

Appendix B



Center for Community
Service and Learning



The History of Service-Learning Resources at St. Norbert College⁸

Previous to 2004, there were sporadic efforts at establishing a centralized service-learning program at St. Norbert College. Past attempts include the January 2002 proposal made by Visiting Assistant Professor of Religious Studies Alex Mikulich for a faculty liaison and facilitator for community-based service-learning curricula, the development of a service-learning-focused internship in LSI (the last one was held in the late 1990s), and the Service at SNC Committee in the mid-1990's. While there has been interest in exploring centralized service-learning at the College, the momentum needed to sustain these attempts was not generated.

More recently, LSI has attempted to provide a centralized resource center for faculty interested in pursuing service-learning. Starting in 2004, grant funds (provided by the Corporation for National and Community Service AmeriCorps*VISTA program with additional financial and/or advisory support provided by the University of Wisconsin-Parkside, Wisconsin Campus Compact, and the Wisconsin Department of Public Instruction) have created a temporary community-based-learning coordinator position, housed in LSI.

Past St. Norbert College VISTA members have included Jill Peerenboom (2004-2005), Maribeth Frinzi (2005-2006), and Sarah Rozmarenoski (2006). In 2007, St. Norbert College received two VISTA members: one housed in Residential Life to develop a formalized partnership between the College and the Boys & Girls Club of Green Bay (Andrea Gouin), and one housed in LSI to formally develop a partnership between the College and The Fort Howard Family Resource Center (Jenna Hamersky). These VISTA positions have created and continue to create an opportunity for St. Norbert College to build an infrastructure to ensure long-term sustainability of service-learning programs and provide support for faculty service-learning endeavors.

In 2005, our first VISTA Member Jill Peerenboom created a service-learning survey that was distributed by the Office of Institutional Effectiveness to gauge interest in the development of a service-learning program and to gain a greater understanding of potential roadblocks which have hindered such development in the past. Of all 648 faculty and staff asked to participate in the survey, a total of 44 responses were submitted, including 18 faculty, 23 staff, and three "other." In addition to the problematic low response rate, the broad definition of service-learning that accompanied the survey might have caused some confusion: "a component of a course or program where learning takes place outside the classroom by way of student interaction with community organizations and members." Based on this definition, some events that might best be described as

⁸ Some information for this section was taken from "A Case for a Sustainable Service Learning Program at St. Norbert College" by Maribeth Frinzi, and "Service Learning: Finding a Common Ground," a LSI report which described the results of a May 2005 survey on Service Learning..

volunteerism/community service were likely considered service-learning. Overall, the survey suggested that service-learning is underused because no universal understanding of the concept exists at St. Norbert College.

In 2005-2006, VISTA Member Maribeth Frinzi worked with faculty members to increase awareness of and interest in service-learning and

- met with 11 faculty members and provided service-learning support to three classes in Spring 2006: Introduction to Peace and Justice, Leadership Studies Capstone, and Social Inequalities.
- developed a Service-Learning Advisory Council (2005-2006) with six faculty members (representing Art, Communication, English, Humanities, Mathematics, and Peace and Justice), two students, and one community member.
- created faculty resources via a service-learning handbook and website.⁹ She also developed an internal grant process that will provide funding for faculty sponsored service-learning trips.
- wrote “A Case for a Sustainable Service Learning Program at St. Norbert College” and analyzed the results of the May 2005 service-learning survey

In Fall 2006, VISTA member Sarah Rozmarenoski worked with four faculty (business, English, leadership studies, and peace and justice) to develop service-learning projects and presented to or met with students, faculty, and community members to improve awareness of service-learning. Our current two VISTA members are working to strengthen our campus-community partnerships to lay the foundation for future academic service-learning opportunities and continue to provide support for faculty who are utilizing academic service-learning in the classroom. Specifically, one of the current VISTA members’ goals is “to document and create awareness of the service-learning and civic engagement efforts of SNC.”

These VISTA members have worked hard to provide resources and services to faculty who are currently engaged in academic service-learning. However, Sarah’s early departure in 2006 highlights problems with relying exclusively on VISTA members to be the College’s service-learning coordinators. When a VISTA member leaves or the grant is finished, suddenly the College is left without a coordinator. VISTA members also typically serve one-year terms, which means that there is a new coordinator and a new learning curve every year.

Building off of the momentum from the VISTA grants and in the hopes of creating a long-term, permanent infrastructure and resource center, a Service-Learning Task Force, composed of faculty, staff, and VISTA members, was developed in 2006 and is chaired by the Vice President of Mission and Heritage. Its goal is to establish a formal academic service-learning program at SNC and to support faculty efforts toward civic engagement with their students.

⁹ The Service Learning web page (<http://www.snc.edu/lsi/programs/servicelearning.html>) answers the question “What is Service Learning?” and contains service learning ideas by discipline, frequently asked questions, questions to consider when developing a service learning course, and a checklist for service learning.



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Examples of Past Service-Learning Courses and Instructors

Examples of recent courses that fall along the continuum between volunteerism/community service and service-learning; the dates and titles of the courses are listed if known.¹⁰ Please contact us if you have information to add to this list.

- AMER/ENGL 319 Literature of Service (Spring 2007) – Dr. Deirdre Egan’s students learn concepts of American culture through the dual lenses of literary texts and community-based learning.
- BA242 (Fall 2003) – Dr. Kathy Molnar’s students created web pages for local businesses: Kerkoff Interior Design, Transpro Contract Carrier, SNC Society for Human Resource Management, SNC Football database, etc.
- BUAD 337 Behavior in Organizations (Spring 2008) – Dr. Jason Senjem’s students learn about group behavior by working in small groups to research, plan and manage a fundraising project for a non-profit of their choice.
- BUAD 445 Systems Project – Dr. Kathy Molnar’s students learned about computer systems by creating De Pere Building Permits and the Community Center’s interactive web page, SNC Faculty Nominations and Voting programs and a Database for the Pulaski Community Middle School Parent Network.
- BUAD 468/9 IBLAS Senior Seminar (annually since 1978) – Dr. Joy Pahl’s students learn international business skills by operating Discoveries International, a non-profit store.
- EDUC 272 A Multicultural Approach to Early Education Curricular Issues and Instructional Methods (1999) – Dr. Bola Delano’s students learned about multicultural issues that emerge in schooling and society by visiting and working with the Harambe School in Milwaukee.
- GENS 408 Social Inequalities: Race and Minority Relations (ongoing) – Dr. Bola Delano’s students learn about prejudice and discrimination in the past and present experiences of minority groups by working directly with people experiencing inequality in the Green Bay area, assessing the needs of the people they work with, and developing a presentation that integrates what they learned with what research shows.
- IDIS 363 Poverty and Social Justice (J-term 2007) – Dr. Sally Ann Brickner’s students learned concepts of poverty and its relationship to social justice through 20 hours of direct service to people experiencing poverty in Green Bay and other cities across the country

¹⁰ This list does not include fieldwork/clinical placement or internship courses.

- LS400 Leadership Studies Capstone – Many different faculty have used community sites where students apply their leadership skills and knowledge by teaching area youth to lead. Shelly Mumma's class has proposed working with Green Bay's Multicultural Achievement Committee Scholars to provide a leadership development conference for 50 youth.