

## **A History of Community Service and Service Learning at Incarnate Word**

(compiled by Sr. Martha Ann Kirk, 3/3/17)

The origins of Incarnate Word were in response to the San Antonio mayor's urgent plea to Claude Dubuis, then Bishop of Galveston, to provide health care for citizens dying of cholera in the 1860's. Three young French women responded to Bishop Dubuis' request to help the city and they founded the first public hospital, Santa Rosa. As time passed, the Sisters taught others to nurse with them. Ever since then service to the community and education have been integrated in the Incarnate Word tradition. The Sisters received a charter from the state of Texas to found schools in 1881. Children were reminded that the privilege of education invited them to care for others. Education leads to community service.

About a hundred years later at Incarnate Word College, faculty and administrators were eager to institutionalize the tradition of service so that it might be carried into the future.

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### **Development and Institutionalization of Service-Learning at The University of the Incarnate Word, 1989-2001**

(As updated 11/15/02 with contributions from Dr. Bob Connelly and Dr. Pat Lonchar)

- 1989: New Core Curriculum initiated with 45 hours of Community Service required for graduation and an emphasis on cross-disciplinary integration. Community Service Form developed that included student written reflection in response to five questions.
- 1990: Senior synthesis serves as the capstone course for the New Core. SS offered an opportunity for reflection and integration.
- 1991: Five hours of service are required as a part of the Dimensions of Wellness curriculum. Dimensions of Wellness is conceived as a "Freshman Synthesis" keystone course. Community Service Documentation forms required.
- 1992: Thirty hours of Community Service must be completed before Senior Synthesis, an additional 15 to be completed during the course itself.
- 1992: Official of Social Concerns created to coordinate service opportunities.
- 1995: A faculty and the Coordinator of Campus Ministry attend the National Institute on Service and Learning.
- 1995: All Community Service hours must be completed before Senior Synthesis.
- 1996: Ernest Boyer writes about "The Scholarship of Engagement" in the *Journal of Public Service and Outreach*: "...[T]he academy must become a more vigorous partner in the search for answers to our most pressing social, civic, economic, and

moral problems, and must reaffirm its historic commitment to what I call the scholarship of engagement.”

- 1996-97: Lilly Planning Grant for a consortium of 5 schools to do a research study of service-learning at religiously-affiliated institutions. (see grant activity handout)
- 1997-99: “Breaking Barriers in a Border Community,” a Lilly Faculty Development Grant awarded for the University’s participation in the research study of the consortium. (see grant-activity handout)
- 1997: The New York Times Magazine reports that “out-of-the-classroom, or ‘service,’ experience(s) and cross-disciplinary teaching” trends will most likely “give rise eventually to a transformation in the training of professors.”
- 1997: Ed Zlotkowsky, national leader in service-learning, is the keynote speaker for the August faculty workshop.
- 1997: “Scholarship Reconsidered: Priorities of the professoriate,” by Ernest Boyer, is distributed to all faculty.
- 1997: Senior Synthesis is discontinued, but the 45-hour community service requirement remains.
- 1997: The Service-Learning Task Force is formed in the Spring Semester.
- 1997-1998: Four Service-Learning pilot courses are run (in Nursing, Information Technology, Nutrition, DW/CD/Computer literacy).
- 1998: Two summer workshops for faculty on Service-Learning with consultants from Portland State and Santa Clara Universities.
- 1998: *Service-Learning Guidebook* completed.
- 1998: Academic Vice-President encourages faculty at a special forum to consider the New American College (Boyer, Carnegie Foundation) model for scholarship and teaching.
- 1998: Two Faculty Forums introduce dialogue about Campus Conversations, a program sponsored by the Carnegie Foundation (formerly headed by Ernest Boyer).
- 1998: New Guidelines for rank and tenure include the Boyer categories of scholarship.
- 1999: Faculty Council approves recommendations from the Service-Learning Task Force which includes the *Service-Learning Guidebook*, an office, and a process to begin institutionalizing Service-Learning at the university. The Service-Learning Committee becomes a subcommittee of the Curriculum Committee.

- 1999: Pilot Learning Community courses offer interdisciplinary and service components.
- 1999: Some honors courses require Service-Learning.
- 1999: Health ministry established for the St. Philip of Jesus parish. St. Philip of Jesus becomes a Service-Learning partnership organization.
- 2001: First meeting of the Service-Learning Advisory Council, including UIW faculty, administration and representatives of Service-Learning Partnership agencies/initiatives.
- 2002: A minor approved in Nonprofit Management of Food and Apparel Recovery with a Service-Learning requirement.
- 2002: Service-Learning Committee approves a Checklist of questions for identifying a Service-Learning course, a designation approval form, and instituting the Ed Zlotkowski Award.



Service-Learning at UIW. (Prepared by Dr. Bob Connelly and Dr. Patricia Lonchar, 8/22/03)

When UIW joined with four other religious-affiliated institutions in 1996 to seek funding from the Lilly Foundation to assist our implementation of Service-Learning, we did so knowing that such an initiative was inherent within our mission. For three years, the Lilly grant supported our Service-Learning implementation and Faculty Development efforts. At the close of the Lilly Grant, the university had established Service-Learning as an aim in its Vision Document and accepted Service-Learning activities as appropriately meeting the Graduation Service Requirement for students. Further, four distinct programs integrated Service-Learning Pilots into their course structure; assessments of these pilot courses guided the Service-Learning Committee to formulate processes for continued addition of Service-Learning courses into the university curriculum. Formal procedures for official S-L course designation in the college schedule are now in place and steps to establish a Service-Learning transcript have begun. Service-Learning has also become one aspect of a faculty member's performance criteria. A Service-Learning Advisory Council, composed of external community members, serves as a vital link between campus programs and the greater San Antonio community.

But processes, forms, and vision inclusion are not the most laudatory of the Service-Learning initiatives at UIW, important as these areas are. The results of UIW's Service-Learning initiative are most evident and most significant in the actual work of service and learning now occurring in the San Antonio community by UIW faculty and students. This work with underserved populations includes:

The Nursing school now operates a Health Ministry as part of its Service-Learning program: Nursing students assist in various health education and monitoring tasks, nursing faculty staff the

programs, PE majors assist in supervision of wellness activities, Business majors assist in data management procedures, and Nutrition majors conduct Nutrition Information sessions. Most of this work is conducted in both English and Spanish.

Besides work in the Health Ministry of Nursing, the Nutrition program also works closely with the San Antonio Food Bank in food recovery—a Service-Learning activity that has also given rise to a Non-Profit Food and Clothing Recovery Minor that combines Business, Fashion, and Nutrition courses with a service focus.

Freshmen and Sophomore students in Computer Information Systems serve as mentor/tutors to individuals living in the Retirement Center located next to the university campus and serve a similar function at a local Community Center in an after-school program for young adults.

Psychology majors conduct parent-training classes and mentoring in a local Community Center for young parents and their children—in English and in Spanish. In addition, Psychology students also assist that same center in its assessment of its outreach programs—Meals on Wheels and Senior Day Care.

Education majors have added Literacy Workshops/Play Days as part of their course work. These majors also established a Peter Rabbit Literacy Garden at the San Antonio Botanical Center and have served as advisors/consultants for several non-profit groups who wish to establish and maintain Safe Play Areas for children.

Theatre majors now have a capstone course that requires students to design S-L projects using theatre-related skills. Projects may involve working with the homeless, the dying, children, in arts organizations, museums, hospitals, or shelters.

Plans are currently in progress for English composition students to conduct interviews and compile a history of South San Antonio that will enable that area to regain visibility and secure its rightful place in the city's rich history. Additionally, the honors composition course continues to pair US students with International students in order to foster better understanding by developing written and verbal reports that profile the International students' lives.

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From the current web pages of the Ettlign Center for Civic Leadership  
<http://www.uiw.edu/eccl/aboutus/eccl-history.html>

The Ettlign Center for Civic Leadership, established by Sister Dorothy Ettlign (CCVI) in 2013, is a collaborative relationship between the University of the Incarnate Word (UIW) and CHRISTUS Health (CHRISTUS) that is dedicated to building social justice leadership. This involves more than a general commitment to being a good citizen in a democracy. Alexis de Tocqueville, in his *Democracy in America*, reminded us nearly 180 years ago of the need for civic engagement, that the “health of a democratic society may be measured by the quality of functions performed by private citizens.” Today, democracy places even greater demands upon its citizens to be globally conscious. Moreover, we at the University of the Incarnate Word strive to build a community of persons of diverse backgrounds, in the belief that mutual respect and

interaction advances the discovery of truth, mutual understanding, self-realization, and the common good. In short by developing leaders on the university campus, we hope that by collectively interacting, conversing and communicating the UIW community we will create a more diverse, open, welcoming, understanding and civil atmosphere.

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The Ettling Center developed a Faculty Resource page <http://www.uiw.edu/eccl/Faculty-Resources/> and posted information about Engaged Scholarship and Service Learning in the spring of 2016.

A committee of faculty members to more clearly develop practices and plans for the future was developed in the fall of 2016.

In 2017, the Edward Zlotkowski Service Learning Award was re-instituted.