



PARTNERS

Center for Community-Based Partnerships
Vol. 1, No. 1, Summer 2008

ENGAGING
COMMUNITIES
AND
CHANGING
LIVES



COVER STORY, PAGE 4

Enthusiasm Building on Campus for the Scholarship of Engagement

- New Journal to Debut in October 2008
- Committee Appointed to Lead Carnegie Engagement Application Efforts
- Black Belt Community Foundation, UA Partnership Paying Dividends
- Students Flock to Ethics Center
- Engineers Without Borders: The World is Their Classroom



Engaging Communities and Changing Lives

The Kellogg Commission offers a model that transforms our historic mission of teaching, research and service into a forward-looking agenda of learning, discovery and engagement in keeping with changes in society. Successful universities will connect and respond to their communities not only locally, but also nationally and globally. We must adopt an engaged perspective in all we do.

— Abridgement of statement by Penn State President Graham B. Spanier, February 22, 2001

A Message from Samory

Just What Is the Scholarship of Engagement?

By DR. SAMORY T. PRUITT

Vice President for Community Affairs

The Center for Community-Based Partnerships has existed since 2006, but I still am occasionally asked, “Samory, just what is CCBP and exactly what do you do?”

My first response is “Well, what do you want us to be and do?” I’m not trying to be evasive when I say that because Community Engagement is and does what various parts of our University and our community have decided.

In short, Community Engagement scholarship is the process of producing mutually beneficial knowledge, resources and capacity through partnerships between higher education and the larger community. That definition is a version of the Carnegie elective classification you can find at www.carnegiefoundation.org/classifications.

Working definitions of Community Engagement scholarship can also be found throughout this edition of PARTNERS. These stories illustrate the dynamics of creating mutually beneficial knowledge, resources and capacity.

Is there anything new about this model? Yes and no.

For more than 150 years, the mission of our University has been elaborated in terms of teaching, research and service. And that is still our mission. But that mission was often pursued as if the three areas were unrelated to each other and, moreover, unrelated to students except through teaching and unrelated to community except through service.

What Community Engagement adds to the traditional model is that it brings all three together, integrating teaching, knowledge creation (often used as a synonym for research) and service (traditionally only vaguely related to teaching and research) in ways that give faculty, staff, students and community partners key roles; i.e., they become engaged with each other.

One of the many ways the University is integrating these traditional processes is through establishment of a research journal that will provide an outlet for the scholarship of engagement. You will read more about that beginning on Page 4. We urge UA faculty to submit their appropriate research to this journal.

Another way is through our application to the Carnegie Foundation for the Advancement of Teaching for Community



Samory T. Pruitt, Ph.D., founder and executive director of CCBP, speaking at Minority Business Forum III in May.

Engagement Classification.

In 2006 the foundation selected 76 U.S. colleges and universities to be newly classified as “institutions of community engagement,” an elective classification intended to broaden higher education categories because the old categories (Doctoral Granting University, for example) did not fully describe the role and scope of today’s colleges and universities. Nor did they adequately anticipate changes in society.

You will also read in this magazine about our Carnegie initiative progress, beginning on Page 7. We encourage your ideas as we go forward with our plans. This initiative, led by Dr. Carolyn Dahl, dean of the College of Continuing Studies, and Dr. Stephen Katsinas, director of the Education Policy Center in the College of Education,

will require tremendous effort from the engagement faithful who have taken it on for the benefit of our campus and the state.

UA faculty, staff and students pursuing Community Engagement scholarship (and their number is growing) will tell you that engagement is not the easiest way to do scholarly work, but they will also tell you it is one of the most satisfying in terms of meeting their own professional goals, the goals of one or more outside communities, and of the University as a whole.



Graphic by Edward Mullins and Sherry Lang

Two of our partners created this graphic to represent the engagement model. Dr. Mullins works at CCBP and Ms. Lang with the Center for Business and Economic Research.

PARTNERS, SUMMER 2008
CENTER FOR COMMUNITY-BASED PARTNERSHIPS

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The Center for Community-Based Partnerships, an initiative of the Office of Community Affairs, supports campus and community engagement scholarship efforts. Offices are in Cannon House, 824 4th Avenue, Tuscaloosa, Ala.

COVER PHOTO: From left, Dr. Samory T. Pruitt, Dr. Kyun Soo Kim, Dr. Cassandra Simon, Ms. Mary Jolley, Dr. Edward Mullins.
 Photo by Andrea Mabry

CCBP Council and Committees, 2007-2008

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Offices of CCBP are in Cannon House, in the block next to the Sheraton Hotel between University Boulevard and Bryant Drive.

Lisa Scherff, assistant professor, English Education

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Bobby Singleton, Alabama state senator, community partner

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Maigen Sullivan, Administrative Specialist, Center for Economic Development

Tommie S. Syx, program coordinator, AlabamaREAL

Annette Jones Watters, co-director, AERN, College of Commerce

John R. Wheat, professor, Community and Rural Medicine

Tari D. Williams, director, Public Interest Institute, School of Law

RaSheda McAlpine Workman, community partner

Council Responsibilities

Documenting program progress, proposing new partnerships, encouraging and coordinating cross-disciplinary projects that contribute to teaching, research and engagement, recognizing and promoting outstanding engagement efforts, and advising Community Affairs on awarding seed funds.

Philip W. Johnson, associate professor, Civil and Environmental Engineering

Mary Jolley, community partner

Stephen G. Katsinas, director, Education Policy, Center for Higher Education Administration

Melanie Dawn Kirk, executive assistant, College of Continuing Studies

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Nisa Miranda, director, University Center for Economic Development

Cynthia E. Moore, assistant director, Rural Scholars Program, Community and Rural Medicine

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Pamela Payne-Foster, deputy director, Institute for Rural Health Research

Heather Pleasants, assistant professor, Educational Research

Jo Knox Pryce, associate professor, School of Social Work

Margaret A. Purcell, manager, Financial Affairs Grants

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Communications and Publications Committee:

Ed Mullins, chair; Estelle Ryan Clavelli, Janet Griffith, Chris Greene, Brice Miller, Heather Pleasants, Cassandra Simon. **Responsibilities:** *Journal of Community Engagement and Scholarship*, other publications, and related websites, CCBP Awards Program.

Proposal Development and Support:

Annette Watters, chair; Carolyn Callis, Karen Canada, David Ford, Yun Fu, John Higginbotham, Mary Jolley, Robert R. Kuehn, Nisa Miranda, Pamela Payne-Foster, Jo Pryce, Margaret Purcell, Chris Spencer. **Responsibilities:** Distribution of CCBP seed funding, promotion of opportunities for funding/collaborations, project management system.

NEW RESEARCH JOURNAL READY FOR LAUNCH

By Dr. KYUN SOO KIM
CCBP Post Doctoral Research Assistant

A new journal with the mandate of bridging the traditional gaps between teaching, research and service on American campuses will be published at The University of Alabama beginning this fall.

Dr. Samory T. Pruitt, UA vice president for community affairs, said the inaugural editor of the new *Journal of Community Engagement and Scholarship* will be Dr. Cassandra E. Simon, UA associate professor of social work. An internationally recruited editorial board and a local production staff will assist her.

Establishing the new journal was the primary goal this year of the Council of the Center for Community-Based Partnerships, Pruitt said. The Council is made up of community partners and faculty, administrators and students from many campus divisions.

“At recent conferences, reaction to the journal has been tremendous,” Pruitt said. “In proposing a journal to unify the too-often disparate teaching/research/service forces in higher education, we have struck an enthusiastically responsive chord with academic, nonprofit, governmental, business and local communities.”

Dr. Joe Benson, UA interim vice president for research and a principal adviser to the committee charged with developing JCES, said: “The scholarship of engagement is a new and rapidly evolving theory-based discipline, and The University of Alabama is pleased to be able to assist in providing a venue for the publication of outcomes of this exciting and important research area.”

Pruitt said the University was very fortunate to have Simon “step forward to accept this important position in our mission to advance engagement scholarship.”

On being named editor, Simon said, “It is an honor to be editor of a journal positioned as a leader in engagement scholarship. And, it is an even greater honor to be associated with so many outstanding scholars who are determined to make it a success. I look forward to publishing our first issue in fall 2008.”

A recent announcement to the campus about the journal described it as “a mechanism through which faculty, staff and students of academic institutions and their community partners disseminate scholarly works from all academic disciplines with the goal of integrating teaching, research and community engagement.”

“The engagement approach to scholarship occurs when universities and communities combine resources and talent and bring them to bear on critical problems they jointly identify,” Simon said. “It is not the same as the older service model, which limited the roles of student and community members. In the engagement paradigm – inspired by the Kellogg Commission of 1999 (‘Returning to our Roots: The Engaged University’) – community representatives and students play key roles, alongside faculty, in choosing research topics, design, methods,

objectives and in publishing the results.”

Another major difference in the engagement approach, she said, is that research, teaching and outreach activities are closely linked.

Simon joined the UA faculty in 2000 after receiving her doctorate from the University of Texas-Arlington. She has published in both social work and interdisciplinary journals with an emphasis on health care disparities and related issues.

“Dr. Simon was a natural choice for the editor. She is a scholar who has exhibited a passion for working with people and communities,” Pruitt said.

While JCES will use standard peer-review practices, it will not be “our parents’ research journal,” said retired UA journalism professor Edward Mullins, production editor of the journal.

“JCES will take advantage of new technology, community talent, student creativity and innovative graphics and presentation techniques rarely seen in academic publishing,” Mullins said. “For example, a study of the learning, psychological and physical effects on inner-city and rural youth in projects involving the performing arts, engineering and journalism might supplement traditional text with photo galleries and audio and video coordinated with the text and posted to the journal’s website.”

Manuscripts and questions should be sent to Simon at jces@ua.edu. For more information see www.jces.ua.edu. The initial 47-member board includes scholars in a wide range of disciplines: rural medicine, environmental resources, leadership and change, minority health, renewable energy, child and family resources, nursing, ethics, forensic engineering, communication and others.

AN INTERVIEW WITH EDITOR CASSIE SIMON

PARTNERS: As editor, what are your primary goals?

SIMON: I think it is important to know that the goals I have for JCES aren’t my goals so much as the collective goals of a group of innovative and forward thinking individuals with whom I am privileged to work. Our team has identified a number of different goals for JCES. As editor I will be focusing on the goal of making JCES the premier academic journal in community engagement scholarship. A second goal is for JCES to become a vehicle for a new type of conversation regarding community engagement research and its place in the probation, tenure and promotion process. Closely associated is the need to understand that perhaps the time has come to revisit how scholarship is defined in the academy. JCES will be a leader in facilitating that discussion. Believing that this is a

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Diversity of Disciplines Represented in JCES Editorial Board

The most important job a new academic journal has, after establishing its purpose and scope and selecting a leadership team, is to name an editorial board that will ensure its quality and durability.

"Many college presidents and provosts with whom we have corresponded across the country were quick to submit nominations and take the time to share their thoughts about how important they thought JCES would be," said Dr. Samory T. Pruitt, who led the effort to establish the new journal.

Forty-seven approved board members as of the end of June 2008 represent 25 academic disciplines and 28 institutions. Others are expected to be added.

Approved Board Members and Their Research Specialties

Marsha H. Adams, D.S.N., Capstone College of Nursing, The University of Alabama. Research areas: rural women and children, nursing education.

Andrea Adolph, Ph.D., English, Kent State University Stark Campus. Research areas: twentieth-century British women's fiction and culture, narrative theory, theories of embodiment, food studies.

Katrice A. Albert, Ph.D., Counseling Psychology, Louisiana State University. Research areas: equity issues, diversity strategies, community outreach initiatives.

Theodore R. Alter, Ph.D., Agricultural Economics and Rural Sociology, Penn State University. Research areas: agricultural economics and policy, development economics, public sector economics, community and regional economics, engagement scholarship, rural policy.

Robert E. Bardon, Ph.D., Forestry and Environmental Resources, North Carolina State University. Research areas: marketing and management of forest property, the conflict between family forest operations and local land use policy.

Stephen F. Black, J.D., Center for Ethics & Social Responsibility, The University of Alabama. Research areas: service learning, roots of poverty, learning and applying citizenship principles as part of a college education.

James D. Cashman, Ph.D., Department of Management and Marketing, The University of Alabama. Research areas: leadership, team building, reengineering, strategic management systems, organizational diagnosis, learning and change.

Jeremy Cohen, Ph.D., Communication, Penn State University. Research areas: education and information as keystone elements of democratic capacity and student success.

Jan Cohen-Cruz, Ph.D., Performance Studies, Syracuse University. Research areas: Imagining America: Artists and

Scholars in Public Life.

Richard L. Conville, Ph.D., Speech Communication, University of Southern Mississippi. Research areas: interpersonal communication, communication theory.

Susan Curtis, Ph.D., History, Purdue University. Research areas: American intellectual/cultural history, American religious history, American studies.

Mary Elizabeth Curtner-Smith, Ph.D., Human Development and Family Studies, The University of Alabama. Research areas: Influence of parent-child relationships on children's development, parents' disciplinary practices.

David J. Edelman, Ph.D., Planning, University of Cincinnati. Research areas: university/community collaboration, energy economics and planning, planning history, urban environmental management, leisure, recreation and tourism planning.

Barbara Ferman, Ph.D., Political Science, Temple University. Research areas: neighborhood politics, policy implementation and youth employment programs.

Hiram Fitzgerald, Ph.D., Distinguished Professor of Psychology, Michigan State University. Research areas: defining and measuring engagement scholarship, creating institutional alignment, developing models and standards of practice for community-university partnerships.

Philip A. Greasley, Ph.D., Associate Provost, University Engagement, University of Kentucky. Research areas: Midwestern literature — the Chicago renaissance, American literature of the 19th and 20th centuries, development of modern poetics, oral literature, the rise of realism in American literature.

Lisa M. Hooper, Ph.D., Educational Studies in Psychology, The University of Alabama. Research areas: mental health intervention and service, minority health and health disparities, family systems theory and therapy, community-based participatory research.

Susan Scherffius Jakes, Ph.D., Family and Consumer Science, North Carolina State University. Research areas: community development for 4-H youth development, family and consumer science.

Philip W. Johnson, Ph.D., Civil, Construction, and Environmental Engineering, The University of Alabama. Research areas: engineering education, forensic engineering, civil engineering materials, construction, fluid flow and handling, oil and gas drilling, production and field processing, oilfield water treatment.

Rhoda E. Johnson, Ph.D., Women's Studies, The University of Alabama. Research areas: pedagogy of African American studies, social inequality, preventive medicine for minority women.

Mary Jolley, retired UA economic

development official and community volunteer. Research areas: using research for framing public policy.

Kimberly L. King-Jupiter, Ph.D., Lewis University. Research areas: race, class and gender and the quality of education, faculty engagement, African American women in the academy.

William S. Kisaalita, Ph.D., Biological and Agricultural Engineering, University of Georgia. Research areas: pedagogy of learning in service-learning, cell-based biosensors, enzyme-based sensors, renewable energy products/processes for consumers/workers.

Hal A. Lawson, Ph.D., Social Welfare, The University at Albany, State University of New York. Research areas: school-family-community partnerships, the relationship among professional, liberal and interprofessional education, globalization, integrated health and physical education.

Robert C. Liebman, Ph.D., Sociology, Portland State University. Research areas: general sociology, social movements, religion and society, sociology through film.

Marybeth Lima, Ph.D., Biological & Agricultural Engineering, Louisiana State University. Research areas: biological processing, food engineering, engineering education and service-learning.

Hildy L. Miller, Ph.D., English, Portland State University. Research areas: writing careers for English majors.

Robert L. Miller Jr., Ph.D., Social Welfare, The University at Albany, State University of New York. Research areas: health policy and administration, mental health, AIDS prevention.

d.t. Ogilvie, Ph.D., Strategic Management, Rutgers, The State University of New Jersey. Research areas: executive leadership strategies of multicultural women executives, strategic decision making, assessing environmental dimensions, e-commerce business models.

Jacob Oludoye Oluwoye, Ph.D., Community Planning and Urban Studies, Alabama A&M University. Research areas: traffic and transport management planning, city and regional planning, estate management, cartography/remote sensing, marketing decisions.

Michael E. Orok, Ph.D., Political Science, Alabama A&M University. Research areas: public administration, comparative politics.

Ruth Paris, Ph.D., Social Work, Boston University. Research area: families in society.

Clement Alesander Price, Ph.D., History, Rutgers, The State University of New Jersey. Research areas: African-American history and culture, United States urban and social history, modern American cultural history, American race relations.

Josephine Pryce, Ph.D., School of Social Work, The University of Alabama. Research

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transformative time in academia, I want JCES at the forefront of strengthening relationships between communities and institutions of higher learning and between faculty and students, as well as between students and the larger community.

PARTNERS: How will JCES differ from other journals? How do service learning and engagement differ.

SIMON: Service learning – students and their teachers going into the community to carry out curricular-related activities in the field – is a component of engagement scholarship but to qualify as engagement scholarship there must be a research and evaluation component. JCES will be a peer-reviewed journal that engages in a blind review process using rigorous evaluation criteria. But JCES will be unique in that rather than focusing on the more traditional forms of scholarship based on traditional research designs, JCES will be eclectic, providing a venue for scholarly works that report on the integration of student learning, service, community engagement, and research. Students and community partners will be an integral part of the journal by regularly contributing written pieces themselves, collaborating with faculty, and serving on the editorial board. We are especially excited about the possibilities of the online component of JCES. Through this medium we will be able to include photo galleries, video and audio to enhance the understanding of engagement research and to build audience for scholarly works.

PARTNERS: Could you describe what colleagues are saying?

SIMON: Yes, I've had the opportunity to discuss the journal with a number of different people. Everyone I've spoken with about the journal seems really interested and intrigued by it. Most seem convinced that a journal like JCES is definitely needed. They seem especially pleased with the involvement

of the community and students. We've been really pleased with the response to JCES from people here at UA as well as across the nation. The only concern, if you can call it that, I've heard was some speculation about whether the journal could be "equal" to other academic journals with the involvement of and focus on students and the community. To that I say, we're not striving to be equal; we're striving to be the very best that we can be, recognizing that narrow definitions of rigor no longer suffice. Ultimately, universities serve society, society dictates change, and JCES will document how society, and scholarship, is changing.

PARTNERS: How is JCES progressing so far?

SIMON: Very well. Most of the mechanisms, procedures, and processes are in place. We have already received manuscripts for review, so the process has begun. There are always kinks that need to be worked out and we'll address those as they come. I have no major concerns right now.

PARTNERS: Talk about the editorial board. Are there any gaps?

SIMON: The editorial board represents a group of accomplished scholars who have a commitment to and understanding of the integration of teaching, community engagement and research. It is critical that we develop a strong editorial board if we are to be the premier journal in academic outreach, scholarship and community engagement. The only gaps in representation that I and others have noted is the small number who represent the performing arts. We will address that in the months to come.

PARTNERS: How do you see JCES in five years?

SIMON: I see JCES setting the standards for authentic community engagement scholarship. There is room in every discipline for community engagement scholarship involving student learning, and in five years I hope JCES has played a significant part in making that happen.

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areas: compassion fatigue, military and veteran families, health and social work, HIV/AIDS, and community outreach.

A. Scott Reed, Ph.D., Forest Economics & Policy, Oregon State University. Research areas: strengthening communities and economies, sustaining natural resources and promoting healthy families and individuals, timber harvesting and economic development.

Michael J. Rich, Ph.D., Political Science, Emory University. Research areas: community building, public housing authorities and spatial deconcentration, gentrification and social change.

Howard B. Rosing, Ph.D., Irwin W. Steans Center for Community-based Service Learning and Community Service Studies, DePaul University. Research areas: community-based applied practice, food and culture, cultural politics of food, perspectives on community service.

Sunil Saigal, Ph.D., Engineering, New Jersey Institute of Technology. Research areas: computational

orthopedic biomechanics, computational cardiomechanics, computational nanomechanics.

Nick Sanyal, Ph.D., Conservation Social Sciences, University of Idaho. Research areas: the wildland, communities and institutions necessary for the recreational use, enjoyment, understanding and conservation of natural resources, recreation and tourism planning.

Amilcar Shabazz, Ph.D., Afro-American Studies, University of Massachusetts. Research areas: Afro-American studies.

L. Steven Smutko, Ph.D., Agricultural and Resource Economics, North Carolina State University. Research areas: extension program in policy development, public decision-making in natural resources and community development.

Lee H. Staples, Ph.D., Social Work, Boston University. Research areas: grass-root community organizing, consumer/community empowerment, leadership development, social movements of the poor, community building.

John J. Stretch, Ph.D., Social Work,

Saint Louis University. Research areas: homelessness, management, natural disaster.

Rahima Wade, Ph.D., Education Teaching and Learning, The University of Iowa. Research areas: development of active citizenship through social action and community service-learning, education for social justice.

John R. Wheat, Ph.D., Community and Rural Medicine, The University of Alabama. Research areas: prevention in agricultural medicine, insurance and health care systems for uninsured rural children, and educational and community developments needed for rural practice.

Kim L. Wilson, Ph.D., Horticulture and Landscape Architecture, Purdue University. Research areas: service-learning as a strategy for learning, engagement and discovery.

Diane F. Witmer, Ph.D., Communication, California State University, Fullerton. Research areas: public relations, computer-mediated communication, organizational communication.

Carnegie Engagement Team Rolls Up Its Sleeves



From left, Dr. Stephen Katsinas, Dr. Samory T. Pruitt, Dean Carolyn Dahl, Dr. Edward Mullins

Photo by Cory Pennington

University of Alabama administrators, faculty, students and community partners are busy this summer preparing an application for the Carnegie Foundation's Elective Engagement Classification.

"We have a big job ahead of us," said Dr. Samory T. Pruitt, vice president for Community Affairs, whose office is responsible for preparing the application, "but we have strong support from the president, the provost, and our many partners on and off campus."

Pruitt said the application is a natural step following UA's joining the Outreach Scholarship Partnership, a group of the nation's leading engagement institutions.

Pruitt has picked three experienced University scholars to organize and prepare the application. They are Dr. Carolyn Dahl, dean of the College of Continuing Studies; Dr. Stephen Katsinas, the College of Education's Policy Center director; and Dr. Edward Mullins, retired communication dean and journalism professor. The three have invited dozens of faculty, staff, students and community partners to participate in the process.

"Connecting our university with the greater community to make a difference in the lives of others is at the heart of the work we call community-based partnerships and civic engagement," Provost Judy Bonner said. "Community-based scholarship has been embraced by top universities throughout the country and The University of Alabama is playing a leadership role forming partnerships with communities to advance knowledge, enhance teaching and improve quality

of life."

The theme of engaging communities and changing lives is being lived daily through the work of UA's talented faculty, staff and students, Bonner said. "From addressing environmental problems on three different continents to providing arts instruction in Alabama's Black Belt, UA partnerships reach out to the citizenry of our local, state, national and global communities," Bonner said.

"UA's outreach goals are based on community and University human and physical resources in a reciprocal process," Bonner said. "As the state's flagship research university, we want to build successful community partnerships. I am pleased that some of our most accomplished faculty, staff and students are leading the way by joining with communities in an exciting approach to fulfilling our teaching, research and service mission, putting new knowledge to work in service to our community."

The community engagement designation is an elective classification, meaning that it relies on voluntary participation and does not include all institutions.

According to Dr. Amy Driscoll, a consultant with the Carnegie Foundation for the Advancement of Teaching, "community engagement" is the most inclusive and flexible term for the new classification. In a nutshell, it means "collaboration between higher education and local, state, national and international communities for the beneficial

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exchange of knowledge and resources in a context of partnership and reciprocity,” Driscoll writes.

Here are some UA examples:

- 100 Lenses Project. Black Belt students, with the assistance of UA graduate students and the staff of the Center for Community-Based Partnerships, apply a research technique known as PhotoVoice to document life experiences through photography. Photos are displayed in exhibits and ultimately will become a scholarly book.

- Alabama Entrepreneurial Research Network. UA and local chambers of commerce and economic development agencies collaborate to provide onsite and online business resources to rural counties. Scholars and community leaders offer training locally and on campus. Scholars team with partners to conduct research on providers and users of the services to identify best practices and make improvements.

- Engineering Academy. Now in Sumter County with plans to expand, the academy seeks to increase engineering majors coming from rural Alabama. UA engineering faculty and students work with local teachers to integrate technical and academic skills in the school curriculum. Students listen to guest professionals, take field trips to the UA campus, and learn to use real-world engineering equipment. Long-term effects and course revisions are evaluated by research teams.

- Engineers Without Borders. Probably the most traveled group, EWB students and faculty have improved baseball and waste water facilities in the Black Belt, built ecotourism towers in Peru, and helped Black Belt area towns recover after tornadoes. The engagement enables students to apply classroom knowledge to practical problems with scholarly implications for curriculum and research.

- Multicultural Journalism Workshop. This diversity program completed its 25th year in 2008 and recently received an endowment. UA scholars and visiting professionals used the Silver Anniversary of the program to explore implications of the program, with support by Dow Jones Newspaper Fund, as well as by Alabama news media and media associations.

- Rural Health Institute for Clinical and Translational Science. These projects focus on health issues affecting rural residents. These include identifying, with partner assistance, topics for investigation, for example diabetes and cancer in Alabama’s Black Belt; developing research methods and data collection procedures that best serve the targeted area.

Elective classification is based on an institution’s voluntary documentation, while all-inclusive classification relies

on national data provided by a secondary source.

The community engagement classification was developed in 2006, and in December of that year, 76 U.S. colleges and universities were announced in the inaugural selection.

There are three categories within this designation: Curricular Engagement, Outreach and Partnerships, and Curricular Engagement and Outreach & Partnerships.

UA will apply in the final category. The engagement designation is one of two elective classifications and one of eight overall Carnegie classifications.

“The Community Engagement classification is consistent with the University of Alabama mission,” Pruitt said.

“In addition, over the last four years the UA student body has grown both in quantity and quality. Many of these outstanding students have brought with them an interest

in engagement scholarship. One of the major benefits of engagement scholarship is its ability to enhance the quality of teaching, research and service while also impacting the quality of life in communities. It is a true partnership where everyone wins.”

But there is still a lot of work to be done before UA secures the classification. UA officials have just begun a rigorous documentation process, most of which will be completed over the summer. The deadline to send in the application is September 1. To help expedite the lengthy application process, UA is teaming up with other universities.

The leadership team is consulting with engagement leaders at the University of North Carolina at Chapel Hill and North Carolina State University, Pruitt said.

The University of Georgia is also pursuing the Community Engagement classification, and has teamed up with UA. University of Georgia Vice President for Public Service & Outreach Art Dunning, who holds three degrees from the University of Alabama, is consulting with Pruitt.

Like the University of Georgia, UA is also establishing a research journal as part of its engagement plan. It is no surprising, Dunning said, that UA and UGA often find themselves pursuing similar engagement goals. “We discuss things that are mutually beneficial,” Dunning said. “What we may be doing is transferable.”

Beyond the personal ties, another contributor to the strong partnership between the two Southern flagship universities is the similarity of their mission.

“Each has a strong public service mission,” Dunning said. “Each state really does need services of higher-education beyond the classroom. It’s a symbolic classification. It lends to the seriousness of [an] institution’s mission. Many students are looking to do service learning and [the classification] will allow students to have more opportunities to do so.”

APPLICATION TIMELINE

January 2008 — Call for applications.
March 1, 2008 — Deadline for declaring intent to apply.
April 1, 2008 — Data collection begins. Institution-specific invitations e-mailed to institutional contact persons.
September 1, 2008 — Completed application due.
December 2008 — Announcement of institutions receiving 2008 Engagement classification.

By **ELLIOT KNIGHT**
CCBP Intern

100 LENSES: Rural churches, wildflowers, an abandoned theater ...



Left, 100 Lenses partners meet in Sumter County. Elliot Knight and Whitney Green are in the foreground. Below, Knight teaches photography to Sumter County students.

... these are just a few of the hundreds of subjects students participating in the Black Belt 100 Lenses Program have chosen to photograph.

The project allows students in Alabama's Black Belt region to photograph their communities and show others what is important to them through photography.

The 100 Lenses project can be traced back to spring of 2006 when I, along with Bethany Collins and Bettina Byrd-Giles, introduced the 100 Lenses UA project to the University of Alabama campus.

We gave out disposable cameras to about 100 students and asked them to take pictures of their college experience. After all of the photos had been printed, participants picked three photographs they thought were most representative of their life at UA.

Bethany and I then created a nine-by-five foot mural of the photographs, which was displayed in the Ferguson Center as well as the Student Recreation Center.

A year later, in the spring of 2007, I began thinking of ways to expand the project. I approached Dr. Samory Pruitt, vice president for Community Affairs, with the idea and within a few months, the Black Belt 100 Lenses Project was born.

It was decided that the project would be housed under the Center for Community-Based Partnerships and that we would partner with the Black Belt Community Foundation to complete the project. Chris Spencer from CCBP and Felecia Jones and

Whitney Green from BBCF joined the planning committee that would shape the project into what it has become today.

The project began in the summer of 2007 in Sumter County. Over the summer, Bethany and I worked with Sumter County middle and high school students. We held an initial training session with the students, who were selected based on their responses to the question we posed: "The Black Belt Is"

At the training session, I taught the students some photography fundamentals, we instructed them about the PhotoVoice method and gave them cameras with the instruction to go out and document what your community means to you.

Two weeks later, after the photos were developed, we held a discussion session where all of the students got to view their own and everyone else's photos projected on a wall and talk about the importance and motivations behind the photographs.

The students were given another roll of film after the first discussion session and told to go out and once again document the aspects of their community and lives that were important to them, both positive and negative.

After another two weeks, we got together for another discussion session where the students again shared the importance of their photographs to the group and discussed each other's work.

Local Sumter County artist Linda



Munoz attended the discussion sessions and completed three works of art for the exhibition that was held in January 2008. She based her art on the images the students had taken as well as the things they brought up in our discussions.

Mrs. Munoz ended up making a quilt, which featured some of the photographs as well as a beautiful glass mosaic and colorful stained glass mosaic.

We repeated the entire process with another group of Sumter County students in the Fall of 2007, and had our opening exhibit at the University of West Alabama in Livingston on January 18, 2008.

The exhibit featured two photographs from each of the 15 students that participated in the project as well as the three works by Linda Munoz. Nearly 100 people attended the opening reception and many more were able to view the photographs over the next month as the show remained at UWA.

After the exhibit came down at UWA, we decided to move the photographs to Crossroads Community Center at The University of Alabama to give people outside the Black Belt an opportunity to see the Sumter County students' amazing work.

Continued on Next Page

Engineering Academy Prepares Students for College

By **LINDSEY HOLLAND**
CCBP Intern

In Sumter County the Engineering Academy is getting students ready for college-level programs through visiting lecturers, discussion, lab work, individual and group projects and field experience.

The state-funded program went into effect in August 2007. The goal is to increase the number of high school graduates who select engineering as a career by providing them with a high school curriculum that gets them ready for college mathematics and sciences.

Sumter County High School in York and Livingston High School are participating in the program. When the curriculum is complete students will choose from "What Is Engineering?" and from advanced placement courses in physics, chemistry, biology, anatomy, physiology and upper level math, said Eric Hines, principal of Livingston High School.

Academy courses will provide a foundation for students to pursue engineering or technical degrees after high school. They will learn by doing as part of a team on various projects.

"In a county our size, with our funding, we are not able to provide classes needed for the Engineering Academy," said Hines.

What enables Sumter County students to receive the kind of education found in schools like Hoover High School in



Christopher Spencer, left, and Engineering Dean Chuck Karr with students in Sumter County.

Birmingham and Bob Jones in Madison is the support they are getting from The University of Alabama College of Engineering.

Chris Spencer, associate director for community development in the Center for Community-Based Partnerships, said the first year program so far "has been phenomenal. The students are really excited about it and some are planning to enroll at the University."

The teachers receive funds for supplies to support the program. Students build bridges with toothpicks and straws to help them learn principles of materials and design, then move on to using the kind of equipment and materials that professional engineers use.

They travel to the University for in-depth field trips. They hear from top professors and professionals about the nature of engineering and the tools needed to practice it.

While there are presently no scholarships tied to the program, there are many training opportunities. Graduate students from the University of Alabama provide specific instruction to students 10 hours a week.

An important aspect of the program is that it gives these students experience in teaching and coaching and they also get help from the students with their research.

The students receive hands-on experience using information and technology available to the graduate students who are part of a major U.S. engineering college.

"The Engineering Academy will really help the kids figure out what they want to do with the rest of their lives. It is a great synopsis of the University's College of Engineering offerings," said Alex Grodner, a freshman at the University from Basking Ridge, N.J.

Perry and Pickens County schools are now very interested as well, Spencer said. They have applied to the National Science Foundation for a \$1.5 million grant to establish an Engineering Academy.

While policy makers disagree on the extent of a shortage of engineering graduates, no one disputes that there is a shortage of minorities in the field. For this reason, UA Engineering is concentrating on counties with high African American populations.

Continued from Page 9

Crossroads was excited to house the exhibit in its lounge, the same place the original 100 Lenses project had hung two years before.

Several 100 Lenses student photographers were able to come to the opening reception at Tuscaloosa and talk to the audience about their experiences in the program and the meaning of their photography.

We have now started the next phase of the program in Greene County and are working with 20 students from Greene County High School as well as Warrior Academy.

We have also acquired video equipment to film the discussion sessions to allow an even deeper understanding

and representation of the Black Belt through its youth.

A website that features the photography of the students, as well as video and audio from the discussion sessions, will be featured as we continue the project in 10 more Black Belt after Greene County.

Keep your eyes open for upcoming exhibits of the work from these talented students of the Black Belt as well as the upcoming website for more information about this exciting project.

If you have suggestions for future 100 Lenses activity, call or e-mail Elliot A. Knight, Founder and Co-Director, Black Belt 100 Lenses Project, elliott.knight@gmail.com. 334-728-0290.

Top Engagement Projects Honored

Dr. Malcolm Portera, chancellor of the University of Alabama System, was one of five persons receiving distinguished achievement awards May 2 at the second annual engagement awards luncheon sponsored by the Division of Community Affairs.

The event was held at the Sheraton Four Points Hotel and attended by more than 200 from the University and surrounding area. In accepting the award, Portera, also the main speaker for the event, thanked faculty and students who are taking this university to the community. He also thanked community partners who are working with the university on many outstanding projects.

Other achievement awards:

Dr. Charles L. Karr, dean of the College of Engineering, for supporting faculty and students who have built ballparks, helped with tornado damage recovery, and established an engineering academy in the Black Belt. "How can I say no to these great projects," Karr said on receiving the award.

Dr. George L. Daniels, assistant professor of journalism, for supporting a variety of programs that prepare high school students for careers in journalism, including the Multicultural Journalism Program now in its 25th year at the University.

Community partners Dr. Fred D. Primm Jr., Sumter County superintendent of education, and Grace Hall-King, school improvement specialist, for their leadership of a number of programs, including the widely acclaimed 100 Lenses Project in which students tell community stories through photography.

Portera recounted the University's pivotal role in making Alabama third in the nation in automobile manufacturing. He credited this success and others to the extension mission that this University has assumed for itself. He urged his listeners to remember three things: Government can help; every citizen deserves a chance; the University's role is to remove obstacles.

Although UA is not a land grant institution, several speakers, including Dean Carolyn Dahl of the College of Continuing Studies, said that because of the kind of engaged scholarship honored Friday, the University of Alabama is the only non-land grant institution to be a member of the Outreach Scholarship Partnership, a prestigious group of major universities whose other members are Pennsylvania State University, University of Wisconsin-Extension, Ohio State University, University of Georgia, North Carolina State University and Michigan State University. Dr. Cassandra Simon received a sustained ovation when she told of plans for a new research journal charged with bridging the traditional gaps between teaching, research and



Dean Charles Karr, Engineering, receives the Distinguished Achievement Award from Provost Judy Bonner.



Journalism's Dr. George Daniels accepts his Distinguished Achievement Award.



Dr. Fred Primm Jr. and Grace Hall-King, left, of Sumter County schools accept their Distinguished Achievement Award from Provost Bonner and Vice President Dr. Joe Benson.

service on American campuses.

Assistant Provost Janet Griffith, who was assisted by Provost Judy Bonner and Interim Vice President for Research Joe Benson, announced and presented these additional awards:

For faculty-initiated project: Dr. Lisa Hooper, College of Education, for research in families and adolescent health; Dr. M. Renne Umstattd, College of Human Environmental Sciences, for research on healthy habits on the campus.

For student-initiated project: Elliot Knight, graduate student in American Studies and Whitney Green, Black Belt Community Foundation, for the Black Belt 100 Lenses project; also, Karla Renee Horton, Ph.D. student in materials science, for a science in everyday experience project; Ryan Bryan, graduate student in creative writing, for introducing poetry writing and appreciation in Alabama prisons; and Austin James, graduate intern with Creative Campus, for work with West Alabama Boys and Girls Clubs.

For community partner-initiated project – Parent Leadership Academy: Dr. Joyce Levey, superintendent of Tuscaloosa city schools; Dr. Frank Costanza, superintendent of county schools; Dr. Milla D. Boschung, dean, College of Human Environmental Sciences; and Dr. B. Joyce Stallworth, associate dean, College of Education.

Also, community partner-initiated project: Suzanne Dowling, UA media relations specialist, for Arts'n Autism, with members of Covenant Presbyterian Church.

Annette Watters, associate director for Entrepreneurial Initiatives in the College of Commerce, who chairs CCBP's Seed Fund Committee, urged faculty, staff, students and community partners to apply for funds to get new projects started.

"The scholarship we honored today reflects a growing interest in and appreciation for the engaged university," said Dr. Samory T. Pruitt, vice president for Community Affairs, whose leadership led to the establishment of the program. "I congratulate the winners for their fine work."

Winners received a large framed certificate and a stipend to be used in carrying out further research in their disciplinary area.

Dean Carolyn Dahl (right) announces that the University will apply for Carnegie Engagement classification this year.



Dr. M. Renee Umstaddt, Human and Environmental Sciences, receives her Faculty-Initiated Award certificate from Provost Bonner and Vice President Benson.



Dr. B. Joyce Stallworth, associate dean, College of Education, left, received the Community Partner-Initiated Award for her work with PLA.

Dr. Portera thanked faculty, staff and students for "taking the university to the community."



Whitney Green of the Black Belt Community Foundation shared with Elliot Knight a Student-Initiated Award for the 100 Lenses Project.



Dr. Portera holds a framed copy of a *Reader's Digest* article with the headline: "The University that Saved a Factory."



Provost Bonner recognizes Dr. Lisa Hooper, College of Education, for her Faculty-Initiated Project.



Graduate student Elliot Knight receives his Student-Initiated Award for the 100 Lenses Project.



Ph.D. student Karla Rene Horton receives her Student-Initiated Award for a project entitled "Science in Everyday Experience."



Suzanne Dowling, UA media relations specialist, receives her Community Partner-Initiated Award for "Arts'n Autism," conducted with Covenant Presbyterian Church.



Graduate student Ryan Browne receives his award for introducing poetry writing and appreciation in Alabama prisons.



Graduate student Austin James' award was for work with West Alabama Boys and Girls Clubs.



Dr. Joyce Levey, superintendent of Tuscaloosa city schools, receives her award for Parent Leadership Academy, a community partner award.



Dr. Frank Costanza, superintendent of Tuscaloosa county schools, receives his community partner award, also for PLA.



Dr. Milla D. Boschung, dean, College of Human and Environmental Sciences, receives her award for her leadership in the PLA project.

Chancellor Portera answers questions about the University's Community Role



Chancellor Malcolm Portera

Dr. Malcolm Portera, chancellor of The University of Alabama System, was honored with the Distinguished Special Achievement in Engagement Award at the second annual CCBP Engagement Awards Luncheon. His keynote address received a standing ovation for his inspirational remarks at the event. Portera held leadership roles in community-based partnerships early in his career in higher education and continues to support those endeavors today as he leads the state's largest

higher education enterprise – the UA System's doctoral research universities in Tuscaloosa, Birmingham and Huntsville.

PARTNERS: How would you describe the "early years" of community-based partnership work in higher education and how did The University of Alabama become involved in these efforts in the 1970s and 1980s?

PORTERA: The University has always taken its role in outreach seriously. The activities that were undertaken during the '70s and '80s were simply a further extension of our role in public service. Over those two decades, a new mindset evolved on the campus that reflected a win-win, both for the community and the University. Four University presidents deserve special mention and recognition for the successes of this period: Howard Gundy, David Mathews,

Roger Sayers and Joab Thomas. All four delivered a consistent message acknowledging our responsibilities here. The results of their efforts will endure for many generations to come.

PARTNERS: Engaging communities and changing lives is a common theme of the work of the UA Center for Community-Based Partnerships. How did UA's early work in this area impact the community? Is that work sustainable – is it still making a difference today?

PORTERA: Those initial efforts had a three-fold impact on the community and, in fact, on the region. First, they presented new opportunities for Alabamians to get and hold good jobs. Second, those projects brought community groups together to work for a common purpose. And, perhaps most importantly, the initiatives focused on education. To be successful, this work must be sustainable.

PARTNERS: Are there particular areas of need in the community that you would like to see UA faculty, staff, students and community partners address?

PORTERA: I would mention three areas: (1) improvement of K-12 education with an emphasis on rigor in the classroom; (2) access to quality health care; and (3) teaching people to respect and appreciate the strength in diversity.

PARTNERS: What advice do you have for CCBP today? What can they do to make a difference and to build stronger partnerships?

PORTERA: Persevere. Find a way to contribute. Be patient. Dream of what can be. I would also submit to you that it is essential to have one goal in mind: To help people.

Parent Academy Sends Hopes Soaring

By **DR. ESTELLE RYAN CLAVELLI**

CCBP Associate Director
for Community Education

The University of Alabama has long worked to find solutions to the challenges faced by Alabama's public schools: lack of funding, divergent perspectives, and outside influences such as No Child Left Behind. When the Center for Community-Based Partnership started two years ago, it urged community leaders to look at the research on parental involvement as one of the keys to addressing these challenges.

The research sends a clear message: In almost every aspect of the child's education and socialization, parent involvement and school assistance in that involvement pay off in higher achievement.

With this information in mind, Dr. Samory Pruitt, vice president for Community Affairs, took up the cause. He shared with parents, educators and community leaders information about communities that were taking a different approach. "School systems across the United States are improving parental engagement in schools by answering the challenge in a new way," Pruitt said. "In New Jersey, Florida and a number of other states we see the birth of parent academies."

Despite hundreds of teacher-parent meetings and thousands of notes that go home from schools each year, the failure to engage large numbers of parents in their child's education is taking its toll. Many school communities believe they give parents and guardians opportunities to get involved. They placed the blame on parents who, in turn, say that education is slow to address their needs. Among the complaints from parents and guardians is the limited way schools allow them to get involved.

Even though PTA and PTO groups have long histories of backing schools, the number of parents in public schools who are involved in their child's education is at an all time low. Even with the fine work of PTAs and PTOs schools still suffer from low turnout for conferences and school programs. All parties say privately, "We are disappointed."

In spring 2007 a group of Tuscaloosa educators and community leaders met to address some of the issues. Some of the very parents accused of lack of interest stepped to the floor to express their interest and willingness to deal with the concerns.

Thus, the Parent Leadership Academy was born. It offers parents the opportunity to increase the capacity of families to engage in the lives of their children and come together with other parents from schools within the Tuscaloosa City Board

"School systems across the United States are improving parental engagement in schools by answering the challenge in a new way."

— Dr. Samory T. Pruitt



Dr. Estelle Ryan Clavelli

of Education and Tuscaloosa County Board of Education regions.

Most agreed PLA should be given a chance to study parental involvement from a new angle. Backers agreed: PLA takes into account many of our former failures. Nonetheless, the steering committee cautioned that even with the new model the same people go to the same schools. Instant change could not be expected. And there were doubters: PLA is very small, they said, just a few parents

in each class.

Educational leaders from the Tuscaloosa City School System led by Dr. Joyce Levey and the Tuscaloosa County School System led by Dr. Frank Costanzo continued steadfastly. They joined forces with educators across the University campus from the College of Education, the College of Human Environmental Sciences, and the Office of Community Affairs. Together they decided the PLA should stand tall or fall by a new course of action, an academy, which would develop parent leaders.

This marked the main difference between the PLA and previous efforts.

The first group represented 10 schools selected by the Tuscaloosa County and the Tuscaloosa City superintendents of schools to represent the northern, southern, eastern and western quadrants of their regions. According to the National Network of Partnership Schools, to be successful parent involvement programs should be integrated into a school's programs and the community at large. Each school readily agreed to participate.

Principals chose two parents from each participating school willing to commit to meeting six times during the school year for the three-hour training modules. The modules were (1) Parental Self Assessment, (2) Helping Your Child Achieve Academic Success, (3) Supporting Your Child's School, (4) Discipline and the Child, (5) Understanding Your School and the Board of Education, and (6) Health and Welfare.

Topics addressed a variety of concerns and specifically addressed a common concern voiced by parents and guardians: "Where can I find information and acquire tools about how best to get involved in my child's education and his or her school?"

The 20 members of the 2007-2008 class were Amanda

PLA is making a real difference in the level and quality of parental involvement in education in our community.



Parent Leadership Academy Class of 2008

Bearden and Brandi Sturdivant, Cottondale Elementary; Scottie L. Burden and Elizabeth Lucious, Martin Luther King Jr., Elementary; Jesse Dixon Jr. and Donnie Grill, Woodland Forrest Elementary; Bryan K. Fair and Dwight Monroe, Rock Quarry Elementary; Felicia Gross and Ingrid Holeman, Arcadia Elementary; Robin Holmes and Stacie Lunsford, Taylorville Primary; Spike Howard Jr. and Robin Thornburg, Faucett-Vestavia Elementary; Roderick Johnson and Marie Washington, Matthews Elementary; Tena Phifer and Shanon Lyles, Crestmont Elementary; Juandalyn Smith-Swoope and Faye Perry, Oakdale Primary School.

Now, everyone – including the University – was on board and willing to submit to a peer review at the end of the year. Critics were wary; proponents said give it a chance. Both views were vital to a successful first year.

PLA brought together experts from across the community. Six times during the academic year specialists addressed and interacted with parents about current research and told success stories from other communities. Presentations, dialogue and hands-on activities provided new ways to make use of opportunities. Most of all, participating parents began to make a difference. They learned new strategies, techniques and specifics to help their own children. As one parent said, “The birthing process might have been long but once the baby is here everyone wants to see the child.”

No Child Left Behind challenges schools and families alike to reexamine the way each child succeeds. Often this topic has families stymied. Dr. B. Joyce Stallworth, associate dean in the College of Education, came to the Academy to help clarify the ways that schools, policy makers, and parents can use common types of data to observe the many circumstances that affect a child’s learning.

Parents learned how data-informed decision making improves students’ learning. Multiple sources, not just test scores, inform educators. To assess their newfound understanding parents accessed <http://www.sel.org/dbdm/>, a website managed by EVANTIA, partners in education, and the Council of Chief State School Officers, which provides leadership and advocacy on educational issues.

The PLA cohort learned about the five steps schools take to improve: establish a school improvement team, develop a hypothesis, gather data to assess needs, use data, develop a data-based plan, monitor progress and document success. Armed with this information they are now free to volunteer their services and share information with other parents.

The second activity of the evening presented an Educational Testing Service booklet, “A Guide to Testing for Parents,” <http://ets.org/letstalk>. It defined terminology and outlined benefits of national testing.

As news of the PLA spread, interest began to grow among other schools. Monthly, the Academy welcomed visitors from other communities and school systems around the region.

A strength of PLA is that it is at work all the time. Although we met just six times, parents are immediately taking their new knowledge and skills back into their schools, ready to share with other parents and children. School needs are no longer quite as daunting. Furthermore, in each of the participating schools two PLA graduates stand ready to pass on to other parents and children the insights that they have acquired.

And now PLA II is gearing up.

In April 2008, the steering committee announced a new class of 40 participants for PLA II, twice as many as PLA I.

On Thursday, April 24, the new class joined the first for a graduation and certificate ceremony at the Bryant Conference Center. It was both a serious and festive occasion.

Two graduates: Mr. Dwight Monroe and Dr. Spike Howard shared their personal PLA journey and issued a challenge to “make a difference in the lives of our children.”

After barely one year, hopes are soaring for making a real difference in the level and quality of parental involvement in education in our community.

On a personal note, I appreciate the energy and commitment with which educators and parents alike demonstrated the importance of parental involvement. Together we can make the best use of parental leadership, collaboration with educators, and active partnerships in learning. We believe the PLA provides a model for building stronger schools through the knowledge sharing and partnerships that have emerged through our experience this year.



Brian Fair addresses PLA workshop luncheon. With two speeches that day, he wore the costume he would use later at a school talk.

Parents from 10 Schools Complete First PLA

The University of Alabama, with parent and school partners from Tuscaloosa city and county schools, launched Parent Leadership Academy in September 2007. All sessions were held at the Child Development Research Center (CDRS) on campus.

Elected officials and state, city and county school leaders joined university faculty, public school teachers and parents at the opening session.

Dr. Samory Pruitt, vice president for Community Affairs, described PLA as a joint initiative of Tuscaloosa city and county public schools, parents, the Center for Community-Based Partnerships, and faculty in the Colleges of Education and Human Environmental Sciences.

“PLA has strong support from local schools and the state Board of Education,” Pruitt said, “as well as from community organizations. Its purpose is to teach families the best practices for participating in their children’s ongoing formal and informal education.”

Similar programs, Pruitt said, have begun all over the country. The Tuscaloosa program is one of the first for Alabama.

Dr. Estelle Ryan Clavelli, CCBP associate director for community education, is project director for PLA.

“PLA goes beyond typical activities such as teacher/parent conferences to address the family’s overall role in the education and well-being of children,” Ryan Clavelli said. “For example, one family may have needs related to health and diet, another with after-school safety, another with discipline, and another with special tutoring in a particular subject area such as math, science, reading and

language.

“By bringing community resources and solutions to bear on problems, parents will acquire the know-how to be a permanent and effective extension of their child’s education. Educators know that parents can make or break not only the child’s attitude

about learning but also the breadth, depth and ongoing nature of that learning.”

“A child’s first teacher is in the home,” said State Superintendent of Education Dr. Joe Morton. “The Parent Leadership Academy is designed to actively engage parents and educators to become active partners. By working together, family, school and community partnerships will be created and strengthened.”

Dr. Joyce Levey, superintendent of Tuscaloosa City Schools, said the city schools were honored to be a partner in PLA. “We see this as a wonderful opportunity to collaborate, educate, and expand the capacity of our school children’s parents with support from the University of Alabama, their school system and community members,” she said. “Through respect, commitment, creativity, and safety, we see our families totally engaged in the lives of their children, networking with other parents, building a firm foundation for the success of our future, our children.”

City schools participating in PLA in the first year were all elementary schools: Arcadia, Martin Luther King, Jr., Oakdale, Rock Quarry and Woodland Forest. County school participants were Cottdale, Crestmont, Faucett-Vestavia, Matthews and Taylorville.

Parents were selected by school principals to represent the diversity of interests in Tuscaloosa schools. PLA instructors were chosen by the Academy’s advisory committee.

Pruitt praised the work of the PLA planning committee, which included Ryan Clavelli; Dr. B. Joyce Stallworth, associate dean, College of Education; Dr. Mary Elizabeth Curtner-Smith, associate professor, Human Development and Family Studies; Sally L. Edwards, director, Child Development Resources and Services; Valerie Thorington, CDRS family services practitioner; Johnny Aycok, president of the West Alabama Chamber of Commerce; Teresa Constanzo, Tuscaloosa Family Center; Marvin Lucus, PTA representative; and several school principals.



PLA Class of 2007-2008

Bryan K. Fair and Dwight D. Monroe, Rock Quarry Elementary School
Donnie Grill and Jesse Dixon, Jr., Woodland Forrest Elementary School
Elizabeth Lucious and Scottie L. Burden, Martin Luther King Jr. Elementary School
Felicia Gross and Ingrid Holeman, Arcadia Elementary School
Amanda Bearden and Brandi Sturdivant, Cottdale Elementary School
Faye Perry and Juandalyn Smith-Swoope, Oakdale Elementary School
Marie Washington and Roderick Johnson, Matthews Elementary School
Robin Holmes and Stacie Lunsford, Taylorville Elementary School
Robin Thornburg and Spike Howard, Sr., Faucett-Vestavia Elementary School
Shanon Lyles and Tena Phifer, Crestmont Elementary School



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■ Family and Community — <http://www.ncrel.org/sdrs/areas/pa0cont.htm>

■ Learning Points — <http://www.learningpt.org/page.php?pageID=243>

■ National Educational Association — <http://www.nea.org/parents/index.html>

■ National Institute for Literacy — <http://www.nifl.gov/nifl/facts/NHEL.htm>

■ National Network of Partnership Schools — <http://www.csos.jhu.edu/p2000/tips/index.htm>

■ National Association for the Education of Young Children — <http://www.naeyc.org/families/brochures.asp>

■ Partnership for Reading — <http://www.nifl.gov/partnershipforreading/>

■ Project Appleseed Leave No Parent Behind — <http://www.projectappleseed.org/>

■ Parent Teacher Organization — <http://http://www.ptotoday.com/>

■ Parent Teacher Association — <http://www.pta.org>

PARENT INVOLVEMENT CHECKLIST

Title I parents and community leaders must be attentive to their school and school district parent involvement policies, which should be aligned with Section 1118 of the NCLB law.

State Department Responsibilities

Select effective providers. Consult with parents, teachers, school officials, members of the public. Evaluate and report on effectiveness of provider services. Notify providers annually and provide applications. Disseminate provider list widely. Make sure providers can meet special needs of the disabled and those for whom English is secondary.

Local School District Responsibilities

Notify Title 1 parents they may select supplementary service provider if local schools don't meet No Child Left Behind's



Annual Year Progress (AYP) for second straight year. Provide list of providers to parents, set up procedures for and assist parents in selecting provider. Ensure providers advertise their services without restricting their marketing of services. Collect and report information about parent and student satisfaction with services. Evaluate provider ability to increase student's ability to meet AYP reading and math expectations.

Parental Role, Rights, Responsibilities

Make sure parents are consulted by state officials and that eligible parents are informed by state or local officials of names of approved providers. Make sure Title 1 parents are informed of service providers if AYP not met for second straight year. Ensure that information is disseminated by multiple means, not just by letter, and that parents and students are given objective information about service providers. Request and receive help from district in selection of provider. Insist that parents are involved in the selection process. Ask if school or district has a parent center that can help. Make sure there is sufficient number of providers and that providers offer special programs for the disabled and those for whom English is secondary. Insist that eligible parents can select the provider of their choice and that communication between families and provider is effective and tailored to families' needs.

Community Role

Make sure state has consulted community organizations with interest in the service provider process. Ensure that community leaders are informed about schools needing improvement. Provide volunteers to help parents select provider, while maintaining confidentiality. Maintain involvement in improvement plan. Help school districts (e.g., rural) that have no service providers. Determine if volunteer groups helping with school improvement have applied to be service providers. Encourage qualified volunteer groups to be service providers. Make sure services continue until AYP met for two straight years.

Ethics Center Opens Eyes, Minds, Hearts



Center for
ETHICS & SOCIAL RESPONSIBILITY
of THE UNIVERSITY OF ALABAMA

Stephen Black (left, seated) goes over a brochure promoting an Ethics Center event with Elizabeth Jones and Alex Flachsbart. (Right) Black pauses before jumping into what he does best: Challenge students to think and act on that thinking.



By ALAN MINOR
CCBP Intern

Over the past several months, the Center for Ethics and Social Responsibility (CESR) at the University of Alabama has continued initiatives that have had a major impact on communities throughout the state, whether it was completing over 1,400 tax returns for low-income families in February, providing free vision screening for roughly 500 children 6 months to 5 years old over spring break or other service projects. But perhaps the biggest impact is not on the communities affected by these initiatives, but on the college students who were involved in them.

Since its inception in fall 2005, CESR's mission has been to educate UA students to serve as "effective, engaged and ethical citizens." According to Director Stephen F. Black, many current and incoming students come from backgrounds where they are not exposed to the ethical dilemmas and struggles that many Alabamians face. The lack of exposure to these issues is where CESR comes into play.

"It's really hard to be a thoughtful citizen," Black said, without exposure to the difficult problems other citizens deal with daily.

CESR began as a result of a gift from Mignon C. Smith, who was concerned about an increasing lack of ethics in public life. So in turn, Smith sought to remedy this problem by establishing a university-based ethics program, donating \$5 million to found the Center of Ethics and Social Responsibility.

CESR engages students in service learning and ethical dialogue through a number of curriculum-based initiatives, the most prominent being Moral Forum, SaveFirst, and Documenting Justice. CESR is continuing to develop new initiatives to better instill a sense of ethics and civic maturity, and these courses continue to have a major impact on students.

Moral Forum is an eight-week course centered on dialogue of controversial moral and ethical issues, which culminates in a university-wide debate. The goals of this initiative are to give students an understanding for the grounds of moral claims, broadening the horizons beyond moral relativism, instilling a sense of responsibility in ethical issues, and transferring these skills beyond the classroom into public life.

In Moral Forum, students are put in teams of two and then taught basic debating skills and philosophy. Ultimately, what a student gets out of the course is based on the effort that he or she puts in, according to several Moral Forum participants.

Last fall, 42 students were enrolled in the course offered in the University Honors program. This year's topic was the Development, Relief and Education for Alien Minors (DREAM) Act, which proposed that children of illegal immigrants who follow certain specifications such as maintaining residence for at least five years and receiving a high school diploma, be granted U.S. citizenship. In late October, the third annual Moral Forum Tournament took place in front of a crowd of over 300 people in Morgan Auditorium on the UA campus. Over \$13,000 in scholarships were awarded to top participants.

One of the recipients of these scholarships is William Schildknecht, a junior political science and philosophy double-major from Cincinnati. Schildknecht, who along with his partner David Lindsay was runners-up in this year's tournament, learned a lot in his two years in Moral Forum, but mostly from an ethical standpoint. While he says his initial views on illegal immigration conflicted with the DREAM Act, he was able to develop the strongest argument possible regardless of which side he was advocating. In Moral Forum, students are expected to argue both sides of the issue. This obligation results in a better sense of objectivity, which Schildknecht feels has served him well.

"I cannot stress enough that Moral Forum is one of the

best things to happen to me in my academic career and is certainly the most important thing I feel I have done at the University of Alabama,” Schildknecht said.

“I am blessed to have been able to participate in the course and will be forever changed by my experiences in it. Moral Forum takes students outside of their comfort zone and many rise above and beyond expectations. Ultimately, I encourage every person I can to take Moral Forum. This is the one class that you really will be better for having taken no matter your background or interests. Everyone holds strong beliefs about something and Moral Forum taps into that concept to challenge students to defend those beliefs in constructive dialog. If every person in America could have the Moral Forum experience I think the result would be better politics, better civic involvement, and better discourse on the news, in the papers, and on the Internet, challenging Americans to have good reasons for their beliefs and never buy into the hype that is so prevalent in our fast-paced 21st Century society,” Schildknecht concluded.



The Ethics Center not only attracts students but also community partners. From right, Jessica James, Ryan Summerford and Sara Smith.

First glance at struggle

In February, SaveFirst successfully completed its second year, outdoing its inaugural year by double across the board. Over 250 trained college students from institutions in Alabama worked to prepare tax returns for low-income families within the state. Birmingham, Montgomery, Mobile, Huntsville, Tuscaloosa, Decatur and Auburn were areas that were covered in this initiative. Students filed over 1,400 tax returns, saving families \$280,000 in tax preparation fees and over \$2 million were secured in tax refunds. But, like other CESR initiatives, the impact on the students has mirrored that of participating families.

“There’s a real value for college students to realize that a huge percentage of Alabama is working paycheck to paycheck,” Black said.

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The Person Behind the Center for Ethics and Social Responsibility

By **CJ McCORMICK**
CCBP Intern



Stephen Black

With family roots in the state and an influential grandfather in public policy, Stephen Black, the director of the UA Center for Ethics and Social Responsibility, found moving to Alabama was a natural decision in his life.

“Since I was a kid I always wanted to come back to Alabama, which is where my family’s from, and get involved in public policy, politics and public affairs,” Black said.

After graduating from Yale Law School, working in a law firm and running for political office, Black began his career in higher education.

“I went back to a law firm part time and started working here in the Honors College just for the fun of it and I just really like it,” he said.

Both his involvement with the Honors Program and his public policy experience inspired him to create a model that would lay the groundwork for a number of UA classes.

“I was sort of fascinated with pragmatic, creative ideas to improve a state that would tap into your generation’s sense of volunteerism and obligation, which is at a high level, to sort of incorporate that sensibility into an expanded responsibility for colleges to the greater society for the greater good around the state,” Black said.

To this end, Black established FocusFirst, a non-profit organization that provides free vision screenings to poor 2-, 3- and 4-year-old children before school.

“I started thinking about using service learning as a model to create a nonprofit and to deliver high-level service in a cost-effective way and it just turned into like a movie script,” he said.

Through this initiative, Black and his students from 17 different campuses have screened over 30,000 3- and 4-year-olds, who have also received free follow-up care by a partner nonprofit organization.

Black also developed the UA Center for Ethics and Social Responsibility, which was built on his service-learning model. In addition, Black helped the center establish a poverty course with a tax-assistance component, a documentary filmmaking course and a moral forum event that gives away scholarship money each year. Since the center opened, Black said the administration has fully embraced it. “Every time we ask them for support for any

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One of the main experiences of SaveFirst is the interaction students have with people of different backgrounds. One student in particular had an eye-opening experience while engaging in the SaveFirst initiative.

Jonathan Simon, a junior accounting major from Birmingham, came face-to-face with people from backgrounds different from his own. Simon, a black student, often interacted with white families from smaller areas in Alabama. One particular interaction proved to be valuable for Simon, an encounter with a 55-year-old white man from Decatur.

"When he first walked in the door he seemed shocked to see a young, black male helping him with his taxes," Simon said. "Sometimes it just takes people a while to warm up to you, but once they do, they are just humans, like everyone else. Once we got into it, he saw that I knew what I was doing and there were no problems. He was telling me about the things that had happened to him over the past year. He had become disabled and unable to work anymore. He also wasn't accustomed to receiving a refund because they normally went to other locations, but he got a small one this year and was grateful. He also asked me about my background and how college was going."

For Simon and others, it was an eye-opening experience to see the real condition of many Alabama and American citizens. "My entire experience has shown me that poverty has no color," Simon said. "I have learned from my classmates that most Americans do not even have a clue of how bad poverty is in the United States."

Vision screening brings clarity

Alternative Spring Break (ASB) was revitalized this March. ASB seeks to give students with a desire for service learning the opportunity to travel somewhere new for spring break to engage in community service. This year, students partnered with Impact Alabama, a non-profit organization affiliated with CESR, to do vision screenings in 10 counties in Alabama. There were two

groups. One travelled to Northeast Alabama to Jackson, DeKalb, Marshall and Cherokee counties, and the other to Baldwin, Escambia, Clarke, Monroe, Conecuh and Butler counties.

Students helped set up equipment that was designed by NASA. One set includes five main pieces: a camera, face plate, two legs and a body. After the equipment was assembled, children were precisely positioned in order to get an analyzable picture of their eyes in a process called photo-refraction. Photo-refraction can identify both nearsightedness and farsightedness, as well as lazy eyes, opacities and stigmatism. Screening took place in classrooms, hallways, bathrooms and closets, all of which were dark enough to allow for the children's eyes to dilate. While rigorous work, students were able to come away from with a sense of accomplishment as well as a better understanding of the degree of poverty in Alabama.

"ASB was designed to create a space for students to engage and participate in addressing the vision care needs of Alabama, specifically in the many lower-income areas," said Impact Alabama's Lindsay Helmbock said. "I believe they gained a better understanding of what this looks like first hand as well as the effects that vision has on a child's education and the importance in screening at an early age."

In just its second year, Documenting Justice is perhaps the CESR's most prominent initiative, and it's one that Black is passionate about.

"It's providing a voice to a story that had no voice," Black said.

Documenting Justice is a two-semester long course in which students learn to document social injustice on film with the help of UA's telecommunication and film department. This year 12 students in two groups produced six films. On April 29, Documenting Justice culminated in a film screening at the Bama Theatre to a packed house.

Elizabeth Jones, a sophomore economics major, and her partner Dick Powers documented the stories of local veterans coming back from tours of duty in Iraq. The film focused on how

all of these men were changed by their experience in combat and returned searching for a sense of normalcy. Powers, a veteran himself of the Iraq War, knew exactly what these men who struggled to fit in with everyday life were experiencing. Jones, on the other hand, could only empathize, but ultimately had a poignant learning experience.

"It is definitely not easy to represent someone else but if you truly have empathy for your subject and integrity about your project, it is amazingly humbling to be that person's voice, especially in such a powerful medium as film," Jones said.

"I learned about the importance of the art of storytelling, especially in the context of social justice issues. There are so many stories and issues in Alabama that we could have made a film about. I was struck by what a privilege it is to be able to tell someone's story whose voice isn't being heard or even acknowledged by society."

Other films included detailing the Tuscaloosa City Schools' rezoning decisions, legendary musician Willie King and his impact on the Aliceville community and the blues movement in Alabama, success of the high-poverty school E. D. Nixon Elementary in Montgomery, and the history of race relations in Cullman.

"I definitely learned that it's not really about what you know going into a project but more about your willingness to learn from people and connect with them," Jones said.

Black insists that this year's group of films and students were the best yet.

Documenting Justice: War, Blues, Literacy, Race, Poverty

CESR's second annual Documenting Justice Film Screening at the Bama Theatre culminated a year's work by UA students (who are not film majors) who have come together for a two-semester, specialized interdisciplinary course.

Six documentaries focused on

Continued on Next Page

Black Belt Students Attend Entrepreneurship Camp at UA

Faculty and staff from business and engineering and several University centers spread the entrepreneurial spirit to high school juniors in the Black Belt this summer.

David Ford, clinical professor, Management and Marketing, and Tommie Syx, both members of the CCBP Council, organized the camp held June 23-27 on the UA campus. They were joined by a faculty selected because of their background in teaching students how entrepreneurs come up with and develop their ideas for a business enterprise.

Students were taught how to write a business plan from an idea, learned various ways to market a new business, the ethical behaviors essential to business professionalism, and, along the way, became familiar with key landmarks on the campus.

Twenty-two campers from fourteen schools in seven counties experienced AlabamaREAL (Rural Entrepreneurship through Action Learning), a CCBP and business school education project, with emphasis on teamwork and critical thinking.

Others on the faculty included Dr. Lou Marino, associate professor of Entrepreneurship and Strategy; Chris Spencer, CCBP associate director of Community Development; Dr. William E. Jackson III, professor of Finance and Management; Dr. Gregory Singleton, director, Engineering Services; Dr. Beverly Hawk, director, Crossroads Community Center; Annette Watters, associate director for Entrepreneurial Initiatives in the College of Commerce; and Sondra Collins, president, African-American Graduate Student Association.

The purpose of the camp was to give rising high school seniors “a fun, challenging experience” to let them know more about college life while gaining an understanding of entrepreneurship.

For more information on either of these programs, call 205-348-8123 or e-mail tsyx@cba.ua.edu.

REAL Groups Unite To Train Teachers

From July 13-17 in Jackson, Miss., AlabamaREAL and MississippiREAL joined forces to train teachers to prepare students for entrepreneurship at the REAL Entrepreneurship Institute at New Summit School in Jackson, Miss.

Tuition for the program, \$1,200, covered most expenses and were partly underwritten by a grant from the Appalachian Regional Commission.

The purpose of the course, to prepare high school, post secondary and community-based organization educators to teach hands-on entrepreneurship, emphasized thinking, planning, acting and solving problems in a work setting.

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of our initiatives or classes they respond,” he said. “It’s a big University and there’s a lot going on here and to have sort of a constant affirmation from the administration goes a long way toward growing our initiative.”

With the success he has had since the center opened two and half years ago, Black said he plans to remain in higher education for a while.

“At least for now I want to continue doing what I’m doing,” he said. “I feel like we are still growing very fast, and our initiatives are expanding. I think we are really having a big

impact on the campus, and I want to keep working here to sort of ensure the sustainability of the work we are doing.”

For next year, Black said he wants the center to keep building and strengthening relationships on campus.

“We want to continue expanding the number of students participating in our initiatives and I think more importantly, partner with more professors in their own disciplines to add service learning components,” he said. “I think just more of the same, I think we have a good breadth of relationships across campus and we just want to continue to expand the scope.”

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stories of justice and injustice in Alabama. The screening consisted of six short documentaries produced by 12 undergraduate and graduate students:

- Stories of five American veterans and a look at what happens when they leave the combat zone and return home.
- Tuscaloosa City Schools’ recent rezoning decisions and their impact on

students, parents and communities.

- Legendary musician Willie King’s mission of inspiring a new generation in the blues tradition.
- A portrait of motherhood behind bars and a literacy program that helps inmate mothers connect to their children.
- How a high-poverty school – the E.D. Nixon Elementary School in Montgomery – became outstanding.
- A portrait of Cullman, Ala.: race, history and progress.

“Ethical citizenship requires a strong sense of empathy and compassion,” said Stephen Black, CESR director.

“Developing such qualities requires the ability to imagine what others see, feel and experience. A central focus of CESR is the development of courses such as Documenting Justice in which students learn the personal stories of people outside their immediate sphere and begin to explore the ever-expanding dimensions of cultural and social experience.”

UA Minority Business Fo



By **JESSIE GABLE**
CCBP Intern

To encourage more partnerships with minority contractors and vendors, the UA's Community Affairs and Financial Affairs offices have teamed up to host three Minority Business Forums, the most recent of which was held on May 6 at Bryant-Denny Stadium.

Like the first two, held in March and October 2007, MBF III stressed how to do business with The University of Alabama. The forums offer minority owned-and-operated businesses lessons and tactics for getting more general business, construction and vending contracts with UA, and strategies for managing risks and improving networking and communications with the University.

Forum coordinator Christopher H. Spencer, associate director for Community Development at the Center for Community-Based Partnerships, said all three forums have been well received and that each one improved over the previous.

Dr. Lynda Gilbert, vice president for

Financial Affairs, and Dr. Samory T. Pruitt, vice president for Community Affairs, have come to each forum to let those attending know that the program is a high priority of the University.

The most recent "How to Do Business with the University" featured UA officials who work directly with contractors: Tim Leopard, assistant vice president for Construction; Trip Farmer, director of Contract Administration; Judy Voss, associate director for Purchasing; Vicki Santani, contract administrator; Lane Cox, associate purchasing manager for Facilities; Jeanine Brooks, Action Card director; and Robin Coleman, Action Card specialist.

Other speakers at MBF III were Bob Pugh, UA director of Risk Management; Teresa Wilson, public information officer with the Small Business Administration district office in Birmingham; Robert Thomas of Thomas Cleaners in Tuscaloosa; Mehul Vashi of Quiznos, Tuscaloosa; and Willie Darden of Darden Contracting and Remodeling, also Tuscaloosa.

"Attendees learned how to work

through red tape that at first can be discouraging," Spencer said, "but with experience can be worked through resulting in success for the local business man or woman."

But the value of the forums goes beyond the technical information attendees will receive, Spencer said. "From evaluations of the three forums, we learned that networking with others in your same situation and breakout sessions about specific types of contracts were especially well received."

"It's not difficult to do business with the University, but you do need to understand the process," said Spencer, "and that's why we are offering these forums."

Since the three forums, Spencer said, minority businesses have won bids to build sidewalks and other structures related to new dormitory construction and other goods and services.

Maurice Muhammad of Warren Asphalt Construction of Tuscaloosa attended the early forums and said that dealing with large institutions can be overwhelming to small-scale contractors. As a result of attending the forums,

Forums Deliver the Goods



"I want to personally thank you for inviting me to Minority Business Forum III. The session was outstanding and very informative. I walked away with vital information that will be helpful as Trillion begins to form business partnerships and relationships with The University of Alabama. The leads your team provided were invaluable. I look forward to discussing future business opportunities with you and others soon. My thanks for a job well done."
— Ralph E. Brown, CEO Trillion Communications Corp., Mobile

Muhammad said he had a better understanding of how to place winning bids. A by-product of the forum, he said, was picking up tips for marketing his business better.

"These forums began turning the theoretical ideas into the actual process," Muhammad said. Warren Asphalt Construction has won several bids with the University related to parking lots, parking decks, hauling and trucking services.

Charles Hicks of Omega Co. in Birmingham has long been associated with the University of Alabama. Before joining Omega he worked as a recruiter for the College of Engineering. Hicks made contacts at the forums and established a relationship with Tim Leopard, assistant vice president for Construction.

"I think the forums are wonderful," Hicks said. "They generally produce job opportunities."

George Watkins of Epes Brick in Sumter County, a company operated by minorities, attended MBF II looking to sell the custom bricks his company produces. Until the forum, Watkins did not know about the opportunities available through the University.

"This is just the beginning of the minority contractors'



Willie Darden of Darden Contracting and Remodeling in Tuscaloosa, shares a success story with the participants at MBF III. Darden received a bid and successfully constructed a sidewalk project at UA in spring 2008.

involvement at the University," Spencer said.

The quality of the information and presentations at the first three forums received ratings of 75 percent or higher, Spencer said, but what pleased him most were the answers to the questions: "Did the workshops help you?" and "Would you attend future workshops of this kind?"

One hundred percent answered yes to both questions.

Still, he said, much more is needed. In answer to the question "Have you done business with the University before this forum?" fewer than 10 percent said yes.

About 150 minority business men and women attended the

first three forums. Partners included the City of Tuscaloosa, CCBP, South Regions Minority Business Council, TALA Professional Services and the UA Division of Financial Affairs.

Before each forum, invitations and a brochure are mailed to prospective participants, who can also register by filling out the registration form in the brochure, or by going to www.ccbp.ua.edu

Use Seed Funds to Bring in Bigger Harvest Later, Annette Watters Tells UA Researchers

Annette Watters, chair of the CCBP Council's Proposal Development and Support Committee, emphasized at the annual Awards Lunch in May that the purpose of the seed funds provided by the Office Of Community Affairs is to help researchers launch projects to build a track record leading to larger grants from outside funders.

A list of the seed funds awarded from November 2006 through May 2008 is printed below. The fall deadline for proposals will be in September 2008. For more on what is required, go to www.ccbp.ua.edu and click on Seed Funds. A new form under development, will be similar to the current one, Watters said.



Annette Watters speaking at the Awards Luncheon in May.

Ms. Grace Hall-King, \$5,000, Sumter County School System Journalism Elective

Dr. Pauline Johnson, Dr. Philip Johnson, Lee Rutland, \$5,000, Engineer, Procure, and Construct Little League Field in Sumter County

Dr. Catherine Roach, Dr. Jim Hall, \$5,000, From Classroom to Farm and Back Again

Dr. Felecia Wood, Dr. Julia Hartman, \$5,000, Interactive DVD to Enhance Diabetes Health Literacy

February 2008

Dr. Joe Brown, \$5,000, Water Quality and Health in Alabama's Black Belt

May 2008

Dr. Monica Anderson. \$5,000, High School Math Enrichment Using Robot-

November 2006

Stephen Black, \$5,000, Tax Preparation and Financial Literacy Initiative

Dr. Melissa Jackson, \$6,000, Leadership Summit for Black Belt Middle School Youth

Dr. Heather Pleasants, \$11,300, Our Voices, Our Lives Project

Dr. Carmen Taylor, \$10,000, Science & Math Involved Learning Experience

Dr. John Wheat, Ms. Cynthia Moore, \$10,000, Black Belt High School Leaders' Program

December 2007

Dr. Kathleen Bolland, Joanne Terrell, J.K. Terrell, \$5,000, Social Work Practice with Communities

Dr. Lauri Bonnici, \$5,000, Literacy Training to Senior Population of Tuscaloosa

Based Reinforcement

Dr. Linda Enders, Alan Swindall, \$5,000, Building a Better Family-Mental Health Satellite Clinic

Dr. Kari Frederickson, \$4,000, Wallace Rayfield Architectural Heritage Trail

Susan M. Guin, Melissa Cox, \$4,000, Rural Medical Scholars: Health of Alabama's Black Belt Mobile Unit

John C. Lusth, \$5,000, Green and Artistic Computers: A High School Technology Module

Dr. Michael W. Parker, Dr. Shadi S. Martin, Dr. Linda L. Dunn, Dr. Regina B. Harrell, Dr. Steven B. MacCall, Dr. Nan Sook Park, \$5,000, Building Partnerships with African-American and White Faith-Based Organizations

TOTAL: \$105,300



Robert Guire rests during a lull at the farmers market on May 1. He was sold out of all but salad greens by 5:30 p.m.

Tonya Klein (right) reaches for one of Miss Emily's hydroponic tomatoes. One of many who came to the event in the yard at Canterbury Episcopal Chapel on the campus, she says she loves the organic vegetables and local honey. "Homegrown Alabama" is made up of students from several colleges.

Photos by Andrea Mabry



AERN Adds 2 Counties, Expects to Add More; Plans Research Project

Alabama Entrepreneurial Research Network expects to have as many as 20 counties on board by the end of the next fiscal year, says Annette Watters, a co-director of AERN and associate director for Entrepreneurial Initiatives in the College of Commerce.

"It all depends on whether we are able to find homes for our resources and a recommitment from some of our partners who have been working with us for several years but have had space, leadership and other problems that kept them from being as active as both sides of the partnership wished," Watters said.

Even so, for an organization that began 8 years ago with just 6 charter counties, AERN is a remarkable story in rural Alabama counties' efforts to improve and diversify their economy. Success stories come in all shapes, sizes and colors. They range from a convenience store opening after a hurricane and an electronic sign company expansion in Monroe County to the successful re-

cruiting of a petroleum pipeline company to Greene County; from a successful silk-screen company in Selma to a quilting business and new restaurant in Choctaw County.

All of these successes and others were facilitated by web-based and hardcopy references placed in partners' offices by AERN on behalf of The University of Alabama with help from various funders.

In 2008-09 AERN looks to add four more counties with the help from a Small Business Administration grant. Also, AERN and the Center for Community-Based Partnerships will work together on a research project to help identify practices at the various sites that result in best outcomes from the standpoint of the host, those using the facilities and resources, and the University's participation.

Dr. J. Michael Hardin, associate dean for Research in the College of Commerce, will fund a graduate assistant to



Graphic by Sherry Lang
Counties in the AERN Network as of June 2008

assist in the research under the direction of AERN leaders and assistance of site partners and CCBP staff.

Paavo Hanninen, also an AERN co-director, said more sites means greater opportunity to bring business tools and training closer to where people live and work.

THE AERN PARTNERSHIP

PROJECT DIRECTORS

Annette Watters, Paavo Hanninen

TEAM MEMBERS

Dr. Edward Mullins, Phillip White,
Lee Pike, Paul Brothers, Karen Chapman,
Todd Hines, Sherry Lang

THE PARTNERS

Bibb County
Nancy Lightsey, 205.926.5222, Centreville

Chambers County
Elinor Crowder, 334.642.1411, Lanett

Choctaw County
Nancy Gibson, 205.459.3459, Butler

Dallas County
Lauri Cothran, 334.875.7241, Selma

Fayette County
Ann Hamner, 205.932.4587, Fayette

Greene County
Phillis Belcher, 205.372.9769, Eutaw

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Monroe County
Sandy Smith, 251.575.7934, Monroeville

Perry County
John Martin, 334.683.9622, Marion

Pickens County
Nelda Hudgins, 205.373.6691, Aliceville

Sumter County
Vacant

Tallapoosa County
Marvin Wagoner, 256-234-3461, Alexander City

Wilcox County
Ann Alford, 334.682.4234, Camden



EWB Nails 'em Down At Home and Abroad



EWB members sit down for a meal in Peru.



What the home dugout roof looked like at the Curtis Smith Baseball Field in Greensboro before the student engineers went to work in March 2007.



EWB members (from left) Leah Teuber, Josh Hamilton and Heather Turner were joined by three neighborhood children as they put the finishing touches on Curtis Smith Field. Oh, yes, that's the professor, Dr. Phillip Johnson, standing tall at left.

By ALAN MINOR
CCBP INTERN

While many college students are basking in the sun this summer at beaches on the Atlantic, Gulf and Pacific coasts, University of Alabama Engineers Without Borders students will be working in the sweltering Amazonian heat installing solar panels for a school in, a remote village in Peru.

EWB, founded at the University in fall 2005 by married couple and UA engineering faculty Drs. Pauline and Phillip Johnson, is a student organization that forms partnerships with organizations looking for engineering solutions to some of their problems.

The number of students in the organization is about 50, officers say.

This year's trip took place in June and marked the third consecutive summer EWB has traveled to Peru. Past service projects in Peru included design and survey work for a flora and fauna observation tower in Iquitos to promote ecotourism, performing soil and water tests for villages, and installing a wastewater system and a generator to power street lights and other facilities in the community.

"The work EWB is doing in Peru is pretty amazing," EWB president Josh Hamilton, a senior in mechanical engineering, said. "Alternative septic systems are being explored in the village we are working in since traditional systems will not work there due to flood seasons and inadequate soil conditions. This summer, students worked with solar electricity projects so the school can have access to lights as well."

Teaming up with Nature & Culture International, EWB incorporated alternative energy for the school so it can be used as a community center for the village.

In the past year, EWB and community partners have successfully completed a number of projects.

In fall 2007, the Black Belt Action Commission asked EWB to conduct a project in Hale County to renovate a commu-



Chad Vickery (left) jokes with Leah Teuber as she cuts rafters for the rebuilt dugouts in Hale County.



Students and community volunteers in Hale County at the tornado cleanup effort in October 2007.

nity baseball field. EWB is now planning a similar project in Sumter County. "After an assessment trip to see what was needed, EWB then built new roofs and benches for both dugouts," Hamilton said, at Curtis Smith Field in Greensboro. "The concession stand and both dugouts were also repainted. In addition to the baseball field, EWB did some minor repairs on a playground adjacent to the field. Glass was swept off the basketball courts, new nets were put on the goals, and the swing sets were repaired to name a few things."

Later in the year, HERO, a community-based organization in Hale County, informed EWB about several families who did not have access to water.

Many of these families had leaking pipes in their homes, which increased water bills by hundreds of dollars. As a result, these families were unable to pay their water bills, and subsequently the water was turned off.

"Some families had pipes that were burst which allowed no water to get to the home," Hamilton said. "EWB fixed these leaks and burst pipes for seven or eight families. It took us around \$10 and a few hours to fix the problem. Seeing the sub-standard living conditions of people in Alabama has definitely had an impact on me. Before joining EWB, I would never have thought people didn't have access to clean drinking water or proper sanitation systems."

In October 2007, EWB assisted with tornado relief in Hale County doing clean-up work and repairing roofs to two houses. EWB has also been involved in developing alternative septic systems for wastewater treatment in Hale County.

The treatment has been difficult because the soil in the Black Belt is blackland clay and Selma chalk, which are highly impermeable and unsuitable for traditional on site septic systems.

In addition to working in Peru this summer, EWB is also headed to the Mekong Delta region of Vietnam to build a safe structurally viable bridge that links two villages. Current bridges in the region are largely unsafe and unreliable wood structures that are often rendered ineffective because of frequent floods.

"Travel is difficult at best," Dr. Phillip Johnson said.

Unlike former service projects, a student initiated the Mekong Delta project.

"After experiencing the problems of a developing country, I was inspired to do more for the betterment of humanity," junior chemical engineering major Yhni Thai said. "My family [is made up of] immigrants from Vietnam. We simply wanted to pursue better opportunities and the ideals of the American Dream. Therefore, one of the main reasons why I am leading the Vietnam Project for EWB is because of my desire to give others the blessings that I have received in life thus far."

After receiving the full support from the organization's advisors, Thai went through a number of channels to find a community partner, and finally was able to set up the project.



One of the homes damaged in the October 2007 tornado (left).



EWB members (left) working on roof damaged by tornado in 2007.

In the Hale County water project in March 2007, students found many pipes corroded, resulting not only in waste but also unsanitary conditions.



"In Fall of 2007, I began to contact a peer group at Virginia Polytechnic Institute, and they put me in touch with Peacework, a non-profit organization," Thai said.

"Peacework has a mission to alleviate conditions of poverty while promoting peace and prosperity through partnerships with communities worldwide. After several e-mails and phone conversations, Peacework suggested a bridge construction project for a rural village in the Mekong Delta Region. I remain in close contact with them."

EWB and Peacework, a nonprofit organization based out of Blacksburg, Va., plan on building a 20-30 foot long bridge made of concrete, wood, brick and steel. All of the materials will be procured in Vietnam.

In the future, EWB plans on teaming up with other EWB chapters and similar student organizations across the country for future projects, but as of now they have built quite a foundation of their own.

AND WHAT DID YOU DO ON YOUR SUMMER VACATION?



UA students, faculty and friends, Iquitos, Peru, 2006.



Not many students have ever held an anteater. In Peru, for EWB members, it goes with the job.

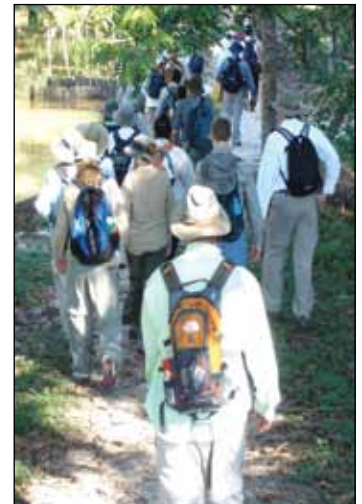


ROLL TIDE! You can take a Bama fan out of football country but you can't take football out of a Bama fan. In this EWB trip to Peru, students and their community partners took soil samples and surveyed land for future projects, but also found time to play.

Photos contributed by EWB students and faculty



Carrying water in Iquitos, Peru.



Backpacks are more than a fashion statement at this school. They are essential to health and safety.



EWB members (right) talking with children in Iquitos, Peru. Drs. Phil and Pauline are in back at left.



CLASS TIME. Yep, even in another country, there are some things you cannot escape (left).

MY, HOW YOU'VE GROWN!

Crossroads Community Center Turns 3

By **CJ McCORMICK**
CCBP Intern

Since opening its doors three years ago, the Crossroads Community Center has broadened its mission to facilitate dialogue not only for students, but also for the entire community.

"The biggest way we have changed is that we have expanded to think about the whole campus as a community," said Director Dr. Beverly Hawk.

To help continue bridging the gap, Crossroads will create a planning and implementation committee to bring in faculty, students and UA employees to discuss past, present and future programming, said Assistant Director Brice Miller.

"What that will allow us to do is bring various stakeholders from throughout the university to the table for suggestions and ideas," he said. "The reason we are doing that is because it's important that everyone knows that Crossroads is here for the entire University and the community."

In addition to the planning committee, Miller said Crossroads will incorporate more interactive elements into future programs.

"We are here for academics, but we also want to provide fun and activity, and that's something that people will really start seeing next fall," he said. "So when we have a guest artist we will encourage people not to just sit back and enjoy the lecture and the show, but to have them get up, clap, dance or sing along with the artist."

In an effort to incorporate tangible signs of cultural exchange as well as



Brice Miller (above) listens in on a conversation. Dr. Beverly Hawk and Miller (right) examine a brochure of one of the many Crossroads programs.

highlight middle and high school student photography, Crossroads welcomed the 100 Lenses Project, which gives Black Belt county students access to cameras and the instruction to take photographs of their community.

"It provides us the opportunity to once again promote cultural exchange," Miller said. "Everything doesn't have to be an in-person type of experience. Even though I have never physically been to Sumter County, being able to view those photos from the project creates a relationship, a sense of commonality, so that's what brought us to see if we could bring the exhibit here."

Next year, Hawk said they will try to bring similar projects from other counties to campus to continue strengthening community relationships.

"We are looking forward to hosting it from other counties that do it," she said. "Sumter County was the first county, but I know other counties like Hale, Green, and Perry want to and if they do it we will certainly bring them here for an exhibit, to welcome them to the Capstone and build our ties with



those counties."

In addition to continuing their current programming, Miller said Crossroads will launch a new freshman initiative. "We will start by focusing on freshman," he said. "But that program will expand each year, so eventually within four years the group that started as freshmen will be leaders for the following group of freshman students and from that point it will become an ongoing program."

Finally, Crossroads will offer "Ferg Days," a week of homecoming cultural activities that will feature live music from various groups at the during lunch.

"Once again we want to be sure that our programming can reach out to each and every person affiliated with this University," Miller said. "And 'Ferg Days' will be a step toward allowing us to do that."



Innovation and Leadership for Engagement

Outreach Scholarship Conference Returns to Original Site This Fall

The University of Alabama is one of eight members of the Outreach Scholarship Conference that returns to the site of the original OSC, The Pennsylvania State University, this fall. The other members are the University of Wisconsin-Extension, The Ohio State University, The University of Georgia, North Carolina State University, Michigan State University, and the University of Kentucky.

Former University of Alabama president Dr. David Mathews, now president of the Kettering Foundation in Dayton, Ohio, will be one of the keynote speakers at the conference in State College, Pa., October 7-9. He will be introduced by Dr. Samory T. Pruitt, UA Community Affairs vice president.

Other keynote speakers are as follows: Dr. Lou Anna K. Simon, Michigan State president; Raymond Skinner, Maryland Department of Housing and Community Development secretary; Albert Vicere, president, Vicere Associates, Inc., and professor of strategic leadership in the Smeal College of Business Administration at Penn State; Dr. Kimberly Loui, assistant vice president and executive director, Office of University Initiatives, Arizona State University; and Dr. Molly Jahn, dean, College of Agricultural and Life Sciences, University of Wisconsin-Madison.

According to planners, OSC's purpose is to bring critical reflection on the public mission and work of academic

institutions, along with the scholarship that underpins this work, and to strengthen institutional support for engagement and public scholarship. The conference attracts faculty, staff, students and community partners who are involved in engaged scholarship.

A pre-conference workshop has been scheduled for October 5. It targets advanced graduate students and early career scholars to increase their awareness and knowledge of community engaged scholarship. Participation is limited. Interested applicants should contact Dr. Pruitt to be nominated. Dr. Ed Mullins is UA's representative on the conference planning committee.

The University of Georgia will be the host for the conference in 2009, North Carolina State University in 2010, Michigan State University in 2011, and The University of Alabama in 2012.

Planners have approved a comprehensive slate of general and specialized research presentations, roundtables, general sessions and informative addresses and tours. For more information see <http://www.outreach.psu.edu/outreach-scholarship/>.



Dr. David Mathews

OSC 2008 Key Dates

- Notification of acceptance to Emerging Engagement Scholars Workshop, August 15.
- Early registration deadline, September 2.
- Last day to reserve rooms at the Penn Stater Conference Center, September 4.
- Registration deadline, October 1.

PARTNER SPOTLIGHT

Foundation, UA Partnership Pays Dividends for Both

By **ALAN MINOR**
CCBP Intern

Geographically, Alabama's Black Belt begins in eastern Alabama and expands west through the center of the state to the Mississippi line. Along the way it meanders past Tuscaloosa County, and winds up in Pickens County. But even though map makers don't consider Tuscaloosa County part of the Black Belt, the county and the Black Belt nevertheless have strong ties though a partnership between the Black Belt Community Foundation (BBCF) and The University of Alabama.

Established in 2004, BBCF supports programs to improve the environment, health and human services, education, youth, arts, culture, the economy, and the overall quality of life in the region. BBCF's mission statement reads, "The mission of the foundation is to forge a collective stream of giving from the community and other sources so we, the people of the Black Belt, can enhance our continuing efforts to lift ourselves 'by taking what we have to make what we need'."

That last phrase, "taking what we have to make what we need," expresses the philosophy of the organization, says Felecia Jones, an MBA graduate of the University and executive director of the foundation. "We believe that by working together, we have the people and can acquire the resources to build our region," she says. "With hard work and imagination, we can change the Black Belt to one of the finest regions anywhere in our state or nation."

Based out of Selma, BBCF covers 12 counties: Bullock, Choctaw, Dallas, Greene, Hale, Lowndes, Macon, Marengo, Perry, Pickens, Sumter and Wilcox counties. In just four years, according to University of Alabama

vice president of Community Affairs Dr. Samory Pruitt, "the Foundation has established itself as the 'grassroots' organization that best represents the interests of region."

BBCF credits much of its early success to the partnership. And the University points to the partnership as a prime example of the benefits a university receives when it forms partnerships.

"We provide brochures, maintain the website, write news releases and prepare an annual report magazine and a newsletter for BBCF," CCBP communications coordinator Dr. Ed Mullins said.

In return, students get valuable working experience as well as compensation.

"The partnership has provided opportunities for The University of Alabama students, staff and faculty to partner with communities and organizations that have yielded projects that further the teaching, research and service mission of The University of Alabama while addressing critical quality of life issues identified by the residents of this region," Pruitt said. "The University of Alabama has always had a commitment to work with the people of this region and views its relationship with the Black Belt Community Foundation critical to any successful partnerships in the region. We value our relationship with the Black Belt Community Foundation and look forward to more programs and partnerships that benefit the interest of both the residents of the region and The University of Alabama."

Most recently, BBCF and UA partnered to produce the "Black Belt 100 Lenses" program. Graduate student Elliot Knight, presented the project idea to BBCF. Quickly, BBCF facilitated the bringing 7th through 11th grade



Felecia Jones, seated, and Erica Williams of the Black Belt Community Foundation in Selma. The BBCF/UA partnership is now in its fourth year.

students together to depict their communities through still photographs. BBCF officials have agreed to carry on the project to 11 other counties BBCF serves.

BBCF and UA are currently working on completing the project in Greene County.

"We have barely scratched the surface as to what we can learn from the experience gained in this partnership," Mullins said.

BBCF raises its funds from private and public foundations and from businesses and individuals. During its four years it has distributed grants in all 12 counties in the Black Belt. One of its major projects is the Black Belt Arts Initiative, which has raised thousands of dollars to support arts-based projects throughout the Black Belt.

A 25-member board governs BBCF. Dr. Pruitt is a member of the board. Its officers are George McMillan, chairperson; Arzula C. Johnson, vice chairperson; Kathy McVay, secretary; Dr. Walter Hill, treasurer. Because of the foundation's progress under her leadership, Jones received CCBP's Distinguished Achievement Award-Community in 2007.



“REAL-LIFE” Team Helps Non-Native English Speakers

By **EDITH CAMPOS-GUZMAN**
CCBP Graduate Assistant

I am from Colombia, South America. My mother tongue is Spanish. Since my arrival in Tuscaloosa in fall 2005, I have made use of every opportunity to improve my English by taking advantage of English as a Second Language (ESL) classes offered by local churches. All in all, I attended three different churches and for many weeks clocked more than 10 hours per week. You might say I was a “part-time” ESL student learning in the community!

These were enriching experiences that offered me the opportunity to make friends from different nationalities. I grew to appreciate how Tuscaloosa really cares about the non-English speaking members.

Last fall I learned of the opportunity to be a graduate research assistant in the Center for Community-Based Partnership (CCBP) at the University. The CCBP, created in October 2006 as an initiative of the Office of Community Affairs, forms partnerships to build capacity at the University and in the community. One way it does this is to offer non-native English speakers a computer-assisted software package called Rosetta Stone. Dr. Estelle Ryan Clavelli, associate director of Community Education, has developed a free, open-access ESL lab in conjunction with Shelton State Community College on the



ESL Lab volunteer, Mirian Elliott (Colombia), center, with students Johana Rolon (Colombia), left, and Eun Sook Park (South Korea), right.

UA campus in Cannon House, 824 Fourth Avenue, in the block next to the Sheraton Four Points Hotel.

The lab provides four different ways to learn English: speaking drills, reading text, aural conversation, and written exercises. The lab employs UA work-study students and volunteers from the community to support the ESL students with conversation hours and mini-workshops. The lab also has text-based resources such as books, reading cards and booklets containing authentic material regarding safety in the workplace, child care, parenthood, etc., to pique the ESL students’ interest.

Three years ago, when I attended English classes in the community, the lab at the CCBP did not exist. Now, I see new faces everyday. One of my former classmates comes to the lab to practice English almost everyday. Celia, one of our ESL students, says, “Here, I can focus on my strengths and overcome my weaknesses in English.” When describing the lab, Dr. Clavelli said: “The first year, we focused on establishing a presence in the community. The lab became a resource for people who want to learn English in their own way and on their own time.”

Most of our learners speak Spanish. During our second year, we included the idea of integrating our ESL

students into the greater Tuscaloosa community.

Our goal became capacity building. We worked on this in our conversation classes and project-based activities. We wanted to support the Latino community in new ways. One example of how this actually took place was the planning for the fifth annual

Open Arms Festival held in late April on the Shelton State Community College campus.

To begin we invited the Latino community to get involved. We asked for their ideas and about their needs. Then we offered ESL students the chance to be a partner with a Tuscaloosa professional and participate in a shadowing program. We had several volunteers who agreed to work together with local social service agencies. For the festival we put a Latino representative on the orientation, publicity, food preparation, decoration, and program development committees. Danny Morales, a Tuscaloosa County deputy for the Sheriff’s Department, was co-chair of the festival.

What had been an effort on behalf of the Tuscaloosa community to orient Latinos to our community became more of a true partnership. Mentor and mentees discovered common interests. Community building became a reality!

Another Latino volunteer at the CCBP Center is Mirian Elliot, a Spanish speaker and a former student. Currently Mirian volunteers two days a week. She recognizes the benefits of using the lab. “I wanted to have an entry into the community,” she said, “but I felt that my English was not strong enough. Using the lab and

PARTNERS BRIEFS



KIDCHECK GOING STATEWIDE

Dr. Alesa Judd, technology coordinator and assistant to the Bibb County school superintendent, and Dr. Marsha H. Adams, professor, Capstone College of Nursing, presented “The Bibb County Child-Caring Project: Outreach Initiatives,” at the Outreach Scholarship Conference in Madison, Wisc., October 7-9, 2007. Now, the team’s model is being used as the basis for Gov. Bob Riley’s KidCheck program.

At a press conference May 15, Gov. Riley announced the new initiative. He said Blue Cross Blue Shield and the Alabama Rural Action Commission were joining forces to put the work of Judd and Adams into action.

“This is a real community-driven project,” Adams said. “We are the annual exam for a lot of the children we see, about 4,000 a year.”

The project allows Judd and Adams to collect data for research purposes and to determine the general health of children in the community. Children who fail screenings receive follow-up treatment.

The program currently operates in seven schools, Riley said, but will be expanded to all Rural Action Committee areas. The first to receive KidCheck services will be Bibb, Blount, Hale, Pickens, Fayette and Madison counties and Birmingham city. He said the screenings will help children grow up healthier and perform better in school.

PARTNERSHIP RESULTS IN AWARD

Knight Fellows in Community Journalism – a multi-million-dollar partnership between the UA Journalism Department, *The Anniston Star*, and the John F. and James L. Knight Foundation leading to the master’s degree in community journalism – won third place for Best Special Section in the 2008 Alabama Press Association Competition. Reporters for the project were all UA graduate students under the joint direction of Ed Mullins, UA professor emeritus and CCBP staff member, and Laura Tutor, features editor of *The Star*. The project – “Old Guard, New Battle,” published in December 2007 – documented in text, photos, audio and video the struggles and victories of Alabama National Guard soldiers in Iraq and Afghanistan and their families back home. The Alabama National Guard office in Montgomery also served as a partner, making soldiers available for one-on-one interviews all over the state. The report can be seen at <http://www.annistonstar.com/showcase/2007/as-special-report-0527-0-7e2513124.htm>

UA INTERN WINS AWARD

Amanda DeWald, a student in the Knight Fellows program, received first place in Investigative Reporting among members of the Alabama Associated Press Broadcasters Association for 2008. Serving as advisors for DeWald’s project, “Hispanic Alabama,” were Ed Mullins, UA professor emeritus of journalism and CCBP staff member, and Brett Tannehill and Butler Cain of Alabama Public Radio. DeWald completed her project while serving as an intern with CCBP and Alabama Public Radio in May

2007. Other partners included Ben Shurett, publisher of *The Sand Mountain Reporter* in Albertville, and members of the Hispanic Alabama community throughout the state. To listen to the report go to http://www.publicbroadcasting.net/wual/news.newsmain?action=article&ARTICLE_ID=1158090

PARTNERSHIP HELPS SAVE PRISON

A partnership between the city of Hudson, N.Y., recent Knight Fellow in Community Journalism Amanda DeWald, Mary Jo Shafer, *Anniston Star* assistant city editor, and Ed Mullins and Kyun Soo Kim of the Center for Community-Based Partnerships has helped save a major institution in Hudson and Columbia County, N.Y. As time was running out before the Hudson Correctional Facility, Hudson’s largest employer, would be closed by order of the State of New York, the UA team and the City of Hudson teamed up to conduct a survey of citizens about the impact of closing the facility. DeWald, who also was a reporter for the local newspaper, asked Mullins and Kim to write survey questions and conduct the statistical analysis and Shafer to edit the report. After the report was published, the state reversed its closure order, keeping the prison open. “Our survey coincided with The New York Times report of Governor Eliot Spitzer’s prostitute scandal.” Spitzer resigned as governor effective March 17, 2008. Lifting the prison closure order occurred two weeks later. Mullins said luck did play a role but “so did the determination of a well-trained journalist and the backup she received from her University.”

interacting with people at the Center have helped me to become more confident when I speak English. Also and most importantly, I give back to the community.”

Mirian notes proudly that she was part of the Center’s team which organized the Open Arms Festival.

This summer we have a Birmingham native who is interning with the CCBP. Her name is Kendall Smith, a UA senior double majoring in economics and Spanish. She is closely engaged with the Latino community on the UA campus.

Last spring, Kendall led a group of UA students to volunteer in Guatemala

as part of the UA Community Service Center’s Alternative Spring Break program. She also volunteers at Good Samaritan Clinic as a translator.

“A lot of my friends know what I’m doing there, so they ask me about my work,” she said. “As a result my friends are getting to know more about the challenges in the life of Hispanics in Tuscaloosa. I like to be a bridge between the two groups.”

Having Kendall at the Center will likely attract other UA students with similar interests. We want to build bridges from different areas.

Speaking for myself I am very proud to be part of the CCBP team as a

graduate research assistant. The CCBP has given me the opportunity to give back to a community that welcomed me when I just arrived.

I am now an active, contributing member of the community. In May I completed my master’s in marketing. I am now officially a CCBP professional intern.

I feel that my work helps others in Tuscaloosa. If I could have wished a perfect job for myself, I would have chosen an opportunity similar to the CCBP. It is a taste of the real life in Alabama!

For more information e-mail me, edithcampus.ua.edu.

Call It “JAY-sis”

The *Journal of Community Engagement and Scholarship* — JCES for short — is attracting much interest from campus and community scholars.

In creating an original, partner-centered publication, our editors and editorial board are determined to present the best engagement scholarship being conducted anywhere in the world today. They invite campus and community engagement scholars to submit manuscripts and to subscribe to the new journal, which will be out in October 2008. Manuscripts are arriving almost daily.

While we are building our website, submitters must send in manuscripts as e-mail attachments. Eventually we will have a system for submission, review, and revision online, as well as a way to subscribe online.

If you have any questions about submitting manuscripts or subscribing, let us know by calling (205) 348-7392 or by e-mailing us at jces.ua.edu.

Early on, we will not post entire journal articles online. However, we will post abstracts of all articles and will post essential text for articles keyed to web-related features such as photo galleries and audio and video clips.

We plan to publish one edition this year, two in 2009, three in 2010 and to become a quarterly in 2011, with occasional special editions on topics of interest to subscribers.

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