ASE: Spring Break 2014 Success!

This spring break the Key Center launched its Alternative Service Experience (ASE) program, sending 30 students on 3 trips to community organizations across the southeast.

ASE is a program that brings together a community of people who dedicate their university breaks to enact positive social change in the world, participate in experiential education and explore new communities. Through pre and post travel classes, direct service and reflection students, staff and faculty engage in transformative experiential education.

Peer leaders Leigh Whittaker (Political Science and Environmental Management and Policy, 2015) and Josh Fernandez (Environmental Studies, 2015) led 8 fellow students to the Nags Head Wood Preserve in Kill Devil Hills, NC, where they worked to preserve and rehabilitate the local ecosystem through weeding, mulching, cleaning up trash and keeping up maintenance on a new ADA (Americans with Disabilities Act) public trail. Upon returning Leigh shared her realization that “service trips aren’t about giving away one’s ‘precious time...’ it’s an honor and a privilege to serve each other and the planet in whatever way we can.”

Kyja Wilburn (Critical Education Studies, 2014) and Sara Huckaby (International Studies/Art, 2015) led peers to Comer, GA, where they pitched in at Jubilee Partners, an intentional community that welcomes refugees and eases their transition into American society. At Jubilee, students built a foundation for a new building, worked on a trench for irrigation, mulched, chopped firewood, and helped with day-to-day community tasks, such as childcare and cooking.

Peer Leaders Kimia Shariati (International Studies and Sociology, 2015) and Melanie Bonds (Environmental Studies and Economics, 2014) led a trip to Lynchburg Grows, a non-profit urban farm in Lynchburg, VA, where they dug in—literally!—to tasks about the greenhouses and farm. Leader Melanie raved about the experience: “This was hands down the best spring break trip I have ever had! From planning the trip, to teambuilding activities, to actually working with Lynchburg Grows...This was an experience I will never forget and one that pumped me up even more to help others!”

MLK Day of Service- Biggest in UNC Asheville’s History

January 20th marked UNC Asheville’s largest Dr. Martin Luther King Jr. Day of Service to date. The 132 participants elected to make it a “day on,” rather than a day off and served a cumulative 660 hours to the community.

Through the hard work of AmeriCorps VISTA, Jess-Mara Jordan, and the partnerships between The Key Center, Multicultural Student Programs and Student Activities Involvement & Leadership, 8 organizations were served and 26 campus groups were represented.

The day began with breakfast, orientation, and a welcome from the Dean of Students. Then the assorted club and individual groups dispersed to the community to do their part before coming back together for dinner and final reflection. All participants were encouraged to not just reflect on their day’s work but to think further about how they would unite their academic pursuits and their passions to create positive change.

Students traveled east to work with the Nags Head Wood Preserve in Kill Devil Hills, NC.
This fall two more Alternative Service Experiences will be offered over Fall Break, October 3-7. Peer Leaders Rachel Brelsford (Literature, 2015) and Emily Kidd (International Studies and Environmental Studies, 2015) will travel to Georgetown, SC, with 8 other students to work with South Carolina Coastal Animal Rescue and Educational Sanctuary (SC C.A.R.E.S.). This organization works to rescue, rehabilitate and release injured wildlife as well as provide a safe-haven for animals that have been abused and neglected.

Peer Leaders Sarah Umsted (Political Science, Economics 2016) and Emily Lindesmith (Political Science and Economics, 2016) will lead 8 fellow peers to La Grange, GA, this fall to work with Alterna, a faith-based community comprised of U.S. citizens and Latin American immigrants committed to faithful acts of accompaniment, advocacy, and hospitality. Students will learn first-hand about immigrants—their struggles as well as triumphs—and live in homestays for a better sense of the reality of the Alterna community.

All ASE: Fall Break 2014 programs will occur between October 3-7. Each ASE program costs $100 and includes all housing, travel, food and activities. The $100 program fee is due at sign-up.

Keyed-In

ASE: Fall Break 2014 Preview

Introduction to new Key Center Advisory Committee for 2013-15

The Key Center is excited to introduce the Key Center Advisory Committee for 2013-15. These assorted faculty and staff will provide the necessary approval and guidance for academic service-learning endeavors. We welcome them and thank them for their dedication to civic engagement on campus and in the community!

Ameena Batada– Assistant Professor, Health & Wellness
Kenneth Betsalel– Professor, Political Science
Michelle Bettencourt– Associate Professor, Spanish
Agya Boakye-Boaten– Director of Africana Studies Program & Assistant Professor
Keith Bramlett– Lecturer, Sociology & Anthropology
Annie Burton– Director, School & Community Outreach Programs & Partnerships
Kathie Garbe– Associate Professor, Health & Wellness
George Heard– Associate Professor, Chemistry
Selena Hilemon– Key Center Staff
Lise Kloeppel– Key Center Director, Assistant Professor, Drama
Donna Parsons– Lecturer, Management
Tiece Ruffin– Diversity Outreach Coordinator, Assistant Professor, Education

A few words from the Committee Members...

First time advisory committee member Ameena Batada on her decision to join:

“I appreciate the work that the Key Center does to advance civic engagement among students and critical reflection on civil society among students, staff and faculty. I feel fortunate to contribute to this important work.”

Second time committee member Michelle Bettencourt hopes to “encourage faculty across disciplines to consider courses or programs for which service-learning could be an effective and beneficial addition” and “explore how to effectively communicate with students the opportunities available through the Engaged Scholar program/designation.”
First International Service-Learning Designated Course Set for Summer 2014

This summer Dr. Jinhua Li (Lecturer, Interdisciplinary Studies Program) and Lei Han (Director and Associate Professor, New Media Department) will lead students on a Study Abroad program in China.

Dr. Li's course, INTS 376: Exploring China, is UNC Asheville's very first international service-learning designated course. This class will offer students an excellent opportunity to learn about contemporary Chinese culture, society, art and media, economy, and language, and also provide them with the opportunity to conduct service-learning projects at Ha'erbin Normal University (HNU).

During Li and Han's Study Abroad trip to HNU in summer 2013, the director of the International College at Ha'erbin expressed a desire for students to teach English language and culture at the university. This inspired the development of Dr. Li's INTS 376 class, wherein UNC Asheville students will teach a special course to the students in the English Department at HNU on a series of topics that relate to American and Western culture, tradition, society, literature, education, and life in general. In this cultural immersion students will benefit from the close interaction with people from a different cultural and ethnic background, and obtain "real world" experiences by learning to solve problems and dealing with issues that require critical thinking and teamwork.

Students will work with faculty members in the English Department at HNU to become familiar with the teaching requirements, style, and philosophy at a typical Chinese university. Through this service-learning, UNC Asheville students will not only conduct on-site research and information/data gathering for their undergraduate research projects but also help develop the language competency of future teachers in China. Additionally, students will have the opportunity to either enroll in one of HNU’s well-developed international graduate programs and work as a teaching assistant or teach English at the university after graduation.

This first international service-learning (S-L) course is an exciting step in the development of student engagement at UNCA and a fantastic opportunity for students to explore global issues. Stay tuned for more international S-L courses!

Community Partner Highlight: Open Doors & UNC Asheville Piloting STRIVE Mentoring Program

STRIVE, which stands for Success Through Relationship, Investment, Versatility and Empowerment, is a new mentor partnership between Open Doors of Asheville and the Intercultural Center at UNC Asheville. Open Doors of Asheville connects local children living in multi-generational poverty with an active, individualized network of support, enrichment and education opportunities. STRIVE currently provides 12 elementary and middle school students with 12 mentors and the opportunity to participate in extracurricular activities on UNC Asheville’s campus once a month. Thus far, they have spent an afternoon touring the campus, enjoyed recreational time in the Sherrill Center and outdoors, and the highlight of the semester - attended a UNC Asheville Men’s Basketball Game. As an end of the year activity, the mentees will attend a Men’s Soccer Game to see three of their mentors play.

A goal of this program is for mentees to see their mentors as positive role models, as well as view UNC Asheville as a viable, prospective institution for their future attendance. Program coordinators hope for mentors to have a sense of ownership over a new, successful and impactful program while gaining a sense of connection or engagement with the Asheville community.

For the upcoming school year STRIVE hopes to increase the number of mentors and mentees, meeting frequency, and number of activities. Additionally they hope to increase collaborations with other community partners, including Asheville City Schools and community centers.
**Engaged Scholarship– Faculty**

**UNC Asheville faculty are dedicated to the development of service-learning as a pedagogical tool.** Through research both inside and outside the classroom, these individuals are working to engage students with local and global communities in a positive, meaningful manner beneficial to all parties involved. Below are brief summaries of the various presentations and academic contributions our faculty have made over the course of the academic year.

In November, **Dr. Tiece Ruffin**, Assistant Professor of Education, co-presented with **Dr. Agya Boakye-Boaten** of Africana Studies at the 5th International Symposium of Service Learning in Higher Education—**Service-Learning Across the Globe: From Local to Transnational** at Stellenbosch University in South Africa. This symposium aims to increase scientific contribution to service-learning as a pedagogical tool; strengthen north-south and south-south relations; and enhance global participation through both theoretical and applied service-learning in higher education.

Ruffin and Boakye-Boaten’s presentation described the partnership, “Internationalizing Teacher Education through E-Service Learning: Connecting Pre-service Teachers with English Language Learners via Online Instruction Using Skype,” outlined findings based on an Education E-service learning (electronic service learning) course at the University of North Carolina Asheville.

Pre-service teachers in this introduction to education course taught English via Skype to students in Haiti through the nonprofit agency Teach the World Online. Ruffin and Boakye-Boaten’s presentation described how partnership, explained the delivery model employed, shared outcomes of the project over the course of a semester, and provided directions for future implementation. This work benefits practitioners interested in establishing an International E-service learning programs aimed at internationalizing pre-service teachers, equipping future teachers with the skills to teach English language learners, equipping students abroad with English language skills, and practitioners interested in enhancing pre-service teacher capabilities as knowledgeable global citizens with enhanced global competence.

In October 2013, Lecturer of French and Spanish **Ellen Bailey** presented at the **Foreign Language Association of North Carolina Annual Conference** in Winston-Salem, NC "The challenges and successes of integrating service-learning in beginning and intermediate language courses." Bailey co-presented with colleague **Christine Swoap** from **Warren Wilson College**. The presentation was based on Spring 2013 SPAN 120 service-learning designated course in which students participated in semester-long service-learning work with Spanish-speaking families at North Buncombe Elementary School and tutored ESL students at Emma Elementary School.


Ruppert’s chapter is based on the research she conducted with her EDUC 320 Middle School Principles, Practices, and Materials service-learning designated course as part of her Key Center Faculty Fellowship in the 2011-2012 academic year. This study examines reflections of 43 candidates over a 2-year period. Candidates engaged in an after-school enrichment program as service volunteers and participated with content area teachers in a professional development site to teach lessons as part of an introductory course to middle-level education.

In February 2014, Ruppert presented her chapter as a part a Featured Session at the **Action in Teacher Education 2014 Annual Meeting** held in St. Louis, MO.
Digital Storytelling as a Tool for Assessment and Reflection— (FULL)

Storytelling has long been recognized as an important way to construct meaning in our lives. The act of telling a personal story encourages self-reflection. Listening to the experiences and stories of others can engender empathy and deeper engagement with the subject matter. Traditionally, stories are told as a way to glean awareness and insight that we can apply to our own lives.

Digital stories are short first-person narrative movies that use images, voice, and music to tell a story. Constructing a digital story promotes self-understanding, collaborative learning, concept understanding, visual and media literacy, and a deep reflective practice.

As a tool for student assessment and self-reflection, digital storytelling encourages students to connect their personal experience to classroom content. Creating a digital story offers students a way to reflect on and articulate their personal, academic, and service-learning experience.

Digital storytelling as an assessment tool asks students to deeply examine what they have learned, how it has changed or challenged their previous beliefs and how this relates to who they are and who they want to become.

In this workshop participants will:
· Discuss elements of digital storytelling
· Create and receive feedback about their own personal narrative
· Learn techniques for running the peer review process of story circles
· Train to use the collaborative video editing platform WEVIDEO
· Assemble a multi-media personal digital story

Facilitators: Lise Kloeppel & Rebecca Williams, a local community-based artist, filmmaker, and educator who has been studying and working with the Center for Digital Storytelling (http://storycenter.org) and the Center for Documentary Studies (http://documentarystudies.duke.edu)

Date: Friday, 16 May
Time: 8:30 am – 4:30 pm (lunch provided)
Location: TBD
Stipend: $300 for up to 10 participants

The Key Center is excited to present faculty professional development workshops in May 2014. Contact Elaine Warren at ebwarren@unca.edu to register.

The Art and Science of Community Engagement: Making Your Class Service-Learning Designated

This workshop will prepare faculty to teach service-learning designated courses, an initiative passed in 2011 by the UNC Asheville Faculty Senate. These courses are not required but appear for students in the course registration screen just as intensives do. In brief SL-designated courses:
· have as a central feature a required service-learning project that strongly relates to the academic content of the course and makes up at least 25% of the course grade.
· have a project that is designed as a joint, equal effort between the faculty member and community partner, with a clear goal that students’ involvement benefits the partner.
· have faculty members prepare students to undertake their service-learning.
· have students undertake significant service and regularly reflect on it.

Note that internship courses generally do not qualify, as they are typically designed primarily to gain students hands-on experience in a field (whereas service-learning designated courses put community needs foremost and strongly tie them to academic work within a course).

The workshop will feature instruction and interactive sessions designed to prepare faculty to teach a Service-Learning Designated Course in the 2014-2015 academic year or beyond. (However, faculty members who are interested in enhancing their understanding and practice of service-learning are welcome to attend.) Topics will include an overview of the SL designated course program, a discussion of the multiple formats service-learning can take, a review of best practices in the forming of partnerships, methods for preparing students for work in the community to maximize good outcomes and minimize poor ones, understanding and handling liability, and approaches for having students undertake deep reflection about their work. There is some required reading before the workshop, which takes about 45 minutes.

Facilitators: Lise Kloeppel & Selena Hilemon
Date: Thursday, 29 May
Time: 8:30 am – 4:30 pm (lunch provided)
Location: TBD
Stipends: $300 for up to 10 faculty
Congratulations to our Community Engaged Scholar Spring 2014 graduates! Come check out final poster presentations of their Public Service Projects at the Undergraduate Research Program Spring Symposium and Celebration of Service, Service-Learning and Internships on April 23, 2014 in the Sherrill Center Arena Concourse.

Nicole Barnes – Sociology
AVID, Asheville High School Connections Peer Mentoring Workshops

Rachel Carson – Health and Wellness Promotion
Eat Smart, Move More NC Obesity Prevention Plan Progress Survey

Laura Halperin – Political Science
Brother Wolf Animal Rescue Volunteer Job Book

Sarah Merritt – Health and Wellness Promotion
Adolescent Pregnancy Prevention Campaign of NC Summary of Adolescent Health Statutes Update

Nambi Joeria Ndugga – Health and Wellness Promotion
South Asheville Cemetery, UNC Asheville Student Workdays

Adam Stapleton – Health and Wellness Promotion
North Carolina Center for Health and Wellness/ NC Falls Prevention Coalition ‘Matter of Balance’ Website

Rebecca Williams – Health and Wellness Promotion
Children’s First / Communities in Schools of Buncombe County Program Evaluation

Remaining Community Engaged Scholar 2014 Projects
The following students will be presenting their Public Service Projects this year but are graduating next academic year. Congratulations to them for all of their hard work!

Susannah Crawford – Health and Wellness Promotion, Spring 2015
Buncombe County Department of Health and Human Services Exploring Food Project Social Media Campaign Report

Chelsea Rey – Health and Wellness Promotion, Fall 2014
CarePartners, Outpatient Services Lymphedema Patient Booklet

Lisa Rigsbee – Health and Wellness Promotion, Spring 2015
YMCA Healthy Living Center- Healthy Living Pantry Awareness Campaign and Database Research
Fall 2014 Service-Learning Courses

ANTH
ANTH 464.001  Senior Colloquium: Social Narratives  Kelley, Heidi

ASTR
ASTR 172.001  Astronomy Outreach  Nichols, Luba

DRAM
DRAM 318.001  Applied Theatre: Queer Youth Theatre and Performance  Kloeppel, Lise

EDUC
EDUC 314.001  Mult Literacies/Content Area  McGlinn, Jeanne
EDUC 314.002  Mult Literacies/Content Area  McGlinn, Jeanne
EDUC 314.002  Mult Literacies/Content Area  Ruppert, Nancy
EDUC 320.001  Mid Sch Princip Pract and Mat  Ruppert, Nancy

HON
HON 478.0H1  Senior Capstone  Chapman, Reid
HON 478.0H2  Cultivating Global Citizenship  Bahls, Patrick

HWP
HWP 190.001  Intro to Health Promotion  Garbe, Kathie
HWP 190.002  Intro to Health Promotion  Garbe, Kathie
HWP 310.001  Health Promo Theory/Prac  Batada, Ameena
HWP 310.002  Health Promo Theory/Prac  Batada, Ameena
HWP 350.001  Service Learning Health Promotion  Garbe, Kathie

LANG
LANG 120.001  Found. of Academic Writing  Pisano, Jessica
LANG 120.003  Found. of Academic Writing  Pisano, Jessica
LANG 120.005  Found. of Academic Writing  Pisano, Jessica

POLS
POLS 357.001  Civic Engagement Commun  Betsalel, Kenneth

SOC
SOC 464.001  Senior Colloquium: Social Narratives  Kelley, Heidi

Join us!
UNC Asheville Celebrates
Service, Service-Learning and Internship
April 23, 2014 4:30-6:00pm
Sherrill Center, Arena Concourse

FOR MORE INFORMATION OR TO JOIN OUR LISTSERV CONTACT:
Key Center for Community Citizenship & Service Learning
Website:  http://keycenter.unca.edu
E-mail:  keyctr@unca.edu