

1-26-1995

Lessons Learned: Institutionalizing Service on the Campus

Corporation for National Service

Cooperative Education Association

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“Lessons Learned: Institutionalizing Service on the Campus”

Telebriefing #2
for Learn and Serve America:
Higher Education Grantees

Thursday, January 26, 1995
3:00 p.m. to 4:30 p.m. (EST)

Resource Packet

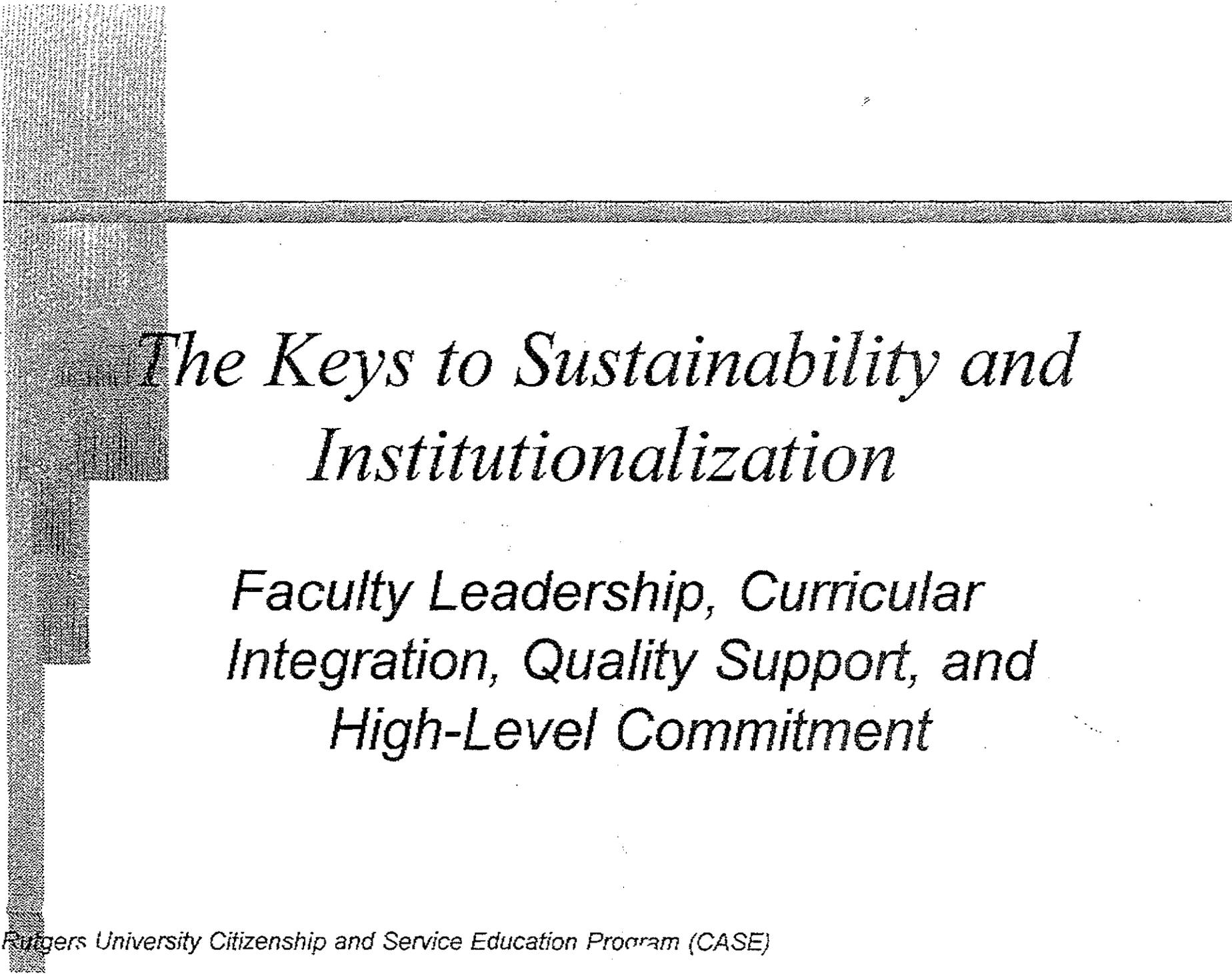
presented by the Corporation for National Service
and the Cooperative Education Association

NSLC
c/o ETR Associates
4 Carbonero Way
Scotts Valley, CA 95066

**Learn and Serve America: Higher Education
Corporation for National Service
January 26, 1995 Telebriefing
"Institutionalizing Service on Your Campus"**

AGENDA

- 3:00 I. Welcome and overview of telebriefing -Julie A. Busch, moderator
- 3:05 II. Opening comments and setting of a context for the telebriefing -
Goodwin Liu, Higher Education Senior Program Officer
- 3:15 III. Two case studies and perspectives on institutionalizing service
 - A. Curricular case study -Michael Shafer, Rutgers University
 - B. Co-curricular case study -Donna Braun Hagey, St. Edward's
- 3:31 IV. Questions and answers of the panelists
- 3:39 V. Lessons learned
 - A. Michael Shafer
 - B. Donna Braun Hagey
- 3:55 VI. Questions and answers
- 4:05 VII. A response from the field
 - A. Lisa Madry and Matt Adams, SCALE
- 4:10 VIII. Ideas/strategies for sustaining your program
 - A. Chuck Supple, Corporation for National Service
- 4:20 IX. Questions and answers
- 4:28 X. Closing/wrap up



The Keys to Sustainability and Institutionalization

*Faculty Leadership, Curricular
Integration, Quality Support, and
High-Level Commitment*

The Bottom Line

- *Quality service-learning across the curriculum doesn't come cheap*
 - *Integration of service-learning into core curriculum can cut instructional costs*
 - *But the required supporting infrastructure of faculty director, office and office staff is expensive*
- *Don't try without solid support at the top backed by real dollars*

The Keys to Sustainability and Institutionalization

- *Leadership by a respected member of the faculty*
- *Integration of service-learning into core disciplinary courses in departments*
- *Institutional capacity to support faculty and students*
- *Administration commitment to service-learning*

The Rutgers Experience: The Experimental Stage

■ *The aim:*

- *To make citizenship and the arts of association central to a Rutgers education*
- *To encourage the development of a service ethic among Rutgers students*
- *To forge a tight connection between classroom and community service placement*

The Rutgers Experience: The Experimental Stage

■ *The means:*

- *Curriculum development grants to faculty to create special civic education-focused service-learning courses*
- *“Buy-outs” to departments pay for faculty release time to teach these special service-learning courses*

Benefits to the Initial Scheme

- *Fast-hitting, little lead time required*
- *Development of exciting new courses, many on subjects ignored in the traditional curriculum*
- *Reputational jump start*
 - *Rutgers administration*
 - *Across the nation*

Drawbacks to the Initial Scheme

- *No departmental ownership*
- *Soft-money dependent*
- *Dependent upon specific faculty*
- *Minimal student impact*
 - *“One-offs” without word-of-mouth draw*
 - *Not embedded in major*
 - *Enrollments limited to students already interested in community service*

Drawbacks to the Initial Scheme

- **The major drawback: Sending the wrong message**
 - *Service-learning isn't part of the core curriculum; it's a soft-money funded luxury*
 - *Departments aren't responsible; service-learning is only an administration concern*
 - *Community service isn't a necessary part of your Rutgers education and major; it's only for those who're interested*

Taking a New Approach (I)

- *Same aim; new means. Taking on the drawbacks by:*
- *(1) Appointing a senior faculty member to make the case*
 - *For community service as central to the university mission; and*
 - *For service-learning as an active learning pedagogy applicable across the curriculum*

Taking a New Approach (II)

- (2) *Re-directing the curriculum development effort by:*
 - *Eliminating all buy-outs*
 - *Emphasizing the conversion of **existing, regularly offered, core disciplinary courses** to a service-learning format; and*
 - *Requiring departments to commit regular departmental teaching resources to any newly developed service-learning courses*

Benefits to the New Approach

- *Reduced instructional costs with the integration of service-learning into the core curriculum*
- *Departmental ownership*
- *Increased student impact*
 - *Bigger courses*
 - *Central to majors*
 - *No longer dependent upon self-selection*

Benefits to the New Approach

- ***The major benefit: Sending the right message***
 - *Service-learning is the way we teach*
 - *As the core institutional units of the university charged with teaching, departments are responsible for service-learning*
 - *Community service is integral to your Rutgers education and to your major*

Requirements for Implementation

- *The new approach is **not** cheap*
- *Successful implementation requires development of the institutional infrastructure necessary to provide high quality support to faculty and students in service-learning courses*

Key Concerns

- *Unrealistic to think that regular faculty can or will bear the added demands of developing and teaching service-learning courses without assistance*
- *Unrealistic to think that students can or will reap all the benefits of community service without care and assistance*

Faculty Support Requirements

- *Faculty require an office able to provide assistance in:*
 - *Designing service-learning courses that effectively integrate the classroom and community service*
 - *Identifying appropriate community service placements for their courses*
 - *Training, placing, supervising and evaluating their students*

Student Support Requirements

- *Students require an office able:*
 - *To train them to be able to cope with a new environment and to contribute effectively*
 - *To place them in agencies relevant to their skills and needs*
 - *To supervise and support them on site*
 - *To counsel them if upset or overwhelmed by what they experience in the field*

Quality: The Essential Ingredient

- *You must provide sustained, timely, top quality support to faculty or they won't play--and will kill efforts to interest others in service-learning*
- *You must provide sustained, timely, top quality support to students or you risk disillusioning them, putting them in compromising positions, and damaging relations with Community Partners*

To Wrap Up

- *Sustainable, institutionalized service-learning demands:*
 - *Forceful faculty leadership*
 - *Integration of service-learning into the core curriculum of departments*
 - *An office able to provide quality support to faculty and students; and*
 - *Strong rhetorical and budgetary support from the very top*

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS

Civic Education and Community Service Program
78 College Avenue • P.O. Box 5062 • New Brunswick • New Jersey 08903-5062
908/932-8660 • FAX: 908/932-8231

Dear Colleague,

When President Clinton came to Rutgers on March 1, 1993 to announce his national service plan, he also publicly recognized Rutgers' Citizenship and Service Education (CASE) program as a model for colleges and universities across America. As the new director of CASE, I would like to invite you to become an active participant in extending CASE throughout the undergraduate curriculum. Specifically, I would like to invite you to consider converting one of your courses to the CASE format or even developing a new CASE course.

What is CASE?

What makes the CASE program unique is the tight connection CASE courses make between classroom learning and "real life experiences" through community service work. The typical CASE course is a four credit course which combines a three credit seminar or lecture course with a one credit community service placement tied to the subject matter of the class. Thus, for example, students enrolled in "HIV and Public Policy" (Political Science) this semester are working four hours a week at the Robert Wood Johnson Hospital's Pediatric AIDs Clinic, the Alliance for Teen Health, and the Middlesex County HIV Care Consortium, while students in "Science, Education and Societal Needs" (Chemistry) are working as science educators at the Liberty Science Center in Jersey City.

Why should I convert my course to the CASE format?

There are four good reasons for adopting the CASE format, irrespective of what you teach. First, and most important for all concerned about undergraduate education, CASE adds a critical active-learning dimension to a course. CASE placements are, in effect, field work placements, and offer the same benefits. Furthermore, we all know that students who are forced to use what they are learning learn it better and retain it longer. And this is especially true if we expect our students to learn more than mere substance. After all, students may learn basic facts and figures listening passively in a lecture, but to learn critical reasoning, presentation, and social skills they must be actively engaged, as they are in a CASE internship.

Second, CASE courses respond to another set of concerns about our students that we all share. We decry their selfish pursuit of their own narrow self-interest and their disengagement from the community--but then most of our courses discourage cooperation (we call it cheating) and normal life at Rutgers isolates students from the broader community. CASE courses, however, encourage students to collaborate, to learn the arts of association so essential to effective citizenship, and to act as citizens as they render real service to their community.

Third, CASE courses make a real difference in the community. Indeed, in our first five years, CASE students performed more than 90,000 hours of community service--and with your help we plan to expand the program dramatically in the next five years.

Finally, the CASE program advances important university purposes. CASE, of course, supports Rutgers' general service mission. It also contributes to improving town-gown relations and helps Rutgers address such critical needs as expanding minority recruitment (through CASE support of the SURGE program run by the Office of Minority Recruitment), improving Rutgers' ability to attract the best graduates of New Jersey's high schools (through CASE support for a model collaboration with South Brunswick High School), and reducing pollution

(through a potential collaboration among CASE, the university Source Reduction and Recycling Committee and area schools and community service agencies).

Isn't CASE just for political scientists?

The simple answer is no. CASE courses belong in every department at the university. Political scientists, after all, don't have a lock on active learning--and God save America if they have one on citizenship! As John Dewey himself argued, good citizenship isn't a matter of theory, it's a matter of practice. Nor is the practice of citizenship only, or even best, studied through the lens of political science. Thus, while political scientists may teach CASE courses, we are equally excited about a new Anthro course on Diaspora, Ethnicity and Multiculturalism in the Contemporary United States which will place students in Indian-American civic organizations, about a Marketing course which might send students to develop "marketing plans" for food banks, about Environmental Science courses which might help neighborhood associations develop environmental quality monitoring systems or local schools develop waste reduction programs, about Landscape Architecture courses which might send students out to design safe and exciting playgrounds for housing projects, and so on ad infinitum.

I don't have time for this--and my department doesn't have the money.

We recognize that you don't have the time or the money to set up or administer internships for all your students--and you don't have to. Our office exists to place your students, to train them, to supervise them on site, and to provide you with timely evaluations of their performance. All we ask is that you work with us to shape your syllabus and assignments to integrate students' internship experience into the course you are teaching, and that you give us guidance as to what you think might be appropriate placements for your students given what you are teaching.

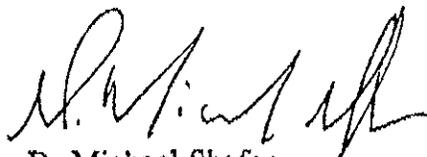
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We all know that many of our students work and that some may be unable to fit a four credit course into their schedules. Our experience at CASE, however, suggests that--contrary to the Generation X stereotype--a great many of our students welcome the opportunity to serve that CASE courses offer. No less important, students recognize that in a highly competitive job market, CASE internships can provide the winning edge.

So, what do I do?

Come to one of our CASE orientation lunches scheduled for November 16 (Browsers Commons, Room A-B-C) and November 22 (Cook College Center), from 11:30 to 1:30. Hear what other professors who have taught CASE courses have to say about teaching CASE courses; listen to CASE students describe their internships; and meet some of our Community Partners. And if you're really interested, seize the opportunity and apply for one of our \$2000 curriculum development grants. We would love to help you join the CASE program.

We look forward to hearing from you.



D. Michael Shafer
Associate Professor, Political Science
Director, Rutgers CASE

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Spring '95 RUCASE Course

Democracy & Community	<i>Bob Higgins</i>
HIV & Public Policy	<i>Karen Zivi</i>
The Artist in Society: Rights & Responsibilities	<i>Ben Barber</i>
Citizenship and Multiculturalism (PALS)	<i>Kay Lynch</i>
Literacy Research & Community School	<i>Leslie Morrow</i>
Atypical Development in Childhood & Adolescence	<i>Maurice Elias</i>
Women in Public Policy	<i>Cindy Daniels</i>
Women's Studies: Internship in Women's Studies	<i>Barbara Balliet</i>
Urban Studies & Community Health: Internship Seminar	<i>Briavel Holcomb</i>
French: Culture and Community	<i>Mary Shaw</i>
Labor Education: Citizenship in Action: Introduction to Organizing	<i>Jessica Govea</i>
Civic Citizenship and Social Values	<i>Jack Nelson</i>
Music Ecology: Sound, Performance & Community	<i>Daniel Goode</i>

Possible Placements

Adult Learning Center
 Amanda Crossing
 Arbor Elementary School
 Brunswick/Raritan Housing Corporation
 CAPRI Program
 The Children's Center
 Elijah's Promise Soup Kitchen
 Family Services Association of Middlesex County
 Lincoln School
 Lord Stirling School
 McKinley School
 National Council on Crime and Delinquency
 New Brunswick Department of Public Works
 New Jersey Division on Women
 Ozanam Family Shelter
 Paul Robeson School
 Public Defender's Office of Middlesex County
 Puerto Rican Action Board
 Roosevelt School
 Soil Conservation Association
 Somerset Women's Health and Counseling Services
 Vision Volunteers
 Women's Job Center
 Women Aware
 Women in Community Service
 VCA

Fall '94 RUCASE Courses

HIV & Public Policy	<i>Yvette Murry</i>
Douglass College Mission Course: Community Mentoring	<i>Viola Van Jones</i>
Literacy Research & Community Schools	<i>Lesley Morrow</i>
Advanced Study in Law: Police Corps	<i>Milton Heumann</i>
Women & Citizenship	<i>Cynthia Daniels</i>
Changing the Lives of Children in schools: Educational Policy Through Service Learning	<i>Viola Van Jones</i>
Science, Education & Society	<i>Eric Garfunkal</i>
Civic Education and Community Service	<i>Jon Van Til</i>
Democracy and Community	<i>Chip Hamlin</i>

Placements Used

Adult Learning Center
 Arbor Elementary School
 Elijah's Promise Soup Kitchen
 Girl Scouts of America
 Lincoln School
 Lord Stirling School
 McKinley School
 Middlesex County College, New Brunswick Center
 New Brunswick All City Chorus
 Open Door Program
 Paul Robeson School
 Roosevelt School
 Vision Volunteer of Central Jersey
 Woodrow Wilson School

Past RUCASE Courses

Citizenship, Education & Community	
Citizen Community Theory & Practice	
Artist in Society: Rights & Responsibilities	<i>Ben Barber</i>
The Civic Community	
Citizenship, Community Theory & Practice	<i>Roland Anglin</i>
RC Mission Course: Altruism & Modern America	
Citizenship Community Theory & Practice	<i>Bryan Barnett</i>
Citizenship, Democracy & the Role of the Artist <i>Kelly</i>	<i>Claudla Ghelman w/Christine</i>
Democracy & Community	<i>Rick Battistoni w/M. Devanas</i>

HIV & Public Policy

Community Mentoring
 Women's Studies Internship: Community Values
 Douglass College Mission Course: Community Mentoring
 Artist and Society
 Literacy, research and Community Schools
 Democracy & Community
 HIV & Public Policy
 The Environment & Citizenship
 Democracy in Residential Communities

Gunther-Canada
Mary Trigg
Viola Van Jones
Laurie Naranch
Leslie Morrow
Doug Emery
Yvette Murry
Mark Brown
Chlp Hamlin

Rutgers College Honors Program

Children and Democracy
 Education for Democracy
 Science, Education, and Societal Needs

Maurice Elias
Rick Battistoni
Eric Garfunkel

Community Politics & Waste Policy
 Latin American Displacement & Exile
 French Culture & Community
 Criminal Justice, Citizenship, and Democracy

Bob Higgins
Mary Schwartz
Mary Shaw
Milton Heumann

Camden

Special Topics: Civic Education & Community Service
 Education & Community Service
 Civic Education & Community Service
 Urban Literacy Practicum
 Community Leadership Training

Dunn/Van Til
Jon Van Til
Lucille Chagnon
Jacobs/Van Til

Newark

Advanced Expos: Writing & Community Literacy

Patricia Bender

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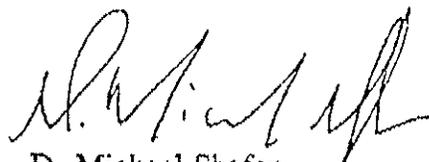
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CASE CURRICULUM DEVELOPMENT GRANTS

The Rutgers Citizenship and Service Education (CASE) program would like to offer you a \$2000 curriculum development grant either to convert an existing course to the CASE format or to develop a new CASE course. These grants will be made in the form of supplemental salary payments, \$1000 payable upon acceptance of your proposal and \$1000 upon final submission of your course materials.

We would like to develop a fully balanced CASE curriculum, and are therefore interested in proposals from all schools and departments, and involving all types of courses. Ideally, we hope to be able to fund proposals from all divisions of FAS and the professional schools. We also hope to be able to fund proposals targeting introductory courses (or designated CASE recitation sections within them), mid-sized 300-level courses, and more research-oriented upper-level seminars.

Proposals should be no more than three double-spaced pages long and should be submitted with a completed and signed cover sheet (attached). They should include the following: a description of the course and what your primary teaching goals for it are; a discussion of what you expect to gain by converting this course to the CASE format or by developing it as a CASE course; an explanation of how you plan to design or revise the syllabus to prime students for their placements; what sort of placements you imagine for them; and what sort of assignments and/or other means you plan to use to help students process their internship experiences in course-relevant terms.

Requirements

- 1) In offering these grants, our primary purpose is to embed CASE in the curriculum. We thus require that you either convert an existing, regularly offered departmental course to the CASE format or develop a new CASE course that will be entered into the catalog and regularly offered as a course in your department.
- 2) We require that you teach your CASE course at least twice.
- 3) We would like to ensure that as you develop your course, others benefit from your effort, and thus we ask that you participate in two, two hour round table discussions with CASE staff and other grant recipients.
- 4) As you finalize your syllabus and assignments, we must require that you meet with us to discuss appropriate placements for students enrolled in your class in order that we can make all the necessary arrangements.
- 5) To help us meet our federal grant reporting requirements (your grants are funded by the Corporation for National and Community Service) and to ensure that we can assess and improve the CASE program, we ask that you agree to participate in (and perhaps help to develop) our evaluation process.

Informational Meetings

CASE will be hosting two lunch meetings to answer any questions you may have about the program and grant proposals, as well as to give you the opportunity to hear what other professors who have taught CASE courses have to say, listen to CASE students describe their internships, and meet some of our Community Partners. Lunches will be held on November 16 (Browsers A-B-C) and November 22 (Cook College Center) from 11:30 to 1:30.

CASE CURRICULUM DEVELOPMENT GRANT

Cover Sheet

Name: _____ Position: _____ Department: _____

Office address: _____ Office phone: _____ Fax: _____

_____ Email address: _____

Mailing address: _____ Home phone: _____

_____ Home fax: _____

Course number and name: _____

Course type: lecture sectioned with TAs lecture not sectioned
 seminar, discussion based research seminar

If the course is sectioned: proposal involves the entire class
 proposal involves designated sections
 I will teach the CASE sections
 A designated TA will teach the CASE sections

Abstract:

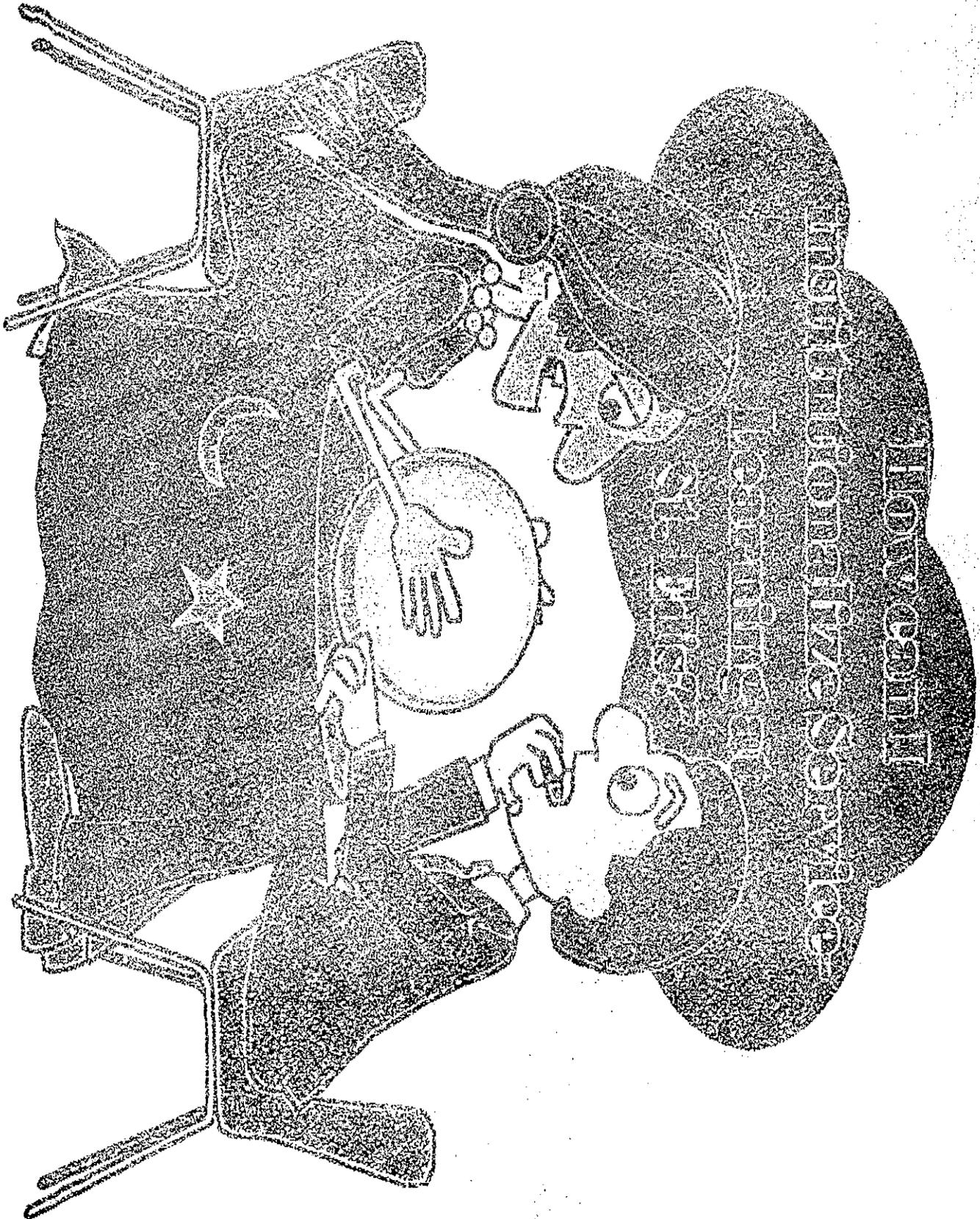
Departmental Approvals

I certify that this course is a regularly taught course in this department.

I certify that this course will be submitted to the department Curriculum Committee with my support and that if approved, it will become a regularly taught course in this department.

I certify that _____ will teach this course at least twice as a CASE course as part of his/her regular departmental teaching load. In the event that (s)he cannot due to circumstances beyond our control, I agree to make a good faith effort to find another instructor to do so.

Department Chair: _____ Vice Chair, Undergraduate: _____



The Community Mentor Program Odyssey to Institutionalization

From modest beginning to ambitious goal.

- Kellogg Foundation support and a new challenge
- A model surfaces out of the collaboration between the group to be served (the migrant students and at-risk children and a private foundation) and an institute of higher education that enhances the university's original objectives for its migrant students.
- Accidents do happen! Program experiences amazing results for all participants
- Unanticipated outcomes command interest on the part of the university administration and Education department
- Interest surfaces to try to sustain CMP beyond Kellogg

SERVICE LEARNING: A Round Table Approach

PARTICIPANTS

ACAD - Vice President/Academic Dean

CAMP - College Assistance Migrant Program

CMP - Community Mentor Program

CRC - Career Resources Center

EDUC - School of Education

**STUD. AFF. - Vice President, Enrollment and
Student Services**

OSFA - Office of Student Financial Aid

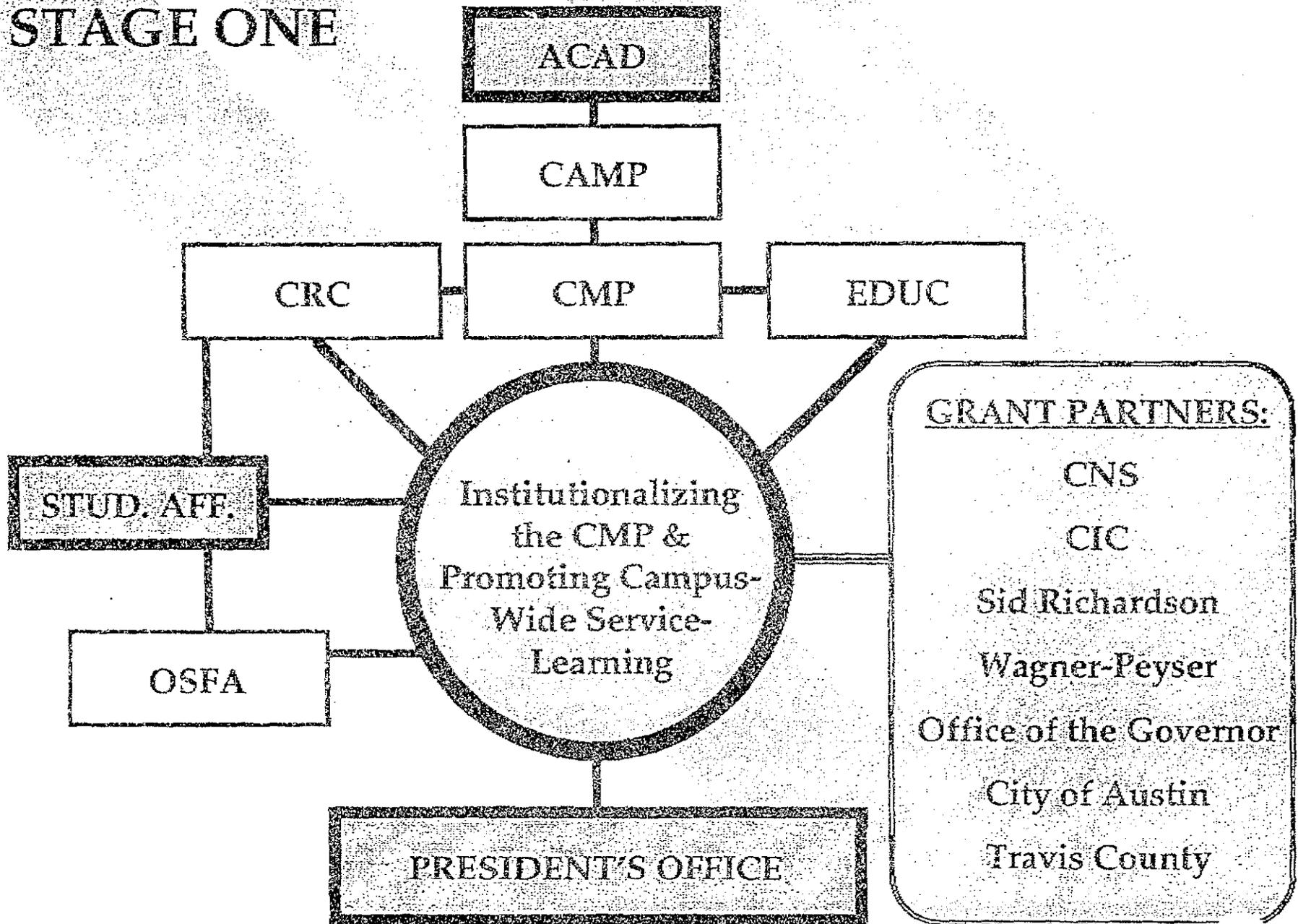
PRESIDENT'S OFFICE

**ACADEMIC SCHOOLS: Education, Humanities,
New College, Business, Natural Sciences,
Behavioral & Social Sciences.**

GRANT PARTNERS

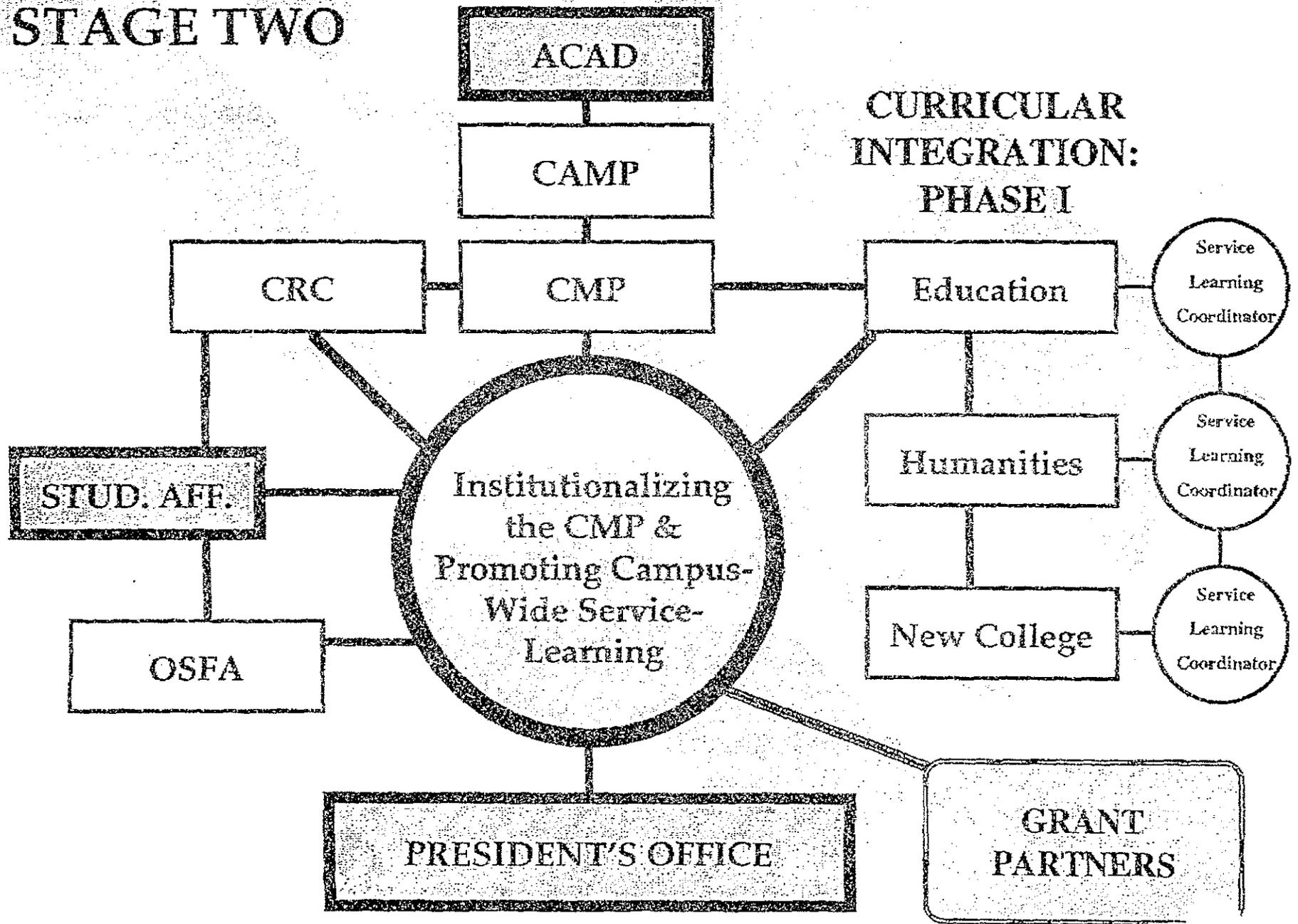
SERVICE LEARNING: A Round Table Approach

STAGE ONE



SERVICE LEARNING: A Round Table Approach

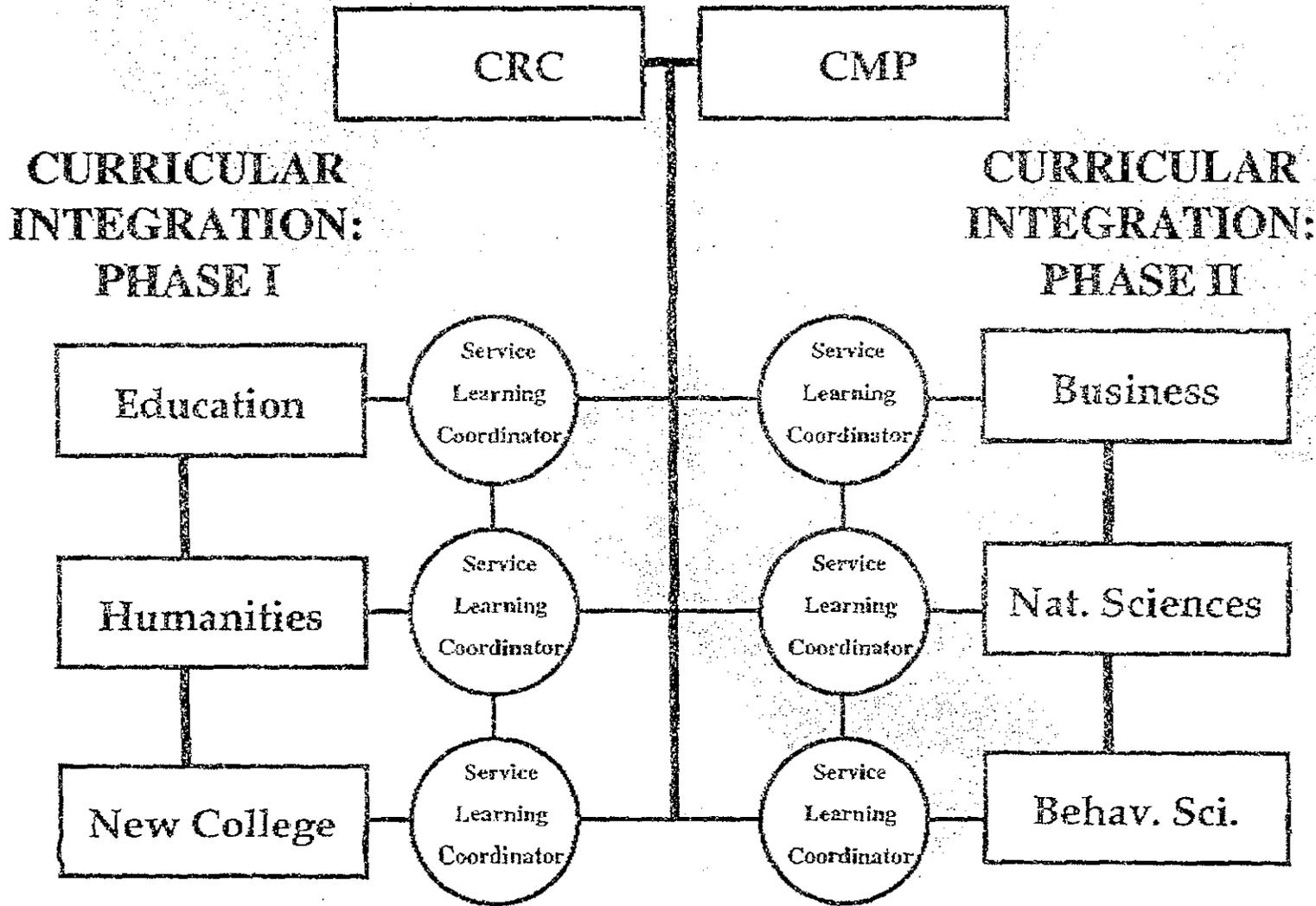
STAGE TWO



SERVICE LEARNING: A Round Table Approach

STAGE THREE

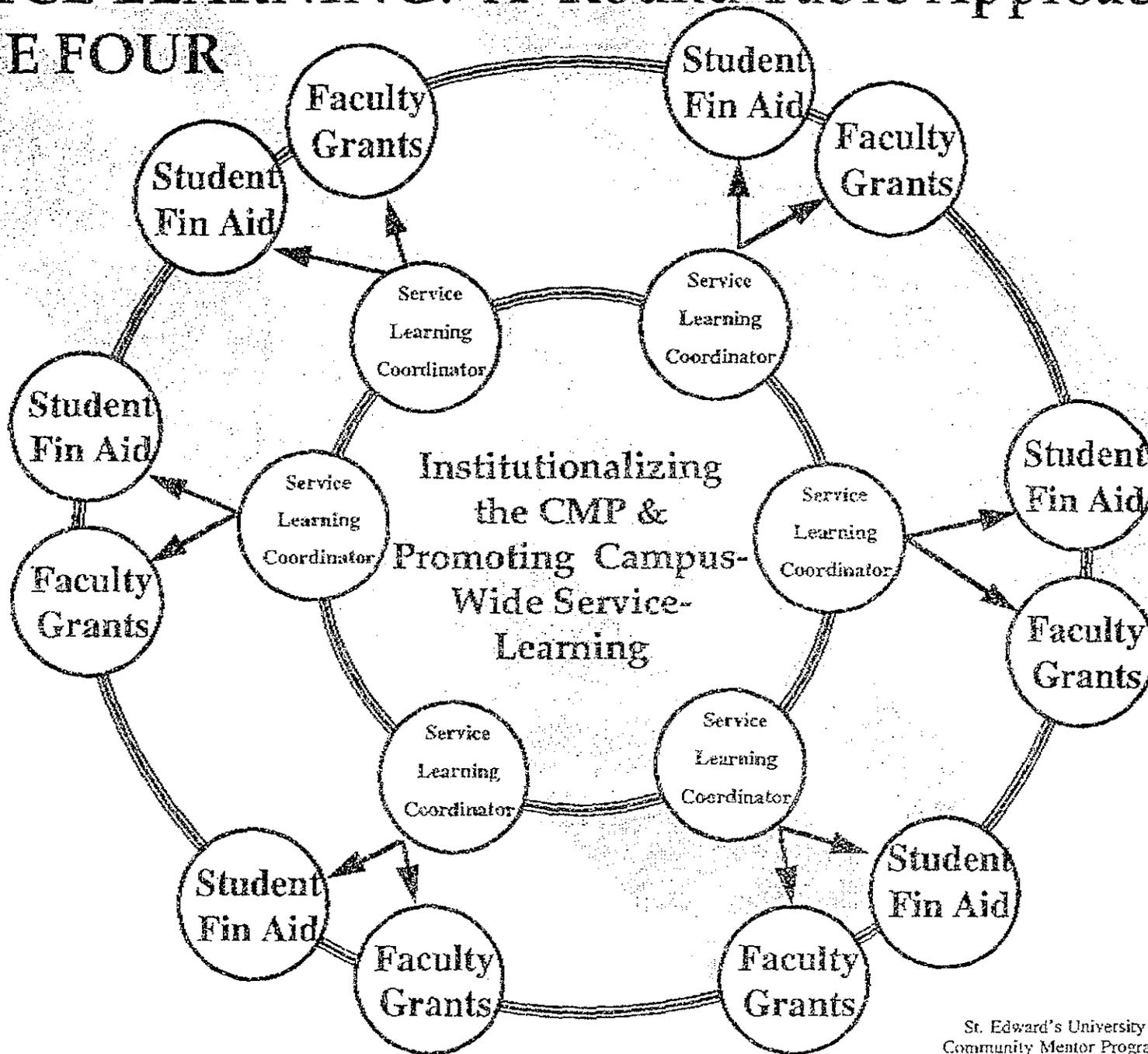
Service Learning Council



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SERVICE LEARNING: A Round Table Approach

STAGE FOUR



SERVICE LEARNING: A Round Table Approach

