

advocacy | Inter-American Health Alliance | Sierra Club | World Health Organization | Global Health Council | Global Poverty Initiative | Project N.A.K.E.D. | Alpha Phi Omega | Are You MAD? | Circle K | Glamour | Moneythink | Sierra Club | Students Consulting for Nonprofit Organizations | Juggling and Physical Arts | Microfinance Club | Alternative Spring Break | Nashville Mobile Market | PENCIL Projects | SYNERGY | Project 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 | 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 | VSYS | 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

Office of Active Citizenship and Service
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Annual Report
2014/2015

Explore. Act. Reflect.

DEAN OF STUDENTS
Office of Active Citizenship & Service



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Director's Foreword



Dr. Clive Mentzel

OACS has increasingly become known to students, faculty and staff as a collaborative and supportive service-oriented department capable of providing a deep and wide-ranging source of expertise in relation to all aspects of service and service-learning. This service-oriented posture, providing support to our university and wider community to develop immersive service-experiences increasingly linked to the class-room is a key priority of OACS for the foreseeable future. OACS intends achieving this by placing principles and practices intrinsic to the field of community engagement at the heart of all it does, and to this end has crafted a community engagement strategy which will guide the work of the unit into the future.

At a recent annual planning away-day, the OACS team reformulated these strategic objectives to align more closely with what has been achieved in the past and to support key university ambitions as expressed in the new strategic plan. The strategic objectives of the past three years remain embedded in the objectives for the future, but now serve to strengthen the focus of OACS around community engagement, placing local and global communities at the heart of service and active citizenship.

The re-formulated objectives are:

1. Continuing to strengthen and intentionally focus on the development and support of student service organizations and student leadership development and to widen this remit also to more fully include and involve OACS alumni.
2. Placing the OACS community engagement strategy at the heart of all the work the department does.
3. Further refining and implementing the OACS strategic planning process and, in particular, its associated assessment methodologies, instruments and practices, linking these to learning outcomes and the strategic priorities of OACS; and concurrently developing and refining the impact-assessment methodologies used by student organizations affiliated with OACS.
4. Communicating service and service learning opportunities across campus in particular through the establishment of networks, user-friendly digital platforms, and contributing to the

constructive creation and maintenance of the social fabric of our campus by promoting and supporting the values inherent in service.

5. Positioning OACS as the center of service-learning expertise on campus, as a resource center and a service to all students and colleagues.

A foreword would be remiss if it didn't recognize the support and excellent work of the OACS team across the last year, and I want to express my deep thanks and gratitude for the tremendous amount of work our team has been able to deliver to the high standards rightly expected as a matter of course at Vanderbilt University. Thank you to each OACS staff member - Holly, Kelly, Erika, Lauren and Dave. And to our GA's, Catherine and Janessa, as well as the large number of students who have selflessly worked in our office, we couldn't have done it without you. The same can be said to all the folk and departments that we had the privilege of collaborating with, all listed elsewhere in this report. And I should also in particular like to thank the Dean of Students, Mark Bandas, and his able senior leadership team for their ongoing support, as well as more generally the support of our colleagues across campus as a whole.

I look forward confidently to the future as OACS continues to serve the VU, local and global community through our shared commitment to selfless and impactful service.

Dr. Clive Mentzel

Director: Office of Active Citizenship and Service

Chapter One: Overview of 2014/2015

Strategic Priorities 2012/2015

During the course of the last three years, OACS has focused on four strategic objectives, and has taken significant steps to achieving these, as described in this report. These strategic objectives were to:

1. Provide a global suite of service-learning programs comprising global service-learning immersions complimented by curricula designed to ensure learning takes place.
2. Intentionally develop student service leadership capabilities and support for the relevant service organizations.
3. Expand the community engagement strategy to align Vanderbilt resources more fully with local needs through the provision of immersive service-learning opportunities.
4. Advance the robust impact assessment for OACS and all service organizations supported by OACS.

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4. Communicating service and service learning opportunities across campus in particular through the establishment of networks, user-friendly digital platforms, and contributing to the constructive creation and maintenance of social fabric of our campus by promoting and supporting the values inherent in service.
5. Positioning OACS as the center of service-learning expertise on campus, as a resource center and specialist service to all students and colleagues.

Core Guiding Principles

OACS has crafted a set of core guiding principles and these are embedded in all programming and project architecture and implementation, informing and guiding all work that OACS undertakes. These principles are pithily expressed as follows:

OACS expresses a commitment to the strategic priorities of the university and its living-learning community through:

- ❖ Humble Service
- ❖ Critical Reflection
- ❖ Action for Global Justice
- ❖ Informed Participation
- ❖ Acknowledging Personal Privilege
- ❖ Empathy & Human Dignity
- ❖ Personal Accountability

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

Highlights of 2014/2015



Staff collaboratively developed core guiding principles that influence all the work OACS undertakes, further solidifying our mission and unifying our direction



39 students served in Ecuador, Morocco, London, and South Africa as participants in the global service projects. 40 students have been recruited for the 2014/15 global service projects



VIEW celebrated its 10th anniversary with 20 students serving in 2013/14. 23 students have been recruited for VIEW 2014/15



42 students received more than \$54,000 from the Nichols Humanitarian Fund to establish service projects in 12 countries across the globe



The Redefine Program was launched in partnership with the Martha O'Bryan Center and saw 18 students from 7 countries engage in service-learning



For the first time, the Fall Weekend of Service culminated on the International Day of Peace, September 21st



OACS advised 59 student service organizations



OACS coordinated the MLK Weekend of Service with Belmont, Trevecca Nazarene, Lipscomb, and TSU. Nearly 300 student, staff & faculty volunteers worked at 8 service sites



OACS collaborated with 44 partner organizations at Vanderbilt & in the Nashville community

Diversity and Inclusion Highlights



In the global program seminars, OACS staff focused on understanding cultural context, exploring privilege and power, & encouraging meaningful reflections around diversity



During the MLK Weekend of Service, OACS partnered with five universities to host a "Day of Service" focused on honoring the legacy of Dr. Martin Luther King, Jr.



OACS co-sponsored campus programming related to diversity such as Constitution Day, the Angela Davis series, and the John Seigenthaler photo exhibit



The Redefine Program concentrated on creating bonds between American & International students as they explored differing meanings of community service



OACS advised and supported student organizations working with diverse populations in and around Nashville

Service isn't about what I need, it is about what an organization needs, and I was humbled by the disparity in my expectations and the reality.

-Alternative Spring Break Participant, March '15

Chapter Two: 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 such as Hands on Nashville and The Center for Nonprofit Management. This is outlined as follows.

Prior to the Redefine Program, I looked at service in a way that now seems to be very selfish - to give service in order to provide gratification to myself. While this is still a small motivation to do service, my main motivations lie in the drive to close the inherent privilege gaps in society. In addition, the conversations we had during seminars changed my approach to service. Service does not need to be something that needs active, physical involvement. Sometimes service can be provided by lending an ear and simply being a friend.

- Redefine Program
Participant, April '15

Community Engagement

The goal of the OACS Community Engagement Strategy is to foster meaningful relationships with community partners and structured opportunities for measured impact in the Nashville community. As part of our community outreach, OACS showcases artwork from local non-profit organizations, providing artistic interpretations of service. During spring 2015, the Oasis Center was featured. Next fall, OACS will host work by Poverty and the Arts. We hope to achieve a combination of short-term & long-term outcomes through our Community Engagement Strategy.

The following short-term goals will be accomplished by August 2015:

- OACS will raise awareness for and create intentional opportunities to interact with local need, as identified through the Metro Social Services Community Needs Evaluation.
- Staff members will actively foster relationships with key stakeholders both on Vanderbilt's campus and in the Nashville community.
- OACS programming, service, and volunteer opportunities will be enriched to address identified need and to support of community partners.

The following long-term goals will be accomplished within 3 years:

- Vanderbilt students will engage in service as an integral part of life and enhance the visibility of, participation in, and effectiveness of service.
- Students will be able to articulate the root causes of social and environmental issues in the community and understand the impact of their service.
- Community partners, local government, and community members will see OACS and Vanderbilt as essential partners in community development.

President's Higher Education Community Service Honor Roll

The President's Higher Education Community Service Honor Roll was launched in 2006 to highlight the role of colleges and universities in solving community problems and placing more students on a lifelong path of civic engagement by recognizing institutions that achieve meaningful, measureable outcomes in the communities they serve (nationalservice.gov). OACS spearheaded Vanderbilt's submission to the Honor Roll with the goal of being selected for the President's Award which is granted to the top five universities on the Honor Roll. The submission highlighted 1) Vanderbilt's institutional commitment to service, 2) three projects of exemplary community service (Martha Rivers Ingrams Commons' Commons Cup, The Ingram Scholarship Program, & Alternative Spring Break), and 3) three projects demonstrating Vanderbilt's commitment to education and economic opportunity (100% Owen [Thistle Farms], Vanderbilt Department of Special Education [SPED], & Vanderbilt Law School [Street Law Program]). Winners will be announced fall, 2015.



Mayor Karl Dean speaking to VIRA

Engage Nashville

The Vanderbilt International Relations Association (VIRA) hosted their spring event in partnership with OACS, entitled "Engage Nashville." Mayor Karl Dean provided opening remarks and Metro Social Services presented the findings of their annual Community Needs Evaluation. A small reception and non-profit fair followed the presentation.



Vanderbilt Service Map

Service and service-learning features in various forms in the activities of students and faculty in almost all academic disciplines and residential and other activities across campus at Vanderbilt. The range of service and service-learning is as diverse as the people performing service and the communities within which service is being done, and the reach is simultaneously local, national and global. To date, no single university-wide description or overview of service and service-learning exists, which means there is not a comprehensive, high-level description or panoramic picture of the range of service performed across campus. OACS feels that especially at this juncture with the emergence of a new strategic plan for the university, a comprehensive picture of service and service-learning is as essential for OACS as it recasts the way it provides services moving forward as it is for senior policy and decision-makers as they continue to shape the university and lead it confidently into the future. This is especially true as leaders define immersion and shape immersive experiences in the context of emergent definitions. In light of this, OACS has sought to remedy the existence of this lack of a coherent bigger picture by conducting a wide-ranging and comprehensive initial survey of service across the university, in this way hopefully developing a shared university-wide understanding and picture of community service among senior leadership as well as in key offices and departments across the Vanderbilt community, potentially leading to analysis and further collaborative efforts to maximize impact and share learning. This is the first time this has been attempted and some methodological and epistemological gaps exist; key learning during the process of data-collection has also occurred, enabling OACS in future, as it seeks either annually or every two years to repeat this exercise, to improve the methodology and to cement the key relationships the success of this initiative is dependent on.

Colleagues in offices and departments across campus were asked to answer the following five questions:

- ❖ How does your department engage with the Nashville Community?
- ❖ What is the subset of that engagement that relates to service and service learning?
- ❖ Are service-learning classes taught? Are these linked to service-related experiences in Nashville?
- ❖ Are there any other service-related activities undertaken in your division?
- ❖ Do you think there is any value in gaining a better understanding of the Vanderbilt-wide service activity picture? Do you have any thoughts on how this might best be achieved?

Data has been gathered and a preliminary report drafted. This information will provide crucial insight into service conducted by the university, enhancing our understanding of colleagues' endeavors and increasing opportunities for collaboration.

Fall Weekend of Service & the International Day of Peace

Since 2010, The Office of Active Citizenship & Service has led Vanderbilt students, faculty, and staff in partnering with local organizations, working toward the goal of bringing Nashville closer together as we remember the tragedy of 9/11 and honor those who lost their lives. The Fall Weekend of Service exemplifies the empathy and social consciousness of our student body and solidifies the fundamental link connecting Vanderbilt and Nashville. 2014 saw 304 participants working with 18



Girls on the Run during the Fall Weekend of Service

community partners to complete 821 hours of service. This year, as OACS reflected on the meaning of community service through the lens of peace and unity, our office decided to culminate the Fall Weekend of Service on the International Day of Peace. Established in 1981, the United Nations General Assembly declared September 21st as a day devoted to strengthening the ideals of



Participants of the International Day of Peace

peace, both within and among all nations and peoples. Inspired by community member and peace advocate Linda Ragsdale, OACS visibly and proactively advocated for peace by requesting participation from Vanderbilt offices and departments in a social media campaign. This campaign encouraged participants to make a conscious effort to adopt and promote a daily peace action in order to inspire Vanderbilt and the world.

MLK Weekend of Service, “the time is always right to do what is right”



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. For the second year in a row, OACS coordinated a collaborative service event with fellow Nashville universities, including Belmont, Trevecca Nazarene, Lipscomb, and Tennessee State. Nearly 300 students, staff and faculty volunteers served at eight sites in Nashville. As a capstone to the MLK Weekend of Service,

OACS hosted a reflection session highlighting the role of Nashville college students in the civil rights movement. As an outcome, students and staff gained a new perspective on Nashville’s founding role in the civil rights movement as well as an emerging perception of the student’s role in contemporary social justice movements.

Engagement with the Commons

OACS collaborated with the Commons on a number of different initiatives, most notably as co-advisor to the House Service Commissioners, providing weekly assistance, guidance, and support to these campus leaders. The Commons Cup generated 13,256 hours of service throughout the year, averaging roughly 8 hours of service per Commons resident. The Commons (Fair)Well event on April



Participants of the Commons (Fair)Well Event

The MLK Weekend of Service showed me that getting involved is not as difficult as it seems, and that even the little things can make a big difference. I will look for more ways to complete small acts of service off campus.

-MLK Weekend of Service Participant, January ‘15

19th saw more than 400 students participate in service, contributing 100+ greeting cards to Nashville Cares, 100+ bracelets to Camp Kesem, and 60 filler bags for the OUCRL/Greek Life/OACS Cooler Give Back.

Annual Service Organization Fair

The OACS Service Organization Fair, attended by 493 students in 2014, is an annual event for first year and returning students to learn about opportunities for service, volunteerism, and active citizenship at Vanderbilt. This includes learning about OACS and how our office supports getting



involved locally, nationally, and internationally, and the resources and programs available to students. The event is also an opportunity to meet service leaders on campus and hear about the issues their organizations address. Students have the opportunity to learn more about these organizations and other upcoming programs, including the Fall Weekend of Service.

Volunteer Administrators Network

OACS serves as an active member of Nashville’s Volunteer Administrators Network (VAN), and Kelly Jamerson serves on the VAN Council. VAN is a network of Nashville’s volunteer managers who meet monthly to share best practices, learn about the most effective strategies for supporting those who serve, and inspire each other to grow professionally and personally. VAN members collaborate and exchange resources to enhance their careers and ensure that robust nonprofits will engage volunteers in meaningful ways. The OACS team was directly involved in hosting two meetings during the 2014/2015 academic year:

❖ Understanding Social Entrepreneurship
Moderator: Kelly Jamerson
Location: Vanderbilt University

❖ How to Engage College Students
Panelist: Dr. Clive Mentzel
Location: Lipscomb University

For more information, visit www.hon.org/VAN

Trans-Institutional Service-Learning: Redefine Program

The Redefine Program, introduced this year in partnership with International Student and Scholar Services and the Martha O'Bryan Center, immersed Vanderbilt's American and International students in the conceptualization of community service across cultures and countries. 18 students from nine countries engaged in service projects and participated in a series of spring seminars led by experts in service-learning, focused on themes of social justice and ethical volunteerism. Relationships developed amongst students from a diversity of backgrounds as they worked to support residents of Cayce Homes. Reflection was a central element of the experience and students were challenged to question long-held beliefs regarding what it means to serve the community fairly and equitably.



Catherine Kelly lectures during a Redefine seminar

Trans-Institutional Service-Learning: VIEW

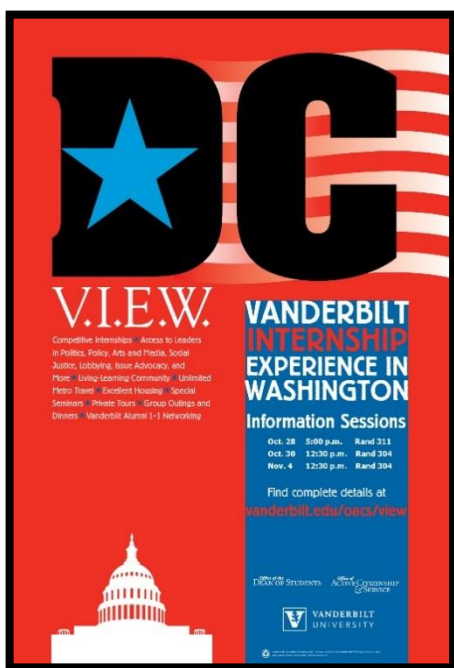
I will be interning at Google this summer. The experience of my VIEW internship was extremely vital in giving me valid professional experience as well as references during the application process.

-VIEW 2014 Participant



Site Leader: Kelly Jamerson Summer 2014: 20 Students Summer 2015: 23 Students

The Vanderbilt Internship Experience in Washington, D.C. (VIEW) celebrated its 10th anniversary in 2014/15. In the summer of 2014, VIEW provided 20 students with 8-week public service



internships with leading agencies, think tanks and other organizations associated with the U. S. government, international relations, foreign affairs, and NGOs. VIEW is unique in that it bridges public service internship opportunities with residential experiences to foster a combination of reflective living and creative learning in Washington, D.C. VIEW encourages the development of the individual within a small community of peers and an on-site director, aimed at navigating Washington, D.C. political and local issues alongside exposure to the national agenda. A credit-bearing spring course registered through the Department of Political Science and led by Dr. Mentzel helps prepare students for this opportunity through career readiness training, writing development, and discussions on politics, organizational structure, and the dynamism of service and active citizenship. Supplementary programming, group events

and activities, and engagement with the Vanderbilt alumni network complete the summer experience.

Communications

Employing a robust communications strategy was a top priority for OACS in 2014/15. OACS maintains a comprehensive, evolving website dedicated to informing the student body about important service events and inspiring action in the community. Our website is designed to be a marketing, publicity, education, and recruitment tool for all stakeholders. Similarly, OACS employs three student-focused listservs, each with different target groups. This year, OACS used them to advertise and disseminate information for 32 partners' events, service opportunities, and initiatives on campus and in Nashville. Our social media received 354 Facebook likes and staff regularly post pictures, links, and information to our Facebook and Twitter platforms. Finally, OACS creates monthly newsletters that are sent to every Vanderbilt student. The OACS newsletter provides students with detailed information about office initiatives, acts as a platform for our student organizations to publicize their activities, serves the community by announcing partners' upcoming events, and communicates the work and impact of service around Nashville. OACS staff conducted numerous presentations on service and service-learning in 2014/15, including the Tennessee Service-Learning Conference, World on Wednesdays, an ACPA Webinar, GEO Conference "Educo", MOSAIC, Greek Round-Up, EVOLVE, and the "Introduction to Ethics" course in the Philosophy Department.

- ❖ Homepage
www.vanderbilt.edu/oacs
- ❖ Facebook
<https://www.facebook.com/VanderbiltOACS>
- ❖ Twitter
www.twitter.com/OACSatVandy
- ❖ Anchor Link
www.anchorlink.vanderbilt.edu/organization/ActiveCitizenshipAndService

Chapter Three: Global OACS

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.



OACS Global Service Immersion
Summer 2015

ECUADOR

LONDON

SOUTH AFRICA

MOROCCO

www.vanderbilt.edu/oacs

Information Sessions
November 6th and 12th • 5:30pm
Rand 305

Application Due
November 17th

Office of
ACTIVE CITIZENSHIP
& SERVICE

DEAN OF STUDENTS

VANDERBILT
UNIVERSITY

Immersive Service-Learning: Ecuador



Site Leader: Amanda Blewitt Summer 2014: 9 Students Summer 2015: 11 Students

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 Quito, the Ecuador Global Service Project 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.





Living with a host family was definitely one of my favorite parts of the experience. I learned so much more, and so much more quickly, than I would have if we had stayed in an isolated Vanderbilt student bubble and all lived in the same location.

-Ecuador Participant, August '14

ON THE PLUS SIDE	ON THE DOWNSIDE
Exploring the beauty of Ecuador Living with a host family Getting to know other students Reflections Weekend excursions	Language barrier Felt useless at site Living and working with same person

A FEW TIPS FOR NEXT YEAR:

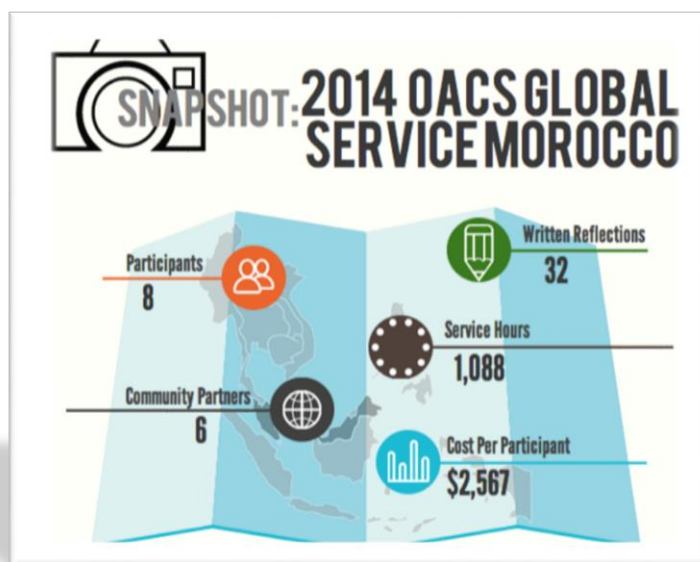
FOR SPRING SEMINARS Weekly Ecuador-only seminars	FOR LOCAL PARTNER Improved accuracy in describing site and site locations
FOR OACS STAFF No waiving fees for 2015	FOR SITE LEADER Site leader must connect with students' supervisors at local organizations

Immersive Service-Learning: Morocco



Site Leader: Lauren Moon Summer 2014: 8 Students Summer 2015: 9 Students

Morocco is an ethnically, culturally, and geographically diverse nation with a rich political and social history. Located on North Africa's western coast, Morocco's culture contains a unique infusion of Arab, Berber, European, and other African influences. The May experience in Morocco aims to provide a dynamic opportunity for Vanderbilt students to immerse themselves in Moroccan culture and society while participating in meaningful service in the local community. Students who participate in the May experience in Morocco will return to campus with both a valuable international perspective and an introduction to service-learning at Vanderbilt University.



I feel this experience has reinforced by professional aspirations. I want to be a teacher and after teaching English at my service site and working with the students, my desire has been confirmed. I really enjoyed the experience even though it was challenging, and I hope to take what I learned into my future classroom.

-Morocco Participant, August '14



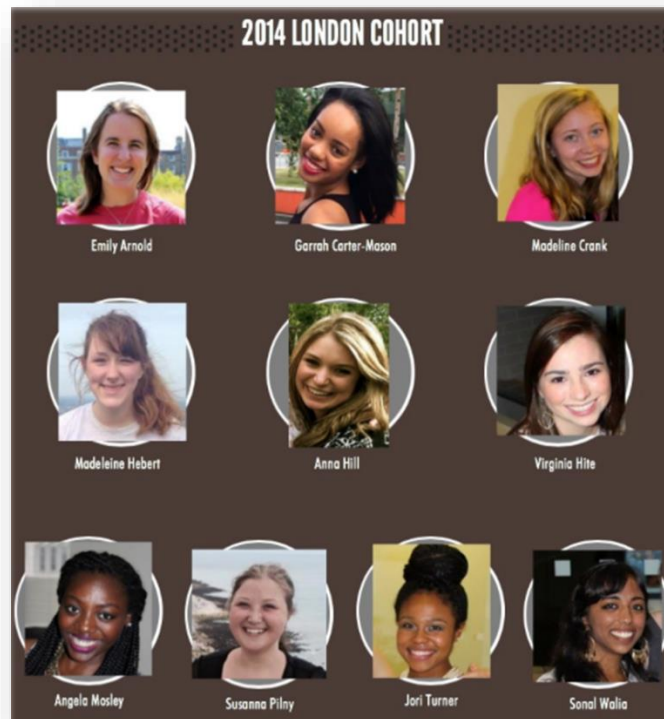
Immersive Service-Learning: London



Site Leader: Lauren Moon Summer 2014: 10 Students Summer 2015: 11 Students





London is one of the most culturally and economically dynamic cities in the world and has a rich historical narrative. It holds endless potential for contextualizing modern development issues in an international setting. The service-learning experience is a unique opportunity to live and work with a vibrant and diverse community in the Borough of Newham in east London. This program has been developed with key stakeholders to bring awareness and activism to focus on public health and community development issues in a rapidly expanding urban environment.





 ON THE PLUS SIDE	 ON THE DOWNSIDE
Exploring London Group Bonding Volunteer experience NHS & Parliament opportunities Diversity and culture Policy and public health projects	Unorganized placements by UEL Dorms on separate levels Expensive food Leaky shower

A FEW TIPS FOR NEXT YEAR:

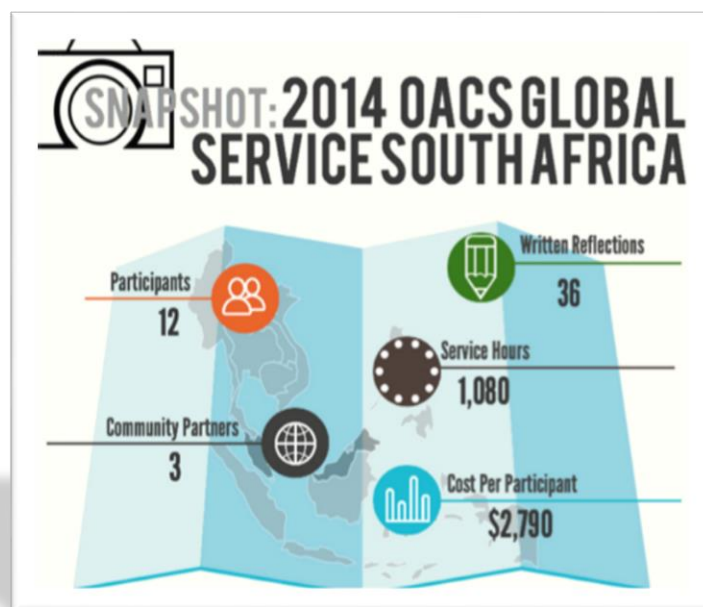
 FOR SPRING SEMINARS Keep seminar timing consistent and ensure that time works for entire cohort	 FOR LOCAL PARTNER Match students to volunteer sites with plenty of time in advance for sites to prepare
 FOR OACS STAFF Ensure that staff member is connected to students' supervisors at sites	 FOR SITE LEADER Arrange room at Queen Mary ahead of time for reflection sessions

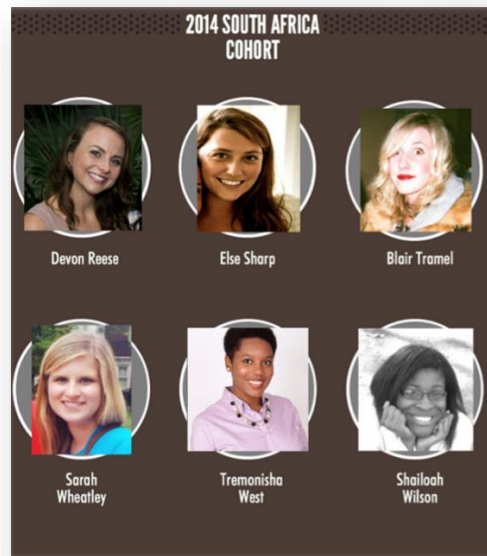
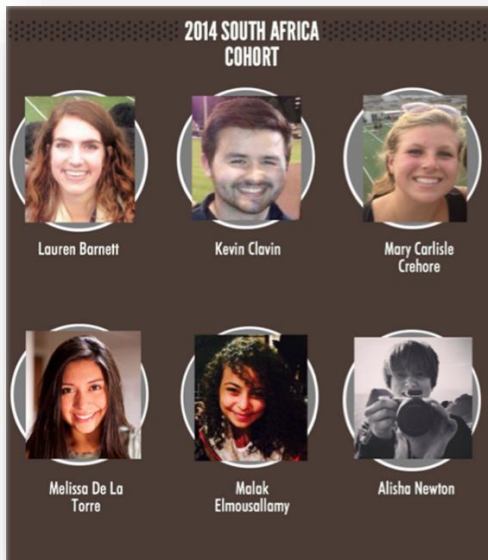
Immersive Service-Learning: South Africa



Site Leader: Kiersten Chresfield Summer 2014: 12 Students Summer 2015: 11 Students

Despite democratization and the dismantling of apartheid in 1994, the legacy of its brutal political oppression continues to afflict South Africans, and millions still suffer from the ramifications. These include, but are not limited to, desperate poverty, little or no access to basic services such as water and sewage systems, lack of access to health services, and inadequate educational opportunities. The intent of the South Africa Project is to provide a dynamic opportunity for Vanderbilt students to engage in meaningful service in some of the most marginalized areas of Port Elizabeth and Paarl, South Africa, while developing a better understanding of equity and the necessary components for peaceful and sustainable development.





 ON THE PLUS SIDE Service in the Township Group Bonding Immersing with Locals Cape Town Homestay Food & Weekend Excursions Building Relationships Raw Exposure to Different Lifestyles	 ON THE DOWN SIDE Too Little Impact Language Barrier Isolation in the Suburbs Social Dynamics Group Too Large
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A FEW TIPS FOR NEXT YEAR:

 FOR SPRING SEMINARS DIG DEEPER AND FOCUS ON SOUTH AFRICA CONTEXT AND CULTURE	 FOR LOCAL PARTNERS MORE EFFECTIVE COMMUNICATION WITH GROUP THROUGHOUT THE TRIP
 FOR OACS STAFF EVALUATE PARTNERSHIP WITH KHAYA FOR NEXT YEAR	 FOR SITE LEADER LEAD REFLECTIONS ABOUT DIFFICULT TOPICS SUCH AS RACE, POVERTY, & OPPRESSION

I stepped out of my comfort zone and tried all kinds of new things. I met people I never would have had the chance to meet otherwise and that was wonderful! Those people changed my life just by talking to me and telling me about their own lives and beliefs.

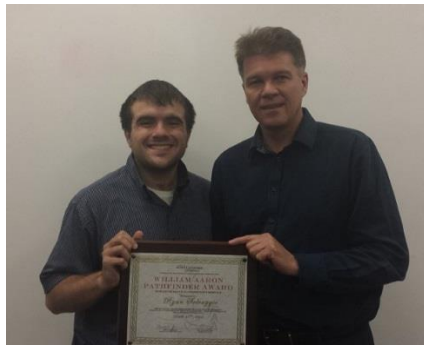
-South Africa Participant, August '14

Chapter Four: 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.

William Aaron Pathfinder Award

The OACS team is proud to see two student leaders receive the William Aaron Pathfinder award at Vanderbilt's annual Magnolia Awards celebration. The award is given each year 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 & Service. The award also celebrates Vanderbilt University's extraordinary history of service to the Nashville community. We congratulate the 2014/15 winners: Aditya Karhade and Ryan Selvaggio.



Ryan Selvaggio & Dr. Clive Mentzel



Aditya Karhade

Student Interviews

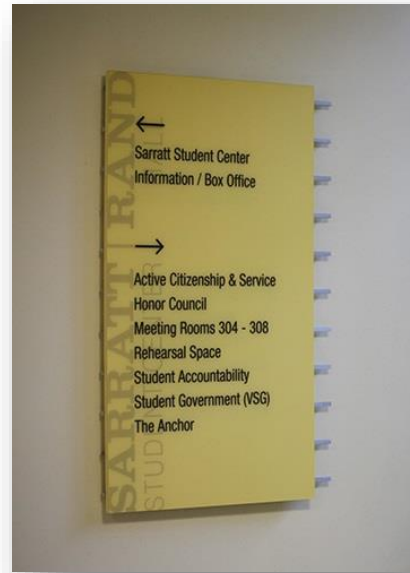


Abigail McCraw & Holly Jones (right)

Administrative Assistant Holly Jones interviewed eight Vanderbilt students throughout 2014/15 for inclusion in the OACS monthly newsletter. These interviews highlighted students' experiences at Vanderbilt, personal backgrounds, goals for the future, and challenges overcome, always with an eye to spreading the accomplishments of our amazing student body. Holly does a fantastic job representing OACS and is the first person students meet when entering the office.

Student Service Organizations

The Office of Active Citizenship & Service is home to 59 student service organizations, and provides advisement on all aspects of successfully engaging in community service while growing 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. Focal areas of 2014/15 included education, environmental advocacy, immigrant and refugee needs, poverty alleviation, health care, youth mentoring, and many others. Students attend the annual Service Leaders Conference in the summer and receive ongoing support from OACS staff regarding budget management, event planning, student recruitment, and program implementation. Our office also provides a professional meeting space for students to gather and work.



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

Advocacy Council	Alpha Epsilon Delta
Alpha Phi Omega	Alternative Spring Break
Alternative Winter Break	American Red Cross at Vanderbilt
AMIGOS	Are You MAD?
Be the Match	Begin with Books
Best Buddies	Big Brothers Big Sisters of Vanderbilt
Chess Matters	Circle K Vanderbilt
Coaching for Literacy	Common Sense Action
Embrace Yourself	Engineering World Health
F.O.O.D.	Girls on the Run Vanderbilt
Glamour Gals	GlobeMed at Vanderbilt
Grassroots	Habitat for Humanity
Inter-American Health Alliance	Interaxon
Invisible Children	Manna Project International Vanderbilt
MEDLIFE	Nourish International
Pencil Projects	Project CURE
Project N.A.K.E.D.	Project Nicaragua
Project Rousseau	Project Sunshine
Project: BRIDGES	Relay For Life
She's the First	Students Consulting for Nonprofit Organizations
Synergy	The Wells Project
UNICEF	Vanderbilt Blood: Water Mission

Vanderbilt Cancer Society	Vanderbilt CARES
Vanderbilt International Relations Association	Vanderbilt Juggling and Physical Arts
Vanderbilt Microfinance Club	Vanderbilt Music Outreach
Vanderbilt Prison Project	Vanderbilt Protecting Animal Welfare Society
Vanderbilt Wishmakers	Vanderbuddies
Volunteers Around the World	Vanderbilt Initiative for Vegetarian Awareness
Volunteer for Smiles	Vanderbilt Student Volunteers for Science
Youth Encouragement Services, Vanderbilt	

Annual Service Organization Recap

Every year, at the conclusion of the fall and spring semesters, 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. Two assessment reports were 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.

OACS 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, 16 students served while focusing on the four key function areas of advocacy and activism, relationship improvement and student accessibility, impact and assessment, and service-learning promotion.

Alternative Winter Break

Alternative Winter Break encourages students to learn about social and environmental justice issues and how local partners are working towards change in their communities. Alternative Winter Break sent 139 students to 12 sites across the United States and Puerto Rico, working



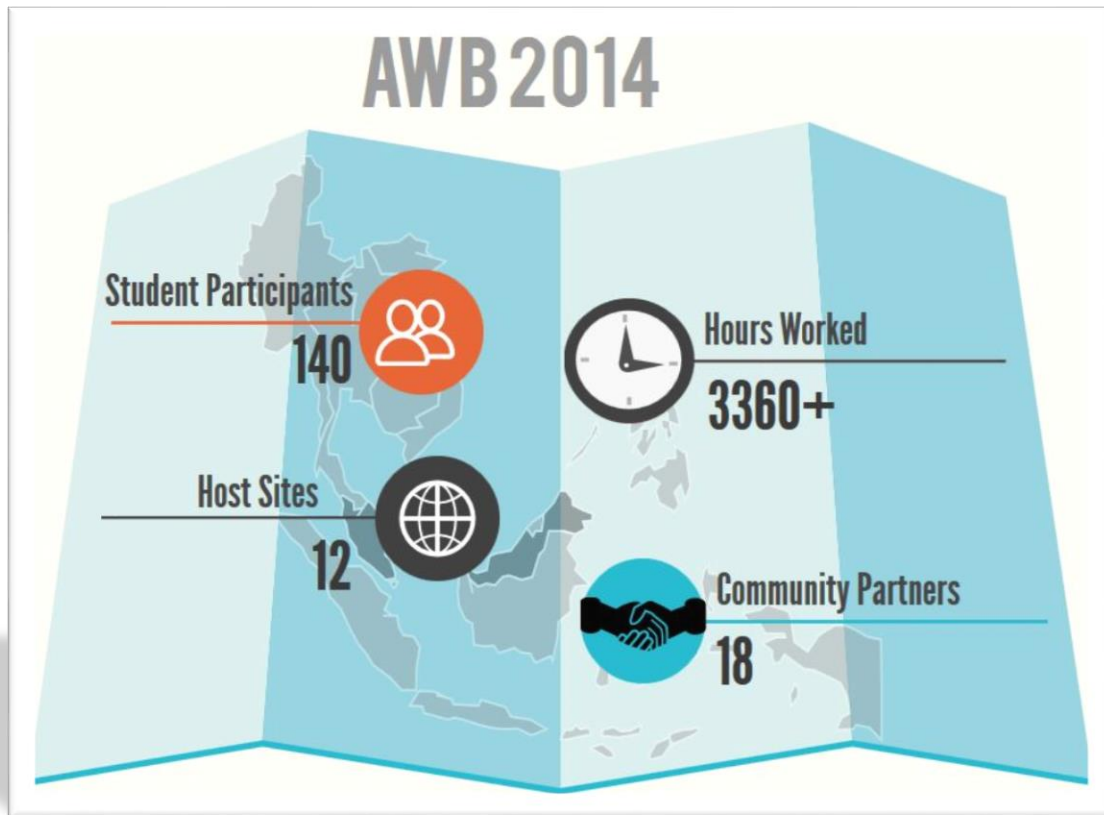
with 18 local community partners. These students logged approximately 3,360 hours of service and 94% of the 67 post-trip survey respondents indicated that they were either “satisfied” or “very

I loved the entire experience. I discussed interning at my volunteer site this summer because I truly feel they understand and are working to solve the problems of the community.

Furthermore, my fellow AWBers coalesced into a supportive group, the strength of which I may not encounter outside Alternative Breaks.

-AWB Participant,
January '15

satisfied” with their overall AWB experience. Each trip consisted of a dozen students involved in a particular issue such as animal welfare, environmental sustainability, homelessness, health care, poverty, or education. The ultimate goal of AWB is to promote social action, interaction with local communities, and critical thinking. The organization seeks to develop awareness and promote solutions for societal issues affecting us all. Leading up to AWB, each participant learns about his/her site and gets to know the group in weekly pre-trip meetings. During AWB, participants are immersed in their focus issue through direct service. Alongside their service work, members participate in unique group activities that are designed to create an atmosphere conducive to establishing bonds of friendship. In addition to promoting teamwork, the group’s activities foster personal reflection and self-discovery. This year, each service trip offered an informative week-long experience that challenged students to think critically.



The Education, Service, Reflection triangle is a huge strength of the Alternative Break programs. I definitely learned this in a much deeper way through our experience on site. The triangle is so relevant, and impossible to escape if we really want to engage in what we are doing.

-AWB Participant, January '15

Alternative Spring Break

This year Alternative Spring Break traveled to 40 sites, three of them international, focusing on issue areas such as homelessness and poverty, people living with disabilities, culture, the environment, and education



Alternative Spring Break sent 467 participants to sites across the United States, Jamaica, Nicaragua, and Panama for a week of service. Preparation for the trip included weekly meetings between OACS staff and the ASB board to organize logistics for spring break, including site development, finance, marketing, education, and placements. Site leaders also met every week to learn best practices for leading their groups and to learn more about their issue areas. Site leaders also participated in risk management and P-Card training prior to departure. Responding to the post-trip assessment instrument, 95% of ASB participants feel confident that they were able to address the issues with which they worked during the week, and 93% believe they will stay engaged with their service area past their involvement with ASB.



Going on ASB definitely helped give me insight as to how I can channel my desire to help protect the environment. However, I have never gotten so close to a group of people so quickly in my lifetime, and that has already impacted how I view my social life here at Vanderbilt. I feel much happier and at home knowing there are 11 people out there who understand me as a person and genuinely care about my well-being.

-ASB Participant, March '15

I loved ASB. The service that we did was amazing and I am looking for ways to get involved in service here in Nashville. In addition, the people at my site were exceptional. We all came from different backgrounds and different stories but we came together as such a family. I definitely made some friends that I will have for a very long time.

-ASB Participant, March '15



Manna Project International



Manna Project International, spring 2015

Manna Project International's mission is to foster communities of talented young leaders to become the next generation of social change agents by engaging in collaborative, on-the-ground service with international communities in need. In 2015, Manna sent 120 Vanderbilt students to nine sites in six countries: Panama, Ecuador, Belize, Costa Rica, Nicaragua, and Guatemala. Students served in projects focused on areas as diverse as education, health care, microfinance, biological conservation, and the construction of recreational facilities.

Service Leaders Conference

OACS hosts an annual conference for leaders of student service organizations to help them develop institutional awareness, learn policies and procedures, and become fluent in the financial structures and regulations of the university. This year, 125 students attended the Service Leaders Conference on August 18th, helping them start the year with the necessary tools for success. The assessment instrument evaluating the conference revealed positive opinions about the depth of information presented and scope of material covered. For future iterations of the conference, recommendations include increasing networking and collaboration opportunities amongst leaders from similar organizations, establishing 1:1 time with OACS advisors at the conference, and providing more information about fundraising.

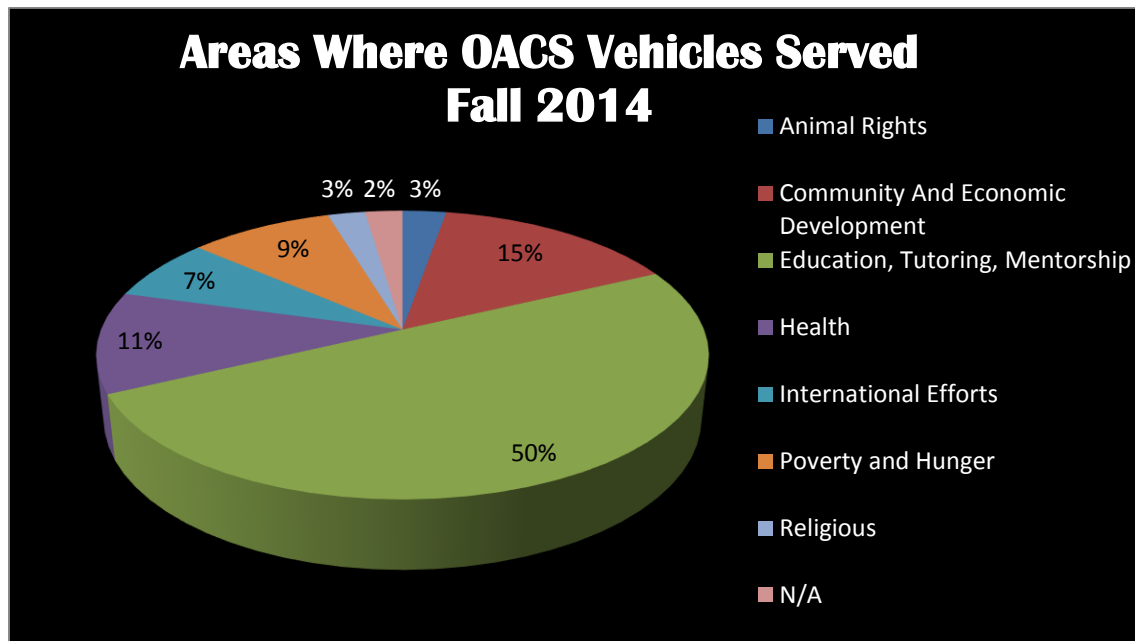
Getting to experience the culture of Honduras during our trip was one of the best experiences I've ever had. The hotel set-up and the family who provided us with food was incredibly nice and the experience was one of a kind. I felt the trip was an incredible allocation of the resources we had been given and of our time over spring break. The impact we made in some of the people's lives in Honduras was immediately obvious and I would happily participate in the trip again if able.

-Spring Break Participant, April '15



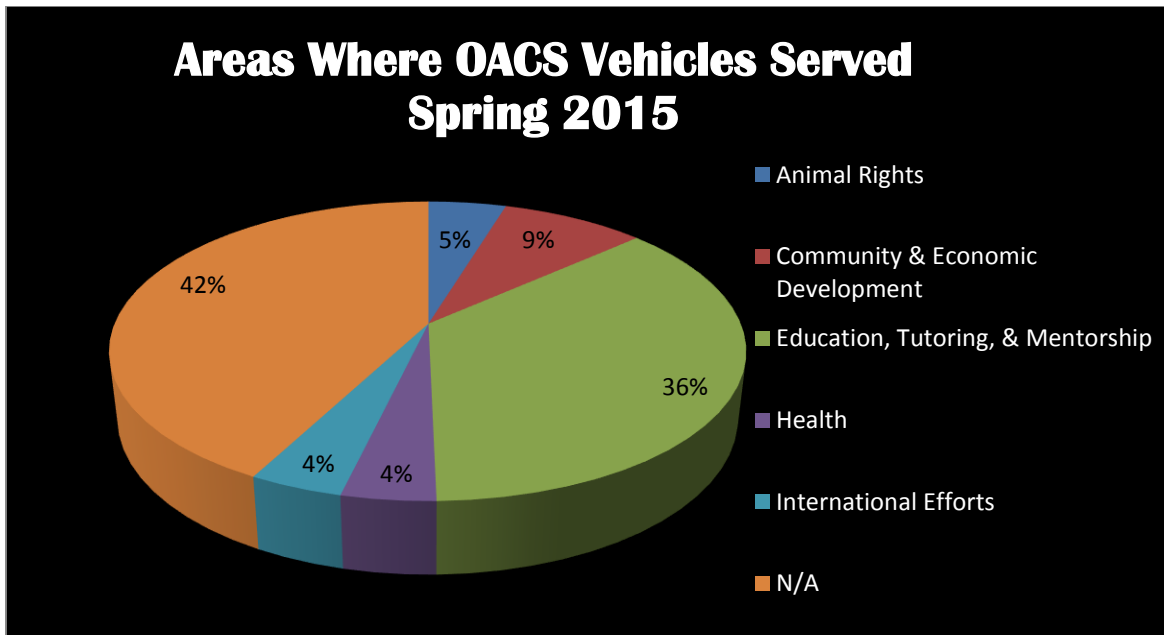
OACS Vehicle Loan Program

July 2014 – December 2014	
Total Service Hours	1,859
Driver Certifications	302
New Driver Applications	302
Renewed Applications	95
Total Applications	397
Total Spent on Gas	\$1,299
First Year Drivers	37
Sophomore Drivers	71
Junior Drivers	60
Graduate Student Drivers	7
Female Drivers	195
Male Drivers	60



OACS Vehicle Loan Program, Continued

January 2015 – April 2015	
Total Service Hours	2,256
Driver Certifications	115
New Driver Applications	77
Renewed Applications	28
Total Applications	105
Total Spent on Gas	\$663
First Year Drivers	20
Sophomore Drivers	45
Junior Drivers	35
Senior Drivers	40
Graduate Student Drivers	4
Female Drivers	109
Male Drivers	37



Chapter Five: Campus Collaboration

The Office of Active Citizenship & Service is involved in numerous partnerships across campus, engaged with an eye towards increasing interdepartmental initiatives while supporting and delivering applied community service experiences. In 2014/15 there were 36 such collaborations.

Active Citizenship Seminars and Events

❖ Constitution & Citizenship Day

Vanderbilt observed Constitution and Citizenship Day with a three-part event, “Nations within States: Citizenship, Pottery and the Catawba Indian Nation.” Featured events included an exhibition of pottery from the Catawba Indian Nation, a panel discussion on Indian sovereignty, and a powwow dance performance.

❖ Seigenthaler Exhibit

OACS sponsored and displayed the photography exhibit celebrating the life and work of John Seigenthaler by Lou Outlaw. These photographs help keep alive the conversation on civil rights by highlighting Seigenthaler’s direct link to Nashville and his important career as a journalist and advocate of civil rights.

❖ Angela Davis Series on Civil Rights

With students on the Murray Lecture committee, OACS co-facilitated and sponsored a discussion entitled *The Collegiate Student and Activism*. There were over 15 students, staff and faculty in attendance. Discussion was rich and focused on the need for collaboration and awareness raising of all advocacy groups on campus.

❖ Latin American Service Organization Summit

In partnership with the Center for Latin American Studies (CLAS), OACS conducted a summit of all student service organizations whose missions focused on communities in Latin America and/or with Latin American communities in Nashville. The summit provided the leaders in these organizations with the opportunities to connect and compare best practices in shared initiatives such as fundraising, programming, recruiting, and marketing.

❖ National Campaign for Political & Civic Engagement

In partnership with Harvard University's Institute on Politics, two students from Vanderbilt are selected each year to serve as National Campaign Ambassadors and representatives of the institution. These students are selected because of their outstanding dedication to their communities and commitment to fostering a civically-minded campus. In the summer of 2014, Tyler Bishop and Laura Silliman were selected. This year, our Vanderbilt representatives are David Anders and Harry Garrett.

❖ My Vanderbilt Experience

OACS contributed multiple programing options for students to participate in as they pursued the completion of the My Vanderbilt Experience. Programing for the 2014/2015 year included the Weekends of Service and participation in any of the traveling service programs.

❖ DOS Holiday Service Project

OACS led 30 Dean of Students staff in wrapping 600 hundreds of blankets that were distributed as gifts to patients who were forced to remain in the Vanderbilt University Medical Center during the holiday season.

❖ Resident Advisor Trainings

OACS is contributing to the service component of the upcoming RA Leadership Institute in August, 2015. Bi-weekly meetings throughout 2014/15 have reviewed the programs' schedule and committee members have offered suggestions regarding their areas of expertise. In collaboration with Greg Fontus of OHARE, the RA Leadership Institute will combine a diversity and inclusion training with a day of service in the local community.

❖ OHARE Service Mixer

OACS partnered with OHARE staff to create personalized greeting cards for clients of Nashville CARES, an organization working to end the HIV/AIDS epidemic in Middle Tennessee.

❖ Faculty & Student Dinners on the Commons

Staff were invited to join the faculty heads of house and student representatives for dinner at East House, North House, and Gillette House on the Commons.

Staff Presentations, Conferences, & Lectures

❖ Tennessee Service-Learning Conference

This workshop facilitated discussion around principles, learning outcomes and assessment when it comes to international service-learning immersion programs. In order to provide detail and context, staff shared an example of an international service-learning program developed by OACS. Staff shared best practices for strategic program development, including creating guiding principles, providing context through an academic setting, using reflection as a tool for student development and assessing the impact of a project. Staff encouraged attendees to reflect on the ethics of international service-learning and develop meaningful ways to incorporate reflection and assessment into service-learning programs.

❖ Introduction to Ethics Course

For the past two years OACS has been asked by the Philosophy Department to provide a basic service-learning perspective for students of the Introduction to Ethics course and staff attended approximately 10 sessions in 2014/15. As part of the requirement of the course, students are expected to do 15 hours of service in the community. The OACS training helps students learn about resources such as service vehicles, where to find service opportunities that fit their skill set, how to initiate relationships with community partners, how to ensure a mutually beneficial relationship with a community partner, & general service-learning theory.

❖ ACPA Webinar Presentation on Service-Learning

OACS had the opportunity to host a webinar on developing service-learning programs with intention. Over 40 colleagues were in attendance from peer institutions. The webinar is posted on the ACPA website and received positive feedback from colleagues at multiple universities.

❖ Leaders Heart Lunch

This year, OACS partnered with the Office of Student Leadership Development on two Leaders Heart Lunch sessions. The first welcomed Tom Ward, CEO of the Oasis Center. He spoke about his leadership style as developed in a non-profit setting. The second session featured Becca Stevens, CEO and Founder of Magdalene House and Thistle Farms. She inspired the students to take a more active role in their community.

❖ MOSAIC Presentation

OACS presented at two sessions for MOSAIC students, with approximately 50 students in attendance. The presentation allowed time for the students to reflect on their service experiences and write words that started with M-O-S-A-I-C. OACS staff then shared information about our office and ways for the students to get involved in service at Vanderbilt.

❖ World on Wednesdays

For the second year, OACS hosted a WOW on global service-learning. We focused on designing and developing programs alongside community partners, with an emphasis on sustainability and impact on both the student and community. We had the honor of being joined by a panel of OACS global service participants who spoke honestly and comprehensively about their experiences.

❖ GEO Conference

OACS had the privilege of presenting at the GEO Conference Educo. The presentation helped attendees understand the value of creating shared goals with community partners and also how to prepare students to best achieve learning outcomes.

❖ Guest Lecture – VIRA

Dr. Mentzel delivered a lecture to 100 students of the Vanderbilt International Relations Association entitled “Identity, Humanity, and the Local Nature of International Relations”.

❖ Guest Lecture – Applied Human Development

Dr. Mentzel delivered a lecture to the students of the Applied Human Development class taught by Dr. Brian Griffith.

❖ Guest Lecture – Making Connections Common

Dr. Mentzel delivered a lecture to the students of the “Making Connections” Commons seminar taught by Dr. Todd Peterson.

❖ Greek Round-Up

OACS presented to the philanthropy chairs at this year’s Greek Round-Up. Students were invited to reflect on the difference between service and philanthropy and why it is important to “do service” as a Greek community. The presentation centered on best practices for interacting with community partners and addressing root causes.

❖ ASBanquet

OACS Director Clive Mentzel spoke at the annual ASBanquet, which celebrates the conclusion of the Alternative Spring Break program and recognizes student accomplishments while focusing on ASB’s important mission of serving diverse communities.

❖ EVOLVE

In a new partnership with the Office of Student Leadership Development, OACS developed an EVOLVE session devoted to servant leadership. During this interactive session, students had the opportunity to reflect on their values, analyze and dissect issues related to injustice in their community, and connect the two by brainstorming ways to turn their values into action for justice. Sessions were facilitated in both the fall and spring programs and both helped students reframe their thinking about servant leadership.

Tabling

❖ IEW World Cup

OACS tabled at the World Cup during International Education Week, offering beverages from the host countries of our four global projects and encouraging students to become involved in international community service.

❖ Study Abroad Fair

OACS tabled at the study abroad fair hosted by the Global Education Office in order to increase awareness and enrollment of the global service projects to Ecuador, Morocco, London, and South Africa.

❖ Black & Gold Days

OACS tabled at Black & Gold Days, welcoming prospective Vanderbilt students from high schools across the country, and presenting information about our office, programming, and community service in Nashville.

Committee Representation

❖ McGill Award Committee

OACS staff served on the selection committee for the McGill Awards, an annual presentation made to five students of gentle bearing and strong character who have shown kindness and respect for all others and who have established qualities of leadership while creating open and honest dialogue about complex and controversial issues.

❖ All-Purpose Committee

OACS Staff served on the All-Purpose committee which worked on DOS-wide initiatives such as standardizing DOS marketing guidelines and implementing a staff appreciation platform via the STARS cards.

❖ Diversity & Inclusion Committee

OACS represented the office on the Diversity and Inclusion Committee and assisted in drafting and editing a proposal for a DOS Diversity and Inclusion Statement.

❖ Keegan Traveling Fellowship Committee

The Michael B. Keegan Fellowship, chaired by Dr. Mentzel, enhances the development of future leaders through world travel and experiential learning. The program is designed to allow a graduating senior 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. This year's recipients are Caroline Walker and Ryan Selvaggio. Learn more at www.vanderbilt.edu/travelfellowship/.

❖ Fulbright Selection Committee

OACS staff served on the selection committee for the Fulbright-U.S. Student Program. Named for the late Sen. J. William Fulbright of Arkansas, the program was established in 1946 by Congress to “enable the government of the United States to increase mutual understanding between the people of the United States and the people of other countries.”

❖ Outstanding Senior Committee

Dr. Mentzel served on the selection committee for the Outstanding Senior award. This is an award given during Homecoming festivities to a senior who has a minimum GPA of 3.0, that best represents Vanderbilt as a student leader, and has positively impacted the organizations of which they are involved, as well as the Vanderbilt community as a whole.

❖ Green Dot Committee

OACS staff represented the office on the Green Dot Committee, which works to spread awareness and training about bystander intervention techniques in order to prevent instances of power-based personal violence.

Classes and other academic activity Linked to Service

❖ Political Science 284 – The Transition to Democracy in South Africa

The class focused specifically on the contribution of political science and in particular a critical analysis of the South African transition to the development of critical, innovative and interdisciplinary perspectives on the transition to democracy. Dr. Mentzel taught PSCI 284 in the spring semester.

❖ Political Science 273 – Conflict management in international and domestic disputes. Negotiation, mediation, adjudication, intervention, and peacekeeping.

The class achieved four broadly defined outcomes: allowing students to develop an understanding of conflict, the prevention of conflict, post-conflict reconstruction, and identifying key themes identifiable as central to the resolution of particular conflicts. Dr. Mentzel taught PSCI 273 in the fall semester.

❖ Medicine, Health, and Society 290 – Stigma and HIV/AIDS in South Africa: a Classroom-linked Service-Learning Immersion

MHS 290 and the service-learning experience in South Africa represent the culmination of continued correspondence, planning and project and curriculum development aimed at creating a service-learning trip to Soweto/Johannesburg, South Africa that would allow students to further explore the stigmatization of HIV/AIDS as well as the impact HIV/AIDS and the attendant stigma has on child-headed households, the latter to be achieved primarily through immersion with the NGO “Ikageng”. Dr. Mentzel taught MHS 209 in the spring semester.

❖ Dr Mentzel serves as a regular reviewer for the *Journal for Contemporary History* and the Editorial Board regularly send political science articles, in particular those related to his fields of expertise – conflict resolution and democratization in South Africa – to him for anonymous peer review.

Chapter Six: Service-Learning Framework

Theoretical & Pedagogical Approach

As part of the annual report we find it important to provide the theoretical and methodological roots that underpin our service programs, including the four global service projects, VIEW, Redefine, and our general advisement of the 59 student service organization who engage in local, domestic and international service throughout the year. OACS staff constantly reference leading research and best practices in service-learning to provide in-depth and meaningful programs in which students become aware of the institutionalized systemic and structural inequality that exists in the world and reflect on their roles, abilities, and limitations to challenge inequities and effect social change.

❖ OACS Theory

As OACS developed and implemented these service programs, we have derived our project architecture from two guiding definitions of service-learning. The first is from the National Service Learning Clearinghouse, which describes service-learning as "...a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.¹" For our global projects we have referenced Eric Hartman and Richard Keily in combining general service-learning theory with unique components of service-learning in a global context, including the promotion of intercultural competence development, engaging students in structural analysis of hegemonic and other assumptions and engaging in critical global civic and moral imagination². These two definitions enable OACS to develop and implement our programs.

In developing our programs we referenced the IPARD process as a guideline for stages of service-learning that are integral to the success of both our programs and student learning. IPARD stands for the five iterative stages of service-learning: Investigation, Planning and Preparation, Action, Reflection and Demonstration. Each stage is an important component to ensuring that both community partners and students have shared goals that will result in a mutually beneficial partnership. In addition to the five stages, well designed service-learning programs promote constant reflection at each stage as an ongoing and fully embedded practice central to the assessment of the efficacy of both personal, community and programmatic outcomes. In addition to reflection as a tool for assessment, a carefully structured meta-assessment process (as described on page 28) is applied outside of the service-learning program design to evaluate the greater link with OACS foundational principles and the strategic objectives.

¹ National Service Learning Clearinghouse

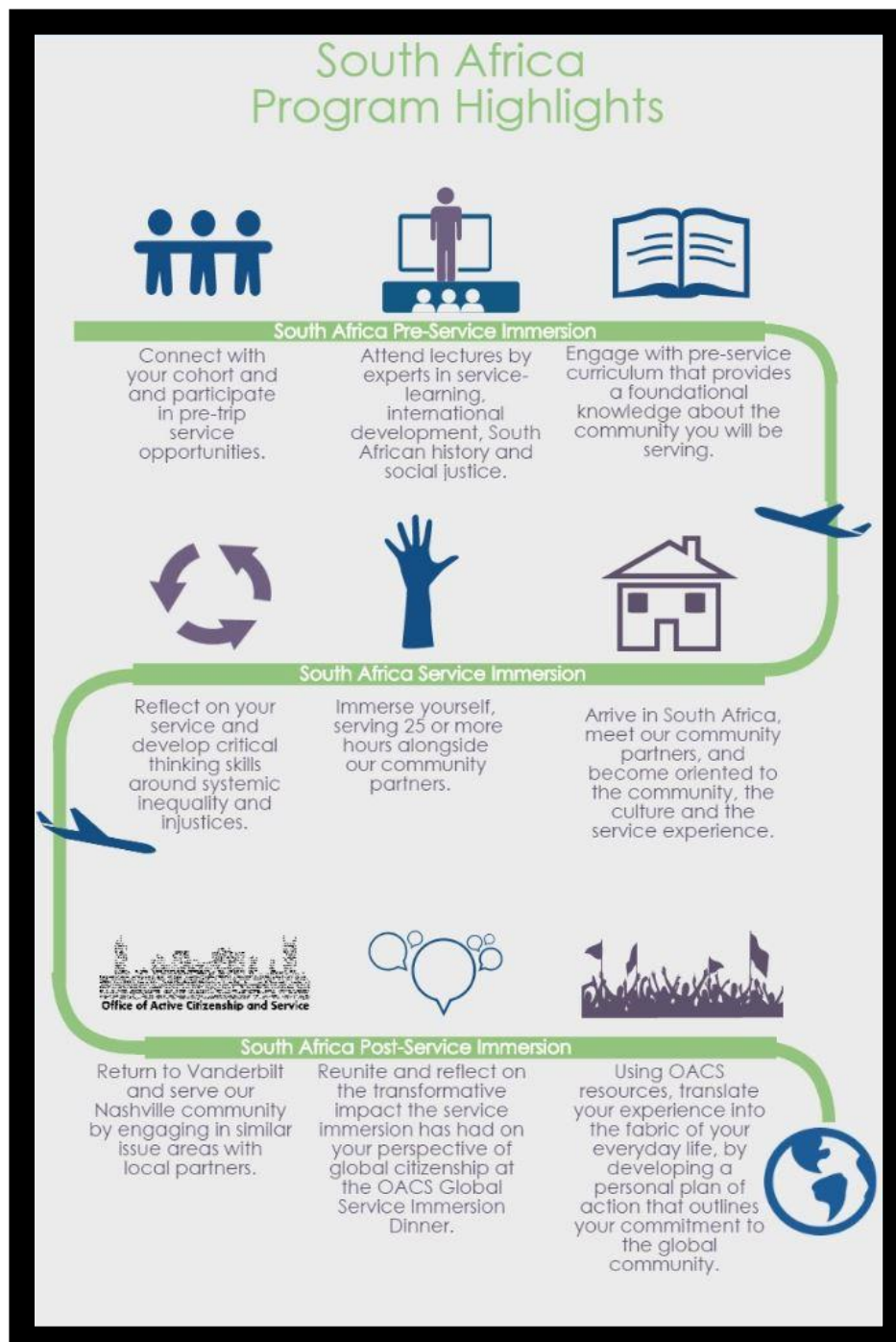
² Pushing Boundaries

❖ OACS Model

An example of how we implement the theory is seen in our Global Service Programs, where we have created a model that incorporates IPARD and best practices in service-learning. The first phase of our model reflects the investigation and preparation stage of IPARD. Students attend faculty and staff led seminars that prepare them for the service experience by exposing them to key social justice themes relevant to their specific service site, the impact of power, privilege and other dynamics inherent in the service relationship, and expectations of local communities as they relate to social, cultural, political, and environmental norms.

The second phase of the model reflects the action stage of IPARD. Students are expected to work alongside community members in achieving shared goals for a minimum of 30 hours per week. In addition to the service, students are expected to attend reflection sessions, lectures and actively pursue local knowledge through exposure to community leaders and members engaged in community development, advocacy and activism. Experienced and knowledgeable staff facilitate reflection sessions every night that provide a structured process in which students critically reflect on the complexity of equitable and fair development amongst diverse communities, the deeper issues related to equity and justice, systemic barriers to equality and inclusivity, the negative and positive implication of community needs and community assets in development, and each individuals' role in an interconnected world.

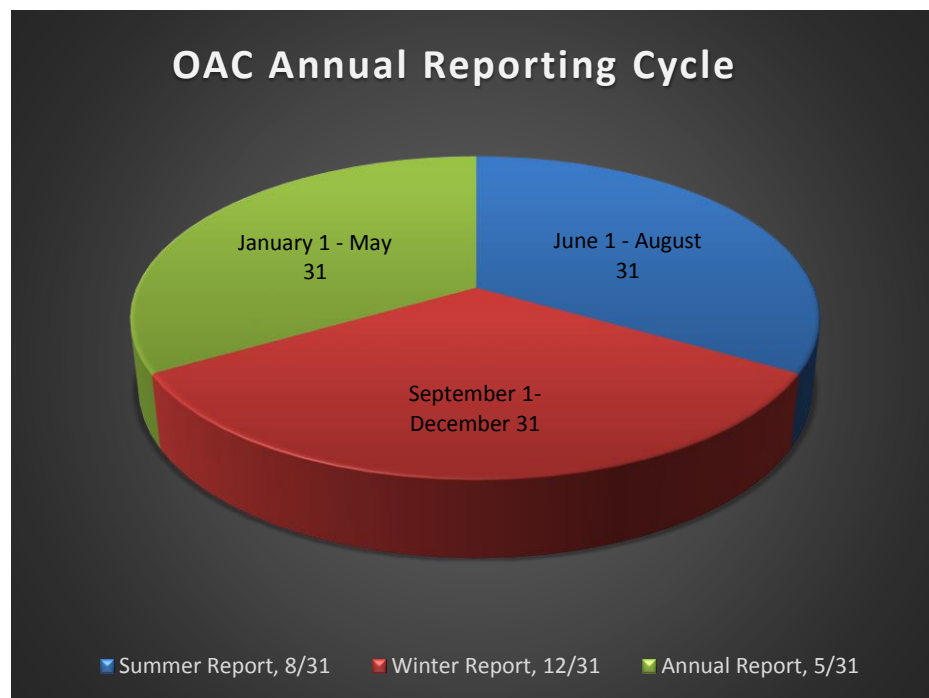
The third phase is the most complex as it not only serves as the demonstration stage of the IPARD process, but must also provide a structure that encourages students to integrate their service experience into their everyday lives and daily decisions. One component of this phase is a final reflection where students articulate their experience and demonstrate personal growth and the community needs that were met by their service. In addition, they work alongside OACS staff to develop an Action Plan that translates their experience into a personally achievable set of activities that encompass one or more of the following: academic and co-curricular pursuits, further engagement in community service, activism in social justice endeavors and long-term professional goals. Finally, the reflection stage of the IPARD process is embedded throughout our model as students begin to develop the skill of reflection at the first seminar and are prompted to reflect through carefully constructed questions that are contemplated both in personal journals and through group conversations. A visual depiction of our model can be found for each of the programs on our website, and the general model follows.



Chapter Seven: Assessment

Overview of Assessment in OACS

OACS has always rigorously assessed its projects and has continued to develop and strengthen its evaluation and assessment regime, widening this also 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. An iterative process in OACS, assessment is key to strategic planning and ongoing improvement in OACS.



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 following key performance indicators have been selected by OACS to succinctly convey pertinent information about our work:

- ❖ Percentage of undergraduate students participating in service organizations
- ❖ Percentage of students reporting "satisfied" or "very satisfied" with their experience in the following OACS programs: VIEW, Redefine, Ecuador, London, Morocco, South Africa
- ❖ Percentage of student service organization leaders reporting "satisfied" or "very satisfied" with the service leaders' conference
- ❖ Percentage of student service organization leaders reporting "satisfied" or "very satisfied" with the OACS advisory relationship
- ❖ Percentage of students reporting that they were personally transformed by the impact the following programs made on their lives: VIEW, Redefine, Ecuador, London, Morocco, South Africa
- ❖ Percentage of students reporting that they were personally transformed by the impact the following programs made on their lives: Fall Weekend of Service and Martin Luther King, Jr. Weekend of Service

Percentage of undergraduate students participating in service organizations

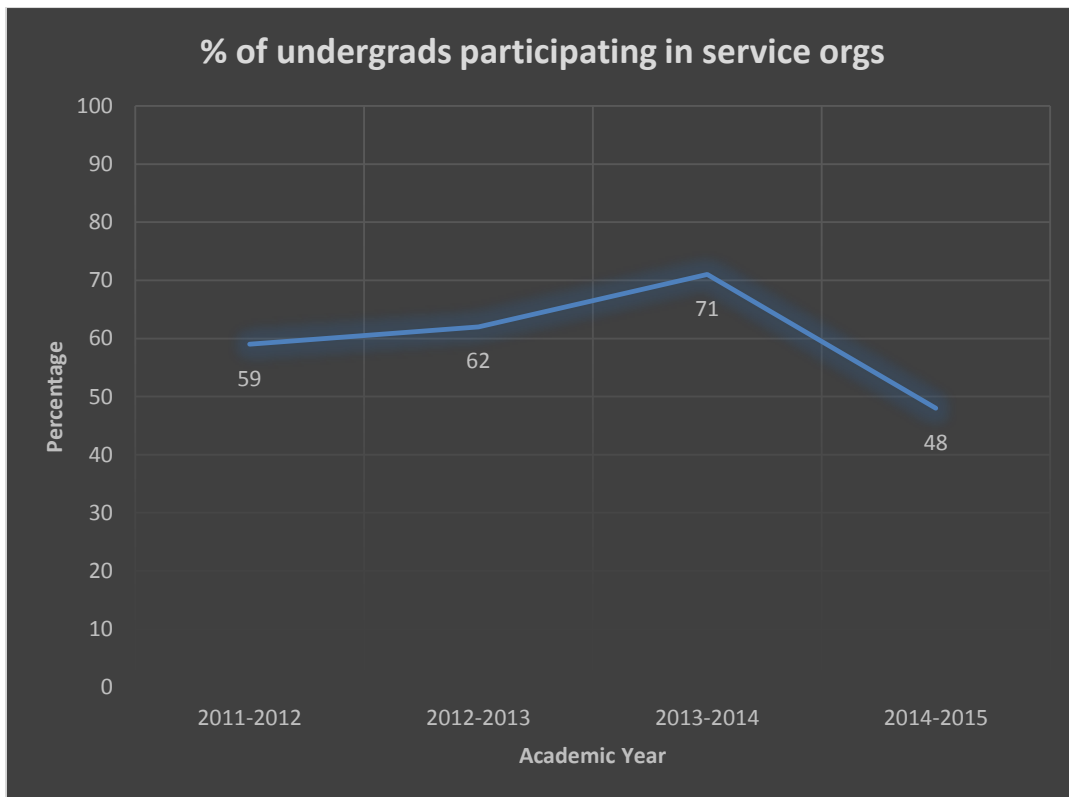
Data gathered from 2011-2012 through 2013-2014 academic years is from an unknown source, possibly the annual Quality of Life Survey administered to all Vanderbilt undergraduate students. The 2014/2015 data comes from a report run by the Office of Student Organizations & Anchor Link and we list the stoplight as yellow because this will be the benchmark year we judge from.

Update Schedule:

Annually in May, at the conclusion of the academic year

Data Source:

For 2014/2015, Anchor Link rosters of student service organizations were used, from a report run by the Office of Student Organizations & Anchor Link. Students participating in multiple organizations are not duplicated. This number was divided by the total number of enrolled undergraduates



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 leaders of service organizations advised by OACS

Notes:

Data for spring 2014 and fall 2015 was taken from the student service organization survey question “what is your level of satisfaction working with OACS”



Percentage of students reporting “satisfied” or “very satisfied” with their experience in the following OACS programs: VIEW, Redefine, Ecuador, London, Morocco, South Africa

Update Schedule:

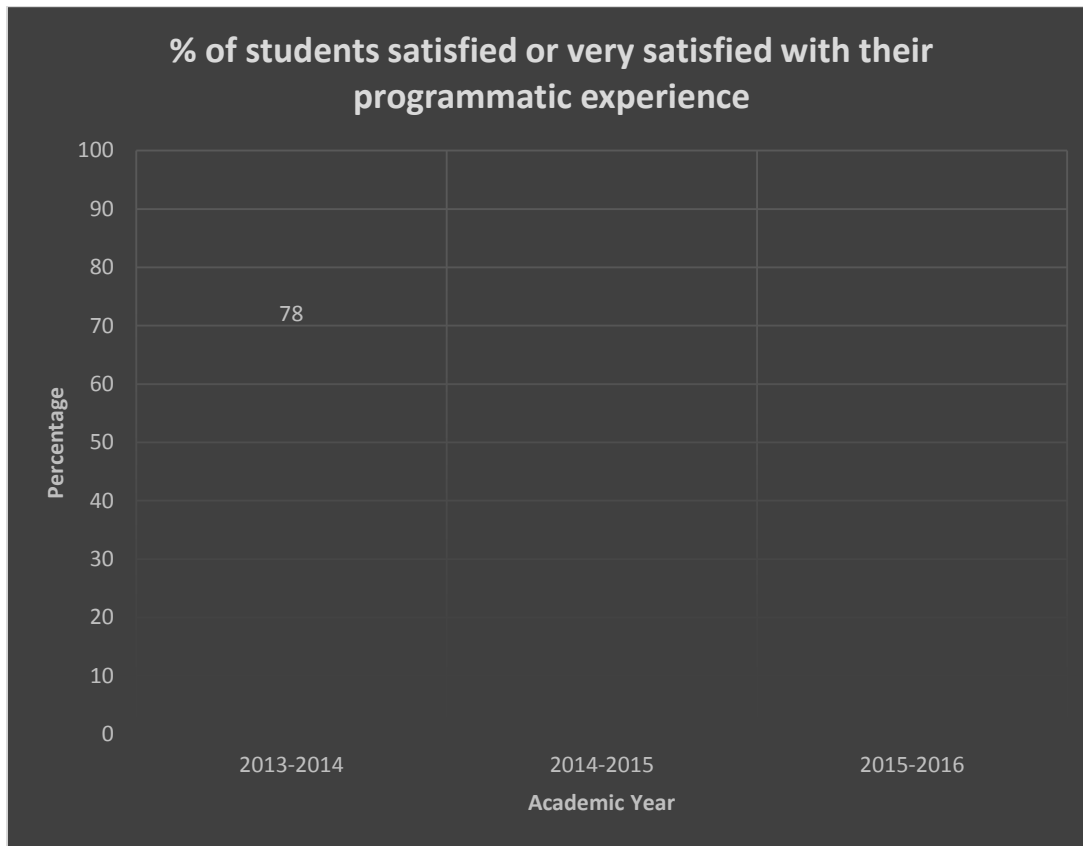
Annually in August, after these programs conclude

Data Source:

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

Notes:

Data for 2013-2014 is taken from the VIEW, Ecuador, South Africa, London, and Morocco post-assessment survey question "Did you gain what you expected form this experience". Data will be available beginning August, 2015 for this year’s projects



Percentage of students reporting that they were personally transformed by the impact the following programs made on their lives: VIEW, Redefine, Ecuador, London, Morocco, and South Africa

Update Schedule:

Annually in August, after these programs conclude

Data Source:

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

Notes:

Data will be available and charted beginning August, 2015

Percentage of student service organization leaders reporting “satisfied” or “very satisfied” with the Service Leaders’ Conference

Update Schedule:

Annually in September, after the Service Leaders’ Conference

Data Source:

Service Leaders’ Conference survey. This survey is completed by leaders of service organizations advised by OACS

Notes:

Data will be available and charted beginning September, 2015

Percentage of students reporting that they were personally transformed by the impact the following programs made on their lives: Fall Weekend of Service and Martin Luther King, Jr. Weekend of Service

Update Schedule:

Twice yearly, in October and February, at the conclusion of the Weekends of Service

Data Source:

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

Notes:

Data will be available and charted beginning October, 2015



Sarratt Student Center / Rand Hall houses OACS

Chapter Eight: Nichols Humanitarian 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 Program Coordinator Erika Larson, the Fund sponsors Vanderbilt students to become better citizens of the world and to broaden their thinking by volunteering for domestic and

Year	Scholarships Awarded
2006/07	14
2007/08	21
2008/09	21
2009/10	23
2010/11	23
2011/12	15
2012/13	26
2013/14	42
2014/15	36

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 2014, 42 Vanderbilt students received \$54,495 in funding and embarked on service projects to Kenya, India, Ecuador, South Africa, Guatemala, Ireland, Syria, the UK, Nepal, Ghana, Morocco, & Russia. This upcoming summer, another 36 students will receive \$60,525 in funding to work in nine countries, including South Africa, Vanuatu, Morocco, Thailand, Guyana, Ecuador, Russia, India, Nepal, & the UK. Since it was established, the Fund has awarded scholarships to 221 Vanderbilt students, enabling them to go on humanitarian missions to virtually every part of the world.



Chapter Nine: Staff



- ❖ **Clive Mentzel** ~ Raised in South Africa, Clive comes to Vanderbilt University from London and joined the Office of Active Citizenship & Service as Director in July, 2012. He 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 accountability, especially at the local level. In London for the last decade, Clive has been leading the development 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 participated in post-apartheid institution-building. This, together with a comparative course on the theory and practice of Conflict Resolution and dealing with deep rooted conflict, is what Clive teaches in the Political Science Department. He also has an affiliated faculty position with Medicine, Health and Society.

- ❖ **Kelly Jamerson** ~ Kelly joined OACS in June of 2014. For the past several years, she worked in Development and Alumni Relations, growing alumni support and engagement with the university. She most recently served as Director of Annual Giving for the Owen Graduate School of Management. In addition, Kelly has volunteered with various non-profit organizations, and she looks forward to further growing those partnerships and connecting students in meaningful ways. Kelly received her BBA in Business Administration from Millsaps College and earned a M.Ed. in Higher Education Administration from Vanderbilt University. She is originally from Hammond, LA, and enjoys playing volleyball and cheering on the 'dores.

- ❖ **Holly Jones** ~ 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.

- ❖ **Lauren Moon** ~ Lauren joined 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.

- ❖ **Dave Brown** ~ 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. 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 for the Big Brothers Big Sisters youth mentoring program in Boston, Massachusetts. Dave moved to Tennessee in 2013 with his fiancée Anna who is pursuing her MFA in Creative Writing at Vanderbilt. They live in West Nashville and enjoy music, travel, baseball, cooking and the outdoors.

- ❖ **Erika Larson** ~ Erika joined OACS after two years of serving as a graduate assistant. Erika is a recent graduate of Vanderbilt's Peabody College where she earned a M.Ed. in International Education Policy and Management. Prior to Vanderbilt, Erika worked as an Alternative Breaks Coordinator at the Volunteer Resource Center at University of Colorado-Boulder. While studying at CU, Erika cultivated her roots in service while earning a BA in Political Science and a certificate in the Study and Practice of Leadership, with an emphasis in Social and Environmental Justice. She was part of the INVST Community Leadership Program, which trained her in grassroots organizing, group facilitation, and strategic communication in the context of social change. Erika looks forward to leveraging her commitment to service-learning and international experience to facilitate critical discussions about alternative approaches to community development, and to design opportunities that encourage students to reflect deeply on their lived experiences and the lived experiences of others.

Graduate Assistants



Janessa Dunn



Catherine Kelly

Practicum Students



Paco Payne



Alyson Farzad



Hamp Price

Professional Development

❖ Financial Foundations: Lauren, Erika, Kelly, Dave

The Financial Foundations series led by VUMC Finance was attended by OACS staff in order to increase our ability to effectively advise and support all financial aspects of student service organizations

❖ LGBTQI Safe Zone Training: Dave

Staff attended an all-day training led by the Office of LGBTQI Life on awareness, advocacy, and alliance with members of the LGBTQI community.

❖ Project Management Training: Lauren, Dave

Staff attended an 8-hour Vanderbilt-facilitated training on program management and learned techniques for preparation, implementation, and assessment of projects.

❖ Theory Talks Leadership Professional Development: Kelly, Lauren, Erika

OACS staff attended three sessions of the Theory Talks Leadership Professional Development facilitated by the Office of Student Leadership Development.

❖ Duke International Service-Learning Summit: Lauren, Erika

Staff attended the International Service-Learning Summit at Duke University in order to learn about best practices and to connect with colleagues in the field.

❖ NASPA: Kelly, Lauren

OACS staff attended the 2015 national conference for the National Association of Student Personnel Administrators (NASPA) in New Orleans, where they participated in learning sessions and engaged in networking opportunities with colleagues in student affairs at peer institutions.

Strengths Finder

OACS staff read *Strengths Finder 2.0* and completed individual personality assessments in order to determine how our talents balance and complement each other.

Away Days

OACS staff participate in two Away Days every year in order to critically analyze our work program, seek improvements to our practices, and build team unity. This year's Away Days took place at the John Seigenthaler Center in January and August.



The Office of Active Citizenship & Service

Vanderbilt University

Rand Hall 305

(615) 343-7878

oacs@vanderbilt.edu

www.vanderbilt.edu/oacs

www.facebook.com/VanderbiltOACS

Explore. Act. Reflect.

2014/2015