



Service-Learning Center

2017 NEWSLETTER

COMMUNITY PARTNERSHIPS PROGRAM RECEIVES NATIONAL RECOGNITION

Abby Kroon & Anna Selles

In February, a group of students and staff from the Service-Learning Center (S-LC) were able to escape the cold and head to Tallahassee, FL for the Dalton Institute on College Student Values held at Florida State University. We were there to learn, to accept the Institute's Best Practice Award for our Residence Hall Community Partnerships (RHCP) program, including a presentation about the program, and to present research conducted this past summer about partnerships.

The Dalton Institute happens annually for professionals in higher education with the focus on character development

in undergraduate college students. Its broad areas of interest include trends in college students' values, ethical issues in college life, character building educational models and strategies, moral development research, and civic education.

Each year the Institute awards a Best Practice Award to a program that significantly contributes to character and development in college students. Andrew Haggerty, the Associate Director of the S-LC, nominated the RHCP program for the award this year, and it won!

The RHCP program connects each of the seven residence halls at Calvin College

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to a community partner. This allows us to offer our partners a steady pool of college students year after year. The program has many levels of leadership and character development: the Associate Director oversees the RCHP Student Coordinator, who works with the Community Partnerships Coordinators (CPCs), who are the students who live in the residence halls and bring residents to the partnerships. Throughout the year students learn about the neighborhoods their partners are in, social issues, and how to be an engaged community member.

At the conference we were able to present about this program, with the hope that other colleges or universities might be able to take our program and implement it in their own settings. Sue Garza from the Cook Library Center joined us in Tallahassee to give a partner perspective of the program. Abby Kroon, the RHCP Coordinator, gave the student perspective, Andrew Haggerty gave an overview of the program, and recent

alumnus Johnson Cochran talked about the assessment portion of the program.

Jeff Bouman and Anna Selles presented a session entitled “Solving Wicked Problems: Campus-Community Partnerships as Opportunities for Student Engagement.” Drawing from summer McGregor research, they addressed the rationale for developing and nurturing reciprocal campus-community partnerships that allow students to learn more deeply and enable the college to participate in the life of the community. The session highlighted programs including Plaster Creek Stewards, the Cook Library Residence Hall Partnership and the Calvin Nursing department’s community engagement as examples of successful reciprocal partnerships. Jeff and Anna acknowledged the complexity of developing and maintaining partnerships as well as the rewards of strong partnerships, which contribute to the growth and flourishing of the community and the college. ♡



(FROM LEFT) ABBY, SUE, ANDREW, JEFF, ANNA, JOHNSON AT FLORIDA STATE UNIVERSITY

Clean Water Institute of Calvin College Professor David Wunder

The Clean Water Institute of Calvin College (CWICC) is just 1 ½ years old. In all of its work, CWICC is devoted to improving drinking water conditions in developing global regions, with primary emphasis on the protection, development, treatment, and delivery of drinking water supplies. CWICC focuses on teaching, learning, scholarship, and service at all levels of undergraduate education, acting as a catalyst to gather and synergise students, academics, professionals, church congregations, and business partners for work with global communities to enhance their understanding and delivery of clean water. CWICC is by necessity interdisciplinary and partner-driven. Teams focused on work in Ecuador, Jordan, and Liberia rely on partnered academic and professional disciplines to deliver transformational solutions around improved access to safe drinking water.

Calvin students and faculty from chemistry, psychology, engineering, and public health are partnering with two non-governmental organizations (one from the US and one from Ecuador) and two regional governments to increase the effectiveness of disinfection of community water supplies in rural Andean Ecuador. There are four overlapping focal points for this work, all focused on improving understanding and establishing best practices for system design and operation. This work answers the following questions: 1) What is the best way to feed chlorine?, 2) What does it mean to optimize field tests for sustained chlorine monitoring?, 3) How can computer-based models be used to improve effectiveness?, and 4) Are there palatability (i.e. rejection)

issues associated tasting chlorine in water? This is a multi-year effort. Results of the work are expected to improve access to safe water in rural Ecuador while providing a transferrable framework for similar challenges faced throughout the world.

Students and faculty from history (archeology) and engineering are working with partners in Umm al-Jimal, Jordan to preserve and repurpose an ancient water catchment and delivery system for use by a densely populated community that surrounds the archeological site. Much of the work is focused on establishing a complete understanding of the water catchment area and the existing conveyance/storage system (engineered and constructed over a millenia ago during a Roman era) that is activated bi-annually during rainy seasons. To fully understand the entire system, hydrologic and hydraulic computer models will be developed. Ultimately, the goal of this multi-year project is to optimize the capacity and use of the system without compromising the archeological integrity of the ancient site.



PHOTO COURTESY: COLIN GESINK

The work for Liberia will track over 100,000 data points collected over a 5-year period throughout the entire country. The data are collected by NGOs who hope to

improve access to safe drinking water while also improving the understanding of how interventions impact access to safe water. Students and faculty from geography, statistics, and public health will be answering the following research (and practice) questions over the next five years: 1) How can geographic information systems (GIS) be used to tell the story of improved water access?, 2) How does the nature and degree of intervention relate to improved water access?, and 3) Are there public health, economic, and social benefits resulting from improved access to clean water? This work promises to share about improvements in Liberia while also informing similar work in other global regions to improve access to safe drinking water.

The work of the new Clean Water Institute is intended to be transformational in at least two distinct ways. First, with the completion of each project, beneficial transformation will come in the lives of those in developing global regions with improved access to clean water. Second, during the completion of each project, kingdom-leaning transformation will come in the lives of students (and faculty) conducting the work. 🍷

LEMONADE, LEMONADE, & LETTER WRITING

Beth Sherman

In the aftermath of a crazy election season and a time of unrest in the political sphere, many Calvin students are seeking ways to respond to unjust systems and policies. Many times at an institution such as Calvin, the response becomes education: attending lectures to educate oneself on issues of justice. While education is a necessary and important component to addressing injustice, many

students leave lectures with the same question, what next? When students have become educated on issues of injustice, they want to take action. However, taking action in politics can seem like a daunting task.

To come alongside students and introduce them to ways in which they can take action in the face of injustice, the Service-Learning Center (S-LC) hosted Lemonade, Lemonade, & Letter Writing. The goal of this event was to give students an action step: writing to their representatives. The event set out to introduce students to a method of contributing their voice to politics. It was not intended to be a one and done event. Instead the hope was to create an ongoing process where students frequently contact their representatives voicing their concerns. To help build students' capacity for ongoing communication with representatives, the S-LC provided students with tips for effective letter writing, websites where they could look up the names and

NO HUMAN IS ILLEGAL

What do you want to tell your representatives and/or community members?

**Wednesday
March 15, 7-9PM
Fish House**

* Lemonade & lemonade will be provided

Calvin COLLEGE Service-Learning Center

addresses of their representatives, and a list of policies and issues that they could write to their representatives about. Additionally, the S-LC provided Beyoncé inspired postcards with statements such as, “Hold Up” “Here’s What I think...” and “Ok, Hear Me Out.” as well as “No Human is Illegal.”

The Lemonade theme was inspired by Beyoncé, a favorite artist in our office who is often listened to and discussed at great lengths. We chose to watch Lemonade, the visual album because our office often discusses the role of art in advocacy, and the S-LC wants to showcase the power of art in addressing injustice. Beyoncé’s album puts black womanhood at the forefront and addresses the intersections of race and gender.

All in all, the event was a success as approximately 50 students showed up to take action on issues they cared about. Additionally, other offices have made letter writing an accessible action step. Student Senate hosted a week-long campaign in which students could stop by at any time to collect supplies to write to their representatives. While we know this is not the only way students can stay politically active, Lemonade, Lemonade & Letter Writing provided a stepping stone for those who were tired of feeling hopeless and desired to speak up. ♡

S-LC, EDUCATION 202, AND SCHOOL PLACEMENTS: EACH CHILD HAS A STORY TO TELL PROFESSOR DEBRA BUURSMA

Seventy-five. That’s the number of matches Beth, the Service-Learning Center (S-LC) Coordinator for EDUC 202, made this spring between Calvin students

and local school classrooms. Every semester, the EDUC 202 Coordinator strategizes through a complex network of schedules, preferences, and transportation variables until every student can be placed for a least 13 hours in a P-12 classroom. If you have ever tried to schedule meetings with another Calvin student, you can appreciate the difficulty of this task. So, why do it? Critical learning happens through EDUC 202 placements. Stories of people emerge from classrooms, helping us think deeply about difference, justice, and the potential for transformation. While Calvin students support teachers by working with individuals or small groups of students, the learning far exceeds the service; their own stories change as they (1) expand their experience of diverse schools, classrooms, and students; (2) think critically by working closely with at least one “at-risk” learner; (3) find a safe place to observe and analyze conceptual complexity in teaching-learning activity; and (4) bridge theoretical, conceptual, and empirical ideas about difference and development to the professional practice of teaching diverse learners.

Diversity

In EDUC 202, *The Learner: Development and Diversity*, Calvin students discover that school classrooms vary significantly. They begin to explore how their experiences - or lack of experiences - may affect educational justice. For example, one student, Levi, writes, “this school experience...is very different than any school experience I have had growing up. As Levi reflected on his story, the stories of the racially diverse students he was encountering, and course readings about disparities in educational programs such as overrepresentation of students of color in special education, questions and considerations emerged: “We need

to recognize that each child has a story to tell; if we are willing to listen, we may have a better understanding.... How are we as future educators going to make sure that we not only properly diagnose a disability, but also include these students in our classroom environment?"

Cultural Hybridity & Assumptions

Spending time in a classroom free from teacher or student responsibilities student offers a unique, rare window for close observation and listening. These real-life learning slices support deeper understanding of abstract concepts. Another student, Britt, applied the concept of cultural hybridity and the danger of assumptions to her placement experience.

"Hybridity is important to understand as a teacher (Nieto & Bode, 2012). This concept states that... you cannot just assume you know who students "are" based on looks. The chapter recognizes the danger ... in overgeneralizing a culture. A teacher cannot assume that everyone in one culture will respond to things a certain

way. ...This [course] material connects very directly to the situation in Miss J's classroom... two students...speak Arabic and Kinyarwanda.It is important not to make assumptions...because they have a hard time communicating with her in English. [A teacher] should get to know learners to find out how they learn and can help by making adjustments...in the classroom. The hybridity in her classroom is a very real experience for these students as they travel between dominant and non-dominant cultural experiences."

The Complexity of Care

Service-learning placements designed within courses offer exciting places for shared goals and outcomes. For example, EDUC 202 and the S-LC are both interested in supporting students' developing sophistication for an ethic of care. "People and places matter, and the work of the S-LC is to foster a disposition of care and responsibility rooted in faith, knowledge, relationships, and experience" (Jeff Bouman, SLC newsletter 2016).

Likewise, EDUC 202 considers care as a necessary component when teaching diverse learners. Calvin students grapple with the real complexities teachers face designing a caring teacher practice as demonstrated by one student, Justine.

"Noddings' theory of care (Nieto & Bode, 2013, pp 255-257) suggests that whether and how teachers and schools care for students can make an immense difference in how students experience schooling. When teachers show that they care for



STUDENTS FROM GRAND RAPIDS CHRISTIAN MIDDLE SCHOOL TAKING A BREAK FROM STUDYING

students through high expectations, great support, and rigorous demands, students perform better academically.... Classroom management is a bit of a problem in this classroom. I wonder if [the teacher] could apply some of the suggested ways of showing care and if this would improve the obedience level in the classroom? She...greeted the students in the morning, but maybe the classroom environment could be adjusted.... Do the students know that she cares about them? Would they work harder in class if they were more aware of this fact?"

*Difference and Teacher as Researcher:
Humility in Learning*

Students in EDUC 202 apply social science inquiry practices to examine and analyze contextual, socio-cultural, and neurodevelopmental factors that influence student learning. They explore learner diversity through case studies called student stories. Textbook case studies and readings come alive through the service-learning experience as Calvin students record and analyze observational field notes, uncover myths and assumptions, look for data to confirm or disconfirm tentative claims, and pose new questions. Through careful investigation and a disposition of humility, students like Laura reflect on new learning about a student's story and their own changing story.

"Growing up, I had never really considered the importance of allowing students to take pride in their culture. I had the notion that one specific method of teaching was the only one and... all students should be able to learn according to this method. I never really thought about the role that teachers play in valuing and celebrating diversity. I have never been around many Hispanic

people before so this [placement] was a new experience for me. I quickly learned... differences between their culture and the culture I had grown up in.... As a teacher, I hope to discover the passions, values, and interests of my students. 'Cultural Responsiveness'... refers to the integration of the experiences and perspectives of diverse students in instruction and assessment of students. Instead of conforming to one way of learning, I will strive to integrate the cultural experiences of my learners...and create an environment where we can all celebrate one another's diversity."

Each semester, the EDUC 202 Coordinator communicates with EDUC 202 instructors, Calvin students, and local school administrators and teachers through a staggering number of email and personal touch points exceeded only by the breadth and depth of learning that results. Through the S-LC, the course, and community partnerships, student stories reveal and transform knowledge and doing. ♡

SOLIDARITY DINNER AND LETTER WRITING
Maaïke Mudde

On March 7, in collaboration with the History Department, Student Senate, and the Middle East Club, the S-LC hosted a Solidarity Dinner and Letter Writing event. We wanted to act in solidarity with local religious communities in light of recent discrimination and hate crimes towards communities of their faith on a broader national scale.





MAAIKE INTRODUCING DIFFERENT FAITH PRACTICES THAT ARE PRESENT IN GRAND RAPIDS

The event was timely, as that day President Trump had reinstated the travel ban on Muslim majority countries, a wave of bomb threats to synagogues and Jewish schools around the country occurred, and, the weekend before, a Sikh man had been shot in the arm as a victim of a hate crime in Washington State.

We gathered around to denounce discriminatory acts and to show our solidarity with the human rights of people from different religious communities. To provide groundwork and context, Religion Professor Matt Lundberg spoke about how to show solidarity with other religious communities while still maintaining Calvin's theological convictions. Pictures of local religious communities played on a slideshow as we wrote letters.

Over sixty people showed up at the Solidarity Dinner, including Calvin staff, students, faculty and their children. Together, we ate a delicious, vegetarian meal of falafel, fattoush salad, tabbouleh salad, bread, and hommous. Sheshco Mediterranean Grill, a restaurant owned by an Islamic family in Grand Rapids, provided food for the evening.

We wrote letters of support to Islamic communities, including: the Bosnian Cultural Center and Mosque, the Burton Islamic Center, Islamic Cultural Center Behar, and Masjid At-Tawheed Islamic Mosque and Religious Institute.

Participants also wrote letters to two Grand Rapids Synagogues: Temple Emanuel and Congregation Ahavas Israel, and our local Sikh Gurdwara: The Sikh Society of West Michigan. Calvin's community sent over ninety letters, which included statements like, "We are grateful for all that you and your community contribute to Grand Rapids. No one else can play your part. You are valued and valuable. Thank you."

Others shared hopes, "I hope that you feel safe and experience freedom in being able to believe and practice Sikhism."

Overall, participants voiced gratitude in being able to act by writing letters, supporting a local Islamic business, and speaking out against hate and religious bigotry in society. Through eating and writing together in community, we hope to be an example of loving our neighbors of different faiths. ♡

S-LC COVENANT: HURT.SILENCE.HOPE

We held an atlas in our lap
Ran our fingers across the whole world
And whispered
Where does it hurt?
It answered

everywhere everywhere everywhere

//silence & meditation //

But hope is a thing
that burrows in our chest.

Therefore, together:

Where there is fear,
May we sow love;

Where there is loneliness,
May we sow companionship;

Where there is hostility,
May we sow hospitality;

Where there is distress,
May we sow peace;

Where there is weariness,
May we sow play;

Where there is longing,
May we sow fulfillment;

Where there is displacement,
May we sow belonging.

Amen.



In the beginning of each year, the SLC student staff create a covenant that becomes a guiding vision for the year. This year's covenant reflects our mourning for the great hurt and brokenness in our community and the world we live in. It also reflects the great hope that we hold for ourselves and others. As you read this, mourn, reflect, and hope along with us.

SPRING BREAK PHOTO CONTEST WINNERS!



Young Kuk Kim
First Baptist Church, Grand Isle, LA

This photo was taken during our reflection time. Our group had just come back from the shrimp boat and I decided to have our group discussion time inside the parachute that they had at the church. This brought back so much nostalgia from our elementary school days. Once inside, we talked about the things that we saw on the boat, the beauty of God's creation, and the loving hospitality of the people of Grand Isle. It was a great way to relax and catch up on what each of us experienced and felt that day.

Timothy Dykhuis
Koinonia Farms, Americus, GA

At Koinonia Farms in Americus, Georgia, our group learned about farming and hospitality in an intentional community. While there, we ate different things grown on the farm, like greens from their garden or some of their grass-raised beef. Along with this form of hospitality, we were also invited in to join the simple, daily rhythms of life on a farm. I enjoyed learning about how a straightforward commitment to intentional community was used so powerfully during the Civil Rights Movement, a reminder that the way we do our daily work can matter immensely.



Giving to the Service-Learning Center

The programs and services that the S-LC provides are funded by the general college budget. Any gifts given to Calvin College and designated specifically to the Service-Learning Center allow us to offer financial assistance for students who participate in the annual spring break service-learning trips (www.calvin.edu/go/springbreaktrips).

Additionally, donations designated to the S-LC Gift account allow us to continue long-standing programs like StreetFest, and to occasionally fund student transportation to conferences or other professional development opportunities (www.calvin.edu/support).

Thanks for your continued support!



(MOST OF) THE SLC STAFF WEARING DENIM



MODELS JOANNA AND CAMERON CANDIDLY POSING



JAKE AND MARIANA LOOKING HAPPY UNDER THE SHADE DURING STREETFEST



SAOIRSE, MARIANA, AND TONISHA SHINING BRIGHT LIKE DIAMONDS



SLC STAFF PASSING OUT TURKEY SANDWICHES FOR SPECIAL OLYMPICS (THEY'RE ALL TURKEY SANDWICHES)



LAUREN AND LILI BEAUTIFULLY SMILING BECAUSE THE SUN FINALLY RETURNED TO GRAND RAPIDS



Meet Abby, the 2017 StreetFest Coordinator!



Abby Kroon is a third-year student majoring in therapeutic recreation and minoring in psychology. She is originally from Ellsworth, Michigan. Abby is very excited to coordinate StreetFest this year and is looking forward to learning about and working alongside organizations in this great city!

StreetFest will take place on **Friday, September 1**. If your organization is interested in participating in StreetFest, please email Abby at slc@calvin.edu.