

Annual Report

2010-2011



Center for Community
Service and Learning

Students and Community Working Together for the Common Good

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Introduction



It is my pleasure to share with you the 2010-2011 Annual Report for academic service-learning (ASL) from the Center for Community Service and Learning (CCSL). First of all, I'd like to underscore that we take a team approach to supporting academic service-learning at the College. Therefore, I would like to recognize the hard work of my CCSL colleagues towards that end: Dan Robinson, Director of CCSL, Nancy Mathias, Associate Director of Leadership and Service, Susan Angoli, Office Manager for CCSL, and Mikaela Benner, Research Fellow for ASL. I would also like to thank Mikaela for her substantial work to prepare this report.

Among the many highlights of this academic year were: 1) the College being recognized by the Carnegie Foundation for the Advancement of Teaching with the 2010 Community Engagement classification in recognition of the college's exemplary practices of community engagement; 2) the College being named to the President's Higher Education Community Service Honor Roll With Distinction in 2010; 3) the formation of the ASL Faculty Advisory Group; and 4) the expanded Celebration of Service event which was held in April. For the first time this year, students created posters to document their academic service-learning experiences, and there were 23 posters exhibited at the Celebration of Service event.

Academic service-learning is a high-impact pedagogical practice which fosters engaged learning. ASL engages students with the local community, thus furthering our Catholic, Norbertine, and Liberal Arts traditions. We at the CCSL feel privileged to work with faculty and staff who are incorporating ASL into their courses. We are making progress towards our goal of increasing opportunities for students to have an ASL experience in their coursework while at the College. This annual report will give you a glimpse of our momentum.

Dr. Linda Beane-Katner
Academic Service-Learning Coordinator

CCSL Vision, Mission and Goals

Vision Statement

St. Norbert College and its students will be full partners with the Brown County community in the work to promote the Common Good¹ and to create Communitio² in this area. Through that experience, St. Norbert College students commit to lifelong service.

Mission Statement

The Center for Community Service & Learning seeks to deepen the experience of Communitio by:

- Supporting members of the College in their service efforts
- Promoting transformative student learning
- Addressing real community needs
- Building relationships of mutuality
- Working for the Common Good

We do so inspired by our Catholic, liberal arts, and Norbertine traditions.

Goals

The Center for Community Service and Learning will:

- Serve as a resource to SNC students, faculty, staff, alumni, and supporters interested in community service, particularly as it impacts student learning, by providing guidance, best practice tools, occasions for reflection, and access to opportunities for community engagement.
- Strengthen relationships with Brown County partners working for the Common Good, making available college resources to support those efforts.
- Develop the College's capacity to serve the Common Good by fostering campus-wide discussion on service, promoting community engagement, assessing the progress of the work of the Center, and recognizing significant College contributions to serving the common good in Brown County and beyond.

¹The Common Good is "the sum total of social conditions which allow people, either as groups or individuals, to reach their fulfillment more fully and more easily." (From the Pastoral Constitution on the Church in the Modern World in Vatican II, the Basic Sixteen Documents, Austin Flannery, OP; Northport, NY: Costello Publishing Company, 1996; 26. As quoted on the University of Dayton web site.)

²"Communitio . . . is characterized by mutual esteem, trust, sincerity, faith and responsibility... is lived through open dialogue, communication, consultation and collaboration . . . (and) encourages us to respond individually and collectively to the needs of our local and global communities." (St. Norbert College Mission Statement)

Academic Service-Learning History

Service-learning has been rippling below the surface of St. Norbert College's academic structure since 1978 with the start of the business class that has evolved into the fair trade store Discoveries International. Another early service-learning course was Dr. Karina O'Malley's SOCI 489 Praxis: Social Justice and Homelessness. This course started Crossroads Justice Center and Shelter, the first emergency homeless shelter in the Green Bay area. These courses are just two examples of early academic service-learning efforts at St. Norbert College, reflecting a growing trend toward service-learning pedagogies throughout higher education. Since those early years, various efforts dot the history of service-learning at St. Norbert College, including efforts of other professors and staff, College presentations and seminars, national training of faculty, committee work, surveys, and papers.

A concrete step forward was made in 2004 when Wisconsin Campus Compact awarded a three-year grant to the College for a Volunteer in Service to America (VISTA) staff position on campus. The grant was renewed along with funding a second position in 2007. The work of the VISTA staff members helped create the foundation for the current academic service-learning efforts. Faculty surveys were sent out to gauge the interest in service-learning. The survey came to the conclusion that the concept was not very well known and therefore little interest was shown in service-learning. These results spurred awareness-raising efforts among the faculty, such as: the development of three new service-learning courses in the spring of 2006; an internal grant process to encourage faculty to offer service-learning courses and to help those who were already teaching courses with a service-learning element; the offering of and some beginning resources on service-learning.

In 2007, a Task Force was initiated to formalize academic service-learning programs and to support faculty who chose to have a service-learning experience in their courses. After eighteen months, the Task Force created a formal report and a set of recommendations for academic service-learning, calling for the establishment of a central office to support this work. From this recommendation and similar work in co-curricular service, the Vice Presidents of the Academic Affairs, Mission and Heritage and Student Affairs divisions collaborated in the creation of the Center for Community Service and Learning (CCSL), begun in June of 2008. A steering team was created for the Center with representatives from all three divisions, including a half-time director, which was expanded to a full-time position in 2009. By December 2008, the *Academic Service-Learning Faculty Handbook* was completed and placed on the Center's website, which contains a variety of resources. The number of service-learning courses since the efforts starting in 2004 has increased from just a few to 20 in 2008-2009, 22 in 2009-2010, and 25 in 2010-2011.

The Center for Community Service and Learning has begun a number of initiatives to support academic service-learning at St. Norbert College. Financially, the Center has provided mini-grants of up to \$300.00 to cover expenses of service-learning experiences, and has begun offering \$2,000.00 service-learning course development grants each year. The Center has also organized a number of professional development opportunities, including lunch discussions, workshops and on-line seminars, along with print and electronic resources to support service-learning. Finally, the Center has established relationships with community partners as well as faculty to help facilitate connections with community engagement opportunities and to provide consultation on service-learning efforts.

Philosophy

Professor: Dr. Leanne Kent

PHIL 339 Happiness

Students: 30

Description: In PHIL 339: Happiness, students engaged in an activity that gave sensory pleasure and an activity that utilized their skills and abilities in service of something greater than themselves. They used these experiences to assist in reflection on and critical evaluation of a dominant theory of happiness. The service activities students engaged in were as varied as the interests, skills and abilities of the students, themselves. Some activities included the promotion of healthy lifestyles within the general population, work at a correctional facility, helping a neighbor, creating software to improve the efficiency of a computer system, coaching youth sports, and exploring vocational questions with high-school students. Students almost unanimously found that contributing to something larger than themselves resulted in deeper, and longer-lasting feelings of satisfaction and well-being than the mere indulgence in sensory pleasures. Many concluded that a theory of happiness should be responsive to this fact.



Professor: Dr. Leanne Kent

PHIL 315 Ethics

Students: 12

Description: In PHIL 315: Ethics, students had the option to explore applications of the traditional Western ethical theories studied in the first half of the semester and to critically assess the applicability of these theories through a self-designed service learning project. Approximately 1/3 of the class of 12 students selected this option. Each student identified a contemporary ethical issue that they were concerned about and sought (with the assistance of CCSL) an appropriate partnering agency through which they could explore this issue. Ethical issues explored included poverty, homelessness, childhood obesity, “de facto” racial segregation in public schools, the ethical treatment of animals, the ethical treatment of the cognitively impaired in an institutionalized setting, the ethical treatment of the elderly in an institutionalized setting, women and leadership, and the responsibilities of health care professionals to those who cannot afford services. Through service and a series of guided reflections on their service, students were encouraged to think about their issue through the lenses of dominant Western ethical theories. They were also encouraged to critically assess these theories in the light of the challenges encountered by the messiness of reality.

Business

Professor: Dr. Jason Senjem

BUAD 230 Foundations of Management
Students: 60/48

Description: The students took principles from non-profit management practices and applied these to hosting non-alcoholic events in the Knight Owl, a campus café, with the proceeds from these events going to community organizations. Community partners included Golden House, Paul's Pantry, and American Cancer Society. The class provided a positive atmosphere for students on campus.



Professor: Dr. Jason Senjem

BUAD 337 Organizational Behavior
Students: 25

Description: In partnership with the Norbertine Volunteer Community, and funded by a grant through the Lowe's Charitable and Educational Foundation, the students built accessible gardening boxes for the community garden located in the Three Corners neighborhood. Students were involved in working with everything from the business plan, marketing aspects, community needs assessment and development, designing and building, ADA requirements, attending City meetings throughout the approval process, working with community development specialist, city planning and neighborhood association leadership. Completing this project enabled gardeners to produce fruit and vegetables to supplement people's diets and promote healthy living in the Three Corners neighborhood. Produce was also donated to local shelters.

(Below) Students & NVC members with the completed garden project.



Business

Professor: Dr. Joy Pahl

BUAD 468/469 Senior Seminar in International Business and Language Area Studies
Students: 14/13

Description: The students ran the non-profit, fair trade store Discoveries International. At the end of the academic year, the students chose an organization to which to donate the profits that were made. The money was donated to the groups The Zambia Project and Casa de Los Angeles.



Senior Discoveries International class of 2010-2011.

Professor: Dr. Wolfgang Grassl

BUAD 262 Introduction to International Business
Students: 12

Description: The students helped run the non-profit, fair trade store Discoveries International. At the end of the academic year, the students chose an organization to which to donate the profits that were made. The money was donated to the groups The Zambia Project and Casa de Los Angeles last year.



(Side) 2010-2011 student volunteers for Discoveries International.

Education



Professor: Dr. Tynisha Meidl

Course: EDUC 386 Reading Improvement in the Elementary/Middle School
Students: 10

Description: Over J-term, SNC students traveled down to New Orleans to assist at Morris Jeff Community School. They worked on reading intervention, tutoring, organizing the library, cataloging books, hanging art work, and creating take home binders for the children.



Professor: Dr. Bola Delano

EDUC 272 A Multicultural Approach to Early Education Curricular Issues and Instructional Methods

Students: 7

Description: The course works with *Umoja* (Swahili for “unity”), an organization composed of white parents who have adopted black children. The students developed a weekend conference with activities on African American culture, history, perspective, and issues of concern. Students are challenged to develop their cultural competencies.

UMOJA

A BLACK HERITAGE EXPERIENCE



Education

The Village Project

Professor/Course:

Professor: Dr. Reid Riggle—EDUC 120 Psychology for Teaching

Professor: Dr. Bola Delano—EDUC 125 Foundations of U.S. Education

Professor: Dr. Bob Rutter—Combined section of 120 and 125 taught in the Spring semester.

Students:

Fall 2010: 26 students enrolled in EDUC 125

Spring 2011: 58* students from EDUC 120 and 58 from EDUC 125; 6 students from the combined section.*

*The 58/58 are the same students but the experience is applied to the course content in EDUC 120/EDUC 125 in different ways, so the student learning outcome are more broad than they would be with a single course.

The Village Project (The VP) is a partnership between St. Norbert College faculty, the St. Norbert College Center for Community Service and Learning, Green Bay Public School's, and the 21st Century Community Learning Center Grant sites contracted by Green Bay School District to Boys & Girls and YMCA. The project provides pre-service teachers with the opportunity to work with a diverse group of high-need learners at the 21st Century Community Learning Center sites in Green Bay supporting their after school programming.

“What is the purpose of the 21st Century Community Learning Centers?”

The purpose of the program is to create community learning centers that provide students with academic enrichment opportunities as well as additional activities designed to complement their regular academic program. Community learning centers must also offer families of these students literacy and related educational development. Centers—which can be located in elementary or secondary schools or other similarly accessible facilities—provide a range of high-quality services to support student/family learning and development, including tutoring and mentoring, homework help, academic enrichment (such as hands-on science or technology programs), community service opportunities, as well as music, arts, sports, and cultural activities. At the same time, centers help working parents by providing a safe environment for students when school is not in session.” (21st Century Community Learning Center Grant Program Application Guidelines)

The objectives for the project. The pre-service teachers will:

- Apply academic knowledge to critical community needs.
- Engage in structured individualized service-learning opportunities with k-12 students.
- Critically reflect on inequities in our public schools and how they could be change agents in education reform to solve the inequities.
- Work with community partners in closing the academic achievement gap.
- Support K-12 students in their academic goals, participation, and achievement
- Work with students from culturally and linguistically diverse, and working, backgrounds.
- Enhance comfort level with CLD students, and students from working backgrounds.
- Begin to build skills to improve individual student's achievement though direct support of individual learning needs.
- Begin to build self-reflective skills to identify strengths and weaknesses in performance and improve.
- Gain an understanding of out-of-school time programs designed to meet k-12 student needs.

Leadership

Professor: Shelly Mumma

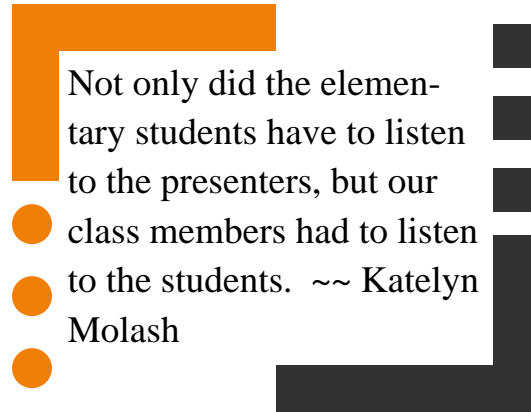
LEAD 400 Leadership Capstone for Leadership Minor
Students: 14

Description: Three groups in the class each completed a different service learning event.

One group worked with a before-school group at King Elementary to talk about leadership and how kids that age might define it. They also talked about leadership behaviors. They worked with the kids on two different mornings for a total of about three hours of contact. Their planning time was at least an additional 7-10 hours.

The second group worked with the Boys and Girls Club to present a 60 minute session for girls only (the Boys and Girls Club had just done a male-only session) about leadership. Their topics included personal leadership, self esteem, body image and communicating with others. Their planning time was at least an additional 7-10 hours.

The third group worked with Preble High School students. They brought about 40 students to campus for a 4-hour leadership conference. They facilitated experiential activities that promoted communication, team-building and diverse perspectives. Their planning time was at least an additional 7-10 hours.

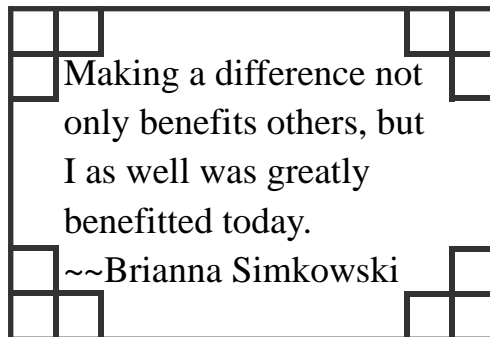


Not only did the elementary students have to listen to the presenters, but our class members had to listen to the students. ~~ Katelyn Molash

Professor: Dr. Corday Goddard

LEAD 389 Peer Leadership and Student Affairs
Students: 15

Description: At Fort Howard Elementary School, the SNC students performed skits about respectful behavior for the second grade class. They provided the teachers and students with some language that can be used to defuse conflict situations and/or to be a more inclusive, civil school community. Class reflections included the students' experiences at both of these community sites.



Making a difference not only benefits others, but I as well was greatly benefitted today.
~~Brianna Simkowski

Sociology



Professor: Dr. Cheryl Carpenter-Siegel

SOCI 289 Special Topics: Corrections in American Society
Students: 18

Description: Students worked with Community Circles of Support—Green Bay to create a Resource Manual of community services available to meet the needs of the formerly incarcerated in their transition from prison to community.

Professor: Dr. Beth Tarasawa

SOCI489, PEAC489, POLI489 Community Building & Social Change Methods
Students: 20

Description: Students had the opportunity to see first-hand the critical role that collaboration plays in the resolution of important social problems. The collaborative projects addressed issues relating to affordable housing and community development, health, education, the environment, and social justice. The organizations the students partnered with were Harmony Café and Goodwill Industries, St. John the Evangelist Homeless Shelter, St. Vincent De Paul, and the Green Bay Area Public School District.



Professor: Kim Kaczmarowski

SOCI 481/482 Human Services Internship 1 and 2
Students: 15/14

Description: This year-long internship gave Human Services students the opportunity to explore career and service opportunities with a variety of community organizations, including House of Hope, Family Violence Center, Howard Suamico School District, or Brown County Human Services Department-PALS .



General Education



Professor: Dr. Yoko Mogi-Hein

GENS 408 Social Inequalities: Race and Minority Issues
Students: 14

Description: Cleaning, painting, sorting foods and clothing, building homes, and mentoring minority youth. The students gained insights of humanity and diversity by working with these human services agencies.

Professor: Dr. Chris Meidl

GENS 408 Social Inequalities: Race and Minority Relations

Students: 63 in fall, spring, and Maymester terms

Description: Social injustice project. This project is designed for a group or individual to develop personal understanding of social injustice focused specifically toward a category or an area of personal growth or social issue (education, business, marketing, social services, popular culture, politics, housing, shopping). Create an artistic presentation to address understanding and advocacy of these issues.

Examples: Special Olympics, The Freedom House, Paul's Pantry, On-campus awareness initiatives, Multiple Sclerosis Charity event, nursing home volunteering, local shelter volunteering or fundraising, etc.



Peace and Justice

Professor: Dr. Robert Pyne

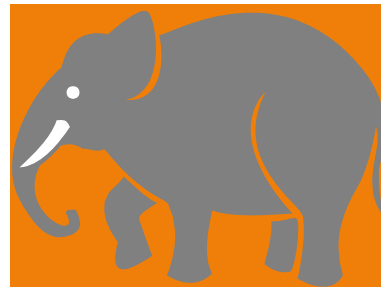
PEAC 400 Peace and Justice Capstone

Students: 3

Description: The students met first with Ali Draheim from Green Bay Public Schools and the Brown County Housing Coalition to discuss ways in which they could support the collaborative programming of Hunger and Homelessness Week. They decided to prepare a packet of information for SNC students and others about area poverty, providing updated statistics and contact information. They then met with Meika Burnikal, from Family Services of Northeast Wisconsin, to refine a list of questions and issues to be addressed. After finalizing and dividing up these topics, the students conducted independent research, reporting back on predetermined days during class time. They had multiple conversations with community partners, service providers, and others who helped them gather the information they needed. Finally, they prepared a common report on their findings, which was submitted to Dr. Pyne at the end of the semester.



Political Science



Professor: Dr. David Wegge

POLI 332 Political Parties and Elections

Students: 6

Description: The class was given the option of volunteering with the campaign of their political party. The students that took this option volunteered on the Steve Kagen, Reid Ribble, Russ Feingold, and Sam Dunlop campaigns. Their work included folding paper, advertising, and other jobs with the local campaign operations.

Academic Service-Learning for 2010-2011

Course Development Grants

The CCSL provides grants to support the development of courses with a service-learning component. Two \$2,000.00 grants are available each year. This year's recipients were Dr. Ryan Cordell, who will have his IDIS 100 College Writing students conduct research and produce writing projects for local non-profit agencies, and Dr. Ravi Argawal, who will have his students in a computer science class create Android apps for an area non-profit agency.

ASL Mini-Grants

ASL mini-grants are designed to defray service-learning course expenses up to \$300.00, and were awarded to Dr. Beth Tarasawa's Community Building and Social Change Class as well as Dr. Tynisha Meidl's J-term class which took education students to work in post-Katrina public schools in New Orleans.

2nd Annual Celebrating Service Event

The CCSL held its second annual year-end event, "Celebrate Service," on April 28, 2011. This year, over 59 student organizations, service programs, and academic classes created displays that told the story of their work in the community and the impact it had on both them and the people with whom they were working. There were 23 academic service-learning displays in total. Members of the President's Cabinet, the Director of the CCSL, community members and students all spoke at the reception. Todd Wehr Hall was a fitting venue for this well-attended and well-received event.



Academic Service-Learning Faculty Advisory Group

The ASL Faculty Advisory Group was formed this year with the charge of advising the CCSL as well as the Director of Academic Service-Learning on how best to promote service-learning in the curriculum and to support faculty as they employ this high-impact pedagogy. The seven faculty members serving on the committee are: Dr. Ravi Argawal, Dr. Bola Delano, Dr. Deirdre Egan-Ryan, Dr. Leanne Kent, Dr. Tynisha Meidl, Dr. Reid Riggle, and Dr. Jason Senjem.

Academic Service-Learning in the Past

Previous to Fall 2010

Many of the service-learning courses listed have been in the works for several years, and they have evolved over that time.

Others are offered infrequently, including Dr. Deirdre Egan's AMER/ENGL 329 Literature of Service class where the students read about social issues then go into the community and combat an issue.

Dr. Ray Zurawski's PSYC 494 Internship has students apply the theory they learned in class in clinics pertaining to the psychological issue they choose.

Sister Sally Ann Brickner's students in PEAC/IDIS 363 Poverty and Social Justice class chose a community partner who deals with poverty.

The students work 20 hours at the organization using S. Sally Ann's Act Reflect Transform model. At the end of the course, students present suggestions on how to lessen poverty and increase the need for charitable action.

Dr. Tom Faase brought the community into the classroom with his course SOCI 494 Aging: Challenges and Possibilities. Elders of the community attended class alongside the college students. Students learned about aging from those who were going through it while the elders were able to connect with young people.

The service-learning courses at St. Norbert have all made their mark on the community. They continue to expand in scope and impact.

Community Partners for 2010-2011

ASPIRO

American Foundation of Counseling Services Inc.

Boys and Girls Club

Brown County Health Department

Brown County Human Services

Department-PALS

Casa de Los Angeles

Circles of Support

Doty School

East Brown County Shelter Care/

Sexual Assault Center

Family Violence Center/Golden House

Family Services Families FIRST

Program

Family Services Residential Treatment Center/Billie Kress Center

Family Services Healthy Families

Ft. Howard Elementary School

Goodwill Industries

Green Bay Area Public School District

Habitat for Humanity

Happily Ever After Animal Sanctuary

Harmony Café

House of Hope in Green Bay

Howard Suamico School District

King Elementary School

Lincoln Industries

Manorcare

Oconto Humane Society

Paul's Pantry

Preble High School

Reid Ribble Campaign

Renaissance Assisted Living

Rolling Meadows Farms

Russ Feingold Campaign

St. John the Evangelist Homeless Shelter

St. Vincent de Paul Green Bay

Sam Dunlop Campaign

Steve Kagen Campaign

UMOJA Organization

Victim/Witness Program with the District

Attorney's Office

Wellspring

Zambia Project