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Please provide a brief history of your experience with service-learning.

My past three years at Southern Miss have been the most rewarding due to my increased engagement with service as research. I believe my background in design, PhD work in urban design, and overwhelming dive into the proud world of architectural education has greatly influenced my career path and my perspective on the advancement of civic engagement at Southern Miss. While working towards my PhD in urban planning, I began to study experiential learning and the teachings of educational theorist John Dewey. From this research and a serendipitous recommendation of my current Director, I found my way to service-learning and the USM Center for Community Engagement. I was awarded a Southern Miss Service-Learning Faculty Fellowship in spring 2018 which included a seminar on best practices related to service-learning. My experience in studio teaching combined with my love of service are reflected in my PhD dissertation, titled "Service-Learning in Built Environment Design Education: Connecting University to Community."

For three years, I have been teaching a community-centric site design course, Architectural Studio III. Service-learning in my Studio III course includes working with a variety of organizations in downtown Hattiesburg. Our most recent service-learning design project required an investigation of the significant history and future viability of Mobile Street in downtown Hattiesburg. My fall 2018 Architectural Studio III students researched and documented significant sites along this cultural hub and brainstormed design ideas for the future. The deliverables for this project included historic and existing conditions research, a physical model, and a realistic, navigable 3D model of future Mobile Street using virtual reality. In addition, the first publicly engaged event related to this project took place during the 2018 Fall Art Walk, called "Memories of Mobile." During this event, members of the community were invited to share their favorite interactions, encounters, events, and happenings from historic Mobile Street. From this event, I created a website, memoriesofmobile.org, to increase public awareness and activism about this once-significant neighborhood.

Without question, discovering service at Southern Miss initiated a spark that continues to ignite my passion for service in higher education. Service to university and community has always been part of my value system, and I intend to continue pursuing research, teaching, and service dedicated to advancing civic engagement in the School of Construction and Design at Southern Miss.

Name and description of your proposed project.

Project Name: ARCH@USM Interactive Community Sculpture

Project Goal: The purpose of this project is to design and build an interactive sculpture in downtown Hattiesburg to add to the quality of life of nearby children.

Course and Project Description

Architectural Studio III (ACT 400) focuses on the study of urban fabric with an emphasis on site condition analysis, design document creation, and construction document development. This senior-level course requires analysis and design of urban spaces and site conditions for three projects situated in downtown Hattiesburg:

Project #1 (4 weeks): Adapt - Existing building adapted to an art museum and on a new site

Project #2: (4 weeks) Build - Design and build an outdoor, interactive, community sculpture

Project #3: Plan - Comprehensive, planned development of Mobile Street

Project #1: Adapt

There are many factors that can influence building design, including the needs of the client, available financing,

approvals by the jurisdiction, site conditions, etc. Project #1 requires students to respond to site conditions by adapting an existing structure to a site in downtown Hattiesburg. Key concepts include site analysis, property research, site-specific code review, parking lot design, and adaptive building design. In addition to these requirements, students will also design a complementary outdoor interactive art installation beside the art museum.

The site for this project is located at 146 Hardy Street across from Bancorp South and near McLeod Street. This site is significant because it could serve as the unofficial, welcoming entryway into downtown. For this project, students will produce the following deliverables: (1) overall site plan, (2) site characteristic analysis, (3) images of the new building and site, (4) a 3D walkthrough, (5) and a small scale physical model of the art installation designed by each student, which will assist with the service-learning objectives for the course.

The foundation of responsive urban and architectural design is to understand the place for which we are designing. This fundamental concept will be explored through active engagement with the local community, known as service-learning. Students will work with a community partner to implement a project to meet the needs of the organization, develop their own skills, and reflect on the value of the experience from a community and interpersonal perspective.

Project #2: Build

As mentioned, students must design a complementary outdoor interactive art installation to be placed on their theoretical project site; this installation should make sense on the site and in the same style as the museum. We want to turn imagination into reality by designing and building an outdoor interactive sculpture with the help of children in our community. An interactive sculpture is art that engages the spectator. Some interactive art installations achieve this by letting the visitor walk in, on, and around them; some others ask the artist or the spectators to become part of the artwork. I love the interactive sculpture by Nituniyo and Memosesmas, a Spanish design studio who created an engaging sculpture for the Festival of the Fallas in Valencia (Google images has great pictures of the sculpture). There are an unlimited number of ideas for this type of interactive art, but my students will develop their idea for an installation during Project #1 and present their ideas to the community during Project #2.

Community Engagement

When designing for a group of people, there are numerous social, physical, and individual design considerations that must be understood before designing begins. Students must research the population and place for which they are designing to ensure the successful operation of the building and the comfort of the tenants while responding to the project's funding availability.

This means my students must engage with potential project visitors, children in downtown Hattiesburg. My students will present their interactive sculptures ideas from Project #1 to smART space participants during a Community Art Workshop (name TBD). During this workshop, my students will be listening to smART space students for unique, playful, fanciful design ideas and feedback to inspire my students. These ideas could be about the sculpture design, creative ideas, sculpture location, colors and textures, and many more. Also, the successful design and building of this project will depend on a great deal of community interviews so that students can design based on the actual needs, wants, and desires of the people who will be using this installation, local children (and adults) in downtown Hattiesburg. This is also an excellent academic exercise because it requires my students to polish their interview skills, thoughtfully engage with another human, listen critically, and, I hope, gain courage from stepping out of their comfort zone.

Once the design has been presented and feedback has been received, smART space children will vote on their favorite design. This design will then be analyzed as a class, and, if necessary, they will make any necessary design changes to stay within budget and the realities of construction. Students will then produce a (1) materials list, (2) site plan with the location of the sculpture identified, (3) construction method analysis, (4) day-by-day project completion schedule, and (5) foreseen challenges.

This marks the point where design ends and construction begins! Several groups will participate in the construction of this project: my architecture students, teachers and students from smART space, select members of the Hattiesburg Arts Council, USM Student Constructors Organization, and the community. I will also use my connections in architecture and construction to garner more support, specifically construction labor, equipment, advice, and site supervision. This interactive art installation will be successfully completed from start to finish with the help of my

community, both personal and professional.

The project will conclude with a celebration at the USM Community Studio for those who helped with the project, smART space student parents, Hattiesburg Arts Council members, parents of my students, as well as, USM School of Construction and Design faculty and staff, USM Center for Community Engagement staff, city officials, and anyone interested in learning more about this project or the supporting organizations.

How will the funding be used?

Budget Items:

(1) Thank you gifts - \$50

(2) Materials - \$1,850

(3) Celebration - \$100

(1) Thank you gifts will be provided to smART space children who participated in the interview and presentation with my students. I intend to buy school supplies, markers, pens, notebooks, etc. as the thank you gift.

(2) The second line item is related to the building materials and supplies necessary to build the sculpture. This includes concrete, wood, metal, and many other materials will be needed to make the structure stable. This also includes any necessary site preparation work.

(3) The third line item is related to the celebration at the end of Project #2. Food, non-alcoholic drinks, and awards will be purchased for this event.

What existing resources and/or connections will be helpful as you implement your project?

This project will only be accomplished through the help of our community partner, the Hattiesburg Arts Council. The mission of the Hattiesburg Arts Council is to support, promote, sponsor and coordinate existing arts related activities and organizations in the community and to establish new ones where the cultural need has not been filled. Our class will specifically work with director of "smART space," Abigail Allen. SmART space is the children's and outreach division of Hattiesburg arts Council. The goal of smART space is to provide culturally enriching experiences for the residents of Hattiesburg and the surrounding areas. They hold weekly classes at the ARC rise and shine program and Earl Travillion attendance center. They also provide free arts programing on Fridays at the CE Roy community center from 3 to 5 PM for children ages five and up. SmART space produces regular special events for local schools, churches and rehabilitation centers as well as the newly added seniors smART space once a month, also at the CE Roy.

SmART space also has a strong presence at all of the outdoor events in the Hattiesburg including live at five, Summer tunes concert series, mobile street festival and so many more. In addition, they work with the city of Hattiesburg in the summer and provide each public school camp location with week-long arts intensives. Most importantly, the mission of smART space is to remind children of all ages to have fun, be creative, get messy, sing at the top of their lungs, and laugh out loud.

Abigail's dedication to the children of our community extends beyond her work with the Hattiesburg Arts Council. She has the pulse of the community at her fingertips and access to many children that would be ideal for part of our project. Finally, I have never met someone who is as loyal, devoted, and concerned about the people who live Hattiesburg. I have included this paragraph in my proposal because Abigail Allen and the Hattiesburg Arts Council will be integral to the successful completion of this project.

What are your long-term plans regarding a) service-learning pedagogy b) community-engaged scholarship?

Community engaged scholarship represents everything I value, inclusion, personal reflection, enhanced communication skills, and service to community. Without question, service-learning and the CCE have provided me with the foundation that I need to finish my dissertation and continue community engagement. My goal as an educator is to "make lives better," and many people will be positively affected by this project. Thank you for considering my proposal!