



# Center for Service Learning

WESTERN CAROLINA UNIVERSITY

## 2013 Administrative Program Review

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## *Executive Summary*

Established as a department of the Student Affairs Division in 2002, the Center for Service Learning (CSL) has a rich history of engagement with western North Carolina communities. Over the past decade, new program initiatives have been developed and implemented, the CSL transferred to the Academic Affairs Division (2007), we were awarded the Carnegie Community Engagement Classification in 2008, and the President's Higher Education Community Service Honor Roll has been awarded for six consecutive years (2006-2012). Building upon a decade of achievement, the CSL is in a position to re-vision and re-group for the future, establish pathways to operationalize that vision, and develop processes, systems, and benchmarks to serve as signposts for documenting the next decade of achievement.

The primary purpose and key functions of the CSL at Western Carolina University (WCU) are to promote engagement among the members of the university (students, faculty, and staff), strengthen the bond between the campus and the wider community, and to transform potential connections into realized partnerships and realized partnerships into sustainable relationships. The guiding mission of the CSL is *to promote community-based and community-engaged service learning as special curricular and/or co-curricular forms of experiential education whereby students engage in organized activities designed to enhance their understanding of course content, meet genuine community needs, develop career-related skills, and become responsible citizens.*

By operationalizing and living our mission, the CSL's contribution to WCU proves to be unique. The CSL strives to create a culture and habit of community engagement internal and external to our campus. This can be seen in the work we do, the programs we develop, and the services we provide, which are unmatched by any other department on campus. We have a catalogue of over 120 community partners who, at most times, engage with WCU through us (CSL). Developing and offering co-curricular community engagement opportunities, assisting faculty with their curricular service-learning efforts, and building new community partnerships while cultivating the established ones are the primary contributions of the CSL. When it comes to service and community engagement at WCU, the CSL is the first-stop shop for identifying opportunities, making contacts, establishing a viable plan, and involving our constituents in meeting local needs.

While there are many bright spots in the CSL's history, there are areas where we feel we could use expert advice, direction, and a bit of special attention. Three distinct areas of concern for the CSL are as follows:

- Our need to develop better, more efficient processes and systems for tracking, evaluating, and assessing (qualitatively and quantitatively) engagement with our current programs. Currently, we do not solicit feedback, either evaluation-based or assessment-based, in a systematic way.
- The process of ‘institutionalizing’ community-based and community-engaged efforts as conventions or norms of WCU and establishing a culture of community engagement are imperatives for the success of the CSL.
- Directly related to the process of ‘institutionalizing’ is the need to get faculty on board. Any advice or direction that could be provided on this topic will be very well received and essential to our success.

## **Reflection**

The Administrative Program Review process could not have come at a better time. As of August 2012 the CSL has become fully staffed (for the first time since January 2011) and a brand new vision, serving as a guiding light for the future of WCU, has been adopted (Vision 2020, June 2012). We feel that the Vision 2020 plan, a fully staffed office, the University of North Carolina–General Administration’s Community and Economic Metrics, a number of new upper-administrative hires who are supportive of the CSL’s mission and purpose (Chancellor, Provost, Deans, etc.), and a continually growing student body creates an opportunity like never seen before at WCU.

As a relative newcomer to WCU (I was appointed Director in August 2012) I have found the administrative program review process to be a useful and valuable exercise for learning more about the background and history of the CSL, service learning, and community engagement at WCU. Current CSL staff have provided input and suggestions and helped guide the development of this self-study document. Through this process, we were able to get to the heart of our purpose, mission, vision, and goals. Not only has the process helped us better understand our position within WCU, it has assisted with and directly influenced our strategic planning process. The insights, feedback, and suggestions offered by you, the review team, are exactly what we need to modify and solidify our goals and take those first steps armed with not only our vision, but also your insights. This process should lead to the development of recommendations, which will strengthen and enhance the service learning experience at WCU.

## *History and Description of Unit*

### **1. State the primary purpose and key function of the unit.**

The Center for Service Learning (CSL) coordinates a broad spectrum of community-engaged and community-based initiatives (see Appendix A) designed to involve students, faculty, and staff with the local community. The primary purpose and key functions of the CSL at Western Carolina University (WCU) are to promote engagement among the members of the university community, strengthen the bond between the campus and the wider community, and to turn potential connections into realized partnerships and realized partnerships into sustainable relationships. Our greater purpose is to help fulfill WCU's core vision – *being a regionally engaged institution of higher education* (Western Carolina University Strategic Planning Committee, 2012).

The mission of the CSL is *to promote community-based and community-engaged service learning as special curricular and/or co-curricular forms of experiential education whereby students engage in organized activities designed to enhance their understanding of course content, meet genuine community needs, develop career-related skills, and become responsible citizens*. The CSL organizes and manages a comprehensive program of curricular and co-curricular initiatives in collaboration with faculty, staff, students, and community partners to encourage academic excellence, promote student/faculty engagement, and ultimately foster civic responsibility.

At WCU, service-learning, as a curriculum-based initiative, is defined as *a teaching and learning strategy that integrates community-engaged service* (see Appendix A) *with academic instruction and structured reflection in such a way that students gain further understanding of course content, meet genuine community needs, develop career-related skills, and become responsible citizens*.

At WCU, service learning as a co-curricular-based initiative (see Appendix B) aligns with Kift, Nelson, and Clark's (2010) conceptualization of "non-compulsory opportunities closely aligned to curriculum and offered by the institution/faculty/discipline to support... or expand the learning opportunities of the formal curriculum" (p. 4).

Among faculty members and instructional staff, our purpose is to encourage engaged scholarship and to promote service-learning (in its many forms – see Appendix A) as an effective and engaging pedagogy. We seek to increase the number of faculty members who integrate service into their classes, and to ensure that the service-learning component of their courses is of a high quality. We also seek to increase the amount and quality of scholarship that incorporates community engagement. This purpose is operationalized by designing and implementing faculty enhancement and development opportunities.

The CSL encourages and creates opportunities for meaningful service and reflection by students as well as staff. We work to maximize the number of students and staff who participate in high-quality, co-curricular service projects with the intention of preparing them to develop their own entrepreneurial projects. This purpose is operationalized with Alternative Breaks, Days of Service, and other community focused service opportunities.

Our primary purpose with community partners is to increase the number, depth, and quality of appropriate connections. Creating appropriate partnerships between the university and the wider community fulfills our mission as “stewards of place” and embraces our role as a catalyst for community development. We work to maximize the number of agencies that members of the university community can work with, to match agencies with appropriate campus volunteers and courses, and to ensure that campus-community partnerships are beneficial for all involved parties. The creation and sustainability of appropriate connections with the community is a hallmark of intentional, reciprocal community engagement; WCU and the CSL work in concert with the community to identify the most important issues we, as a region, are facing. We regularly interact with community stakeholders, to ensure that agency information is current and our relationships remain positive.

## **2. List the top 3-5 goals of the unit.**

### Overarching Goal:

**Goal 1**– To continually create, promote, incentivize, and measure a campus culture and personal habit of community engagement in order to highly involve students and intentionally develop our community.

### Student-Centric Goal:

**Goal 2**– To create, promote, incentivize, and measure a campus culture and personal habit of community engagement by ensuring that every WCU student will enroll in at least one community-based course, participate in at least one co-curricular service program, and will have the opportunity to continue participation in upper-level, discipline specific community-engaged courses.

### Faculty-Centric Goal:

**Goal 3** – To create, promote, incentivize, and measure a campus culture and personal habit of community engagement by developing and accessing faculty development initiatives in order to increase the quantity and quality of courses with community-based/community-engaged components.

### Community-Centric Goal:

**Goal 4** – To create, promote, incentivize, and measure a campus culture and personal habit of community engagement by encouraging the creation of new, relevant community partnerships, and deepening existing relationships between WCU and the community.

### Staff-Centric Goal, Pathway, and Benchmark:

**Goal 5** – To create, promote, incentivize, and measure a campus culture and personal habit of community engagement by developing a process for engaging at least 50% of WCU staff in community development efforts.

## **3. Summarize the history of this unit on campus.**

The creation of the CSL was approved in 2002, and the unit’s first director was hired in January of 2003. In September of 2004, a Faculty Fellows program was started and a strategic plan was created. 2005 saw the start of an Alternative Break program, a yearly awards ceremony, and an annual symposium. In 2006, the first annual

Service Learning Fair was held, a service-focused living-learning community was launched, and an Assistant Director was hired. The CSL was transferred from the Division of Student Affairs to Academic Affairs in 2007 as part of the newly established unit of Undergraduate Studies reporting to the Provost. During the same year, the CSL received support to advertise for a full-time administrative support associate and was awarded an AmeriCorps\*VISTA member that year, and a Service Learning Course Designation was approved by the Faculty Senate. In 2008, using assessment data from the CSL, the university applied for and received the Carnegie Community Engagement Classification (based on achievement in curricular engagement and outreach/partnerships), the CSL was named to the President's Higher Education Community Service Honor Roll for the first time, and the unit launched the Campus Kitchen Garden Project. 2009 saw more recognition, including the Center's award for WCU's Support Program of Excellence. During the same year the Catamount Student Service Corps, a project designed to allow students in the Federal Work Study program to earn money by planning and supporting civic engagement initiatives, was established. In 2010, WCU's SGA voted to create a position for a Service Learning Senator, the Campus Kitchen Garden Club was created to allow students to take control of the campus garden project, and the CSL was recognized by The Washington Center with a civic engagement award. From January of 2011 until August of 2012, the Assistant Director assumed the interim Director's position, but still achieved a great deal, adding new Days of Service, increased the number of courses with a Service Learning Designation (SLC), and played a leading role in the University's 2011-2012 interdisciplinary theme of poverty. In August of 2012, a new director was hired to lead the Center and the interim Director resumed the Assistant Director role.

In sum, since the CSL was created, it has established over 120 community partnerships (see Appendix E), developed a full slate of programming, and created several opportunities for exceptional students. We have supported faculty through a Faculty Fellows program and a Faculty Learning Community, provided recognition for courses with a strong service learning component, and recognized exemplary civic engagement efforts among members of the university and the wider community.

**4. Describe the structure of the unit and how it is situated organizationally in the university.**

The CSL's full-time staff includes a Director, Assistant Director, and an Administrative Support Associate. Currently, the CSL has an AmeriCorps\*VISTA whose time is shared with an important community partner – Sylva's Community Table. The CSL is part of the Office of Undergraduate Studies housed in the Division of Academic Affairs and reports to the Associate Provost of Undergraduate Studies, who reports to the Provost. The Office for Undergraduate Studies, established in 2007, is committed to:

- Fostering an integrated, seamless, and holistic undergraduate experience that promotes educational excellence distinguished by collaboration between faculty, students, and staff in academic and co-curricular initiatives;

- Promoting civic responsibility, fostering social and personal development, and advancing intellectual curiosity; and
- Facilitating the development of education/career objectives in students.

The other units reporting to the Associate Provost include Advising, Career Services, First Year Experience (FYE), Math Tutoring, and Writing and Learning Commons (WaLC).

**5. Provide an organizational chart of the unit with every employee identified by title and name.**

**Attach a brief 3-4 bullets list of primary duties carried out by each employee on the chart. Also, for each full-time staff member provide full *curriculum vitae*.**

See Appendices F1, F2, and G.

**6. Describe the number and contribution of student employees or graduate assistants to the unit's programs and services.**

All CSL student employee positions currently, are work-study and therefore vary on a semester by semester schedule. The CSL has two different pathways for students to engage with our office in a paid capacity.

- *Pathway One: Office Assistant (1-2 positions)* – Filing; receptionist duties; assist with the center's database; compile items for the center's resource library; copy; print; fax.
- *Pathway Two: Service Corps Member (3-4 positions)* - Help organize service trips; set up community service projects; create and distribute promotional materials; and work on other community service projects. Previously, graduate student interns or graduate assistants from the College Student Personnel Program have worked in the CSL on a semester or year-long basis. There are no funded graduate student positions for the current year.

*Alignment with WCU Mission, Vision, and Values*

**1. How does the unit mission align with the university mission with specific reference to support of the QEP, UNC Tomorrow, VISION 2020, and the academic college/schools?**

WCU's Vision 2020, QEP, and CSL

The CSL's mission and program aligns with WCU's new Vision 2020 document and the established Quality Enhancement Plan (QEP). WCU's mission is: "To improve individual lives and enhance economic and community development in our region, state, and nation through engaged learning opportunities in our academic programs, educational outreach, research, and creative and cultural activities". WCU's mission is operationalized by six strategic directions and the CSL specifically aligns with and supports four of them (See Appendix H).

These goals, which underpin four of the six Strategic Directions of WCU, are directly influenced by the comprehensive programs developed and implemented by the CSL. While this may manifest in a number of ways, the inclusion, support, and alignment with service-learning pedagogy and practices of community

engagement, as methods for supporting these goals, is strong and has been empirically demonstrated in the literature.

The overarching goal of the QEP is to empower students to integrate knowledge and skills from their curricular and co-curricular experiences so they can become an intentional participant in their own learning. A specific learning outcome attributed to service learning and identified in the QEP is as follows:

- *Practice civic engagement* is one of the core behaviors considered central to a student's development as an integrated, intentional learner. When civic engagement is practiced, students can identify their roles and responsibilities as engaged citizens by (a) considering the public policies that affect choices and actions, (b) recognizing commonalities and interdependence of diverse views/values, and (c) acting responsibly to positively affect public policy.

In addition to the goal of *Practicing civic engagement*, the CSL has identified several learning and development outcomes to be achieved through the QEP: *Intellectual growth, Effective communication, Career exploration, Collaboration, and Appreciation of diversity* (See Appendix H). Between the 2020 Vision document and the QEP, the CSL has a number of university directives and sign-posts to guide our decisions.

#### UNC-General Administration, UNC Tomorrow, and CSL

The *UNC Tomorrow* initiative identifies that the responsibility and mission of UNC institutions is to focus on education, research and scholarship, and public service in the 21<sup>st</sup> century. The greater purpose in this mission is to proactively anticipate and identify the needs facing our state and in turn, develop and implement responses to those needs. Additionally, UNC-GA has developed a set of metrics designed to determine the types, extent, and impact of community engagement and economic development attributed to each UNC institution – effective January 2014. These two initiatives conceptually solidify the purpose and value of the CSL to WCU and to North Carolina. Moreover, the program initiatives and development opportunities offered through the CSL demonstrate our mission in action and in direct alignment with UNC-GA's and WCU's call.

### **2. How has the purpose of the unit change in the past 5 years?**

In the past five years, the CSL has had a consistent focus on promoting civic engagement and involvement in the community. The purpose has shifted slightly over that time, with the largest change coming with the unit's transfer from the Division of Student Affairs to the Division of Academic Affairs in 2007. The unit has always provided support for both course-based service learning projects and co-curricular community service, but this change ensured that there is a strong emphasis on course-based projects and engaged scholarship. The purpose of the CSL has become increasingly integrated into the fabric of the institution and has expanded to include opportunities not just faculty and student community engagement but staff, as well.

### **3. How do you expect the purpose to change in the next 5 years?**

While we do not foresee our purpose changing dramatically any time soon (even within the next five years), we do foresee a number of new opportunities to pursue. As noted previously, the office became fully staffed in

August, 2012. We are now in a position to reevaluate the effectiveness of our current program offerings and in turn redirect or renegotiate some of our resources into new efforts or confirm that what we are currently doing is valuable and appropriate. The new Vision 2020 plan, UNC-GA's community and economic metrics, a fully staffed office, a number of new upper-administrative hires supportive of our mission (Chancellor, Provost, Deans, etc.), and a continually growing student body represents an opportunity like never seen before.

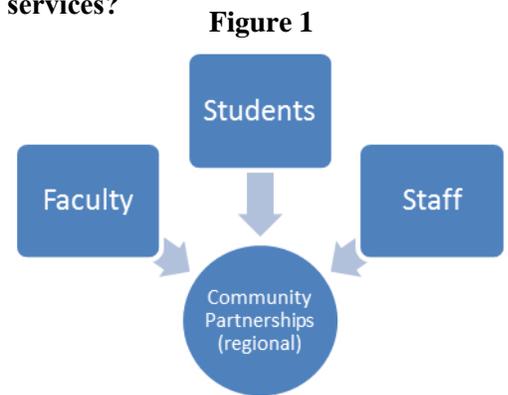
There are a number of new initiatives that over the next five years could transform community engagement at WCU. **Students.** For community engagement to deeply permeate our culture and become more than university rhetoric, our students must align with, subscribe to, and believe in it. To achieve this, students need to see the intrinsic value of community engagement as a conduit for enhanced academic environments, personal growth, and civic/community development; but, they must also recognize the extrinsic value of community engagement. This extrinsic currency can come in the form of recognition or a commendation and must translate to something tangible (e.g., better jobs, hireability, or graduation honors). **Faculty.** An array of fully functioning faculty development initiatives ranging from introductory to comprehensive workshops on service-learning and community-based learning, to an innovative graduate assistant development program could serve as catalysts for how faculty can become a part of the culture and habit of community engagement at WCU. **Community.** There are a number of strong, long-lasting partnerships between the university and community agencies. While the nature of the CSL's relationship with the community is unlikely to change in the next five years, we are always on the lookout for new partnership opportunities, and for ways to deepen our existing partnerships. We are investigating methods of better gathering, publicizing, managing, and tracking volunteer opportunities—a process that could help make the relationship between the university and community agencies operate more effectively. **Staff.** A staff is employed to support a university's mission, vision, and strategic directives and there is nothing that demonstrates support like action. An initiative designed to positively influence and increase staff engagement with service is important to the CSL's greater goal of fostering a culture and habit of community engagement.

Considering the CSL's organizational position at WCU (out of the Provost's Office and as a support center for all academic departments, interested students, staff, and our community partners) it is imperative that the connection and intentionality of each of our programs, efforts, and goals is clear to our stakeholders. Overcoming an identity crisis of sorts (trying to be everything to everyone) could be one of the greatest issues we will face over the next five years.

## *Demand for the Program*

### **1. Who are the key users/participants of the unit's programs or services?**

Figure 1 presents all four of our key stakeholders and demonstrates the central role of Community Partnerships. Without mutual, reciprocal, and intentionally cultivated community partnerships, our co-curricular programming for students, assistance with integrated curricular connections with faculty, and ultimately our goal to create a culture and habit of community engagement at WCU will suffer. In short, the CSL offers services that facilitate the integration of service-learning practices into teaching and research, promote co-curricular community service and volunteerism among members of the university community, and foster relationships between campus and community stakeholders.



### **2. How do you identify and measure demand for the unit's programs or services?**

The CSL identifies and measures demand for services in several ways. The number of registrants and participants at our events and programs, such as our Days of Service, Alternative Break Trips, and Service Learning Fair, provides a good indication of interest in co-curricular service activities. We track this type of engagement on a registration to participation basis. Meaning, we keep track of students who register for our programs and cross reference that list with those who participate. From this we can identify return participants and follow-up with them to learn more about their experience. We also look at requests for consultations from members of the university community, as well as requests for presentations to classes and groups. These numbers show a consistent positive trend, with a growing number of students, faculty, and staff requesting our help in planning, managing, and reflecting on their service activities. In addition, we look at requests for collaborations with other campus units. Over the past five years, we have received requests to plan projects for or collaborate with Residential Living, Staff Senate, the Office of First Year Experience, the Mountain Heritage Center, and the Academic Success Program, among others. Finally, we identify demand for our services through meetings and conversations with faculty, staff, students, and community partners. These conversations help us determine which programs and services are most effective, and which might need to be retooled or even eliminated.

\*It should be noted here that demand for our services is something the CSL is very concerned and interested in developing further. We need to develop better, more efficient processes and systems for tracking, evaluating, and assessing (qualitatively and quantitatively) engagement with our programs.

**3. List those other units on campus that interact most with this unit. Briefly describe the nature of those interactions.**

The CSL collaborates and interacts with many academic and support units throughout the university. We provide services and collaborate on tasks with faculty members from every academic college and with other support units across the university.

Academic Units

We provide teaching and research support to faculty members in all academic departments and programs, and we offer assistance to those who are planning to integrate service into their classes or their scholarly work. Specifically, faculty members who are integrating service-learning into their courses can take advantage of consultations and workshops; assistance with course design; classroom presentations; student placement and orientation; project coordination, monitoring, and assessment; and travel/transportation support. Faculty members who are exploring ways to produce engaged scholarship can use our library resources; become members of our faculty learning community; or attend special events focused on the scholarship of engagement and service-learning course development.

Support Units

The CSL works with the Coulter Faculty Commons to provide orientation for new faculty, and to sponsor and support events on engaged scholarship. This May, at the Summer Institute for Teaching and Learning (Teaching Across Divides), the CSL and Coulter Faculty Commons are offering a seminar called, “Reciprocal Engagement Across Divides: Building Bridges, Not Burning Them” and will address reciprocity and community-engaged learning as a bridge for teaching across at least one type of divide, community-university relationships.

We work with many other student support units, including the Office of Career Services and Cooperative Education, Financial Aid, the Office of First Year Experience, and International Programs and Services. The CSL collaborates with the Office of Career Services and Cooperative Education to facilitate career preparation by offering service-related internships and opportunities for students, and by providing judges for the Co-op Student of the Year award and table hosts for the Etiquette Dinner. We collaborated with the Office of First Year Experience to organize the First-Year Opportunities for Community & University Service (FOCUS) and to apply for a Bringing Theory to Practice grant. The CSL was instrumental in the planning and organizing of the event, “Re-Calibrate Your Compass”. The Office of International Programs and Services has been a partner on a number of initiatives including an International Film Festival/Discussion, a remembrance event for Japan’s 2011 tsunami, and they have provided assistance to us when we were looking into service trips abroad. We work with the Staff Senate (Jen, our Administrative Support Associate is a Senator) to organize and promote community service among staff members, and we help the Mountain Heritage Center with volunteer recruitment and

management for Mountain Heritage Day. Finally, we help coaches and players on various athletic teams find volunteer opportunities, and they share their service data with us.

The CSL works closely with many Student Affairs units. Over the past year, we have worked with Admissions, Base Camp Cullowhee, Campus Recreation and Wellness, the Office of Leadership and Student Involvement ('Valley Balley Whoo'), the Department of Student Community Ethics, Greek Life, Intercultural Affairs, Last Minute Productions, New Student Orientation, Residential Living, and the Student Government Association (SGA). We work to organize co-curricular, volunteer, and mandated (restorative) community service opportunities with many of these units. We coordinated with Intercultural Affairs to organize annual service events in honor of the MLK holiday and Women's History Month, and we collaborated with the Department of Student Community Ethics to develop a new reflection component for assigned/mandated community service. We work with the Offices of Undergraduate Admissions and Orientation Programs to provide new students with information about service opportunities and to present WCU as a great place of learning and engagement through each Open House (four per year). We work with the SGA through the Service Learning Senator, and they have provided funding for our Campus Kitchen Garden Club, have established the Catamount Service Corps and are helping shape the community engagement commendation discussed previously (see Appendix D).

#### **4. List other units on campus that provide related programs or services.**

The CSL's mission, goals, and key constituents position it in a very unique place with a rarely replicable set of programs and services. While there are several units that work with similar key constituents (students, staff, faculty, or community), very rarely do other units consistently and intentionally work with all four groups. Two units that work in similar capacities to CSL are as follows:

- Career Services (CS) – We collaborate with CS personnel in a number of ways and have sought to learn from each other's areas of expertise. For example, CSL works with CS when we are setting up "service-learning internships" as the CS are experts at establishing and managing relationships between partners offering internships. Alternatively, CS has collaborated with CSL on their new project of externships. The CSL is qualified and prepared to establish shorter term (10-20 hour) projects with our partners and CS is interested in establishing similar opportunities with their partners.
- NC Small Business and Technology Development Center (SBTDC) – The SBTDC works to enable existing small and mid-sized businesses and emerging entrepreneurs to acquire the skills needed to innovate and succeed. The SBTDC works directly with local businesses and seeks to involve students in their efforts.

While these two other units are great examples, their missions, goals, and key constituents (respectively) do not directly overlap, overshadow, or duplicate the work we seek to accomplish in the CSL. In fact, in many ways their efforts support ours and vice versa. A great characteristic of community involvement is that it is not exclusively the territory of any one office, unit, or organization.

## **5. Describe the unique contributions of this unit.**

Our unique purpose and contribution to WCU is to help create a culture and habit of community engagement internal and external to our campus. The work we do, the programs we develop, and the services we provide are unmatched by any other department on campus and therefore unique to our unit. We have a catalogue of over 120 community partners who, at most times, engage with WCU through us (CSL). Developing and offering co-curricular community engagement opportunities, assisting faculty with their curricular service-learning efforts, building new community partnerships while cultivating the established ones, and helping create a culture and habit of community engagement at WCU are the primary contributions of the CSL. When it comes to service and community engagement at WCU, the CSL is the first-stop shop for identifying opportunities, making contacts, establishing a viable plan, and involving our constituents in meeting local needs.

### *Quality*

#### **1. How do you identify and measure quality of the unit's programs or services? List the top benchmarks used to assess quality.**

The CSL measures the quality of our programs and services in several ways. First, the increasing usage of our services provides a strong indication of a quality program. The number of registrants and participants at our events and programs, such as Days of Service, Alternative Break Trips, and the Service Learning Fair has shown a consistent positive trend over the past five years. The same is true of requests for consultations from faculty, staff, and students, requests for presentations to classes and groups, and requests from community groups to be recognized as community partners. While usage of our services is not a direct measure of quality, the fact that we have been able to increase the number of participants who use our services is indicative of high-quality, well-received programs. Beyond this, we identify and measure the quality of our programs and services qualitatively, by soliciting feedback from the groups and individuals that we work with. For example, we distribute short surveys to the attendees of our Service Learning Fair (see Appendix I), and we ask for feedback from the volunteers and community groups who participate in our Days of Service.

\*It should be noted here that this is something the CSL is very concerned and interested in developing further. We need to develop better, more efficient processes and systems for tracking, evaluating, and assessing (qualitatively and quantitatively) engagement with our programs. Moreover, at this point and time we do not solicit feedback, either evaluation-based or assessment-based, in a systematic way.

#### **2. How do you use the results of quality assessment to improve program and/or services? Please provide examples.**

The results of quality assessments shape the scope and nature of the CSL's programs and services. For example, feedback from student volunteers and staff teaching first-year transition courses revealed a need for more service projects that were accessible to first-year students without transportation. These discussions led to

the creation of a First Year Experience Day of Service, which specifically targeted first-year students, and focused on campus-based service projects.

Another example of quality assessment being used to improve the programs and services of the CSL is the creation of a risk-management manual. Feedback from faculty who integrated service learning projects into their classes indicated that it would be helpful to have a document that included information on planning a safe and effective project, as well as documents such as liability waivers and timesheets. Although all of these materials were available before the creation of the risk-management manual, discussions with faculty indicated that a single document was needed.

**3. What were the major accomplishments of the unit in the past 5 years? Include those directly related to unit functions AND/OR other contributions related to university goals.**

Over the past five years, the CSL has accomplished several impressive things. The university was recognized with a Carnegie Community Engagement Classification in 2008 largely based on data compiled and provided by the CSL. The CSL was one of the Washington Center's Higher Education Civic Engagement Award Winners in 2010, has been a President's Higher Education Community Service Honor Roll member since 2007, including recognition in the 'with distinction' category in 2008 and 2009, and was named WCU's Support Program of Excellence for the 2008-2009 academic year.

Staff from the unit co-chaired year-long, institutional interdisciplinary initiatives in 2011-2012 (on poverty) and 2012-2013 (citizenship and civility), which provided the CSL with an opportunity to have a major impact and facilitate civic engagement initiatives across the university.

Beyond these achievements, we have added nearly 40 new community partners to our rolls over the past five years, increased the number of students participating in course-based service projects and co-curricular volunteer work, expanded the number of faculty who utilize service learning as a pedagogy, contributed to the surge in usage of Community Service Leave by staff, and built collaborations with units across campus.

*Cost Effectiveness*

**1. How do you identify and measure cost effectiveness of this unit? List the top benchmarks used to assess cost effectiveness.**

Our cost effectiveness is determined in a few different ways. First we look at the ratio of full-time employees of other UNC institutions with less than 10,000 students in order to make a comparison between full-time employees and respective student populations. This helps us understand the UNC environment better and other measures of cost effectiveness. On a side note, if the CSL had one more full-time staff member, we would be at a 1:2,000 ratio and that would put us at an average level of staffing.

UNC Institution	UG Student Population	Full-Time Employees	Ratio
University of North Carolina - Asheville	3,600	3	1:1,200
North Carolina A & T	10,000	7	1:1,428
Fayetteville State University	5,000	3	1:1,666
University of North Carolina – Pembroke	6,300	3	1:2,100
North Carolina Central University	6,700	3	1:2,233
<b>*Western Carolina University</b>	<b>8,000</b>	<b>3</b>	<b>1:2,666</b>
<i>*WCU has the highest full-time staff employee to student ratio of any UNC institution with less than 10,000 students.</i>			

Table 1. UNC Institution Comparison of Full-Time Employees Involved in Community Engagement.

Second, we review our budget in context of our gross undergraduate student body population and in context of those students who engage directly and indirectly with our programming, events, and services.

	UG Population	Annual Budget	2012 Ratio (student/\$)
<b>Unduplicated UG Population - Total</b>	8,000	165,000	1:20.63
<b>Duplicated UG Population Engaged Directly/Indirectly with CSL</b>	*13,500 estimate	165,000	1:12.22
<i>*This figure comes from an estimated aggregate head count of all CSL programming for UG students (curricular and co-curricular) from January 2012-December 2012.</i>			

Table 2. Budget to UG Student Population Ratios.

These ratios are based on our annual budget, not necessarily our annual Purchased Services Pool (excluding salaries, see Appendix J). If we were to exclude the CSL staff salaries we would be looking at spending \$3.75 per enrolled undergraduate student, or \$2.59 per direct/indirect duplicated student point of contact.

Finally, cost effectiveness of the CSL to the institution can be measured by our indirect contributions to first-year retention and extensive collaboration with other campus units (see *Demand for Program* section and item 3).

**2. Attach an itemized spreadsheet (see template) outline ALL revenues/resources generated and expenses incurred (including salaries) for the unit for the past 3 year.**

CSL’s budget is determined by the university, including salaries, and is not necessarily fee-based (see Appendix J). From student participants the CSL does collect revenues through Alternative Break Program fees. These fees are used to help the CSL subsidize the cost of our Alternative Break Programs.

***Opportunity Analysis***

**1. How can programs or services offered by the unit be enhanced? Examples might include:**

Programs and services offered by the CSL can be enhanced in a number of ways. Collectively, these efforts can help enhance, incentivize, and promote meaning for the CSL’s mission, vision, purpose and goals.

*Automation of Processes by OrgSync or Community Link*

Three years ago WCU (as a campus) purchased OrgSync. OrgSync:

“provides an online community management system to higher education institutions in the United States and Canada. OrgSync enables colleges and universities to communicate with students and staff, track

student involvement, and manage campus organizations and programs. Student organizations can manage their members, events, and websites. OrgSync supports sustainability initiatives by giving campus administrators the ability to post online forms, conduct assessment and manage organization rosters without using paper” (OrgSync, 2013).

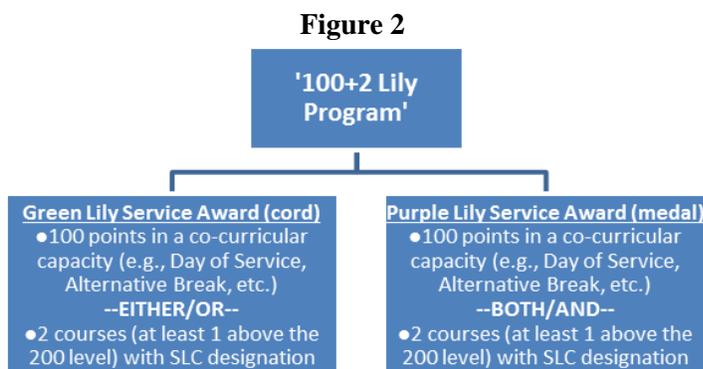
There is an opportunity to streamline and automate some of our service tracking efforts, particularly as it relates to students’ co-curricular involvement. There is a “service management package” that can be purchased annually that aligns with OrgSync and we are currently in the process of evaluating this package to determine if it meets the tracking and assessment needs of the CSL. This particular service management package could really assist with helping track the Catamount Service Corps Commendation Program (*100+2 Lily Program*), see next section.

Another initiative that is an option is Community Link. For a class project, two WCU students (Randy Yang and Andrew Jaqua) developed a community-university relationship management system that helps connect WCU students with local community service opportunities. It is similar to the UNC-Greensboro Collaboratory or eharmony (match maker website); though, they have added an interesting factor to the equation – gamification. Essentially, they have created a badge/reward system that allows students to connect with local service organizations and at the same time earn badges based on the type of work they are doing (e.g., natural disaster – red badge, environmental issues – green badge, food insecurity and hunger – brown badge, etc.). We are planning on piloting this “match making” website in summer 2013 with 3-5 community organizations and 20-25 Academic Success Program summer school students. This is an option for us to consider when trying to track the service habits of our students.

*Catamount Service Corps Commendation Program (100+2 Lily Program) \*a proposed concept\**

The SGA recently approved the creation of an academic, service-based program to encourage a community and habit of service among WCU students. In spring of 2012 the Catamount Service Corps was established as an official student organization. Since then they have been organizing service projects and involving WCU students. This particular effort is intended to formalize the process and in turn incentivize student engagement with a commendation/recognition program.

Essentially, WCU and the SGA recognize the importance of service. They see it as a benefit to the community and students who participate and emphasize the overall improvement of WCU as a whole when service efforts are incentivized. Therefore they created the “100+2 Lily Program” to incentivize, recognize, and reward student service at WCU (see Figure 2).



### Co-Curricular Programming (Days of Service, Alternative Breaks, Other)

By incentivizing student participation in our co-curricular programming (see Figure 2) and offerings and efficiently and effectively tracking and assessing our students' experiences (see *OrgSync/Community Link*), it is assumed that an increase in engagement and participation will occur. This increase in engagement and participation is critical to our goal of creating a culture and habit of community engagement at WCU that will ultimately outlast a student's time here.

### Curricular and Faculty Development

Faculty Development Programs could be enhanced by continuing to partner directly with the Coulter Faculty Commons, creating a structure for aligning various faculty's interest in service-learning pedagogy with appropriate development opportunities (e.g., Assistant SL Faculty Fellows, Associate SL Faculty Fellows, etc.) and within that structure creating a space for current service-learning champions who have served previously as SL Faculty Fellows an option to be in an advisory capacity (e.g., Emeritus SL Faculty Fellows). Each of these levels would be structured to meet the faculty where they are along the continuum of attitudes (Ramaley, 2000). Moreover, an extrinsic incentive must be included for a development program like this to take root and grow.

### Collaboration with Other Units on Campus

Opportunities for collaboration with other units on campus can be identified on a case-by-case basis. In an average year we will have partnered and collaborated with nearly every unit (support or academic) on campus. As for how these relationships can specifically be "enhanced" I am not sure. See examples of collaboration in the *Demand for Program* section item 3.

### Outsourcing to an Independent Contractor

There are no opportunities for outsourcing services to private contractors.

## **2. How do the activities of other units advance or hinder the effectiveness of you unit? Focus should be on units identified in item #3 in the section on "Demand for the Program".**

Our collaborative efforts and partnerships with other units on campus assist with the maximization of our budget and the diffusion and achievement of our goals. We cannot do our job effectively, efficiently, or at all, without partnerships. Without the opportunity to collaborate and work together with other units (on and off campus) the effectiveness of the CSL would be very limited.

While having similar functions to the CSL, we still do not see the work of Career Services or the NC Small Business and Technology Development Center as being a hindrance to our effectiveness as the overlapping of purpose and stakeholders is narrow. Although, it should be noted that two hindrances to our activities are clear:

- Communication and dissemination of information at WCU is a major issue. It is difficult to find one place where all the information on programming, events, speakers, lectures, presentations, etc. is kept. This leads to a substantial overlap in programming efforts and really lessens the impact of university resources. For example, on a particular evening there could be 2-3 events in direct competition to one another. In some

cases there have been 4-5 different issues assigned to a specific week (e.g., one week in November was focused on Anti-Bullying, Love Your Body, Homelessness & Hunger Awareness, and Mediation). This spreads our student body thin, burns them out, and lessens engagement and involvement across the board.

- Graduate Assistantships (GA) are a valuable source of human resources being added to an office. Currently there is no consistency in receiving a GA from semester-to-semester. This makes it difficult to maintain any level of continuity in programs or projects. If we receive a GA one year and they set up new, needed programs, then we do not get one the next year, it puts us in a position to keep the programs going with limited human resources.

**3. What programs and services offered by the unit are redundant or outside the scope of the unit's primary purpose.**

With our primary focus being on collaborations and partnerships, it is intended that duplication of efforts, programs, and services is limited. A majority of community engagement and service efforts that are organized at WCU go through our office in one way or another. At this point and time all of our programming is in line with our mission, purpose, and goals. Although it is important to note that the depth and breadth of our engagement is difficult to meet with the quality of programming and engagement our office strives to offer. Students, faculty, staff, and the community relationships/partnerships all take on slightly different forms and it can be difficult to meet the ever growing and intensifying demands of all of our stakeholders. For example, the better our programming and more engaging our office, the more students who want to work with us, then the more time and effort it takes to meet those demands. At some point we reach the break even or the breaking point. Through this program review process we hope to identify the most appropriate and relevant way forward.

**4. What are similar units at peer or aspirant institutions doing that this unit would like to do or should be doing?**

There are a number of programs and projects that we would like to adopt if we were not limited by finances or staffing. Several institutions have a commendation for graduating seniors who have achieved specific service and engagement goals. This is something that we are currently planning. We would also like to expand our Alternative Break program, potentially adding international trips, trips during mini-term and the summer holiday, and local options for students who do not have the financial wherewithal to travel. Many institutions utilize student leadership in planning and organizing their programs and events. This is something that we have been moving toward over the past several years, but we would like to increase student leadership in our office. Finally, revitalizing or creating opportunities like the Faculty Fellows program, the Faculty Learning Community on Civic Engagement, and a brown bag series on engagement would help increase awareness and acceptance of service learning as an effective pedagogy. This means we must focus on increasing the quantity and quality of CSL-designated courses; provide broader access to faculty development on integrating service

learning into their programs and courses; and institutionalizing service learning in curricular programs such as general education.

**5. What additional cost-savings could be achieved in this unit?**

See Tables 1 and 2 and Appendix J. These tables and the appendix demonstrate the current effectiveness and expenditures/budget for the CSL. At this point and time we feel that our office runs efficiently with regard to cost-savings. As WCU intensifies community and economic development we feel that more resources will be needed to meet the increasing expectations of our local and regional communities.

**6. What external funding opportunities (grants, contracts, etc.) exist that could be pursued by this unit? If applicable describe any efforts to pursue such funding to date?**

There are many external funding opportunities that are typically associated with specific community issues. These grants involved community-based and university-based partnerships and tend to address a specific issue like hunger, poverty, or economic development. We have applied for a few different grants during the 2012-2013 academic year and continue to identify appropriate grants to support the CSL.

Bringing Theory to Practice Grant (Finalist – \$10,000): The greater vision of a partnership between BTtP and WCU is to provide educative experiences that when combined with critical reflection and relevant academic content will prepare students to identify what they *truly love about the world* (Hermann Hesse) and ultimately *be the change they want to see in it* (Mohandas Gandhi). Ultimately, this grant proposal aims to “seed change” and cultivate it, virtually supplying the venture capital to help WCU move the proposed project forward in a way that is robust, dynamic, and ultimately sustainable (Klein, 2010, p. 92). The funds from the BTtP grant will enable WCU to build upon successful frameworks and move forward with innovations currently beyond our scope of practice (see Appendix K).

North Carolina Campus Compact Mini-Grants (Recipient - \$600): These mini-grants helped in the fall of 2012 to organize nearly 10 events in the name of engaged and educated democracy. Included in this effort were the following initiatives: Voter Registration (training and registering appropriately); Voter Education (mock debate, debate watch parties, and expert panels); Voter Action (early voting shuttles and Election Day shuttles provided transportation for nearly 800 voters).

**7. What would it take to make the program exemplary?**

In order for our office to be exemplary we need to proceed with the operationalization of our mission, continue with believing and investing in our related goals, following identified pathways, and realizing established benchmarks. In order to proceed, the CSL needs to put in place a number of structures and systems that will help us know where we are on our journey to achieving our goals and when we have arrived at our projected destination. Goals without a way of knowing we have met them are ineffective and useless. This is where our benchmarks become critical for knowing when we have reached a temporary goal/destination.

Overarching Goal, Pathway, Benchmark, and How we know?:

**Goal 1**– To continually create, promote, incentivize, and measure a campus culture and personal habit of community engagement in order to highly involve students and intentionally develop our community.

**Pathway** – Through specific student, faculty, community, and staff-centric goals and pathways, a culture and habit of community engagement at WCU will be established and sustained.

**Benchmark** – By achieving the student/faculty/staff/community ‘centric’ goals and benchmarks and achieving the 2015 Carnegie Community Engagement Classification, the CSL will be able to identify the achievement of this overarching goal.

**How do we know?** – We will know this in December of 2014 after we have completed the Carnegie Community Engagement Classification process.

Student-Centric Goal, Pathway, and Benchmark:

**Goal 2**– To create, promote, incentivize, and measure a campus culture and personal habit of community engagement by ensuring that every WCU student will enroll in at least one community-based course, participate in at least one co-curricular service program, and will have the opportunity to continue participation in upper-level, discipline specific community-engaged courses.

**Pathway** – With the SGA Catamount Service Corps and WCU faculty, we intend to research, develop, and implement a commendation program designed to recognize and incentivize students who complete a predetermined set of curricular (e.g., Service Learning Designated Courses, see Appendix C) and co-curricular activities (e.g., Days of Service or Alternative Break Trips and corresponding reflection components).

**Benchmark** – The 100+2 Lily Program (see Appendix D) will be established and have 1,000 documented graduates by 2020.

**How do we know?** – In order for the 100+2 Lily Program to work, we must have tracking and assessment processes, systems, and structures in place. These will need to be consistently managed by a CSL staff or Graduate Assistant. We will know we are on the correct path to achieving this goal and meeting the benchmark once we have processes and the position in place to record student participants’ engagement with this program.

Faculty-Centric Goal, Pathway, and Benchmark:

**Goal 3** – To create, promote, incentivize, and measure a campus culture and personal habit of community engagement by developing and accessing faculty development initiatives in order to increase the quantity and quality of courses with community-based/community-engaged components.

**Pathway** – With the Coulter Faculty Commons and WCU faculty, we intend to research, design, and implement a faculty development and enhancement program that provides a range of opportunities, at varying intensities, for faculty to be exposed to aspects of service-learning and community-based pedagogies.

**Benchmark** – By 2020, the faculty development program will have an average of five enrolled faculty members at each of the four levels (intensities) of development (introductory – penultimate – ultimate) with 10% growth each year after 2020 until capacity has been met.

**How do we know?** – This benchmark will be tracked in a similar capacity as the 100+2 Lily program. We will need to have tracking processes in place and a position dedicated to monitoring the extent of faculty engagement.

*Community-Centric Goal, Pathway, and Benchmark:*

**Goal 4** – To create, promote, incentivize, and measure a campus culture and personal habit of community engagement by encouraging the creation of new, relevant community partnerships, and deepening existing relationships between WCU and the community.

**Pathway** – With increased personal interaction between the CSL and our community partners, we intend to better understand and meet the needs of the community, and to help these groups interact more successfully with faculty members, classes, student groups, and individual volunteers. An improved process for gathering, publicizing, managing, and tracking volunteer opportunities will help make the relationship between the university and community agencies operate more effectively.

**Benchmark** – By 2020, the CSL will have at least 150 community partners across our 13 established foci, as well as a platform that allows community groups to better manage volunteers from WCU.

**How do we know?** – We track the number of community partnerships, and we are currently investigating several volunteer tracking and management systems.

*Staff-Centric Goal, Pathway, and Benchmark:*

**Goal 5** – To create, promote, incentivize, and measure a campus culture and personal habit of community engagement by developing a process for engaging at least 50% of WCU staff in community development efforts.

**Pathway** – With the Staff Senate and Office of Human Resources, we intend to develop a process and plan to increase awareness (and response) of staff on how to fully utilize the Community Service Leave Program as this could lead to a very wide, deep, and measurable influence in our local community and region.

**Benchmark** – By 2020, the number of WCU staff participating in the Community Service Leave will be 500.

**How do we know?** – Human Resources currently tracks the number of staff who participate in the Community Service Learning program. On this goal, we know where we currently are, and when we will achieve it.

### *References*

- Kift, S., Nelson, K., & Clarke, J. (2010). Transition pedagogy: A third generation approach to FYE – A case study of policy and practice for the higher education sector. *The International Journal of the First Year in Higher Education*, 1(10), 1-20.
- OrgSync. (n.d.). In *Wikipedia*. Retrieved February 25, 2013, from <http://en.wikipedia.org/wiki/orgsync>
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- Western Carolina University QEP Assessment Committee. (2009). *Synthesis: A pathway to intentional learning-learning goals and outcomes*. Retrieved November 30, 2012, from [http://www.wcu.edu/WebFiles/PDFs/QEP\\_Outcomes\\_Metarubrics\\_27Oct09.pdf](http://www.wcu.edu/WebFiles/PDFs/QEP_Outcomes_Metarubrics_27Oct09.pdf)
- Western Carolina University Strategic Planning Committee. (2012). *2020 Vision: Focusing our future*. Retrieved November 30, 2012, from <http://www.wcu.edu/30670.asp>

## Appendix A

### Definitions and Criteria of Community-Based Versus Community-Engaged Learning

#### **Community-Based Academic Learning:**

- Community is broadly defined to include any sector outside of higher education and professional disciplinary associations (the intention is to identify connections to the entities external to higher education)
- Course must be offered for academic credit and tracked through the Registrar's office.

#### **Community-Engaged Academic Learning:**

This is primarily focused on *community-engaged* learning through reciprocal partnerships and for mutual benefit (such as service-learning) as a subset of community-based academic learning.

- *Community-engaged* academic learning is a subset of *community-based* academic learning
  - Community-engaged is defined as involving “collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity” (Carnegie Foundation). Community-based is defined more broadly as taking place in the community or with a community partner.
- Community is broadly defined to include any sector outside of higher education and professional disciplinary associations (the intention is to identify connections to entities external to higher education)
- Course must be offered for academic credit and must be *reliably* tracked.

Definitions from *Combined Report of the Community Engagement and Economic Development Metrics Task Forces: Indicators for Measuring the Progress and Impact of Community Engagement and Economic Development by the University of North Carolina System.*

**Appendix B**

2012-2013 CSL Calendar of Co-Curricular Programming



**SCHEDULE OF MAJOR SERVICE EVENTS 2012-2013**

August 25:	<b>FYE Day of Service</b>
September 8:	<b>9/11 Day of Service</b>
September 29:	<b>Mountain Heritage Day</b>
October 9:	<b>Invisible Children screening</b>
October 13-18:	<b>Alternative Fall Break trip to Nashville</b>
October 27:	<b>Make a Difference Day</b>
November 3:	<b>NC Campus Compact Student Conference</b>
November 10–17:	<b>National Hunger &amp; Homelessness Awareness Week</b>
January 21:	<b>MLK Day of Service, part I</b>
January 26:	<b>MLK Day of Service, part II</b>
January 29:	<b>8<sup>th</sup> Annual Service-Learning Fair</b>
March 4:	<b>Oxfam Hunger Banquet</b>
March 16:	<b>Women's History Month Day of Service</b>
March 22-March 28:	<b>Alternative Spring Break trip</b>
April 25:	<b>9<sup>th</sup> Annual Service-Learning Awards Ceremony</b>

Appendix C

SLC Designation Process Packet (faculty)



# Service Learning Course (SLC) Designation Packet

WCU Center for Service Learning  
273 Belk Building  
828-227-7184

Updated 1/2013

# **Contents**

**Conceptual & Practical Criteria for Service-Learning Course (SLC) Designation**

**Process Leading to Service-Learning Course (SLC) Designation**

**Application for Service-Learning Course (SLC) Designation**



## Conceptual & Practical Criteria for Service-Learning Course (SLC) Designation

### The Value of Service-Learning

Service-learning combines community-based experiences, academic instruction, and structured reflection. While the emphasis and intensity put on each of these three components may vary from course environment to course environment, each component must be clearly identified in order to have a Service Learning Course (SLC) Designation.

When designed and implemented appropriately (adhering to the criteria in the next section), service-learning can provide educative environments where:

- Information from a variety of contexts can be integrated;
- Complex problems can be presented and addressed;
- Effective communication can be practiced amongst a variety of constituents;
- Habits of civic engagement can be developed and applied;
- A student's personal purpose and values can be explored, clarified, and acted upon.

### The Conceptual Criteria

In order to receive the SLC designation, the following *Conceptual Criteria* must be clearly met:

- **LEARNING CONNECTION** – The syllabus must show direct and intentional connections between the community-based experiences and the course content.
  - *Test: Are the learning goals and community-based experience goals integrated in an organized and clear way?*
- **COMMUNITY ENGAGEMENT** – The relevant community-based experience must have a sufficient intensity and duration to produce meaningful learning outcomes and meet the learning objectives of the course.
  - *Test: Does the community-based experience meet a public good? How?*
  - *Test: Considering the level of the course and educative purpose of the community-based experience is the intensity and duration appropriate?*
- **REFLECTION METHOD** – Include clear reflection mechanisms that provide students the opportunity to link their community-based experiences to course content and their personal worldview or values.
  - *Test: Are students required to make connections across course content and personal values?*

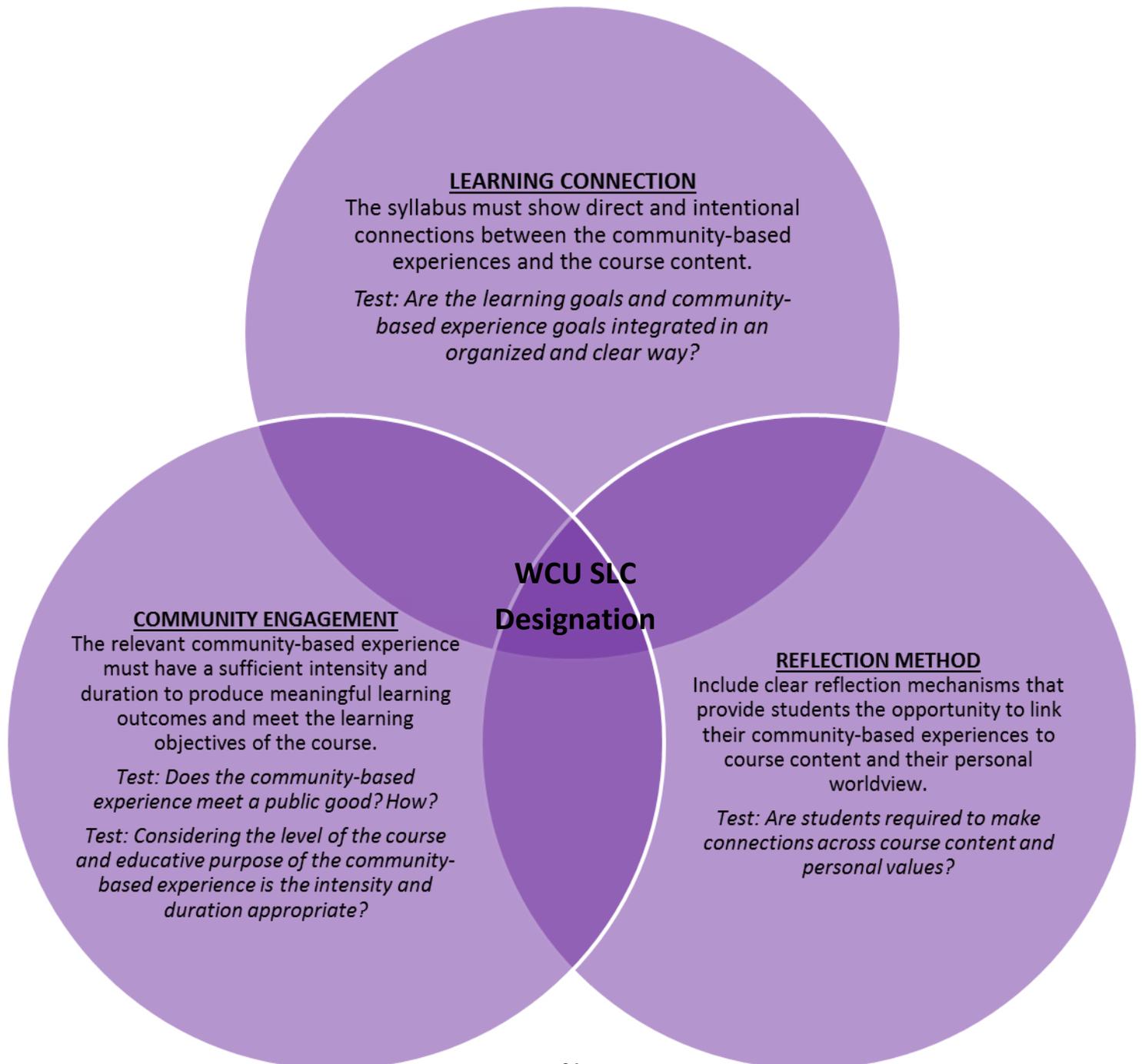
### The Practical Criteria

Once the *Conceptual Criteria* are met and a course is approved, two *Practical Criteria* must also be met:

- Within the syllabus, the Center for Service Learning's contact information must be provided in a SLC designated course and must also be clearly identified as a resource for students.
- WCU's (Center for Service Learning) definition of service-learning must be included within the SLC designated course's syllabus.

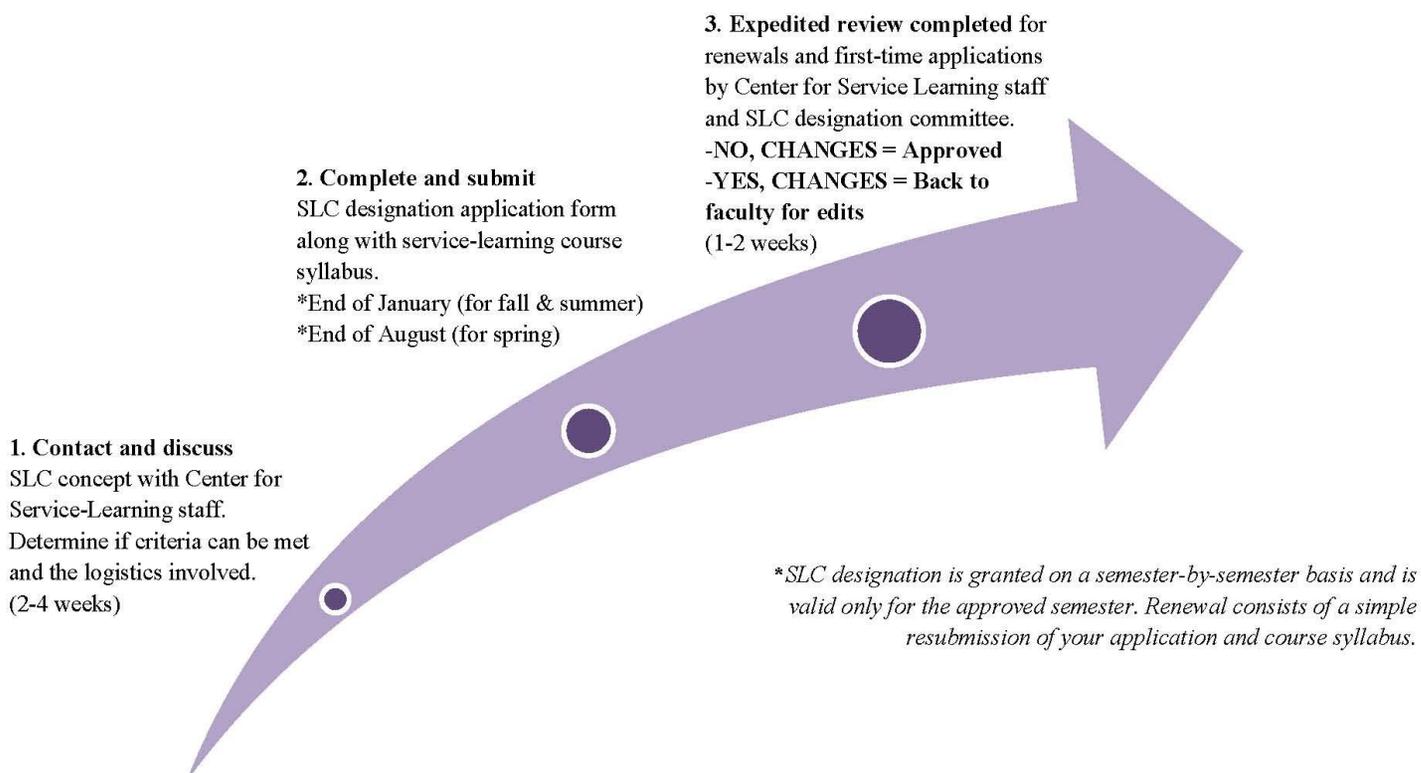


**Conceptual Criteria for Service-Learning Course (SLC) Designation**





**\*Process Leading to Service Learning Course (SLC) Designation**





**Center for  
Service Learning**  
WESTERN CAROLINA UNIVERSITY

Please send a hard copy of this application form and your syllabus to the Center for Service Learning (Belk 273). The deadline for fall and summer approval is the last business day of January and the deadline for spring approval is the last business day of August.

**Check one:**                      New Course                      Renewal

**Instructor's Name:** \_\_\_\_\_

**Title and Department:** \_\_\_\_\_

**Campus Address:** \_\_\_\_\_

**Phone:** \_\_\_\_\_ **Email:** \_\_\_\_\_

**Semester(s) & Year Offered:**      Fall              Spring              Summer

**Course Prefix, Number, Section, and Title:** \_\_\_\_\_

\_\_\_\_\_

**Number of Credit Hours Assigned:** \_\_\_\_\_

**Estimated Number of Hours of Community Engaged Service over the Semester (per student):**

**Expected Enrollment:** \_\_\_\_\_

\_\_\_\_\_

**Signature of Department Head:** \_\_\_\_\_

**Signature of Dean:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Committee Approval/Recommendations:** \_\_\_\_\_

\_\_\_\_\_

**1. Learning Process Criteria:** \_\_\_\_\_

\_\_\_\_\_

**2. Community Engagement Criteria:** \_\_\_\_\_

\_\_\_\_\_

**3. Reflection Method Criteria:** \_\_\_\_\_

\_\_\_\_\_

(\*for internal use only)



**Appendix D**

WCU 100+2 Lily Program Resolution



**WCU SGA Senate Resolution 0014**

**Presented on the Senate Floor on:** 21 February 2012

**Authored by:** Nolan Cheap

**Co-Authored by:** Ricky Greene

**An SGA Senate Resolution to:**

Create an academic, service-based, program to encourage a community of service among WCU students

**Background:**

*Whereas the Senate*

Recognizes the importance of service as a benefit both to the community and the students participating,

Emphasizing the overall improvement of the university as a whole as a result of increased service incentive,

Creates a two-part “100+2 Lily Program” to incentivize and reward student service:

1. Part 1: “Service Scholarship:” Students take two courses (at least one above the 200 level) of SLC designated courses
2. Part 2: “Practical Application:” Students achieve 100 points in a co-curricular capacity decided by the Center for Service Learning
3. Students completing only one of the two parts will receive the “Green Lily Service Award,” designated by a green cord upon graduation
4. Students completing both programs will receive a “Purple Lily Service Award,” designated medallion upon graduation;

**Therefore Be It Resolved That:**

The student body of Western Carolina University supports the initiation of this program for the start of the 2013-2014 academic year.

In Favor:\_\_\_\_\_ Opposed:\_\_\_\_\_ Abstentions:\_\_\_\_\_

\_\_\_\_\_

Ryan Hermance \_\_\_\_\_ Date  
SGA Vice President

\_\_\_\_\_

Alecia Page \_\_\_\_\_ Date  
SGA President

## **Appendix E**

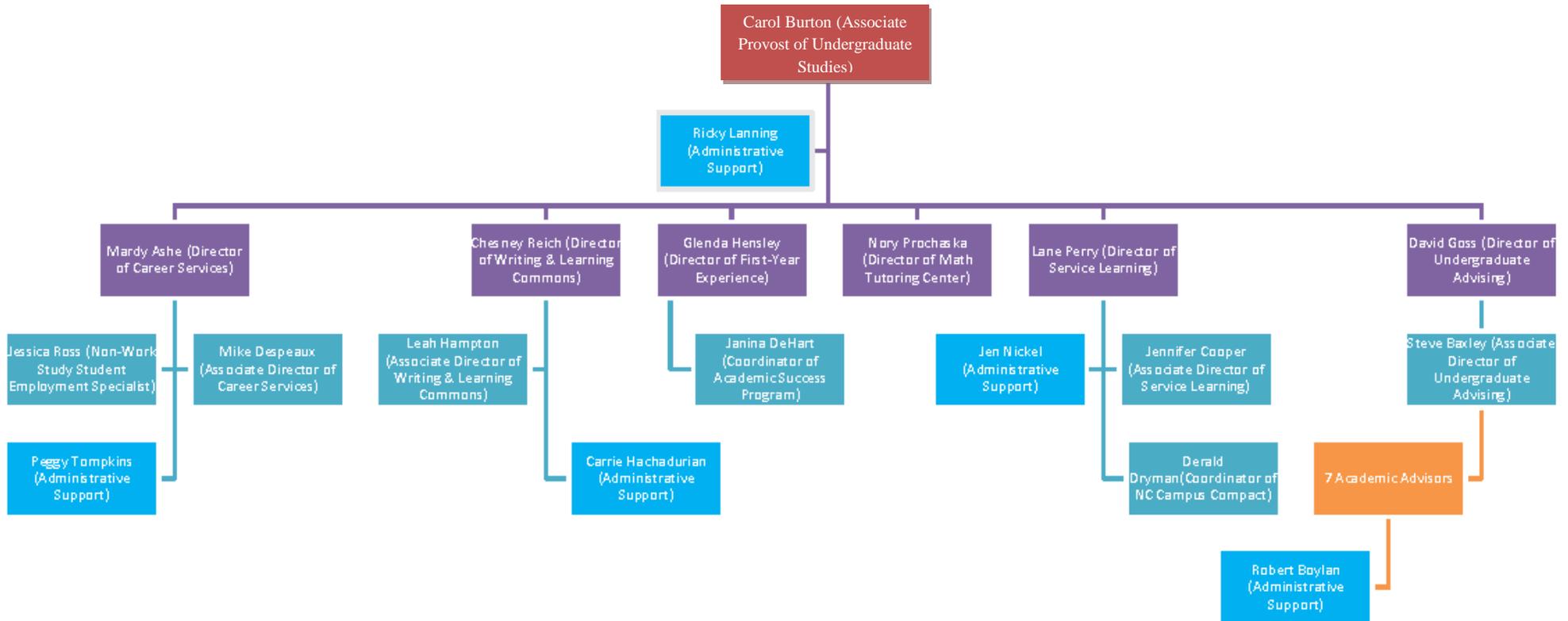
### Community Partnership List (2012-2013)

1. [Advocates for Excellence](#)
2. [Alzheimer's Association of Western Carolina](#)
3. [American Cancer Society](#)
4. [American Red Cross](#)
5. [Appalachian Homestead Farm & Preserve](#)
6. [Appalachian Women's Museum](#)
7. [Arc of Haywood County](#)
8. [ARP](#)
9. [Asheville Parks, Recreation, & Cultural Arts Department](#)
10. [Autumn Care of Waynesville](#)
11. [Avant Garden](#)
12. [AWAKE, Inc. \(Adults Working and Advocating for Kids Empowerment\)](#)
13. [Balsam Mountain Trust](#)
14. [Big Brothers Big Sisters of WNC](#)
15. [Blue Ridge Farmer's Co-op](#)
16. [Blue Ridge School](#)
17. [Bridge Park Project](#)
18. [Cashier-Highlands Humane Society](#)
19. [Cashiers Historical Society](#)
20. [Catch the Spirit of Appalachia, Inc.](#)
21. [Catman 2, Inc.](#)
22. [Cherokee Boys Club/Family Support](#)
23. [Cherokee Reservation Cooperative Extension](#)
24. [Cherokee Tribal Childcare](#)
25. [Communities in Schools of Madison County](#)
26. [Community Table](#)
27. [Creative Communications Youth & Family Services](#)
28. [CuRvE](#)
29. [Cullowhee Valley After-School Program](#)
30. [Democracy-NC](#)
31. [Department of Juvenile Justice and Delinquency Prevention](#)
32. [Downtown Sylva Association](#)
33. [Eblen Charities](#)
34. [Employment Security Commission](#)
35. [Fairview Elementary School](#)
36. [Franklin Main Street Program](#)
37. [Friends of the Jackson County Library](#)
38. [Friends of the T.M. Rickman General Store](#)
39. [Full Spectrum Farms](#)
40. [Girl Scouts Carolinas Peaks to Piedmont](#)
41. [Good Samaritan Clinic of Jackson County](#)
42. [Gorges State Park](#)
43. [Graham County Family Resource Center](#)
44. [Guardian ad Litem](#)
45. [Habitat for Humanity – Asheville Area](#)
46. [Habitat for Humanity – Haywood County](#)
47. [Hands On Asheville-Buncombe](#)
48. [Harris Regional Hospital](#)
49. [Harris Regional Hospital Auxiliary Thrift Shop](#)
50. [Hawthorn Heights, in association with Mountain Youth Resources](#)
51. [Haywood County 4-H](#)
52. [Haywood County Meals on Wheels](#)
53. [Haywood Vocational Opportunities](#)
54. [Haywood-Jackson Volunteer Center](#)
55. [The Healing Place](#)
56. [The Hope Chest for Women](#)
57. [Housing Assistance Corporation](#)
58. [Jackson County 4-H](#)
59. [Jackson County Arts Council](#)
60. [Jackson County Chamber of Commerce/Travel & Tourism Authority](#)
61. [Jackson County Family Resource Center](#)
62. [Jackson County Green Energy Park](#)
63. [Jackson County Public Library](#)
64. [Jackson County Recreation & Parks Department](#)
65. [Jackson County Schools](#)
66. [Jackson County Senior Center](#)

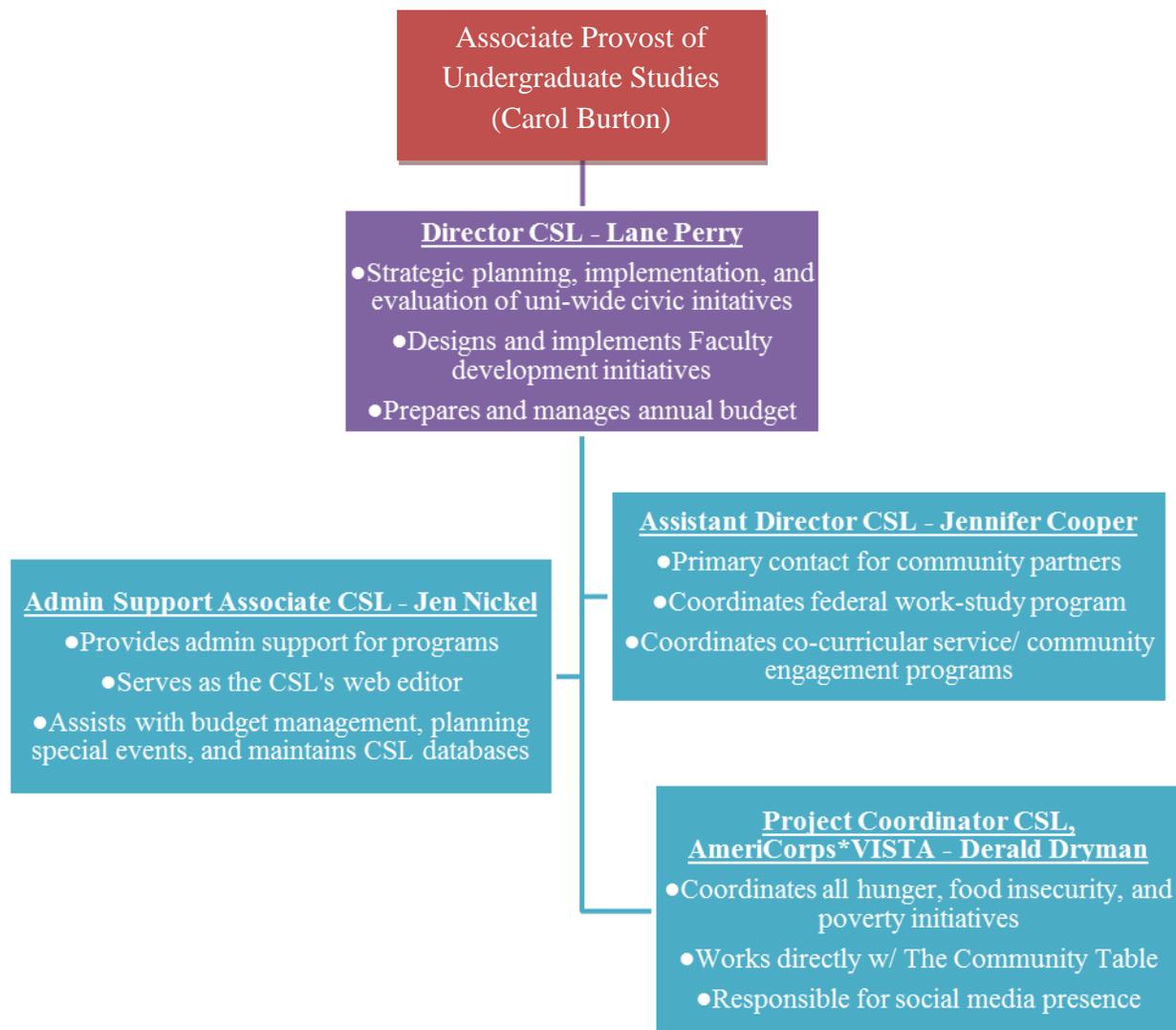
67. [Jackson County Sheriff's Office](#)
68. [KARE, Inc.](#)
69. [Kids in Action](#)
70. [Kneedler Child Development Center](#)
71. [Land Trust for the Little Tennessee](#)
72. [Literacy Council of Highlands](#)
73. [Macon Program for Progress, Inc.](#)
74. [MANNA Food Bank of Asheville](#)
75. [March of Dimes](#)
76. [Mediation Center of Buncombe County](#)
77. [Meridian Behavioral Health](#)
78. [Mountain Heritage Center, WCU](#)
79. [Mountain Mediation Services](#)
80. [Mountain Projects, Inc.](#)
81. [Mountain Retreat and Learning Center](#)
82. [Mountain Trace Nursing Center](#)
83. [Mountain Youth Resources, Inc.](#)
84. [North Carolina Center for the Advancement of Teaching \(NCCAT\) – Auxiliary Services, Conference Services, & Development Foundation](#)
85. [NC Bartram Trail Society](#)
86. [Oconaluftee Job Corps](#)
87. [Operation AniMeals—Jackson County Department on Aging](#)
88. [Pathways for the Future, Inc.](#)
89. [Pathways Thrift Store](#)
90. [Phoenix Landing Foundation](#)
91. [Pigeon Community Development Center](#)
92. [Project Challenge](#)
93. [Project C.A.R.E. \(Community Action to Reach the Elderly\)](#)
94. [Project F.I.R.E. \(Fuel Intervention for Rural Elderly\)](#)
95. [Qualla Financial Freedom](#)
96. [Ramsey Regional Activity Center](#)
97. [REACH of Macon Serving Jackson](#)
98. [REACH of Macon County](#)
99. [REACH Resale Shop - Canton](#)
100. [REACH Resale Shop – Waynesville](#)
101. [Region A Partnership for Children](#)
102. [Rotary Club of Sylva](#)
103. [The Salvation Army](#)
104. [Scott's Creek Elementary School](#)
105. [Skyland Care Center](#)
106. [Small Business and Technology Development Center](#)
107. [Smokey Mountain Elementary School](#)
108. [Smoky Mountain High School](#)
109. [Smoky Mountain Pregnancy Care Center](#)
110. [Special Olympics of North Carolina](#)
111. [Sylva Community Garden](#)
112. [Ten Thousand Villages](#)
113. [Town of Sylva](#)
114. [Tuckasegee Community Alliance](#)
115. [United Christian Ministries of Jackson County](#)
116. [WATR – Watershed Association of the Tuckasegee River](#)
117. [WCU University Participant Program](#)
118. [Western North Carolina Nature Center](#)
119. [Youth Empowered Solutions \(YES!\)](#)

**Appendix F1 and F2**  
**Offices of Undergraduate Studies Organization Chart**

Western Carolina University  
 Offices of Undergraduate Studies  
 Organization Chart



**Appendix F1 and F2 (continued)**  
Center for Service Learning Organization Chart



**Appendix G**  
Curriculum Vitae(s) of Center for Service Learning Full-Time Staff

**Jennifer Leigh Nickel**

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**EDUCATION**

<b>Western Carolina University</b>	Cullowhee, NC
Project Management Certificate	05/2011
Masters of Business Administration	05/2010
Bachelor of Science in Business Administration (Honors College)	05/2008
Concentration: Management	

**EXPERIENCE**

<b>Western Carolina University, Center for Service Learning</b>	Cullowhee, NC	
Administrative Support Associate	7/2010-present	
<ul style="list-style-type: none"><li>▪ Managed all budgetary processes, monitoring three funds</li><li>▪ Tracked office purchases through Banner Finance</li><li>▪ Completed all travel reimbursement paperwork for Center employees</li><li>▪ Completed documentation for Service Learning Faculty Fellows additional compensation</li><li>▪ Maintained budget spreadsheets for data analysis</li><li>▪ Was issued university purchasing card and utilized it to complete various office purchases</li><li>▪ Routinely maintained and updated the Center's website in addition to developing content</li><li>▪ Served as a representative of the Center for Service Learning and WCU in a variety of capacities such as: member of university committees, delegate at conferences, and liaison to external constituents</li><li>▪ Assisted faculty members with coordinating Service Learning projects for their courses</li><li>▪ Assisted students with identifying service sites and documenting their hours for service learning course requirements</li><li>▪ Managed events for the Center and handled a variety of planning needs such as: catering, location scheduling, invitations and attendance, and promotion</li><li>▪ Served as a main point of contact for the Center</li><li>▪ Served as the Campus Coordinator for the North Carolina Campus Compact ADVANCE/NC-ACTS! educational award programs at WCU</li><li>▪ Recruited and enrolled students into the AmeriCorps pilot mentoring program ADVANCE in addition to tracking their progress online, facilitating and reviewing reflection activities and exiting them from the program</li><li>▪ Routinely contacted a wide variety of community partners</li><li>▪ Served as a site leader, managing teams of volunteers during Days of Service</li><li>▪ Supervised student office assistants and service corps members</li><li>▪ Directed phone calls and visitors</li></ul>		
<b>Western Carolina University, Instructional Computing</b>	Cullowhee, NC	
Office Manager Assistant	8/2007- 5/2010	
<ul style="list-style-type: none"><li>▪ Was moved into this position from computer lab assistant work by immediate superior</li><li>▪ Worked directly with five managers and the departmental director</li><li>▪ Was integral in the composition, design and teaching of student employees during annual mandatory training sessions called "Boot Camp"</li><li>▪ Created and distributed training materials for student lab assistants</li><li>▪ Contributed to customer service training for lab assistants on a yearly basis</li><li>▪ Wrote, designed and gave feedback on employee training completed in online courses</li><li>▪ Completed student employee payroll and collection of student timesheets</li><li>▪ Scheduled work hours for 25 student employees on a weekly basis</li><li>▪ Compiled data for entry and verification of fixed asset inventory</li><li>▪ Completed purchases for the department, including filling out appropriate paperwork, contacting vendors and submitting purchase orders</li><li>▪ Completed graphical data reporting for the director on a monthly basis</li><li>▪ Assisted with classroom technology support</li><li>▪ Managed the upkeep of reporting bulletin board</li></ul>		
<b>Western Carolina University, Technology Management</b>	Cullowhee, NC	
Computer Lab Assistant	3/2006-7/2007	
<ul style="list-style-type: none"><li>▪ Monitored multiple computer labs, usually alone</li><li>▪ Answered student questions about and handled technical problems with hardware and software, including questions about OS 10, Microsoft Word, Excel and PowerPoint as well as basics in Adobe Suite</li><li>▪ Used the ability to discipline and enforce rules, including asking students to leave the lab if the rules were not followed</li></ul>		
<b>Drake Enterprises, Drake Technical Support</b>	Sylva, NC	
Customer Service Representative	10/2005-3/2006	
<ul style="list-style-type: none"><li>▪ Provided in-depth technical support by telephone for Drake Income Tax Software users</li></ul>		

- Worked with confidential client information
- Managed multiple client cases at the same time
- Researched and answered tax-related and software-related questions that involved knowledge of various computer programs and operating systems, including specific attention to detail
- Worked in cooperation with other divisions including software developers

## **COMPUTER SKILLS**

### **Operating Systems:**

- Windows 9x, Windows XP, Windows Vista, Windows 7 – Apple OS 10.5, 10.6 – Android OS

### **Applications:**

- Microsoft Office Suite – Cherwell Service Management – Audio/Video Conferencing Applications

### **Online Applications:**

- Red Dot Web Editor – Banner Finance – Works – R25 – Blackboard – WhenToWork

### **Additional Experience:**

- WCU Digital Signage system

## **HONORS, ACTIVITIES & COMMUNITY SERVICE**

### **Western Carolina University:**

- Member of the Honors College, 2004 to 2008 (graduation)
- Awarded at Undergraduate Expo 2005
- Nominated for Co-Op Student of The Year Award 2008

### **Activities:**

- WCU Staff Senator and member of Public Relations Committee, 2012-present
- Member of the Judy H. Dowell Outstanding Support Staff and Star Staff awards selection committees at WCU, 2011-2012
- Member of Red Zone Campaign planning committee, 2011-present
- Member of WNC Fiber Folk (a crochet, knitting and other fiber craft group at WCU), 2011-present

### **Community Service:**

- Annual Church Bazaar to benefit missions, 1996 to 2008
- Participant in The 30 Hour Famine, 1997-2004
- Counselor and volunteer for The Walk skateboard ministry, First United Methodist Church, Franklin NC, 2005-present

**Jennifer A. Cooper**  
196 Blanton Branch Road  
Sylva, NC 28779  
828.506.0668  
jacooper@wcu.edu

## Education

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Emory University ABD, Political Science	Atlanta, GA December 2007
University of Tennessee Master of Arts, Political Science	Knoxville, TN August 2002
University of Tennessee Bachelor of Arts <i>cum laude</i> , Political Science	Knoxville, TN May 2000

## Additional Training

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Washington University NSF Summer Institute on Empirical Implications of Theoretical Models	St. Louis, MO July 2006
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## Related Experience

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Western Carolina University <i>Assistant Director for Service Learning</i>	Cullowhee, NC 2012-present
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Western Carolina University <i>Interim Director for Service Learning</i>	Cullowhee, NC 2011-2012
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- Responsible for strategic planning, overseeing the budget, and supervising staff and student workers
- Coordinated service-learning initiatives as well as community service events and volunteer projects

Western Carolina University <i>Assistant Director for Service Learning</i>	Cullowhee, NC 2008-2011
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- Planned and coordinated service-learning projects and events including alternative break trips, days of service
- Served as primary liaison with community groups; coordinated student involvement

Emory University <i>Research Assistant</i>	Atlanta, GA 2004-2008
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- Assisted several professors with research projects; tasks included collecting and analyzing data, locating academic literature relating to research projects, organizing an on-campus voter registration drive, and coordinating canvassing

Emory University <i>Teaching Assistant</i>	Atlanta, GA Fall 2006
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- Led small group discussion sections; assisted with course planning, organization and grading

Western Carolina University <i>Research Associate and Assistant to the Vice Chancellor for Academic Affairs</i>	Cullowhee, NC 2003-2004
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- Assisted the Vice Chancellor for Academic Affairs with projects such as a faculty salary study, 8-semester plans, and phased retirement
- Organized and attended meetings of groups including the Council of Deans and the University Curriculum Committee.

Western Carolina University <i>Visiting Lecturer</i>	Cullowhee, NC 2002-2003
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- Planned, organized, and taught sections of undergraduate political science courses

University of Tennessee  
*Research Assistant*

Knoxville, TN  
2001-2001

- Assisted a faculty member with archival research projects

University of Tennessee  
*Undergraduate Advising Assistant*

Knoxville, TN  
2000-2002

- Advised undergraduate political science majors and coordinated undergraduate advising activities in the Political Science Department

### **Professional Presentations**

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"The WCU Poverty Project: A Framework for Engaged Learning at a Regional Comprehensive University." With John Whitmire. Paper presented at the 2012 American Democracy Project National Meeting, San Antonio, TX.

"Service Learning Syllabus Development." With Carroll Brown. Workshop presented at the 2012 Warren Wilson Faculty Fellows Workshop Series, Swannanoa, NC.

"The Dillsboro Project: Creating a Campus-Community Partnership for Small Town Revitalization." With Carroll Brown. Paper presented at the 2011 Civic Engagement Institute, Elon, NC.

"Creating Community Connections." Workshop presented at the 2011 Becoming an Engaged Scholar Retreat, Cullowhee, NC.

"Civic Place: Best Practices for Residential Communities." Workshop presented at the 2010 Civic Engagement Administrator's Conference, Wilson, NC.

"Experiencing Service Learning." Workshop presented at the 2009 Summer Institute on Teaching and Learning, Cullowhee, NC.

"All the News That's Fit to Print? Case Salience, Media Bias, and *The New York Times*." Paper presented at the 2007 meeting of the Midwest Political Science Association, Chicago, IL.

"Strategic Moderation, Shirking, and Participation in the U.S. Senate." Paper presented at the 2006 meeting of the Midwest Political Science Association, Chicago, IL.

"Participation When It Counts: The Influence of Competition on Electoral Participation." Paper presented at the 2006 meeting of the Southern Political Science Association, Atlanta, GA.

"Party Switching in Congress: Why Do They Stay, Why Do They Go?" Paper presented at the 2005 meeting of the Midwest Political Science Association, Chicago, IL.

## CURRICULUM VITAE – LANE GRAVES PERRY III, PhD

### EDUCATION

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- 2011 **Doctor of Philosophy in Education**  
*Higher Education, Innovative Pedagogy, Curriculum Design, & Service-Learning*  
University of Canterbury, Christchurch, New Zealand.
- 2006 **Masters of Education (w/Honors)**  
*Adult Education, Training & Student Development*  
University of Central Oklahoma, Edmond, Oklahoma, USA.
- 2005 **Bachelors of Business Administration**  
*International Trade*  
University of Central Oklahoma, Edmond, Oklahoma, USA.

### EMPLOYMENT

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- 2012-present **Director of the Center for Service Learning, Office of the Provost, Western Carolina University.**  
*Responsibilities:* Direct the Center and its office staff of four, establish faculty development curriculum and training programs for community-based learning and civic engagement through the Center; developing and maintaining relationships with local and international community partners in order to promote and foster educative projects for WCU students (national and international students); assist with the Liberal Studies curriculum and the development of service-learning and community engagement projects; organize research agenda for the Center; with Center staff, track and measure the influence community engagement and community based-learning has for student participants; apply for grants on behalf of the Center; manage budgets; develop mission, vision, and direction.
- 2011-2012 **Assistant Professor (Lecturer), School of Educational Studies & Human Development, University of Canterbury.**  
*Responsibilities:* Researching, lecturing, developing course components (syllabi, course outlines, itineraries, modules, course readings packets, exams, keys, grading rubrics), student training and development, applying service-learning pedagogy in education courses, facilitating faculty development seminars on how to integrate service-learning into UC courses, and online course design and maintenance (LEARN/MOODLE).
- 2009-2012 **Director of the Emerging Leaders Development Program, Student Services & International, University of Canterbury.** [\[Link\]](#)  
*Responsibilities:* Event management, project management, course/curriculum development, program development, research and evaluation coordination, integration of academics/logistics/experiences (experiential education), oversee the ELDP executive board (15 ELDP alumni), oversee \$70,000 budget, plan, organize, and assess community-based learning (service-learning) projects.
- 2005-2008 **Assistant, Executive Vice President, Office of the Executive Vice President of Administration and Finance, University of Central Oklahoma.**  
*Responsibilities:* Project management, served as the Executive Vice President's representative on various committees, sought and applied for awards and grants based on UCO's strongest characteristics ('Best Place to Work for', green initiatives, best practices, innovation, etc.), developed, organized, and managed a range of special projects from: the Leaders of Tomorrow scholarship organization, lead person on numerous projects, assisted with the strategic planning process of UCO's 'Good to Great' visioning process, maintained meeting agenda, time, and attendance for staff cabinet meetings, and other duties as assigned.
- 2006-2008 **Adjunct Professor, Leadership Minor Program, University of Central Oklahoma.**  
*Responsibilities:* developed course/curriculum (LEAD 1333 – Servant Leadership; LEAD 4976 – Italy: Leadership Abroad; LEAD 4114 – International Leadership), served on the development committee for the Leadership Minor program, lectured, and facilitated research.

### JOURNAL ARTICLES AND BOOK CHAPTERS

1. **Perry, L., Stoner, K., Stoner, L., Wadsworth, D., Page, R., & Tarrant, M.** (in press for 2013). The importance of global citizenship to higher education: The role of short-term study abroad. *British Journal of Education, Society & Behavioral Science*, 2(6).
2. **Perry, L., O'Steen, B., and Cammock, P.** (in press for 2013). Ma te mahi e ako ai (learning by doing): The influence of service-learning on student engagement. In A. Honigsfeld & A. Cohan (Eds.). *Breaking the Mold of Classroom Organization and Management: Innovative and Successful Practices of Engagement, Motivation, and Student Empowerment for 21<sup>st</sup> Century Schools, Vol. 4.* Lanham, Maryland: Rowman and Littlefield Inc.
3. O'Steen, B., and **Perry, L.** (2012). Born from the rubble: The origins of service-learning as an accepted idea in New Zealand universities. *Jefferson Journal of Science & Culture*, 2, 27-34. [\[Link\]](#)
4. **Perry, L.,** and O'Steen, B. (2012). Service-learning as a responsive and engaging curriculum: A higher education institution's response to natural disaster. *Curriculum Matters*, 8, 171-185. [\[Link\]](#)
5. **Perry, L.,** Stoner, L., and Tarrant, M. (2012). More than a vacation: Short-term study abroad as a critically reflective, transformative learning experience. *Creative Education*, 3(5), 679-683. [\[Link\]](#)
6. **Perry, L.** and O'Steen, B. (2012). After the shakes... increasing the stakes: Making sense of complexity by intentionally connecting service, learning, and critical reflection as an events-based pedagogy. *International Association for Research on Service-Learning and Community Engagement Conference Proceedings.* [\[Link\]](#)
7. O'Steen, B., and **Perry, L.** (2012). Embracing nuance: The roles of service-learning in developing critical thinking. *International Society for Exploring Teaching and Learning Conference Proceedings.*

8. **Perry, L.** and O'Steen, B. (2011). Shaken and stirred (into action): Applying a building block theory of service-learning in post-earthquake Christchurch. *International Association for Research on Service-Learning and Community Engagement Conference Proceedings*. [\[Link\]](#)
9. **Perry, L.**, O'Steen, B., and Cammock, P. (2011). More learning from the service: Toward A building-block theory of service-learning. *International Association for Research on Service-Learning and Community Engagement Conference Proceedings*. [\[Link\]](#)
10. Elnagar, H., **Perry, L.**, and O'Steen, B. (2011). Preparing people to make a difference: Transferable lessons from a first-year student leadership development programme in New Zealand. *First Year in Higher Education International Journal*, 2(1), 56-62. [\[Link\]](#)
11. O'Steen, B., **Perry, L.**, Pawson, E., Kingham, S., and Cammock, P. (2011). Engaging teachers and learners through service-learning. Chapter in *Ako Aotearoa Good Practice Publication Grants e-book*. Wellington, New Zealand: Ako Aotearoa. [\[Link\]](#)
12. **Perry, L.** (2010). Simple engagement lifts the learner. *Teach International: New Zealand Education Review*, 42-43.
13. **Perry, L.** (2010). Serving to learn and learning to serve: An engaging experience. *Higher Education Research and Development Society of Australasia (HERDSA) News*, 32(1).
14. Kreidler, S., **Perry, L.**, and Ault, B. (2010). Improving campus sustainability: The authentic results from higher education on environmental sustainability, student engagement, and financial effectiveness. In Ruth Reck (Ed.). *Climate Change and Sustainable Development*, 89-102. Linton Atlantic Books, Ltd. [\[Link\]](#)
15. **Perry, L.** (2009). On developing leaders: Service-learning, servant-leadership, and community engagement. 2<sup>nd</sup> *International Conference on Character Development through Service and Experiential Learning: Building Youth Capacities for Real-world Impact*. National Institute of Education, Singapore. Conference Proceedings.
16. **Perry, L.** (2009). Invited Book Review on John Dewey and the Philosophy and Practice of Hope. *Journal of Adult Learning Aotearoa New Zealand*. 37(1), 67-71.
17. **Perry, L.** (2009). Invited Book Review on Student Success in College: Creating Conditions that Matter. *Journal of Adult Learning Aotearoa New Zealand*. 37(2), 95-100.
18. Kreidler, S., **Perry, L.**, and Ault, B. (2008). Improving campus sustainability: The authentic results from higher education on environmental sustainability, student engagement, and financial effectiveness. *Forum on Public Policy*. Summer 2008, 1-17. [\[Link\]](#)
19. **Perry, L.** and Perry, A. (2008). Leaders of tomorrow: A servant leadership organization. *New Plains Review: Pathways to Leadership*, 8(1).
20. **Perry, L.** and Perry, A. (2008). Italy leadership study tour: A transformational experience. *New Plains Review: Pathways to Leadership*, 8(1).
21. Perry, A. and **Perry, L.** (2008). What is leadership at UCO?. *New Plains Review: Pathways to Leadership*, 8(1).
22. **Perry, L.** and Nall B. (2008). Green university: Changing tomorrow, today. Retrieved from [http://www.sacubo.org/sacubo\\_resources/best\\_practices\\_files/2008\\_files/Green-University.pdf](http://www.sacubo.org/sacubo_resources/best_practices_files/2008_files/Green-University.pdf) (award winning proposal/paper).
23. **Perry, L.** and Groshong, T. (2008). Bio-diesel: Changing tomorrow, today. Retrieved from [http://www.sacubo.org/sacubo\\_resources/best\\_practices\\_files/2008\\_files/Bio-Diesel-Changing-Tomorrow-Today.pdf](http://www.sacubo.org/sacubo_resources/best_practices_files/2008_files/Bio-Diesel-Changing-Tomorrow-Today.pdf) (award winning proposal/paper).
24. **Perry, L.** (2007). Servant leadership: The Leaders of Tomorrow service organization. *Higher Learning Commission & North Central Accreditation*. 2(2), 14 – 16.
25. Kreidler, S. and **Perry, L.** (2007). Team building: A lifetime of discovery. Edmond, Oklahoma: University of Central Oklahoma. *Introduction to the Team Building chapter of Success Central textbook*.
26. **Perry, L.** (2006). *Servant leadership: The leader of the future*. Edmond, Oklahoma: University of Central Oklahoma.

#### **CONFERENCE PRESENTATIONS**

1. **Perry, L.**, et al. (2013). The craft of citizenship in a global context: Acquiring knowledge and acting upon it. 10<sup>th</sup> *Annual Conference on the Meaning of Citizenship*. Paper to be presented in March 2013 (Detroit, Michigan).
2. O'Steen, B., and **Perry, L.** (2012). Embracing nuance: The roles of service-learning in developing critical thinking. *International Society for Exploring Teaching and Learning*. Paper presented October 2012. (Houston, Texas). [\[Link\]](#)
3. **Perry, L.** and O'Steen, B. (2012). After the shakes... increasing the stakes: Making sense of complexity by intentionally connecting service, learning, and critical reflection as an events-based pedagogy. *International Research Conference on Service-Learning and Community Engagement*. Paper presented September, 2012. (Baltimore, Maryland).
4. **Perry, L.**, and O'Steen, B. (2012). Their next steps in becoming prepared graduates: How has community engagement affected students' attainment of graduate attributes at the University of Canterbury? *Australian Universities Community Engagement Alliance*. Paper presented in July, 2012. (Brisbane, Australia).
5. Gibson, H., Bell, H., Tarrant, M., **Perry, L.**, and Stoner, L. (2012). Learning sustainability in a global context. *Leisure Studies Association*. Paper presented in July, 2012. (Edinburgh, Scotland).
6. O'Steen, B., **Perry, L.**, Kentworthy, A., Hrvinak, G., Chalmers, A., Benson-Chan, M., Johnson, S., Pemberton, J., Perry, M., Rutherford, J., and Scandrett, G. (2011). A new dawn at Canterbury? Research on integrating the Student Volunteer Army's actions into academia. *New Zealand Association for Research in Education Conference & Annual Meeting 2011*. Paper presented December 2011. (Tauranga, New Zealand).
7. O'Steen, B., **Perry, L.**, Kentworthy, A., Hrvinak, G., Chalmers, A., Benson-Chan, M., Johnson, S., Pemberton, J., Perry, M., Rutherford, J., and Scandrett, G. (2011). Beyond shoveling silt: How do the actions of UC's students after the quakes relate to

- the attainment of typical graduate attributes? *Tertiary Education Research in New Zealand Conference 2011*. Paper presented November 24, 2011. (Wellington, New Zealand).
8. O'Steen, B., and **Perry, L.** (2011). The students are ready - are we? Earthquakes, community engagement, and higher education in New Zealand. *39<sup>th</sup> Annual Conference of the Association for Experiential Education*. Paper presented November 12, 2011. (Jacksonville, Florida).
  9. **Perry, L.** and O'Steen, B. (2011). Shaken and stirred (into action): Applying a building block theory of service-learning in post-earthquake Christchurch. *International Research Conference on Service-Learning and Community Engagement*. Paper presented November 3, 2011. (Chicago, Illinois).
  10. **Perry, L.**, O'Steen, B., and Cammock, P. (2011). More learning from the service: Toward A building-block theory of service-learning. *International Research Conference on Service-Learning and Community Engagement*. Paper presented November 2, 2011. (Chicago, Illinois).
  11. **Perry, L.**, O'Steen, B., and Cammock, P. (2011). A Kiwi context for service-learning and student engagement: Approaches from New Zealand. *International Society for Exploring Teaching and Learning*. Paper presented October 15, 2011. (San Diego, California).
  12. O'Steen, B., **Perry, L.**, and Conner, L. (2011). A university on the edge of innovation: Roundtable on considering the academic value of tertiary students' community-engagement in post-earthquake Christchurch. *35<sup>th</sup> Annual Pacific Circle Consortium Conference*. Paper presented August 10, 2011. (Auckland, New Zealand).
  13. **Perry, L.** (2011). Service-learning and community engaged partnerships: You cannot have one without the other. *Australian Universities Community Engagement Alliance*. Invited as Panel Expert presented July 13, 2011. (Sydney, Australia).
  14. O'Steen, B. and **Perry, L.** (2011). Initial insights from CHCH101: An introduction to community engagement in tertiary studies. *Australian Universities Community Engagement Alliance*. Invited Keynote Presentation presented July 13, 2011. (Sydney, Australia).
  15. **Perry, L.** and O'Steen, B. (2011). Ameliorating the transition to university: Supporting first year students through service-learning in a leadership development program. *14<sup>th</sup> Pacific Rim First-Year Higher Education Conference 2011: Design for Student Success*. Paper presented June 28, 2011. (Fremantle, Australia).
  16. O'Steen, B., **Perry, L.**, Hrivnak, G., Keyzer, P., and Kenworthy, A. (2011). Being pushed to the edge: A roundtable on the multifaceted value of tertiary students' community engagement following national disasters. *Higher Education Research and Development Society of Australasia Conference*. Paper presented July 6, 2011. (Gold Coast, Australia).
  17. **Perry, L.**, Elnagar, H., and O'Steen, B. (2010). On developing leaders: Insights from participants in a first-year leadership programme. *New Zealand Association for Research in Education Annual Conference*. Paper presented December 6, 2010. (Auckland, New Zealand).
  18. **Perry, L.**, O'Steen, B., and Cammock, P. (2010). Ma te mahi e ako ai: Learning by doing in New Zealand higher education: Research on the relationship between student engagement and service-learning. *International Research Conference on Service-Learning and Community Engagement*. Paper presented October 29, 2010. (Indianapolis, Indiana).
  19. O'Steen, B. and **Perry, L.** (2010). How is student engagement data used for faculty development? Findings from 7 US universities. *International Society for the Scholarship of Teaching and Learning*. Virtual Presentation from Christchurch, New Zealand presented on October 20, 2010. (Liverpool, United Kingdom).
  20. **Perry, L.** and O'Steen, B. (2010). Service-learning in a New Zealand tertiary classroom: Lessons learned from an engaging environment. *The Professor Graham Nuthall Classroom Research Trust International Symposium 2010*. Paper presented August 17, 2010. (Christchurch, New Zealand).
  21. Pawson, E., Kingham, S., and **Perry, L.** (2010). An experience of service-learning and its impact on student engagement. *Spotlight on Canterbury Teaching and Beyond*. Paper presented March 26, 2010. (Christchurch, New Zealand).
  22. **Perry, L.**, O'Steen, B., and Cammock, P. (2009). Research on the relationship between student engagement and service-learning. *International Society for the Scholarship of Teaching and Learning*. Virtual Presentation from Christchurch, New Zealand October 24, 2009. (Bloomington, Indiana).
  23. **Perry, L.** (2009). Service-learning in New Zealand: Is it related to student engagement and student development? *University of Canterbury Post-Graduate Showcase 2009*. Paper presented September 2, 2009. (Christchurch, New Zealand).
  24. **Perry, L.** (2009). Servant-leadership and service-learning in leadership education: Teaching students the value of service. *Higher Education Research and Development Society of Australasia (HERDSA)*. Paper presented July 7, 2009. (Darwin, Australia).
  25. **Perry, L.** (2009). Servant-leadership: Leaders of Tomorrow, a service organization. *2<sup>nd</sup> International Conference on Character Development through Service and Experiential Learning*. National Institute of Education (NIE), Nanyang Technological University. Paper presented March 17, 2009. (Singapore).
  26. **Perry, L.** (2009). On developing leaders: Service-learning, servant-leadership, and community engagement. *2<sup>nd</sup> International Conference on Character Development through Service and Experiential Learning*. National Institute of Education (NIE), Nanyang Technological University. Paper presented March 17, 2009. (Singapore).
  27. O'Steen, W., **Perry, L.**, and Chen, L. (2009). Who's engaged? How do we know it? *University of Canterbury, University Centre for Teaching and Learning Information Seminar Series*. Presented February 12, 2009. (Christchurch, New Zealand).
  28. **Perry, L.** and Ault, B. (2008). Servant-leadership and service-learning: Catalysts to student and metro-community engagement. *Coalition of Urban and Metropolitan Universities*. Paper presented October 20, 2009. (Cincinnati, Ohio).
  29. Kreidler, S., **Perry, L.**, and Ault, B. (2008). Improving campus sustainability: The authentic results from higher education on environmental sustainability, student engagement, and financial effectiveness. *Oxford Round Table, Harris Manchester College*. Paper presented August 13, 2008. (Oxford, England).

30. Moyers, K., Peterson, T., Ritter, B., and **Perry, L.** (2008). Classroom management in American business colleges: The potential for and impact of gender issues, cultural and behavioral challenges. *American Society of Business and Behavioral Sciences*. Paper presented February 22, 2008. (Las Vegas, Nevada).
31. **Perry, L.** (2008). Servant-leadership: A model for higher education. *The 18<sup>th</sup> Annual International Conference of the Robert K. Greenleaf Center for Servant-Leadership*. Presented June 6, 2008. (Indianapolis, Indiana).
32. **Perry, L.** and Ault, B. (2008). Servant-leadership: Debunking myths and building perspectives. Presentation at the *DAC/ODAA Key Personnel Seminar*. (Norman, Oklahoma).
33. **Perry, L.** and Ault, B. (2008). Team building: A trojan horse perspective. Presentation at the *University of Central Oklahoma Leadership Academy at the University of Central Oklahoma*. (Edmond, Oklahoma).
34. **Perry, L.** (2007). Servant-leadership: The Leaders of Tomorrow service organization. Paper presented at the *Higher Learning Commission & North Central Accreditation*. (Chicago, Illinois).
35. **Perry, L.** and Kreidler, S. (2007). Servant-leadership: Bringing out the 'liger' in you. Presentation at the *Oklahoma Character Conference at the University of Central Oklahoma*. (Edmond, Oklahoma).
36. **Perry, L.** (2007). Servant-leadership: How to trust. Presentation at the *American Democracy Project (ADP) Conference at the University of Central Oklahoma*. (Edmond, Oklahoma).
37. **Perry, L.** (2007). The leader of self: A Vitruvian man juxtaposition. Presentation at the *Collegiate Leadership Network at the University of Central Oklahoma*. (Edmond, Oklahoma).
38. **Perry, L.** (2007). Your role as a goal setting leader. Presentation at the *University of Central Oklahoma Leadership Academy (UCOLA) at the University of Central Oklahoma*. (Edmond, Oklahoma).
39. **Perry, L.** (2007). Your role as a team building leader. Presentation at the *University of Central Oklahoma Leadership Academy (UCOLA) at the University of Central Oklahoma*. (Edmond, Oklahoma).
40. **Perry, L.** (2007). Leadership in troy: Leadership dynamics of the Trojans and Spartans. Presentation at the *College of Business: The Art of Leadership Speaker Series at the University of Central Oklahoma*. (Edmond, Oklahoma).
41. **Perry, L.** and Ault, B. (2007). Servant-leadership in the office. Full-day seminar at the *State of Oklahoma Office of Personnel Management*. (Lake Murray, Oklahoma).
42. **Perry, L.** (2007). Servant-leadership: An introduction. Full-day seminar for the *City of Edmond, Youth Leadership Edmond Program*. (Edmond, Oklahoma).
43. **Perry, L.** (2006). Student perspectives on learning spaces. Presentation at the *Oklahoma Board of Regents Learning Spaces Workshop at the University of Central Oklahoma*. (Edmond, Oklahoma).
44. **Perry, L.** and England, D. (2005). International study abroad opportunities: How to travel and learn, a student's perspective. Presentation at the *2004-2005 Liberal Art's Symposium at University of Central Oklahoma*. (Edmond, Oklahoma)

#### **RESEARCH GRANTS AND FELLOWSHIPS**

North Carolina Campus Compact Civic Engagement Grant (NCCC, 2012). US\$600 over one semester.  
 CEISMIC (Canterbury Earthquake Digital Archive) Internship Grant (CEISMIC, 2012). NZ\$2,000/year  
 Rechurch Earthquake Recovery Grant (Service-Learning Grant from local Christchurch church, 2011). NZ\$10,000 over one year.  
 New Zealand International Doctoral Research Scholarship (New Zealand Government & Education New Zealand, 2008-2011). NZ\$75,000 over three years.  
 University of Canterbury Doctoral Research Scholarship (University of Canterbury, 2008-2011). NZ\$75,000 over three years.  
 Rotary International Ambassadorial Scholar/Fellow (Rotary Foundation, 2008-2010). US\$25,000/year 2 years  
 AKO Aotearoa Good Teaching Practice Publication Grants (AKO Aotearoa, 2010). NZ\$5,000.00 over one year.  
 International Association for Research on Service-Learning and Community Engagement Travel Grant (IARSLCE, 2011). US\$500.  
 Student Services and International Conference Travel Grant (University of Canterbury, 2011). NZ\$1,500.  
 College of Education Conference Travel Grant (University of Canterbury, 2011). NZ\$1,500.00.  
 Research, Creative & Scholarly Activity Presentation Grant (University of Central Oklahoma & American Society of Business and Behavioral Sciences in Las Vegas, Nevada, 2008) US\$500.00.

#### **COMMITTEES**

- Citizenship & Civility (WCU Interdisciplinary Committee), Co-Chair.
- International Programs Advisory Council (WCU), Member.
- International Association for Research on Service-Learning and Community Engagement, Graduate Student Network.
- International Association for Research on Service-Learning and Community Engagement, Editorial Fellows.

#### **PEER REVIEW BOARDS**

- International Association for Research on Service-Learning and Community Engagement.
- Journal of the Scholarship of Teaching and Learning.
- Partnerships: A Journal of Service Learning and Civic Engagement.
- Engagement Australia.
- Creative Education.
- British Journal of Education, Society & Behavioral Science.

## Appendix H

### Relevant Goals from 2020 Vision: Focusing Our Future & Excerpts from the Quality Enhancement Plan

#### 2020 Vision: Focusing Our Future (excerpts)

- Strategic Direction 1. Fulfill the educational needs of our state and region...
  - Goal 1.1: Deliver high-quality academic programs designed to promote regional economic and community development.
  - Goal 1.2: Fully integrate into the general education program and into each major and minor at both undergraduate and graduate levels an emphasis on those core abilities expected of all WCU students: integrate information from a variety of contexts; solve complex problems; communicate effectively and responsibly; practice civic engagement, and clarify and act on purpose and values.
- Strategic Direction 2. Enrich the total student experience...
  - Goal 2.1: Foster a student-centered campus culture that emphasizes academic excellence, personal growth, networking opportunities, and global and social awareness.
  - Goal 2.2: Foster active citizenship among WCU students.
- Strategic Direction 3. Enhance our external partnerships...
  - Goal 3.1: Strengthen relationships and communication between the university and external partners.
  - Goal 3.2: Position WCU as a key leader in regional economic and community development efforts.
  - Goal 3.3: Align internal processes and reward systems to foster external engagement.
- Strategic Direction 4. Invest in our people...
  - Goal 4.3: Work to develop a work-life environment for WCU employees that enhances their personal and professional lives.

#### Quality Enhancement Plan and Associated Learning Outcomes (Center for Service Learning)

- *Intellectual growth:* Students employ critical-thinking skills to address social issues in the community; use complex information from a variety of sources, including personal experience and observation, to form an opinion or make a decision; and apply previously understood information and concepts to a new situation;
- *Effective communication:* Students write and speak coherently and effectively; listen effectively and be able to engage in controversy with civility; make presentations or give performances; and be able to influence others through writing, speaking, or artistic expression;
- *Career exploration:* Students articulate career choices based on an assessment of interests, values, skills, and abilities; document knowledge, skills, and accomplishments resulting from community-based learning; and articulate the characteristics of a preferred work environment;
- *Collaboration:* Students work cooperatively and seek the involvement of others; elicit feedback from others; contribute to the achievement of group goals;
- *Appreciation of diversity:* Students seek involvement with people different from themselves; articulate the advantages and challenges of a diverse society; challenge appropriately abusive use of stereotypes by others; develop an informed perspective on issues of diversity/democracy; reflect on issues of power/privilege.

Appendix I  
Service Learning Fair Evaluation



Center for Service Learning

## 2013 Community Service-Learning Fair Evaluation

In an effort to improve the Annual Community Service-Learning Fair, we would appreciate your feedback. Please complete this form and leave it on the registration table at the conclusion of the event.

Please indicate the degree to which you agree with the following statements.

1 = strongly disagree, 2 = disagree, 3 = neither disagree nor agree, 4 = agree, 5 = strongly agree

	<u>Disagree</u>				<u>Agree</u>
The Fair was well organized	1	2	3	4	5
The Fair was well attended	1	2	3	4	5
Pre-event communication was timely	1	2	3	4	5
Pre-event communication was thorough	1	2	3	4	5
The length of the Fair was appropriate	1	2	3	4	5
The student volunteers were helpful	1	2	3	4	5
The Fair accommodated my needs well	1	2	3	4	5
I have a better understanding of service learning	1	2	3	4	5
I would attend the Fair again	yes				no

What did you like about the event?

What could be improved?

**Appendix J**  
Fiscal Budget

This budget accounts for three funds that support the programming of the Center for Service Learning.

**Budget Spreadsheet - Fiscal Years 2010 to 2013**

COSTS	Year 1 (12-13) PROJECTED			Year 2 (11-12)		Year 3 (10-11)	
	as of 2/27/2013						
	Budgeted	Expended	Projected	Budgeted	Expended	Budgeted	Expended
<sup>1</sup> Salaries - Total	\$ 131,297.00	\$ 79,180.76	\$ 41,834.00	\$ 127,788.00	\$ 66,788.04	\$ 127,458.00	\$ 100,943.79
Benefits	\$ 460.00	\$ 26,080.47	\$ 13,291.92	\$ 460.00	\$ 23,429.07	\$ 460.00	\$ 32,046.33
Purchased Services Pool	\$ 31,327.00			\$ 35,385.00		\$ 24,985.00	
Maintenance (contracts/repairs)		\$ 31.61			\$ -		\$ -
Operating Costs (phone, postage, etc)		\$ 235.76			\$ 372.04		\$ 168.01
Professional Development & Travel Costs		\$ 2,636.25			\$ 5,379.66		\$ 3,478.84
Student Project Support & Travel		\$ 1,912.70	\$ 1,050.00		\$ 1,509.43		\$ 1,031.76
<sup>2</sup> Alternative Break Trip Costs		\$ 6,226.23	\$ 1,750.00		\$ 3,895.63		\$ 3,986.38
<sup>3</sup> Days of Service & Other Event Costs		\$ 1,049.38			\$ 1,892.28		\$ 2,637.03
<sup>4</sup> VISTA Costs		\$ 8,260.00	\$ 6,000.00		\$ 15,203.00		\$ 14,893.00
Printing Costs		\$ 424.58			\$ 580.01		\$ 1,775.95
Supplies Costs	\$ 1,980.00	\$ 890.02		\$ 1,980.00	\$ 1,688.16	\$ 1,980.00	\$ 1,204.33
Equipment (Purchases)	\$ 100.00	\$ -	\$ 3,100.00	\$ 100.00	\$ 786.00	\$ 100.00	
Other Expenses	\$ 75.00			\$ 75.00		\$ 75.00	
Memberships		\$ -			\$ 135.00		\$ -
License & Permit Costs		\$ 84.00			\$ 72.00		\$ -
<b>TOTAL COST</b>	\$ 165,239.00	\$ 127,011.76	\$ 67,025.92	\$ 165,788.00	\$ 121,730.32	\$ 155,058.00	\$ 162,165.42
REVENUES		Year 1			Year 2		Year 3
<sup>5</sup> Grants		\$ 600.00			\$ 376.76		\$ 376.07
<sup>6</sup> Special Event Reimbursement		\$ -			\$ 293.00		
Other: Alternative Break Deposits		\$ 900.00			\$ 2,600.00		\$ 2,331.84
<b>TOTAL REVENUE</b>		\$ 1,500.00			\$ 3,269.76		\$ 2,707.91

## **Appendix J (continued)**

### Fiscal Budget

**1:** During fiscal year 10-11, a staff member left the university in December and the position was vacant through the 11-12 fiscal year.

**2:** Each semester, the Center sponsors a break trip during fall and spring break. This trip gives students a low-cost opportunity to serve in a new community.

**3:** Throughout the fiscal year, the Center plans and sponsors several service days and additional events that bring connect the WCU community to local organizations.

**4:** Each year, the Center hosts an AmeriCorps\*VISTA member to assist with program activities and strengthen community partnerships. For the last two years, the VISTA position has been focused on food security in Jackson County and has partnered with The Community Table. The total cost of a VISTA includes an administrative fee paid to North Carolina Campus Compact, housing, a meal allowance, and a WCU parking permit.

#### **5: Grants**

- 2012-2013: The Center received a \$600 mini-grant from North Carolina Campus Compact to be used for voter initiatives. This was a one-time grant.
- 2011-2012: The Center received a total of \$276.76 to support the MLK Days of Service. The monetary support for the MLK Days of Service is a one-time grant that is applied for annually. The Center also received a \$100 Food Challenge Award that supported food security initiatives.
- 2010-2011: The Center received a total of \$376.07 to support the MLK Days of Service.

#### **6: Special Event Reimbursement**

- During the 2011-2012 academic year, the Center administered an AmeriCorps Educational Award Program called ADVANCE. The program focused on mentoring K-12 students. In the fall of 2011, students across the state were given the opportunity to attend the Communities in Schools Mentoring Summit. North Carolina Campus Compact reimbursed universities for the travel expenses.

## Appendix K

### AAC&U Bringing Theory to Practice Grant Application (finalist)

#### **The Ripple Effect: A Thematic Interdisciplinary Design for Engaged Learning and Community Involvement**

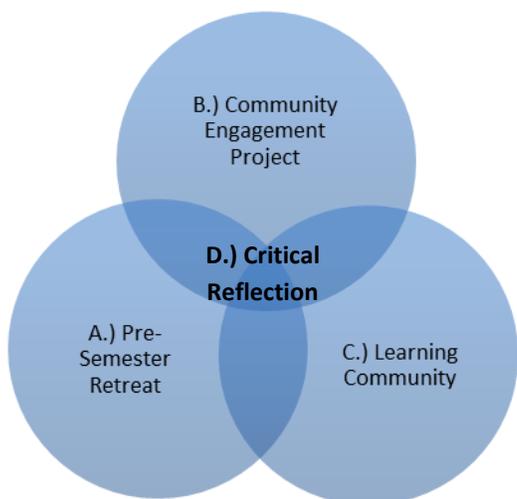
##### **Primary Contact Information**

**Name:** Lane Perry, PhD, Director of the Center for Service Learning  
**Address:** Belk 273, Western Carolina University, Cullowhee, NC 28723  
**Contact:** *Email:* [laneperry@wcu.edu](mailto:laneperry@wcu.edu) *Phone (office):* (828) 227-2643

*We believe that information, converted into action, followed by critical reflection can lead to a ripple effect ultimately bringing about social change.*

##### **Purpose**

The greater vision of this partnership is to provide educative experiences that when combined with critical reflection and relevant academic content will prepare students to identify what they *truly love about the world* (Hermann Hesse) and ultimately *be the change they want to see in it* (Mohandas Gandhi). Ultimately, this grant proposal aims to “seed change” and cultivate it, virtually supplying the venture capital to help Western Carolina University (WCU) move the proposed project forward in a way that is robust, dynamic, and ultimately sustainable (Klein, 2010, p. 92). The funds from the BTtP grant will enable WCU to build upon successful frameworks and move forward with innovations that are currently beyond our scope of practice.



##### ***The Interdisciplinary Model***

**A.** The *Pre-Semester Engagement Retreat* intends to introduce participants to one another, the WCU campus culture; ideas on service, community engagement, and servant-leadership; and promote group cohesion. Active and collaborative learning opportunities and dialogue will set the tone for the academic year. Tinto (1988) has identified the first six weeks of a student’s transition from secondary to tertiary education as a pivotal period for their retention and “that effective *retention* and the *involvement* of individuals in the social and intellectual life of the college are *one and the same*” (p. 453, italics added).

**B.** The *Community Engagement Project* serves to ground a collaborative and sustainable partnership with the local community, whereby a relevant issue will be directly addressed. This project-based approach to teaching and

learning can help students develop problem solving skills, collaboration skills, and make connections across disciplines and educative experiences (Hmelo-Silver, 2004; Perry, 2011). Community-based projects serve as incubators for experiences salient to the Learning Community (LC) curricula. The concentrated emphasis to connect out-of-class experiences and community-based projects with the academic curricula will bring life to the course content and greater relevance to the experience by way of critical reflection.

**C.** *Learning Communities*, defined as two or more courses linked by a common theme and/or learning outcomes, have consistently been identified as sources for integrated academic and social experiences, increased academic performance, positive perceptions of the college environment, and personal development (Zhao & Kuh, 2004). The intentionality of the integrated connections is an imperative with regard to retention (Pascarella & Terenzini, 2005). From a teaching and learning stand point, learning communities serve as bonding agents for faculty who are interested in integrating and synthesizing content in an applied and interdisciplinary way.

**D.** *Critical Reflection* is imperative to the meaning making and perspective shaping processes of learners engaged in educative experiences (Perry et al., 2012). Critical reflection provides the context whereby students can integrate learning across courses and grapple with “bigger questions” that can provide deeper understanding and wider relevance to course content (Kuh, 2008). As an educative activity for learners “reflection and critical

reflection are processes that create opportunities to *stop* and think, question, and discuss experiences” (Perry et al, 2012, p. 683), ultimately leading to a more appropriate *restart* in the form of future action.

### **Linking Objectives: Bringing Theory to Practice (BTtP) and WCU**

It is the ability and desire for life-long learners to continually explore their values, acquire knowledge, and ultimately be prepared to act upon and test that knowledge in the world that is higher education’s true purpose (Colby et al, 2003). Theoretically, a pedagogy intended to advance civic learning, coupled with relevant academic content and experiences, could be a formula for developing the type of civically minded leaders an engaged democracy desires. Working holistically through community-based experiences, dialogue, and engaged learning, the objectives of this thematic interdisciplinary design are to:

- “Foster productive interrelationships... [between] individual realization and the forming and sustaining of civic society,” by providing the opportunity for students to address the question: ‘What in your community/world do you *care* enough about to do something about?’ The answer to this question will emerge from the student’s exploration of relevant theory, self, and experience; ultimately, realizing the relationship that exists between an individual and the community where they reside.
- “Increase the involvement of students in bringing about [and applying] these changes,” by addressing the process whereby a person’s ‘cares’ are applied to promote social change. The processes to organize thoughts, build resources, engage others, and implement strategies are imperative for individual *cares* to become collective action.
- Develop the students’ skills to address the questions: ‘How do you know when you have brought about some level of influence or social change? How do you know it is good or right?’ The evaluation of social change and collective action is essential to promoting an understanding of civic engagement as a process and not an end product.

### ***Structural Components of the Learning Community (LC)***

Following are the structural components designed to bring theory to practice:

*Curricular Components* will enroll students in four courses during the year – two in Liberal Studies (LS), one First Year Experience (FYE) transition course, and one Leadership course.

- Inviting diverse faculty and discipline perspectives, both LS courses are flexible with regard to departmental ‘home’. A new first-year seminar, focused on community and civic engagement, will be developed as one of the LS courses.
- The transition course will be developed as a hybrid design and serve as a pilot intended to inform and impact the FYE transition experience for all first-year students.

*Academic Support Structures* will assist the learning community (students and instructors) via:

- faculty/staff professional development and scholarship;
- use of academic resources such as tutoring, technology, and library services; and
- undergraduate research and scholarship.

*Experiential (Co-Curricular) Components* will compliment course designs via:

- a pre-semester *LC Engagement Retreat*,
- the creation and facilitation of the yearlong *Community Engagement Project*, and
- programming with the Center for Service Learning (CSL), Office of FYE, Office for Leadership and Student Involvement (OSLI), and the Department of Residential Living.

### **Institutional Commitment**

In alignment with the objectives of BTtP, WCU is committed to:

- "... encourage cross-campus discussions and the valuing of the interdependency of student affairs and academic affairs;"
- "increase the involvement of faculty in changing the practices of culture of the academy ..";
- "increase institutional attention and commitment..." and capacity.

Adopted in 2007, WCU's Quality Enhancement Plan (QEP), *Synthesis: A Pathway to Intentional Learning*, was designed to help students, faculty, and staff create connections between teaching and learning – inside and outside of the classroom. “The overarching goal is to empower students to *integrate* knowledge and skills from their academic and co-curricular experiences to become *intentional* participants in their own learning and career plans” (WCU QEP Committee, 2007, p. 12). One of the five primary goals states that “Students will practice civic engagement”. A second goal states that students will “Clarify and act on their values and purpose” (WCU QEP Assessment Committee, 2009, p.1).

In 2012, the Board of Trustees endorsed WCU's new strategic plan, *Vision 2020: Focusing our Future*. As stated, WCU's vision is “To be a national model for student learning and engagement that embraces its responsibilities as a regionally engaged university” (WCU Strategic Planning Committee, 2012, p. 3). Strategic direction number two, *Enrich the Total Student Experience*, states: “WCU is committed to working toward the best interests of the region and state through deliberately and consciously considering what it means to educate citizens, a pursuit that encompasses both curricular and co-curricular elements”. Goal 2.2 of this strategic direction includes six initiatives, each directly aligned with this project's objectives as well as the objectives of BTtP.

“Interdisciplinarity is associated with bold advances in knowledge, solutions to urgent societal problems, an edge in technological innovation and a more integrative educational experience” (Klein, 2010. p. 2). The LC will be open to any first-year student through a pre-orientation application process. *The design of this LC will serve as a transferable model to develop new thematic learning communities*, each sharing the common bonds of interdisciplinary and engaged teaching and learning for a diverse student population.

Currently, WCU offers a robust collection of Living-Learning Communities (LLC) supported by both Academic and Student Affairs. These are thematic FYE transition courses that also include an introduction to leadership principles. In 2011, a Task Group of faculty and staff published a report aimed to discern WCU's readiness to expand learning communities beyond current living-learning cohorts. The Task Group documented an exhaustive review of the institutional history with learning communities and presented their findings as recommendations for moving forward. The group generated plans to address identified barriers and to foster the implementation and sustainability of future learning communities (e.g., this project specifically).

Additional examples of institutional commitment to interdisciplinary and collaborative projects include campus-wide interdisciplinary themes such as *Citizenship & Civility*, an initiative born out of the QEP and with the American Democracy Project; and a new venture with the University of North Carolina at Greensboro. The goal of that partnership is to develop a state-wide consortium dedicated to the enhancement and support of learning community programs across the state and to foster collaboration and professional development opportunities.

#### **Quality and Sustainability: The project team and key participants**

This project has a tremendous potential to involve faculty and students in the experience of teaching and learning in a variety of diverse and innovative settings. The FYE Office serves as the organizing center for WCU learning communities and all transition courses, providing structural and organizational support. The CSL, taking the lead with this particular interdisciplinary design and LC, also serves as a supporting network for all WCU learning communities and interdisciplinary initiatives. The Associate Vice-Chancellor for Undergraduate Studies maintains administrative oversight for interdisciplinary initiatives (instructional, experiential, and research).

The project team is comprised of the Director of the CSL, the Director of FYE, and the Director of Assessment in the Office of Institutional Planning and Effectiveness (OIPE). Serving in an advisory capacity, the LC Task Group comprises a core support network, representative of faculty and staff from

academic and student affairs units. This group's expertise, diversity, and dedication are integral to the initiative's quality and sustainability.

Initially, this LC will be limited to one cohort of 25 students. Future growth and transferability of the thematic interdisciplinary design will be determined by the availability of resources (structural, financial, human, and interest) and informed by assessment. While individually, each of these educative strategies are strong, it is our intention to combine them as an organized structure designed to get students beyond modified and integrated experiences and into the realm of authentically transformative experiences (Klein, 2010).

Ultimately, this project has the capacity to transform the culture of WCU and the region served. By educating a cohort of civically engaged students, who are prepared to transform their personal cares into social action, WCU can claim to have influenced the next generation of leaders. This is the greater intention of our project; to “seed change” and cultivate it (Klein, 2012, p. 92)!

### **Evaluation and Reporting**

WCU will conduct a variety of assessments expected to inform campus leadership regarding ways to strengthen existing learning communities and community engagement opportunities. It is also expected that the data collected from this project will allow for numerous studies to be conducted looking at academic performance, retention rates, and graduation rates, as well as other analyses not yet thought of by the project team. All of these studies will be submitted for publication in journals related to the relevant topics.

OIPE is working in cooperation with the project team to evaluate the outcomes of this project. Academic data as mentioned above is collected by OIPE per semester and data will be made available for proper analysis. OIPE also manages outcomes assessment for academic programs through the OIPE Director, a process that has been in place for over fifteen years. Quantitative and qualitative data collection and analysis methodologies will be used. Qualitatively, structured interviews, observations, and artifacts will be collected from participants and analyzed for emergent themes through constant comparative analysis method.

Quantitatively, beyond the institutional data, two additional survey instruments will be utilized to determine the influence of the *Thematic Interdisciplinary Design* on student engagement, persistence, and development. Those instruments are as follows:

- Community Service Involvement Preference Inventory (CSIPI) (Payne, 1998)
- Critical Reflection Questionnaire (CRQ) (Kember et al., 2000)

The “CSIPI does not purport to measure whether development or learning has occurred... the instrument attempts to assess experience and involvement in community service according to the developmental progression assumed” in service-learning and community engagement (Payne, 1998). A pre- and post-test approach is an effective way of measuring changes over a semester or experience in a program in students’ preference of service experience.

The CRQ’s principle use has been as a tool to investigate the effects of a teaching and learning environment on reflective thinking. A pre- and post-test approach has been identified as an effective way of measuring changes in students’ reflective thinking abilities and experiences. According to Kember et al (2000), “The psychometric properties of the instrument have been established by the use of confirmative factor analysis. The reliability of each scale [there are four Habitual Action, Understanding, Reflection, and Critical Reflection] was shown to be satisfactory by the use of Cronbach alpha” (p.392).

### **Budget Request and Resources**

This grant will enable the development and assessment of a project that aims to demonstrate the pedagogical and practical value to deans and department heads within a controlled and fully supported environment. Following is a summary of the spending categories, each of which will intentionally overlap as per the holistic nature of the project. The greatest category specific expense is the funding of the *Experiential Retreat*. Beyond the 'normal' scope of state spending, the assessment and evaluation of the project aims to demonstrate such an experience justified for future and continued funding.

In addition to this request, WCU will supply significant financial and tangible support for this endeavor, such as salary of personnel who will support this initiative directly and indirectly, internal grants to fund dissemination of research and findings connected with this project, and other expenses associated with the development of new curricula (not included in this request).

<b><u>Budget Category</u></b>	<b><u>Purpose/funds use</u></b>	<b><u>Budget Allocation</u></b>
	<b><i>Request of BTtP Grant --</i></b>	Total Request: 9,900.
Experiential Retreat	Pre-term Community Building	5,400.00
Academic Texts	For Two New Courses to be Developed	2,000.00
Experiential Support	Service and Engagement Projects/Supplies	1,500.00
Travel	Retreat (500.), LC field trips (500.)	1,000.00
	<b><i>WCU Institutional</i></b>	Match: 9,950.
Assessment	Documentation & Qualitative Analysis	4,000.00
Travel	Scholarship and Showcase	1,000.00
Salary (in-kind)	PI Salary Percentage	5000.00