

WSU
ANNUAL REPORT

July 1, 2006 to June 30, 2007

**COMMUNITY-BASED AND
EXPERIENTIAL LEARNING**

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Submitted to Provost Michael Vaughan
Vice President of Academic Affairs
June 2007

**Community-Based and Experiential Learning
Annual Report – Executive Summary
July 1, 2006 – June 30, 2007**

Goals for 2006-07 Academic Year and Progress Toward Their Achievement

The Community-Based and Experiential Learning office was developed in the spring 2006 semester. The first director for this office was hired July 1, 2006. The following is a list of ten goals established by the first director of the CBEL office upon being hired. Under each goal is a description of the progress made toward the achievement of those goals during the 2006-07 academic year.

Academic Service-Learning and Community-Based Research

1. Create and employ a matchmaking system between service-learning faculty and community partners.
 - Primarily by one-on-one interactions between the director of Community-Based and Experiential Learning and individual faculty members.
 - CBEL created a community partner database listing over 100 community organizations.
 - Upper division computer science students designed a web-based database and matchmaking system for faculty and community partners.

2. Sponsor at least two faculty training events each semester to support existing and new service-learning faculty.
 - The CBEL office offered a total of 10 faculty training events during the 2006-07 academic year to accomplish this goal.
 - The director of CBEL collaborated with the Teaching & Learning Forum, the First Year Experience Program, and English to sponsor many of these events.
 - Funded and transported 9 WSU faculty members to attend the annual UCC Service-Learning Faculty Retreat in Moab, UT, February 23-24, 2007.
 - Provided service-learning and community-based research “training” for students enrolled in S-L or CBR courses.
 - *S-L 101 for Students: What, Why and How?*
 - *CBR for Research Methods Students*
 - *Community Involvement: Why and How?*

3. Generate public awareness of the CBEL office and what it has to offer the campus and community.
 - Provided informational presentations to a number of different groups
 - Created and utilized an office web page
 - Posted information about the CBEL office and outstanding service events or projects in various print news outlets.

4. Assess the use of service-learning and community-based research at WSU.
 - Faculty Use and Interest
 - 46 self-identified as service-learning faculty
 - 19 self-identified as not practicing service-learning, but interested
 - Courses
 - 50+ S-L or CBR courses taught in 2006-07 (see Appendix B)
 - In 23 different programs across 6 of the 7 colleges
 - Students
 - 2,068 Service-Learning Students
 - 392 Community-Based Research Students
 - Hours
 - 41,294 Service-Learning Hours
 - 12,220 Community-Based Research Hours
 - Most requested Faculty Development Opportunities
 - Grading Service-Learning Projects
 - Introduction to Community-Based Research
 - Evaluation or Assessment of the effectiveness of the pedagogy

Creating a Partnership between Academic Affairs and Student Affairs

1. Build infrastructure to support a formalized partnership between Academic Affairs and Student Affairs resulting in a Community Involvement Center.
 - Clarify missions
 - Define roles and responsibilities
 - Construct advisory boards
 - Utilize Community Partners Board already in place.
 - Write a proposal to the Board of Regents for a temporary center designation.

This goal was a major priority for the director of CBEL over the course of the 2006-07 academic year. In collaboration with the CSD in Student Affairs, an organizational structure and mission for a formalized partnership between Academic Affairs and Student Affairs in the form of a Community Involvement Center was created.

The Utah System of Higher Education Board of Regents approved the development of the Community Involvement Center at WSU in June 2007.

2. Design a Service Scholar Program for students at Weber State University.
 - The creation of a Service Scholar Program is an ongoing goal for the CBEL office that will be focused on more heavily in the 2007-08 academic year once the Community Involvement Center is formally up and running.

3. Host the first Community Involvement Recognition event to recognize the outstanding curricular and co-curricular based service taking place at WSU and present the inaugural John A. Lindquist award.

- Academic Affairs and Student Affairs collaborated to host the first ever Community Involvement Recognition Luncheon on April 6, 2007.
- Students, faculty, staff, and community partners were recognized for their outstanding contributions to the community through service at the event.
- Included the inaugural presentation of the John A. Lindquist award.
- The event was a success with 76 people in attendance.

4. Partner as the campus team with Utah Campus Compact

- Academic Affairs and Student Affairs successfully partnered as the campus team that worked with Utah Campus Compact.
 - 2 Faculty Consulting Corps members (FCC)
 - Service-Learning Coordinator (SLC)
 - Community Service Director (CSD)
 - Student Service Leaders (SSL)

UCAN Serve AmeriCorps Education Award Program

1. Increase the number of WSU students participating in the AmeriCorps Education Award program.

- The CBEL office has been very successful in accomplishing this goal.
 - 20 active AmeriCorps members when CBEL took over. CBEL enrolled 73 new AmeriCorps members since July 1, 2006.
 - 114 students received training for the AmeriCorps program
- CBEL has assisted 29 students to successfully exit the program
 - \$35,613 awarded to these exited members
 - 13,614 hours completed by these exited members
- 42 current AmeriCorps active members
 - Will receive a total of \$69, 421 upon completion of the program
 - Committed to 25,350 hours of service in the community

Hall Endowment for Community Outreach Grants

1. Administer the Hall Endowment for Community Outreach in its second year of existence at WSU.

- 17 Preliminary Applications Submitted
 - \$154,409 Requested

- 11 Full Applications Submitted and Granted Funding
 - \$47,787 Requested
 - \$30,319 Granted
 - 6 faculty, 3 staff, 2 students

Office Staff during 2006-07

Director (½ time)

Secretary (¼ time)

Work-study Student (20 hours per week)

America Reads Work-study student (10 hours per week)

2007-08 Community Involvement Center Goals

- Listed at end of report.

**Community-Based and Experiential Learning
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July 1, 2006 – June 30, 2007**

Goals for 2006-07 Academic Year and Progress Toward Their Achievement

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Academic Service-Learning and Community-Based Research

1. Create and employ a matchmaking system between service-learning faculty and community partners.

This goal was met in the 2006-07 academic year primarily by one-on-one interactions between the director of Community-Based and Experiential Learning and individual faculty members. CBEL created a community partner database listing over 100 community organizations interested in having WSU students serve in their organization. The director of CBEL would reference this database, as well as seek out new partnerships, to add to the database in order to meet the specific needs of faculty members. The database was posted on the CBEL website so that faculty could access the information regarding the 100+ community partners without meeting with the director of CBEL if desired. Nine partnership lists were created for 9 separate courses, although three of these had multiple sections with multiple instructors.

Additionally, the director of CBEL partnered with Dr. David Ferro's upper division computer science students to design a web-based database and matchmaking system for faculty and community partners. This virtual matchmaking system was constructed in the Spring 2007 semester in hopes of going live Fall of 2007.

4. Sponsor at least two faculty training events each semester to support existing and new service-learning faculty.

The CBEL office offered a total of 10 faculty training events during the 2006-07 academic year to accomplish this goal. The director of CBEL collaborated with the Teaching & Learning Forum, the First Year Experience Program, and English to sponsor many of these events. As you can see in the summary table below, trainings occurred in both the fall and spring semesters and were well attended with no fewer than 4 attendees.

Table 1. Faculty Service-Learning Training Events 2006-07

Training Event	Presenters	Co-Host	Date	Attend
<p>Service-Learning 101: Models and Best Practices The workshop is designed to introduce FYE instructors to service-learning as pedagogy. Additionally, instructors will be given an opportunity to discuss and plan a service-learning project in their class using a course development worksheet. Each participant will be provided with a service-learning tool kit.</p>	Brenda Kowalewski CBEL director Dawn Martindale LDSBC	FYE	8/24/06	26
<p>Service-Learning 101 This is a basic introduction to service-learning with course development opportunities for faculty.</p>	Brenda Kowalewski CBEL director	English	8/26/06	15
<p>Service-Learning 101 for Faculty: What, Why, and How? This is a basic introduction to service-learning for faculty members. It helps faculty to understand what service-learning is and isn't and summarizes some of the research on the effectiveness of the pedagogy. Resources for course development are identified and distributed.</p>	Brenda Kowalewski CBEL director	TLF	9/6/06 9/19/06	14
<p>Integrating Service-Learning into YOUR Course This workshop will walk faculty through the process of incorporating service-learning into a course. Potential projects and community partners will be explored. The logistics of the service-learning component will be discussed. Please bring a copy of your syllabus with clear course objectives stated.</p>	Brenda Kowalewski CBEL director	TLF	10/18/06	4
<p>Using Service-Learning to Intentionally Teach FYE Course Objectives: Making the Link Obvious to Students This workshop is designed to help FYE instructors specifically. Reflection assignments that have been written specifically for FYE course objectives will be demonstrated and shared.</p>	Brenda Kowalewski CBEL director	FYE	10/27/06	20
<p>Appropriate Partnerships for FYE Courses This presentation includes examples of appropriate FYE community partnerships from two existing FYE classes. In addition, FYE instructors are introduced to WSU's community partner database including 100+ community partners.</p>	Brenda Kowalewski CBEL director	FYE	1/16/07	10
<p>Service-Learning Workshop: It's all About Reflection This workshop will provide participants with the basics of reflection in service-learning courses. Please join us to learn more about how to use reflection in your service-learning course. Dr. Marshall Welch, director of the Bennion Center at the University of Utah, a nationally recognized service-learning scholar, and a reflection "guru," will present this workshop.</p>	Marshall Welch U of U Bennion Center Director	TLF	2/8/07	12
<p>English and Service-Learning This presentation was designed to have English faculty share their service-learning experiences and models with each other as well as showcase how the CBEL office can support faculty members interested in pursuing service-learning as pedagogy.</p>	Brenda Kowalewski CBEL director	English	3/21/07	10
<p>Assessing Service-Learning Projects Methods of grading will be discussed. Kevin Burr from BYU will present his particular method of quantifying qualitative information gathered in service-learning journals, interviews, papers, etc.</p>	Kevin Burr UCC Research Fellow		3/26/07	8
<p>Service-Learning Workshop: Exemplary Models This workshop will provide participants with examples of service-learning in four different disciplines at WSU. Faculty</p>	Shannon Butler London Draper David Ferro	TLF	4/3/07	5

<p>members in Computer Science, English, Zoology, and Nursing will present on their use of service-learning in some of their courses. Join us to learn more about what your colleagues are doing to engage their students in learning through service. Get ideas about how you might incorporate service-learning into your course. Walk away with concrete examples and techniques. Grapple with the logistics of making service-learning work in a variety of different situations. Remember, there is much to be learned from colleagues in disciplines other than your own.</p>	<p>Nicole Okasaki</p>			
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In addition to providing faculty with training opportunities on campus, the CBEL office was instrumental in funding and transporting 9 WSU faculty members to the annual UCC Service-Learning Faculty Retreat in Moab, UT, February 23-24, 2007. These faculty members had an opportunity to attend numerous service-learning sessions and workshops over a day and a half retreat.

Lastly, not only did the CBEL office provide faculty development opportunities, it also provided student development opportunities. The CBEL office assisted service-learning and community-based research faculty by providing service-learning and community-based research “training” for their students. The CBEL director presented the following presentations in over 30 classrooms during the 2006-07 academic year:

- S-L 101 for Students: What, Why and How?*
- CBR for Research Methods Students*
- Community Involvement: Why and How?*

These powerpoint presentations are also posted on the CBEL office web page for students who were not present for the “training.”

5. Generate public awareness of the CBEL office and what it has to offer the campus and community.

This is a goal that will be ongoing for the foreseeable future. The CBEL office has made some progress in the area of public relations by: a) giving informational presentations to a number of different groups; b) creating and utilizing an office web page; and c) posting information about the CBEL office and getting coverage of outstanding service events or projects in various print news outlets. These activities are listed below:

a) Presentations

- New Faculty Retreat
- Opening School Meetings for all seven colleges
- Student Groups
 - Pre-Medicine Student Club
 - College of Education Students – organized by student Senator
 - Student Leaders General Assembly

Student Support Services
Faculty Groups
Teacher Education Department Faculty Meeting
Alumni Council
Board of Trustees
Emeriti Alumni Council

b) CBEL Website

<http://programs.weber.edu/CBEL>

This website is primitive, to say the least, but has been functional this year in terms of information dissemination. Information for faculty, students and community partners, is posted here. The AmeriCorps members are the constituents who use the website most often. Faculty have also used the website to access the Service-Learning Toolkit I created and posted there. This website is in transition however because the newly approved Community Involvement Center (CIC) will utilize a different website that has been designed specifically for it. All of the information that appears on the current CBEL website, and more, will be available on the CIC website, including service success stories.

c) News outlets

UCC Newsletter

Endowment to Support Service Activities at Weber State University. Brenda Marsteller Kowalewski. Fall 2006.

Standard Examiner

Opinion Editorial: *WSU's Service-Learning Builds New Bridge Between Campus and Community.* Brenda Marsteller Kowalewski. November 2006.

Weber State professor honored for service: Kathryn MacKay first recipient of John A. Lindquist Award. Rachel J. Trotter. April 9, 2007, B1.

Regents OK new center: WSU Community Involvement Center to merge community service, academic learning. Amy K. Stewart. June 9, 2007, B1.

Signpost

Lending a helping hand: Volunteer Fair guides students to service.
Jennifer Landers.
9/22/06 News Section

Business club offers student tax service. Jeremy Bell.
2/14/07 Business and Technology Section

Ewww, they found what? Botany club picks up clothes, contraceptives and other garbage during river cleanup. Jennifer Landers
4/9/07 News Section.

History Professor receives inaugural Lindquist award for service: Kathryn MacKay honored for inspiring students to give back to community. Amber Hall
4/9/07 News Section

WSU Today

WSU creates new service-learning position. May 22, 2006.

Social Work students collecting winter clothing items. January 24, 2007.

New Lindquist Award Honors Commitment to Community Involvement. Feb 13, 2007.

MacKay receives Lindquist Award. April 2, 2007.

5. Assess the use of service-learning and community-based research at WSU.

A feedback survey (see Appendix A) was designed and administered to WSU faculty in April 2007. Completed surveys were returned no later than May 11, 2007 and each instructor/faculty member who completed the survey had their name entered in a drawing for an iPod.

The survey was administered as a general census rather than as a survey of a random sample of WSU faculty used to estimate the population of service-learning faculty. All service-learning faculty (self-identified), practicing or interested, were emailed the survey (113 faculty/instructors). In addition, the survey was posted on the WSU daily bulletins for the consideration of all WSU faculty (FT, PT, and Adjunct). Sixty-eight surveys were completed and returned.

The following summarizes some of the data gathered from the survey regarding the use and interest in service-learning and/or community-based research at WSU in the 2006-07 academic year.

■ Faculty Use and Interest

- 46 self-identified as service-learning faculty
- 19 self-identified as not practicing service-learning, but interested

These data suggest that no fewer than 45 faculty members engaged WSU students in S-L and/or CBR in the 2006-07 academic year. This is approximately 4.8% of the fulltime, parttime, and adjunct faculty at WSU in 2006-07 (n=941). The data also demonstrate a healthy interest in learning about service-learning from faculty members who have not employed this teaching pedagogy in the past (n=19). Therefore, the CBEL office is trying to address the needs of a minimum of 65 faculty members who are either currently practicing or interested in practicing community-based learning techniques in the classroom.

■ Courses

- 50+ S-L or CBR courses taught in 2006-07 (see Appendix B)
- In 23 different programs across 6 of the 7 colleges

There are no fewer than 50 courses with a service-learning or community-based research component currently being offered at WSU. These include courses that are offered multiple times throughout the academic year and often times in multiple sections in a given semester. WSU students have a substantial opportunity to register in a course with a community-based learning component. The community-based learning courses reported here are found in 23 different programs across 6 of the 7 colleges at WSU. The Colleges of Education, Allied Health, and Arts & Humanities support the most courses with a community-based learning component.

■ Students

- 2,068 Service-Learning Students
- 392 Community-Based Research Students

■ Hours

- 41,294 Service-Learning Hours
- 12,220 Community-Based Research Hours

In 2006-07, there were no fewer than 2,450 WSU students engaged in community-based learning experiences contributing over 53,500 hours of service in the community. This is approximately 13.5% of the total WSU student population (approximately 18,000 students).

■ Most requested Faculty Development Opportunities

Faculty members who self-identified as engaging in community-based learning techniques or interested in doing so, were asked to identify workshops regarding community-based learning that they would be interested in attending.

Of the 65 faculty members who self-identified as faculty engaging in community-based learning techniques or interested in doing so, over half of them identified the need for workshops related to a) grading service-learning projects and b) an introduction to community-based research. Table 2 below describes the level of interest in 10 different workshops. These data will be used to guide the workshop offerings in the 2007-08 academic year.

Table 2. Distribution of Faculty Interest in Faculty Development Opportunities

	Count	Percent
Grading service-learning projects	39	60%
Introduction to Community-Based Research	33	51%
Evaluation or Assessment of the effectiveness of the pedagogy	28	43%
Forum for sharing service-learning and community-based research experiences	27	41.5%
Choosing appropriate partnerships	27	41.5%
Publishing outlets for service-learning and community-based research	24	37%
Reflection	23	35%
Building sustained partnerships	21	32%
Introduction to Service-Learning	18	28%
Internship, Practicum or Clinical as Service-Learning	15	23%

Creating a Partnership between Academic Affairs and Student Affairs

1. Build infrastructure to support a formalized partnership between Academic Affairs and Student Affairs resulting in a Community Involvement Center.

- **Clarify missions**
- **Define roles and responsibilities**
- **Construct advisory boards**
- **Utilize Community Partners Board already in place.**
- **Write a proposal to the Board of Regents for a temporary center designation.**

This goal was a major priority for the director of CBEL over the course of the 2006-07 academic year. In collaboration with the CSD in Student Affairs, an organizational structure for a formalized partnership between Academic Affairs and Student Affairs in the form of a Community Involvement Center was created (see Appendix C for organizational structure). In addition, a mission and description of the programs to be housed in the center was created (see Appendix D) as well as the roles and responsibilities of ten committees and an advisory board necessary to run the center (see Appendix E).

The conceptualization of the Community Involvement Center involved a process wherein both faculty groups and the current Community Partners Board to the office of Community Service were utilized. Presentations and focus groups with the members of these groups were held to explore the necessary components of the

center. Information gathered from these sessions resulted in the documents referred to above included in Appendices C through E, as well as a formalized proposal for the consideration of the Board of Regents for a Community Involvement Center (see Appendix F). The center designation was approved June 2007.

Additionally, a partnership was formed with a WSU computer science class in order to create a web site for the center. This is another vital piece component for building a center that bridges service activities out of Academic Affairs and Student Affairs. The website is designed to provide the following for the Community Involvement Center:

Information dissemination for:

Faculty

- Service-Learning
- Community-Based Research
- Hall Endowment Grants
- Awards and Recognition opportunities
- Workshop/Trainings
- Feedback surveys

Students

- Service-Learning
- Community-Based Research
- AmeriCorps
- Volunteer Involvement Program (VIP)
- Awards and Recognition opportunities
- Feedback surveys

Community Partners

- Community Calendar (community service events posted)
- Contacts at WSU
- Service related courses at WSU
- Feedback surveys

Matchmaking or Partnership Building between Faculty & Community

- Community Partner Database (virtual matchmaking)
- WSU hosted matchmaking events (face-to-face)
- Example – Volunteer Fair

Recording Service Hours

- Students service hours, volunteer or S-L or CBR
- Creates service record for each student
- Creates service experience record for faculty that can be documented in their Rank, Promotion, and Tenure files
- Record class service logs for each S-L or CBR course

Public Relations

- Success Stories are posted
- Links to news stories or releases

2. Design a Service Scholar Program for students at Weber State University.

The creation of a Service Scholar Program is an ongoing goal for the CBEL office that will be focused on more heavily in the 2007-08 academic year once the Community Involvement Center is formally up and running. The Service Scholar Program has been discussed by a small committee in the spring 2007 semester. The committee has gathered some information about other service scholar programs around the country and will focus on designing such a program for WSU in the upcoming 2007-08 year.

3. Host the first Community Involvement Recognition event to recognize the outstanding curricular and co-curricular based service taking place at WSU and present the inaugural John A. Lindquist award.

Academic Affairs and Student Affairs collaborated to host the first ever Community Involvement Recognition Luncheon on April 6, 2007 (see program in Appendix G). Students, faculty, staff, and community partners were recognized for their outstanding contributions to the community through service at the event. The luncheon also hosted the inaugural presentation of the John A. Lindquist award. The event was a success with 76 people in attendance. The following is a list of those recognized at this event:

WSU Community Service Awards

VIP Awards – listed in Community Service office annual report

Outstanding Volunteer Student Leader
Marci Howard Rigby, *VP for Service*

AmeriCorps Member Recognition – Exiting Members

Megan Asper
Lani Caldwell
Linda Fernelius
Sandra Graves
Lindsey Ingebretsen
Melanie Jones
Cynthia Kurien
Monica Mccloud
Vicky Morton
Kimberly Nelson
Lynell Packer
Bobbie Porter
Brooke Poulson
Kathryn Simpson
Dorseitta Sulyans
Jessica Vandenhazel

Anne Westergard

Utah Campus Compact Awards

Outstanding Service-Learning Students

Ronald Partridge

Shelly Pace

Lori Lundell

Samantha Hansen

Engaged Scholar

Sharen Brady, *Associate Professor, Nursing*

Committed Community Partner

Marsha Prantil, *Program Specialist for the Ogden-Weber After School Programs*

Irene Fisher Engaged Citizen Award

Alan and Jeanne Hall

John A. Lindquist Award

Kathryn L. MacKay, *Associate Professor, History*

President's Higher Education Community Service Honor Roll

Community Service office

Community-Based and Experiential Learning office

5. Partner as the campus team with Utah Campus Compact.

Academic Affairs and Student Affairs successfully partnered as the campus team that worked with Utah Campus Compact. The structure of the Compact requires that faculty, staff, and students be members of that campus team. WSU Utah Campus Compact Team consisted of:

2 Faculty Consulting Corps members (FCC)

Alicia Giralt, Foreign Language – Spanish

Colleen Garside, Communication

Service-Learning Coordinator (SLC)

Brenda Marsteller Kowalewski, Community Based and Experiential Learning Director

Community Service Director (CSD)

Kari Petersen, Director of Community Service

Student Service Leaders (SSL)

Pete Owen, WSU Student Body President

Marci Rigby, VP for Service

Each of these members of the Utah Campus Compact team contributed different things to fulfill their role. A very brief list of these contributions are listed below.

S-L Coordinator contributions to the UCC:

- White paper
- Presentation of State of Engagement Info at International Conference
- Consultant for Oregon Campus Compact on Statewide Assessment of Service-Learning and its impact.
- Recruited and escorted 9 WSU faculty to the Service-Learning Faculty Retreat in Moab – February 23-24, 2007

FCC Contributions to the UCC:

- Presented at the UCC Service-Learning Faculty Retreat in Moab – February 23-24, 2007.

CSD Contributions to the UCC:

- Participated in UCC CSD retreat – May 2007

Student Service Leaders Contributions to the UCC:

- Participated in UCC student retreat – May 23, 2007
- Participated on UCC transitional team
- Participated in the Steppin' it up Statewide Campaign – September 2006

Collaborative Team Contributions to the UCC:

- CSD and FCC member attended combined retreat – June 24-27, 2007
- CSD, FCC members, S-L Coordinator, and previous award recipient participated on selection committee for UCC annual awards

UCAN Serve AmeriCorps Education Award Program

2. Increase the number of WSU students participating in the AmeriCorps Education Award program.

The CBEL office has been very successful in accomplishing this goal. Before discussing the increases in AmeriCorps members, a brief description of the UCAN Serve program is provided below.

Description of UCAN Serve:

Weber State University AmeriCorps Education Award Program is part of the UCAN Serve program which is the largest higher education AmeriCorps program

in the country, providing \$5.4 million annually in student service scholarships. UCAN Serve enrolls over 4,000 students annually in Utah, Colorado, Arizona, and New Mexico through 36 campuses. These UCAN Serve members contribute over 1.8 million volunteer hours per year as a part of their academic service, Serve Study, student leadership, and faith-based programs.

The UCAN Serve AmeriCorps program is a regional effort to engage students in meaningful service with local communities. UCAN Serve strengthens campus and community partnerships by channeling student service into nonprofit and government agencies serving high need, community priority areas. There are three primary goal areas that incorporate most academic programs and co-curricular service activities: education; public health and safety; and community strengthening.

Students enrolling in the program have the opportunity to serve at three different levels which result in a different educational award.

300 hours in one calendar year = \$1,000

450 hours in one calendar year = \$1,250

900 hours in up to two calendar years = \$2,363

Progress toward accomplishing goal:

Over 100 WSU students have been working with the CBEL office to earn their AmeriCorps Education Awards over the course of the 2006-07 academic year. These students have been enrolled in the program in three different grant years: 2004-05, 2005-06, and 2006-07. The office has been responsible for training, enrolling, tracking, and keeping compliant files for all of these students throughout the year. Additionally, the office has scheduled monthly service project events and reflection sessions for AmeriCorps members to attend.

As you can see from the data presented in Table 3. below, the CBEL office has been very successful in increasing the number of WSU students participating in the AmeriCorps Education Award program. When the CBEL office took over the responsibility of AmeriCorps in July of 2006, there were 6 WSU students currently participating in the program in the 2004-05 grant year and 14 students participating in the 2005-06 grant year, which was going to end in August of 2006. So in one month's time, the CBEL office trained and enrolled 31 WSU students into the AmeriCorps program which increased the 2005-06 enrollment to 45 active members. Of these, the CBEL office helped 17 members exit the program successfully with the full award and is still working with 15 2005-06 members.

The CBEL office was very active in recruiting and training new AmeriCorps members for the 2006-07 grant year that began in August 2006. Sixty-eight WSU students were trained for the program, of which 39 enrolled, and 13 High School

students were trained, of which 3 enrolled. The CBEL office helped 12 of these students to successfully complete the program with the full award.

AmeriCorps students are making a tremendous impact on the community. As you can see in Table 3. below, the 63 students who successfully exited the WSU AmeriCorps Education Award program since the 2004-05 grant year to date have contributed over 31,500 hours of service to the community. The remaining 42 currently enrolled students are committed to completing another 25,350 hours of service. This is an amazing contribution worth noting.

Another noteworthy statistic to discuss is the amount of scholarship money that is being earned by the students in the program. Since August 2006, the CBEL office has actively helped 29 WSU students successfully exit the program with scholarships that collectively total \$35,613. As reported in Table 3. below, the 42 current members with whom CBEL is working, will receive a total of \$69, 421 upon completion of the program. The AmeriCorps Education Award program is a wonderful asset to both the community and our WSU students.

Table 3. July 1, 2006 – June 30, 2007 Active AmeriCorps Members by Grant Year										
Grant Year	CBEL Trained	CBEL Enrolled	Already Active	Exited Program				Current Members		
				Exit w/ Full Award	Scholarship \$\$	Hours Completed	Exit w/ No Award	Active	Scholarship \$\$	Hours Committed
2004-05	N/A	N/A	6	34	\$45,928	18,232	8	1	\$2,363	900
2005-06	31	31	14	17	\$21,363	7,875	12	15	\$26,904	9,900
2006-07	68	39	N/A	12	\$14,250	5,739	1	23	\$36,404	13,200
2006-07 HS Students	13	3	N/A	0	N/A	N/A	0	3	\$3,750	1,350
Totals	114	87	20	63	\$81,541	31,846	21	42	\$69,421	25,350

Hall Endowment for Community Outreach Grants

1. Administer the Hall Endowment for Community Outreach in its second year of existence at WSU.

The objective of the Alan E. and Jeanne N. Hall Endowment for Community Outreach is to address the needs of disadvantaged individuals, families and groups within Ogden and the surrounding communities by enhancing their educational, economic, social, psychological and cultural well-being. The process for the successful administration of these grants in 2006-07 and the outcomes of that process are described below.

Hall Endowment Screening Committee:

Alicia Giralt, FCC member to the Utah Campus Compact & College of Arts and Humanities; Jeanne Hall, Hall Endowment; Jim Hutchins, Associate Provost; Kristy Jones, College of Health Professions & past award recipient; Brenda Marsteller Kowalewski, Community-based and Experiential Learning Director; Susan Matt, College of Social & Behavioral Sciences and RSPG liaison; Jack Mayhew, College of Education; and Kari Petersen, Student Affairs.

2006-07 Time Table:

Call for Proposals	Mid-October 2006
Preliminary Proposals Due	November 6, 2006
Request Full Proposals	November 15, 2006
Full Proposals Due	December 4, 2006
Notification of Funding	December 15, 2006
Midterm Status Report Due	May 19, 2007

Submissions:

17 Preliminary Applications Submitted
\$154,409 Requested

11 Full Applications Submitted and Granted Funding
\$47,787 Requested
\$30,319 Granted (see Table 4. below for funded projects)

Table 4. Hall Endowment Funding 2006-07			
Name	Department	Project Title	Funding
Faculty			
Stephanie Bossenberger	Dental Hygiene	"Dental Health Education, Dental Screenings and Dental Sealant Project for Inner-city Ogden Elementary School Children"	\$500.00
David Ferro	Computer Science	"Web Application with Database/Calendar for Community Service Office and Community Partners"	\$3,294.00
Marilyn Lofgreen	Teacher Education	"Teacher Assistant Path to Teaching"	\$9,000.00
Monica Mize	Health Promotion & Human Performance	"Serving Students with Disabilities by Providing a Quality Adaptive Physical Education Experience"	\$9,000.00
Amanda Sowerby	Performing Arts - Dance	"WSU Moving Company"	\$750.00
Catherine Zublin	Performing Arts - Theatre	"Creating Costumes for Exhibits and Programs at Treehouse Children's Museum"	\$400.00
Staff			
Joanne Gialelis	Media Library - Visual Arts	"Fabulous Fridays"	\$2,150.00
Caril Jennings	Performing Arts - Marketing Director	"Who said, 'Not for Me?' a Bilingual Play"	\$925.00
Sharon Ohlhorst	Center of Science & Math Education	"Serving the Ogden Community through Improved Museum of Natural Science Programs"	\$3,000.00
Students			
Laurel Allen	VIP Program	"Best Buddies"	\$700.00
Marci Rigby	VIP Program	"Dream On"	\$600.00
		Total Funding	\$30,319.00

Of the 11 granted proposals, 6 were submitted from faculty members, each from a different program represented in 4 different colleges across campus. Three of the proposals were from staff and 2 from students. Educational needs were well represented among the proposals. For example, various needs of children in the Ogden City School District will be addressed through 6 of the 11 proposals receiving funding. These needs range from dental care to adaptive physical education to providing training for teacher assistants.

As of May 18, 2007, 3 of the projects have been successfully completed. Eight projects are still ongoing but have reported successful progress toward completion during the spring 2007 semester.

Office Staff during 2006-07

Director (½ time)

Secretary (¼ time)

Work-study Student (20 hours per week)

America Reads Work-study student (10 hours per week)

2007-08 Community Involvement Center Goals

From this point forward, July 1, 2007, the co-directors of the Community Involvement Center will develop and submit annual goals and reports for all the service activities occurring within in the center from both Academic Affairs and Student Affairs. Below is a list of goals for the 2007-08 academic year relating to various programs, activities, and events hosted by the center.

Goals Specific to the General Operation of the Community Involvement Center

1. Generate public awareness of the Community Involvement Center and what it has to offer the campus and community.
2. Fine tune and then launch the Community Involvement Center website.
3. Launch and maintain the web-based Community Calendar.
4. Hire a fulltime staff member to maintain the website and community partner data base, record and track service hours for service-learning, community-based research, and volunteerism, and provide secretarial support to the Community Involvement Center.
5. Identify faculty, students, staff, and community partners to serve on the numerous subcommittees necessary to accomplish the work of the center (listed in Appendix E). Establish these committees, present them with their charges, and support them in their work.
6. Design a Service Scholar Program for students at Weber State University.
7. Host the second Community Involvement Recognition event to recognize the outstanding curricular and co-curricular based service taking place at WSU and present the John A. Lindquist Award.
8. Partner as a campus team with Utah Campus Compact.
9. Create a system for recording curricular and co-curricular service hours for participating WSU students.

Goals Specific to Academic Service-Learning and Community-Based Research

1. Launch and fine tune the virtual matchmaking system between service-learning faculty and community partners.
2. Collaborate with the Teaching Learning Forum to sponsor at least two faculty training events each semester to support existing and new service-learning faculty based upon the feedback received from the faculty survey administered in May 2007.
3. Create a service-learning teaching assistant program wherein experienced service-learning students act as assistants to faculty engaging in service-learning.

4. Record the students' service hours for all registered service-learning and community-based research courses. Provide these hours to faculty teaching these courses.
5. Write a proposal to host a CUR Institute on Community-Based Research.
6. Collaborate with the BIS program to support the service-learning component of the BIS degree.
7. Assess the use of service-learning and community-based research at WSU.

Goals Specific to UCAN Serve AmeriCorps Program

1. Continue to increase the number of WSU students participating in the AmeriCorps Education Award program.
2. Provide necessary support to help the vast majority of students successfully exit the program with the full award
3. Create new tools and methods for recruiting new AmeriCorps members.
4. Develop and employ strategies for creating a sense of community among WSU AmeriCorps members.
 - 4a. Create bi-monthly service opportunities and reflection sessions in which AmeriCorps members will participate as a collective whole.
5. Maintain all member files to assure compliance with the UCAN Serve grant regulations.

Goals Specific to Volunteer Involvement Program

1. Continue to maintain all current student lead volunteer programs.
2. Add an environmental volunteer program to the current set of VIP programs.
3. Continue to host the volunteer fair.

APPENDIX A

Community-Based Learning Survey Faculty Feedback

Name
Department
Phone Number
Email

1. Have you incorporated service-learning in any of your courses?

Service-learning combines community service with academic instruction, focusing on critical reflective thinking and personal and civic responsibility.

- a. Yes
- b. No, but I am interested (If you selected this response, please submit your survey now).
- c. No (If you answer "No", then please submit the survey now).

2. Please list any service-learning courses you currently teach or have taught in the 2006-07 academic year (Summer 2006 – Spring 2007). Please include: Course #, Course Title, Discipline/Program.

3. Approximately how many students participated in service-learning through your course(s) from May 2006 to May 2007?

4. Approximate the number of hours your students spent doing service-learning from May 2006 to May 2007 (e.g. 10 students x 20 hours per semester= 200 hours).

5. Have you conducted Community-Based Research? (CBR)

"Community-based research involves collaboration between trained researchers and community members in the design and implementation of research projects aimed at meeting community-identified needs."

- a. Yes
- b. No, but I am interested. (If you selected this response, please go to question # 8)
- c. No (If you answer "No", then please go to question # 8)

6. Approximately how many students participated in community-based research through your course(s) from May 2006 to May 2007?

7. Approximate the number of hours your students spent doing community-based research from May 2006 to May 2007 (e.g. 10 students x 20 hours per semester= 200 hours).

8. Please provide as much information as possible regarding the community partners you have worked with/or are currently working with. Feel free to complete only the information you have access to. This information will assist us in updating our community partner database.

(Agency Name, Contact Person, Address, Phone, Email)

9. Please list any agencies with which you and/or your students did not have a positive experience. A brief description of the problem would be helpful but not required.

10. Please describe a successful community partnership in which your students were involved. This will help us in our efforts to collect and publicize success stories.

11. Do you intend to continue using service-learning or community-based research in your research or teaching?

A. Yes

B. No

C. Don't know.

12. What community-based learning workshop or training opportunities would you like to have offered to you on our campus? Please mark all that apply.

A. Introduction to Service-Learning

B. Introduction to Community-Based Research

C. Reflection

D. Evaluation or Assessment of the effectiveness of the pedagogy

E. Grading service-learning projects

F. Publishing outlets for service-learning and community-based research

G. Forum for sharing service-learning and community-based research experiences

H. Internship, Practicum or Clinical as Service-Learning

I. Choosing appropriate partnerships

J. Building sustained partnerships

K. Other _____

APPENDIX B

Courses with Service-Learning or Community-Based Research Component

College of Arts and Humanities

COMM	COMM HU1020 Introduction to Public Speaking
	Communication 2110 Introduction to Interpersonal and Small Group
COMM	Communication
COMM	Communication 3550 Organizational Communication
ENG	English 2010 (4 sections)
ENGL	ENGL 2100 "Technical Writing"
ENGL	ENGL 3100 "Professional & Technical Writing"
ENGL	Engl 1010 Intro to Composition
ENGL	English 3300 (Children's Literature),
ENGL	English 6410 (ESL/Bilingual Teaching Methods)
SPA	Applied Language Studies SPA 3320
SPA	Span 3320 Spanish for Medical Personnel
THEA	THEA 2203, Costume Technology, Theatre Arts, Department of Performing Arts

Dumke College of Allied Health

CLS	CLS 4414
CLS	CLS 4417
DENT	DENT 3130 Independent Study, Dental Hygiene
DENT	DENT 2201 Community Dental health, Dental Hygiene
DENT	DENT 3301 Comunity Service learning lab, Dental Hygiene
DENT	DENT 4890 Advanced Community or Clinical Work Experience
MED	MED 6521
NURS	Nursing 4840 Honors Seminar in Nursing
NURS	Nursing 3070 "Threats & Crises: Nursing Response
NURS	Nursing 4000/4001 Culture and Health Care in Ecuador: Study-Abroad
REST	REST 3280 Continuum of Care, Respiratory Therapy Advanced Level Curriculum

College of Applied Science Technology

CS	CS 3350 Internet Programming and the World Wide Web
TBE	TBE 3400 Training the Trainer Business Information Systems Major

Moyes College of Education

AT	AT 1500
AT	AT 1501
AT	AT 2500
AT	AT 2501
AT	AT 3500
AT	AT 3501
AT	AT 4500
CHF	CHF 4860, Practicum. Family Studies
EDUC	EDUC 1105 Introduction to the University - FYE/Educaiton
EDUC	Educ 3240 Reading Methods
EDUC	Educ 3140 Educational Psychology
EDUC	Educ 3100 Instructional Planning and Assessment Teacher Education
EDUC	EDUC 3170 Peer Mentor Leadership Seminar First Year Experience Program

EDUC EDUC 4521
HE HE 1030 Healthy Lifestyles
HE HE 4800 Individual Projects
HE HE 4860 Internships
HE HE 4250 Contemporary Health Issues of Adolescents
HE HE 3050 School Health

College of Social and Behavioral Sciences

ANTHRO Anthro 4300, Anthropological Research Methods, Anthropology
HIST History 2500 Intro to Public History
SOC Soc 1010 Introduction to Sociology
SOC Soc 1020 Social Problems
SOC Soc 3300 Environment and Society
SOC Soc 3660 Research Methods
SOCWK Social Work 1010, Introduction to Social Work
WS WS DV1500 Introduction to Women's Studies

College of Science

PHYS PHYS 3420, Data Acquisition and Analysis, Physics
ZOO Zoology 1020 Human Biology

Interdisciplinary Programs

HNRS Honors 1110 Introduction to Honors

Appendix C – CIC Organizational Structure - insert here

APPENDIX D

Community Involvement Center Mission Statement and Programs

Written by:

Brenda Marsteller Kowalewski
Director of Community-Based & Experiential Learning
&
Kari Petersen
Community Service Director

Mission Statement

The **Community Involvement Center** represents an intentional and strategic partnership between Academic Affairs and Student Affairs to facilitate a civically engaged learning experience for Weber State University students. The mission of the center is to engage students and faculty members in a process which combines community service and academic learning in order to promote civic participation, build community capacity, and enhance the educational process. The center will act as a clearinghouse of resources and referrals on community agencies, service opportunities, service-learning, community-based research, and the AmeriCorps Education Award program.

Rationale for intentional partnership between Academic Affairs and Student Affairs:

- The creation of collaborative initiatives which enhance coordination among community partners, faculty and staff.
- There is tremendous value in the sharing of knowledge, experience and resources housed in these two areas of campus.
- Students will have the resources and guidance to move freely among service programs throughout their college experience.
- Both faculty and staff will assist students in creating engaged learning opportunities.

Programs/Initiatives within the Center

- The **Volunteer Involvement Program** (VIP) is committed to promoting experiential education by stimulating volunteerism and promoting involvement of students across the campus in public service activities. Reflection sessions, focus groups, and surveys will be conducted to enhance the learning of service opportunities and create worthwhile experiences. Students will gain practical life experience, learn more about themselves, gain a balance in college life, explore and clarify career goals and provide a valuable service to the community. Through volunteer service, students can make a positive contribution to responsible social change in our society.
- A **Service Scholar Program** for students who complete hours in both volunteer and service-learning opportunities. Such a program would provide recognition for students with exceptional service records during their college careers. This program does not yet exist at WSU; however, students have already demonstrated their interest in such a program by passing a student scholar program initiative in the student government.

- The **AmeriCorps Education Awards Program** is a national service program that provides thousands of Americans of all ages and backgrounds with education awards in exchange for community service. This program currently exists at WSU but has done so without a home. The center would provide a home to this program. Currently WSU has approximately 35 students enrolled in the AmeriCorp Education Awards Program. One of the main goals of the center would be to build infrastructure to significantly expand the program.
- **Service-learning and community-based research** are pedagogical strategies that link academic theory with hands-on practical experience. Service-learning and community-based research integrate service into the intellectual and academic life of the university and enhances the universities connection with the community. The center will provide resources and training to faculty interested in such teaching techniques.
- The **Alan E. And Jeanne N. Hall Endowment for Community Outreach** provides funding to faculty, staff, and/or students engaged in community-based learning projects. The objective of the endowment is to address the needs of disadvantaged individuals, families and groups within Ogden and the surrounding communities by enhancing their educational, economic, social, psychological and cultural well-being. This funding was granted during the Fall 2005 process for the first time.
- **Matchmaking forums** to bring community partners, faculty, and students together would be developed and facilitated by the center. Volunteer fairs currently occur on campus. Other matchmaking forums would include a community partner-faculty searchable data base, and faculty and student bus tours of community agencies.
- **Publications** relevant to civic engagement at Weber State University currently include a newsletter called *Reflections* and a booklet of community organizations willing to partner with WSU students and faculty entitled *Getting Started*. Other publications to facilitate service-learning or community based research might include a faculty handbook and a community partner handbook.

APPENDIX E

Community Involvement Center Advisory Board and Task Force Responsibilities

CIC Advisory Board

Members:

- Center Co-Directors
- Faculty – 1 representative from each college
- Students – Service VP, VIP rep, AmeriCorps rep, S-L rep, CBR rep
- Community Partners – 7 committed partners
- Other supporters/collaborators –
TLF rep, BIS rep, Honors rep, Alumni Association, University Relations,
Development Officer, Jeannie Hall, Kathryn Lindquist

Responsibilities:

- Provide direction to support the mission of the center
- Members act as representatives of:
 - Community
 - Academic Colleges
 - Students
- Members act as liaisons to the Center’s working groups
- Secure funding to support the mission of the center

Volunteer Involvement Program Committee

Members:

- CSD
- VIP Intern
- VIP Student Leaders

Responsibilities:

- To be determined by CSD

Service Scholar Program Task Force

Members:

- Center Co-Directors
- Faculty

- Students

Responsibilities:

- Explore models of Service Scholar Programs across the nation
- Define a program for WSU
- Establish the criteria for the program
- Determine the logistics of the program (recording hours, work with curriculum committee regarding s-l designation on courses, can Service Scholar show up on student transcript, etc.)
- Determine the appropriate channels for establishing the program at WSU and follow them
- Provide timeline for start of program
- Determine recruitment mechanism for program

S-L & CBR Curriculum Task Force

Members:

- CBEL Director
- Faculty

Responsibilities:

- Determine the appropriate designation for S-L and/or CBR classes (do both of these come under a S-L designation?)
- Define criteria for Service-Learning classes
- Define criteria for Community-Based Research classes
- Define the process for determining course designation (by course or instructor? and how often does the course come before the committee? Etc.)
- Review courses requesting the S-L and/or CBR designation and grant appropriate designation
- Determine the appropriate channels for getting designation to appear in the course schedule as well as on student transcripts

S-L & CBR Faculty Development Task Force

Members:

- CBEL Director
- UCC FCC member(s)
- Faculty (both UCC retreat attenders and some “new to s-l faculty”)

Responsibilities:

- Plan and implement faculty development workshops

- Campus-wide events
- State-wide events
- Collaborate with TLF
- Explore opportunities for faculty to showcase their S-L or CBR work on campus
- Provide workshop materials for center website
- Secure funding to support faculty travel to conferences
 - Create the application process to award this funding

S-L and CBR Student Leaders Task Force

Members:

- CBEL Director
- Faculty

Responsibilities:

- Determine appropriate “uses” of service-learning leaders
- Determine necessary training for these leaders
- Explore funding options for leaders (tuition waivers, etc.)
- Determine application process and develop the application
- Select Service-Learning Leaders

Awards Task Force

Members:

- Center Co-Directors
- AmeriCorps Coordinator
- FCC members
- Past UCC Award Recipients – faculty, community partner, and student

Responsibilities:

- Determine selection process for UCC awards
- Distribute the call for applications
- Review applications and make selection
- Help organize and plan annual Community Involvement Recognition event

Hall Endowment for Community Outreach Grants Committee

Members:

- Center Co-Directors
- Hall family representative
- FCC member

- Previous recipient
- RSPG representative
- Faculty members

Responsibilities:

- Write the call for proposals and distribute it
- Make necessary revisions to preliminary and full applications
- Make necessary revisions to selection process
- Review preliminary applications and invite full proposals from appropriate applicants
- Review full proposals and award funds to appropriate applicants
- Call for progress reports and review these reports

AmeriCorps Task Force

Members:

- Center Co-Directors
- AmeriCorps Coordinator
- AmeriCorps office assistant
- Current AmeriCorps members – approximately 5

Responsibilities:

- Plan and facilitate appropriate collective service opportunities for UCAN Service Days
- Plan and help to facilitate reflection sessions for UCAN Serve AmeriCorps members (campus as well as statewide opportunities)
- Determine appropriate identity items to help create a sense of belonging for UCAN Serve AmeriCorps members at WSU
- Plan and facilitate appropriate recognition activities

Public Relations and Publications Task Force

Members:

- Center Co-Directors
- Community Partners
- Faculty Members
- Representative from University Communications

Responsibilities:

- Get coverage for positive service stories in newspapers, television, or other appropriate media outlets

- Produce bi-annual newsletter
- Suggestions for center website
- Other creative ways to promote positive PR for the work supported by the center

Matchmaking Forums Task Force

Members:

- Center Co-Directors
- Community Partners
- Faculty Members

Responsibilities:

- Assist with volunteer fair
- Plan, organize, and facilitate opportunities for community partners and faculty to meet and learn about each other's needs
- Other?

APPENDIX F

Community Involvement Center Proposal for Approval

SECTION I. Request

Weber State University requests approval for the establishment of the Community Involvement Center dedicated to engaging students in service experiences in the community. The Community Involvement Center represents an intentional and strategic partnership between Academic Affairs and Student Affairs to facilitate a civically engaged learning experience for Weber State University students. The mission of the center is to engage students and faculty members in a process which combines community service and academic learning in order to promote civic participation, build community capacity, and enhance the educational process. The Community Involvement Center is consistent with the mission of Weber State University and will play a key role in helping WSU achieve its goal of providing students with engaged learning opportunities.

Weber State University has formally supported students' involvement in extra curricular service activities for more than 20 years through the Community Service office situated in Student Affairs. However, in July of 2006, a new office – Community-based and Experiential Learning situated in Academic Affairs – was established to formally support the rapidly growing needs of faculty and students engaging in service-learning, (service directly connected to curricular objectives). The Community Involvement Center being requested in this proposal would bring these two offices together in one physical space, under one center name, with a broader mission that is inclusive of both extra curricular service opportunities and academic service-learning experiences.

The Center will provide significant academic and practical contributions to the university and community. Some of the significant academic contributions are evident in the strong foundation upon which the center will be built:

- Service-learning and community-based research integrating service into the intellectual and academic life of the university and enhancing the university's connection with the community.
- Resources and training opportunities for faculty interested in community-based learning teaching techniques.
- Volunteerism and involvement of students across the campus in public service activities through the Volunteer Involvement Program which includes 14 student run volunteer programs.
- A growing AmeriCorps Education Awards Program, a national service program that provides college students with education awards in exchange for service.
- Grants to faculty, staff, and students proposing service projects in the community.

In addition to continuing the many efforts of engagement already existing on campus, the center would also develop and coordinate a service scholar program, provide matchmaking forums between campus and community partners, develop an annual forum for faculty, students, and staff to share their experiences in service, and expand the current collection of resource materials.

Some of the key practical contributions of the center include:

- Act as a clearinghouse of resources and referrals on community agencies, service opportunities, service-learning, community-based research, and the AmeriCorps Education Award program.
- Build and maintain a center website.
- Provide a virtual community calendar for our community partners to post events.

- Act as a key campus liaison to the Utah Campus Compact.

SECTION II. Need

Several existing challenges would be addressed by bringing the efforts of these two offices together in the Community Involvement Center. First, the center will enable WSU to make cleaner and stronger partnerships with community organizations seeking service from students. The current offices partner with many of the same community organizations. Building and maintaining these relationships has been challenging because the community partners are having difficulty understanding the relationship between the two existing offices. The center would make this structure transparent to the community and provide them with one point of contact. Similarly, a single center would better meet the needs of the faculty and students on our campus. They too would have one point of contact that would allow them to move fluidly from volunteerism to service-learning and vice-versa.

Secondly, the Community Involvement Center will streamline the dispersion of existing resources pertinent to both offices. These resources include: 1) the AmeriCorps Education Award program, which awards education vouchers to each student who fulfills their contract; 2) grants from the Alan E. and Jeanne N. Hall Endowment for Community Outreach that supports service projects lead by faculty, staff, or students; and 3) the John A. Lindquist Award that recognizes a faculty or staff member who mentors students through service.

Although many institutions of higher education in the state of Utah are beginning to support both volunteer and academic service-learning activities on their campuses, we have modeled the Community Involvement Center after two successful centers in the state, the Lowell Bennion Center at the University of Utah and the Thayne Center for Serving and Learning at Salt Lake Community College. Weber State's Community Involvement Center would be similar to these centers in its mission but unique in its intentional partnership between Student Affairs and Academic Affairs. This intentional partnership will build on the strengths of Weber State's culture and surrounding community.

SECTION III. Institutional Impact

It is anticipated that the Community Involvement Center will create very minimal impact on the current institutional structure. The center is an opportunity for less duplication and more synergy between the community service and community-based learning offices on campus. Each of the potential areas of impact is addressed individually below.

1. *Will the proposed administrative change or program affect enrollments in instructional programs of affiliated departments or programs?*

The Community Involvement Center is not an academic program therefore it will not affect enrollments in instructional programs or departments. The center will act as a support to instructional programs that incorporate service to teach learning outcomes.

2. *How will the proposed change affect existing administrative structures?*

Overall, there will be no change in existing administrative structures. The director of Community-Based and Experiential Learning and the director of Community Service will co-direct the center. Administrative and financial management will be the responsibility of the co-directors. Each director will continue to report to their current supervisors in Academic Affairs and Student Affairs, respectively. All activities of the center will be reported to relevant university officials of line authority in both Academic and Student Affairs.

3. *If a new unit, how will it fit in the organizational structure of the institution?*

The Community Involvement Center represents an overt collaboration between Academic and Student Affairs. It will not alter organizational structure in terms of lines of reporting. Please see the organizational structure chart attached for more details about the structure of the proposed center, its programs, and how a general sense for how it fits in the organizational structure of the institution.

4. *What changes in faculty and staff will be required?*

The center will be staffed by the current service offices existing on campus. The directors of the two offices, will act as center co-directors and the support staff for those two offices will become support staff for the center. This includes secretarial support and program assistance from work-study students and an intern. Other staff will be hired in the future as function and resources allow and through approval of relevant university administration.

5. *What new physical facilities or modification to existing facilities will be required?*

The center will be located in the Student Union Building, which is currently undergoing renovations. Provisions and plans have already been made for the center and necessary office space. The expected date of completion is July 2008.

Until the renovations are complete, the center will operate out of the current Community-Based and Experiential Learning office located in room 94 of the Stewart Library. All center programs will be located in the library except for the Volunteer Involvement Program which will be located in room 327 in the Student Union Building until renovations are complete in the union building. The space in the library is not large enough to accommodate the Volunteer Involvement Program.

6. *Describe the extent of the equipment commitment necessary to initiate the administrative change.*

Computer equipment from the current offices will be moved to the new center. The center will have access to a copier and fax machine in Student Involvement and Leadership. Funding for furniture has already been allocated to furnish the new space in the union building.

SECTION IV. Finances

The financial support that is currently in place to support the two existing offices will be used to support the center and its programs. This includes \$136,700 in institutional support supplemented with several private donations, including, \$1 million Alan E. and Jeanne N. Hall Endowment for Community Outreach, and \$100,000 endowment for the John A. Lindquist award. Total operating budget available for the center is \$186,850.

The Community Involvement Center plans an active community fund-raising program under the direction of the university development office. The center will also pursue relevant foundation grants with the assistance of the Office of Sponsored Projects.

Appendix G – Community Involvement Recognition Luncheon program – insert here