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About the Report

The mission of Samford University is to nurture persons in their development of intellect, creativity, faith and personhood. As a Christian university, the community fosters academic, career and ethical competency while encouraging social and civic responsibility, and service to others.

In keeping with its Christian mission, Samford University seeks to promote the active engagement of students in service and missions, both locally and globally. Through academic departments, co-curricular programming, and student organizations, students are involved in a multitude of community initiatives. The purpose of this report is to quantify and describe the current involvement of Samford students, faculty, and staff in our community.

Each of Samford’s 10 schools and colleges, Athletics, departments within Student Affairs and Enrollment Management, and other areas of campus submitted data for the report, which was compiled by the Office of Student Leadership and Community Engagement. Both co-curricular volunteerism and service that is integrated into academic coursework (service-learning) are included, providing a well-rounded narrative of community engagement at Samford.

Please note that this is by no means an exhaustive report. While every effort was made to include data from across campus, some contributions have inevitably been left out. Since this will be an annual assessment, our hope is that future reports will be even more comprehensive.

For more information about this report or community engagement at Samford, please contact Janna Pennington, Director of Student Leadership and Community Engagement, at jpenning@samford.edu or (205)726-2471.

Definitions

Community engagement: “collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.”

Academic service-learning: course-based community service that links directly to academic assignments; includes student internships, student teaching, and clinical rotations

Co-curricular service: community service/volunteerism that is not part of an academic assignment

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1 Definition provided by the Carnegie Classification for Community Engagement. Source: http://www.compact.org/initiatives/carnegie-community-engagement-classification/
Community Engagement at a Glance

583,198
Total hours Samford students spent serving our community

535,045
Total academic service-learning hours

48,153
Total co-curricular service hours
### At a Glance (continued)

<table>
<thead>
<tr>
<th>School/College/Division</th>
<th>Total students engaged in academic service-learning</th>
<th>Total academic service-learning hours</th>
<th>Total students engaged in co-curricular service</th>
<th>Total co-curricular service hours</th>
<th>Total hours spent serving community</th>
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<td><strong>Total</strong></td>
<td><strong>3,436</strong></td>
<td><strong>535,045</strong></td>
<td><strong>6,145</strong></td>
<td><strong>48,153</strong></td>
<td><strong>583,198</strong></td>
</tr>
</tbody>
</table>

#### 160+
Courses that included a service-learning component

#### $300,000+
In charitable donations

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$170,351.50
Greek Life Philanthropy

$100,000.00
Shoe a Nation Campaign

$17,000.00
University Ministries

$13,059.46
Student Leadership & Community Engagement

$9,000.00
Athletics

$6,500.00
Step Sing (Student Activities and Events)

$5,000.00
Habitat for Humanity Home for the Holidays

#### $13,151,114.90
Total value of Samford students’ service to our community²

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²The estimated value of volunteer time for 2013 according to Independent Sector is $22.55. To determine total value of Samford service, this amount was multiplied times the total number of service hours. Source: [http://www.independentsector.org/volunteer_time](http://www.independentsector.org/volunteer_time)
Each of the courses listed below required students to participate in community service as part of a class assignment. Student teaching, healthcare clinical rotations, and internships are all included in this list.

**Beeson Divinity School**
- DVCC 655 Cross-Cultural Ministry Practicum, Tom Fuller
- DVCC 655 Cross-Cultural Ministry Practicum, David Hogg
- DVCC 655 Cross-Cultural Ministry Practicum, David Parks
- DVML 541 Ministry Leadership Practicum, Tom Fuller
- DVML 625 Ministry Leadership Practicum, Mark Searby
- DVML 650 Ministry Leadership Practicum, Tom Fuller
- DVML 650 Ministry Leadership Practicum, Mark Searby
- DVML 725 Ministry Leadership Practicum, Tom Fuller
- DVML 750 Ministry Leadership Practicum, Tom Fuller
- DVML 750 Ministry Leadership Practicum, Mark Searby
- DVML 751 Clinical Pastoral Education, Tom Fuller
- DVDM 812 Field Supervision I, Mark Searby
- DVDM 814 Field Supervision II, Mark Searby
- DVDM 816 Field Supervision III, Mark Searby
- DVDM 871 Ministry Praxis/Dissertation I, Charles Carter, Lyle Dorsett, Mark Searby, Robert Smith
- DVDM 872 Ministry Praxis/Dissertation II, Charles Carter, Lyle Dorsett, Timothy George, Mark Gignilliat, Mark Searby, Robert Smith

**Brock School of Business**
- BUSA 471 Professional Development, Chad Carson
- ENTR 486 Social Entrepreneurship & Non-profit Management, Jeremy Thornton
- MNGT 310 Business and Local Poverty, Barbara Cartledge

**Cumberland School of Law**
- LAW 769 Jefferson County Family Court Paternity Service, Docter, Cassandra Adams

**Howard College of Arts and Sciences**
- Biological and Environmental Sciences
- BIOL 203 Foundations of Biology I, Betsy Dobbins & Mary Anne Sahawneh
- BIOL 438 Biology Seminar, Betsy Dobbins & Kristin Bakkegard
- BIOL 441 Research, Kristin Bakkegard
- ENVM 516 Research, Betsy Dobbins
- Communication Studies
- COMS 424 Communication Internship, Mike Janas
- UCCA 102 Communication Arts, Mike Janas
- UCWR Writing and Rhetoric, Mike Janas
- English
- ENGL 333 Internship, Rosemary Fisk
- Geography
- GEOG 460 Geography Internship, Jennifer Speights-Binet and MacKenzie Coan
- History
- HIST 497 Independent Studies in History, Paul Cha
- UCCP 101, 102, UCCA 102, FOUN 101 (LAS Focus Group), Carlos Aleman, Mark Baggett, Marigene Chamberlain
- Journalism and Mass Communication
- FLMJ 300 Film Production, Teddy Champion
- JMC 201 Mass Media Practices, Lee Farquhar
- JMC 331 Mass Media Externship, Lee Farquhar
- JMC 331 Mass Media Externship, Julie Williams
- JMC 402 Applied Communication Research, Lee Farquhar
- Mathematics and Computer Science
- COSC 410 Computer Science Research/Internship, Steve Donaldson
- Political Science
- POLS 430 Politics of Education, Marissa Grayson
- POLS 460 Internship, Marissa Grayson
- Psychology
- PSYC 301 Internship, Sandra Willis
- PSYC 301 Internship, Jackie Goldstein
- Religion
- RELG 210 Foundations of Congregational Studies, Chuck Stokes
- Sociology
- SOCI 407 Sociology Internship, Hugh Floyd
- World Languages and Cultures
- ESLB 063-01 ESL Lab Practice, Sandi Prater
- FREN 311-03 Directed-Teaching Experience I, Heather West
- SPAN 332 Medical Spanish, Lynda Jentsch
- SPAN 360 Spanish for Missions Internship, Marigene Chamberlain
- Core Curriculum
- UCCA 101 Communication Arts, Dana Basinger
- UCCA 101, UCCP 101, FOUN 101 (Focus Groups), Dana Basinger, Doug Clapp, Brian Pitts, Victoria Knierim, Andy Montgomery, April Robinson, Kathy Flowers, Sonya Davis, Phillip Poole

**Ida V. Moffett School of Nursing**
- Graduate
- NUNA 660 Nurse Anesthesia Clinical Practicum I, Amy Snow
- NUNA 661 Nurse Anesthesia Clinical Practicum II, Amy Snow
- NUNA 662 Nurse Anesthesia Clinical Practicum III, Amy Snow
- NUNA 663 Nurse Anesthesia Clinical Practicum IV, Amy Snow
- NURG 602 Family Practice-Adults, Andrea Collins
- NURG 603 Family Practice-Women, Jane Holston
- NURG 604 Family Practice-Children, Belinda Isley
- NURG 605 Family Practice-PRACTICUM, Jill Cunningham
- NURG 664, Clinical Practicum, Margaret Findlay
- NURG 665 Clinical Practicum II, Margaret Findlay
- NURG 667 Clinical Education, Margaret Findlay
- NURG 668 Nurse Ed.Role and Teaching Practicum, Margaret Findlay
- NURG 623 Management Practicum, Carol Ratcliff
- NURG 624 Management Outcomes Practicum, Carol Ratcliff
- NURG 720 Admin Org Theory, Arlene Hayne
- NURG 721 Strat. Management, Arlene Hayne
- NURG 722 Admin & Org Control, Arlene Hayne
- NURG 740 Resource Planning for the APN, Nina McLain
- NURG 742 Emerging Health Trends, Cyndi Cortes
- NURG 745 Advanced Practice Practicum, Jane Martin
Undergraduate
NUAD 344 Psychiatric Mental Health, Stephanie Wynn
NUAD 381 Foundations, Lisa Gurley
NUAD 383 Adult Health, Lisa Gurley
NUAD 452 Childrearing, Jennifer Coleman
NURS 308 High Risk Neonate, Kristen Johnston
NURS 307 Missions Ecuador, Julie Head
NURS 309 Perioperative Nursing, Lisa Gurley
NURS 402 Nursing in the British Isles, Cindy Berry
NURS 402 Nursing in the British Isles, Cindy Berry
NURS 411 Pediatric Oncology, Jennifer Coleman
NURS 344 Psychiatric Mental Health, Stephanie Wynn
NURS 381 Foundations, Jennifer Steele
NURS 351 Childbearing, Vicki Rochester
NURS 383 Adult Health, Geri Beers
NURS 451 Community Health, Elaine Marshall
NURS 452 Childrearing, Jennifer Coleman
NURS 454 Management, Susan Sheffield
NURS 438 Preceptorship, Susan Sheffield
NURS 460/ NUAD 460 Critical Care, Cindy Berry
NURS 344 Psychiatric Mental Health, Stephanie Wynn
NURS 381 Foundations, Jennifer Steele
NURS 351 Childbearing, Vicki Rochester
NURS 383 Adult Health, Geri Beers
NURS 451 Community Health, Elaine Marshall
NURS 452 Childrearing, Jennifer Coleman
NURS 454 Management, Susan Sheffield
NURS 438 Preceptorship, Susan Sheffield
NURS 460 Critical Care, Cindy Berry

Orlean Bullard Beeson School of Education
Curriculum and Instruction
EDUC 213 Adolescent Development, Charlotte Freeman
EDUC 222 Clinical Experiences, Betsy Rogers
EDUC 316 Practical Teaching and Learning, Karen Birkenfeld
EDUC 330 Curriculum Application, Amy Hoaglund
EDUC 417 Educational Practices in Action, Amanda Hilsmer
EDUC 426-429 The Professional Secondary Teacher, Erin Gilchrist
EDUC 474 Student Teaching in ESEC, Myrtis Johnson
EDUC 475 Student Teaching Grades, Myrtis Johnson
EDUC 533 The Arts: Curriculum, David Little
EDUC 550 Foundations and Issues, Ruth Ash
EDUC 556 Methods, Management, and Technology, Patrick Chappell
EDUC 559 Exceptional Learners and Collaboration, Amanda Hilsmer
EDUC 563 Curriculum Reading, and Assessment, Melissa Brooks
EDUC 569 Teaching Secondary Spanish, Martha Parker
EDUC 570 Teaching Secondary English, Rebecca Dobelstein
EDUC 571 Teaching Secondary Mathematics, Kitty Morgan
EDUC 572 Teaching Secondary Science, Stephanie Robinson
EDUC 573 Teaching Secondary Social Studies, Tammy Dunn
EDUC 591 Internship for Secondary Education, Myrtis Johnson
EDUC 592 Student Teaching, Myrtis Johnson

Human Development and Family Life Education
HDFE 370/390 Practicum, Clara Gerhardt
HDFE 202 Marriage and the Family, Celeste Hill
HDFE 310 Counseling Foundations, Jonathan Davis
HDFE 322 Family Life Education, Celeste Hill
HDFE 345 Families and Health, Celeste Hill
HDFE 360 Infant and Child Development, Celeste Hill
HDFE 365 Adolescent and Adult Development, Clara Gerhardt
HDFE 491 Child Development and Education Internship, Kristie Chandler

McWhorter School of Pharmacy
PHRX 450-01 Contemporary Topics in Pharmacy, Michael Hogue and Charlie Sands
PHRX 468, Michael Hogue
PHRX 451 Geriatric Pharmacy, Paula Thompson
PHRX 301 Introductory Pharmacy Practice Experience, Various Community Pharmacy Preceptors
PHRX 302 Introductory Pharmacy Practice Experience, Various Community Pharmacy Preceptors
PHRX 303 Introductory Pharmacy Practice Experience, Various Community Pharmacy Preceptors
PHRX 401 Introductory Pharmacy Practice Experience, Various Institutional Pharmacy Preceptors
PHRX 501 Introductory Pharmacy Practice Experience, Various Community and Ambulatory Care Preceptors
All 600 level PHRX courses, Various Faculty and Adjunct Faculty

School of the Arts
Visual Arts
ART 351 Web Design, Scott Fisk
ART 458 Interactive Computer Multimedia, Scott Fisk
ART 102 Structure II, Robin Snyder
ART 231 Painting I, Larry Thompson
Music
MUSC 2160 Introduction to Worship Leadership, Eric Mathis
Theatre
THEA 415 Creative Drama
THEA 424 Theatre Internship

School of Health Professions
KINE 141 Introduction to KINE, Allison Jackson
KINE 231 Personal and Community Health, Jim Angel
KINE 330/370 Medical Missions Internship, Alan Jung
KINE 351 Coaching Principles, Ralph Gold
KINE 380 Sports Marketing and Finance, Ralph Gold
KINE 322 Motor Development, Allison Jackson
KINE 433 Organization and Administration, Ralph Gold

School of Public Health
NUTR 312 Food Culture and Society, Pat Terry
NUTR 350 Community Nutrition, Donna Seibels
NUTR 410 Medical Nutrition Therapy I
NUTR 411 Medical Nutrition Therapy II, Donna Seibels
NUTR 412 Quantity Foods, Linda Godfrey
Local Community Partners

The following organizations were mentioned in service reports submitted by faculty/staff across campus. This is not an exhaustive list, but gives an idea of the breadth of Samford’s involvement in the local community.

aTeam Ministries
A.G. Gaston Boys and Girls Club
Alabama Kidney Foundation
Alabama Possible
American Diabetes Association
American Heart Association
American Red Cross
Area Health Education Center
Arthritis Research
Bessemer Fire and Police Departments
Birmingham City Schools
Birmingham Museum of Art
Birmingham Reads
Birmingham Zoo
Bone Marrow Registry Drive
Brookwood Baptist Church
Brookwood Medical Center
Brother Bryan Mission
Cahaba Valley Health Care
Children's Hospital
Children's Miracle Network
Clay-Chalkville Schools
Dawson Memorial Baptist Church
East Lake United Methodist Church
Equal Access Birmingham
Exceptional Foundation
Forstall Art Center
Girl Scouts of America
Girls on the Run
Habitat for Humanity
Holy Family Cristo Rey High School
Homewood City Schools
Homewood Fire Department
Hoover High School
Hoover Senior Center
Hope Lodge
Hueytown United Methodist Church
Jefferson County Schools
Jones Valley Teaching Farm
Leukemia and Lymphoma Society
Liberty Park Schools
Life South Blood Drives
Lovelady Center
Make-a-Wish Foundation
March of Dimes
McWane Center
Mercedes Marathon
Mountain Brook Baptist Church
Mountain Brook Schools
Mt. Royal Towers
Muscular Dystrophy
NorthStar Youth Ministries
Our Lady of Fatima Catholic Church
Project Homeless Connect
Reach Out and Read
Relay for Life
Restoration Academy
REV Birmingham
Ronald McDonald House
Rx Friends
Salvation Army Angel Tree
Samaritan's Feet
Shades Creek
Sickle Cell Foundation
Sowers of Seed
Sowing Seeds of Hope
Special Equestrians
Springville Middle School
Susan G. Komen Foundation
Tarrant Schools
The Ability Experience
The Foundry
The Great Vegetable Run
Trace Crossings Elementary School
True Vine Evangelical Ministries
Turkey Creek Nature Preserve
Turning Points
United Way Food Bank
Wounded Warrior Project
Telling the Story

Specific community engagement initiatives are highlighted below. Items marked with an asterisk (*) were identified by the school, college, or department as programs that illustrate exceptional community engagement.

Athletics

Women’s Volleyball Team*
The Samford women’s volleyball team raised $8,000 for the Leukemia and Lymphoma Society (LLS). During their annual Dig Orange match, Samford volleyball paid tribute to former teammate Caroline Neisler, who passed away in May 2012 after a battle with Leukemia. The team wore commemorative orange jerseys to represent Leukemia awareness. The jerseys were auctioned off following the match starting at $40 with all proceeds supporting LLS and local hospitals. The team also participated in the Alabama Kidney Foundation’s Walk-a-thon.

Soccer*
Twenty-three members of the Samford soccer team served 1,173 hours during the 2013-2014 academic year at NorthStar Youth Ministries. NorthStar is located in the College Hills neighborhood of West Birmingham. NorthStar exists to bridge the opportunity gap for inner city youth by addressing the deficit of investment in their lives. By impacting youth through Camp NorthStar, NorthStar Soccer Club, and after school programs, the ministry hopes to reach their families and see a transformation in the surrounding community.

Student-Athlete Advisory Committee (SAAC)*
An estimated 40-50 Samford student-athletes visited Charles Brown Elementary School in Birmingham for the 2013 Christmas party. The student-athletes spent time with 300 to 400 students in grades kindergarten through fifth grade at Charles Brown. The athletes worked with the youth at different stations, including crafts, reading and an athletic station.

Beeson Divinity School

Cross-Cultural Ministry Practicum (CCMP)*
This course (DVCC 655) was created to provide students with supervised ministry experience in a different cultural setting, through which they grow in intercultural sensitivity and skills, in their knowledge and appreciation of global Christianity, and in their passion and support for Christian missions. Each Master of Divinity student completes a CCMP of no less than two weeks. Outcomes for the community vary according to ministry site, the mission/ministry of the host site, and the student’s ministry role at the site.

For example, Tyshawn Gardner accompanied Beeson professor Dr. Doug Webster to Carpenter, Ghana, where they trained and resourced pastors through the Ghana Rural Integrated Development and Northern Empowerment Association (GRID-NEA). Their primary work involved leading the pastors in a study through the Book of Revelation, equipping them to teach and preach the book in their churches. For more information: http://grid-nea.org/wp-content/uploads/2013/09/GRID-Newsletter-Sep-2013.pdf

Ministry Leadership Practicum*
This course (DVML 541, 550, 625, 650, 725, & 750) was created to provide students with supervised ministry experience through which they develop ministry skills, pastoral identity, and the capacity for theological reflection. Each Master of Divinity student completed a total of 450 hours in a practicum placement (a parish setting or other ministry-related organization), under the supervision of a ministry mentor. Outcomes for the community vary according to ministry site, the mission/ministry of the host site, and the student’s ministry role at the site.

For example, Melanie Van Laningham served as Ministry Liaison between Brookwood Baptist Church and True Vine Evangelical Ministries. She informed the Brookwood membership of ways they could support and get
involved in the ministries of True Vine, and helped facilitate that involvement in logistical ways. She immersed herself in the life and work of the True Vine congregation as they ministered to the neediest in their community.

The Global Center
The Global Center allows divinity students and the Birmingham community to better understand and participate in global Christianity. The Center sponsors an annual Go Global Week, provides a variety of missions resources, and helps to track Samford global engagement at http://www.beesondivinity.com/samford-around-the-world.

Brock School of Business

Beta Alpha Psi*
Beta Alpha Psi (Financial Information Honor Society) plays a large role in providing service-learning activities for Accounting and Finance Majors. The group has a significant service component that they are evaluated on in order to maintain their status as a “superior” chapter. Professor Sharon Jackson is the Faculty Advisor for Beta Alpha Psi. In 2013-2014, Beta Alpha Psi hosted local high school students to learn more about financial literacy and provided service through Canned Food Drives, Birmingham Reads, Hope Lodge Game Night, Project Homeless Connect, Salvation Army Angel Tree, Blankets for Homeless, Christmas Cards for Soldier, and Boo at the Zoo.

The Bulldog Fund
The Bulldog Fund (student managed investment fund) hosts local high school students as they learn more about investments and financial literacy.

ENACTUS
ENACTUS (formerly Students In Free Enterprise) is a student organization that is committed to using entrepreneurial action to change the world. ENACTUS is engaged in a variety of community service projects.

Social Entrepreneurship Projects*
Social Entrepreneurship program (concentration for Business students, minor for non-business students and SE internships and fellowships) allows student teams and individual students to develop income-generating activities to support the mission of organizations as a part of the program’s curriculum. Dr. Jeremy Thornton is the Social Entrepreneurship Program Coordinator.

Cumberland School of Law

First-Year Student Service Projects*
As part of Public Interest Day, first-year Law students served with the following local organizations: Habitat for Humanity, Turkey Creek Nature Preserve, American Red Cross, and Ronald McDonald House.

National Celebrate Pro Bono Week*
Activities sponsored by Cumberland School of Law included the following:
- Poverty simulation seminar for lawyers providing pro bono services (sponsored by Alabama State Bar Pro Bono Task Force, Cumberland Community Mediation Center and Public Interest Program, and Alabama Possible)
- Free senior wills clinics at Our Lady of Fatima Catholic Church and Hoover Senior Center
- Wills for Heroes at Bessemer Police and Fire Departments
- General legal clinic for residents of The Foundry Rescue Mission and Recovery Center

Project Homeless Connect*
Cumberland students assisted with intake for legal services at Project Homeless Connect, an annual event that provides services for more than 800 homeless or near-homeless individuals at Boutwell Auditorium.
Spirit of Service Awards*
Cumberland School of Law annually recognizes students, faculty, and staff who have completed 30 hours or more of public interest/pro bono legal work and/or community service during the academic year. Twenty-seven individuals received this award in 2013-2014.

Summer Public Interest Fellowship Program*
This fellowship provides stipends to students who volunteer their time working for public interest, government, or non-profit entities during the summer. Students work 6-12 weeks at their assigned positions across the country.

Howard College of Arts and Sciences

Amnesty International*
Amnesty International is the world’s largest and most influential human rights organization. The Samford campus chapter is advised by Political Science Department Chair Fred Shepherd who also serves as Amnesty International’s Legislative Coordinator for the state of Alabama. Specific initiatives in which this organization have been involved include letter-writing campaigns to protect and release women political prisoners in Mexico, demonstration critiquing gender discrimination in Saudi Arabia, facilitation of Amnesty International’s state-wide meetings, and lobbying of U.S. Congressional offices on issues such as the International Violence Against Women Act, workplace discrimination, and the National Security Agency’s violations of civil liberties.

Birmingham Area Debate League
The Birmingham Area Debate League (BADL) is Samford Debate Team’s community outreach project. As part of this project, Samford hosts five debate tournaments for inner city students free of charge each year, with the goal of enhancing students’ public speaking and debate skills. In 2013-2014, approximately 20 area schools participated, involving about 200 middle and high school students. Members of the Samford Debate Team helped to facilitate and judge debates.

Environmental Cleanup
Biology students were involved in the following cleanup initiatives in 2013-2014:
- Shades Creek Clean Up: co-sponsored by Biology department & Beta Beta Beta (Biology Honor Society); involved students from BIOL 203, 326, & 217
- Bioblitz on Shades Creek: sponsored by Biology department
- Salamander Reserve Cleanup: involved student volunteers from BIOL 203, 326, 217
- Turkey Creek Bioblitz: involved student volunteers from BIOL 326

Focus Groups*
Focus is a community of students who take three courses in common: Communication Arts, Cultural Perspectives I, and Foundations. All freshmen take these courses in their first semester at Samford, and all are engaged in service-learning; most students are required to perform 10 hours of service in the Birmingham community. There are two types of Focus groups available to students:
- General: UCCA 101, UCCP 101 and Foundations cohort
- Latin American Scholars: UCCA 102, UCCP 101 and Foundations plus Spanish
The courses are administered jointly through the Core Curriculum, the office of the Assistant Dean of Arts and Sciences, and the Academic Success Center.

Howard Scholars
The inaugural class of Howard Scholars was selected in 2013. As part of this program, students are required to participate in at least 8 hours of service to the university, with emphasis on those activities that benefit Howard College and the community at large—for example, the Old Howard 100 Bike Ride, the J. Roderick Davis Lecture and Samford Homecoming.
Journalism and Mass Communication (JMC) Internships*
The purpose of the JMC internship program, which was started by Dr. Jon Clemmensen, is to help students secure jobs upon graduation from college. Next fall will be the 30th year of the new program offering courses, including internships.

In a JMC internship, the student spends 200 to 225 hours in the community working for a campus group or department, newspaper, magazine, PR agency, advertising agency, broadcast station, church, nonprofit, or business. Nearly every JMC major completes two or three internships for a total of 400 to 800 hours per student.

Old Howard 100 Bike Ride
The Old Howard 100 is a ride through three counties in Alabama’s historic Black Belt sponsored by Samford University’s Howard College of Arts and Sciences. The event benefits Sowing Seeds of Hope, a partnership between Perry County and Cooperative Baptist Fellowship that seeks to enhance the quality of work and life in Perry County through improved educational opportunities, health care, tourism, transportation and economic development.

Proceeds assist Perry County residents who receive care through Samford’s year-round health programs. Students and faculty in Samford’s nursing, pharmacy, and exercise and sports medicine programs offer regular health-care screenings, evaluations and monitoring services. Students also help with logistics on the day of the event. For more information: http://howard.samford.edu/oldhoward/

Martin Luther King, Jr. Day of Service
Sixteen students in the Academic Recovery Program volunteered with the Samaritan’s Feet Project at A.G. Gaston Boys and Girls Club on Martin Luther King Day 2014. Student participants received 2 Convocation credits for their service.

Student Members of the American Chemical Society (SMACS)
SMACS assisted with chemistry labs and Science Fair at Restoration Academy, volunteered at the McWane Center, and ran a Chemistry Quiz Bowl to raise money for Children’s Hospital

Ida V. Moffett School of Nursing

CampUS*
CampUS is a summer day camp experience held on the campus of Samford University for children ages 4-14 with special health care needs. It offers Samford students and faculty a service and active learning opportunity to practice interprofessional care and work with special needs children and their families. Along with undergraduate and graduate nursing faculty, the 2013 CampUS initiative included accelerated second-degree students who served the camp for 40 hours each as a required clinical component of their community health nursing summer course. In addition, master's level family nurse practitioner students served 8-16 hours to meet clinical and/or service-learning requirements in their program. For more information, see page 34 of this online document: http://www.samford.edu/uploadedFiles/Marketing_and_Communication/News/Seasons_March_2014.pdf.

Disaster training*
Each year, the Ida V. Moffett School of Nursing hosts a Disaster Simulation that helps to prepare future nurses to respond in the event of a campus or community emergency. This year, 115 undergraduate students, including both accelerated second degree BSN and traditional BSN seniors participated as victims and first responders in an active shooter situation. Campus Police, Regional Paramedic Service, and Homewood Fire actively participated in this drill.

Nursing students played roles as victims as well as first responders. By responding to the emergency, the nursing students fulfilled the objectives of participating in the triage process and interdisciplinary communication. Community agencies interacted with students as they would in an actual emergency and provided an opportunity for
essential interdisciplinary education. In addition to meeting the objectives of the nursing school, the drill allowed partnering agencies to assess their emergency response plans. First-responders utilized normal protocol for responding to such a disaster.

In addition to participating in the simulation, representatives from various agencies and other third parties were on hand to evaluate their respective participants’ response and the school of nursing faculty evaluated the students’ response to the situation.

For more information: https://www.youtube.com/watch?v=nYK6EWoqmtk&feature=youtu.be

**Go Red Heart Campaign**
The purpose of the Go Red Heart Campaign is to promote awareness about the effects of heart disease, especially among women, and raise funds for research and treatment of heart disease. The School of Nursing, St. Vincent’s Hospital, and the Sigma Eta Chapter of Delta Sigma Theta Sorority, Inc. partnered to provide free Blood Pressure and Heart Screening in the Cafeteria during lunch.

The month-long series of events kicked off on February 1st with the National Wear Red Day. Throughout the month of February, several Samford departments and organizations recognized the Go Red movement. Samford Athletics sponsored a “red out” basketball game and the University Library hosted a display about heart disease and women’s heart health.

**Medical Mission Trips**
Three Family Nurse Practitioner students participated in a mission trip to Honduras, while Nurse Anesthesia students served in Ecuador and Guatemala.

**Samford University Association of Nursing Students (SUANS)**
Members of SUANS completed approximately 500 hours of community service during the 2013-2014 academic year.

---

**McWhorter School of Pharmacy**

**Alabama Rural Health Initiative**
The Alabama Rural Health Initiative was created as a patient outreach to the residents of Perry County, Alabama by students of APhA-ASP and SNPhA under the supervision of Drs. Dugan, Freeman, Murphy, White, and Iranikhah. This initiative received the AACP Student Engaged Community Service Award. For more information: https://www.youtube.com/watch?v=L83G4B5sEvI

**American Pharmacists Association-Academy of Student Pharmacists (APhA-ASP)**
Approximately 465 students were involved in the following initiatives:

- Alabama Rural Health Initiative (Monthly)
- Rx Friends
- Women's Health Self Defense Class
- Smoking Cessation/Asthma Footloose Health Fair
- Generation Rx Springville Middle School Presentation
- Southern Women’s Show
- Chillin’ Out With Operation Self-Care
- Operation Heart Brookwood Health Fair
- September National Drug Take Back Day
- ADA Step Out Walk Health Fair
- Generation Rx Clay-Chalkville High School Presentation
- Perry County Court House Flu Clinic
- Generation Rx John Carroll Presentation
- Operation Immunization First Light Flu Clinic
- Women's Health First Light Screening Event
- Operation Diabetes Tarrant Schools Presentations
- Generation Rx Pizitz Presentation
- Generation Rx Stimulant Education
- Operation Heart Check Change Control (8 Events)
- Operation Diabetes Presentation in Perry County
- ADA Tour De Cure Health Fair
- Operation Immunization Dodgeball Tournament for SHOT@LIFE
- Women's Health Presentation to Hoover High School Juniorettes
- Generation Rx Miner High School Presentation
- Operation Diabetes Presentation at Clay-Chalkville Schools
- April National Drug Take Back Day
- Women's Health First Light Health Screenings & Donation Drive

Christian Pharmacy Fellowship (CPF)
Approximately 81 students were involved in the following initiatives:
- First Light Ministries
- Operation Christmas Child
- FAME Project

Equal Access Birmingham Clinic*
Initiated by the students of SNPhA, MSOP students work collaboratively with UAB medical students and physicians in caring for uninsured/underinsured patients. For more information, see page 29 of the following online document:

Kappa Psi (Pharmacy professional fraternity)
Approximately 40 students were involved in the following initiatives:
- Mt. Royal Long Term Care Arts and Crafts Night
- PKD Walk Health Fair
- Brother Bryan Mission Event
- Children’s Hospital Stockings
- Christmas Boxes with Mountain Brook Baptist Church
- PopTabs for Ronald McDonald House
- Valentines Card to Mt. Royal Towers
- Masters of Music Philanthropy Event
- ASA Walk/5K Event
- Shot@Life Dodgeball Tournament

National Community Pharmacists Association
Approximately 40 students were involved in the following initiatives:
- Ross Bridge 8K Health Fair
- Hueytown United Methodist Church Health Fair
- World Stroke Day Event
- Check, Change, Control Blood Pressure Screenings sponsored by American Heart Association
- Drug Take Back Day
Pediatric Pharmacy Advocacy Group
Approximately 20 students were involved in the following initiatives:
- Germ Seminars at Trace Crossings Elementary
- Reach Out and Read Alabama
- March of Dimes Walk in Westin, Alabama

Rho Chi (Pharmacy honor society)
Approximately 60 students were involved in the following initiatives:
- Life South Blood Drives: One per semester
- “Adopt a Family” program at Clay Elementary School

Student National Pharmaceutical Association (SNPhA)
Approximately 30 students were involved in the following initiatives:
- Perry County: Members volunteer first Thursday of each month
- Equal Access of Birmingham: Members volunteer third Sunday of each month at the Church of the Reconciler.
- Area Health Education Center (AHEC) Bulldog Pharmacy Camp Compounding Session: Sponsored by McWhorter School of Pharmacy, SNPhA and West Central Alabama (AHEC)
- Free Health Fair: Sponsored by the Diabetes Chair of SNPhA and Sam’s Club in Homewood
- Obama Day Health Fair

Student Society of Health System Pharmacists
Approximately 60 students were involved in the following initiatives:
- Footloose Fall Health Festival
- Children’s Hospital Medical Play Day
- Organ Donation and Bone Marrow Registry Drive

Orlean Bullard Beeson School of Education

Book Drives
The School of Education hosted an aTeam Ministries Book Drive and a Dr. Seuss Book Drive.

Cub Club Morning Intervention*
Under the guidance of Education faculty, candidates facilitate a morning intervention program for 3rd and 4th graders at Trace Crossings Elementary School. This program was created by Dr. Amy Hoaglund and Mrs. Karen Birkenfeld.

Miles College Partnership
Through a partnership with Miles College, students participated in a Multicultural Festival at Epic Elementary, a Young Author’s Conference for 3rd graders at Trace Crossings Elementary, and a Space Day for 4th graders at Trace Crossings Elementary.

Pathway to Graduation*
Pathway to Graduation is a summer program for at-risk middle school students in Jefferson County School District. This program was created by Dr. Amanda Hilsimer (Samford), Mrs. Susan Wirt (Jefferson County Schools), and Mrs. Becky Milstead (Samford alumna). For more information: http://www.samford.edu/education/newsarticle.aspx?id=21474863538

Pen Pal Project
Thirty Samford students correspond with 2nd graders at Hall Kent Elementary School throughout the year.
**Reading Events**
Thirty-five students participated in Birmingham Reads, an annual program sponsored by Birmingham Literacy Council and Better Basics. Thirty students also celebrated Dr. Seuss’s birthday by reading with patients at Children’s Hospital.

**Turning Points***
Turning Points is a partnership between Homewood City School System, Mountain Brook School System, and Samford University that includes vocational training and class work for developmentally disabled students. More information is available at these links:

- [http://photos.al.com/birmingham-news/2012/04/turning_points_2.html](http://photos.al.com/birmingham-news/2012/04/turning_points_2.html)

**HDFE 322 Family Life Education***
All students enrolled in this course were required to prepare and administer an educational presentation to adult learners at either the Lovelady Center or First Light Women’s Shelter. Prior to their presentations, students were required to spend at least 15 hours at their respective agencies in order to better understand the needs of the organization and their audiences. Through this service-learning assignment, students connected what they were learning in the classroom about Family Life Education to needs in the local community. Approximately 30 majors in the Department of Human Development and Family Life Education completed this course.

**Graduate programs**
Graduate students in the School of Education participated in the following initiatives:

- Developed training programs and materials for character education at Cornerstone Schools of Alabama (partnership with Mann Center for Ethics and Leadership)
- Provided training to middle school leaders in partnership with Alabama State Board of Education
- Researched and evaluated educational best practices and instructional innovation for Alabama Association of Superintendents and Talladega School System, respectively
- Collaborated with Alabama Department of Education, The University of Alabama, and Auburn University to provide leadership training for prospective school leaders in select turn-around school systems
- Conducted background research support for Spring Valley School

**School of the Arts**

**Better World Theatre***
The Better World Theatre project engages professional school students to use theatre as a means of exploring the critical ethical issues in medicine, education, and business. This program started as a partnership between the Theatre Department and the Mann Center for Ethics and Leadership.

**Birmingham Museum of Art and various art galleries**
Student volunteers assisted with various events and gallery installations/de-installations at BMA and other galleries.

**Fairy Tale Festival**
Approximately thirty students were involved in the Fairy Tale Festival, an annual non-profit fundraising event sponsored by the Department of Theatre and Dance.

**Graphic Design for Non-Profit Organizations***
Students in Scott Fisk’s graphic design courses routinely do class projects for non-profit organizations from logo design and branding to web development. This competitive type of project gives students experience working with
a client with specific needs, having worked judged, accepted and rejected, and provides a valuable yet "free" service to non-profit organizations.

**Salvador's Deli Fundraiser***
Faculty members Robin Snyder and Larry Thompson worked on a community advisory panel to help create the First Annual *Salvador's Deli* Fundraiser event in partnership with Forstall Art Center, Piggly Wiggly, UAB, and The Birmingham Museum of Art (BMA). Forty Samford students participated in the event, and represented exactly half of the entrants. Work that was created was exhibited in March at the BMA to help raise over $4,000 in funds that now have purchased art/school supplies for children in need.

**Samford Theatre for Young Audiences***
Samford Theatre for Young Audiences teaches creative drama to under served elementary schools and tours a performance to these underserved schools.

### School of Health Professions

**Samford Legacy 5K**
Students were involved in planning, administrating, and staffing the Samford Legacy League 5K in October 2013.

**Medical Mission Trip**
Dr. Alan Jung took a group of approximately 10 students to Dominican Republic during Jan Term. The group worked with One Vision International to conduct 5 health clinics at churches across the country.

**Mercedes Marathon**
Athletic Training students volunteered at the Mercedes Marathon in February 2014.

**Special Equestrians Fundraiser**
Dr. Ralph Gold’s class hosted a campus-wide Cornhole tournament to raise money for the Special Equestrians, an organization that “provides high quality therapeutic horseback riding and equine assisted activities” to persons with disabilities.

### School of Public Health

**Health-Related Community Service**
Public Health students volunteered with the following organizations/programs during the 2103-2014 academic year:
- Girls on the Run
- Cahaba Valley Health Care
- Dawson Memorial Baptist Church (Healthy Lifestyle Classes)
- Liberty Park Schools (Get Up and Move Classes)
- REV Birmingham
- Sowers of Seed Summer Supplemental Lunch Program
- Children’s Hospital
- Jones Valley Teaching Farm
- The Great Vegetable Run
- First Light Women’s Shelter
- United Way Food Bank
- Nursing Homes
- Girl Scouts of America
- Birmingham District Dietetic Association and Alabama Dietetic Association
Samford Student Dietetic Association (SDA)
Samford’s Student Dietetic Association, which is an affiliate of the Birmingham, Alabama, and National Academy of Nutrition and Dietetics, is more than 30 years old. Samford SDA is heavily involved in community service and has won the Most Outstanding Student Dietetic Association in the State from the Alabama Dietetic Association for the last 6 out of 7 years.

Student Affairs and Enrollment Management

Greek Life
The Office of Greek Life is committed to a quality fraternal experience encompassing service, leadership, scholarship, and personal development within a Christian values collegiate community. Utilizing the values of the individual organizations themselves, the chapters are actively engaged with giving to others, supporting those in need, and working to improve the human condition. During the 2013-2014 academic year, the fourteen chapters contributed over 18,000 hours of community service and donated over $170,000 to various philanthropic organizations.

Greek Philanthropies
- **Alpha Delta Pi:** Ronald McDonald House
- **Alpha Kappa Alpha:** Sickle Cell Foundation
- **Alpha Omicron Pi:** Arthritis Research
- **Alpha Phi Alpha:** Muscular Dystrophy, Education and Mentorship
- **Alpha Tau Omega:** Relay for Life
- **Chi Omega:** Make-a-Wish Foundation
- **Delta Sigma Theta:** 5 Programmatic Thrust Programs (e.g. public education, health awareness)
- **Delta Xi Phi:** Stomach Cancer Awareness
- **Lambda Chi Alpha:** Feeding America
- **Phi Mu:** Children’s Miracle Network
- **Pi Kappa Phi:** The Ability Experience (formerly PUSH America)
- **Sigma Chi:** Children’s Miracle Network
- **Sigma Nu:** Habitat for Humanity and Wounded Warrior Project
- **Zeta Tau Alpha:** Breast Cancer Education and Awareness

Service and Social Justice Student Organizations (Registered in OrgSync as of fall 2014)
- **Alpha Phi Omega:** National coeducational service organization founded on the principles of leadership, friendship, and service
- **Amnesty International:** Affiliate of Amnesty International (AI), an international human rights organization, that raises awareness about human rights issues and offers practical ways for the student body to advocate for those who suffer injustice
- **Arnold Air Society:** Professional honorary service organization that advocates the support of aerospace power and is open to officer candidates in Air Force Reserve Officer Training Corps (AFROTC) at Detachment 012
- **Building Tomorrow:** Affiliate of Building Tomorrow, a non-profit organization that raises funds and advocates for access to quality education in East Africa
- **diversABILITY:** Disability advocacy organization that was created to provide a stronger voice for the disability community at Samford
- **Gamma Sigma Sigma:** National service sorority that seeks to develop friendships and promote spirit of service
- **Oxfam:** Affiliate of Oxfam America, an international relief and development organization that saves lives, helps people overcome poverty, and fights for social justice
- **Project Africa Now:** Raises awareness on human rights and abuses in Africa
- **Restoring Eden:** Works on campus sustainability issues and raises awareness about Christians’ call to environmental stewardship
- **Samford University Association of Nursing Students:** Affiliate of Alabama Association of Nursing Students and National Student Nurses Association that seeks to promote personal and professional growth of Nursing students
- **Silver Wings**: National coeducational professional organization dedicated to creating proactive, knowledgeable, and effective civic leaders through community service and education about national defense
- **Students for Life of Samford University**: Dedicated to spreading the pro-life message on campus and in the community

**Spiritual Life (formerly University Ministries)**
The Office of Spiritual Life exists to nurture individuals, encourage authentic Christian community, and provide a network of spiritual formation groups, worship experiences, service opportunities, and ministry projects. OSL along with 410 Samford students contributed 3,350 volunteer hours in the local and global community while raising $17,000 philanthropic dollars.

**Community Involvement**
Community Involvement (CI) encourages students to embrace Christ's call to "be a neighbor" through training, experience, and reflection within the paradigm of community development. CI aims to help students embody a lifestyle of relational evangelism and activism, with the ultimate purpose of engaging the kingdom of God locally and globally. Throughout the 2013-2014 year, Samford students served in the communities of East Lake and College Hills by hosting various events for the community such as Farmer's Markets, tutoring and mentoring, and community dinners.

**Convocation Program**
Samford's Convocation program encourages students to develop both spiritually and academically by providing a variety of programs that seek to integrate faith and learning from a distinctively Christian perspective. Students may receive Convocation Credit by participating in faith-based service opportunities, including Samford Gives Back, Service Cadres, and mission trips.

**Global Missions**
In 2014, over 75 Samford students served in missions on every continent. Some of these students were participants in the Global Missions Scholarship Program, which currently involves 35 students. Recipients of the Global Missions Scholarship are committed to long-term international missions after completing their educational goals. The students experience small group missions discussions together, as well as a fall retreat and periodic community dinners. In addition, each student completes an 8-week global missions internship under the mentorship of an experienced field personnel in their country of service. In 2013-14, student internships took place in China, Ireland, Kenya, India, Korea, Costa Rica, Ethiopia, and Nepal.

Each year, the Office of Spiritual Life hosts Go Global missions emphasis week in conjunction with the Beeson Global Center. In fall 2013, over 30 mission agencies visited campus to educate students and promote mission opportunities.

**Student Leadership and Community Engagement**
The Office of Student Leadership and Community Engagement (SLCE) seeks to transform students and communities by promoting and practicing the thoughtful integration of faith, learning, leadership, and service. SLCE sponsors several programs throughout the year that connect Samford students to community needs, including the initiatives described below and an annual Community Engagement Fair that involved 35 agencies in fall 2013.

**Samford Gives Back**
Samford Gives Back is a campus-wide service initiative organized by the Office of Student Leadership and Community Engagement and Omicron Delta Kappa national leadership honor society. The mission of Samford Gives Back is to partner the Samford community with organizations that are committed to working towards the betterment and restoration of greater Birmingham. The 2014 Samford Gives Back day of service generated over 2,000 volunteer hours in the Birmingham area by 500+ students.
Salvation Army Angel Tree
Samford has participated in the Salvation Army Angel Tree program for over a decade. In 2013 Samford students, employees, and friends provided Christmas gifts for 75 local children through this program.

Service Cadres
Cadres are small, dialogue-based groups led by faculty, staff, or administration, generally consisting of 8-12 students. The purpose of Cadres is to help students gain a deeper understanding of the Christian faith and its role in shaping their lives and our world. Service Cadres are opportunities for Samford students to serve the Birmingham community and gain Convocation credit. Forty-three students participated 2013-2014 service cadres and served 324 hours.

Service Immersion Trip
The 2014 Spring Break Service Immersion Trip took place at Give Kids the World, a nonprofit storybook resort that offers cost-free fantasy vacations for children with life-threatening illnesses and their families. Ten students volunteered over 300 hours during their spring break at the resort, assisting in many areas of the park.

Student Liaisons
Student Liaisons serve as a crucial link between Samford University and the greater Birmingham community by connecting students with ongoing service opportunities at select community partner agencies. Student Liaisons develop mutually beneficial relationships with the community while encouraging students to think more broadly about the nature and purpose of service. Liaisons are committed to recruit and lead their peers in regular volunteer opportunities with partner agencies and facilitate reflection. The 2013-2014 Student Liaison partnerships included the Exceptional Foundation, Greater Birmingham Habitat for Humanity, Restoration Academy, and the Birmingham Zoo and resulted in a total of 1,351 service hours.

Other

Alabama Possible
Samford University is a Cornerstone Member of Alabama Possible’s Higher Education Alliance. The Higher Education Alliance brings together administrators, faculty, and students from more than 20 colleges and universities around the state. Members are committed to educating college students to become active citizens through classroom teaching, service-learning, and civic engagement. Faculty and staff from across campus participate in Alabama Possible programs throughout the year, including the annual Lifetime of Learning conference. In addition, Alabama Possible hosts poverty simulations on Samford’s campus and Samford students volunteer with the Blueprints College Access Initiative, a college access program that pairs colleges and universities with local high schools.

Holy Family Cristo Rey
Samford University serves as a corporate sponsor for Holy Family Cristo Rey (HFCR) High School, providing on-campus jobs for Holy Family students that help subsidize the cost of the students’ private Catholic education. In 2013-2014, five HFCR students worked on campus in Business, Education, Pharmacy, Library, and Arts and Sciences. Samford is also connected with Holy Family through Alabama Possible’s Blueprints program, in which Samford students help facilitate a college prep curriculum at the high school. The Office of Student Leadership and Community Engagement works with Alabama Possible to recruit volunteers for the Blueprints program. Various faculty and staff members were also involved with the Rey of Hope Gala, a fundraising event that was held at The Club in May 2014.

Home for the Holidays
Since 2003, Habitat and ABC 33/40 have teamed to build a house in December for a deserving Birmingham-area family. They enlist 10 corporate sponsors who build the house in 10 days and then present it to the family as a holiday gift. Samford is the only corporate sponsor that has participated all 11 years. Over 40 student, faculty, and
staff volunteers from Samford participated in the 2013 Home for the Holidays build, contributing approximately 160 service hours. The university contributed $5,000 to aid in the project.

**Shoe a Nation Campaign**

In 2013, Samford committed to provide shoes for the entire nation of Dominica. Through an affiliation with Samaritan’s Feet and the Caribbean Baptist Youth Fellowship Festival, Samford provided shoes and socks to over 5,000 children. While in Dominica, 19 students and administrators from the McWhorter School of Pharmacy and Samford Athletics built 2 homes, painted a homeless shelter, ministered to 22 last chance juveniles at a detention center, and conducted a health fair. Over 100 people gave their lives to Christ during the trip. Samford raised $100,000 in 3 months to fund this project. Donors included alums Steve ('89) and Suzanne Davidson ('91) who provided a substantial catalyst gift, Drayton Nabers and the Mann Center for Ethics and Leadership who pledged 1,000 pairs of shoes, The Brock Foundation, and Sigma Nu Fraternity that sponsored a 1K event that raised over $6,000 toward the cause.
Recommendations

1) Develop institutional identity by telling the story
Build widespread support for community engagement by sharing this report with prospective students, current students, faculty, staff, alumni, community members, and other friends of Samford. Possible communication avenues include Belltower, Seasons, the Samford Crimson, the Samford Chronicle, Dr. Westmoreland’s Monday Mission, New Student Orientation, Admissions recruiting materials, social media, faculty workshops, and New Employee Orientation.

2) Celebrate and support community engagement of students, faculty, and staff
Connect students to service opportunities (locally and abroad) and recognize those who make substantial commitments to service during their time at Samford. Encourage students to connect faith, learning, leadership, and service through reflection and dialogue. Provide administrative support for faculty who use service-learning in their courses and acknowledge service-learning in the tenure and review process. Offer financial support for community engagement initiatives and staffing.

3) Enhance visibility through national recognition
Make a public commitment to community engagement by joining Campus Compact and/or applying for the Carnegie Classification for Community Engagement and President’s Higher Education Community Service Honor Roll:

- **Campus Compact**
  “Campus Compact is a national coalition of more than 1,100 college and university presidents who are committed to fulfilling the public purpose of higher education. As the only national higher education association dedicated solely to campus-based civic engagement, Campus Compact promotes public and community service that develops students’ citizenship skills, helps campuses forge effective community partnerships, and provides resources and training for faculty seeking to integrate civic and community-based learning into the curriculum. Campus Compact’s membership includes public, private, two- and four-year institutions across the spectrum of higher education.” For more information, visit [http://www.compact.org](http://www.compact.org).

- **Carnegie Classification for Community Engagement**

- **President’s Higher Education Community Service Honor Roll**
  “The President’s Higher Education Community Service Honor Roll, launched in 2006, annually highlights the role colleges and universities play in solving community problems and placing more students on a lifelong path of civic engagement by recognizing institutions that achieve meaningful, measurable outcomes in the communities they serve.” For more information, visit [http://www.nationalservice.gov/special-initiatives/honor-roll](http://www.nationalservice.gov/special-initiatives/honor-roll).

4) Expand and improve data collection methods
Assess faculty and staff engagement, as well as additional student involvement, to enhance future community engagement reports. Streamline data collection by incorporating community engagement assessment into existing surveys (e.g. annual employee survey) and/or using online survey software (e.g. Qualtrics).

5) Deepen community relationships
Invest time and resources to develop authentic, reciprocal relationships with community partners. Make a long-term commitment to improving the local community, and develop specific focus areas for service. Equip students, faculty, and staff to engage in meaningful ways.
Acknowledgements

Thank you to the following individuals who assisted with data collection for this report.

Beeson Divinity School
- Tom Fuller: Director, Ministry Leadership Development, Placement, and Assessment
- Timothy George: Dean, Divinity School

Brock School of Business
- Chad Carson: Associate Professor/Associate Dean, School of Business
- Howard Finch: Dean, School of Business

Cumberland School of Law
- Cassandra Adams: Director, Community Mediation Center and Public Interest Project
- Corky Strickland: Dean, School of Law

Howard College of Arts and Sciences
- Dana Basinger: Assistant Dean/Assistant Professor, College of Arts and Sciences
- David Chapman: Dean, College of Arts and Sciences
- Lee Walsh: Administrative Assistant, Dean’s Office

Ida V. Moffett School of Nursing
- Eleanor Howell: Dean, School of Nursing
- Becky Morgan: Coordinator, Nurse Anesthesia

Orlean Bullard Beeson School of Education
- Jeanie Box: Dean, School of Education
- Kristie Chandler: Associate Professor/Chair, Human Development and Family Life Education
- Maurice Persall: Professor/Chair, Educational Leadership
- Betsy Rogers: Assistant Professor/Chair, Curriculum and Instruction

McWhorter School of Pharmacy
- Michael Crouch: Dean, School of Pharmacy
- Renee DeHart: Professor/Associate Dean, School of Pharmacy

AFROTC
- Travis Dixon: Lt. Colonel, AFROTC

Athletics
- Michelle Durban, Assistant Athletic Director for Compliance

School of the Arts
- Kathryn Fouse: Associate Dean, Division of Music
- Joe Hopkins: Dean, School of the Arts
- Randall Richardson: Professor/Chair, Undergraduate Music
- Don Sandley: Professor/Chair, Theatre
- Larry Thompson: Associate Dean for Visual Art

School of Health Professions
- Alan Jung: Associate Professor/Chair, Kinesiology and Nutrition Science

School of Public Health
- Pat Terry: Professor/Chair, Nutrition and Dietetics

Student Affairs and Enrollment Management
- Laura Breedlove: Coordinator, Student Leadership and Community Engagement
- Denny Bubrig: Director, Greek Life
- Matt Kerlin, Assistant Dean for Spiritual Life
- Renie Moss: Assistant Dean for Campus Life
- Janna Pennington: Director, Student Leadership and Community Engagement
- Renee Pitts: University Minister
- April Robinson: University Minister
- Beth Roller: Director, Student Activities and Events

Other
- Colin Coyne: Chief Strategy Officer
- P.J. Hughes: Assistant Professor/Director, Continuing Pharmacy Education
- Michael Morgan: Assistant to the President
- Philip Poole: Executive Director, University Communication
Appendix: Report Template

Samford University
Annual Report on Service
2013-2014

About the Report:
For many years Samford has identified the active engagement of our students in service and missions, both locally and globally, as a distinctive of the Samford experience. To better track and quantify the impact that Samford is making in our community, Dr. Westmoreland has assigned the Office of Student Leadership and Community Engagement with creating an annual university-wide report on service. This report will include both co-curricular volunteer efforts, as well as service that is integrated into academic coursework (service-learning). Campus Life, Spiritual Life, Athletics, and each of the schools/colleges have been invited to submit data for the report.

Both quantitative and qualitative data will be included in the report, which will be completed during fall semester 2014. The data that is collected will help the university to better understand how it is living out its mission to encourage “social and civic responsibility, and service to others” and will enable the university to apply for various grants and awards.

Guidelines for Reporting Service Data:
• This report is for the 2013-2014 academic year. Please only include service and service-learning that occurred between July 2013 and June 2014.

• Please use the following report template to submit data for your school/college.

• For the purpose of this report, service-learning will be defined as course-based community service that links directly to academic assignments. Co-curricular, non-academic service will be defined as community service/volunteerism that occurs outside of the classroom but is sponsored by an academic unit.

• Remember, you are only reporting data for your school/college. Do not include programs like Samford Gives Back, service cadres, or Greek philanthropy hours, as these numbers are being reported by others on campus.

• It is acceptable to estimate student participation and service hours. For example, when calculating total number of students engaged in academic service-learning, multiply number of known service-learning courses by approximate number of students enrolled in each course.

• Please include student internships, student teaching, and healthcare clinicals in your report. However, only count hours students spend in the community; classroom hours should not be included.

• Feel free to attach press releases, news articles, syllabi, etc. that provide additional information about the service-learning courses and community engagement initiatives within your school/college.

• The deadline for data collection is Tuesday, September 30, 2014. Please email your report (with attachments) to jpenning@samford.edu no later than this date.

• If you have questions, please contact Janna Pennington, Director of Student Leadership and Community Engagement, at jpenning@samford.edu or (205)726-2471.

Thank you for your assistance!
Name of School/College:
Name of Person Submitting Report:

Please submit the following data for the 2013-2014 academic year (July 2013-June 2014):

1. List service-learning courses with name of instructor for each course (please add additional spaces if there were more than 10 service-learning courses offered):
   
   *Example:* BIOL101, Dr. Jane Doe
   
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<th>a) Total number of students engaged in academic service-learning</th>
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<th>b) Total number of hours students spent engaged in academic service-learning</th>
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2. List co-curricular, non-academic service opportunities (please add additional spaces if there were more than 10 service opportunities offered):
   
   *Examples:* Habitat for Humanity build sponsored by Brock School of Business, Old Howard 100
   
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<th>a) Total number of students engaged in co-curricular, non-academic service sponsored by your school/college</th>
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<th>b) Total number of hours students spent engaged in co-curricular, non-academic service sponsored by your school/college</th>
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3. Highlight 2-3 programs within your school/college that illustrate exceptional community engagement. Please include information about why program was created, who was involved, and whether there were known outcomes for the community. Attach press releases, news articles, marketing materials, and syllabi as appropriate.

   1.
   2.
   3.