

## **Development Committee for Service and Civic Engagement**

### **Interim progress report of the subcommittees.**

**February 22, 2008**

## **Curriculum Integration**

**chaired by Dr. Roberta Rosenberg**

After our initial meeting, we broke the committee into four subcommittees, each with its own chair. Each group addressed the study questions (in bold). The group's findings thus far follow each question:

### **1. Existing model programs that integrate service-learning into the regular curriculum (Ingrid Edery, chair):**

**--What programs already exist at other universities? How might we adapt their structure for our own purposes? For instance, I know that UNC-Chapel Hill has a very well-established program. There are also websites with sample syllabi, etc.**

**--Do these programs create a minor in service-learning? a certificate? a concentration within a specific discipline?**

The committee is focusing on several major university service learning programs including: University of North Carolina, Chapel Hill; College of William and Mary; and James Madison University. Thus far, the committee has collected program materials, course syllabi, information for both students and faculty and a variety of application forms, course proposals, etc. We have also located Campus Compact, the major service-learning organization in the United States. CC maintains an excellent database of courses that can be accessed at: <http://db.compact.org/program-models>

Several committee members have spoken with administrators at these universities: Jenny Huq, Director of the Apples Program at the University of North Carolina; Professor Joel Schwartz, Director of the Honors Program at William and Mary; Monica Griffin, Director of the Sharpe Program in Civic Engagement at William and Mary; Dr. Jonathan Arries in the Hispanic Studies department at William and Mary.

Please see the websites for the UNC Apples Program and the WM Sharpe Program on their university's websites ([www.unc.edu](http://www.unc.edu), [www.wm.edu](http://www.wm.edu))

Most programs provide students with academic courses with service learning components within regular disciplines as well as summer and "break" travel opportunities. Schools have not developed either majors or minors in service-learning.

**2. What introductory level CNU courses (gen ed, freshman seminar, freshman composition, etc.) would lend themselves to a service-learning component? (Jessica Clark, chair)**

**--We would need to analyze the current degree program and focus on courses that could be adapted for this purpose.**

**--Are there faculty who would be willing to adapt these courses to include a service-learning component?**

The committee has begun to survey introductory courses (100-200 level) that could be adapted for service learning. Thus far, we have identified the following CNU courses:

ENGL 123: Freshman Writing Seminar

ULLC 100: University Seminar

ULLC 223: Sophomore Writing Seminar

BIOL 234: Aging and Health-Biological and Physiological Perspectives

GOVT 291: Community Service Internship

AMST 195: Topics in American Studies

AMST 200: The American Experiment: Evolution

SOWK 216: Diversity and Cultural Competence

Any 195 or 295 Special Topics course

We also have attached a sample list of William and Mary's introductory courses for 2007.

**3. What upper-level CNU courses within departments and colleges could be adapted with a service-learning component? (Carolyn Erikson, Chair)**

**--We might look cross-disciplines at courses that focus on race, class, environment, health and welfare, law and justice issues--but this would be the beginning. These courses can be on-campus as well as study abroad or other travel/study/volunteer programs within the U.S.**

**--What courses would work well and how would we go about creating a "service-learning" option? Do any courses exist already at CNU?**

**--What faculty members would be interested in adapting old courses or creating new ones? Who has expertise in this area?**

The subcommittee is formulating a survey to give to chairs. This effort will be supplemented by the research committee's survey done by Professor Lynn Lambert. Once Lynn's survey is completed, we will be able to use the data for this report.

**4. Administrative and financial concerns (Roberta Rosenberg, Chair)**

**--What grant opportunities are there for faculty who want to develop new service-learning programs both within the university or as travel/study/service courses?**

**--What administrative help would be necessary in order to make these courses feasible for faculty?**

**--How do other universities create this financial, administrative support, including release time for the overseeing of internships, etc.**

Professor Rosenberg has spoken with the directors of the UNC and WM programs and has found that all of the programs begin with “grass roots” efforts of individual students and faculty. Sometimes, as in the case of William and Mary and UNC, large grants by donors have initiated programs, providing stipends for visiting professors, course development grants, administrators and student aides. Other programs grow organically and incrementally from faculty/student interest.

Other findings from the research are:

- 1) Faculty usually receive stipends from \$500 to \$8,000 to develop courses in service-learning. Faculty are also compensated for attending workshops, usually held in the May before the academic year they will teach the course.
- 2) Faculty do not receive compensation beyond the initial stipend despite the additional work. Schools need to consider service learning, however, in evaluation for promotion and tenure or risk the chance that untenured faculty will choose not to participate.
- 3) Universities provide guidance for faculty developing courses, usually in the form of a workshop. These workshops initiate new faculty into the service-learning philosophy and provide good examples of well-designed courses and projects. Usually outside experts are brought in for this purpose, supplemented by university faculty already skilled in this kind of course design.

For instance, review the May workshop which is part of the Community Service Learning project at James Madison University:

[http://www.jmu.edu/csl/facultyStaff/may\\_workshop.html](http://www.jmu.edu/csl/facultyStaff/may_workshop.html)

- 4) All programs have several full-time administrators (directors, student administrators, administrative and t.a. support) whose sole job is to oversee and support the program. Both UNC and WM have major grants from benefactors interested in civic engagement. These programs are endowed and fully staffed by faculty and/or student administrators. The programs are “stand-alone” and not aligned with any specific department.

- 5) There is a clear division between the academic-service learning projects and those programs sponsored through the Office of Student Services. For instance, two of CNU’s current projects (“Adopt a country” and “Day of Caring”) would NOT be done through the Civic Engagement and Service Learning academic program. Professor Joel Schwartz at William and Mary made it clear that these programs would be done through the Office of Student Services since they are not clearly tied to academic courses.

## **International Partnership**

**- chaired by Connie Gianulis**

The subcommittee was appointed at the Steering Committee meeting held on December 12. We've had two meetings since the beginning of the semester, January 31 and February 14, 2008. Members have agreed to meet every other week until early April. We would like to be ready with a recommendation or report for the Steering Committee, as requested at the December meeting.

The subcommittee has drafted a Purpose/Mission/Vision Statement (drafted by Brad Brewer and Zach Fauver); this is an unfinished document, as various members of the committee have contributed comments and suggestions. We hope to have the final version by the April meeting.

We have put together a list, an Initial Listing of Possible Partner Countries. Compiled by Sean Heuvel, the committee is considering the following factors:

- partner with a developing nation in Central America, South America or the Caribbean
- country should be within acceptable travel distance for CNU students and faculty
- population should be under 5 million, when/if possible
- consider troubled economy - high poverty and unemployment rates
- country/destination should offer a range of opportunities for academic study in various disciplines
- destination country should have at least one major college/university; and
- when possible, the destination country would have a large English-speaking population - this will make communication between CNU students/faculty and local population easier

### Countries listed in the above document:

- Belize
- Domenica
- El Salvador
- Guyana
- Honduras
- Nicaragua
- Saint Vincent and the Grenadines

Members of the subcommittee will contact peer institutions to ask if any of CNU's peers are engaged in similar international partnerships. The Office of Institutional Research provided a list of benchmark or peer institutions, including COPLAC (Council of Public Liberal Arts Colleges), SCHEV, and PBK institutions. We will try to find out if peers engage in any such partnerships, how they are facilitated, and where.

Finally, if we identify possibilities in a given location or locations, we will initiate unofficial inquiry of relevant organizations or persons in the possible location. The

subcommittee has agreed that it is useful to engage in dialog with indigenous aid organizations that already have a presence in the target country. Like the Phoenix Project in Newport News, CNU can channel its partnership efforts through an established aid organization in a given country.

It was suggested that the subcommittee use CNU email to poll

The subcommittee members will meet again on Tuesday, February 26.

## **Phoenix Project**

**- chaired by Dr. Quentin Kidd**

The work of the Phoenix Subcommittee is a planned process that should culminate in CNU being actively engaged in the Southeast community within a year. We are in the final stages of conducting a census of important community, political, educational, cultural, and business leaders in the Southeast community. President Tribble has begun to make contacts with a few key community leaders to both let them know about CNU's intention to engage the Southeast community as well as to get their support for said engagement. We are also (simultaneously) moving forward with the CNUEF to solicit private funding for the activities that will be central to our engagement in the Southeast community. Finally, our next step is to begin engaging community leaders in a discussion about what they need. These discussions should begin in March.

## **Current Practices**

**- chaired by Lynn Lambert**

We have sent to the chairs a survey of what is currently being done on campus. We hope to receive responses back by Feb 29, then Deb and Keston will summarize the findings.

Dear Chair:

At a recent faculty meeting Lynn Lambert and Deb Moore described an effort to gather information about student engagement in service work as part of the larger campus initiative on the Development Committee for Service and Civic Engagement. The introduction to the survey, the due date, and contact information are given in the message below as well as the link to the electronic form to submit your departmental information. I encourage you to complete this form by February 29, 2008. Thank you for all you do.

## **CNU Service Inventory 2008**

### **1. Purpose**

Using the link below, please complete the inventory to help CNU discover and compile a comprehensive summary for your department or organization of the types of service activities and projects in which your STUDENTS and STUDENT CLUBS are engaged. This is not about your faculty service activities, which you might report for performance

review; the focus is information gathering on student service. This information will be used to acknowledge current efforts and ascertain how they fit into the university-wide service learning initiative.

Due: February 29, 2008

Questions: For general questions, contact Dr. Lynn Lambert (lambert@pcs.cnu.edu; 757.594.7826). For assistance in completing the inventory, a service committee representative has been identified for each program (below). Please use the attached contact list to locate your committee representative. For technical issues or concerns, contact Deb Moore (deborah.moore1@cnu.edu; 757.594.7048).

Please go to the following link to submit your departmental response:

[https://www.surveymonkey.com/s.aspx?sm=APuyzP87RyWQCHP\\_2bbKHZlg\\_3d\\_3d](https://www.surveymonkey.com/s.aspx?sm=APuyzP87RyWQCHP_2bbKHZlg_3d_3d)

Department contact list:

President's Leadership Program	Kim Roeder
Honors Program	Rob Atkinson
Military Science	Eric Duskin
Teacher Preparation	Lynn Lambert
Accounting,Economics,&Finance	Leland Jordan
BCES	Rob Atkinson
Communication Studies	Lynn Lambert
English	Lynn Lambert
Fine Art & Art History	Kim Roeder
Government	Eric Duskin
History	Eric Duskin
Leadership & American Studies	Leland Jordan
Management & Marketing	Leland Jordan
Mathematics	Lynn Lambert
MCLL	Lynn Lambert
Music	Rob Atkinson
Philosophy & Religious Studies	Kim Roeder
PCSE	Lynn Lambert
Psychology	Kim Roeder
Social Work	Rob Atkinson
Sociology & Anthropology	Eric Duskin
Theater & Dance	Lynn Lambert

## Day of Service

**Chair - Dr. Cheryl Mathews; Vice-chair - Ms. Kim Roeder**

The Day of Service Sub Committee met again on Feb 21 and reviewed the next steps for the Day of Service event. At this point, we plan to send letters of invitation to the 100 or so agencies with which we currently work. We hope to have at least 20 responses from the initial letter. After we receive the initial interest forms, the sub committee will arrange for on-site visits to verify the project and appropriateness of the site. A leadership team (made up of a faculty, staff and upper-class student) will be assigned to each site. The sub-committee plans to host an orientation to the project prior to sending the students out to the sites. Each site is responsible for doing a brief introduction to the agency and the day's activities.

### Sub-Committee Topics Discussed Feb 21

#### I. Update on the Mission for Fall 08

- A. "Day of Service" (avoid Day of Caring as this is the United Way project running at about the same time)
- B. Proposed as a 4 hour afternoon on August 21<sup>st</sup> (Thursday)
- C. President Tribble has agreed to allow a trial run for Fall of 200 students, using the Leadership students
- D. No budget and no office support have been identified

#### II. Alternatives for how to do the project

- A. Meetings with the Volunteer Center produced an estimate of the cost of \$50 per student to provide coordination of the project (see attached proposal)
- B. Do it ourselves and learn how to make it work on this smaller group so we can plan for Fall 09 with the whole Freshman Class.
- C. Sandy Donaldson of Ferguson has offered some assistance in identifying agencies and using her contacts in the community

#### II. Ideas on how it can work if we do it ourselves

- A. Letter to go out to community agencies soliciting projects on the afternoon of 8/21 – Brad Brewer's office will send and receive this information
- B. Extensive telephone follow-up on letters will be needed. Who can do this?
- C. Send team of *employee/faculty/student leader* to screen sites selected by our committee from responses to our letter, decide how many students could work it, arrange materials as needed, and plan to accompany student volunteers to the project
- D. How to select who goes where
- E. Transportation to sites and return. Safety is the key priority.
- F. T-shirts or other token item for participants

#### III. The Learning part of this service-learning project

- A. Brief orientation to the community and to how the day will work (Tuesday evening?). Team assignments given out or sign-up (?) Who will do this?

- B. Ask work sites to provide a 15 minute overview of agency service including ongoing volunteer opportunities on site before work begins
- C. Work on site together
- D. De-brief and reflect on site at end of work to reflect on the project. Lead by employee/faculty/student leader team.
- E. Joint celebratory meal on return to campus?

#### IV. Food Drive in conjunction with and as part of our Day of Service

Lori Westphal (HR) has volunteered to coordinate a food drive on campus for the Food Bank on our Day of Service. This would aim to involve employees as well as students. The Food Bank could also be one of our volunteer sites with employees/students manning the collection point(s), loading food on the trucks(s) and unloading and working at the Food Bank site. She proposes some radio station publicity as well (on site as well as in advance), perhaps inviting community residents to participate in food drop-off. This activity will help alert the entire campus community to the Day of Service.

## Research Track

Subcommittee members will be bringing together some ideas and information for our group to consider as we “think-tank our thoughts” as to how CNU can best achieve a culture for connecting faculty and student research, discovery, and creative expressions with the needs of the local community and beyond. The Phoenix Project will be a critical component in identifying candidate projects for faculty and students. Working with local community leaders, the Phoenix Project will identify areas in which interventions, assessments, and other projects would provide benefit to local stakeholders. Typical projects could include (but certainly aren’t limited to):

- Identifying local businesses and prospective entrepreneurs that would benefit from the preparation of business plans by LCBL students.
- Assisting local government with environmental monitoring projects (air particulate studies, stormwater runoff control, etc.)
- Working with community teachers and students on creating installations of artwork in order to enhance community aesthetics (murals, sculptures, etc.)

Another task is to conceptualize the “clearing house” needed on campus to connect faculty and students with these project needs. The committee members are looking for exemplary programs such as the Center for Civic Research and Design, a component of the Center for Civic Engagement at Rice University ([ccrd.rice.edu](http://ccrd.rice.edu)). This looks like a good example of what we might be working towards with our sub-committee.

The Research Track team will also work with members of the Project Kaleidoscope Leadership Initiative Team to modify, develop, and deliver a faculty workshop on “Establishing and Building Community-Based Research & Scholarly Activities for Faculty and their Students”. This workshop will be based on the successful model developed by Drs. Guajardo, Underwood, and Velkey.