Welcome to the 9th Annual NC Campus Compact Service-Learning Conference. We are delighted that you are able to join us. We have put together a day that we believe will enable each of us to advance our knowledge and practice of service-learning.

The workshop offerings cover the gamut of service-learning topics from reflection to evaluation to faculty engagement. There are also several discipline-based sessions to allow you to see examples of service-learning in action.

On February 20, we were pleased to offer an inaugural Pre-Conference Institute on “Developing and Expanding International-Service Learning on Your Campus.” In an effort to continue the training and conversation on this topic, we are offering an international service-learning track today also (see page 9).

The luncheon today will be a highlight of the conference. Not only are we excited about Dr. Barbara Holland featured as keynote speaker, but we will present, for the second year, the Robert L. Sigmon Service-Learning Award recognizing one individual in our state who has made significant contributions toward furthering the practice of service-learning.

As always we want to thank those people that supported this conference through their time, energy, and commitment. Special thanks goes to the Program Selection Committee and the staff of Elon University’s Kernodle Center for Service Learning.

Mark your Calendars!

10th Annual NC Campus Compact Service-Learning Conference
Wednesday, February 13, 2008

Pre-Conference Institute
Topic to be determined
Tuesday, February 12, 2008

Stay posted to the NC Campus Compact website for details! www.elon.edu/nccc

KEYNOTE SPEAKER

Dr. Barbara Holland
Director, National Service-Learning Clearinghouse

12:15 pm, Luncheon
McKinnon Hall
Opening General Session (9:15 a.m.-9:30 a.m.)
McKinnon F & E
Join us for the official kick-off of the conference with a welcome from the Executive Director of NC Campus Compact, Dr. Lisa Keyne.

Coffee & Tea Break (10:45 a.m.-11:00 a.m.)
Moseley Center Lobby
Grab a cup of Joe, tea, water or soda on the way to your next session.

Swap Shop and Door Prizes (All Day)
Moseley 221
Visit the Swap Shop on the second 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.

Snacks will also be available in the room throughout the day.

Luncheon & Awards Presentation (12:15 p.m.-1:45 p.m.)
McKinnon Hall
Dr. Patricia Sullivan, Chancellor of the University of North Carolina at Greensboro and NC Campus Compact Executive Board member, will announce the winner of the 2007 Robert L. Sigmon Service-Learning Award. Dr. Betsy Alden, recently retired from Duke University and the inaugural recipient of the award in 2006, will join Robert Sigmon in presenting the award. Dr. Barbara Holland will follow the awards presentation with a keynote address on the topic “New Perspectives on Service-Learning Strategies.”

Barbara A. Holland, Ph.D., is Director of Learn and Serve America’s National Service-Learning Clearinghouse; she is also a Senior Scholar in the Center for Service and Learning at Indiana University-Purdue University Indianapolis and holds academic appointments at two Australian universities. Her research focuses on organizational change in higher education with an emphasis on the institutionalization of community engagement, service-learning and community partnerships.

Closing Session (4:15 p.m.-4:35 p.m.)
McKinnon F & E
Join us for presentation of door prizes and parting remarks from Dr. Lisa Keyne, NC Campus Compact Executive Director.

Please complete evaluations for each workshop and an overall conference evaluation (found in your packets). You can turn them in at the box on the registration table in the lobby of Moseley.

Don’t forget to drop off your name badge holders in the box at the registration table on your way out—we recycle!
(Keep the inserts if you like.)
Session One, 9:40-10:40 am:
- The Lost Course: Transforming an Introductory Course through Integrated Service-Learning Experiences, McKinnon D (B)
- Emotion and Learning: Feeling Our Way Toward a Theory of Reflection in Service-Learning, McKinnon E (E)
- Summer Community-Based Research for Undergraduates, McKinnon F (A)
- Community Service for Civic Engagement, Moseley 216 (E)
- Building a Learning Relationship with Families of English Language Learners & La Comunidad y Espanol, Moseley 217 (E)
- Designing with a Conscience: How can Creators of Visual Communication Address Social Needs?, Belk 102 (E)
- Let the Service-Learning Adventure Begin!, Belk 206 (B)
- Struggle for Meaningfulness in Cross-Cultural Service-Learning, Isabella Cannon Room (E)

Session Two, 11:05-12:05 pm:
- Best Practices in Service-Learning Digital Discussion, McKinnon D (A)
- Using Service-Learning for Promotion & Tenure Evaluation, McKinnon E (E)
- The Role of Research in Assessing Student Outcomes Achieved through Linked Service-Learning Courses, McKinnon F (A)
- Starting a Saturday Academy, Moseley 216 (E)
- Connecting Design and Community, Moseley 217 (E)
- USDA Challenge Grant—Leadership & Service for Communities, Belk 102 (A)
- International Service-Learning & Sustainable Intervention, Belk 206 (E)
- International Service-Learning 101: Definitions and Getting Started, Isabella Cannon Room (B)

Session Three, 2:00-3:00 pm:
- Integrating Service-Learning into the Curriculum through a Faculty Fellows Program, McKinnon D (E)
- Beginning the Assessment Process: How to Assess Academic Service-Learning, McKinnon E (E)
- The Engaged Campus: Maximizing Impact, McKinnon F (A)
- Engineering Design Projects for Underserved Populations, Moseley 216 (E)
- From Theory to Practice: Building Successful Campus-Community Partnerships, Moseley 217 (B)
- Manifesting Stewardship: An Interdisciplinary Approach to Integrating Service-Learning Experiences, Belk 102 (E)
- NC Campus Compact Research & Scholarship Initiative, Belk 206

Session Four, 3:10-4:10 pm:
- Real Community, Real Scholarship: Effective Technology Integration for Improved Outcomes and Student Engagement, McKinnon D (E)
- Engaging Service-Learning Students as Community Advocates, McKinnon E (E)
- Preparing K-6 Teachers for Service-Learning, McKinnon F (E)
- Pilot Assessment of Service-Learning Courses at Elon University, Moseley 216 (E)
- Use of Service-Learning Portfolios to Enhance Professional Behaviors in Physical Therapy Students, Moseley 217 (B)
- Service-Learning Strategies in International Public Health, Belk 102 (A)
- Service Abroad: Curtin University of Technology, Belk 206 (E)
- Expanding and Deepening Faculty Participation in Service-Learning: A Discussion with Veteran Faculty, Isabella Cannon Room (E)

WORKSHOP LEGEND
A = Advanced practitioner
B = Beginning practitioner
E = Everyone
Let the Service-Learning Adventure Begin!
Belk 206

Cathy Hamilton & Robert Charest
UNC—Greensboro

Let the Service-Learning Adventure Begin!
Belk 206

Cathy Hamilton & Robert Charest
UNC—Greensboro

The Lost Course: Transforming an Introductory Course Through Integrated Service-Learning Experience
McKinnon D
Barbi Honeycutt
NC State University

Emotion and Learning: Feeling our Way Toward a Theory of Reflection in Service-Learning
McKinnon E
Alexa Darby & Peter Felten
Elon University

Summer Community Based Research for Undergraduates
McKinnon F
Vicki Stocking, Nicole Arkin, Melanie Blohm, Grant Smith & Caroline Whistler
Duke University

Community Service for Civic Engagement
Moseley 216
Jarvis Hall, Ruby Messick, P. Masila Mutisya & Emmanuel Oritsejafor
NC Central University

Building a Learning Relationship with Families of English Language Learners
Moseley 217
-combined-
Glenda Crawford & April Post
Elon University
La Comunidad y Espanol: Community Service, Class Instruction, Competence, Contacts & Conversation
Patricia Hackett, Donna Ferrara & Patricia Graham
Western Carolina University

Designing with a Social Conscioence: How Can Creators of Visual Communication Address Social Needs?
Belk 102
Jessica Stair
Meredith College

Service-learning researchers and practitioners agree that reflection is the essential link between community experience and academic learning: “reflection is the hyphen in service-learning” (Eyler, 2001, p. 35). The theoretical and pedagogical foundations for service-learning reflection, established by Dewey and Kolb, pay scant attention to the emotional content and context of student experience. The potential for emotion to have a role in reflection is, at most, implicit in service-learning research, and emotion rarely appears in the practice-oriented literature for faculty developing service-learning courses. So, what would it mean to take emotion seriously in the reflection and learning process? In this interactive session, we will consider new and different ways to define, practice, and research the reflective learning process.

This panel will include several Duke undergraduates who conducted mentored community-based research projects during the summer of 2006. The students will describe the content of their projects, the challenges they faced and how they met them, and the current status of the projects. The facilitator will discuss the themes about applied research illustrated in the projects and the role of a program office in preparing and supporting students, faculty, and community partners in CBR.

This interactive presentation will share results of a multidisciplinary study in which teacher education majors and Spanish conversation students collaborated to build a learning relationship with families of English Language Learners (ELL) in a middle school Spanish immersion program. The project created an authentic context for university students to experience issues related to cross-cultural communication, meaningful engagement, and intentional relationship building. The long-term goal of this sustainable project is enhanced quality of education for ELL.

One of the major challenges for language students is not having the opportunity to apply skills learned in the classroom immediately to the “real world.” This workshop will provide an overview of four different service-learning projects that allowed students to serve as mentors, translators, tutors, and friends of native Spanish speakers. Each project was designed to help Spanish students improve their language skills and develop increased cultural awareness and positive attitudes toward Latino/Hispanic communities.

Graphic designers have an ability to inform, persuade, and enlighten large audiences. While much visual communication is created for the purposes of capital gain, visual communication can also be created for purposes of social awareness, improvement, or well-being. You will learn about how college students engaged with their community at a homeless shelter and how those experiences informed their creative processes in a Service-Learning Graphic Design course.

In this introductory session we will attempt to clearly articulate what are the essential characteristics of five service learning topics: pedagogy and theory, reflection, assessment, curricular redesign, and building community partnerships. In addition to an overview of the essential elements of service-learning, Dr. Hamilton will discuss how the intentional connections between classrooms and community enhance citizenship education as well as discipline-specific learning objectives. UNCG Service-Learning Faculty Fellow, Dr. Charest will speak to the challenges and benefits of teaching service-learning.
### Session Two Workshops 11:05 a.m.—12:05 p.m.

#### Best Practices in Service-Learning
**Digital Discussion**  
McKinnon D  
Julie Fann & Rachel Willis  
*UNC-Chapel Hill*

Digital discussion boards are common in service learning courses, so students must be taught how to compose effective but safe posts. Teaching discourse conventions will protect the integrity of our mission and the privacy of individuals, their classmates, and the community partners they serve. Practical guidelines to professionally yet successfully communicate about placement experiences in digital discussion boards will be demonstrated in this session.

#### Using Service-Learning for Promotion & Tenure Evaluation
McKinnon E  
Spoma Jovanovic  
*UNC-Greensboro*

Promotion and tenure systems have only recently started to recognize the contributions of service-learning to a faculty profile. As a result, educators and researchers in service-learning need to create their portfolios for the P&T process in ways that demonstrate rigor and engagement linked to the college or university mission. This workshop presents strategies, best practices, and resources for documenting the value of service-learning research and teaching in preparation for promotion and tenure. There will be ample opportunity for discussion among participants.

#### The Role of Research in Assessing Student Outcomes Achieved through Linked Service-Learning Courses
McKinnon F  
Patti Clayton, Jessica Jameson, Barbara Metelsky & Brenda Summers  
*NC State University*

What role does the Scholarship of Teaching and Learning (SoTL) in Service-Learning play in helping to deepen and document students learning? How does such research inform the process of developing individual and linked courses? A panel from NC Sate will share a multi-semester research project on the use of critical reflection to achieve student-learning outcomes within and across courses. Panelists will facilitate participants’ exploration of how SoTL can be applied to their own service-learning courses.

#### Starting a Saturday Academy
Moseley 216  
Angela Jeter  
*Johnson C. Smith University*

This workshop will provide information on how an HBCU started a Saturday Academy for low performing 3rd and 5th graders using service learners as tutors/mentors. See how one school raised its scores and is now a model for other schools.

#### Connecting Design and Community
Moseley 217  
Timothy Dolan & Jeanne Mercer-Ballard  
*Appalachian State University*

Historically, architecture and interior design services have been viewed as luxuries. Through involvement with service learning, interior design students have seen first-hand design as a connection to community. Integrated classroom projects provide students with actual clients, programming requirements, and professional interaction unequalled in the classroom. Outcomes far exceed course objectives. Quoting a participating student, “I like working with non-profit organizations ... if we didn't help them they wouldn't be able to afford design services.”

#### USDA Challenge Grant—Leadership & Service for Communities
Belk 102  
Jeffrey Marshall and Morgan Daugherty  
*East Carolina University*

The purpose is to interweave the servant-leadership model and the pedagogy of community based service-learning to enhance and sustain levels of civic engagement with traditional and non-traditional age university students, staff, faculty and administration. The goal is to encourage and motivate individuals to a commitment to life long community service by providing them with an awareness, tools, and skills to become engaged with and lead in their communities both within and outside the university.

### Session Three Workshops 2:00 p.m.—3:00 p.m.

#### Integrating Service-Learning into the Curriculum through a Faculty Fellows Program
McKinnon D  
Glenn Bowen  
*Western Carolina University*

Service learning creatively intertwines community service with classroom instruction and guided reflection. At Western Carolina University, faculty members are using this learner-centered pedagogical approach to achieve curriculum transformation. This presentation provides an overview of the Service Learning Fellows Program – representing exemplary collaboration between Student Affairs and Academic Affairs – designed to promote the integration of service learning into the curriculum. The presenter outlines the program's goals, structure, and outcomes and discusses the attendant challenges.

#### Beginning the Assessment Process: How to Assess Academic Service-Learning
McKinnon E  
Donna Jeffers-Brown  
*UNC-Greensboro*

This interactive workshop will begin with an overview of principles and techniques used to assess academic service-learning. Ways to measure the impact of service-learning on students, faculty and community partners will be identified, and the importance of assessment in higher education will be discussed. Workshop participants will be asked to share their experiences conducting assessments and collecting data. Handouts include samples of assessment instruments and resources.
Session Three Workshops 2:00 p.m.—3:00 p.m. Continued...

The Engaged Campus: Maximizing Impact
McKinnon F

Jennifer Ahern-Dodson, David Malone, Cheri Ross & Vicki Stocking
Duke University

Multiple service and civic engagement activities are occurring on campuses ranging from individual volunteerism to study abroad in developing countries. Yet, challenges exist in the maximizing impact. We will engage workshop participants interactively in the following: defining what is meant by an engaged campus, examining pitfalls and impediments to creating an engaged campus, connecting engagement to institutional values and mission, determining ways engagement contributes to transformative learning and exploring infrastructure models for coordinating and delivering civic engagement initiatives.

Engineering Student Design Projects for Underserved Populations
Moseley 216

Richard Goldberg
UNC-Chapel Hill
Robert Malkin
Duke University

Biomedical engineering students at UNC-Chapel Hill and Duke University have unique opportunities to develop devices for underserved populations. In one course, students develop a custom device for an individual with a disability in the community. In another course, students develop medical equipment for use in clinics in the developing world. Response from students and the communities that we serve has been enthusiastic, and the quality of the projects has been impressive. In this workshop, we will describe these service learning courses in detail, and how we address the challenges of having our engineering students developing devices for use in a community.

From Theory to Practice: Building Successful Campus-Community Partnerships
Moseley 217

Leslie Veach
UNC-Greensboro
Todd Mortensen
Appalachian State University

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. Workshop participants will be provided with suggestions regarding how to begin forming partnerships and/or assess their current campus-community relationship and ways to further this development toward more meaningful work in the community.

Manifesting Stewardship: An Interdisciplinary Approach to Integrating Service-Learning Experiences
Belk 102

David Heckel & Joseph Pate
Pfeiffer University

This presentation will explore techniques for developing a sense of stewardship for the earth among undergraduate students participating in an interdisciplinary course in wilderness writing with a service learning focus. Techniques explored will include individual inventory practices, visual journaling, meditation and work practices geared toward the reflective integration of service learning experiences. Workshop participants will have the opportunity to experience techniques used in the course to integrate service, art, and literature.

NC Campus Compact Research & Scholarship Initiative: Progress Report and Discussion of Opportunities for Involvement
Belk 206

Patti Clayton (NC State), Cathy Hamilton (UNCG), Jenny Huq (UNC-Chapel Hill), Vicki Stocking (Duke) & Beth Warner (Elon)

The Working Group of the NCCC Research & Scholarship Initiative will share the visioning paper that has been submitted to NCCC, focusing on four primary areas of proposed activity for this Initiative: an online journal, learning communities, a Speaker Series, and research projects. Participants will have the opportunity to respond to the vision of the Initiative as outlined in this paper and to discuss potential connections between these four areas of activity and their individual and campus interests.

Session Four Workshops 3:10 p.m.—4:10 p.m.

Real Community, Real Scholarship: Effective Technology Integration for Improved Outcomes & Student Engagement
McKinnon D

Doug Edmunds
UNC-Chapel Hill
and Robert Bradley
Tennessee State University

The inclusion of new technologies such as blogging and podcasting dovetails beautifully within the service-learning framework and provides a powerful “value add,” not only for students but also for those with whom they engage in the community. Our institutions are beginning to incorporate such technologies into new service-learning courses for teacher education and other liberal arts majors. This session will describe the collaborative partnerships, both within our campuses and beyond, that are driving this exciting initiative.

Engaging Service-Learning Students as Community Advocates
McKinnon E

Marcie Fisher-Borne, Robin Hotard & Brad Johnson
UNC-Chapel Hill

What does it mean to be a community advocate? Are service-learning students merely short term visitors having a service “experience”? How do we move students beyond “volunteer” mentality and encourage the deeper work of community partnership and advocacy? What role do faculty play in modeling quality community partnerships? This discussion will provide an opportunity to strategize successes, dilemmas and/or questions related to preparing students to embrace their potential as critical thinkers, as community members, and long-term change agents.
This presentation focuses on a dynamic, three-part service-learning component of an elementary education program. To better prepare teachers for civic engagement, elementary majors are first required to complete twenty hours of community service in self-selected agencies. In their junior year, prospective teachers then experience service-learning as students in a required course on learner diversity. Having experienced service-learning as students, prospective teachers then implement service-learning as teachers in their senior-year elementary school placements.

Assessing the impact of service learning is a critical component to ensure that the "learning" in service learning occurs. This presentation will share the findings of a pilot assessment program at Elon University that examines 120 students' perceptions of the value of service learning attached to courses covering a variety of disciplines. Questions also attempted to determine change in social attitudes during the course. Additionally, a preview of a longitudinal study on the long-term impact of service learning will be introduced.

Professional behaviors are essential to the effective, caring, and efficient health care professional. They are also difficult to evaluate, and can not be "taught" through the traditional lecture-based model. Following a brief description of service-learning and portfolios, we relate the use of these educational activities to the development of professional behaviors in physical therapy students. We will conclude with an honest look at the benefits and challenges encountered at Elon University in implementing these strategies.

Interested in providing leadership in efforts to broaden and deepen faculty involvement in service-learning on your campus? The NC State Service-Learning Program’s Civically Engaged Scholars – experienced service-learning faculty/staff – will share their efforts and facilitate discussion of such issues as: faculty champions as leaders, engaging departments, colleges, and cohorts of faculty, discipline-specific faculty development, service-learning faculty immersions, special topics courses as faculty recruitment opportunities and telling our service-learning stories to colleagues.

Alexa Darby is assistant professor of Psychology at Elon University.

Morgan Daughety is an ordained minister and doctoral candidate in the Educational Leadership program at East Carolina University.

Timothy Dolan, MS, currently serves as an Assistant Professor in the Interior Design Program at Appalachian State University.

Doug Edmunds is the Assistant Dean for Information Technology at the UNC School of Law.

Peter Felten directs the Center for the Advancement of Teaching and Learning at Elon University.

Donna Ferrara, is a third-year Spanish student at Western Carolina University and employee in the Career Services Office.

Marcie Fisher-Borne is an Adjunct Faculty in Social Work and serves on the Advisory Board for the APPLES Service Learning Program at UNC-Chapel Hill.

Julie Fann is the Graduate Research Consultant and an Advanced Teaching Fellow at UNC-Chapel Hill.

Janet Fortune, Ph.D., is an Assistant Director at the Faculty Center for Teaching and Learning and a Civically Engaged Scholar at NC State University.

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

Richard Goldberg is an Assistant Professor in Biomedical Engineering at UNC-Chapel Hill and an adjunct professor in Biomedical Engineering at Duke University.

Patricia Graham is a Spanish Arts major at Western Carolina University.
Patricia Hackett, MA, is a Visiting Assistant Professor of Spanish at Western Carolina University.

Jarvis Hall is an Associate Professor of Political Science and Director of Academic Community Service-Learning for Civic Engagement and Social Change at NC Central University.

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

David Heckel is English Department Chair at Pfeiffer University.

George Hess, Ph.D., is an Associate Professor on the Department of Forestry and Environmental Resources and a Civically Engaged Scholar at NC State University.

Barbi Honeycutt, Ph.D., is a lecturer in the Department of Parks, Recreation, and Tourism Management and Assistant Director at the Faculty Center for Teaching and Learning at NC State.

Robin Hotard is a junior at UNC Chapel Hill, majoring in Spanish and Political Science.

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

Jessica Jameson, Ph.D., is an Associate Professor of Communication at NC State University.

Marianne Janssen, Ph.D., is the Director of Clinical Education for the physical therapy program and a 2005-2006 Service-Learning Scholar at Elon University.

Donna Jeffers-Brown is the Assistant Director of Service-Learning at UNC-Greensboro and an Adjunct Faculty member in the Department of Recreation, Tourism and Hospitality Management.

Angela Jeter is the Director of Continuing Education and Service-Learning at Johnson C. Smith University.

Brad Johnson is a senior studying Politics and Public Policy Analysis, as well as Social and Economic Justice at the UNC-Chapel Hill.

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

Richard Kiely, Ph.D., is Faculty Director of the Cornell Urban Scholars Program and Academic Director for Amizade Global Service Learning & Volunteer Programs.

Pam Kiser is a Professor in the Human Service Department and Chair of the Service-Learning Faculty Advisory Committee at Elon University.

Chris Lemon is a senior, majoring in community health, a self-created interdisciplinary major at William and Mary.

David Malone, Ph.D., is an Associate Professor in the Program in Education at Duke University.

Robert Malkin is a Professor of the Practice in Biomedical Engineering at Duke University, and the Director of the Engineering World Health.

Jeffrey “J” Marshall is currently a doctoral candidate in Educational Leadership at East Carolina University.

Jeanne Mercer-Ballard, MA, is Coordinator and Assistant Professor of Interior Design at Appalachian State University.

Ruby Messick is the Community Service Coordinator for the Academic Community Service Learning Program at NC Central University.

Barbara Metelsky, MPA, is Director of the Institute for Nonprofits at NC State University.

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

Todd Mortensen is the Community Partner Coordinator at Appalachian State University.

P. Masila Mutisya, Ph.D., is Associate Professor, School of Education, and Service-Learning Faculty Fellow at NC Central University.

Janice Odom, Ph.D., is Director of the Caldwell Fellows program and faculty member in Interdisciplinary Studies and Counselor Education at NC State University.

Emmanuel Oritsejafor, Ph.D., is Director of International Affairs and Service-Learning Faculty Fellow at NC Central University.

Joseph Pate is Director of Outdoor Leadership at Pfeiffer University.

David Platt manages a private consultancy in Perth, Western Australia where he is a Community Engagement Consultant in the Office of Campus and Community Life at Curtin University.

Monica Pagano, Ph.D., is the Assistant Dean of International Programs at Elon University.

April Post is a lecturer in Spanish at Elon University.

Cheri Ross, Ph.D., is the Assistant To Dean of Trinity College at Duke University.

Lynley Rowan, Ph.D., is an Assistant Professor of Community Health and the International Study Abroad Director at Utah Valley State College.

Jessica Stair is an Assistant Professor of Art at Meredith College.

Sandy Stallings is a Lecturer and Assistant Department Head for Advising in the Department of Communications and a Civically Engaged Scholar at NC State University.

Vicki Stocking is the Research Service-Learning Coordinator for Scholarship with a Civic Mission at Duke University.

Brenda Summers, Ed.D., is a Lecturer for the Institute of Nonprofit Studies at NC State University.

Philipp Tavakoli, Ph.D., is a faculty member in Interdisciplinary Studies at NC State teaching Cross-Cultural Technology Transfer and Environmental Ethics.

Randy Thomson, Ph.D., is the Assistant Dean of Undergraduate Programs in the College of Humanities and Social Sciences and a Civically Engaged Scholar at NC State University.

Bob Usry is an Extension Specialist and Lecturer in the Department of Agricultural and Resource Economics and a Civically Engaged Scholar at NC State University.

Leslie Veach, M.S., is the Assistant Director for Community Leadership and Service in the Office of Leadership and Service-Learning at UNC-Greensboro.

Beth Warner is an Assistant Professor of Human Services at Elon University.

Bud Warner is an Associate Professor of Human Services at Elon University.

Rachel Willis, Ph.D., is the Bowman and Gordon Gray Professor of American Studies and Economics at UNC-Chapel Hill.
For the first year, NC Campus Compact sponsored a Pre-Conference Institute “Developing and Expanding International Service-Learning on Your Campus.” We plan to continue this effort in following years focused on different themes.

As many of the Institute participants registered for both days, we are offering a special track focused on advanced international service-learning topics. There is one international service-learning workshop for beginners. These sessions are open to all conference attendees.

**SESSION ONE: 9:40-10:40 am**

**Struggle for Meaningfulness in Cross-Cultural Service-Learning**
Isabella Cannon Room

Janice Odom & Philipp Tavakoli
NC State University

What are practices that foster meaningful cross-cultural service-learning? Founded on a commitment to “servant-leadership,” for 35 years the Caldwell Fellows have been a force for excellence in service at NC State. This workshop presents the program as a case-study for developing meaningfulness in cross-cultural service-learning. Through profiles of trips to Thailand and Guatemala, presenters share a process for building programs embedded in clear objectives, outcomes and assessment.

**SESSION TWO: 11:05-12:05 pm**

**International Service-Learning 101: Definitions and Getting Started**
Isabella Cannon Room

Pam Kiser & Monica Pagano
Elon University
Nevin Brown
International Partnership for Service-Learning

International service-learning is a fast-growing field within study-abroad in the U.S., and a growing number of Campus Compact institutions are getting involved. This session is intended for those who are beginning international service-learning initiatives on their campuses or who are curious to know what the “buzz” is all about. The presenters will review basic definitions of service-learning, how these definitions are expanded in the international context, and some of the institutional issues and questions to be tackled when starting such programs.

**International Service-Learning & Sustainable Intervention**
Belk 206

David Aday & Chris Lemon
College of William & Mary

Inspired by Paul Farmer’s Mountains Beyond Mountains, the William and Mary Medical Mission Corps was started to provide a week-long medical clinic to an underserved village in the Dominican Republic. It has grown to become a course-based outreach project in community health and community building. In our presentation, we will describe the organization of the project, the use of ethnographic methods, and the development of core concepts to create a project that is sustainable, both in terms of student engagement and in terms of building on local community resources.

**SESSION THREE: 2:00-3:00 pm**

Isabella Cannon Room

Richard Kiely
Cornell University

This workshop will provide participants with in-depth knowledge and extensive resources for facilitating international service-learning programs. The presenter will discuss different approaches for designing, implementing and evaluating international service-learning coursework and programs. The workshop will focus on international service-learning concepts, theories, models, program components, best practices and lessons learned from experience in the field. Participants will also receive a comprehensive international service-learning manual containing substantial pre-departure, on-site and re-entry resources.

**SESSION FOUR: 3:10-4:10 pm**

**Service-Learning Strategies in International Public Health**
Belk 102

Lynley Rowan
Utah Valley State College

This workshop will look at methods used in developing international service-learning programs in public health. Topics to be discussed include developing long-term collaborative relationships and conducting needs assessments with international partners, how to build sustainable programs, and ways of combining service-learning and participatory research in public health. The workshop will also include information on student preparation, components of the in-country service-learning course, and activities to help students make the connection between their service and the academic portion of the coursework. A needs assessment and medical partnerships in Peru, HIV/AIDS research in Ghana, a maternal/child health education program in the Dominican Republic will be highlighted.

**Service Abroad: Curtin University of Technology**
Belk 206

David Platt
Curtin University—Australia

Using Curtin University of Technology’s Service Abroad model as a case study, this workshop will explore an alternative approach to international service-learning. Service Abroad is a unique program that combines a more traditional Study Abroad experience with extensive opportunities to engage in various community-based learning experiences. The workshop will place service-learning within the university/community engagement context as it is currently evolving within Australia and provide participants with an opportunity to explore how re-imagining current partnerships, or cultivating new relationships with Australian universities can add new dimensions to existing service-learning programs.
**CONFERENCE SCHEDULE**

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<td>8:15-9:15</td>
<td>Registration</td>
<td>Moseley Center Lobby</td>
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<td>9:15-9:30</td>
<td>Opening Session</td>
<td>McKinnon Hall D &amp; F</td>
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<td>Dr. Lisa Keyne, Executive Director</td>
<td>NC Campus Compact</td>
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<td>Dr. Gerry Francis, Provost &amp; V.P. for Academic Affairs</td>
<td>Elon University</td>
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<td>9:40-10:40</td>
<td>Workshop Session One</td>
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<td>10:45-11:00</td>
<td>Coffee &amp; Tea Break</td>
<td>Moseley Center Lobby</td>
</tr>
<tr>
<td>11:05-12:05</td>
<td>Workshop Session Two</td>
<td></td>
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<tr>
<td>12:15-1:45</td>
<td>Board Greeting &amp; Robert L. Sigmon Service-Learning Award</td>
<td>McKinnon Hall</td>
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<tr>
<td></td>
<td>Dr. Patricia A. Sullivan, Chancellor, UNC– Greensboro</td>
<td>Executive Board Member, North Carolina Campus Compact</td>
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<tr>
<td></td>
<td>Keynote Address</td>
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<tr>
<td></td>
<td>“New Perspectives on Service-Learning Strategies”</td>
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<tr>
<td></td>
<td>Dr. Barbara Holland, Director</td>
<td>National Service-Learning Clearinghouse</td>
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<tr>
<td>2:00-3:00</td>
<td>Workshop Session Three</td>
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<tr>
<td>3:10-4:10</td>
<td>Workshop Session Four</td>
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<td>4:15-4:35</td>
<td>Closing Session</td>
<td>McKinnon Hall D &amp; F</td>
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<tr>
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<td>Dr. Lisa Keyne, Executive Director</td>
<td>North Carolina Campus Compact</td>
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*Special Thanks are extended to...*

All the presenters and speakers, especially Dr. Gerry Francis, Dr. Patricia Sullivan, Dr. Barbara Holland, Robert L. Sigmon and Dr. Betsy Alden. Thanks to Elon University for continuing to allow us to hold this conference on their campus. We especially appreciate the hard work of JJ Scott, Kathleen Edwards and Michael Williams.

*Don’t forget to swing by the Swap Shop in Moseley 221C (2nd Floor)*

Enter to win door prizes!