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Annual Reports

Center for Community Engagement and Social  
Change

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2020

## Center for Community Engagement and Social Change End of Year Report 2019 - 2020

Lawrence University

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# Center for Community Engagement and Social Change

## End of Year Report 2019 - 20

The Center for Community Engagement and Social Change (CCE), is an integral part of the Center for Career, Life, and Community Engagement. Located in the Seeley G. Mudd Library, the CCE office sits next to an old Oak tree that has served as a source of inspiration and creative thinking for the change makers in the CCE. The Oak tree is a symbol of strength, morale, resistance, and knowledge. The Oak tree is a powerful life-affirming symbol that serves many purposes and supports a complex ecosystem. One might say that the mission of the CCE is well aligned with the oak tree.

### Summary of Accomplishments

The mission of the CCE is to encourage advocacy, service, and learning on the Lawrence campus, connect Lawrentians to needs in the surrounding community, and create an environment of mutual learning and growth, while providing service to local organizations and individuals. Working collaboratively with the community, the CCE aims to create civically-minded students by building relationships, establishing partnerships, and providing meaningful service. The CCE accomplishes this mission by:

- Serving as an entry point to the volunteer needs of the Fox Cities and providing service to and learning from the community
- Developing and sustaining programs that address systemic issues
- Supporting the professional development and leadership needs of service-minded student leaders

In the 2019-2020 academic year, 643 Lawrentians contributed a total of 9,031 hours of service to the Fox Cities Community and beyond and engaged 24 student organizations and 45 community partners, creating an economic impact of \$203,649. Lawrentians volunteered most for causes supporting Children & Youth, Education, Animals, Arts & Culture, Homeless & Housing, Poverty & Basic Needs, Food Insecurity, and Older Adults.

In addition, the CCE evolved this year and focused on the following 2019-20 department objectives:

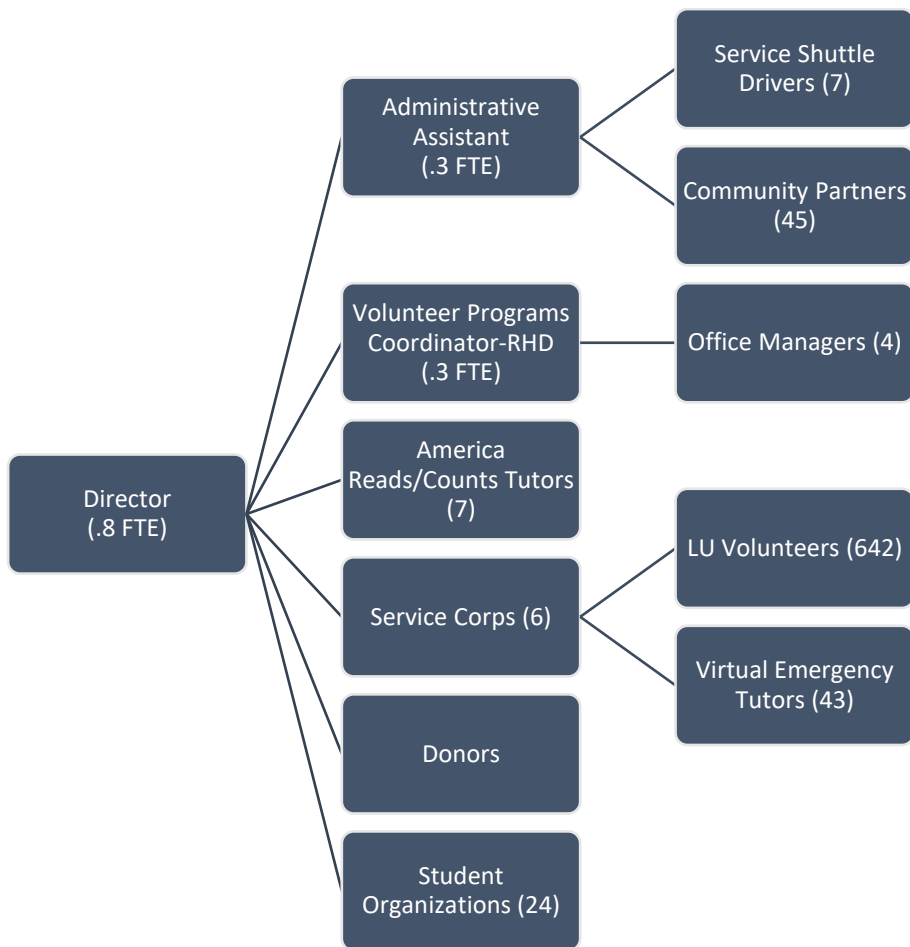
Objectives:	Outcomes:
<p><b>Sustain CCE programs specific to first-year students</b></p>	<p>For a second year in a row, all first-year students were strongly encouraged to attend Welcome Week’s Community Engagement Bazaar event, connecting the residents of each residence hall floor to volunteer opportunities both on campus and in the Fox Cities community. <b>306 students volunteered 486 hours at 16 unique service projects resulting in a community impact of \$10,962.</b></p> <p>The Viking Ambassadors in Service and Engagement (VASE) Program connected first-year students to four 8-week long facilitated service-learning opportunities around environmental sustainability, animal welfare, fair housing, and public health. <b>Thirty-three students engaged in four programs.</b></p>

<p><b>Sustain long-term partnerships</b></p>	<p>To ensure CCE community partners receive ongoing service from LU volunteers despite student turn over, each Service Corps leader created a Memorandum of Agreement (MOA) with two community partners. This agreements lists what LU has agreed to offer, how the agency agrees they can support the volunteers, primary student leader, advisor, and organization contacts, and goals for each partnership. <b>Despite some challenges with COVID-19, each student made 1-2 MOA's for their service corps area.</b></p>
<p><b>Remove barriers for service</b></p>	<p>The continuation of the VASE program continued to remove the barriers of transportation and a student fear of volunteering alone. Each program was able to expand a bit due to financial support from a corporate partner who paid for Lyft rides for all interested volunteers.</p> <p>New opportunities were added to diversity CCE offerings and ensure students can volunteer with a population that most interests them. New this year, many of the opportunities were virtual volunteer opportunities. Some new community partners offering these opportunities include: World Vision, Scholars on Target to Achieve Results (STAR), City of Appleton Health department, St. Norbert's/UW-Oshkosh (remote tutoring program), Happily Ever After, and the Outagamie County Nutrition Program.</p> <p>In an effort to remove a financial barrier to service, the <b>CCE partnered with LU's financial aid office to provide employment (through paid tutoring) to 18 Lawrentians who lost on campus employment due to COVID-19.</b></p>
<p><b>Build capacity through technology</b></p>	<p>Give Pulse was utilized in new ways including: an improved tagging feature to better categorize volunteer opportunities by career community, using events (vs groups) to improve communication for large events (MLK day), tracking summer experiential learning, and improving the community partner experience by reducing the amount of content needing to be entered.</p> <p>Purchased an iPad to be able to track event attendance electronically right at the event.</p> <p>Utilized shared technology with the CLC and promoted volunteer opportunities in their weekly "Opportunity Knocks" email and through a shared Instagram account.</p> <p>Utilized Google surveys more often to collect student feedback regularly and tweak programs as needed. A survey sent out early during COVID-19 helped the office identify three primary needs that the CCE could help address: 1) an interest in building ones community 2) a need for paid employment 3) an interest in volunteering for public good.</p> <p>Partnering with the CLC, all first-year students were able to share their social justice interests and those interests were added to targeted communities on Give Pulse, resulting in emails to students that were a bit more individualized.</p>

	<p>Mail chimp proved to be a better platform for the weekly newsletter and many constituents shared that it was more visually appealing and easier to read.</p> <p>The website went through a huge clean up. Old pages were removed, written content was reduced, graphics/pictures were increased, and new pages were created for volunteer recognition and community-based learning resources for faculty.</p>
<p><b>Further connect learning to service</b></p>	<p>As a co-curricular office, this is a challenge area as students are not required to utilize the space. However, the following initiatives were implemented:</p> <ul style="list-style-type: none"> <li>• Ethical volunteer training was given to all humanitarian grant recipients, students engaged in service-learning through the Labor Economics course, CCE staff/leaders, VASE programs, and MLK day attendees.</li> <li>• All VASE programs engaged in weekly reflection discussions.</li> <li>• The Animal Welfare program added an ethical service statement that all volunteers had to read before serving.</li> <li>• Regular reflective discussions occurred with leader of service-orientated student organizations (BIR, PAW, VITAL, LARY, Sunrise Movement, Green Machine, etc.).</li> </ul> <p>Future efforts could include integrating civic reflection training and social justice education consistently into weekly team meetings.</p>
<p><b>Continue efforts to integrate CCE with CLC</b></p>	<p>Newsletters between the two offices now cross-promote experiential learning opportunities.</p> <p>CCE Director played a key role in an expanded Experiential Learning Funding program by identifying community partners able to offer virtual opportunities, advising students to turn their previous projects into virtual projects, and by reviewing applications for funding consideration.</p> <p>Hosted the new career advisor overseeing Visual &amp; Performing Arts and Education &amp; Community Engagement in a meeting to encourage CCE leaders to utilize CLC services.</p> <p>Partnered with the internship program to survey the experiential learning opportunities students are pursuing over the summer months.</p> <p>Future opportunities include integrating volunteer advisement into the career advisement process, helping student leaders to best represent their leadership on resumes and in interviews, and better hand offs between CCE and CLC resources.</p>

# Meet Our Team

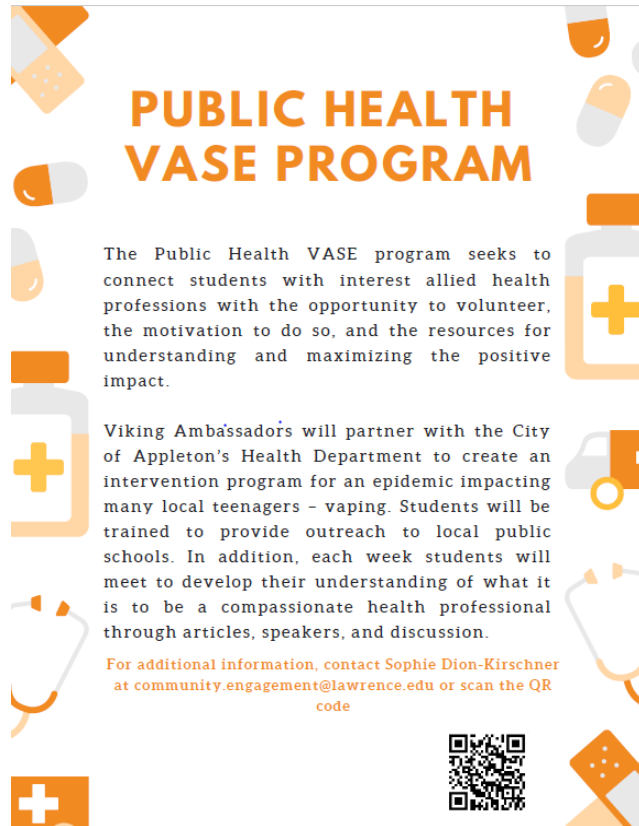
In keeping with the tradition of its founding as a student-led initiative, the CCE hired 41 (as compared to 24 in 2018-19) student employees to lead programs addressing education equality, fair housing and hunger, environmental sustainability, child advocacy, arts programming and accessibility, youth development and empowerment, and animal welfare. In addition, the CCE supported service-minded student organizations by providing advisement, promotional support, volunteer recruitment, financial support, and Give Pulse administration privileges. As you can see below, the CCE has a unique team comprised of volunteers, staff, funders, and community partners and collaborators. The roots of the tree lay the foundation and create opportunities and growth for others to serve. Student volunteers that step up as leaders and organize around social change, community agencies that serve as thought partners and provide meaningful service opportunities, and financial contributors that step forward add to that foundation and provide support to the trunk. Lastly, the individual students that connect their purpose and skills to a need in the community are the branches that continue to grow and eventually turn into leaves or seeds that replant and spread a philanthropic and civically-minded mindset in the community.



# CCE Programs

Various services and signature programs were offered to ensure the mission had the furthest reach possible in the LU and Fox Cities community. This year, several programs were maintained with some slight program improvements while others, like the tutoring program, Lawrence Difference virtual conversations, and Awards program– were implemented as a result of COVID-19.

**Viking Ambassadors in Service and Engagement (VASE)** aims to engage first year students in volunteering, making connections, and learning about issues in the Fox Valley community. Four programs engaged 33 first-year students in both learning (community speakers, article discussions, etc.) and providing service around: animal welfare, fair housing, protecting and sustaining the environment, and allied healthcare.

A graphic for the Public Health VASE Program. It features a white background with orange and grey medical icons: a bandage, pills, a syringe, a first aid kit, a stethoscope, and a cross. The title "PUBLIC HEALTH VASE PROGRAM" is in large orange letters. Below it, two paragraphs of text describe the program's goals and activities. At the bottom right, there is a QR code and contact information for Sophie Dion-Kirschner.

**PUBLIC HEALTH VASE PROGRAM**

The Public Health VASE program seeks to connect students with interest allied health professions with the opportunity to volunteer, the motivation to do so, and the resources for understanding and maximizing the positive impact.

Viking Ambassadors will partner with the City of Appleton's Health Department to create an intervention program for an epidemic impacting many local teenagers - vaping. Students will be trained to provide outreach to local public schools. In addition, each week students will meet to develop their understanding of what it is to be a compassionate health professional through articles, speakers, and discussion.

For additional information, contact Sophie Dion-Kirschner at [community.engagement@lawrence.edu](mailto:community.engagement@lawrence.edu) or scan the QR code

**Service Corps** is a civically minded program supporting student staff addressing social justice issues faced by the Fox Cities community. Those students partner with several community agencies near campus working to address these issues and that offer strong volunteer opportunities for Lawrentians. Through the support of a peer network and an advisor, the students commit to serving as agents of change for an entire academic year. Each Service Corps leader had some key successes this year!



- Forty (40) K-12 Appleton Area School District students received tutoring services from the Volunteers in Tutoring at Lawrence (VITAL) program.
- Recruited 15 volunteer tutors to support adult learners interested in Adult Basic Tutoring (ABE) and English Language Learning (ELL) at Fox Valley Literacy.
- Created a ½ day curriculum around Dr. MLK and recruited 50 volunteers to engage approximately 300 children at the Boys and Girls Club of Appleton and Menasha through book reads, discussion, and community art.
- **Overall, 72 volunteers served 357 hours to address access to education.**



- Twenty-eight (28) Lawrentians provided mentoring services to 28 K-6 grade youth identified as needing extra support at Edison Elementary School via the Lawrence Assistance Reaching Youth (LARY) program. During COVID-19, the program continued via a pen pal program.
- Volunteer opportunities with Even Start Family Literacy were promoted to support their mission of preparing children ages birth to eight with the prerequisite education and literacy instruction to succeed in school, as well as improving adult literacy and parenting skills.
- In response to COVID-19, created a remote tutoring program engaging 43 Lawrentian tutors and 75 tutees.
- **Overall, 43 volunteers served 435 hours to advocate and support youth.**

### **Animal Welfare graphic is in transition**

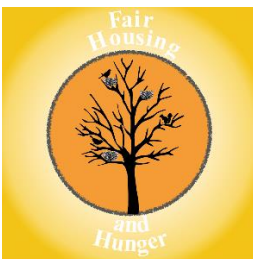
- Co-led sixteen events to support animals at various local shelters
- Leaders of People for Animal Welfare and the Animal Welfare Program Coordinator planned weekly trips fall and winter term for volunteers to serve at Saving Paws and Happily Ever After (HEA).
- Created a new event called “cat cafe,” charging students a small fee to socialize with cats on the LU campus. As a result, over \$400 was raised for Saving Paws animal shelter.
- **Overall, 117 volunteers served 4,655 hours to support animal welfare.**



- The Sustainable Lawrence University Garden (SLUG), LU Food Recovery Environmental Club (new in 2018-19) and the LU Green Machine (new in 2019-20) were key leaders in creating opportunities and supporting volunteers.
- Funding was secured to hire two student specialists to further support the weekly tasks (including weekly food recoveries) required of the LU Food Recovery Network
- Partnered with the Fair Housing program to bring the Help for the Homeless hygiene drive to campus resulting in many hygiene supplies being donated to multiple shelters.
- **Overall, 166 volunteers served 805 hours to support environment and sustainability needs.**



- On MLK, Jr. Day of Service, 35 volunteers participated in a community art project resulting in two wall-size murals at two Boys and Girls Club locations.
- An impressive VASE program involving students creating their own arts curriculum at the Boys and Girls Club was created but had to be cancelled due to COVID-19.
- **Overall, 9 volunteers served 48 hours to create greater access to the arts.**



- Promoted education about domestic violence in honor of Domestic Violence awareness month by partnering with Harbor House's "Purple Porch Project" and the residence life staff in 5 halls/houses, resulting in the participation of 60 residents.
- Supported the work of Pillars, Inc. on a weekly basis by: inputting volunteers in database, creating a promotional video, and recruiting local churches to provide meals at various shelter locations.
- In response to COVID-19, created a pen pal program between COTS homeless shelter and Lawrentians (20) in an effort to address isolation and loneliness and improve connection between those with differing circumstances.
- **Overall, 65 volunteers served 327 hours to address hunger and support fair housing.**

**Service Shuttle**, sponsored by the LUCC Committee on Community Service and Engagement and supported by the CCE, provides free transportation to volunteers looking to serve on Saturdays and Sundays. They created this service in 2016 to address the top barrier to service engagement –




transportation. The service was well utilized nearly every weekend of the fall and winter terms of the 2019- 20 academic year and traveled over 206 miles. The most popular destinations were Brewster Village, Saving Paws, Top Soccer, and Harbor House.

**MLK Day:** In 2003, the LUCC Standing Committee on Multicultural Affairs (currently the LUCC Committee on Diversity Affairs or CODA) passed legislation asking that LU release classes that day to celebrate the contributions of a man that was devoted to courage, truth, justice, compassion, dignity, humility, and service. The CCE, in partnership with the Committee on Community Service and Engagement (CCSE), The Committee on Diversity Affairs (CODA), and the Diversity and Intercultural Center provided a movie screening for all, “tie-diversity” events in every major hall, 6 teach-ins taught by LU staff, LU faculty, and community partners, and 6 service projects in the Fox Cities community on this national day of service.

# NOW IT'S OUR TURN

CELEBRATING MARTIN LUTHER KING, JR. 2020  
FIVE DAYS OF SERVICE, EDUCATION AND CELEBRATION



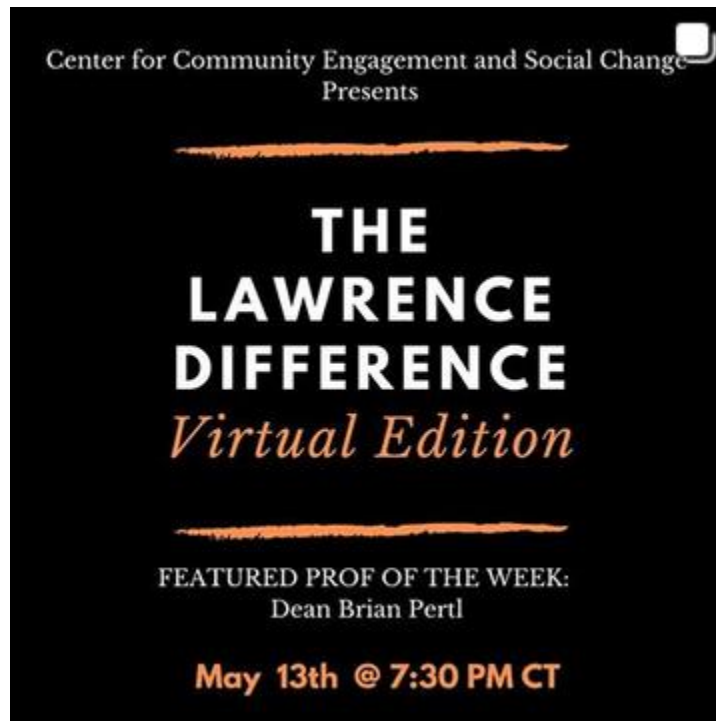
<p>Wed., Jan. 15 at 7 p.m.</p> <p>Fri. &amp; Sat., Jan. 17 &amp; 18</p> <p>Sun., Jan. 19</p>	<p>Movie Showing: <i>King in the Wilderness</i> • Warch Cinema</p> <p>Residence Hall Education: <i>Events in your residence hall lounge</i></p> <p>Tie-Diversity Event • <i>Residence Hall Main Lounges</i></p> <p>Get thinking about intersectionality and identities with Tie-Diversity. All tie-dye supplies provided.</p>
<b>Mon., Jan. 20</b>	<p><b>Martin Luther King, Jr. Day</b></p> <p>9 a.m.–noon: Teach Ins Join the community for a series of informal lectures focused on Dr. King’s message for equal rights for all.</p> <p>2–5 p.m: Service opportunities throughout the community</p> <p>6:30–9 p.m: 29th Annual Fox Cities Dr. Martin Luther King, Jr. Celebration featuring music, awards, and a keynote by Professor of African American History at University of Iowa <b>Simon Balto</b>.</p>



Learn more  
[go.lawrence.edu/mlk2020](http://go.lawrence.edu/mlk2020)



**The Lawrence Difference Virtual Conversations** were created to address the need for building or maintaining ones community during social distancing. On a survey, students indicated they couldn't always share their thoughts about the world at home and wanted a space to connect with other Lawrentians. Therefore, the CCE hosted five discussions where students could openly share how they are managing during a challenging time, could hear from a faculty/staff favorite, and could process with others the words of encouragement shared by the faculty/staff guest.



**An Emergency Virtual Tutoring program** was quickly created to address the equity gap that was likely to occur as a result of K-12 schools being closed for several months. The CCE partnered with St. Norbert's College and UW-Oshkosh to offer an online tutoring program for K-12 students around the world. The CCE partnered with the Appleton Area School District (AASD) to offer the majority of support to local students and to provide the LU tutors with tools provided by the AASD literacy and math coaches. As a result, forty-three (43) Lawrentians (18 paid, 25 unpaid) provided virtual tutoring to 75 K-12 students in the Appleton Area School District and beyond in response to school closures due to COVID-19. This program attracted strong media attention and was featured in several media channels including Spectrum News. <https://spectrumnews1.com/wi/madison/human-interest/2020/04/04/students--parents--teachers-adjust-to-new-way-of-learning>

**LUCC Student Organizations** that provided year-long volunteer opportunities to campus acted as mini CCE's as they worked with community partners to recruit, retain, track/recognize their volunteer efforts in the community. Many of these organizations were advised by CCE staff and all of them received access to CCE resources including: GivePulse volunteer and event management system, supplies, financial support, Service 101 training, ethical volunteer training, CCE facility access, etc. Also, supported

by the CCE were 9 Greek organizations, 9 Service and Social Responsibility Community Advisors, and leaders of the Committee on Community Service and Engagement (CCSE).

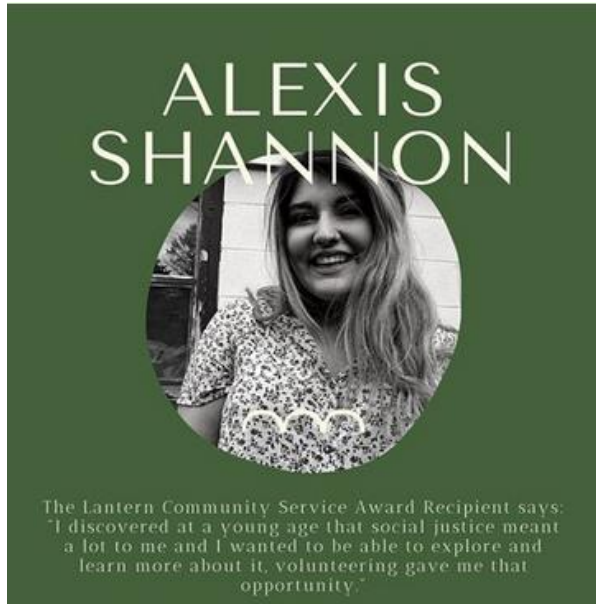
<p><b>Andy Reading Fund</b> promotes the education of rural students in developing countries by providing educational books and one-on-one sponsorships.</p>
<p><b>Baking and Cooking Club</b> promotes an inclusive, informal environment where people of all skill levels and backgrounds can join around a passion for cooking and baking. We hope to inspire our members to innovate and expand their knowledge of different types of cooking styles, tools, and techniques. Our goal is to build a community through the shared knowledge and experience of preparing food.</p>
<p><b>Bomb Squad</b>'s goal is to educate, inspire, and stimulate the minds of elementary school students by presenting exciting and interesting science demonstrations. To achieve this goal, the club presents shows on campus, at elementary schools, and at other locations in the Fox Cities.</p>
<p>The mission of <b>BROTHER TO BROTHER</b>, A Men Of Color Empowerment Organization is to establish a multicultural brotherhood, cultivate leadership, and provide service and advocacy for our communities by establishing a safe space, dismantling preconceived notions and mobilizing our brothers to powerfully engage in the Lawrence Community. Our three pillars are brotherhood, leadership, and service.</p>
<p><b>Building Intergenerational Relationships (BIR)</b> seeks to connect students with the elderly at Brewster Village and other local senior homes to build meaningful relationships through volunteering and community activism. Volunteering options range from providing complimentary makeovers to reading books to an elderly friend.</p>
<p><b>Environmental Committee</b> is to identify ways that Lawrence University can improve in sustainability and work on projects to help improve sustainability on campus. We welcome feedback on our projects as well as new project ideas for the organization to work on.</p>
<p><b>GlobeMed</b> aims to strengthen the movement for global health equity by empowering students and communities to work together to improve the health of people around the world.</p>
<p><b>Greenfire</b> is a student-run organization that seeks to educate the Lawrence Community about sustainability, to advocate for environmental justice, and to promote environmental policy. Members plan collaborative activities, run campaigns, host speakers, and organize campus-wide events. Greenfire is nonpartisan and membership is open to everyone on the Lawrence campus.</p>
<p>The purpose of <b>LARY (Lawrence Assistance Reaching Youth)</b> is to provide mentorship to children in need of extra support at Edison Elementary School. LARY members fulfill this purpose by mentoring a child at Edison Elementary for two hours each week. This benefits the Lawrence community by providing opportunities for Lawrence students to mentor elementary-age children, gaining valuable experience and forming meaningful relationships.</p>
<p><b>Lawrence University Cheerleading Team</b> promotes and upholds school spirit, unity, diversity and, pride through cheering at athletic games and hosting events.</p>
<p>The <b>Lawrence University Food Recovery Network</b> seeks to eliminate food waste on the Lawrence campus. We seek to develop and support a sustainable relationship between the campus and organizations in the Appleton community through regular food donations. As representatives of Lawrence, we are the connection between Bon Appetit and organizations who fight hunger in the Appleton area. We strive to prevent further food waste and promote awareness of sustainability issues in our food system.</p>
<p><b>KidsGive</b> is a Lawrence University affiliated nonprofit organization whose mission is to educate students in the United States about Sierra Leonean life and culture, and promote informed giving</p>

<p>while providing children in Sierra Leone with the opportunity to learn and become the next great leaders of their generation.</p>
<p><b>LU Vikes</b> supports underserved children in the Fox Valley by promoting sportsmanship, a value in education, and the importance of an active and healthy lifestyle.</p>
<p>The <b>Lawrence Chapter of the American Medical Student Association (AMSA)</b> serves to support undergraduate students interested in careers in medicine and health. The American Medical Student Association is committed to improving health care and healthcare delivery to all people; promoting active improvement in medical education; involving its members in the social, moral, and ethical obligations of the profession of medicine assisting in the improvement and understanding of world health problems; contributing to the welfare of medical students; premedical students, interns, residents, and post-MD/DO trainees; and advancing the profession of medicine. At Lawrence, AMSA strives to guide students on their path to post-graduate medical education and to serve the Lawrence and Appleton communities through service, education, and community involvement.</p>
<p>The Lawrence chapter of <b>NAfME, National Association for Music Educators</b>, promotes the philosophy of "Change the world; share music". We explore this mission and share our passion for music teaching and learning through interactive workshops, presentations by leading professionals in our field, and experiential projects both on our campus and in the greater community.</p>
<p><b>People for Animal Welfare (PAW)</b> is committed to providing animal welfare education and involvement opportunities for students locally through volunteering, fundraising, and group activities.</p>
<p><b>She's the First</b> fights gender inequality through education. We support girls who will be first in their families to graduate from high school &amp; train students everywhere to be global leaders.</p>
<p><b>Sustainable Lawrence University Garden (SLUG)</b> grows fresh produce for the Lawrence community using sustainable agricultural methods in our garden, orchard, and apiary. SLUG actively educates and fosters dialogue within the Lawrence and Fox Cities community about sustainable agriculture in order to create a more just food system and a stronger community.</p>
<p><b>Volunteers in Tutoring at Lawrence (VITAL)</b> program is a free service provided by Lawrence student volunteers for K-12 grade students in the Fox Valley area. The VITAL program matches K-12 grade students from Appleton schools with the greatest academic need to Lawrence student volunteer tutors.</p>
<p>The <b>Committee on Community Service and Engagement (CCSE)</b> is a LUCC committee focused on promoting a culture of service on campus. CCSE works to facilitate collaboration and communication between LUCC, the CCE, and student groups focusing on volunteerism. CCSE encourages students to experience the unique relationship Lawrentians have with the Appleton community through volunteerism. CCSE works to address the concerns of the Lawrence community in areas of volunteerism and community service.</p> <p>CCSE also oversees the Humanitarian Grant, a grant awarded to students or student-organizations focused on serving the on-campus community, the Appleton community, or the world at large.</p>

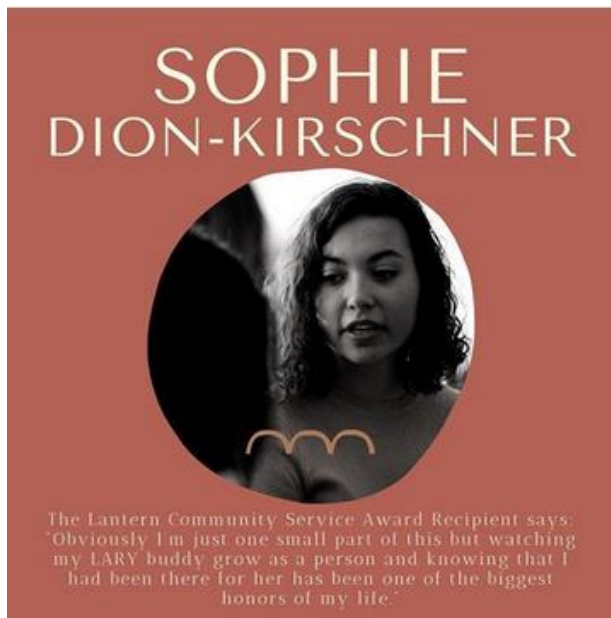
## **LU Ambassadors of Change**

The CCE is full of stories that demonstrate the impact civic engagement can have on both the community and the volunteer. Much like the Oak tree that sits outside of the CCE shedding its leaves

and seeds, the CCE hopes to graduate students prepared for lives of civic engagement. Lawrentians are ready to use their knowledge and experiences to address complex social problems in their Life after Lawrence neighborhoods and communities. This year, the CCE decided to expand the volunteer recognition and awards program to lift up even more students, especially senior students, in the hopes it gives them the confidence and much deserved recognition to help them launch their summer or post-graduation plans. As a result, awards went to 56 students (25 seniors and 31 undergraduate students) and all award winners can be found at <https://www.lawrence.edu/students/volunteer/volunteer-recognition>. The following senior students received the Lantern Community Service Award; a top award for community engagement.



Alexis Shannon for her life time commitment supporting those with different abilities through organizing annual proms, sensory appropriate holiday events, and serving as a founder and board member for Dream Can Happen, Co. She not only volunteered nearly 300 hours but also made a difference through campus employment. Through her role in the LU Center for Community Engagement and Social Change (CCE) she elevated others through her strong social media marketing talents.



Sophie Dion-Kirschner for her volunteer role in Volunteers in Tutoring at Lawrence (VITAL), Lawrence Assistance Reaching Youth (LARY), and the Sustainable Lawrence University Garden (SLUG) compost project. Her leadership in the Center for Community Engagement and Social Change (CCE) resulted in the creation of a Viking Ambassadors in Service and Engagement (VASE) program for first-years students interested in public health, a stronger LARY program, and the creation of a virtual homework help program for Appleton Area School District youth during the COVID-19 pandemic.

# CYNFOR LU



The Lantern Community Service Award Recipient says:  
"Volunteering truly is a unique way at Lawrence to not only help the surrounding community of which Lawrence is a part of, but also to escape the Lawrence bubble for a little bit, and connect with people in the Appleton area."

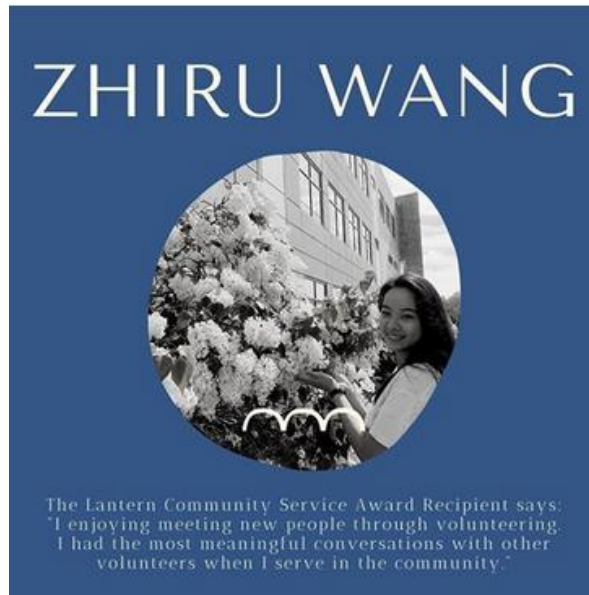
Cynfor Lu for his strong commitment to advocating for the well-being of animals by supporting Saving Paws, Happily Ever After, Woof Lodge & Rescue, and Custom Canine Trainers in his leadership role with People for Animal Welfare (PAW).

# DANIELLE DIXON



The Lantern Community Service Award Recipient says:  
"When I was younger my reading level was behind and my school was able to provide extra help for me. This allowed me to excel and actually start enjoy reading. I wanted to be able to provide tutoring so I could help students that were in the same position as me."

Danielle Dixon for her ongoing commitment to youth-serving and health-focused student organizations such as Volunteers in Tutoring at Lawrence (VITAL), Lawrence Assistance Reaching Youth (LARY), LU Food Recovery Network, and American Medical Student Association (AMSA). She also helped youth athletes with disabilities to play soccer and volunteered her time to provide companionship to hospice patients and patients at St. Joseph's Medical Clinic.



Zhiru Wang for volunteering nearly 200 hours to ensure food is not wasted and instead given to those in need through her four years of leadership in the LU Food Recovery Network. Zhiru also volunteered her time greeting patients at St. Elizabeth's Hospital and supported many events through her role in Panhellenic Council. She inspired others toward social change in her role as the Environmental Sustainability Program Coordinator in the LU Center for Community Engagement and Social Change (CCE).

## Looking Ahead

### Strengths \* Challenges \* Opportunities

Just like nature, the CCE must keep evolving and changing based on the surrounding environment. Looking ahead to the 2020-21 academic year (and beyond) there is much potential to continue supporting the mission of Lawrence University and the interests and needs of future students.

Strengths: The department is entering its 14<sup>th</sup> year and has **substantial community relationships** through a structure that has Service Corps students not only maintaining community relationships but that **leaves room to create new bridges** for blooming community partnerships. **Strong student leadership** is supported by the **Director's background in student development, counseling and student supervision**. Students are being utilized at full capacity resulting in a **strong student learning experience**, an efficiently run department, and positive and consistent results. The center **is equipped with useful resources** such as the **GivePulse** software program, **WI Campus Compact membership**, **programmatic and financial support from CCSE** (Committee on Community Service and Engagement), and **a connection with the CLC** (Center for Career, Life, and Community Engagement). Also, most programs were able to move to virtual programs as a result of the global pandemic.

Challenges: The department is **running at full capacity** and staffing and funding for programs has remained pretty consistent. **Staffing changed this year as the Fellow position (.5 FTE) was eliminated and replaced by an administrative assistant (.3 FTE) and core student staff weren't working as much spring term due to COVID-19**. Data shows that when the office can secure additional staffing, there is an increase in number of volunteers/hours, community partnerships, student organization involvement and programming but **additional staffing has not been sustainable**. **Every year new program requests are made yet staffing seems to decrease and it's been a challenge to create new opportunities**. While the

Service Corps model seems to be working, the **access to the arts program is in need of further support** to fully develop. Also, there are **two social justice areas that are often requested that the CCE cannot fully address (differing abilities and health, and diversity and inclusion)**.

Opportunities: The CCE **now reports to the CLC** (Center for Career, Life, and Community Engagement) and there are **endless opportunities to collaborate with colleagues, provide more comprehensive services for students interested in experiential learning, help students connect their classroom learning with opportunities for hands on application, support students in professionalizing their experiences** in resumes/interviews, etc. Also, the **VASE program in its pilot phase was successful and was able to secure funding to expand the program**. New technologies allowed the CCE to be more efficient and reach more students, and the move to promoting on social media presented new opportunities to engage students when they left the physical campus. Lastly, partnering with student organizations more intentionally has allowed community engagement to be expanded at LU and has helped some organizations to become stronger and more independent (BIR), while others benefitted from a stronger partnership with the CCE (LU Food Recovery).

Next year, growth opportunities for the CCE include:

1. **Further connect learning to service and make it available online.** Continue to explore ways to further utilize civic reflection training and social justice education. Research curriculum and continue to integrate into staff training/meetings and volunteer orientation/support. Move training online in preparation for a potential remote learning experience.
2. **Remove barriers for service.** Work towards becoming an anti-racist department that is accessible to all students and is taking action steps to address racial disparities by developing specific actions steps the CCE will take in the near future (see below). Continue with the VASE program (which removes the barriers of transportation and fear of volunteering alone) and double the size of each program.
3. **Sustain long-term partnerships** by implementing (now that they've been created) memorandums of agreement (MOAs) with key community partners to ensure ongoing service from LU despite student turn over.
4. **Further CLC/CCE collaborative work** by: integrate volunteer advisement into the career advisement process, helping student leaders to best represent their leadership on resumes and in interviews, and better hand offs between CCE and CLC resources.
5. **Improve image/branding of CCE.** The CCE newly reported to the Center for Career, Life, and Community Engagement the past two years and changed names from the Volunteer and Community Service Center (VCSC) to the Center for Community Engagement and Social Change (CCE). However, after much confusion over the CLC and CCE name, new branding and tag lines will likely be implemented. While the CCE and CLC will continue to collaborate and work closely together, they will no longer be one unit.

## **Action Steps to Work towards Dismantling Racism**

The Center for Community Engagement and Social Change (CCE) recognizes that systemic oppression, racial injustice, and police violence are prevalent issues in our community and commit to the following next steps to work towards being an anti-racist department that best supports our Lawrence community:



## Resources, Reading, & Dialogue

In an effort to learn and listen to the voices of brown and black leaders, CCE leadership will be:

- Reading *How to be an Anti-Racist* by Ibram X. Kendi, engaging in discussion around this campus community read, and learning how to better facilitate conversations around racial justice.
- Participating in the [21 Day Racial Equity Challenge](#) created by Dr. Eddie Moore and engaging in dialogue with CLC and Student Life colleagues.
- Creating and implementing ethical volunteer training for all of our Service Corps programs to ensure students receive training prior to serving to ensure ethical, and not harmful, volunteer service in the community.

## Curricular Work

Research demonstrates that academic service-learning is an inclusive pedagogy that supports engaged and relevant learning for communities of color and addresses complex global issues. Therefore, the CCE will work to provide resources and support to encourage faculty to not only teach theory and content but then to provide opportunities for students to apply that knowledge through service-learning and to support communities in need.

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## Student Support & Dialogue

- Continue to identify existing and new volunteer opportunities that support communities of color.
- Work closely with the Committee on Diversity Affairs, the Committee on Community Service and Engagement and the Diversity and Intercultural Center to form a MLK Day planning committee to ensure MLK Day 2021 addresses learning and action around racial injustice.
- Remove barriers (transportation, funding, lack of support) that make civic engagement activities challenging for underrepresented students.
- Recruit and hire a diverse group of staff that is reflective of our student body which currently includes 26% domestic students of color and 12% international students.