

# Community Engagement & Service-Learning

## Impact Report 2015-2016



More than **80%** of Drake students participate in a community service or service-learning experience before they graduate.

More than **25%** of our courses include service-learning as a tool for teaching.

**68%** of Drake faculty and staff serve in the community with nonprofits, boards, professional organizations, and schools.

Students contribute more than **230,000** hours of service to the community annually.

## Impact Report 2015-2016

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Drake students promoted local businesses through #DrakeLovesDSM social media campaign during welcome weekend.

## COMMITMENT TO COMMUNITY

Drake University Community Engagement and Service-Learning opportunities are designed to link learning outcomes to critical community identified needs.

The work of students, faculty, staff, and alumni goes beyond charitable work and "doing good;" we strive for partnerships that remove barriers of injustice while building the knowledge and skill sets of volunteers.

Our commitment to community engagement and service-learning is representative of Drake's long-standing history of involvement and partnership with the Des Moines community. The commitment fulfills our historic mission, enhances teaching, advising, research, scholarship, outreach, and the University community as a whole.

Community Engagement and Service-Learning at Drake has been nationally and locally recognized by the Carnegie Foundation's Community Engagement Classification, the President's Higher Education Community Service Honor Roll, and the United Way of Central Iowa Volunteer Award.



The following pages further detail Drake's involvement with the community. We hope you find the information useful and that it serves to further develop the service-learning curriculum, the advancement of teaching and learning, and the enhancement of community engagement.

**COMMUNITY ENGAGEMENT** describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

- Carnegie Foundation Community Engagement Classification

**SERVICE-LEARNING** is a type of experiential education that combines and pursues both achieving academic learning and meeting a relevant, community defined need with intentionally integrating the use of effective ongoing reflection and assessment.

- Experiential Learning Council 2011



Students serving the homeless during a J-term course to New York City to learn about urban poverty.

**“This service trip was not about the minor impact we made on a few organizations or the less fortunate we helped for a few hours. It was about humbling ourselves and interacting with these people, whom we soon realized were very much like us.”** - Erica Noyes '16, NYC  
*J-Term participant*

## **COURSE-BASED COMMUNITY ENGAGEMENT**

There are many ways to integrate service-learning into course work, depending on the goals, the size of the class, the academic preparation of the students, and the community partnership or project type. Below are some examples of how this is accomplished at Drake:

### **SERVICE EMBEDDED WITHIN A COURSE**

#### **EDUC 228 - Teaching Social Study, Sally Beisser**

Over the course of the entire semester, students volunteer weekly with the Junior Achievement Program teaching lessons about economics and business to local elementary aged kids.

#### **INTD 076 / LEAD 112 - Explorations of Urban Poverty (J-term Travel Seminar), Renee Sedlacek**

Students travel to New York for one week and volunteer with homeless shelters, soup kitchens, and pantries. When they return to Des Moines they partner with a local agency to take what they have learned from the classroom and experience in New York and apply it to the Des Moines community.

#### **JMC 143 - PR Planning and Management, Jennifer Glover Konfrst**

This course explores the role of strategic planning and issues management in public relations. Students work with a community partner to identify PR needs and create an action report with suggested areas of improvement, projects, and next steps. In the 2015–2016 academic year, students worked with the City of Perry, Iowa on this project.



LEAD students worked with the Des Moines Bike Collective to install a bike library on campus.

**JMC 136 - Public Relations Research, Matt Thorton**

An examination of research methods and applications and interpretation of research findings to public relations planning and problem solving. In the 2015–2016 academic year, students worked with the City of Manning, Iowa on this project.

**LEAD 190 - LEAD Capstone, Tom Westbrook**

Students in this course team with a nonprofit partner to define and implement a change initiative. Students and faculty meet weekly to discuss the experiences and learning occurring during the practicum as it unfolds. The students document their learning in a reflective Leadership Development Journal (LDJ).

**SCSR 055 - Environmental Communication, Joan McAlister**

This course focuses on the role of communication in shaping distinctions and relations between “culture” and “nature,” in representing environments for audiences, and in advocating for or against particular environmental policies and practices. Students are offered the opportunity to register for a one-credit service-learning lab to apply knowledge from the classroom to a project with a nonprofit community partner.

**SCSS 175 - Social Stratification, Darcie Vandegrift**

This course examines class, race, and gender inequality in the United States by combining hands-on experiences with careful consideration of sociological theory. Through service-learning, reading, writing, and classroom discussion, students evaluate the effectiveness of social theory to explain stratification in the United States as well as responses to structural inequality. Students must commit to working at a service-learning partner site eight hours per week.

**MULTIPLE COURSE PROJECTS**

Community engagement projects with one or more partners may span different courses in the same semester or multiple courses over a year or longer.

**DRAKE COMMUNITY PRESS - Carol Spaulding-Kruse**

A unique small-press publisher, the Community Press is a two-year, curriculum-based community engagement experience that includes more than 100 student and faculty collaborators from several academic disciplines. The Press produces attractive, full-color editions serving a community readership on issues of concern to Iowans; partners with Iowa organizations to promote positive interaction and community betterment; and provides students with practical knowledge of book editing and production with a cross-disciplinary and collaborative focus.

**ONE-TIME GROUP SERVICE PROJECTS**

**P1 SERVICE - Pharmacy Orientation, Jill Batten**

As part of the first-year pharmacy orientation all P1’s complete a three-hour service project with a local community partner. More than 12 service projects are organized and executed.

**POVERTY SIMULATION - Drake pharmacy students participate in the CAPS Poverty Simulation where they become sensitized to the daily challenges of people experiencing poverty. Volunteers from the Des Moines community participate to help the students re-enact the lives of those experiencing poverty in Des Moines.**



Students from Keith Summerville's Environmental Capstone cleaning up Frog Creek in Perry, Iowa.

## RURAL DOWNTOWN ECONOMIC DEVELOPMENT

Sponsored by the Iowa Economic Development Authority, Drake is partnering on a 2-year downtown economic development pilot program in two Iowa communities, Perry and Manning. These towns receive assistance from students and faculty across several disciplines to address identified needs.

### FALL 2015

#### Applied Communication Theory and Research

Students in this year-long, graduate-level course developed a public relations campaign strategy for Perry, IA.

#### Research and Application Graphic Design

Students worked downtown for bikers riding on trails through the city. They designed signs for Perry to be produced by a local sign maker.

#### Public Relations Research Capstone

Undergraduate students in this year-long course developed a public relations campaign strategy conducting research during the fall and developing ideas in spring for Manning, IA to implement.

#### Website Technology Course

Students in website technology courses from the College of Business and Public Administration worked with 16 Perry business owners to develop new websites for their businesses.

### SPRING 2016

#### Environmental Science and Policy Capstone

Students surveyed Frog Creek, collected data, implemented a cleanup day, and analyzed locations of concern along the creek. They created a map projecting data points, which will inform how to move forward to create a flood resto-

ration plan in Perry.

#### Sense of Place

Students in this course helped Manning promote a distinctive and appealing sense of place to draw tourists and new residents. An intern developed an action plan for revitalization projects and took photographs for promotional purposes.

#### Public Relations Campaign Strategy

School of Journalism and Mass Communication students took the research they conducted over the fall semester to develop a public relations campaign strategy for the community of Manning to implement.

#### Social Media Strategies MBA course

Main Street Manning was one of the clients for this one-credit Social Media Strategies course. MBA students gave recommendations to Main Street Manning on what tools to utilize on social media to achieve their goals.

#### Business Operations- Planning and Control

This course looked at filling vacant buildings, connecting the bike trail to the community, and defining a potential art district for Perry. Students worked in teams to develop multiple recommendations for Perry to revitalize its downtown.

#### Writing Interns

Both communities were matched with Community Writing Interns.

#### Entrepreneurship Boot Camp

This winter, Drake's Entrepreneurship Center worked with Manning to develop a boot camp targeted to women entrepreneurs in rural economies. It drew participants from Crawford and Carroll counties. Main Street Manning is now planning to work with the attendees to form a support group for female entrepreneurs in the area.



YALI students touring main street in Manning, Iowa.

## MANDELA WASHINGTON FELLOWSHIP

In summer 2016, Drake hosted the prestigious Mandela Washington Fellowship for Young African Leaders (YALI), President Obama's flagship program that empowers emerging Sub-Saharan African leaders through academic and leadership training.

Twenty-five leaders between the ages of 25 and 35 spent six weeks working with Drake faculty and engaging in the Greater Des Moines community. A few of the service projects included packing meals at Meals from the Heartland, gardening at LSI's Global Greens Farm, building with Habitat for Humanity, and visiting with leaders from our Rural Economic Development project city partner Manning, Iowa.



**MANDELA  
WASHINGTON  
FELLOWSHIP**  
FOR YOUNG AFRICAN LEADERS

**The full list of businesses, nonprofits, and organizations who contributed to this important initiative are outlined below:**

Children and Family Urban Movement  
 City of Des Moines  
 Community Youth Concepts  
 Des Moines University  
 Des Moines Waterworks  
 DuPont Pioneer  
 Entrepreneur Organization Iowa (EO Iowa)  
 Greater Des Moines Botanical Garden  
 Greater Des Moines Habitat for Humanity  
 Greater Des Moines Partnership  
 Global Insurance Accelerator  
 International Traders of Iowa  
 Iowa International Center  
 Iowa Methodist Medical Center  
 Iowa Soybean Association  
 Kemin Industries  
 Kuder, Inc.  
 Lutheran Services of Iowa  
 Meals from the Heartland  
 Metro Waste Authority  
 Rotary Club  
 Square One  
 Wellmark Blue Cross and Blue Shield  
 World Food Prize

**"We didn't learn about the country from a classroom, but we learned by talking to businessmen and politicians, visiting farms and schools, and interacting with local Ugandans who are striving to make a difference within their communities."**

—Katherine Walther '17, Uganda travel seminar participant



J-Term students with fellow Ugandan students.

## GLOBAL SERVICE-LEARNING

Alumnus Ron Olson and his wife, Jane, created an endowment to support Drake global service-learning initiatives at home, abroad, and for international students.

### Global Learning Fall Workshop

This year the workshop was led by Dr. Patti Clayton on Enhancing Global Experiences Through Critical Reflection and Scholarship. The workshop focused on critical reflection and partnership strategies to enhance student learning in a global context as well as discuss how teaching can be an opportunity for research. Participants left with critical reflection activities and ideas for developing their own scholarship as it relates to service-learning. The conference was attended by more than 30 participants, including Drake faculty and staff, and participants from Iowa Campus Compact institutions.

### Match Grants

Each year \$500 match grants are awarded to student global service-learning projects with faculty/staff support. This year two projects were awarded a \$ 500 match grant:

Rwanda J-Term travel seminar, to support the purchase of books, ficus cuttings, and soccer balls

Drake Community Press, which is collaborating with the Des Moines Area Religious Council and Drake's Comparison Project to write a book about religious diversity in Des Moines.

### Olson Scholarships

Scholarships for students participating in global service-learning programs abroad or in the United States are awarded each fall and spring. Scholarships total \$8,500. Five students were awarded scholarships this past academic year for travel to Uganda, Belize, and London.

### Incoming Student Scholarships

Global service-learning also encompasses international students who are involved in service-learning locally.

Fifteen Drake students, participated in an event titled Exploring Food Justice and Community Building through Service. This was a service opportunity to package meals for the hungry through Meals From the Heartland and learn more about global service-learning.

Nine students from Drake's partner institution Makerere University School of Business (MUBS) in Uganda came to Drake for a Leadership Program. As a part of this experience students participated in service-learning at the Central Iowa Shelter and Services.

### Olson Outstanding Global Service-Learning Awards

Recipients of the award:

- Kelsey Japs, A pharmacy student with a passion for global public health who went to the Dominican Republic for an experiential rotation.
- Adam Graves, A School of Journalism and Mass Communication student committed to leading meaningful conversations about important global communication issues, went to Belize to develop a tourism campaign to create economic stability.
- Eleanor Zeff was awarded the faculty/staff award for her work in developing a First Year Seminar global service-learning course on understanding immigration.





The first Faculty/Staff Global Service-Learning Seminar traveled to Tecnológico de Monterrey in March 2016.

**10** J-Term programs and  
**4** summer programs in the  
2015–2016 academic year  
**9** travel seminars had a  
service-learning component  
**145** students participated  
in a service-learning experience  
on travel seminars to Uganda,  
the Bahamas, Belize, Chile,  
Ghana, Mexico, Rwanda, New  
York and Hawaii

### **GLOBAL SERVICE-LEARNING FACULTY/STAFF SEMINAR AND LEARNING COMMUNITY**

This new initiative was created to develop faculty and staff knowledge of global service-learning and best practices in developing GSL experiences for students.

Seven faculty and staff members were a part of the learning community, representing the College of Pharmacy and Health Sciences, the School of Education, the Law School, Office of the Provost, School of Journalism and Mass Communication, Drake International, and Community Engagement and Service-Learning. The learning community met seven times throughout the academic year and spent a week in March at partner institution Monterrey Tec in Guadalajara, Mexico, learning about global service-learning methodology and best practices.

New global service-learning courses at home and abroad are being developed as a part of the seminar and faculty and staff shared their experience and learning at the 2016 Drake Learning Symposium. Learning goals for this experience included:

- Define and identify characteristics of successful global service-learning and experience a travel seminar firsthand
- Explore best practices for curriculum integration of global service-learning, including methods for developing opportunities for critical reflection
- Gain new insight on the role of community voice and collaboration
- Identify ways to incorporate global service-learning into future courses
- Demonstrate knowledge gained through scholarship and teaching



Findley students on Drake University's campus participating in Going to College Day.

## CO-CURRICULAR SERVICE

At Drake, service is a way of life, something every fraternity and sorority, many volunteer student organizations, and lots of individual students dedicate themselves to every term.

**Findley Elementary Partnership:** Findley's first-grade class came to get a taste of college life; learning activities in Olmsted, a dorm room tour in Carpenter Hall, and a trek along Painted Street. Drake will host Findley first-graders again next spring as the University continues its partnership with the Des Moines I Have a Dream Foundation. Drake is one of five area institutions of higher learning supporting the nonprofit's efforts to mentor local students, and develop mindsets and skillsets for postsecondary opportunities and success.

**Fraternity and Sorority chapters contributed more than 19,156 hours of community service in 2015 to the following philanthropic causes:**

Muscular Dystrophy, Red Cross, Children's Miracle Network, Huntsman Cancer Foundation, Leukemia & Lymphoma Society, St. Judes Children Hospital, United Service Organizations, Ronald McDonald House, Women's Heart Health, Service for Sight, Reading is Fundamental (RIF), Court Appointed Special Advocates (CASA)

**Athletic Seeds for Success:** Launched in 2012 as a partnership between Character Counts in Iowa, Drake University and Des Moines Public Schools in which student-athletes are trained to in habits of excellence, leadership and performance as well as core values, ethics, and moral and character development, into middle school classrooms. In the 2015-2016 academic year SOS placed 31 Drake student-athletes in 17 student classrooms (or 58 classroom sessions) presenting to a total of 1,252 middle school students.

**\$103,645** raised for national and local philanthropies by Greek organizations

**850** books wrapped during First Year Welcome Weekend

**4,872** pages read by student mentors

**7,804** pounds of food recovered from Drake's campus

**60** Findley Elementary first graders participated in a college visit



Members of Delta Gamma Fraternity being trained to read for IRIS.

## SERVICE-LEARNING AMBASSADORS

The Service-Learning Ambassador (SLA) program began during the 2012-2013 academic year. SLAs are student leaders who partner with community agencies to develop partnerships, recruit and train volunteers, engage students in reflection to think critically about their service, and educate students on the value of active citizenship. The following programs are managed by SLAs:

First Year Peer Advisory Board, partners FYS classes with **Everybody Wins! Iowa (EWI)** to match Drake students with elementary students to read one hour a week at King Elementary during lunch. The program aims to close the literacy gap and increase students' self esteem. During welcome weekend first-year students wrapped 850 books and a total of 71 student mentors completed 141 books with their lunch buddies.

Journalism students partner with **Iowa Radio Reading Information Service (IRIS)** to deliver 24/7 broadcasting to thousands of Iowans across the state who are blind and print handicapped. These listeners depend on the service to be informed and connected to their communities. 30 journalism students read the daily news Monday through Friday from the Council Bluffs area newspaper, the Daily NonPareil.

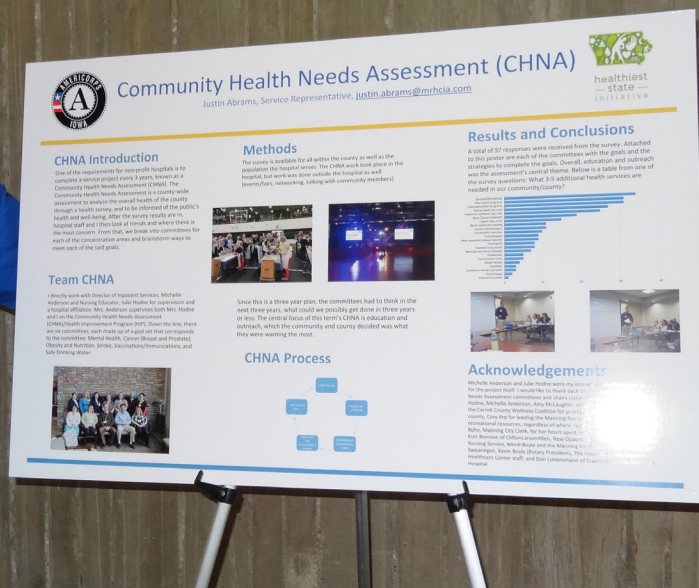
**Sprout, The Urban Youth Learning Garden:** engages Drake students in the garden alongside area youth to teach them how to harvest fruits and vegetables, learn the value of growing food, and eating healthy. All volunteers are welcome to take home produce and any leftover produce is donated to area food pantries and shelters.

Approximately 30 pounds of produce (tomatoes, potatoes, cucumbers, raspberries, strawberries, green beans, snap peas, rosemary, basil, mint, broccoli, kale, collard greens, and lettuce) was donated in 2015-2016.

**Next Course Food Recovery Network:** Addresses the dual issues of food insecurity and food waste by rescuing surplus food and donating it to local partner agencies. 31 students volunteered to do recoveries by transporting more than 7,841 pounds of food from Drake's campus dining to partner agencies in the Greater Des Moines.

**Community Action Board (CAB):** A student organization that serves as a bridge between the student body, community members, and partner agencies. CAB facilitates volunteering and experiential learning opportunities with the Drake Neighborhood Association, Student Senate, and other student groups and individuals. In 2015-2016, CAB collaborated with 15 different student organizations; filled volunteer requests of 10 community partners; and facilitated social justice events on the topics of racial and ethnic inclusivity, neighborhood perception, ability inclusion, and environmental justice, with more than 90 students in attendance.

“This program has paved the way for my personal and professional life.”—Justin Abrams, Iowa Community Health AmeriCorps member



Justin Abrams served in Manning, IA with the Manning Regional Healthcare Center.

## IOWA COMMUNITY HEALTH AMERICORPS PROGRAM

The Iowa Community Health AmeriCorps Program is a partnership between Drake and the Healthiest State Initiative, with grant funding from the Iowa Commission on Volunteer Service and Drake University's Slay Fund. 2015–2016 served as a pilot year for the program.

Eight AmeriCorps members served on a full-time basis between 7 and 11 months at an organization across the State of Iowa, ranging from hospitals and care centers, public health departments, and nonprofit organizations. Activities included but were not limited to:

- Developing and managing walking school bus programs
- Registering people for health insurance
- Overseeing community health needs assessments and follow-up action committees
- Managing community gardens and delivering nutrition education workshops
- Recruiting and managing volunteers

Twenty-one additional AmeriCorps members served during the summer, working with the Des Moines Public School System and other host sites to oversee school gardens and facilitate nutrition education activities.

In return for their service, AmeriCorps members received a living stipend; an education award to be used to pay back student loans or on tuition; and invaluable work experience, training, professional development, and networking.



**14** host sites

**29** AmeriCorps members

**16,700** service hours

**\$393,452** monetary value contributed to communities



healthiest  
— state —  
initiative

**125** adults enrolled:

*60% are employed*

*50% have high school diplomas*

*32% are English learners*

*62% are parents of children under 18*

**98** volunteers

**3,052** hours of service

A value of **\$67,571** in  
one-to-one tutoring services

## **DRAKE UNIVERSITY ADULT LITERACY CENTER**

The Drake University Adult Literacy Center (DUALC) is the only program in the state of Iowa that provides intensive, personalized instruction for low-literate adults based on their assessed learning needs.

Founded in 1976 with a U.S. Department of Health Education and Welfare (HEW) grant through a Drake University and DMACC collaborative effort, the program established a class for Drake education students to study adult literacy issues and to provide literacy tutoring for adults. Community volunteers joined to become tutors as well. When the HEW grant ended, Drake and the School of Education continued to provide space and other in-kind supports that allowed these community based volunteer services to continue. All program expenditures come from grants and contributions from individuals and businesses.

Since 1976, trained volunteers have provided one-to-one tutoring services that give adults the opportunity to improve their lives through literacy. Adults enroll in DUALC because they need the confidence and skills to be independent with reading and writing tasks. They want to do things that able readers take for granted, such as read a book to their children, read a menu, or fill out a job application. Many are stalled in low-wage jobs with no opportunity for advancement. They work hard and are willing to learn but need to read and write better so they can move into jobs that pay a living wage. DUALC students are both native English speakers and English language learners who read between the second and fifth grade level.

**“Now I love to read to my 2-year-old daughter.”**

**“I can do some paper work on the job that I couldn’t do before.”**

**“You saved my job.**

**If I couldn’t read and find addresses, I couldn’t keep my job driving a truck.”**

### **Volunteer Involvement**

Volunteer tutors meet in one-to-one sessions for 1.5 to 2 hours per week with adult learners. They attend 10 hours of orientation to learn how to structure learning experiences for adults to learn basic literacy skills. They work one-to-one as a tutor/mentor with an adult who needs to improve his or her reading, writing, and comprehension. Tutoring is an opportunity to have a direct and positive impact in another person’s life.

### **Workplace Literacy**

A new initiative in partnership with Drake’s Sodexo dining services began in January 2016 to provide workplace literacy training for English language limited workers. Through this pilot project the DUALC is learning how to take its services into the community to meet a critical need. Immigrant workers need to be able to speak, read, and write English well enough to move into good-paying, more productive employment so they and their families may more fully integrate into American life and contribute to their new communities.

As the workplace literacy project expands, Drake students can be involved as tutors during a semester to tutor adults who need more one-to-one assistance while enrolled in the 10-week classes.

### **Thank you to our donors and corporate sponsors:**

Bankers Trust  
Dollar General Literacy Foundation  
Iowa Shares  
United Way of Central Iowa  
Wells Fargo  
Individual contributors



Community members participate in Downtown Street Painting along Court Avenue.

## NEIGHBORHOOD AND COMMUNITY OUTREACH

Each year, Drake University sponsors numerous community events that contribute to the vitality of the neighborhood and greater Des Moines region. In total our office was able to coordinate Drake's presence at more than 12 events this past year, here's a sampling:

### CelebrAsian:

Iowa Asian Alliance's annual festival celebrating Asian, Asian-American and Pacific Islander communities in Iowa. More than 1,000 people engaged with our booth.

### Iowa Juneteenth:

An annual celebration to commemorate the ending of slavery. Drake served as a platinum sponsor, participated in the Urban Parade and had a booth at the Neighbors Day celebration at Evelyn K. Davis Park.

### Iowa State Fair:

Drake Day was held on opening day August 13, 2015 with the theme: *This is Drake, Join Us!* More than 44,000 people engaged with our booth over the course of the 11 day fair. Drake's presence wouldn't have been possible without the assistance of 172 faculty, staff, student and alumni volunteers.

### DSMove:

An annual Open Streets event that transform's University Ave from 23rd to 42nd Street into an afternoon of car-free avenues for bikes, inline skates, sidewalk cafes, strolling,

trikes, hopscotch, zumba, tap dancing, food, foursquare, juggling and music. Open Streets promote sustainability, health, local businesses and building community.

### 7th Annual Downtown Street Painting:

Street painting on Drake campus has long served as the unofficial kickoff to festivities surrounding the Drake Relays. Downtown Street Painting began in 2010, this annual event draws an average of 40 businesses, nonprofits and community organizations to celebrate the Drake Relays and participate in this historic event.

### Halloween Hoops:

Now in its 22nd year, this annual event sponsored by the Drake Law School Student Bar Association and Des Moines branch of the NAACP with support of Drake Law School Public Service Scholars, Delta Theta Phi, the Public Interest Law Association and our office, invites all children ages 3-11 from the Des Moines community for fun games, prizes and pizza. Approximately 150 children attended.



Sprout: The Des Moines Urban Youth Learning Garden receives check to help continued growth.

### AWARDS & RECOGNITION

Drake student and faculty community engagement efforts have been recognized through a variety of awards and grants.

# \$2,000

### GOODNESS FOR GARDENS

SPROUT Garden received a donation of \$1,996.39 from Just BARE Chicken in support of Youth Development Initiatives.

# \$10,000

### MAKE DRAKE A BIKE-FRIENDLY COMMUNITY

A group of first-year students received a \$10,000 Wellmark Foundation Community Kickstarter grant to implement a bike library sharing program on campus. The project tossed to a LEAD 100 class in spring and will be completed by three LEAD Capstone students over the summer. The bike library with 10 bikes available for check-out will be installed in front of the Olmsted Student Center.

# \$30,000

### SERVICE YEAR + HIGHER ED CHALLENGE

The Engaged Citizen Corps, an intentionally designed first year academic + service year program will pilot fall 2016 as a result of Drake being selected as the private institution winner spring 2015. The Corps will engage 10 first year students in 15-20 hours of service a week embedded with FYS, Writing Seminar, Info Lit and Social Problems.

### Adams Leadership Convocation Student Awards

Students from the Service-Learning Ambassador team collectively took home five campus awards:

#### Individual Service Award

Jamie Willer

#### Group Service Award

Next Course

#### Outstanding Collaboration Award

Neighborhood Perception Campaign, Community Action Board & Student Senate

#### Outstanding Organization Officer

Gabrielle Miller, Next Course

#### Outstanding Organization Award

Community Action Board

#### National Campus Compact Newman Civic Fellows Award

Laura Leben  
The Civic Fellows Award honors inspiring college student leaders across the country who have demonstrated an investment in finding solutions for challenges facing communities throughout the country. Only one student per campus can be nominated, nationally 201 student received the recognition.



Staff and SLAs: Left to Right (Top Row) Maria Rohach, Renee Sedlacek, Shannon Cofield, Amanda Martin, Stephanie Boat (Middle Row) Clare Vanechaute, Nicole Dohm, Madison Ruge, Shereen Hunitie (Bottom Row) Jamie Willer, Gabby Miller, Laura Leben

## STAFFING

### **Assistant to the President for External Affairs**

*Shannon Cofield*

### **Interim Director of Community Engagement and Service-Learning**

*Renee Sedlacek*

### **AmeriCorps Program Coordinator**

*Amanda Martin*

### **Global Learning Programs Coordinator**

*Maria Rohach*

### **Administrative Assistant**

*Stephanie Boat*

## SERVICE-LEARNING AMBASSADORS (SLAs)

Clare Vanechaute, IRIS

Nicole Dohm, Community Events

Madison Ruge, Everybody Wins Iowa!

Shereen Hunitie, Sprout Garden

Jamie Willer, Community Action Board

Gabriella Miller, Graphic Design and Social Media

Laura Leben, Next Course





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