



Duke | SERVICE-LEARNING

ANNUAL SPOTLIGHT 2016-2017

LETTER FROM DUKE SERVICE-LEARNING

With Duke offering more than 70 designated academic service-learning classes and a dozen community-based courses in 8 languages (Arabic, Chinese, French, Hindi, Persian, Spanish, Haitian-Creole, Japanese), service-learning has established itself as a pedagogical approach that resonates with Duke faculty and students. Duke Service-Learning now supports faculty members in 36 departments in Arts and Sciences, Pratt, Nicholas, Sanford, and several of Duke's Institutes and Centers. Along with Duke's other innovative high-impact initiatives which seek to foster the holistic intellectual, ethical, and social development of students (for example, FOCUS, Bass Connections, Duke Immerse, Cultures and Languages Across the Curriculum (CLAC), Kenan Institute, Humanities Labs, DukeEngage), Duke Service-Learning seeks to create student-centered learning experiences which are integrative, intellectually engaging, and perspective-changing.

DUKE SERVICE-LEARNING IS WELL POSITIONED TO CONTRIBUTE TO THE UNIVERSITY'S NEW STRATEGIC PLAN THROUGH OUR WELL-ESTABLISHED NETWORK AND STRONG RELATIONSHIPS WITH COMMUNITY PARTNERS AND ENGAGED FACULTY MEMBERS.

The 2017 Duke Strategic Plan, "Together Duke: Advancing Excellence through Community" outlines four primary strategic goals, among which is the goal of providing "a transformative educational experience for all students." To accomplish this goal, the strategic plan asserts that we must "provide high impact undergraduate educational opportunities that intensely engage undergraduates with faculty," and that we must recognize that "located as we are in the American South, with its vexed history, rapidly changing demography, and sharp social and political fault-lines, Duke has a particularly valuable perspective on the challenges and promise of defining rights and crafting citizenship. To address these challenges, we must build on linkages to community organizations, NGOs, firms, arts organizations, religious congregations, and government agencies. It will also require the development of more ambitious collaborative research initiatives, as well as new companion courses and co-curricular experiences."

Duke Service-Learning is well positioned to contribute to the University's new strategic plan through our well-established network and strong relationships with community partners and engaged faculty members. Service-Learning courses are intentionally designed "to intensely engage undergraduates with faculty" and "to build on linkages to community organizations." In any given academic year, approximately 25% of Trinity undergraduates are enrolled in academic courses which have structured experiences which engage students with local communities in an effort to place learning in a historical, cultural, political, social context. These thoughtfully-designed learning spaces provide rich and robust opportunities to have collective impact on campus and beyond, and our community-engaged courses contribute to our efforts to realize the visions of Duke's strategic plan.



WUNC RADIO JOURNALIST LEONEDA INGE INTERVIEWING STUDENTS FOR A REPORT ON DAN ELLISON'S S-L CLASS PROJECT KNOWN AS DADA (DURHAM AUDIO DESCRIBED ART) FOR PEOPLE WITH VISUAL IMPAIRMENTS WHO WANT TO ENJOY PUBLIC ART.

With this in mind, Duke Service-Learning has designated as its programmatic theme for the 2017-2018 academic year “building collective impact through student development and ethical community engagement.” Strategies for building collective impact include:

- Inviting our community partners to provide direction in creating deeper and richer partnerships with Duke faculty, staff, and students
- Supporting coordination among faculty, staff, and students exploring similar social challenges
- Strengthening our collaborative work with holistic student development efforts across campus
- Contributing to the implementation of the University’s civic action plan
- Working with other Duke offices to connect global and local engagement experiences with each other and more closely to academic study
- Supporting integrative intellectual and ethical conversations among faculty, staff, and students outside the classroom in residential houses and in what the strategic plan refers to as “collision spaces” and “informal communal spaces”
- Connecting service-learning and community engagement to undergraduate research by supporting the publication of an undergraduate research journal, *Visible Thinking*, and faculty who utilize community-based research methodologies

With the support of Trinity College of Arts and Sciences, we are entering the second decade of Duke Service-Learning. We continue to be dedicated to connecting the curriculum to communities and to supporting the ethical collaborations of faculty, students, staff, and community members. We believe that service-learning is a high-impact pedagogical approach which continues to be central to the mission of Arts and Sciences and to the strategic plan of Duke University. We greatly appreciate the support of Arts and Sciences, and we look forward to the opportunities ahead.

David M. Malone

David Malone
Faculty Director of Duke Service-Learning

Dane Emmerling

Dane Emmerling
Assistant Director of Duke Service-Learning

A photograph of several young students in a classroom setting, playing brass instruments. In the foreground, a boy in a blue polo shirt with 'KIPP Durham' on it is playing a trumpet. Behind him, another student is playing a trumpet. To the right, a large, shiny brass instrument, possibly a tuba or euphonium, is being played. The background shows an orange wall and some equipment on the floor.

STUDENTS FROM SUSIE POST-RUST'S
DOC STUDIES 209 DOCUMENTED 6TH GRADE STUDENTS
AT KIPP DURHAM COLLEGE PREP PUBLIC SCHOOL.
CHECK OUT MORE OF THEIR COMPLETED PROJECTS AT
WWW.PICTURINGTHEPRIDE.COM. PHOTO: NICOLE WONG

Duke Service-Learning

connects academic curriculum to communities to foster enriched learning and engagement in ethical collaborations. We provide consultation, training, research, and advocacy for the work of faculty, staff, students, and communities to support academic programming that joins communities in promoting social equity and social change.

By the Numbers

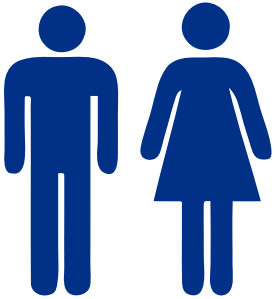


36

academic units offering service-learning courses

71

service-learning sections offered



1,176

students enrolled in service-learning courses



8

languages supported by our Community-Based Language Initiative

23,520

approximate hours of service by Duke
service-learning students





DEAN VALERIE ASHBY SHARED HER THOUGHTS ON HUMILITY WITH STUDENTS, FACULTY, AND STAFF.

Embracing Complexities - Elevating Quality | **PROGRAMMING**

In last year's Spotlight, the Duke Service-Learning team announced its programmatic theme for 2016-2017 to be *embracing complexities - elevating quality*. We committed to supporting faculty expressing a desire to work beyond the traditional model of community engagement as charity to examining what gives rise to the need for "service" in the first place and using engagement as a means of raising critical consciousness of root causes of social inequities.

To that end, we focused on designing programming that would unmask the complexities of community engagement and promote ways to deepen student experiences, while elevating our own efforts to foster high quality service-learning experiences.

We invited in national experts, professional trainers, and speakers who had personal stories to share. We co-hosted an engagement retreat that explored various approaches to experiential learning and political activity as modes of community engagement in an effort to better serve students who want to find meaning and purpose in their education.

In December, students, faculty and staff gathered in the East Duke Parlor for a conversation facilitated by Dean Valerie Ashby

focused on "the arrogance of help." Because the traditional service-learning model of 20 required hours of engagement a semester can result in shallow relationships, with the perception of students swooping in from the university to solve or fix problems, Dean Ashby offered her thoughts on avoiding superficial encounters and instead building authentic relationships.

"The idea that I could possibly know you without engaging you in some way where I am asking a million questions and really having a relationship with you is a mistaken one. This is not just about when we go out in service – I appreciate the service aspect of it – but this is a way of living, this is about how we go through the world. So what I will tell you is that it is a decision I make to be more conscious...to keep an open mind... Always ask yourself, 'did I attempt to be mindful and humble and open?'"

Tania Mitchell, assistant professor of higher education at the University of Minnesota, and researcher in the field of service-learning, came to campus in February to offer workshops to more than 75 faculty, staff, and students on critical service-learning. Mitchell engaged attendees in a conversation about critical service-learning pedagogy, which attempts to foster a critical consciousness, allowing students to combine action and

LISTENING DEEPLY ENOUGH IN ORDER TO BE CHANGED

reflection in classroom and community to examine the historical precedents of social problems – to explore “needs” not as individual or community deficiencies, but as “critical concerns, issues, and resources that can be addressed.”

Participants discussed how community engagement activities (e.g., political action, policy work, advocacy, prevention strategies) can go beyond volunteering and actually address root causes of social problems. Furthermore, through a different mode of engagement, student learning is transformed, and in their reflections students can articulate visions for a more just society and plan actions that propel society toward those visions.

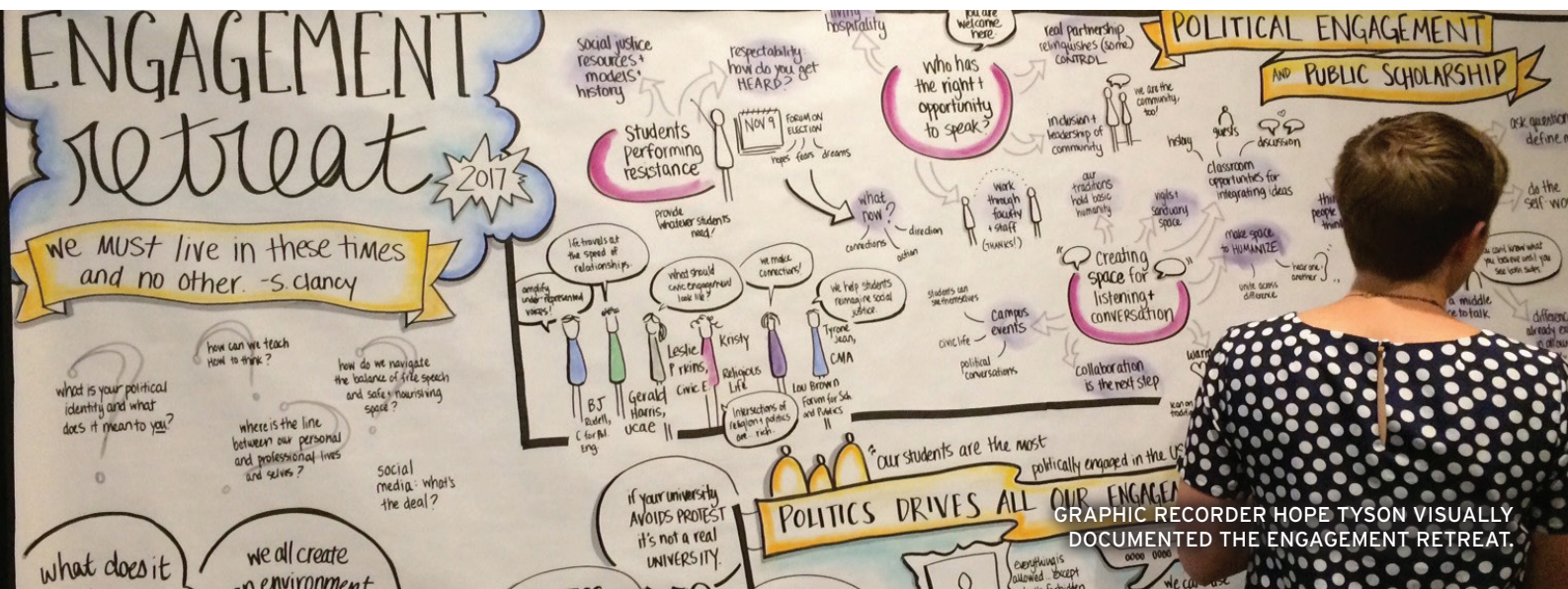
Rhonda Fitzgerald from the Sustained Dialogue Institute led two workshops in April, with more than 90 faculty, staff, and students, asking the attendees to consider how we can engage in meaningful and productive dialogue around topics such as race, sexual orientation, mental health, political beliefs, ability and disability.

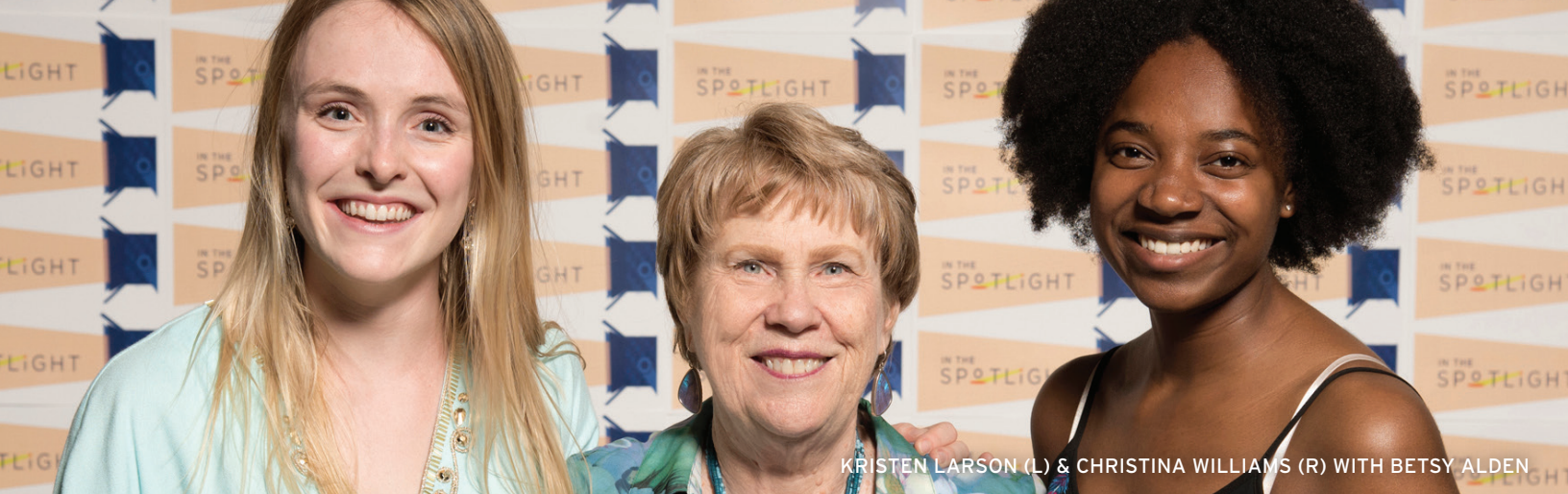
With Fitzgerald’s guidance, participants worked to fulfill the mission of Sustained Dialogue: “listening deeply enough in order to be changed” as a way of working to bridge the divisions in our classrooms, communities, and country.

At the end of spring semester, we co-sponsored and co-organized the university-wide Engagement Retreat, a program designed to grapple with the questions: As a community, how should we relate to students’ activist commitments and the role these necessarily play in their education? What resources or guidelines do we have that enable us to navigate the boundaries of service and social action, both for ourselves and for our students? Do these differ in the curricular and co-curricular realms? Are certain organizations, causes, and methods inherently more political than others? What does that mean, and who decides?”

Almost 100 faculty, staff, and students engaged in lively discussion, examining how our academic and co-curricular engagements intersect with the political and social complexities facing us. At the conclusion, attendees shared how the day’s activities informed their thinking on new programming and new approaches to student engagement.

Participants in all Duke Service-Learning programs this year expressed a hope that meaningful and productive dialogues can be continued around what it means to serve, how power and privilege influence our work, and how to embrace our shared humanity as we engage with communities both outside of and within the university.





KRISTEN LARSON (L) & CHRISTINA WILLIAMS (R) WITH BETSY ALDEN

Spotlight on Christina Williams

It didn't take Christina Williams long at Duke to learn the power of connecting her studies to the world around her. Her very first semester she took two service-learning courses which allowed her to partner with Durham public schools – one around multilingualism and one around social justice. “I was able to understand and address some of the issues the students faced, and connecting with the students helped me to understand the material I was studying. The claims, the percentages, and the numbers were all personified.”

Christina says service-learning courses expanded her definition of service. “Service doesn't have to take the form of tutoring or volunteering time in traditional capacities,” she notes. “Service can mean bringing awareness to an issue, shedding light on a historical landmark, or practicing advocacy. *Civil/Human Rights Activism*, a course that focused on the role of history in activism and legal activism, exposed me to a different side of service.

“I had the opportunity to partner with Durham/Orange Women Attorneys (DOWA) and individuals that advocated for survivors of human trafficking. I helped share their stories through interviews and brought a voice to the movement against human trafficking in Durham. Through this class I not only connected course content with service, but I empowered and strengthened a community. I learned how to build relationships that would spur social change.” Christina credits reflection – a critical component in service-

learning at Duke – on setting her on the road to her future. Her service-learning course *Medical Sociology* gave her an opportunity to reflect on her experience and what it meant in the framework of medicine. “It shed light on my career path and what it would mean to be a physician. I also thought critically about the ethics of medicine and care for the elderly.”

Taking these service-learning courses equipped her with a skillset that made her want to be civically engaged on a global scale. “In partnerships with communities abroad, I have transferred the ideals of service-learning, thinking about the reciprocal nature of the partnerships,” she says. “In my research, I have taken the time to think about how I am engaging with the community. In choosing to work directly with people, I think about the relationships I am building and the ethics behind my research.”

For the many different ways Christina has chosen to engage, both locally and internationally, she was recognized with a Betsy Alden Outstanding Service-Learning Award for her commitment to the ideals of service-learning. Her nominator for the award, Ebony Hargro, stated (and the Duke Service-Learning office wholeheartedly agrees) that “throughout her Duke career, Christina has demonstrated through her co-curricular and academic engagements that community-building and serving the public good are principles that she holds close to her heart.”



L TO R: JEHANNE GHEITH, LAURIE HAYS COFFMAN,
BETSY ALDEN AND DENISE WATERS

Other Alden Winners

Another graduating senior won an Alden Award this year. Kristen Larson impressed the selection committee with the genuine, generous, and committed service that she has displayed during her time at Duke. Her nominator, Professor Ana Fernandez, stated, “Kristen’s initiative and leadership, dedication and commitment to her service is present in the classroom, and her course reflections show a deep understanding and empathy of the purpose of service learning, what her role is and how she can better contribute to give a successful service to the community.”

Our 2017 faculty recipient, Jehanne Gheith, associate professor of Slavic Languages and Literature and the Program in Education, was chosen for her commitment to her partners, contributions to the S-L community at Duke, and her ongoing impact, noticeable through her students’ continuing service beyond their courses. Student nominator Frances Berozet noted, “She is constantly thinking of students’ and placements’ wellbeing and has shown a willingness to work with students and placements on nights and weekends. She creates reflective and empathetic doctors, artists, philosophers, teachers, and policy makers.”

This year’s community partner recipients of the Alden Award are Denise Waters, Life Enrichment Director at Croasdaile Village retirement center, and Laurie Hays Coffman, Chaplain at Croasdaile Village. Jehanne Gheith, whose students worked with Waters and Coffman, said, “Creating lively, multifaceted

experiences for students and seniors is not an easy task in this culture that provides so few structures for intergenerational relationships; it demands wisdom, skill, good listening, and great relationship building – all of which Laurie Hays Coffman and Denise Waters provide so well and so consistently.”

Duke Service-Learning Director David Malone was honored for excellence in service-learning and community engagement by North Carolina Campus Compact, a network of public and private colleges and universities committed to civic and community engagement. He was awarded the 2017 Robert L. Sigmon Service-Learning Award.

In addition, David was awarded the Samuel DuBois Cook Society Raymond Gavins Distinguished Faculty Award. Among other qualifications, the award recognizes those who have been influential in working towards “betterment of relations between persons of all backgrounds.”



Professor Debby Gold's student facilitators meet to plan their reflection sessions for service-learning class *Ageing and Health*. Meaningful reflection is key in service-learning courses, and Dr. Gold has a great record of making sure her facilitators are well prepared!



Monique Wani Kideba, a refugee from the Congo, is one of many newcomers to Durham who worked with students in Deb Reisinger's *Issues in Global Displacement* class to become proficient in English as well as to learn the ins and outs of everything from job hunting to grocery shopping. Photo: Mark Schultz



At an end-of-semester celebration at Lyon Park, Duke students and Durham Public School students participated in a team-building exercise that involved dry spaghetti, one yard of tape and a marshmallow to see who could build the tallest tower.



Mary Rocap is featured in the story *Faith Beyond a Church's Walls* from the Doc Studies course *Small Town USA*. According to students, they went to learn about photography, but the people of Hillsborough taught them about life and the connectedness in a small town.

Photo: Katie Nelson



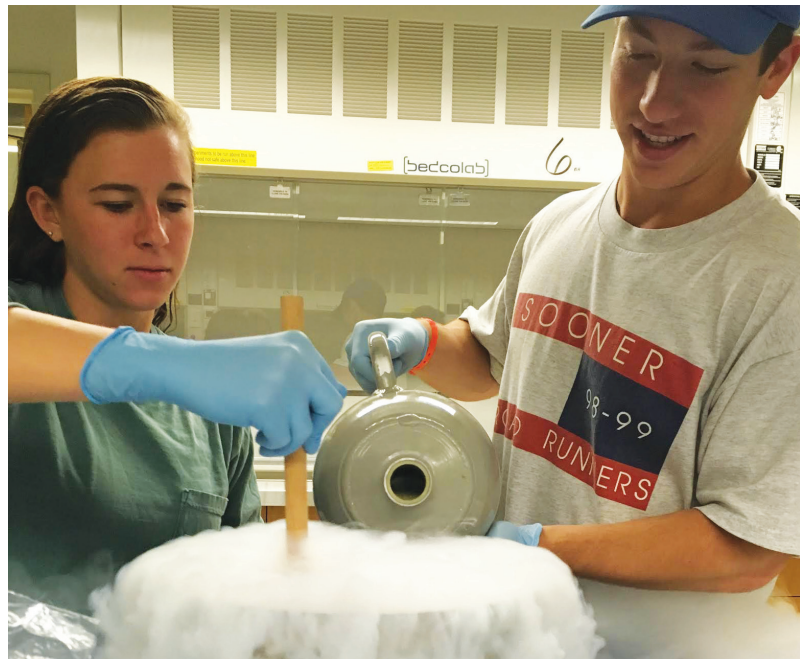
Students in Professor Mohamed Mwamzandi's *Voices in Global Health, Swahili* class had a meaningful spring semester, working with and enjoying fellowship with local people who speak Swahili.



Students from David Malone and Jan Riggsbee's Education 111S first year seminar worked with students at George Watts Elementary. Here are two Duke students celebrating their semester full of joint projects.



Professor Graciela Vidal's Spanish 205 class worked on a project called *Engaging with the Latino Community Through Photography*, which ended with two exhibits. Here is Antonio Rios Gutierrez, founder of Blue Corn Café. Photo: Kelly McLaughlin. Read about Gutierrez and other subjects at <https://sites.duke.edu/latinophotography/>.



Students from Professor Ken Lyle's *Chemistry Outreach* course take chemistry experiments to schools and clubs all over the Triangle each semester to demonstrate how much fun chemistry can be. Here they use "magic" (i. e., chemistry) to make ice cream in 90 seconds!



Duke | SERVICE-LEARNING

servicelearning.duke.edu

FRONT COVER: Duke students studying Spanish facilitate activities in the Learning Juntos session at Watts Montessori, providing structured activities for Latinx parents to build literacy skills for their elementary school-aged children.

BACK PAGE: Biomedical engineering students from S-L course BME 460L and their professor Kevin Caves meet with people with disabilities to talk and learn about living with a disability so they can design devices to solve a variety of issues.