Welcome to the 7th Annual North Carolina Campus Compact Service-Learning Conference. We are delighted that you are able to join us here today. This day promises to be invigorating as the workshops, keynote speakers, and resources that are shared will enable each of us to advance our knowledge and practice of service-learning.

We especially thank those people that supported this conference through their time, energy, and commitment, particularly our Program Selection Committee and the staff of Elon University’s Kernodle Center for Service Learning.

Have a fantastic conference!

-NORTH CAROLINA CAMPUS COMPACT

Already anticipating next year’s conference? Then mark your calendar now....

8th Annual Service-Learning Conference
February 15, 2006
Proposal submissions due November 1, 2005
Visit our website for more details soon!

SPECIAL WELCOME TO
ELON UNIVERSITY

Dr. Smith Jackson,
Vice President of
Student Life &
Dean of Students
9:20 am, McKinnon Hall
Dr. Edward Zlotkowsk, Senior Faculty Fellow, Campus Compact

EDWARD ZLOTKOWSKI is a professor of English at Bentley College and the Senior Faculty Fellow at Campus Compact. From 1995-2004, he served as general editor of a 20-volume series exploring the relationship between service-learning and academic disciplines/disciplinary areas. He has also designed and facilitated professional development opportunities in service-learning for provosts and deans as well as a series of summer institutes for engaged academic departments. He has written and spoken extensively on a range of service-learning topics and regularly uses service-learning in his own teaching. In 2002, he edited Service-Learning and the First-Year Experience: Preparing Students for Personal Success and Civic Responsibility, and earlier this year served as lead author of The Community's College: Indicators of Engagement at Two-Year Institutions.

James Williams, Student Engaged Scholar, Campus Compact

JAMES WILLIAMS is a junior at Princeton University, majoring in the Woodrow Wilson School of Public and International Affairs. A co-editor of Students as Colleagues: Expanding the Circle of Service-Learning Leadership, James is Student Engaged Scholar with Campus Compact and has worked on the Student Leadership in Service-Learning project. At Princeton, James is Chair of the Student Volunteers Council, the largest student organization on campus with over 700 active volunteers. He also serves the Community-Based Learning Initiative, student government, College Democrats, and Religious Life Council, an interfaith group he helps lead. James is from Portland, Oregon, where he served as student member of the school board, representing 55,000 students, and founded Students for Oregon’s Schools, a statewide student activist organization dedicated to adequate and stable public school funding.
Betsy Alden: Visiting Lecturer in the Hart Leadership Program at Duke; Service-Learning Coordinator/Consultant for 25 years, currently in the Kenan Institute for Ethics at Duke.

Jonathan Arries is Associate Professor of Hispanic Studies, Sharpe Professor for Civic Renewal and University Chair for Teaching Excellence at the College of William and Mary.

Sarah Ash is an Assistant Professor of Animal Studies at NCSU.

Deborah Bender, PhD, MPH, is a Professor in the UNC School of Public Health and a member of the APPLES Advisory Committee. She has many years experience working with Latino populations in Latin America and in NC and is committed to use of ethnographic methods, including photonarratives and journaling in her service and research.

Beau Bowers teaches history and anthropology at CPCC and have been involved in Service-Learning for the past couple years. He also enjoys not listing personal information in bios.

Dr. Robert Blundo, Department of Social Work, UNC Wilmington.

Dr. William Bolduc, Department of Communications Studies, UNC Wilmington.

Bronson Bullock is an Assistant Professor of Forestry at NCSU.

Anne-Marie Clark is an Assistant Professor at Appalachian State University in Curriculum and Instruction and has been active in Service-Learning Courses for three years.

Dr. Norman Clark is an Associate Professor of Communication at Appalachian State University. An outspoken advocate for service learning, he has added an SL component to the department’s intro course (with 600+ students each year).

Patti Clayton is the Coordinator for the Service Learning Program, Faculty Center for Teaching and Learning, at NCSU. She also leads North Carolina Campus Compact’s Scholarship and Research Initiative.

Kimberly Cuny is a faculty member in Communication Studies and the Director of UNCG’s Speaking Center.

Mary M. Dalton is Assistant Professor of Communication at Wake Forest University. She is the author of The Hollywood Curriculum: Teachers in the Movies, she is a media critic for WFDD-FM, and she is a documentary filmmaker.

Jason Denius is Director of the ECU Volunteer and Service-Learning Center.

Jessica Gagne the NC Campus Compact VISTA at ECU.

Carol Hayes is a professor in the Dept. of Art at Meredith College. She team-teaches a series of Art and Science Courses: Photography, Clay, and Anatomy in the Arts with John Mecham.

Charidy Hight is the Assistant Director of Student Development and Coordinator of Volunteer Services with Wake Forest University. She earned a M.Ed. in Higher Education Student Affairs from Iowa State University and has six years experience in direct contact human services.

Jenny Huu is the Director of the APPLES Service-Learning Program at the University of North Carolina at Chapel Hill. Her background is in non-profit administration and community development.

Michael J. Hyde is the University Distinguished Professor of Communication Ethics, Department of Communication, Wake Forest University. He is the author of the forthcoming book, The Life-Giving Gift of Acknowledgement: A Philosophical & Retorical Inquiry (Purdue University Press, 2005).

Katherine Jones is the Volunteer Coordinator for Food Bank of NC, Greenville.

Spoma Jovanovic is an assistant professor in the Department of Communication at UNCG. Her research focuses on communication ethics, social change, and community development.

Dr. John Mecham is Professor and Head, Dept. of Biology and Health Sciences at Meredith College. He team-teaches with Carol Hayes.

Reverend Mac Legerton is Executive Director of the Center for Community Action in Lumberton.

Barbara Metelsky is the Director of the Institute for Nonprofits and Lecturer in Public Administration, NCSU.

Deena Murphy-Medley is a PhD student in Psychology, NCSU.

Pam Kiser, Professor and Department Chair, Human Services Department, Elon University. She is the Kernodle Center Service-Learning Faculty Fellow for Elon University and was a finalist for the 2004 Thomas Ehrlich Faculty Award for Service-Learning awarded by national Campus Compact.

Brenda Summers is a faculty member in the Dept. of Public Administration and nonprofit consultant, NCSU.

Betsy Taylor, Director of the Pro Humanitate Center at Wake Forest University and licensed psychologist, coordinates Wake Forest’s Academic and Community Engagement (ACE) Fellows Program for faculty development in service-learning.

Dr. Michael Spivey is Assistant Professor of Sociology at UNCP.

Sandy Stalling is Lecturer and Assistant Head of Advising at NSCU.

Vicki Stocking is the Research Service-Learning Coordinator for Scholarship with a Civic Mission: Research Service-Learning at Duke. She teaches a CRR course as well as Research Service-Learning courses in psychology and education.

Sarah Wilde is a M.A. candidate in Communication Studies and the Graduate Assistant at UNCG’s Speaking Center.
WORKSHOP SESSION SCHEDULE

Session One, 9:45-11:00 am:
- Faculty Development Programs in Service Learning, McKinnon F
- For Student Leaders, Moseley 221 C
- Getting Groups to Gel: Technology & Indirect Service Projects, Belk 206
- North Carolina Campus Compact’s Research & Scholarship Initiative, McKinnon D
- A Professor’s Course Goals and Her Students’ Response: Mentoring Middle School Girls for Lessons in Leadership, Moseley 217
- Threaded Service-Learning: Increasing Students’ Learning through the Use of Common Themes in Curriculum, Moseley 215
- Video Documentaries as Student Service-Learning Projects, Moseley 216

Session Two, 11:15-12:30 pm:
- Course Development, McKinnon D
- The Life Giving Gift of Acknowledgement: Integrating Media Production and Service Learning, Belk 102
- Linkages for Service Learning: Art and Science, Moseley 216
- PhotoJournaling: Local Applications of International Service Learning, Moseley 217
- Presentations with Student Authors, McKinnon E
- Strategies in Teaching Community-Based Research Courses, McKinnon F
- Understanding International Service Learning through the Implementation of Service Learning Courses in Higher Education, Moseley 215
- Volunteers from the Back Row: Service-Learning as an Option, Belk 206

Session Three, 2:00-3:15 pm:
- Beyond the White Knight Syndrome in a Freshman Service-Learning Course: The Quixote as a Dual Model for Transformation, Moseley 221 C
- Integrating Students into the Design & Facilitation of Service-Learning Courses, McKinnon D
- Incorporating the Stories of Others into Oral Reflection, Moseley 216
- Lost in Translation: Communicating Service-Learning Concepts to All Parties, Moseley 217
- Pursuing a Research Agenda Using Service-Learning Instruction, Moseley 215
- Service as a One-Time Module, Belk 206
- Service Learning through Oral History, Belk 102
# Faculty Development Programs in Service Learning

Mckinnon F

Wake Forest University and Elon University have established faculty development programs that select faculty from various disciplines to develop new service-learning courses each year. The coordinators of these programs will co-facilitate this session and describe their university’s program. A panel of four faculty members (two from each campus from varied disciplines) will discuss their participation in the program.

**Pam Kiser & Betsy Taylor**  
Elon University & Wake Forest University

## For Student Leaders

**Moseley 221C**

Student leaders will work with James Williams, co-editor of “Students as Colleagues,” on broadening the lessons and ideas from the book. The discussion will be centered around an informal brainstorming session and preparation for later workshops.

**James R. Williams**  
Keynote Speaker

## Getting Groups to Gel: Technology & Indirect Service Projects

**Belk 206**

This is a presentation and discussion of how online educational software like WebCAT and Blackboard can be used to make group projects work more effectively, facilitate reflection, and improve community partner student interactions.

**Norman Clark**  
Appalachian State University

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**Poetry Begins with a Lump in the Throat: Using Poetry in the Process of Reflection**  
**Belk 102**

Students write poetry as final reflections for semester-long service-learning projects. Students keep electronic journals, collecting images, voices, sounds, and images of places and people living in poverty. Students report that writing poetry challenges critical thinking in allowing freedom of expression through complete poetic license, while every word they choose matters!

**Anne-Marie Clark**  
Appalachian State University

## A Professor’s Course Goals and Her Students’ Response: Mentoring Middle School Girls for Lessons in Leadership

**Moseley 217**

How do faculty goals for a service-learning course and students’ experiences in their service site converge with and diverge from original expectations? Students and faculty from a Public Policy course on Women as Leaders at Duke bring critical reflection to this question, with illustrations from five years of teaching the class. What are some of the lessons learned and the predictable variables we should anticipate (and celebrate!) in service-learning courses?

**Betsy Alden, Lissett Babaian, Nena Sanderson & Kosha Tucker**  
Duke University

## Threaded Service-Learning: Increasing Students’ Learning through the Use of Common Themes in Curriculum

**Moseley 215**

This workshop will focus on the opportunities and challenges associated with a “threaded service-learning” approach (defined as integrating service-learning into two or more courses in a strategic manner to increase levels of critical thinking) using NC State’s experience in developing a Minor in Nonprofit Studies as a case study.

**Barbara Metelsky, Brenda Summers & Deena Murphy-Medley**  
North Carolina State University, Institute for Nonprofits

## Video Documentaries as Student Service-Learning Projects

**Moseley 216**

Student created and produced video documentaries were used as the engagement mechanism for service-learning projects. Students learned both the technical aspects of video production, editing, and course content as they gained deeper insights and knowledge of their community. Several courses will be discussed that used video documentaries to engage students in community projects.

**Robert Blundo & Michael Bolduc**  
UNC - Wilmington

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**North Carolina Campus Compact’s Research & Scholarship Initiative**  
**McKinnon D**

NCCC is conducting a Research & Scholarship Initiative: a scholarly collaboration among campuses designed to tap and advance the experience and expertise of service-learning practitioners across the state. Panelists will discuss the Initiative’s evolution, objectives, and process and will ask participants to share suggestions and consider participating.

**Patti Clayton**  
North Carolina State University

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**Session One Workshops**

9:45-11:00 am
Understanding International Service Learning through the Implementation of Service Learning Courses in Higher Education

Moseley 215

Service Learning is rapidly growing as a learning tool in higher education. This session explains what international service learning is in the context of higher education and presents learning outcomes. We provide two international service learning examples that portray how SL is implemented in higher education through the presentation of two service learning courses abroad.

Monica Pagano & Kathy Manning
Elon University

Volunteers from the Back Row: Service-Learning as an Option
Belk 206

This workshop examines the role of service-learning in a general class setting, where some students do service and others do not.

Beau Bowers
Central Piedmont Community College

The Life Giving Gift of Acknowledgement: Integrating Media Production and Service Learning
Belk 102

Last fall Wake Forest University offered a special seminar in which students made documentaries that served the needs of local groups or raised awareness about important community issues. Faculty from the Communication Department produced a half-hour documentary that documented the effect of this course. This workshop includes a screening of the film and short presentations by participating faculty and staff.

Mary M. Dalton, Michael J. Hyde & Charidy Hight
Wake Forest University

PhotoJournaling: Local Applications of International Service Learning
Moseley 217

International service learning is often isolated from local application. In this presentation, APPLES students reflect on their service learning experience in Guadalajara, Mexico and their tutoring and bilingual language support with local Spanish speaking elementary children. The local application was developed to better link two worlds. The student mentors also will share the students’ photo journal.

Deborah Bender, Jenny Huq, Drew Shaw, & Molly Campbell
UNC - Chapel Hill

Linkages for Service Learning: Art and Science
Moseley 216

This workshop will answer some of the frequently asked questions about how to link service learning (SL) to science, art, and interdisciplinary courses. How can students in lab, studio, and interdisciplinary courses participate in SL? What types of SL experiences apply to art and science? How are SL sites determined? What are the advantages/disadvantages of SL in art and science courses? Will this work for my course?

John Mecham & Carol Hayes
Meredith College

Strategies in Teaching Community-Based Research Courses
McKinnon F

Community-Based Research (CBR) encompasses teaching and research focused on addressing needs in the community. CBR extends service learning with research, deepening the student’s connection to the community and enhancing outcomes for students, faculty, and community. This presentation will provide specific strategies to address the challenges of teaching undergraduate CBR courses.

Vicki Stocking
Duke University

Presentations with Student Authors
McKinnon E

This workshop will answer some of the frequently asked questions about how to link service learning (SL) to science, art, and interdisciplinary courses. How can students in lab, studio, and interdisciplinary courses participate in SL? What types of SL experiences apply to art and science? How are SL sites determined? What are the advantages/disadvantages of SL in art and science courses? Will this work for my course?

James R. Williams & Student Leaders, Student Co-Authors in “Students as Colleagues”
Lost in Translation: Communicating Service-Learning Concepts to All Parties
Moseley 217

Using ECU’s communication senior seminar course as a backdrop, this presentation will discuss communication techniques for planning a service-learning course. Topics will include: selling course specific projects to community partners, psychoanalyzing faculty, and balancing our positions as facilitators of communication.

Jessica Gagne, Jason Denius, & Katherine Jones
East Carolina University

Beyond the White Knight Syndrome in a Freshman Service-Learning Course: The Quixote as a Dual Model for Transformation
Moseley 221 C

In Part I participants explore the ‘white knight syndrome’ in the Quixote as a negative model for service-learners to engage as a writing assignment. In Part II, we consider the character of Don Quixote and that of his quest as a metaphor for faculty interested in service-learning curricula for transformation.

Jonathan Arries
College of William & Mary

Incorporating the Stories of Others into Oral Reflection
Moseley 216

In service learning, students can have difficulty transforming personal narratives obtained in the community into their oral reflections. This interactive workshop is designed to empower faculty with the tools needed to teach students the basics of creating a narrative and some of the important concepts related. This workshop was previously presented at UNCG for a Service-Learning course.

Sarah Wilde & Kimberly Cuny
UNC—Greensboro

Integrating Students into the Design and Facilitation of Service-Learning Courses
McKinnon D

Keynote speakers Dr. Edward Zlotkowski and James Williams will be leading faculty through a discussion of student involvement throughout the course development process.

Edward Zlotkowski & James Williams
Keynote Speakers

Pursuing a Research Agenda Using Service-Learning Instruction
Moseley 215

In this workshop, attendees explore how to use service-learning instruction to meet community needs, enhance academic study for students, and advance the faculty member’s research. Two distinct research programs along with undergraduate and graduate course syllabi will be presented to illustrate the synchronicity of teaching, research, community partnerships, and service learning.

Spoma Jovanovic
UNC - Greensboro

Service as a One-Time Module
Belk 206

Five instructors share adaptations of NC State’s service-learning model for low-intensity implementation. This “immerson” approach allows students and faculty to ease into service-learning without drastic changes to the teaching and learning process. We will discuss the value of this approach in faculty development as well as its pros and cons in the classroom.

Sandra Stallings, Bronson Bullock, & Sarah Ash
North Carolina State University

Service Learning through Community Oral History Projects
Belk 102

Community oral histories present creative opportunities for service learning that combines authentic student learning with authentic community service. Learn how UNCP students and faculty are engaging in an oral history project to document the 50-year social justice history in Robeson County, NC in collaboration with the Center for Community Action.

Michael Spivey & Mac Legerton
UNC - Pembroke

Don’t forget to swing by the Swap Shop!
Located outside McKinnon D

Session Three Workshops
2:00-3:15 pm
CONFERENCE SCHEDULE

8:30-9:15  Registration, Moseley Center

9:20-9:35  Welcome, McKinnon Hall
            John H. Barnhill, Executive Director, North Carolina Campus Compact
            Dr. Smith Jackson, Vice President of Student Life & Dean of Students, Elon University

9:45-11:00 Workshop Session One

11:00-11:15 Break
            Outside of McKinnon Hall

11:15-12:30 Workshop Session Two

12:30-2:00 Keynote Address, McKinnon Hall
            Faculty Responsibilities & Student Roles in Service-Learning
            Introduction: Julie David, NC State University
            Dr. Edward Zlotkowski, Senior Faculty Fellow, Campus Compact
            James Williams, Student Engaged Scholar, Campus Compact

2:00-3:15 Workshop Session Three

3:15-3:30 Closing, McKinnon Hall
            Winter E-N Brown, Special Projects Coordinator & VISTA Leader, North Carolina Campus Compact

Special Thanks are extended to...

Elon University
Dr. Leo Lambert, President
Dr. Smith Jackson, Vice President
ARAMARK
Moseley Center
Michael Williams
Kat Cochrane-Yamaguchi, Asst. Director

Tim Geier
Dr. Edward Zlotkowski
James Williams
Carol Oakley
Maggie Sawada
Heidi Raynes
Ben Johnson