

Appendix C
Best Practices Research
Website Summaries

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OVERALL SUMMARY

Basic Information

We looked at 12 US Universities that had some similarity to UVA (e.g., in size, status, student body, location/setting, etc.), plus one or two that caught our interest for other reasons.

Institution

Public or private: 7 of the Universities were public; 5 were private
of undergraduates: ranged from about 4,700 to about 28,400
of graduate students: ranged from about 1,300 to about 14,500

Community

Type (urban, suburban, rural): 9 were judged to be generally urban, and 3 as generally suburban
Population: ranged from about 13,000 to 5.5 million

Partnership History

Year partnership established: Many websites did not say, but the Haas Center at Stanford was established (in its first form) in 1984. Many were established in the mid to late 1990s.

How is it funded?

This was very difficult to find on the web. One site (Duke) has a grant (which has now run out); one (Michigan) pulls together donations from many local and national sources, grant support, and alumni contributions; UNC had an endowment for start-up, and another smaller one to cover some salary; Stanford raises about \$1 million/yr from grants and donations, and the university provides another \$1 million in endowments and appropriations. The UVM Provost's Office funds their center.

How did it evolve (e.g., faculty effort, benefactor, etc.)?

Here are the various ways the partnerships evolved: (1) formalizing a partnership between two departments doing similar service-learning centered work; (2) it was a response to how students could increase UNC's capacity to respond to state's public service needs – UNC's Chancellor's Intellectual Climate Task Force made recommendations facilitate student engagement/service learning in the community; (3) rose from the efforts of 4 undergraduate students doing work in the community; (4) Stanford's President asked for a report and recommendations regarding that state of public service at Stanford; (5) UVM was part of a state-wide effort to create a Campus Compact.

What form does the partnership take (e.g., building, courses, department, college, system of values, community center, etc.)?

Most of the partnerships are an office or center (housed on campus). Most partnerships focus on service-learning through course-work and have many, many courses, support for faculty developing courses, facilitate access to the community, etc. Some also have internships that appear to be independent of formal course-work; and many have databases of learning, research, and service opportunities. Most seem focused on the undergraduates.

Structure of Partnership

Faculty involvement (e.g., Specific to center? Joint appointment?)

Some partnerships seem very focused on faculty development, mostly centered on developing service-learning courses; Berkeley talks about a faculty mentoring program which helps junior faculty use service-learning to obtain tenure; other places faculty are designated as something like Public Service Scholars. Faculty sit on the advisory boards, when they exist. Faculty typically mentor students involved in service-learning internships. There are sometimes grants that faculty can get to help with projects and/or develop courses.

Staffing of the center (e.g., director(s), # of staff?)

The smallest seems to be two co-directors (from two departments) and at least part of an administrative assistant. The largest have several directors of different divisions, coordinators/program managers/associate directors, visiting scholars, secretaries, development officers/business managers, and evaluation specialists. We did not look to see what the academic rank of the directors was; none seemed to have community members as staff per say.

Where is it in the university? (e.g., Arts and Sciences, Medical School, etc.)

Division of Student Affairs; Office of University Development; College of Arts and Sciences; announced via Provost's office (perhaps umbrella – university wide); Department of Educational Partnerships and Learning Technologies...

What kind of community leadership/citizen input?

This is typically not elaborated on in webpages outside of the center being a place where the community can come to request resources (presumably mostly in the form of service from students) and post opportunities. Michigan does have a community advisory board, and UNC, U Penn, and Princeton have community members on their boards.

Center Functioning

How do students use it? (e.g., Courses, Fellowships, Internships, Scholarships, Degrees)

At some universities students can graduate with some sort of special recognition (e.g., Public Service Scholar for completing certain course work and a certain number of service hours), but mostly students use the centers to either connect to community agencies for internships or via service-learning courses. Some offer fellowships and/or grants to students, sometimes students can complete work study hours at community agencies. Some courses require instructor permission for registration. At U Penn, students sit on the advisory board.

How do communities use it? (e.g., Is there a certain focus, like water quality or education?)

Many centers have databases on which the community can post opportunities. But, it is unclear how and why community agencies do this. There are typically lists of completed projects available on-line, which would likely elaborate on the deliverables to the community – but they are unwieldy and without reading the actual reports, it's difficult to see what the community gets out of these partnerships.

Overall Take Home Messages

The Haas Center at Stanford seems to be the most elaborate and well-developed center of the bunch. Partnership: Based on the web research, it appears that most centers do not overtly and actively have community members participating in the center. As far as we can tell, none of these centers seems to have the type of true partnership that our group has been envisioning. Research and Learning: While there is research going on at several of these sites, that does not seem to be the primary focus of the centers (unless it is the focus of the courses, and that does not come through in the web material); Princeton talks more explicitly about research opportunities. Most centers seem to focus on service learning and course-work. Students/Faculty: Most centers are focused on undergraduates and helping faculty mentor and teach students interested in service-learning.

UNIVERSITY OF CALIFORNIA—BERKELEY

Basic Information

Name of center: *Service-Learning, Research, and Development Center*

Location: *UC Berkeley, Berkeley, CA*

Website: <http://gse.berkeley.edu/research/slc/>

Institution

Public or private: *Public*

of undergraduates: *23,482*

of graduate students: *10,076*

Community

Type (urban, suburban, rural): *Urban*

Population: *102,743*

Partnership History

Year partnership established: *1994*

How is it funded?

Unclear from website.

How did it evolve (e.g., faculty effort, benefactor, etc.)?

The Service-Learning Research and Development Center was established in the School of Education in 1994 to help better understand the implications of service activities on teaching, learning, and schooling. As a pedagogical strategy rooted in experiential education theories, service-learning allows learners not only to apply theories to authentic and practical situations, but it also helps to provide service to the local community.

What form does the partnership take (e.g., building, courses, department, college, system of values, community center, etc.)?

The Center provides assistance in finding community agencies to develop service-learning courses or community-based research by partnering with the UC Berkeley Cal Corps Public Service Center (<http://students.berkeley.edu/osl/calcorps.asp>), a center that works to connect students and faculty to Cal programs that serve the community. The Center also maintains the National Service-Learning and Civic Engagement Research Directory, available online from their website. Every academic year, the Center conducts a Service-Learning 101 workshop that deal with the basics of service-learning. These workshops are open to faculty and GSIs.

Structure of Partnership

Faculty involvement (e.g., Specific to center? Joint appointment?)

The Center helps faculty facilitate service-learning at UC Berkeley. There is also a Faculty Policy Committee on Service-Learning, which is the governing academic body for service-learning activities on campus; its function is to develop campus-wide policies for academic-service learning activities and initiatives at UC Berkeley. The Committee reports directly to the Chancellor through the Executive Vice-Chancellor and the Provost. There are 14 members of this committee. In addition, the Center offers workshops and forums for faculty interesting in utilizing service-learning activities. "Minigrants" of up to \$2500/semester are available. There is a Junior Faculty Mentorship Program, in which junior faculty are paired with senior faculty who use service-learning to help junior faculty achieve tenure. Awards are also given to faculty members who provide opportunities for student community service.

There are grants of up to \$2,500 made to faculty to help them incorporate service-learning into their courses. The Chancellor also recognizes faculty who have provided service-learning opportunities to students.

Many faculty members from various disciplines at UC and other institutions of higher learning have successfully integrated service-learning to their scholarly work. The Service-Learning Center can provide you with materials on this topic.

Staffing of the center (e.g., director(s), # of staff?)

The Center has the following staff positions: 1 director, 1 research psychologist, 1 coordinator, 3 graduate student researchers, 1 research assistant, and 1 web manager.

Where is it in the university? (e.g., Arts and Sciences, Medical School, etc.) *The Center is housed within the School of Education, but "sponsored" by the Office of the Provost, Office of the Vice Chancellor for Undergraduate Affairs, Office of the Vice Provost for Undergraduate Education, and the Graduate School of Education.*

What kind of community leadership?

None that we can see on the website.

What kind of citizen input?

None that we can see on the website.

Center Functioning

How do students use it? (e.g., Courses, Fellowships, Internships, Scholarships, Degrees)

There are currently ~150 service-learning courses offered across 45 departments. Opportunities for other forms of community involvement are made possible through the UC Berkeley Cal Corps Public Service Center.

How do communities use it? (e.g., Is there a certain focus, like water quality or education?)

It is unclear from the website, though assumed that community agencies are matched with faculty teaching service-learning courses or conducting community-based research.

Take Home Messages

The emphasis of this Center seems to be the service-learning courses. Particularly, it seems the Center strives to facilitate service-learning, especially between faculty and community agencies. It also provides the directory for National Service-Learning and Civic Engagement Research. Overall, this does not seem like a real university/community partnership, in that there does not appear to be much direct community involvement with the Center administration. This is a very multidisciplinary endeavor.

UNIVERSITY OF CALIFORNIA—LOS ANGELES

Basic Information

Name of center: *Center for Community Learning*

Location: *UCLA, Los Angeles, CA*

Website: <http://www.college.ucla.edu/up/ccl/>

Institution

Public or private: *Public*

of undergraduates: *23,918*

of graduate students: *10,814*

Community

Type (urban, suburban, rural): *Urban*

Population: *3,849,378*

Partnership History

Year partnership established:

Unknown from website.

How is it funded?

Unknown from website.

How did it evolve (e.g., faculty effort, benefactor, etc.)?

Unknown from website.

What form does the partnership take (e.g., building, courses, department, college, system of values, community center, etc.)?

The Center helps match faculty and students to pre-screened community sites, mainly through service-learning courses and internships (available only to college juniors and seniors). It also helps faculty develop curriculum with a community focus.

Structure of Partnership

Faculty involvement (e.g., Specific to center? Joint appointment?)

The Center assists faculty in creating new courses with community-based components and in converting existing courses into service-learning courses. Nine faculty members serve on the Center's faculty advisory committee.

Staffing of the center (e.g., director(s), # of staff?)

The Center is staffed by 1 director, 1 office manager, 1 program coordinator, and 13 student coordinators.

Where is it in the university? (e.g., Arts and Sciences, Medical School, etc.)

Unknown, though the Center operates as part of the "UCLA in LA" campaign.

What kind of community leadership?

None that we can see on the website.

What kind of citizen input?

None that we can see on the website.

Center Functioning

How do students use it? (e.g., Courses, Fellowships, Internships, Scholarships, Degrees)

The Center offers opportunities for undergraduates only. It helps students find academic opportunities for working in the community of Los Angeles. Internships are set up by the Center for juniors and seniors, and a searchable database of available sites is available to students online. Research as service and direct service opportunities are available. Also, the Center helps orchestrate a number of service-learning courses across fields of study each semester. They typically require a 3-4 hour commitment per week in an organization that is specifically related to the content of the course. Students can also enroll in the Civic Engagement Minor or participate in Americorps through the Center.

How do communities use it? (e.g., Is there a certain focus, like water quality or education?)

Community agencies are prescreened to participate in service-learning opportunities and encouraged to describe how they might use college students to build capacity and fulfill their mission. Any other involvement is not available through the website.

Take Home Messages

This Center's scope seems limited compared to other centers. It seems to mainly provide assistance to faculty interested in creating service-learning courses and internship opportunities to undergraduate students. The website is not very developed, so additional activities and opportunities might be possible through the Center, though this is unknown.

DUKE UNIVERSITY

Basic Information

Name of center: *Research Service Learning: Scholarship with a Civic Mission*

Location: *Duke University, Durham, NC*

Website: <http://rsl.duke.mc.duke.edu/>

Institution

Public or private: *Private*

of undergraduates: *6,197*

of graduate students: *6,627*

Community

Type (urban, suburban, rural): *Urban*

Population: *187,035*

Partnership History

Year partnership established: *Unclear; sometime after 2000.*

How is it funded?

Unclear how the Center is funded, but funding for undergraduates, faculty, and community partners interested in Research Service-Learning projects was provided 2002-06 through a grant from the U.S. Department of Education Fund for the Improvement of Post-Secondary Education (FIPSE); \$454K. There is no information online about current funding.

How did it evolve (e.g., faculty effort, benefactor, etc.)?

Scholarship with a Civic Mission, a collaboration between the Hart Leadership Program and the Kenan Institute for Ethics. There is no other specific information online about how the Center evolved.

What form does the partnership take (e.g., building, courses, department, college, system of values, community center, etc.)?

Office in the Kenan Institute of Ethics at the university; offers interdisciplinary set of courses.

Structure of Partnership

Faculty involvement (e.g., Specific to center? Joint appointment?)

Faculty partner with the Center as student mentors.

Staffing of the Center (e.g., director(s), # of staff?)

Co-directors (called co-PIs) from the Hart and Kenan programs. Three coordinators (administrator, service-learning coordinator, community-partnerships coordinator). There are 8 "conveners" who look like the Center staff plus 3 faculty. There is also a Dean's Advisory Committee for Service Learning (which looks to be 19 faculty/directors from the university).

Where is it in the university? (e.g., Arts and Sciences, Medical School, etc.)

Trinity College of Arts and Sciences – for Undergraduates

What kind of community leadership?

None that we can see online.

What kind of citizen input?

None that we can see online. However, they do define a “community partner.”

A **community partner** can be an individual who is part of Duke University (e.g., a living group, or an office, like the Office of Institutional Equity), or an organization in the Durham area (e.g., the Durham Public Schools, a non-profit organization) or outside Durham and even outside the United States. The RSL partnership is dependent on the many contributions these groups and individuals make to the collaborative efforts.

Center Functioning

How do students use it? (e.g., Courses, Fellowships, Internships, Scholarships, Degrees)

Students move through the three stages of the Research Service-Learning model (outlined below) to “develop deeper understandings of the intellectual issues, ethical concerns, and questions of civic responsibility” in the context of their research topic:

Stage 1: The Gateway Course includes a service-learning component and introduces students to basic research skills and ethical issues. Requires students to complete a research proposal based on their service experience.

Stage 2: The Community Based Research Opportunity can be an internship or academic course that includes field research which students conduct in collaboration with a community partner.

Requires students to keep a research journal that addresses intellectual, ethical and civic issues.

Stage 3: The Capstone Course allows students to pursue an independent research project that builds on their collaboration with the community partner. Requires students to keep a research journal that addresses intellectual, ethical and civic issues.

As they move through the stages, the students gain skills and deep understanding of research methods, community issues, and civic engagement. Students who complete the series of courses are called Duke Civic Scholars. (Some courses require instructor permission.) Also, students can pursue studies within an interdisciplinary theme or academic discipline. Currently, five “pathways” are under development:

Interdisciplinary pathways:

- Human Development and Education
- Human Rights and Humanitarian Issues
- Public Health Inequalities

Disciplinary pathways:

- Political Science
- Public Policy

These “pathways” provide thematic connections among courses, but students are encouraged to discuss other combinations of courses with Center staff. For the 2003-2004 academic year, the Center offered 7-9 gateway courses (Stage 1) across the three interdisciplinary pathways, 2 Stage 2 courses, and 1 capstone (Stage 3) course. Summer internship opportunities in each interdisciplinary pathway were also offered. Furthermore, the Center provides funding to students who pursue projects within this model, as well as participating faculty and community partners. Grants were given to students to do research (it appears that students from other schools, like Engineering, could also apply for grant funding), to faculty to be mentors and to enhance courses, and to community partners to participate in the model. Students can also engage in service learning through the Hart Leadership Program.

How do communities use it? (e.g., Is there a certain focus, like water quality or education?)

Does not seem to be a particular focus. Here’s an example of student projects one semester:

- **Nicole Arkin**, “Citizenship and the Right to Health Care: How Can Health Information be Distributed in an Effective Way to Latina Immigrant Women?” Community Partner: Duke El Centro Hispano/Division of Community Health, Duke University. Faculty Mentor: Diane Nelson, Cultural Anthropology.
- **Melanie Blohm**, “Conservation Biology of the Eno River: The distribution and impact of invasive plant species.” Community Partner: Eno River State Park. Faculty Mentor: Julie Reynolds, Writing Program and Biology.
- **Aaron Glover**, “Appealing to At-Risk Youth: How Effective is a Boys and Girls Club’s New Marketing Strategy in Increasing Adolescent Enrollment?” Community Partner: Tamarind Stewart, Boys and Girls Club of Hall County, GA. Faculty Mentor: Jason Mahn, Writing Program.
- **Megan Moskop**, “Women of Black Wall Street.” Community Partner: Parrish Street Advocacy Group. Faculty Mentor: Barbara Lau, Documentary Studies.
- **Grant Smith**, “Growing Up with Sickle Cell Disease: Design, Implementation, and Evaluation of a Transition Program for Adolescent Sickle Cell Patients.” Community Partner: Vivian Lewis, Child

Life Specialist, Duke Children's Hospital.

• **Caroline Whistler**, "Viva Isonza: Capacity Building in Rural Indigenous Schools of Argentina ."
Community Partner: Jean Wittman, The Language Experience: Experiment Argentina. Faculty
Mentor: Sergio Berensztein, Political Science.

Take Home Messages

Having looked at the website it seems clear that this likely evolved from the minds of the directors of the Hart and Kenan Centers, and that they probably got the \$454K grant to support their initial efforts to pull together a joint curriculum; the Center is housed at the university. They probably used some money to hire the three staff, and got faculty volunteer time. I'd venture a guess that all the courses offered are listed under the Hart or Kenan Centers. While it could be university-wide, it largely doesn't seem to be. There is no true partnership with the community (I didn't see any grants to them, or the community sitting on the advisory board, or anything like that). This is also only focused on undergraduates and their faculty mentors – not graduate students or really on-going faculty relationships with community members/organizations.

EMORY UNIVERSITY

Basic Information

Name of center: *Office of University-Community Partnerships*

Location: *Emory University, Atlanta, GA*

Website: <http://www.oucp.emory.edu/index.cfm>

Institution

Public or private: *Private*

of undergraduates: *6,346*

of graduate students: *3,822*

Community

Type (urban, suburban, rural): *Urban*

Population: *5,478,667*

Partnership History

Year partnership established: *2000*

How is it funded? *Funding information is not provided on the website.*

How did it evolve (e.g., faculty effort, benefactor, etc.)?

It is unclear from the website how the Center evolved. In 2000, Provost Chopp announced the creation of the Office of University-Community Partnerships (OUCP), designed to enhance the integration of teaching, research, and service missions with an emphasis on serving the Greater Atlanta community.

What form does the partnership take (e.g., building, courses, department, college, system of values, community center, etc.)?

OUCP facilitates the connection of community organizations to Emory faculty, staff, and students through academic courses, research programs, and service projects. OUCP also promotes institutional service by mobilizing and focusing Emory's intellectual capital on important issues within the Greater Atlanta region.

Structure of Partnership

Faculty involvement (e.g., Specific to center? Joint appointment?)

To encourage and promote greater awareness among faculty and staff, OUCP maintains a database of community-based initiatives in teaching, research, and service. It also provides financial support through grant and fellowship programs designed to carry out teaching and research activities that address local needs. It is unclear from the website how many faculty are involved in OUCP or what their involvement generally looks like.

Staffing of the center (e.g., director(s), # of staff?)

OUCP is staffed by 4 individuals, including 1 Director, 1 Senior Program Associate, 1 Program Assistant, and 1 Visiting Scholar.

Where is it in the university? (e.g., Arts and Sciences, Medical School, etc.)

Since the Provost announced it, it might be a general University-wide office.

What kind of community leadership?

There do not appear to be any opportunities for community leadership within OUCP, though the office provides a point of entry for community groups/organizations/agencies to "find and engage an Emory partner to help address critical needs in the community."

What kind of citizen input?

There do not appear to be any opportunities for citizen input within OUCP.

Center Functioning

How do students use it? (e.g., Courses, Fellowships, Internships, Scholarships, Degrees)

OUCP maintains the Community Partnerships Database which is designed to help students learn more about ongoing teaching, research, and service activities in the Greater Atlanta community. They also provide a Help Wanted link on their website which posts various openings for student involvement (e.g., employment, internships, volunteering). The Center also strives to provide students with focused pathways for sequencing their service activities, coursework, and research experiences to assist students who pursue career choices emphasizing social responsibility, civic engagement, and public service, though it is unclear from the website how this aim is actualized. Graduate students have the opportunity to be fellows in a Community Partnership Graduate Fellows Program.

How do communities use it? (e.g., Is there a certain focus, like water quality or education?)

Community organizations are encouraged to browse the Community Partnerships database for information on community-focused efforts in teaching, research, and service. They also may submit projects, courses, or programs to the database for other individuals to pursue. OUCP also provides public events that focus on the transfer and application of knowledge to specific topic areas. If you go to the database you can see that there are community-initiated projects posted.

Take Home Messages

From the website, it seems the primary methods for civic engagement are found through the database the OUCP maintains. The database is largely comprised of service opportunities, with a lesser emphasis on research and teaching. This Center does not appear to have a true partnership with the community, nor does it seem to have many developed programs for students, faculty, or community groups. This could be due to its smaller size (compared to other reviewed partnerships), as it is staffed by only four people and part of the efforts of a smaller university.

UNIVERSITY OF MICHIGAN

Basic Information

Name of center: *Edward Ginsberg Center for Community Service and Learning*
Location: *University of Michigan, Ann Arbor, MI*
Website: <http://www.umich.edu/~mserve/>

Institution

Public or private: *Public*
of undergraduates: *25,555*
of graduate students: *14,470*

Community

Type (urban, suburban, rural): *Urban*
Population: *114,024*

Partnership History

Year partnership established: *1996*

How is it funded?

Unclear, though apparently the university, major donors, nonprofit and government agencies, local community and national foundations, annual fund donors, and program alumni contribute funding to the Ginsberg Center.

How did it evolve (e.g., faculty effort, benefactor, etc.)?

Unclear from website.

What form does the partnership take (e.g., building, courses, department, college, system of values, community center, etc.)?

The Ginsberg Center is housed within the Division of Student Affairs and helps provide students with resources and opportunities "to address serious social issues through community service and social action" by linking individual students to community organizations, to co-curricular program (e.g., Americorps and America Reads), or to service-learning courses through the university; there is no mention of research on the website. The Center also supports student organizations working toward service and activist missions in the community. The Center is located in an old house, on campus.

Structure of Partnership

Faculty involvement (e.g., Specific to center? Joint appointment?)

The Center currently identifies strengthening its ties with faculty as a priority. However, it involves faculty in a variety of ways. For example, the Center aims to support faculty members who involve students in the community and to build capacity for research and teaching that strengthens student learning while involving and developing communities. This appears to occur most frequently in service-learning courses across departments, schools, and colleges at the university. The Center also has a faculty council, consisting of 9 faculty members across disciplines. In addition, the Center provides a number of grant opportunities to faculty.

Staffing of the Center (e.g., director(s), # of staff?)

One faculty director of the Center. There are 6 program directors and 4 associate directors for the various programs housed within the Center. There are 3 coordinators (for subscriptions, transportation, and community partnerships). In addition, there is 1 program manager, 1 evaluation specialist, 1 development officer, and 1 secretary. There may be additional support staff involved in the Center's functions as well.

Where is it in the university? (e.g., Arts and Sciences, Medical School, etc.)
The Ginsberg Center is housed within the Division of Student Affairs.

What kind of community leadership?

There is a community advisory board that meets four times a year and consists of staff members from community-based organizations in surrounding counties.

What kind of citizen input?

None that we can see online.

Center Functioning

How do students use it? (e.g., Courses, Fellowships, Internships, Scholarships, Degrees)

The Center operates as the home to several community service and learning programs for both undergraduate and graduate students on local and national levels, including Arts of Citizenship, Americorps, Project Community, SERVE, and faculty, student, and community initiative programs. Fellowships, scholarships, grants, and other awards are available to students participating in Ginsberg Center programs.

University of Michigan faculty members have created dozens of service-learning courses that involve University of Michigan students providing direct service to local schools, non-profit organizations and government agencies. You can take a service learning course from almost every department at the University, and independent study credit is available if you can't find the opportunity for which you are looking. In addition, two departments offer peer facilitated service learning courses with credit given in Sociology (Soc. 389) or credit given in Psychology (Psych 211). Look into becoming a facilitator or a participant. There are undergraduate and graduate courses. Some of the courses require instructor permission.

How do communities use it? (e.g., Is there a certain focus, like water quality or education?)

Community organizations can contact the Center to forge new relationships with faculty members teaching service-learning courses. In addition, the Center links students to appropriate community organizations in need of volunteers. There is also a community service work-study program that provides community agencies with the opportunity to hire students to work with them on program planning, direct services, administrative work, and more.

Take Home Messages

This Center really seems focused on community-service learning and social action rather than research. It also seems to be comprised of programs already in existence at the university – and the Center seems to facilitate all the opportunities for students to connect to communities and agencies. It does not seem to be a true partnership, as there is only an advisory board of community folks, and the Center is located on campus.

UNIVERSITY OF NORTH CAROLINA

Basic Information

Name of center: *The Carolina Center for Public Service*
Location: *University of North Carolina—Chapel Hill, Chapel Hill, NC*
Website: <http://www.unc.edu/cps/>

Institution

Public or private: *Public*
of undergraduates: *16,764*
of graduate students: *10,512*

Community

Type (urban, suburban, rural): *Suburban*
Population: *52,440*

Partnership History

Year partnership established: *1999*

How is it funded?

An anonymous out-of-state Carolina graduate donated \$1 million to fund the start-up and operating expenses of the Center for its first three years. The Walter Davis Public Service Endowment transferred \$500,000 to the Center at that time, which was used to support the salary of the Center's director. Current funding is not reported on the website.

How did it evolve (e.g., faculty effort, benefactor, etc.)?

The University's Public Service Roundtable, a group of faculty and staff who came together to investigate how to increase Carolina's capability to respond to the state's public service needs, first proposed the idea of the Center. Two years later, the Chancellor's Intellectual Climate Task Force released a report on improving the intellectual climate on campus. Two recommendations within this report were to increase community service and to offer students more opportunities for applying what they learned in the classroom to real world settings. From the combined efforts of these two committees, the concept of the Carolina Center for Public Service emerged.

What form does the partnership take (e.g., building, courses, department, college, system of values, community center, etc.)?

The Carolina Center for Public Service is housed within the Office of University Development. The Center provides a database for community members, students, faculty, staff, and alumni to access information about the ways UNC serves the community through teaching, research, and service. There are 869 projects in the database at this time. In addition, the Center offers a Public Service Scholars Program and summer fellowships for undergraduates. Faculty are also encouraged to become involved.

Structure of Partnership

Faculty involvement (e.g., Specific to center? Joint appointment?)

In 2007, the Center began its Faculty Engaged Scholars Program, a new joint initiative of the Center and the Office of the Vice Chancellor for Public Service and Engagement. It aims to advance faculty involvement in the scholarship of engagement. At least five faculty members each year are selected to participate in learning about and pursuing community engagement through scholarly endeavor. It is a two-year program, directed by a faculty member and community member, consisting of courses and seminars. Faculty Scholars develop a proposal in partnership with the community and begin the implementation of their proposal in the second year of the program. Proposal examples include:

- Proposals and publications on service-learning, community practice, community-based applied or participatory research.
- Applied products that promote the transfer of knowledge to and from communities, are implemented in communities, or have an impact on communities.
- Community dissemination / translational products resulting from research such as community forums, articles, websites, or presentations at state and national levels.

Each scholar receives a maximum stipend of \$7,500 per year. In addition to this program, the Center offers a number of grants to faculty and staff who develop public service and engagement projects. Some faculty members serve on the Center's advisory board. There is also the opportunity for faculty to serve as mentors for students interested in developing public service projects. The Center provides public service awards to students, faculty, staff, and University organizations for extraordinary public service and engaged scholarship.

Staffing of the Center (e.g., director(s), # of staff?)

The Center has 5 full-time staff members, including 1 Director, 1 Associate Director, 2 Program Officers, and 1 Business Manager. Currently, two graduate interns and four work-study students are involved with the Center.

Where is it in the university? (e.g., Arts and Sciences, Medical School, etc.)

Office of University Development

What kind of community leadership?

The Center's advisory board consists of individuals from the university and community. Members from the community include a district court judge, directors, and chairs of community agencies and organizations.

What kind of citizen input?

None that we can see online.

Center Functioning

How do students use it? (e.g., Courses, Fellowships, Internships, Scholarships, Degrees)

All interested undergraduate students can enroll in the Public Service Scholars Program, which aims to provide a framework for students to complete service, connect students who care about similar issues with one another, and link coursework to service. Students must earn 300 service hours, take 1 service-learning course, complete training in 4 skill areas (e.g., advocacy/community organizing, financial management, fundraising and grant writing, diversity and cultural awareness, effective communication, ethics, policy, leadership and management, and service-specific training), create a service portfolio, and have a minimum GPA of 2.5. If these requirements are met, students will be named "Public Service Scholars" if they have a GPA of greater than 3.0. In addition, undergraduate students can apply for three types of summer fellowships, which emphasize public service projects that are developed with a local community partner and a faculty mentor. Also, the Center provides grants to student organizations. The Center also provides public service awards to students, faculty, staff, and University organizations for extraordinary public service and engaged scholarship. Information on opportunities open to graduate students was not readily available online. Here's an example of projects from the database:

- Julie Covell, a 1st yr Master's in Social Work student, developed the Participatory Evaluation of the Peer Bridger Program which involves participatory research process, engaging mental health consumers and service providers as collaborators in all phases of implementation. The evaluation addresses the need for data on the impact and outcomes of this innovative approach to supporting individuals with psychiatric illness.
- The School of Information and Library Sciences received a grant to support doctoral students pursuing studies in academic librarianship in hopes of filling future shortages.
- Jennifer Morgan, a Carolina doctoral student in sociology, is working to improve the situation of low-wage direct care workers (nursing assistants, home care aides, personal care workers) and the clients they serve in North Carolina.
- Kenneth Zogry, a UNC-Chapel Hill graduate student in history, is committed to preserving the historical home and family papers of Dr. Manassa Pope, a pioneering African American doctor who lived and practiced medicine on Wilmington Street in Raleigh.

How do communities use it? (e.g., Is there a certain focus, like water quality or education?)

The Center provides a database for community members, students, faculty, staff, and alumni to access information about the ways UNC is involved in teaching, research, and service – although this does not seem to be a directory of what opportunities are available. There are currently 869 projects in the database. Community members also serve on the advisory board, and local organizations partner with faculty and students to actualize service projects in the community.

Take Home Messages

This Center really seems focused on the scholarship of service learning and social action, rather than on research answering community questions, per se – although it appears that there is some of this. However, there are opportunities for research (and funding for that research) for both students and faculty. Even though there are community residents on the advisory board, the Center does not seem to be a full partnership. It mostly seems to work to connect the university with the community, not the other way around. The Center does promote and facilitate partnerships between university and local individuals/organizations for service projects in the community.

UNIVERSITY OF PENNSYLVANIA

Basic Information

Name of center: *Center for Community Partnerships at Penn*

Location: *University of Pennsylvania, Philadelphia, PA*

Website: <http://www.upenn.edu/ccp/index.php>

Institution

Public or private: *Private*

of undergraduates: *10,138*

of graduate students: *9,354*

Community

Type (urban, suburban, rural): *Urban*

Population: *1.4 million*

Partnership History

Year partnership established: *1992*

How is it funded? *Funding information is not reported on the website.*

How did it evolve (e.g., faculty effort, benefactor, etc.)?

In 1983, the West Philadelphia Partnership and the Office of Community-Oriented Policy Studies (the predecessor to the Penn Program for Public Service) were established. In 1985, four undergraduate students created a summer job training corps for their honors seminar class at Penn, called the West Philadelphia Improvement Corps (WEPIC). WEPIC became an after-school program at a local elementary school and evolved into an idea of a higher education-assisted community school. The Center recognizes these three efforts as key for its formation in 1992, when the university announced a commitment to focus its resources and energy on the revitalization of West Philadelphia.

What form does the partnership take (e.g., building, courses, department, college, system of values, community center, etc.)?

The Center aims to bring together the broad range of knowledge needed to ameliorate problems in West Philadelphia, with the hope that such work will also impact "Philadelphia, the University itself, and society." As such, it supports students, faculty, and community agencies by facilitating and/or providing course work, public service opportunities, and other service-learning activities.

Academically based community service is at the core of the Center's work, and involves linking public service to research and/or teaching. Currently, approximately 150 courses link Penn students to work in the community.

Structure of Partnership

Faculty involvement (e.g., Specific to center? Joint appointment?)

Faculty may participate in the Center by teaching an Academically Based Community Service (ABCS) course to undergraduate and/or graduate students or by teaching or participating in "Community Nights" (the web site is not specific about what this is). They can also join Penn Volunteers in Public Service (VIPS), a program providing staff, faculty, alumni, and the West Philadelphia community opportunities to work together through community service activities and events. Faculty also are involved in a variety of Center programs. There are 7 faculty project directors who advise the Center's seven program areas. Additionally, faculty members can serve on a Center advisory board. There are 5 co-chairs and 29 members.

Staffing of the Center (e.g., director(s), # of staff?)

Senior staff include: 1 Associate Vice President/Founding Director, 4 Associate Directors, and 1 Senior Business Administrator. Administrative staff include: 1 Office Coordinator, 1 Administrative Assistant, and 1 Receptionist. In addition, there are 40 staff members who support the specific programs associated with the Center.

Where is it in the university? (e.g., Arts and Sciences, Medical School, etc.)

The Center appears to be an office housed within the university, though this is not specifically stated on the website.

What kind of community leadership?

There is a community advisory board consisting of 15 community members and 1 chair. There are additional advisory boards that exist for programs supported by or affiliated with the Center, including the Program in Universities, Communities of Faith, Schools, and Neighborhood Organizations (PUCFSN) Board and the West Philadelphia Improvement Corps (WEPIC) Replication Project Advisory Board.

What kind of citizen input?

There do not appear to be explicit opportunities for citizen input.

Center Functioning

How do students use it? (e.g., Courses, Fellowships, Internships, Scholarships, Degrees)

Undergraduate and graduate students may participate on the Center's student advisory board, which consists of 1 chair and 6 additional members. They may also take academically based community service (ABCS) courses that are offered each semester across 21 departments and in 8 of the professional schools. Sample syllabi are available on the website. Students can also be matched to volunteer in one of the Center's many programs. Students may also become part of the Franklin Community, a living and learning house dedicated to developing civic leaders. Summer internships are available through Penn's Program for Public Service Summer Internship or work in West Philadelphia through a work-study opportunity.

How do communities use it? (e.g., Is there a certain focus, like water quality or education?)

Community members can volunteer as part of Penn VIPS (described under faculty involvement). They may also teach or take part in Community Nights and/or become a member of an advisory board. Specific agencies or organizations may partner with the Center for service-learning and work-study opportunities.

Take Home Messages

This Center seems to be more of a partnership with the community than others we've looked at. The core seems to be course-work rather than social action; it's difficult to tell how much research is happening – although given the breadth of the programs, it seems likely to be in there someplace. The program seems to be fairly vast and connect a lot of departments and programs and community organizations. The focus seems to be very much in West Philli, the area directly surrounding the university.

PRINCETON UNIVERSITY

Basic Information

Name of center: *Community Based Learning Initiative (CBLI)*

Location: *Princeton University, Princeton, NJ*

Website: <http://www.princeton.edu/~cbli/>

Institution

Public or private: *Private*

of undergraduates: *4,790*

of graduate students: *2,010*

Community

Type (urban, suburban, rural): *Suburban*

Population: *30,000*

Partnership History

Year partnership established:

Not described on website.

How is it funded?

Not described on website.

How did it evolve (e.g., faculty effort, benefactor, etc.)?

Not described on website.

What form does the partnership take (e.g., building, courses, department, college, system of values, community center, etc.)?

The program is largely focused on connecting students interested in research to community organizations with a need for papers or service projects.

Structure of Partnership

Faculty involvement (e.g., Specific to center? Joint appointment?)

Faculty may serve as research mentors for students interested in community issues or instructors of courses that strive to apply classroom concepts to real situations. Faculty make up about 1/3 of the Center's board of directors.

Staffing of the Center (e.g., director(s), # of staff?)

CBLI has a board of directors consisting of 5 faculty members, 5 staff members, 5 community leaders, and 1 student. Its day-to-day functioning seems to rely upon 1 Director/Dean, 1 Assistant Director, 1 Project Coordinator, and 1 Program Assistant.

Where is it in the university? (e.g., Arts and Sciences, Medical School, etc.)

It is unclear from the website where the program is housed within the university.

What kind of community leadership?

There are 5 community leaders on the board of directors.

What kind of citizen input?

There do not appear to be explicit opportunities for citizen input according to the website.

Center Functioning

How do students use it? (e.g., Courses, Fellowships, Internships, Scholarships, Degrees)

Undergraduate students may enroll in courses across more than 20 departments that offer community-based research opportunities. Students in these courses may choose to either write a paper or complete a project that includes research a local community organization would find valuable. It is also possible for students to complete a research project if they are not enrolled in one of these courses. More advanced students can include a community-based research component in their independent work (e.g., junior papers or senior theses) by developing their projects with community leaders in conjunction with a faculty mentor. Summer internships are also available to students interested in performing research with community partners.

How do communities use it? (e.g., Is there a certain focus, like water quality or education?)

Community organizations are encouraged to collaborate with Princeton undergraduates to research important community issues. Working alongside faculty members and students as a team, community organizations help design and supervise research projects on issues of importance to mission aims and community wellbeing.

Take Home Messages

CBLI supports community-based research (both as part of courses and in independent study), but does not appear to be involved in other forms of service learning. It also seems to be largely focused on connecting undergraduate students to community organizations. The scope of this Center is not as large as other Centers summarized here; however, there does seem to be a true partnership between the university and community participants in designing and implementing projects.

STANFORD UNIVERSITY

Basic Information

Name of center: *Haas Center for Public Service*

Location: *Stanford University, Stanford, CA*

Website: <http://haas.stanford.edu/>

Institution

Public or private: *Private*

of undergraduates: *6,700*

of graduate students: *8,000*

Community

Type (urban, suburban, rural): *Suburban*

Population: *13,315*

Partnership History

Year partnership established:

1984-85, as the Public Service Center. In 1989, it was renamed the Haas Center for Public Service.

How is it funded?

Each year, the Haas Center raises about half of its \$2+ million dollar operating budget through grants, contracts, and individual donor contributions. The other half of the budget comes from the University's endowments and annual appropriations.

How did it evolve (e.g., faculty effort, benefactor, etc.)?

In 1983, the President of Stanford University asked the Assistant to the President, Catherine Milton, to evaluate the state of public service at Stanford. She found many public service efforts by students, but an overall lack of institutional support, as well as leadership challenges. On her recommendation, Stanford established the Public Service Center in 1985. It became a featured objective in the university's capital campaign in 1987. In 1989, the Public Service Center became the Haas Center for Public Service after the Haas family donated \$5 million as a founding endowment. Further, a \$1.2 million gift from the Haas family established the Miriam and Peter Haas Centennial Professorship in Public Service. They have also since endowed the Peter E. Haas Directorship of the Center and contributed substantially towards new program endowment. The Haas Center is known as a national model for public service education.

What form does the partnership take (e.g., building, courses, department, college, system of values, community center, etc.)?

There are opportunities for participation in five general program areas: fellowships, courses, research, community programs, and leadership.

Structure of Partnership

Faculty involvement (e.g., Specific to center? Joint appointment?)

Faculty are encouraged to develop service-learning courses, which are treated as a normal part of a faculty member's teaching load. The Center, in partnership with the Office of the Vice Provost for Undergraduate Education, offers grants ranging from \$1500 to \$5000 to faculty interested in designing and developing courses that combine public service with academic study.

Types of service include hands-on volunteer activity, internships at local organizations, or class projects of policy-related work. Examples of Stanford service-learning courses include:

- **History 251 – Poverty and Homelessness in America**
This two-quarter course combines formal academic study on the topic of poverty and

- homelessness in the United States with an internship experience in a shelter-providing agency in Santa Clara or San Mateo County.
- **Political Science 104 – Urban Policy: Strategies for Urban Development**
This course examines major challenges to sustainable urban development facing cities in contemporary America. Students participate in an internship at a government or non-profit organization in East Palo Alto. The primary course requirement is a policy proposal that is directed at improving the organization being serviced.
 - **Dance 197 – Art and Community: Dance in Prison.**
This participatory seminar for 10-12 students uses hip-hop dance to study how the performing arts affect self-perception, experiences of embodiment, and social development in incarcerated female and male juveniles. The class draws on a variety of resources to address the complex interplay between the arts, embodiment and learning. Students both study and participate in service through weekly dance classes for the inmates of G-4 and B-9 in San Jose Juvenile Hall. In addition to developing a relationship with these inmates, students read and reflect on existing literature and hear testimony from experts in the field of prison studies, juvenile justice, and arts and community development. The class includes 4 hours of service per week during class time as students assist and/or observe the dance classes in Juvenile Hall. In addition to these direct service activities in the prison community, the students will also work to collect, interpret and evaluate what the experience and value of this regular practice in dance means for the Juvenile Hall inmates. They garner this data through participant observation as well as supervised interviews with the inmates. This class fulfills the HumBio and Feminist Studies service requirements. No prior experience in dance is necessary.

There are also opportunities for faculty to become involved with community-based research through forming partnerships with community organizations. Faculty are encouraged to explore topics of interest to all involved parties. Faculty can teach community-based research courses, such as the following:

- **Ron Barrett, Anthropological Sciences.**
This project assesses the coping strategies of local area families who are caring for dying relatives in their homes. This project builds upon the Anthropology of Death and Dying Course (Anthsci 172) in which students trained and worked as home hospice volunteers in partnership with the Pathways Hospice Program. The Family Caregiver Project assesses the strategies by which family members cope – or do not cope – with the demands of home hospice in the context of limited social and financial resources. Student researchers conduct semi-structured interviews with participating families to determine coping strategies and resource needs. Pathways Hospice will use the results of the research to establish new policies and practices to improve their standards of care.
- **Todd Davies, Symbolic Systems.**
Students in the Symbolic Systems Program work with the staff from the local organization Plugged In, to pursue the two goals of closing the gap in Internet access and computer usership in East Palo Alto and facilitating uses of the Internet that empower residents to more fully engage in community decision making processes. As a part of this effort, students conduct interviews and surveys of community members to determine the needs, challenges, and opportunities to expand internet use among the diverse language and ethnic populations of East Palo Alto. In addition, students examine the process of community decision-making, both on and off the Internet. The research includes designing, building and testing of an online meeting space where community groups can hold asynchronous meetings, deliberate and make decisions.

In addition, faculty are encouraged to support students involved in public service by advising a Public Service Scholar (a year-long academic program for seniors interested in writing an honors thesis in an area related to service or political action), mentoring a Haas Center fellowship recipient, sponsoring an Alternative Spring Break directed reading program, or otherwise mentoring and advising students who want to work in the community.

There is also a faculty steering committee, consisting of approximately 20 professors and vice provosts. Faculty may also participate in forums, workshops, consultation services, and other opportunities sponsored by the Haas Center.

Staffing of the Center (e.g., director(s), # of staff?)

Staff consists of 1 executive director, 4 associate directors, 1 assistant director, 5 program directors, 8 coordinators, 1 visiting scholar, 1 advisor, 1 program assistant, 1 communications director, 1 managing director, 1 systems administrator, 1 editorial associate, and 3 interns. In addition, approximately 60 student workers are employed there.

Where is it in the university? (e.g., Arts and Sciences, Medical School, etc.)

The Haas Center is a departmental unit under the auspices of the Stanford's Vice Provost for Student Affairs.

What kind of community leadership?

None that we can see.

What kind of citizen input?

There is no direct citizen input, that we can see from the website.

Center Functioning

How do students use it? (e.g., Courses, Fellowships, Internships, Scholarships, Degrees)

There are opportunities for both undergraduate and graduate students to participate in five general program areas: fellowships, courses, research, community programs, and leadership. The Haas Center helps students get connected to local community organizations, as well as community service student groups.

Summer and postgraduate fellowships are available to students who wish to work in public service organizations and communities. Fellowship programs can be either pre-arranged or self-designed, in both domestic and international settings. Fellowships are classified as service-learning programs, because students apply classroom knowledge in a professional setting. There is a 2 unit preparatory class, as well as workshops and consultations to prepare students for their work. Upon their return, students meet with staff to debrief, reflect on their experiences, and plan follow-up activities and/or coursework.

There are dozens of service-learning courses that involve students providing direct service to local schools, non-profit organizations, and government agencies. Other courses allow students to enhance the effectiveness of their community service. In addition, there are courses that provide students with an introduction to specific settings, a theoretical framework, and academic skills necessary to conduct public service fieldwork and internships. A student can become a Public Service Scholar during his or her senior year. To do so, students must be admitted to the program, and then write a thesis connecting public service with their academic work and research interests. There are also research opportunities for students wishing to address questions of significance with community organizations and faculty mentors. Resources are available through the Center for students who are interested in planning a project. For students interested in leadership, the Haas Center offers leadership courses, a leadership fellows program, workshops, training sessions, grants, and leadership awards.

Students may participate in the Community Service Work-Study Program, co-administered by the Haas Center with the Stanford financial aid office. Eligible students are paid for their service efforts in domestic nonprofit and government agencies. In addition, there are stipends available for summer service. The Public Service Fellowship Program provides students summer and postgraduate opportunities to work on self-designed projects or to be placed with nonprofit or government agencies, learning under a community mentor. The Haas Center also orchestrates short-term volunteer projects, and works with both undergraduate and graduate students. Furthermore, the Haas Center has a Public Service Student Advisory Board, consisting of 15 undergraduate and graduate students.

How do communities use it? (e.g., Is there a certain focus, like water quality or education?)

Communities can advertise and recruit volunteers, reach students with specific expertise, and learn more about working effectively with student volunteers through the Haas Center. They can also learn about

Community Service Work-Study. They can also partner with faculty as part of community-based research or service-learning courses.

Take Home Messages

The Haas Center is very extensive, offering a number of service-learning opportunities to students, faculty, and communities. Although there are many, many programs, activities, and involvement opportunities, the Center does not have community leadership that can be ascertained from the website. The main way for community organizations to get involved is through being matched with students or faculty members pursuing service-learning or community-based research of some kind. However, there is such a variety of programs and opportunities that it seems relatively easy for students and faculty to become partners with community organizations.

UNIVERSITY OF WASHINGTON

Basic Information

Name of center: *Office of UW-Community Partnerships*
Location: *University of Washington, Seattle, WA*
Website: <http://depts.washington.edu/uwcp/>

Institution

Public or private: *Public*
of undergraduates: *27,836*
of graduate students: *9,886*

Community

Type (urban, suburban, rural): *Urban*
Population: *563,374*

Partnership History

Year partnership established:
Unclear from website.

How is it funded?
Unclear from website.

How did it evolve (e.g., faculty effort, benefactor, etc.)?
Unclear from website.

What form does the partnership take (e.g., building, courses, department, college, system of values, community center, etc.)?

The office appears to be largely focused on forming ways for the university to work with diverse communities (in Seattle, the region, and internationally) by “broadening access to university research and education expertise, and creating new opportunities for community-based research and learning.” University/community partnerships typically fit within one of the following themes: civic/cultural, economy, education, environment, or health. The website divides the partnerships by these themes for further exploration.

Structure of Partnership

Faculty involvement (e.g., Specific to center? Joint appointment?)
Faculty serve on advisory committees. Other responsibilities and activities are unclear from the website.

Staffing of the Center (e.g., director(s), # of staff?)

UW-Community Partnerships is staffed by 2 directors, 1 associate director, 1 program operations specialist, 1 vice provost, 1 program assistant, 1 administrator, and 1 writer/researcher. There is 1 campus advisory committee, consisting of lecturers, professors, vice provosts, deans, and other university employees. It is composed of approximately 80 members. There are 4 additional advisory committees that are focused on particular regions within the community, and staffed by individuals from the community associated with those regions. Each of these committees is composed of approximately 10-20 members.

Where is it in the university? (e.g., Arts and Sciences, Medical School, etc.)

It appears to be an independent office within the Department of Educational Partnerships and Learning Technologies.

What kind of community leadership?

Community members associated with non-profit organizations, business, and local government participate on advisory boards.

What kind of citizen input?

It does not appear that direct citizen input or involvement occurs.

Center Functioning

How do students use it? (e.g., Courses, Fellowships, Internships, Scholarships, Degrees)

Although there is a search tool on the website listing current university/community partnerships, it is unclear from the website how students use this tool or the Office as a whole.

How do communities use it? (e.g., Is there a certain focus, like water quality or education?)

Although there is a search tool on the website listing current university/community partnerships, it is unclear from the website how communities use this tool or the Office as a whole.

Take Home Messages

The Office of UW-Community Partnerships seems to forge a real relationship between the university and community. There is one university-based advisory board, and three community-based advisory boards. It appears that the Office strives to connect communities across the state with the university “to do work of mutual value and to create models for others to follow.” There does not seem to be an emphasis on student involvement, as is the case with other programs. Rather, the Office seeks to bring together partnerships addressing community-defined needs, most likely on a case-by-case basis.

UNIVERSITY OF WISCONSIN

Basic Information

Name of center: *Morgridge Center for Public Service*
Location: *University of Wisconsin, Madison, WI*
Website: <http://www.morgridge.wisc.edu/index.html>

Institution

Public or private: *Public*
of undergraduates: *28,462*
of graduate students: *13,004*

Community

Type (urban, suburban, rural): *Urban*
Population: *223,389*

Partnership History

Year partnership established: *1996*

How is it funded?

The Center was endowed by John and Tashia Morgridge in 1994. Other funding information is not available online.

How did it evolve (e.g., faculty effort, benefactor, etc.)?

Unknown.

What form does the partnership take (e.g., building, courses, department, college, system of values, community center, etc.)?

The Center serves as a clearinghouse for public service at UW.

Structure of Partnership

Faculty involvement (e.g., Specific to center? Joint appointment?)

The Center provides resources to faculty about service-learning. Specifically, it helps assist with design, implementation, and evaluation of service-learning courses. Faculty also serve as mentors for students who participate in service-learning opportunities and for other faculty who are wanting to learn more about service-learning. Grants are available to help faculty develop such courses. They also have access to the Center's Service-Learning Resource Center, which offers a collection of guides, journals, and syllabi on service-learning and community-based research.

Staffing of the center (e.g., director(s), # of staff?)

The Center is staffed by 1 faculty director, 1 associate director, 1 community services coordinator, 1 program advisor, 1 program coordinator, and 1 administrative assistant.

Where is it in the university? (e.g., Arts and Sciences, Medical School, etc.)

Unknown, though it used to operate as a volunteer services office before it became a Public Service Center.

What kind of community leadership?

None that we can see.

What kind of citizen input?

None that we can see.

Center Functioning

How do students use it? (e.g., Courses, Fellowships, Internships, Scholarships, Degrees)

The Center facilitates student involvement in the community through a variety of methods: volunteering, taking a service-learning course, serving on a committee, becoming involved as an intern, participating in a national service organization, and providing postgraduate opportunities. The Center strives to match a student's skills and interests with needs of community agencies. It provides grants and fellowships to students as well.

How do communities use it? (e.g., Is there a certain focus, like water quality or education?)

The Center serves as a clearinghouse for public service at UW. Resources about their services, connecting to students and university partners, volunteering, and service-learning are available to community organizations.

Take Home Messages

This Center seems to be largely focused on facilitating public service opportunities for students, faculty, and community organizations, though the scope does not appear to be very extensive. There is not much information on the program available online, other than what has been specified here.

UNIVERSITY OF VERMONT

Basic Information

Name of center: *Community-University Partnerships & Service Learning (CUPS)*

Location: *University of Vermont, Burlington, VT*

Website: <http://www.uvm.edu/~partners/>

Institution

Public or private: *Public*

of undergraduates: *9,040*

of graduate students: *1,351*

Community

Type (urban, suburban, rural): *Urban*

Population: *40,000 in the city and 132,000 in its greater area*

Partnership History

Year partnership established: *September 2003*

How is it funded?

1999: Kellogg Foundation sub-grant with the State University of New York at Oneonta, to create the Faculty Fellows for Service-Learning Program. In addition, the Community Outreach Partnership Center (COPC) grant from the US Department of Housing and Urban Development

2003: UVM Provost office provides funding for the Office of Community-University Partnerships and Service-Learning (CUPS)

How did it evolve (e.g., faculty effort, benefactor, etc.)?

In 1999, UVM representatives serve on the state-wide committee to plan and create a Vermont Campus Compact. The University is granted a Community Outreach Partnership Center (COPC) grant from the US Department of Housing and Urban Development. Projects focus on Community Leadership, Fair Share/Fair Treatment Housing, and UVM Economic Impacts. In 2000, President Ramaley acknowledges a need for centralization of efforts around community engagement and service-learning at UVM, but is not yet ready to commit funds or staff. In 2002, The Committee on Community Engagement presents its proposal for a UVM Center for Community Partnerships and Collaboration to Provost John Bramley with a proposed mission, "to facilitate efforts of UVM and community members to link and collaborate with one another on a wide range of community engagement activities..." In 2003, UVM President Daniel Mark Fogel officially opens the Office of Community-University Partnerships and Service-Learning (CUPS) during a two-day service-learning conference on campus. He commits three years of funding.

What form does the partnership take (e.g., building, courses, department, college, system of values, community center, etc.)?

CUPS is an office on campus.

Structure of Partnership

Faculty involvement (e.g., Specific to center? Joint appointment?)

The staff works closely with UVM faculty to develop service-learning and community-based research skills and increase interest in these alternative forms of teaching and learning. There is a CUPS Advisory committee, consisting of staff and faculty from a variety of concentrations at UVM, including Career Services, Social Work, Economics, Community Development, etc. The CUPS office coordinates a small grant program to support faculty who are creating and maintaining service-learning courses.

The Faculty Fellows for Service-Learning Program is for faculty members who are interested in exploring service-learning or formalizing their efforts. Fellows receive training and support from CUPS Staff, both during this intensive series of workshops, and throughout the year.

Staffing of the center (e.g., director(s), # of staff?)

The Central staff includes a Director and Associate Director, a Senior Faculty Fellow (professor in the department of Community Development and Applied Economics), a Program Assistant and a Graduate Assistant. The Affiliated Staff includes the Coordinator of Community-Based Learning and the Graduate Assistant for Community-Based Learning.

Where is it in the university? (e.g., Arts and Sciences, Medical School, etc.)

The CUPS office is a general University-wide office.

What kind of community input/ leadership?

The Community Participatory Action Research Network is an alliance of University of Vermont (UVM) affiliates and local, national and international community and institutional partners who collaborate to provide support, capacity-building, advocacy, and recognition of rigorous participatory action research that is conducted in partnership with, and applied for the benefit of, the greater community.

This network collaborates to sponsor trainings and events, consult with each other on strategies and best practices, advocate for increased support of this form of research, and pursue other opportunities that may arise.

Based on the information on the website, there is not evidence that there are community partners on boards or advisory committees.

Center Functioning

How do students use it? (e.g., Courses, Fellowships, Internships, Scholarships, Degrees)

CUPS concentrates on partnerships that align with academic programming (such as their Academic Service-Learning and Community-Based Research programs). They focus on creating partnerships with community organizations that are integrated with and enhance academic initiatives.

- **Foster UVM-Community Partnerships** by helping to publicize and connect potential university and community partners; broker resources and information regarding networking opportunities for both the campus and community groups; write and support grants relating to these functions.
- **Support Faculty and Curriculum Development** such as the Faculty Fellows for Service-Learning Program, speaker series, and other professional development opportunities for UVM faculty.
- **Promote Student Leadership Development** for example: train students to serve as teaching assistants in service-learning courses, and provide workshops for students on community-based research and service-learning pedagogy.
- Guide Development of University Policy that supports community-based scholarship and service-learning.
- **Pursue Research and Evaluation** on such topics such as service-learning and community-based scholarship and their relationship to student learning, faculty development, institutional change, and community function.

CUPS provides a list of courses and a resource library on service learning for students. The staff in CUPS also aid students in finding community-based research opportunities in Burlington. It also trains students to serve as teaching assistants in service-learning courses, and provide workshops for students on community-based research and service-learning pedagogy.

The Community Service Scholars Program was the first scholarship program at UVM to be run by students. Scholars are chosen from among UVM applicants around the state of Vermont for their pre-collegiate dedication to community service and civic engagement, and commit to continuing to serve throughout college.

The Service-Learning Teaching Assistant Program is designed to provide faculty and their community partners with support for service-learning courses, and to provide UVM students with training and skills in service-learning pedagogy and college teaching. Through a partnership with Vermont Campus Compact and AmeriCorps, students who serve as Service-Learning Teaching Assistants qualify for a monetary education award that can be used to pay back student loans or fund future education costs.

How do communities use it? (e.g., Is there a certain focus, like water quality or education?)

It is unclear exactly from the website. Community members or organizations can go to the website to fill out a Community Partner Interest form. CUPS also provides training about service-learning pedagogy for community members who would like to utilize services from the university.

Take Home Messages

The main goals of CUPS are fostering UVM-Community Partnerships, supporting faculty and curriculum development, promoting student leadership development, guiding development of university policy, and pursuing research and evaluation. There is a strong focus in the CUPS office on compiling and identifying relevant resources, education, and incentives for its students, faculty, and community members. Less an obvious commitment to having the community fully participating in the center, this seems like one of the models closest to what the Engaged Scholar's has been envisioning.