

Service-Learning Program 2008-09 Year-end Report

Over the past decade, service-learning has been one of several curricular and co-curricular enhancements within Duke's Trinity College of Arts & Sciences aimed at strengthening undergraduate education and creating a more engaged campus. As a "teaching and learning approach that integrates community service with academic study" in order to "enrich learning, teach civic responsibility, and strengthen communities" (*National Commission on Service-Learning*), service-learning fosters the development of habits of mind that are central to a liberal arts education. By situating learning in real-life settings where students must apply knowledge and take action, students develop intellectually, ethically, and civically.



The 2008-09 SLP team: Jan Riggsbee, Kathy Sikes, David Malone, Jennifer Ahern-Dodson, and Kristin Wright

With a renewed mission to infuse civic engagement into the undergraduate curriculum at Duke, the Service-Learning Program continued to serve the university community in 2008-09. We would like to thank the faculty, staff, students, and community partners with whom we work for their inspiring level of commitment; and we are extremely grateful to President Brodhead, Provost Lange and Vice Provost Nowicki, Deans McLendon and Baker, the Duke Center for Civic Engagement, the Office of Durham and Regional Affairs, and the Division of Student Affairs for their tremendous leadership in strengthening civic engagement at Duke and their support of service-learning. We appreciate the work of colleagues in the Nicholas School of the Environment, Pratt School of Engineering, and Sanford School of Public Policy who have created innovative ways to engage undergraduates civically. We would also like to thank the Program in Education for serving as our new administrative home. This report highlights the mission, accomplishments, and activities of our Program in 2008-09, and outlines our priorities for 2009-10.

Sincerely,

David M. Malone

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2008-09 Mission and Goals

In 2008-2009 Duke's Service-Learning Program cultivated and supported civic engagement in the curriculum by:

- Broadening faculty and student involvement in service-learning courses
- Working with the Arts & Sciences Course Committee to administer the service-learning label
- Supporting faculty who teach service-learning courses
- Supporting community partners for service-learning courses
- Developing strategies for assessing learning outcomes in service-learning courses
- Supporting experimentation with other community-based pedagogies

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Major Accomplishments

- We worked with the Arts & Sciences Course Committee and the Registrar's Office to label **eleven new service-learning courses** for the spring and fall of 2009.
- We offered faculty development and logistical assistance through **six brown bag lunches** and numerous **individual consultations**.
- We provided **funding for service-learning courses and projects** in **eight** academic departments.
- We launched a **new website** with news, information, and resources for faculty, staff, students, and community partners [<http://servicelearning.trinity.duke.edu>].
- We assisted the Duke Center for Civic Engagement in applying for **two prestigious national awards**, both of which Duke received.
- We assisted the Program in Education in a successful proposal to house the **International Center for Service-Learning in Teacher Education** for a three-year period.
- We provided support and enjoyed **collaborations with other Duke programs** such as the Duke Center for Civic Engagement, DukeEngage, the Office of Undergraduate Scholars & Fellows, the Admissions Office, and the Vice Provost for the Arts.

2008-09 Activities

1. Raising awareness

We see raising awareness of and promoting service-learning and **civic engagement** on campus as one of the primary functions of the Service-Learning Program and a key way in which to meet our goal of broadening faculty and student involvement in service-learning courses. In addition, given our new administrative home in the Program in Education and the accompanying new mission, goals, procedures, and team members, we invested a significant amount of effort this year into establishing and enhancing our own presence on campus.

We launched a new **website** [<http://servicelearning.trinity.duke.edu>] and bi-monthly **e-newsletter** for faculty and staff; placed **advertisements** in the Chronicle and distributed our **flyers** around campus; tabled at student **events** (the Volunteer Fair, Majors Fair, and Blue Devil Days); and made **presentations** to various groups (Duke Parents' Advisory Council, DukeEngage Brown Bag Lunch, Prospective Health Care FOCUS, Admissions Office Staff Meeting, Pre-major Advisor training luncheon, Alumni Association Board of Directors Lunch, and southern high school guidance counselors—arranged by the Admissions Office).

In addition, our staff published and presented the results of our individual and joint **scholarly activities** related to service-learning in several venues:

Ahern-Dodson, J. (March 2009). *Circulation as Negotiation: Writing with and for Community Partners in Community-Based Research*. Qualitative Research Network Forum, College Composition and Communication Conference. San Francisco, CA.

Ahern-Dodson, J. Enhancing the learning in service-learning composition classes: Fostering critical reflection with students, faculty, and community partners. In S. Garza (Ed.), *Service-Learning in the composition classroom* (accepted). Southlake, TX: Fountainhead Press.

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Ahern-Dodson, J. & Reynolds, J. (February 2009). *Learning with the Community: Developing Critical Reflection for Community Learning*. North Carolina Campus Compact Pathways to Achieving Civic Engagement Conference.

Malone, D., Riggsbee, J., Brown, J., Cary, B., Destino, T., Strangis, D., Olson, J., and McGlenn, J. (February 2009). *Learning to Teach Learning to Serve: 12 NC Teacher Education Programs Implementing Service-Learning: Successes and Challenges*. North Carolina Campus Compact Pathways to Achieving Civic Engagement Conference.

Malone, D., Riggsbee, J., & Sikes, K. (June 2009). *Training, Implementation, and Pedagogical Challenges Inherent in Service Learning and Teacher Education: Lessons Learned, Recommendations, and Next Questions*. 2nd International Conference on Service-Learning in Teacher Education, Galway, Ireland.

Reynolds, J. & Ahern-Dodson, J. Promoting science literacy through research service-learning: an emerging pedagogy with significant payoffs for faculty, students, and the community. *Journal of College Science Teaching*. (In review).

2. The service-learning label

The following official criteria for labeling Duke undergraduate courses as service-learning courses have been in effect since Fall 2006:

- Students engage in a minimum of 20 hours of planned service activities.
- The service experience is integrally related to the academic subject matter of the course.
- Coursework involves critical reflection on the relationship between academic course content and the service experience.
- Coursework involves critical reflection on the ethical and civic dimensions of the service experience.

The Service-Learning Program is responsible for facilitating the service-learning course label. In 2008-09 we established a **Service-Learning Label Review Committee** to review the written requests of interested faculty members and worked with the Trinity College Office of Curriculum & Course Development and with the Registrar's Office to facilitate the approval of eleven new requests for the service-learning label. For a complete list of courses with the service-learning label, please visit our website [<http://servicelearning.trinity.duke.edu>].

Quick Facts: the Service-Learning Label in 2008-09

11	New requests for the service-learning label approved
19	Duke departments or programs offering SL course sections <i>48% of all undergraduate departments and programs</i>
31	Duke faculty members teaching SL courses <i>4% of all Arts & Sciences and Pratt faculty</i>
46	SL course sections <i>12% more than in 2007-08</i>
739	Duke students taking one or more SL courses <i>12% of all undergraduates</i>
16,540	Approximate hours of service by Duke students taking an SL course <i>With partners such as the Durham Public Schools, community-based afterschool programs, Duke Hospital and other health care facilities, and many other local non-profit organizations</i>

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3. Supporting faculty who teach service-learning courses

Perhaps the most important task of the Service-Learning Program is to support faculty members currently teaching or interested in teaching service-learning courses. In addition to providing publicity and facilitating the service-learning label, our small team was able to provide a number of resources to faculty members in 2008-09, summarized as follows:

Brown Bag Lunches. This series of six interactive professional development sessions introduced faculty and staff members to the pedagogy of service-learning and covered topics such as developing community partnerships, risk management, syllabus design, and critical reflection. All sessions included take-home readings and other resources. **Sixty-two Duke faculty and staff members (representing 34 departments and units) attended at least one of our 2008-09 brown bag lunches.** Participants who completed post-workshop evaluations were very satisfied with the overall quality of these sessions, rating them an average of **4.73** on a scale of one to five.

Individual consultations. We met with dozens of faculty and staff members in 2008-09 to discuss the service-learning label process, learning objectives, community partnerships, reflection activities, assessment, and research opportunities. We suggested relevant articles and books, shared instructional materials, and in many cases worked collaboratively with faculty members to help them revise their syllabi, identify community partners, develop reflection activities, or enhance other aspects of their courses.

Funding. We reserved a significant portion of our small operating budget for “mini-grants” to support individual service-learning faculty members and courses:

- We hired, trained, and mentored a part-time graduate student course coordinator for the four Sociology service-learning courses taught by Deborah Gold and Rebecca Bach, which together enrolled 146 students. This course coordinator facilitated partnerships with several health care facilities serving vulnerable populations, as well as supporting the work of student research teams.
- We funded an undergraduate course coordinator for Vicki Stocking’s Psychology course, another large service-learning course.
- Though the undergraduate Teaching Assistant for Ken Lyle’s Chemistry service-learning course was funded by the Chemistry Department, we supported her attendance at an annual Chemistry education conference, where she presented her research related to service-learning in Chemistry. We also granted Professor Lyle money for demonstration supplies.
- We funded art exhibitions in Vicki Russell’s Writing 20 course, in which Duke students worked with Durham Public Schools elementary students to produce pieces of photography and autobiographical writing.
- We contributed toward a final celebration in Keval Khalsa’s Theater Studies course, in which Duke students worked with Durham Public Schools high school students to produce interactive theater pieces capturing students’ social justice concerns.
- We registered 14 Duke faculty and staff members to attend “Pathways to Achieving Civic Engagement,” the annual NC Campus Compact conference at Elon University in February, 2009.

Tips & Information. In addition to providing information and sample timelines, checklists, forms, and materials on our website and circulating them via our mailing list, we forwarded numerous calls for proposals and manuscripts, professional development and funding opportunities, and discipline-specific resources to individual faculty members as we received them via regional and national service-learning listservs.

Other logistical support. We served as guest speakers in service-learning classes, offered assistance with the Durham Public Schools volunteer clearance process, conducted risk analyses, drafted field trip permission forms, and helped to troubleshoot issues that arose during service-learning placements.

In May 2009 we surveyed faculty and staff members subscribing to our mailing list to ascertain their level of satisfaction with our services and to help us set priorities for next year. Overall, faculty members rated our brown bag lunches, individual consultations, funding, and assistance with community partnerships as most valuable, and indicated that they heavily utilized our website and e-newsletters. As one faculty member remarked, "Thanks for all your good work! It means a lot to me to have the support of your dedicated staff."

4. Supporting experimentation with other community-based pedagogies

In addition to facilitating the service-learning course label and supporting faculty members teaching official service-learning courses, we have encouraged experimental efforts to foster community-based pedagogies by supporting a number of other innovative projects:

Deiwelsdeutsch (Blue Devil's German) is a pilot project of Duke's Department of German Languages and Literatures, created with the intention of exploring community and undergraduate interest in a service-learning program. The long-term goal of the project is to create a German service-learning course for seniors in the Department of Germanic Languages and Literatures. With our financial support and pedagogical guidance, three service-learning projects were completed by Duke German students in 2008-09.

Stephanie Jeffries, a Lecturing Fellow in the Thompson Writing Program, has partnered with the North Carolina Botanical Garden and Penny's Bend, a rare remnant of Piedmont prairie located in Durham County, to give students in her **Writing 20: Local Conservation Planning** section an authentic experience writing for the community. With financial assistance from the Service-Learning Program in 2008-09, students were able to take a mid-semester trip to Penny's Bend that clarified the needs of the Botanical Garden and helped students focus their writing projects. Each student reviewed the current literature and wrote a research pre-proposal addressing a specific goal of Penny's Bend, and these proposals were compiled and presented to the North Carolina Botanical Garden.

The **B.N. Duke Scholarship Program** summers of service involve undergraduates in service-based internships either locally or abroad. Scholars learn invaluable lessons about leadership, service, social issues, and global citizenship, and are encouraged to propose projects that continue these intellectual and personal growth experiences upon returning to Duke. In 2008-09 we worked with B.N. Duke Program Coordinator Minda Brooks to enhance the critical reflection components of these summer experiences.

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5. Working with students, community partners, and others

The student group **LEAPS** (*Learning through Experience, Action, Partnership, and Service*) has been instrumental in promoting service-learning at Duke since 1996. In recent years, "LEAPers" have primarily worked with faculty members to design and facilitate reflection sessions for select service-learning courses. By continuing to sponsor LEAPS, mentoring LEAPS leaders, and assisting with recruitment, training, and planning, our goal is to help maintain strong student leadership and voice in Duke's service-learning tradition.

Representatives from various other **student groups** often approached us this year for advice or guidance regarding service-related initiatives. Over the course of the year our staff met with representatives from such organizations as Duke Student Government, Ubuntu House, the Unity Scholars Program, Step into the Wild, and GANO (ESL tutoring), and a member of our team sponsored the Durham Giving Project House Course. In addition, a few **community organizations** seeking volunteers approached us for assistance. We circulated volunteer opportunities for the Durham Housing Authority's Youth Enrichment Programs, the Boys & Girls Club of Durham, Big Brothers/Big Sisters, and the West Triangle Chapter of the United Nations Association.

It was our privilege again in 2008-09 to administer the **Betsy Alden Outstanding Service-Learning Student Award**. Begun in 2007, this award recognizes graduating seniors for their outstanding commitment to the ideals of service-learning. The award comes with a cash prize of \$500 to further develop the winner's community-building and leadership skills, as well as a \$500 donation in the winner's name to a service project, program, or organization he or she has worked with or developed. This year a member of our staff chaired a committee that reviewed eight outstanding nominations for this award, selecting seniors **Lindsay Bayham and Carina Barnett-Loro** as co-recipients.

As "citizens" of the Duke community, we strive to embody the principles of civic engagement here on campus. As such, we supported and collaborated with numerous other Duke entities on service- and civic-engagement related work in 2008-09:

- We assisted the **Duke Center for Civic Engagement** in applying for the prestigious Carnegie classification for community engagement and the President's Higher Education Community Service Honor Roll (both of which Duke received), and contributed toward the cost of travel for Duke's Director of Community Engagement (**Office of Community Affairs**) to attend an awards ceremony in Washington, D.C., in which Duke was honored with the Presidential Award for commitment to service-learning and civic engagement.
- We consulted informally with **DukeEngage** staff about strengthening the connection between the DukeEngage experience and the curriculum, and were represented on the DukeEngage Faculty Advisory Board, the DukeEngage Academy planning committee, and the DukeEngage Assessment Committee. A member of our team conducted a key training session on community partnerships during the pre-DukeEngage Academy in May 2009.
- We consulted and collaborated with Duke's **Community Service Center** to identify potential community partnerships in Durham and to discuss student service and leadership awards.
- We consulted with the **Hart Leadership Program** regarding community partnerships and circulated survey invitations and announcements about the Service Opportunities in Leadership Program.

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- We consulted with the [Spanish Service-Learning Program](#) regarding assessment and program evaluation.
- We supported Project Child, an extended orientation program for first-year Duke students in which they work as tutors and mentors with younger students in the Durham community. Project Child is a collaboration of Duke's [Program in Education, Office of Community Affairs, and Division of Student Affairs](#).
- We assisted the [Program in Education](#) with an application for the State Farm Award for Service-Learning Excellence in Teacher Education.
- We co-sponsored a campus visit and lecture by [Kenneth Reardon](#) (University of Memphis), a nationally recognized faculty member in the fields of service-learning and civic engagement.
- We provided comprehensive logistical support and publicity for several facets of the Arts & Engagement Project, an initiative of [Vice Provost for the Arts](#) Scott Lindroth to allow Arts students and faculty to connect with the local community.
- We began discussions with Diane Harvey, Head of Instruction and Outreach at [Duke Libraries](#), about involving the Library in service-learning courses and activities.
- We circulated information about Duke's [Engineering World Health](#) Summer Institute and highlighted this program in our communications.
- We participated in the annual dinner and awards ceremony of the [Samuel DuBois Cook Society](#) as well as a fundraising breakfast for [Student U](#), a summer academic enrichment program for Durham middle school students.
- We attended and served as table hosts at the annual Taste of Culture luncheon sponsored by Duke's [Multicultural Center](#).
- We made a contribution to the [Baldwin Scholars Program](#) toward the cost of advertising the visit of Nicholas Kristof, a Pulitzer Prize-winning author widely known for bringing human rights abuses in Asia and Africa to light.
- We assisted the [Office of Undergraduate Scholars and Fellows](#) with interviews for the Rhodes Scholarship.

Lastly, we began to practice civic engagement more broadly, participating in and contributing to national and international discussions about service-learning. Most notably, we assisted the Program in Education in a successful proposal to house the [International Center for Service-Learning in Teacher Education](#) for a three-year period and agreed to support the work of this Center beginning in the fall of 2009. In addition, we corresponded with several other institutions who contacted us for advice and information regarding Duke's Service-Learning Program, for example:

- The University of Massachusetts at Amherst
- Stanford University's Haas Center for Public Service
- Tulane University's Center for Public Service
- Johns Hopkins' University's Center for Social Concern
- The University of Wisconsin-Madison's Morgridge Center for Public Service
- Notre Dame University's Center for Social Concerns
- The University of North Carolina's Center for Public Service
- The American School in Switzerland

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Mission and Priorities for 2009-10

In an end-of-year strategic planning meeting, our team reviewed our mission and goals for the 2009-10 academic year. Reflecting the larger context and discussions at Duke, our mission in 2009-10 will be to **connect civic engagement to the curriculum**. Our streamlined goals now emphasize the ways in which our objectives are aligned with Duke's priorities:

- To support faculty, staff, students, and community partners involved in service-learning courses *in order to foster a passion for learning and a commitment to making a difference in the world.*
- To broaden faculty and student involvement in service-learning and other community-based pedagogies *in order to strengthen the engagement of the University in real world issues.*
- To assess the outcomes of service-learning *in order to identify teaching and learning practices that foster the intellectual, ethical, and civic development of Duke students.*
- To promote service-learning on and beyond our campus *in order to strengthen Duke's commitment to knowledge in the service of society.*

We are pleased with our accomplishments in 2008-09 and plan to continue and strengthen the activities described in this report. To help us focus our efforts, we have identified the following priorities:

- **Sustaining faculty interest** and commitment to service-learning by diversifying faculty development opportunities and offering additional types of support
- **Recruiting new faculty members** and labeling new service-learning courses
- **Developing and piloting strategies and tools for assessing service-learning outcomes** for the Duke community
- **Funding initiatives that support our mission** to broaden faculty and student involvement in service-learning and other community-based pedagogies and to promote service-learning on and beyond our campus
- **Increasing involvement with community organizations** through outreach, education, communication, collaboration, and recognition
- **Strengthening LEAPS** by providing assistance with recruitment, training, communication, and leadership development
- **Building a community** of faculty, staff, students, and community partners committed to engaged learning by hosting events that recognize participants and by providing opportunities to share experiences and scholarly work related to community engagement
- **Participating in the developing culture of civic engagement** at Duke and in efforts to connect civic engagement to the curriculum

We look forward to partnering with you in this work!

Service-Learning Program
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