We are pleased to announce that eight courses have been officially designated as Service Learning (SL) courses, seven of which will be offered in the fall 2015 semester. We believe that this designation process will ensure quality and transformative potential in SL courses based on nationally-acclaimed research and as one of AACU’s high impact practices. Thank you to SL faculty who took the time to ensure that the following criteria were met and clearly demonstrated in their syllabi:

- Twenty (20+) service learning hours expected of students within the semester
- Community engagement provides applied learning of the course content
- Assignments and evaluation processes that provide for effective reflection and integration of service learning experience and other course materials
- Course content objectives, assignments, assessments, and service learning outcomes align
- Explanation of how the course provides opportunities for collaboration among participants (e.g. working in groups, class presentations, class discussions, etc.)
- Indication that this service learning course helps meet needs in the community as co-determined by the faculty member and community partner(s)

From Fall 2015 forward, only courses which have gone through the designation process will be listed in the Course Schedule as SL courses. They will be listed on a page toward the front of the schedule booklet with an explanation of service learning and its benefits to students. There will also be a comment in the “Notes” column indicating that a course is a service learning course. We hope advisors will encourage students to take SL courses for the excellent reasons listed as benefits, as well as to deepen their learning, increase their civic engagement, and foster integration of course substance with real-world experiences.

Any faculty member who would like her/his SL course to be considered for designation in the spring 2016 schedule should submit a syllabus to the Office of Service Learning (in person or through e-mail to Christie Billups, billupch@lewisu.edu) by April 1st. The Service Learning Advisory Team will review syllabi for potential SL designation at the April meeting.

Asset-Based Community Development Workshop
Deepen Transformational Capacity of Service Learners

March 19, 2015
2-4 p.m.
AS—150 A

Jon Schmidt
Service Learning Program Manager
Loyola University

More information on page 6
A new Peace Studies Minor (PSM) will begin in fall 2015. Central to the study of effective peacebuilding is engagement in the community with citizens immersed in challenges and conflicts needing transformation. Therefore, all Peace Studies minors will engage in service learning as a way to enrich their knowledge and apply the skills being cultivated in the classroom. Students will work beside practitioners of nonviolent direct action, civic organizing, and community development to hone their “just peace lens” and experience issues and effective justice-based responses firsthand. A just peace lens enables those who see injustice or systemic imbalance to see it differently and to understand and assess conflict and challenges in terms of growing right relationship and expanding our empathic worldview. Just peace theory asserts that, “Cooperation, interdependence, human rights, and democracy are important elements of just peacemaking practices” (http://sojo.net/blogs/2012/10/18/just-peace-theory-and-foreign-policy).

The Peace Studies vision is as follows: Rooted in modern Catholic social teaching and Lasallian global praxis, the PSM provides students and faculty with a dynamic ethical just peace vision as well as principles, obligations, peacebuilding skills and a method for reading the signs of the times in order to engage critical inquiry among the stakeholder disciplines. The Peace Studies program works in collaboration with the Office of Service Learning to encourage civic engagement and community-based experiences through course-related, peacebuilding initiatives. The resulting interdisciplinary and praxis-oriented collaborative, housed in Theology, aims to create dialogue that will bring students and faculty into a learning association. The minor is comprised of 22 credits, 10 credits of core courses and 12 credits of electives across stakeholder disciplines.

Many of the disciplines most clearly suited to service learning are growing their use of it and are stakeholders in the PSM: Communications, Political Science, Social Work and Sociology, as well as Theology. Electives may be taken in these disciplines, or students may also fulfill their 12 credits of PSM electives in additional select courses within History, Justice Law and Public Safety, Philosophy and Psychology. Ideally, all courses taken to fulfill the requirements of the PSM will eventually be offered as officially designated service learning courses.

As we prepare to initiate the minor, we look to colleagues within the stakeholder disciplines and throughout the university to keep their eyes open for students who show interest in areas displayed in the chart on this page. If you encounter a student who has a passion for justice and room in their studies for a few more credits, please direct them to theology department members Dr. James Burke, co-creator of the PSM (burkejs@lewisu.edu) or Dr. Christie Billups, co-creator of the PSM and Director of Service Learning (billupch@lewisu.edu).

“Every thought, every word, and every action that adds to the positive and the wholesome is a contribution to peace. Each and every one of us is capable of making such a contribution”

- Aung San Suu Kyi

-Dr. Christie Billups, Assistant Professor of Theology (CAS)
Lessons Learned in Marketing Course

“There are no rules here—We are trying to accomplish something.” (Thomas Edison)

“People rarely succeed unless they have fun in what they are doing.” (Dale Carnegie)

When I was structuring a service learning course, Thomas Edison’s funny quote came to mind: “The great inventor knew that many lessons come from experimentation, especially if the learning environment encouraged it.” And Dale Carnegie, a gifted business leader, inspired us to create fun alongside work to ensure success.

“The purpose of life is to discover your gift.
The work of life is to develop it.
The meaning of life is to give your gift away.”
(David Viscott)

Now, having concluded the instruction of my first service learning course in Marketing, I'll share the students’ perceptions as to outcomes achieved. Names were omitted to protect anonymity.

“The most insightful part of this class was the service learning project where I learned firsthand about communication frustrations, hurdles and struggles that can be present for non-profit organizations.”

“The service project seemed more like an actual job in the real world than just a class assignment.”

“This class put into perspective real-world potential of acquiring jobs in marketing careers. This gets me excited because we reviewed many job opportunities. You just have to be proactive about your search and do your research. That is: Know the industry, the competitors, your personal SWOT in context of the job opportunity!”

“This class exceeded my expectations. I feel more prepared for the business world and more comfortable learning about corporations’ that fit with my skills, interests, and needs. This class has helped me better prepare for my future and learn more about myself.”

“I learned so much in the marketing ethics cases, disruptive innovation presentations, as well as the leadership style evaluation. However I think the best thing I learned was how to prepare for the real world and all that fun stuff.”

The Community Partners’ comments provide other perspectives of the service learning courses:
“I have always had a positive working relationship with Lewis students. The university and staff do a great job with instilling a giving heart into their students. I hope we will continue to have further opportunities and even interns for years to come” (Jackie Kinney, MorningStar Missions).

Finally, as an encouragement to faculty who are considering adding a service learning component to courses, I’ve grown immensely through this experience as I ventured outside my comfort zone. I was aided by Dr. Christie Billups’ extensive knowledge and coaching. I was inspired by experienced, trusted faculty-coaches, like Bob Bergman, who provided insights from his work in cultivating experiential learning. I was touched by community partners who are God’s hands. And, most rewarding, I enjoyed deep, fun relationships with our talented Lewis students.

-Pat Sidler, Adjunct Professor (COB)
During the 2014-15 academic year, several College of Education courses partnered with the Aurora Regional Fire Museum in downtown Aurora, a local museum dedicated to preserving and exhibiting the artifacts and history of Aurora and surrounding area fire departments, as well as teaching and promoting fire safety and prevention. This partnership has included Lewis students working with the curator, David Lewis, and the Executive Director, Deborah Davis, to create educational materials for the museum. In addition, the museum staff and students collaborated on a Great Chicago Fire exhibit and fire safety activities for the fall 2014 COE Curriculum Night.

This semester David Lewis has come to campus to teach students about using primary and secondary sources in the classroom and the students are continuing their curriculum work to support the museum exhibits. One new component of the partnership this semester will be collaborating, not only with the museum, but also with Lewis Professor John Kilpatrick, Director of Lewis Television Operations, to collect oral histories of retired fire fighters for a new museum exhibit.

“I thoroughly enjoyed the work I did last semester. I found that I learned more about history and more about the amazing people in our area than I would have if I did a traditional classroom project. There is something more meaningful about doing work that contributes to something other than just a grade” (Kaelyn Williams).

“Since I have done some work last semester with the Aurora fire museum, I believe I can reflect ever more on how participating in a service learning project has changed the way I view learning. I will absolutely want to integrate this type of project into my future classroom. I think students benefit from it. My favorite part of this service learning project with the Aurora Fire Museum is getting to know the people that run the museum. The curator is such an interesting person and he has so much passion to educate people. I think I can really identify with him, and I love that I get the chance to do some work for the museum again this semester! After visiting last semester, I actually recommended that a few friends and family visit because it is in such a great location with so many awesome places to eat after exploring the museum. My young cousin loves tractors and fire trucks. He had such a great time when his parents brought him, and he talked about it for months. It is definitely a hidden gem in the area, and I am so excited to help make it even better.”

-Kaelyn Williams

-Elizabeth Sturm, Assistant Professor (COE)
Local Service Opens Eyes to Global Hunger

During their senior year community health course, Lewis University nursing students are exposed to terms such as Marasmus and Kwashiorkor. It’s hard to forget such unique words, but even more difficult to forget the pictures that are shown on the PowerPoint to illustrate the meanings. Marasmus, a form of malnutrition found with an extreme lack of multiple sources of energy, is depicted in the small child whose tiny ribs protrude from a sunken chest. Kwashiorkor is primarily a lack of protein and leads to children, and adults, with thin frames but bulging bellies due to fluid build-up.

In examining the causes, implications and strategies for addressing global hunger issues, the class discussed how hunger impacts not only the physical, but social and economic factors in a society. Worldwide initiatives are being developed to address barriers to self-sustenance and cultural implications are explored to enhance the success of programs. Although a small percentage of nursing students are able to experience some of these global issues through international service work, opportunities to explore global food security are made available to all students in the program.

Each semester, as part of the community health course, students join their clinical faculty in a service activity at Feed My Starving Children in Aurora. Through this interactive educational service event, participants are able to learn that it is not only about providing food but providing the right kind of nutrients. The social and cultural needs along with the political and environmental challenges are brought to light through video presentations before and after the actual food packing time.

Below are a couple of student reflections about service learning:

“Feed My Starving Children is an organization that exemplifies public health in action really bringing to light that we can collectively and individually make a positive impact globally. Looking at the globe as a community, Feed My Starving Children allows volunteers to take a hands-on approach to helping combat world hunger, an essential part to promoting growth and development, preventing nutritional deficiencies such as Kwashiorkor and Marasmus, as well as enabling the body to combat illness. These fundamental ideals, promoting health and preventing disease, are the quintessential objectives that propel the comprehensive mission of public health: a healthy community.” Ben Balousek, CONHP ’14

“Feed My Starving Children is a well-known organization that provides food, specifically food with high nutrition, to those who have limited food resources. I was able to witness first hand the impact this organization has on many developing countries. In relation to the Community class I am taking as a Senior II nursing student, I have learned that the increased shortage of adequate nutrition around the world has had a major impact on health. This is a major issue that must be dealt with, specifically as a number one priority. Nutrition must be provided to each individual before any type of healing process can occur.”

Bridget Boulanger, CONHP Sp ’15

“Post experience reflections from the student participants highlight their ability to relate classroom content to a global issue.
Our Lewis students have an unbelievable capacity and desire to serve others. They realize the world outside is greater than themselves and they feel compelled to be a part of creating a better, more just world. It is because of our students’ abundant willingness to serve that University Ministry has increased the number of local service opportunities available for students during Lent this year. There is a service project every single day of Lent that include opportunities such as serving a meal on the streets of Chicago with The Night Ministry, composting at Growing Power, packaging meals at Feed My Starving Children, crocheting plastic bag mats for the homeless, and many more. We are asked during the Lenten season to give of our time, talents, and treasures, and students, faculty, and staff have resoundingly answered that call. Our service projects are always full and usually have a waiting list of students who would like to serve. This abundance of people willing to serve was the main motivation behind increasing our service opportunities. The culture of service here at Lewis is growing, and I am privileged to be a small part of it.

I am also blessed to be able to work with a group of student leaders who truly have servant hearts. Sean Cleary, Sara Harms, Bridget Kay, Theresa Malanao, Rachel Reardon, and Jessica Tennant are SOL (Source of Light) student leaders who do not just lead the local service projects, but they also pray and reflect with the service groups for every project. These generous and hard-working student leaders serve countless hours each semester and help others, not only to serve, but to connect their service experience with their lives and faith. They are truly an amazing group of students and without them, we would not be able to offer the amount of service opportunities that we do.

The goal of the SOL local service projects is to provide students with opportunities to serve our marginalized sisters and brothers, open their eyes to injustices in our world, and relate those service experiences back to their own lives. Through these opportunities, students can start to make connections to what they are learning in the classroom and how that relates to the world around them. Service helps students to widen their view of the injustices of the world and how their decisions and actions either contribute to or fight against those injustices. Without these first-hand service experiences, students may not learn or hear what it means to be homeless or hungry or marginalized. Meaningful service experiences enable students to look a hungry child in the eye or listen to a homeless woman tell her story or play BINGO with a lonely elderly man. These are the experiences that form and shape our students to become women and men of service – for the rest of their lives.

-Sabrina Poulin, Coordinator of Ministry Service (UM)

ABCD Workshop

Current service learning (SL) faculty and others interested in exploring the transformative potential of SL are encouraged to attend this workshop on March 19, 2015 from 2-4 p.m. in AS150-A. You will be joining a handful of representatives from area community agencies with whom Lewis is partnering. We believe this interchange will be extremely helpful to those who intend to strengthen their students’ learning via SL and ensure meaningful SL experiences and reflections.

Asset-Based Community Development “considers local assets as the primary building blocks of sustainable community development. Building on the skills of local residents, the power of local associations, and the supportive functions of local institutions, asset-based community development draws upon existing community strengths to build stronger, more sustainable communities for the future”

(http://www.abcdinstitute.org/)

Our presenter, Mr. Jon Schmidt of Loyola University, has worked with the ABCD paradigm and will be presenting in conjunction with one of the community partners with whom Loyola students are serving. We hope you will join us.
**Updates from the Office of Service Learning**

**Introduction of the New Graduate Assistant, Tiffany Nguyen**

“Success will never be a big step in the future, success is a small step taken just now” (Jonathan Mrtensson).

My “just now” reality is this: after four and a half years of pursuing a degree in Public Health from Northern Illinois University, one would think that I would be done with school and finally be ready to start paving the way towards the career I have worked so hard to begin. Nothing could be farther from the truth. On graduation day as I was shaking the hands of my professors, I realized that I am not ready to be done with my academic career just yet.

That’s when the process of searching for the right graduate school began. The minute I graduated I had so many different options to consider for where to pursue my higher education. There were many institutions offering a Masters in Business Administration: Health Care Management, I was at a loss as to how to commit to one. It was pure coincidence that a friend of mine just began her experience with Lewis University as a new student and graduate assistant. Upon my acceptance to Lewis University, I was fortunate enough to be offered the position in the Office of Service Learning. Through my years as an undergraduate student, I was never introduced to the pedagogy of service learning. The more I learn about service learning, the more I knew that this was not only an opportunity that I would enjoy, but an opportunity from which I could grow and learn.

I am extremely pleased to be working in the OSL with Christie Billups to assist students in participating in such a gratifying and transformational experience. It is tremendously rewarding to witness Lewis students apply their knowledge taught at this institution and support organizations in our community. It is my goal to guide students to pursue service learning, not only as an educational experience, but as a spiritual and fulfilling way of life.

-Tiffany Nguyen, Graduate Assistant to the Office of Service Learning

---

**Get Connected**

Get Connected, a volunteer management system used to match volunteers with projects, is now up and running at Lewis University!

Students, faculty, and community partners are encouraged to register at:

http://service.lewisu.edu

This tool is meant to help connect students, community partners, faculty, and staff through service and community engagement opportunities.

For more information, contact Tiffany Nguyen at nguyent@lewisu.edu
First Spring Service Fair

Traditionally, the Community Engagement Cooperative (CEC) offers a Service Fair in September for the Lewis community to help students, faculty, and organizations from our local community meet and network each fall. During these fairs, the students, faculty and organizations can explore ways to collaborate to determine the most effective ways to serve our community while offering meaningful and educational experiences for the students. Since service learning and community engagement begin anew each semester, the CEC team decided to host a spring service fair.

The service fair has welcomed many community partners and has grown consistently. Our spring service fair hosted on January 22, 2015 had 26 community partners present. Although this was the first time a service fair has been presented in the spring, the fair brought in over a hundred visitors! The continued growth of community partner participants in our service fairs is an indicator of the quality of work and interactions that the Lewis community has had with our partners.

Service Learning Team Members
- Dr. Tennille Allen (CAS)
- Robert Bergman (COB)
- Dr. Christie Billups (OSL)
- Jennifer Buss (COE)
- Dr. Bill Chura (CAS)
- Tiffany Nguyen (OSL)
- Nanci Peek (CONHP)
- Dr. Kurt Schackmuth (Mission & Academic Services)
- Chris Swanson (Study Abroad)
- Dr. Randy Venzke (Dean’s Office, CAS)
- Mary Woods (CAS)

Community Engagement Cooperative
- Sophia Barakat (SD&L)
- Dr. Christie Billups (OSL)
- Mary DeGraw (Career Services)
- Sean Fagan (SD&L)
- Tiffany Nguyen (OSL)
- Sabrina Poulin (UM)
- Mariza Rocha (MSS)

Dr. Christie Billups
Director of Service Learning
Phone: 815-836-5829
Fax: 815-838-4614
E-mail: billupch@lewisu.edu

Tiffany Nguyen
Graduate Assistant to the Office of Service Learning
Phone: 815-836-5023
Fax: 815-838-4614
E-mail: nguyenti@lewisu.edu

The Office of Service Learning is located within LARC
Benilde Hall BE- 181
1 University Parkway, Unit 270
Romeoville IL, 60446-2200
www.lewisu.edu/servicelearning
Get Connected: http://service.lewisu.edu
www.facebook.com/lewisuservicelearning