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# Office of Active Citizenship and Service

Manna Project International | Inter-American Health Alliance | Vanderbilt Amnesty International | VIRA | Vandy PAWS | Volunteers Around the World | VIVA | Project Nicaragua | AMIGOS | Project BRIDGES | Strive for College | Vanderbilt Music Outreach | Alpha Phi Omega | Are You MAD? | Circle K | Nashville Mobile Market | Relay For Life | Alternative Winter Break | American Red Cross | Habitat for Humanity | Moneythink | Sierra Club | Students Consulting for Nonprofit Organizations | Vanderbilt Asian Medical Relief | Vanderbilt Blood/Water Mission | Vanderbilt Cancer Society | Vanderbilt CARES | Juggling and Physical Arts | Microfinance Club | Alternative Spring Break | Begin with Books | Best Buddies | Big Brothers, Big Sisters | EmbrACE Yourself | Girls on the Run | Healthy Head Start | PENCIL Projects | SYNERGY | Vanderbilt Wishmakers | Vanderbuddies | VSVS | Engineering World Health | Advocacy Council | Global Health Council | Global Poverty Initiative | Project N.A.K.E.D. | Grassroots | Invisible Children | Manna Project International | Nourish International | Inter-American Health Alliance | Vanderbilt Amnesty International | VIRA | Vandy PAWS | Volunteers Around the World | VIVA | Project Nicaragua | AMIGOS | Project BRIDGES | Strive for College | Vanderbilt Music Outreach | Interaxon | Are You MAD? | Circle K | Interaxon | Relay For

# Annual Report

## September 2016 – August 2017

*Explore. Act. Reflect.*

DEAN OF Students | Active Citizenship & Service

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*(L-R) Holly Jones, Lauren Moon, Melissa Looby, Layla Shahmohammadi, Dave Brown, Meagan Smith, & Dr. Clive Mentzel*

## OACS Staff



**Clive Mentzel, PhD**  
Director



**Meagan Smith, M.S.**  
Assistant Director



**Holly Jones, B.A.**  
Administrative Assistant



**Lauren Moon, M.A.**  
Program Coordinator



**Dave Brown, B.A.**  
Senior Program Coordinator



**Melissa Looby,  
M.Ed. Program  
Coordinator**

- ❖ **Clive Mentzel – Director:** Raised in South Africa, Clive comes to Vanderbilt University from London and joined the Office of Active Citizenship & Service as Director in July, 2012. A specialist on the transition to democracy in South Africa, has a PhD in Political Science from Johannesburg University and has a special interest in emerging democratic governments and political processes aimed at securing increased political participation and accountability, especially at the local level. Clive also worked in London for a decade, playing a leading role in the development and implementation of a nationally mandated accountability process that holds elected representatives accountable to their constituents. Prior to that, Clive worked as an adviser to some of the participants in the South African negotiation process in the nineties that led to a peaceful transition to democracy in that country, and prior to the first democratic elections initially worked in support of the multi-party negotiation process and then subsequently worked in the Independent Electoral Commission as National Director of Voter Education. Following this he participated in post-apartheid institution-building including the construction of a state government and subsequently, as Chief Executive of a political party. At present Clive teaches a class on the transition to democracy in South Africa with an emphasis on the Truth and Reconciliation Commission in the spring, a class on theory and practice of Conflict

Resolution and dealing with deep rooted conflict in the fall, in the Political Science Department. Also affiliated with the Center for Medicine, Health and Society, he co-teaches a class on local perspectives on wellness in refugee and immigrant communities. Clive co-teaches an elective course with the School of Nursing designed for students interested in exploring the intersections between primary care, climate change (according to WHO, currently the greatest threat to global health), health, social justice and policy. He is also proud to be the adviser of the Vanderbilt International Relations Association, the African Students Union and One, and serves regularly as VuCeptor.

- ❖ Holly Jones – Administrative Assistant: Holly earned her Bachelor's in Human Services from Lindsey Wilson College. Holly performs all administrative duties for OACS and she is the primary person for the vehicle loan program, reserving P-cards, and room reservations. Holly has had the opportunity to intern and volunteer with many non-profit organizations and some of her volunteer work includes: working with children in a after school program at Gallatin Shalom Zone, help raise funds for Potter's Children Home in Bowling Green Kentucky, and volunteering at a day camp in Gallatin Tennessee. During Holly's spare time she enjoys gardening and boating with her husband.
- ❖ Meagan Smith – Assistant Director: Meagan received her Master of Science degree in College Counseling and Student Development at Azusa Pacific University, where she focused her graduate studies on the development and impact of academic service-learning. Meagan joined the OACS team in 2015 after serving as the Associate Director for Service-Learning and Communications at East Carolina University, where she worked closely with faculty and community partners to integrate service engagement with academic coursework. She was also responsible for managing voter engagement initiatives, program assessment, the university's web-based service involvement tracking platform, the service-learning faculty fellows program development, and student supervision and advisement. Meagan also has experience in residence life as a hall director, and with international service after spending four months living, serving and learning with a community in northeast India. Meagan is passionate about inspiring students to become active members of their communities who are committed to creating a more just society. She also loves a good hike at Radnor Lake, Live on the Green concerts, spending time with her family, and anything by Brene Brown.
- ❖ Dave Brown – Senior Program Coordinator: Dave earned his B.A. in English Literature from the University of California, Davis in 2002 after spending his senior year abroad at the University of Stirling, Scotland. He is currently enrolled in the Higher Education Administration M.Ed. program at Peabody. From 2004 to 2006 he served as a Peace Corps Volunteer in Azerbaijan, working as an ESL teacher in a rural secondary school and acting as a community organizer and partner to multiple international NGOs dealing with refugee affairs from the Nagorno-Karabakh War. He returned to the United States after a three month tour of Southeast Asia and worked for six years as an Enrollment Coordinator with the Big Brothers Big Sisters youth mentoring program in Boston, Massachusetts. Dave

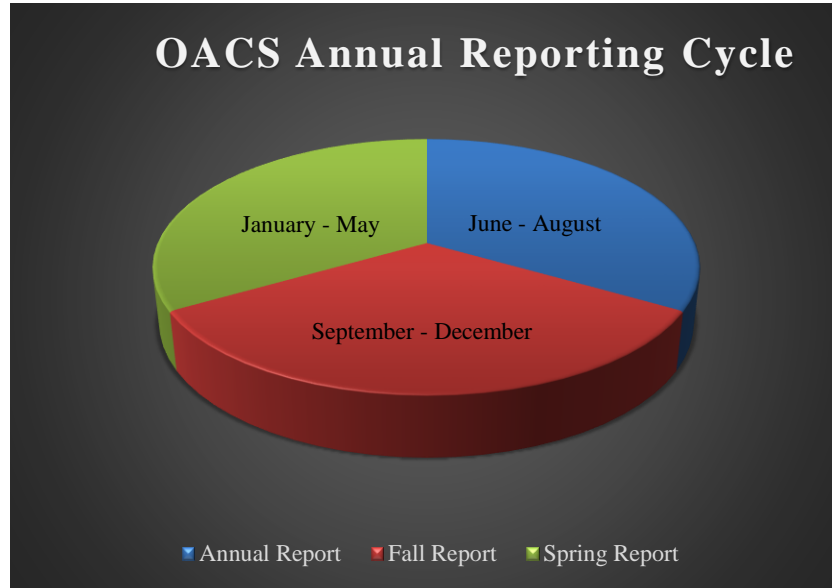
moved to Tennessee in 2013 with his wife Anna who received her MFA in Creative Writing from Vanderbilt. They live in West Nashville and enjoy music, travel, baseball, cooking, and the outdoors. Dave leads on assessment and advises approximately 20 student service organizations affiliated with OACS. He also leads the London service-learning program. He supports the Keegan Traveling Fellowship, assists with Protection of Minors compliance, and will coordinate OACS' involvement in Constitution Day this fall. Dave has worked in OACS since August, 2014.

- ❖ **Lauren Moon – Program Coordinator:** Lauren joins OACS following work with the IDEX Fellowship in Social Enterprise in Hyderabad, India where she designed sustainable programs for institutions in the Affordable Private School sector and developed a curriculum to address gender inequalities in education. Prior to India, Lauren worked and studied at Columbia University, earning her M.A. in Higher and Postsecondary Education from Teacher's College. As an undergraduate at Furman University, she earned her B.A. in Communication Studies with a focus in rhetoric. Through a variety of domestic and international work with NGOs and for-profit social ventures, Lauren studied the importance of humility and respect for culture and community when serving others. At OACS, Lauren seeks to spark a curiosity within and among students, such that they critically question and explore the nuances of service while learning and affecting social change in their broader world.
  
- ❖ **Melissa Looby – Program Coordinator:** Melissa Looby earned her Masters of Education at the Peabody College of Vanderbilt University in Higher Education Administration – Student Affairs. Melissa joined the OACS team in 2017 after serving as the Graduate Assistant since 2015. Melissa came to Vanderbilt following the pursuit of her B.A. in Music, Spanish, and Secondary Education from Rollins College in Winter Park, FL. By combining each of these areas of study, Melissa found her passion for working with diverse populations. Through these experiences, Melissa gained experience in both domestic and international community development and non-profit consulting, specifically interested in Spanish-speaking countries. In her work through OACS and guided by critical service-learning theory, Melissa seeks to challenge students to think critically about their role in sustainable community engagement work, make critical connections between social injustices locally and globally, and develop leadership skills that enable students to be active citizens in their own communities. In her free time, Melissa enjoys volunteering as a refugee youth mentor and tnAchieves college access mentor, backpacking, attending sporting events, dog-sitting, and exploring Nashville.



## Executive Summary

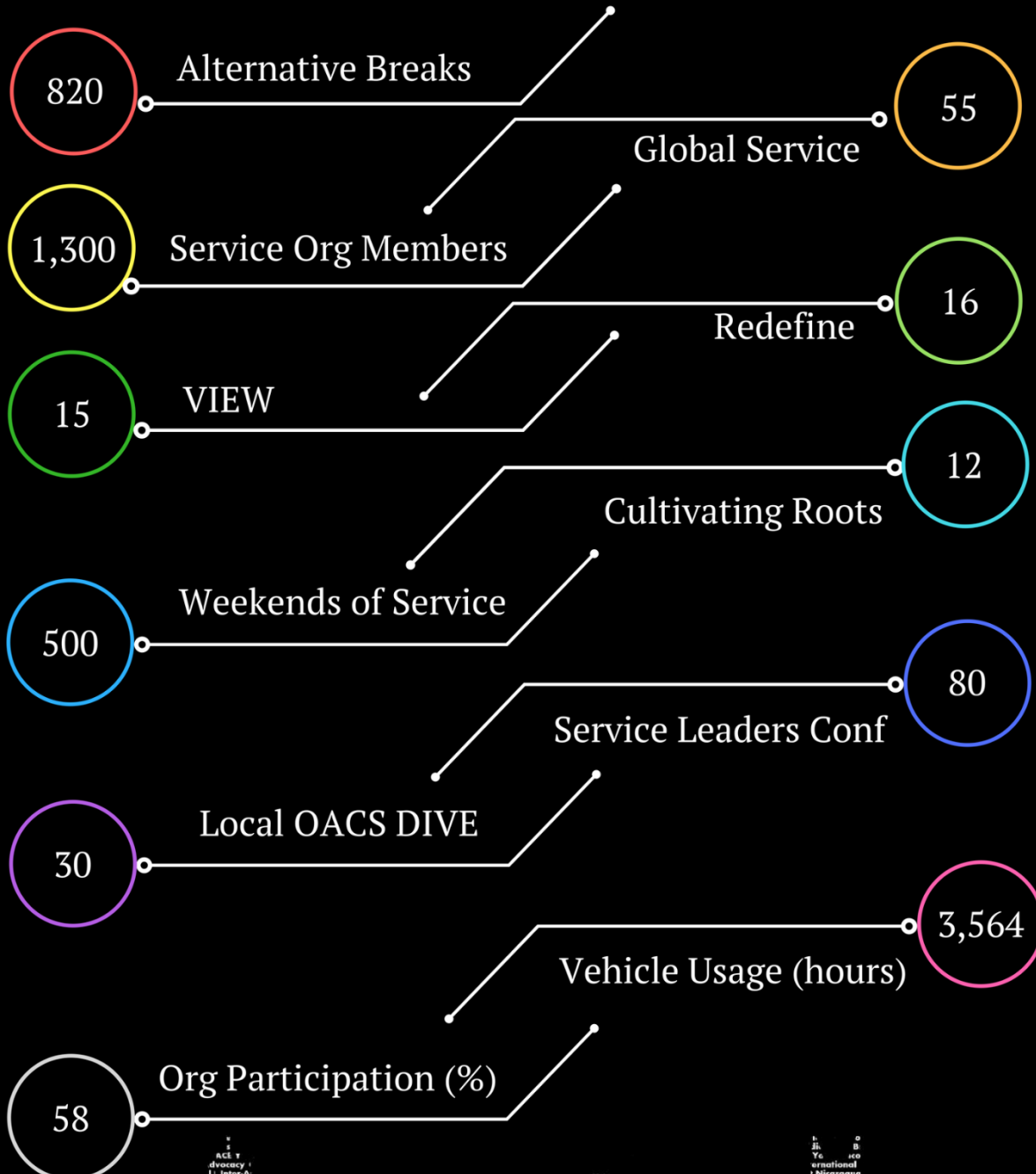
The Office of Active Citizenship and Service (OACS) produces comprehensive reports detailing all office activity and staff involvement on a trimester basis. These reports mirror the cyclical nature of Vanderbilt's academic calendar.



This report focuses on the 2016/17 academic year and attempts to provide an understanding of all work undertaken during this period, including local work, global work, student service organization support, collaborations around campus, OACS' framework of assessment, and details of the Nichols Humanitarian Fund. Of principle importance are OACS' Dean of Student's Dashboard Key Performance Indicators, as they demonstrate commitment to benchmarking progress and continuous improvement. The Performance Indicators are summarized in the following chart and illustrated in detail on pages 38-46 of this report.

<b>58%</b>	Percentage of Undergraduate Students Participating in Service Organizations
<b>90%</b>	Percentage of Student Service Organization Leaders Reporting "Satisfied" or "Very Satisfied" with the OACS Advisory Relationship
<b>97%</b>	Percentage of Students "Satisfied" or "Very Satisfied" with their experience in OACS Civic Engagement Service-Learning Programming
<b>46%</b>	Percentage of Students Reporting Transformative Impact or Strong Impact as a Result of Their Experience in OACS Civic Engagement Service-Learning Programming
<b>100%</b>	Percentage of Students Reporting "Satisfied" or "Very Satisfied" with Their Experience in OACS Local Service-Learning Programming
<b>90%</b>	Percentage of Students Reporting Transformative Impact or Strong Impact as a Result of Their Experience in OACS Local Service-Learning Programming
<b>79%</b>	Percentage of Students Reporting "Satisfied" or "Very Satisfied" with Their Experience in OACS Global Service-Learning Programming
<b>76%</b>	Percentage of Students Reporting Transformative Impact or Strong Impact as a Result of Their Experience in OACS Global Service-Learning Programming

# OACS By The Numbers: 2016/17 Participants



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**Office of Active Citizenship and Service**  
Student Driven | Community Centered

## Chapter One: Local OACS

OACS is deeply committed to serving Nashville and does this primarily in three ways: by supporting a wide range of student service organizations, by designing and implementing local programming, and by seeking to maximize the impact of service through identifying and collaborating with key community partners.

### Community Engagement

The goal of the OACS Community Engagement Strategy is to foster meaningful relationships with community partners and, through these relationships, co-create structured service opportunities for measured and sustained impact in the Nashville community. Through this strategy, now in its fourth year, we hope to achieve a combination of short term and long term outcomes.

The following short term goals have been accomplished:

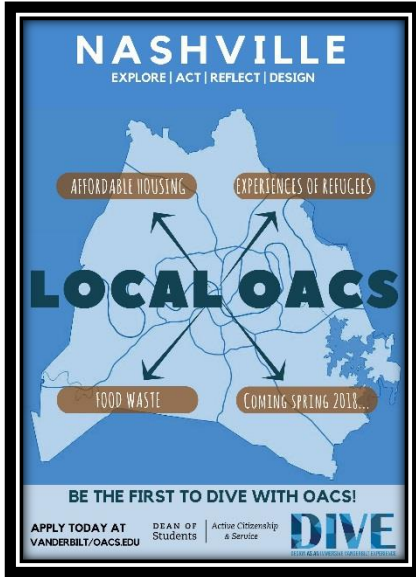
- ❖ OACS raised awareness of local need as identified through the Metro Social Services Community Needs Evaluation.
- ❖ OACS staff actively fostered relationships with key stakeholders on Vanderbilt's campus and in the Nashville community.
- ❖ OACS programming, service, and volunteer opportunities were enriched to address identified needs in support of community partners.
- ❖ OACS delivered a new local service immersion program: Cultivating Roots.
- ❖ OACS initiated its second campus-wide survey of service and community engagement.

In the long term, OACS hopes to support more students serving in co-created service and service-learning projects embedded in our local community. Through careful and considered partnerships, we intend to develop relationships with community partners, community members, and the local government that will further develop OACS and Vanderbilt as essential partners in community engagement through service.

### Local OACS DIVE

In order to face the challenges that confront our world, Vanderbilt strives to develop future leaders and active citizens with the ability to solve complex problems; teaching students a design method and giving them real problems to solve can accomplish this goal. Design as an Immersive Vanderbilt Experience (DIVE) was selected as Vanderbilt's Quality Enhancement Plan and will create an additional outlet for students pursuing immersion experiences, as part of the Immersion Vanderbilt initiative. DIVE is a new, innovative university program with both curricular and co-curricular components that expand access to design thinking methodologies to students, faculty and staff. DIVE participants will learn human-centered design skills in order to solve complex,





real-world problems, working in multidisciplinary teams on immersive, mentored projects. Local OACS DIVE cohorts will combine direct service with local community partners with the opportunity to apply the human-centered design process to support community-identified challenges, all through the lens of critical service-learning. This spring, OACS staff participated in the inaugural DIVE Bootcamp at the Wond'ry and met with Design for America student leaders in order to prepare immersive experiences focused on the lived experiences of displaced persons, food waste, and affordable housing. Local OACS DIVE will launch next fall, with 64 students recruited and 30 selected to participate in the two co-curricular experiences.

DIVE Food Waste is a co-curricular program which explores the increasing challenge of food waste in Nashville and its effects on local communities and the environment, an issue highlighted by the Natural Resources Defense Council (NRDC) and the Mayor's Office. Through DIVE Food Waste, students will focus on efforts similar to that of the Nashville Food Waste Initiative, a pilot of the NRDC, applying human-centered design methodology to address the question: How do we reduce food waste in Nashville?

Through the Local OACS DIVE Affordable Housing program, students will examine the many factors that contribute to barriers to homeownership in Nashville. Through the framework of critical service-learning and utilizing the process of human-centered design, students in the Affordable Housing cohort will work closely with local non-profit and government organizations to support community-identified goals to address the need for affordable housing in Nashville.

Through DIVE Empathizing with the Lived Experiences of Refugees students will explore the current global crisis of human displacement through a local lens in the Nashville community utilizing human-centered design. Students will learn from local experts working in various areas of refugee support services, including primary care providers and policymakers on the complex issues impacting the health and well-being of displaced persons in Nashville. The program will consist of didactic content and immersive service learning experiences directed by program faculty and local experts working with displaced persons. Students will combine the first-hand service experience with the academic material through intentional dialogue about the nuances of care and constant reflection around the lived experience of refugees and the positive and negative consequences of resettlement. Students will develop evidence-based and targeted approaches to alleviate community-identified stressors and promote advocacy within Nashville's refugee populations, culminating in the presentation of an action plan based on the Social Change model of Leadership Development. At the conclusion of the program, students will present their final projects in an effort to enact actionable change.

The following represents the structure of the campus-based DIVE curriculum:

- ❖ Partner Meet-and-Greet
- ❖ Submit Partner Placement Preferences
- ❖ Placement Week
- ❖ Local OACS DIVE Bootcamp – 3 hours
- ❖ Placements Finalized
- ❖ Meaningful Service Institute – 2 hours
- ❖ DIVE Seminar and Design Lab 1
- ❖ DIVE Seminar and Design Lab 2
- ❖ DIVE Seminar and Design Lab 3
- ❖ DIVE Seminar and Design Lab 4
- ❖ DIVE Seminar and Design Lab 5
- ❖ DIVE Spring 2018 Closing Celebration

#### Subject Matter Experts and Contextual Content

- ❖ Attend five bi-weekly seminars addressing the complexities of affordable housing in Nashville.
- ❖ Learn from faculty and community partner experts.
- ❖ Read current research and other literature about affordable housing and gentrification.

#### Critical Service-Learning Framework

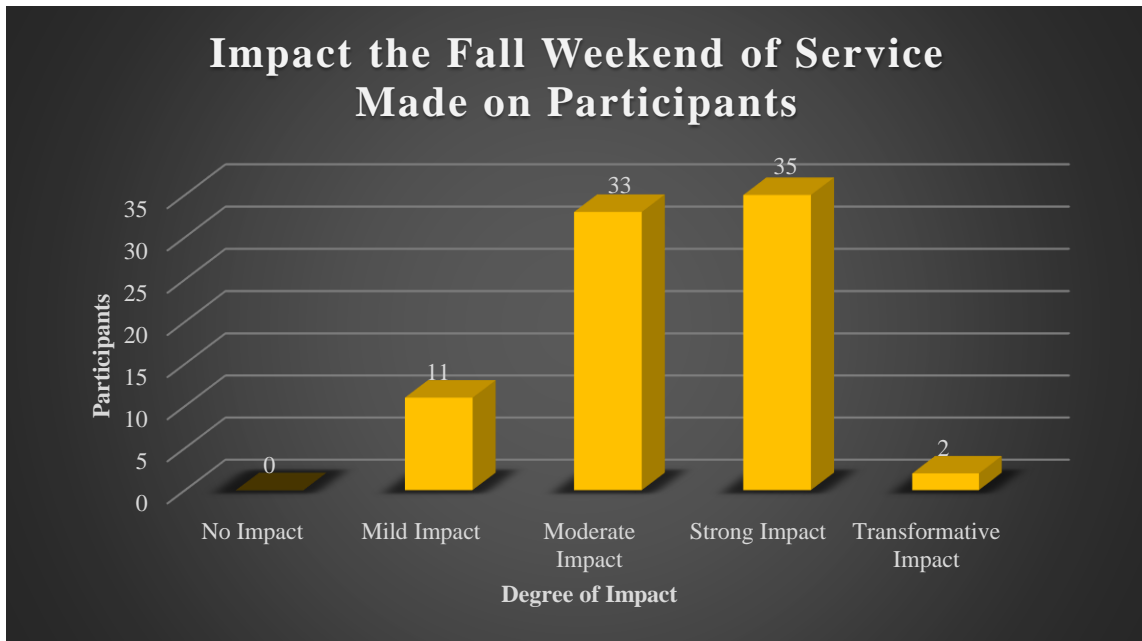
- ❖ Participate in the Meaningful Service Institute at the beginning of the fall semester to consider and reflect up ethical service, critical reflection, power and privilege, systemic oppression, and the context of place.
- ❖ Serve with one of the Local OACS DIVE Affordable Housing community partners (approximately 3-5 hours per week).
- ❖ Reflect on your personal identity and context, your service experience, and actions that you can take to address the complex issue of affordable housing.

#### Human-Centered Design

- ❖ Attend the DIVE Bootcamp at the beginning of the fall semester, tailored specifically for Local OACS students learning the process of human-centered design.
- ❖ Develop empathy for the individuals affected by and engaged with the topic of affordable housing in Nashville through seminars, interviews, direct service with a community partner organization, and critical reflection.
- ❖ Work closely with representatives from local non-profits addressing affordable housing to discover a community-identified question or challenge.
- ❖ Collaborate with your cohort colleagues during the bi-weekly Design Lab) to ideate creative possible solutions to address the community-identified question or challenge.
- ❖ Share progress updates and regularly request feedback from your community partner on a prototype that your group develops to address the community-identified question or challenge.
- ❖ Test your prototype with the individuals and communities who might potentially use it at the end-of-year presentation.

## Fall Weekend of Service

Over the weekend of September 9<sup>th</sup> – 11<sup>th</sup>, more than 200 Vanderbilt students working with 16 student service organizations and 15 community partners came together in remembrance of the events of September 11<sup>th</sup> by paying tribute to the victims of that day through nearly 600 hours of compassionate and dedicated community service. Health care, education, and food insecurity were the principle foci of service. The importance of the Fall Weekend of Service cannot be overstated, as it exemplifies the empathy and social consciousness of our student body as well as the fundamental link between Vanderbilt and the communities of Nashville. As our Academic Strategic Plan directs, “our graduates must be active citizens who solve important problems that confront the world and seek opportunities for discovery.”



*Dean of Student's Dashboard Key Performance Indicator*

## International Day of Peace

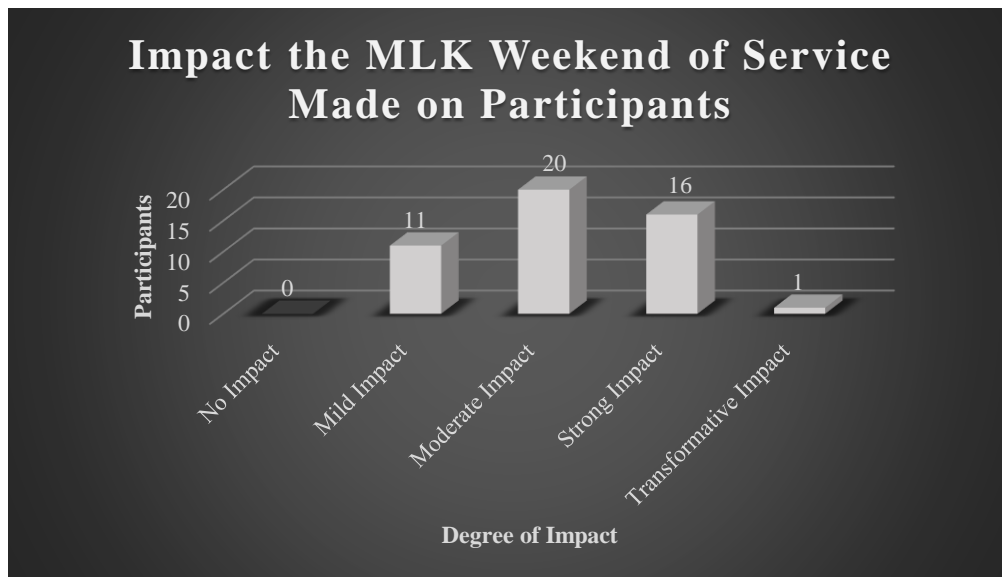
On September 21<sup>st</sup>, 84 students, faculty, and staff attended "Peace of Mind: A Panel Discussion on World Peace" presented by the Vanderbilt International Relations Association and co-sponsored by OACS. To honor the International Day of Peace, panel speakers representing Vanderbilt Hillel, the South Asian Cultural Exchange, the Muslim Students Association, the

Vanderbilt Association of Hispanic Students, and OACS discussed ways to foster ideals of peace, prosperity, and cooperation from regional and global perspectives.

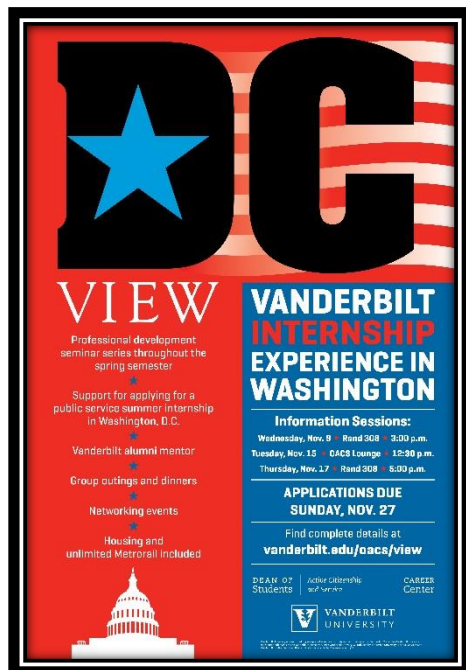


## MLK Weekend of Service

OACS seeks to actively engage students in discussion and service in order to become positive change agents in Nashville. In addition to coordinating the annual MLK Weekend of Service, OACS was an active participant in the MLK Commemoration Series at Vanderbilt. These events presented students, faculty, and staff with opportunities learn, think, and reflect on community engagement in the context of Dr. Martin Luther King, Jr.'s legacy of hope, determination, and service. Over the weekend of January 13<sup>th</sup> – 16<sup>th</sup>, 200 Vanderbilt students working with 16 student service organizations and 14 community partners came together in remembrance of the peace, equity, and social justice efforts of Dr. Martin Luther King, Jr. by donating approximately 636 hours of compassionate and dedicated community service.



## Volunteer Internship Experience in Washington, D.C.



The Vanderbilt Internship Experience in Washington, D.C. (VIEW) has completed its 12<sup>th</sup> year. VIEW provides students with an opportunity to meaningfully explore careers in the public service sector in the dynamic setting of the United States' capital. The program introduces students to career opportunities in the public service sector, provides training and support for the summer internship application process, connects participants with the local alumni chapter for networking and mentorship, and facilitates a community experience of this fast-paced and exciting hub of public policy development. The students enrolled in VIEW are eager to continue their exploration of careers in the public service sector. For eight weeks over the summer, members of the cohort meet regularly with their VIEW alumni mentor, attend educational, social, and service-oriented programs, and participate in networking events.


OACS is pleased to congratulate the members of the 2017

VIEW cohort on completing the following internships:

- Crofton Kelly – Congressman Dan Lapinski
- Josie Roth – Congressman Ted Deutch
- Victoria Herring – Congressman Jim Cooper and the VU Office of Federal Relations
- Jung-In Eunice Sohn – The Council of State Governments
- Joyce Hwang – The Data Quality Campaign
- Ashley Davis – The Livingston Group
- Kayla Butsko – Minority Business Development Agency
- Farah Arif – Senator Dick Durbin
- Phyllis Doremus – Vanderbilt University Office of Federal Relations
- Cara Bumcrot – The Democratic National Committee
- Natalie Ewing – The Newseum
- Avi Mediratta – The Steinbruck Center
- Catherine Nolan – International Law Institute
- Mark Pickett – National Veterans Legal Services Program
- Kayleigh Verboncoeur – Emerge America



**Office of Active Citizenship and Service**  
Student Driven | Community Centered

**Volunteer Experience in**  **Internship Washington, D.C.**

**2016-17**

**16** Student Participants **4,864** Internship Hours

**8 Week Internships Focused on Active Citizenship**

**100%** of Student Learning Outcomes Saw Positive Growth

**100%** Feel "Satisfied" or "Very Satisfied" with VIEW

[www.vanderbilt.edu/oacs](http://www.vanderbilt.edu/oacs)

## Assessment Results

*Please indicate your overall level of satisfaction with your experience in the VIEW Program*



*Do you feel that you were personally transformed by the impact VIEW made on your life?*



*Members of the 2017 VIEW cohort in Washington, D.C.*

## Redefine

In Redefine, students have the opportunity to immerse themselves in the global conceptualization of community service, comparing and contrasting across cultures. OACS and International Student & Scholar Services collaborated with The Nashville Food Project this spring to implement the third year of the Redefine Program. Redefine hosted speakers from Open Table Nashville and The Nashville Food Waste Initiative, as well as a Returned Peace Corps Volunteer, several Humphrey Fellows, and a student participant from the OACS London Service Program. Redefine provides the opportunity for Vanderbilt's American and international students to develop friendships as they explore the meanings of service and social justice by following an experiential learning curriculum focused on addressing the needs of The Nashville Food Project. 16 Vanderbilt students representing seven countries participated in four staff-led seminars and five days of community service.



*Redefine participants serve at The Nashville Food Project*

## Cultivating Roots



*The first seminar of Cultivating Roots*

Cultivating Roots: Access to Equitable Education and the Workforce began this spring. OACS recruited a cohort of 10 students who served with the OASIS Center, Stronger Than My Father, Salama Urban Ministries, NICE's Adult Education Program, and the Susie Brannon McJimpsey Center. This semester-long program combined local community engagement with seminar topics that focused on access to equitable education in the Nashville community. Students participated in

activities and discussions surrounding power and privilege dynamics, critical consciousness, healthy community engagement practices, and volunteer etiquette.

## Chapter Two: Global OACS

OACS GLOBAL SERVICE  
SUMMER 2017

LONDON

SOUTH AFRICA

ECUADOR

MOROCCO

INFORMATION SESSIONS: RAND 305

October 10	5:00 pm
October 24	12:10 pm
November 2	4:00 pm
November 9	12:10 pm

APPLICATION DUE:  
NOVEMBER 15

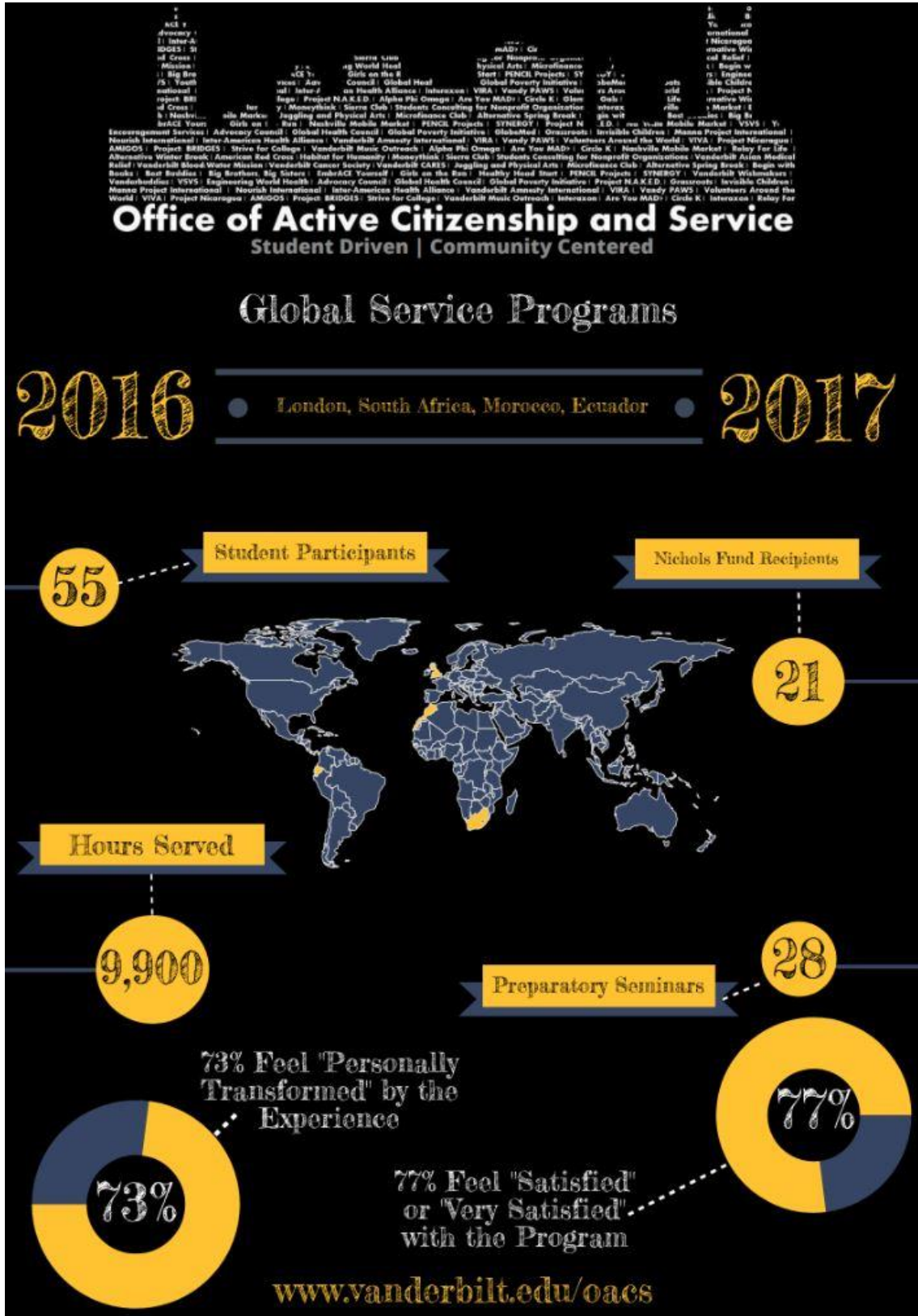
[www.vanderbilt.edu/oacs](http://www.vanderbilt.edu/oacs)

DEAN OF Students | Active Citizenship & Service

VANDERBILT UNIVERSITY

The OACS Global Service Programs challenge students to critically question their perspectives and roles in the shared human experience through pre-service curriculum, intensive service, post-service skills application, and continuous reflection. These programs are rooted in service-learning pedagogy and are meticulously planned in order to best facilitate students' abilities to connect meaningfully with people different from themselves through humble engagement and reciprocal dialogues within host communities. Participants bring this learning back to add positive value and depth to the social fabric of the Vanderbilt community and Nashville. 55 participants completed the spring seminar series and they will soon begin the transformative summer immersion experiences in South Africa, London, Morocco, and Ecuador.







## South Africa

The service project in South Africa is aimed at understanding the systemic injustices deeply entrenched within society post the racist and oligarchic apartheid dictatorship that existed in the country until 1994. The overall intent of the South Africa Project is, within the context of a faculty-led and mindful and reflective experience, to provide a dynamic opportunity for Vanderbilt students to engage in meaningful service in some of the most marginalized areas of Port Elizabeth. For some students this is also a powerful and immersive way to understand what it means to be a society in transition, as South Africa's transition away from its apartheid past is unique and insightful for those wishing to understand, through the lens of service, the nature of the transitional experience first-hand.



*South Africa 2014 Student Cohort*

### South Africa 2017 Cohort

Hamza Raza	Marisa Steiber
Ashley Nmoh	Sia Andrews
Aine Muhumza	Katie Sykes
Sophie Goddyn	Haneesha Paruchuri
Nancy Anosike	Natalie De Benedetti
Ajike Sumpter	Mary Scott Bugg
Malik Hollingsworth	Carolyn Yee
Nariko Lee	Alison Krehler

## Assessment Results

*Do you feel you were personally transformed by the impact the OACS South Africa Program made on your life?*



Please indicate your overall level of satisfaction with the OACS South Africa Program



### Program-Specific Learning Outcomes

Identify the legacy of historical systemic, institutional and structural conflict embedded in South Africa as an obstacle to current day development of communities.

Question	Average Pre-Assessment Result	Average Post-Assessment Result	Movement
Please indicate how well you are able to evaluate the following: - <i>I am able to identify the legacy of historical systemic conflict in South Africa as an obstacle to current day development of communities.</i>	3.27	4.67	1.4
Please indicate how well you are able to evaluate the following: - <i>I am able to identify the legacy of historical institutional conflict in South Africa as an obstacle to current day development of communities.</i>	3	4.78	1.78
Please indicate how well you are able to evaluate the following: - <i>I am able to identify the legacy of historical structural conflict in South Africa as an obstacle to current day development of communities.</i>	3.09	4.67	1.58

Understand the complexity of equitable and fair development amongst diverse communities with deeply entrenched stereotypic perceptions and lasting effects of discrimination, segregation and access to resources due to racism and classism.

Question	Average Pre-Assessment Result	Average Post-Assessment Result	Movement
Please indicate how well you are able to evaluate the following: - <i>I understand the complexity of equitable and fair development amongst diverse communities in South Africa.</i>	2.64	4.56	1.92

Please indicate how well you are able to evaluate the following: - <i>I understand the stereotypic perceptions and effects of discrimination in South Africa.</i>	3.09	4.67	1.58
Please indicate how well you are able to evaluate the following: - <i>I understand the complexity of segregation and access to resources due to racism and classism in South Africa.</i>	2.91	4.67	1.76

## London

London is one of the most culturally and economically dynamic cities in the world and has a rich historical narrative. The key objective of this program is to immerse students in service through partnerships with local organizations in the London Boroughs of Newham, Tower Hamlets, and Hackney. Students will meaningfully engage in public health areas such as immigration advocacy, women's rights, youth development, impact assessment, and patients' rights while serving alongside members of the community. Public health concerns will be addressed and students will have the opportunity to analyze local governance challenges and barriers to inclusive and effective community development.



*London 2015 Student Cohort*

### London 2017 Cohort

Tunmise Olowojoba	Denise Wanyana
Lekha Reddy	Daniel Rubin
Caitlyn Ko	Brianna Watkins
Mary Beckwith	Azeem Hernandez
Julia Mancini	Henry Goldberg

## Assessment Results

*Do you feel you were personally transformed by the impact the OACS London Program made on your life?*



Please indicate your overall level of satisfaction with the OACS London Program



## Program-Specific Learning Outcomes

*Develop the ability to compare and contrast the health care systems of the United Kingdom and the United States, focusing critically on the strengths and weaknesses of both.*

Question	Average Pre-Assessment Result	Average Post-Assessment Result	Movement
Please indicate the extent to which you understand the following: - <b><i>The similarities and differences of the healthcare systems in the U.S. and the U.K.</i></b>	2.36	3.88	1.52
Please indicate the extent to which you understand the following: - <b><i>The strengths and weaknesses of both the U.S. and the U.K. healthcare systems.</i></b>	2.64	3.75	1.11

*Evaluate the role of economic, cultural, and linguistic barriers to adequate health care in east London.*

Question	Average Pre-Assessment Result	Average Post-Assessment Result	Movement
Please indicate how well you are able to evaluate the following: - <b><i>The role of economic barriers to adequate healthcare in east London</i></b>	2.36	3.38	1.02
Please indicate how well you are able to evaluate the following: - <b><i>The role of cultural barriers to adequate healthcare in east London</i></b>	2.46	3.38	.92
Please indicate how well you are able to evaluate the following: - <b><i>The role of linguistic barriers to adequate healthcare in east London</i></b>	2.55	3.38	.83

## Morocco

Morocco is an ethnically, culturally, and geographically diverse nation with a rich political and social history. In partnership with the Center for Cross Cultural Learning in Rabat, the OACS



Morocco 2016 Student Cohort

Global Service Program in Morocco aims to provide a comprehensive service-learning experience whereby students are immersed in Moroccan culture and society while serving alongside locally run organizations to build capacity and address salient social injustices. Ultimately, through delving into community-identified needs related to inequity and justice at their service sites, students gain a greater understanding of the interconnectedness of humankind and of the vital importance of global citizenship.

### Morocco 2017 Cohort

Melissa De La Torre	Raquel Gibson-Starks
Emma Stewart	Elyse Burns
Lauryn Hardy	Sarah Robinson
Lucija Tacer	Kirby-Estar Laguerre
Olivia Solow-Niederman	Austin Konkle
Rita Yosief	Agatha Fenech
Ryan Shea	Zoe Brown
Lauren Meisel	

## Assessment Results

*Do you feel you were personally transformed by the impact the OACS Morocco Program made on your life?*





Please indicate your overall level of satisfaction with the OACS Morocco Program



## Program-Specific Learning Outcomes

*Understand the role of women in Morocco*

Question	Average Pre-Assessment Result	Average Post-Assessment Result	Movement
Please indicate the extent to which you understand the following: - <i>The role of women in Morocco</i>	2.88	4.5	1.62

*Understand the influence of religion on Moroccan culture*

Question	Average Pre-Assessment Result	Average Post-Assessment Result	Movement
Please indicate the extent to which you understand the following: - <i>The influence of religion on Moroccan culture</i>	3	4.6	1.6

## Ecuador

Ecuador is a country overflowing with rich culture and a history that has shaped current day Quito into a vibrant city with diverse foods, communities, and perspectives. In Ecuador, one of 17 megadiverse countries in the world, Vanderbilt students are immersed in culture by working alongside indigenous and marginalized communities to better understand social and environmental injustices from a community-based service perspective. Through a close, longstanding partnership with the Yanapuma Foundation in



*Ecuador 2015 Student Cohort*

Quito, the Ecuador Global Service Program seeks to achieve mutually beneficial outcomes for the Vanderbilt student cohort, local partners, and the communities they serve. The program emphasizes the importance of human connectedness, integrated sustainable development, cultural sensitivity, and a humble and informed approach to international service.

#### Ecuador 2017 Cohort

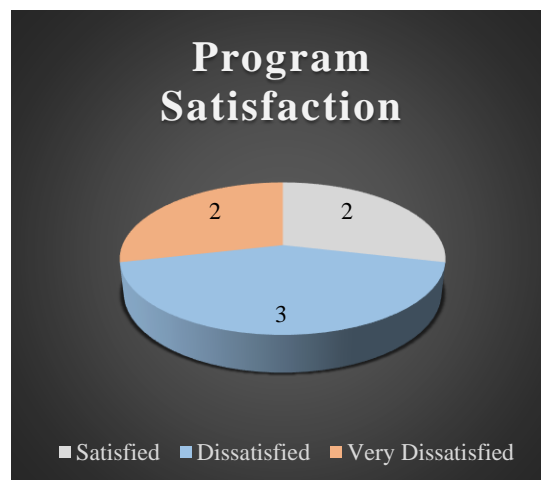
Alec Jotte	Bri'Andra Grantham
Chukwukpee Nzegwu	Domenique Meneses
Ashley Davis	Alyssa Chvasta
Rachel Flores	Katie Goetz
Matthew Zhang	Clara Yip
Antonia Rohlfing	Frances Burton
Megan Ramirez	Claire Barton

### Assessment Results

*Do you feel you were personally transformed by the impact the OACS Ecuador Program made on your life?*



2. Please indicate your overall level of satisfaction with the OACS Ecuador Program



## Program-Specific Learning Outcomes

### *Increase proficiency in the Spanish language*

Question	Average Pre-Assessment Result	Average Post-Assessment Result
Please choose the option that best describes your current level of Spanish reading ability	1 Beginner/Intermediate 6 Intermediate 1 Intermediate/Advanced 2 Advanced 1 Advanced/Fluent	1 Beginner/Intermediate 2 Intermediate 3 Intermediate/Advanced 1 Advanced
How comfortable are you communicating with Spanish speakers?	4 uncomfortable 7 comfortable	0 uncomfortable 7 comfortable

### *Evaluate in-depth reflection by evaluating the meaning-making filter through which one's contextual influences are filtered, revealing the lived experience of the self as a cultural being*

Question	Average Pre-Assessment Result	Average Post-Assessment Result	Movement
Please indicate how well you are able to evaluate the following: - <i>How my identify affects the ways in which I understand the identities and lived experiences of others</i>	4.09	4.57	.48

### *Be able to identify local, sustainable practices and grassroots models in healthcare, education, and environmental conservation in Ecuador*

Question	Average Pre-Assessment Result	Average Post-Assessment Result	Movement
Indicate the extent to which you agree with the following statement: - <i>I am able to identify local, sustainable practices in education in Ecuador.</i>	2.46	2.57	.11

## Chapter Three: Student Support

The central focus of OACS will always be the students of Vanderbilt University. To this end, our staff leads and advises in a number of capacities, providing individuals and organizations the necessary tools to effectively and humbly serve communities in Nashville and beyond. OACS is home to 75 student service organizations, providing advisement on all aspects of successfully engaging in community service while expanding student capacity and leadership. Our students act as ambassadors of Vanderbilt when they serve in Nashville, across the United States, and internationally. They show the best of what our university has to offer through their tireless devotion to social justice. Our office also provides a professional meeting space for students to gather and work.

Staff to Student Organization Ratio, Approximately 1:19

### Student Service Organizations Advised by The Office of Active Citizenship & Service

Alpha Epsilon Delta	Alpha Phi Omega
Alternative Spring Break	Alternative Winter Break
American Red Cross	AMIGOS
Are you MAD?	Begin with Books
Best Buddies	Big Brothers Big Sisters
Challah for Hunger	Circle K
Coaching for Literacy	Code Ignite
Court Appointed Special Advocate	EmbrACE
Engineering World Health	Girls on the Run
Glamour Gals	Global Brigades
Gold Standard	Grassroots
Habitat for Humanity	Harmonies for the Elderly
Inter-American Health Alliance	InterAxon
International Justice Mission	Life's a Stitch
Lyrical Movements	Manna Project International
Martha O'Bryan World Cup	MEDLIFE
Moneythink	Next Steps
Nourish International	Operation Haiti
Partners in Health Engage	Pencil Projects
Project CURE	Project NAKED
Project Nicaragua	Project RISHI
Project Rousseau	Project Sunshine
Project: BRIDGES	Relay for Life
She's The First	Students Against Modern Slavery
Students Consulting for Nonprofit Organizations	Students for the Public Trust
SYNERGY	The Wells Project
UNICEF	United Muslim Relief
Vanderbilt Art Outreach	Vanderbilt Be the Match on Campus
Vanderbilt Blood:Water Mission	Vanderbilt Cancer Society
Vanderbilt CARES	Vanderbilt Food Justice

Vanderbilt Initiative for Vegetarian Awareness	Vanderbilt Juggling and Physical Arts
Vanderbilt Microfinance Club	Vanderbilt Music Outreach
Vanderbilt Prison Project	Vanderbilt Students for Non-Violence
Vanderbilt Students for Public Trust	Vanderbilt Wishmakers
Vanderbilt-Pakistan Connection	VIRA
Volunteer for Smiles	Volunteers Around the World
VPAWS	VSVS
Youth Encouragement Services	

### Service Leaders Conference



*Service Leaders Conference*

More than 80 student service leaders gathered at the Nelson Andrews Leadership Center for OACS' annual Service Leaders Conference where, together with OACS staff, they reflected and prepared with a renewed focus on meaningful community engagement. The SLC is an annual program planned by OACS which provides service leaders with the tools and resources that they need to lead their organizations effectively in the upcoming school year.





## Service Organization Fair

50 organizations and 446 attendees participated in the annual OACS Student Service Organization Fair on September 7<sup>th</sup>. Student leaders shared opportunities to learn from and serve with our local community around such themes as education, the arts, healthy living, development, and advocacy. Meredith McKay with the Davidson County Election Commission was also present to answer students' questions about registering to vote.



*Service Organization Fair*

## Student Advisory Board

Since 2012, students have played an increasingly integral role in OACS by serving on our Student Advisory Board. The board is active throughout the school year, convening once a month. As a student-run board, students have developed the mission, purpose, and terms of reference for the board. They identify key areas where their expertise can advise and inform OACS programming to be student-tailored while meeting the strategic goals and mission of the office. This year, 14 students served while applying their expertise to insure that the Director of OACS is student-centered while meeting the strategic goals and mission of the office. The Board is comprised of eight student leaders (two from each undergraduate class year) and two subcommittees: Active Citizenship and Service.

## Presidential Debate Watch and Voter Registration



*Presidential Debate Watch*

OACS coordinated four Presidential and Vice Presidential Debate Watch events in Rand Lounge, inviting guest speakers to speak on various topics. More than 400 people attended the Debate Watches and many participants took advantage of the opportunity to register to vote.

- Sep. 26<sup>th</sup> Presidential Debate – Guest speaker Abby Sutton, Civic Engagement Coordinator with the Tennessee Secretary of State
- Oct. 4<sup>th</sup> Vice Presidential Debate – Guest speaker Dr. Vanessa Beasley, Dean of the Martha Rivers Ingram Commons
- Oct. 9<sup>th</sup> Presidential Debate – Guest speaker Dr. Allison Anoll, Assistant Professor of Political Science
- Oct. 19<sup>th</sup> Presidential Debate – Guest speaker Dr. Clive Mentzel, Director of OACS and Affiliated Faculty – Political Science and Medicine, Health, and Society

## Visions Skills Development Sessions

OACS was proud to lead 22 Visions Skills Development Sessions for our first year students. These sessions, on Civic Engagement and Ethical Service, occurred during October and involved approximately 330 students as well as faculty VUceptor Chancellor Nick Zeppos.



## Homecoming Alumni Reception

On October 21<sup>st</sup>, OACS welcomed home Vanderbilt alumni in a celebration of the enduring Commodore culture of service at the inaugural Homecoming Alumni Reception. Alumni and students of the OACS family who contributed to community engagement and active citizenship at Vanderbilt through participation in service organizations or OACS programs enjoyed food and fellowship at the annual event. Student organizations volunteered their time to update alumni on the ways in which their groups were engaging with communities here in Nashville and around the globe.

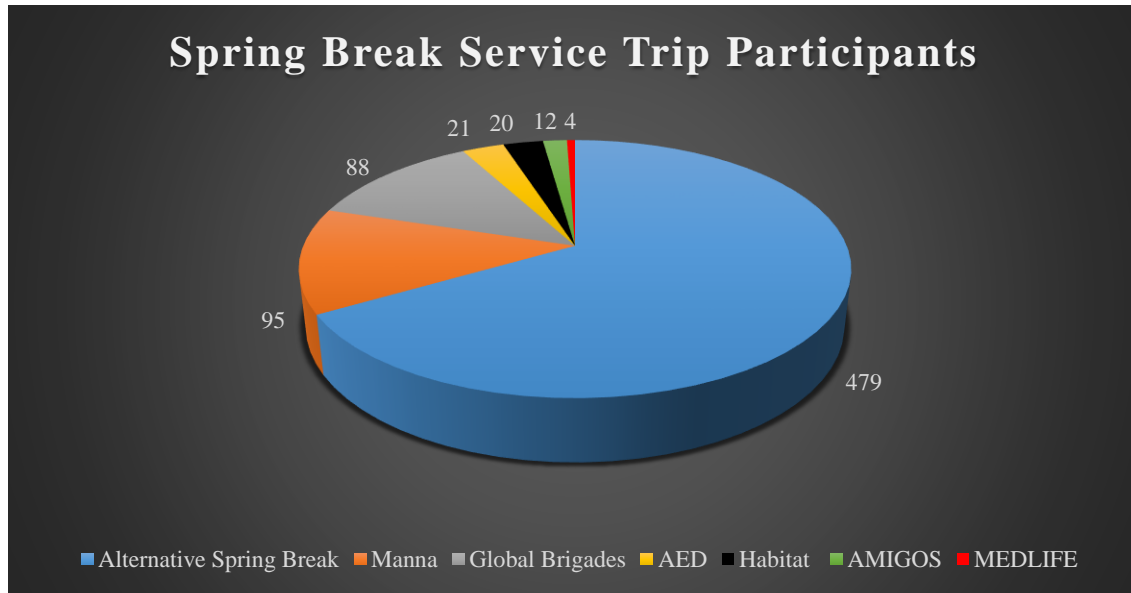


*Homecoming Alumni Reception*

## Spring Break Travel

Spring break saw more than 700 Vanderbilt students travel domestically and internationally for week-long service trips planned, implemented and led by student leaders in coordination with local partner organizations. Alternative Spring Break, AMIGOS, Alpha Epsilon Delta, MEDLIFE, Global Brigades, Habitat for Humanity, and Manna Project International delivered remarkable

experiences for the involved students. These projects, ranging in scope from healthcare to education to environmental advocacy, were organized and executed by student leaders. In each case, project planning and implementation extended back to the beginning of the academic year, if not further. OACS places student safety and risk management at the heart of all the work we do in supporting our traveling groups. OACS staff worked tirelessly to ensure that these service trips were safe and met critical community need without placing undue stress on local partners.



## Pathfinder Award

The William Aaron Pathfinder Award recognizes juniors and seniors whose uncommon community service efforts and leadership skills demonstrate vision, creativity, and innovation. Named in recognition of William Aaron (Class of '89), whose own path finding led to the creation of the Office of Volunteer Activities—now the Office of Active Citizenship and Service—this award celebrates Vanderbilt University's extraordinary history of service to the community. This year's recipient was Kelly Perry.



*Kelly Perry*

## Keegan Award



The Michael B. Keegan Fellowship enhances the development of future leaders through world travel and experiential learning. The program is designed to allow a graduating senior or seniors the opportunity to pursue an idea or an issue, about which the student is impassioned, and to do so in the context of daily life in a global scenario. 11 seniors applied for this year's fellowship award. Vivek Shah and Nigel Walker were selected as the 2017/18 Keegan Traveling Fellows.

## Senior Sendoff

The second annual OACS Senior Sendoff took place on March 31<sup>st</sup> in honor of our seniors who devoted time and energy to service, activism, and advocacy during their Vanderbilt tenures. Held



*Senior Sendoff 2017*

in the late spring, the Sendoff is hosted in the OACS Lounge and includes snacks, senior gift presentations, and a thank you from OACS staff. The Sendoff marks the first opportunity for OACS to connect with soon-to-be young alumni. Seniors are encouraged to maintain their relationship with OACS and service at Vanderbilt after graduation and are provided with information about alumni opportunities and resources.

## National Campaign for Political and Civic Engagement Conference

Olivia Solow-Niederman and Emma Stewart served as the 2017 Ambassadors at the annual National Campaign conference. College students from 28 schools across the country convened at the Harvard Kennedy School's Institute of Politics' National Campaign for Political and Civic Engagement Conference from February 3-5. The campus representatives identified what young Americans see as the root causes of national divisiveness and created community-based action plans to reconnect America.



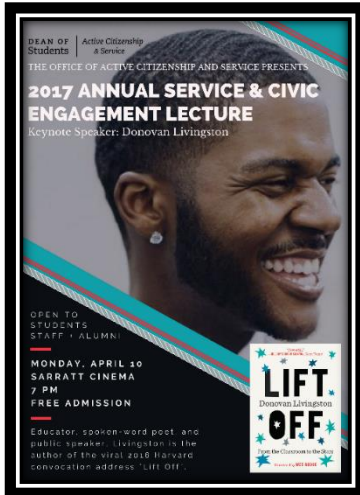
*Emma Stewart and  
Olivia Solow-Niederman*

## Vanderbilt Community Service Mapping

Service to the Nashville community and society at large is a core component of Vanderbilt's mission. Vanderbilt continues to serve its neighbors in the greater Nashville community and around the world through numerous projects and initiatives, including but not limited to service-learning, student-led service organizations, and campus-wide service efforts. In an effort to promote equity, empathy, and excellence in all endeavors, Vanderbilt prioritizes service as a mechanism through which these core values manifest in students, faculty and staff. By conducting a survey of service across the university, OACS is developing an ongoing university-wide understanding and picture of community service among key offices and departments at Vanderbilt. OACS will ensure that this information is available to the entire Vanderbilt community.



## Service and Civic Engagement Lecture



More than 65 students attended the first annual OACS Service and Civic Engagement Lecture with keynote speaker Donovan Livingston on April 10<sup>th</sup>. Donovan Livingston is an award-winning educator, spoken word poet, and public speaker. In 2016, his Harvard Graduate School of Education convocation address “Lift Off” went viral, reaching over thirteen million views and prompting Hillary Clinton to praise, “It’s young graduates like [Livingston] who make it clear that America’s best days are still ahead.” OACS extends a warm thank you to Mr. Livingston and all who were in attendance.

## Student Advisory Board

The OACS Student Advisory Board exists to ensure that programs and services offered by the office meet student needs and provide opportunities for student leadership development. The Board is a platform from which students can apply their expertise and inform OACS programming to be student-centered while meeting the strategic goals and mission of the office. The Board is comprised of 13 student leaders (at least two from each undergraduate class year) and two sub-committees – Active Citizenship and Service.

## President’s Higher Education Community Service Honor Roll

The President’s Higher Education Community Service Honor Roll recognizes institutions of higher education that support exemplary community service programs and raise the visibility of effective practices in campus community partnerships. To achieve such a comprehensive picture at Vanderbilt, OACS interviewed numerous campus partners and colleagues to collect data on programs that improve the economic, educational, and general service opportunities for our interconnected communities. For the 8<sup>th</sup> consecutive year, Vanderbilt was recognized in 2016/17 as an institution on the President’s Higher Education Community Service Honor Roll for our strong and consistent partnerships with organizations working to create opportunities in economic, education, and community engagement initiatives.





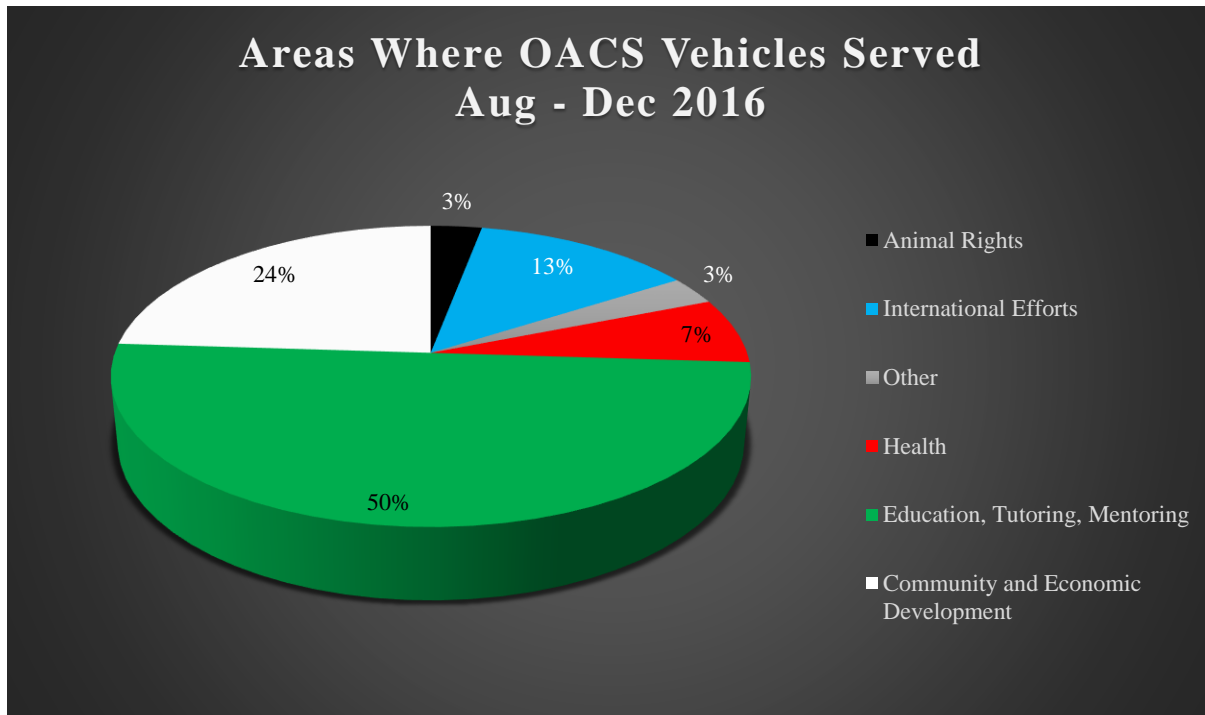
## Annual Service Organization Assessment

Every semester, OACS asks the leaders of all affiliated student service organizations to complete a comprehensive assessment instrument designed to benchmark their work, analyze growth and regression in key focal areas, and improve OACS' internal practices to better serve our students. Assessment reports are written to determine how and where OACS staff can improve as advisors, and uncover areas in which student organizations need increased support. These reports offer a detailed look at the impact Vanderbilt service organizations make in the Nashville community and more widely. This year saw 3,916 students enrolled in one of the service organizations OACS advises. This represents 58% of the undergraduate student body (an increase of 4% from last year).

## Student Travel and Risk Management

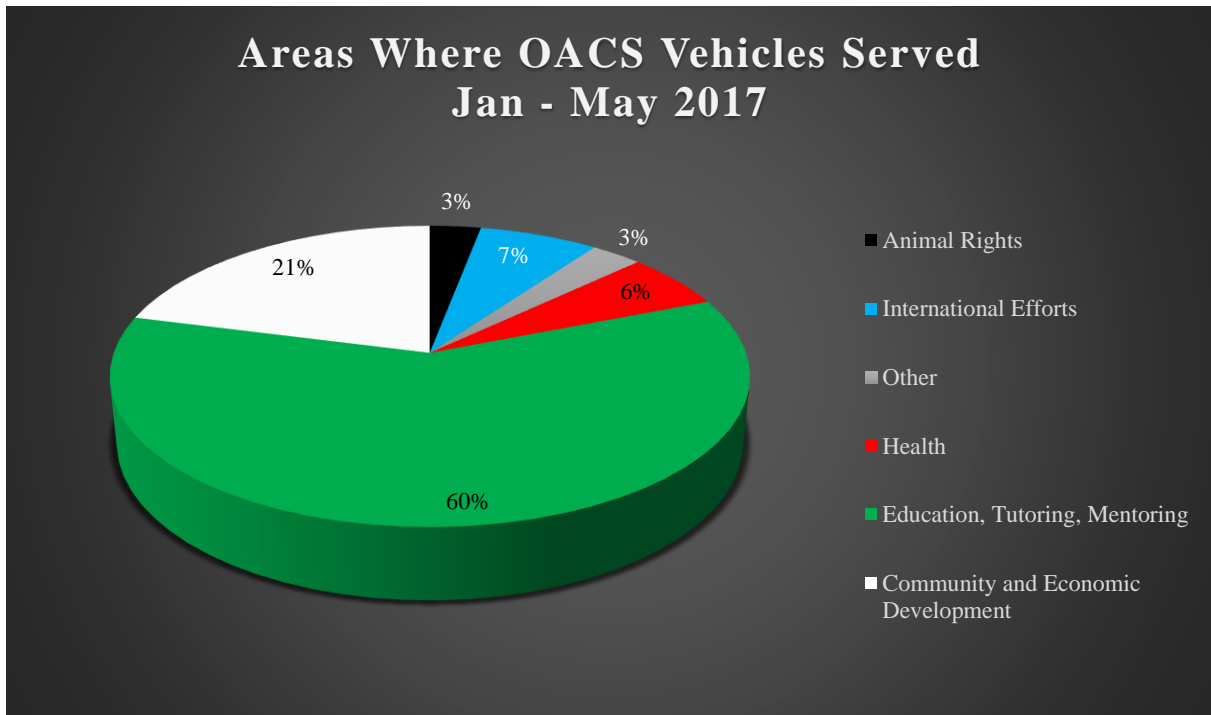
Throughout the year, OACS advises a number of student organizations who embark upon service trips, both nationally and abroad, during academic break periods. A critical component of this experience is ensuring that all students are made aware of university policies and procedures designed to keep them safe in the event of natural disaster, vehicular accident, violent incident, or other unforeseen risk. OACS advisors engage in hour-long 1:1 training with the leaders of traveling organizations, going through the university's risk management policy. This spring, three student service organizations were granted exception to travel to Honduras by the Study Abroad Risk Assessment Committee (SARAC). OACS worked step by step with these students and their faculty advisors to guarantee proper precautions were followed and everyone involved is aware of the risks outlined by the US State Department.

## OACS Vehicle Loan Program



**August 2016 – December 2016**

New Driver Applications	105
Renewed Driver Applications	93
Amount Spent on Gas	\$817.53
First Year Drivers	86
Sophomore Drivers	73
Junior Drivers	76
Senior Drivers	75



The students using OACS service vehicles made a substantial impact during spring semester. We see that 122 students made a vehicle reservation this spring, contributing 3,564 hours of service in/around Nashville. More than 1,300 reservations were logged from January 2nd - April 25th, with education/mentoring the most common service area. OACS thanks our students for using these vehicles so efficiently!

## Chapter Four: Campus Collaboration

The Office of Active Citizenship and Service is involved in numerous partnerships across campus, engaged with an eye towards increasing interdepartmental initiatives while supporting and delivering applied service and social justice experiences.

### Active Citizenship Presentations, Seminars and Events

#### ❖ Global Service Symposium

Vanderbilt students, faculty, and staff attended the first annual OACS Global Service Symposium on November 8<sup>th</sup>. Students from the 2016 Global Service cohorts presented Global Capstone Projects from their 6-week summer engagements with community partners where they studied inequities and systemic injustice within the context of issues such as human rights, education, public health, and community development through direct service and capacity-building initiatives. Dr. Clive Mentzel was pleased to introduce Professor Mitchell Korn, who delivered the keynote address.

#### ❖ Constitution Day

OACS coordinated a week of engaging panel discussions, voter registration drives, guest lectures, and more during the week of Sept. 12<sup>th</sup> – 16<sup>th</sup> in recognition of United States Constitution Day. Constitution Day is celebrated each year to commemorate the signing of the Constitution on September 17, 1787, and is a federally-mandated observance. This year, five different programs were offered on campus, including the OACS guest lecture by Dr. Carrie Russell titled “A Living Constitution?” that highlighted the U.S. Constitution’s amendment process. 50 students attended the lecture and discussed the meaning and importance of active citizenship.

#### ❖ DOS Holiday Service Project

In partnership with the Vanderbilt Medical Center's Volunteer Services Department, OACS organized and led DOS staff in the assembly and wrapping of gifts for each patient staying at the Medical Center over the holidays. Over 1,000 fleece blankets with carrying straps were distributed to patients at the Main Hospital and the Psychiatric Hospital.

#### ❖ Dr. Randy Stoecker Presentation

OACS hosted a presentation and discussion in the Black Cultural Center's auditorium on February 8<sup>th</sup> by Dr. Randy Stoecker, Professor of Community and Environmental Sociology at the University of Wisconsin, Madison. The talk was attended by approximately 20 undergraduate and graduate students and involved a stimulating discussion of service learning, focused on Dr. Stoecker’s research and criticism of the short-term service model. Senior and Ingram Scholar Lauren Pak moderated the conversation.

### ❖ International Lens Presentation

Dr. Clive Mentzel presented *Half of a Yellow Sun*. This award-winning drama, based on the novel *Half of a Yellow Sun* by Chimamanda Adichie, is a love story based in Nigeria. Two sisters return home to 1960s Nigeria, where they soon diverge on different paths. Civil war then unites them as they join the fight to establish an independent republic. They become caught up in the astonishing violence of the Nigerian Civil War and deceit threatens their home life.

## Staff Conferences and Lectures

### ❖ Perspectives on Social Justice, Post-Election: Panel and Student Discussion

On November 14<sup>th</sup> OACS, The Martha Rivers Ingram Commons, and The Department of Political Science hosted a discussion of the future of social justice in light of the 2016 presidential campaign and election. Faculty from Political Science and across campus including Professors Brooke Ackerly, Frank Dobson, Marc Hetherington, Clive Mentzel, Efren Perez, Emilie Townes, and Isaac West gave brief orienting remarks and then engaged with students' questions and concerns.

### ❖ World on Wednesday: Dealing with the Deleterious Effects of a Racist Society: A South African Service-Learning Case Study

Dr. Clive Mentzel and Kelly Perry were proud to host their WoW on October 12<sup>th</sup> with 56 people in attendance. This lecture focused on identifying the impact of a society that was racist by design and remains racist in practice. The lecture reflected on some of the methods used to deal with deep-rooted racism, and looked at the experiences of VU students experiencing a post-apartheid society through the lens of service. Suggested solutions to racism were also explored.

### ❖ Gamma Sigma Sigma Webinar

Erika Larson presented a webinar for Gamma Sigma Sigma entitled "Meaningful Service: Finding Your Chapter's Purpose". She facilitated members through the five essential components of meaningful service projects. She also suggested activities to ensure that community voice is heard and community need is met, while engaging members in critical conversations about the root causes of injustice in our communities.

### ❖ Design as an Immersive Vanderbilt Experience (DIVE) Roadshows

Dr. Clive Mentzel participated in roadshows with Drs. Lori Troxel and Derek Bruff throughout the spring promoting DIVE to faculty in the colleges of Music, Engineering, and Arts and Science.

### ❖ NASPA Presentation

On March 14<sup>th</sup>, OACS Graduate Assistant Melissa Looby presented an educational session at the National Association of Student Personnel Administrators (NASPA) Annual Conference in San Antonio, Texas. The presentation, *Undocumented and Under-Supported: Understanding Undocumented Student Experiences and Unpacking the Sanctuary Campus Movement*, was built

from literature and informed by student testimonial from qualitative interviews conducted with current and formerly undocumented students in higher education. The presentation brought graduate students, mid-level professionals, and higher-level administrators together to better understand the undocumented student experience, the legislation affecting their access to higher education, the main tenants of the sanctuary campus movement, and how we can best support this population throughout their college experience.

## Tabling

### ❖ Vanderbilt PreVU

PreVU is an admissions program sponsored by the Office of Undergraduate Admissions for high school seniors to get acquainted with Vanderbilt. Staff spoke with incoming students about OACS' mission and scope in the community.

### ❖ Dine with DOS

Staff helped serve food to students remaining on campus during Thanksgiving and Winter Breaks, in conjunction with colleagues from around the Dean of Students.

### ❖ Study Abroad Fair

Staff advertised for the global service programs while creating a presence and show of support at the Study Abroad Fair, hosted by GEO.

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### ❖ GEO Study Abroad and Passport Fair

Staff advertised for the global service programs while creating a presence and show of support at the Study Abroad and Passport Fair hosted by GEO.

## Classes and Other Academic Activity Linked to Service

### ❖ PSCI 3897: South African Transitional Justice/Post-Conflict, taught by Dr. Clive Mentzel

What is this class about? In one very short sentence, it is about responses to evil legacies of dictatorial, oppressive and conflict-ridden pasts and the role of accountability and variation in accountability mechanisms, approaches and philosophies employed in response. But, in a very different yet also strikingly similar way, it is also a defense of rationality and critical rationalism.



- ❖ PSCI 3894: Selected Topics in Comparative Politics – Democracy in South Africa , taught by Dr. Clive Mentzel

What is this class about? In one very short sentence, it is about responses to evil legacies of dictatorial, oppressive and conflict-ridden pasts and the role of accountability and variation in accountability mechanisms, approaches and philosophies employed in response. But, in a very different yet also strikingly similar way, it is also a defense of rationality and critical rationalism.

## Chapter Five: Assessment

Assessment is central to the strategic planning process in OACS. This process is being developed and strengthened in an ongoing fashion and is now widening to encompass initiatives aimed at encouraging student organizations affiliated with OACS to assess the impact their activities have on the communities they serve. The practice and implementation of assessment undergo constant scrutiny and adjustment to ensure OACS remains consistent with best practices. It is an iterative process key to strategic planning and ongoing improvement.

### Learning Outcomes

Each project undertaken by OACS has a detailed set of learning outcomes relevant to the project and its key objectives and intended outcomes. However, OACS is also guided by a set of wider learning objectives that apply to a greater or lesser degree to all its projects. Crafted jointly by the staff in OACS expressly to contain its core guiding principles, these are expressed as follows:

- ❖ Increase commitment to peace and social justice
- ❖ Understand that reflection leads to greater learning and continual improvement
- ❖ Critically examine one's own values, beliefs, and personal ethics in an interconnected world
- ❖ Deepen respect for human dignity and inspire action with empathy
- ❖ Actively seek out knowledge to be an informed participant in society
- ❖ Challenge assumptions of personal privilege
- ❖ Respect diverse perspectives
- ❖ Broaden the depth of active listening
- ❖ Hold oneself accountable for actions and decisions

### Key Performance Indicators

The Office of Active Citizenship and Service utilizes eight unique assessment indicators across a span of programmatic initiatives in order to report to senior management in the Dean of Students and more widely key components of student involvement and development. These assessment indicators provide high-level information for decision makers to quickly understand and evaluate program efficacy. The assessment indicators can be modified to meet the current needs of OACS, but they gain evaluative strength the longer they are in place, as trends and patterns can be deduced from long-term data analysis and the overall impact of the office is best examined by studying multiple years.

The performance indicators are:

- ❖ Percentage of undergraduate student service organization participation
- ❖ Percentage of student service organization leaders reporting “satisfied” or “very satisfied” with the OACS advisory relationship
- ❖ Percentage of students reporting “satisfied” or “very satisfied” with their experience in OACS global service-learning programming
- ❖ Percentage of students reporting that they were personally transformed by the impact of OACS global service-learning programming
- ❖ Percentage of students reporting “satisfied” or “very satisfied” with their experience in OACS local service-learning programming
- ❖ Percentage of students reporting that they were personally transformed by the impact of OACS local service-learning programming
- ❖ Percentage of students reporting “satisfied” or “very satisfied” with their experience in OACS civic engagement programming
- ❖ Percentage of students reporting that they were personally transformed by the impact of OACS civic engagement programming

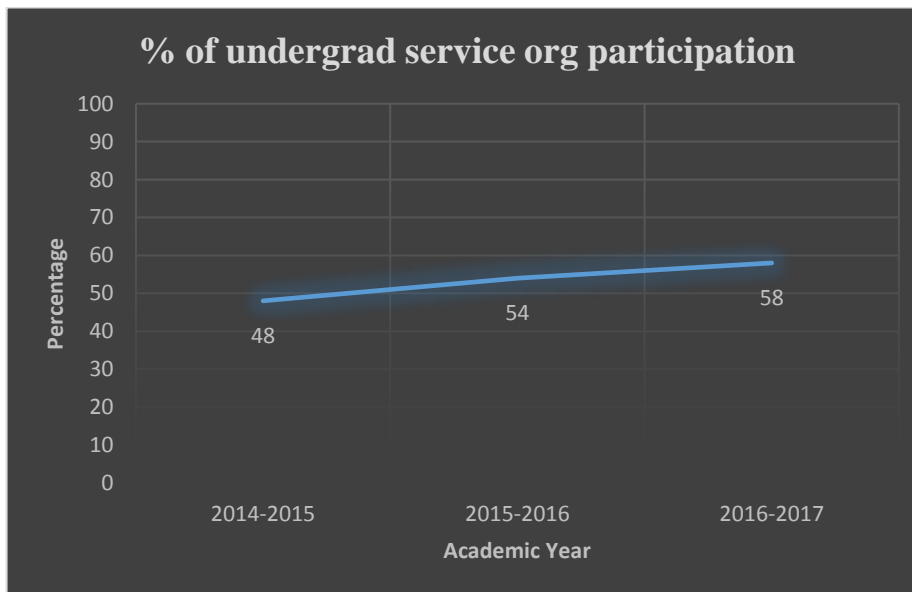
#### A) Percentage of undergraduate student service organization participation

*Update Schedule:*

Annually in May, at the conclusion of the academic year.

*Data Source:*

Anchor Link rosters of student service organizations are used to gather information, by means of a report run by the Office of Assessment and Special Projects. Students participating in multiple organizations are not duplicated. This number is divided by the total number of enrolled undergraduates.



## B) Percentage of student service organization leaders reporting “satisfied” or “very satisfied” with the OACS advisory relationship

### *Update Schedule:*

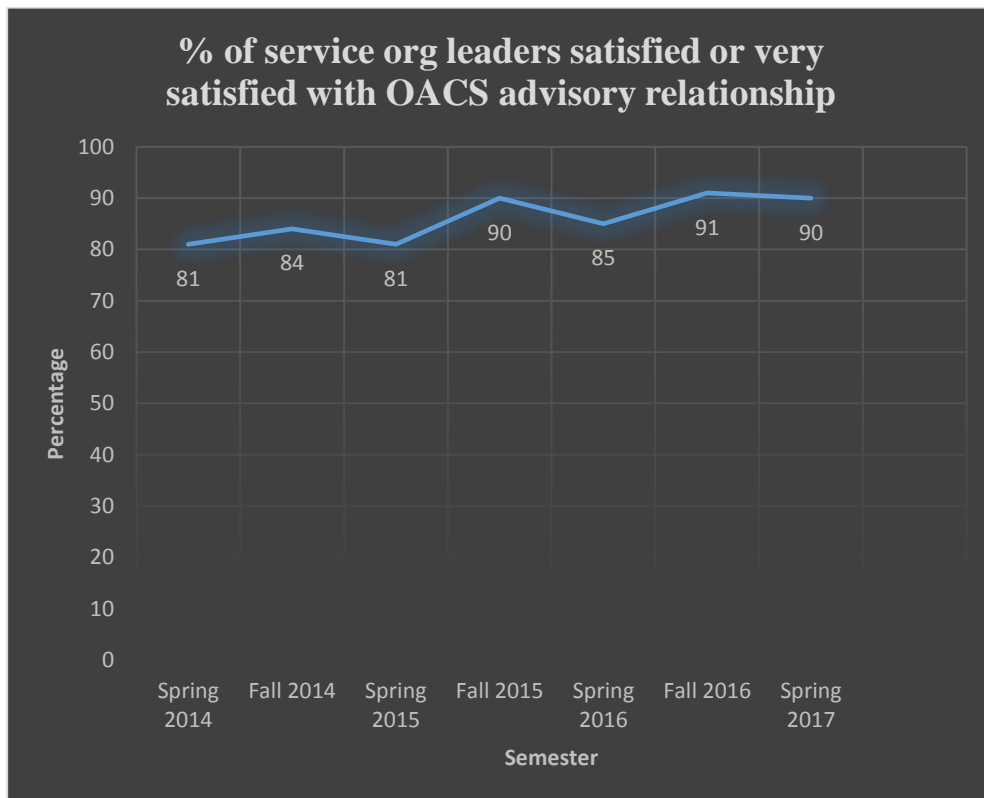
Twice yearly in January and May, at the conclusion of the fall and spring semesters.

### *Data Source:*

Student service organization survey. This survey is completed by the presidents of service organizations advised by OACS.

### *Notes:*

Data for spring 2014 and fall 2014 was taken from the student service organization survey question “what is your level of satisfaction working with OACS”.



### C) Percentage of students reporting “satisfied” or “very satisfied” with their experience in OACS global service-learning programming

#### *Update Schedule:*

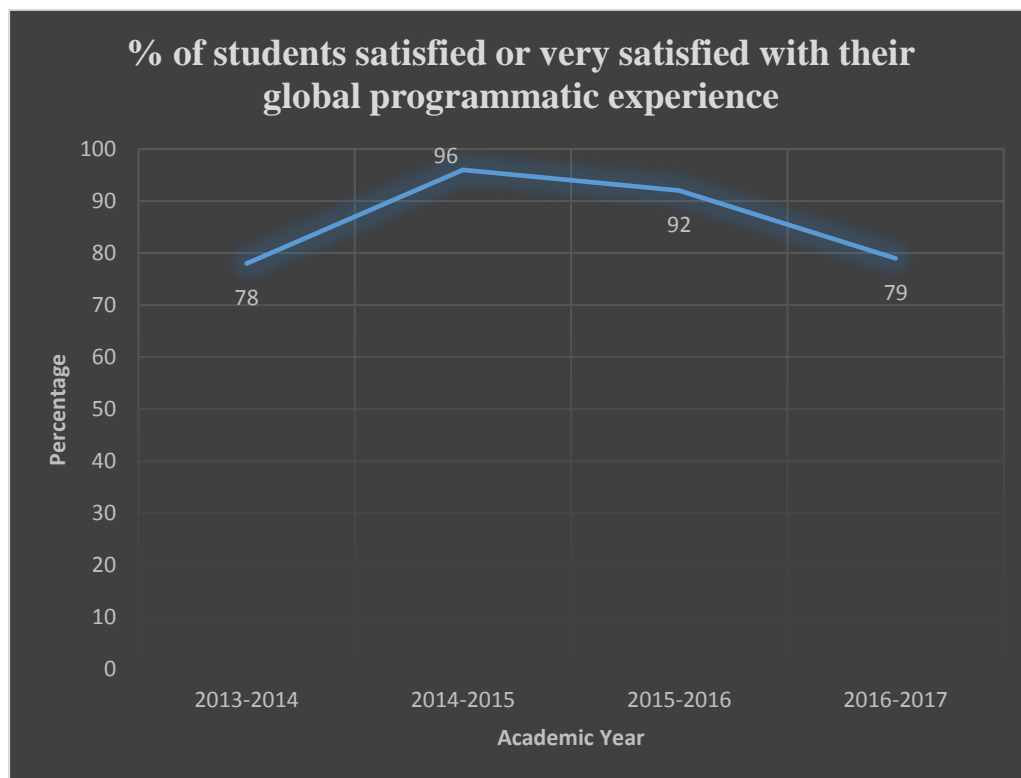
Annually in September, after the conclusion of all programs.

#### *Data Source:*

Program surveys (post-assessments) for Ecuador, London, Morocco, and South Africa.

#### *Notes:*

Data for 2013-2014 is taken from the Ecuador, South Africa, London, and Morocco post-assessment survey question *"Did you gain what you expected form this experience"*.



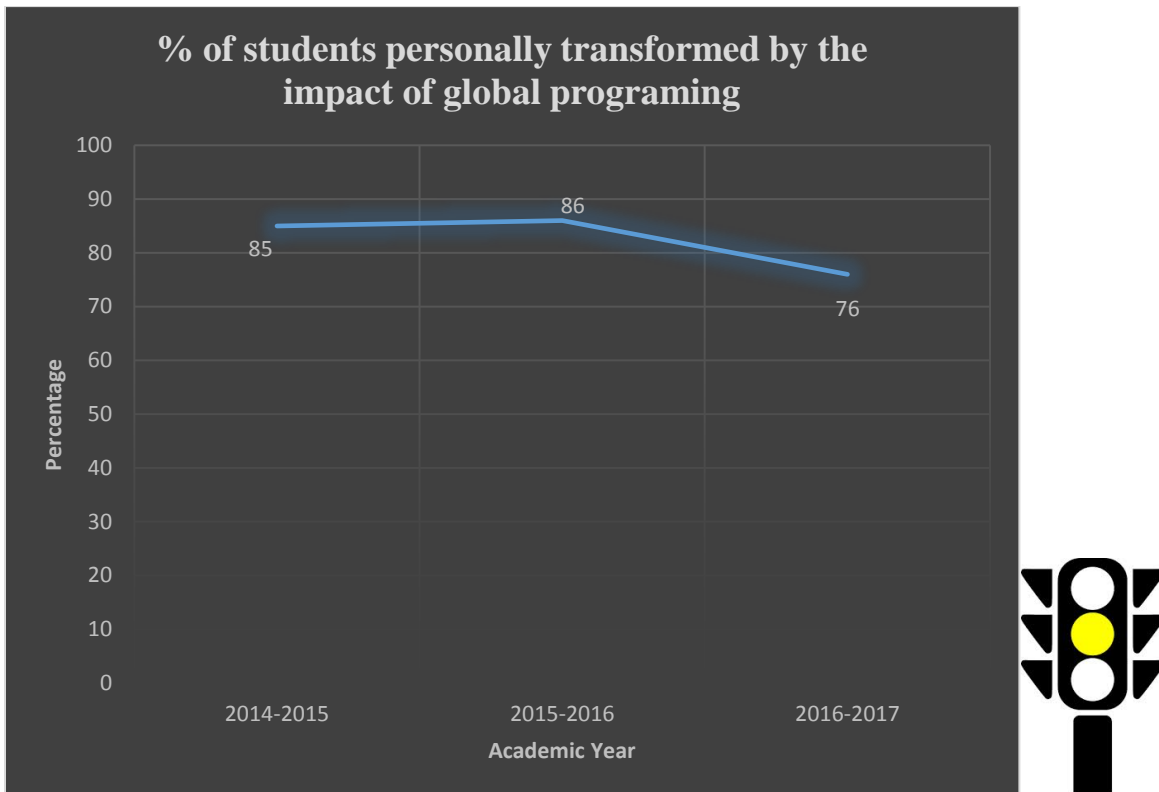
**D) Percentage of students reporting that they were personally transformed by the impact of OACS global service-learning programming**

*Update Schedule:*

Annually in September, after the conclusion of all programs.

*Data Source:*

Program surveys (post-assessments) for Ecuador, London, Morocco, and South Africa.





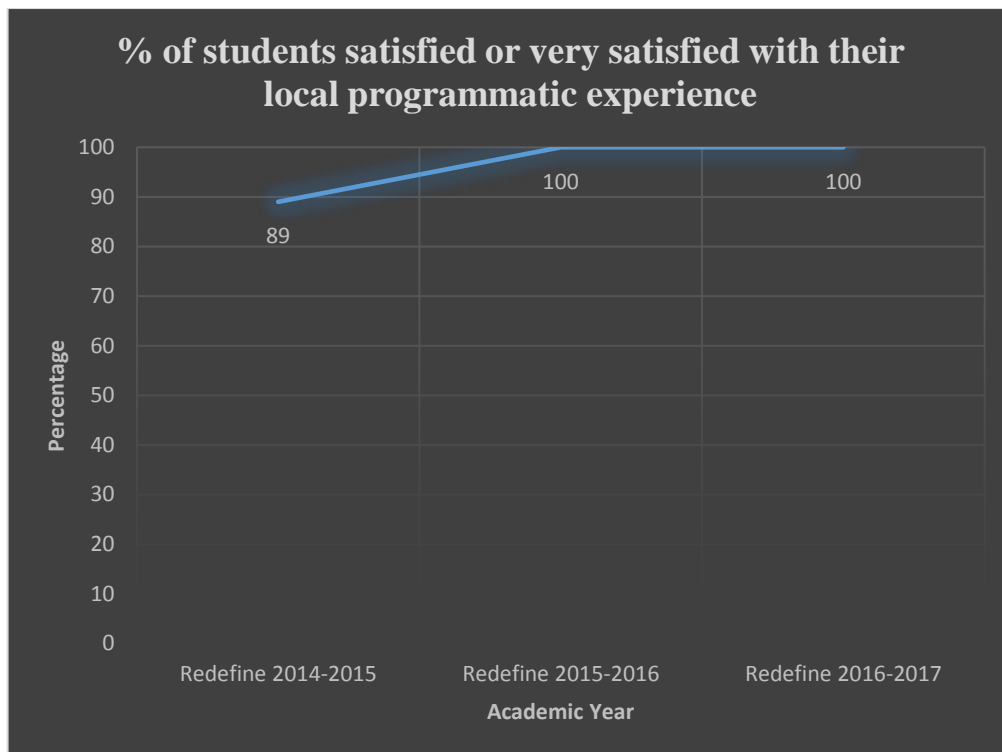
### E) Percentage of students reporting “satisfied” or “very satisfied” with their experience in OACS local service-learning programming

#### *Update Schedule:*

Annually in January and May, after the conclusion of all programs.

#### *Data Source:*

Data for DIVE: Lived Experiences of Displaced Persons, DIVE: Affordable Housing, and DIVE: Food Waste will be available beginning fall 2017. Redefine (2014/15 – 2016/17) is included for historical, comparative purposes



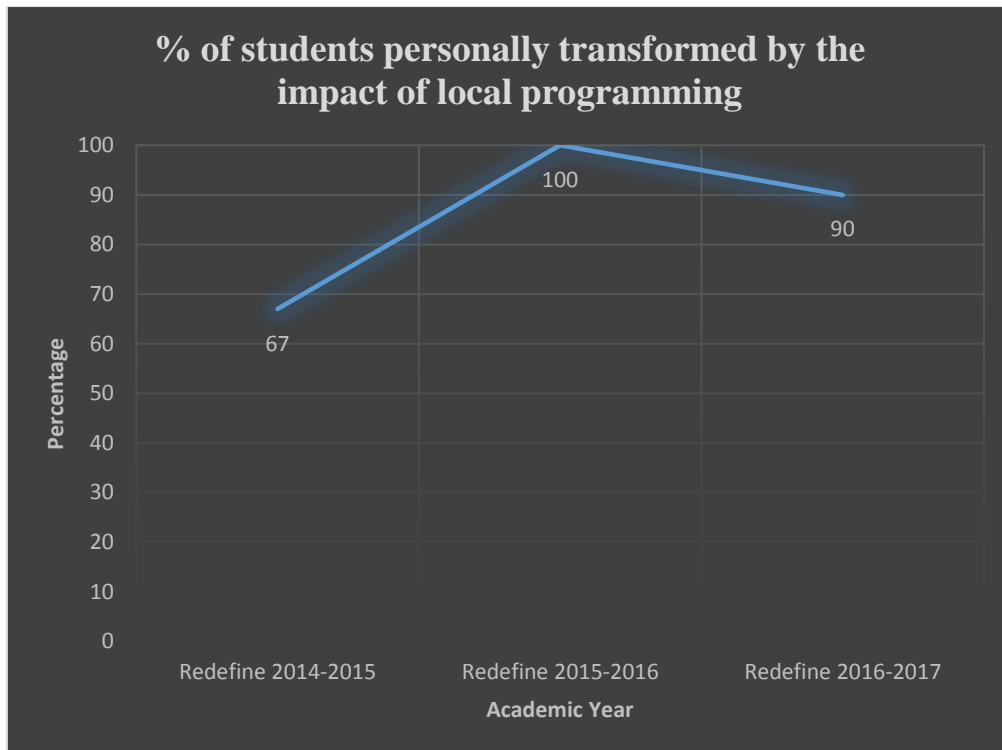
## F) Percentage of students reporting that they were personally transformed by the impact of OACS local service-learning programming

### *Update Schedule:*

Annually in January and May, after the conclusion of all programs.

### *Data Source:*

Data for DIVE: Lived Experiences of Displaced Persons, DIVE: Affordable Housing, and DIVE: Food Waste will be available beginning fall 2017. Redefine (2014/15 – 2016/17) is included for historical, comparative purposes



### G) Percentage of students reporting “satisfied” or “very satisfied” with their experience in OACS civic engagement service-learning programming

#### *Update Schedule:*

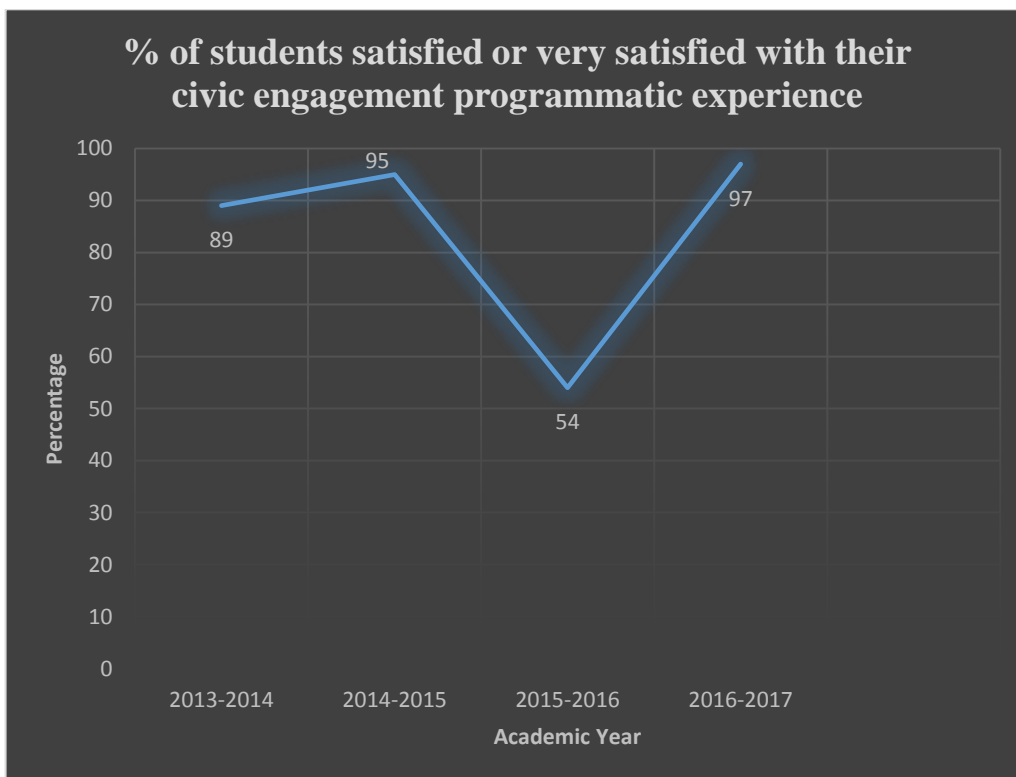
Annually in September, after the conclusion of all programs.

#### *Data Source:*

Program surveys (post-assessments) for VIEW (all years), Service Leaders Conference (2016/17), and Fall/MLK Weekends of Service (2013/14) are reported here. Starting May 2017, all civic engagement programmatic assessment will include this question.

#### *Notes:*

Data for VIEW 2013-2014 is taken from the post-assessment survey question "Do you feel you gained from this experience what you expected?"



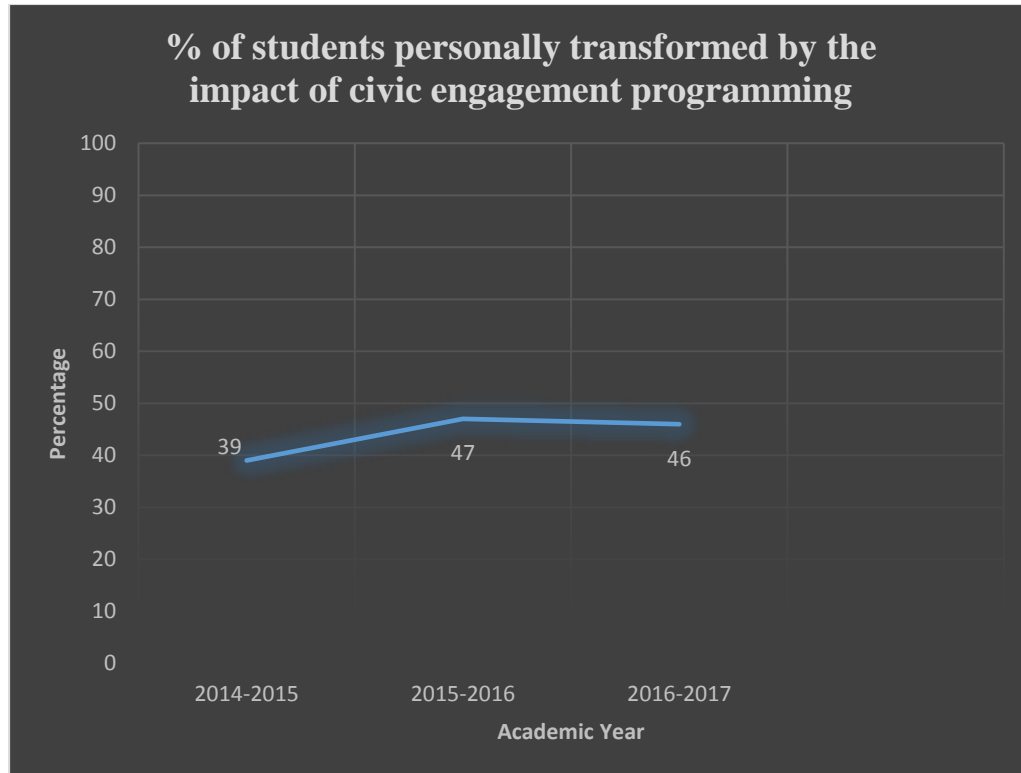
## H) Percentage of students reporting that they were personally transformed by the impact of OACS civic engagement service-learning programming

*Update Schedule:*

Annually in September, after the conclusion of all programs.

*Data Source:*

Program surveys (post-assessments) for VIEW and Fall/MLK Weekends of Service.



## Chapter Six: Nichols Humanitarian Fund



*Janice Nichols addresses the crowd during the 10<sup>th</sup> anniversary celebration of the Nichols Fund*

The Nichols Humanitarian Fund was established in 2006 by the E.C. and Lucile Hamby Nichols Trust, and by Edward C. Nichols, Jr. (JD '70) and his wife, Janice Nichols. Working in close partnership with OACS Assistant Director Meagan Smith, the Fund sponsors Vanderbilt students to become better citizens of the world and to broaden their thinking by volunteering for domestic and international humanitarian efforts. Support is made available for educational, travel, and living expenses during students' time of service. Students are encouraged to develop their own service opportunities to address an area of community need. During the summer of

2017, 42 students will receive funding to work in 9 countries. Since it was established in 2006, the Fund has awarded scholarships to more than 300 Vanderbilt students, and award recipients have participated in service experiences of at least two weeks in 44 different countries.

