Session G1: Room W-618  
Saturday June 14th 11:00 am to 12:30 pm  
Innovative Pedagogies for Environmental Justice and Community Engagement

Deborah Rigling Gallagher and Rebecca Vidra,  
*Partnerships to Promote Student Engagement in Revitalizing Under Resourced Communities*

Susan Mooney and Jessica Devereaux ‘16, Stonehill College,  
*Climate change conversations in the community*

William Grady Holt, Birmingham Southern College,  
*Environmental Justice In Jones Valley: Studying Soil Contamination and its Implications Across the Curriculum*

Michael Bryson, Roosevelt University,  
*Sustainability Studies, Community Development, and Social Justice: Service Learning at an Urban Farm*
Partnerships to promote student engagement in revitalizing under-resourced communities

Rebecca Vidra and Deborah Gallagher
Nicholas School of the Environment • Duke University
Goals of Partnership

• Bring two learning communities together through creative pedagogies.

• Teach and apply community-based participatory research in HBCU host community.

• Leverage Duke and Paul Quinn resources to shine light on community needs.
Collaboration Structure

- Identify Partnership
- Community-Building
- CBPR
- Cross-Campus Learning
Paul Quinn College

- Established in 1872, moved to Dallas in 1991
- 250 students, 26 full time and adjunct faculty
- Majors in business, education, legal studies
- Rebounding from years of financial struggle
- “We Over Me” farm on football field
- Named HBCU of the Year in 2011
Highland Hills Neighborhood

- Far southern sector of Dallas
- High minority population and poverty rate
- Largely underdeveloped
- Food desert, close proximity to McCommas Bluff Landfill
Using CBPR as Pedagogy

- Semester-long virtual course via Google Hangouts

- Research month in Highland Hills (May 12-June 7, 2014):
  What about HH makes you feel healthy/unhealthy?
Accomplishments to date

- Collaboration and research skills for students
- Building community partners for PQC
- Balancing research and teaching for Duke faculty

Images taken by PhotoVoice participants, May 2014
Lessons being learned

• Bridging institutional cultures is hard

• Time needed to develop strong community partners and relationships

• Efforts of faculty pioneers working at the grassroots level are not rewarded.
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Next Steps

- Spring 2015: Duke Immerse program (cross-campus learning)

- Creative pedagogy manuscript in the works with student authors

- Creating a network of partnerships through grant support
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• Student collaborators: John Hare-Grog, Vaib Penukonda, Jake Lennert, Destiny Modeste, Alyssa Avila, Aidee Sierra, Danielle Purifoy, Christa Owen, and Emma Hedman

• Faculty partners: Karrie Stewart (Duke) and President Michael Sorrell (Paul Quinn)

• Highland Hills community members