

PROFILES IN COMMUNITY- ENGAGED LEARNING



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UNIVERSITY OF SAN FRANCISCO

INTRODUCTION

TO PROVIDE A SNAPSHOT of the many impressive manifestations of community-engaged learning at the University of San Francisco, a 2014-2015 Faculty Learning Community (FLC), supported by the Center for Teaching Excellence (CTE), has collected the following profiles of selected faculty members across all the schools and colleges.

This report was prepared by members of the CTE's Faculty Learning Community on Community-Engaged Learning:

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Our intent with this report is to offer USF administrators and incoming faculty members a sense of what's being done well in community-engaged learning (CEL), while also pointing out what challenges remain as we establish our identity as a university that prioritizes community engagement. (Incidentally, we prefer the term "community-engaged learning" to "service-learning," which we feel more precisely defines the scope of our activities. For more about this designation, please see the Executive Report on Community Engaged Learning issued by this same committee in June 2015.)

Community-engaged learning as defined by Eyler and Giles is "a form of experiential education where learning occurs through a cycle of action and reflection as students . . . seek to achieve real objectives for the community and deeper understanding and skills for themselves. In the process, students link personal and social development with academic and cognitive development . . . experience enhances understanding; understanding leads to more effective action." (qtd. in Bandy, Vanderbilt Center for Teaching, "What Is Service Learning or Community Engagement?").

We invited at least two faculty members from each school/college to answer several questions about the application of CEL in their courses. After providing a brief overview of activities in each course, we asked each professor what works well and what challenges persist.

The successes and the challenges, as you'll see, vary widely, and yet they clearly delineate, limited though our present sample size is, the great variety and energy and commitment our faculty have demonstrated in working with community partners and students.

It is our hope that this report is merely the beginning of a much more ambitious project to be taken up by the McCarthy Center which will provide many more profiles of professors in the months and years to come.

REFERENCES

Bandy, J. (2015). What is service learning or community engagement? *Vanderbilt University Center for Teaching*.

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MARY LOU DENATALE

School of Nursing and Health Professions

Professor

Course: Community Mental Health Nursing Clinical Lab

Community partners: SF City Impact, numerous others



When you ask me why I continue to teach a service-learning (SL) course in the School of Nursing and Health Professions year after year, I just have to smile. I've been teaching this way for 20 years, engaging undergraduate junior-level nursing students directly with some of San Francisco's most vulnerable people. By partnering my class with rescue missions, SROs (single-room-occupancy hotels), and at-risk schools, I find that the nursing students are able to make important contributions and are truly transformed afterwards.

I passionately believe that students develop a deeper understanding of the barriers to healthcare than I could ever impart during a lecture. The rewards that come from teaching this Community Mental Health class help balance out the extra work of coordinating placements and partnerships. It's worth it!

What aspects do you find challenging in teaching an SL/CEL course?

Mentoring undergraduate students through this emotionally challenging experience can be labor-intensive. Many of our students have never been exposed to some of the situations they encounter. And these learning opportunities change day to day. Rather than pre-determining what is taught in class, the service directs the content, so there is a true reciprocal learning environment. It's clear that students, faculty, and community partners all learn from one another. Real-world experiences become visibly linked with the objectives of the course. There really is no better learning.

Of course, reflection plays a critical role in this process. Journal entries and weekly "post-conferences" provide an avenue for a clear connection between the experiences and the theory learned in their companion lecture class.

What inspires you to teach a service learning course?

It's those experiences when something "clicks" for the students that make this course really gratifying. Though it's difficult to limit myself to describing just one example of this, I can share a particularly compelling story. A group of my students were delivering groceries to rooms in a Tenderloin district SRO, and were charged with assessing potential health needs of the residents. They came upon Frank, who was partially paralyzed and bedridden because his wheelchair was broken. He had no way to get to the rescue mission for meals or healthcare. The students decided the most useful way to support Frank was to solicit a donor, who provided a wheelchair to get him back in action. Just days later, my students reported that they saw Frank sitting in the dining hall at a local service organization.



DeNatale alongside her students at Health Fair at San Francisco City Impact.

CHENIT ONG-FLAHERTY

School of Nursing and Health Professions
Assistant Professor
Program: Clinical Nurse Leader MSN
Course: Clinical Nurse Leader (CNL) Role: Educator;
CNL Role: Team Manager and Leader; CNL Role: Out-comes Manager; CNL Role Immersion
Community Partner: Asian and Pacific Islander Wellness Center (APIWC)



What community-engagement activities does your class engage in?

Students with CNL roles are placed at APIWC to undertake projects needed by the Clinic. Examples of projects include development of policies and procedures; creation of staff orientation binder; development of a family planning clinic; and compilation of the data for the NCQA Primary Care Home certification process. These projects entail completing microsystem assessments which require the students to incorporate the views and needs of all involved to ensure buy-in from stakeholders, and outcomes that are beneficial to the community partnership. More importantly, students are exposed to the community the clinic serves comprising high-risk, underserved individuals, an experience that reaffirms the university's Ignatian values of social justice, magis, and nurturing the whole person.

What do you feel you do well?

As the faculty liaison, I have successfully nurtured a partnership that is beneficial to both the agency and the school. Two of my colleagues, Dr. Nancy Selix (Nurse Practitioner) and Dr. David Martinez (Psychologist) now have faculty practices at APIWC allowing for graduate students to precept under them. MBA students under the guidance of Dr. Thomas Maier of the School of Business are also working with the agency. Students have learned much from working with patients and an agency with very special needs, meeting the Jesuit mission to promote social justice. Our relationship has culminated in the SONHP being selected as APIWC's 2015 Community Ally, a recognition to be presented at their

annual fundraising event, Bloom.

What are your challenges and inspirations?

Building relationships take much effort and investment of time. However, it has been quite rewarding to see growth and needs met. The future will bring about a true community faculty-practice partnership where faculty can contribute their expertise, and where students will get to serve, and learn from, the community. Community-engagement learning is education that reflects the Ignatian pedagogy of reflecting on what can be done for the betterment of self and others, applying one's education, and asking what else can be done, and done better.



L-R: Nancy Selix, DNP (faculty); Lance Toma, Executive Director of APIWC; Chenit Ong-Flaherty, DNP (faculty); Wanda Borges (Associate Dean of Graduate Programs and Community Partnerships); and David Martinez, PsyD. (faculty).

SUSAN PAULY-O'NEILL

School of Nursing and Health Professions
Assistant Professor
Course: Improving Health and Safety in the School Environment
Community Partners: San Francisco, Oakland, Marin, and Emeryville School Districts, plus local parochial primary schools



Teaching a service learning elective course in the School of Nursing and Health Professions for undergraduate Bachelor of Science in Nursing students has been a successful experiential and reciprocal learning model in action. Students and community partners alike have been vocal about the great benefits that result from this kind of instruction.

What do you find to be the most challenging aspect of teaching this service-learning course?

Matching upper-division students with schools in the San Francisco, Oakland, Marin, and Emeryville School Districts as well as local parochial primary schools has been the most challenging piece. In order to set the plan in motion, it requires many conversations to place a student at any particular site. After a school agrees to host a student, the paperwork starts. And, like every course, students may decide to add or drop right before the semester starts. Once we get rolling, continually mentoring students to work together with school administrators to implement health promotion activities while becoming co-generators of knowledge can also be labor intense. Students are monitored as they work in their assigned school one half day per week and come to the weekly on-campus class armed with real-life examples of health and safety concerns.

But as the end of the semester rolls around, the rewards roll in. The projects, which have been developed in partnership with administrators and school nurses, have had an impact. Not only are the partners delighted with the deliverables, the students' pride is infectious. They simply glow during the final presentations whether they have taught elementary school students about

healthy eating or why they need vaccines; or worked at high schools developing anti-bullying campaigns or reviewed the pitfalls of alcohol use. Some students prefer more hands-on tangible products like providing first aid binders, emergency preparedness backpacks chock full of supplies, or creating and facilitating lockdown drills. It may take the entire semester to develop and deliver, but these projects have lasting positive effects.

What kind of outcomes are seen?

With the intense faculty attention involved with a service learning course, it is easy to wonder whether it's worth it to continue. When that notion creeps in, it's best to focus on the outcomes. And the outcomes have been fantastic. Take for example, a student who was matched to a high school for pregnant teens and teenage mothers. She herself, having had the same experience, was so successful in relating to the students there that she was offered a job the following semester. Having found her niche, she chose to work in labor and delivery at the very hospital that cares for these young mothers. So she is able to follow them from school to hospital and back, all thanks to the placement match that helped her realize her dream.

While this type of arrangement takes added faculty time to nurture and cultivate, the end results for both community partner and USF student can be dramatic. And by its nature, service learning at its best helps meet the mission of our Jesuit University.

NANCY SELIX

School of Nursing and Health Professions
Assistant Professor

Programs: Family Nurse Practitioner/ Doctor of Nursing Practice Program; Clinical Nurse Leader Program, Masters in Nursing Program for RN-MSN students

Courses: Practicum for Nurse Practitioners (Clinical Practice Course); Community Health Nursing for RN-MSN students

Community Partner: Asian and Pacific Islander Wellness Center (APIWC) Clinic



What community-engagement activities does your class engage in?

I teach USF SONHP students who are already RNs and are seeking a master's degree (RN-MSN) or those seeking a doctoral degree as a family nurse practitioner (FNP). Nursing students in all levels need an excellent clinical experience in their training. There is a great deal of competition for quality clinical learning sites for all levels of students and a need for focusing more on community or outpatient care settings, rather than just hospital care.

What do you do well?

I am committed to providing quality care for marginalized and vulnerable populations. This has led me to volunteer as a nurse practitioner (NP) at the Asian Pacific Islander Wellness Center (APIWC) in the Tenderloin District of San Francisco. APIWC is a perfect place for FNP students to gain clinical experience caring for transgender, family planning, homeless, community-based geriatric, and primary care populations in an interdisciplinary clinic. I created N700P FNP Practicum as a clinical course for FNP students. Student feedback about APIWC is overwhelmingly positive due to patient population diversity and my teaching style.

After teaching FNP students for two semesters, I added RN-MSN students for experience in Community Health Nursing. These students provide health screenings and educational sessions to seniors at a local community center, and to staff and volunteers at the APIWC

clinic. Feedback from students has been very positive.

What are your challenges and inspirations?

Working with a non-profit has financial, staffing, equipment, and logistical issues. Most of the staff are volunteers with a strong commitment to providing excellent care to those who need it most. Each of us provides our own unique talents which have transformed a one room clinic into a thriving primary care practice for the uninsured. Commitment, compassion, and dedication in caring for vulnerable others is a living example of the Jesuit tradition.



Front row: Giannina Llamosas Salas (MBA student), Nancy Selix, DNP (faculty); back row: Jon Hellam (MBA student); Lee Moore (clinic administrator); Kim Hyun, clinic nurse, a USF alum who did her rotation at the clinic and was later hired.

SUSAN ROBERTA KATZ

School of Education

Professor

Program: International and Multicultural Education,

Course: Learning in Minga: Intercultural Education
in the Ecuadorian Rainforest

Community Partners: Achuar Nationality of Ecuador
(Community of Wachirpas)



What community engagement activities does your class engage in?

“Learning in Minga” is a 3-unit graduate course in International & Multicultural Education affiliated with the Arrupe Justice Immersion Programs. After an extensive academic orientation at USF, our students live and work in the remote Achuar community of Wachirpas, located near the border of Peru. Wachirpas has about 20 families (total of 200 people) who live self-sufficiently in the Amazon rainforest without modern services of electricity, running water or plumbing. During Professor Katz’s visit to Wachirpas in 2010, the elders and community members invited her to bring back a group of USF students so that their young people could have extended interaction with proficient English speakers. With this invitation, the International English Minga was born.

The Achuar (along with other indigenous nationalities in the Ecuadorian Amazon) are firmly committed to resisting corporate extraction of oil and other resources from their land. In order to have an alternative source of income that will ensure preservation of their land and culture, they have embarked on ecotourism projects. For these projects to succeed, they believe they need English language skills. During the first minga (a Quechua term for “collective work project”), our focus was on English language development. Consequently, the USF student team prepared interactive and creative English language activities that we then shared with our Achuar partners, past or present teachers of English from differing communities. Our goal was to develop a co-constructed Achuar-centric curriculum that teachers could then take to their classrooms.

What do you feel you do well?

The strength of this course is the very direct, immediate connection with the Achuar and the opportunity to continually problem-solve together as partners. Upon reflection, the first minga seemed too one-sided in that the USF students acted more as the teachers than the learners. In the second year, teachers were not able to leave their home communities for Wachirpas because the school year had been extended into the end of July. As a result, we improvised and focused instead on the youth (mostly high school students, but some teachers) who resided in Wachirpas. This time we spent more time outside the classroom participating in daily Achuar cultural activities, like harvesting yucca and making clay pots, and continually functioned in three languages: Achuar, Spanish, and English.

What are your challenges and inspirations?

Nearly all the 27 USF students who have been a part of this program thus far have reported that they became “transformed” from the experience. While most find the living conditions extremely challenging (especially the bugs), their self-confidence often surges after overcoming these difficulties. The USF students have formed lifelong friendships with their Achuar partners and remain in communication years later. On the other side, the Achuar report that they benefit tremendously from seeing the wealth of their culture reflected through the appreciative eyes of the USF students.

While very successful for two years, the minga program has been challenging to sustain over time due to many factors. Since I have been IME department chair from 2013-2015, I have not been able to invest the necessary time and energy into recruitment and program development. The program really needs to be directed by two USF faculty members in order to share the responsibilities of planning and implementing this im-

mersion course. Also, the student fee has risen since USF no longer covers in-country transportation, which in this case involves an extremely expensive small plane trip into the jungle. I hope that these challenges can be overcome in the future because the experience is truly priceless.



All *minga* participants work together in cross-cultural pairs. In the foreground, Ashley Burciaga, IME doctoral student, and Yaur Tenets, Achuar teacher/naturalist, collaborate on a project, with Cathryn Carkhuff, MA student, and Norma Vargas, Kapawi teacher; in the background. (Wachirpas, July 2012)

HELEN MANIATES

School of Education
Associate Professor
Program: Teacher Education
Course: Reading Practicum
Community partners: Mo'MAGIC



Who are your community partners?

Mo'MAGIC is a collaborative San Francisco neighborhood-based nonprofit organization whose mission is to transform the community and youth through the MAGIC of collaboration. *(from their website)*

What community-engagement activities does your class engage in?

In this culminating course for the Masters of Arts in Teaching Reading, candidates teach a 5-week summer reading program for students in grades 1-8 in partnership with the MoMAGIC summer enrichment program. USF candidates team teach with youth development program staff from our community partner organization to combat summer learning loss by building students' reading interest, stamina and proficiency.

What do students feel they do well?

USF candidates are in a reciprocal learning relationship where they share strategies for teaching reading that program staff utilize during year-round afterschool programming while learning how to engage youth in culturally specific ways from the program staff.

What challenges you in teaching CEL/SL?

My challenge as instructor is to prepare USF candidates to enter a community that they may not be familiar with so that they work from an asset-based perspective and deficit stereotypes are not reinforced.

What inspires you in teaching CEL/SL?

I am inspired by the shared leadership model we have developed in collaboration with our community partner, Mo'MAGIC, and the opportunity for USF candidates to learn from the community.



USF practicum student working with a student in the Western Addition at Mo'Magic.

Course: Early Literacy

Community partners: SFSUD Early Education Department, Booker T. Washington Community Service Center, Sanchez Elementary School

What community-engagement activities does your class engage in?

USF teacher education candidates conduct literacy assessments of four-year olds in SFUSD Early Education sites using a tool chosen by the district. The data is shared with the children's classroom teachers to plan classroom activities that match children's strengths and interests, and with the Program Quality Enhancement unit to plan professional development for teachers.

In addition, USF teacher education candidates hold a Family Literacy Night each semester (Fall at Sanchez Elem, Spring at Booker T. Washington) where they share games that build reading skills and engagement. Kindergarten through fifth grade students and their families attend.

What do students feel they do well?

USF candidates gain experience working with preschool children and applying course content in emergent literacy. They feel they learn how to establish rapport with children and gain insights into literacy development.

At the Family Literacy Nights, USF candidates feel they learn how to adapt reading games to a variety of ages, languages, and reading levels while working with both children and parents.

With San Francisco RBI, our candidates gain additional experience teaching reading while participating in an organization aligned with Major League Baseball. They join USF student athletes who serve as mentors to students in the SFRBI program.

What challenges do you face in teaching CEL/SL?

Meeting the needs of SFUSD to assess all the four year olds in the district requires coordination and planning. Rebekah Werth, program assistant for Teacher Education, coordinates the assessment process. Family Literacy Night presents almost no challenges—it is a reading party!



USF Early Literacy students engaging with pupils in the Western Addition at Mo'Magic.

What inspires you in teaching CEL/SL?

I am inspired by concrete, practical application of abstract concepts we learn in our course. Learning about how children become readers and writers is enriched by talking directly with children about their ideas.

USF's Definition of Community Engagement

Community Engagement at the University of San Francisco, a Jesuit Catholic institution, is the development of sustained and authentic partnerships between the university and its diverse city, state, national, and global communities for the reciprocal exchange of knowledge, skills, and resources.

Community engagement can take many forms: service-learning, community service, participatory research and scholarship that makes the university relevant to the community, training and technical assistance, and other activities that promote the shared interests of community partners and lead to transformational experiences for faculty, staff, and students. Community engagement at the University of San Francisco prepares educated and committed women and men who are concerned about society at large and particularly those who are poor, unprotected, and neglected. By addressing critical societal issues at home and abroad, students, faculty, and staff contribute to the common good and to changing the world.

NIRA GEEVARGIS

School of Law
Director of Externship Programs
Assistant Professor
Affiliation: Externship Programs
Course: Civil Externships, Judicial Externships
Community Partners: Nearly 300 approved placements;
approximately 60-90 students externing each semester;
15-25 during the summer



Program Overview

The School of Law offers three main for-credit field placement programs: (1) Judicial Externship Program; (2) Criminal Law Externship Program; and (3) Civil Law Externship Program. Students may extern in established law firms, corporate legal departments, non-profit organizations, the legal department of government agencies, and federal and state courts. Each placement must assign a supervising attorney, who has been admitted to a state bar for at least two years, to oversee the student's work and provide the law school with evaluation reports.

Students can enroll in an externship for anything between 3–13 units. Students must complete forty-four to forty-seven hours (depending on the number of units) of fieldwork per unit. Externs enroll in a civil, judicial, or criminal externship course, but do not receive additional units for the course. Externships are graded on a credit/credit-unsatisfactory/no-credit basis. Credit is dependent on completion of all requirements, including attendance at all mandatory class meetings, and timely submission of guided reflections, timesheets and evaluations.

Ensuring that students meet educational objectives through meaningful practical experience and substantive feedback guides the work of the Externship Programs Office. Class assignments require interaction between the supervisor and student to ensure that students receive appropriate assignments, meaningful opportunities for participation and observation, and specific, individualized and timely feedback. Reports of

these interactions are provided to the externship professors so that any issues at the placement are identified and addressed. Evaluation forms assist with assessing the quality of the externship placement and the educational value of the experience.

During the 2014-2015 school year, the following substantive courses were offered and included either a mandatory or optional externship component: (1) Deportation Defense and Rebellious Lawyering; (2) Legal Services for Children; (3) Domestic Violence Litigation and Ethics; and (4) Eviction Lawyering, Litigation Skills and Ethics. The Externship Programs Office administers and provides oversight for the externships, and USF Faculty teach the substantive areas of law for the courses. Except for the Legal Services for Children class (which will be a Clinic in Fall 2015), students receive credits for the class and the externship separately.

What works well?

1) The school facilitates a student's ability to extern. The school has nearly 300 externship placements. In fact, the school has more placements than externs. In addition, students can extern anywhere in the world and for between three and thirteen units. Students can also use as many of their nineteen out-of-classroom units towards externships.

2) The course and its assignments also offer students not only a chance to hone their legal skills and reflect,

but also serve as a way for me to ensure that they are receiving substantive assignments and individualized, timely and specific feedback.

What challenges do you face?

Students do not receive an extern unit for my class. As a result, they often prefer not to attend class or complete assignments. Ensuring that they submit their assignments on time has been challenging. I now limit the number of late and incomplete assignments. Students who exceed this limitation will receive a grade of Credit-Unsatisfactory or No-Credit. In a profession where a missed deadline can mean malpractice, I believe the school has an obligation to teach the importance of deadlines and consequences for missing them.

What continues to inspire you to continue with CEL?

This is my dream job. During law school, I completed a full-time externship that changed my career path. I want my students to have the same kind of experience. Watching students learn to apply what they are learning in the classroom to practice and seeing their confidence grow is a gift to any professor.

Some USF Service-Learning Statistics

Service-Learning has been a core requirement for all USF undergraduates since 2002. Students participate in service-learning across a variety of disciplines in our College of Arts and Sciences, School of Nursing and Health Professions, and School of Management. These academically rigorous courses integrate real-world experiences ranging from tutoring at an after school program to conducting policy research in a state legislator's office to collaborating with advocacy groups for an on-campus teach-in.

- Number of students enrolled in SL courses in 2013-2014: **2,031**
- Number of hours of service students completed through SL in 2013-2014: **50,775**
- Number of courses with SL designation in 2013-2014: **66 distinct courses (141 sections)**

Earning the Service-Learning Designation

For undergraduate courses to receive the Service-Learning designation, they must meet the following criteria:

- **Mandatory Participation:**
The service-learning experience is mandatory for all students enrolled in the section. The number of required hours for a service-learning activity may vary by course and discipline, but must meet or exceed the minimum of 20 hours.
- **Academic Connections:**
The service activity is relevant to the course content and is integral to the students' achievement of course learning outcomes.
- **Value-Added Service:**
Faculty and students collaborate with community partners to develop and implement service activities that meet community-identified needs and expectations while also providing robust learning experiences for students. The relationship between faculty and community partners should be equitable and reciprocal and produce mutual benefits.
- **Reflection:**
Courses must include multiple opportunities for guided reflection to allow students to link course concepts and theories with "real world" experience, analyze pervasive social issues in light of direct engagement with community members and service providers, and examine how service experiences shape personal values and commitments. Examples of guided reflection may include written assignments, discussions, and simulation activities.
- **Assessment:**
Course learning outcomes should reflect the necessary role of the service experience. Faculty should conduct ongoing and systematic assessment of the degree to which students meet course learning outcomes and community partners' expectations. Students are not assessed or graded on completion of service hours.

MONALISA VU

School of Law

Assistant Professor

Instructors: Monalisa Vu (full-time faculty)
and Stephen Murphy (adjunct faculty)

Course: Domestic Violence Litigation and Ethics

Community Partners: Alameda County Family Justice
Center (Division of District Attorney's Office)



What is the community-engaged learning project in your class?

Students of the domestic violence seminar may opt to take externships through the Alameda County Family Justice Center (ACFJC). These clients, usually women and their children, are survivors of domestic violence. Our students are the only ones who participate in this program.

Students first interview potential clients, vetted by the ACFJC. With the supervising attorney, students counsel clients about their legal rights or represent clients in court in their civil family law action. The legal representation consists of filing and arguing for restraining orders, as well as for other rights, such as child custody / visitation, child support, spousal support, and residence kick-out orders. Some representation only lasts a single hearing, and others can lead up to a full blown trial, which requires taking evidence and questioning witnesses.

What works well?

Being housed at the Alameda County Family Justice Center is a great benefit. Students must take a holistic approach to counsel and representation of their client, and not just view a client as a legal issue. The ACFJC is a one-stop center that allows survivors of domestic violence access to crisis intervention, emergency shelter, counseling, case management, legal assistance, housing assistance, self-sufficiency programs, children's programs, and law enforcement investigation.

This allows students to not only learn about the different available legal and community resources, but see

that the problem of domestic violence is not only about the legal process. The students must engage with other community agencies, see through the referral, and sometimes work with other agencies to help their mutual client.

Although language interpretation is available for client meetings, students who speak other languages can take on monolingual clients who otherwise would have difficulty accessing resources. This is so exciting because students can bring their skills to the table and see the direct impact that it has on clients.

Throughout the semester, the externs frequently present to the class so that the non-extern students have an opportunity to see what they are learning come to life.

What challenges do you face?

As with every well-intentioned project, the biggest challenge always comes down to resources. The supervising attorney volunteers his time, and is the co-instructor to this class. At any given time, he could be supervising four externs, who can each carry a caseload of several clients at a time. These clients could have hearings on the same day, or different days during the week. Sometimes court hearings are held at the same time at different courthouses and in different cities. This requires recruiting additional like-minded volunteer supervising attorneys.

Another challenge relates to time. Sometimes students may work with a client for months, but due to the academic semester, may not be able to see their client's case come to resolution, and must pass the client onto the next student.

What inspires you to continue with CEL?

Of the seventeen students in the class, six opted to participate in the externship over the course of two semesters, a very high number. These students took the academic learnings and actually put them into practice in very real ways. A number of these students have since decided to pursue family law, domestic violence, or litigation-related career paths, showing what a huge impact this experience has had on them.

I have seen timid students blossom into fierce and assertive advocates. The biggest inspiration is knowing that both student and client lives are forever affected. Had the students not engaged in the process, they would not have had the intense mentorship and supervision of a community-minded attorney. This is so important to us because this type of education teaches students how to become great mentors, leaders, and communicators. Had the student not taken these client cases, I can guarantee that she would not have had legal representation for her case.



Externs outside of Alameda County Family Justice Center (bottom to top): Montgomery Taylor, Dmitry Veligurov, Tiffany Smith, Raquel Lopez

Leo T. McCarthy Center for Public Service and the Common Good

The Leo T. McCarthy Center for Public Service and the Common Good was established in 2002 to provide USF students with public service and civic engagement opportunities; and to support USF's undergraduate service-learning requirement. Since the Center's inception, staff have provided pedagogical training and resources to faculty and community partners, maintained and facilitated mutually beneficial campus-community partnerships, and implemented service-learning orientations and reflections for students. In recent years, the McCarthy Center's role has expanded to include coordination of Engage San Francisco, a multi-faceted and dynamic campus-community partnership with the Western Addition neighborhood. The Center also works with administrators to develop and implement effective institution-wide systems and practices in faculty development, student preparation, and assessment of learning outcomes and community impacts.

Mission: In order to fashion a more humane and just world, the Leo T. McCarthy Center for Public Service and the Common Good educates leaders committed to lives of ethical public service by implementing academically rigorous programs, cultivating authentic community partnerships, and creating transformational experiences.

- Number of Community Partnerships in 2014-2015: **180**
- Number of CP Seminar Participants since 2002: **145**
- Number of Faculty Seminar Participants since 2002: **97**
- Number of In-Class Service-Learning Orientations provided in 2014-2015: **26**
- Number of Guided Service-Learning Reflections provided in 2014-2015: **65**

REBEKAH DIBBLE

School of Management

Assistant Professor

Department: Organization, Leadership and Communication

Courses: Management and Organizational Dynamics

Community Partners: SF Salvation Army, Lorraine Hansberry Theater; National High Five, Glide, Presidio YMCA, Telegraph Hill Community Center; Boys and Girls Club, The Family Link, Upward Bound, Quesada Gardens, St. Anthony's Foundation, USF Student Life, Friends of the Urban Forest, Meals on Wheels San Francisco, Treasure Island Sailing Center, Breakthrough San Francisco, YMCA Family Resource Center, One World Children's Fund, and TECHO.



What is the community-engaged learning project in your class?

The service-learning project in my Management and Organizational Dynamics class provides a real world context for undergraduate students (typically juniors) in which they can examine and analyze Organizational Behavior theories. Many of these students have little work experience; hence, having the opportunity to observe leaders, teams, and organizations in action provides them with an opportunity to apply theory to practice.

I work with the McCarthy Center and organizations in my own network to identify potential projects before each semester begins. I then contact these organizations to evaluate the suitability of their proposed projects for my course. At the beginning of the semester, I provide a list of potential projects to my students, and based in part on their project preferences, I assign service learning teams. Community partners visit my class and present their projects and subsequently meet with my student teams and select a team to work with them. Throughout the semester, students are encouraged to reflect on how their service learning experience relates to theories and concepts being discussed in class. At the end of the semester, each team provides their community partner with a consulting report and makes a

final presentation on their project. Additionally, each student writes an individually authored final paper in which they select five Organizational Behavior topics or theories and use these to analyze their service learning experience.

What works well?

Having students work in project teams with students with similar interests helps to increase the probability that students will work on a project that is personally meaningful to them. Additionally, having community partners “interview” students gives students an opportunity to take inventory of their interests and skills and make a case for why they’re the best team for the job. Working with external professionals throughout the semester allows students to expand their networks, engage in an experience that they can include on their resumes, and gain insights into how class theories can be applied in practice. Additionally, receiving feedback from their community partners provides an additional perspective on student performance and allows me to provide a richer narrative when asked to write letters of recommendation. Finally, the service learning experience opens up opportunities for students to reflect on social justice issues and gain a deeper appreciation for the challenges facing various communities and populations in San Francisco. It also provides an opportunity for students to give back to the community in which they live—they generally find this to be deeply rewarding.

What challenges do you face?

Identifying and evaluating potential service learning projects takes a significant amount of time and adds to the time required to prepare to teach this class. Additionally, while assigning teams based on student input seems to minimize some problems related to team dynamics, students sometimes still struggle to deal with challenges related to scheduling, language barriers, varying levels of participation, etc. Further, given that community partners are non-profit organizations with limited resources, community partners sometimes struggle to find time to provide teams with adequate communication and guidance.

What inspires you to continue with CEL?

As I read students' final papers, I'm inspired by the learning that takes place as they analyze their service learning experience through the lens of course theories. I'm also inspired by the insight and ingenuity displayed by my students in the events, products, and recommendations they have created for their community partners. I'm also continually inspired by the personal growth and satisfaction reported by students as they engage in service to their community.

Student Reflections from National and Global Contexts

"So far I have learned that I very much enjoy working with community development projects. I learned to listen and understand that my ideas of how to work with people may not always work depending on who you're talking about. I've learned that without community development one cannot implement projects that promote sustainable development because in order for something to be sustainable the entire community needs to work together for it."
—student, Privett Global Service-Learning Program

"The [service-learning] program allowed me to apply the knowledge received in the classrooms at USF and see how laws and theories in writing translate into their implementation."—student, USF in DC Program

**Student Reflections from BUS 304
Management and Organizational Dynamics**

"Through the direct service component, we were able to expand our views on justice through helping the greater good and working directly with those in need. On the other hand, as a class in organizational behavior we were able to work with [organization] leaders to get a sense of management in the non-profit sector and how this might relate to our future business aspirations."

"I have learned that there is a marked necessity to assist the youth of low-income families. We are constantly saying that, "The children are the future," but in staying that, we often do not take into account that the children of low-income families are not afforded the same opportunities to learn and grow as others. In our conjecture that the coming generations will shape our world, we must make sure that all children are equally assisted, ensuring a brighter tomorrow."

"For the past three years, I have lived in San Francisco. I have always known that it was incredibly diverse, but it wasn't until my work with Tel-Hi that I saw the extent of diversity the city actually has to offer."

"As someone who has been volunteering and participating in service learning throughout my life, I came into this class expecting to have similar experiences to those in my childhood. Yet this service learning experience was unlike any I had been through before, and the deep level of analysis throughout the semester was far more than I had ever addressed. I learned things about myself, my team, my community partner, the community they serve, and I was able to explore a new social justice issue in the non-profit world."

KEVIN LO

School of Management
Assistant Professor
Course: Business 304
Community Partners: African American Shakespeare
Company, Meals on Wheels

What is the community-engaged component in your class?

I have worked to a point in collaborations with organizations such that I now have a single community partner supervise an entire class. As such, my students do several different components working intimately with either the African American Shakespeare Company (AASC) or Meals On Wheels San Francisco (MOWSF) as community partners in my service-learning management classes. In the class that works with AASC, they volunteer at one of the productions, compose a corporate sponsorship request package, and deliver a curtain donation pitch at another production. In the section that collaborates with MOWSF, students have performed a variety of activities including: cleaning clients' homes, delivering emergency food kits, volunteering at the annual Chefs and Vintners Gala, making holiday cards for clients, and doing outreach to other corporate groups.

What works well?

Having a single community partner supervise an entire class allows for an expanded co-educator role. Rather than meeting students at the organization, the contacts with whom we are collaborating take time out of their schedules to come to class for reflections and debriefs. In this way, the community partner assumes a highly participatory role in the students' experiences. In addition, collaborating with these two community partners, in particular, exposes business students to two populations with whom they would not have otherwise had extensive contact: the African American community and home-bound seniors. Since the African American population in San Francisco has declined in the last few years, advocating for this community and helping to change perceptions of African Americans through the



work of this theater company is vital for San Francisco to brand itself an ethnically diverse city. With Meals On Wheels, the homebound senior population, which is often voiceless and marginalized, is not forgotten.

What challenges do you face?

Students rarely enter my classes with a strong desire to work with non-profit organizations or to pursue social justice actively. Rather, the service-learning component is viewed as a graduation requirement. Shifting the students' perceptions to realize the value of this approach and the opportunities that await them constitutes a regular task each semester.

In addition, even though I have collaborated exclusively with these two community partners for two years, their needs change each semester. Thus, because of the intensity of our collaboration and the involved role they play as co-educators, it requires a lot of time each semester to optimize the student experience given their needs and time.

What inspires you to continue with CEL?

I enjoy providing an experience for students that is consistent with the university's social justice mission and a real-world context for discussing management and organizational dynamics. While teaching service-learning is more work, it provides an invaluable context that serves as an aperture for students both into social justice issues as well as management and organizational dynamics.

THOMAS MAIER

School of Management
Associate Professor
Programs: MBA and MSOD
Course: Consulting Services (MBA6435)
Community partners: API-Asian Pacific Islander Health Clinic, Wine Shop at Home, Fairmont Sonoma Mission Inn Resort and Spa



I teach in the Hospitality Management Program at the School of Management. Specifically, I teach a Consulting Services class that involves students in a real-time consultation project for 5-7 weeks of community engagement. In these classes, students and clients execute a “mock contract” for services including a price-value proposition to be negotiated. Students experiment with systems and map subject clients’ internal/organizational system architecture. In addition, they use design based thinking to sketch and create new business models for client problem statements and/or research questions proposed.

Some of the community partners with whom my students have collaborated include: API-Asian Pacific Islander Health Clinic in the Tenderloin district (San Francisco), Wine Shop at Home (Napa Valley), and the Fairmont Sonoma Mission Inn Resort and Spa (Sonoma).

What do they feel they do well?

My students work in a real-time industry setting while also experimenting with foundational, practical consulting skills and applied academic theory simultaneously. At the same time, students embrace iteration and creative thinking processes surrounding both systems thinking (diagnostics) and Design based thinking (creativity and innovation). By collaborating with organizations in the industry, students gain experience working in team based learning clusters, which helps them be-

lieve that they can meet deadlines and demonstrate a favorable value proposition to clients.

What challenges you in teaching CEL?

In spite of this success, the short time frame to ramp up real-time consulting projects with multiple companies is a challenge. Then, it can be the case that some company points of contact exhibit poor follow up and communication. I have also had the experience of having certain companies trying to extend the project scope on the students mid-semester.

What inspires you in teaching CEL?

I am inspired watching students learn valuable new skill sets that are applicable to current industry needs. Similarly I enjoy meeting and engaging business owners across multiple disciplines as well as enhancing student creative thinking and ideation skills.

JENNIFER PARLAMIS

School of Management

Department: Organization, Leadership and Communication

Course: Research Methods and Analysis for Organization Development

Community Partners: Habitat for Humanity SF, Meals on Wheels SF, Marin Literacy Council, SPCA, Caring Hands, Sentinels of Freedom, Canine Companions for Independence, New Bridge Foundation, InnVision Shelter Network, Reading Partners, Family House, GLIDE Foundation, Eastside Heroes, and many others ...



What is the community-engaged learning project in your class?

The project in my Research Methods and Analysis for Organization Development class is a structured learning experience that provides community service in response to a community partner-identified concern and allows students an opportunity to practice academic learning in the context of their service.

Students work with a non-profit organization in the community that they find on their own. Together, with their community partner, the team identifies a project that allows students to practice research methodology covered in this course while meeting the particular organizational research needs of their community partner.

Specifically, the team is tasked with conducting an action research project with their partner organization by conducting an organizational assessment using some or all of the following research methods: observation, interview (group or individual), questionnaire, or secondary data collection. Previous projects have included a benchmarking study investigating volunteer retention, a morale change after an expansion, and a leadership training impact evaluation.

What works well?

Students invite their community partners to a final presentation. It is a great networking event for the non-profit organizations and they get to see the oth-

er projects. In addition, I've found that having 5–10% of the project grade given by the community partner is very important. This elevates the role of community partner and really emphasizes the role of the organization as a co-educator.

What challenges do you face?

My students find community partners on their own. This is ultimately rewarding and a learning experience for students; however, it causes some anxiety and ambiguity at first. Another challenge is working to scope the projects appropriately. Some community partners have significant need for consulting work and students are not yet skilled at scoping the project. Finally, I require 8 hours of work with the organization, outside of the project work. This can be a challenge for some students who work full-time and have families or other commitments.

What inspires you to continue with CEL?

I'm inspired by the impact the student projects have on the organizations. In addition, I see many students stretching their comfort zones to work with organizations or populations with whom they would not normally interact. Finally, every semester is a different project and most of the time students contract with new non-profits that I have not worked with in the past. This keeps the class fresh and interesting for me.

RACHEL BRAHINSKY

College of Arts and Sciences
Assistant Professor; Faculty Director
Department/Program: Graduate Program in Urban
Affairs, Urban Studies
Courses: Community-Based Research Methods for
Urban Affairs
Community partners: Full Rights, Empowerment, and
Equality SF (Free SF)



What is the community-engaged learning project in your class?

This is a core course of the Graduate Program in Urban Affairs, where second-semester masters' students are challenged to conceptualize community engagement in both theoretical and practical terms. We develop theories of sustained engagement and work to weave them into rigorous academic research, ideally to create a praxis that serves the city while advancing urban thinking. Students learn to build partnerships with community groups, and develop research skills while making connections and striving towards equal community-academic partnerships.

This year I based the class around one large collective project. Students worked with a community-based coalition with the goal of producing a public report with parameters largely defined by the community. The heart of the class involved developing this report together, and learning to work with a community partner on research.

What successes and accomplishments have you achieved through your SL/CE course(s)?

Students have been working on a very sensitive topic—evaluating the San Francisco Police Department on a range of claims made by community groups. This is inherently difficult work, made simultaneously extra challenging and rewarding by the fact of police-related protests across the country over the last year. This context has made students feel particularly urgent about the work, which is ideal. It also creates an extra sense of

pressure in terms of the need to “get it right,” which can be stressful.

Generally, it seems like the students have loved the challenge and have learned a tremendous amount. One of the keys to this was that I chose the topic after getting to know this group of students, so it had an organic connection to their real interests.

It remains to be seen whether the report they produce will meet the needs and expectations of the community group (this is a course still in progress at this writing). But it's clear that the students have risen to the challenge and are working even harder than I would have hoped to produce something both useful and publishable.

What has been the greatest challenge of teaching your SL/CE course(s)? If you have addressed this challenge, how did you do so? If not, what are the barriers?

The typical challenge of working towards community goals rather than simply within the bounds of academic schedules, which everyone faces with this kind of work, is amplified in our case by the fact that our community group is a coalition of groups. The coalition has grown and changed within the timeframe that we embarked on this project and it continues to evolve. This has pushed us to be more flexible, and also to relax some of our own expectations of ourselves. Essentially: we know we can't connect deeply with 10+ community groups equally in one semester, so we're doing what we can to work with as many coalition members as possible, without expect-

ing “total” connection or involvement.

One of the ways this has played out for us is that we essentially stopped relying on the original syllabus. The students identified key informants to bring in as guest speakers, based on the needs of the research as they emerged. This made for a very dynamic semester, but it also meant that there were moments where both the students and I weren’t certain what was coming next. Last minute changes on the community side often meant we had to “go with the flow.”

The students were champs at this, and it really helped that we all knew each other well before the class began. The class is comprised of the first-year cohort of the Urban Affairs MA program, so the exercise of completing this report—and making our way through the messiness and meaning of working with community—is also a bonding experience for the cohort.



Students in the class of 2016 Master of Arts in Urban Affairs Program. Back row (left to right): Christopher Bardales, Gregory Brand, Peter Byrne, Alana Rotti, Nolzwe Nondabula. Front row (left to right): Shannon Simonds, Ken Eby-Gomez, Spencer Robert, Amanda Smith, Devi Zinzuvadia, Stephanie Smith.

AMIE DOWLING

College of Arts and Science
Associate Professor
Department: Performing Arts and Social Justice
Courses: Performing Arts and Community Exchange (PACE)
Community partners: Community Works,
San Francisco Sheriffs Department



Describe your SL/CE course(s)

Performing Arts and Community Exchange (PACE) introduces students to a theoretical and practical understanding of the field of socially engaged art practices. PACE is designed for students who are interested in merging social activism, performance and facilitation. This field of artistic practice is also referred to as participatory art, community-based arts, relational aesthetics, social art practice, and/or public practice. Once a week in studio sessions, USF students learn how to identify, approach and construct classes for community sites and discuss readings on the ethics of collaborative community involvement. The course's community engaged component includes facilitating classes twice a week, off campus with men in the Resolve to Stop the Violence Program (RSVP), a non-violence program in San Francisco Jail #5.

Selected readings and videos provide a context for discussion and assist in the development of individual student's creative practice and facilitation experience and methods. "Inside" students (men incarcerated in the jail) and "outside" students (Performing Arts and Social Justice, PASJ, majors) read and discuss excerpts from: *The New Jim Crow* by Michelle Alexander, *Mercy* by Bryon Stevenson, and *Race To Incarcerate* by Marc Mauer. Both groups of students produce response papers to the readings and journal entries about the classes inside the jail. Journal topics range from the idea of cultural bias, the link between theory and practice in regards to community engagement and perfor-

mance, and personal experiences within the context of community participation.

What successes and accomplishments have you achieved through your SL/CE course(s)?

One of the primary goals of SL/CE courses is the engagement of students in an intentional collaboration across USF programs and between the University and Bay Area communities. PACE involves a wide range of contributors and participants, including, undergraduate PASJ majors, faculty from PASJ, incarcerated and formerly incarcerated men, the McCarthy Center, the Office of Student Learning Assurance (OSLA), staff from Community Works (PACE's community partner), the San Francisco Sheriffs Department, and audience members at performances.

The course's impact extends from classroom to jail to community, from workshops and dialogues to an informal, behind-bars performance, and from the informal and impromptu sharing of stories to the eventual production of an original, evening-length show outside the jail/site. In 2009, the production of *Man. Alive* featured four formerly incarcerated men and six USF students as crew and rehearsal directors. *Man. Alive* chronicles the transformation stories of the four men and opened on the USF campus in 2009, toured through 2011, and segments are still being produced in public venues across the San Francisco/Bay Area.

Each one of the USF students involved in *Man. Alive* has gone on to work in the intersection of performance, education and social justice, from running a theater company inside San Quentin Prison to working as a teaching artist for Rehabilitation Through the Arts in New York City to working with Brooklyn public school students whose families are impacted by incarceration. Perhaps the most unpredicted outcome (to use the language of assessment) is “inside” students’ interest in pursuing higher education. Recently one man graduated as a non-traditional, undergraduate and graduate student, from USF’s School of Management, and is currently enrolled in the School of Education as an EdD candidate.

What has been the greatest challenge of teaching your SL/CEL course(s)? If you have addressed this challenge, how did you do so? If not, what are the barriers?

The biggest challenge of teaching the PACE class is that we pack so much information and activity into fifteen weeks. Currently the PACE class is one semester and weaves together three components: scholarly research, the development of artistic tools, and the creation of a theatrical production. The “inside” and “outside” students examine mass incarceration and unpack its causes, including systemic racism and long standing societal inequities. They then create an artistic space within a jail, rehearse and develop an original work. Individually each of these elements could take the entire 15 weeks. This condensing of information and experiences is due to limited units in the PASJ major. My hope is that the PASJ Department will address this issue at Fall 2015 Curricular Retreat in September 2015.

What inspires you to integrate service-learning and/or community-engaged pedagogies into your courses?

The approach to service learning used in PACE is a reciprocal arrangement. In the classroom on campus, as well as at the jail, each individual brings to the mutual endeavor unique tools: social skills, histories, factual information, artistic training, and expressive abilities. In addition, participants mutually create new artistic vocabularies and practices as goals emerge from their

interactions. Through these dialogues, one important sense of “knowledge” becomes more apparent and applicable. I, as teacher, am not the only one who provides information. No one, it turns out, is “serving” anyone: in other words, each is serving a common desire to engage artistically with people s/he might not otherwise collaborate with, to think critically and to be changed by being in proximity with one another and the injustices that have made mass incarceration a reality. In end of semester feedback, one “outside” student wrote, “I have learned just how valuable listening is. The men in SF Jail #5 have taught me to search deep within people instead of judging them based on surface appearances, class, race, language, clothing, location.” An “inside” student observed, “It takes a lot of guts to walk into a jail and create a safe place where those of us who are incarcerated want to come every week. It’s powerful to bring us all together through art. It has made me realize that I should never judge a person by what I hear about them, but by what they show me of themselves. [PACE] made me look at a different side of me, that whether we are locked up or on the streets we all have something to bring to the room.”



PACE students facilitate classes twice a week, off campus with men in the Resolve to Stop the Violence Program (RSVP), a non-violence program in San Francisco Jail #5.



SETH WACHTEL

College of Arts and Sciences
Department Chair, Art + Architecture;
Associate Professor
Art + Architecture, Architecture and Community
Design Program
Courses: Community Design Outreach, International
Projects, Construction Innovation Lab
Community partner organizations: numerous



Describe your SL/CE course(s)

In each of my architecture design studio courses, Community Design Outreach, International Projects, and Construction Innovation Lab, I work with student teams on real projects for local and international underserved communities. We work only on projects that have been identified and defined by the community partner and the design process is interactive and driven by community feedback. For local projects, students engage directly with the community through visits and design meeting at the project site. For international projects, the interaction is through email, PDF design attachments and Skype conference calls. All projects are focused on finding culturally connected solutions that reinforce local traditions and rely on locally available skills and materials. Through this direct interaction over the course of the semester, students learn from each community about the social justice issues that influence people's lives, and consequently how this affects a community's lived spaces. The collaborative process helps to raise the social justice issues beneath the surface of the technical aspects of architecture related fields.

What successes and accomplishments have you achieved through your SL/CEL course(s)?

There is no separation between service-learning, academic learning, and professional practice in my architecture studio courses. For a project to be selected for a class, it must serve an underrepresented local or international community, a threatened environment or a historic architectural site. Often, projects contain more than one of these. The buildings and landscapes that we design are sensitive to cultural, aesthetic, environmental and historic realities of the places and peoples being served. In that

way the traditions and values of the societies we serve are honored while the lives of community members are improved. Each project we bring to completion encourages and enjoins us to undertake the next. It is my hope and expectation that upon a student's graduation that they will be moved to develop such projects on their own. A lifetime of such committed work strikes me as the best of purposes in our troubled world.

What has been the greatest challenge of teaching your SL/CE course(s)? If you have addressed this challenge, how did you do so? If not, what are the barriers? What inspires you to integrate service-learning and/or community-engaged pedagogies into your courses?

I have been inspired in large part by what I wish I had had as an undergraduate architecture student. I found the imaginary project approach to conventional architecture education uninspiring and groundless. It was clear that a better way was possible and through my 20's I discovered that a student's best work results when they tap into their own unique strengths and insights as a designer and connect in a real way as a fellow member of the global human community. As I work with and watch each student's development, it is clear that each one has the potential for improving our world through a commitment to the enhancement of the built environment for members of under-served communities. Students do not have to wait until graduation from USF, or until they have completed a graduate degree, or until they have had many years of experience in the field. Every day of every semester, together, we can make a real world impact on the quality of life, environments, and

spaces for people and communities who need it most. It is essential for architects and designers to be socially and culturally engaged. So too must a student's technical education be wedded to the development of an internal sense that what they are studying can and must be used to improve the world around them.



Seth Wachtel working alongside his students and community partners on-site in Nicaragua.



MARTÍN-BARÓ SCHOLARS PROGRAM

LIVING-LEARNING COMMUNITY FOR FIRST-YEAR STUDENTS

David Holler, Associate Professor;

Kara Knafelc, Adjunct Professor

Department: Rhetoric and Language

Community Partners: Women's Community Clinic, St.

Vincent de Paul's Wellness Center, Raphael House,

Faithful Fools



Describe your SL/CEL course

The Martín-Baró Scholars (MBS) Program is a living-learning community that provides a two-semester (16-unit) integrated approach to meeting five core requirements (written communication, oral communication, literature, cultural diversity, and service learning—plus an elective). Throughout the yearlong course students read a wide variety of non-fiction and fiction texts, all relating in some way to social justice concerns. Students present policy arguments, analyze literary texts, implement a Community Development Project, and ultimately act alongside community partners to bring about small but tangible change by serving diverse populations in San Francisco.

The course is co-taught by David Holler (Associate Professor, Rhetoric and Language) and Kara Knafelc (Adjunct Professor, Rhetoric and Language). Now entering its thirteenth year, MBS now typically works with one community partner per academic year.

Most recently MBS has been partnered with the Faithful Fools, an amazing live/work community based in San Francisco's Tenderloin district.

What successes and accomplishments have you achieved through your SL/CEL course?

By working consistently with one single partner over an entire year, we've discovered, we can create genuinely collaborative relationships. This past academic year, for example, MBS created a 190-page book of poetry for the Faithful Fools. How is this possible? First, students were asked to read five volumes of poetry that were produced in small literary journals over a ten-year period at the Fools' Court. As part of our literature core, the

class then analyzed and presented on the poems; they also interviewed many of the poets, and edited videos of these interviews. The class then worked together to select the best work from the first five volumes and within one academic year they somehow managed to curate and edit and lay out all these poems into an almost 200-page book.

Such an ambitious agenda, however, took lots of long- and short-range planning (including several meetings over the summer). Frequent in-person, email, and phone communication really helped us determine the best way to approach and adapt our project to meet both the community partner's needs as well as those of the students. Sam Dennison of the Faithful Fools was also a frequent guest in our classroom and our class often met at the Fools' Court in the Tenderloin.

Student teams were given a great deal of autonomy in terms of how the book project and interview project would turn out both content-wise and aesthetically, and they responded by truly taking pride in their work. Students, for example, worked tirelessly on layouts and edits and interviews, knowing that they were responsible for two very public documents. (Obviously this is a rare occurrence to find a community partner so completely trusting of undergraduate students.)

But before we could arrive at that level of devotion in our students, we made sure to prioritize our activities with the Fools. Our first and most important activity was the Street Retreat, which asked students to spend five hours walking around the Tenderloin without a phone, money, or food, to get a glimpse of the difficulty of life on the streets. (Professors also joined in the challenge of course.) As the Fools say, and students kinesthetically realize: "on the streets we discover our com-

mon humanity.”

With renewed empathy from the Street Retreat, students were then invited in small groups to attend writing workshops and meet many of the poets at the Fools’ Court (many of whom were homeless or struggled with addiction, substance abuse challenges, and other emotionally distressing factors). These initial meetings certainly influenced the interviews and indeed the overall vision of the poetry anthology that the students created.

What has been the greatest challenge of teaching your SL/CE course(s)? If you have addressed this challenge, how did you do so? If not, what are the barriers?

Our greatest challenge might simply be what one might call the “maturity index” of incoming first-year students (i.e., they arrive, in many cases, with underdeveloped time-management and interpersonal skills). And they do tend to struggle at first when faced with a high-stakes group assignment such as our neighborhood case study which asks students to go in small groups to the Mission or the Bayview, for example, and witness the

characteristics of the neighborhood. However, after lots of team building, and creating the conditions for working together meaningfully and mindfully, we discover a tremendous growth in nearly all students by the end of our year together.

Our other challenge is simply one of recruiting students who are still in high school who are truly ready to join our demanding program the instant they enter college. We’ve certainly adapted our recruitment strategies in the past few years to include a substantial application process and summer interviews. It has certainly made a world of difference, however.

What inspires you to continue with CEL?

We have found that MBS is, for almost all students, a transformative experience. We get to witness students mature tremendously—intellectually and emotionally—before our eyes. And of course, the fact that we get to work in a sustained way with our incredible community partners easily mitigates all our efforts.



Scenes from the Martín-Baró Scholars Program in 2014-2015, including classes at City Hall (meeting with Bevan Dufty, Director of HOPE: Housing, Opportunities, Partnership and Engagement), at the Faithful Fools in the Tenderloin, at a performance of *The Tempest* in Mill Valley, and working on campus.

ESTHER MADRÍZ DIVERSITY SCHOLARS PROGRAM

LIVING-LEARNING COMMUNITY FOR SECOND-YEAR STUDENTS
Stephanie Sears, Associate Professor
African-American Studies, Critical Diversity Studies,
Gender and Sexualities Studies, Sociology
Community Partner: St. Anthony's



Describe your SL/CEL course

EMDS is a second-year living-learning community that explores issues of diversity, inequality, social justice, and social change. During the academic year, EMDS students take *Social Problems* and *Community Organizing*, both of which are service-learning courses. What is exciting about teaching CEL in a living-learning community is that we have two semesters to engage ideas about service and social justice and develop relationships with our community partners and the larger communities that they serve. As service-learners, students are expected to provide direct service as needed by our community partner(s) as well as act as a participant researcher, gathering data to help inform their understanding of the causes and consequences of social problems, activism, and social change. Over the course of the year, students often create an on campus as well as a community-based social change project. For the community-based project, students work with the community partner to create a project or product that reflects the needs of the organization, as well as the students' skill-sets and creativity. Past social change projects include: a USF college day; Girls & Movies discussion group; Fight the Power, a hip-hop activism workshop; SMOG, a feature film on racism; Youth and Environmental Justice Survey Report; "Thinking Outside the Box," an art installation that examined sexism and homophobia; and a Hip Hop elective for Breaththrough Collaborative.

What has been the greatest challenge of teaching your SL/CE course(s)? If you have addressed this challenge, how did you do so? If not, what are the barriers?

The greatest challenge has been developing an ongoing relationship with a community partner that is meaningful to both the students and the community. For the past two years, EMDS has focused on Hip-Hop as a way

to think through globalization, the criminalization of youth, gentrification, sexism, racism, heterosexism, as well as social justice and social change. In 2011-2012, we partnered with the St. Anthony's Foundation, a nonprofit dedicated to both supporting the immediate needs as well as addressing the structural conditions that lead to poverty and homelessness in San Francisco and beyond. While I have partnered with many community agencies, the most collaborative and impactful relationship occurred with St. Anthony's. Oftentimes, community partners do not have the time or resources to co-create a syllabus and think through the ins and outs of community service vs. service learning; helping vs. social justice. This was different with Angelina. During the summer leading up to the course, we met two or three times per month. After discussing the challenges and opportunities of service-learning, our main critique was that often the service projects are predetermined by either the community organization or the course instructor, which left little room for community members, and sometimes even students, to have a say in the direction or shape of the work. We created a program that left this open. We organized the class so that we rotated our meetings between USF and St Anthony's. During these meetings, we imagined that USF students would present what they were learning about Hip-Hop especially at is related to social conditions of cities, youth marginalization, and resistance and that St. Anthony's participants would share their knowledge regarding the social conditions of the Tenderloin, criminalization of youth, and community strengths and resistance. Our ultimate goal was to support the group to create a social change project or intervention that would be meaningful to both communities. To be honest, giv-

en the limitations of the academic schedule, it was difficult for St. Anthony’s participants to make the meetings. Doctor appointments, job interviews, and meetings with parole officers were just a few of life’s demands that competed with sitting down with college students to vision and create a social change project. Angelina and I learned that this opportunity was luxury that many St. Anthony’s participants could not afford. To describe this process as a failure would be incorrect. In fact, it was a tremendous learning experience that will shape my future service-learning courses as well as relationships with community partners.

What inspires you to continue with CEL?

“Learning about social justice in the classroom is one thing, but actually going out into the real world and applying what you learned is another thing. My experience was a memorable one for several reasons. First of all, I was in a place where I felt utterly vulnerable, which is strange because coming in as a tutor, I would’ve thought the opposite would have occurred.... I thought I was going in there to teach, but what I didn’t realize at the time, was that I would be the one learning, mostly about myself.”

—Neida, EMDS participant

The students and community members inspire me to continue with CEL. In her book, *La Frontera/Borderlands*, Anzaldúa (1987) argues for the development of a *mestiza* consciousness that can blur the boundary between “the hegemonically differentiated ‘us’ and ‘them’” (3). This way of being in the world encourages us to let go of rigid borders and to become “vulnerable to foreign ways of seeing and thinking and to let go of all notions of safety, of the familiar” (104). Building on the work of Anzaldúa, and the critical pedagogy work of Paulo Freire, Giroux (2005) develops what he defines as *border pedagogy*. Giroux suggests that border pedagogy has the potential to create a shift in the ways that race, class, gender and other forms of difference are seen and experienced and as a result may create opportunities for deeper engagement around inequality, privilege, power, (in)justice and social change. It provides opportunities for students to learn “how one speaks *with* rather than exclusively *for* others”(21). As Neida, reflects, CEL en-

courages students to critically explore and engage these boundaries to understand their own place within these structured systems. In other words, CEL provides the opportunity to teach about privilege, inequality, empowerment, oppression, and engage in the fight for social justice and progressive social change.



Esther Madríz Diversity Scholars participating in Transborder in New York City and at the annual Esther Madríz Life and Legacy dinner on campus.

The Leo T. McCarthy Center for Public Service and the Common Good offers the Service-Learning Seminar to USF faculty from all disciplines. Participants attend a series of seminar sessions designed to enhance understanding of service-learning theory and practice, guide development or revision of a service-learning course syllabus, foster equitable sustainable partnership practices with community organizations, and integrate effective strategies for implementing reflection and assessment. Below is a list of the current USF faculty and administrators (as of July 2015) who have participated in the Service-Learning Faculty Seminar:

Name	Department
Paula Birnbaum	Art + Architecture
Hana Böttger	Art + Architecture
Sergio DeLa Torre	Art + Architecture
Barbara Jaspersen	Art + Architecture
Sabine Thompson	Art + Architecture
Seth Wachtel	Art + Architecture
Stephen Roddy	Asian Studies
Deneb Karentz	Biology
William Melaugh	Chemistry
Evelyn Ho	Communication Studies
Brandi Lawless	Communication Studies
Greg Pabst	Communication Studies
Shawn Doubiago	Comparative Literature and Culture
Chris Brooks	Computer Science
EJ Jung	Computer Science
Ian Pollock	Computer Science
Sharon Gmelch	Cultural Anthropology
Ryan Van Meter	English
Uldis Kruze	History
Lindsay Gifford	International Studies
John Zarobell	International Studies
Dana Zartner	International Studies
Mark Bautista	Modern and Classical Languages
Karina Hodoyan	Modern and Classical Languages
Anne Mairesse	Modern and Classical Languages
Matthew Motyka	Modern and Classical Languages
Karen Schell	Modern and Classical Languages
Christine Young	Performing Arts and Social Justice
Roberto Varea	Performing Arts and Social Justice
Rebecca Gordon	Philosophy
Manuel Vargas	Philosophy
Corey Cook	Politics
Elisabeth Friedman	Politics
Keally McBride	Politics
Ed Munnich	Psychology

Name	Department
Cathy Gabor	Rhetoric and Language
David Holler	Rhetoric and Language
Michelle Lavigne	Rhetoric and Language
Genevieve Leung	Rhetoric and Language
David Masterson	Rhetoric and Language
Lynn Perkins	Rhetoric and Language
Michael Rozendal	Rhetoric and Language
Roxann Schmidt	Rhetoric and Language
Danny Gascon	Sociology
Ruth Kim	Sociology
Dan Morgan	Sociology
Evelyn Rodriguez	Sociology
Stephanie Sears	Sociology
John Stover	Sociology
Steve Zavestoski	Sociology
Nola Agha	Sport Management
Erin Brigham	Theology and Religious Studies
Lilian Dube	Theology and Religious Studies
Nate Hinerman	Theology and Religious Studies
Vincent Pizzuto	Theology and Religious Studies
Angelo Merino	Yuchengo Philippine Studies
Juan Berumen	Leadership Studies
Chris Thomas	Leadership Studies
Helen Maniates	Teacher Education
Todd Sayre	Accounting
Paul Lorton Jr.	Business Analytics and Information Systems
Stephen Morris	Business Analytics and Information Systems
Vivian Faustino-Pulliam	Economics, Law, and International Business
Monika Hudson	Entrepreneurship, Innovation, and Strategy
Jennifer Walske	Entrepreneurship, Innovation, and Strategy
KO Odsather	Hospitality Management
Rebekah Dibble	Organization, Leadership, and Communication
Nicole Jackson	Organization, Leadership, and Communication
Keith Hunter	Organization, Leadership, and Communication
Eunkyung Lee	Organization, Leadership, and Communication
Kevin Lo	Organization, Leadership, and Communication
Jennifer Parlamis	Organization, Leadership, and Communication
Paul Ryder	Organization, Leadership, and Communication
Ron Harris	Public and Nonprofit Administration
Irine Onciano	Public and Nonprofit Administration
Kathy Raffel	Behavioral Health
Mary Lou DeNatale	Nursing
Susan Pauly-O'Neill	Nursing



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