

2020 Initiatives Proposal Form

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Please consider the following questions as helpful prompts:

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General Application Information	
Your Name	Betsy Erbaugh / Erin O'Neil
Your Email	erbaugh4@stoughton.edu / erin@stoughton.edu
Title of Project	AL? Day of Service at Fifteen Years
Project Leader	Betsy Erbaugh / Erin O'Neil
LEGS Initiative Team Coach	John Smith / Aeryda Kilda Colon
Project Partner(s)	AL? Day Committee & Service-Learning & Student Dev. & Bjarne Littlefield Special Co

+ /1/18-8/ ' 1/2019

<input type="checkbox"/>		<input type="checkbox"/>	
<input checked="" type="checkbox"/>		<input type="checkbox"/>	

Strategic Theme (choose one)

Learning

Budget Summary						
	Item	FY2018 July 1, 2017 – June 30, 2018	FY2019 July 1, 2018 – June 30, 2019	FY2020 July 1, 2019 – June 30, 2020	FY2021 July 1, 2020 – June 30, 2021	Notes/Comments (stipends, supplies, hospitality, etc.)
1.	Student research stipend		\$ 3,000.00			student stipend
2.	Conference travel		\$ 3,500.00			faculty/staff/student
3.	Data collection		\$ 200.00			hospitality
4.	Printing		\$ 500.00			report/publicity
5.	Presentation/reception		\$ 1,000.00			hospitality/PR
6.						
7.						
Total		\$ 0.00	\$ 8,200.00	\$ 0.00	\$ 0.00	

* Please note a proposal can only receive 2020 funding for two fiscal years.

Funding Questions	
Are you receiving any other University funding for this project?	SOBL, RPD, Provost and CCE support will be sought.
What department or academic school will your budget for this project reside in?	GENS
Will you need funds for <u>immediate</u> use to begin your project?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If so, how much?	\$
Date when funds will be needed	

Supervisor Approval	
Have you discussed your 2020 proposal with your supervisor, director, and/or dean?	Yes

* Please note

CC: Dean/Director



On January 21, 2019, Stockton University will host its 15th Annual Martin Luther King, Jr (MLK) Day of Service. At colleges and universities across the U.S., Days of Service are carefully organized and orchestrated days where numerous participants with campus ties (students, faculty, alumni, staff, and members of communities at large) volunteer for community-based service projects.

Since 2004, the MLK Day of Service at Stockton University has evolved from a small group of volunteers and community partners into a logistically complex day that includes over 800 students, faculty, staff and community members participating in short-term service projects with 30 local (off-campus) community partners, complemented by a full week of activities designed to highlight service and to enhance learning, civic engagement and reflection. Community partners are the nonprofit organizations and agencies that support communities most in need, including afterschool programs, social service agencies, shelters, community centers, etc.

We will investigate the impacts of this event on participants, community partners, the university and its relationship with its surrounding communities, in the context of Stockton's institutional engagement and learning goals. The funding requested for this 2020 initiative will support a project that has two major outcomes: to produce a document detailing the first fifteen years of MLK Day of Service at Stockton, including quantitative and qualitative data collection to investigate the impact of the day. Artifacts, oral histories and survey data will be collected, and the deliverables will be celebrated with an exhibit in the library in conjunction with the Stockton Archives. This document will also serve as a model investigation that can be followed by other campuses to consider their community engagement strategies through days of service.

Deliverables will aid Stockton University in assessing and presenting the impact of its long-standing MLK Day of Service event in the region and as a national model, and will be well-timed given the university's expansion into Atlantic City and development of new community relationships. This initiative squarely addresses the theme of Engagement, with a secondary emphasis on Learning.



The primary aim of this 2020 funding request is to conduct a longitudinal mixed-method evaluation of MLK Day of Service after fifteen years of delivery at Stockton University in order to assess the event's impact on participants, community partners, the university and community in the context of Stockton's institutional learning and engagement goals. The secondary aim is to contribute to the scholarship of engagement and service-learning at a national level by publishing the outcomes of the analysis and thus to expand the currently minimal evidence-based scholarship on the impact of Day of Service events.

One intended final product of this initiative will be a public report presenting analysis of both the qualitative and quantitative data collected about the 15-year history of MLK Day of Service, as well as five years of more intensive quantitative survey data collected from 2015-2019.

Alongside course-based service-learning, Days of Service are a potential point of entry for engagement-minded students to experience short-term community and civic engagement. The NASPA Lead Initiative on Civic Learning and Democratic Engagement comprises 96 member campuses dedicated to supporting “civic mindedness” by strengthening co-curricular student engagement activities such as Days of Service (NASPA 2017). In addition, the Council on the Advancement of Standards in Higher Education offers guidelines for quality implementation of co-curricular engagement programs (CAS 2017). Days of Service present a plausible basis of comparison for future student participation in both classroom-based and extra-curricular service-learning opportunities. However, single-day service events run the risk of constituting a singular "checklist" item demonstrating institutional engagement, rather than providing participants—students in particular—a holistic, comprehensive framework for longer-term social action and critical thinking.

Through the coordination efforts of the Office of Service-Learning, Stockton University provides student, faculty, staff, and community members with two Days of Service each year, including a Fall Day of Service and the MLK Day of Service in January. Institutional goals pertaining to Days of Service include preparing students and other members of the campus community for active citizenship, creating co-curricular experiences that reinforce classroom learning, and fostering interaction among member communities on campus, as well as between the campus and surrounding communities.

MLK Day of Service at Stockton is run primarily through a 25-member presidential planning committee, including a Subcommittee on Assessment, with the Office of Service-Learning coordinating and staffing the operational tasks associated with the event, and the Office of Student Development providing logistical support with registration and volunteer coordination.

quantitative data collected about Days of Service since 2004, including the comprehensive surveys conducted over the most recent five years of the MLK Day of Service.

The second goal of data collection and analysis will be to identify trends in quantitative data over the last five years and to conduct analysis of impact on specific service-learning and community engagement outcomes related to participation in the MLK Day of Service. Key points of investigation will include: Who participates, in what volume and capacity, and do they serve over consecutive years? Do participants increase their connections with community partners through this annual event? What aspects of participation have most affected satisfaction level of participants in association with their experience? What connections do participants feel have deepened in relation to the organization they served and the people they served? What have participants learned as a result of the MLK Day of Service? Does MLK Day participation enhance learning outcomes of longer-term service-learning and community engagement? How are relationships among the university, community partner organizations, and the community enhanced by this annual event? These questions will be considered to determine whether MLK Day of Service has meaningful and deep learning experiences connected to it, or whether the service remains episodic, brief and primarily celebratory.

The primary faculty connected to this project will oversee the research, in consultation with the MLK DOS Subcommittee on Assessment and Service-Learning staff, and data will be collected by trained student researchers. Students in service-learning courses will contribute to data collection, analysis, development and design of deliverables. This participation by students is an added element of value for the initiative -- not only will qualitative and quantitative data be collected and presented in a deliverable report, but students will participate in community-based research as a learning experience at the same time. This research experience will complement leadership and professional socialization that Stockton students already receive through MLK DOS.



- " Office of Service-Learning
- " MLK Day of Service Presidential Planning Committee (Diana Strelczyk, Chair)
- " Office of Student Development
- " Bjork Library Special Collections (Dr. Heather Perez, Special Collections Librarian and Archivist of Stockton and Atlantic City)
- " Dr. Jess Bonnan-White, Criminal Justice Program, SOBL
- " Center for Community Engagement
- " Event Services
- " Community Partner Organizations throughout South Jersey

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Implement revised survey instrument at MLK Day of Service 2019	Erbaugh, O'Hanlon and Bonnan-White	1/2019	OSL
Analyze final survey data from MLK Day 2019, conduct project leader and community partner interviews & focus groups	Erbaugh, O'Hanlon, Bonnan-White, student RA	2/2019	OSL and 2020
Draft and submit proposal to national conference (Meetings of Campus Compact, Civic Learning & Democratic Engagement, or potentially both)	Erbaugh, O'Hanlon	2/2019	OSL
Produce initial draft of report on the history of MLK Day of Service at Stockton	Erbaugh, O'Hanlon, Bonnan-White, student RA	3/2019	MLK Committee, 2020
Develop visual representations of summary quantitative data	Erbaugh, student RA	3/2019	OSL and 2020
Coordination of Bjork Library Display and Opening Reception	Erbaugh and O'Hanlon, Heather Perez	6/2019	MLK Committee and 2020
Present findings at CLDE conference	Erbaugh, O'Hanlon	6/2019	2020
Draft and revise manuscript on the learning impacts of MLK Day of Service at Stockton, based on five years of data collection, for submission to scholarly journal	Erbaugh, Bonnan-White	7/2019 -- 12/2019	2020



Item	Date	Amount	Source	Year
Travel to American Sociological Association Conference, August, 2018, Philadelphia, PA	August, 2018	\$500		2020
Student Research Assistant @\$10/hour for 10 hours per week for 30 weeks (2 semesters)	Fall, 2018 and Spring, 2019 semesters	\$3,000		2020
Printing costs for limited run of reports	June, 2019	\$500		2020
Coffee/Tea for Focus Groups	Fall, 2018	\$200		2020
Reception food expenses	June, 2019	\$1,000		2020
Travel to CLDE National Conference*	June, 2019	\$3,000*		2020
		\$		
Faculty Fellow Support	Fall 2018, Spring 2019		\$5,800 (x2)	OSL Faculty Fellowship
Faculty course release for Betsy Erbaugh, PI	Fall, 2018		\$5,800	RPD/PFOF
Course release/overload for Jess Bonnan-White, Co-PI	2018-19		\$5,800	RPD/PFOF
Student travel costs to CLDE National Conference			\$2,000	Request from Provost Student Travel Funds
Use of Erin O'Hanlon, OSL Program Coordinator	July, 2018 -- August, 2019		10% of salary -- approximately \$4,500	OSL
Student Research Assistant Stipend			\$250	Ctr for Comm. Engagement
			\$	

* The table below details the budget estimate for travel to the June 2019 Civic Learning and Democratic Engagement meeting, held annually by the American Democracy Project, The Democracy Commitment, and NASPA, to enhance the democratic engagement movement in higher education and prepare undergraduate students for informed, engaged citizenship. (<http://www.aascu.org/meetings/clde18/>). The \$3 00 requested would be supplemented with faculty travel funds from SOBL and/or PFOF.



Council on the Advancement of Standards in Higher Education (CAS) (2015). **Civic engagement and service-learning program**. Retrieved from <http://www.cas.edu>

Corporation for National & Community Service (CNCS) (n.d.). **About Dr. King and MLK Day**

Retrieved from

<http://www.nationalservice.gov/special-initiatives/days-service/martin-luther-king-jr-day-service/about-dr-king-and-mlk-day>

Dunn, J., Chambers, S.K. & Hyde, M.K. (2016). Systematic review of motives for episodic volunteering. **Voluntas**, **27**,425-464. doi:10.1007/s11266-015-9548-4

Hahn, T., Hatcher, J., Norris, K., & Halford, J. (2015). What is the value of short? Exploring the benefits of episodic volunteering for college students. IUPUI Center for Service and Learning. Retrieved from <https://scholarworks.iupui.edu/handle/1805/6634>

Hustinx, L., Haski-Leventhal, D., & Handy, F. (2008). One of a kind? Comparing episodic and regular volunteers at the Philadelphia Ronald McDonald House. **The International Journal of Volunteer Administration****25**(3), 50-66.

NASPA (n.d.). **NASPA Lead Initiative on Civic Learning and Democratic Engagement**. Retrieved from <https://www.naspa.org/constituent-groups/groups/lead-initiative/P4>.

Reed, V.A., Jernstedt, C., Hawley, J.K., Reber, E.S., & DuBois, C.A. (2005). Effects of a small-scale, very short-term service-learning experience on college students. **Journal of Adolescence****28**, 359–368. <https://doi.org/10.1016/j.adolescence.2004.08.003>

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