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Images of Service: Reflections from the Campus Compact Midwest Collaboration Community Service Directors Fellowship Program 2000-2001

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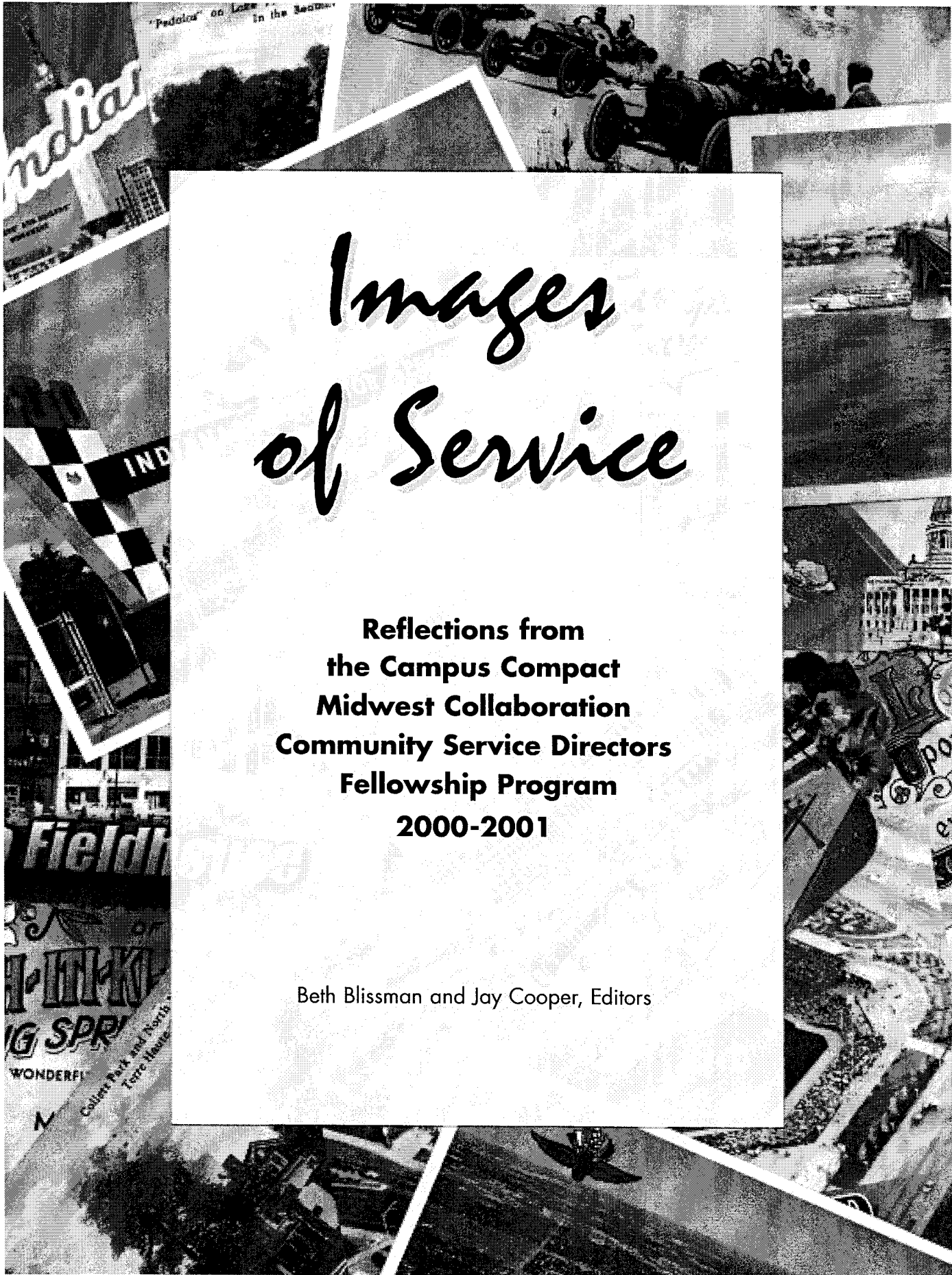
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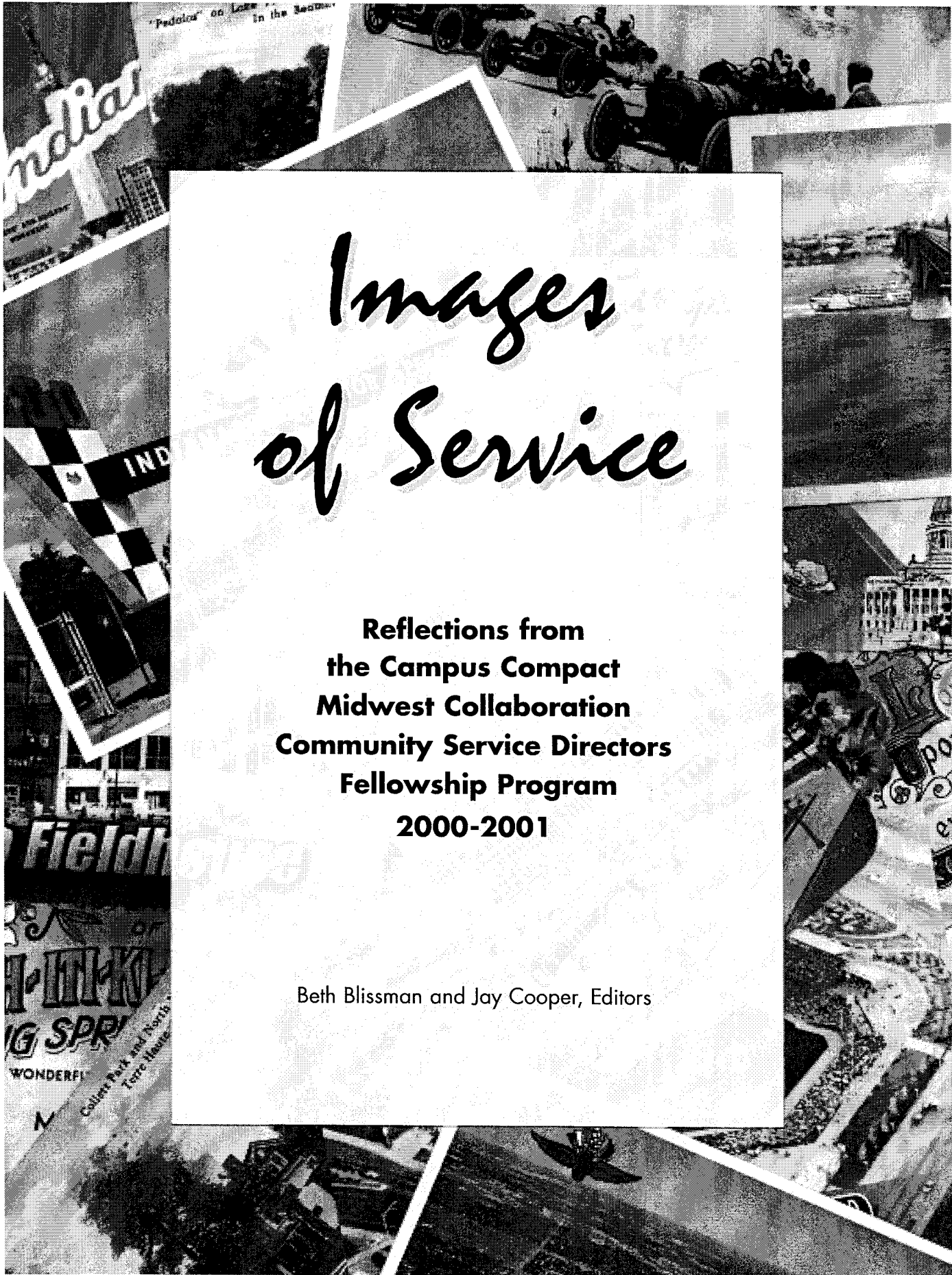
Beth Blissman and Jay Cooper, Editors

The Community Service Director Fellowship Program

Campus Community Service Directors (CSDs), those individuals who support and oversee a vast array of curricular and co-curricular student service initiatives, work at the center of many college and university service learning efforts. CSDs serve as vital links between campuses and their surrounding communities, and their dedication to building relationships with community partners and preparing students for service is a large part of the success of many service learning programs. The Midwest Collaboration, a partnership of the Indiana, Illinois, Michigan, and Ohio Campus Compacts, awards Community Service Director Fellowships to support the development of CSDs as "public workers" and contributors to the field of service and service learning.

Community Service Director Fellowship Grants are one component of a larger project titled *From Service to Citizenship: Strengthening Collaboration between Higher Education and Communities.* This project is funded through the Corporation for National Service Learn and Serve America: Higher Education program. The overall goal of the project is to expand on the extraordinary service learning efforts of Campus Compact member campuses by engaging faculty, staff, students, and community members in collective efforts to create things or processes of lasting civic value, while bringing citizen education to the center of higher education's mission.

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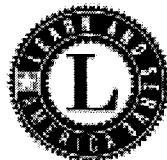
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Introduction

Michel Wakeland
Millikin University

We Americans are people of the journey. From boats across the Atlantic by way of Pilgrim quest, to the holocaust of the middle passage, to classic travelogues such as <u>On the Road</u> or <u>Travels with Charley (in Search of America)</u>, the stamp of the mythic journey seems to be indelibly planted on our national psyche. And as we all know, journeys have several staple elements: anticipation, consumption of a variety of foods at exorbitant prices, wrestling with a roadmap, and children in the back crying, "Are we there yet?" A quintessentially American component to the journey, however, is the postcard.

Enclosed herein are the journeys of several "scouts" in the community service movement, individuals who have served in posts advocating and managing service-learning efforts on a variety of campuses. Their messages come to us as snapshots of their journeys—postcards. Postcards provide a variety of functions. They do more than simply impart the message, "Having fun, wish you were here." We send them both to people we wish were there with us, and to those whom we are supposed to wish were there with us. They communicate several messages, from "We're here, out of our daily lives, away from work, and you're not—ha ha!" to "We're thinking of you." And perhaps their predominant subliminal undertone is: "There is a much wider world out here, and getting a glimpse of it is both fascinating and jarring."

Indeed, despite our continual isolationist bent, recent events have reminded us that there is indeed a much wider world out there. Service-learning, as it has taken seriously the context of the wider horizon rather than simply the content of the classic tradition, has always been a bridge to the "bigger picture." Our global perspective is demonstrated by a variety of means, including some of the projects the Community Service Director Fellows describe here. Other such demonstrations have not been the results of planned projects, but of efforts to responsibly treat current events as teaching opportunities. In a time when educational depth is crucial, our postcards can add texture. Though always incomplete, a series of postcards can make layers of understanding and action possible, rather than freeze-framing on images that rouse anger but do not proceed to analysis.

One wag has written, "It's not the changes that get you, but the transitions." The postcards enclosed herein offer a variety of snapshots of the "front lines" of educational change. They do not always show one the final destination, but reveal signposts along the way.

So sit back and make ready for some missives from fellow practitioners, sojourners who may not be in the promised land but who find the wanderings toward it fascinating. Perhaps these glimpses from the sojourns of others will cause you to book a passage of your own!

Hungry People: Recruiting to Help

Linda Anderson
Indiana University Northwest

Linda Anderson's Fellowship focused on addressing hunger issues through her professional service and through her own and other campuses, particularly in conjunction with World Food Day. She explains the process that led to her passion about the issue of hunger, and details the ways in which her project promoted such passion and action in others.

On a mission trip to Haiti in my high school years, I had a rude awakening to the issue of hunger in this world. We were eating on the patio around a pool of the once grand home of a long gone ambassador. Papa Doc Duvallier was in power and the country was in turmoil. The sponsor of our group was leasing the house from the Haitian regime because the government had confiscated foreign property and it was all being rented. I had enjoyed a wonderful meal of roast beef, fried plantains, sweet potatoes, and fruit with the group. As we sat enjoying conversation after dinner, a tiny young boy approached my table. He stood silently at my side. Then I heard a small voice—"Mademoiselle, If you please, will you save that meat?" I turned to him and he had open in his hands a clean white cloth. He was politely asking for the leftover meat on my plate. I felt a catch in my throat as I placed the meat on the cloth, and he slipped quietly away. I have never looked at food the same way since.

I love to cook—to feed people around my table—to share a meal with family and friends, sitting around the table talking and laughing for hours—it is a pure joy. Nurturing food—food reminiscent of a region I have visited, of childhood, of holidays—it is ever-present. The pleasures of food are enriching to the soul as much as to the body—essential to human existence in ways its' very ordinariness masks. The urgency of hunger, when necessity unseats the pleasure, hurts people at their core—robs them of energy, of peace, of dignity. Imagine the mother or father who cannot offer even simple nourishment to their child.

My project for the Community Service Director Fellowship was related to hunger issues, raising consciousness of hunger on my local campus, in the Northwest Indiana community the campus serves, and throughout the state of Indiana. For several years I have been a member of a national committee for World Food Day, which occurs on October 16th each year. This committee meets once each year to plan the packet of information and resources that goes out to groups planning hunger-related activities. Each year I have worked with student groups to plan events for the IUN campus, but I have never felt satisfied that enough was being done, or that the effort was far reaching enough.

The Community Service Director Fellowship grant gave me just that extra boost to get things moving a little earlier and with a bit more pizzazz. Realizing how few dollars were actually involved brought home how much more important focus and enthusiasm are than dollars, and how much can be done with relatively few

dollars and a bit of creativity. With a grant one wants to have some concrete evidence that something happened. Too often, well-intentioned service projects get started but lack a plan, so when completed there is no way to determine if the project accomplished what was anticipated.

Recruitment for service and volunteer activities on a college campus is the lifeblood of any community service program. Without bodies and support from the institution, a program will be no more than a succession of positively motivated, but probably non-dynamic projects without continuity, and without long-term value to the institution. It is a little like the chicken and the egg—what comes first institutional commitment or service? The answer is BOTH. There are myriad examples of successful programs emerging from either nucleus. The key is that in all cases the added ingredient was there: PASSION for service. For the person responsible for developing a program, it is imperative to take advantage of that passion, wherever it presents itself, and grow the program from resources at hand. It goes without saying that the recruitment effort requires a passion on the part of the Community Service Director: a passion for the enthusiasm of others, and an appreciation of the perspective of students, faculty, administration, and community.

The World Food Day project set up circumstances to provide students the opportunity to feel the satisfaction of making a difference—to see the impact of one's contributions. Hopefully, after such an experience they will be "hooked" and continue their volunteer work past their college careers.

On the IUN campus the grant has provided resources to create a brochure explaining and highlighting the various organizations offering hunger-related services to the community. This brochure can be used to recruit student volunteers, to help faculty find service locations for their students, and, additionally, to direct those in need to assistance. As part of the programming for the month of October, the campus art gallery will feature an exhibit with a theme of food. Additionally, the World Food Day Teleconference will be shown with a special segment planned to highlight hunger in Northwest Indiana, a food drive will be held, and menu options in the cafeteria will include examples of more earth-friendly food choices. I am hopeful that these programs will heighten the awareness of world hunger issues and spark a passion to get involved among our campus community.

Cultivating a desire in students for involvement in service is like planting trees. As a child I remember getting up quite early in the morning to go and help Mr. Walker, an elderly farmer down the road. He had gone from farming a large farm to gardening a very large and orderly vegetable garden. He was always up by 5:00 AM and out in the garden, floppy straw hat visible from a distance, ready to share his knowledge of plants and animals with any children who were about. He paid us 5 cents a peck to pick beans, 10 cents a row to thin corn, and in maple syrup season, we could have a pint mason jar of the syrup in exchange for a half hour of stirring. He planted small trees on his property even in his 80s, knowing he would never see them reach a stately height.

Mr. Walker is not around to see the trees he planted bear fruit, but we children are. We have a modern world with vast resources. We would have ample food to feed us all if we would but share it. That is a fact that cannot be denied, but the chance of global sharing becoming a reality in our time is slim. It is disheartening to think of hunger as incurable. Efforts to eliminate hunger will always be necessary—natural disasters and war will see to that. But the rewards reaped by both those who are the recipients and those who are serving the needs of the hungry are immeasurable and lasting. These efforts can ease the pain of want and open hearts. And, like Mr. Walker's trees, our efforts to alleviate hunger will bear fruit long past our time on earth.

Exploring Common Ground Between Campus and Community

Beth Blissman
Oberlin College

Beth Blissman reports on the results, lessons learned, and future plans developed from Oberlin College's partnership with the organization Common Ground, which was the focus of her Fellowship. While results of the project were unpredictable, they were also very fruitful, including research on experiential education in the area, service learning research on Common Ground, hosting Edward Zlotkowski at Oberlin College, and improvement of Common Ground's website as a student independent study project.

In the new millennium, we find that we eat, drink, learn, and act in a world filled with contradictions. For example, the U.S. is a society that claims to be a multicultural democracy with "liberty and justice for all," but actual facts and figures show high degrees of economic, ecological, and educational inequality. On a global scale, the inequalities between North and South are even more striking, and news of effects of global warming and nuclear or toxic spills are becoming almost common. In essence, we live in a time when there is a strong need for both social transformation and ecological sanity.[1]

Amidst these sizeable contradictions in our society and around the globe, how do we work together to design a better future? How do we go about addressing topics of social and ecological inequality simultaneously? What tools might colleges and universities offer in this quest? What tools or projects are being developed by community organizations? What roles are college students playing in ecosocial transformation? What types of philosophical and/or religious systems best support joint efforts for social and ecological justice? How do we work together to think ourselves into new ways of acting (and/or act ourselves into new ways of thinking) on a daily basis?

The Project

As a way to begin to answer some of these questions, I applied for a mini-grant this past year to pursue collaborative possibilities among Oberlin College faculty and students and staff members of a non-profit near Oberlin, Ohio, called Common Ground. As I was brand new to Oberlin College, and to Ohio, I needed to learn the geography of a new area as well as the social geography of Lorain County. In addition, I wrote the proposal to create some form of faculty development resource or workshop.

Last fall, I quickly became attracted to Common Ground for two reasons. The first is practical—their executive director, Rose Bator, HM, could quickly and easily articulate a few needs, namely (1) a written and/or artistic representation of the history of the Common Ground site, and (2) research documenting how and where experiential education is currently being practiced in Lorain County. The second is philosophical—the values espoused by the founders of Common Ground are rooted in a global shift from a mechanistic, human-centered view of the world to a more organic, human-within-

nature perception. The mission of Common Ground is to create and support community building and leadership through an understanding of the natural environment, with the purpose of renewing the spirit of individuals and communities in all dimensions of life and work.

Early in its work to establish the identity of Common Ground, the Board of Trustees and staff identified five fundamental beliefs that underlie their work:
• People and organizations can and want to find common ground to enhance the quality of life
• Reconnecting with earth is now a pivotal task
• Creating options for integrating our personal and organizational lives with the life of the planet will have a local and global impact
• Experience of nature is key in guiding our efforts for sustainability of community
• Building a capacity for partnership and renewal of spirit in homes and workplaces is to step toward community health

These foundational beliefs have deepened and taken on new shapes as the work of Common Ground expanded in scope. The offerings at Common Ground have grown over the past five years, from workplace services (such as meeting/retreat facilitation, programming, and design), to a summer camp for children focused on experientially-based environmental education, to children's programs during the school year.[2] Like many non-profit grassroots organizations, it grew out of the felt daily needs of working persons in the area, in this case individuals from Lorain County and other regions who are striving to find new ways of doing the "common work" described in the values statements above. Common Ground has, from its inception, focused its programming on resource sharing and the formation of partnerships and collaborative work styles. It has been sustained by piecing together small amounts of funding, sometimes surviving on a wing and a prayer, and the staff members assert that having time to think beyond day-to-day operations is a luxury.

The Results

The ways in which we achieved progress toward the goals set last fall were numerous and wonderfully unpredictable. Originally, I had estimated that the expected results, or deliverables, of this project would be pictorial or written representations of the history of the Common Ground site (such as brochures, paintings, sketchings, maps, poems, short stories, websites, or other visual media), and a document outlining where and how experiential education was being used in Lorain County. For the faculty enrichment piece of the effort, I followed the suggestion of a series of "Tip Sheets," as proposed by Ohio Campus Compact staff. The actual results varied from the original proposal, of course, yet we came up with some creative work that will lay the groundwork for future planning and collaboration. Progress occurred via four separate initiatives:

• First, an Oberlin College senior, Robyn Blacken, did a Winter Term 2001 project with Common Ground researching experiential education in the Elyria school district, one of 14 districts in Lorain County. Her color-coded project report will serve as a model for other outreach efforts (either by students or Common Ground staff) into surrounding school districts, and as a snapshot of experiential education efforts in Elyria in 2001.

• Two teams of Oberlin College students worked at Common Ground this spring: one group researched some of the social history of the site, which had formerly been a children's summer

camp, and the other group created a trail guide for one of the hiking trails. All eight of these students were taking ENVS 101: Environment and Society, a course taught by Oberlin College faculty member John Petersen, and chose their project to fulfill a course requirement of applying their learning about how the environment relates to society.

• Also, in April 2001, the Oberlin College Center for Service & Learning (CSL) collaborated with the Ohio Campus Compact (OCC) to host Dr. Edward Zlotkowski for a faculty training event on April 11, 2001. Edward presented models of change in higher education and key elements of effective academically-based community service. After an informal dinner gathering, faculty members had time to discuss course redesign and/or construction. This event was attended by 7 Oberlin College faculty members, 5 Oberlin College staff members or administrators, 1 visiting scholar from India, 2 Oberlin College students, 1 community partner (from a K-12 Cleveland area school district), and 2 outside faculty members from Cleveland State University and Baldwin-Wallace College, respectively. We introduced Ed to over a dozen Oberlin College faculty members in various other informal settings throughout the day. The workshop, which was only partially funded by this mini-grant, has helped to lay the groundwork for faculty outreach at Oberlin College.

• Finally, Oberlin College senior Robin Detterman did an outstanding independent study project to redesign and further develop Common Ground's website, which will pave the way for a better telling of the history of the site on-line. (You can check out her work at www.commongroundcenter.org). Robin set learning objectives for herself centered around learning both the technical skills and the art of webpage design including such aspects as layout, navigation, and graphic design. At the conclusion of the project, this was part of her reflection: *Through the process of creating and updating the Common Ground website, I feel as though I have gained quite a bit of knowledge about the process of webpage design as well as further insight into this organization. Research for this project provided me with an opportunity to explore the various and diverse aspects of Common Ground, which usually are not a part of my regular work with Children and Youth Programs. This process of exploration allowed me to gain a greater insight into the workings of such an organization and an appreciation for the dedication and vision of its staff members...... I was also able to learn to use the FrontPage web design program, which seems to be a program many companies and organizations are adopting for the maintenance of their web pages. My familiarity with this program will most likely be helpful to me in the future...One of the most exciting parts of this project for me was seeing the information grow and fit together online. I was able to include so much information in part with help from a number of students who did research on Common Ground's history and habitat. This was information that I initially very much wanted to include, but quickly found required more time than I had to research. Luckily, John Peterson's Introductory Environmental Studies class was able to do some of the writing and collecting of information that so adds to the site. Hopefully this process can continue so the site can maintain its accessibility and usefulness to the Common Ground staff and visitors.*

Lessons Learned and Future Plans

Upon reflection, the most pressing challenges were arranging the logistics necessary for the above efforts and making the time to keep up with communication among CSL staff, Oberlin College faculty, students, and Common Ground staff persons. Also, verbal feedback from

Common Ground staff indicated that although the work of the students, especially regarding web design, surpassed expectations, the students did not yet have the experience, methodology, confidence, and maturity necessary to conduct a fully-functional oral history project. There were humorous moments, such as when Oberlin College's fine financial managers concluded that I must be a student, and deposited the entire grant into my newly-created account (this took a month to figure out). The staff at Common Ground were also amazed by the energy of one student, who went out to the site between 5 – 6 a.m. in the springtime to create digital recordings of local birds—however, we are not currently aware of whatever happened to the recordings.

In many ways, I'm amazed that we were able to accomplish as much as we did in a mere seven months. Two outstanding events were the opportunity to welcome Ed Zlotkowski to campus, and the production of a several fine deliverables by Oberlin College students working in collaboration with staff at Common Ground (a trail guide, historical materials, and the upgraded website). One key lesson for me was finding appropriate terminology for faculty at Oberlin College (here we now talk about "academically-based community service," not "service learning," because of some courses that occurred here that were more service than learning). Fortunately, there were no changes in key personnel, although both the CSL and Common Ground were dealing with massive staff turnover. Overall, work done on this project assisted Common Ground in their work to create place-based, ecologically-sustainable experiential education models for K-12 and higher education audiences in Ohio, and has also laid the groundwork for future collaboration of service learning and community-based research projects.

Unfortunately, we were not able to answer all of the questions proposed at the start of this reflection. However, we were assured that, at least at Oberlin College, students want to play a role in ecosocial transformation. We also were reminded that it is a long, slow process to address topics of social and ecological inequality simultaneously, and both colleges and community organizations can and should collaborate in such efforts. More research is needed to determine what types of philosophical and/or religious systems best support joint efforts for social and ecological justice. Tentatively, at least two upcoming Oberlin College courses to be offered in 2001-2002 (Gender, Nature and Culture and Nature and Transcendentalism) will further explore viable possibilities.

[1] For folks who would like to pursue statistics documenting social inequality, I recommend the following sources: Dorothy Seavy. Back to Basics: Women's Poverty and Welfare Reform. (Wellesley, MA: Wellesley Center for Research on Women, 1996); the U. S. Census Bureau (http://www.census.gov); the Feminist Majority Foundation (http://www.feminist.org); GenderGap (http://www.gendergap.com); and the Environmental Justice Resource Center (http://www.ejrc.cau.edu/). For documentation of global inequality, I have found the following three websites to be essential: Union of Concerned Scientists [UCS] (http://www.ucs.org); Northwest Environment Watch [NEW] (http://www.northwestwatch.org); and Worldwatch Institute (http://www.worldwatch.org).

[2] The location of Common Ground used to be the Oberlin Day Camp, so there is a long history on the site of summer camps for children.

In fall 2001, M. Elizabeth (Beth) Blissman begins her second year as Director of the Center for Service and Learning (CSL) at Oberlin College. Beth's academic training is in ecological ethics, and her graduate work at the University of Denver (DU) and the Iliff School of Theology led to a dissertation entitled "Toward a Liberation Feminist Ecological Ethic: A Study of the Communal Ethos of the Loretto Earth Network." While at DU, Beth helped design and administrate the course "Core 2270: Service Learning and the Challenges of a Multicultural Democracy," and also served as DU's interim director of the Service Learning Program (SLP). Her interests are interdisciplinary, and Beth brings a passion for community-based organizing and a commitment to ecosocial justice to her work.

Optimism and Illusion in Higher Education

Jay Cooper
Grand Valley State University

Jay Cooper discusses the optimism of Community Service Directors and the potential of that optimism to create illusions regarding the nature of universities and colleges. He reports experiencing both success and disillusionment during his Fellowship, as he both progressed the cause of service learning and learned how difficult it is to create true change in higher education.

The Community Service Director Fellowship offered through the Campus Compact Midwest Collaboration provided me with an opportunity to focus on several issues that I have wanted to address over the last ten years. The Fellowship also gave me the time to critically reflect on my own thoughts on service and, in particular, on the development of service learning at Grand Valley State University, where I have slowly been trying to foster citizenship, community involvement, and social justice.

I have chosen "Optimism and Illusion" as the theme of my essay, because I think that this title speaks to what many of us in the field have experienced over the years. Optimism, because we genuinely believe that student involvement in the community has the potential to transform individuals, neighborhoods, communities, and, indeed, the world. Illusion, because I think that sometimes, particularly in my own case, our perception about what is and is not possible through the work we do is clouded by that optimism. Often times, our optimism blinds us to the realities of higher education, bureaucracy, and institutions.

As much as I would like to address our optimism, I think that that aspect of our work has been addressed many times throughout the current literature. Sadly enough, it is the illusions of our work that I feel compelled to address in this essay as a result of my Fellowship. I address these not to depress the reader, but rather to reflect on what might sometimes be a liability for us.

My project began with loads of optimism as I outlined my proposal and thought about all that I could accomplish through the support of the Fellowship. Some of the projects I had long wanted to work on and develop were course proposals, institutional proposals, and greater collaborations and partnerships with agencies in the local West Michigan area. Through my infinite optimism, I developed a proposal which included the following four components:

- Develop a stand-alone, for-credit, service learning course;
- Collaborate with the Liberal Studies Department to propose a new General Education Theme at GVSU;
- Develop an institutional proposal for the development of a full-time service learning position and center; and
- Collaborate with the local United Way to strengthen our campus volunteer center.

Each of the items listed above were completed in one form or another. The course proposal was developed and approved, and will be taught this Fall semester. The general education theme was developed and proposed. It was initially rejected, but we were encouraged to resubmit. The institutional proposal was developed. It involved a significant amount of data collection, not only on our campus, but in the State of Michigan. The meeting with the local United Way was held and proved fruitful.

What I find interesting about the Fellowship process is that I was able to accomplish nearly all of the goals that I set out to accomplish, yet, in the end I feel somewhat unfulfilled and disillusioned about the whole process. My disillusionment stems primarily from my inability to convince others, in light of what I believe to be the obvious, that service learning must be expanded and institutionalized. I realized, through the course of the Fellowship and through the development of the proposal to institutionalize service learning, that despite my best efforts, higher education is a rather unbending and unemotional monster of an institution. What I thought was a compelling and convincing proposal was seen only as one of many initiatives that would have to be put on the back burner, not because of its lack of merit, but because of political and bureaucratic reasons.

Let me clarify and elaborate.

I think that what I truly learned through the course of the Fellowship is that higher education, even in the case of an institution that is only a little more than thirty years old, is so firmly rooted in tradition that new pedagogies and forms of learning can be dangerous things. That, maybe, the ivory tower truly does exist. That maybe there is some concrete in the ivory tower. And there's a wide moat, too.

In the end, however, we can hold on to our optimism and the hope that our students will continue to carry the torch despite our own shortcomings and failed attempts at institutional transformation. There will always be higher education and there will always be communities. How these two connect will continue to be debated. I only wish that making that connection was a little easier and required less blood, sweat, and tears.

Onward.

> "If you are ready to leave father & mother & brother & sister & wife & child & friends & never see them again–if you have paid all your debts, and made your will, and settled all your affairs, and are a free man–then you are ready for a walk"
>
> ~ Henry David Thoreau

Jay Cooper serves as Associate Director of Student Life at Grand Valley State University. He has a B.S. in Public Administration from Oakland University, a MEd from Southern Illinois University at Carbondale, and is a candidate for an EdD in Educational Leadership from Western Michigan University. He has taught course in a variety of disciplines and is a budding Buddhist.

A Smile and a Shoeshine

Doug Grier
William Rainey Harper College

Doug Grier compares the challenges of "selling" service learning to that of a some-times-discouraged traveling salesman. He shares his experience of discouragement to assure others CSDs that such feelings are both all right to have, and temporary.

A word of warning. I'm not great at creative writing. Academic terms papers—no problem. Ask me to produce anything with flair and I'm often at a loss. Thus, I feel the need to announce my intentions in writing this piece. Simply put, what follows is an analogy.

Despite my handicap in creative writing, I was not so long ago the marketing director for a prestigious professional summer theatre company based at a large state university (in case you're wondering, I did hire lots of copywriters). My first season as marketing director I was faced with the worst possible scenario—someone had chosen Death of a Salesman to open our season.

Most of you are probably familiar with the basic plot of Death of a Salesman. It's a magnificent, though thoroughly depressing, play. As theater professionals say; "it's a real downer." Imagine my dismay at trying to market something as downbeat as Death of a Salesman as part of the summer season—normally the province of light, frothy "feel-good" fare.

Needless to say, the word death does not easily lend itself to great copy. Something about death tends to turn people off. I toyed with some attention grabbing headlines:

The feel good hit of the summer!

See it—it's good for you!

Really, it won't be so bad!

Great seats still available!

Naturally, Death of a Salesman was a hard sell. People stayed away in droves. Try as I might, I literally could not give tickets away. Now, you're probably wondering what this has to do with service learning. Well, here's the analogy of which I warned. Sometimes, I feel the same sense of dismay in trying to promote service learning—once again, it's a tough sell.

During the past year I've even felt a bit like a traveling salesman. Decked out in my best suit, carrying a laptop instead of a sample case, I went from door to door, office to office, and seminar to seminar selling my wares. Success seemed elusive. Objections were many. Figurative, if not literal, doors were slammed in my face.

I'll admit to feeling a bit disillusioned. Not in a tragic sense á la Willy Loman, but I did begin to question myself and what I was seeking to accomplish. Like Willy,

I began to feel that perhaps I was living in a world of illusions and dreams, refusing to face the truth that maybe I was the only one at my college who cared about service learning.

How did I come to terms with what Arthur Miller described as the "inevitable putdowns, the scoreless attempts to sell," faced by all salespersons? Actually, I don't know. It just changed for me at some point not so long ago. The point I really want to make is that if you are engaged in the work of promoting service learning you may at some time feel the same way. And that's OK. Sooner or later, you'll emerge from those feelings of disappointment because you will have successes. As Miller said of salespeople, "just often enough to keep them going, one of them makes it and swings to the moon on a thread of dreams unwinding out of himself." (Biele)

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Douglas Mendoza-Grier served as the Coordinator of Service Learning and Student Activities during 2000 - 2001 at Harper College in Palatine, IL. Doug has recently accepted a new position at Harper in Continuing Education.

Conversations Around the Table in Illinois

Steve Gustis
North Central College

In his piece, Steve Gustis offers his experience and advice on promoting service learning. He ranges from proposing that service learning must be embraced by faculty in order to become accepted, to advising patience, to suggesting becoming housed in academic affairs if possible.

Interesting conversations surrounding the topic of service learning have been held around many tables, desks, and classrooms at our campus. The concept of service learning is new and different to most faculty. One shining characteristic among them is fear. They fear losing control of their classroom, and many times they fear not having all of the answers for students. Students, on the other hand, are excited by the idea of taking their educational experience outside of the classroom. Many students crave the hands-on experience that service learning can offer their class.

Faculty, although excited by students' enthusiasm, are hesitant to embark on this journey for many reasons. Many of them are comfortable with the manner in which they conduct their class. There is nothing wrong with this. Faculty members have worked long and hard for their degrees, and they have earned the privilege to conduct their classroom any way they choose. This happens to be an obstacle to service learning and to change in the classroom on our campus. Many times a faculty member becomes so comfortable in the style in which they teach a course that they oppose any type of change that might be proposed. I have had faculty members tell me that they view proposals of change as an invasion into their ownership of their teaching style.

In order for service learning to be accepted at any campus, it must be embraced by the faculty member who is using it in their classroom. I stress the word embraced, because if a faculty member only minimally follows through with their obligation, then service learning will not be a successful educational tool for their classroom. In the beginning, service learning is similar to striking a deal with students. Students who participate in a service learning program will usually fulfill any hourly service requirements and complete any written assignments as part of the guidelines set by their professor. However, in return, their professor must be like a guiding light for the students all the way through their experience. The students may have questions that arise from their experience, and if one student raises questions there is a good chance that other students have similar questions. A good practice (and quite possibly the most important) would be to leave time during class to discuss students' questions, concerns, and successes. This practice is part of reflection. Reflection has been found to be one of the most important parts of the service learning experience. Reflection on a person's experience and their classroom material is what brings the concept of service learning together for a student. Reflection helps the textbook concepts come alive for the students in the "real world experience" they are having at their agency, school, or other service setting. By the end of the semester, most students and faculty see service learning as an educational tool rather than striking a deal.

In my conversations with faculty members at my institution, I have found that they are opposed to the extra work that service learning would create. Admittedly, there is more work in the beginning for faculty members. They must be educated about the concept of service learning (usually by Community Service Directors). They will in almost all cases have to re-construct their syllabus and choose if they want to require the whole class to participate in the service learning component, or offer it as an option to their students. If optional service learning is chosen, faculty must come up with an assignment of equal academic rigor for the students who don't choose the service learning option. Once the class begins, the faculty member must continue to be aware of their students' experiences in the community. Whether they choose classroom discussion, journals, reflective papers, or any other method as a means of reflection, they need to be open to students' questions and concerns. Most faculty members find at the end of the semester that all of the extra work in the beginning was worth it. For those who don't, they choose not to offer service learning in their class again, and that is their choice.

On our campus, any concerns that arise for the student about their placement are handled through our Community Service Center. One such concern could be a student not feeling that they are getting the experience they need. For example, if a student is filing records for a community health clinic, that probably won't help them in their Intro to Social Work class. A staff person from our office meets with the agency to see if we can find a better position within that agency for the student to get what they need out of the placement while fulfilling agency needs.

If a student has questions, concerns, or difficulties connecting their service work to the theories they are learning in the classroom we have found that the professor is usually the best person to help answer those questions. Professors have an expert knowledge of the material that they are teaching; therefore they are the best people to help students make the connection.

At our institution, we have struggled with convincing many professors to try service learning. Our service learning program is facilitated out of the same office as our volunteer center, which is confusing to many people on our small campus. I would recommend trying to get housed under Academic Affairs to anyone starting a service learning program, as this seems to carry more weight with faculty. I have tried a personal approach with many of our faculty members, meeting them for lunch, meeting them during their office hours, and meeting with whole departments, in order to discuss the possibility of using service learning in their classrooms. I have received a frustrating response from many of them. I didn't expect very many of them to jump on the service learning bandwagon initially, but I was hoping for some feedback as to what more they might like to know about service learning. The information that I received was that, in most cases, they weren't interested in knowing more about service learning. I did have one or two professors interested in trying it for the upcoming academic year. That was encouraging to me because if even one of these professors has success with this pedagogy then they might talk about it with their colleagues and it may spark some more interest among other faculty members. Faculty like hearing success stories from other faculty members. It gives them the encouragement they need to try new things: if they see that one of their colleagues is successful at a new venture it helps them to believe that they could be just as successful.

The biggest lesson that I have learned in my work with the *From Service to Citizenship* grant is that as a Community Service Director (CSD) you need to be extremely patient when working with faculty. This obviously is not a new concept, but I have realized that trying to start a service learning program and making it successful could take a number of years. Many times the academic year flies by too quickly, and there is too much turnover of both students and faculty members, for something to become successful in its first year. As long as we (CSDs) keep encouraging, helping,

and educating our faculty members to try service learning or community based learning and we help our students to understand why they are performing service and how it affects other people long after they leave a certain community agency, school, or institution, we are doing our part to educate both the community and the next generation. A Community Service Director's other main task is to realize it will take time to develop a new program, and during that time one of the best things that we can do to create a successful program is to foster good relationships with people. Use the time that it takes to get through all of the red tape to develop good relationships with your agencies, and to help them fully understand community based learning. Encourage them to become involved with a certain class that might be using their agency as the main placement for most of its students. Many times faculty members are very excited to have members of the community come into their classroom and vice versa. Also, in the time it takes to develop a service learning program, develop relationships with faculty, academic deans, and students. Often the student voices are the ones that are the most listened to at an institution of higher education. If students are interested in service learning, use that to your advantage. Encourage students to come up with a service learning project and propose that to their faculty member. You never know what might happen as a result.

All in all, service learning is a pedagogy that will take time to become a part of the academic life at a college or university. Be patient, and keep working toward goals that you have set for yourself. I found that in the middle of our academic year I needed to re-write some of the goals I had set for myself because accomplishing them was going to take much longer than I had expected when I wrote them at the beginning of the academic year. I have confidence that I will accomplish them as long as I keep developing relationships with students, community members, and faculty, and if I allow service learning the time to grow at our institution.

Steven Gustis B.S.W. is the Director of the Community Service Center at North Central College in Naperville, Illinois.

Walking Through the Forests of Service

Nick Holton
Kirtland Community College

Nick Holton compares his experiences during his Fellowship year to a walk in the woods. Kirtland Community College is a small rural college without a large, well-staffed service learning or community service office. Holton believes that service learning and community service can be creatively encouraged and developed on such campuses, which have a great deal to offer their communities and students.

The sunny weather of the last weekend in April had given a taste of the warmth that would be taken for granted in the coming weeks. The prelude to full spring gave me an opportunity to take a stroll in the woods near my home. Leaving the isolated parking area and descending the hill to the quiet forest, I immediately became engulfed in old growth cedar trees that effectively blocked the sunlight from reaching the forest floor. Continuing my leisurely walk past the cedars, I noticed the first sprouts of the Jack-in-the-pulpits lining the edge of a shallow pond. Their variegated leaves were just beginning to form out in the new growth. As the trail rose, I noticed a bone fragment from some animal that didn't survive the winter. It's bleached whiteness caused me to wonder about the rest of the animal. I tried to mentally recreate the circumstances that left this single bone at my feet. The trail led straight, yet the small brook shimmering through the trees lured me off the path and into undeveloped land. I followed the stream watching it flow under logs and around rocks until it came out to the road that circled back to the parking area and the "real" world.

For those acquainted with the northern lower peninsula of Michigan, the vision of seemingly endless quiet forests is not new. Kirtland Community College is nestled in such woods near Roscommon, Michigan. It's a quiet campus where the brick buildings with cedar shake shingle facades seem to blend into the surrounding hardwood forest. It is not uncommon to see all manner of wildlife, including whitetail deer and even the occasional bear, on campus. A mathematics instructor by trade, I have been involved with service learning activities at the college since 1996. Few things have captured my attention as the connection between academic learning and community service. It's hard to explain to the uninitiated. It's as if you want to keep your passion for service secret, for mentioning it might somehow cheapen its sincerity. I have witnessed how our local communities, our students, and our college all benefit from service learning. For our campus, the opportunity to engage in community service has great potential to provide authentic experiential education to a student body desperate for a link between their books, their communities, and their lives. It was natural for me to want to share this with my colleagues and convince them of the benefits of service in their courses.

My walk in the woods leading me to the first flowers of spring and other natural wonders parallels my journey during my latest service learning project. Initially, I had to determine the extent of existing service learning courses at Kirtland. I discovered several hidden projects that engaged students in their communities. As I had with the hidden stream that I followed through the forest, I took the time to examine the service projects

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that lay concealed from the casual observer of the college. These seemed to lie undisturbed, nourished and sustained only through the extra effort of the faculty who initiated them. These gems, in disciplines as diverse as Biology, Nursing, Mathematics, Teacher Education, and Manufacturing Technology, have been a great example for others at Kirtland to begin their own journeys into service learning. One wonders how many other community service projects lie hidden, going unnoticed and unappreciated, on other campuses around the nation.

Perusing the taxonomy of college courses, I noticed three service learning courses listed in the Career and Personal Development section of the college catalog: "Volunteerism in the Community," "Service Learning Lab," and "Service Learning Project." Like the bone fragment discovered in my woods trek, these courses are artifacts of something living in the past that didn't survive the winter. They might have perished in a winter of budget cuts, or maybe during a blizzard of interdepartmental political unrest. What doomed these is not as important as our attempt to bring them back to life. We will be adding flesh to these skeletons from the past much like the biblical field of dry bones listed in the Old Testament. With the help of the Honors Program, "Service Learning Lab" and "Service Learning Project" will now be offered as Honors options courses in subsequent semesters. Recruiting faculty to teach the remaining course continues, as we plan to offer it in the near future.

Kirtland Community College, like many others its size, relies on the creativity of its faculty to initiate new and innovative programs with few extra resources. Therein lay the dilemma I faced: how would I encourage faculty to experiment with community service while not using their own meager budgets to develop, implement, and sustain the new pedagogy? I turned to Michigan Campus Compact for help. They provide assistance to fledgling and established community service learning initiatives around the state, and were instrumental in furnishing grant opportunities, faculty recognition, and professional development. Combining their financial and technical aid with support from the college administration, Kirtland faculty has started service learning projects in several areas. The Nursing program is expanding their service offerings to provide influenza shots at local health departments. Three more new projects include English composition students recording and writing oral histories for the elderly, a student-run computer repair and loan program for donated personal computers, and Cosmetology students giving the elderly nail, hair, and skin care at nursing homes. These new initiatives, like the new spring flowers, are now only starting to form and develop, giving only a hint of the true beauties they will become.

Time and money often are seen as the biggest impediments to developing any new initiative. Sometimes, though, creative solutions are needed for seemingly insurmountable problems. For the Cosmetology department, state regulations prohibit the students from performing services outside of their state-licensed facility. Partnering with local nursing homes, student teams will visit residents and recommend a regimen of hair, nail, and skin care based the client's individual medical and personal needs. Some of the residents will be transported to the campus for this care. The nursing home staff will perform other services. Students will gain valuable elderly care experience, while nursing home residents will receive the benefits of personalized service.

Often, the community service project is easy to conceive yet difficult to explain. Faculty inexperienced in the language of grants and bureaucracies need assistance to clearly articulate their projects to all stakeholders. Informal discussions with administrators, community agencies, and state organizations can convey the general format of the project. Yet, faculty unaccustomed to developing detailed project narratives with accompanying budgets are often daunted by the task of grant writing. One of our English instructors has been instrumental in assisting others in their writing efforts. Without her assistance, several of our projects wouldn't have materialized.

Service learning at Kirtland Community College is a team effort. The cadre of established service learning practitioners participate in a campus listserv that also include members of the administration, Michigan Campus Compact, and community partners. Listserv members actively discuss such topics as project updates, technical questions, funding options, and administrative considerations. Recently, an instructor searching for a service project title sparked a lively and at times humorous discussion that generated a great project acronym. Small colleges don't have the resources to generate large centralized offices of service learning. Rather, the administration and faculty have to work together to ensure that community service has a meaningful part in students' lives. The help of state organizations like Michigan Campus Compact can provide technical and monetary support, and community agencies can demonstrate need and ask for help, but the faculty, working together, must take the lead in developing service learning programs on campus.

For many, just the thought of doing something new or different brings anxiety. For readers confined in the concrete and steel of urban areas, or lost in endless vistas of suburban subdivisions, the thought of a walk in the woods might seem a bit scary. To leave the established path and forsake its security for the untried trail off in the woods is just too daring. So, too, even dedicated service learning professionals must admit that service learning isn't for all faculty. We can provide support and resources, but in the end, the individual must decide to step off the path of traditional pedagogy and follow the stream of service through to its outlet. Some faculty won't step out, but I think we do a disservice to our students if we don't encourage innovative educators to find a place for service in their courses.

My metaphors may seem simplistic or naïve to those who would chide me for my backwoods outlook and demeanor. The cosmopolitan would point to the large service programs with national and international service opportunities at many large universities. These are wonderful examples of helping communities on a large scale. Small colleges, specifically those in remote rural areas, also have a lot to offer their students and communities. Just because the college or university hasn't established a large well-staffed office of community service, doesn't mean service isn't an option at that institution. The key is to develop the cadre of service learning faculty that already exists on campus and bring existing programs out into the open for all to appreciate. Then, use the resources of local organizations and the creativity of the faculty to improve existing efforts and support those hesitant to try service learning.

In a way, my service learning walk has been a bit selfish. The chance to engage students in service and increase the number of service opportunities on campus has given me a real sense of accomplishment and self-efficacy. Walking through the forest of service, one has a chance to discover themselves. My daughter's poem describes her forest experience. Yet it reminds me of my own walk in service learning. Let's encourage others to take this walk as well.

> I like to hide in my secret spot
> Concealed by towering trees, tall grasses
> Summer nights, I go meditate
> The vegetation has delicious berries
> I think while chewing the succulent fruit
> Nervous about occasions, the wind calms me
> My secret spot lets me find a friend in myself

Healing Racism

Marisela Martinez
Davenport University

Marisela Martinez' Fellowship focused on healing racism. Building on the work of the Institutes for Healing Racism, Davenport University has decided to make a deep commitment to infusing commitment to diversity throughout the campus, beginning with the faculty and staff. Martinez presents the key factors that make the Institutes for Healing Racism effective, such as safe space to really discuss issues and ask questions, which are ultimately very personal. Davenport has developed a three-year plan to include all faculty and staff in such training and create a Healing Racism service learning course.

There was a decision made in West Michigan. It was a radical decision made by several business and community leaders to begin the hard work of healing a city from the effects of racism. The population of Grand Rapids, Michigan had been of upper class Dutch heritage for the better part of its existence. As new and diverse populations moved in, the city became a town divided across color lines. Recognizing the need to serve an increasingly multiracial and multicultural world, it was decided that such division was unacceptable. Efforts led by Robert Woodrick, Chairman and CEO of D&W Food Centers, soon brought the Institutes for Healing Racism into the city of Grand Rapids in January 1999.

History of the Institutes for Healing Racism

The Institutes for Healing Racism are 10-week training sessions designed to help individuals heal racism by beginning with understanding their own inherent racism and prejudice. Created by Nathan Runstein, the Institutes have swept throughout communities in the US, leaving a profound effect of enlightenment and civic engagement. Communities have been transformed from the inside out.

As a result of the Institutes for Healing Racism, Robert Woodrick created and funded the Woodrick Institute for the Study of Racism and Diversity. The mission of the Woodrick Institute for the Study of Racism and Diversity is to be a resource to individuals and organizations addressing issues of race and diversity. Many of the research and educational activities that take place at the Woodrick Institute are externally focused toward the larger community.

Making Connections

In order to tap into this valuable resource, Davenport University had decided to take a more active role in its own development. As an institution, Davenport has historically demonstrated a genuine commitment to community service learning. The motto for the institution, its staff, and its students has always been, "Make a Life. Make a Living. Make a Contribution." In spite of this commitment, Davenport realized that the

community it had attempted to serve was fairly homogeneous. We, as an institution, were missing critical links and connections to our surrounding communities of color.

Davenport recognized two crucial needs. First, it needed an energetic individual in the role of Diversity Coordinator who could build alliances across color lines. Second, Davenport needed to call the rest of its campus leaders, staff, and faculty to the same energy and commitment to diversity. Instead of relying on one person in one office, there needed to be a collective commitment to the efforts and work of the Diversity Coordinator. That is when Conquering Apathy with Service Action (CASA) was formed and the planning began. CASA is the Spanish word for "house." Davenport understood that in order to contribute effectively with our surrounding neighborhoods and communities, we needed to start by "cleaning" our own house first.

Gathering Support

Our Healing Racism Dialogue Group was first formed in January 2001, shortly after an International Conference on Healing Racism was conducted in Grand Rapids, Michigan. It was decided then that Davenport University needed to make more proactive efforts to tackle the issues of racism and discrimination on campus. We needed more than just daylong diversity training. We needed an intense training that would tackle the core issues of racism, prejudice, and discrimination. The Institute for Healing Racism was a national model that Davenport felt was effective and long lasting.

After meeting with the dean and leaders of the campus, various individuals from around the campus were asked to participate in the training. The members of the group were made up of various staff and faculty members within Davenport University Grand Rapids Campus including the Vice Provost, the Campus Dean, the Director of Student Services, the Director of Admissions, the Associate Academic Dean, the Director of the Learning Academy, the General Education Division Chair, the Accounts Receivable Coordinator, the University Counselor, a Financial aid officer, an Assistant Program Director, and our International Programs Manager.

It was realized that in order for the training to be truly effective, it needed to occur first with the heads of each major department and then proceed within each department. This top/down method of training concentrated on areas where there was the most student contact. Davenport faculty and staff never ask our students to engage in something that we are not willing to try for ourselves. Before challenging our students to examine their own inherent prejudices and stereotypes, we need to explore and understand our own. Otherwise, whenever we send students into communities that are culturally different from them, we will be missing out on the unique opportunity to teach them how to connect two spirits rather than two colors. It has to be more than a white student visiting a black organization or a black student volunteering with a Hispanic organization. Instead, it must be two souls interacting in a meaningful way, understanding the fundamental principal that what is mine is yours, and what helps you, also helps me. Instead of reaching out to a statistic, the student needs to reach out to their fellow human being. This makes community service a more meaningful interaction between two souls rather than two separate entities.

Shedding Layers From the Inside Out

Shedding preconceived notions, ideas, and thoughts about another person or culture is a task similar to peeling an onion. Lots of tears. The institutes are very intense. The training digs into

the very heart and psyche of a person to expose latent thoughts, ideas, and attitudes about race and culture. It is getting beyond titles, position, color, race, socioeconomic background, and history to people. It is appropriately called "healing" racism because it starts with reopening the proverbial wound this country has been trying, in vain, to heal.

Much of the diversity training that I have ever been engaged in is like applying a band aid to a corpse. The foundation of most diversity training assumes that all the participants recognize the value of diversity, believe that racism still exists, and enter the training with an open mind that is prepared to learn. In fact, many people, particularly in the insulated, homogenous community of Grand Rapids, believe that everyone is the same and that every individual has the same opportunities. Racism and racial inequality, in their minds, are Jim Crow things....not 2001 things.

Most diversity training also fails to take into account the very real experiences many participants have had growing up that help to shape their racial thinking. It never delves into the personal. You never hear about the story of the man who, when growing up, was beat up every day by group of black boys. You never hear about the landlord who had a bad experience with bad tenants who happened to be Mexican. You don't get to hear about the black woman who was ridiculed by her white co-workers during a meeting. These stories are important because our future interactions become tainted by them, consciously or otherwise. The Healing Racism Institutes allow a safe environment for participants to ask any questions, share any experiences, and voice any opinions.

In order to arrive at this state of openness, participants are asked to watch videos that demonstrate the roots of racism in the United States. Terms such as race, racism, and minority are defined. However, what is most valuable is the discussion after each video.

The discussion is meaty with personal stories. As participants get to know one another on a personal level, there is an openness and a understanding that not everyone has the answer but, together, one will be found. Participants begin to understand the subtle as well as obvious forms of racism. Their understanding is enhanced by weekly "homework" assignments that involve looking through the newspapers or watching televised reporting.

It should also be noted that discrimination based on race is not the only form of prejudice discussed. Discrimination based on gender, sexual preference, socioeconomic background, age, weight, etc... are also discussed. Another amazing discussion that takes place is the prejudice people of color feel against whites as well as other people of color. Blacks versus Hispanics versus Asians versus Native Americans. Everything is talked about, no stone is unturned, and no layer is left unexamined.

After peeling back all the layers, what you have left is an individual devoid of baggage, an individual who is prepared to retrain their mind and begin the hard work of forgiveness and healing. There is an understanding that racism and discrimination are not just issues for persons of color, or the sole responsibility of whites. They become a community issues. They are human issues.

Gone is the day of one day feel-good-everybody-get-along diversity training that only allows people to return to their own homes. In its place is a life, mind, and heart changing training that challenges people to visit one another's homes. The Institutes also provide incredible follow up and follow through. Peer to peer accountability is a huge part of the training.

Where do we go from here?

To maintain the strength of this training, a three-year plan has been designed. First, the remainder of the employees and faculty will be trained. Second, a voluntary Healing Racism course will be designed. It will include a service learning component placing students with organizations culturally different from themselves. The ultimate goal is to create a general education course that every first year student entering Davenport's doors would take. The mission is to shed layers to expose better citizens, ultimately leading to better communities.
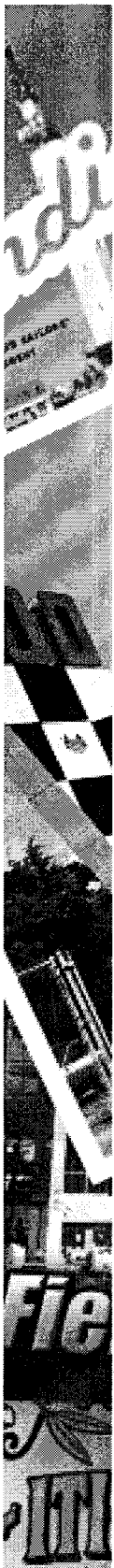
Community Collaborations Making New Relatives:
A Story of Transforming Community Through Service

Alicia Pagán
Antioch College

Alicia Pagán reflects on the journey of her first year as the Director of the Center for Community Learning at Antioch College. Much of her work has been focused on collaborating to establish Del Pueblo ("of the people"), a non-profit dedicated to "creating a space where community can happen for Spanish speakers of Western Clark County." She explores issues surrounding time, research, evaluation, reflection, and sustainability, both in this partnership and in her work in general.

Querida Mami,
Whew! -Nearly the end of my first year as Community Service Director! What an amazing journey this has been. It seems this year has been about coming full circle. My Lakota friend Guy says community building is about "making relations" or new relatives, like the Del Pueblo project I wrote you about ...lots of different voices coming together to share a common vision of transforming community through service. It reminds me of the elder European-American man at a GA-LI performance who said, "I'm looking forward to getting to know my new relatives, who have always been here, but I just never saw them." This year the little rural community Del Pueblo works with will hold its first ever Salsa Festival!
Paz Mitakuye Oyasin
Peace to all my relatives!

Tu hijita
Alicia

Community Collaborations:

The year's journey around the circle began for me in July of 2000, when I became the Director of the Center for Community Learning, but the seed of one of this year's projects was planted the year before. This amazing project originated when I met Beverly Quinn, Director of the Texas Migrant Head Start Program. Antioch Professor Pat Linn connected me to Beverly when I spoke as a community guest educator in Pat's course, The Bi-Cultural Child. Students from Pat's class tutor children at the migrant school. On my first visit with Beverly, she introduced me to the children and staff at the school. The stories I heard, and others I saw in the faces of the children, were carried in my heart all year anticipating community-building opportunities to come.

A year later, in my new position at Antioch, I attended the annual Bonner Summer Institute, which brings the Bonner Foundation's Campus Directors, Coordinators, students, faculty, administrators, and community partners together. We had decided to

explore a potential partnership with the Texas Migrant Head Start Program. One of the Bonner Scholars, Megan Weber, had taken Professor Linn's class and was interested in the growing migrant population of the rural community in which the migrant school was located. Megan was interested both because she was an early childhood education major and because this was a community issue in her hometown of New Carlisle.

Megan and I applied for separate grants that helped establish Del Pueblo "Of the People" Incorporated as a non-profit organization. The grants provided seed money and institutional support to hire consultants from the Center for Non-Profit Resources (CNR). CNR not only provided the expertise needed to form our Board but also assistance with filing for our non-profit status. We continue to meet regularly to plan and organize how Del Pueblo Inc. will fulfill its mission of "creating a space where community can happen for Spanish speakers of Western Clark County."

What does this mean?

We want to provide a center where services the community has defined as important can be easily accessed. The list of services comes from community surveys and needs assessments conducted by various groups including Del Pueblo. These services include ESOL, GED, and Spanish classes and referral information for human services such as medical care, acquiring a driver's license, and translation. This will be a center equipped with washers and dryers and a community space for cultural activities! Del Pueblo facilitates collaborations and networking among community leaders from the business sector (including nurseries that employ many of the migrants) and local churches. Del Pueblo's president is the Education Director of the local Mennonite church that has for several years stressed outreach to the Spanish speaking community. We also collaborate with local school administrators, the local library, representatives from various sectors of county and state human services organizations, higher education organizations, and other Latino organizations. We seek input from both Spanish speaking and non-Spanish speaking community members.

Each person involved in the Del Pueblo project brings their own compelling story of commitment and resources. As a result, the project draws from a very diverse volunteer pool and offers many ways in which to serve. Service learning courses provide students a deeper look at root causes and reflection on the impact of their service. Professor Linn's newly designed course "Early Child Development: Migrant Head Start," has a particular focus on the experience of migrant children. Students examine US policies in education such as Head Start and Immigration policies (i.e. amnesty for undocumented workers) and how policies impact the development of children of these families. The students in Professor Linn's course study, discuss, research, and write about the academic theories behind the stories of the lives of the children they work with at the Texas Migrant Head Start School in New Carlisle. In the process of reflection they can take a closer look at the impact US policies, the migrant school, the community, and they themselves have in the development of the migrant child they mentor. This macro to micro perspective provides valuable information for the community to assess the quality of services and programming provided to these children. From service learning to one-time service projects, those serving with Del Pueblo Inc. participate in a reciprocal process of community empowerment.

Some things I've learned along the way...

Building community is an evolutionary process that takes time. Like "making relatives," it is best done when there is time to connect, build trust, and bond through shared experiences.

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Research, Evaluation, and Reflection...

Del Pueblo Inc. continues to research related issues of US policy and human services that may impact the community we serve and to seek funding resources for programming. We network to build stronger partnerships, by attending various community meetings and functions, by developing collaborative tutoring and service projects with local high schools and college students, and by developing a web page to share Del Pueblo information with the larger community. We conduct ongoing reflection to monitor our progress and check our continued commitment, individually and collectively, to the project. We also make time for strategic planning. We use an asset-based approach to collaboration and problem solving. In their book Building Communities from the Inside Out, John Kretzmann and John McKnight define the asset-based approach as relationship-driven and built on the premise of collaboration grounded in the reciprocity of shared goals.

Addressing the issues and concerns of any community project is a complex process because the outcomes can impact many levels of the community. This is especially true in working with the migrant population.

Sustainability...

There are many factors to consider in building community, but all must take into account time, resources, evaluation, and reflection in order to build for sustainability. These three important areas must be considered from the beginning of the project development. Campus Compact's Establishing and Sustaining an Office of Community Service states, "Effective campus and community projects develop and grow over time. Three things that keep projects alive are: people and relationships, evaluations, and institutional commitment." (23)

Time is needed to develop partnerships based on real reciprocity, create shared visions, build trust, and research community needs and assets. The more voices we bring to the table, the greater the resources and expertise available to create effective sustainable solutions that truly empower community. Although this increases the overall project time needed, it can yield a stronger commitment and more effective collaborative working groups. The steps we take in the beginning to consider relationships, evaluations, reflection, and institutional support will provide the building blocks to long-term goals and program sustainability.

Each of us makes a difference...

In his book The Tipping Point: How Little Things Can Make a Big Difference, Malcolm Gladwell reminds us of the power and impact of the collective small contributions of a project in creating the critical mass that brings about the "tipping point:" that point at which a sufficient amount of energy is generated to push an object or project over the top to achieving its goals. Each of us contributing in our own way can make a big difference.

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To learn more about...

- Antioch College and its service related scholarships opportunities (i.e. Bonner Scholars and Community Responsibility Scholars) contact Alicia Pagán at the Center for Community Learning (CCL) @ (937) 769-1164 or via email apagan@antioch-college.edu, or contact Admissions Office Director Michael Murphy or Financial Aid Director Larry Brickman at 1(800) 543-9436

- Bonner Scholars Program and Americorps BSP Leaders "Access to Education and Opportunity Serve" go to www.bonner.org

- Del Pueblo Inc. go to www.geocities.com/work743244/index.htm

- GA-LI Native American/Latin American, music, storytelling, and Cultural Diversity programming information contact Raymond Two Crows Wallen at raytwocrows@juno.com or Alicia Pagán (listed above or acoquita1@juno.com)

- Service Learning Course "Early Childhood Development: Migrant Head Start"
  Contact Professor Pat Linn plinn@antioch-college.edu

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Innovative Uses of Technology to Advance the Academic Mission: Toward an Integrated Model of Engagement

Daniel H. W. Stallings
Ball State University

Daniel Stallings describes the web-based volunteer management system Ball State University has developed in partnership with the United Way and relates it to a model of integrated community engagement. He details the features of this system, its context, and its history.

As we are increasingly developing engaged campuses—campuses that are actively and pervasively involved with their surrounding communities—we must explore ways to utilize new and existing resources more creatively. With the ever-increasing technological advances in our society, technology can provide an effective means for service-learning programs to manage new and existing campus resources, therefore increasing the quality of the experience for students, faculty, and community partners. New strategies are available to utilize technology that can assist us in further advancing the academic mission of our institutions while more effectively managing the administrative challenges of increased participation. This chapter will explore how a recent technology initiative supports the academic mission of the university, and also reflects the principles of effective campus-community partnerships. Specifically, a web-based volunteer management system is described along with a brief listing of features to consider when developing such a system.

Pigza & Troppe, of the University of Maryland, College Park, in collaboration with Campus Compact, have developed a model that identifies three common profiles of engaged campuses (see diagram on page 35). In this model, the three campus profiles are defined as concentrated, fragmented, or integrated. Five common dimensions define each profile: communication, access, resources, engagements, and responsibility. Collectively, these five dimensions describe degrees of engagement by campuses. Nationally, Campus Compact supports the development of engaged campuses, which, in turn, foster "the values and skills of citizenship in students through active involvement in public and community service" (Hollander). However, Hollander observes that recently, despite their public service mission, American "[i]nstitutions of higher education themselves, like the students they teach, are often seen as isolated from the life of their surrounding community." To remedy this problem, campuses are seeking strategies for developing and strengthening campus-community partnerships. One strategy that campuses are utilizing in their curriculum includes the integration of service-learning pedagogy. Service-learning assists universities in meeting the goals of both developing future citizens and being more integral participants in their communities.

On some campuses, the increased utilization of service-learning has resulted in the need for more complex, and certainly more efficient, volunteer management systems along with effective integration and communication with faculty and community part-

ners. The University of Washington's Carlson Center described the critical members of the Community Service Learning Triangle: students, faculty, and community partners (http://depts.washington.edu/leader/). Technology is ideally suited to successfully engage all three parties of the Community Service Learning Triangle in an integrated model of engagement.

The rapid development of new media and internet-based interactive technology presents new opportunities and new challenges to the service-learning practitioner. There is enormous untapped potential in the use of technology to qualitatively enhance the experience for the student, faculty member, and community partner. In fact, a review of campus on-line resources reveals that many simply contain links to static pages of information, or, at best, are only searchable databases. Other than disseminating data, there is little being done which utilizes the integrated potential of technology to add value to the service-learning experience. Using technology more proactively to create dynamic learning environments will enhance learning outcomes and facilitate a more engaged campus experience.

The web-based volunteer management project at Ball State University seeks to develop a model that will 1) reduce administrative time in screening and matching students with community service-learning experiences, 2) increase campus/community communication related to developing common goals for service service-learning experiences, 3) increase participation, feedback, and tracking of faculty and students, and 4) interface with existing university databases to enhance student learning through on-line group and individual reflection experiences. This web-based project benefits current and future service-learning practitioners by developing strategies for increasing capacity, convenience, and satisfaction, increasing faculty utilization of service-learning pedagogy, increasing quality of reflective experiences, advancing the institutional mission and strategic plan, and increasing campus-community collaboration and effectiveness.

While developing this project, many audiences and partners were consulted for features that would best achieve the strategies listed above. Below is a brief listing of some features institutions may like to consider, followed by a brief case study summerizing the Ball State University experience with developing such a system, and concluding with a review of future features in development. In developing the features, interested stakeholders were consulted (i.e. students, faculty, and community partners), external systems were reviewed that reflect current best practices, and the campus' internal strengths in technology were exploited. The research took into consideration flexibility to meet the broadest set of needs, active student, faculty, and community partner involvement, and the ability for future adaptability and expandability.

Considerations when developing a web-based volunteer management site:

Technical Features:
- Secure password protected system for students, faculty, and community partners;
- Interface with university databases, including student demographic profile, email, web-based academic schedules, on-line course development software (e.g., Web CT), etc.;
- Ability to communicate effectively with agencies as well as individuals and groups of volunteers electronically;
- Ability to automatically integrate service placements and track progress in an on-line faculty grade reporting program (e.g., Web Gradebook);
- Ability to develop individual volunteer profiles, viewable by the program and by the volunteer, for future tracking of service experiences;
- Integration of data with electronic co-curricular transcripts;

- Ability to develop timely and informative statistical reports;
- Ability to administer on-line evaluations and surveys with automatic tabulation of results;
- Ability for community partners to access, update, and maintain their own content.

Programmatic Features:

- Searchable database of volunteer opportunities: on-going, short-term, short-notice/ emergency response, seasonal/holiday events;
- Service-learning resources for faculty, students, and community partners;
- Local community information (maps, public transportation, history, local chapters of national organizations);
- Development of on-line portfolios and/or co-curricular transcripts;
- Ability to identify specific academic service-learning courses, by major;
- Ability to conduct on-line reflections, such as journaling, service logs, chat groups, presentations, etc.;
- Maintain service-learning agreements;
- Provide community calendar listings, or links to appropriate resources;
- Resources on scholarships, awards, honors;
- Incentives and convenience for returning volunteers (for example, offering priority sign up on-line for returnees in advance of the public registration event);
- Links to various resources (campus, local, state, national, international affiliated organizations, agencies, opportunities, and programs).

Campus Case Study

The remainder of this chapter will describe the climate at one institution and a primary community partner, and how this project supports the five dimensions that characterize an Integrated Model of Engagement.

Ball State University is a leader in civic engagement through volunteerism, service-learning, faculty research and service, and the development of sustainable community partnerships. These strengths, along with a commitment to excellence in education and innovations in technology, created an ideal environment for this project.

Campus Context: According to Ball State University's recently developed strategic plan, the vision of Ball State University is to be "a national model for all who seek intellectual vitality in a learner-centered and socially responsible academic community" (BSU Strategic Plan 3). Within the strategic plan, several values and goals specifically reflect the priority of various aspects of this project. The mission statement identifies specific attributes that BSU values, including personalized learning, collaboration, social justice, and social responsibility (3-4). Service-learning is identified as a strategy to "enhance excellence in undergraduate and graduate learning" (5). The institution also has a goal that it "will continue to be a best-practice institution in the innovative use of instructional and information technology" (14). Finally, in the context of this project, Ball State University "will broaden, diversify, and enrich its relationships beyond the campus" (15). Each of these institutional priorities was served by the project described further below.

Student Voluntary Services (SVS), which is a student-led organization with significant administrative support, maintains long-standing partnerships in the community and has recently celebrated its 35th anniversary. SVS coordinates approximately 2,000 volunteer placements annually, resulting in over 95,000 hours of service to the local community in the forms of both service-learning and

volunteerism. SVS provides an average of 35 coordinated programs each semester led by student volunteer leaders, and offers free transportation to most site locations. SVS professional staff, with the support of graduate assistants and grant-funded AmeriCorps and America's Promise staff, support community partnership development, coordinate service-learning placements, and offer service-learning programs for faculty, students, and community partners.

Academic Partners: Student Voluntary Services works with a number of academic faculty and departments. A significant academic partner is Ball State University's Department of Elementary Education. Through this department's recently revised curriculum, first year students in a survey course (EDEL 100: Education in a Democratic Society) explore their role as citizens through a 50-hour service-learning experience. This academic course alone annually enrolls approximately 650 students whose service experiences are coordinated by SVS. By developing the SVS web-based volunteer management technology, the administrative time of SVS staff and volunteer leaders has decreased, permitting them to increase the qualitative aspects of the program. This resulted in increased orientation and training for students, on-going volunteer in-services, and increased communication, therefore providing a high quality service experience for student participants and the capacity for the academic department to successfully implement this critical aspect of their revised curriculum.

Further, the use of technology provides SVS with the capacity to serve increased numbers of students from more academic and non-academic partners participating in coordinated volunteer and service-learning experiences, while also enhancing the quality of the experience, without requiring a proportional increase in staffing.

Faculty may also track and monitor student service placements and activities through an interface on the campus-based Web Gradebook software.

Community Need and Partnerships: The primary community partner with this project is a program called "Community Tech Link," which is sponsored by our local United Way and directed by Katie Frederick. Community Tech Link's mission statement indicates that it will "promote and coordinate collaborative technology communications and problem-solving for human services and non-profit entities in Delaware County, which will enhance quality of life for our residents." The Community Tech Link has received funding from the Lilly Foundation and technical support from a local corporate partner, Ontario Corporation. Overall, Community Tech Link seeks to increase organizational capacity and effectiveness through improved technology infrastructure, knowledgeable non-profit professionals, and system-wide efficiencies. In the spring of 2000, an initial conversation occurred between SVS and United Way about developing a joint technology project that would meet the campus need to support civic involvement and the non-profit need for volunteer recruitment. This partnership between SVS and United Way resulted in the development of our web-based volunteer registration process in the spring of 2000. After initial concept development, we jointly presented this project to the university administration for technology development support, and to Ontario Corporation, which donates technical support and significant server space for hosting non-profit agency websites. This concept quickly took form over the summer of 2000, and an initial working model was piloted during the 2000-2001 academic year for student use. This same year, as part of the Community Service Director Fellowship program sponsored by the Campus Compact Midwest Collaboration, through testing, feedback, and review of other models, initial features were revised or enhanced, additional features were added, and future features were identified. The rapid and effective development of this web-based program was due to active leadership, strong community participation, and significant institutional support and allocation of human resources from the University Computing Services Web Development Team, lead by Phil Shaffer.

Throughout the process, several non-profit agency orientations were conducted to introduce the model. Several key features, which our community partners were eager to utilize, were the ability to manage their own messages and directly market their needs, and the ability to view volunteer inquiries on-line and communicate directly with volunteers electronically. Their feedback throughout the process has been invaluable in designing a system to meet multiple audience needs while maintaining a secure data environment.

Future Developments: Future design elements that are being considered include on-line evaluations and participant surveys with immediate tabulation of results (currently being implemented), development of an on-line co-curricular involvement transcript, and the integration with course management software to facilitate more effective and seamless reflection strategies.

Conclusion: Collectively, this web-based volunteer management system has not only met identified institutional and community needs and served to advance the institutional mission, it has also demonstrated Ball State University's commitment to becoming an Integrated Model of Engagement along the lines of communication, access, resources, engagements, and responsibility, and represents a model in both product and process for other institutional-community partnerships.

The future belongs to those who see possibilities before they become obvious.
~ Theodore Levitt, author

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Community Voluntary Services (United Way of Muncie/Delaware County, IN) website: http://www.uwctl.org/volunteer.htm.

Carlson Leadership and Public Service Center (University of Washington, WA) website: (http://depts.washington.edu/leader/).

Models of Infrastructure for Service-Learning & Engagement
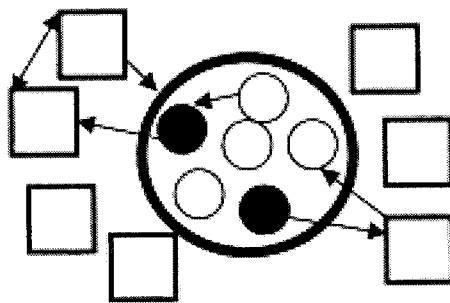
Concentrated

Communication
Communication with the community is largely one directional and controlled by the university. Very little communication within the institution.

Access
Significant barriers to access for the community with the university. Few, if any, partnerships.

Resources
Community is not recognized for strength, knowledge, and resources.

Engagements
Engagement occurs in specific ways with specific entities.

Responsibility
Responsibility for engagement is concentrated in and limited to designated units within the university.

Diagram Citation:

Pigza, J. & Troppe, M. (forthcoming 2003). "Developing an Infrastructure for Service-Learning and Community Engagement." In Jacoby (Ed.) Building Service Learning Partnerships. San Francisco: Jossey-Bass.
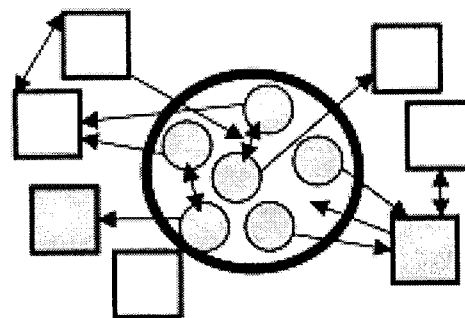
Fragmented

Communication
Limited communication within the institution. Increasing communication between community partners.

Access
More partnerships and easier access.

Resources
Units of the university begin to recognize the strength, knowledge, and resources of community partners.

Engagements
Broad and varied engagement, but little or no coordination of expertise or information.

Responsibility
Many university units contribute a little, but there is no centralized strength or coordination of efforts.

Squares = Community Partners
Circles = University Units
Darker Shading = Increasing Engagement
Arrows = Relationship & Communication
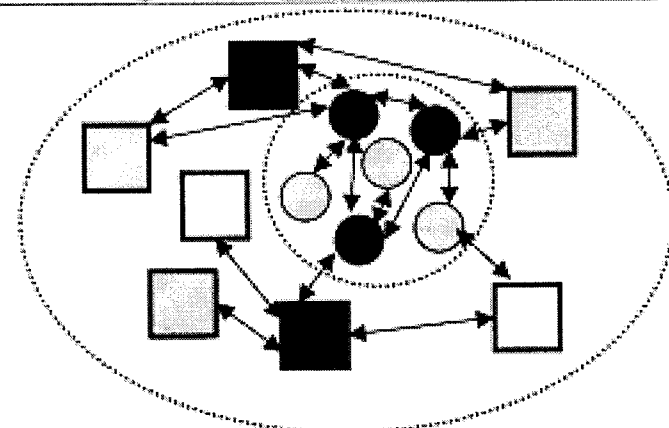
Integrated

Communication
Communication inside and outside the university is facilitated by established connections. Mutual ongoing evaluation and assessment of the partnerships are part of communication.

Access
University boundaries are permeable, and the university is viewed as part of the community.

Resources
Expertise both in the community and the university is recognized. Resources are shared willingly when possible.

Engagements
Grow and adapt through time and build social capital for future success. Relationships are built on mutually defined goals and objectives.

Responsibility
Expertise and resources are centered in specific units of the university and community. These coordinate and promote engagement throughout the entire system.

Acknowledgements

Daniel Stallings currently serves as the Director of Leadership and Service Learning at Ball State University. His professional career has focused on bridging academic and student affairs areas on various campuses, including working with residential colleges and living learning communities at the University of Southern California and serving as the Assistant Dean for Student Affairs in the School of Natural Science and Mathematics at California State University, Fullerton. He completed his bachelor's degree from Emory University and a master's degree in Education with an emphasis in College Student Affairs at Azusa Pacific University. He is the inaugural recipient of the 2001 Midwest Regional Mid-Level Professional Award and the 2002 National Mid-Level Professional Award from the National Association of Student Personnel Administrators (NASPA).

He is married to Dr. Lynne M. Stallings, a psycho-linguist at Indiana University-Purdue University at Indianapolis.

Postscript

Michel Wakeland

After the journey, of course, we view things differently. The photos are put in albums, placed in the greater flow of life. Much flotsam and jetsam from the suitcase is discarded. Certain articles found along the way might be placed into a drawer. One pledges to digest them when time permits; alas, the time may not come, or the connecting notion—why did I keep this?—may well be lost.

One or two items, however, might remain—that special snapshot that captured the mood, that guidebook that helped you enter into a world heretofore unknown. And it is those one or two items we trust you have found here: glimpses from "fellow travelers" who have made it just a bit further around the bend ahead of you, that let you know whether extra clothing will be necessary to handle the cold, or whether a different route entirely might be wiser.

Any good journey leads one to the point of thinking, "On my next trip, I'd like to..." And so the work of our colleagues has pointed us in significant new directions. Linda Anderson's image of gathering around the table and Alicia Pagán's metaphor of meeting new relatives raises a continuing question for us: how are truly equitable, long-term relationships with community partners formed and maintained? Nick Holton points out the promise that service-learning has in a field that does not normally come to mind: cosmetology. Though we all would like to cling to the image of the academy as universally marked by free discourse and mutual respect, Steve Gustis points out to us the advantage to being located on the academic side of the house (yet there are successful examples of being placed in student life).

Robert Sigmon has pointed out to us that service learning has many notable antecedents, but perhaps the fundamental message of these postcards is that this is a new road: traversing it requires a unique mix of skills. The easiest way to make this point is to pose two questions about Community Service Directors: where do they come from, and what competencies do they need? To the first, we might say "everywhere"—one cannot say that social activists, or academics, or student development staff, or those of other callings (I have met not a few former clergypersons in this line of work) represent a dominant strain. To the second, we might say "many"—they need interpersonal skills, yet an orientation toward detail, expertise in experiential education, yet a broad enough knowledge base to "fake it" with experts in an array of fields. We might benefit from the freedom that forming the new allows for us, but Jay Cooper reminds us that being present at the creation has its own unique strains and stresses.

These postcards paint a great swath across the land. Occurring, as they are, at the nexus of two significant moments—the advent of postmodernism, its definition deriving from what we no longer are, and a generation's great moment of challenge, they function in much the same way as a computer roadmap. A good program will give you the larger map and some good initial directions, but frequently the last twists to the destination will not be delivered by the software. You'll navigate on your own, using what you've intuitively picked up from "the lay of the land." And so we hope it is with you.

So, gentlepersons, start your engines! We hope our journeys provide a map for yours, and bon voyage!
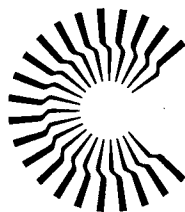
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