
Faculty Colloquium on Community-Based Learning



Community Based Learning Collaborative CBLC

November 10, 2006

Editors: Rocio Collantes and Eimon Raof, USC SPPD graduate student interns

Contents

| | |
|---|----|
| Overview of Community Based Learning Collaborative (CBLC) | |
| CBLC Mission Statement and Roots..... | 3 |
| CBLC Structure..... | 5 |
| CBLC Steering Committee..... | 7 |
| CBLC Service-Learning Resources..... | 10 |
| CBLC 2005-2006 Presentations and Events | 12 |
| Community-based learning in the News..... | 14 |
| Examples of community-based learning at USC..... | 20 |
| USC Community Based Learning Advocates..... | 28 |
| Testimonials of Students and Faculty..... | 35 |
| Opportunities for service-learning research and scholarship | |
| Publishing opportunities..... | 41 |
| Funding for service-learning research..... | 46 |
| Colloquiums, seminars, conferences..... | 48 |
| Faculty review, promotion/tenure and service learning | 50 |
| Speakers' Biographies | |
| Tammara Anderson..... | 54 |
| Melvin E. Baron..... | 55 |
| Steve Bucher | 56 |
| Elaine Kaplan..... | 57 |
| Thomas Lyon..... | 58 |
| Lidya Templeton..... | 59 |

CBLC Mission Statement and Roots

CBLC Mission Statement and Roots

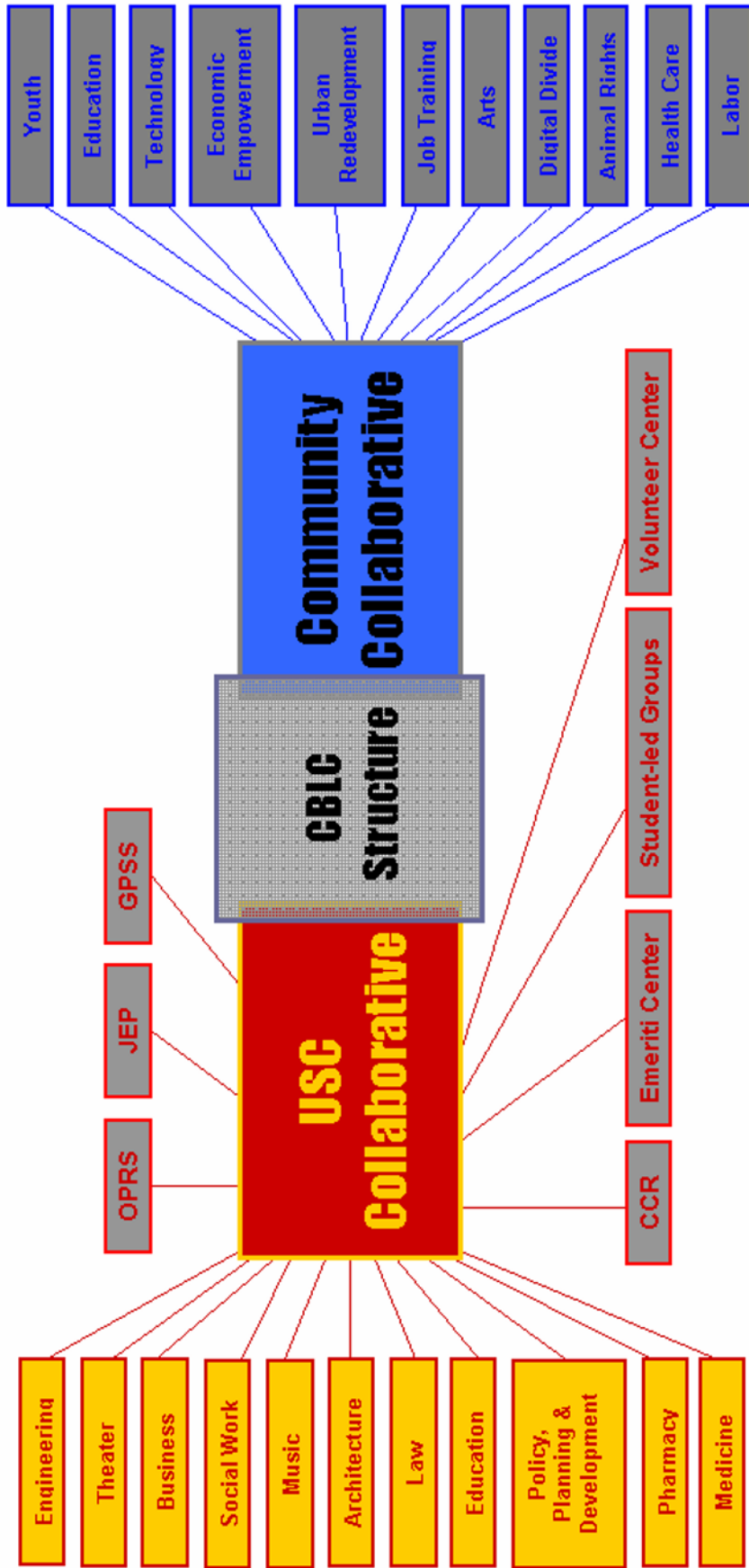
Mission Statement

The Community Based Learning Collaborative is an equitable partnership among community based organizations and faculty, students and staff at the University of Southern California. The CBLC serves as a resource center and coordination point for applied research and student-centered experiential learning. The CBLC promotes community based learning as an integral part of education. The CBLC seeks to increase awareness among students, faculty, and community members¹ about opportunities for civic engagement and facilitates the development of innovative and interdisciplinary community-based learning projects. Specifically, the CBLC seeks to build bridges between the university and the larger community, creating opportunities for an engaged and ethically responsible citizenry.

¹ Community Based Organizations (CBOs) include, but are not limited to, non-profit organizations, governmental agencies, faith-based organizations and K-12 schools.

CBLC Structure

CBLC Structure



CBLC Steering Committee

CBLC Steering Committee

Revised September 18, 2006

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CBLC Service-Learning Resources

CBLC Service-Learning Resources

Joint Educational Project (JEP)

Focus programming in and outside of the College, mostly linked to courses

Training and technical support for faculty teaching service-learning courses

Assist faculty with service-learning projects, reflection, and syllabus development

Trained graduate & undergraduate students are employed as Program Assistants (PAs) who work directly with students providing training, guidance, and feedback on reflection activities

Have Coordinators at each partnering community site to serve as liaison between site and JEP

Volunteer Center

University-wide programming, mostly extra-curricular

Provide limited program support to faculty interested in providing problem-based, project oriented service learning program

Maintain database with one time and short-term volunteer opportunities and contact information for 150 non-profits across Los Angeles

Coordinates Alternative Spring Break

Community-based organizations

Representatives from eight community-based organizations serve on the CBLC Steering Committee, helping build university-community partnerships. CBOs include organizations representing children and families, labor, economic development,

education and the digital divide

Student Participants

Graduate and Professional Student Senate

Community Service Chair serves on the CBLC Steering Committee

Los Angeles Community Impact, a student-run community service organization

Resources for Educational & Employment Opportunities (R.E.E.O.)

Provide financial, educational and employment resources to community college and transfer students

Civic & Community Relations (CCR)

University-wide technical assistance to facilitate and develop CBLC partnership between USC and the community

USC's official point of contact for the community

Community outreach and campus in-reach about the CBLC

Developed a "Call for Projects" system to solicit projects for service learning projects

Maintains website with information about wide ranging service opportunities on and off campus; Maintains database of more than 250 CBOs

Emeriti Center

Coordinates community outreach opportunities for retired faculty

Community Based Learning Collaborative

University-wide programming and networking

Provide bi-annual opportunities for faculty, students and CBOs to network, share information and collaborate on projects

Clearing house for service learning project information

Maintain relationships with community partners and CBO members of CBLC

Archive information about CBLC projects

Academic Units

Viterbi School of Engineering Computer Sciences

Build and maintain Community-based Learning Collaborative website

Gould School of Law

Coordinates pro bono and outreach opportunities for law students

Viterbi School of Engineering

Coordinates project-based service-learning for Engineering Writing Program courses

Marshall School of Business

Coordinates project-based service-learning for Business Writing Program courses

School of Theater

Coordinates the Neighborhood Theatre Resource Network – a research center that emphasizes community-based theater

School of Policy, Planning & Development

Teaches PPD 372 Public Service in an Urban Setting (service-learning course), Co-Directs the USC Summer Public Service Internship Program, Civic Engagement Initiative

School of Dentistry

Community Health, development officer for dental outreach activities

CBLC 2005-2006 Presentations and Events

CBLC 2005-2006 Presentations and Events

Presentation about the CBLC September 2005 - September 2006

| DATE | AUDIENCE | PARTICIPANTS |
|-----------------|---|--|
| September, 2005 | New Faculty Orientation University Park Campus | CCR |
| September, 2005 | Shared information about service learning and USC community outreach programs with representatives from the Princeton Review, Los Angeles | CCR, JEP, Volunteer Center |
| March, 2006 | Washington University, St. Louis administrators visit CCR for a second time | Classroom observations: USC Readers' Plus, USC Neighborhood Academic Initiative, USC Educational Opportunities Program Center, JEP mini-team (USC Students led a French class at St. Agnes); Visitors also participated in a CBLC steering committee meeting |
| April, 2006 | Gene Bickers, Associate Vice Provost for Undergraduate Programs | Members of CBLC Steering Committee |
| April, 2006 | Campus Compact: Symposium on Civic Engagement and Graduate Education, at Stanford University | Members of CBLC Steering Committee |

CBLC Events* 2005 – 2006

| DATE | EVENT | PARTNERS |
|----------------|---|--|
| March 2006 | Community and Public Sector Expo (Career/volunteer job fair) | School of Policy, Planning and Development, Joint Educational Project, Jesse Unruh Institute, Civic and Community Relations, the College, Annenberg School for Communication, School of International Relations, Department of Political Science |
| September 2005 | Engage LA (Conference: Best practices and models for how USC students, CBOs & university at large can improve policy and political capacity/competency) | Jesse M. Unruh Institute of Politics, USC Civic Engagement Initiative and USC and Student Senate |

*Currently planning a colloquium for November 2006 that will be sponsored by the CBLC, CCR, JEP and the Undergraduate Programs office within the Provost's Office

Community-based Learning in the News

Wave of the Future: Service Learning in Engineering

Reppert, Barton., *Today's Engineer*, June 2006 <<http://www.todaysengineer.org/2006/Jun/service-learning.asp>>

IEEE² President-Elect Leah Jamieson sees a “huge opportunity” for the IEEE and other engineering professional organizations to contribute more toward the wider development of “service learning” programs at college and university engineering schools.

According to Jamieson, service learning is defined as “a method of teaching, learning and reflecting that ties community service with academic learning outcomes in the discipline, and is built upon the principle of reciprocity.”

Jamieson, interim dean of the College of Engineering at Purdue University, West Lafayette, Ind., was lead-off speaker at a National Conference on Service Learning in Engineering. The National Science Foundation (NSF) sponsored the conference, held 24-25 May at the National Academy of Engineering in Washington, D.C.

“I would say that one of the most significant things was that this was the first time that people from the many different communities of engineering service learning came together,” Jamieson said, in a telephone interview following the conference. “Twenty or even five years ago, you really couldn’t have imagined any meaningful gathering of engineers who were involved with service learning, because there simply were fewer programs, and fewer people making connections between those various communities.”

At Purdue, Jamieson co-founded Engineering Projects in Community Service (EPICS). Established in fall 1995, the program has since served as a model for comparable EPICS programs at 14 other institutions, including Iowa State University, University of Notre Dame, Butler University, University of Wisconsin-Madison, Georgia Institute of Technology, University of California-Merced, University of California-San Diego, Columbia University, Pennsylvania State University, Case Western Reserve University, San Jose State University, University of Illinois at Urbana-Champaign, Worcester Polytechnic Institute, and the University of Puerto Rico-Mayaguez.

In February 2005, the National Academy of Engineering honored the Purdue EPICS program with the prestigious Bernard M. Gordon Prize for Innovation in Engineering and Technology Education.

Another speaker at the conference last month, Martin C. Jischke, president of Purdue University, told the gathering that “I’m one of those who believes that EPICS is a program whose full impact on the lives of our students — and not just at Purdue — will be quite substantial. It will be profound in that these students whose careers are going to be affected are going to have a big impact long after they leave the university.”

Sue Kemnitzer, deputy director for engineering education and centers at the National Science Foundation, said the NSF funds EPICS and similar service learning programs through its Science, Technology, Engineering and Mathematics Talent Expansion Program, budgeted at about \$25 million for the current fiscal year. “We’re very open to people suggesting service learning as a technique to use to attract and retain students,” she said.

Asked about particularly worthwhile and significant projects in service learning that have electrical engineering students have pursued, Kemnitzer said: “Oftentimes it’s a situation where you are combining mechanical and electrical systems to get some beneficial result. In the environmental area, there are several projects I can think of that involve deploying sensors and then getting signals back.”

² The IEEE, a non-profit organization, is the world's leading professional association for the advancement of technology. The full name of the IEEE is the Institute of Electrical and Electronics Engineers, Inc., although the organization is referred to by the letters I-E-E-E and pronounced Eye-triple-E.

Community-based learning in the News

Kemnitzer said that while some major, high-tech companies, such as Microsoft, National Instruments and Hewlett-Packard have supported engineering service learning programs by donating equipment and/or software, she would like to see the IEEE and other engineering associations have greater involvement.

"It would be very productive to get more regular members of professional societies involved, for a couple of reasons," she said. "One, they probably want to do some volunteer work using their expertise. Second, the student teams often need the advice and mentoring of professional engineers who really know best practice."

IEEE President-Elect Jamieson said she estimates that at least 100 colleges and universities have some type of service learning in engineering — including campuses where chapters of Engineers Without Borders and Engineers for a Sustainable World are active.

The United Engineering Foundation, of which the IEEE is one of five founder societies, contributed \$25,000 to Engineers Without Borders-USA's tsunami relief efforts in February 2005, to aid efforts to rebuild village schools and other infrastructure in Sri Lanka decimated by the December 2004 Indian Ocean tsunami.

Asked whether the IEEE has been doing enough to encourage and support service learning programs, Jamieson responded: "This is not an area where the IEEE has been [very] active. I think it's a huge opportunity for the IEEE and for other professional organizations. Among the professional societies, civil engineering has been the most active."

Jamieson, who takes office in January 2007, added: "I think there are discussions going on in the IEEE about how to connect the IEEE's fields of interest, and the impact it has in the world, including the potential impact in community service and addressing global challenges. I think that's a topic that we're going to hear more about."

She said other worthwhile projects engineering students have pursued as part of service learning programs have included developing data management systems for social service agencies, such as Habitat for Humanity.

Looking ahead to her IEEE leadership duties, Jamieson said she has been giving serious thought to questions such as: "What are careers going to look like in five to 20 years from now? How are people going to be prepared for those careers? How do most engineering faculty, students and professional societies reflect how global engineering is becoming? How do you break down barriers between IEEE groups, and how do you break down barriers between university departments? How do you identify emerging technologies, and what do you do to foster them?"

Barton Reppert is a freelance science and technology writer specializing in S&T policy coverage. He previously worked for 18 years as a reporter and editor with The Associated Press in Washington, New York, and Moscow. He can be reached at barton.reppert@verizon.net. Comments may be submitted to todaysengineer@ieee.org.

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Community-based learning in the News

U.S. News Ranks USC's JEP Program

07/12/06

The magazine recruits education experts to name the institutions with top service-learning programs.

By Lauren Walser

A new set of college rankings released this month by U.S. News & World Report featured USC on its list of Top College Academic Programs in Service Learning.

The school was recognized primarily for its 35-year-old Joint Educational Project program, one of the oldest service-learning programs in the country. More than 2,000 students each school year participate in this service opportunity giving students the chance to combine their own academic coursework with community outreach.

"We know we aren't the only program on campus, but we are the oldest and largest," said Tammara S. Anderson, executive director of JEP. "We're really happy for the recognition."

USC shares the honor with 42 other schools and is one of five California colleges to make the list, along with Azusa Pacific University, California State University Monterey Bay, Santa Clara University and Stanford University.

A team of education experts worked with U.S. News to invite college presidents, chief academic officers, deans of students and deans of admissions to nominate up to 10 institutions with exceptional examples of service-learning programs. Those with the most nominations earned a place on the list.

This latest recognition comes less than a year after the Princeton Review named USC a "College With a Conscience" for its overall dedication to community service.

The College: Joint Educational Project marks 30 years

01/31/02



"We're really happy for the recognition," said Tammara S. Anderson, executive director of JEP.

Community-based learning in the News

USC Chosen College 'With a Conscience'

06/24/05

The Princeton Review includes USC among 81 schools featured in a book that focuses on community involvement, commitment to social responsibility and education that is 'about the public good.'

USC – with its emphasis on “service-learning” and community involvement – has been selected by The Princeton Review as one of 81 “Colleges With a Conscience.”

The schools, which are not ranked, were culled from a pool of more than 900 institutions and are featured in the book, “Colleges With a Conscience: 81 Great Schools With Outstanding Community Involvement” (Random House/Princeton Review).

“A college with a conscience has both an administration committed to social responsibility and a student body actively engaged in serving society,” said Robert Franek, vice president of publishing for The Princeton Review, a company best known for its services that help students select and get into colleges.

“Education at these schools isn’t only about private gain. It’s about the public good,” Franek said.

The Princeton Review and Campus Compact, an organization “committed to the public purposes of higher education,” asked organizations with expertise in campus community service to nominate colleges based on three criteria: the college’s admissions practices and scholarships rewarding community service; the level of social engagement of the school’s social body; and the college’s support for service-learning programs, student activism and student voice in governance.

USC’s profile prominently featured the Joint Educational Project, one of the oldest service-learning programs in the country that each year offers more than 2,000 students the chance to combine academic coursework with experiences in the community surrounding the campus. The program is part of the USC College of Letters, Arts and Sciences.

The profile also mentioned:

- USC’s Civic and Community Relations office, which focuses on “enhancing the quality of life of people who live and work in the neighborhoods surrounding USC’s ... campuses”;
- the Civic Engagement Initiative, a partnership of the USC School of Policy, Planning, and Development and the Jesse M. Unruh Institute of Politics that “seeks to build bridges across scholarly disciplines and across communities to study the theory and practice of civic engagement ...”; and
- the Experiential Learning Office, which conducts internship programs and workshops throughout the year.

USC students collectively quoted in the profile spoke about how it was “definitely the ‘cool’ thing to be engaged on campus” and said that their actions help dispel the “prevailing stereotype that USC [undergrads] are rich white students who care very little for a neighborhood that is [made up of] poorer minorities.”

In 2004, service learning was found in roughly 25 departments across the university and was a component in more than 80 classes, according to the profile.

The university’s reach stretches beyond the classroom to roughly 250 community partners through programs such as the Joint Educational Project, the profile stated. The project was also recognized by The Princeton Review and Time magazine in 2000 as one of the “oldest and best organized” service-learning programs in the U.S.

Through the JEP, “students are drawn from about 50 different courses each semester and placed in over two dozen community sites, from local schools to a shelter for battered women and their families,” the profile stated.

“These ‘JEPers’ ... receive training, guidance and assistance in bridging theory and practice from [organization] staff, who also monitor students’ progress in the field and help community supervisors in evaluating students’ work.”



USC’s profile prominently featured the Joint Educational Project, one of the oldest service-learning programs in the country.
Photo/John Livzey

Community-based learning in the News

Joseph Aoun, dean of USC College, said: “Our commitment to the surrounding community extends well beyond traditional borders and enables USC students to gain knowledge through tutoring, mentoring and other volunteer activities. The JEP program is a testament to the concept of service learning and the impact it has on an individual’s formative education. It is apparent that our students get much more out of the experience than they give.”

Also mentioned were campus-wide events such as Swim With Mike, an annual fund-raiser for physically disabled athletes, and awards and scholarships given to students involved in service such as the Norman Topping Student Aid Fund and the Dean Joan Metcalf Schaefer Endowed Scholarships.

Other universities in the roundup included UCLA, Brown, Dartmouth College, Harvard College, Michigan State, Stanford, The George Washington University, Trinity College, Notre Dame and Vanderbilt.

For more information, visit <http://www.princetonreview.com>.

Example of Community-Based Learning at USC

Examples of community-based learning at USC

USC Launches Office of Public Service

01/20/06

Effort will expand opportunities for pro bono legal work, internships and service-learning programs in the USC Gould School of Law.

By Gilien Silsby

Community service is getting easier at USC, thanks to a new office that will coordinate pro bono and service opportunities for students in the USC Gould School of Law.

The new Office of Public Service has been launched to expand opportunities for pro bono legal work, internships and service-learning programs.

While USC Law has been a leader in public interest programs for decades – its first clinical program was established in 1929 and the USC Public Interest Law Foundation (PILF) is among the most active such organizations in the country – the new office will centralize and strengthen programs and provide improved assistance to students who are interested in public service opportunities.

“I am especially excited about the opportunities to build stronger bridges between what takes place in the classroom and in the community,” said USC Gould School of Law Dean Matthew L. Spitzer. “Students will gain first-hand experience in the real legal world – from legal work with the homeless to adoption law to working with prisoners – that will test and enhance the theoretical work they do in the classroom.”

The law school’s efforts are fortified by USC’s strong culture of community service. Named “College of the Year 2000” in recognition of its public service programs, USC has become a national leader in developing service-learning programs that enhance academic programs and provide vital services to the community.

Lisa Mead, associate dean at USC Law, will head the new office.

“We believe this effort presents an exciting opportunity to strengthen the many public service programs we already offer while also creating new and creative ways for students to provide community service and engage in important experiential learning programs,” said Mead, who will work closely with student organizations, community agencies and clinical programs.

Specifically, the Office of Public Service will oversee all external service learning and community service programs (including clinical internships and judicial externships for academic credit), public interest placements, pro bono clinics and community service efforts at the law school. It also will assist with coordination of the Loan Repayment Assistance Program, which helps graduates working in public interest jobs to repay their school loans.

Ultimately, the office will strive to build relationships with alumni working in public interest programs.

David Walsh, a 1985 graduate of USC Law who serves on the Board of Councilors, spends hundreds of hours each year serving on boards of directors of charities and helping others get involved in public service.

In 2005, he was honored by PILF with the Paul Davis Memorial Award, given to an outstanding graduate in a traditional firm job who exemplifies leadership in public service.

“My everyday work wouldn’t have nearly as much meaning if I didn’t involve myself in community work,” Walsh said. “It just makes sense.”

New initiatives that will enhance interdisciplinary research and service-learning opportunities for professors, law students, USC faculty and graduate students also will be created.

“USC Law is committed to instilling in our students a desire to serve the community and a sense of professional responsibility to work toward justice for all,” Spitzer said. “By expanding meaningful community service opportunities during the crucial formative years of a budding lawyer’s education, I’m confident we can help fuel a stronger commitment to public interest throughout the legal profession.”



The new office will provide improved assistance to students who are interested in public service opportunities.

Examples of community-based learning at USC

Bestowing the Gift of E-Commerce

05/03/06

Computer science seniors custom-design a new Web site to help rural African women in their roles as entrepreneurs.

By Diane Ainsworth

Women entrepreneurs in rural Nigeria now have the gift of e-commerce, thanks to USC Viterbi School of Engineering computer science undergraduates in professor David Wilczynski's capstone design course.

The students, mostly seniors majoring in computer science, presented their "micronet" Web site to Chief Bisi Ogunleye, founder of the Country Women of Nigeria (COWAN), during a two-day microfinance conference, hosted by the USC Marshall School of Business and co-sponsored in part by the African Millennium Foundation (AMF).

Once deployed, the newly designed site will allow COWAN and organizations like it to raise funds via online giving.

Microfinance, the focus of the USC Marshall School conference, has become a powerful tool for small-scale entrepreneurs in impoverished countries, such as Africa, which need seed money to start their businesses, said Malena Ruth, AMF president and co-founder.

Chief Ogunleye, a pioneer in the economic empowerment of women and an advocate for Africans' full participation in policy and decision-making, spoke of a variety of African trades in which women are actively involved, such as textiles and fabric-weaving, growing vegetables, food processing, and arts and crafts.

Ogunleye has spent nearly two decades promoting "micro-credit" as a way of empowering these small, rural, women-run businesses.

Even without the benefit of e-commerce, COWAN, the entrepreneurial co-op that Ogunleye founded in 1982, today represents more than 1,390 groups and 260,000 active members across eight states of Nigeria. It is known for its women-designed programs in credit, agriculture and small business development.

"An Internet network such as this will just make it exponentially easier to link grassroots organizations with those who have resources to support them, as well as linking these grassroots organizations to people or groups with expertise in, say, developing food production, either in Africa or in some of the incubation laboratories here," said Gerrie Smith, an AMF board member. "Really, what we've begun here is phenomenally important."

The goal of this "capstone" project was to create a direct link between donors and grassroots organizations, a forum in which they could find each other and interact, Wilczynski said.

"We also wanted to create a beautiful Web site where AMF could produce news and content, information and forums and things like that, so that it would be easy to find out what's going on at the AMF in a way that is easily maintainable by them," he added.

Students met with the African Millennium Foundation in the fall of 2005 to determine the parameters of the project.

"Clients usually have a wish list of things that they want," said Shireen Hyderi, a senior who helped design the system. "We met with Malena and came up with the project requirements. Then we designed the system and the spring 2006 class built it by doing all of the programming."

The students chose a traditional, three-tier Web-based architecture with an internationally recognized content management system, called XOOPS, for the front-end system, said Joel Sandoval in his part of the presentation to Ruth and Ogunleye.

"This architecture will accommodate three types of users - donors, grassroots organizations and administrative users - and satisfy the project goals of allowing donations to be made online and providing the site with a secure log-in and registration system," said Rema Morgan, another student presenter. "The site also features an approval system so that AMF can review and approve all donations, keep track of transactions and archive its records."

The content management section allows users to post feature stories and photographs about their own organizations and activities, and to exchange ideas and opinions with entrepreneurs around the world about



Chief Bisi Ogunleye, founder of the Country Women of Nigeria, strives for the economic empowerment of women.

Photo/Diane Ainsworth

Examples of community-based learning at USC

related topics.

Ogunleye and Ruth seemed most impressed with having the Internet capability to conduct e-transactions and fund-raising activities over the Web.

"This is truly magnificent," Ruth said. "I think this will go a long way in helping businesses get going."

"We employed 'best-practice' principles, so you're getting a real first-class Web server and a secure, central database system," Wilczynski assured Ruth and Ogunleye in his closing remarks. "But that's where our role as a university ends. Now you need to find a company out there who will deploy the system and get your e-commerce boutiques and donations going."

"Capstone" courses are often part of USC's undergraduate service learning component, which gives senior level students in all majors a chance to work with community based organizations requesting assistance with a range of technically focused projects.

Wilczynski's two-semester course - CSCI 377 and CSCI 477 - worked on many nonprofit proposals besides this one. The AMF project began in fall 2005 and grew out of an ongoing partnership between the African Millennium Foundation and USC's Office of Civic and Community Relations.

Computer science students involved in the design phase last fall included Jon Funkhouser, Shireen Hyderi and Bill Chen. Designers in the spring 2006 class were Jennifer Zeni, Anthony Setiawan, Xing Hu, Santi Tonsukha and Jonathan Shintaku. The implementation team this spring included Xing Hu, Tejas Padekar, Joel Sandoval, Jon Funkhouser, Jonathan Shintaku, Mario Sanchez, Rema Morgan and Tarun Tyagi.

Examples of community-based learning at USC

Hitting the Road Once Again

03/08/06

Skipping fun in the sun, students gear up for alternative spring breaks in not so exotic locales where service learning tops their list of priorities.

By Allison Engel

While thousands of college students around the country flock to Cancun for the “guys and girls gone wild” version of spring break, a group of USC students will have a very different experience right across the Bay of Cancun at Isla de Mujeres.

There, 22 students and two USC staff members will help locals protect the island’s fragile environment while learning about its traditional fishing-based culture.

This is the fourth year that USC students have gone to Isla de Mujeres. It is one of six alternative spring break trips this year that will have students, faculty and staff members on the road for service learning.

Groups will be headed to the Navajo Nation Reservation in Utah for the 15th consecutive year, Salinas (ninth year), Death Valley, (seventh year), and to Orcas Island (Washington) and Antigua, Guatemala, both for the second time.

These trips – coordinated by students through the USC Volunteer Center and partially funded by the Student Senate Philanthropy Fund – are no-frills affairs.

At Death Valley, participants do manual labor by day and sleep under the stars. In Salinas, they volunteer at a day shelter for the homeless and at a migrant camp. On Orcas Island, they remove trash and build walkways at Moran State Park.

Students pay for the privilege of roughing it. Each student must raise at least \$125 for a domestic trip (the international ones cost more), through silent auctions, raffles and the ever-popular “adopt-a-breaker” letters sent to family and friends.

Not all who want to go can be accommodated. This winter the Volunteer Center inaugurated a winter break trip for two weeks in Thailand to help at a tsunami volunteer center. There was room for 16 students. As soon as the trip was advertised, 120 promptly applied.

“For each trip, we try and put together an eclectic mix of people – native speakers, some who have traveled before, and some who have never left the country,” said senior Craig Saslow, the coordinator of the Isla de Mujeres trip. Picking who gets to go, he admitted, is “excruciating.”

Faculty or staff members accompany each trip. Rabbi Susan Laemmle, dean of religious life, founded the Salinas trip and is an annual attendee.

Even though the trips are labor-intensive and involve sleeping on the floor, Laemmle said she thinks they are “magic.” Richard Sundeen, professor in the USC School of Policy, Planning, and Development, who with his wife Rosemary was instrumental in setting up the Guatemala trip, will be back again this year.

Leo Wade, former associate senior vice president for Career and Protective Services, was an eight-year veteran of the Navajo Nation trip, making the journey last year after his retirement. Now living in Texas, he cannot shake the alternative spring break habit and is joining a similar program at Southwestern University in Georgetown, Texas.

“It became the highlight of my year at SC,” he said. “I really saw it make a difference in the student’s lives. For some, the change lasted only two weeks. For others, it made a permanent difference. For many, it was their first opportunity to see what a difficult time in the world other people had.”



USC students visit the Navajo Nation Reservation in Utah during their 2005 spring break.

Examples of community-based learning at USC

Taking Theater Into the Community

07/11/05

A minor offered by the USC School of Theatre enables students to sharpen their skills while touching the lives of others.

By Stan Wedeking

Through service learning, students get to practice the very skills they are being taught.

Within the USC School of Theatre, the new minor in Applied Theatre Arts exemplifies service learning. Applied Theatre Arts teaches students to apply their developing skills to areas other than stage, film and television. It also enables students to hone their craft while providing valuable community service.

Although only now a minor, the program originated at the school back in 1994, when senior lecturer Brent Blair joined the faculty as a lecturer. Blair has long championed theater's importance to affect positive social change, as well as its educational value.

Many other USC theater faculty soon became involved with – and supportive of – the program, including Paul Backer, Stacie Chaiken, Oliver Mayer, Lora Zane, Anita Dashiell-Sparks, Eric Trules and Velina Hasu Houston.

"Of course, none of this would happen if not for the students," Blair said. "In fall 2004, I had more than 70 volunteers — all of Paul Backer's students and many others as well. The outreach efforts are not always connected with a class like Theatre for Therapy. Sometimes students take the skills they learn in voice class and go out there and just sing with kids."

Adjunct instructor Rafael Garcia has directed a noon dance show that attracted up to 350 elementary schoolchildren. "We hope to see more high school kids coming to see plays here," Blair said. "The more time these kids spend on campus, the more they realize it is possible for them to come to USC or a school like USC."

Over the past decade, volunteers in the program have touched many lives. One particularly gratifying moment for Blair was taking five USC students, in a service learning environment, to juvenile hall to create a production of "Romeo and Juliet."

Acting in the play were eight incarcerated teenagers – four girls and four boys – all charged with felonies and awaiting trial. "The oldest was 17, the youngest, 15," Blair recalled. "We would go into the male unit and rehearse with the guys, and I'd have some of my female volunteers play Juliet. Then we went into the female unit, and my male volunteers would play Romeo opposite the girls."

Once they learned their lines, the teens came together in the juvenile hall chapel and rehearsed together. Friends and family of the teens also took part, as did some community volunteers – and even the probation staff.

"Romeo and Juliet" may seem like a dusty play to some, but it deals with love, hate, gang violence and banishment. The events and emotions Shakespeare portrayed were all relevant to those teens, because it was what they had been living.

The violence in the play is harsh, as were some of the crimes the teens had committed. Shakespeare, through Blair and his USC students, helped them name their emotions about the crimes of which they were accused and face what they had done.

"Through the text of the play itself," Blair explained, "they connected with the human themes of love and betrayal, loss and death."

"We're proud of the work with kids on the 'Romeo and Juliet' project, because we imagined we were connecting these kids to their humanity," he said. "Unlike other groups that went in, we did not intend to show them the nature of their wrongs."

Blair and the students struggled to avoid "teaching morality or anything like that." Making this connection was entirely up to the incarcerated teens, through working with the play.



Senior lecturer Brent Blair has championed theater's importance to positive social change.
Photo/Take One Productions Inc.

Examples of community-based learning at USC

“If anything, many people — including victims of crime — got to see the more human face of kids we would otherwise call thugs and monsters,” Blair said. The important achievement was that the “Romeo and Juliet” experience opened a dialogue among all who were involved.

Fostering dialogue is a vital aspect of Applied Theatre Arts.

Another time, Blair and his students united a group of youngsters from 32nd Street School with a group of retirees. Much to their surprise, the young and the elderly realized they shared more common ground than they thought.

“Their reference points might have been different, but they shared the same basic fears,” Blair said. “Such as fear of meeting new people and fear of making a mistake in public.”

Applied Theatre Arts is not about passively watching a play, Blair stressed. The applications of theater as a tool transcend any performance venue. Instead, it is about engaging people and making them more active participants in their community. It is not always about finding the right answers; finding the right question can be enough to start the process toward improving the community.

Examples of community-based learning at USC

Students Install New Bar Code for LAPD

10/12/05

Funded by the Good Neighbors Campaign, the system created by USC's engineering program will enable members of the Southwest Division – which serves the University Park campus – to spend more time on patrol and less energy on inventory.

By Diane Ainsworth

Police officers in the Los Angeles Police Department's Southwest Division typically spend the first 30 to 60 minutes of their shift checking out all the equipment they need for a day's work: shotguns, tasers, hand-held radios, vehicle keys, citation books, PODDS (portable officer data device systems), cell phones, you name it.

The serial number on each piece of equipment has to be jotted down longhand by a "kit room" manager before the equipment is issued.

The same thing goes at the end of the day. If something on the inventory list is not checked in – a radio, set of keys or rifle – the kit room manager may spend days, even weeks, tracking it down.

"We'd been looking for a way to streamline the inventory system for several years, because the manual system was such a disaster," said Southwest Division Sergeant Tony O'Brien. "When we got our PODDS in March 2004, it became a priority."

They turned to a neighbor: USC's Engineering Writing Program, which coordinates community based service-learning projects to help engineering students hone their communications skills while helping the community enrich its programs and services.

Serving the University Park campus, the Southwest Division covers an area of more than 13 square miles and serves a diverse population of more than 175,000 residents, including many USC students and faculty.

Southwest Division Captain Nancy Lauer developed a request for proposals in the fall semester of 2004, with assistance from Stephen Bucher, director of the USC Viterbi School Engineering Writing Program, to solicit redesigns of her division's equipment room.

Three groups of students in WRIT 340: Advanced Writing and Communications for Engineers, addressed the problem and made a number of recommendations, including a practical, laser-based bar code and inventory control system, to remedy the situation.

The students included Tomer Mor-Barak, Amando Cope, Taylor Fort, Sylvia Garciga, Maurice Khayat, Christopher Kolar, Christopher Kradjian, Rodney Lim, Herman Malamud, Ian Topic and Christine Voss.

The Southwest Division liked the recommendations and assigned training officer Guido Merkens, a 10-year LAPD veteran, to oversee the redesign.

First, Merkens had to procure a personal computer to use with the inventory control software and laser bar code scanner that was being recommended.

Once that was accomplished, the WRIT 340 engineering students helped the division apply for a \$1,500 grant from the USC Neighborhood Outreach program to buy the rest of the equipment.

"The Good Neighbors Campaign funded the proposal because the project was bound to have an impact on public safety in the area and on the USC campus," said James Moore, chairman of the Daniel J. Epstein department of industrial and systems engineering, who is overseeing this year's Good Neighbors Campaign for the USC Viterbi School of Engineering. "Projects like these are superb examples of why the Good Neighbors Campaign is so important."

This summer, the students installed the new bar code system.

"Although many of the nonprofit groups that WRIT 340 students have worked with in the past received grants and implemented student recommendations, this is the first project in which the students were directly involved from inception through implementation," said David Woollard, a USC Viterbi School computer science graduate student and Mellon Foundation mentor for the Engineering Writing Program, who has just finished installing the system with former WRIT 340 students....



Officer Lucia McKenzie checks out equipment at the kit room window.
Photo/Diane Ainsworth

USC Community Based Learning Advocates

USC Community Based Learning Advocates

Current List Revised October 2, 2006

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SCHOOL OF POLICY, PLANNING, and DEVELOPMENT

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SCHOOL OF SOCIAL WORK

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SCHOOL OF THEATRE

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THORNTON SCHOOL OF MUSIC

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VITERBI SCHOOL OF ENGINEERING

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USC ASSOCIATIONS

EMERITI CENTER

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URBAN INITIATIVE

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USC VOLUNTEER CENTER

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(*) Denotes Tenured Faculty

Testimonials of Students and Faculty

Student Testimonials

“My most profound educational and life experience actually came from within the Viterbi academic setting, in my engineering writing class. As part of this class, everyone worked in groups on real community service projects. In the spring of 2004, my good friend Morgan Hendry and I took this class and worked on a pilot project in partnership with the African Millennium Foundation. The scope of the problem was to develop a computer lab at an elementary school in the Democratic Republic of Congo. During the course of our initial research, we studied the politics and socio economic conditions, in that region, especially in the aftermath of the Rwandan Genocide. I think we matured a few years in those couple of weeks. We realized that before we could worry about computer labs, we had to worry about more fundamental problems like providing clean drinking water and power to light homes. Consequently we designed our model to tackle those problems instead.

The experience of working with the African Millennium Foundation brought to light the larger looming problem of a lack of access to education, not only in Africa, but all over the world. WE are extremely fortunate to be here today, receiving engineering degrees, but there are between three and four billion people who will never have the privilege of an education such as ours. Another couple of billion will not see the impact of our engineering advancements fro decades to come.”

Zeeshan Ahmed
Viterbi Valedictorian
Class of 2005

“Service-based learning is a useful educational instrument at USC, bridging the dichotomy between the theories learned in academia with the experience of real world, practical applications. In Dr. Sandra Chrystal's Writing 340 course, I was able to participate in service-based learning by applying advanced business writing theories at the Watts HealthCare Corporation (Watts). As a result of the course, I was able to learn the principles needed to successfully communicate, while at the same time benefiting a local community-based organization.

The opportunity was invaluable in several ways. First, it enabled me to explore the community surrounding USC. This exploration led to the realization of the socio-economic disparity between the University and the local community and a need for change. The challenge that I faced in this situation is to communicate the situation at Watts to its more affluent neighbors and donors to raise funding and support. I addressed this challenge by creating Watts' first annual report, highlighting the successes and struggles of the organization and the community. Second, the experience provided me with the opportunity to affect positive change. I worked with the nurses and the administrative offices at the Watts HealthCare Corporation to design an HIV prevention program targeted at minority women and write a grant proposal. Third, it enabled me to act conscientiously and ethically in a socially responsible manner. My time at Watts has helped me to develop and articulate ideas into solid products that I was able to deliver to the Watts board, to learn and experience the fundamentals of organizational leadership through teamwork and collaboration, and to analyze the needs of all stakeholders involved in my planning process.

Student Testimonials

In contrast, the lack of a true stakeholder, other than the student or team, in a classroom-based learning environment detracts from the rich learning experience. Because so much was at stake at Watts, I wanted to create deliverables that the organization could use. In the process, I had collaborated with various organizations, individuals, clients, and partners to form focus groups to evaluate my product--the annual report. As such, the report was revised several times, based on the input of the focus groups, polls, and surveys, taking into consideration the message that Watts wanted to convey and the audience's response to whom the message is being sent to. This level of collaborative learning exceeds any team skills learned in the vacuum of a classroom--I had the opportunity to work with a client, peers, an involved and passionate USC faculty member, the community, the client's partners, and other stakeholders. Further, through the creation of the deliverables, I was able to apply fundamentals of marketing, organizational behavior, finance, and communication skills--the core of the business curriculum at Marshall. I am very grateful for this opportunity. I have had so many positive experiences at USC, and I am glad that through service-based learning, I have helped USC to fulfill its mission in: "the development of human beings and society as a whole through the cultivation and enrichment of the human mind and spirit." I know that I have left Watts a better place and came from the experience a better person than before having taken Dr. Chrystal's Writing 340 course."

Choung Nguyen
Marshall School of Business
Class 2008

"In a dynamic and interactive approach, Professor Sandra's Advanced Writing for Business class was my 101 to collaborative writing. We had the opportunity to experience true-business collaborative writing. My team volunteered to write and design three deliverables for the Coalition for Humane Immigrant Rights of Los Angeles (CHIRLA), a non-profit organization that often uses writing to communicate to the immigrant community. Namely, the documents created were:

- a booklet containing information of CHIRLA during the past 20 years,
- a tri-fold pamphlet with up-to-date information about immigration issues, and
- a web-based information center in the form of Q&A which answers the most common questions on immigration laws and related subjects.

My group often met with two representatives from CHIRLA to review and edit the content of these three documents. The non-profit organization showed excitement at our work and made us feel part of the organization by helping us to understand the subjects to include in each paragraph."

Herlin Guerra-Sagastume
Marshall School of Business
Class 2007

Student Testimonials

"I started volunteering the fall semester of my freshman year after taking a sociology course that offered JEP as extra credit. I was very intimidated and nervous about working in an elementary school with eight year olds but I could not resist the thought of getting extra credit for helping others. After the first couple of weeks I completely fell in love with every second grader in the classroom. Their enthusiasm and love for learning made me feel refreshed and rejuvenated when I came back to campus. Every student was so eager to work with me and we had long conversations about what my family and childhood was like, I even brought in pictures so I could show them my dog!

I think JEP is a wonderful program because of the opportunities it gives to both USC students and students in the community. Many USC students have never experienced the neighborhood outside campus and have been taught to be fearful of the area. But one of the biggest lessons my students learn is that these children are just like any children any where, full of enthusiasm, eagerness, and hope for the future. And these children delight in working with USC students and learning all about what to do in order to get into college and having a role model to emulate. JEP is an amazing place to be a part of!"

Marta Monroe

College of Letters, Arts, and Sciences
Annenberg School for Communication
Class 2007

Faculty Testimonials

"I think community-based learning helps make the concepts students learn in the classroom real. The student has a better notion of the concept that the professor is explaining in the classroom when they see it in real life. Often times students might think a concept trivial but once seen in practice, it takes on new meaning. I believe that community based learning gives students a sense that they can make a difference while learning something. It makes them feel good about the learning experience and gives them the feeling that they contributed toward improving the community. "

Kathleen A. Johnson Pharm.D., M.P.H., Ph.D.

Associate Professor of Clinical Pharmacy Chair

Titus Family Department of Clinical Pharmacy and Pharmaceutical Economics & Policy

USC School of Pharmacy

"The Jesse M. Unruh Institute of Politics sponsors internships for students in a variety of political, legal and advocacy offices throughout California and the nation. Our internship program, which is coupled with course work, aims to help students learn about the community and to build on the knowledge they learn in classes. While we expect that the experience is reciprocally beneficial, we are always pleased by the phenomenal feedback from the supporting organizations detailing how students help fulfill goals and assist clients. This program has been tremendously successful as it helps with the development of students' careers. It is our hope that their internships put them on a path leading them to contribute in their communities throughout their lives!"

Alison Dundes Renteln

Professor of Political Science and Anthropology &

Director, Jesse M. Unruh Institute of Politics

"Service learning is an invaluable component to the engineering writing course. Giving engineering students a chance to have a direct and positive impact on local non-profits helps them learn the social responsibility of their future disciplines."

Stephen Bucher

Director, Engineering Writing Program

USC Viterbi School of Engineering

Opportunities for Service-Learning Research and Scholarship

Publishing Opportunities

Publishing opportunities

Academic Exchange Extra presents ideas, research methods, and pedagogical theories leading to effective instruction and learning regardless of level, subject or context. The journal also seeks cogent essays, poetry and fiction. Articles to 6,000 words on theory, practice and administration of education across the full range of humanities and social science-based approaches are welcomed. Service-learning is one of the listed interest areas.

<http://asstudents.unco.edu/students/AE-Extra/>

Academic Exchange Quarterly is an independent double-blind-peer-reviewed print journal that welcomes research, commentary, and other manuscripts that contribute to effective instruction and learning regardless of level or subject.

<http://www.rapidintellect.com/AEQweb/>

Active Learning in Higher is published three times per year by the Institute for Learning and Teaching in Higher Education. This international journal focuses on all aspects of developments, innovations, and good practice in higher education teaching and learning worldwide. The journal includes accounts of research by those active in the field of learning and teaching in higher education, and overviews of topics, accounts of action research, outputs from subject-specific project teams, case studies, and theoretical perspectives.

Education <http://alh.sagepub.com/>

American Behavioral Scientist has been a valuable source of information for scholars, researchers, and professionals, providing in-depth coverage of fields of study throughout the social and behavioral sciences. Each issue offers a comprehensive analysis of a single topic, examining such important and diverse areas as marketing, medicine, and public service. The journal's interdisciplinary approach stimulates creativity and, occasionally, controversy within the emerging frontiers of the social sciences, exploring the critical issues that affect our world and challenge our thinking.

<http://abs.sagepub.com/>

The American Sociologist examines the history, current status, and future prospects of sociology as a profession and discipline. TAS emphasizes new trends in the profession and focuses on how sociologists shape and influence social policy and the intellectual issues of the age. It also publishes professional opinions, special features, interviews, and review essays, with emphasis on the global context and impact of the sociological discipline.

[http://transactionpub.metapress.com/\(5zodcm45dxjovh55hbemrw45\)/app/home/journal.asp?referrer=parent&backto=linkingpublicationresults,1:107894,1](http://transactionpub.metapress.com/(5zodcm45dxjovh55hbemrw45)/app/home/journal.asp?referrer=parent&backto=linkingpublicationresults,1:107894,1)

Cityscape: A Journal of Policy Development and Research strives to share HUD-funded and other research on housing and urban policy issues with scholars, government officials, and others involved in setting policy and determining the direction of future research.

<http://www.huduser.org/Periodicals/cityscape.html>

Community Development Journal provides an international forum for political, economic, and social programs, which link the activities of people with institutions and government. Dealing with the theory and practice of the policies, programs and methods employed, the Community Development Journal covers a wide range of topics including community action, village, town, and regional planning, community studies, and rural development.

<http://cdj.oxfordjournals.org/>

(New SAGE Journal in 2006) Education, Citizenship and Social Justice will provide a strategic forum for international and multi-disciplinary dialogue for all academic educators and educational policy-makers concerned with the meanings and form of citizenship and social justice as these are realised throughout the time spent in educational institutions. The editorial board includes Professor Bruce Muirhead. Papers are invited for early issues of the journal. Contact: Tony Gallagher, Graduate School of Education,

Queen's University, Belfast BT7 1HL, United Kingdom. Email: am.gallagher@qub.ac.uk

<http://www.sagepub.com/journalsProdDesc.nav?prodId=Journal201759>

Florida Journal of Service-Learning in Education - The Florida Association for Service-Learning in Teacher Education announces an inaugural peer-reviewed journal dedicated to exploring the many aspects of service-learning programs and pedagogy in use in pre-K, elementary, secondary, alternative

Publishing opportunities

education, vocational education, and teacher education programs throughout Florida as well as across the country. As dedicated teacher educators involved in the use of service-learning throughout public and private Florida education programs, we are committed to developing a body of research that exemplifies the very best in standards, practice, and pedagogy devoted to the art of service-learning and community engagement. Most notably, we are looking for both writers and reviewers from all academic levels and interests who *are eager to share in our desire to produce quality writing about the use of service-learning in education*. Contact: Dr. Jeffrey S. Kaplan, Educational Studies, College of Education, Suite ED 122B, University of Central Florida, Orlando, Florida 32816 - jkaplan@mail.ucf.edu.
<http://www.fasite.org/activities.html>

Human Organization publishes articles dealing with all areas of applied social science, including case studies, comparative studies, theoretical essays, and articles describing new methods.
<http://www.sfaa.net/ho/>

International Journal for Service Learning in Engineering

(IJSLE) is a new faculty-reviewed electronic journal offered free, semi-annually, over the World Wide Web. The Journal welcomes manuscripts based on original work of students and researchers with a specific focus or implication for service learning in engineering, engineering entrepreneurship in service, or related service learning pedagogy.
<http://www.engr.psu.edu/IJSLE/index.htm>

International Journal of Teaching and Learning in Higher Education provides a forum for the dissemination of knowledge focused on the improvement of higher education across all content areas and delivery domains. The audience of the IJTLHE includes higher education faculty, staff, administrators, researchers, and students who are interested in improving post-secondary instruction.
<http://www.isetl.org/ijtlhe/>

Journal for Civic Engagement is dedicated to growing and strengthening the discussion around service-learning, which connects the academic curriculum to service and civic engagement in communities, both locally and globally. The Journal offers research and theories, strategies, and tips and techniques.
<http://www.mc.maricopa.edu/other/engagement/Journal/index.jsp>

Journal of Cognitive Affective Learning is a peer-reviewed journal dedicated to disseminating research on holistic educational practices that focus on the significance of the cognitive-affective relationship in promoting deep and enduring learning. Access to the journal (articles and services) is free of charge. JCAL publishes theoretical papers, original research reports, literature reviews, and extended reviews of selected books.
<http://www.jcal.emory.edu/>

Journal of College and Character is published by the Center for the Study of Values in College Student Development. The purpose of the Journal is to inform professional colleagues, students, and friends about research and educational programs related to moral and civic learning in college. Articles on topics pertaining to moral and civic learning in college and that examine values and ethics in student development are encouraged.
<http://www.collegevalues.org/journal.cfm>

Journal of College Student Development is the leading scholarly journal on the study of college students in the field of student affairs. Published six times per year and mailed to approximately 10,000 subscribers, JCSD is the largest empirical research journal in the field of student affairs and higher education.
http://muse.jhu.edu/journals/journal_of_college_student_development/

The Journal of Community Practice is an interdisciplinary journal designed to provide a forum for community practice, including community organizing, planning, social administration, organizational development, community development, and social change. The journal contributes to the advancement of knowledge related to numerous disciplines including social work and the social sciences, urban planning, social and economic development, community organizing, policy analysis, urban and rural sociology,

public administration, and nonprofit management. As a forum for authors and a resource for readers, this journal makes an invaluable contribution to the community-its conceptualization, applications, and **Publishing opportunities**

practice. This unique interdisciplinary journal utilizes a range of research methods, including: case studies, curriculum development, historical studies, participatory research, policy analysis, program evaluation, qualitative and quantitative methods, theory and model development and testing.
<http://www.haworthpress.com/store/product.asp?sku=J125>

Journal of Community Work and Development is published by the Community Development Foundation in Scotland. The journal offers wide-ranging, peer-reviewed articles on: community health, community planning, community learning, social inclusion and social justice, public participation, neighborhood regeneration, and community research and analysis.
http://www.scdc.org.uk/journal_index.asp

The Journal of Democracy is one of the most widely read and cited publications on the problems of and prospects for democracy around the world. A branch of the International Forum for Democratic Studies at the National Endowment for Democracy, the Journal of Democracy is published by the Johns Hopkins University Press.
<http://www.journalofdemocracy.org/>

Journal of Higher Education Outreach and Engagement. Formerly the Journal of Public Service and Outreach, this peer-reviewed journal seeks to serve as a forum to promote the continuing dialogue about the service and outreach mission of the University and its relationship to the teaching and research missions and to the needs of society.
<http://www.uga.edu/ihe/jheoe.html>

Journal of Interprofessional Care promotes collaboration within and between education, practice and research in health and social care. It provides a channel to communicate ways in which interprofessional education can cultivate collaboration in practice which can, in turn, improve the quality of care for individuals families and communities. It treats research as both a collaborative field in its own right and as a means to evaluate interprofessional education and practice.
<http://www.staff.city.ac.uk/s.reeves-1/>

The Journal of Scholarship of Teaching and Learning encourages all instructors to engage in the discussion of the Scholarship of Teaching and Learning (SoTL), and to become involved in the sharing of knowledge and learning about the teaching-learning process. The Journal provides a publication outlet for research in the Scholarship of Teaching and Learning, and an on-line forum for engagement with the Scholarship of Teaching and Learning.
<http://titans.iusb.edu/josotl/>

The Journal of Urban Affairs is one of the most respected journals in public policy and urban research. It is the official journal of the only international professional organization for urban scholars and practitioners, the Urban Affairs Association. Manuscripts are selected for their long-range relevance, varied perspectives, and depth of analysis. Because the Journal of Urban Affairs is receptive to various ideological perspectives, it provides an ideal bridge across disciplinary lines and between scholars and practitioners.
<http://www.udel.edu/uaa/>

Nonprofit and Voluntary Sector Quarterly welcomes queries or finished papers that report research on volunteerism, citizen participation, philanthropy, civil society, and nonprofit organizations.
<http://nvs.sagepub.com/>

Reflections, a peer reviewed journal, provides a forum for scholarship on writing, service-learning and community literacy. Originally founded as a venue for teachers, researchers, students and community partners to share research and discuss the theoretical, political and ethical implications of community-based writing and writing instruction, *Reflections* publishes a lively collection of essays, empirical studies, interviews and reviews in a format that brings together emerging scholars and leaders in the fields of

community-based writing and civic engagement.
<http://www.reflectionsjournal.org/>

Publishing opportunities

Social Problems publishes articles that tackle the most difficult of contemporary society's issues by bringing to the fore influential sociological findings and theories that have the ability to help us better understand-and better deal with-our complex social environment. Some of the areas covered by the journal include: conflict, social action, and change; crime and juvenile delinquency; drinking and drugs; health, health policy, and health services; mental health; poverty, class, and inequality; race and ethnicity; sexual behavior and politics; and youth and aging.
<http://www.sssp1.org/index.cfm/m/26>

Voluntas is the official journal of the International Society for Third-Sector Research. The journal combines full-length articles with shorter research notes (reflecting the latest developments in the field) and book reviews. It is essential reading for all those engaged in research into the Third Sector (voluntary and nonprofit organizations) including economists, lawyers, political scientists, psychologists, sociologists, and social and public policy analysts. It aims to present leading-edge academic argument around civil society issues in a style that is accessible to practitioners and policymakers.
<http://www.springer.com/west/home/social+sciences?SGWID=4-40384-70-35608281-0>

Youth & Society provides educators, counselors, researchers, and policy makers with the latest research and scholarship in this dynamic field. This valuable resource examines critical contemporary issues and presents vital, practical information for studying and working with young people today. Each quarterly issue of Youth & Society features peer-reviewed articles by distinguished scholars and practitioners from a variety of disciplines and fields, including: Sociology, Public Health, Social Work, Education, Criminology, Psychology, Anthropology, Human Services, and Political Science.
<http://www.sagepub.com/journalsProdDesc.nav?prodId=Journal200812>

[Much of the content on this page was compiled by: Nick Cutforth, University of Denver, March 2005.
Acknowledgement: Thanks to the Community-Campus Partnerships for Health (www.ccph.info) for the initial idea for this document.]

For more publishing outlet ideas, see the National Service-Learning Clearinghouse's "Places to Publish Service-Learning Scholarship"
(http://servicelearning.org/resources/fact_sheets/he_facts/he_ops/index.php#publish).

<http://www.compact.org/resources/detail.php?id=17>

Funding for Service-Learning Research

Funding for service-learning research

The following list highlights funding specifically available for SL research. For more information on funding for SL in general, please see the National Service-Learning Clearinghouse Fact Sheet on <http://servicelearning.org/index.php>.

The American Education Research Association

AERA administers grants for education research at the pre-doctoral and post-doctoral level, through a grant from the U.S. Department of Education's Office of Educational Research and Improvement. The AERA website also includes links to private and public agencies, <http://www.aera.net/grantsprogram/subweb/links-FR.html>, that fund education research. <http://www.aera.net/>

Communities of Science

COS Funding Opportunities is an online resource to identify funding information related to research, collaborative activities, travel, curriculum development, conferences, fellowships, post-doctoral positions, equipment acquisition, and operating or capital expenses, among others. Sources of this information are federal and regional governments, foundations, professional societies, associations, and corporations. COS Funding Opportunities are updated daily and can be searched by sponsor, amount, deadline, eligibility of applicant, funding type, and area of interest. <http://www.cos.com/>

Council for the Advancement and Support of Education (CASE)

This is another online resource for finding grants. <http://www.case.org/>

Grantscape

This is another online resource for finding grants. <http://www.grantscape.com>

The Learning in Deed Program

Maintains a list of private and public funding source for SL research, with links to their websites. <http://www.learningindeed.org/research/fndngsrv.html>

Spencer Foundation

The Spencer Foundation's research programs provide funding for investigations that promise to yield new knowledge about education in the United States or abroad. Each of the Foundation's two research programs, the Major Grants Program and the Small Grants Program, supports researchers from a wide range of disciplines and professional fields. <http://www.spencer.org/programs/index.htm>

Colloquiums, seminars, conferences

Colloquiums, seminars, conferences

Although there are numerous conferences on SL in higher education, there is only one national conference that is specifically devoted to SL research. In October of 2001, the First Annual International Conference on SL Research was held in Berkeley and brought 350 researchers, policymakers and others interested in SL research together to share and hear about new findings, research agendas and explore research interests.

The 6th Annual International Conference on SL Research will be hosted by Portland State University, October 13 through October 16, 2006, Portland Hilton and Executive Towers, Portland, Oregon (www.upa.pdx.edu/SLResearch06/index.php).

The American Education Research Association hosts a special interest group (SIG) on service-learning and experiential learning. The SIG's purpose is "to bring together both researchers and practitioners to build and promote understanding of SL and experiential education for the betterment of the field." The SIG also sponsors presentations on service-learning at the AERA's annual conference (www.aera.net/).

These websites maintain regularly updated lists of conferences in which to present SL scholarship:

- *American Association of Community Colleges* (www.aacc.nche.edu/)
- *Campus Compact* (www.compact.org)
- *Community-Campus Partnerships for Health* (<http://depts.washington.edu/ccph/>)
- *National Service-Learning Clearinghouse* (www.servicelearning.org/events_jobs/index.php)

Faculty review, promotion/tenure and service learning

Faculty review, promotion/tenure and service learning

Opportunities for scholarship are essential for the success of faculty in the review, promotion and tenure process. Below are resources that may assist in leveraging service-learning research for the review, Promotion and tenure process.

http://servicelearning.org/resources/fact_sheets/he_facts/he_ops/index.php#faculty

General Resources

Faculty Development Advanced Toolkit

This resource on the Campus Compact website focuses on creating faculty reward and evaluation systems that take faculty community based work into account. The website contains examples of task force reports, policies and forms from campuses that have sought to embrace Boyer's expanded definition of scholarship.

<http://www.compact.org/advancedtoolkit/faculty.html>

East/West Clearinghouses for the Scholarship of Engagement

The East/West Clearinghouses for the Scholarship of Engagement sponsor the National Review Board for the Scholarship of Engagement, which provides external peer review and evaluation of faculty's scholarship of engagement. The Clearinghouses also provide consultation, training, and technical assistance to campuses that are seeking to develop or strengthen systems in support of the scholarship of engagement.

<http://www.scholarshipofengagement.org/>

Service at Indiana University: Defining, Documenting, and Evaluating

Available from: Center for Public Service and Leadership, Indiana University-Purdue University Indianapolis

Provides an intellectual model for service, examples of documentation that respond to criteria for evaluating service, and descriptions of campus activities that stimulate campus discussion. The guidebook provides an important resource that can be used as campuses revise promotion and tenure guidelines, reshape the assessment of scholarship, and develop criteria for service awards. It is also useful to faculty as they prepare documentation for professional development, annual review, promotion and tenure, and awards.

Community-Campus Partnerships for Health Mentor Network

CCPH's Mentor Network provides consultation, training and technical assistance to campuses that are seeking to develop or strengthen their support of community-based scholarship (e.g., service-learning, community-based participatory research).

http://depts.washington.edu/ccph/pdf_files/summer-mentorntwk.pdf

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Speakers' Biographies

Speakers' Biographies

Tammara Seabrook Anderson

Executive Director of the Joint Educational Program



Tammara Seabrook Anderson is the current Executive Director of the University of Southern California's Joint Educational Project, located in one of the most diverse cosmopolitan cities in the country, Los Angeles, California.

The Joint Educational Project (JEP) is one of the oldest and largest service-learning programs in the country. Based in USC's College of Letters, Arts and Sciences, JEP is a program designed to broker between academic courses and schools and service agencies surrounding the university's main campus. JEP places some 2000 students, coming from some 50 courses in the college each year.

In 1998, Tammy became only the third director of the Joint Educational Project, after initially coming to coordinate its intergenerational service-learning project back in 1981. As director, she oversees the day to day operations of the Project, develops service-learning programs, implements the short and long-term strategic planning for the Project, develops and maintains relationships with community partners, foundations, and private donors.

Tammara has been involved in the field of Experiential Education since the early 1980's. As a member of the National Society for Experiential Education (NSEE) since 1984, she has been an ardent supporter of service-learning and its tremendous positive impact on student learning. She was elected to and served on the Board of Directors of NSEE from 1987-1990. Tammara was the first African American to serve on this board. As a member of the American Association of Higher Education and the American Public Health Association, Tammy has conducted training sessions and workshops on service-learning, community service and volunteerism on college campuses. She has served on local community non-profit boards, which assists in such issues as senior citizen programs, adult day-care, foster youth and children with special needs and their families.

Tammy received her Bachelor's degree in Gerontology in 1980 and a Masters degree in Education in 1990, with a specialization in Higher Adult and Professional Education, both from the University of Southern California.

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Speakers' Biographies

Melvin F. Baron

Associate Professor

Clinical Pharmacy and Pharmaceutical Economics and Policy



Melvin F. Baron, Pharm.D., MPA, is Assistant Dean for Programmatic Advancement and Associate Professor of Clinical Pharmacy. He received his Pharm.D. in 1957 and his MPA in 1973, both from USC. Dr. Baron was in private practice from 1957 to 1987 and developed a unique home health care center providing infusion therapy, ostomy care, durable medical equipment, and respiratory and incontinence care. He joined the USC School of Pharmacy faculty on a part-time basis in 1981 and became a full-time faculty member in 1990.

As a member of the clinical faculty, Dr. Baron serves as the Director for the first level externship program, which he helped create. In addition, he is the co-director of the Pharm.D./MBA Program and is responsible for teaching clerkships in Pharmacy Administration.

Dr. Baron serves as a consulting pharmacist for several community clinics that serve indigent patients in Los Angeles County. He is also a member of the Medicine for People in Need (MedPin) Advisory Board and the California Safety Net Alliance Pharmacy & Therapeutics Committee. He is a Fellow of the California Pharmacists Association and the American College of Apothecaries. Dr. Baron is the President of PharmaCom, a pharmaceutical communications company.

Dr. Baron's professional affiliations include the American Association of Colleges of Pharmacy, American Society of Health-Systems Pharmacists, American Pharmaceutical Association, California Pharmaceutical Association, Fellow American College of Apothecaries, and American Public Administration Association. He is also a member of Rho Chi Society, Faculty Advisor to Phi Lambda Sigma, and has been honored as the Preceptor of the Year and the Distinguished Alumnus of the Year.

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Speakers' Biographies

Steve Bucher

Director, Engineering Writing Program
USC Viterbi School of Engineering



Stephen Bucher received a BA from the University of Pittsburgh and an MPW from USC. He taught at LA City College and the Marshall School of Business at USC before becoming the Director of the Engineering Writing Program at the USC Viterbi School of Engineering. Awards and grants include the Teaching Has No Boundaries award, the USC Good Neighbors award, two Mellon Mentoring grants, and a Fund for Innovative Teaching award. He is the creator of and faculty advisor to Illumin magazine (<http://illumin.usc.edu>). Through the Engineering Writing Program he has worked on community-based learning projects with over 90 community organizations. Projects in this program have been awarded University Neighborhood Outreach (UNO) grants the past two years. He is a founding member of the USC Community Based Learning Collaborative. He has also taught in the USC Viterbi summer abroad program for the past four years.

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Speakers' Biographies

Elaine Bell Kaplan

Associate, Professor of Sociology Associate, American Studies



Expertise:

Black families, black children and youth, black teenage mothers, African-American families' influence on their adolescent children's academic achievement, race and ethnic relations racial and ethnic women, gender-, race- and class-related issues, black poor, working-class and middle- class families, adolescents - comparisons among black, Latino and white teenagers baby boomer parenting, spying on teenagers, and family relationships.

Additional Information:

Author of Not Our Kind of Girl: Unraveling the Myths of Black Teenage Motherhood (1997); Women's Perceptions of Their Adolescent Experiences; It's Going Good: Black and Latino Adolescents' Perceptions about Achieving an Education; Black Teenage Mothers and Their Mothers: The Impact of Adolescent Childbearing on Daughters' Relations with Mothers; and Using Food as a Metaphor for Care: Middle-School Kids Talk about Family, School and Class Relationships

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Speakers' Biographies

Thomas Lyon

Professor of Law and Psychology



Thomas Lyon joined the USC Law faculty in 1995. He teaches Evidence, Law and Psychology, Family Violence and Quantitative Methods in the Law. His research interests include child witnesses, child abuse and neglect, and domestic violence.

Professor Lyon has published more than 25 papers in law reviews, psychology journals and books and has given more than 45 research presentations at psychology conferences. His work has been supported by the National Science Foundation, the U.S. Department of Justice, the National Center on Child Abuse and Neglect, the California Endowment and the Haynes Foundation.

A magna cum laude graduate of Dartmouth College and Harvard Law School — where he served as executive editor of the Harvard Civil Rights/Civil Liberties Law Review — Professor Lyon received his Ph.D. in developmental psychology from Stanford University. He was an attorney for the Children's Services Division of the Los Angeles County Counsel and a research associate at Harbor-UCLA Medical Center prior to joining USC Law. He is a member of Phi Beta Kappa, the American Psychological Association, the American Psychological Society and the Society for Research in Child Development, and is past-president of the American Psychological Association's Section on Child Maltreatment (Division 37).

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Speakers' Biographies

Lidya Cincore Templeton

Executive Director of the Children, Youth and Family Collaborative



Lydia Cincore Templeton is a Missionary and Attorney. She attended Loyola University where she graduated magna cum laude and received her juris doctorate degree from Howard University School of Law. Lydia is currently a member of the California State Bar.

Lydia worked for the Department of Justice on the largest bond default case in the history of the United States. She received a Special Achievement Award for her work on this case. Lydia has received awards for her community service activities. She received an international award from the United Methodist Women in New York, the Theresa Hoover Community Service and Global Citizen Award, and the Crenshaw United Methodist Church's Trailblazers Award. Lydia was inducted into the National Association of University Women's Hall of Fame and was honored as a Local Hero by the World Festival of Sacred Music, 2005. She was named the California Woman of the Year and will receive the Joan Willis Leadership Award from the Los Angeles Chapter of Women in NAACP on October 21st.

In 1996, Lydia became a commissioned missionary of the United Methodist Church. She was assigned to Goma, Zaire where she served as the Country Manager and coordinated the United Methodist humanitarian response to the Hutu-Tutsi Conflict in Rwanda. Her work in both countries was primarily with refugees, homeless children and children orphaned due to the civil wars in those countries.

In January 2000, Lydia was assigned as a missionary - staff attorney to coordinate a Law Project at a local public interest law firm. While at the firm, Lydia founded a mission project for youth in foster care. This project, the Children Youth and Family Collaborative, serves youth in foster care, at risk youth and youth preparing to emancipate from the foster care system. Currently, Lydia serves as the Chief Executive Officer of the Collaborative.

Lydia served as the President of the Los Angeles Alumnae Chapter of Delta Sigma Theta Sorority, Inc., and President of the Board of Directors of Alexandria House, a member of the Sorority's National Legal Advisory Committee and is currently on the National Long Range Planning Task Force. She is also a member of Top Ladies of Distinction and the National Coalition of 100 Black Women where she serves as the Parliamentarian.

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