It is my privilege to welcome you on behalf of North Carolina Campus Compact (NCCC) to the fifth annual Service Learning Institute. This annual Institute brings faculty, staff and community partners together for the purpose of sharing and learning about the topic of service learning. Past participants have built relationships with others dedicated to connecting community needs with course content to deepen learning with their students while making a positive impact in the community.

The planning committee and I hope that this year’s Institute will offer participants the opportunity to expand on the great work already in progress and offer a starting point for those just beginning.

- John H. Barnhill, Executive Director

Welcome to the 5th Annual SLI

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Welcome

Dr. Leo Lambert has served as Eighth President of Elon University since January 1999. He currently chairs the North Carolina Campus Compact Executive Board and serves on the National Campus Compact Board.

Dr. Lambert has been instrumental in the formation of NCCC and joins with the other 17 Presidents and Chancellors to engage their campuses in supporting campus-community partnerships.

SLI Schedule

<table>
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<tr>
<th>Time</th>
<th>Event</th>
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<tr>
<td>9:00-9:20 am</td>
<td>Registration</td>
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<tr>
<td>9:20-9:35 am</td>
<td>Welcome - Dr. Lambert</td>
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<tr>
<td>McKinnon Hall, Moseley</td>
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<tr>
<td>9:45-11:00 am</td>
<td>Workshop Session One</td>
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<tr>
<td>McKinnon Hall, Moseley</td>
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<td>11:00-11:15 am</td>
<td>Break</td>
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<tr>
<td>McKinnon Hall, Moseley</td>
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<tr>
<td>11:15-12:30 pm</td>
<td>Roundtable Discussions</td>
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<tr>
<td>McKinnon Hall, Moseley</td>
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<tr>
<td>12:30-2:00 pm</td>
<td>Lunch and Keynote Panel</td>
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<tr>
<td>McKinnon Hall, Moseley</td>
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<tr>
<td>2:00-3:15 pm</td>
<td>Workshop Session Two</td>
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<tr>
<td>McKinnon Hall, Moseley</td>
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<tr>
<td>3:15-3:30 pm</td>
<td>Closing</td>
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<td>McKinnon Hall, Moseley</td>
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Schedule Overview

9:20—9:35 a.m.  Welcome
Kathy Manning, Director of Service Learning, Elon University
Dr. Leo Lambert, President, Elon University

9:45—11:00 a.m.  Workshop Session One
To Be of Use: Content, Choice, and Community in SL Courses
Anywhere and Anyhow: Adapting Service-Learning Models to fit a range of objectives
Teaching Cultural Sensitivity and Cross-cultural Perspectives in SL Courses
Creating Partnerships with the Community

11:00-11:15 a.m.  Break

11:15-12:30 p.m.  Roundtable Discussions
Integrating Service Learning with Research
Enhancing the Learning in SL: Tools for Reflection
A Conversation about Community Connections
North Carolina Campus Compact: Next Steps
Faculty Roles and Rewards
Service Learning 101

12:30-2:00 p.m.  Lunch with Keynote Panel
Alice-Anne Kern, A.K. Powe Elementary
Dr. Norman Clark, Appalachian State University
Dr. Rosalind Reichard, Meredith College
Darris Means, Elon University
John Barnhill, North Carolina Campus Compact

2:00-3:15 p.m.  Workshop Session Two
Keeping Academic Learning Central to SL Courses
Guided Reflection as a tool to Promote Deep Learning and Social Responsibility
Inter-disciplinary Service Learning
Model Programs: Enhancing Literacy, Service and Learning

3:15-3:30 p.m.  Closing
Karen Floyd, Associate Director of Service Learning, Elon University
John Barnhill, Executive Director, NCCC
Service Learning? Who has time for it? We’ve just added technology, contemporary culture, interdisciplinary assignments, and journals. Our students are feeling maxed out; the semester is too short; there are no more slots in our grade book.

This workshop considers service as a means of cultivating student energy, direction, and potential in our courses. Not cutting the pie one more time, but making the whole bigger.

**Dr. Jane Stephens** is an assistant professor of English at Elon University, where she teaches rhetoric, composition, and literature.

Workshop leaders will briefly present their approaches to increasing cultural awareness among participants in SL courses on American Indian culture and Montagnard refugees. Workshop activities will focus on discussion and exploration of techniques for sensitizing students to cultural differences and for development of appropriate interview and interaction skills.

**Dr. Ulrike Wiethaus**'s service learning projects with the Lakota Nation and the Guilford Native American Indian Association have evolved out of a course on issues in contemporary native American Indian culture and religion. **Dr. David Phillip**’s interest in cross-cultural studies led to development of a new service learning course on Montagnard culture and the transition to first generation life in America.

The growth of service learning at NC State has involved refining core models for faculty development, for curricular implementation, and for reflection and adapting those models for a wide variety of contexts. This workshop will introduce these core models, demonstrate their adaptability, and support participants in applying to their own institutions.

**Dr. Patti Clayton** is the Coordinator of NC State’s Service-Learning Program. She has implemented service-learning in many forms herself and she supports faculty and staff across campus and other institutions in integrating service learning.

Join us to learn ways to create more reciprocal and enduring service-learning partnerships with community-based organizations. The workshop will focus on problem-solving, perspective-taking, and real-world approaches for working with campus-based service-learning organizations.

**Dr. Betsy Alden** is the Service-Learning Coordinator for The Kenan Institute for Ethics at Duke University. **Aly Satterlund** is the Community Partnerships Coordinator for The Kenan Institute for Ethics at Duke University.
**Integrating Service Learning with Research**

This roundtable discussion will focus on the ways in which service learning can be combined with research. We'll discuss at least 2 models for achieving this synthesis: 1. doing research on your service learning and presenting and publishing it in service-learning venues. 2. designing service learning in your research stream and thus presenting and publishing the outcomes of this pedagogy and research in discipline specific venues. Bring your own ideas to this discussion.

*Dr. Angie Hattery* is an assistant professor in the Sociology Department at Wake Forest University.

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**Enhancing the Learning in Service Learning: Tools for Reflection**

Participants will discuss various methods to help students maximize their learning from service-learning experiences and make closer connections between knowledge and experience. Faculty who are experienced in using service-learning pedagogies, as well as those who are just beginning to explore the possibility of integrating service in their courses, will pool their ideas for best practices through this discussion.

*Pamela Kiser* is a Professor of Human Services at Elon University.

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**A Conversation about Community Connections**

This conversation will focus on the joys and challenges of working with community-based organizations. Specifically, we will share program-specific strategies utilized to manage the challenges inherent in sustaining community connections.

*Aly Satterlund* is the Community Partnerships Coordinator for The Kenan Institute for Ethics at Duke University.

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**North Carolina Campus Compact: Next Steps**

Come and learn about some of the plans for NCCC and help design the future for our coalition. We will discuss both the national agenda and our plans for increasing service learning in higher education across the state. Participants will also help design future activities and programs for NCCC.

*John Barnhill* is the Executive Director of North Carolina Campus Compact.

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**Faculty Roles and Rewards**

Faculty who have been involved in service learning often find that their department or institution doesn’t value this learning tool in the evaluation, promotion and tenure models. We will share ideas and experiences in hopes of bringing service learning into a valued component of our institutions.

*Dr. Norman Clark* is an assistant professor of Communications at Appalachian State University.

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**Service Learning 101**

This round table discussion will help those new to serving learning. We will discuss some of the key components to a service learning program, how to get started on your campus, and definitions and resources.

*Shari Galiardi* is the Coordinator of Service Learning at Appalachian State University.
Perspectives on Service Learning:
Opportunities and Challenges from those Involved

Alice-Anne Kern has taught 4th and 5th graders for the past seventeen years. During the past three years she has worked with the English as a Second Language (ESL) program at A.K. Powe Elementary School in Durham. She has worked closely with Duke University’s Service Learning Center and understands the importance of a solid relationship between campus and community.

Dr. Rosalind R. Reichard has been the Vice President for Academic Affairs at Meredith College since 2000. Previously Dr. Reichard was a member of the mathematics faculty at Elon University from 1984 to 2000, serving in various capacities during her tenure there, including Chair of the Department of Mathematics and Associate Dean of Academic Affairs. In 1996, she was appointed Dean of Sciences and Mathematics at Elon. Her teaching career began in 1970 at Morehouse College. She has taught mathematics at Greensboro College, UNC at Greensboro, Bennett College and Guilford College. From student leadership development to new facility planning, from academic research to institutional advancement and fund-raising, from honors programs to general education reform, during her distinguished career, Dr. Reichard has been and remains profoundly involved in all aspects of higher education.

Dr. Norman Clark is a Professor in Communications at Appalachian State University. For the past four years he has incorporated service learning into courses, including Interpersonal Communication, Theories and Practices of Persuasion, and Internet Communications. In the past year, Clark added service-learning into the introductory course for the communication department. Over 300 students in 7 sections of this course completed over 3000 hours of service with the elderly and poor populations in the region, and explored a wide range of issues including intercultural communication, aging in America, communication with the elderly, community memory and much more. Dr. Clark received the ASU Service-learning Faculty Member of the Year award in 2001.

Darris Means is a sophomore at Elon University earning a double major in Political Science and Sociology. Darris has participated in many service learning opportunities at Elon, including taking three Academic Service Learning courses and living on the Service Learning Community floor for the past two years. Darris also currently serves as the Student Government Association’s Sophomore Secretary/Treasurer and as Pi Kappa Phi Social Fraternity’s secretary. He is from Spartanburg, South Carolina.
Keeping Academic Learning Central to Service Learning Courses

While Service Learning expands and redefines the definition of learning as well as the traditional role of the learner in exciting ways, its origins in academe, with its emphasis on disciplinary-based, intellectually defined learning, remains undisputed. Yet, because Service Learning invites students to pursue knowledge and critical thinking through experiential learning and community action, academic learning can often get pushed to the margins. This workshop will explore strategies for making academic learning more effective in service learning environments.

Dr. Michele Gillespie is Associate Professor of History at Wake Forest University. Dr. Andy Rich is Assistant Professor of Political Science at Wake Forest University. Sally Sue Brown is Assistant Director of Student Development and the Coordinator of Volunteer Services for Wake Forest University.

Guided Reflection as a Tool to Promote Deep Learning and Social Responsibility

Guided integrative reflection cultivates the critical thinking necessary for deep learning. Participants will reflect on an activity and write “articulated learnings,” a process developed at NC State whereby students recognize the sources and significance of their learning. Application of associated rubrics will show how students can continually refine their learning.

The facilitators, Dr. Sarah Ash and Dr. Patti Clayton are experienced service-learning instructors who guide the Service Learning Program at NC State. They helped develop the reflection/assessment process presented in this workshop and support other faculty in implementing guided reflection.

Inter-disciplinary Service Learning

This workshop will explore the ways in which service learning can be utilized in inter-disciplinary courses. We will discuss the ways in which service learning can be developed for these courses as well as the ways in which service learning can be the impetus for the development of the course itself. The focus will be on un-related disciplines, but examples from related disciplines will be utilized as well. Bring your ideas to this discussion!

Dr. Angie Hattery is an assistant professor in the Sociology Department at Wake Forest University. She has been using service learning since she first arrived at Wake in 1998 in lower division courses, upper division courses, and inter-disciplinary first year seminars. In the last year she has been using service learning in her current research which focuses on intimate partner violence.

Model Programs: Enhancing Literacy, Service and Learning

Learn about reflection activities, syllabi, and action projects from a sample of the 40 colleges and universities in SCALE’s Literacy Action Network. SCALE staff members will bring campus portfolios and share activities for integrating reflection into service-learning courses. The Literacy Action Network is a consortium funded by Learn and Serve Higher Education and is designed to enhance literacy, service and learning.

Kathy Sikes, Priscilla Wood and David Falk work with the School of Education at UNC Chapel Hill and S.C.A.L.E. (Student Coalition for Action in Literacy Education). They provide training and technical assistance to a network of campus programs integrating tutoring, academic, and co-curricular learning.