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Preparing students for a 21st century democracy not only includes facilitating career preparation, but opening their eyes to the world. We are living in a society with increased global interdependence in which it is impossible to ignore the plight of others and our responsibility to educate students on their role in a global society.

Welcome to the third edition of the Compact. This yearly publication is a chance to engage Michigan in a dialogue about the civic education being received by Michigan college students through the work of our state’s colleges and universities. While it is important that we educate students for their future professions, it is equally important that we educate them to be community, state, national and world leaders who have an interest in and readiness for applying their knowledge and passion for solving pressing societal issues and advancing humanity.

The Compact contains feature stories that illustrate the impact of global citizenship, not only making our students stronger servant leaders, but making our local and global communities stronger as well. In tough economic times, we must ensure that issues of civic education, campus engagement, internationalization and global citizenship are not sidelined. We must be creative in our strategies to expose students to global initiatives, including establishing creative partnerships, communicating effectively with technology when travel is not an option, and supporting faculty with curriculum development for in-class learning, to name a few.

The Compact is a collection of stories designed to show the powerful ideas and programs that further the civic engagement movement within higher education in Michigan. Michigan Campus Compact continues to encourage the expansion of students’ global perspective through service and civic engagement to enable them to be citizens of the world.

Sincerely,

Donald Tuski
Chair
Michigan Campus Compact

“While it is important that we educate students for their future professions, it is equally important that we educate them to be community, state, national and world leaders who have an interest in and readiness for applying their knowledge and passion for solving pressing societal issues and advancing humanity.”

Michigan Campus Compact promotes the education and commitment of Michigan college students to be civically engaged citizens, through creating and expanding academic, co-curricular and campus-wide opportunities for community service, service-learning and civic engagement.
At Kalamazoo College (K College), students learn more than the skills needed to enter the workforce after graduation. Built within the classroom curriculum and through educational experiences in the U.S. and abroad, K College is committed to enabling their graduates to be “at home in the world.” Through service-learning, study abroad, and in internships and externships, faculty and staff help students acquire the ability to cross cultural boundaries of language, nationality and geographic region, in addition to personal boundaries of faith, tradition, and perspective. Students who are at home in the world are able to make connections between the classroom and the real world, between theory and experience, and to embrace what it means to be a globally engaged citizen.

The College’s mission “is to prepare its graduates to better understand, live successfully within, and provide enlightened leadership to a richly diverse and increasingly complex world.”

K College develops courses that empower students to “think globally and act locally.” These courses—over 20 each year—offer students the opportunity to explore the local expression of global issues related to their particular major and course of study. One such course is SPAN 205 – “Culture of Health and Disease in the Hispanic Community.” The class is open to all students at the College (with the requisite language skills), but especially attracts those interested in medicine and public health. While students learn extensive health vocabulary and medical terminology in Spanish, they also study cultural norms about health and wellness in diverse Hispanic communities, including among Spanish-speaking immigrants in southwest Michigan. Health care providers who originate in and/or learn from the communities with which they work are considered more “culturally” competent and are more able to design programs or offer medical services that respect the dignity of patients whose languages and cultural practices differ from the dominant culture. Research suggests that cultural competence makes care more efficacious too.

Spanish Instructor Maria Romero-Eshuis developed this class in 2006 with the Mary Jane Underwood Stryker Institute for Service-Learning (The Institute), in part to augment the Institute’s ongoing Spanish medical interpreter programs in health clinics. Until this point, the College had offered more traditional Spanish courses (literature, film, etc.), and this course posed an opportunity for more practical use of the language. Aside from meeting a need for students and the community, it was a very personal mission for Romero-Eshuis. Several years ago, the instructor was diagnosed with a brain tumor and underwent surgery to remove it at the Mayo Clinic. When she awoke, she was unable to open her eyes.

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Global citizenship also extends beyond the issue of health care for K College. Michigan is the fifth largest state in employing migrant workers. Each year, more than 45,000 workers come to the state, bringing their families—an estimated 90,000 people who only speak Spanish. Through the Institute for Service-Learning’s partnership with Farmworker Legal Services (and a grant from the Aetna Health Foundation) students in SPAN 205 did extensive research about the health effects of pesticide exposure. With health care providers, students worked to educate migrant communities about the dangers of working with pesticides, sharing information in seasonal workers camps, posting it in doctors’ offices, and creating a workbook for children. A number of these K students have also interned with FLS in the summer.

Projects like these provide useful health programs and materials in Spanish, and give the Kalamazoo College students an opportunity to gain a better understanding of the diversity in the local Hispanic communities, and to form relationships across cultures. It continues to be a rewarding experience for students who take the course, convincing many to pursue careers in public health.

“I was disoriented and I noticed that no matter which language I spoke—English or Spanish—the nurse answered me.” Romero-Eshuis was informed that the hospital had sent a bilingual nurse for her. “This greatly comforted me.” In addition to being able to communicate with her, the nurse could communicate with her parents, who do not speak English. She shares this story with her students at the beginning of the course to help them understand that when someone is sick, it is crucial to have that personal touch with the patient and the family.

While students in the course spend time learning vocabulary and studying health trends and practices, they engage in service-learning projects that put the skills they are learning to practical use. In three or four different groups, students work on community-defined health issues, frequently developing health education strategies and materials. Projects have ranged from campaigns to promote infant safety and oral health to preventing Type II Diabetes. One group worked with students at Kalamazoo’s Edison Elementary School to write and act in health education videos (in Spanish) that were shared with the entire school.

“Together in a fellowship in learning, the members of the Kalamazoo College community are developing a model of an educated citizen that combines scholarship, civic engagement, and in-depth living experiences in other countries.”

- Kalamazoo College Web site

K College students work with elementary students in promoting healthy lifestyles.
One student said, “Before I registered for this class I didn’t know if I would be a good interpreter. After taking this class, I am convinced I want to work in the medical community.”

In a 2007 interview, Kalamazoo College President Eileen Wilson-Oyelaran stated, “Kalamazoo works to prepare students to be critical thinkers, problem solvers, and ethical leaders committed to improving the human condition.”

Global citizenship initiatives are driven by the work of The Institute and the Center for International Programs (CIP). The Institute promotes civic engagement through academic service-learning initiatives with an emphasis on social justice through community engagement and structured reflection. About half of K College’s students work in Institute courses and programs each year. The CIP implements the College’s study abroad program, in which about 80 percent of K students participate. The CIP fosters an understanding of host country culture through Intercultural Research Projects, allowing students to work with community-based host country organizations to research, observe and interact with local people, often through community service projects.

All of these elements play into the larger college experience. Kalamazoo College’s “K-Plan” curriculum includes: liberal arts exploration, career development, study abroad, service-learning, and an in-depth senior project. The Senior Individualized Project (SIP), required of all students, affords them the opportunity to deeply explore their intellectual and artistic passions; many choose to pursue these through social justice and community transformation. And many faculty advisors have found that their in-depth experiences in other countries can provide students with a better understanding of privilege and injustice in this country.

Through experiences like those in Maria Romero-Eshuis’ Spanish service-learning course, students view their immediate world from a global perspective—and, working with communities, apply these perspectives to address pressing social issues, like health care disparities. Equipped with these skills, knowledge and perspectives, Kalamazoo College graduates are “at home in the world.”

“Kalamazoo works to prepare students to be critical thinkers, problem solvers, and ethical leaders committed to improving the human condition.”

Dr. Eileen Wilson-Oyelaran
Kalamazoo College President
“I’ve taken several trips to India before,” explained Rasika Chepuri, a senior at Wayne State University. “That’s where my family is from. But having previous experience in a country that faces immense poverty didn’t make my spring break study abroad in Belize any less eye-opening or impactful.”

Chepuri and a group of students from Wayne State took part in a trip organized through their university’s spring break study abroad program and ProHealth Belize. The group traveled to five villages in the Central American country, set up mobile health clinics to provide locals with basic health screenings, and taught nutrition and healthy eating values to children in the village schools.

“Since the Belizeans consume a high amount of carbohydrates in their diet through daily staple foods such as flour tortillas and rice, they generally battle obesity and high blood glucose,” said Chepuri. “Our group provided them with basic screening and education so they could make healthy decisions that would improve their life.”

But poor nutrition is not the only challenge Chepuri witnessed in Belize. In stark contrast to its beautiful landscape, close to one-third of the Belizeans, nearly 90,000 people, live below the poverty line. Limited education, inadequate health services, and lack of jobs make life difficult in this developing nation. What became clear through her experience was that one didn’t have to have a tremendous skill set or a long list of accreditations to provide some support and help for people.

“Within our group there were no doctors, but the work we were doing and service we were providing was life-saving. Those of us who had some Spanish speaking ability found out that for many, our clinic was the closest thing to seeing a doctor, or receiving any form of health care,” she said.

Chepuri reports a greater connection to the country in which she has served, and feels more like a citizen of Belize than a tourist. When asked about how she speaks to other prospective breakers, Chepuri seems to be an incredible advocate.

“I tell students to go for it,” she said. “Take a chance, break down your walls, and reach for something bigger than yourself. You will not regret it.”
Every year for the past ten years, 20 or more Olivet College students have given up the traditional spring break experience in order to make the long drive down to Heifer Ranch in Perryville, Arkansas. The Learning Center at Heifer Ranch is an interactive experience that offers people the opportunity to see the challenges of global hunger and poverty. Heifer Ranch is also an example of the sustainable agriculture that their parent organization, Heifer International, supports all over the world.

At Heifer Ranch, Olivet students first experience many team building exercises which bring them all together and instill the notion that for change to be accomplished, teamwork is vital. The team-building activities put the students in situations where their safety and hope for success are in the hands of their fellow teammates. One such exercise is called “The Flying Squirrel” in which a student is put in a harness attached to a rope on a pulley system. The rest of the students pull on the rope and the student goes flying through the air. If fellow students were to let go of the rope, the student would fall to the ground and potentially get hurt. These activities and others are done on the first day so students can bond.

Following the first day, half of each day is spent in service on the 1,200 acre working ranch. Service projects range from planting trees and crops to tending to the animals and processing chickens for market. After the work is done for the morning, the students are taught about the work that Heifer International does worldwide. In some countries, the gift of a pair of goats, for instance, can provide a family with milk to feed their family and barter for other goods. The Heifer tradition holds that the first born female goat is passed along to another deserving family in the community. This allows each family that has benefited from a gift of animals to repay that gift with one of their own.

The trip culminates with a day and a night at the “Global Village,” a village of houses built in the style of different homes around the world. There is a Zambian house, a Thailand house, a Guatemalan house, an urban slums house, a refugee camp, an Appalachian house, and several others. Before the students are sent to the Global Village, they learn how resources are spread across the world—and how the United States uses one-third of the resources of the planet.

The entire Global Village experience is one of role playing. Students divide into “family groups,” each of which goes to a different house. The students are selected at random for these groups, as is their assigned role in the “family.” Some members play the role of an elder; others play the role of a child who needs supervision at all times. One member of each group plays the part of a pregnant family member who is limited activity-wise. In each family there is also a student chosen to play the role of a person with a disability.

Some dwellings have privileges; others do not. For example, the Guatemalan house has the right to water, so other houses wanting water must barter or figure out a way to work with those in the Guatemalan house. The Zambian house has the right to fire, so if any of the other houses want to cook, they need to deal with the family that has fire. The urban slums house has only a couple of potatoes and carrots. The refugee camp has nothing and is not allowed to speak, emulating refugees who seek safety in another land.

Each student spends the night sleeping on the floor, cooking meals on an open fire and experiencing how much of the world’s population lives from day to day. The whole Heifer Ranch experience teaches students about the great need there is at home and around the world. The teachings let students know the importance of being a global citizen and how we are all interconnected and can help each other.
Service-Learning through
International Teaching Experiences

Dr. Thomas Kromer
James T. McDonald
Central Michigan University Department of Education

Student Teaching Abroad

Central Michigan University (CMU) was founded in 1892 as a Teacher Training School. Thirty-eight years ago, teacher education faculty at CMU initiated an innovative student teaching program in England. Interest in this specific international location was initially determined because of on-going research and experimentation in the open classroom approach to instruction and early education practices in England. This collaborative placement proved so successful that a second international student teaching program was initiated in Perth, Western Australia, in 1991. This program focused on beginning research and use of whole language theories in the teaching of reading.

As these international programs were developed, a specific model was implemented. Students were very carefully screened for selection in these international programs. They completed their first eight weeks of student teaching in Michigan, supervised by CMU faculty. Only after successful completion of this Michigan placement did students travel to England or Australia for the second eight weeks of their student teaching assignment. Student numbers regularly averaged from 12 to 29. Student teachers were accompanied by CMU faculty members who supervised this second overseas placement. Individual classroom assignments were made by an on-site coordinator who worked closely with the host schools.
Service-Learning in International Settings

Service-learning started in the teacher education program at CMU during the spring semester of 1993. The university had been awarded a small Michigan Campus Compact grant to start implementing service-learning in the teacher education program. Over time, it was evident that international student teaching experiences could also incorporate service-learning into their curriculum, creating a significant impact on international programs.

These projects have included establishing school libraries in small, rural schools; initiating Pen Pal projects between students in elementary schools in Ghana and Michigan; refishing furniture in a local orphanage; providing teaching materials and books for elementary schools; providing AIDS education to secondary students; providing conservation ideas to preserve water; providing tutoring services to primary school children; helping to lay the foundation of a community library; tutoring children in after-school programs; taking over the teaching in a primary school so teachers could receive professional development and dictating children’s books on CDs and providing both the books, CDs and CD players to the schools so children could hear stories and follow along.

CMU teacher education faculty believe very strongly that it is important to give back to the school and community that hosts its international programs. Therefore each student teacher and pre-service mid-tier student in an international placement is required to design and carry out a service-learning project as a part of program completion. Such service-learning experiences not only provide valuable assistance to the school communities in which these CMU programs are located, but also communicate a sense of caring and responsibility on CMU’s part and help CMU students develop a sense of shared community. Student teachers also develop an understanding of service-learning as an instructional methodology and develop creativity in their teaching and in their lessons as a result of using service-learning in the classroom.

CMU overseas faculty survey the needs of the schools where their student teachers are placed and provide structured, hands-on professional development activities for the staff in the schools. Thousands of dollars of science equipment and books have been donated and delivered to participating schools. Professional development topics have included classroom management, multiple intelligences, language arts teaching techniques, science methods and service-learning.

Additionally, housing was established in family-based home-stays, broadening the students’ cultural understanding. Excursions were organized to assist students in experiencing more of the distinctive culture in the countries in which they were living. While the Australian location has remained basically the same, the English location has changed from its original location in Hampshire to Enfield, one of the northernmost boroughs of London. The change of location offered our students an extremely diverse urban setting to complete their teaching experience.

Other international student teaching programs through nationally based organizations (or even university-controlled programs) place students in various geographical sites without tenured or tenure-track faculty accompanying the students to provide supervision and guidance. CMU was convinced of the essential nature of its more-costly but effective inclusion of a faculty supervisor. Data sources that have supported commitment to this program design have included student comments in their post-program evaluations, evidencing consistent satisfaction with the quality of placements and opportunities to learn about another culture.

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K-12 supervising teachers in each of the locations have also consistently rated overall program quality very positively—identifying as particular strengths the preparation of student teachers, overall program organization, importance of accompanying CMU teacher education faculty, and use of on-site coordinators.

These two programs have continued to attract students annually, and, based on program success, teacher education faculty designed and initiated two additional student teaching sites—the first in the Dominican Republic in 2003 and the second in Ghana in 2004. These new placements in developing countries have offered particular challenges, including appropriate housing accommodations, consistent on-site coordination, and cultural differences.

Based on the continuing popularity and success of these four international student teaching programs, teacher education faculty have designed and initiated two international pre-student teaching programs. The first, implemented three years ago, is a three-week May/June-term, mid-tier program in Oaxaca, Mexico, designed for third-year teacher education majors. It allows students to observe in K-12 classrooms and subsequently teach several carefully planned and observed classroom lessons. Following the established best practice model of the international student teaching programs, two faculty members have accompanied mid-tier students each year in Oaxaca due to the consistently large numbers of students taking advantage of this popular program. Again, modeled after the student teaching programs, an on-site coordinator assists with K-12 placements, accommodations, and cultural activities. The school used provides an excellent placement in which some English language instruction occurs, although CMU students are encouraged to study Spanish prior to the experience and are provided opportunities to participate in planned interaction with local University students in which they may practice their language skills. The second three-week May/June-term, mid-tier program was implemented in 2008 in Enfield, England.

An outcome of both of the three-week-long, mid-tier programs has been to encourage university departments to provide international placements for students earlier in their programs. A second outcome is to introduce the concept of service-learning to students and to give them an opportunity to apply their knowledge in a real situation.

Student teachers have continued to use service-learning in their classrooms after the student teaching experience. Student teachers we keep in touch with all over the country report they have developed new projects for use with their students. Local issues seem to work the best for service-learning and keep the students interested in what is going on in their community.

Most recently, a partnership has been created with a school in Ghana, Africa, that will provide tools for hands-on science education. CMU will provide the school with supplies and equipment, fulfilling a need that was recognized by a student teacher placed at the school.

CMU student teachers have implemented many service-learning projects in their classrooms, both globally and locally. To access more than 250 service-learning project ideas developed by CMU student teachers, please visit: http://gems.cmich.edu/ServiceLearning.html.
In 1999 Americans Dana and Brandi Bates founded the New Horizons Foundation, setting out to address issues of corruption, lack of trust, and a greatly weakened network of social capital in post-Communist Romania. With strong partnerships from Romanian and American experts, they set out to train young Romanian leaders in team- and trust-building through challenge activities, including the country’s first major ropes course. All activities institute a need for communication, trust, patience and encouragement. Before long, the Viata program was established (viata means “life” in Romanian), a week-long summer camp experience centered around a positive social setting where skills in rock climbing and other challenge-by-choice activities began to develop the seeds of a home-grown social capital.

The camp was an almost immediate success, and by 2009 it had welcomed more than 6,000 youth from all over Romania. It wasn’t long, however, before the staff of New Horizons and the Viata program realized that another step was necessary. Viata’s young alumni found themselves back in cities and towns still suffering from the malaise that followed forty-five years of communist oppression—hulking concrete block apartment buildings, a general culture of distrust and corruption, and among the lowest scores worldwide on the World Values Survey. As a result, the next step the organization took was to establish small service groups called IMPACT clubs in the towns and cities and neighborhoods to which the youth were returning after the Viata program. By 2009 there were more than 90 healthy IMPACT clubs in ten counties all around Romania.

The IMPACT model caught the attention of educators at Calvin College because of the unusual way in which it employs service-learning methodology in multiple layers. The principles of service-learning—reciprocity, empowerment, relationship, reflection—all work to build social capital among the youth participants and their communities in Romania. At the same time, through multiple points of contact for Calvin College students, the service-learning efforts fostered by the IMPACT clubs have enabled deep cultural learning to take place for visiting students who participate in both Viata and IMPACT programs.

For the Calvin students who participate in this program, the changes they experience in themselves are as significant as the impact they are making in Romania. During their time there, the students are subjected to the conditions the community faces everyday: power outages, lack of hot water, and large extended families living in one household. One participant, Anne Fennema, described her experience on the program blog, “I feel like there was a big emphasis on community, whether trying to make it happen within our group, examining the perfect model—the Trinity, or experiencing and hearing about some of the ways communism broke it down. Somewhere in there I started to learn how good and how important community is, and since my return [to the U.S.], I think I have spent a lot of meaningful time with the people that make up my community. I have really been appreciating and working toward community and I feel that is a gift from God.”

What contemporary educators are re-learning in the twenty-first century through study abroad and service-learning opportunities is that learning is holistic, and students are not simply disembodied knowledge centers. The work of non-governmental educational organizations like the New Horizons Foundation are helping us understand that international contexts have the potential not just to serve as laboratories for American students’ learning, but also that through well-established partnerships and a carefully executed service-learning model, actual social capital can be built, and actual social change can occur. Engagement must be the new watchword for teaching and learning and responsible citizenship. Service-learning and study abroad, with each of their vast recent expansions into the realm of the academic curriculum, stand ready to light the way.
How do organizational partnerships begin? Often the larger partnership begins with the friendship of individuals who join in meeting a shared need. The shape of the future partnership can be cast in a single moment that is often not recognized at the time. In the winter of 2001, Reverend Richard TerMaat had convinced me to join the Board of Directors of The Other Way Ministries, the older sister organization to Westown Jubilee Housing. Aware of my interest in housing he offered me a chance to view the latest acquisition of Westown Jubilee Housing, a burnout on the west side of Grand Rapids. Walking through that cold and fire-damaged house, finding my way into the Michigan basement by the light of a flashlight, and not knowing what to expect sparked an idea for a Heat Transfer class project that winter. The class would survey this house. They would explore it from attic to basement and model the performance of the house. They would make recommendations for how to make the house energy efficient and then develop teaching materials that could be distributed to residents of the west side who lived in similar houses but who rented them and needed strategies (other than the faulty space heater that probably started this fire) to stay warm while keeping energy costs down. At the same time my students would have an opportunity to see living conditions that were far worse than any that most of them had experienced—and certainly worse than they expected to see so close to campus. They would have an opportunity to use the knowledge given in a required engineering course to improve the quality of life for people they barely knew.
The project was a great success in unexpected ways and the partnership that was named the 2009 Carter Partnership winner was born.

THE PARTNERS

Westown Jubilee Housing was founded in 1988 as a housing ministry in and for the Grand Rapids West Side neighborhood. The organization grew out of the work of Reverend Richard TerMaat and another organization, The Other Way Ministries, that he founded in the 1960s. The West Side was historically a blue collar neighborhood with many of the immigrant residents working in the furniture factories located in that part of the city. By the 1960s the neighborhood experienced the “white flight” that many inner city neighborhoods experienced. In answer to the social problems of the 1960s Reverend TerMaat started with a project that had young men repairing bicycles in the basement of Frank’s Meat Market on Fulton Street. This organization meets the needs of families and individuals through programs for men, women, children, families, a food pantry, a community garden, and many other things.

Homelessness and the large number of rental units with absentee landlords were both core problems with more than 90 percent of the homes in this situation. Reverend TerMaat’s dream was to take people from homelessness to home ownership through a path of rental opportunities at increasing levels of responsibility ending in ownership, thereby increasing the stability in the neighborhood through home ownership. This aspect of his work eventually grew into a sister organization called Westown Jubilee Housing and the homesteading program was the practical realization of this dream. He was able to purchase properties at a low price, partner with another organization (usually a church) that provided additional financial resources and labor, use volunteers to fix up the houses, and then sell the properties to qualifying families at a price they could afford. Although the leap from homelessness to ownership is still too large for most, many of the families that are current homesteaders have been renters for many years and the steadily increasing numbers of owners have stabilized the neighborhood.

In its present form, potential homesteaders apply to the program and are approved by the Board of Directors. They complete a 10-12 week course on financial management, work out a family budget, and they must complete “sweat equity” hours in what will be their home. Families or individuals who do not qualify for the homesteading program can still rent from Westown Jubilee Housing. Since they continue to maintain a number of rental units of varying size in the neighborhood, the income from these units provides a financial base for day-to-day operations.

The partnership between Westown Jubilee Housing and the School of Engineering at Grand Valley State University has evolved over the years. It is bound more by covenant than by contract and in this form it is most effective. Westown Jubilee Housing is always the fiscal agent; the Board of Directors and the staff always approve the projects, and they still depend heavily on volunteer labor from other organizations and a host of regular volunteers. What is different now is that the expertise and assistance from the School of Engineering is being woven into more and more of the projects because of a partnership that extends beyond a single project.

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The School of Engineering at Grand Valley State University is based at the downtown campus immediately adjacent to the West Side neighborhood. The engineering program makes heavy use of project work in all of the classes as a way to teach engineering principles. The Heat Transfer class is required for all mechanical engineering students and the heat load calculation for buildings is a topic covered early in the class. Because shelter is a basic human need, this also offers an opportunity to bring in the social impact side of engineering work. Many of the houses are of wood frame construction with plaster-lathe on the inside, clapboard siding outside and no insulation. Windows are single pane glass and would not come close to meeting an Energy Star standard. Many of the houses have not undergone significant updating and they are as energy inefficient as they were 100 years ago when energy was cheap, coal furnaces produced heat at a high rate, and residents were accustomed to unheated bedrooms.

**A NEED TO MEET**

Westown Jubilee Housing had been fixing houses for quite a long time, but energy efficiency had not been a major emphasis. The houses were clean, safe, attractive, and met the building code—in fact, many had new furnaces installed—but sharply increasing energy costs made the basic energy inefficient design of many of these houses a bigger problem for low-income residents. The members of the Board of Directors and many of the volunteers had construction experience but not expertise in energy efficiency. The partnership has enabled GVSU engineering faculty and students to come alongside Westown Jubilee Housing to offer technical expertise, contacts, education, and volunteer labor in order to tackle the energy problem in each house as it comes up. Every project has been different, with students and faculty involved in ways varying from simply giving advice to full design and build experience. The partnership has offered students a window of opportunity to understand the culture of poverty that most of them have never experienced.

Individually the students were required to prepare educational materials that could be distributed to residents in the neighborhood who rented houses without insulation, with single pane windows and drafty doors. This required that they place themselves in the position of low income renters and to varying degrees they were successful. The most successful materials were intended for children living in these houses rather than adults. That might have been because the engineering students had direct contact with the elementary fifth grade students of Sibley School (the local elementary school) through another volunteer project, so they could imagine communicating with the children who lived in these houses. This personal contact helped the students place a face upon the needs they were addressing.

**Benefits for Students:**

For the students who helped with the decision-making, who worked on site, and who completed the labs in Heat Transfer to study the thermal properties of the materials used in the house, this became far more than an academic exercise. They were able to claim ownership in the engineering solution for a social problem, and they saw first-hand the power of the knowledge gained.

Many students have taken ownership in this project and in the other projects just because of the GVSU connection. The data and the spreadsheets developed to study the heating demand and energy usage have been used in the Heat Transfer class, and also in other classes. Students can easily walk to the houses studied, and the lessons take on new reality even for those who were never part of a work crew. The energy studies on these houses have become the core of a new general education course at GVSU called Urban Sustainability. To date, more than 100 students have taken this course, have studied the data, and have walked through the neighborhood. Without this partnership, which provides a gateway to the neighborhood and a reason to be there, these studies would be simply academic exercises.
Each house became a much more involved class project. With permission from renters and assistance from our friends at Nu-Wool Insulation we have been able to do thermal imaging of the houses. Lab sections of the Heat Transfer class made measurements of the dimensions of houses that could be added to the data from Nu-Wool to develop a technical model that would predict air temperature with and without insulation. In addition to the model, each student was asked to discuss the issue of poorly insulated rental housing as a social justice issue and to propose a strategy to address the problem. The last lab session of the semester was a round table discussion of their findings.

By far, the biggest partnership project yet has been the green house on Watson. Not only is it the largest new construction house that Westown Jubilee Housing has ever built, it is also the largest community service project ever attempted by the GVSU School of Engineering. More than 70 students were involved in the design and construction of this house. Design details for energy efficiency were a constant part of the Heat Transfer class in the winter of 2006, and in late April, the last lab for that semester was the construction of the basement of this house. To offset the increased cost, we enlisted the help of many of the suppliers who gave us good prices and in some cases donations of material and labor. A number of them (Nu-Wool Insulation and Rivertown Windows in particular) have joined the contractors and suppliers who have worked with Westown Jubilee Housing over the years and have helped us on subsequent houses. For this house we also enlisted the help of a residential builder, Heartland Builders, who donated the general contracting for this project and who brought with him his own subcontractors. The builder was an excellent teacher who provided even more expertise to the Westown partnership. Heartland Builders was the third major partner for this project.

The partnership continues to evolve and as it does, it brings in more and more players. Energy efficient housing is something we all need, regardless of income, but the most vulnerable are our low-income neighbors who are the most likely to be confronted with choosing between heating the house or putting food on the table. We need educated decision makers who understand that this is a real choice for far too many citizens—hence the need to reach students. Society as a whole benefits from stable neighborhoods and the greatest possible efficiency in the use of our energy resources. The greatest beneficiaries of this partnership are the families who are able to own a home that will enable them to retain the financial resources to raise their children.

Outside Benefits:

Having data on real houses and having the opportunity to work with contractors and volunteers has opened a few doors not usually open to academics. Another beneficiary of this partnership has been all those involved with designing, building, and selling houses. In addition to the usual academic conferences, I have had opportunities to present these results to contractors and real estate agents as they make serious attempts to build and sell energy efficient homes. All of the educational materials that have been developed have been made available on a website that was developed as an independent study project by a student who was interested in this work. The Web site (www.engineer.gvsu.edu/house) includes useful spreadsheet tools that can be downloaded and used to assess the scale of building choices under consideration. In addition to calculation tools, the Web site includes many resources for energy efficient building, and the full story of the Green House on Watson project.
Monica Martinez
Kirtland Community College

Monica Martinez is in her first year of service as a Michigan Campus Compact AmeriCorps*VISTA at Kirtland Community College. Here, she is drawing off of her experiences as an undergraduate, and is planning a service trip to Guatemala. In conjunction with the Global Awareness Program at Kirtland, Martinez, who works in the Service-Learning office, brings a tremendous amount of passion to this project.

“As an undergraduate, my international experiences are what led me to National Service,” said Martinez. “I have actively sought to learn from other cultures throughout my life and educational career. Without the experiences I have had abroad, I would not be an AmeriCorps*VISTA today.”

In May, Martinez will lead a group of Kirtland students on a trip that will start in Guatemala City and focus on a theme of poverty awareness, global concerns, and human rights. Here, she hopes to provide opportunities for students to immerse themselves in a culture completely different than their own, and bring back with her a group with a strengthened sense of service and commitment to local issues.

“My experiences were able to show me that issues of social injustice affect all of us. It is not just a Guatemalan issue or Michigan issue—it’s a human issue. I think our service trip to Guatemala will help our students to become global citizens, with responsibility to fix those problems.”

The trip will start with a historical overview and a discussion with other university students and Guatemalan officials. Once the students have a background on Guatemala’s history and its leadership, they will begin their work with several health and human service based organizations, including a women’s cooperative. For Martinez, who shares time in her year of service between Kirtland and River House, a nonprofit partner of Kirtland, this presents tremendous opportunity.

“By focusing on women’s issues while abroad, I hope that students will come back to Kirtland with a deeper understanding that the issues we face at River House are not unique to northern Michigan,” said Martinez. “This chance to see the world, and serve the world is going to help them become better leaders in the world. They will see that their leadership is needed in all communities and can start right here at Kirtland and River House.”

Kirtland Community College shows that while it is possible to bring culture into the educational experience, it is critical that students be brought to other cultures. Through this opportunity, students are afforded the chance to develop, as Martinez has, in the area of global responsibility.

“...issues of social injustice affect all of us. It is not just a Guatemalan issue or Michigan issue—it’s a human issue.”
The vast majority of those we share this planet with are not lucky enough to experience the luxury of a safe place to sleep and a full stomach. They lack access to water and basic nutrition, and the likelihood that they will live without illness is small—indeed, they regularly lose loved ones to hunger and disease. Having known nothing better, they are unlikely to imagine how much better life could be. The certainty we take for granted—that we were born for a reason and that we have something valuable to offer the world—is a luxury that few in poverty have the privilege to know.

Engineering educators like me spend our days with students who are blessed with good minds and supportive homes. These problem-solving millennials are eager, excited, and engaged with their world. These young engineers rush past the premise that their life has a purpose, diving into problems that their minds are quite capable of solving, and proclaiming their desired goal: to save the planet and its people. They have more drive to serve than their parents or grandparents and more technology at their fingertips than libraries of technology could hold just a decade ago.

I attempt to satisfy my students’ hunger for solving world problems by assembling the latest recommendations for third-world water, food, fuel, shelter, and health needs. I demonstrate the step-by-step sequence of problem-solving and design. I direct them through a maze of steps in specific sequence. And then I require them to repeat my words back to me so I can attest to their mastery of the subject.

Assess community health. Check. Map water sources and family units. Check. Test community water supply for contaminants. Check. This list continues containing several items needed for survival in an underprivileged community.

Around the world, engineering students like mine are taught to identify problems, brainstorm solutions, and test feasibilities, with the assumption that these are the critical steps involved in solving every problem. This program is called Engineers Without Borders (EWB). EWB-USA partners universities like Kettering with developing communities world-wide to assist with improving the quality of life through sustainable engineering practices. The students have the opportunity to analyze data and design solutions in countries like Mexico and South Africa, where issues like safe water consumption abound.

In Estanque de Leon, Coahuila, Mexico, students studied the arid region and found that the man-made reservoirs to collect and store water were contaminated with protozoa, bacteria, and viruses. The EWB-Kettering students designed bio-sand water filter units to clean and disinfect the water, making it suitable for human consumption. They were able to provide these systems to every household in the area, along with training on the use and maintenance of these systems.

In 2008 the group began working in Vukuzenzele, KwaZulu-Natal Province, South Africa, assisting the community with water collection, filtration, and delivery, as well as sanitation, infrastructure, clean cooking, and power. Additional assessment and implementation trips are expected to continue to help this community. The next step is to evaluate the difference(s) in water quality and supply during Africa’s winter months, which are typically dry for KwaZulu-Natal.

The engineering community is realizing that the intention to solve problems in the developing world is limited by our unintentional disregard for truly serving its inhabitants. We attempt to help others by solving their problems, instead of nurturing within them the knowledge that they have the power to build better lives themselves.

This incorporates the concept of service-learning. For social scientists, educators, and healthcare providers, this intention to serve is implicit. For engineers trained to identify and implement solutions, the focus too quickly shifts from serving to solving. Built in to the service-learning process is the critical requirement that solutions are designed in partnership between those serving and those served. If applied seriously, this core partnership has the potential of doing much more than addressing water, sanitation, or health concerns.

Students find themselves frustrated when they must wait for people in poverty to assess their own needs, to recognize their own resources, and to author their own design. Rather than doing it for them, the goal is to aid them in the creation, so that they may continue to maintain once the students are gone. As deeply as the voice within me tries to deliver direction to the millennial generation, I rely on the hope that by empowering my students—rather than enabling them—I will give service to my student, and to the world.
Over the past few years, Spring Arbor University’s School for Schools program has finished in the top 10 and top 15 in their region in terms of fundraising. Not bad considering that the institution is made up of 1,500 students, and is competing with student bodies at nearby universities that are more than 28 times their size. Leading the efforts of School for Schools, a division of Invisible Children, at Spring Arbor is student David Boss. Over the past few years, the money raised by Boss and School for Schools has been used to build boarding schools in northern Uganda.

The war in northern Uganda has been called the most neglected humanitarian emergency in the world today. For the past 23 years, the Lord’s Resistance Army and the Government of Uganda have been waging a war that has left nearly two million innocent civilians caught in the middle. The Government of Uganda’s attempt to protect its citizens from rebel militia has largely failed, resulting in an entire generation of youth that has never known peace.

With dwindling approval for their cause and heightened government offensives, the Lord’s Resistance Army began abducting children and indoctrinating them into their ranks. It is now estimated that more than 90% of their troops were abducted as children. While the issue is beginning to reach collective conciseness due to its portrayal in recent films on the subject, Boss stresses that the issue is nothing new.

“The war in Uganda has been going on for over two decades,” explains Boss. “School for Schools is all about raising awareness and educating communities about the injustice that continues to take place there today.”

School for Schools at Spring Arbor puts fundraising events and educational activities on the ground monthly, which are completely developed, planned and led by Spring Arbor students. Through these efforts, Boss and his team keep the issue in the forefront of the minds of their community and consistently remind them about what is at stake in the battle for human justice in northern Uganda.

“I am very proud of the work our students are doing,” said Boss. “Although we are a small school, we have a global focus. This has helped us create a buzz and raise funds alongside larger universities to support significant change.”

In the School for Schools program, colleges and universities participating within a specific region are paired directly with a school in northern Uganda. While Boss has not visited their school in Uganda yet, he certainly feels passion for both the school and the work he is doing there.

“I’ve decided I want to be engaged in these types of experiences for the rest of my life,” he said. “I am planning a career in third-world economics, and hope to soon serve in the Peace Corps, but visiting Uganda is certainly something near the top of my to-do list.”

“School for Schools is all about raising awareness and educating communities about the injustice that continues to take place there today.”
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The Jimmy and Rosalynn Carter Partnership Award for Campus-Community Collaboration, organized by Michigan Campus Compact, honors and recognizes exemplary collaborations, undertaken by a college or university in partnership with a community group, which address critical areas of public need. The award recipients receive $10,000 in support of their program, to be divided between their community partner and the campus.

The award is named for President and Mrs. Carter as a tribute to their lifelong efforts to develop and support safe, healthy, and caring communities throughout the world. In public office and in their daily lives, they have consistently supported public improvement efforts based on cooperation, mutual learning, and shared responsibility.

The purposes of the Carter Partnership Award are to:

- Honor a sustained institutional commitment that has resulted in tangible community impact.
- Provide recognition for outstanding campus-community partnerships in Michigan.
- Increase the number and the effectiveness of campus-community partnerships and promote college/university citizenship.
- Encourage cooperation among education, community, government, and business leaders on critical social and economic issues.
- Increase public awareness of and support for campus-community partnerships.

Award recipients are recognized for their exemplary
**2010 CARTER PARTNERSHIP AWARD FINALISTS**

**Grand Valley State University and Godfrey-Lee Public Schools Summer Literacy Center**

The Grand Valley State University and Godfrey-Lee Public Schools Summer Literacy Center provides an opportunity for English Language Learners (K-12 and adult) to engage in oral and written English literacy skills in a supportive environment. The Summer Literacy Center provides graduate candidates with a safe setting to further develop their professional skills and to implement knowledge gained in graduate classes with support from university faculty. This is a win-win for both the university and the school district, as all members of the program are learning, growing and developing their literacy knowledge.

**Michigan State University’s Adolescent Diversion Project**

Michigan State University’s Adolescent Diversion Project was founded in 1976 through a collaborative agreement between the National Institute of Mental Health’s Center for Studies of Crime and Delinquency, the MSU Department of Psychology, and the Ingham County Juvenile Court, and was founded to create an alternative to juvenile court processing for juvenile offenders in Ingham County. The goals were to create a collaboration through which innovative educational experiences would be offered, best practices of intervention employed, and sound scientific methodology used to address the pressing social issue of juvenile delinquency. The Project seeks to create a more effective alternative to the juvenile justice system through the use of highly trained and supervised mentors (MSU undergraduate students), strengths-based philosophies, and involving youth in their community.

**University of Michigan College of Pharmacy and Hope Medical Clinic**

The University of Michigan College of Pharmacy partners with Hope Medical Clinic to assist in its mission to provide free adult and pediatric general and specialty medical care for the uninsured. The College encourages community service and facilitates student and faculty community involvement and relevant experience through placements at the clinic. The clinic gains excellent volunteers who not only help with day-to-day medication program support, but who also contribute extensively to program development, volunteer training, and consultative support. The College of Pharmacy has seen significant gains through students and faculty experiences working at Hope Clinic, particularly in the areas of understanding health disparities, meeting the needs of the community, and development of students’ clinical skills and confidence.

collaborations to address critical areas of public need.
In Michigan there exists a Compact between our great institutions of higher education, our communities, nation, and world. This Compact is a commitment of member presidents to the cause of educating students in civic leadership and social responsibility. Through the Compact, student learning and community impact intersect to create a better future.