

6TH ANNUAL
symposium
ON SERVICE LEARNING
& CIVIC ENGAGEMENT



Pursuing an Engagement Agenda:
Pathways and Perspectives

WITH LEAD PRESENTER: *Dr. Kerry Ann O'Meara*

THURSDAY, JUNE 10, 2010 | 9:00 AM - 4:00 PM
A.K. HINDS UNIVERSITY CENTER | WESTERN CAROLINA UNIVERSITY

at a glance

SYMPOSIUM AT A GLANCE

TIME	SESSION	LOCATION
8:15 – 8:50	REGISTRATION / CHECK-IN	THEATER FOYER
9:00 – 9:20	OPENING SESSION: Pursuing an Engagement Agenda: Pathways and Perspectives (<i>Seestedt-Stanford</i>)	THEATER
9:30 – 10:20	SESSION II: The Scholarship of Engagement: Faculty Roles and Rewards (<i>O'Meara</i>)	GRAND ROOM
10:30 – 11:20	SESSION III: Concurrent Presentations (<i>Daniels; Kendrick; Knight-McKenna & Stuart; Smith-Sitton; Stacey</i>)	MULTIPURPOSE A, MULTIPURPOSE B, CATAMOUNT, CARDINAL, ROGERS
11:25 – 12:15	SESSION IV: Creating Academic Structures and Cultures to Support Engaged Teaching and Learning (<i>O'Meara</i>)	GRAND ROOM
12:20 – 1:10	LUNCH	CLUB ILLUSIONS
1:20 – 2:10	SESSION V: Concurrent Presentations (<i>Contreras; Fowler; Santos; Taylor, Alexis, Chambers, & Jacobs</i>)	MULTIPURPOSE A, MULTIPURPOSE B, CATAMOUNT, ROGERS
2:15 – 3:05	SESSION VI: Concurrent Presentations (<i>Davis; Hilemon; Kloeppel & Nimmons; Nichols</i>)	MULTIPURPOSE A, MULTIPURPOSE B, CATAMOUNT, ROGERS
3:10 – 4:00	SESSION VII: Taking Public Work Seriously: Enhancing Faculty Civic Agency through Professional Development (<i>O'Meara</i>)	GRAND ROOM

POSTER SESSION
(Bowen, Domagalski, Jacques, Konish, Long, Nichols, Tallant)
 The posters will be on display in the Grand Room throughout the day.
 Presenters will be available at 10:20, 11:15, and 3:00.

THE SYMPOSIUM IS ORGANIZED BY THE CENTER FOR SERVICE LEARNING

Glenn Bowen, Symposium Chair, Director of Service Learning
Jennifer Cooper, Assistant Director of Service Learning
Julia Konish, Program Coordinator

A.K. HINDS UNIVERSITY CENTER
 2nd Floor – Multipurpose Room A & B, Cardinal, Catamount, and Rogers
 3rd Floor – Theater, Grand Room, and Illusions

The Resource Area for the Symposium is inside the Grand Room!



SYMPOSIUM PARTICIPANTS:

Welcome to Western Carolina University and to the 6th annual Symposium on Service Learning & Civic Engagement.

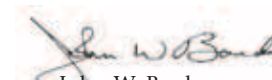
Each year since 2005, this conference has brought together administrators, faculty, and students from several higher education institutions, as well as some of our local community partners, for presentations and discussions focused on compelling themes. A nationally recognized civic engagement scholar helps to set the stage for these discussions.

The theme of this year's Symposium, "Pursuing an Engagement Agenda: Pathways and Perspectives," reflects an acknowledgment of the diversity of approaches that can be taken toward the achievement of civic engagement goals. Clearly, service learning is one of the most recognized pathways to campus-community engagement.

At Western Carolina University, engagement has been an important part of our mission for many years. Engagement is the process by which the University links its programs and resources to the needs of the people of the larger community. For example, we are implementing a "Stewards of Place" Model of public engagement that is responsive to the economic and social needs of our region. Our current Quality Enhancement Plan is designed to foster integrated learning within the context of student engagement. In addition, we are implementing a Boyer Model-based faculty reward system that recognizes work done by faculty members in applying their scholarly activities to help solve problems facing the community.

I hope you will enjoy your day here at Western, and I trust you will leave with fresh ideas and a continued commitment to advancing your institution's engagement agenda.

Thank you.


 John W. Bardo
 Chancellor

sessions

SYMPOSIUM SESSIONS

OPENING SESSION | 9:00-9:20 | THEATER

Welcome

Dr. Carol Burton | *Assistant Vice Chancellor for Undergraduate Studies, Western Carolina University*

Remarks

Pursuing an Engagement Agenda: Pathways and Perspectives

Dr. Linda Seestedt-Stanford | *Interim Provost*

Symposium Overview

Dr. Glenn Bowen | *Director, Center for Service Learning*

Introduction of Lead Presenter

Dr. William Richmond | *Associate Professor and Advisory Board Member, Center for Service Learning*

SESSION II | 9:30-10:20 | GRAND ROOM

The Scholarship of Engagement: Faculty Roles and Rewards

KerryAnn O'Meara

Every day countless faculty engage individually and collectively with students, staff, and community partners in teaching, research, and service that serve the public good. Much of this work has been widely described as the “scholarship of engagement.” Such work is often interdisciplinary, collaborative, boundary-spanning, and opens doors to multidirectional discovery and teaching where expertise is shared. In this session, we will focus on valuing engaged scholarship in faculty roles and rewards as we consider the work of engaged scholars. Research findings presented will show the challenges engaged scholars face as the goals and purposes of their work, approaches to the pursuit of knowledge, assumptions about peer review and rigor, and partners in knowledge production and significance differ in part or whole from that of peer scholars. The presenter will report on how exemplars of engaged scholarship navigate these challenges to make critical contributions, and she will identify some of the key reward system reforms and strategies that institutions have put in place to create better academic homes for engaged scholars.

SESSION III-A | 10:30-11:20 | MULTIPURPOSE A

The DIVERSITY Challenge as Opportunity for Engagement: Lessons from a Media-Intensive Service-Learning Experience

George L. Daniels

Results of the 2010 Census are expected to show more evidence of the United States becoming a majority-minority nation. Yet, many universities and colleges are not attracting those from historically underrepresented racial groups. See what undergraduate students in a “Communication and Diversity” course learned about diversity and difference as they produced media products while working with community partners addressing health disparities and violent crime. Benefits of a Faculty Fellowship Program and an “Engagement” classification will also be shared.

SESSION III-B | 10:30-11:20 | MULTIPURPOSE B

Service Learning in the Online Environment: How to Teach Students to Embrace Service Learning

Lynn Marie Kendrick

The role of online learning in education is a trend that has continued to surpass most expectations when it comes to thinking about online learning. Added to this trend is an ever-increasing need for institutions that teach online to continue to include traditional approaches to student learning. From this view, service learning is a unique and interesting way to get students who take classes online excited about their classes while learning something meaningful. An undergraduate program in Organizational Leadership will be discussed as an example for how to incorporate service learning in the online environment.

SESSION III-C | 10:30-11:20 | CATAMOUNT

Strengths Based Approach: Preparing College Students for ASL Experiences Involving Families

Mary Knight-McKenna & Carolyn Stuart

Academic service-learning (ASL) projects offer many college students an opportunity to work with diverse children who live in poverty. These experiences can lead to interactions with the families of the children. Unfortunately, there are indications that some college students engage in stereotyping of diverse families. A positive alternative is a strengths-based approach to families. This approach will be described as “best practice” when preparing college students for ASL experiences that include interactions with families.

SESSION III-D | 10:30-11:20 | CARDINAL

What Could Be in Our Own Backyard: Service-Learning Opportunities within English and Language Departments

Lara Smith-Sitton

This presentation will discuss service-learning and formal internship opportunities that could be untapped and unknown within English and Language departments. Specifically, the speaker will detail how a regional humanities organization housed in the English Department at a southern university created a unique learning environment responding to the call from employers for graduates with better writing and communication skills and the kind of practical work experience and professional portfolios demonstrating relevant employment qualifications.

SESSION III-E | 10:30-11:20 | ROGERS

Increasing Retention of STEM Students through Service-Learning Seminars

Kathleen Stacey

This workshop will focus on the Creative Scientific Inquiry Experience (CSIE) model, designed to increase retention of science, technology, engineering, and mathematics (STEM) undergraduates through theme-linked courses with an academic service-learning seminar experience. At Eastern Michigan University, the CSIE model has evolved to include one course and a seminar, as well as other configurations, which will be discussed. The workshop will inform participants about the faculty development needed to create CSIE courses, the issues of recruiting students, and methods of assessing the impact on students and faculty.

SESSION IV | 11:25-12:15 | GRAND ROOM

Creating Academic Structures and Cultures to Support Engaged Teaching and Learning

KerryAnn O'Meara

Thirty years after the founding of Campus Compact and the creation of many centers of service learning and engagement, there is more support for engaged teaching and learning than ever before. In this session, the presenter considers the major accomplishments of the movement to support engaged faculty teaching and learning through college/university structures and cultures as well as networks and disciplinary and higher education associations. Examples of best practices and innovative strategies will be provided. Challenges facing the field and “growing pains” in the national movement also will be considered.

SESSION V-A | 1:20-2:10 | MULTIPURPOSE A

The Nuevo South Community Research Initiative:

A Model of Community Engagement and Service Learning in Eastern North Carolina

Ricardo B. Contreras

This presentation will focus on the experience of the Nuevo South Community Research Initiative, a university-community partnership working with the Latino community of eastern North Carolina. The Initiative involves faculty and students in action-research projects implemented in partnership with community organizations. Objectives of the ongoing program are to conduct research responding to felt needs of the Latino community; to develop a culture of collaboration with the Latino community among faculty and students; and to produce data that can help to illuminate some of the social, economic, and cultural challenges of the community. The presenter will describe the model of engaged research, the characteristics of the student involvement in the Initiative, and some of the program’s observed challenges.



SESSION V-B | 1:20–2:10 | MULTIPURPOSE B

Sanctuaries and Wildlife as Community Partners

Martin Fowler

Environmental ethics, as service learning and community engagement, introduces students to the new and evolving ideas and questions of environmental ethics. It also enables students to find their own place and an effective voice within it. Local sanctuaries for wildlife and exotic animals are excellent community partners. This presentation focuses on an Environmental Ethics course, which cultivated valuable partnerships and taught students about the needs of nonhumans as shut-ins and dislocated individuals who are part of our community. Students learn about meeting the needs of others, human and nonhuman, in new ways.

SESSION V-C | 1:20–2:10 | CATAMOUNT

Parenting as a Form of Civic Education

Josephine Christine R. Santos

Although parenting and civic education are distinct from each other, they complement each other in the cultivation of civic virtues. In school, children acquire civic virtues and dispositions by participating in community service or service-learning projects. Meanwhile, in the family, children develop virtues through the values that their parents model and the practices within the home (which resemble political activities), such as family meetings and distribution of household chores.

SESSION V-D | 1:20–2:10 | ROGERS

Pathways and Perspectives for Inclusion

Teresa Brooks Taylor, Lance Alexis, Cynthia Chambers, Jacqueline E. Jacobs

In order to pursue true engagement, pathways and perspectives need to focus on the importance of inclusion. A panel will address a variety of issues of inclusion, including the importance of pathways for participation of all college students in service-learning experiences and a way to broaden perspectives of education majors of working with students with disabilities. The panelists will discuss best practices and project ideas for including students with disabilities and working with people with individualized needs. Specifically, they will discuss accessibility issues and ideas for expansion of service learning for students with disabilities and in special education.

SESSION VI-A | 2:15–3:05 | MULTIPURPOSE A

Dismantling Prejudice through Service Learning: The Praxis of Engagement

Jamie Davis

Given the extent to which communication has changed in the United States because of the influx of immigrants, many intersubjective difficulties have consequently emerged. A mounting resistance to diversity, a strident defense of monolingualism, and a renaissance of ethnocentricity as a culturally desirable American value have complicated the process towards more effective and reciprocal communication. This research shares the effects of a service-learning project, in which college students were paired with non-native English-speaking school children, on cultural and ethnic prejudices. The challenges of managing a project of this magnitude (involving 174 college students) will be discussed.

SESSION VI-B | 2:15–3:05 | MULTIPURPOSE B

Things We Do Wrong When We're Trying to Do Right: Lessons We've Learned When Serving Across the Sea

Selena Hilemon

Basic charity programs and purely academic endeavors both leave a large void instead of the balanced connection that we dream of when planning international service endeavors. Neither approach reflects a solid understanding of our position as citizens of one of the most socially and economically powerful countries in the world and our call to create educated and engaged leaders. This session will combine reflection on personal experience with discussion of major authors and provide space for conversation about concrete planning steps that will fulfill an institution's social justice standards.

SESSION VI-C | 2:15–3:05 | CATAMOUNT

"Becoming Together:" Building Campus-Community Partnerships through Arts-Based Community Development

Lise Kloeppe & Tony Nimmons

Oftentimes, community development initiatives begin by targeting the problems or issues within a community, such as crime, poverty, drugs, and graffiti, without taking the time to determine the community's assets and strengths. This workshop is based on a spring 2010 semester course, Arts and Community Development. Community arts is an approach to art-making that is *by, for, and with* a specific community. The workshop seeks to demonstrate through interactive activities how the arts can be used as a tool to identify the assets of a community and to connect people across perceived lines of difference.

SESSION VI-D | 2:15–3:05 | ROGERS

Assessment, Accreditation, and Service Learning

Jane L. Nichols

This workshop provides participants with tools and techniques to embed service learning in an existing curriculum, regardless of the discipline. Using an accreditation framework, participants will explore how service learning and community-based projects can meet many accreditation criteria and provide clear evidence of student learning. Engaged learning outcomes, as required by a Quality Enhancement Plan, accreditation bodies, and other approaches, are commonly those expected of service-learning projects.

SESSION VII | 3:10-4:00 | GRAND ROOM

Taking Public Work Seriously: Enhancing Faculty Civic Agency through Professional Development

KerryAnn O'Meara

While it is difficult to estimate the exact number, evidence suggests that each year millions of dollars are spent on faculty development for community engagement. The varied forms of community engagement include, but are not limited to, service learning, community-based research, and professional service. Faculty development programs often take the form of learning communities, where a small group of faculty meets and completes readings, design engagement experiences, and receives support from fellow faculty and a Director of Service Learning. Other popular forms of faculty development for engagement include bus tours of one's region or state to develop relationships with potential community members, one-time workshops on facilitating reflection, conversations about diversity, and assessment of student outcomes. This presentation considers the current state of faculty development for community engagement from the lens of professional growth (O'Meara, Terosky, & Neumann, 2008). The presenter explores the kinds of activities most likely to produce professional growth and the kinds of assessment and research that might be done on outcomes.

POSTER SESSION | GRAND ROOM
PRESENTERS AVAILABLE AT 10:20, 11:15, AND 3:00

Indicators of Engagement: A Preliminary Assessment at a Comprehensive Institution
Glenn Bowen

“Engaged campus” and “engaged institution” are terms used to describe higher education institutions that have established systems and practices that support sustained civic participation. Indicators of engagement include, inter alia, academic and administrative leadership, resource allocations, community voice, and coordination of community-based activities. This poster depicts a preliminary assessment of engagement at a comprehensive institution (Western Carolina University), based on 13 indicators of engagement identified by Campus Compact-sponsored researchers.

*Optional Service Learning Projects in an MBA Human Resource Management Course:
A Comparison of Full-Time Students and Full-Time Working Adults in Project Selection and Learning Outcomes*
Theresa Domagalski

This poster presentation reports the results of a study conducted in two sections of an MBA Human Resource Management course. Self-selected student groups were offered a choice to complete either a service-learning project or a series of written case studies. One section was composed of part-time students who were employed full-time and the other section consisted of full-time graduate students. The poster includes information on the antecedents associated with project selection and differential outcomes among groups completing case studies versus service-learning projects.

The Impact of Instructor Leader Behavior and Student Personality on Performance in Service-Learning Participation
Paul H. Jacques

This poster entails presentation of research using 248 college students in 12 courses where service learning was incorporated. The research model explored the impact of student personality and the weighting of the grade in the service-learning component of the course on perceptions of instructor-leader behavior and outcomes of leader behavior, including student performance. All hypothesized relationships were supported. Best practices based on elements of the research model will be discussed.

*Impact of the NC Campus Compact AmeriCorps*VISTA at Western Carolina University: A Capstone Presentation*
Julia Konish

North Carolina Campus Compact initiated its AmeriCorps*VISTA Program in 2003. The program matches AmeriCorps*VISTA members with NC Campus Compact member institutions in order to support the institutions' civic missions and community engagement programs. Throughout the state, VISTA members are hard at work strengthening existing or germinating programs so that they are sustainable and effective; mobilizing and empowering students, staff, and faculty as volunteers and engaged citizens; and furthering the civic mission of higher education. This poster showcases the impact of the program at Western Carolina University, resulting from the work of the VISTA member currently serving on this campus.

Volunteer Manuals for Non-Profit, Service-Oriented Organizations
Joey Long

A multitude of non-profit organizations do not have manuals to train volunteers, unlike employee handbooks of their business counterparts. Nor do such organizations have consistent volunteer intake practices or guidelines. This session presents a set of “best practices” adopted by an MBA student group who created more formalized processes for working with volunteers. The session also includes suggestions for how to maximize a mutually successful collaborative experience for both community partners and students.

Service Learning and Civic Engagement: Integral to Social-Sustainable Design
Jane L. Nichols

Social-Sustainable Design is a design philosophy that evokes the connective relationships between the environment, economy, and culture. Through service learning, those interrelationships are revealed on local and global levels, underscoring our responsibilities toward one another and the planet and informing design students of their capacities for transformation, future leadership roles, and the tools and techniques necessary for designing a new world paradigm.

Rock On! Band Together to Fight Hunger: Results from a Food Insecurity Awareness Project
April Tallant

The purpose of this research was to evaluate a service-learning project conducted at a public university. A sample of undergraduates enrolled in two Personal Nutrition courses participated in the food insecurity awareness project. The project consisted of traditional classroom components. The service-learning component entailed volunteering at a community kitchen and planning and implementing a concert fundraiser for a food bank. Results of a student survey and lessons learned by the professor will be discussed.

presenters

SYMPOSIUM LEAD PRESENTER



KerryAnn O'Meara

KerryAnn O'Meara is an Associate Professor of higher education in the College of Education at the University of Maryland, College Park. Her research and practice focus on the civic mission of higher education, including issues of faculty development, reform in academic reward systems, and community engagement.

Dr. O'Meara is Associate Editor (Research Articles), *Journal of Higher Education Outreach and Engagement* and also Associate Editor of the *Journal of the Professoriate*. In addition, she is coauthor (with R. Eugene Rice) of the book *Faculty Priorities Reconsidered: Rewarding Multiple Forms of Scholarship*.

Before joining the faculty at the University of Maryland in 2007, Dr. O'Meara served on the higher education faculty at the University of Massachusetts, Amherst. Previously, she spent two years at the Harvard Project on Faculty Appointments and five years as a professional in student affairs and academic affairs, directing service learning, undergraduate research, and a residence-life program.

Dr. O'Meara's work has appeared in the *Review of Higher Education*, *Journal of Higher Education*, *Research in Higher Education*, *Michigan Journal of Community Service Learning*, *the NASPA Journal*, *Planning in Higher Education*, *Journal of Teaching Excellence*, *Journal of Faculty Development*, and the *Handbook on Higher Education Research*, among others.

In 1998, she received the Emerging Leader Award from the National Society for Experiential Education; in 2003, the Teacher of the Year Award from the School of Education, University of Massachusetts, Amherst; and in 2008, the Early Career Research Award from the International Association for Research on Service-Learning and Community Engagement (IARSLCE.). Dr. O'Meara currently serves on the IARSLC Board. She consults with institutions, national associations, and networks on issues of faculty development, reform in academic reward systems, and community engagement.

presenters

CONCURRENT SESSION PRESENTERS

Dr. Lance Alexis directs the Office of Disability Services at Western Carolina University. He collaborates with students with disabilities on ways to accommodate inside and outside the classroom so they have equal opportunities to participate in the varying features that comprise a holistic education in the higher education setting.

Glenn Bowen is Director of the Center for Service Learning at Western Carolina University. A member of the WCU Quality Enhancement Plan (QEP) Steering Committee, Dr. Bowen also serves on the Advisory Board of the Coulter Faculty Center and the Steering Committee for the American Democracy Project. He holds a Bachelor's degree in Communication, an MBA (International Business), and a Ph.D. in Social Welfare as well as professional certificates in Education and Public Relations.

Teresa Brooks Taylor is an Instructor in the Department of Human Development and Learning at East Tennessee State University. She manages the Service-Learning Office, coordinates placements and works with faculty/staff, students, and the community. She supervises America Reads and teaches in the Foundations program. She has taught at various colleges and universities in Sociology, Social Problems, Marriage and Family, Women's Studies, Service Learning, College 101, and General Studies. She has also served as a non-profit manager.

Dr. Cynthia Chambers is an Assistant Professor and Coordinator of the Special Education program at East Tennessee State University. She has successfully integrated service learning into four special education courses. Her service-learning components have not only created beneficial educational and civic-related experiences for students in the College of Education but have also been replicated by other faculty.

Ricardo B. Contreras is an Assistant Professor in the Department of Anthropology at East Carolina University. His specialization is Applied Anthropology and his research agenda focuses on the scholarship of engagement. Dr. Contreras is developing an engaged research collaborative with the Latino community of eastern North Carolina, which will integrate research, service learning, project implementation, and advocacy under a single structure. Additionally, he is conducting an ethnographic study of community engagement.

Jamie Davis is Assistant Professor of Spanish and French at Western Carolina University. He holds a doctorate from the University of Georgia. His book, *Beautiful War: Uncommon Violence, Praxis and Aesthetics in the Novels of Monique Wittig*, will

be published in June. Dr. Davis worked as a police officer for 14 years and is formerly principal euphonium with the Atlanta Wind Symphony. His research focuses on gender and queer theory in 20th century French and Latin American literature.

Theresa Domagalski is Associate Professor of Management at Western Carolina University. She holds a Ph.D. from the University of South Florida and an MBA from the State University of New York at Buffalo. She teaches courses in Organizational Behavior and Human Resource Management. Her published research is related to emotions in organizations, gender and status, and employment discrimination. Dr. Domagalski is serving this academic year as Faculty Fellow of Service Learning for the College of Business. (Western Carolina University MBA students **Sarah Withrow**, **Lauren Hardison**, and **Meghan Adams** collaborated on the research project depicted in the poster.)

George L. Daniels is an Associate Professor of Journalism at the University of Alabama. He received both his master's degree and Ph.D. in mass communication from the University of Georgia, where he was first involved in service learning. Before returning to graduate school, he spent eight years as a local television news producer. Dr. Daniels is certified as a Master Journalism Educator and serves on the Society of Professional Journalists National Board of Directors.

Martin Fowler teaches philosophy (often as service-learning), including environmental ethics and restorative justice, at Elon University. He received his doctorate in philosophy from Binghamton University. His essay, "The Restorative Justice Movement," appears in Anthony Weston's *A 21st Century Ethical Toolbox* (2nd ed.). His essay, "The Transformers," appears in *Bridges: An Interdisciplinary Journal of Theology, Philosophy, History and Science* (Spring/Summer 2008). Dr. Fowler also is author of *The Ethical Practice of Critical Thinking* (2008).

Selena Hilemon is Director of Community Outreach at Lees-McRae College.

Dr. Jacqueline E. Jacobs is a Professor in the Department of Educational Leadership and Foundations at Western Carolina University. She teaches a course titled "The Role of School Leaders in Special Education" and has numerous publications and presentations in both leadership and special education. Her latest book, *Changing Hats: Leading Learning in a Changing World*, brings a particular focus to addressing the needs of people with disabilities.

Paul H. Jacques is Associate Professor of Management and Leadership in the College of Business at Western Carolina University. A former Service-Learning Faculty Fellow, Dr. Jacques currently serves as Facilitator of the Faculty Learning Community for Service Learning. (His research associate is **John Garger**, a Consultant at Metronome Computer Services.)

Lynn Marie Kendrick is an Ed.D. Candidate at St. Thomas University (Miami, FL). Her favorite area of research is service learning with online students, where for the past two years she has been studying how to incorporate service learning into the curriculum and enhance student performance. She is currently completing her dissertation in the area of student satisfaction and retention and plans to utilize more service-learning activities in other courses that she teaches.

Lise Klooppel is Assistant Professor of Drama at the University of North Carolina at Asheville.

Mary Knight-McKenna, Ph.D. is an Assistant Professor in the Department of Education at Elon University. She teaches literacy and special education courses and regularly incorporates academic service-learning (ASL) pedagogy.

Julia Konish is an AmeriCorps*VISTA member, assigned the role of Program Coordinator for the Center for Service Learning at Western Carolina University. Prior to this, she served for a year as an AmeriCorps Massachusetts Promise Fellow at MY TURN Inc. in Brockton, MA. Ms. Konish also worked as the Volunteer Coordinator for AIDS Walk Boston, on behalf of AIDS Action Committee of Massachusetts. She graduated in 2007 from St. Anselm College with a B.A. in Politics.

Joey Long is a student in the MBA program at Western Carolina University. (He completed the Volunteer Manuals project with classmates **James Wynn** and **Tex Jones**.)

Jane L. Nichols, an Assistant Professor at Western Carolina University, has integrated service learning across the curriculum of the Interior Design program. She currently serves also as a Program Coordinator in Art and Design. Her focused areas of research in sustainability education and social-sustainable design form the basis of her classroom/studio philosophy and engaged teaching platform. Dr. Nichols was a WCU Service-Learning Faculty Fellow in 2005-2006, collaborating with

faculty in achieving service-learning curriculum goals. Through programmatic activities toward accreditation, Dr. Nichols discovered many parallels between accreditation indicators and the expectations and outcomes of engaged learning; and she has developed a systematic method for measuring and assessing these results simultaneously.

Tony Nimmons is the Community Liaison for the Veterans' Restoration Quarters and Transitional Housing, a project of the Asheville Buncombe Community Christian Ministry.

Josephine Christine R. Santos is an undergraduate working toward a Bachelor of Arts in Humanities with specialization in Development Education at the University of Asia and the Pacific (Pasig City, Philippines).

Lara Smith-Sitton is the Associate Director of the South Atlantic Modern Language Association and the Managing Editor of the organization's quarterly journal, *South Atlantic Review*. Recognizing the need to better connect humanities students (undergraduate and graduate) to professional opportunities utilizing their writing, oral communication, research, and critical-thinking skills, she worked to create a different kind of service-learning and internship program – one that functions as a formal, alternative classroom.

Kathleen Stacey is Professor of Communication at Eastern Michigan University. (The Creative Scientific Inquiry Experience Program team consists of **Ellene Tratras Contis**, **Stacey**, and **Anne Seaman**.)

Carolyn Stuart is an Associate Professor at Elon University.

April Tallant is an Associate Professor in the Liberal Studies Program in the School of Health Sciences at Western Carolina University. She teaches Personal Nutrition first-year seminar courses and an upper-level perspective Liberal Studies course called Evaluating Health Claims: Fact or Quack? She also teaches Community Nutrition for the Nutrition and Dietetics Program. Dr. Tallant has been incorporating service learning into her courses since 2005. She received both her Bachelor of Science and Master of Health Sciences from Western Carolina University and earned her Ph.D. in Health and Human Sciences from the University of Tennessee at Knoxville in 2009.

SESSION FACILITATORS

Mardy Ashe, **Glenda Hensley**, and **Karrie Joseph** – Advisory Board Members, Center for Service Learning;
Dr. Christopher Blake – Assistant Professor and Co-chair, Cullowhee Revitalization Endeavor; and
Michael Despeaux – Career Services Coordinator & Career Counselor, Western Carolina University.

Special Thanks:

- ALL COLLEGES/UNIVERSITIES AND COMMUNITY AGENCIES REPRESENTED AT THIS SYMPOSIUM
- DR. KERRYANN O'MEARA AND OTHER PRESENTERS
- THE OFFICE FOR UNDERGRADUATE STUDIES, WCU
- THE OFFICE OF PUBLIC RELATIONS (CREATIVE SERVICES AND NEWS SERVICES), WCU
- THE A.K. HINDS UNIVERSITY CENTER, WCU



North Carolina | Campus Compact



Mark Your Calendars: *7TH ANNUAL symposium* ON SERVICE LEARNING & CIVIC ENGAGEMENT

Impacts of Engagement on Teaching and Learning: Maintaining the Momentum

THURSDAY, JUNE 9, 2011 | 9:00 AM - 4:00 PM | A.K. HINDS UNIVERSITY CENTER

The Symposium provides a forum for scholarly discussion of issues, perspectives, and best practices in service learning. Also, it facilitates the exchange of information and ideas on innovative civic engagement strategies and programs.

- Nationally recognized civic engagement expert as Lead Presenter
- Interactive workshops
- Opportunities for networking and collaboration

<http://www.wcu.edu/9818.asp>

SESSION PROPOSAL DEADLINE: *March 18*

EARLY-BIRD REGISTRATION DEADLINE: *April 15*

FINAL REGISTRATION DEADLINE: *May 13*



Center for
Service Learning

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