

2014-2016

# COMMUNITY ENGAGED LEARNING

I N D E X



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## **2014-2016 COMMUNITY ENGAGED LEARNING INDEX**

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# DEAR STUDENTS, COLLEAGUES, & PARTNERS,

The 2014-2016 academic years were an impressive period of time for Michigan State University (MSU) for many reasons, including the significant recognition that MSU received for our ongoing community engaged learning efforts. MSU was awarded recognition with distinction on the President's Community Service Honor Roll. We were also named the 2014 Michigan Campus Compact Engaged Campus of the Year.

The Center for Service-Learning and Civic Engagement conducts an annual survey to collect campus-wide information about community engaged learning courses, programs, and projects. This inaugural edition of the annual *Michigan State University Community Engaged Learning Index* includes data, information, and stories of service and engagement from the survey for the 2014-2016 academic years. We hope it will assist faculty members, advisors, staff members, students, and student organizations to share the details of their community engagement.

The information collected by the annual Community Engaged Learning Survey is used to meet the university's yearly reporting requirements regarding number of students involved in curricular and co-curricular community service and engagement. It also provides important information for university awards and recognition programs, such as the President's Community Service Honor Roll.

Michigan State University is a recognized leader for many reasons, including our institutional commitment to community engaged learning. From the hundreds of faculty members teaching service-learning courses and leading community engaged study abroad programs to the student organizations and living and learning communities that engage in thousands of hours of community service every year, community engaged learning in the classroom and beyond is a hallmark of the Spartan experience.

The goal of this annual index is to tell the story of community engaged learning at Michigan State University and recognize and celebrate our amazing students, dedicated faculty and staff members, and community partners who often serve as co-educators.

Thank you to all who contributed to this special and important report. Completing the annual Community Engaged Learning Survey is essential to ensuring that we tell the complete story for our campus and are able to highlight the impressive efforts and partnerships of our students, faculty, and staff.

**GO GREEN!**

## Renee Zientek

Director, Center for Service-Learning and Civic Engagement



# COMMUNITY-ENGAGED LEARNING AT MSU

## 2014-2016 AT A GLANCE

For the 2014-2015 academic year,

**26,127**  
STUDENTS

participated in community engaged learning and/or community service opportunities. Of those students, **38%** (9,896) were registered in community engaged learning as part of an academic course and **62%** (16,231) participated in co-curricular (not related to a specific course) community service.

+

For the 2015-2016 academic year,

**27,475**  
STUDENTS

participated in community engaged learning and/or community service opportunities. Of those students, **39%** (10,651) were registered in community engaged learning as part of an academic course and **61%** (16,824) participated in co-curricular (not related to a specific course) community service.

=

**53,602**

MSU students participated in community engaged learning and/or community service opportunities across 2014-2016

# Days of Service

2014-2015

**1,207 MSU student, staff, and faculty volunteers** participated in a day of service, serving a total of **7,015 volunteer hours**, for an approximate dollar value of **\$161,064**

(as estimated by the policy/advocacy organization Independent Sector)<sup>1</sup>

+

2015-2016

**1,644 MSU student, staff, and faculty volunteers** participated in a day of service, serving a total of **8,448 volunteer hours**, for an approximate dollar value of **\$198,865**

(as estimated by the policy/advocacy organization Independent Sector)<sup>2</sup>

=

**4,651 MSU student, staff, and faculty volunteers** participated in a day of service during 2014-2016, serving a total of **15,463 volunteer hours**, for an approximate dollar value of

# \$359,921

(see the [Co-Curricular/Volunteer Service-Learning](#) section on page 17 for details)

## Community Partners

Based on reports we received, MSU students volunteered with over **331 community partners** in and around the Greater Lansing area, the state, and beyond.

1. The value of volunteer time is based on the hourly earnings of all production and non-supervisory workers on private non-farm payrolls (based on yearly earnings provided by the Bureau of Labor Statistics) for the national average. For state averages, Independent Sector indexes this figure to determine state values and increases it by 12 percent to estimate for fringe benefits. The value for Michigan was \$22.96/hour in 2014. See: Independent Sector. (2015). *The value of volunteer time*. Washington, DC: Author. Retrieved from [independentsector.org/volunteer\\_time](http://independentsector.org/volunteer_time)

2. The value of volunteer time for Michigan rose to \$23.54 hour in 2015. See: Independent Sector. (2015). *The value of volunteer time*. Washington, DC: Author. Retrieved from [independentsector.org/volunteer\\_time](http://independentsector.org/volunteer_time)



## Presidential Volunteer Service Awards

MSU's Center for Service-Learning and Civic Engagement recently became a certifying agency for the Presidential Volunteer Service Award which encourages citizens to live a life of service through presidential gratitude and national recognition. In 2014-2015, we awarded:



## Campus Awards

MSU's culture of engagement was recognized with the following 3 national awards:



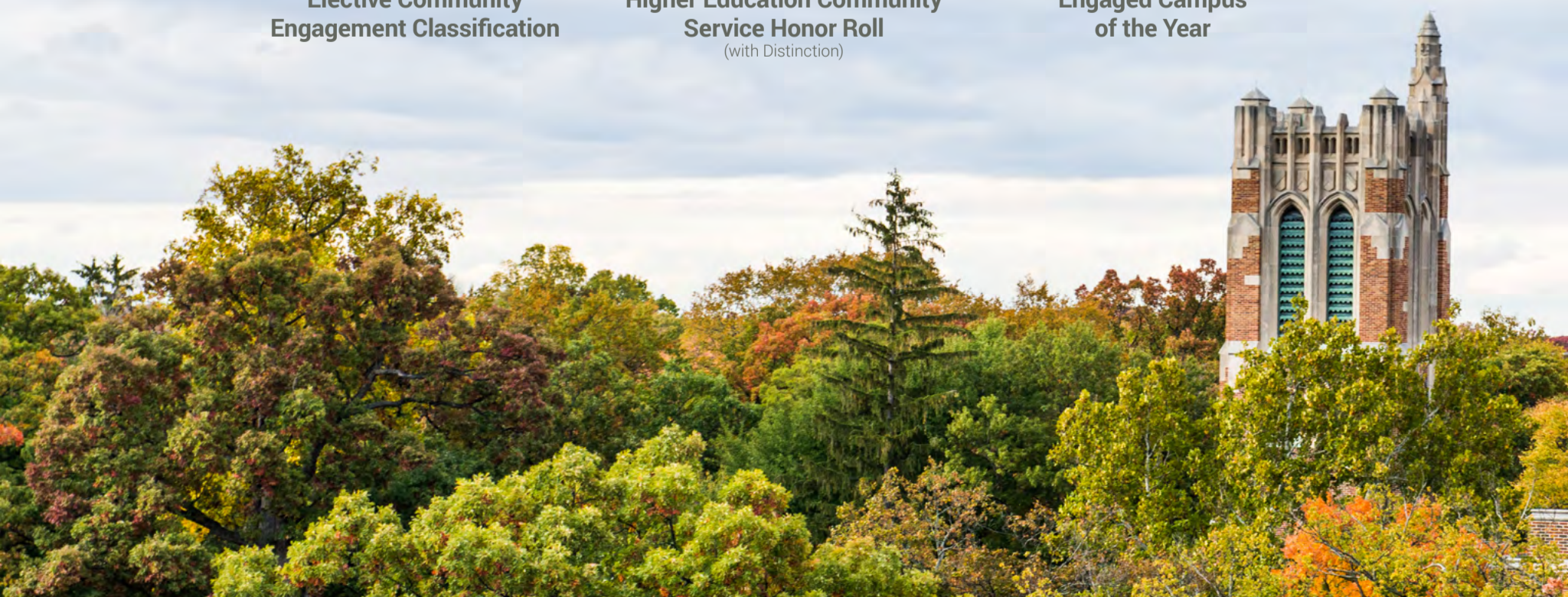
2014  
Carnegie Foundation  
**Elective Community Engagement Classification**



2014  
U.S. President's Award  
**Higher Education Community Service Honor Roll**  
(with Distinction)



**Campus Compact Michigan**  
2014  
Michigan Campus Compact  
**Engaged Campus of the Year**





# ACADEMIC/CURRICULAR SERVICE-LEARNING

## What Is Service-Learning?

“Service-learning is a teaching method that combines academic coursework with the application of institutional resources (e.g., knowledge and expertise of students, faculty and staff, political position, buildings and land) to address challenges facing communities through collaboration with these communities. This pedagogy focuses on critical, reflective thinking to develop students’ academic skills, sense of civic responsibility, and commitment to the community.”<sup>3</sup>

In the **2014-2015 academic year, 9,896 students** engaged with the Greater Lansing community through a service-learning course at Michigan State University.

In the **2015-2016 academic year, 10,651 students** engaged with the Greater Lansing community through a service-learning course at Michigan State University.





# COMMUNITY ENGAGED LEARNING LEADERS AT MSU

2015-2016

## Category

## Top Colleges

**Number of students enrolled in a service-learning course**

- **Social Science** (1,970)
- **Arts & Letters** (1,553)
- **Education** (1,340)

**Number of faculty and instructors who taught an academic service-learning course**

- **Human Medicine** (566)
- **Natural Science** (191)
- **Education** (156)

**Total percent of students involved in community engaged learning**

- **Arts & Letters** (83%)

NOTE: Data is from the Center for Service-Learning and Civic Engagement's CBISA reporting database for the 2015-2016 academic year. This is the data reported by colleges across campus re: their academic service-learning classes and community engagement projects.

## DID YOU KNOW?

As a community-based medical school, **MSU's College of Human Medicine** has its mission and ethos deeply rooted in a commitment to community engagement. In 2015-2016 the College reported **566 faculty and instructors** who were involved in promoting community engaged teaching, learning and service for their medical students. These faculty members function as mentors, instructors, and occasionally, even public figures.

One of those faculty members is Dr. Mona Hanna-Attisha, who currently serves as director of the Michigan State University Hurley Children's Hospital Pediatric Public Health Initiative. "Dr. Mona", as she is commonly known, was recently named to the 2016 TIME 100 list, for her role in calling attention to Flint's water crisis and for tirelessly promoting the health and safety of children in the Flint community. This recent international exposure has shown that Dr. Mona and her colleagues in the College of Human Medicine are exemplars of MSU's commitment to community engagement in our state, country and world.



2014-2015	
Category	Top Colleges
<b>Number of students enrolled in a service-learning course</b>	<ul style="list-style-type: none"> <li>• <b>Social Science</b> (2,334)</li> <li>• <b>Education</b> (2,091)</li> <li>• <b>Human Medicine</b> (1,200)</li> </ul>
<b>Number of faculty and instructors who taught an academic service-learning course</b>	<ul style="list-style-type: none"> <li>• <b>Social Science</b> (42)</li> <li>• <b>Residential College in the Arts and Humanities</b> (32)</li> <li>• <b>Veterinary Medicine</b> (28)</li> </ul>
<b>Total percent of students involved in community engaged learning</b>	<ul style="list-style-type: none"> <li>• <b>College of Education</b> (90%)</li> </ul>

NOTE: Data is from the Center for Service-Learning and Civic Engagement's CBISA reporting database for the 2014-2015 academic year. This is the data reported by colleges across campus re: their academic service-learning classes and community engagement projects.

## Resources

MSU's Center for Service-Learning and Civic Engagement offers a wide variety of resources for Academic Service-Learning, including:

- Facilitating community partnerships
- Faculty development workshops
- [Service-Learning toolkit](#)
- Student service-learning orientations
- Student enrollment database
- [Tools of Engagement](#)  
*a web-based curriculum on community engaged learning for undergraduate students*
- Transportation assistance (e.g., free CATA bus tokens)
- Consultation on service-learning course development

Visit [servicelearning.msu.edu/faculty/services-support](http://servicelearning.msu.edu/faculty/services-support) for more information on the academic service-learning resources offered to faculty and academic staff.

**FACULTY FOCUS:**

# A COMMUNITY ENGAGED SCHOLAR WORKING FOR SOCIAL JUSTICE

**Dr. J. Estrella Torrez** is an associate professor in the Residential College in the Arts and Humanities (RCAH). Her scholarship focuses on critical pedagogy, community-based engagement, Latino and indigenous education, and community literacies. Torrez holds a BS in elementary education, an MA in bilingual education, and a doctorate from the University of New Mexico in language, literacy, and sociocultural studies.

Dr. Torrez describes her teaching, scholarship, and service as three mutually reinforcing trajectories directed toward addressing social inequities that afflict historically marginalized communities in Michigan and beyond. The courses she teaches reflect her scholarly interest in education, Latino studies, indigenous studies, community-based literacies, and the study of language and culture. During her tenure at MSU, Dr. Torrez has taught five experiential-based university courses on Latino and indigenous issues in Mexico and the US Southwest, as well as six on-campus collaborative courses with Migrant Student Services. She has also co-led three study-abroad programs in Mexico and a freshman study-away program in New Mexico and Colorado.

*“Dr. Torrez is a devoted scholar whose intimate knowledge of the communities she works with has produced a series of scholarly studies and narrative projects that ring of truth not often found in academic ethnographic studies. This ensemble of powerful voices and images is a model of what participatory action research can produce at its best.”*

**Dr. Stephen Esquith**

Dean, MSU Residential College in the Arts and Humanities

Dr. Torrez’s teaching-scholarship-service is based on critical serving-learning (CSL) and participatory action research frameworks. She describes CSL as a variant of service-learning, purposefully infused with social justice components. As a community-engaged scholar, Dr. Torrez sees all spaces, both on- and off-campus, as an opportunity to work with the community as co-researchers. Based on her work with local communities, Dr. Torrez developed a “border crossing” civic engagement model that utilizes a critical service-learning framework, is influenced by a cultural perspective, and employs storytelling.

In 2009, Torrez co-founded the Indigenous Youth Empowerment Program, a not-for-profit organization that provides programs serving urban Native youth and families in the trans-border Great Lakes region. In the spring of 2013 she began the Nuestros Cuentos project, a collaboration with the College Assistance Migrant Program (CAMP) and Lansing School District. Nuestros Cuentos began as a storytelling project, bringing together students from MSU’s RCAH and CAMP with Latino and Indigenous elementary youth. In 2014, the course involved over 60 students from MSU’s RCAH and CAMP, as well as Latino and Native American youth from Lansing. Nuestros Cuentos is also supported by multiple community leaders and educational institutions. The Spring 2016 Nuestros Cuentos Project has evolved to include Latino youth from Eastern High School; graduate students from MSU’s Writing, Rhetoric, and American Cultures program; and Lansing Community College. As part of Nuestros Cuentos Program growth over the



Nuestros Cuentos uses storytelling to bring together students from MSU’s RCAH and CAMP programs with Latino elementary youth.

years, Dr. Torrez and her partners have developed a multi-tiered mentorship component involving elementary school, high school, undergraduate, and graduate students. This project is a great example of how Dr. Torrez creates reciprocal relationships between her students and the community.

*“Through the process, [Nuestros Cuentos] participants have come to view themselves as members of multiple communities, communicate effectively across multiple modes and languages, and structure a collaborative investigative process.”*

**Dr. Estrella Torrez**

Associate Professor, MSU Residential College in the Arts and Humanities

The end product of the first Nuestros Cuentos project was a published volume that included twenty-four children’s stories, fully illustrated with a [collaboratively-produced portfolio of fine art prints](#) by students in a colleague’s printmaking course. A student-produced [documentary video](#) about the class is also available.



In 2014, the course involved over 60 students from MSU’s RCAH, CAMP as well as Latino and Native American youth from the Lansing school district

Dr. Torrez believes that the most innovative teaching and learning moments are found when students and community collaboratively participate in social justice-oriented education. She works continuously to design undergraduate courses and graduate student opportunities that integrate the university with local communities to collaboratively identify and work toward overturning local and global social injustices. A cornerstone of her approach is maintaining community partners as central to all courses and projects. Dr. Torrez’s focus on this form of reciprocal learning is innovative and in her words, a “natural reflection of the authentic and meaningful connections to the community that are essential to my faculty role.”

Dr. Torrez was recently recognized by the New England Research Center for Higher Education and the Center for Engaged Democracy at Merrimack College as one of ten national finalists for the [2014 Ernest A. Lynton Award for the Scholarship of Engagement for Early Career Faculty](#). Finalists for this prestigious award are chosen for their work “...pushing the boundaries of community-engaged teaching, research/creative activity, and service in fundamentally new directions.”



**FEATURED CLASS:**

# IT PROJECT MANAGEMENT

Creating high-level technology products for local organizations is the focus of ITM 444, a required course for students pursuing a minor in information technology at MSU. It is taught by **Dr. Constantinos K. Coursaris** and **Dr. Wietske van Osch**.

The course is intentionally designed to benefit both students and community partners alike. Community partners benefit by receiving tangible deliverables that add value to their respective organizations (e.g. a new or improved website; database-driven functionality).

The IT minor is offered jointly by three colleges: Communication Arts and Sciences, Computer Science and Engineering, and Eli Broad College of Business. The ITM 444 course combines lectures covering principles of IT project management with hands-on experience involving live industry IT projects on a range of topics, including website design, database development, creative production, and social media for marketing communications. Every semester, ITM 444 begins by bringing students and industry organizations (including many nonprofit agencies) together in a simulated job market.

Students review proposed industry projects and apply to lead one or more projects of interest by uploading a resume outlining their related skills. Clients then review students' resumes and "hire" them for the project. Every project consists of either three or four students. Each semester, this class hosts 15 to 25 community engagement projects, taken on by 50-80 students.

Students benefit by gaining experience in a real-world setting, working with a company part-time throughout the semester in the context of a course-guided project. Students also gain from a learning experience that fosters skill development (they further develop and fine-tune the IT skills of their interest in line with their professional aspirations, improving their employability; 74% secure a job and another 15% enter graduate school within 3 months of graduation); professional development (they grow as professionals working in a group setting and learn how to efficiently and effectively manage projects and become better team players along the way); and personal development (they grow as individuals, as the demands placed on them in being required to take on a real-world IT challenge faced by a community organization far exceed those typically associated with any traditional course-based assignment).

For the reasons listed above, ITM 444 is a powerful example of how service-learning can enhance the learning outcomes for students while also providing practical benefit to community partners. For more information visit the [IT Minor's Capstone](#) page or watch 1-minute videos of [student](#) and [community partner](#) testimonials.

In 2009, ITM 444 was given an International Telecommunication Education and Research Association (ITERA) Innovative Course Award.

## THE IT PROJECT MANAGEMENT CLASS

## HOW IT WORKS

Each community partner receives approximately **400 hours** of IT project-related work per semester. At **\$15 per hour** (estimated for the pro bono work undertaken by the students during their experiential learning engagement with the community partner), this translates into approximately **\$6,000 of earned value per client project**. In Spring 2016, **18 course clients** received **\$108,000 of immediate value** generated for the community.

Since the creation of this course, it is estimated that the value for the community partners is more than **\$950,000**.

Each community partner receives approximately:

$$400 \times \$15 = \$6,000$$

**PROBONO HOURS**  
of IT project-related work per semester

**PER HOUR**  
estimated value of the students' pro bono work

**EARNED VALUE**  
per client project

In Spring 2016:

$$18 \times \$6,000 = \$108,000$$

**COURSE CLIENTS**

**PER CLIENT**

**IMMEDIATE VALUE**  
generated for the community

SINCE THE CREATION OF THIS COURSE, IT IS ESTIMATED THAT THE VALUE FOR THE COMMUNITY PARTNERS IS MORE THAN:

**\$950,000**





BEYOND THE CLASSROOM:

# CO-CURRICULAR/ VOLUNTEER SERVICE-LEARNING

## Days of Service

Days of Service are an important expression of MSU's land-grant roots and commitment to fostering community engagement among students. Each of these day-long service projects is a campus-wide collaboration planned and coordinated by representatives from a number of MSU units, including the Center for Service-Learning and Civic Engagement, the Office of Cultural and Academic Transitions, Residential Education and Housing Services, Future Alumni, and a variety of registered student organizations. Every Day of Service is intentionally designed to give MSU students an opportunity to meet community partners, contribute to the common good of our Greater Lansing community, develop lifelong habits of service and civic engagement, and contribute to a campus culture that proves **Spartans Will. Serve!**

## BEYOND THE CLASSROOM:

# WHAT DIFFERENCE CAN A DAY MAKE?

This total represents the value of volunteer service MSU students gave to 71+ different community partners over 4 campus-wide days of service in 2015-2016.

2015-2016

Event	Number of Students		Hours Served		Total Hours	Value
<b>Spartan Day of Service</b>	500	x	5	=	2,500	<b>\$58,850</b>
<b>Spartan Day of Service</b>	393	x	5	=	1,965	<b>\$46,256</b>
<b>MLK Day of Service</b>	76	x	8	=	608	<b>\$14,312</b>
<b>Global Day of Service</b>	675	x	5	=	3,375	<b>\$79,447</b>
<b>Total</b>	1,644	x	varied	=	8,448	<b>\$198,865</b>

**1,644 MSU student, staff, and faculty volunteers** participated in a day of service, serving a total of **8,448 volunteer hours**, for an approximate dollar value of

# \$198,865

The value of volunteer time is based on the hourly earnings of all production and non-supervisory workers on private non-farm payrolls (based on yearly earnings provided by the Bureau of Labor Statistics) for the national average. For state averages, Independent Sector indexes this figure to determine state values and increases it by 12 percent to estimate for fringe benefits. **The value of volunteer time for Michigan was \$23.54/hour in 2015.**  
See: Independent Sector. (2015). *The value of volunteer time*. Washington, DC: Author. Retrieved from [independentsector.org/volunteer\\_time](http://independentsector.org/volunteer_time)

2014-2015

Event	Number of Students		Hours Served		Total Hours	Value
<b>Take it to the Streets</b>	350	x	5	=	1,750	<b>\$40,180</b>
<b>Spartan Day of Service</b>	272	x	5	=	1,360	<b>\$31,226</b>
<b>MLK Day of Service</b>	110	x	8	=	880	<b>\$20,204</b>
<b>Global Day of Service</b>	450	x	5	=	2,250	<b>\$51,660</b>
<b>Total</b>	1,182	x	varied	=	6,240	<b>\$143,270</b>

This total represents the value of volunteer service MSU students gave to 65 different community partners over 4 campus-wide days of service in 2014-2015. In addition, MSU faculty and staff volunteer contributions during the same period were estimated as follows.

Event	Number of Faculty/Staff <small>From across campus</small>		Hours Served <small>Average served per person</small>		Total Hours	Value
<b>Total across all 4 events</b>	25	x	31	=	775	<b>\$17,794</b>

**1,207 MSU student, staff, and faculty volunteers** participated in a day of service, serving a total of **7,015 volunteer hours**, for an approximate dollar value of

**\$161,064**

The value of volunteer time is based on the hourly earnings of all production and non-supervisory workers on private non-farm payrolls (based on yearly earnings provided by the Bureau of Labor Statistics) for the national average. For state averages, Independent Sector indexes this figure to determine state values and increases it by 12 percent to estimate for fringe benefits. **The value of volunteer time for Michigan was \$22.96/hour in 2014.** See: Independent Sector. (2015). *The value of volunteer time*. Washington, DC: Author. Retrieved from [independentsector.org/volunteer\\_time](http://independentsector.org/volunteer_time)

## NEW SERVICE PROJECT:

# GREEK DAY OF SERVICE

The 1st Annual Greek Day of Service was held on Saturday, April 2nd 2016. On this day, MSU Greek students participated in a city-wide spring clean-up at over 100+ parks and community centers across the Greater Lansing area. Despite the cold weather and snow, 1,800 MSU Greek student volunteers engaged in beautification efforts including gardening and landscaping projects, the removal of trash and debris, and much more.

Number of Students	Hours Served	Total Hours	Value
1,800	x 2	= 3,600	<b>\$84,744</b>

This year MSU Greek organizations also raised **\$110,853 for 15 local nonprofits** including Ingham County Animal Shelter, Big Brothers & Big Sisters of Michigan, MSU Safe Place, CS Mott children's Hospital, and many more.

For these amazing accomplishments, we offer a round of applause to MSU's Greek community and Greek Week Leadership Team upon their successful first annual Greek Day of Service. Thank you to Lansing Parks and Recreation Department, for providing all the necessary supplies and service sites around the Greater Lansing area. Finally, we are grateful to fine folks at GiveGab.com (MSU's official volunteer matching system) for creating the customized tools needed to track all of the Greek Week volunteer service hours and fundraising efforts. This Greek Day of Service is sure to be a "can't miss" event for years to come and a great way to show that **Spartans Will. Serve!**



Sigma Kappa cleaning up Foster Park for the MSU Greek Day of Service 2016

**INSTITUTIONAL PARTNERSHIPS:**

# THE 60/50 PROJECT AND THE 110 SPARTAN SERVICE CHALLENGE

On January 20, 2014, in honor of Martin Luther King Jr. and to commemorate the anniversary years recognized by the Michigan State University Project 60/50, the Center for Service-Learning and Civic Engagement and community partners launched **What's Your 110? A Yearlong Spartan Service Challenge**. All Spartans were encouraged to honor each anniversary year of Project 60/50 with one hour of personal service/engagement by serving 110 hours over the next year. **The goal: If 1,000 Spartans met the challenge, the MSU community would serve at least 110,000 hours over the year.**

## THE GOAL

# 60

years ago, in 1954, a Supreme Court decision made it illegal to segregate public schools based on a person's race

+

# 50

years ago, in 1964, President Lyndon Johnson signed into law the Civil Rights Act, which outlawed major forms of discrimination based on race, ethnicity, gender, national origin, and religion

=

# 110

years of civil rights activism to be commemorated by one hour of service each

x

# 1,000

**Spartans**  
Participating

=

# 110,000

**hours of service/engagement**

## RESULTS

**2,508 Spartans** participated in the 60/50 Project and the 110 Spartan Service Challenge, serving a total of

# 141,015

**volunteer hours**

# RESULTS



**2,508**

**SPARTANS  
TOOK THE  
CHALLENGE**



**46**

**COMMUNITY ENGAGED  
LEARNING COURSES  
WERE OFFERED**



**44**

**SERVICE PROJECTS  
AND EVENTS  
WERE HELD**

**141,015** VOLUNTEER HOURS  
WERE SERVED

**x \$22.13\*** Hourly value for volunteer time in the state of Michigan at the time the challenge was launched

**\$3,120,661**

**2,508 Spartans** participated in the 60/50 Project and the 110 Spartan Service Challenge, serving a total of **141,015 volunteer hours** to communities in Michigan and around the world

The value of volunteer time is based on the hourly earnings of all production and non-supervisory workers on private non-farm payrolls (based on yearly earnings provided by the Bureau of Labor Statistics) for the national average. For state averages, Independent Sector indexes this figure to determine state values and increases it by 12 percent to estimate for fringe benefits. **The value of volunteer time for Michigan was \$22.13/hour in 2013.** See: Independent Sector. (2015). *The value of volunteer time*. Washington, DC: Author. Retrieved from [independentsector.org/volunteer\\_time](http://independentsector.org/volunteer_time)



**STUDENT SPOTLIGHT:**

# ALTERNATIVE SPARTAN BREAKS

In 2015, MSU's Alternative Spartan Breaks (ASB) celebrated its 25<sup>th</sup> anniversary. For the past 25 years, ASB has encouraged the active citizenship of its students through quality service opportunities, education about social issues, and exposure to diverse cultures and communities. In the 2015-2016 academic year, 277 MSU ASB students and 25 site advisors participated in capacity building, responsive service for the public good in 14 diverse U.S. communities. Issues of social justice tackled by the group included hunger and homelessness, employment counseling and job training, early childhood education, poverty, disabilities and health concerns, environmentalism, refugee resources, and immersive work with indigenous populations.



All ASB participants receive a wide range of invaluable service and engagement experiences throughout the year, including structured learning opportunities before and after each trip. Prior to their trips, students complete issue-education requirements consisting of both targeted instruction and

direct service with local agencies similar to those they'll encounter on the trip. Upon their return to campus, students are challenged to become active citizens, considering community in their decision-making, advocacy, and future employment/leisure pursuits.

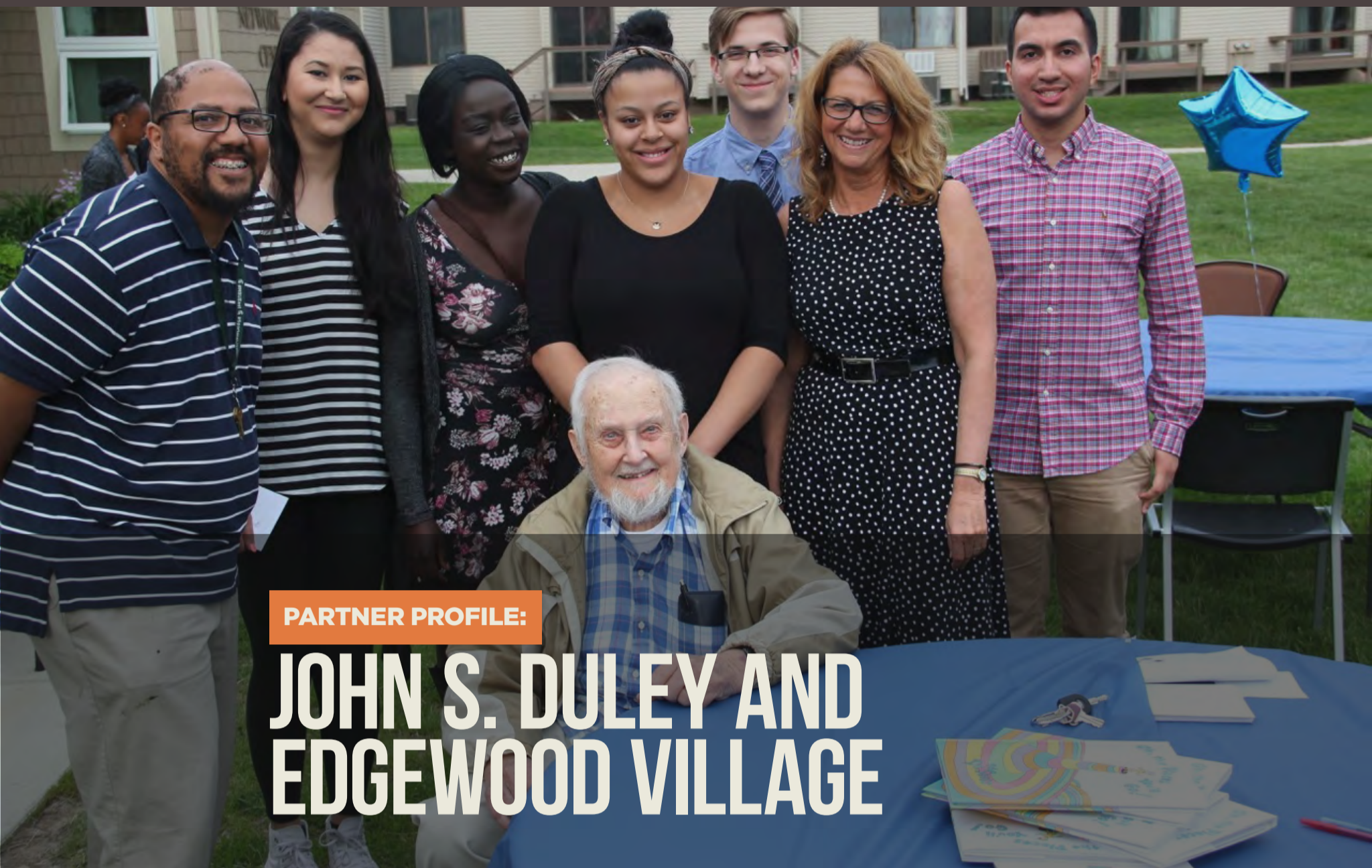
In addition to direct service and a focus on social justice issues, ASB provides strong leadership opportunities through the lens of diversity for the 14 members of the undergraduate executive board and the 41 undergraduate site leaders, who guide their peers through the ASB trip experience from start to finish. Collectively, these 55 committed student leaders each participate in more than 80 hours of issue education, leadership development, group facilitation, and peer mentoring/training. They also connect with similarly-situated programs at peer institutions within the region and nationally.

ASB is the model of a community engaged registered student organization, and we look forward to another great 25 years of ASB at MSU!



Alternative Spartan Breaks Site Leaders recently partnered with CASS Community Services on National Volunteer Day in Detroit. These Spartans provided service while learning valuable site leader training to help them lead a quality trip on their own with their participants. They did a variety of activities which ranged from painting apartments, making meals to feed over 200 people, and shredding a week's worth of paper to help generate revenue for the organization.



**PARTNER PROFILE:**

# JOHN S. DULEY AND EDGEWOOD VILLAGE

This year we are pleased to announce the creation of the Rev. John S. Duley Archives. A professor emeritus from MSU's innovative Justin Morrill College, John Duley is appropriately and affectionately referred to as the "grandfather of service-learning." In conjunction with the Center for Service-Learning and Civic Engagement, the MSU Archives has created the "John S. Duley Archives," which house many of Duley's personal memoirs and much of his scholarly research on service-learning and experiential education. These materials are available for anyone interested in learning more about his life's work and projects.

To observe tangible impact of John Duley's work in our community, one need only to learn about the long, rich, and important history of [Edgewood Village](#). In 1970, Edgewood United Church received a \$3 million grant to build a multi-cultural, affordable housing community in East Lansing, and in 1973, Edgewood Village was born. Edgewood Village is currently home to 391 residents, almost half of whom are children. Edgewood, or "The Village," is also a diverse community, providing affordable housing for many refugee and international families, even designating 35 single bedroom apartments exclusively for seniors and disabled persons.

Edgewood Village also has a long-standing partnership with Michigan State University that stretches back for many decades. The original catalyst for the connection between MSU and Edgewood was John and Betty Duley's community organizing efforts; in this same spirit, Edgewood Village and MSU have actively maintained a reciprocal campus-community partnership for many years. Duley's influence remains evident in Edgewood Village's deep commitment to provide educational support and personal development programs for all of its residents, particularly for the student residents. In this spirit, Edgewood promotes literacy among its residents by offering placements for many of MSU's America Reads tutors each year.

### **The Edgewood Scholars Program**

The Edgewood Scholars Program was founded in 2009 to help first-generation college students prepare to go to college. The Scholars Program is a 7-year college preparation program that begins in 6th grade. This year, the first group of Edgewood Scholars began applying to colleges in Michigan and across the country. As of May 2016, all six seniors in the Edgewood Scholars Program have been accepted into college. These scholars will choose among eight different schools including Michigan State University, University of Michigan, Purdue University, Morehouse College, Howard University, Spellman College, Clark Atlanta University, and Lansing Community College. Four of these scholars have decided to attend MSU this coming fall.

Over the last decade, MSU's Residential College in the Arts and Humanities (RCAH) has strategically built upon Duley's legacy as faculty and administrators began to strengthen the college's connection to Edgewood Village. RCAH faculty have focused much of their work and service on Edgewood Village, offering their academic expertise and connections to enhance the impact of MSU's education and support programs for Edgewood residents. RCAH and the Village have worked together to enhance the Edgewood Village tutoring program with initiatives that continue to foster dialogue, expression, and co-learning among students. Two of these programs, Project Lead and the Ally Club, have had a huge impact on middle school students living in the village. In these programs Edgewood students have had the opportunity to enhance their cultural competency by learning about tolerance, "allyship," and how to have conversations around subjects that are difficult to discuss. At the end of these programs, Edgewood students give presentations to their respective schools, sharing the invaluable insights they have gained with their classmates. MSU students who work alongside residents of Edgewood Village also come away

from their service experiences having developed a greater appreciation for the power of and potential for diversity, dialogue, and community.

Awna Ari, Edgewood Village Network Center Director, has worked with community centers for over a decade, but has never seen the kind of growth, evolution, and speed of change that Edgewood is currently experiencing. When asked about the partnership between MSU and Edgewood Village, Ari reflected, "The relationship between Edgewood youth and MSU student volunteers has created a huge impact on both sides. MSU students often serve as role models for our student residents. Our youth get to see that there is a great big world out there and that with hard work and education anything is possible for them. MSU students also tell us that Edgewood Village is a place of comfort for them, and that they return each semester because they have a 'home away from home.' I am so impressed with these relationships and so grateful to have MSU in our back yard."

As younger students begin taking ownership of their community, it has a ripple effect, impacting their parents and older residents at Edgewood Village as well. Tom Schaberg, President of the Edgewood Village Board, was quick to say that Edgewood's partnership with MSU has "helped to put the 'village' in Edgewood Village by fostering a tighter and more cohesive community among its residents." MSU volunteers and programs are partnering together with Edgewood Village to foster a closer, more cohesive community that cares about and takes care of each other. By continually building upon the campus-community partnership forged by John Duley many years ago, MSU and Edgewood Village are together becoming the kind of communities they were always intended to be.



Five of the six Edgewood Scholars receiving graduation cords at the East Lansing High School convocation. These scholars are accompanied by Johnathan Rosewood, Director of the Edgewood Village Scholars program and Dr. Donna Kaplowitz, MSU professor and President of the Edgewood Village Scholars committee.



CSLCE Staff. Top left – Laurenza Riojas, KC Keyton, Christie Schichtel, Dar Swiler; Bottom left – Tina Houghton, Nicole Springer, Renee Zientek, Kelly Malloy, Marc Hunsaker

# ABOUT THE COMMUNITY ENGAGED LEARNING INDEX

The Community Engaged Learning Index Project is directed by Renee Zientek, director of the Center for Service-Learning and Civic Engagement (CSLCE). This inaugural edition was developed and coordinated by, Marc Hunsaker, CSLCE Program Manager. The survey instrument was developed by CSLCE Associate Director, Nicole Springer. The data for this edition was managed by Laurenza Riojas, CSLCE Data Analyst. The report was edited by Linda Chapel Jackson and designed by Mike Davis, both of University Outreach and Engagement.

Special thanks to the hundreds of students, faculty, and staff members who completed the 2014-2016 Community Engaged Learning Surveys and provided the data and information vital to producing this report. The Michigan State University Community Engaged Learning Index is a campus-wide report. If you are interested in participating in our current campus survey, visit the [CSLCE survey page](#). Members of the MSU community who are interested in assisting in the development of this annual report are invited to contact Renee Zientek, CSLCE Director.

## If You Have Questions or Comments...

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