FERRIS STATE UNIVERSITY

Academic Service Learning

Annual Report
2018-2019

**Submitted on behalf of the ASL
Steering Committee by:**

Sarah Hinkley, Coordinator

Table of Contents

Academic Service Learning Mission Statement:

The mission of the Academic Service Learning (ASL) Program at Ferris State University is to promote and support faculty and student engagement in academic service learning to achieve course learning outcomes, foster commitment to service, serve the needs of the community, and enrich the students' personal and academic development.

Mission

Academic Service Learning is a method of teaching that allows students to connect – and thus, learn more deeply – concepts, skills, and other course content with needs and goals of community organizations and agencies. While making this connection, students learn from and provide meaningful service to the community organization or agency.

Vision

We envision a university where students practice the knowledge and skills gained in the classroom in ways that are responsive to community needs and cultivate a life-long commitment to service.

Introduction and Summary of Work:

The ASL Program has undergone a year of significant transition and change. Due to significant budget reductions in the ASL, Economic Inequality Initiative and Political Engagement Project, leaders of the three groups began meeting last year to strategize the future of the programs. Through the discussions, it was determined that the programs would benefit from combined efforts where appropriate and leadership under the area of community engagement. Funding for Co-Coordinators was reduced and ASL was led by only one faculty coordinator this year, Sarah Hinkley, who received a reduced stipend compared to years past. She took on the responsibility of rewriting the faculty grant application and reviewed/approved grant applications with assistance from Tony Baker. The group leaders and other university stakeholders began exploring models used by other universities to house and administer ASL/community engagement programs and attended the Engaged Scholarship Conference in Minneapolis. A daylong visit to Eastern Michigan University was an inspiration, as they have a well-developed community engagement model with a greater university financial priority supporting their work.

Through these visits and discussions with Provost Blake, Tony Baker and faculty leadership, the three groups were moved under Tony Baker in his new role as Director of the Office of Community Engagement. Tony and Sarah led discussion within the ASL Steering Committee about how its work could be reimagined under this office. It was decided that with the limited amount of funding, priority should be placed around funding grants for continued faculty ASL work and moving toward a community engagement model that centers on a theme. The theme agreed upon for the work of the next few years was literacy and education inequality. Tony and Sarah, with the help of committee members have begun the work of making connections with community leaders around the topic. Progress included hosting community forums, attending community meetings on literacy and connecting with the Mecosta-Osceola Intermediate School District preschool leadership on potential partnerships, among other projects.

We have been through significant hurdles this year with financial support reduction, loss of support personnel changes and undergoing a major structural change. The budget for the 18/9 academic year was reduced to $25,000 for three programs including ASL, Political Engagement Project and Economic Inequality Initiative compared to $60,000 the year prior. In addition, the Program Assistant assigned to assist the Office of Community Engagement as part of her other duties, was unable to continue in this role. Tony took on the Concur/reimbursement workload. In Sarah's role as Coordinator, she promoted the program, attended the Engaged Scholarship Conference in Minneapolis with Tony and others, reviewed all faculty grant applications and coordinated communications with applicants/grant recipients, kept a spreadsheet of grants updated, held Steering Committee meetings and took minutes, coordinated the end of year celebration luncheon and composed the final report.

ASL Leadership and Steering Committee Members

A large amount of time and energy is devoted to advancing and supporting our mission. The Steering Committee is a team of faculty and staff volunteers that meets and works to provide support from many colleges and offices within FSU. In 2018-2019, the Steering Committee was comprised of the following persons:

	Albright, Michele	Coordinator of Career and Volunteer Centers
	Axford, Katie	Assistant Professor, Co-Curriculum Coordinator, College of Pharmacy
^	Tony Baker	Director of Community Engagement
	Beistle, Kimberly	Professor, Program, Course and Completion Coordinator in Dental Hygiene, College of Health Professions
	Bordeau, Catherine	Honors Advisor
	Briggs, Lianne	Professor, Hospitality Management
	Burns, Sandra	Associate Professor, Dental Hygiene
	Glentz, Tracy	Assistant Professor, Nuclear Medicine Technology
	Hazelton, Joanie	Assistant Professor, Social Work, College of Arts and Sciences
*	Hinkley, Sarah	Professor, College of Optometry
	Long, Paul	Associate Professor, Architecture and Facility Management
	Marquard, David	Assistant Professor, English, Literature, and World Languages
	Rowan, Julie	Instructional Designer, Faculty Center for Teaching and Learning

^ASL, EII and PEP Director

* ASL Faculty Coordinator

The ASL Steering Committee members are committed to promoting and enhancing ASL within FSU and its communities. We believe in the power of ASL as a means for community outreach, relationship building, and enhancing student-learning outcomes. We hope that this report informs the university about the many exciting accomplishments of the ASL Program in 2018-2019 despite the significantly reduced budget and restructuring. The work is really just beginning as we continue to develop our work around literacy and chart the future path of ASL.

ASL Faculty Curriculum Grant Projects for 2018-2019

At the heart of the Ferris State's ASL Program lies the experiences of faculty, students, and community partners that intersect where community service meets student learning. These experiences enabled by ASL Curriculum Grants were awarded to faculty through a review process. We are excited to report the attached faculty grants for 2018-2019 in Appendix A. The ASL Program funded **15** faculty service-learning projects that were tied directly to courses compared to 21 last year. The reduced number was intentional as we had less funding available for these grants and the webpage containing the application is still in the process of being revamped. We did not advertise the availability of grants to faculty, as we knew that we could not fund as many projects but wanted to support those who have relied on this funding in the past. These projects engaged with **19** community partners, compared to 24 last year. We enhanced the education of **314** FSU students in one or more classes compared to 439 last year. Although ASL still had a large impact on the community and student learning, the decreased numbers in all categories was disappointing and is a direct result of decreased funding available to support this work. Regardless, a large number of students were impacted by experiences in service learning, community partners were appreciative of the service provided by FSU students and many FSU faculty participated in reported projects. A complete list of the funded ASL projects is found in Appendix A. A few photos from projects are included in Appendix C.

Impact

Faculty participating in ASL projects regularly report back to ASL leadership on funding outcomes. Based on feedback from faculty, we are continually amazed at the impact these projects have on student learning, attitude and engagement. This year, we celebrated our ASL successes by inviting all faculty receiving grant funds to a luncheon where each faculty reported on their project and outcomes. It was an uplifting celebration and we are proud of the work. This year, we decided not to require the measurement of project outcomes by faculty. The decision was made because of the significant decrease in resources to support the work.

As we further explore and develop ASL around literacy initiatives, our impact in this area will grow. We are in the early phases of listening to our community leaders and partners about their needs around literacy. As we gain deeper understanding of the issues, we will work with them to develop strategies that involve ASL.

Community Partners

A critical and indispensable component of the ASL Program are the Community Partners who collaborate with faculty and students in defining and implementing the ASL projects. The 2018-9 Community Partners are included in the spreadsheet in Appendix A.

We are grateful for our community partners. These partners often expressed gratitude for the involvement of FSU students and faculty in addressing some of their pressing needs. The list

represents both existing and new partnerships and reflects an active effort by faculty to carry out curricular efforts that provided mutually beneficial experiences for students and community partners.

ASL Program Awards

Program awards were eliminated this year due to budget considerations. Instead, we chose to honor faculty members who led ASL projects within their courses with the celebratory luncheon at the end of the academic year.

Additional Work of the ASL Program

In addition to the work described previously in this report, Tony Baker, Director of Community Engagement and/or Sarah Hinkley, ASL Program Coordinator, engaged in the following activities:

- Took part in training on and updated the ASL website using new Ferris template under the Office of Community Engagement, which is still a work in progress without significant staff support
- Defined the path forward for ASL in regards to the community literacy initiative and faculty grant program
- Updated the ASL faculty grant application to simplify it and remove cumbersome reporting requirements
- Reviewed faculty ASL project applications and decided on awarding funding
- Responded to ASL emails and other inquiries from faculty and staff
- Provided funding for Steering Committee members and ASL leadership to attend the Engaged Scholarship Conference in Minneapolis, MN
    - Meetings took place within the ASL, EII and PEP leadership during the conference
    - Notes and new ideas were compared
- Planned and facilitated a celebration luncheon at Blue Cow Café to honor faculty who completed ASL projects with their students within courses and to thank the Steering Committee members
- Composed and sent congratulatory letters to faculty and supervisors recognizing the faculty for their ASL work
- Presented on information about the ASL Program to faculty during Welcome Week
- Planned and administered community forums around ASL and literacy
- Attended community meetings focused on literacy themes
- Developed a budget for 2018/2019 that included reduced funding considerations and prioritization
- Met with leadership of EII and PEP to discuss potential collaborations

- Composed annual report
- Held open luncheon to encourage interested faculty to attend and ask questions

ASL Program Financial Report for 2018-2019:

Significant funding decrease for the three programs made our work much more challenging and provided opportunity for reorganization and prioritization. We are trying to accomplish much with little funding and working toward creative ways to seek additional revenue to support and enhance our work.

Looking Ahead to 2019-2020:

The Office of Community Engagement, ASL leadership and ASL Steering Committee are excited about our work to come. We hope to better engage our Steering Committee members, as we become more comfortable with the restructured organization. We have much work to do in order to be engaged around literacy needs in our community but we are now in a better position to understand the needs and seek creative solutions. We also have faculty who rely heavily on ASL funding in order to continue ASL projects that enhance student learning and community needs. When funding was cut significantly again this year, there was a sense of panic among faculty members who realize that they cannot complete their projects without it. That fear is ever-present and we hope that we will not enter a position where the funding is reduced any further. As it is, we experienced more demand for funding than we were able to meet. We believe there is great opportunity to serve our community and educate our students through ASL in an even greater capacity and we hope that we can work with leadership to expand its impact versus diminishing it with funding losses while honoring the FSU mission of hands-on learning that benefits society.

Over the past three years the Economic Inequality Initiative (EII) has framed campus and community wide conversations around the impacts of local inequalities and how academic responses to these inequalities. EII has been an intellectual cousin of ASL. In order to expand the work of ASL, and to strengthen the academic resources of ASL, without increasing the budget, the Office of Community Engagement has proposed combining EII and ASL for the coming year. This will allow more funding of ASL faculty supports, as well as support around the common theme of literacy and education inequality. The current EII chair will become a co-chair with the ASL coordinator.

During the 2019-2020 academic year, ASL is hoping to promote this teaching pedagogy as well as offer some professional development opportunities to build faculty skills in this area. The ASL co-chairs and the OCE Director will look for funding opportunities to shore up these efforts and to consider hiring a half time support staff person to assist the expansion of ASL.

Appendix A

2018-2019 ASL Curriculum Grants

Faculty	College	Courses	CRNs	# of students	Amount funded	Project name	Community Partner	Date approved
Tracy Glentz	CHP	NUCM 215/216 Clinical Procedures I	80202 80204 80205	16	$500	Brookside handwashing project	Karen King, Brookside Elementary	08-27-18
Dawn Fox	CAS	SCWK 320-221 Group & Community Practice	81947	11-15	$301.60	Community Needs Assessment	TBD	09-07-18
Dawn Fox	CAS	SCWK 210-001, 210-002	81933, 81934	35-40	$340	Degage Ministries Service	Degage Ministries, Holly Kammel	08-29-18
Dawn Fox	CAS	SCWK 320-221	81947	11-15	$100	Social Skills Development Groups	Big Rapids Public Schools (Riverview and Brookside Elementaries), Karen Greenleaf	09-12-18
Chris Smith	CAS	SCWK 320	81945	18	$500	Project GREEN and Payday Lending	Project GREEN	10-8-18
Catherine Archer Sandra Burns	CHP	DHYG 227: F18 DHYG 239: Sp 19		40-44	$1000	Electric Toothbrushes for MOISD students and HOPE Network clients	MOISD, Beth Bond/Cathy Schlanderer, HOPE Network, Taylor Logan	11-9-18
Mike Berghof	CAS				$500	Social Work trip to El Salvador (carry over from summer and not new funding)		10-29-18
Sandra Alspach	CAS	COMM 389 COMM 489	10795 10796	37	$450	Team uniforms for fund-raising activities	Spectrum Health Foundation Area 5 Special Olympics MI	11-26-18
Susan Jones	COB	AIMC 382	11322	18-20	$500	Marketing for Michigan Works	Michigan Works/Mecosta (Paul Griffith)	1-7-19
Linda Perry	CHP	DHYG 126	10320 10321 10322 10323 10324	39	$500	Dental Care/Caries Prevention	Eastwood Elementary – Great Start Readiness	1-22-19

			10325 10326 10327					Program (Kalee Coss)	
Heather Pavletic	CAS	ENGL 390	13028	4	$334.80	Community Literacy Project	Central Montcalm Adult Education (Cindy Shick)	1-29-19
Dawn Fox	CAS	SCWK 210	12148	32	$260 (funding not from ASL)	Degage Ministries Housing Simulation	Degage Ministries (Holly Kamel)	2-22-19
Luis Rivera	CAS	CHEM 451	12157	14	$100 (funding not from ASL)	Learning Chemistry with Household Goods	St. Mary School (Carey Mathewson)	2-22-19
Connie Randle-Morcom	CEHS	TDMP 466		8	$379.52 (funding not from ASL)	Community and Client-Based Storytelling	Artworks (Lynn Scheible) Sports Comm and Area 5 Special Olympics (Sandy Alspach) Downtown Big Rapids Association (Jennifer Heinzman) BASICS Basketball (Jim McGannon)	3-26-19
Michael Berghoef	CAS	Scwk 380/497/697	50592 / 50862 / 51001	12	$500	Healing through the Arts	Asilo Sarah Seniors home, Nuevo Amanecer – ANADES, Salud Mental of El Salvador, US-El Salvador Sister Cities, ISNA–Human Trafficking Rescue	05-13-19
				Total	$6265.92			

Academic Service Learning Program Charter

Charter

Adopted 06-29-2017

Mission:

The Academic Service Learning Committee at Ferris State University aims to promote and support faculty and student engagement in academic service learning to achieve course learning outcomes, cultivate mutually beneficial relationships with community partners, and develop a lifelong commitment to service.

Vision:

We envision a University community where members practice and build upon the knowledge and skills gained in the classroom in ways that foster reciprocal partnerships and learning experiences with the community and cultivate a lifelong commitment to service.

Co-Coordinator's Position:

Two Co-Coordinators will, as the budget permits, serve in leadership roles for ASL. The Co-Coordinators will be faculty members, including non-tenure track, tenure-track, and/or tenured faculty members. The Co-Coordinators will collaborate with the ASL Program Assistant and ASL Administrator to fulfill the roles described below.

Selection: Vacancies will be announced to Steering Committee members and volunteers solicited from non-tenure, tenure track, and tenured faculty. In the case of a single applicant, the candidate must be approved by a majority of the Steering Committee members. In the case of

multiple applicants, an election will be held by the Steering Committee and the candidate who receives the majority of votes shall hold the position.

Terms: Co-Coordinators will serve a two-year term coinciding with the fiscal year of July 1 through June 30. The two positions will expire on alternate years allowing for overlap. In the event that a vacancy occurs in the middle of a term, the same procedure will be used to fill the position for the reminder of the term. Co-Coordinators may serve for two consecutive terms after which they must vacate the position for a minimum of one year before they can reapply. A term of service as a Co-Coordinator does not "count" as a term of service on the Steering Committee, and vice versa. Co-Coordinators may serve during the summer months, for which a stipend may be provided contingent on available funding and relevant work to be completed.

Roles: The roles of the Co-Coordinators include, but are not limited to, the following items:

1. Committee Representation- Attend functions such as town halls, Match Day, New Faculty Orientation, college-wide meetings, recruitment lunches, search committees, Michigan Campus Compact events, etc.

2. Meeting and Event Coordination- In conjunction with the ASL Program Assistant, coordinate Steering Committee meetings by sending reminders, preparing agendas, conducting meetings, sharing status of items, arranging for minutes, organizing follow-up on items needing attention, overseeing event details such as time, location, audio-visual needs, venue contract review, photography services, event marketing, program schedule, catering, etc., provide support to the Steering Committee by suggesting policy changes, providing items of interest, soliciting views, sharing feedback, proposing new members, delivering updates on changes in procedures, etc.

3. Communication- Prepare written and verbal communication on behalf of the Steering Committee such as annual reports, letters of recommendation, award nominations, press releases, website maintenance, responses to requests for information, etc.

4. Administration- Collaborate with the ASL Administrator to monitor the ASL annual budget and the curriculum grant application process, institute procedures to support policies such as creating and modifying forms and processes to improve the flow, efficiency, and efficacy of information, and modifying and implementing supporting documents, engage Steering Committee members in active participation, etc.

Steering Committee Members:

Membership: The Committee shall be comprised of the Co-Coordinators, ASL Program Assistant, ASL Administrator, faculty members from the academic colleges and a representative from Retention and Student Success, the Center for Leadership and Career Services, and the Honors Program. Other members may be added with approval of the existing membership (see "Selection" below). Representation from all academic colleges is encouraged.

Selection: Members are solicited by the Steering Committee, college, or by self-nomination.

Roles: The roles of the Steering Committee include, but are not limited to, the following:

1. Strategic Planning and Implementation. Develop and implement strategic goals, establish timelines, determine initiatives, and monitor and measure progress and outcomes.
2. Recruitment. Represent ASL within individual colleges, encourage faculty participation, mentor new projects, answer questions, and act as spokespersons for ASL.
3. Policy Changes. Recommend and approve changes in policy regarding items such as grant criteria, awards criteria, survey design, and application procedures.
4. Contributions: Regular attendance at and active participation in Steering Committee and sub-committee meetings (Members are asked to honor this obligation and excuse themselves from service when unable to fulfill this responsibility.)
5. Professional Development: Contingent on available funding, engage in professional development opportunities (e.g., conferences, workshops) that are relevant to ASL.

Appendix C

ASL Project Photos