Welcome to the 8th 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 workshop presenters and keynote speaker share resources that will enable each of us to advance our knowledge and practice of Service-Learning.

We are so pleased this year to unveil the inaugural Robert L. Sigmon Service-Learning Award. This award will recognize the important contributions of Robert Sigmon to the field as well as a North Carolina Service-Learning faculty or staff member.

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.

Mark your Calendars!

9th Annual North Carolina Campus Compact Service-Learning Conference
Wednesday, February 21, 2007

1st Annual Pre-Conference Institute
International Service-Learning
Tuesday, February 20, 2007

Stay posted to the NCCC website for details!
WORKSHOP SESSION SCHEDULE

Session One, 9:45-11:00 am:
- Research Service-Learning: Cultivating Leadership Opportunities for Students, Faculty and Community Partners, McKinnon D
- Reflecting on Service, McKinnon E
- Service-Learning Abroad: Balancing Local Needs and Learning Requirements, McKinnon F
- Cross-Disciplinary Collaboration and Service-Learning, Moseley 215
- Bring Out Your Dead: Cemeteries, History and Service-Learning, Moseley 216
- Challenging Students Through Service-Learning – Creating a Collaborative Learning Environment, Moseley 217
- Binding the Spanish Class and the Community: The Peace College Experience, Belk 102
- From Theory to Practice: Building Successful Campus-Community Partnerships, Belk 206
- Service-Learning 101, Atkins Room (Atkins Room - Koury Center)

Session Two, 11:15-12:30 pm:
- Direct Action to Social Change: Models to Extend the Service in Service-Learning, McKinnon D
- The North Carolina Campus Compact Research and Scholarship Initiative: Pitfalls and Possibilities in Statewide Collaboration on Service-Learning Scholarship, McKinnon E
- Service-Learning on the Verge: Connecting Community Action with College Writing and Interpretations of Literature, McKinnon F
- Service, Advocacy & Organizing: A Course on Public Action and Theology, Moseley 215
- Project Based Service-Learning: Adopting A Community Partner, Moseley 216
- Salsa, Service and Learning: International Service-Learning in Mexico, Moseley 217
- The State of North Carolina Campus Compact, Moseley 221C
- Theatre in Education: A Model for Teaching, Learning and Engaged Service, Belk 102
- Quality Control vs. Academic Freedom: Service-Learning “Approval”, Belk 206

Session Three, 2:00-3:15 pm:
- Learning in the Deep End: Capacity-Building for Successful Service-Learning, McKinnon D
- Creating the Service-Learning Syllabus: A Labor of Love, McKinnon E
- Challenges and Strategies to Building Long-Term Community Partnerships, McKinnon F
- Service-Learning & Freshman Seminar, Moseley 215
- Writing About Family Matters: Weaving Memories into a Family Literacy Program, Moseley 216
- Service-Learning in English Studies: A Survey of Scholarship and Agenda for Research, Moseley 217
- North Carolina Central University’s Service-Learning Initiatives & Best Practices, Belk 102
- Utilizing National Issues Forum to Enhance Student Learning and Create Public Deliberation, Belk 206

NCCC is now in its 4th year and has a newly endorsed strategic plan. Come discuss your ideas and discover ways to be involved or become a member.

John H. Barnhill  
Executive Director  
North Carolina Campus Compact
### Research Service-Learning: Cultivating Leadership Opportunities for Students, Faculty and Community Partners

McKinnon D

Scholarship with a Civic Mission gives Duke undergraduates the opportunity to work with faculty and community partners to address real-life issues in the community through a unique combination of service-learning and research. This program employs Research Service-Learning (RSL), a pedagogy in which students are introduced to research within the context of a service-learning experience.

In this workshop, we will (1) explore how to support student, faculty, and community partner leadership in identifying and designing research projects, and (2) provide the opportunity for program participants to develop appropriate strategies within their own institutions.

**Vicki Stocking, Betsy Alden & Jennifer Ahern-Dodson**  
Duke University

### Reflecting on Service

**McKinnon E**

Reflection is the key to effective academic service-learning. This session will focus on the Kolb model of experiential learning and explore ways it can be used to build powerful reflection activities. We will also introduce the ‘reflection map’ and participants will help fill out the map by creating and sharing reflection activities for use before, during and after service.

**Janet Eyler**  
Vanderbilt University

### Service-Learning Abroad: Balancing Local Needs and Learning Requirements

**McKinnon F**

This session will examine various challenges of service-learning abroad. At the end of the session participants will be able to: (1) Identify key components of the planning process for a study abroad service-learning course, (2) Facilitate a discussion with students about appropriate service-learning goals for study abroad courses, (3) Identify the benefits and liabilities of long-term service-learning partnerships with other countries, and (4) Have an understanding of the necessary balance between service, academic content, and cultural exploration involved in a study abroad service-learning course.

**Kimberly Jones, Judy Esposito, James Pickens, Jessie McCullough & Marissa Morris-Jones**  
Elon University

<table>
<thead>
<tr>
<th>Cross-Disciplinary Collaboration and Service-Learning</th>
<th>Service-Learning 101</th>
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<tr>
<td><strong>Moseley 215</strong></td>
<td>Atkins Room (Koury Center)</td>
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<tr>
<td>This presentation will focus on the strategic role of collaboration in developing service-learning initiatives across an institution. The Science and Service-Learning Initiative, the Service-Learning in the Curriculum Discussion Series, and a new partnership with the Office of Undergraduate Research, highlight the importance of collaboration in expanding the scope of service-learning, fostering stronger relationships, and developing innovative programs. During the presentation, we will share our discoveries, engage participants in a discussion of their specific collaborations, and identify possible new connections that groups can make on their campuses.</td>
<td>Just getting started? Come learn the basics of Service-Learning including Service-Learning Definitions &amp; Concepts, Benefits &amp; Challenges of Service-Learning, Methods &amp; Models of Service-Learning Integration, and Tips &amp; Advice for Service-Learning Faculty.</td>
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| **Jenny Huq, Martha Arnold & Janaka Lagoo** UNC - Chapel Hill | **Shari Gallardi**  
Appalachian State University |

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<th>Bring Out Your Dead: Cemeteries, History and Service-Learning</th>
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<td><strong>Moseley 216</strong></td>
<td>Belk 102</td>
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<tr>
<td>This workshop is based on the Keener Cemetery Project from an Introduction to Public History Course. For this project we were “hired” by the Town of Sylva to investigate the history of Keener Cemetery and develop a policy for its future maintenance. The project not only gave each student hands-on experience with primary documents, analysis and writing, but also provided a valuable service to the Town as they could not otherwise afford to do the research. Using the Keener Cemetery Project as a model, we will discuss ways in which similar research projects can be developed for Public and US History courses in conjunction with local towns and preservation agencies.</td>
<td>This presentation will address how the Spanish program at Peace College worked to create binding relationships between the class and the community. It will describe the diverse community that we have been serving and the learning experience that our classes have attained from these interactions with the community. Also, it will deal with the need to find a variety of service-learning experiences corresponding to the different levels of proficiency of the students involved in the project.</td>
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| **Jenny Huq, Martha Arnold & Janaka Lagoo** UNC - Chapel Hill | **Mercedes Gujjarro-Crouch, Teresa Vargas & Myra St. Clair**  
Peace College |

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<th>From Theory to Practice: Building Successful Campus-Community Partnerships</th>
<th>Community: The Peace College Experience</th>
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<td><strong>Belk 206</strong></td>
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<tr>
<td>Building successful community partnerships requires time and energy, commodities that are often scarce among the competing demands of academic life. This presentation introduces the theory behind successful partnership development, distinguishing the differences between transactional and transformative relationships. This workshop also identifies challenges expressed by faculty and agencies in building campus-community relationships and offers suggestions regarding how to work through or avoid these common concerns.</td>
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| **Leslie Veach, David Finn & Ken Rigdon**  
UNC - Greensboro, Wake Forest University & DIGES Elementary School | **Mercedes Gujjarro-Crouch, Teresa Vargas & Myra St. Clair**  
Peace College |

### Tips & Advice for Service-Learning Faculty

**Models of Service-Learning Integration, and Challenges of Service-Learning, Methods & Models of Service-Learning Integration, and Tips & Advice for Service-Learning Faculty.**

**Leslie Veach, David Finn & Ken Rigdon**  
UNC - Greensboro, Wake Forest University & DIGES Elementary School
**February 15, 2006**  
Session Two Workshops 11:15 a.m.—12:30 p.m.

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<tr>
<th>Topic</th>
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<td>Belk 216</td>
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<td>This presentation will discuss how two Elon University English faculty have integrated Service-Learning into the academic goals of its College Writing program and Literature concentration. Through a College Writing course meshing real-world volunteer opportunities and rhetorical and academic writing instruction, students became more effective communicators, advocates, and critical assessors of the various issues surrounding volunteer work. Through course readings, direct service, reflections, journal assignments, class discussions and paper assignments, students in an Introduction to Literary Interpretations course were asked to: (1) explore borders of ethnicity, socio-economic status, race, gender, geography and power and (2) consider how literature witnesses/challenges those borders and life at extremes.</td>
<td>Belk 216</td>
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<td>Salsa, Service and Learning: International Service-Learning in Mexico</td>
<td>Pfeiffer University</td>
<td>Belk 217</td>
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<td>Theatre in Education: A Model for Teaching, Learning, and Engaged Service</td>
<td>Philip Wingeler-Rayo and Audrey Barker</td>
<td>Belk 102</td>
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<tr>
<td>The effectiveness of arts-based learning is well documented. Successful Theatre in Education (TIE) programs flourish in more urban regions of the state and country. This interactive session will explore how TIE programs can also encourage cultural and environmental literacy and how the concept of Engaged Service integrates academic integrity, creative learning methods, and cultural diversity within an arts-based program.</td>
<td>Belk 102</td>
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<td>The workshop will address different aspects of a course taught at Wake Forest University called Religion and Public Life. Topics include (1) the selection and cultivation of service-learning placements that represent service, advocacy, and organizing options, (2) a brief overview of the three theological paradigms covered and their impact on public work, (3) the service-learning placements and evaluation of the case studies, (4) the integration of case studies and panels into the learning objectives, and (5) the challenges and rewards of co-teaching a class with a community partner and a former student and present intern.</td>
<td>Moseley 215</td>
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<td>Project Based Service-Learning: Adapting A Community Partner</td>
<td>Stephen Boyd, Kyle Layman &amp; Chris Baumann</td>
<td>Belk 216</td>
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<td>This session will consider projects where a college class adopts a non-profit organization, builds a relationship with representatives, and works to meet the agency's needs. College students provided written, PowerPoint, audio or video products and offered their course-related expertise to make a difference for these non-profit organizations. Reflections by faculty, volunteer staff, community partners and students have yielded valuable insights about how to adopt community partners and plan workable projects. These insights and tips for success will be shared. Worksheets developed to facilitate future project-based learning will be offered to participants along with suggestions for success. A question and answer time will follow.</td>
<td>Belk 216</td>
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<td>Quality Control vs. Academic Freedom: Service-Learning “Approval”</td>
<td>Western Carolina University</td>
<td>Belk 206</td>
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<tr>
<td>After meeting together for several months, a committee of Meredith College faculty and administrators recommended an application process for course approval and designation as Service-Learning, and eight components that must be evident in all Service-Learning syllabi. This process was implemented beginning Fall 2005. Evaluation is on-going. The presenters will provide information and handouts about the process, strengths and pitfalls based on two semester's experiences. They will share how they scaffold new and prior instructors during the process and how the campus has received the new process. They will review the application requirements and syllabi components. Participants will share the processes used on their campuses and investigate how their own syllabi would measure up to the eight required components. Participants will discuss whether or not requirements help ensure a measure of quality and honor academic freedom.</td>
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### Learning in the Deep End: Capacity-Building for Successful Service-Learning

**McKinnon D**

Service-Learning is a complex, multifaceted teaching and learning strategy that requires students to take on unfamiliar roles and responsibilities in the classroom and community. Service-Learning invites students into the deep end – it is our responsibility to help them learn to swim. We must find ways to fulfill this responsibility in an integrated manner, not as add-ons to our already full courses.

In this interactive workshop, panelists and participants will work together to identify the common principles that characterize capacity-building mechanisms and the challenges involved in integrating them into a course. Participants will leave the session with an increased awareness of the ways in which their students may require capacity-building and with concrete strategies for addressing some of these needs.

**George Hess, Sarah Ash, Myra Moses, Sandy Stallings, Randy Thomson & Patti Clayton**

NC State University

### Creating the Service-Learning Syllabus: A Labor of Love

**McKinnon E**

The purpose of this presentation will be to share the process involved in creating a college/university service-learning course syllabus that reflects the goals of activities and experiences connected to service-learning. We will share our guidelines for service-learning course designation and, together with faculty members, examine a recent course proposal that was approved through the procedures for service-learning designation.

**Stephanie Kurtts & Cathy Hamilton**

UNC - Greensboro

### Challenges and Strategies to Building Long-Term Community Partnerships

**McKinnon F**

In this workshop, we plan to identify challenges our service-learning programs face when working to build and sustain long-term partnerships in the community. We will present strategies for building strategic community partnerships for both new and veteran faculty and discuss training and development processes we use in our work with faculty and with community members. We will provide handouts that list guidelines for developing one-semester and long-term partnerships. The workshop will provide opportunities for participants to identify challenges and strategies in their own programs.

**Jennifer Ahern-Dodson & Tammy Cobb**

Duke University & Elon University

### Service-Learning & Freshman Seminar

**Moseley 215**

This presentation will present a service-learning course design for freshman seminar during the Fall 2005 semester. Students self-selected into one of the five sections called the EDGE - Explore, Discover, Grow, Engage. Utilizing the Student Service-Learning Course Survey (SSLCS) from The Ohio State University, potential outcomes can be classified as development of personal competence, interpersonal relationship, and perception of community service as a responsibility of charity or perception of community service as a responsibility of social justice. Presentation will include instrument, design, and results obtained.

**Donna Chapa Crowe**

UNC - Wilmington

### Writing About Family Matters: Weaving Memories into a Family Literacy Program

**Moseley 216**

In this course, ten families from an Appalachian rural community were invited to bring in a keepsake that had been passed down through the generations so that older members of the family could share the memories it held with their children. They were also encouraged to tell stories about people they admired, important family places, events, and ways of life in the old days. At the end of the semester, the stories were compiled into an anthology for each family to take home. In this workshop, participants will gain a general overview of family literacy, with particular attention paid to the research literature addressing the characteristic shyness and mistrust of authority often displayed by people in rural Appalachia, referred to as Minority Ethnic Whites.

The presenters intend to use a readers’ theatre type approach as well as simulations allowing participants to work through the process to become familiar with the art of constructing a story from memories, and therefore be more likely to replicate the program at another site.

**Ann-Marie Clark & Bill Peacock**

Appalachian State University

### Service-Learning in English Studies: A Survey of Scholarship and Agenda for Research

**Moseley 217**

To study the effects of University-Community partnerships on student learning and writing, five prominent service-learning scholars funded by the National Council of Teachers of English conducted a critical survey of available studies on such initiatives. By distilling key themes, findings, and gaps in the research, the team has begun to articulate an agenda for future research.

In this session, two scholars from the group present a synthesis of research and scholarship in community-based writing initiatives over the last decade in English Studies. The presentation promises to provide participants with fresh insights into the current state of scholarship – what we know and what we need to know – as well as a better understanding of the place of composition research within the national, interdisciplinary fields of service-learning and civic engagement.

**Adrian Wurr & James Dubinsky**

UNC - Greensboro and Virginia Tech

### NCCU Service-Learning Initiatives & Best Practices

**Belk 102**

This workshop will highlight North Carolina Central University’s service-learning initiatives, impact from the after school program (EOG test results - increase of 80%); and the international research service-learning component.

**Emmanuel Oritsejafor, Nan Coleman, P. Masila Mutisya & Kuldip Kuwahara**

### Utilizing National Issues Forum to Enhance Student Learning and Create Public Deliberation

**Belk 206**

The National Issues Forum (NIF) is a nonpartisan organization funded by the Kettering Foundation preparing and sponsoring public forums addressing issues for deliberation. The National Issues Forum is a constructive tool for faculty, administrators and students to engage in public deliberation about relevant national issues in a local setting. This session will highlight NIF as an accessible educational resource for service-learning faculty and practitioners.

**Leslie Parkins & Chris Morse**

UNC - Chapel Hill

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**Special Viewing**

**11:00 a.m.**

**Outside of McKinnon Hall**

Join Dr. Bob Blundo of the University of North Carolina at Wilmington for the video presentation *A Community of the Heart*. This DVD was created to be used by the Appalachia Service Project (ASP) for UNCW and other colleges and universities to use as a recruitment tool and introduction to service-learning for faculty and students.
Jennifer Ahern-Dodson is the Community Partnership Coordinator for the Research Service-Learning Program at Duke University.

Betsy Alden, D. Min, is the Service-Learning Coordinator for the Kenan Institute for Ethics at Duke University.

Martha Arnold is the Director of Curriculum Development for the Center for Teaching and Learning at UNC - Chapel Hill.

Sarah Ash, Ph.D., is an Associate Professor of Food Science at NC State University.

Audrey Barker is a Junior at Pfeiffer University.

John Barnhill, M.Ed., is the Executive Director of North Carolina Campus Compact.

Chris Baumann is a community organizer with C.H.A.N.G.E. in Winston-Salem, NC.

Lynne Bercaw is an Assistant Professor in the Department of Curriculum and Instruction at Appalachian State University.

Stephen Boyd, Th.D., is Chair of the Religion Department and Easley Professor of Religion at Wake Forest University.

David Carlone, Ph.D., is an Assistant Professor of Communication at UNC - Greensboro.

Donna Chapa Crowe, Ph.D., is the Director of the Center for Leadership Education and Service at UNC-Wilmington.

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

Patti Clayton, Ph.D., is coordinator of the NC State University Service-Learning Program.

Tammy Cobb is the Outreach Coordinator for the Kernodle Center for Service-Learning at Elon University.

Nan Coleman, Ph.D., is Special Projects Manager, Historically Minority Colleges & Universities Consortium.

James Dubinsky is an Associate Professor of English and Director of the Professional Writing Program at Virginia Tech.

Rebecca Dumlao, Ph.D., is a former non-profit director and teaches in East Carolina University's School of Communication.

Amanda Epperson, Ph.D., is Visiting Assistant Professor of History at Western Carolina University.

Judy Esposito, Ph.D., LPC, is an Assistant Professor of Human Services at Elon University.

Claire Eye is Visiting Assistant Professor of Theatre at Western Carolina University and Artistic Director of the Theatre in Education (TIE) program.

Janet Eyler is a Professor of the Practice of Education at Vanderbilt University.

Katie Fillkins is a Sophomore at Elon University.

David Finn is a sculptor and Professor of Art at Wake Forest University.

Shari Galiardi is the Service-Learning Coordinator at Appalachian State University.

Mercedes Guijarro-Crouch, Ph.D., is an Associate Professor of Spanish at Peace College.

Cathy Hamilton is the Director of the Office of Leadership and Service-Learning at UNC-Greensboro.

Lisa Harris is an Assistant Professor in the School of Communication & Literature at Lenoir-Rhyne College.

Carol Hayes is an Assistant Professor and Chair of the Service-Learning Committee at Meredith College.

Glenda Hensley is Visiting Assistant Professor of Theatre at Western Carolina University and Coordinator and Educational Liaison of the new Theatre in Education (TIE) program.

George Hess is an Associate Professor of Forestry and experienced Service-Learning instructor from NC State University.

Jenny Huq is Director of the APPLES Service-Learning Program at UNC - Chapel Hill.

Kimberly Jones, Ph.D., is an Assistant Professor of Anthropology at Elon University.

Spoma Jovanovic is an Assistant Professor of Communication and Service-Learning Faculty Fellow at UNC-Greensboro.

Shannon Kelly is the North Carolina Campus Compact VISTA at Meredith College where she serves as a Service-Learning staff member.

Stephanie Kurtts, Ph.D., is an assistant professor in the Department of Specialized Education Services at UNC-Greensboro.

Kuldip Kuwahara, Ph.D., is an Associate Professor of English and Service-Learning Faculty Fellow at North Carolina Central University.

Janaka Lagoo is a Senior majoring in Anthropology and Economics and the President of APPLES at UNC - Chapel Hill.

Kyle Layman, a recent graduate of Wake Forest University, is currently working at WFU helping develop an Office for Social Entrepreneurship.

Richard Lee is an instructor of English at Elon University.

Jessie McCullough is a Senior at Elon University.

Cathy McKeon is a Freshman at Elon University.

Marissa Morris-Jones is a Senior at Elon University.

Chris Morse is the North Carolina Campus Compact VISTA and a member of the APPLES staff at UNC-Chapel Hill.

Myra Moses is a Lecturer in the English department at NC State University.

Kelli Munn, M.A., teaches in the School of Communication at East Carolina University.

P. Masila Mutisya, Ph.D., is Associate Professor, School of Education, and Service-Learning Faculty Fellow at NC Central University.
Janet Eyler is Professor of the Practice of Education, Peabody College of Vanderbilt University. At Peabody she has served as an associate dean, has chaired the academic department of Human Resources and currently serves as Director of Undergraduate studies, and directs masters degree programs in Human Resource Development, Organizational Leadership and Service-Learning in Higher Education in the Department of Leadership, Policy and Organizations. She has taught a variety of service-learning courses including integrating a week-long alternative spring break experience into a public policy class. For the three years she facilitated a faculty development seminar on service-learning in which about a dozen colleagues a year worked to develop new service-learning courses for the Vanderbilt curriculum.

Her scholarly work has focused on various forms of experiential learning including publications on internships and service-learning. She is a recipient of the Thomas Ehrlich Award in 2003 and the Outstanding Research Award of the National Society for Experiential Education in 1998. She was keynote speaker for the First Annual Conference on Service-Learning Research held in Berkeley, California in 2000. With Dwight E. Giles, Jr. she co-directed a national FIPSE-funded service-learning research project ‘Comparing Models of Service-Learning’ and a Corporation for National Service research project on learning outcomes for college students. Where's the Learning in Service-Learning published by Jossey-Bass in 1999 is drawn from these studies. The publication of A Practitioner's Guide to Reflection in Service Learning: Student Voices and Reflection (1996)with Giles and Angela Schmiede resulted from the Corporation grant.

Professor Eyler has been actively involved in national efforts to establish service-learning as a core pedagogy in higher education. She served as host of the second annual International Conference on Service-Learning Research which brought 400 participants to Nashville. She has worked with faculty at colleges and universities across the country to help them develop service-learning programs, and to improve skills in reflection and program evaluation. She has also given workshops for a variety of professional groups concerned with integrating service-learning into their programs including conferences or programs for educators of nurses, dentists, physicians, pharmacists, physical therapists, business students, engineers and educators. She has served as a mentor/instructor for the Community Campus Partnerships for Health summer workshops in Leavenworth Washington on several occasions and has served as a consultant and speaker at programs in Austria, Kuwait, Singapore and Mexico as well as the US.
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. Steven House, Dean of Elon College
Elon University

9:45-11:00 Workshop Session One

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

11:15-12:30 Workshop Session Two

12:35-2:00 Robert L. Sigmon Service-Learning Award
Lunch Program
McKinnon Hall
Dr. Leo M. Lambert, President, Elon University
Executive Board Chair, North Carolina Campus Compact

Keynote Address
“Where’s the Learning in Service-Learning?”
Dr. Janet Eyler, Professor of Education
Vanderbilt University

Introduction: Dr. Bob Blundo, Professor of Social Work
University of North Carolina Wilmington

2:00-3:15 Workshop Session Three

3:15-3:30 Closing
McKinnon Hall
Leslie A. Garvin, Assistant Director
North Carolina Campus Compact

Special Thanks are extended to...
Dr. Janet Eyler, Professor of the Practice of Education, Vanderbilt University
Robert L. Sigmon
ELON UNIVERSITY
Dr. Leo Lambert, President
Dr. Steven House, Dean of Elon College
Kat Cochrane-Yamaguchi, Assistant Director, Kernodle Center
Michael Williams, Director of Campus Center Operations & Conferences
J.J. Scott, North Carolina Campus Compact VISTA

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

Visit us online at: www.elon.edu/nccc