FORM C
COLLEGE SCHOLARS PROJECT APPROVAL

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Project Title

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Service-Learning and the University of Tennessee

by
Chaya Chandrasekaran

Final Project
Presented to the Department of College Scholars
and the University Honors Program
at the University of Tennessee

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The Project

During my sophomore year at the university, I took a course entitled "Service-Learning," which was and still is a University Honors Course offered every fall and spring. Before taking this course I had experienced service-learning in classes at the university and in high school, but did not realize that it was a teaching technique that had a name and history. Since then I have found that many students, and even professors, are not aware of the concept of service-learning or how it is different from other forms of experiential learning, such as internships.

When I began this final project I already had an idea in mind. I wanted to see if it would be possible for every department at the university to implement a service-learning course that students could have the option of taking. The course would be related to the student's major, the student would get credit for participating in the class, and the professor would only serve in an advisory and evaluative role for the students. For the service aspect, students could work in public schools, community agencies, or conduct projects that would be beneficial for some segment of the Knoxville community. Students would complete journal entries to reflect on their weekly experiences and participate in discussions during class time. For the class component, I felt it would be best for each professor to design their own curriculum since the service would correspond to theories and techniques relating to the professor's field of expertise.

In the past I have seen a few student efforts that aimed to require every student at the university to participate in public service before graduating. This is NOT my intent. Even if service-learning courses were to be offered in every department, I do not wish for them to be a requirement for every student to take. My goal for this project was to see if we could integrate more service-learning in university departments and help give students the option of taking service-learning courses if they want to. I am strongly opposed to the idea of requiring students to commit to public service.

In conducting my research for this project I first visited with Dr. Lynn Champion, the Director for the Office of Academic Outreach in Arts and Sciences. She gave me a list of professors in Arts and Sciences who utilize service-learning in their courses and I interviewed those professors in the fall of 2003. In the spring of 2004, I interviewed department heads and professors from a variety of colleges to see if their departments and colleges offered service-learning in their courses. I did this to test the feasibility of my idea in more colleges than just Arts and Sciences.

After discussing my idea with others over the past year, I have come to some conclusions that I had never even thought about when first starting this project. I am thankful to all UT community members who took their time to visit with me and discuss service-learning. I hope the following pages prove to be informative, interesting, but above all, useful for our university and its commitment to education and public service.

Sincerely,

Chaya Chandrasekaran

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Introduction

Defining Service-Learning

Traditionally, the classroom is where most of the education at any school is experienced. At the University of Tennessee (UT) this is generally the case since students spend a majority of their academic time in various buildings around campus. While much of the learning at UT is done in a classroom environment, some of UT's colleges, such as Social Work and Education, Health and Human Sciences, utilize the classroom and *the community* as their learning environment. The colleges of Social Work and Education are excellent examples of this type of learning because many of their majors require students to participate in some sort of experiential learning. The National Service-Learning Clearinghouse defines experiential learning as, "Emotionally engaged learning in which the learner experiences a visceral connection to the subject matter." Service-learning is one form of experiential learning. So what exactly is service-learning?

In their book, Service-Learning in Higher Education, Barbara Jacoby and Associates define service-learning as "a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development" (5). In service-learning courses students learn subject matter in and out of the classroom environment, allowing theory to meet experience. These courses are generally designed to meet a community need that has been identified by community leaders or the professor coordinating the course. Students engage in service to help address local needs in addition to attending classroom sessions that encourage them to discuss, reflect, and learn from their community involvement. There are generally four parties involved in a collegiate service-learning process: university students, university administration/professors, community agency/school leaders, and local citizens/students. A university professor/administrator will identify a community need to be met, establish a relationship with a community agency or school that has that need, and coordinate a university course that allows university students to engage in community service for or with local citizens/students to meet this need. In this process university students engage in public service; they are not paid and must commit time outside of their classroom sessions. While every service-learning course is not exactly the same, most prescribe to the process previously

mentioned. So how does this experience differ from other forms of experiential learning, such as internships?

In an experiential learning experience such as an internship, students generally work part or full-time during a semester within a field they would eventually like to work in. Since internships are usually conducted with a business or company, students are often working a job as opposed to participating in a service experience. This is not to say that all internships are not service related; however, many are conducted with private, for-profit organizations, which does not provide for a community service relationship. Moreover, while students often earn course credit for their experience, they usually do not have a classroom component that correlates to their internship. Without this component students do not have the chance to reflect on their experience with other students or a professor. Sometimes professors require students to keep a journal or write a paper about their internship, but this cannot replace discussions or teaching that can help enhance their experience. In theory an internship can be a service-learning experience but in practice this is often not the case, especially at UT.

Service-Learning and Higher Education

In 1902 Woodrow Wilson said, "It is not learning but the spirit of service that will give a college a place in the annals of the nation." Beginning with the Land-Grant Act on through the Great Depression and the civil rights movement, major national events have helped shape the focus and goals of higher education institutions in regard to their commitment to service (Jacoby 11). In the 1960's and 1970's colleges experimented with service-learning but their efforts did not last (Jacoby 13). In the 1980's service-learning initiatives were restarted and The Education Commission of the States began "Campus Compact," which encourages university presidents to commit to more academically based community service efforts at their respective institutions (Jacoby 14). On the "Campus Compact" website, their mission statement says,

> "Campus Compact is a national coalition of more than 900 college and university presidents committed to the civic purposes of higher education. To support this civic mission, Campus Compact promotes community service that develops students' citizenship skills and values, encourages partnerships between campuses and communities, and assists faculty who seek to integrate public and community engagement into their teaching and research."

The emergence of "Campus Compact" represented the growing trend in developing service-learning programs at universities across the nation.*

In the 1980's and 1990's, this steady growth of interest in service-learning was heightened by a series of criticisms about higher education teaching methods. In their book, Where's the Learning in Service-Learning?, Janet Eyler and Dwight E. Giles, Jr. note these criticisms:

> "These critiques noted a gap between traditional curricular content and society's needs for new competencies for workers and citizens. A common observation was the lack of connectedness in higher education and the related lack of application of what is learned...Students also experienced a lack of connection between classroom learning and their personal lives and between classroom learning and public issues and involvement in the wider world. Critics faulted the lack of intellectual links between institutions, noting barriers between secondary and postsecondary education, between college study and the workplace, and between campus and community [Boyer, 1987; Association of American Colleges, 1991]" (13).

These criticisms of higher education clearly pointed to a lack of experiential learning at the collegiate level. Students were learning their subject matter in the classroom but experiencing difficulty in applying the material outside of that environment. Additionally, students were aware of social issues and practices such as citizenship and public service, but were not able to grasp these concepts without experiencing them. Even today these critiques still remain true of some higher education institutions.

Despite these criticisms, many colleges across the country have recognized the importance of experiential learning and encourage and sometimes even require students to participate in some form of community service. Several institutions have service-learning and community service programs grouped under an umbrella organization/office, while others simply encourage departments and student service organizations through resources and funding. The University of Tennessee falls under the latter category.

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* *The University of Tennessee is not a member of "Campus Compact." Tennessee universities that are members are Belmont University, East Tennessee State University, Maryville College, Middle Tennessee State University, Tusculum College, and Vanderbilt University.*

The benefits of service-learning at the collegiate level can be numerous for both students and colleges depending on how courses are constructed and relationships are developed. Students can gain confidence, communication skills, an appreciation for their community, a sense of civic responsibility, and ultimately, a better understanding of the material they have only been able to learn in the classroom environment. Universities can gain stronger relationships with their communities, help satisfy the needs of the community, enhance class curricula, and ultimately, graduate students who are more knowledgeable and aware of material they have been taught.

While there are innumerable tangible and intangible benefits to conducting service-learning, some universities and/or professors are hesitant to participate or build a program around this teaching method. The process of creating a service-learning course can be daunting, but is something that can be achieved with ease if provided with the proper guidance. While a service-learning course can be independently successful without university-wide resources or support, the only way to build better university and community relationships is if the university itself encourages experiential learning. To understand UT's stance on this teaching technique, one can look at its mission statement, goals, and commitments to service programs.

The University of Tennessee and Service-Learning

UT and Public Service

UT's Mission Statement first reads, "As the state's flagship comprehensive research institution, the University of Tennessee's primary purpose is to move forward the frontiers of human knowledge and enrich and elevate society." Below this statement is a list of objectives that comprise the mission of the university. In reference to a commitment to public service, there are three goals that appear to pertain:

- Provide a high quality educational experience to undergraduate students in a diverse learning environment--promoting the values and institutions of democracy that prepare students to lead lives of personal integrity and civic responsibility in a global society;
- Partner with communities to provide educational, technical and cultural support to increase the livability of those communities; and
- Partner with industry and government to improve the quality of the workplace and to serve as an engine for economic and cultural development.

In addition to these objectives, UT's designation as a land-grant institution requires adoption of goals to engage in instruction, research and public service. Even though a commitment to public service is an integral part of the university's mission statement and objectives, the term "public service" does not necessarily correlate to community service or service-learning initiatives. The way the university defines and fulfills its public service objective is discussed in the following section, "Office Efforts." If the term public service is vague in definition and practice, then does our university have a stated commitment to community service efforts?

In April 2004, UT became a "University of Promise," pledging to uphold Five Promises outlined in the "America's Promise" program. One of these five promises is called "Opportunities to Serve," which is described as making a commitment to engage in "opportunities to give back through community service." In the "University of Promise" literature, service-learning is described as one of the ways for universities to fulfill this objective. Additionally, it suggests partnering with local agencies and engaging in AmeriCorps activities. The city of Knoxville has been a "Community of Promise" since 1999, currently working with sixteen "Schools of Promise" in the city. In a joint effort to fulfill "America's Promise," the city of Knoxville and UT now have a common foundation that they can work from in order to engage

in better service-learning relationships. How can these efforts be coordinated at the university level? What offices do we currently have that handle community service initiatives?

UT Office Efforts

On the UT homepage there is a link to "Outreach and Public Service" efforts that the university engages in. On that page is a list of categories: Business/Government Resources, Community Service, Continuing Education, Cultural Outreach, Distance Learning, Enrichment Programs, Great Outdoors, Health and Legal Services, Major Service Institutes, Publications and Media, Religious and Cultural Programs, School Outreach, Special Services, Sports, and Teacher Services. These categories alone indicate that the university is involved with a variety of service and outreach efforts that are both community and non-community based. While some are community service efforts, most of these programs or offices are based on outreach or public service efforts. Below is a descriptive list of noteworthy offices and departments that required further research to understand if, and how, they play a role with university community service efforts.

Institute for Public Service

In order to fulfill the "public service" objective of the land-grant mission statement, the state enacted legislation in 1971 which created the Institute for Public Service at UT. The annual budget for the institute is $20 million which is divided among its various state offices. On the Institute's website, it describes their mission as being "To serve Tennesseans by linking University expertise with community and work place needs to improve the quality of life." Initially I thought this institute, in part, devoted its energy to community service initiatives, but further reading showed no indication of that kind of involvement from this office. Instead, the Institute essentially provides training, services, and consulting to local governments and agencies. In reference to UT faculty-student instructional advantages, the website suggests that professors who engage in the efforts of the Institute "use these real-world experiences in classroom teaching situations to benefit the students of today who will be the state's leaders of tomorrow." There seems to be no correlation between university community service efforts and this institute, which has offices in eight different cities across the state. The Institute has

primarily been the way UT has fulfilled its "public service" mission, although this office does not coordinate or contribute to community service initiatives.

Office of Academic Outreach in Arts and Sciences

After visiting with an administrator in Arts and Sciences about my project, I was told to visit with Dr. Lynn Champion, Director of Academic Outreach for the College of Arts and Sciences. Her office is housed in the College of Arts and Sciences located in Alumni Memorial Building. In an interview described and discussed later, I found that Dr. Champion's office does help foster community service relations, but only for the College of Arts and Sciences. It is the only college at the university that has an office of this kind, with the exception of Agriculture's Extension Office. While it does work with community service initiatives, Dr. Champion's office is also responsible for other community and university programs and initiatives, leaving it without a primary focus. This office and its efforts will be further discussed and analyzed through my interview with Dr. Lynn Champion.

TeamVOLS

TeamVOLS is a student led program run under the Dean of Students' Division of Student Affairs. Its office is housed on the third floor of the University Center. The university began the TeamVOLS program originally under the name, "The Volunteer Center." According to the TeamVOLS website, their mission statement reads: "The University of Tennessee Volunteer Center, in pursuit of active community service and outreach, seeks to provide opportunities for her students to invest themselves in the world around them and for each student to be and become responsive citizens aware of and concerned with civic organizations and activities in the community. We believe that it is through this involvement and awareness that students learn what community is and commit to becoming proactive participants in it now and in the future." TeamVOLS develops and maintains relationships between students and local agencies such as Boys and Girls Clubs, Hospitals, Senior Citizen centers, and also coordinates the Alternative Fall/Spring Break programs. Any student who is interested in volunteering (without class credit) can visit the TeamVOLS office and sign-up for a time and place to volunteer. TeamVOLS is funded partially through the Division of Student Affairs and partially through the student activities' fee raised each year. This office does not help coordinate service-learning initiatives.

Analysis of Office Efforts

While the university has utilized the Institute for Public Service to fulfill its statewide public service mission, this office does not help establish or maintain service-learning initiatives. Although public service can be defined and achieved in a multitude of ways, the university does not have an office to develop local relationships with community agencies for *student and faculty* service initiatives.

The Office of Academic Outreach in Arts and Sciences helps keep track of service-learning relationships in Arts and Sciences, but does not help develop this effort. Also, this office only caters to the College of Arts and Sciences, so other colleges and departments at the university are not given the necessary resources for conducting community service-learning relationships. I do not understand why this college has an Outreach office while other colleges do not.

Finally, the TeamVOLS office is a great resource for students who wish to volunteer in the community, but it does not have the capacity to help with the development of service-learning courses at the university. Moreover, it does not serve as a resource for students who wish to engage in service-learning, so students have no office to go to in order to find about experiential learning courses.

Although UT does not have a central office to provide resources and structure for service-learning efforts, outreach events, or other experiential learning programs, there are universities across the country that do recognize this need. In the following section five universities are examined to understand their commitment to experiential learning as seen by their administrative office efforts. Four of the five institutions are land-grant universities that are of comparable size to UT's student population. The fifth university, The University of North-Carolina at Chapel Hill, is not a land-grant institution but does have an excellent student developed program for service-learning. I chose these institutions because each has a unique program or initiative in the area of service-learning that is worth examining.

Other Universities' Efforts with Public Service

Colorado State University

Colorado State is a land-grant institution with a student population of 27,000. It is located in Fort Collins, Colorado, which has a total population of 126,000 citizens. In 1975 Colorado State created their Office for Service-Learning and Volunteer Programs (SLVP) with the mission to "build and maintain partnerships between the campus community and broader communities that we serve. Towards this, we design, and implement meaningful service projects that address community-defined needs, contribute to student learning and encourage student leadership." On the SLVP's website, they describe their programs and service-learning efforts as not only being ways to fulfill their land-grant mission of outreach, but also as a way to enhance the education of their students. A Director, Program Coordinator, and student leaders (who coordinate programs such as Alternative Fall/Spring Break Trips) run the office. In addition to office and student staff, SLVP has a Faculty Advisory Committee consisting of nine professors from various departments. These professors mentor other professors, discuss service-learning, and generate ideas for building service relationships with the community. The office maintains communication with the community; provides resources for faculty, students and community agencies; evaluates service-learning relationships; and prints monthly newsletters to keep the university community involved and aware of the service-learning process. To encourage the use of service-learning, SLVP offers grants to professors who use or plan to use service-learning in their courses. Also, SLVP selects students each semester to take a one credit course that trains them to be assistants to professors who utilize service-learning. The following semester those students are paired with a professor to help teach an experiential learning course.

Many of Colorado State's individual colleges and departments do have outreach offices but SLVP is the only university-wide service office.

Colorado State University Efforts - Comments

Colorado State is an excellent institute to examine because it is generally highly praised for its outreach and service-learning efforts. Its office, SLVP, encompasses a wide-range of service initiatives that have been developed and maintained with input from staff, professors, and students. The Volunteer Programs division of SLVP is similar in its mission to UT's TeamVOLS office, but SLVP has a wider variety of programs and opportunities offered to

students. While SLVP concentrates on student volunteerism, it also embraces service-learning efforts by engaging the university in the process. Having an office that specializes in service-learning initiatives shows that the university is invested in this teaching method and proves that even at a largely populated school, students and professors can work through one central office to establish relationships with the community.

The Faculty Advisory Committee is an excellent addition to SLVP because it ensures input and continued development of the service-learning process at the university throughout a variety of departments. It also shows that professors are aware and committed to utilizing service-learning in their classrooms. I think the most important element of the SLVP office is its communication skills with the university community through its detailed website, semester newsletters, Faculty Advisory Committee, and office resources. The SLVP appears to be a successful and excellent example of how a university similar to UT's student population size can promote service-learning through a central office and small staff.

University of Kentucky

The University of Kentucky (UK) is a land-grant institution that is home to 34,128 students. The university is located in Lexington, Kentucky which has a total population of approximately 250,000 citizens. UK created its Office of Experiential Education in 1973 to handle internships, shadowing days, and other experiential learning. In the late 1980's the office added service-learning as one of their main objectives in order to help develop relationships between professors, community agencies, and students for service-learning initiatives. A Director, Assistant Director, Program Coordinator, and Staff Associate run the office. The staff provides consultations, handbooks, and meetings about service-learning in addition to distributing grants to faculty for research or use of service-learning in their coursework. The office also coordinates a Service-Learning Initiatives Council, which is made up of ten faculty members from various departments whose job is to generate ideas and help other faculty develop service-learning courses.

Separate from the Experiential Education office, UK has an Office of Academic Outreach and Public Service that is similar in its mission to UT's Institute for Public Service. Additionally UK has a Student Volunteer Center, created in 2002, that runs similarly to UT's TeamVOLS office.

University of Kentucky Efforts - Comments

The University of Kentucky is similar to UT in that it has a general Academic Outreach/Public Service office and a student volunteer center, but is different in that it has a central office committed to experiential education. This office is similar to Colorado's SLVP, although UK's office does not seem to be as advanced. Like Colorado, UK has a faculty advisory committee, an updated website, and staff who are specifically responsible for service-learning initiatives. It is distinctly different from Colorado in that it has other university-wide offices that handle outreach efforts in addition to its Office of Experiential Education. The efforts of these administrative offices show that the university recognizes and is committed to service-learning.

Although UK is larger in student and location population from Colorado State, the success of their Office of Experiential Education proves that a central office can connect a large community and school with each other, despite size.

Louisiana State University

Louisiana State University (LSU) is a land-grant institution with a student population of over 30,000 students. It is located in Baton Rouge, Louisiana, which has a population of over 600,000 citizens. LSU created their Center for Academic Success (CAS) with the goal "to provide LSU students with the academic support they need to maximize their success in the courses they take. The CAS designs and implements a wide range of programs...Supplemental Instruction, Tutoring, 'Study Smarter Workshops,' Individual Assistance, Service-Learning, and hands-on Computer workshops." Thirteen individuals, who each have an area of concentration such as computer science or math and learning strategies, staff the CAS under the guidance of a main director. In reference to service-learning, CAS is staffed with a Service-Learning Director, a Service-Learning Assistant Director, and a Service-Learning Coordinator. They coordinate service-learning relationships between agencies, professors, and students, while communicating their efforts through a newsletter and up-to-date website. Faculty members are also very involved with the service-learning process by way of a Service-Learning Faculty Advisory Council that consists of seventeen professors from various departments. The Council helps generate ideas, advise other faculty members, and distributes grants to professors who have successfully engaged in service-learning.

I could not find any other type of outreach office for LSU university-wide, although some individual colleges have their own outreach programs.

Louisiana State University Efforts – Comments

LSU's Center for Academic Success (CAS) is very different from Colorado and UK's outreach offices in that it handles academic achievement issues in addition to outreach. Even though it does not focus primarily on experiential education, it does heavily concentrate its efforts on service-learning initiatives and has staff members who are solely dedicated to coordinating and building community relationships. Similar to Colorado and UK, LSU has a Faculty Advisory Council that involves professors and departments in the service-learning process. While Colorado and UK have staff that work with service-learning, LSU has staff positions that are specifically responsible for service-learning, as seen by their job titles. Another element that all three universities have in common is that they encourage faculty to engage in service-learning by distributing grants. All three schools are fortunate to have the funding to be able to do this.

University of Georgia

The University of Georgia (UGA) is a land-grant institution with over 30,000 students in attendance. UGA is located in Athens, Georgia which has a population of approximately 100,000 citizens. UGA does not have a university-wide office for Academic Outreach, but has instead almost forty offices, institutes, and centers that provide outreach services. Some examples of UGA's offices are the Cooperative Extension Service (agriculture based), the Engineering Outreach Service, the Institute for Nonprofit Organizations, the Legal Aid and Defender Clinic, and the Office of International Public Service and Outreach. Similar in mission to UT's Institute of Public Service, UGA has the Carl Vinson Institute of Government, which provides services to local governments and agencies. During the 2002-2003 school year, UGA charged a committee to find ways to increase the use and awareness of service-learning across the campus. The committee's findings were submitted in the spring of 2003 and several new initiatives were implemented university-wide such as a service-learning interest group and the development of a service-learning website. Moreover, UGA will hold its 2005 Annual Public

Service and Outreach Conference on the topic of service-learning in order to build a better program at the university.

UGA does have a student led program similar to UT's TeamVOLS office called Communiversity, but it does not work with service-learning initiatives.

University of Georgia Efforts – Comments

UGA is interesting in that it has numerous outreach centers but no office fully or even partially dedicated to experiential education. However, in the past year UGA has recognized the need to encourage service-learning and has taken major steps towards implementing a central system for those efforts. UGA has already started an interest group that discusses service-learning initiatives that could be taken at the university, and is in the midst of developing a website dedicated to service-learning relationships and efforts. Moreover, UGA is hosting a conference on the topic of service-learning, which shows that the university is dedicated to taking action on the issue. I was very impressed with UGA's long list of outreach centers and institutes and am not surprised to see that it is moving towards creating a service-learning office.

The University of North Carolina at Chapel Hill

The University of North Carolina at Chapel Hill (UNC) is not a land-grant institution, but is a public, research university with a student population of about 25,000. UNC is located in Chapel Hill, North Carolina which has a population of approximately 53,000 citizens. UNC's commitment to service-learning was developed and is maintained by a student created organization called APPLES. APPLES stands for Assisting People in Planning Learning Experiences in Service and was founded in 1990 by a group of undergraduate students. APPLES is led by student leaders who develop service-learning courses, maintain service initiatives, and coordinate internships and fellowships. These student leaders serve as executive committee members for various divisions of the organization such as service-learning courses, alternative fall/spring break trips, public relations, and internships. Five adult staff members serve as directors and coordinators for various divisions alongside the student leaders. The program is directed by an Advisory Board that consists not only of faculty members, but also of directors and representatives from community agencies.

The APPLES program has an up-to-date website that lists the service-learning courses available for students to take each semester. Approximately twenty service-learning courses are offered each semester and over forty faculty members from twenty different departments are involved in the process. The program has generated funding to provide grants and fellowships and assistance in the development of new service-learning courses. On their website they also list their community partners for each semester. In the Spring of 2004 the program had over eighty agencies listed as partners.

The University of North Carolina at Chapel Hill – Comments

UNC has a very unique experiential learning administrative program in that it was created and is mainly maintained by students. The program has managed to successfully balance the input of students, professors, and community agencies by having an Advisory Board and divisions led by student/adult staff. It is encouraging to see that agencies are willing to build relationships with universities as they have with UNC, especially by being involved at an advisory level.

I think the best part about the APPLES program is that it truly involves every party that holds an interest in the service-learning process. While many of the previously mentioned university offices have developed community and university relations, they do not involve all parties the way UNC does. Having agencies involved at the administrative level maintains good communication and ensures that the university is meeting genuine needs of the community. Student involvement develops better service-learning course curriculums, helps professors with the process, and keeps students active in the growth of the program. The student leaders also maintain excellent communication with other students by posting the service-learning courses that are available each semester. Employing a staff of five adults keeps students from being burdened by the administrative process. It also helps the program to have a consistent staff of people who are dedicated to the office so that continuously changing leadership does not impede the development of their efforts. Overall APPLES is an excellent model of a well-developed service-learning administrative program.

Other Universities' Efforts with Public Service – Conclusion

The universities previously examined, with the exception of the University of Georgia, each have a uniquely developed administrative office to handle their service-learning efforts. Although the involvement of interested parties differs at every institution, each remains consistent in that they have paid, administrative staff to handle service-learning. It is encouraging to see students and professors involved in the service-learning process and to know that the efficiency of an administrative office does not suffer due to university or community size. Looking at these universities helped me to see that we could do a better job at UT with service-learning.

Although I understood that UT could make better strides in this area, I was unsure as to what the university needed to do and where it needed to start. To begin answering these questions, I started my project by interviewing Dr. Lynn Champion, who is the Director for the Office of Academic Outreach for the College of Arts and Sciences. Based on references from Dr. Champion, I then interviewed professors who utilize service-learning in their courses. After I completed these interviews I met with department heads and professors from other colleges to gain their perspective on my project. The following section is a summary of those interviews and my comments on them.

Interviews – Fall 2003

In the fall of 2003 I interviewed one administrator and five faculty members who have been actively engaged in service-learning. For each interview I explained that my project was focused on examining the current use of service-learning at the university and to see if it would be feasible to offer at least one service-learning course in every department at the university. I asked the interviewees a standard set of questions after explaining the my project idea:

1. How do you use service-learning in your course/department?
2. Has the use of this teaching method been successful?
3. What have been the positives and negatives encountered in the implementation process for this course?
4. How was the Office of Academic Outreach in Arts and Sciences of assistance to you in the development of your course?
5. What are your thoughts on my project idea?

The five professors I interviewed were from different departments but all from the College of Arts and Sciences. Following is a list of the Fall 2003 interviewees:

- Dr. Lynn Champion
  - Director of Academic Outreach for the College of Arts and Sciences
- Dr. Bob Cunningham
  - Professor of Political Science
- Ms. Tracie Salinas
  - Interim "Outreach Coordinator" for Math Department and PhD Candidate
- Dr. Neil Greenberg
  - Professor of Ecology and Evolutionary Biology
- Dr. Leslie Hickok
  - Professor of Biology
- Ms. Phyllis Thompson
  - Lecturer of English

Dr. Lynn Champion

Dr. Lynn Champion is the Director of Academic Outreach for the College of Arts and Sciences. I met with her on October 7, 2003 regarding her program and my idea for departmental service projects.

When I finally met with Dr. Champion she did not seem to have time for small talk, so I began the meeting by telling her exactly what I was trying to do. I explained that I wanted to see departments in all colleges (not just Arts and Sciences) create and implement projects in coordination with Knoxville public schools or community agencies to build service-learning type relationships. I explained that it would be up to individual departments to decide what they could reasonably do. The projects would be run through individual departments, students would receive credit for their work, and a faculty member would be needed only in an advisory role for evaluative and organizational purposes. After I finished giving a quick synopsis of my idea, Dr. Champion responded by telling me departments and professors here at the university already do this sort of thing throughout the school year. She gave me examples of how the Math department sponsors a math contest for high school students, the theatre department puts on plays for public school students, and many professors give campus lectures that students in public schools are welcome to come to. I told Dr. Champion I was aware of these types of activities but that my focus was on implementing a uniform system of projects held under one name ("Project Connect," for example) that students at the university could have a chance to participate in for credit within their departmental major. She had finally understood my aim.

In response, Dr. Champion began by telling me that faculty are pressed for time and their schedules do not allow for this sort of "extra" work. She said I would be lucky if even one professor in a department would want to participate in a service-learning type project of this nature. I explained to her that it would only require the help of one professor in each department, and she responded by saying that departments would not want their professors' time being used for this. She also said departments do not like to be told what to do, and if they are, they are likely to respond poorly. I told her that while I understood this perspective, my hope was that this project would not be something forced on departments, but instead something they could start if they had the resources to do so.

The next concern she raised was that her office would not be able to help coordinate a program like this. She said her organization has too many other things to do, and that without additional staff (they currently have two permanent and two graduate assistant positions) she would be unable to help with this. I responded to this concern by saying that once a department establishes a course, they could use the same relationships annually and not have to worry about coordinating a new project with her help every year. I also suggested that students who felt passionately about this sort of program, like myself, could actually help departments establish these programs so that her office would not have to deal with a majority of the work. Dr. Champion did not like this idea because she said that she had the best connection with, for example, Knoxville public schools, and that their principals and teachers would not have the time or take students seriously if we contacted them without her.

She said another thing to think about was that Arts and Sciences is the only college with an Academic Outreach program, so all other colleges would not have the needed resources that Arts and Sciences has. I then asked her why other colleges do not have this type of office and she responded by saying she was not sure, but that Arts and Sciences has a lot of outreach programs and that is probably why they have one. It was at this point in the conversation I realized that I did not even know the responsibilities of her office. When I asked about this she gave me a handout (Appendix A). On the handout, eight things are listed as the responsibilities of the program:

1. Coordinating the College's Outreach Programs
2. Providing Outreach Expertise and Assistance
3. Providing Resources and Support
4. Promoting Faculty Development
5. Serving as the College's Liaison with K-12 Schools
6. Advocating for Faculty Involved in Outreach and Public Services
7. Promoting Publicity
8. Developing and Administering College-Wide Outreach Programs

After reading these goals, I felt that my project idea fit with what her office is trying to accomplish.

Since she seemed to be overwhelmed by work, I asked Dr. Champion what her major projects currently were. She responded by saying that she spends a lot of her time coordinating

events and meetings with public school officials. She also said that recently she had been dealing with a lot of problems occurring with students showing up at public schools to volunteer without the school's knowledge. She said professors who require volunteer work do not always go through her office so they do not know how to properly establish relationships between students and public schools. Then, after remembering this problem, Dr. Champion suggested that this would probably be an issue she would have to once again encounter with the implementation of my idea. I responded to this by saying that my project would be nothing but the opposite; it would have established partnerships with proper communication so that students would know who and where to report to and schools would expect their arrival.

After an hour-long discussion, Dr. Champion stayed with her initial feeling on my proposal, which was that she did not think this is a realistic project to pursue. She said that perhaps if we were located within a smaller community and were a smaller university this might be plausible, but it is unlikely that we can develop a relationship required for this type of program within our community of Knoxville.

Analysis of Interview with Dr. Lynn Champion

Thankfully, Dr. Champion is a very frank individual. Although it was disappointing to hear some of the things she had to say about my idea, she made some very valid and thought provoking points.

The Project Idea

Dr. Champion responded to my project idea by saying that professors and departments do not have time to engage in service-learning initiatives if they have not chosen to do so thus far. Moreover, departments do not like to be told what to do and neither do professors. While it was never my intent to force anyone to do anything, I can understand how my idea to have at least one service-learning course in every department could be construed as calling for a university mandate. However, this is not my goal. If the university simply encouraged professors and departments to become more actively engaged in service-learning, we could at least take the first steps toward utilizing and embracing more experiential education.

The Office of Academic Outreach

Dr. Champion stated that even if my idea were put in place, her office would not be able to handle the work involved with maintaining relationships for these courses. Her office is already busy with other outreach efforts and she is frequently away from the university attending meetings and functions in the community. When I asked Dr. Champion to explain her office's responsibilities, she listed a hodgepodge of programs and problems. Although service-learning is something she helps coordinate, her efforts are not primarily focused in that area. Dr. Champion seemed to be busy meeting with community leaders, filling out paperwork, being a middleman, and helping develop outreach projects at the university such as the Pre-Game Showcase series or the Lunch and Learn program. While I understand Dr. Champion's dislike for my idea, I feel that some of her feelings stems from a lack of time or energy to deal with this type of project. Helping coordinate service-learning initiatives can be very time consuming; however professors generally take on most of the responsibility in developing the service relationship. Allowing professors to help coordinate service-learning courses is not the optimal route since they are pressed for time, but at least having an office resource to give them

information would help expedite the process. Moreover, the best person to establish the service relationship is the professor since he/she is the most aware of his/her abilities and limitations to serve a community need. Dr. Champion's office would not have to coordinate the entire service experience; her office could instead assist with this project.

Communication

Dr. Champion stated she is constantly made busy by problems occurring due to miscommunications between students, professors, and community agencies. Agencies and schools call her throughout the semester confused as to why a student has shown up to volunteer when they had no notification of the student's arrival. Obviously this type of situation is a burden to Dr. Champion, but is a problem that can be fixed. The first solution is to make more professors and students aware of the Academic Outreach office. I am a very active and engaged Arts and Sciences student but I had never even heard of this office until someone mentioned it to me as a resource for my project. The second solution is to have professors turn in a list of students taking their service-learning course along with their assigned agency to the Academic Outreach office in case a miscommunication occurs. Also, the Academic Outreach office should do a better job of informing professors about the service-learning process by way of workshops or handouts. Finally, since service-learning is not the main priority of Dr. Champion's office, there is bound to be miscommunication between professors, students, and Dr. Champion if none of the parties have or take the time to communicate with each other.

Final Thoughts

Although Dr. Champion's pessimism about my idea was disheartening, it was definitely a good perspective to listen to. She is obviously overworked and unable to handle new tasks that may be given to her at this time. Regardless, her office states that it handles service-learning initiatives, and so it should actively engage in the process. Dr. Champion maintains a list of service-learning professors, offers paperwork for students regarding liability, and provides online resources about service-learning. While these things are helpful to the service-learning process, more resources are needed to encourage creation and development of courses using this form of learning.

When I asked Dr. Champion for an example of something else she does, she told me that if a professor, for instance, needed an auditorium space in the community, she would call public schools to see if their facilities could be rented. While this is important for professors and others, Dr. Champion cannot handle small tasks such as this one and large tasks such as service-learning with such limited time, energy and assistance.

Dr. Bob Cunningham

Dr. Bob Cunningham is a professor in the Political Science department who uses service-learning in one of his courses. I received his name from a list compiled by the Academic Outreach office for the College of Arts and Sciences as a member of faculty who engages in service-learning. I interviewed him on November 11, 2003 regarding my project idea and his current use of service-learning in his courses.

After explaining my idea to Dr. Cunningham, he thought about it for a few minutes before speaking to me. When he finally spoke, Dr. Cunningham asked me many questions and made many comments on the project idea. Our discussion changed directions frequently, so for clarity I have listed Dr. Cunningham's questions/comments below:

- How can our students best meet the needs of the schools in Knoxville?
- The students in these schools need love, attention, and a caring figure.
- How can we monitor this program? In his class he monitors students by having them:
    1. sign-in at the school.
    2. write reflections.
    3. personally record their volunteer hours and match that to the sign-in sheets at the school.
- It may be hard to get a professor to commit to this type of course because their workloads are tough and departments may not want their professors spending their time this way. He suggested using graduate assistants to supervise the course in those departments.
- It would be useful to ask schools to identify their weaknesses and have departments develop fun modules that will display and suggest ways to satisfy their areas of need.
- It might be helpful to teach things in schools that they need taught a year or two in advance of the time students have to be tested in those areas.
- If a group of 12-15 university students are assigned to a project, will they all go to the school at the same time to work on it? Will they be broken up into groups?

At the end of the interview I asked Dr. Cunningham what his overall feelings were about the project and he said that while he felt it was a really good idea and definitely something that should be pursued, he felt there was a low probability for it to actually become a reality.

Analysis of Interview with Dr. Bob Cunningham

Most of Dr. Cunningham's thoughts pertained to students and public school service because that is the relationship he works with in his service courses.

Working with Public Schools

Most of Dr. Cunningham's comments seemed to convey a feeling of worry about creating new relationships from various departments with public schools in the area. He emphasized the necessity in letting schools identify their own needs before developing a course relationship with them. He also suggested for professors to maintain a good system of monitoring students in order to make sure that they are actually fulfilling their course requirements. Finally, he wondered how my idea of having at least one service-learning course in each department would functionally work. Would all students visit with the same school? Would students break into groups and visit the school at different times? What would the professor's role be in this process?

While these are all very good questions, at the time of the interview and even now, I cannot answer his questions. The reason for this is because I think it should be up to professors and departments to decide how a course will be developed. If it is feasible for all students to visit with one school for their service (although this would be almost impossible to do) and the professor and school can coordinate this, then it could happen.

As for Dr. Cunningham's other comment about identifying needs, this is something I can address. It is very important in the service-learning relationship that students who are giving the service understand and fulfill an actual need from the school/agency they are working with. Dr. Cunningham's concern was that if forced to have a course, some professors or departments might identify what they believe to be a need for a particular agency or school and send students to help with a misguided need. I agree this could be problematic for professors and departments that are unknowledgeable about the service-learning process, but my hope would be that the university could eventually work towards establishing a strong office resource that could help professors with this process.

Administrative Structure

One of Dr. Cunningham's other concerns about my project was that professors might not have time to conduct a course of this nature. Dr. Champion also voiced her concern about this issue and I think it is a valid one to consider. If every department had to work towards incorporating at least one service-learning course into their curriculum, some might have trouble doing this. Small departments do not have the staff to do this, large departments might have difficulty coordinating this effort, and all departments might not have the funding or a professor to volunteer to do this. Dr. Cunningham suggested looking to graduate assistants to help with this effort but I do not think this would be feasible. Most graduate assistants are already overworked and do not have the time to devote to this type of effort in addition to taking classes and teaching. If a GA volunteered for this effort I am sure that many departments might be willing to let them help or even facilitate a course of this nature, however it is not wise to rely on this as a plan of action.

Final Thoughts

Dr. Cunningham provided good insight on the problems involved in working with public schools. His concern about identifying needs and creating administrative structure were warranted, but I think they are issues that can be overcome. At the end of the interview Dr. Cunningham did not feel that my idea would actually work but he did feel enthusiastic about the concept of working towards an effort like this. Although I feel about the same as I did after Dr. Champion's interview, Dr. Cunningham's interest and encouragement makes me feel better about pressing on with this issue.

Ms. Tracie Salinas

Tracie Salinas is a PhD candidate in the Mathematics department who currently serves as their Interim Outreach Coordinator. She has helped supervise math courses that use service-learning in their curriculum. I interviewed her on November 12, 2003 regarding my project idea and the mathematics department's current use of service-learning.

Before describing my project idea to Ms. Salinas, I asked her to tell me about the courses in math that already have service-learning components. She began by telling me that there are two math courses that use service-learning: Math 201 and Math 202. She said that freshmen and sophomores traditionally take this course, many of who are on an elementary school teaching track. Occasionally some Agriculture students will take this course as well, due to a loophole in that college that allows students to take these courses for a natural science requirement. Beyond that, typically a majority of the students are from Arts and Sciences and they plan to be teachers before taking the course. The goal of this course is to help students learn how to teach materials by engaging themselves at local schools helping with extracurricular activities or tutoring type work. In order to help me understand the course curriculum for these two classes, Ms. Salinas suggested I look at her website. On her webpage she describes the service-learning component for the class:

> "For Math 201 - 202, service-learning provides students an opportunity to spend time in public school classrooms, observing and assisting with the teaching of mathematics. Typical tasks include tutoring students in basic math, assisting teachers in leading mathematical activities, and directing small groups in mathematical learning. Service-learning also provides students helpful experience on which to call when applying into the College of Education, Health, and Human Sciences. Most importantly, service-learning may allow students to improve their mathematical understanding by observing and teaching elementary mathematics."

The service-learning portion of the course equates to 10% of the student's final grade. They are required to work at least one hour a week in the schools and if they are unable to meet this requirement, they can choose to participate in an alternate activity. Ms. Salinas said they offer this alternative to the service-learning component because some of the students who take the

course do not have a means of transportation. At the end of the semester students must write a paper about how their service-learning participation enhanced their overall learning experience.

Ms. Salinas said the Math department tried to experiment with service-learning in some of their other courses (101, 110, 119), but professors had disagreements on whether it was worth spending time using this method in these courses. Also, she said that there is a divide in the department between which type of math is more important (theoretical or practical) and that this debate often influences which professors consider service-learning to be worthwhile or not. Because their department has discussed and experimented with this issue before, Ms. Salinas was not sure how receptive the department would be to implementing another service-learning type course through my project idea. I responded to this by telling her that the course they have already developed is the type of thing I am trying to propose through my project, so they would not have to develop a new course.

Just to experiment with my idea, Ms. Salinas did have some suggestions for if, hypothetically, the math department were to have to implement a new service course. First, she said that a lot of math instructors would probably be interested in helping with the course, whereas professors and graduate assistants would probably not have the time nor be interested in helping out with a course of this nature. Second, Ms. Salinas said that maybe the course could have students participate in service-learning type projects that were not necessarily public school oriented. She suggested that places like Townview learning center (HUD project) could use the help of business majors, for instance, to help initiate resume workshops or job interview practice sessions.*

One other suggestion Ms. Salinas made to accompany any service-learning course is to establish an "etiquette orientation" for participating students. The math department conducts orientations for students in Math 201 and 202 in which they are educated on: proper interaction techniques with the children at the schools, procedures for entering and leaving the school each day, and the environment they are going to be working in. Ms. Salinas said they do this because many times students do not know what to expect when they arrive at a school to help, and often are lost when they get there.

I then asked Ms. Salinas about her department's relationship with the Arts and Sciences Academic Outreach Office and she said that it was minimal at best. Her position, Outreach

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* *This project is no longer being conducted.*

Coordinator for the Math Department, handles the department's outreach efforts and processes all paperwork and coordination of relationships. Despite this, Ms. Salinas stated that she wished Academic Outreach could have helped with the development of the math service-learning course because they (the math department) had to learn many things through trial and error. She said she felt that if Arts and Sciences is going to have an Outreach office like the one they have, it should be more than just an office for resources but one that can help with the development of courses and etiquette orientations.

At the conclusion of our interview I asked Ms. Salinas what she thought about my project and she said it was a very good idea. She was not sure how certain departments would receive the idea, but she felt comfortable to say that the math department would be very receptive to the project.

Analysis of Interview with Ms. Tracie Salinas

Although Ms. Salinas was a PhD candidate at the time of our interview, I would have guessed she was a tenured professor from her knowledge and professionalism when speaking with me. Ms. Salinas' experience with teaching classes and being the interim Outreach Coordinator presented an interesting perspective.

The Math Department and Service-Learning

When Ms. Salinas described the Math department's service-learning course, I was very impressed with the thought and effort that had taken place for the creation of this class. The fact that the Math department has a full-time Outreach mathematician was a surprise to me since I was not aware of the department's dedication to experiential learning. I think it is interesting that the service-learning course the department offers is a freshman/sophomore level class because I felt it might be harder to participate and fully engage in service-learning at that age. However, Ms. Salinas said that the course has been very successful and that students have really enjoyed their experiences with the schools they have visited. Another interesting fact Ms. Salinas shared with me is that professors in her department heavily discussed and debated on whether or not to offer a service-learning course and in which Math section to do it with. It is encouraging to see that the department involved professors in the process and took their opinions seriously. Although there was disagreement among the professors, the end result has been successful thus far.

The Math Department and the Academic Outreach Office

When Ms. Salinas said that the Math department did not work very much with the Academic Outreach Office I was surprised, especially since Dr. Champion referred me to Ms. Salinas from a list she had compiled. Nonetheless, it is easy to understand why there is hardly any relationship between the two; the lack of primary focus on service-learning by the Academic Outreach Office has and will keep it from being able to properly engage in the experiential education process with departments and professors. It is disappointing that the math department did not have the resources it needed to develop its course but I am glad that it decided to continue with its efforts regardless. Even though the Math department has an Outreach

Coordinator and has been mostly self-motivated, Ms. Salinas mentioned that there was still a need for a central office to provide resources and guidance in the service-learning process. This issue should be resolved by having the Office of Academic Outreach within Arts and Sciences, but they lack the proper staffing and funding to help with this.

Final Thoughts

After my first two interviews, Ms. Salinas was a refreshing and encouraging perspective to listen to. I am excited that departments are already involved with service-learning and that they have developed such advanced programs. In addition to the service-learning courses that the math department offers, the department also engages in several other outreach programs. The Academic Outreach Office acknowledges these efforts by placing a link to the math department's outreach website on their homepage, but it does not describe their efforts. One of the Academic Outreach's mission objectives is to "promote publicity." Although I am not exactly sure what this means, my interpretation is that they aim to publicize the outreach efforts of departments and professors in the college. If this is accurate, I do not feel they have successfully achieved this goal with service-learning initiatives.

Dr. Neil Greenberg

Dr. Neil Greenberg is a professor in the Ecology and Evolutionary Biology Department who uses service-learning in one of his courses. I received his name from a list compiled by the Academic Outreach office for the College of Arts and Sciences as a member of faculty who engages in service-learning. I interviewed him on November 12, 2003 regarding my project idea and his current use of service-learning.

Dr. Greenberg uses service-learning in his Ecology and Evolutionary Biology 493 course. On his webpage he describes his course:

> "OFF-CAMPUS STUDY will provide credit on your transcript to reflect educational experiences obtained in the course of your job or your volunteer work in the community. For experiences *prior* to registration, each hour of academic credit requires 120 on-site hours (8 hrs/week for 15 weeks). Specific experiences arranged *prior* to registration at sites such as The Knoxville Zoo or Ijam's Nature Center, or the National Foundation to Protect The American Eagle, requires 60 hours on site for each hour of credit. The maximum credit applicable to your major is 3 hours; an additional 12 hours may be approved but may not be applicable to the major."

Students must submit a proposal for their study before they go, request a letter from their supervisor that evaluates their work, keep a journal of their progress and write a paper after they are finished that summarizes their experience and research. This course allows students to provide service to an agency of their choice. Most students who take the class are on a biology track and take the course to do research on an idea they have. For instance, Dr. Greenberg said one of his students went to the Nature Center and talked with a supervisor who said their pond always got polluted around March, killed the fish in the pond, and created a terrible smell. The supervisor had no explanation for this sudden change around that time. The student experimented with the pond over the course of the semester and discovered that some sort of mold would grow around March that created all these problems. The student then created ways to combat this problem and the pond has been clean ever since.

After describing his class to me, Dr. Greenberg then told me about a project he has been working on, Research Experience for Undergraduates, in which students in all departments would have to do some sort of research component within their major in order to enhance their

learning experience. Dr. Greenberg gave me a lot of reading on this project of his but explained to me that the university has not been receptive to his idea. After reading much of the information he gave to me I thought the idea was interesting, but was not the direction I wanted to take my project.

I asked Dr. Greenberg how he felt about my idea and he thought it was an excellent project to pursue. He was not sure if the university would be receptive since they did not implement his project, but he and I both agreed that my plan is not as grand of a task as his would be.

Analysis of Interview with Dr. Neil Greenberg

Dr. Greenberg is a well-known member of the UT community and has utilized service-learning in courses for several years. He was more than willing to meet with me and was very enthusiastic when speaking to me about the project.

Ecology and Evolutionary Biology 493

Prior to speaking with Dr. Greenberg about his EEB 493 course I had, in my mind, narrowly defined places where students could perform service through my project idea. Public schools and community agencies are typical places with which to build service-learning relationships but it did not occur to me to think about the Knoxville Zoo, nature centers, or public parks as places for students to perform service. In Dr. Greenberg's course, students must identify a particular problem an agency is having and find ways to resolve it. While service-learning is based on identifying and fulfilling community needs, this course requires students to find and resolve a specific, as opposed to a general, need. At the end of the course students can often see results from their service, whereas in other service-learning courses the results are usually not as tangible.

The way Dr. Greenberg's course differs from an internship credit is that his course requires students to reflect on their experience through journals, a paper, and meetings with him. Additionally, through his course students must utilize skills they have learned in the classroom to find ways to fix the problem they have set out to solve, as opposed to having to learn new skills while participating in an internship.

Research Experience for Undergraduates

Most of my interview time with Dr. Greenberg was spent discussing his pet project, the "Research Experience for Undergraduates" (REU). After attending conferences, meetings, and discussions about other universities and their use of this program, Dr. Greenberg along with other UT faculty and staff, presented their findings to UT administrators. The goal of REU is to encourage students to engage in more research initiatives in order to enhance classroom learning. The proposal made by Dr. Greenberg and others would require all undergraduates to complete a research project utilizing the skills learned in their major. While I agree that this could be an

excellent experience for students to participate in, I do not think we are prepared to handle this sort of requirement for students to fulfill.

Final Thoughts

Dr. Greenberg's class is an excellent experiential learning experience because it requires students to use what they have learned in the classroom by applying it to real world problems. Although Dr. Greenberg's course does not include the traditional classroom component of a service-learning course, he does successfully bridge this gap through personal meetings with students and continuous monitoring of students' progress as recorded in their weekly reflections. I think what Dr. Greenberg has established with this course would serve as a good model for other professors and departments looking to create a service-learning course of this nature.

Dr. Leslie Hickok

Dr. Leslie Hickok is a professor in the Biology Department who uses service-learning in one of his courses. I received his name from a list compiled by the Academic Outreach office for the College of Arts and Sciences as a member of faculty who engages in service-learning. I interviewed him on November 13, 2003 regarding my project idea and his current use of service-learning in his course.

Dr. Hickok helps administer a biology course that is in part funded by the *No Child Left Behind Act*. Our university is partnered in funding with the University of Kentucky in an effort to encourage more students to become science teachers. UT's Biology Department has spent the grant money they have been given to start a course called the *Biology Teachers Explorer Program*. Any student that is at least a sophomore can take this class for one semester. Students in the course visit Clinton High School at least once a week to help a biology teacher and learn what it is like to teach biology. Dr. Hickok meets with the students every three weeks to debrief during a seminar. The course is one credit hour and the students get paid a stipend each semester. They are able to fund nine students to participate in the project and they have enjoyed it so much they plan to continue it every semester from here on out. Dr. Hickok is concerned that when funding for the program runs out, the department will no longer be able to run the course. He was excited to hear about my project idea because he felt that it could help keep this course running through the encouragement of UT administrators. He also mentioned that he would like to see the class worth three credit hours as opposed to one, and feels that I should make sure the classes I suggest to be implemented be worth at least that much.

For my idea, Dr. Hickok suggested I speak with Otto Schwarz, the head of Biology; Elaine Seat, a professor in Engineering; and Dr. Kovac in Chemistry. He said he spoke with all of these people when putting his course together and felt they were all helpful with their backgrounds in working with courses that have service-learning components in them. Dr. Hickok said he feels my biggest challenge will be convincing department heads that service-learning is important and getting professors to help supervise these classes. He said that while he does not meet with the students that often, it does take a lot of his time to set the students up with a school and make sure they are doing the work they have been assigned to do. He said his department head was receptive to the idea when it was first proposed and thinks he would be delighted to hear about my project idea.

At the conclusion of my interview I asked Dr. Hickok what he thought about my idea and he said that he felt it is very good. He has had a very positive experience with his course and would love to see it continue and be worth more credit hours in the future.

Analysis of Interview with Dr. Leslie Hickok

Dr. Hickok was friendly and excited to speak with me about his department's use of service-learning. I found Dr. Hickok for our meeting while he was busy working in his biology lab classroom.

***Biology** Teachers Explorer Program*

The *Biology Teachers Explorer Program* is funded through the *No Child Left Behind* Act. The funding helps provide stipends for participating students and equipment they might need while providing service at the school. Dr. Hickok says this program has been very successful thus far and has helped students better shape their future for the field of education. Dr. Hickok's concern is that when funding runs out for his program, his department may no longer be able to continue the course. Even though providing stipends to students for this effort is an added bonus for their experience, it is not a necessity. In fact, true service-learning courses occur with students volunteering their time and energy without receiving any monetary incentive. I feel that if the funding for this Biology course runs out, the course should still be continued without providing stipends for students. If offered for more credit hours, students would probably still take the class and gain as much, if not more, experience as students who had previously taken the course.

***Administrative** Support*

Dr. Hickok pointed out that a potential problem with my project idea is that it might be difficult to gain the support of department heads and find professors willing to administer the service-learning courses. He said it has been difficult for him to find enough time to establish relationships between his students and the school and can understand why professors may not want to take on this task. I agree that this is a challenge to my project. Some departments do not want change, do not agree with service-learning, or do not have the time or resources to devote to this effort. Moreover, the university does not have the proper resource outlet for departments or professors to use even if they wanted to establish a service-learning course. More than anything else, the university, at an administrative level, must accept and encourage service-learning before anything can happen.

Final Thoughts

Dr. Hickok's biology program has been successful and worthwhile to the biology department. Although this course began through government funding, Dr. Hickok and his department head now recognize the value of having a course such as this one. Although it might be difficult to encourage other departments to consider using service-learning, the biology department, the math department and other departments I have looked at thus far serve as excellent examples of successful programs that have enhanced learning and changed students lives.

Ms. Phyllis Thompson

Ms. Thompson only had ten minutes to meet with me because of a previous engagement but I received a good deal of information in this short timeframe. Ms. Thompson is an instructor in the English department who uses service-learning in one of her courses. I received her name from a list compiled by the Academic Outreach office for the College of Arts and Sciences as a member of faculty who engages in service-learning. I interviewed her on November 13, 2003 regarding my project idea and her current use of service-learning.

Ms. Thompson teaches English 101, of which there is many different sections taught each semester. In her particular section of the course, the English department decided to try an experiment by making it a service-learning based class. The students were not aware of the service-learning concentration when they signed-up because the department did not advertise this in the timetable. Since the students did not know this, they had the option of not doing the service-learning portion if it conflicted with their schedules or was a problem for them due to transportation restrictions. For those that chose to participate, the students volunteered at inner-city schools, tutored students or helped a teacher with a course at the elementary school level. The topic for the course was "communities," so the students studied the public school students, their environment, and connected their daily readings for their English class to their out of class experiences. The students only had to do ten hours of service-learning for the semester, but some did more than that. The students discussed their experiences during class sessions, although there was difficulty bridging the conversation between the students who volunteered and those that did not. She wishes that the students had known what they were signing up for so they could have all committed to the experience.

This course is a trial process; the English department will decide next semester if they want to continue this. Ms. Thompson felt it was a very enjoyable experience for most of the students and that having it offered at the freshman level was a real eye-opening experience to have during the first year of college. She stated that the students who participated in the service-learning component really benefited from the experience, which was reflected through their writings for the class. The discussions during classes were richer and it made the class enjoyable for her. She hopes the department will continue this effort.

At the conclusion of the interview I asked Ms. Thompson how she felt about my idea an she said it sounded promising. She really enjoyed her class and felt it should be something offered in every department. I felt very encouraged by my discussion with her.

Analysis of Interview with Ms. Phyllis Thompson

Ms. Thompson was excited to meet with me despite her tight schedule. Even though Ms. Thompson has not been at the university for long, she has already become heavily involved in the academic community and was very willing to share her thoughts with me.

English 101

Ms. Thompson's section of English 101 was a very unique experiment for the English department to undertake. She said the department was interested in the idea of utilizing service-learning in their courses and wanted to see if this method could work at such an early stage of a student's collegiate career. I think it was unfortunate that students were not aware of the service-learning portion of the course when they signed-up for this using the university timetable. Because of this lack of information, some students were allowed to opt out of the service section of the class if they had transportation or scheduling problems. When Ms. Thompson shared this information about her class with me, I was surprised to learn that this "experiment" was conducted with freshmen. When I expressed this feeling Ms. Thompson told me that it was a great experience to conduct the course with freshmen and felt it would have been even better if students had been informed about the course components prior to registering for the class.

If students had been told about the course prior to taking it, I wonder how they would have been informed about it. Would the timetable have offered a description of the class? How much about service-learning would the timetable have explained? Would the professor have contacted students enrolled in the course prior to the first day of classes to tell them about service-learning? How is this information best conveyed to incoming freshmen? My main concern with offering a course such as this one to freshmen is that they may not understand what they are registering for when deciding to take a service-learning class. If a student does not realize the time and energy involved in service-learning, they might feel forced to participate and provide service without genuine effort. Finding a way to explain a service-learning course via the university timetable is something that must be carefully considered for any service-learning that might be implemented through my project idea.

Another issue Ms. Thompson pointed out is that freshmen and sophomores generally have transportation problems. If every department does develop a service-learning course, do

students have to have transportation to take the class? Should these classes be created for upper-level students not only for transportation sakes, but also for gaining optimal learning experiences? Is public transportation a viable alternative for students with transportation problems? These are additional things to carefully consider when developing service-learning courses.

Final Thoughts

The experiences Ms. Thompson shared with me about her service-learning course raised a lot of important questions for me in the pursuit of this project. Although there is no specific formula for how a service-learning course should be publicized, developed, or implemented, there are issues that need to be carefully considered when doing these things.

Ms. Thompson felt that conducting her course with freshmen was, overall, a beneficial experience for the students and for her. This assessment, coupled with Ms. Salinas' positive reaction to the same scenario, shows that freshmen do have something to give and gain from a service-learning course and that they should not necessarily be excluded from this experience. However, transportation and comprehension of the concept of service-learning are issues to consider when administering the course to lower-division students.

Interviews – Spring 2004

In the spring of 2004, I interviewed six faculty members from various colleges at the university about service-learning. I randomly selected these individuals to interview by looking through different departmental and college websites to find contact information for professors/administrators within those areas. Before conducting these interviews I was uninformed as to whether these professors had ever engaged in service-learning efforts. Using what I had learned through the fall 2003 interviews, I asked specific questions to learn about their department/college's use of service-learning and to see how they felt about this teaching technique. After explaining the concept of service-learning and my project idea I asked the interviewees these questions:

1. Do you or other professors in your department utilize service-learning?
2. How does service-learning help your department achieve its academic goals?
3. What personnel does your department employ to develop service-learning relationships?
4. What have been the positives and negatives encountered in the implementation of service-learning in your department?
5. Are you aware of or have you utilized the Office of Academic Outreach?
6. What are your thoughts on my project idea and the concept of service-learning?

Following is a list of the Spring 2004 interviewees:

- Dr. Alan Mathew
  - Department Head and Professor of Animal Science
- Mr. Frank Spicuzza
  - Director and Associate Professor of Social Work
- Dr. Jon Coddington
  - Department Head and Associate Professor of the Graduate School Program in Architecture
- Dr. Dan Murphy
  - Department Head and Professor of Accounting
- Dr. Vey Nordquist
  - Department Head and Professor of Child and Family Studies
- Dr. Johnie Mozingo
  - Undergraduate Chair and Professor of Nursing

Dr. Alan Mathew

Dr. Alan Mathew is a professor and department head for the Department of Animal Science on the Agriculture campus. It was not difficult to set up a meeting with Dr. Mathew and he was very willing to speak to me about my project. I interviewed him on April 14, 2004 to see if his department and college utilize service-learning.

I began the interview by defining service-learning for Dr. Mathew and provided him with an overview of what my project is trying to accomplish. I then asked him if his department engaged in anything similar to what most service-learning courses embody. Dr. Mathew described a course in Animal Science, 493, which gives students off-campus credit for participating in internship experiences with agencies such as the Knoxville Zoo. He explained that students who are seniors partner with a professor in the department and discuss what type of internship they will pursue during a fall, spring or summer term and then register for the course for as many credit hours as agreed upon. There is no classroom component for the course; the student and professor create a way to discuss the student's experience on their own time. There are approximately 330 students in the department (the biggest department in the college) and usually five to ten percent of that total participates in this 493 course by the time they graduate. Dr. Mathew acknowledged that this course probably did not fit the mold of a service-learning course since it did not have a classroom component, but said their college offered something else that probably aligned more closely.

Dr. Mathew said that in the College of Agriculture there are McClanahan Scholars in which students, chosen on a competitive basis, are required to participate in an internship or community service commitment as a part of their scholarship. The service is accompanied by an orientation and classroom component. Students are chosen from a variety of departments in the college and an administrative dean works closely with the professor who conducts the class component. Dr. Mathew did not know much more about the program because he has not worked with it directly before.

I then asked Dr. Mathew how his department and college establish community service relationships and he told me about the Agriculture Extension Service. In courses that have a research component or are independent studies, the Extension Service serves as a resource for collecting a list of agencies that students and professors can create relationships with. This office

does not help fill out paperwork or set students up with agencies; that work is left to administrative secretaries, professors and students.

When I described the function of the Academic Outreach office in Arts and Sciences, Dr. Mathew responded by saying he did not know an office like that existed at the university. He added that it was not surprising for him not to have heard of this office since there is a communication divide between the College of Agriculture and the rest of UT's campus. I then asked Dr. Mathew if it would be helpful for his department and college if a central experiential learning office existed, such as Academic Outreach, to help with administrative duties and placement of students for service projects. He said that although their college has a working system in place, a central office could be a great resource for students to find out about other opportunities the college may not be aware and to help with the administrative process.

Dr. Mathew said that while his department and the college have independent study courses and administrative coordinators it would be interesting to see if a central office could be created and helpful to their college's mission for public service. While he was not opposed to my idea for implementing a service-learning course in each department at the university, he was not sure if it would work out. Moreover, he did not feel it would be feasible at this time for his department to add another course for students to take due to budget constraints and busy schedules of professors and students.

Analysis of Interview with Dr. Alan Mathew

Dr. Mathew was very nice and willing to meet with me even though he did not exactly understand what we would be meeting about. I went to visit him in his office on the Agriculture campus.

Animal Science 493 and the McClanahan Scholars

When I asked Dr. Mathew if his department utilized service-learning, he asked me to explain the exact meaning of the term. This request only slightly surprised me because I had already experienced this with other professors and students who were curious about my project. After explaining the concept, Dr. Mathew informed me that the closest course his department had to service-learning was an off-campus study credit for students participating in internships. There is no classroom component and students fulfill different requirements to receive credit depending on what professor they work with. Essentially what Dr. Mathew's department offers is credit for internships. Dr. Mathew himself acknowledged that this probably did not fit the mold of the service-learning courses I was describing, so he told me about another program that the college administered for selected students. Although this program, the McClanahan Scholars, encourages and coordinates service-learning experiences for their students, only selected students are allowed to participate in this effort.

In the Animal Science department there are no service-learning courses. The internship course gives almost ten percent of their students credit for experiential learning but does not involve them in the process of reflection via papers or classroom meetings. Prior to this meeting I had spoken to several professors who had used service-learning in their courses and were advocates for encouraging the use of this teaching technique university-wide. This interview was my first encounter with the reality of the obstacles in implementing service-learning.

Need for Service-Learning?

After my interview I wondered if there really is a need for the Animal Science department to implement a service-learning course. The internship credit program has been successful for the department in the past, classroom experiences are enhanced through field trips and lab experiences and many Agriculture departmental classes are visually and hands-on based.

At the end of our interview Dr. Mathew told me that while he felt service-learning was important and something he would like to consider, his budget and professors' schedules would not allow for such a course to be added to their curriculum. So why should we even consider adding service-learning to departments such as this one?

Although the department of Animal Science does not have a service-learning course, it does have experiential learning. The internships students complete in this department for credit are often unpaid, service experiences with local agencies or non-profit entities. The main component missing in these internship experiences is the reflection process, although there are other factors that would need to be considered when recreating such a course. While having a classroom component to correspond with these experiences would be ideal, this would be very difficult to do. Often students are away for a semester at a time completing internships or there are not enough students conducting an internship during a given semester to put a class together.

Although there are difficulties in conducting this course with a classroom element, I think a reflection component is a viable option. Although some professors and students shrug off a reflection process as being unnecessary or too much "fluff," there is actually a lot to gain from using this method. Before I took a service-learning course, I was skeptical of the reflection process; I thought it was going to be a waste of time and of no benefit to me. Although I did not completely understand its significance at the time, the reflection process helped me to actually think about what I was experiencing. Without the reflection process the service portion of the course would have been something I did because it was on my "to do" list, as opposed to being something that I had the chance to learn from. Although this was a beneficial experience for me, another student who does not take this process seriously will not gain much from doing this. Students who are not motivated to reflect will write their journals at the last minute and without much thought, which only hurts the students who have chosen to do this. In order to add a reflection component to an internship course such as the one in Animal Science, students and the professor must value its ability to enhance the experiential experience.

Mr. Frank Spicuzza

Mr. Frank Spicuzza is an associate professor and Director for the B.S.S.W. program in the College of Social Work. I was sent to visit with Mr. Spicuzza by Dr. David Dupper, the Associate Dean of the College of Social Work. Mr. Spicuzza was friendly and excited to meet with me about service-learning and dropped what he was doing to take time for me. I interviewed Mr. Spicuzza on April 19, 2004.

Mr. Spicuzza began by telling me that students in Social Work engage in some form of service-learning by the time they graduate because they are required to participate in community service and field practice. In order to initially progress into the program, students are required, before their junior year, to engage in fifty hours of service in a public/private social service agency. This service is not a part of a university course; students must take the initiative to complete this requirement independently in order to enroll in the Social Work program. Once students are admitted to the program they must complete courses that require field practice. The field practice courses are enhanced by a classroom component that allows students to discuss their experiences in relation to theories they are taught. Two staff members in the college, whose specific job is to work with field experiences, coordinate the relationships between students and agencies. These staff members identify community needs, establish contact with community agencies, and complete necessary paperwork for the field experiences. Having a university central office might help the college identify needs, but is unnecessary to help with the administrative efforts involved with coordinating field practices.

Mr. Spicuzza said that most students' schedules are very full once in the Social Work program, so adding another required or optional course for students to participate in would be impossible for them to take. I explained to Mr. Spicuzza that my intent was not to add or require courses for all university students, but to give them the opportunity to engage in service-learning courses if they wanted to. Mr. Spicuzza agreed that this was a good idea.

After establishing that most of Social Work's classes engage in service-learning, Mr. Spicuzza began discussing his thoughts on what the university could do to introduce more service-learning courses. He suggested for the university to offer a general course in service-learning that any student could take, and I told him that the University Honors program offers such a course. We both agreed that a general course could be introduced in a different

department so that non-honors students can be more aware and feel more comfortable about signing up for the course. We also discussed the different possibilities for the classroom component of a general service-learning course and agreed that there could be a variety of topics or angles from which the professor could choose to teach from. At the conclusion of our interview Mr. Spicuzza suggested that I look into our university's commitment to becoming a University of Promise, and see where a service-learning initiative at the school could play a part.

Analysis of Interview with Mr. Frank Spicuzza

I originally scheduled an appointment with Dr. David Dupper in the College of Social Work to discuss my project, but when I met with him he suggested that I speak with Mr. Frank Spicuzza instead. He took me to Mr. Spicuzza's office to set up an appointment with him, but Mr. Spicuzza said he could stop what he was doing to take time to meet with me right then and there.

The College of Social Work

Although I suspected that Social Work students engage in field work and service initiatives, I had no concept of the extent to which the college utilizes service-learning in their program. Students must complete fifty hours of community service on their own before they can be accepted into the program and then after entering the program, they must take several service-learning courses that entail field work and classroom sessions. Since everyone is required to participate in these experiences, the college has employed two administrative positions to handle the development of the service relationships. While the system this department has developed was built out of a necessity to fulfill their requirements, they have done an excellent job of maintaining and continuing to develop their program without central university resources.

Office Resources

For the Social Work program, service-learning is a natural component. It would be difficult for students in this department to learn their material solely in the classroom environment and so they must engage in service to experience what they have been learning. For other departments, service-learning is not a natural component. It is something they must work towards adding, which might discourage departments from attempting this initiative because they lack the proper resources. Mr. Spicuzza suggested that having a central office for service-learning initiatives may not be necessary for Social Work, but could be useful to the development of their program. Likewise, he pointed out that other departments could use the help of a central office to create and implement their own programs for students to participate in.

Funding and Time

The issue of finding the funding and time to implement service-learning initiatives at the departmental level had been consistently mentioned to me in interviews before, but I had never discussed it in depth. Mr. Spicuzza and I spent a majority of our interview discussing what the university could do to introduce and encourage more service-learning for those departments that do not and cannot engage in this kind of effort due to a lack of funding and time.

While there is a University Honors course offered on the topic of service-learning, Mr. Spicuzza and I both agreed that it might be beneficial for the university to offer a general course such as this one that any student feels comfortable to register for. Another suggestion I brought up through our discussion was to see if First Year Studies courses could have a few sections devoted to service-learning. The classroom component of these courses could discuss a history of Knoxville, an introduction to its past and current social problems, and encourage students to examine their role in the development of this city. As a first year student this could be a very exciting and meaningful experience, which would give students a greater appreciation and sense of belonging to a city they will call "home" for four years or more.

Final Thoughts

The College of Social Work successfully utilizes service-learning in its program and has an efficient system developed to handle service relationships. Unfortunately, every college does not have the means to develop service-learning courses or hire outreach administration to handle these types of efforts. Although I had been coming to this realization for some time, I do not feel discouraged about my efforts. Even if departments cannot introduce service-learning courses, Mr. Spicuzza encouraged me to think about other ways the university could offer such experiences to students who do not have this option in their college/department. As I have said before, the university must first recognize the importance of service-learning before anything can happen.

Dr. Jon Coddington

Dr. Coddington is an associate professor and Head of the Graduate Program in Architecture.* Although Dr. Coddington is part of the graduate program at UT, he has taught undergraduate classes and is very familiar with the structure of the undergraduate program. I felt that he was a good representative of the Architecture school for my project because of his experience with undergraduate students and the university. I interviewed Dr. Coddington on April 20, 2004.

I did not have to explain the concept of service-learning to Dr. Coddington because he was already familiar with it. He was very excited to hear about my project and more than willing to discuss the idea. He began by telling me that a lot of Architecture classes utilize service-learning components by allowing students to apply and learn from techniques taught in the classroom. He gave me some examples from a class, urban design, which he taught using service-learning at the undergraduate level. In this course students visited the Knoxville riverfront and created designs for what could be built along that area. This same thing was done for the Chattanooga riverfront, in which student designs were actually used for some of the development of that area. Another example is with students who helped design housing developments in Chattanooga; they teamed up with high school students to help create neighborhood designs that were friendly to the people who would be living in that area. Students have also spent time thinking of and designing ideas for Nashville's city master plan. While many student designs were projects for class and nothing more, other student designs were actually used and implement in different cities. In the case of the Knoxville riverfront, Mayor Haslam took time to visit with the students who developed designs for that area and they are actually being considered in the redevelopment plans.

The course that students take in correspondence with their service-learning component is concentrated on discussing theories taught by the professor. Since students work fifty to seventy hours a week on their projects and designs, there is not a lot of time left for students to reflect on their service in respect to how it affected them. Dr. Coddington said he felt that adding more time for personal reflection could enhance those courses, but time constraints do not allow for

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* *Dr. Coddington is no longer a professor at UT.*

this. However, students and professors do spend time discussing issues such as the environment and community development in relation to the projects they work on for different cities.

Dr. Coddington also mentioned that in addition to these design courses, almost every undergraduate capstone course is embedded in some sort of community project. Thus every student in Architecture engages in some sort of service-learning since they visit a community, design developments or projects, and come back to the classroom to discuss how they applied what they had previously learned. Students look at social, cultural, and ethical dimensions of project designs and use what they have learned in other courses in future projects.

Dr. Coddington emphasized the importance of service-learning to the Architecture program and expressed to me that he felt that implementing more service-learning courses university-wide could be beneficial, although he was not sure how other departments would receive the idea. He also agreed with my idea of creating a central service office for students and professors to use as a resource, and felt that it could be useful to Architecture even though they have an efficient system in place.

Analysis of Interview with Dr. Jon Coddington

I met Dr. Coddington in his office located in the Art and Architecture building. He was very passionate, excited, and frank when speaking with me about service-learning.

Architecture

Just from having a few friends in the Architecture department, I am well aware of the demands of this program. Before attending my interview with Dr. Coddington, I knew that adding a service-learning course, even if optional, to this curriculum would be next to impossible. Despite this, I still pursued this interview so that I could find out what, if any, service-learning efforts this department may already use.

Although I was initially surprised that Architecture students are given the opportunity to engage in service-learning, I later realized that it makes sense for them to learn using this technique. While Architecture students are mainly confined to the Art and Architecture building during all hours of the day and night while in college, their future in the profession will require them to visit sites, explore new areas, and cater to the needs of others. Dr. Coddington's illustration of his students' visit and design of public housing units in Chattanooga is a good example of this.

Is it Service-Learning?

After conducting this interview and a few others, I noticed that professors often generalize any out-of-classroom experience as "service-learning." While most of the experiences professors have described to me utilize service-learning, others can be best described as experiential learning. There is a difference between experiential learning and service-learning, which I discussed earlier in the section comparing internships and service-learning relationships. The main differences between the two are that service-learning requires students to perform service, reflect on their experiences, and attend a corresponding classroom component - the other does not. In experiential learning, students may learn in and out of the classroom environment, but they are not necessarily performing service. If the university wants to help implement service-learning courses in the future, they must be weary of this distinction.

Final Thoughts

Dr. Coddington agreed that having a central office to serve as an experiential learning resource could not only benefit departments using this teaching technique, but also help students who are interested in participating in a course of this nature. Throughout the interviews I have conducted thus far I have slowly become more and more aware of the challenges to implementing a service-learning course in every university department. However, there are a surprising amount of departments that use service-learning or in Architecture's case, experiential learning; the university just does not have a mechanism in place for publicizing and providing for these outreach efforts.

Dr. Dan Murphy

Dr. Dan Murphy is a professor and Department Head for the department of Accounting in the College of Business. I conducted a short interview with him on April 21, 2004.

Dr. Murphy is a school board member for the Fourth District who came to one of my Political Science classes a year ago to talk about his election to the Knox County School Board. I was aware of his experience with Knox County Schools and felt that his expertise in that area coupled with his position as Department Head in Accounting would be a fresh perspective for my project.

After explaining my idea and the concept of service-learning to Dr. Murphy, I asked him if Accounting utilized service-learning in any of their courses. Dr. Murphy explained that the closest thing his department had to service-learning was internships. In the Accounting department seniors have many choices for internships they can take in Knoxville or in other cities. Generally students take a semester or a summer to participate in an internship in a city and with an agency that they would like to eventually work for. A professor in the department helps establish relationships with agencies for students and fills out necessary paperwork. Approximately sixty students each year participate in an internship. There are no classroom components since most of the internships are conducted off-campus and are full-time.

Students also have the option of taking part-time internships during the school year, usually for three credit hours. Students can sign up for the credit hours as an independent study, which generally entails some individual academic work with a professor. There is no coordinated classroom effort for students wishing to participate in internships this way; students must work with a professor on an individual basis if they choose this option.

I then asked Dr. Murphy how he felt about adding a classroom component for internship participants or adding a service-learning course in general that would allow students to work in a school or agency. He responded by saying that while he was not opposed to the idea, there is no room in the Accounting major (or any business major) for students to take any more elective type classes. For the College of Business most majors have room for only two elective courses and he felt that the College would not be open to adding another optional course since students would not have room to take the course with their busy schedules. Moreover, Dr. Murphy pointed out that the university is reducing the total number of hours students must take to graduate, which

will most probably decrease the number of electives students could and would have to take in Business.

Dr. Murphy emphasized to me that he felt it was important for the university to do a better job with outreach and community relations and did not want me to think he was dismissing my idea based on its aim. He told me that at many community events or meetings only two or three UT staff/administrators are in attendance. He said that most of UT's personnel are not in tune with what is going on in the community nor do they try to actively engage themselves. He said that it is important for students to get involved with the community but that UT administrators and professors should be engaged as well.

Analysis of Interview with Dr. Dan Murphy

Dr. Murphy has a very busy schedule but was able to find some time to meet with me about service-learning. He is a very active member of not only the university community, but also the community of Knoxville.

Accounting and the College of Business

Dr. Murphy essentially informed me that while the College of Business and his department use experiential forms of teaching, they do not, for the most part, utilize service-learning. Although I had no expectations about the college and its use of service-learning, I was surprised to learn that it did not use this method much at all. In Business, internships are a major component of the experience and many students spend their time participating in this type of experiential learning.

When I asked Dr. Murphy about adding a classroom component to the Business internship experience, he said this would not work. The College and his department do not have the time or resources to fit service-learning courses in their curriculum. While I had heard others tell me that this would not work in their department, Dr. Murphy's adamant stance on the issue drove the point home for me. Others had been serious when speaking with me about not being able to provide for a service-learning course, but they had always left the door slightly open to at least entertaining the idea at a later point. I realized after this interview that there was little to no chance that every department would want or be able to offer at least one service-learning class.

UT and the Community of Knoxville

Most of our interview time was spent discussing the divide between the university and its home of Knoxville. Dr. Murphy emphasized the need for the university (through professors and administrators) to become more involved in community affairs in order to develop better relationships with community members. How do we do this?

The university has an Institute for Public Service and college outreach programs, but we do not have a university-wide office to coordinate outreach efforts. We want our students to become involved with the community and provide for their needs, but we have not made the effort to understand and communicate with community members. The university is a major

resource for the city of Knoxville, but the city can also be a major resource for us. While Dr. Murphy left me discouraged about the prospect of adding more service-learning courses through every university department, I felt more encouraged to seek out ways to develop and maintain better relations between the university and the community.

Dr. Vey Nordquist

Dr. Nordquist is a professor and Department Head for the Child and Family Studies department in the College of Education, Health and Human Sciences. I had a short meeting with him on April 20, 2004.

For the College's teacher licensure programs, all students must work at a local school and complete a semester long internship. Students work in a variety of elementary schools and child development laboratories in Knoxville and attend classes at UT during the week. Students must maintain a journal and complete entries for each week they visit the school they are assigned to. For the UT class component, students reflect on their journal entries, lead class discussions, conduct research projects, and discuss theories in relation to how they work or do not work in their teaching experience. A professor in the department, Dr. Jim Malia, supervises the internships and helps coordinate the relationship between students and schools. There is a cap on the number of students who can enter the teacher licensure programs, so entrance to the program is very competitive.

Traditionally only students admitted to the teacher licensure programs have participated in community internships, but this will change in the fall of 2004. Beginning this fall all students in Child and Family Studies (who are not already completing an internship) will work with a local agency and take a class to enhance their community service experience. The course will be taken at least once before graduation, in order to help students better understand what they are taught in the major. This experience will be different from the teacher licensure student internships in that these students will be placed in community agencies as opposed to local schools. Mr. Jim Malia, who is the coordinator for the teacher licensure student internships, will coordinate these experiences as well.

I asked Dr. Nordquist if a central office at the university would be helpful to their efforts, and he said that it might be useful for identifying community needs. Since it will be required for students to work with a local agency starting this fall, Dr. Nordquist said that he it might be beneficial to have some outside assistance with establishing new community relationships as the program builds. However, he said that their department has an efficient system that has handled the administrative efforts of internships well so far.

Analysis of Interview with Dr. Vey Nordquist

Although fairly new to the position of Department Head, Dr. Nordquist was friendly and willing to speak with me about service-learning.

Child and Family Studies

Before our interview I was aware of the fact that the College of Education heavily uses service-learning to teach courses, but I was not aware of the extent of its use. In Child and Family studies, service-learning is a common and frequently utilized teaching technique in classes. The department has a professor who coordinates all of the service relationships, which saves professors time and energy. It appears that the Child and Family Studies department, along with other Education departments, effectively utilize the concept of service-learning.

A Central Office

After this interview it occurred to me that if the university had a central office for experiential learning, professors and administrators such as Dr. Jim Malia who work with service-learning relationships would serve as great resources for the establishment of this effort. Although the College of Education has an efficient internal system developed for service-learning efforts, Dr. Nordquist pointed out that a central office could prove beneficial for their future service initiatives. Also, Dr. Nordquist mentioned the need to build more community agency relationships for their program, which could be accomplished by building better community relations as Dr. Dan Murphy suggested.

Dr. Johnie Mozingo

Dr. Johnie Mozingo is a professor and Chair for the Undergraduate Program in Nursing. I interviewed her on April 22, 2004 to see if and how the College of Nursing utilizes service-learning in their courses.

After explaining my project idea to Dr. Mozingo, she immediately responded by saying that Nursing could not teach without service-learning. Before students graduate from the College of Nursing, they must learn what it is like to give care by serving in a hospital, school or other health related public agency. Students are admitted to the program after the sophomore year and each semester after admittance they have many service-learning classes to take. Every semester there are two service-learning courses offered which are coupled with a classroom component. In the classes there are readings, lectures, and discussions. For every one-hour of credit, three hours of service are required of students each week. The number of credit hours for each course varies depending on the professor and subject for the class.

For the service aspect, students visit hospitals, go on home visits, work in clinics, or help in public agencies in the community. Professors teaching the courses establish relationships with the agencies students work with and handle the paperwork process. There are no specific personnel in the college who deal specifically with paperwork for the service-learning experiences or the establishment of those relationships. Students do not usually have input as to what type of agency they partner with for their coursework; professors assign students areas to work in dependent on community and teaching needs.

After Dr. Mozingo described the service-learning courses offered in the college, I asked her if an office, similar to Academic Outreach, would be useful as a resource or for administrative guidance if it was available for the College of Nursing to use. Dr. Mozingo responded to this by saying that their college has already established an efficient system for their service-learning courses, but an outside office could be useful. She said a university-wide office could help their college recognize community needs that they might not be aware of and help them place students in a wider variety of places. When asked about my idea for incorporating more service-learning courses across the university, Dr. Mozingo felt this would be a good idea.

Analysis of Interview with Dr. Johnie Mozingo

Dr. Mozingo was friendly and willing to meet with me about service-learning despite her busy schedule. Although I was a bit distracted by a small puppy she was temporarily keeping in her office, I was able to receive a significant amount of information about the Nursing program and its use of service-learning.

Nursing

Nursing is similar to departments in the College of Education in that they cannot teach their majors without using service-learning. The one interesting difference between Child and Family Studies and Nursing is that Child and Family Studies has a professor designated to develop and maintain community relationships for service-learning while Nursing does not. I was surprised to find out that Nursing assigns this responsibility to individual professors when they are developing their course structures. While this is somewhat surprising, Nursing is a small college with small classes so it is probably easier for professors to coordinate service efforts on their own time. The structure of the College of Nursing's service-learning courses is very efficient and appears to be highly beneficial to the students in the major. It is no doubt that they have an internal system for developing community relationships that is very successful.

A Central Office

I specifically asked Dr. Mozingo about the benefits of having a central experiential learning office because I wanted to know if the creation of one would be at all helpful to the College of Nursing. Although Dr. Mozingo felt that the system they have in place is sound, she is not opposed to the idea of having outside assistance to help with the development of service relationships and to identify community needs. After my discussion with Dr. Mozingo I feel very strongly about pursuing the creation of a university-wide outreach office.

Student Support

In the past there have been several student initiatives concerning community service and service-learning efforts. While some have succeeded and others have failed, these efforts prove that students are aware and interested in UT's commitment to experiential learning. In addition to pushing for new initiatives, students have and continue to be involved by way of community service. This past spring students logged 7400 hours of service through the Team Vols office, which does not include the number of service hours other students have completed through service-learning courses or on their own initiative.

This past year there was a student led group that examined the use of service-learning at UT. While the project began with the idea of attempting to require all incoming students to participate in some form of service-learning, this was abandoned after further research and discussions. Several meetings later, the group came up with some conclusions and submitted their views through a Student Government Association proposal. While the resolution was passed almost unanimously in March 2004, it still awaits response from UT administrators. A copy of this proposal, Resolution SEN-06-04, is included as Appendix B.

The resolution essentially requests the university to employ a university-wide service-learning coordinator. In the proposal they list possible responsibilities for the administrator that range from creating and developing a service-learning program to coordinating relationships between students, professors, and community agencies. While I agree that there is a need for a university-wide employee to handle service-learning relationships, I am not sure that one person can handle this task alone. Moreover, I do not think this new administrative position should cater solely to service-learning. Other forms of experiential learning, such as internships, should not be forgotten at the university-wide level.

Despite differing ideas on how to further service-learning at the university, student and faculty support/initiatives show that there is a desire for administration to seriously consider this issue. The next step is to figure out what the university needs to do to better its service-learning commitment and prove a need for this to happen.

Conclusion

A New Commitment

When I began this project, I had one goal in mind. I wanted to see if it would be possible to introduce at least one service-learning course in every department at the university that students could have the option of taking. As I began research and interviews I quickly realized that while my idea was commendable in its aim, it was not what is really needed at the university in reference to service-learning.

In beginning my project I closely examined the mission statement and objectives of UT. From this process it became clear to me that the university is supposed to be committed to public service, although I was not sure how it fulfilled this goal. I soon discovered that the term "public service" can be broadly defined and that the university reaches this aim by utilizing the Institute for Public Service. While community service and service-learning initiatives are a form of public service, the university has not relied on these forms to reach its public service goal. However, in April 2004, the university made a new promise. This promise, a branch off of "America's Promise," commits UT to becoming a "University of Promise." One of the fundamental elements of "America's Promise" is to serve others through community service efforts. With this new stance on community service, UT now has a clear objective and a commitment it must live up to.

Concerns with the Original Idea

Although it is understood that my original idea would not be a successful course of action, I had to recognize the concerns with the idea to find the root of the problem. From interviews and research I discovered three major obstacles in the implementation of my plan.

First: Time and schedules appear to be a major factor. If every department were encouraged to develop a service-learning course, for many this would be difficult to do considering the schedules of professors and students. Certain departmental curriculums do not leave room for electives so the course might not be successful in attracting students to register for it. Moreover, many professors and departments do not have the time to develop courses of this nature.

Second: Finding professors to get involved in the process might prove difficult. For many professors developing a service-learning course might seem daunting because of the time

and energy involved. Departments can offer no incentive for professors to initiate these courses and may not want their professors using their time to conduct this type of course when they could be researching or writing on a topic in their field.

Third: Even if professors and departments wanted to develop a service-learning course they do not have the resources to do it. In fact, the previous two obstacles are plagued by this same problem. Professors might not have the desire to engage in this process because it is time-consuming and administratively challenging, but this problem could be addressed if the proper resources and guidance were made available.

Identifying an Actual Need

In order to address the obstacle of a lack of resources and support, I needed to understand the organizational structure UT has for supporting service initiatives. I discovered that while UT has offices and student led organizations to handle service relationships, no office exists to develop and foster the experiential learning experience at UT. Bearing this in mind, I decided to explore my idea further with professors and others to see if they would be able to develop a service-learning course despite the lack of resources and personnel available to help them with the process.

Arts and Sciences professors have successfully managed to create and maintain service-learning courses without many resources. However, they do not have a mechanism in place to help them identify community needs or assess their course's success with utilizing service-learning. Outside of Arts and Sciences there appeared to be this same need, although every department that utilizes service-learning felt confident in their ability to operate independently. However, most of these same departments conceded that a university-wide administrative resource could prove useful to the continuing development and success of their programs.

For professors and administrators who do not use service-learning, I discovered that the creation of service-learning courses in their departments would be difficult without administrative guidance. While several departments do not engage in service-learning, many of them do have classes that use experiential learning. These experiences could become service-learning initiatives if professors are given the proper guidance on how to develop them in this way.

I finally realized that what UT truly needs in reference to service-learning is an administrative office to provide resources, support and encouragement. Even if UT administrators believe service-learning is an important technique for professors to use, they cannot encourage the use or implementation of it without offering the proper resources. While Arts and Sciences has a central office for academic outreach, it does not primarily cater to service-learning efforts. Outside of Arts and Sciences, no other college has an administrative office to handle experiential learning, with the exception of the College of Agriculture. If UT truly desires to invest in service-learning and other experiential learning, as it has committed to do, the university must realize the need for a central office resource as something that should be satisfied.

Satisfying the Need

The most efficient way to offer resources for developing service-learning relationships is through a central office. The office should not be dedicated to service-learning alone, but should encompass all experiential learning. After examining other universities and their office efforts, it seems to me that employing one person to handle this type of program would place too much responsibility on that one individual. The programs I looked at from other universities had at least five staff members, included student involvement, encouraged community agency input, and did not solely dedicate their efforts to service-learning.

Each university has its own set of unique needs that a central office could satisfy. For UT, I think an appropriate name for a newly created office would be "Office of Experiential Learning and Community Outreach." This division should develop service-learning and other experiential learning relationships by way of helping professors, communicating with students, and understanding the needs of community agencies. This office also needs to work closely with UT administration in order to keep them informed and committed to the development of university and community relations. It is not enough for this office to solely give directions; it should be creatively active in the development and growth of experiential learning relationships and experiences.

Benefits of a Central Office

While it is evident that a university-wide office could help in the development of service-learning courses and encourage the use of this method, what are the other benefits associated with the implementation of this kind of office? The following is a list of additional benefits that might come with the development of this office:

- It will enable the university to better fulfill its mission objectives and commitment to being a "University of Promise."
- It will identify genuine community needs that the university can realistically help address.
- It will better assist professors and departments in the creation of these courses by saving them the time and energy required for the administrative process.
- Students can become more aware of service-learning courses and all that they have to offer.
- By developing better community and university relations and implementing more service-learning courses, students will feel encouraged to become more active members in the community of Knoxville.
- The university and the community can begin to develop a consistent set of relationships that can be easily identified by all parties involved.
- The university can better publicize their service efforts and relationships, thereby encouraging more agencies, students, and professors to become engaged in the process.

Money Matters

One issue left to address is a concern that plagues almost every aspect of university life: money. Throughout the interviews I conducted, several faculty members asked me how I would address the issue of budget constraints in the development and implementation of more service-learning courses. My response to this is that I do not think that money is an issue when it comes to introducing more service-learning courses. Actually implementing a course does not cost anything in terms of additional money, but does require time and effort on the part of university professors and administrators.

As for creating a new central office dedicated to experiential learning, this will cost money. Hiring new staff, providing them with accommodations and giving them the proper resources will require funding from the university. UT is going through a difficult financial time and some might say that an effort such as this one is not worth the investment right now. While I understand this argument, I do not think it outweighs the need for implementing an office for this effort.

UT has made a new commitment to service that it must fulfill. It wants to encourage public service and is ultimately dedicated to educating students to the best of its ability. If the university is truly interested in realizing their goals and commitments, it can and will find the funding to implement this office.

Taking the Next Step

In order for an office dedicated to experiential learning to become a reality, UT administrators and professors must realize the importance of fulfilling this need. Once the office is established, UT can hopefully encourage the implementation of more service-learning courses across the university. As mentioned in an earlier interview, it might prove beneficial to examine the possibility of implementing a service-learning portion to First Year Studies classes. While the ultimate goal of service-learning is to help students learn material better and satisfy community needs, there are several other benefits that all parties can gain from committing to this effort.

Before taking the next step, UT administration should gather input from professors, students and community agencies about the establishment of a central office. UT must understand not only the needs of the community, but also the needs of the professors and students who will be engaged in the experiential education process. The success of the development of an office and program for service-learning rests in the ability of the university to make a cooperative effort to involve community agencies, professors, students and the city of Knoxville. Only then can UT truly satisfy its commitment to education and public service.

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Defining Service-Learning

http://www.servicelearning.org/static/article/pages/13.htm?search_term=experiential+learning+definition&m=all#e (National Service-Learning Clearinghouse)

The University of Tennessee and Service-Learning

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Other Universities' Efforts with Public Service

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APPENDIX A

Academic Outreach
College of Arts & Sciences
The University of Tennessee

Website: http://www/artsci.utk.edu/outreach

2003-2004 Academic Year

The Director of Academic Outreach is responsible for the following tasks/functions in the Dean's Office:

- **Coordinating the College's outreach programs** by working with department heads, directors, and faculty to identify outreach opportunities and needs, to develop and deliver high quality programs, and to evaluate and report the Colleg outreach accomplishments
- **Providing outreach expertise and assistance** to department heads, directors faculty with grant proposals which include an outreach component
- **Providing resources and support** for faculty and their students engaged in service learning courses
- **Promoting faculty development** in outreach and public service by providing reference materials and workshops on outreach, community engagement and service learning
- **Serving as the College's liaison with K-12 schools** in Tennessee and servin the College's liaison for collaboration with the College of Education, Health and Human Sciences for purposes of teacher professional development workshops a enrichment programs
- **Advocating for faculty involved in outreach and public service** by writing let and documentation for tenure and promotion files and post-tenure reviews, seek resources to support their travel and professional development
- **Promoting publicity** for the College and its faculty, staff and programs as the Dean's Office liaison to the UT Office of Public Relations and the staff member designated to provide oversight of the College website
- **Developing and administering college-wide outreach programs** to (1) show-case Arts and Sciences faculty and their research, scholarship and creative acti while (2) educating and enriching the public through programs and activities whi promote liberal learning and the appreciation of the value of the College and its mission.

Programs currently administered through the Office of Academic Outreach ar

Pre-Game Faculty Showcase
The UT Collaborative for Enhancing Education in Mathematics and Scien
Arts and Sciences Faculty Speakers Bureau
National Issues/Public Policy Forums in the Community
Community Reading/Discussion Programs in Public Libraries
Scholars-in-the-Schools Programs
PUBLIC EVENTS Calendar
University Club "Lunch and Learn" Lectures and Book Discussions
Knox County Schools "No Child Left Behind" Classes
Knox County Schools Teacher In-service Workshops

Office of Academic Outreach
College of Arts & Sciences
26 Alumni Memorial Building
CAMPUS 1320
Phone: 974-4676
Fax: 974-4352

Academic Outreach
College of Arts & Sciences
The University of Tennessee
Service Learning

Website: http://www/artsci.utk.edu/outreach/ServLearn.html

2003-2004 Academic Year

STAFF

Mr. Steven Harthorn
Coordinator of
Service Learning
(servlern@utk.edu)
(865) 974-2047

Dr. Lynn Champion
Director of
Academic Outreach
(champion@utk.edu)

The Office of Academic Outreach provides the following services to assist faculty who include service learning as a course component:

- Enrollment of participating students as required by College of Arts and Scienc
- Orientation of students to requirements and responsibilities of service learnin projects
- Contacts with community agencies, organizations, and schools
- Placement, placement confirmation, and placement feedback
- Enrollment in UT Student Professional Liability Insurance
- Maintenance of student rosters and paperwork associated with service learni projects
- Resource library of reference materials pertaining to the scholarship of servic learning
- Resources for and assistance with project design and syllabus construction
- FORMS: Student Enrollment Form for Service Learning Experiences, Studen Guidelines for Service Learning, Service Learning Placement Confirmation, Service Learning Standards for Community Agencies and Schools, Emergen Contact Information for Service Learning Student
- Other resource personnel for service learning:

  Don Cox, Associate Dean for Academic Programs

  Susan Martin, Associate Dean for Academic Personnel and Affirmative A

Office of
Academic Outreach
26 Alumni Memorial
Building
CAMPUS 1320
Phone: 974-4676
Fax: 974-4352

APPENDIX B

RES #: **SEN-06-04**

TITLE: **Student Support for Service-Learning**

SPONSOR: **Jeremy Durham, Arts & Sciences Senator (jd@utk.edu)**
Curtis Sanderfer, Reese Hall Senator (csander5@utk.edu)

DATE: **March 2, 2004**

Whereas, As the flagship University of the state of Tennessee we are rooted in a rich tradition of stewardship and service to our community, and

Whereas, The mission statement of The University of Tennessee states as goal "Partner with communities to provide educational, technical and cultural support to increase the livability of those communities, and

Whereas, The mission statement of the University of Tennessee also states a goal to "Provide a high quality educational experience to undergraduate students in a diverse learning environment—promoting the values and institutions of democracy that prepare students to lead lives of personal integrity and civic responsibility in a global society," and

Whereas, Service-Learning is also a concept that includes educational service opportunities, structured reflection activities, and an opportunity to learn from community members into existing required curriculum in order to enrich the learning environment of UT students and facility, and partner the University with the Knoxville community, and

Whereas, Public & private universities across the nation have hired a Service-Learning coordinator between the community and faculty members to provide resources and training, and

Whereas, Students across the nation and at University have stated enjoyment and increased knowledge through Service-Learning incorporated into their class, and

Whereas, A number of our faculty members are individually afforded very little time and resources to incorporate service learning amidst their teaching and research requirements under our current system.

Be It Hereby Resolved, That the students of The University of Tennessee, as represented by the Student Senate, enthusiastically support the concept of Service-Training, and

Be It Hereby Further Resolved, That the student wish to see Service-Learning become a more prevalent mission of the University of Tennessee, and

Be It Hereby Further Resolved, That the students support wish to have available to them a database of all the existing class that include Service-Learning components, and

Be It Hereby Further Resolved, That the students wish to see administration assign an individual to the position of a Service-Learning Coordinator whose job description would include, but not limited to:

1. Creating a mission statement, vision, and structure for Service-Learning program
2. Establish relationship with faculty members and solicit their input
3. Build relationships with community partners to identify community needs
4. Create a Board of Faculty Advisors to assist in the implementation of University-Wide Service-Learning
5. Start interest and training sessions for faculty to assist them in the incorporation of Service-Learning into their existing courses
6. Assist professors in developing syllabi
7. Publicize all Service-Learning classes to students
8. Oversee all projects during the school year
9. Administer evaluations based on faculty, student, and community partner experiences
10. Report to Chancellor all findings and projects
11. Oversee and participate in the writing of public and private grants to assist in program growth and self-sufficiency.

ACTION TAKEN BY THE STUDENT SENATE

Seconded by

_____

VOTE for_____ against_____ abstentions_____

Date_____

ACTION TAKEN BY THE PRESIDENT OF THE SENATE

Signature_____

Date_____

ACTION TAKEN BY THE STUDENT GOVERNMENT ASSOCIATION PRESIDENT

Signature_____

Date_____