

CAL POLY POMONA

Hollie Lund, Director of Service Learning at Cal Poly Pomona, explained that the location of the workshop was an important strategic decision. The entire three-day workshop was held at the Cal Poly Pomona Downtown Center (located in downtown Pomona) in order to (a) expose faculty to downtown Pomona and emphasize the importance of getting off campus when working with the community and (b) make the workshop more accessible to community partners. They also used locally owned restaurants for all the food and refreshments in an effort to support the local economy.

The co-educator session was integrated into their three-day Summer Service-Learning Course Development Workshop and was designed to bring faculty and community partners together during the early stages of course development. This was accomplished by asking faculty to invite their community partners to attend the second day of the workshop from 12-4 p.m. In some cases, faculty members had a general idea for a course but no specific partners, so the service-learning group worked on some preliminary faculty-partner matching. During that day, partners and faculty members talked about potential partnerships in Pomona. Faculty often overlook the city of Pomona, largely because of misconceptions about what is/is not there; therefore, one of the goals of the workshop was to improve faculty members' understandings about the city. They also spent time brainstorming goals, objectives, outcomes, and activities for their specific projects (faculty later used this information to build their syllabi and course assignments), and faculty-partner teams visited the community partners' sites and conducted site evaluations. A handout on effective faculty-community partnerships is available in Appendix B.

The event cost just under \$1,000. In addition, \$250 mini-grants were offered to each of the faculty for use in carrying out their service-learning activities (by purchasing supplies, etc.). There was no registration fee.

Successful Interactive Activity

From 12-2 p.m. (see agenda), faculty and community partners worked through a guided activity on defining goals, objectives, outcomes, and activities for the course. This helped faculty and partners build a sense of mutual understanding between themselves and their organizations. It also helped them think about the connection between the academic and service components of the course, steps that are too often skipped. In addition, it provided an opportunity to begin clarifying faculty, student, and partner roles and to identifying and resolving logistical issues. More time could have been devoted to the latter, especially since the discussion started over lunch.

Successful Recruitment Strategy

Free food! Also, timing was very important: They held the workshop in mid- to late summer, after faculty had "recovered" from spring quarter and before they started feeling overwhelmed with thinking about fall quarter. It also still allowed more than one month for faculty with fall service-learning courses to work out the logistics of the service experience.

Lessons Learned

Allow opportunities for spontaneous and unstructured discussion! One of the most beneficial experiences during the workshop involved going around the room and having the community partners and faculty across different disciplines share with each other their specific interests, needs, and so forth. By the end of this process, at least a dozen new opportunities had been identified between faculty and community partners that the office hadn't even thought of matching up. Faculty had identified projects that their colleagues could pursue, and a few community partners left with multiple projects. At least three of these new opportunities have already been carried out through service-learning courses. Even more time devoted to this kind of brainstorming would have been great.

The more one-on-one interaction between the faculty and community partner, the better. Guided exercises for these interactions are critical, especially if the faculty and/or partners are inexperienced. This was definitely a good experience—they'll be offering the same workshop again this summer.

Agenda

DAY ONE—OVERVIEW OF SERVICE LEARNING

- 12:00-12:30 p.m. Check-In and Lunch
- 12:30-2:00 p.m. Introduction to Service-Learning/Project Overviews/Introductions
Service-Learning Basics & Models w/ Role of Reflection and Assessment
Center for Community Service-Learning Overview
- 2:00-2:15 p.m. Break
- 2:15-4:00 p.m. Learning Outcomes & Benefits
Dos and Don'ts of Service-Learning Construction

DAY TWO—PARTNERSHIPS

- 8:30-9:00 a.m. Breakfast
- 9:00-10:30 a.m. Creating and Sustaining Community Partnerships by Dr. José Calderón
- 10:30-10:45 a.m. Break
- 10:45 a.m.-12:00 p.m. Overview of Pomona
Existing and Potential Partnerships with Pomona
- [Community partners join the conference at this point.]*
- 12:00-2:00 p.m. Lunch with Community Partners
Defining Goals, Objectives, Outcomes, and Activities with Partners
- 2:00-2:30 p.m. Travel to Community Partner Site Visits
- 2:30-4:00 p.m. Community Partner Site Visits and Site Evaluations

[End of community partners portion of the conference.]

DAY THREE—COURSE DESIGN & CONSTRUCTION

- 8:30-9:00 a.m. Breakfast
- 9:00-9:30 a.m. Risk Management by Sharon Reiter
- 9:30-10:45 a.m. Syllabi Construction
Assignments
Reflection
- 10:45-11:00 a.m. Break
- 11:00 a.m.-12:30 p.m. Interaction with Faculty Service-Learning Mentors
- 12:30-1:30 p.m. Lunch with Faculty Service-Learning Mentors and President Ortiz
- 1:30-2:30 p.m. Create Syllabus on Computer at DTC
- 2:30-3:30 p.m. Peer Review of Syllabi
- 3:30-4:00 p.m. Identifying Support Mechanisms for Service-Learning Success

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