



ANNUAL REPORT 2011

SERVICE-LEARNING





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CONTINUING A TRADITION OF SERVICE

Service and learning have been central to the institutional vocation of Messiah College since its inception in 1909. As such, the stories of student and faculty involvement within the local community and abroad have been documented throughout the College’s history as having a strong foundation for a service tradition that has become a distinctive part of a Messiah education. Throughout the years, these early informal expressions of service have given way to a more institutionalized approach to service learning.

Service-learning is a type of curriculum that intentionally integrates academic learning with community service in a credit-bearing academic course. This programming at Messiah has led to exciting opportunities for students and faculty to engage in service within the local community and abroad to receive experiential and contextualized learning experiences. This year, in fact, over 600 students and 17 professors participated in 30 different service-learning courses. I have been inspired by the stories of these experiences and consider it a privilege to work with these individuals who have shown new ways to put their faith and learning into action. It is my hope that you, too, will become inspired by the images and stories of the students, faculty and community partners who participated in these courses and that this inspiration will translate into action. I encourage you to explore opportunities to engage in service-learning by contacting me or other members of the Service-Learning Committee who are available to answer questions and provide guidance for those interested in developing and implementing future service-learning programming at Messiah College. It is my hope that by doing so, we will continue to build relationships with one another and will assist in preparing students for lives of service, leadership and reconciliation in church and society.

THE SERVICE-LEARNING COMMITTEE



School of the Arts
Chad Frey, *director of the Agapé Center for Service and Learning*



School of the Arts
Dave Kasperek, *assistant professor of graphic design*



School of Education and Social Sciences
Raeann Hamon, *chair, department of human development and family science*



School of Math, Engineering and Business
Brian Nejme, *professor of business information systems*



General Education
John Yeatts, *associate dean of general education and common learning*

“The tradition of community service and engagement is longstanding at Messiah. We’ve always understood that we have the responsibility to care for the world and its brokenness. We have the responsibility to fully participate as citizens, servants and leaders. Throughout Messiah’s history, we have been involved in the community . . . we have believed that education is most noble and vital when education is used in service to others, and we know that service is a salient element of Christian vocation . . . As we become involved in the lives of others, we learn much about ourselves, our world and our God. Of course, this is also true for our students, and we bear the responsibility.”

—Messiah College President Kim Phipps*
*An excerpt from President Phipps’ inaugural State of the College address (Aug. 24, 2004)

MISSION STATEMENT

The Agape Center’s mission is to cultivate experiences with community partners to prepare individuals for lifelong service.

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SERVICE AND LEARNING AT MESSIAH COLLEGE

- messiah.edu/external_programs/agape/servicelearning/about.html

Community service and engagement at Messiah College derives from the biblical commandments to love God and one's neighbor as oneself. It is through Jesus' example, which was characterized by proclaiming God's word and serving the needs of others, that we are called to acts of service similar to those that Jesus pursued: engaging in acts of reconciliation, justice and love. It is through this call to serve that the Agapé Center for Service and Learning finds its mission to "address community needs, to provide holistic learning opportunities for students and to encourage students toward an ethic of discipleship, service and civic engagement." Fulfilling this mission through its programming, the Agapé Center for Service and Learning offers numerous opportunities for students, faculty and staff to participate in community service and engagement. These opportunities are classified into three types of community service and engagement categories:

- **Curricular Service-Learning** integrates community service into the classroom, offering opportunities for students to not only receive credit for service, but also to apply classroom education while engaging with community in a meaningful and helpful way. Service learning includes thoughtfully preparing to serve, using classroom knowledge and skills practically to help others and reflecting on that experience.
- **Co-Curricular Service-Learning** is a non-credit-bearing service activity that intentionally integrates opportunities for service preparation and reflection. These service activities involve students working with agencies through structured College programming.
- **Community Service and Volunteerism** is a non-credit-bearing service activity that involves a commitment to working in partnerships with local community agencies to address real local needs. This often involves students initiating relationships and working with agencies outside of structured College programming.



Matt P '11 spends his summer back in Thailand after studying abroad in the spring.



What is Service-Learning?

Service-learning is a type of curriculum that intentionally integrates academic learning with community service in a credit-bearing academic course. Students participate in an authentic service activity that meets needs identified by the community (designed within the framework of a mutually beneficial relationship), and then they critically reflect on that activity. Thus, students gain a deep understanding of course content, a commitment to socially responsible citizenship and the skills and understanding needed to contribute to civic well-being.

Characteristics and Classifications of Community Engagement

	Service	Content*	Reflection**	Academic Credit
Curricular Service Learning	X	X	X	X
Co-Curricular Service Learning	X	X	X	
Community Service/ Volunteerism	X			

*Curriculum or Co-Curriculum

**Students engage in reflection before, during, and after service activities

SERVICE-LEARNING AT A GLANCE

- 30** Classes involving service-learning (41 sections)
- 17** Service-learning professors
- 603** Students in service-learning classes

WHAT CAN STUDENTS GAIN FROM SERVICE-LEARNING?

- A greater understanding of concepts and skills studied in the classroom
- Hands-on experience
- A forum for deeper vocational identity, spiritual worldview and leadership development
- A rich commitment to life-long service
- Opportunities to apply understanding of civic engagement responsibilities
- A deeper commitment to justice and reconciliation
- Deeper engagement with subject area
- Opportunities to contextualize learning, integrating theory and practice

How Students Served

- Assisting with vacation Bible school and various other children's programs
- Building relationships and ministering to individuals who are incarcerated
- Developing phone applications for World Vision staff in Zambia
- Engaging in outreach team events and programs
- Participating in medical missions
- Serving as summer interns
- Serving in international mission trips to Uganda and Latin America
- Spending time with elderly individuals
- Tutoring and mentoring in Harrisburg schools



Matt H. '13 models Christian servanthood to young boys in the Dominican Republic.

“Not only is [service] a great way to **bridge** what you learn in the **classroom** with the outside **world**, but it helps you to be more **aware** of what you are seeing and experiencing during your time of service. It also forces you to get involved in the **community** when you otherwise might not even venture out, stopped by all kinds of excuses. After **volunteering** through service learning, I think that it would be hard to stop.”

— Lana M. '11



Relationship-building is a key component of service-learning.

SNAPSHOT: A STUDENT'S PERSPECTIVE: WHAT IS SERVICE ⇌ LEARNING?

Service-learning? Isn't that like volunteering? Or community service? Oh, I've done that; I was a National Honor Society student. Service-learning is sometimes viewed as one of those "Messiah-coined words" that seem to show up all over the place since we stepped onto this campus. However, I have learned that the definition of service-learning goes above and beyond "community service" in ways I never expected.

Service-learning is about learning just as much as it is about service. It's ironic that as students we tend to forget the "learning" part. It is a recognition that we can learn from our community partners just as much (if not more) than we can serve our community partners. I think this is especially true in short-term missions. College students are very



transient by nature and are rarely able to establish the long-term relationships needed for change. Service-learning is also about the humility to realize that we cannot always "do" something to fix problems. Sometimes it requires just being there and learning from the situation.

As a science major I find that I tend to process other concepts in terms of biological and chemical terms. The chemical sign for equilibrium (\rightleftharpoons) means that both sides of the equation are equal with one another but it does not mean stagnant. Both sides of the equation are constantly moving back and forth yet the overall system remains homeostatic. After all, service-learning is about both giving and receiving. We give what we have to offer while receiving insights and significant relationships from our community partner. Sometimes as a person of privilege, I forget that other people can help me. Service-learning is also about applying our knowledge gained in the classroom to help the community.

—Christina F '13

"This experience prepared me to go into a situation and try to look at things from the perspective of the people living there."

—Cody R. '11



The Northern Ireland spring break missions team spends the fall months in weekly meetings to create a cohesive team and family.

WHAT CAN FACULTY GAIN FROM SERVICE-LEARNING?

- Research, grant and publication opportunities
- Recognition for applying a unique, respected and valued pedagogy
- Personal reward as students make a difference in their communities
- Professional development opportunities through conferences and seminars
- Recognition for excellence in teaching for term tenure and promotion
- Personal and professional learning and growth through involvement in experiential learning
- Personal and professional reward as students gain a deeper understanding of subject matter through real world application



Faculty, staff and students have engaged in service learning throughout the United States and abroad.



Chad Frey and N. Ireland educator Paul Moorehead engage local students and Messiah volunteers in Catholic/Protestant reconciliation through social media.

RESOURCES FOR FACULTY

Consultation and logistical support

- The Service-Learning Committee and Agapé Center staff are available to discuss course plans and assist with course development, syllabi construction, student placement, transportation and planning-directed reflection activities.

Cutting edge research and resources

- The Eby Service and Learning library, along with Murray Library, provide access to service-learning resources.

Professional Development

- Messiah College is the host of the Biennial National Faith-Based Service-Learning Conference where faculty members have opportunities to conduct research and give presentations on their involvement in service-learning.

Faculty Development

- Service-learning grants are offered each year to assist faculty engaged in service-learning coursework.

Project Planning and Design

- The Agapé Center offers step-by-step guidance in the best practices of project planning for community partners and faculty.

“Many students **consistently** report at the end of the semester how relevant and **beneficial** their service-learning was to the **content** of the course.”

—Messiah College faculty member
feedback from service evaluation



Service-learning puts into action the concepts and ideas learned within the classroom. Students dedicate their fall break to serve nationally with service trips.

“This [service-learning] requirement was my favorite thing about the classes because it **allowed** me to get out into the **community to serve.**”

—Katherine A. '13

A SNAPSHOT OF SERVICE: A PLAN IN ACTION

When I first came to Messiah, I started volunteering with New Hope Ministry as a way to make some new friends and try to become involved. To be quite honest, I had not had much volunteer experience before. Sure, I sang carols at nursing homes every once in a while around Christmas and did a few other things throughout the year, but I had not had the experience of weekly volunteering and truly serving others continually.

When I first started volunteering I thought how can I teach these kids by just being here? Will they like me? Do they even want me here? I didn't think that one person could make a difference by simply being present. Through my time at New Hope though, I have learned how wrong I was. A lot of

the kids in the programs depend on students coming every week. Sadly, for some of the kids, the Messiah volunteers are the only people who they can depend on to always be around. They may have a parent in jail or living with a random boyfriend or girlfriend, so they do not have that dependable person at home. The kids are always excited to see the volunteers they have come to know and share with them about what is going on in their lives.

Another thing I didn't think about before I started volunteering was how much I would learn from the kids. They constantly teach me so much. It is so amazing to see their faith grow and see their dependence on God even through all the hardships they face. Of course they struggle with their faith,

but so do we all. They remind me that through all things, good and bad, we need to depend on God. They have also taught me about vulnerability. They have shared with me things that they go through that not even adults should have to experience. Their vulnerability inspires me to share with them and allows our relationships together and with God to grow stronger.

Volunteering has given me such a new perspective on the difference that even one person can make to someone else's life. The experiences I have had at New Hope will be with me for the rest of my life and have helped me develop into who I believe God is calling me to be.

—Carolyn F. '13

A SNAPSHOT OF SERVICE: THE CLASSROOM IN ACTION

When I work in the garden and chat with passersby, I'm often asked if I'm an Environmental Science major. "Are you doing this for a class?" is another common question. I just smile and respond, "Actually, my major is English Education. I just like digging in the dirt." If my listener seems interested, I jump into my more detailed explanation. Indeed spending time outdoors and putting my hands to work rather than my mind is terribly appealing after hours in class, but the ties of my interests run deeper. Right here is where most English/gardener types insert Wendell Berry quotes, but to be honest, I haven't read much Berry. Certainly many writers pick agrarian themes or ecological expressions for their work,

but I also find less obvious parallels in the contemplation of the two subjects. Personally, the garden feeds my poetry as well as my stomach by inspiring me with subject matter, and I love weed-pulling and compost-spreading while reflecting on class discussions. My developing understanding of sustainability has enriched the similarities in garden work and writing work as well; the importance of preserving the land is the same as preserving a voice, and serving in the garden allows me to give action toward that importance.

From my work in the garden, I have had the opportunity to encounter many people I would not have met otherwise, both students and faculty. I feel that communicating with them (as

someone outside the expected realm of biology and horticulture) makes the garden accessible to all. I try to use my English skills for garden purposes by working in communications, publicity, and more, just as the garden leadership team works to utilize the skills of all majors for help in the garden. Art majors help with aesthetic designs and posters; accounting majors help us with finance; philosophy majors help us write our mission statements. As an English major, I first thought that working in the garden would mean a change of working style, but I've found those comforting similarities of contemplation and mindset of respect that the garden and the English major share.

—Kinley Zook '11



Service-learning provides an opportunity for students to apply their skills.

“God tells us to **love** our **neighbors** as ourselves. This love can be shown through the **service** we do for those in our own communities.”

—Katherine A. '13

SERVICE-LEARNING GRANTS

SERVICE-LEARNING STUDENT INTERN GRANT

Amount: \$960 (max: \$480 per semester)

Number Available: 1

This grant allows qualified juniors or seniors to spend a semester or a full year being mentored by a faculty member who offers a service-learning course. Intern proposals may be included as part of another grant proposal or may be submitted independently. This grant may be used to assist faculty in integrating service learning into a course curriculum or to cover costs incurred by transportation and facilitation of service-learning programs. The activities undertaken by a student intern will vary according to the needs of the project, but the time commitment of the intern should not exceed 60 hours.

SERVICE-LEARNING FACULTY GRANT

Amount: \$2000

Number Available: 1

This grant is designed to encourage faculty to integrate service learning into courses. Therefore, the grant can be used for faculty scholarship in the area of service learning, integration of service learning into existing coursework, transportation for service-learning opportunities or to assist in the creation of relevant service-learning programs or discussion groups.

A SNAPSHOT OF SERVICE: THEORY IN ACTION

The Foundations of Service, Mission and Social Change course (SERV 231/2) offers students a unique opportunity to relate classroom learning with everyday experiences. The course focuses on service and mission—both as a central motivation for all that students are and do and as the call from God to provide personal and social care and to share the good news of Jesus with neighbors. The course combines the academic study of the mission of the church in the world with a summer experiential service-learning activity; drawing on perspectives from sociology, theology, missions, as well as concepts from service learning.

SERV 231/2 is a four-credit class, which involves the completion of a three credit class in the spring, wherein students write a grant as part of their final project in order to assist them with lost wages that result from the service portion of the class. This service portion entails a six- to eight-week summer service experience. In the fall, students then participate in a one-credit class that incorporates opportunities to reflect on their summer experiences.

“And what does the Lord **require** of you? To act **justly** and to love **mercy** and to walk **humbly** with your God.”

—Micah 6:8



The summer service experience engages students in the culture and life of the community and provides them with unforgettable memories.

THIS YEAR, 17 STUDENTS SERVED ALONGSIDE PARTNERS LIKE:

- Open Air Campaigners (Albania)
 - El Colegio (Costa Rica)
 - Cheonae Shelter (South Korea)
 - Joni & Friends (USA)
 - SIM (Burkina Faso)
 - St. Augustine Church of Uganda (Uganda)
 - Penn State Cooperative Extension (USA)
 - Grace Polaris Brethren In Christ Church (USA)
 - Summers Best Two Weeks (USA)
 - Jubilee Partners (USA)
 - Lurgan Jr. High School (N. Ireland)
 - Macha Hospital (Zambia)
 - Overland Missions (Brazil)
 - Communities Rising (India)
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2010-2011 SERVICE-LEARNING COURSES

Name of School	Department	Subject	Crs No	CRN	Title	Students	Instructor
General Education	EpiCenter	EXPR	012	1559	Latin American Studies Program	0	Lippert, W
		EXPR	012	1900	Washington Journalism Institut	0	Lippert, W
		EXPR	012	1575	Uganda Studies Program	1	Lippert, W
	Interdisciplinary Studies	IDCC	260	1878	Harrisburg Cross Cultural	2	Dalen, C
		IDFY	101	1227	Doing Justice, Loving Mercy	17	Frey, C
		IDFY	101	1233	The Chosen Road	17	Walker, H
		IDFY	101	1235	The Chosen Road	18	Walker, H
School of Business, Education and Social Sciences	Human Development and Family Science	HDFS	209	1181	Life Span Development	1	Danso, H
		HDFS	209	1180	Life Span Development	1	Danso, H
		MRKT	333	1276	Consumer Behavior	14	Hagenbuch, D
		PSYC	209	1330	Life Span Development	25	Danso, H
		PSYC	209	1329	Life Span Development	27	Danso, H
		PSYC	209	1328	Life Span Development	15	Fea, J
		PSYC	319	1677	Abnormal Psychology	18	Jantzi, C
	Sociology, Social Work and Criminal Justice	SOAN	101	2012	Introduction to Sociology	38	Eby, J
		SOAN	101	2011	Introduction to Sociology	39	Eby, J
		SOAN	102	1929	Intro to Cultural Anthropology	40	Paris, J
		SOAN	102	1928	Intro to Cultural Anthropology	40	Paris, J
		SOWK	120	1347	Introduction to Social Work	29	George, M
		SOWK	250	1348	Helping Processes :Individual	24	George, M
		SOWK	475	1350	Social Work Practice Communities and Organization	6	Seitz, C
	Agapé Center	SERV	232	1346	Service, Mission, Change II	3	Frey, C
		SERV	235	1877	Harrisburg Service Learning	3	Dalen, C
School of the Arts	Visual Arts	ART	355	1412	Elementary Curriculum Strategy	12	VanDyke, G
School of the Humanities	Communication English	COMM	301	1069	Persuasion: Theory and Practice	16	Holloway, M
		ENGL	396	2039	Composition Theory and Pedagogy	14	Corey, J
					Count Distinct: 26		Sum: 420
General Education	Epicenter	EXPR	012	2960	Washington Journalism Center	0	Lippert, W
		EXPR	012	2487	Uganda Studies Program	3	Lippert, W
		EXPR	012	2475	Latin American Studies Program	1	Lippert, W
School of Business, Education and Social Science	Human Development and Family Science	HDFS	209	2220	Life Span Development	2	Fea, J
		MRKT	357	2793	Personal Selling	0	Name not found
		PSYC	209	2464	Life Span Development	28	Fea, J
		SOWK	221	2429	Human Behavior/Social Environment	33	Seitz, C
		SOWK	360	2430	Social Work Practice with Families	23	George, M
		SOWK	485	2432	Seminar in Social Work Practic	6	George, M
		SOWK	490	2433	Field Practice in Social Work	7	George, M
	Agapé Center	SERV	231	2668	Service, Mission & Change I	19	Frey, C
School of Science, Engineering and Health	Information and Mathematical Sciences	BIS	412	2118	Systems Analysis & Design Appl	15	Nejmeh, B
		COSC	333	2549	Database Applications	12	Nejmeh, B
School of the Arts	Visual Arts	ART	347	2896	Pub Portfolio:Design & Service	7	Hettinga, K
School of the Humanities	Communication	COMM	241	2152	Small Group Communication	27	Holloway, M
					Count Distinct: 15		Sum: 183
					Count Distinct: 41		Sum: 603



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