
Widener University

Where We Live: Civic Engagement, Free Speech and Social Networking (Adv) McKinnon E

Application of a Transformative Learning Model to Service-Learning Experiences (Adv) McKinnon F

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College of William & Mary

(R&T) Service learning experiences are often believed to be transformative, but how do we know true change has occurred? And what specifically contributes to the transformation? This session introduces a model of the transformative learning process and applies it to an actual service learning project. Participants are then guided in applying the model to their own service-learning experiences, planned or completed, with feedback intended to enhance the transformative process and to further inform the model.

(R&T) Student leadership development happens along a continuum of opportunities on any college campus. This qualitative study of student leadership development within a service-learning context attempts to provide for new constructs to emerge about student leadership development. The notion of leadership fostering engagement and engaged students emerging as leaders is intuitively powerful. What might be missing in some of our service-learning activities is intentionality within our courses that might foster that leadership development. This session will share some of the insights gained from student perceptions of their empowerment to shape and define their relationships within the institution.

(N&B) Addressing diversity in service-learning requires acknowledging difference, examining power, and questioning assumptions. We must tackle these issues in the classroom in order for students to effectively work with diversity in the community. This workshop will encourage participants to challenge themselves and their students to think deeply about diversity and its impact on service and society. Participants will leave with strategies for creating dialogue, facilitating discussion, and incorporating interactive activities to develop a comprehensive exploration of diversity.

(N&B) As part of Project Pericles’ Debating for Democracy project, this presentation showcases a two-year campus conversation about the intersections of civic engagement, free speech, and Facebook (the social networking forum used on most college campuses). We describe the multiple activities, designed and implemented by students, that have raised consciousness about serious issues of judgment, security, risk management, and liability—as well as issues of free speech and socialization on college campuses. Assessment of the activities will also be showcased, and an interactive follow-up will engage the entire audience.

(N&B) Presenters are in the third year of research/service-learning to promote health in Paraiso, Dominican Republic. They operated a free clinic and collected ethnographic data in January 2006 and 2007 and did extensive summer research in those years. In January, they launched their first community partnership to ameliorate a chronic health problem. They will engage workshop participants to consider methods for assessing both project outcomes and student learning.
Institutionalizing Academic Service-Learning (ASL): Making ASL Part of University Culture (All)  McKinnon D

Pam Kiser, Mary Morrison & Carolyn Stuart
Elon University

(R&T) In this presentation, Elon University will serve as a case study to explore the challenges of making academic service-learning (ASL) an integral part of the university culture. The presentation includes a discussion of the University’s core values that have contributed to the growth of ASL, specific steps taken over the past three years to strengthen ASL and (using the work of Andrew Furco) the challenges that lie ahead for fully institutionalizing service as a core value.

Strategies for Meeting the Challenges of Teaching CBR Courses (Adv)  McKinnon E

Vicki Stocking
Duke University

(N&B) Community-based research (CBR) is part of the growing community-engagement movement in higher education. CBR projects involve faculty and community partners working together to explicate issues, focus attention on salient community problems, engage in strategic planning, create evaluation and assessment tools, and develop programs and curricula. This workshop will provide a variety of specific strategies that have been effective at Duke in meeting the challenges that can arise from CBR and guide participants through developing new strategies to meet these challenges on their campuses in the creation of CBR courses or the enhancement of existing courses. This session is useful for individuals considering involvement in CBR courses, as well as those who have experience in this area.

Documenting Local Histories of Social Justice Through Service-Learning (All)  McKinnon F

Mac Legerton & Michael Spivey
UNC-Pembroke

(N&B) Every community has a social justice history of civic engagement that is largely untold. This will be a nuts and bolts workshop on how to develop and implement a multi-disciplinary, 15-hour, service-learning experience and project that focuses on the compilation of oral history interviews and transcriptions of local stories and histories of social justice. It is based on a model project coordinated by the Center For Community Action and UNC-Pembroke in Robeson County, NC.

Community College Issues and Goals for Service-Learning (All)  Oaks 201

Mark Helms
Central Piedmont Community College

(N&B) Discuss with other community college participants your goals and visions for applying what you learned at the Service-Learning Conference. Consider the unique challenges of integrating best practices in the community college environment. Be introduced to resources specific to the community college.

From Antic to Agile: Digital Fluency, Digital Citizenship (All)  Oaks 207

Bob Bradley
Tennessee State University & Doug Edmonds
UNC-Chapel Hill

(N&B) The Tennessee Campus Compact has implemented a pilot project for a digital media enterprise model integrating service learning and technology. This presentation features an evolving archive of podcasts and vodcasts with a special focus on Humanities and Service Learning outreach to historically underserved populations. The interactive session provides examples of content creation, details curriculum development and suggests strategies for replication to desired scale.

Spring Breaking Point: International Service-Learning and Students’ Impact on Local Communities (Adv)  Belk 206

Sarah Banks, Kara Brown, Jenny Koehn, Kathleen Schroeder & Cynthia Wood
Appalachian State University

(R&T) International service opportunities are often touted as universally good, a win-win, with students gaining international experience while helping the less-fortunate abroad. This workshop presents results from a collaborative research project on the local impact of international Alternative Spring Break trips sponsored by Appalachian State University. It finds that, overall, the trips were a positive experience for both students and host communities but argues that these positive exchanges cannot be taken for granted. Successful Alternative Spring Break experiences require a substantial amount of careful planning, experienced group facilitation in the host community and solid debriefing upon return.

101 Ways to Make Federal Work Study Work on Your Campus (All)  Moseley 103

Kelly Norton
High Point University

(N&B) As administrators at High Point University began to examine the use of Federal Work Study Community Service funds, it became clear that there are as many different ways to implement FWSCS programs as there are institutions. This workshop will describe various methods of FWSCS organization and programming from various institutions, 2- and 4-year, public and private, including some NC Campus Compact member institutions. Representatives from spotlighted institutions will be able to answer specific questions about their programs. The workshop will also include information from the financial auditor’s perspective.
Sarah Aboulhosn is a sophomore majoring in Bio-Chemistry at NC State University.

David Aday, Ph.D., is Professor of Sociology and American Studies, Special Assistant to the Provost, and Director of Academic Affairs for Students for Medical Outreach and Sustainability (SOMOS) at the College of William and Mary.

Jo Allen, Ph.D., is the Senior Vice President and Provost at Widener University.

Bill Andrews, PT, Ed.D., is an Assistant Professor of Physical Therapy Education at Elon University.

Sarah Banks, Ph.D., is an Assistant Professor in the Department of Health, Leisure and Exercise Science at Appalachian State University.

Michael Bassman, Ph.D., is Director of the Honors Program and Assistant Vice Chancellor at East Carolina University.

Glenn Bowen, Ph.D., is the Director of Service Learning at Western Carolina University.

Bob Bradley is Director of Technology Integration and New Media artist at Tennessee State University.

Kara Brown is a senior majoring in Psychology at Appalachian State University.

Bronson P. Bullock, Ph.D., Assistant Professor of Forest Biometrics & Timber Management, Department of Forestry and Environmental Resources, College of Natural Resources, NC State University.

Ann-Marie Clark, Ph.D. is an Assistant Professor in the Department of Curriculum and Instruction at Appalachian State University.

Patti Clayton, Ph.D., is the Director of NC State University’s Center for Excellence in Curricular Engagement.

Kara Compton, MA, is program chair and instructor of Advertising and Graphic Design at Central Piedmont Community College.

Carol Cooley Hickey, MPA candidate, is a graduate assistant at the Carolina Center for Public Service at the University of North Carolina at Chapel Hill.

Keri Demar is a sophomore majoring in Criminology and Psychology at NC State University.

James F. Donecker is a senior pre-med student majoring in Neuroscience at the College of William and Mary.

Jeanne Dulworth, MSW, is a Visiting Assistant Professor in the Department of Social Work and the Faculty Fellow for Service-Learning for the College of Health and Human Sciences at Western Carolina University.

Doug Edmunds, MS, is Associate Dean for Technology for the School of Law at University of North Carolina at Chapel Hill.

Judith Esposito, Ph.D., is an Assistant Professor in the Department of Human Services at Elon University.

Robert Freiling is a senior majoring in Government and Politics and chair of the Political Engagement Committee at Widener University.

Sarah Gordon is a senior majoring in Public Policy at Duke University.

Annette Greer, Ph.D., is Clinical Assistant Professor with the Office of Interdisciplinary Health Sciences Education at East Carolina University.

Cathy H. Hamilton, Ph.D., is the Director of the Office of Leadership and Service-Learning at the University of North Carolina at Greensboro.

Eileen Hannan, MSW, is a program officer at the Carolina Center for Public Service at the University of North Carolina at Chapel Hill.

Arthur Hardin is the Coordinator of Community Service at Winston-Salem State University.

Mark Helms is the Associate Dean for Student Life and Service-Learning at Central Piedmont Community College.

George Hess, Ph.D., is an Associate Professor in the Department of Forestry and Environmental Resources at NC State University.

Sharon Hill, MA, is an Assistant Professor of Art and Art Education at Meredith College.

Ashley Holmes, MA, is a Lecturer in English at Elon University.

Barbi Honeycutt, Ph.D., is the Interim Director for the Faculty Center for Teaching and Learning, Assistant Director for the Center for Excellence in Curricular Engagement and an Instructor in the Department of Parks, Recreation and Tourism Management at NC State University.

Jenny Huq, MA, is the director of the APPLES Service-Learning Program at UNC-Chapel Hill.

Natasha Jeffreys, MPH, CHES, is the Director of Student Development at Winston-Salem State University.

Charity Johansson, PT, Ph.D., is the Faculty Administrative Fellow and Special Assistant to the President, and a Professor of Physical Therapy Education at Elon University.

Kimberly Jones, Ph.D., is an Assistant Professor in the Department of Sociology and Anthropology at Elon University.

Spoma Jovanovic, Ph.D., is an Associate Professor in the Department of Communication Studies and a Service-Learning Faculty Fellow at the University of North Carolina at Greensboro.

Martin Kamela, Ph.D., is an Assistant Professor in the Department of Physics at Elon University.

Shannon Kelly, MA, is the Service-Learning Coordinator for Meredith College.

Pam Kiser, MSW, is the Watts-Thompson Professor of Human Services and Kendoch Service-Learning Faculty Development Fellow at Elon University.

Jenny Koehn, MA, is the Community Service Coordinator for Appalachian & the Community Together at Appalachian State University.

Diane Lambert, M.Ed., represents Belvoir Elementary School, Pitt County.

Prudence Layne, Ph.D., is an Assistant Professor in the Department of English at Elon University.

Darcy Lear, Ph.D., is a lecturer and coordinator of the Spanish for the Professions minor in the Department of Romance Languages at the University of North Carolina at Chapel Hill.

Mac Legerton, MA, is Executive Director of the Center For Community Action in Lumberton, NC and Program Director of the Institute on Sustainable Development, Social Justice, and Transformative Learning.
Demetrius Marlowe, MA, is Assistant Director for Athletic Academic Affairs at NC State University.

Susan Meggs, MFA, is an Assistant Professor in the School of Interior Design at East Carolina University.

Tania Mitchell, Ed.D., is the Service-Learning Director in the Center for Comparative Studies in Race and Ethnicity at Stanford University.

Annette Moore, MS, is a lecturer in the Department of Parks, Recreation and Tourism Management at NC State University.

Jessie L. Moore, Ph.D., is an Assistant Professor in English at Elon University.

Mary Morrison, MS, is the Director of the Kernodle Center for Service-Learning at Elon University.

Myra Moses, MS, is the Associate Director for the Center for Excellence in Curricular Engagement at North Carolina State University.

Kelly A. Norton, Ph.D., is the Director of Experiential Learning at High Point University.

Jennifer Olson, Ph.D., is an Assistant Professor in the Education Department at Meredith College.

William Peacock, Ed.D, is an Adjunct Professor at Appalachian State University and coordinator of the Blue Ridge Family Literacy Project.

Debbie Reno, Ed.D., is Coordinator for Programs and Training with the General Hugh Shelton Leadership Center at NC State University.

A. Matthew Roberts is a doctoral student in Educational Leadership at Appalachian State University and Co-coordinator of the Blue Ridge Family Literacy Project.

Kathleen Schroeder, Ph.D., is an Associate Professor in the Department of Geography and Planning at Appalachian State University.

Grant Smith is a senior majoring in Psychology at Duke University.

Michael Spivey, Ph.D., is Director of Service Learning and an Associate Professor in the Department of Sociology and Criminal Justice at the University of North Carolina at Pembroke.

Sandra P. Stallings, MA, is the Coordinator of Advising, Department of Communication at NC State University.

Vicki Stocking, Ph.D., is a Program Coordinator in the Office of Service-Learning and a Research and Adjunct Assistant Professor in the Psychology and Education Departments at Duke University.

Diane Strangis, Ed.D., is an Assistant Professor in the Department of Human Environmental Sciences at Meredith College.

Carolyn Stuart, Ph.D., is an Associate Professor in the Education Department at Elon University.

Randall J. Thomson, Ph.D., is the Assistant Dean and Director of Undergraduate Programs for the College of Humanities and Social Sciences at NC State University.

Mohammad Torabinejad is a sophomore at the College of William and Mary.

Stephanie West-Puckett, MA, is a Teaching Instructor in the Department of English at East Carolina University.

Rachel A. Willis, Ph.D., is the Bowman and Gordon Gray Associate Professor of American Studies and Economics and a Steering Committee member for the Faculty Engaged Scholars Program at the University of North Carolina at Chapel Hill.

Cynthia Wood, Ph.D., is an Associate Professor in Sustainable Development at Appalachian State University.

Adrian J. Wurr, Ph.D., is the Interim Assistant Director of Service-Learning with the Office of Leadership and Service-Learning and Assistant Professor of English at the University of North Carolina at Greensboro.

Bob Usry, MS, is an Extension Specialist and Lecturer in the Department of Agricultural and Resource Economics at NC State University.

Christina Valenta is a senior in the Department of Communication Studies at the University of North Carolina at Greensboro and the new Executive Director of the Eastside Park Community Center.

Darrell B. Warner, Ph.D., is an Assistant Professor in the Department of Human Services at Elon University.

Please complete the evaluation form in your packet. Provide feedback about the overall conference on side #1 and about each workshop you attend on side #2. A box will be available in McKinnon Hall during the closing session for your completed evaluations.

We recycle name badges! Boxes will be provided in the Zone and in the closing session in McKinnon Hall. (We just want the plastic holders, keep the paper inserts if you like)
CONFERENCE SCHEDULE

8:15-9:15  Registration  *(Koury Concourse)*

9:15-9:30  Opening Session  *(Alumni Gym)*
Dr. Lisa Keyne, Executive Director
NC Campus Compact

Dr. Smith Jackson, Vice President and Dean of Student Life
Elon University

9:40-10:40  Workshop Session One

10:50-11:50  Workshop Session Two

12:00-1:30  Board Greeting & Robert L. Sigmon  
Service-Learning Award  *(Alumni Gym)*
Dr. Leo M. Lambert, President, Elon University
Chair, NC Campus Compact Executive Board

Keynote Address
“Promoting Sustainable Partnerships for Community Transformation: The Role of Reciprocal Learning”
Dr. Kenneth Reardon, Associate Professor
Cornell University

1:40-2:40  Workshop Session Three

2:50-3:20  Regional Networking  *(McKinnon Hall)*

3:30-4:30  Workshop Session Four

4:40-5:00  Closing Session & Door Prize Presentations  
*(McKinnon Hall)*

Special Thanks are extended to...

The 2008 Program Selection Committee: Dr. Susan Manahan (Gardner-Webb University), Dr. Laura Stivers (Pfeiffer University) and Dr. Angela Hattery (Wake Forest University); all the presenters and speakers, especially Dr. Ken Reardon and Robert L. Sigmon; Elon University individuals and departments including Brian O’Shea and Susan Lindley (Student Life), Michael Williams (Moseley Center), C.C. Cowen and crew (Moving & Set-Up) and Scott Hildebrand, Jeff Lampson and Aaron Strauch (Media Services).