



Tree Planting ceremony in front of Trimble Technical High School on February 18, 2009 as a part of the Neeley Fellows Professional Development Program

Profiles of Service

Community Involvement & Service-Learning
Effecting Change Through Service

Non-Profit Development

Neeley School of Business

By Beata Jones

As a part of the Neeley Fellows Professional Development Program, 28 Neeley Fellow Juniors worked to assist four local non-profit agencies during the Fall 2008 and Spring 2009 semesters. The students were involved in five different projects: Near SouthSide Tree Planting Project, Joe's Run Marketing for Samaritan House, Volunteer Management Plan for Samaritan House, Live United campaign for United Way, and Celebration of Community Heroes event for Red Cross.

Student Outcomes

As the students completed the business tasks assigned to them, they reflected upon the concepts they were learning in an Organizational Management class. Fellows wrote papers elaborating on how the class learning that pertained to organizational culture, communications, leadership, teamwork and motivation had been reflected (or not) in their service-learning projects. Additionally, students completed a survey and a debriefing session at the end of each semester last year. At the end of the project, they wrote detailed narratives with the project deliverables, and delivered formal presentations to all the stakeholders. "I am very pleased that we have an influential role in local non-profit organizations. We are getting hands-on experience that can't be emulated in the classroom" wrote Jodi Settle in her assessment of the experience.

Community Benefits

Following the Neeley Fellows' work, the agencies communicated the following benefits:

1. Tangible civic improvements to Near South Side, with 35 new trees planted throughout the community.

2. New insights into organizations that led to process improvements at the non-profits.
3. Completed projects that otherwise would not have been completed or completed as quickly or as well.
4. Increased leverage of financial resources.
5. Increased quality of events delivered.
6. New connections with other community groups.

Nancy O'Malley, Senior VP of Marketing and Communications for United Way of Tarrant County, wrote in her assessment of students' work the following:

This Live United project has been a valuable experience for United Way because we learned through the surveys done by the students that 90% of the young people asked knew about United Way, but did not know what United Way does. National research shows that is a common experience with all donors, but it is a particular challenge for United Way to reach young adults. We feel we now have new friends and supporters in the Neeley school and appreciate all that the faculty and students did so enthusiastically to raise awareness on the TCU campus.

Lessons Learned

Based on the results of our second service-learning project, we plan to continue work in the community in the coming year, integrating

Three components are essential for an effective service-learning experience:

1. An intentional match between learning objectives and activities students engage in at the community site;
2. A true partnership between university and community agency representatives in selecting service projects and promoting student learning; and
3. A commitment to ongoing reflection as a tool for integrating knowledge and experiences.

At TCU, many faculty and staff have discovered the value of service-learning and have incorporated it in their courses and programs.

The Center for Community Involvement and Service-Learning (CISL) exists as a resource for those looking to engage students in learning through service. In fact, several of the authors in this publication have been the recipients of the service-learning instructional grant made available through our office. CISL provides technical assistance on starting or revising service-learning



Catherine Anderson and Adam Goodlett at the Lupton Stadium setting up for the Live United Baseball game on April 3, 2009.

service-learning into future Neeley Fellows' Organizational Management and International Management classes. During the 2009-2010, Junior Neeley Fellows will be working with H.O.P.E. Farm, Inc., Gladney Center for Adoption, Make-a-Wish Foundation, The First Tee of Fort Worth and VE Global. The non-profit organizations for the upcoming year were selected by the students with an intention of increasing students' intrinsic motivation for the projects. The projects, when completed, will further the goals of the non-profit organizations and allow the TCU students to test theory in practice, learn about responsible citizenship and hone many of their business skills.

projects, facilitates partnership-building with community agencies and peers, offers faculty and student grants, sponsors professional development opportunities, and assists in locating information on best practices, funding and networking.

Our Center is proud to share the second issue of *Profiles of Service* with you. The positive response we encountered from the TCU community after the publication of the inaugural issue in 2008 attests to the existing value placed on community involvement as a channel for student learning and development. We hope this publication will encourage others to adopt community service as a part of their teaching pedagogy, and that new partnerships will develop to strengthen TCU's community engagement profile.

Most of all, we hope to celebrate the outstanding work of engaged TCU faculty, students, and staff working in communities everywhere.

Editor's Note

Service-Learning at TCU

By Rosangela Boyd



TCU's mission encourages us to provide students with a well-rounded education. We are called not only to inspire students to excel in their disciplines but to act responsibly and ethically in the global community. Service-learning is an excellent mechanism to accomplish this mission.

As a branch of Experiential Education, service-learning is a pedagogy that promotes learning by active participation in projects that address current needs of the community.



TCU student Cole Konopka and his team construct a raised bed vegetable garden for senior citizens at the Resource Connection Demonstration Garden.

Food Justice in Fort Worth

Dept. of Sociology, Criminal Justice, & Anthropology

by Dave Aftandilian

For a Spring 2009 course on “Environmental Justice, Human Rights, and Agriculture,” I wanted my students to both understand the problems with our current global agricultural system for farmers and consumers, and to explore potential solutions to those problems.

The problems are easy enough to point out, such as acutely toxic pesticides that poison the mainly Mexican immigrants who travel hundreds or thousands of miles from home to grow and harvest our fruits and vegetables, and the severely overcrowded and run-down housing conditions and lack of medical care these workers must endure. Or the coffee farmers in Ethiopia who work from dawn to dusk and later, yet receive such a low price for their coffee that they cannot afford to feed their families or send their children to school. Or the residents of vast swathes of our inner cities who have fast food restaurants on nearly every corner in their neighborhoods, but no supermarkets where they can buy affordable, quality produce; these “food deserts” exacerbate growing epidemics of obesity and diabetes among our young people.

If those problems sound huge and terrifying to you, you’re not alone—I feel the same way, and so do my students. Therefore, I made sure that the course did not just cover problems, but also gave students the chance to evaluate potential solutions. And because the challenges of food justice are not just global,

but local, I hoped the students could put their minds and hearts to work solving problems right here in Fort Worth.

It is because of this push for a local connection that I required the students to complete a final, group project that they designed in partnership with a local community organization. One group of students worked with the Tarrant County Master Gardeners to both learn how to build raised-bed vegetable gardens, and then how to install two such gardens for use by local senior citizens.

The Tarrant County Master Gardeners maintain a demonstration garden at the Resource Center in Fort Worth to showcase best practices for growing fruits, vegetables, and flowers in the North Texas heat, and also to give low-income community members a place to grow their own healthy food.

Thanks to the Center for Community Involvement and Service-Learning, and to fellow faculty members such as Dr. Lyn Dart in Nutritional Sciences and Dr. Pam Frable in Nursing, I was able to identify several community groups who were interested in hosting student projects. The Center also provided me with a grant that served as seed money for several of the class projects. Community partners for this semester included H.O.P.E. Farm, R.E.A.L. School Gardens, Refugee Services of Texas, Tarrant Area Food Bank, and the Tarrant County Master Gardeners.

WHAT CAN THE CENTER FOR COMMUNITY INVOLVEMENT & SERVICE- LEARNING DO FOR YOU?

The Center for Community Involvement and Service-Learning provides support to faculty interested in community service as a means to foster learning, growth and commitment to social justice. There are several services available to faculty at TCU:

- Links to community agencies and relevant needs in the community
- Individual support in building service-learning into existing or new courses
- Presentations on service-related topics and assistance with reflection activities
- Promotion of service-learning courses to TCU students
- Evaluation of service-learning courses and initiatives
- Updates on upcoming events and opportunities for professional development
- Notification regarding awards and funding opportunities
- Administration of mini-grants for service-learning course development
- Coordination of workshops in partnership with the Center for Teaching Excellence
- Dissemination of outcomes from service-learning projects through poster sessions and publications
- Coordination of a resource library with service-learning books and journals
- Assistance in integrating community engagement into scholarship portfolios

Privilege, Power, Difference

By Harriet Cohen

Social work majors in SOWO 40883 Generalist Practice with Diverse Populations collaborated with the TCU Office of Residential Services Diversity Committee and became a room sponsor for the Tunnel of Oppression event held during April 2009. The course readings, class discussion, and assignments challenged the class members' attitudes about privilege and power. The Tunnel of Oppression event provided an opportunity for the class to educate other students about how we act as both oppressor and oppressed. Utilizing the information that they learned about individual and institutional oppression and strategies to disrupt the cycles of oppression, these social work students developed an interactive exercise to help other TCU students understand the concepts of privilege and power and ways that our own unearned advantages serve to maintain oppression and social and economic injustice. By educating others not just about one specific form of oppression, but also that our privilege maintains the matrix of domination and oppression, they provided a venue for students on the TCU campus to understand the privilege and power in their lives and how it oppresses others.

According to Trisha Teig, Coordinator for the Tunnel of Oppression at TCU, "one class took the opportunity the Tunnel provided above and beyond our dreams. These social work students were represented every hour that the Tunnel was open to

Dept. of Social Work



Class Members Celebrate a Successful Event. From left to right are Lauren Wright, Samantha Peterson, Blade Berkman, Katie Anderson, Lauren Taylor, Nikita Purdy, Steven Ashbrook, & Daundria Randolph

guide participants in their room through an experience addressing issues of social class, disability, age, and other "isms". Participants gained insight into what it was like to walk in the shoes of another in this interactive portion of the Tunnel experience. This "room" of the Tunnel was a favorite of a majority of the participants surveyed. It was so impressive to see the dedication and creativity of these students in such a unique and impactful program."

The social work students reflected, this project "forced every single one of us to lean into discomfort and challenge our thoughts and preconceptions of others." We realized, "these 'isms' no longer have to shape our world." They made a commitment that they

will "no longer will remain quiet, give in to, or tolerate the behaviors and thoughts that I know are wrong." The project taught them to embrace their responsibility "as members of our society [and the TCU community] to break the cycle of oppression by fighting for equality."

The students learned not only to "talk the talk" but also to "walk the walk." Through their research for three aspects of this project—education, jobs, and housing—the students realized that all schools are not equal and that the disproportionate education that students receive dramatically affects their future jobs, housing, and economic well-being. This structurally invisible oppression prevents groups from recognizing their similarities. The intersectionality of multiple identities further complicates the dynamics of oppression. The social work students learned these throughout the course; however, by creating and implementing the project, they learned to apply and convey these complex concepts to those students who participated in the project. The class members experienced first hand the concept that culturally competent social work practice involves developing effective interventions with diverse individuals, groups, and communities, and with a commitment to advance social and economic justice.

I will again use the Tunnel of Oppression assignment in the spring SOWO 40883 class; however, I will propose three project themes rather than have the students struggle to identify the theme. Also, I will invite other social work students to participate in the planning and program implementation.

TCU Partners Program

Depts. of Spanish and English

By Karla O'Donald & Dan Williams

The TCU Partners Program, implemented in several Spanish and English courses last year, was a wonderful and challenging experience for everyone involved. About seventy-five Spanish students and forty English students tutored about fifty TCU Physical Plant employees. Subjects included GED preparation, citizenship lessons, computer literacy, and the teaching of English as a second language, but often both students and partners learned more from their conversations than from their lessons.

The TCU Partners Program first began because several physical plant employees were working to achieve a number of personal and professional goals, and we thought that

opening up a dialogue between students and staff might be beneficial. Students in Honors English classes seemed ideal to take on a service-learning project involving language and computer skills, but since a large portion of the individuals needing and wanting help were not English speakers, students in Spanish classes were also asked to participate. We thought the project would be a great experience for students to use and practice their language skills outside the boundaries of the classroom. We were also aware of the great importance of learning and speaking English, of passing the citizenship test, and manipulating the technology that inundates our world. Not accomplishing all of these things creates immense disadvantage and missed opportunities.

Students often were enthusiastic about their meetings with staff. One example was Robert and Noel, two Spanish students, and their tutoring sessions with Susana. Susana knew no English at all, but after meeting with her once a week for twelve weeks, these students reported in their journals steady improvement. Describing her last meeting, Katie, an English student, expressed her sense of fulfillment: "Tutoring Armando this semester has been one of my favorite experiences at TCU. Helping him made me realize a lot of my own capabilities."

We are elated with what this program has accomplished during its first year, and we are excited and hopeful as we move into its second year. We look forward not only to continuing this service-learning project, but also to improving and expanding it. The TCU Partners Program has had a great start, and it has great potential to enrich our TCU community.



Above Left: Students and a Master Gardener constructing a raised planting bed; **Above Center & Right:** students teach gardening skills to children.

Children's Demonstration Garden

Dept. of Nutritional Sciences

By Lyn Dart

Supervised Practice in Community Nutrition is a required course for students in the Coordinated Program in Dietetics, providing learning experiences in the community with an emphasis on the provision of nutritional services and education for different populations and ages. In spring 2009, 14 senior dietetics students built on service-learning activities associated with a community-based participatory research project initiated in 2007 at the Tarrant County Resource Connection Community and Demonstration Garden. Community Gardening for Active Citizenship was designed to foster skills for effective public health practice among students and engage community members in learning about sustainable food systems and the health benefits of gardening.

Financial support for a course development grant in the spring semester (Center for Community Involvement and Service-Learning) allowed dietetics students to continue service-learning activities at the Garden and help meet evolving community needs. Students collaborated with the Tarrant County Master Gardener Association to work toward enhancing the Garden as a learning environment for young urban children. Research shows that a

lack of green or open space in an urban setting disconnects children from the immediate natural world. Garden environments allow children to connect with nature and learn about the role of plants in sustaining human and animal life.

During the spring semester students developed plans and initial structures for the Children's Garden, providing a variety of raised planting beds for children to learn how to take care of herbs, fruits and vegetables, and flowers. Additionally, students worked closely with Master Gardeners and the Tarrant Area Food Bank in developing a service-learning curriculum for health professions students. The purpose of the curriculum is to teach students about the impact of urban agriculture in emerging public health issues and enhance their skills in teaching children about connecting with their surrounding geography and the importance of agriculture in sustainable communities. The curriculum will be implemented in the fall 2009 semester for students in their first year of the Coordinated Program in Dietetics.

Due to the dedication of Tarrant County Master Gardeners, the Garden continues as a

resource to enhance the County's capacity for health promotion and addressing public health concerns. Master Gardeners are key contributors in students' learning – acting as teachers, coaches, and role models. To date, 106 health professions students in dietetics and nursing have participated in service-learning at the Garden and outreach education in the community. Based on students' reflective evaluation at the end of the semester, learning at the Garden tends to be a unique experience for each student. One dietetics student commented, "I learned that while all of my classmates, including myself, enjoyed our time at the Garden, we all took away something different. For some it was the leisure of spending a few hours of the day getting fresh air, others took away gardening tips for their own initiatives at home, while several of us were inspired with great ideas for community outreach programs associated with the Garden. Despite our inspirations or the depths of our connections with the Garden, I could sense that we would all agree that our time spent at the Garden was well worth the experiences, especially for those of us that gained motivation to bridge the connection between the Garden and the community."

Service-Learning Resources



Many resources exist that help educators and community partners find each other, learn more about service-learning, share experiences, and provide additional resources. Check out these

websites as a way to find out more about the larger community of service-learning practices, grants, and success stories.

- **www.compact.org:** the Campus Compact is a national coalition "dedicated to promoting community service" and service-learning in higher education.
- **www.servicelearning.org:** a national service-learning clearinghouse with a treasure trove of resources all about community outreach and service.
- **www.txcsl.org:** the Texas Center for Service-Learning has information pertinent to service and grants available in the state of Texas.

- **www.service-learningpartnership.org:** "A nationwide network of members advancing service-learning."
- **www.learnandservechallenge.org:** organizes practitioners for a "concentrated week of special events and community outreach activities to raise awareness and build support for service-learning."
- **www.texasampuscompact.org:** information on upcoming Texas events, awards and requests-for-proposals, as well as articles on current issues in service-learning and civic engagement.

Find out more about TCU service-learning grants and support at involved.tcu.edu.

TCU Institute of Child Development

By Karyn Purvis

In Texas, 130 children are abused and neglected every day. These children likely will suffer long-term consequences from their harmful experiences and follow a path to mental illness and/or incarceration. On a further sad note, Texas ranks 49th in the nation for dedicated resources in child mental health. Thus, there is a need for improvement.

Community partnerships with the Texas Center for the Judiciary, National Children's Justice Act, Union Pacific, Judge Carole Clark of Smith County and Judge Jean Boyd of Tarrant County have allowed the TCU Institute of Child Development to create a platform for sharing information and research with Texas Family Courts regarding outcome improvements for children in protective custody. Over 250 judges, attorneys, guardians, CPS workers, CASA volunteers and many others in the Texas Judicial System spent three days on TCU campus attending the first Texas Judicial Summit. National speakers and award-winning authors such as Dr. Bruce Perry, Carol Kranowitz, Deborah Gray, Susan Craven and TCU's own Drs. Karyn Purvis and David Cross presented innovative research and implementation methods to improve and navigate the legal system, as well as methods to improve care for at-risk children immediately.

Through this training, thousands of children that these 250 individuals serve will now be affected by progressive research and interven-

tion insights that Drs. Purvis and Cross have developed. Judge Jerry Webber of Cleburne described it as "a must attend seminar for anyone working with children in the CPS or Juvenile Justice System." Judge Carole Clark of Smith County stated that "the insights [she] learned from the TCU Institute of Child Development have transformed [her] court and dramatically improved outcomes for the children [they] serve." Others noted, "Every judge, CPS worker, CASA volunteer, foster parent, and attorney who works with our kids needs to hear your message."

The Summit focused greatly on early intervention, because many researchers have demonstrated that early intervention can alleviate some long-term consequences for children in need. When these interventions are implemented, as they will be by these 250 advocates, the trajectories for these children will dramatically improve.

Plans are already underway for next year's Texas Judicial Summit. With approval for continuing legal education credits, the Institute expects to have a larger turnout of judges and attorneys, as well as attendance by members of Texas Legislature. The Institute hopes to involve more students with interests in Child



Over 250 child advocates and students filled the Brown-Lupton University Union Ballroom for the three day event.

Development, Criminal Justice, Political Science, Social Work and Education. The goal is to encourage TCU students to become advocates for at-risk children and their families.

With help from community partners, the TCU Institute of Child Development has become a conduit of change in the lives of many children. One Summit participant commented, "This understanding of and for vulnerable children will change the world." Through the Texas Judicial Summit, the Institute plans to continue to educate "Warriors of Hope" who can become a dynamic force of healing and hope for these children who have come from "hard places".

Spanish for the Workplace

Dept. of Spanish and Hispanic Studies

By Teresa Blackwell

Through the Office of Community Involvement at TCU, I found out that the Hispanic Chamber of Commerce was interested in partnering with TCU.

After initial conversations with Rosa Navejar, president of the chamber, students from my class went to her office to discuss a possible project. After working with the class, Ms. Navejar needed help with the chamber's community health fair this summer. She asked the class to develop three bilingual documents: a pre- and post- survey, and a brief leaflet with basic health tips. The last hour of class each day, the class went to the language lab, divided into groups, and began to research similar health fairs, and to work on possible questions which would address the information the chamber needed.

Through various emails to the chamber, and acting on Mrs. Navejar's input and suggestions, we created the documents: English on one side, and Spanish on the other. They will be distributed to the 11,000 plus attendees at the

Community Health Fair on August 1, 2009. Ms. Navejar writes: "The Hispanic Wellness Coalition is excited to have partnered with TCU on the service-learning project. The students that we met were very precise and professional and we look forward to working with the students and TCU again this year."

We finished these projects in two weeks, and were immediately contacted by William Giron who is in charge of Business and Economic Development for the chamber. He needed bilingual pre- and post- surveys for his ten-week business development class series. He spoke to our class and explained what his office does, and detailed the kind of information he needed. We created the bilingual surveys for him, again working in the lab and with frequent emails between the chamber and the students.

With this first service-learning project, I was amazed at the impact meaningful work had on my class. The moment we began to work on these projects in class each day, the students' "interest factor" and motivation

greatly increased. They immediately "owned" the work, and were very interested in creating quality work that would satisfy the needs of the Hispanic Chamber.

The students learned to work in groups, to take criticism and correction in order to produce a quality piece of work, and they learned much about a segment of population that was new to most of them: families in the United States who do not have health insurance, and what is available to them.

One student's comment about the project: "Our Spanish service-learning project was better than any presentation or test I have ever taken. It gave us the opportunity to use what we were learning in the real world. It helped us think about the possibilities for our future and how we can get involved and help our community now."



Fort Worth Hispanic Chamber of Commerce

After-School Enrichment Program

Dept. of Modern Language & Literatures

By Marie Schein



Chelsea Maples and elementary school students.

Foreign Language students are expected to take their knowledge of a target language into the community through worthwhile activities. Last year, students enrolled in French Culture and Civilization 30153 in the fall and 30163 in the spring had the opportunity to share their knowledge with a group of 4th and 5th graders at Seminary Hills Park Elementary School. The school, located just a few blocks from the Southwestern Baptist Seminary, opened in 2004 and has received many recognitions and awards. Among many great programs, the school offers Dual Language and ESL classes to serve the need of students. Many of the 4th and 5th graders who participated in the French Enrichment Program already spoke at least two languages while some could speak three.

Dr. Cecilia Silva in the College of Education was key to establishing this partnership. Mrs. Aileen Martina, Principal, Mr. Eric King, Supervisor of the After School Program, and Mrs. Patti Scoggin, Co-Supervisor and 2008-2009 Teacher of The Year, accepted our program and agreed to let us work with their students.

In the fall of 2008, our Service-Learning project revisited the concept of the bilingual storytelling hour that former students had launched in 2007 but added new components. Teams of 4-to-5 students collaborated to write an original story in French set in France between the Middle Ages and the Revolution of 1789. Students also developed 30-minute lessons to incorporate key words from the stories as well as elements of the culture then and now. In addition, they prepared games, hands-on activities, and provided a nutritious snack at the end of the afternoon.

In the spring of 2009, students chose to present Madagascar as the project theme, one of

the 55 French Speaking countries in the world. They gathered information about the country and its culture, including geographical location and characteristics, landmarks, traditions, music, and cuisine. Then, they assembled the data in a wiki space and later translated their findings into short lessons to trigger the interest of their target audience. The teams took turns teaching five 45-minute lessons in the month of April. Alexis B. loved “the incredible opportunity to encourage kids to learn languages.”

The Service-Learning French Enrichment Projects culminated in June with a week-long, FLES (Foreign Language in Elementary Schools) curriculum. The program was taught by one of our Honor French students who contributed her talent and proficiency to co-design and deliver it. The children learned basic greetings, days of the week, months, and seasons, numbers from 0 to 60, colors, words to describe family members, traditional French songs, made crêpes, and even painted a T-shirt, using the method invented by the French Impressionists. I worked with my student, and soon, we became known as “the French ladies.”

For all three projects, my students created the material they needed to teach their lessons, including memory games and 3D pop-up illustrations for their stories, flashcards, worksheets, and more. We were able to make a lot of materials and provide copious snacks with the grant I received from the Center for Com-

munity Involvement and Service-Learning in support of these projects. Bound children’s stories with Audio CDs featuring key passages recorded by my students, all the reusable teaching tools and games, as well as supplies for arts and crafts were donated to the school.

With every project, my students and I were more impressed by the children’s intelligence, their genuine interest in learning French and discovering fun facts about France and other Francophone countries, and their ability to learn a new language. They also had fun making connections between their first languages and cultural heritages and the language and culture we were presenting to them. Finally, they enjoyed the additional snacks we provided at the end of the day. In the spring project, many returned to our program and even requested certain items they had tasted in the fall. Chelsea M. writes: “It was fun to see the same kids again, and it was really exciting that they remembered us and some of the things we did with them last semester.” We have received very positive feedback from Mrs. Martina, Mr. King, and Mrs. Scoggin and an invitation to return next year.

I am grateful to my students who very graciously embraced the idea of using their knowledge of French with kids in our community. Some of them will be teachers and had a vested interest in the projects. I attended and participated in all the lessons, took pictures, served the snacks, and offered my help when needed. I must admit that I was often distracted from these duties because I was so impressed and inspired by my students’ work and the responses from the children. We were humbled and energized by the experience.

I want to thank my colleagues at the Center For community Involvement and Service-Learning for their support and at the Center for Instructional Services for helping my students record their CDs.



Children in our group in June. From left to right in front: Ashley, Alejandra, and Karen.

Dept. of Communication Studies

By Diane Stamper

Service-learning was an integral part of all of Diane Arnold Stamper's communication courses this year and will continue to be for the foreseeable future. Her students gain real-life experience in applying communication skills while serving the community and contributing to TCU's image of responsible citizens in the global community.

Advanced Public Speaking

Each student gave two speeches that promoted higher education to either high school students through Communities In Schools of Greater Tarrant County and Northside Inter-Church Agency or to newly paroled ex-convicts in the Welcome Back program. After extensive training in audience analysis, speech writing, and delivery skills, students prepared speeches on the value of education and various aspects of college, and then presented them to their class. After a thorough evaluation and one-on-one coaching, they made presentations in the community.

Many students expressed that this was one of the most valuable experiences they have had in college, and the recipient organizations gave rave reviews of the impact upon their students and parolees. Contrary to the expectation that students would prefer to give fewer speeches if given the choice, in a follow-up questionnaire, all but one student strongly preferred giving TWO or more community service speeches. They discovered that their anxiety dropped and confidence soared with the second speech. In addition to a highly effective learning experience, the students discovered a new-found confidence in themselves and their ability to make a difference for others.

Group Discussion

Teams of students conceptualized and implemented group projects for eleven different non-profit organizations. The projects included:

- All Church for Children—tutoring and reading in the after school program

- Arlington Swoosh—assisting with a basketball tournament for underprivileged youth
- Community Enrichment Center—canned food drive and assistance at their food bank
- Fort Worth Botanic Gardens—landscaping project
- Fort Worth Youth Sports Council—coaching, mentoring, and other assistance with team sports for underprivileged youth
- Fortress Youth Development—tutoring, reading, and games with the children in the after school program
- James L. West Alzheimer Center—led activities for patients
- Invisible Children—fundraising and increased awareness for the plight of children in Uganda
- Tarrant County Humane Society—revision of the volunteer application and fundraising
- Tourette Syndrome of Texas—baby-sitting during parent support meetings and fundraising
- United Community Centers—tutoring and reading in the after school program

Throughout the semester, the aspects of group communication being studied were coordinated with team assignments to facilitate the learning and applying of the concepts. Students learned to communicate effectively with a diverse group of people who they did not know before the projects began. Many discovered a new interest in community service, several decided to continue volunteering for their organizations, two gained internships, a few found new career interests, many acquired valuable networking contacts, and they all gained relevant experience for their future careers.

Some students did suggest one change: form smaller teams. The teams consisted of five to six students, and sometimes it was difficult for the team members to find meeting times when everyone was available. This fall, teams will have four students. Some students believe that participation will also become more equalized, because it will be harder to stay in the background when the work must be accomplished by fewer people. This change will be observed to see whether their hypothesis holds true.

The students benefit from gaining real-life experience that develops valuable skills and may enhance their appeal to future employers, and the organizations benefit from the added manpower and creativity of the students. As one student stated, "We actually accomplished more than just making a grade."

Basic Speech Communication and Business and Professional Speaking

New problem-solving skills were facilitated through real-life group service-learning projects for SafeHaven and The National Cowboys of Color Museum.

SafeHaven needed ideas for a new fundraising project targeted for college students—with an added goal of raising awareness of domestic violence in dating relationships—and the museum needed ideas on a variety of aspects involving increasing the attendance for various events. The students in each class applied the problem-solving sequence by conducting brainstorming sessions, and then narrowing, analyzing, and selecting the best options. The students produced creative and feasible ideas, and completed group reports for the organizations.

In addition, in the fall, 80% of the students went on to participate in an optional extra credit group project. They surveyed TCU students to assess the preferences and probable student participation among the top selected ideas. They utilized both online and paper questionnaires. Results were tabulated and a report was completed for SafeHaven.

In these service projects, students take it more seriously, internalize the concepts more fully, and have a more realistic experience than they do with hypothetical scenarios that are commonly used in teaching communication. When students are communicating about work that will actually be useful to the community, they take great pride in the outcome of their efforts.



Communication students pool brainpower to provide ideas for The National Cowboys of Color Museum.

Left to Right: (front row) Matt Crow, Will Kelly, Alexandria Smith, Lora Choi, Kerry Sawyer, Katie Wooldridge; (back row) Antoine Hicks, Samantha Jungman, Matt Mauer, Chris Hillis, and Declan Fitzsimmons.

Dept. of Economics

By Dawn Elliott

I rely on the service-learning pedagogy in the two Development Classes I teach at TCU – Development Theory and Development Studies. Both classes rely on a strong community partnership with the Union Gospel Mission, which serves homeless, men, women, children, and families, <http://www.uniongospelmissiontcu.org/index.htm>. Service projects associated with this partnership encourage students to: (1) consider the role and limitations of civil society in development; (2) confront policy challenges that are often not considered in theory; (3) recognize the need/usefulness for abstract modeling and the importance of considering the limitations that often follow from this process. Projects with the UGM over the 2006/2007 – 2008/2009 school years include: (1) Program Assessment – Development Theory; (2) Financial Literacy Class— prepared, taught and evaluated by students in Development Studies (fall 2008) in collaboration with Washington Mutual Bank; (3) Workshop on Combating Poverty which included UGM and representatives from 39 other community agents in DFW.

Student Outcomes

Results from a TCU student survey confirm that service experiences improve student understanding of the class content and encourage students to consider the relevance of real-world experiences in policy discussions, Elliott (2009), “What is the Comparative Advantage of Service-Learning? Insights from Development Economics,” Forum of Social Economics, Special Issue on Teaching Heterodox Economics.

Partner Outcomes

Our service partner gains are both direct and indirect. Direct benefits results from the timely completion of each service project and the completion/presentation of these findings to all involved. One example is the Assessment

Service Project: after completing the service hours, students presented their suggestions to the UGM staff at a luncheon funded by a TCU Faculty Service-Learning Grant. The assessments were thorough and the presentations professional. A second and more recent example relates to the fall 2008 Financial Literacy Project. UGM clients report – through focus groups and surveys—that these classes were useful and they expressed a strong interest in seeing the class continue each semester.

Indirectly the UGM benefits because of its expressed commitment to the improved learning outcomes of TCU students that follows from these projects. These partner outcomes extend beyond the UGM. The Combating Poverty Workshop which was a part of the service-learning project in fall 2008 brought representatives from 40 different agencies on TCU campus for a one day workshop that included students, guest speaker from Southern New Hampshire University, and the TCU Department of Social Work – that awarded continuing education credit to social workers from community partners including representatives from the UGM.

Lessons Learned

Service-learning seems to be most useful in specializations that emphasize the application of theory, Elliott (2009), Forum of Social Economics.

Although there are additional costs to students, the immersion in real world experiences can generate additional benefits that outweigh these costs—especially when students coordinate their participation.

The additional costs to faculty, for example establishing a service project and partner, can be modest over time. On the other hand, benefits continue to increase as the numbers of enrolled students grow. This increase in

student enrollment over time provides wonderful research opportunities, enabling faculty to systematically demonstrate the benefit/cost trade off from the service-learning pedagogy.

Faculty may offset some of the initial costs through coordinated efforts across campus and through the use of grants. One example is the Financial Literacy template that was created from the fall 2008 service project in development studies. The template was prepared by a student using a service-learning grant and is available for any interested faculty to adopt.

Service projects generate benefits to faculty and students that are not readily measurable, such as the networking with peers/colleagues both locally, nationally, and even internationally; observing students increased interests in areas that are often not explored through traditional means; and exposure to career opportunities in the not-for-profit sector.

The Future

The fall 2009 workshop will better target the strengths and personal interests of students. Students will apply for a project of choice, and this information will help to shape placement. Some students will teach the Financial Literacy class at the UGM using the template created by Joe Brownback from the fall 2008 experience. Others will assist with one of two research projects: (1) an evaluation of the use and limitations for service-learning in development economics across universities in the Americas; or (2) a critical assessment of NGOs and their impact on community development. In addition students will participate in the Combating Poverty Workshop that allows students to engage with community agencies. For the fall 2009 the workshop will include international agencies – from Jamaica – as well as those in the metroplex and TCU faculty and staff.

Service-Learning Grant Award Winners, 2008-2009

Awarded 2009

Lyn Dart, Nutritional Sciences & Pamela Frable, Nursing: “Tarrant Area Food Bank: Sustainable Food Systems for Partner Agencies”

Dawn Elliott, Economics: “Improving Student Understanding of Development Economics through Service”

Stacy Landreth Grau, Neeley: “Neeley Fellows Organizational Management Project”

Mary McKinney, Spanish & Hispanic Studies: “Service-Learning in the Latino Community”

Walter West, Sociology and Criminal Justice: “World Beyond High School”

Awarded 2008

Dave Aftandilian, Anthropology: “Environmental Justice, Human Rights, and Agriculture”

Sharon Canclini, Nursing: “Emergency Preparedness and Safety Fair: Collaborating with the Faith Community”

Lynn Dart, Nutritional Sciences: “Developing a Children’s learning and Demonstration Garden”

Karla O’Donald, Spanish: “Spanish for the Workplace: Students and Physical Plant Staff as Language Partners”

Marie Schein, Modern Languages and Literature: “French Language After-School Program”

Mica Trojacek, Classical and Contemporary Dance: “Service-Learning in Dance: Students Performing and Leading Children and Older Adults in Movement”

Daniel Williams, English: “The TCU Partners Program”

Beyond High School

Dept. of Sociology, Criminal Justice, & Anthropology

By Walter West

The service-learning project for the Juvenile Delinquency course in the spring 2009 provided student-guided tours of TCU facilities to high school “at-risk” and delinquent youth from various programs in Fort Worth and surrounding municipalities.

Community Partners

The community partners included a social service agency (Northside Inter-Church Agency’s Circle of Winners program); two alternative schools (Rites of Passage Academy and Cassatta High School); and both the Tarrant County Juvenile Service Community Services Unit and the Tarrant County Juvenile Justice Alternative Education Program (JJAEP). The youths from these community partners were primarily inner-city, minority, at-risk teenagers discovering a college campus for the first time.

The Circle of Winners program is an employment program that provides mentoring and leadership development to help high school students who desire to attend college. The at-risk factors for these students are primarily financially-based, resulting in their dropping out of school or failing to continue their education after high school. These teenagers were AP students from Northside and Diamond Hill high schools. The Rites of Passage Academy is a “grass roots, educational, youth-serving organization that is dedicated to uplifting a community by uplifting its youth” (www.ropacademy.com). It is a private school and a suspension recovery alternative school founded in 2006, serving primarily southeast Tarrant County. The students were accompanied by Rickie Clark, cofounder of ROP Academy. Cassatta High School is a private non-traditional alternative school for students who have had difficulty in a traditional high school or have dropped out for various reasons. The school is associated with the local Catholic diocese, though enrollment is open to students of all faiths and ethnic backgrounds. Cassatta was founded in 1975 and is located on the near-southside of Fort Worth. Classes are held in morning and afternoon sessions to allow students more opportunities for employment. Cassatta students provided their own transportation to TCU on the designated Saturday. These kids have to satisfy their conditions of supervision by completing so many hours of service. Assistant probation officers transported and supervised their Saturday tour. The second group, JJAEP, provides a combination of academic, behavioral, and therapeutic services to meet the needs of youth expelled from the public school system. The youth that were designated for the TCU tour were merit-level students. Mr. Sedrick Dickens, the Assistant Director of JJAEP, accompanied the juveniles during a weekday visit.

The Tours

The TCU class of 55 students was divided into five groups. The original plan was to have the campus tours on designated Saturdays during the semester. Due to school schedules and transportation constraints, we ended with three groups on Saturdays 9-12 noon and two weekday groups during class time, 11-1pm.

All five TCU students led tours, beginning with a meet and greet session in which everyone was provided a name tag. I asked for the TCU students to identify themselves by class, major, their home city, and how they financed their education at TCU (scholarship—academic or athletic, student loans, employment, parental funds, etc). Then, I asked the community adult sponsor to identify themselves and tell us about their alternative school or agency. I would ask each youth to tell us where they last attended public school or dropped-out and if they were employed. After the introductions, we started the campus tours. I intentionally did not match-up students with individual youths. The intension with the tour itself was to show the youths the diversity of students and various aspects of college life. The obvious tour stops included residential dorms, the recreation center, the athletic facilities, dining and student center, classrooms/lecture halls, art galleries, and the library. We were often pressed for time and availability was often difficult for certain locations, but we still managed to get the kids through all these facilities and back in time for a final reflection and discussion (R&D) session. Finally, each group was provided a packet of information from the registrar concerning availability of scholarships, student loan information, employment, and other TCU information.

Result

The response from all five community partners was overwhelming—they all advocated a need to continue this service-learning program. Students in my class were praised for their leadership and heart-felt attention to these youths. The students from this class cared enough to repeatedly explain how to finance an education through funding options such as ROTC, scholarships for minority students, sports and work-study loans.

Probably the most shocking thing to the participants was how much personal freedom came with college life. We heard numerous kids say “no curfew in the dorms and no-one to make you go to class? WOW.” In response, the TCU students would reply with “Yes, you can get distracted by partying, but the privilege of college and freedom from parental restraint comes with the responsibility and opportunity of higher education and the opportunity to do something with your life.” During the R&Ds, several kids spoke about making a bad decision or a bad choice, only to hear TCU students respond by emphasizing moving on and not letting bad choices define who you are. Many of the college students told their experiences of lack of parental support, fights, socioeconomic conditions, etc. In the papers required for this course, students often claimed that they got more out of the tours than the kids—and that they got to see areas on campus they had never seen, such as the football facilities and John Justin Center.

Future

The community partners think that their kids would feel closer to the college experience by sharing a lunch in the student center with their college-tour guides. I was able to provide bottle water for all and pizza for three of the groups out of my own pocket. Maybe we can get a grant for the lunches next semester. We need adult sponsors for each group. Transportation is a barrier on a continuing basis. Student suggestions centered on having more time on the tours and being assigned an individual juvenile to mentor during the tour. I believe all parties involved were energized by the project. I know telling students (lectures) they will forget, showing them (power-points) and guest-in-the-field they will remember, but involving them in service-learning with the subjects will lead to understanding. Change one you change the world.



Students in the Spring 2009 Juvenile Delinquency Course

This fall I will launch a new Spanish course designed completely around service-learning. After incorporating service-learning into the upper-division courses Spanish for Professionals, Spanish for Healthcare and Culture, and Civilization of Spain during the past several years—along with my years of directing a study abroad program and teaching in Spain, I saw a need to offer a Spanish course based on a mini-submersion experience at home in Fort Worth. In the past, all students enrolled in my courses worked with only one community partner throughout a semester. The new course, SPANISH 31803, Service-Learning in the Latino Community, will partner students with a variety of agencies and offer the students a chance to select a community partner that may be close to their own field of interest. By giving the students more choices for their placements, I expect that students will have a richer experience and better enhance their Spanish language skills while performing service-learning.

The anticipated outcome of this course is that while students provide a needed service for a variety of community partners, they will perfect language skills through practical applications and observe cultural norms within

the Latino community in Fort Worth. It is my expectations that these students will also gain an increased awareness of civic responsibility, in addition to developing critical thinking and problem solving skills. Through writing assignments, students will demonstrate their improvement in the Spanish written word and—through class discussions—their improvement in oral communication in Spanish. Through the service-learning component, students will build their confidence level in a foreign language and move toward becoming stronger communicators, better informed of the world in which they live, more ethically minded, and more globally oriented. The community partners—many, if not all, are suffering budget cuts during the current economic crisis—benefit from interaction with students.

In preparing this new course, I worked closely with both the TCU Center for Community Involvement & Service-Learning and VISTA. The Center was invaluable for support and determination of community organizations suitable for the course. Because of past service-learning experiences—both good and not so good—with local hospitals and an elementary school, the goals of the course were easier to define than in a course



with service-learning as an additional activity to the course material. With the help of the Center, several agencies—such as First Command Educational Foundation and Cancer Care Services of Fort Worth—were contacted to determine suitability of their needs in comparison with expectations of the course. Agencies were then interviewed, and responsibilities of the students, agencies, and faculty member involved defined. Designing such a course as this one requires much input from several sources. Past experiences with service-learning revealed that preparation and clear understanding of the task on the part of everyone involved is crucial to the project's success. Preparations began one year ago to set this new course in motion and I hope it will be offered annually.

Students Say Service-Learning is a Plus

When asked whether they thought they would have learned as much from class **WITHOUT** the Service-Learning experience, **70% of students answered NO and said . . .**

- It showed me real life examples of kids in our actual community that need help.
- This class gave me a great opportunity to learn about what the community really needs from us.
- Our project connected us with others and it turned out to be the most important aspect of it.
- Service-learning actually gets you out into the community to see what goals you are working towards.
- It was a fulfilling experience. I gained knowledge beyond the typical learning environment.
- Being able to apply what we learned in the classroom to an actual project solidified things I learned.
- It has been a great learning experience and I want to participate again.
- Service-learning gave me a hands on experience of the skills we were learning about in class.
- I learned a lot about the Mexican American culture that you can't learn in a classroom.
- Applying knowledge is the best form of learning.
- The experience certainly exposed me to things that are not a part of usual curriculum.
- We taught children a French lesson—I would NEVER have learned the material as well.
- I needed the kinds of skills that service-learning offers.
- I learned about how non-profit organizations operate from a business standpoint.
- It was interesting to communicate with the juveniles. It was an amazing experience.
- I enjoy hands-on learning experiences.
- This helped me so much because application of knowledge is the best measure of learning.
- Community experience opens up awareness more than just class work.
- I wouldn't have really understood how to implement course material in real world scenarios otherwise.
- I think we *needed* to take what we learned out of the classroom!
- It gave me the opportunity to apply classroom knowledge to real life situations.
- Without an opportunity to speak to another audience outside of the university the class loses a lot.
- The hands-on aspect really brought the "point home" of the need to help in the community.
- Learning is one thing, doing takes it to a new level completely.
- Meeting the at-risk kids in the community made the subject matter more "real" and important.
- Service-learning tied the academic knowledge with applied knowledge, very useful for my learning.
- Helped to show how much we can help with things that aren't very tough to do.
- Being put in a situation that I was not accustomed to really opened my eyes to how others live.
- The experience connected what I learned/knew with people and [it was] a way to make a difference in [the] community.

—From Spring 2009 Service-Learning Evaluation



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A CENTER FOR COMMUNITY INVOLVEMENT AND SERVICE-LEARNING
PUBLICATION

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