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Office of Active Citizenship and Service

Student Driven | Community Centered

STUDENT DRIVEN | COMMUNITY CENTERED

Office of Active Citizenship and Service

World | ALAV | Project Nicaragua | AMIGOS | Project BRIDGES | Strive for College | Vanderbilt Music Outreach | Interaxon | Aro You MAD? | Circle K | Interaxon | Relay For
 Life | Best Buddies | Big Brothers, Big Sisters | Embrace Yourself | Girls on the Run | Healthy Head Start | PENCIL Projects | SYNERGY | Vanderbilt Wishmakers |
 Vanderbuddies | VSVS | Engineering World Health | Advocacy Council | Global Health Council | Global Poverty Initiative | Project N.A.K.E.D. | Grassroots | Invisible Children |
 Manna Project International | Nourish International | Inter-American Health Alliance | Vanderbilt Amnesty International | VIRA | Vandy PAWS | Volunteers Around the World |
 VIVA | Project Nicaragua | AMIGOS | Project BRIDGES | Strive for College | Vanderbilt Music Outreach | Interaxon | Aro You MAD? | Circle K | Interaxon | Relay For

Annual Report

2015/2016

Explore. Act. Reflect.
Student Driven: Community Centered



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Chapter One: Director's Foreword

It is with great pleasure and a deep sense of gratitude to colleagues and students across campus that I present the OACS Annual Report for 2015/16, the sixth to be produced and the fourth during my tenure as Director. As noted in last year's report, during the 2014/15 academic year the OACS team reformulated its strategic priorities to align more closely with what has been achieved in the past and to support key university ambitions as expressed in the then newly emergent academic strategic plan. This report describes the large amount that has been achieved in implementing the reformulated priorities during the year subsequent to the adjustment of our priorities.



*Dr. Clive Mentzel,
Director of OACS and
Affiliated Faculty:
Department of Political
Science; Medicine
Health and Society*

This is due, in the first instance, to the dedication and commitment of the OACS team as a whole, and my deep respect and admiration for their work ethic, passion and commitment and selfless service deserves to form a strong part of this introduction. This report is a testament to their tremendous ability. Thank you Holly, Erika, Meagan, Lauren and Dave, as well as our Graduate Assistant this year, Melissa.

Students have embraced OACS in large numbers, and we have been fortunate enough to be surrounded by students who exhibit a compassionate caring for humanity and the planet as a whole, students who make every work day worthwhile. Increasing numbers of students have also worked with us in various capacities, voluntarily and only because they care about their community and service and without their support and selfless and boundless enthusiasm, OACS would not be able to continue building on the legacy of all students who have worked with OACS in the past. OACS is student driven, and there can be no stronger focus in OACS than that of involving and responding to student interest.

OACS falls within the remit of the Dean of Students, and it is only because of the climate of excellence, innovation and forward thinking prevalent in DOS that one small department such as OACS can achieve the things it does among so many brilliant departments doing so much amazing work. Thank you to Dean Bandas and his able senior staff, and a particular word of thanks to Clayton Arrington for making so much possible for OACS.

A word of thanks also to Faculty across campus, we appreciate your kind and collegiate collaboration very much. OACS is here to serve you and our students, and we will continue to do what we can to serve you in the interest of Vanderbilt University as a whole. There is no shortage of local, national and international community need and, based on an understanding that we share our humanity, OACS is committed to serving our Vanderbilt Community in support of any and all efforts to alleviate need, and to learn immersively by relating service experiences to the academic endeavor.

And finally, a word of deep gratitude to Ed and Janice Nichols, who do so much to support our students to serve locally and globally. Our students have come to know and love them as they actively engage with our students at various events and listen to their stories about serving around the world. The Nichols Humanitarian Fund makes a real difference thanks to you.

All that OACS does is guided by **five strategic priorities** - all its programming and collaborative activity is largely consistent with achieving success in the following five areas:

1. Continuing to strengthen and intentionally focus on the development and support of student service organizations and student leadership development and to widen this remit also to more fully include and involve OACS alumni
2. Placing the OACS community engagement strategy at the heart of all the work the department does
3. Further refining and implementing the OACS strategic planning process and, in particular, its associated assessment methodologies, instruments and practices, linking these to learning outcomes and the strategic priorities of OACS; and concurrently developing and refining the impact-assessment methodologies used by student organizations affiliated with OACS
4. Communicating service and service learning opportunities across campus in particular through the establishment of networks, user-friendly digital platforms, and contributing to the constructive creation and maintenance of the social fabric of our campus by promoting and supporting the values inherent in service
5. Positioning OACS as the center of service-learning expertise and support on campus, and as a resource center and specialist service to all students and colleagues

Besides its priorities, OACS follows a set of **core guiding principles** which inform and guide all work that OACS undertakes. OACS expresses a deep commitment to the strategic priorities of the university and its living-learning community through:

- ❖ Humble Service
- ❖ Critical Reflection
- ❖ Action for Global Justice
- ❖ Informed Participation
- ❖ Acknowledging Personal Privilege
- ❖ Empathy & Human Dignity
- ❖ Personal Accountability

And, to conclude, carefully defined and **measurable learning outcomes** are a key ingredient to being successful and in light of this, each project undertaken by OACS has an individualized set of learning outcomes relevant to the project, its key objectives, and intended outcomes. However, OACS is also guided by a set of wider learning outcomes that apply to a greater or lesser degree

to all of its projects. Crafted jointly by the staff in OACS expressly to contain its core guiding principles, these are:

- ❖ Increase the global sum-total of commitment to peace and social justice
- ❖ Understand that reflection leads to greater learning and continual improvement
- ❖ Critically examine one's own values, beliefs, and personal ethics in an interconnected world
- ❖ Deepen respect for human dignity and inspire action with empathy
- ❖ Actively seek out knowledge to be an informed participant in society
- ❖ Challenge assumptions of personal privilege
- ❖ Respect diverse perspectives
- ❖ Broaden the depth of active listening
- ❖ Hold oneself accountable for actions and decisions

Guided by its strategic priorities and guiding principles, this report stands as a testament to the wonderful work the OACS team has done in the past year in collaboration with DOS staff, students and faculty, and we look forward to delivering another year of service and service-learning support of our Vanderbilt Community.

Dr. Clive Mentzel

Director: Office of Active Citizenship and Service

Affiliated Faculty: Political Science and Public Policy

Affiliated Faculty: Medicine, Health and Society

The program has forced me to examine my own biases, prejudices, and culture. Knowing more about myself will help me see differences in the lives of others and know what problems exist and how I can advocate for change using my position of socioeconomic power

-Ecuador participant

Highlights of 2015/2016



40 students served in Ecuador, Morocco, London, and South Africa as participants in the global service projects. 37 students have been recruited for the 2015/16 global service projects



VIEW celebrated its 11th anniversary with 23 students serving in 2014/15. 22 students have been recruited for VIEW 2015/16



36 students received financial support from the Nichols Humanitarian Fund to establish service projects in 9 countries across the globe



The Redefine Program partnered with the Nashville Food Project and saw 12 students from 7 countries engage in service-learning



For the second year in a row, Fall Weekend of Service activities featured a panel discussion on the International Day of Peace, September 21st



OACS advised 76 student service organizations and 54% of the Vanderbilt undergraduate student body participated in a service organization



OACS coordinated the MLK Weekend of Service with Belmont, Trevecca Nazarene, Lipscomb, and TSU. More than 200 students, staff & faculty volunteers worked at 13 service sites



Erika Larson was promoted to Assistant Director and Meagan Smith was hired as Program Coordinator



94% of students participating in the Redefine, VIEW, Ecuador, Morocco, London, and South Africa service-learning programs reported being 'personally transformed' by their experiences

Diversity and Inclusion Highlights



In the Global Service Program seminars, OACS staff focused on understanding cultural context, exploring privilege and power, & encouraging meaningful reflections around diversity



The MLK Weekend of Service presented opportunities to learn, think, and reflect on community engagement in the context of Dr. Martin Luther King, Jr.'s legacy of hope, determination, and service



OACS co-sponsored campus programming related to diversity and inclusion such as Inequality & the Digital Divide, Stephen Biko's "I Write What I Like" & Cry Freedom, and Refugee Awareness Week



The Redefine Program concentrated on creating bonds between American & international students as they explored social justice and differing meanings of community service



OACS hosted the CNN/Facebook Campaign Camper, intended to present students the opportunity to record questions for presidential candidates and share what they think about the campaign season

Chapter Two: Community Engagement

The goal of the OACS Community Engagement Strategy is to foster meaningful relationships with community partners and, through these relationships, co-create structured service-opportunities for measured and sustained impact in the Nashville community. Through this strategy, now in its second year, we hope to achieve a combination of both short-term and long-term outcomes.

In the short-term and during the year reported on, the following goals have been accomplished:

- ❖ OACS raised awareness local need as identified through the Metro Social Services Community Needs Evaluation.
- ❖ Staff members actively fostered relationships with key stakeholders on Vanderbilt's campus and in the Nashville community.
- ❖ OACS programming, service, and volunteer opportunities were enriched to address identified needs in support of community partners. In particular, a new service-learning class in partnership with Medicine, Health and Society and focused on refugees helped achieve this goal also from an academic, as well as service-perspective.
- ❖ OACS created a service map based on an understanding of student impact in Nashville.
- ❖ OACS has two local service immersion programs in place.
- ❖ OACS has initiated its second campus-wide survey of service and community engagement across campus.

In the long term, OACS hopes to have more students serving in carefully co-created service and service-learning projects embedded in our local community. In particular, it is hoped that community partners, community members, and the local government will see OACS and Vanderbilt as essential partners in community engagement through service.

Local Community Engagement

Site Leader: Kelly Jamerson Summer 2015: 23 Students Summer 2016: 20 Students

Trans-Institutional Service-Learning: VIEW

The Vanderbilt Internship Experience in Washington, D.C. (VIEW), entering its 11th year in 2015/16, provides students with 8-week public service internships with leading agencies, think tanks and other organizations associated with the U. S. government, international relations, foreign affairs, and NGOs. VIEW is unique in that it bridges public service internship opportunities with residential experiences to foster a combination of



Congressman Cooper speaks with the VIEW cohort

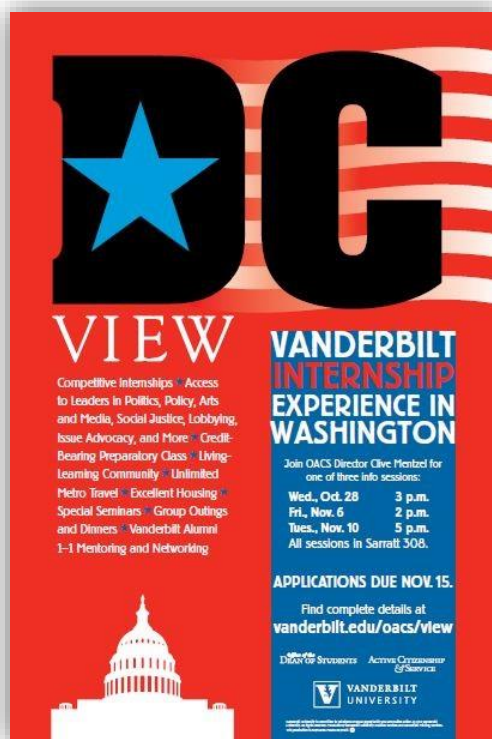
I now understand what a career in Washington could look like, and while this has pushed me away from the sector, I could not have developed this opinion without the experience of this summer.

-VIEW participant

reflective living and creative learning in Washington, D.C. VIEW encourages the development of the individual within a small community of peers and an on-site Program

Coordinator, aimed at navigating Washington, D.C.

political and local issues alongside exposure to the national agenda. A credit-bearing spring course under the supervision of Dr. Clive Mentzel and registered through the Department of Political Science and delivered in partnership with the Center for Student Professional Development helps prepare students for this opportunity through career readiness training, writing development, and discussions on politics, organizational structure, and the dynamism of service and active citizenship. Supplementary programming, group events and activities, and engagement with the Vanderbilt alumni network complete the summer experience. Recently appointed as Program Coordinator in OACS, Meagan Smith currently and ably leads this project.



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Volunteer Experience in **VIEW** **Internship Washington, D.C.**



23 **6,160**

Student Participants

Internship Hours

8 Week Internships Focused on Active Citizenship



67%

67% Feel "Personally Transformed" by the Experience



95%

95% Feel "Satisfied" or "Very Satisfied" with the Program

www.vanderbilt.edu/oacs

Learning Outcomes

Critically examine challenging issues through dialogue and reflection

Participate in informed and humble service

Engage in serious conversation with people who are different than me in terms of their cultural background, religious beliefs, political opinions, or personal values

Examine the strengths and weaknesses of my own views on a topic or issue and consider others' point of view when making decisions

Demonstrate commitment and accountability in a living-learning community with other Vanderbilt students

Gain a stronger knowledge of the political landscape in D.C.

Gain a stronger knowledge of the non-profit landscape in D.C.

Understand D.C. in a global context

Understand how institutions and individuals can serve as change agents in D.C.

Become more comfortable interviewing and networking

Understand and practice professional communication skills

Develop leadership skills

Understand and take advantage of opportunities that exist within their area(s) of interest

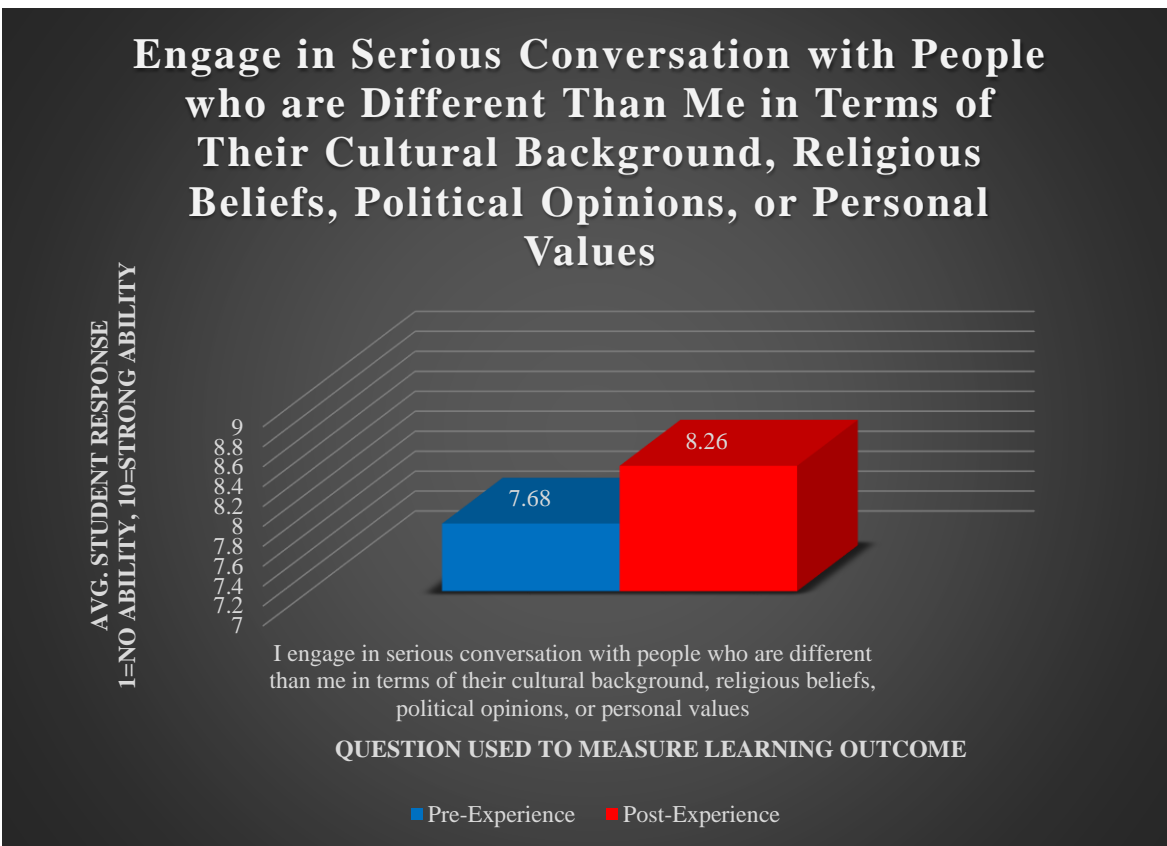
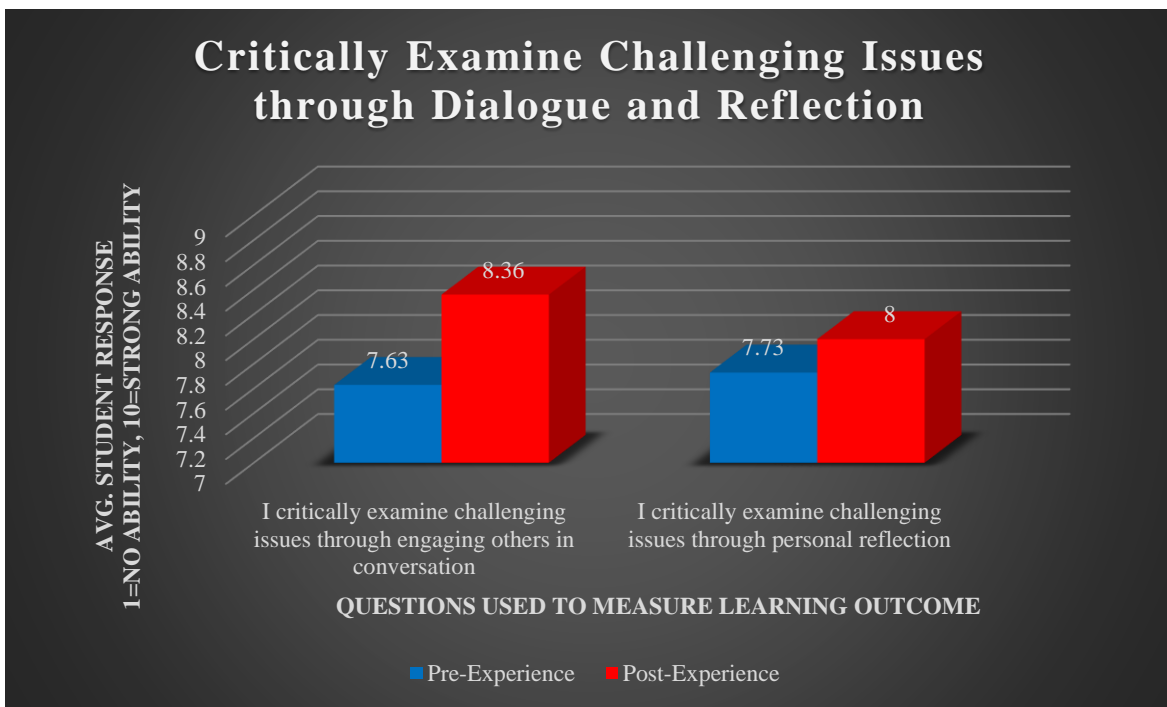
Grow as a professional in a workplace

| VIEW Student Cohort | |
|------------------------|------------------|
| Mary Marshall Anderson | Gustavo Lima |
| Brianne Berry | Matan Lowie |
| Jared Brover | Ana Luquerna |
| Brooks Cain | Jessica Mahoney |
| Erik Cvyrtlik | Elizabeth Menard |
| Monica Giuffrida | Kevin Munoz |
| Jacob Graham | Ginny Randall |
| Elizabeth Green | Gina Rossman |
| Mary Nobles Hancock | Courtland Sutton |
| Soo Min Jeong | Molly Wolfe |
| Paige Kelley | Bingran Zeng |
| Lina Kilani | |



The VIEW Cohort with Chancellor Zeppos

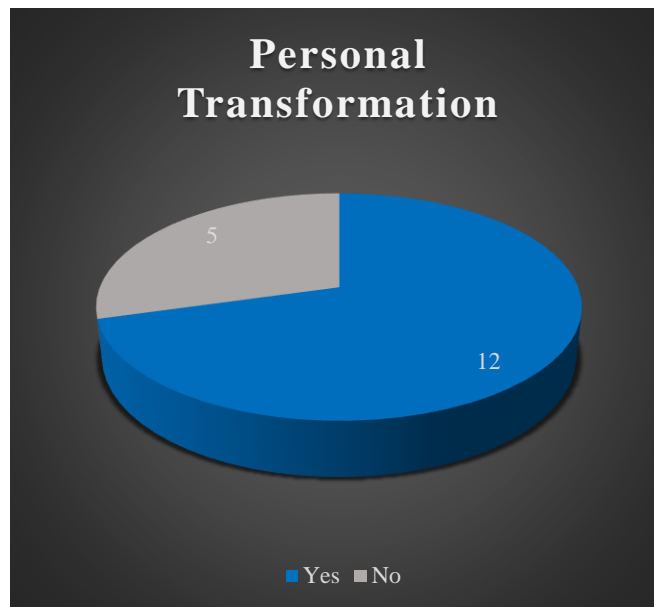
Assessment Results



Please indicate your overall level of satisfaction with the OACS VIEW Program.



Do you feel you were personally transformed by the impact the OACS VIEW Program made on your life?



Site Leader: Dave Brown

Spring 2015: 10 Students

Spring 2016: 12 Students

Trans-Institutional Service-Learning: Redefine

The Redefine Program, in partnership with International Student and Scholar Services and the Nashville Food Project, immerses Vanderbilt's American and international students in the conceptualization of community service across cultures. 12 students from seven countries engaged in service projects and participated in a series of four spring seminars led by experts in service-learning, focused on themes of social justice, food security, and ethical volunteerism. A primary goal of Redefine is to help forge lasting friendships between international and American students who share diverse backgrounds. Besides fostering and forging friendship, reflection is a central element of the experience and students are challenged to question long-held beliefs regarding what it means to serve the community fairly and equitably.



Redefine Participants Garden with the Nashville Food Project

conceptualization of community service across cultures. 12 students from seven countries engaged in service projects and participated in a series of four spring seminars led by experts in service-learning, focused on themes of social justice, food security, and ethical volunteerism. A primary goal of Redefine is to help forge lasting friendships between international and American students who share diverse backgrounds. Besides fostering and forging friendship, reflection is a central element of the experience and students are challenged to question long-held beliefs regarding what it means to serve the community fairly and equitably.

Before Redefine I thought of service in the terms that the United States defines it, where there is a clearly defined giver and receiver in every act of service. But I learned that service doesn't have to be like that; in fact, it may even be a better way of doing service when there is no difference between the helpers and who is being helped.

-Redefine participant

REDEFINE
SERVING LOCALLY, CONNECTING GLOBALLY

Spring Semester 2016

OACS, ISSS & The Nashville Food Project
invite you to explore the meaning of service.

▼ Applications due December 10th. ▼
▼ Seminars and service begin in January. ▼

www.vanderbilt.edu/oacs

Office of Citizenship & Service
DEAN OF STUDENTS

VANDERBILT UNIVERSITY

International Student & Scholar Services

Medicine, Health, and Society 3890: Local Perspectives on Wellness in Refugee and Immigrant Communities

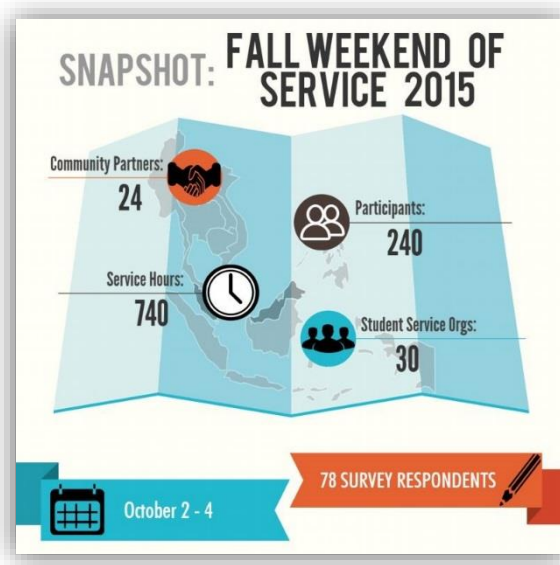
Students in MHS 3890, a partnership with Medicine, Health and Society and OACS and co-taught by Dr. Clive Mentzel, Dr. JuLeigh Petty, and Erika Larson engaged in immersive service experience with five local community partners. CRIT (Center for Refugees + Immigrants of Tennessee), NICE (Nashville International Center for Empowerment), Let's Play, Catholic Charities and World Relief hosted one to four students for six hours per week through April. Preparatory work for the immersive component saw students being guided through lectures from community partners, discussions with a refugee panel, and a cultural sensitivity training. They also read about the many obstacles that recently resettled individuals and families face. Each student reflected on their experience through writing pieces and a final gap analysis presented to the broader Vanderbilt community.

President's Higher Education Community Service Honor Roll

The President's Higher Education Community Service Honor Roll, launched in 2006, annually highlights the role colleges and universities play in solving community problems and placing more students on a lifelong path of civic engagement by recognizing institutions that achieve meaningful, measureable outcomes in the communities they serve. (www.nationalservice.gov/honorroll). OACS is spearheading Vanderbilt's submission to the Honor Roll with the goal of being selected for the President's Award which is granted to the top five universities on the Honor Roll. The submission will highlight 1) Vanderbilt's institutional commitment to service, 2) three projects of exemplary community service, and 3) three projects demonstrating Vanderbilt's commitment to education and economic opportunity. Winners will be announced in the fall of 2016.

Fall Weekend of Service

Over the weekend of October 2nd – 4th, more than 200 Vanderbilt students working with 30 student service organizations and 24 community partners came together in remembrance of the events of September 11th by paying tribute to the victims of that day through more than 700 hours of compassionate and dedicated community service. The importance of The Fall Weekend of Service cannot be overstated, as it exemplifies the empathy and social consciousness of our student body as well as the fundamental link between Vanderbilt and the communities of Nashville. As our Academic Strategic Plan



directs, “our graduates must be active citizens who solve important problems that confront the world and seek opportunities for discovery.”

International Day of Peace

For the second year in a row, OACS linked the Fall Weekend of Service with the International Day of Peace. Established in 1981, the United Nations General Assembly declared September 21st as a day devoted to strengthening the ideals of peace, both within and among all nations and peoples. OACS is deeply grateful to all of the contributors to the 2015 International Day of Peace



Panelists of the International Day of Peace Discussion

Panel Discussion: Peace & Insecurity, in particular panelists Dr. Robert Barsky, Professor Robert Bridgesmith, Jesenka Filipovic, Miso Hrgota, and moderator Linda Ragsdale. More than 65 attendees sought to gain a greater understanding of the current challenges facing refugees and immigrants in Nashville and beyond. Messages of appreciation poured in from students who valued the rich academic analyses and the poignant lived experiences of the panelists.

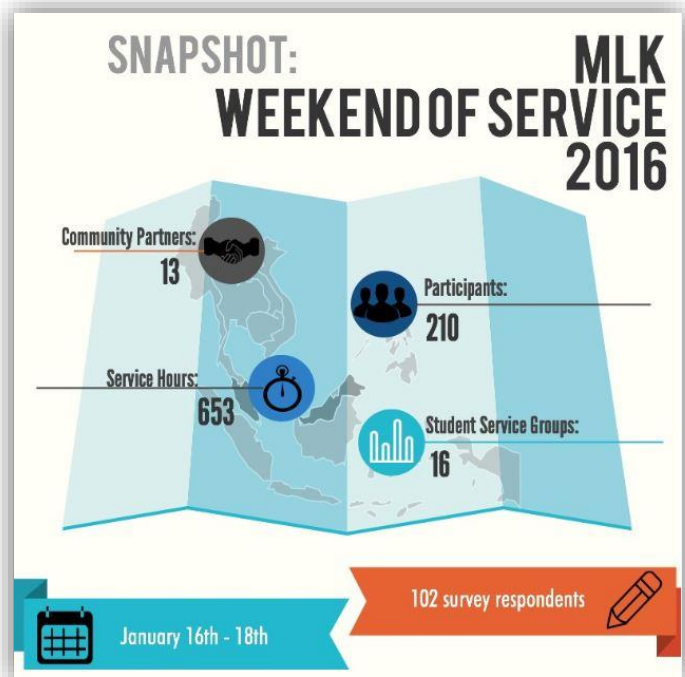
MLK Weekend of Service

OACS seeks to actively engage students in discussion and service in order to become positive change agents in Nashville. In addition to coordinating the annual MLK Weekend of Service, OACS was an active participant in the MLK Commemoration Series at Vanderbilt. Dr. Clive Mentzel hosted a teach-in focusing on racial issues on South African Campuses, the dynamics between students of varying color, symbolism and reality, what real transformation means and how South African students mobilize to make transformation a reality after centuries of apartheid. These events presented students, faculty, and staff with opportunities learn, think, and reflect on community engagement in the context of Dr. Martin Luther King, Jr.’s legacy of hope, determination, and service. Over the weekend of January 16th – 18th, 210 Vanderbilt students working with 16 student service organizations and 13 community partners came together in remembrance of the peace, equity, and social justice efforts of Dr. Martin Luther King, Jr. by donating more than 650 hours of compassionate and



dedicated community service. The program concluded with a session reflecting on service and social justice.

OACS helped organize 200 students and volunteers from Vanderbilt, Belmont, Trevecca Nazarene, TSU, Lipscomb, Starbucks and the YMCA, for our annual Joint Day of Service. Sponsored by the Corporation for National and Community Service, this day celebrates and honors the legacy of Dr. Martin Luther King Jr. through community service. This year we focused on serving alongside organizations that addressed food insecurity in Middle Tennessee through five projects with local community partners including Second Harvest Food Bank, Trevecca Urban Farm, Society of St. Andrews, Feed the Children, the Nashville Food Project, and Room at the Inn. We had the great honor to hear inspirational messages from Nashville Mayor Megan Barry, Representative Harold Love Jr., Congressman Jim Cooper, Belmont's President Fisher and our very own Chancellor Zeppos. While everyone recognized the importance of service and coming together as a community, the call was for continued, sustainable involvement in the community and for everyone to get out and vote!



Mayor Barry & Chancellor Zeppos with Students During the Joint Day of Service

Service Organization Fair



Service Organization Fair, 2015

The OACS Service Organization Fair provides the opportunity for affiliated organizations to come together at the beginning of the academic year in a focused effort to educate and recruit first year and other students. The fair draws huge interest around campus, with organizations often reporting upwards of 100 prospective members providing their contact information.

| Quick Numbers | |
|----------------------------------|-----|
| Service Organizations Who Tabled | 60 |
| Students Who Card Swiped | 445 |
| Estimated Actual Attendance | 600 |

Volunteer Administrators Network

OACS serves as an active member of Nashville’s Volunteer Administrators Network (VAN), and Erika Larson serves on the VAN Council. VAN is a network of Nashville’s volunteer managers who meet monthly to share best practices, learn about the most effective strategies for supporting



Brandan Gillespie Speaks at the VAN meeting

those who serve, and inspire each other to grow professionally and personally. VAN members collaborate and exchange resources to enhance their careers and ensure that robust nonprofits will engage volunteers in meaningful ways. The OACS team was directly involved in hosting a meeting during the 2015/2016 academic year as graduating senior and ASB site leader Brandan Gillespie served on a panel to discuss “Out of the Box Volunteer Opportunities”. Brandan was able to teach volunteer coordinators from around Nashville about the Alternative Spring Break experience and the benefits for both the student and the community partner.

Art and Service

The Director of OACS partners with a community organization every year to display their art in the OACS lounge. Last year Oasis Center partnered with OACS to display and sell artwork created by the youth of Nashville. Founded in 1969 to provide community-based care for youth experiencing alcohol and drug problems, Oasis Center has evolved over the past four decades into one of the nation’s leading youth-serving organizations, offering safety and support to Nashville’s most vulnerable and disconnected youth, while seeking to also teach young people how to transform the conditions that create problems for them in the first place.

The poster is a vertical rectangle with a dark purple background. At the top, it reads "OACS GLOBAL SERVICE" in large white letters, with "SUMMER 2016" below it. The poster is divided into four horizontal panels, each with a different background image and a country name in large white letters: "LONDON" (a street scene with a statue), "SOUTH AFRICA" (a wall with a map of Africa), "ECUADOR" (a woman sitting on a boat looking at a lake), and "MOROCCO" (a lighthouse on a rocky shore). At the bottom, there is a dark purple section with white text. On the left, it says "INFORMATION SESSIONS: RAND 305" followed by a list of dates and times: "October 26 4 pm", "November 3 5 pm", and "November 11 11 am". On the right, it says "APPLICATION DUE: NOVEMBER 15" and "www.vanderbilt.edu/oacs". At the very bottom, there are logos for "Office of ACTIVE CITIZENSHIP & SERVICE", "VANDERBILT UNIVERSITY", and "DEAN OF STUDENTS".

Global Service

OACS currently leads four international service-learning programs, and besides the co-curricular preparatory seminars forming an integral part of student preparation for immersion in a global project, also runs two academic credit-bearing preparatory classes through the Department of Political Science. The academic classes provide students with in-depth preparation for immersion in Ecuador, South Africa or Morocco, all countries which can be said to be immersed in periods of Transitional Justice and which have had forms of truth and reconciliation processes aimed at dealing with difficult pasts.

Academic Preparatory Classes

Political Science 3894 – The Transition to Democracy in South Africa

As a precursor to the OACS immersive service-learning program in South Africa, Dr. Clive Mentzel teaches a course each spring on the transition to democracy in South Africa. What were the social, moral, political and economic triggers of the transition? What sorts of moral, political, social and economic issues arose during the transitional period? And emerged after the transition? Indeed, is it in any way true to say that the transition is over? What was the nature of the transition? What were the social and institutional dynamics that underpinned the peaceful transition? What lessons can be drawn – for democratization and for state reconstruction? For personal and social interaction? What role did key institutions, such as the Truth and Reconciliation Commission, the Independent Electoral Commission, the Transitional Executive Authority, the Constitutional Court and others play? And what is their legacy, how did they shape society, how did they shape behavior, if at all? How did a wide range of political parties and leaders engage to forge one of the most progressive constitutions in the world? This course engages with these key questions and more, focusing specifically on a critical analysis of the South African transition to the development of critical, innovative and interdisciplinary perspectives on the transition. All of this serves as an excellent preparation for the service-learning immersion in South Africa each summer.

Political Science 273 – Conflict Management in International and Domestic Disputes. Negotiation, Mediation, Adjudication, Intervention, and Peacekeeping.

Taught by Dr. Clive Mentzel, this class achieves four broadly defined outcomes as well as preparing any interested students going to Ecuador, South Africa or Morocco, all countries which can be said to be immersed in periods of Transitional Justice and which have had forms of truth and reconciliation processes aimed at dealing with difficult pasts.

- ❖ Part I allows students to develop an understanding of conflict. It aims to do this in two ways. As students will see whilst they read about conflict resolution, most scholars and academics in the field refer to themselves also as practitioners. Indeed, in this field, there is no greater accolade for an academic than to say that they applied their theory/approach/framework to an actual conflict and made a difference. In this tradition, the first part of the course and indeed the course as a whole intends to remain rooted in the real world, and the didactic approach taken hopes to ensure that students develop a real-world understanding of conflict and its resolution. Of course this part of the work will also engage with the theoretical understanding of conflict, and will explore definitions, theories and frameworks. These two worlds, the academic and the real, are brought together through the practice of conflict analysis, and students will have the opportunity not only to engage theoretically with this, but to prepare an analysis themselves.
- ❖ Part II is about the prevention of conflict. Why do we have to have conflict in the first instance? Can't conflict be prevented? And if so, how? This part of the course looks at the causes and prevention of wars, and in particular, gives students some insight into

peacekeeping as a means of containing violent conflict, and the challenges inherent in ending violent conflicts.

- ❖ Part III concerns post-conflict reconstruction. We will look at peacebuilding, not only in the context of debates and discourses in the field, but also in the context of the importance of peace education, and in the context of evaluation. Reconciliation, having proliferated to the extent of being a discipline in its own right, will form a substantial component of part three of the course. In this part of the course I will heavily emphasize the South African experience as a case study, and will link theory to real-world case studies if we have the time.
- ❖ Part IV follows Ramsbotham *et al's* lead in identifying key themes identifiable as central to the resolution of particular conflicts, or of importance to all. The student will be introduced to the role of the media and the communications revolution; and we will find the time to focus on managing linguistic intractability (Chapter 18 of Ramsbotham *et al.*). Any additional time we have will be used to explore some of the other themes.

Global Service Programs

OACS Global Service Programs challenge students to question their perspectives and roles in the shared human experience through pre-service curriculum, intensive service, post-service skills application, and continuous reflection. These programs are rooted in service-learning pedagogy and are meticulously planned in order to best facilitate students' abilities to connect meaningfully with people different from themselves through humble engagement and reciprocal dialogues within host communities. Through this exposure to firsthand knowledge and lived experiences, students examine the deeper issues related to equity and justice and identify systematic barriers to equality and inclusivity. Participants bring this learning back to add positive value and depth to the social fabric of the Vanderbilt community and Nashville.

Student Driven | Community Centered

Office of Active Citizenship and Service

Global Service Programs

2014 ● London, South Africa, Morocco, Ecuador ● 2015

41 Student Participants

\$32,250 Aid from Nichols Fund

5,256 Hours Served

28 Preparatory Seminars

90% 90% Feel "Personally Transformed" by the Experience

94% 94% Feel "Satisfied" or "Very Satisfied" with the Program

www.vanderbilt.edu/oacs

Learning Outcomes

Develop interpersonal skills in conflict resolution and group decision-making

Analyze the role of international service in the context of identifying and challenging systemic barriers to equality and inclusiveness

Encourage critical thinking through examining deep-rooted issues related to equity and justice

Develop the ability to serve the needs of others through intentional observation and active listening to a community's self-identified needs

Recognize one's own potential to affect meaningful community change while maintaining a humble appreciation of the challenges of impact

Develop a strategic action plan for personal and professional development that demonstrates a commitment to human dignity and global citizenship through synthesizing knowledge obtained throughout the service learning experience

Understand and value diverse backgrounds and perspectives

Critically reflect on the interconnectedness of communities worldwide through challenging assumptions and considering alternative perspectives

Site Leader: Carla Hernandez Garavito

Summer 2015: 11 Students

Summer 2016: 7 Students

Immersive Service-Learning: Ecuador

Ecuador is a country overflowing with rich culture and a history that has shaped current day Quito into a vibrant city with diverse foods, communities, and perspectives. In Ecuador, one of 17 megadiverse countries in the world, Vanderbilt students are immersed in culture by working alongside indigenous and marginalized communities to better understand social and environmental injustices from a community-based service perspective. Through a close, longstanding partnership with the Yanapuma Foundation in Quito, the Ecuador Global Service Program seeks to achieve mutually beneficial outcomes for the Vanderbilt student cohort, local partners, and the communities they serve. The program emphasizes the importance of human connectedness, integrated sustainable development, cultural sensitivity, and a humble and informed approach to international service.

A global citizen remains aware of his or her global context and actively works toward repairing the systematic injustices they contribute to and interact with.

- Ecuador participant

| Ecuador Student Cohort | |
|------------------------|--------------------|
| Eli Byerly-Duke | Margaret Macon |
| Paxton Gammie | Carly Meyers |
| Marley Kern | Brianna Moreno |
| Alexandra Khodadadi | David Paul |
| Neevi Kukreti | Gabrielle Santiago |
| Scott Lancaster | |



The Ecuador Cohort

Program-Specific Learning Outcomes

1. *Increase proficiency in the Spanish language.* (Responses on a 1-3 Likert scale)

| Question | Average Pre-Assessment Result | Average Post-Assessment Result | Movement |
|--|-------------------------------|--------------------------------|----------|
| Please choose the option that best describes your current level of Spanish | 2 | 2.12 | .12 |

2. *Evaluate in-depth reflection by evaluating the meaning-making filter through which one's contextual influences are filtered, revealing the lived experience of the self as a cultural being.* (Responses on a 1-5 Likert scale)

| Question | Average Pre-Assessment Result | Average Post-Assessment Result | Movement |
|---|-------------------------------|--------------------------------|----------|
| Please indicate how well you are able to evaluate the following: - <i>Your understanding of your own identity and the contextual factors which influence it</i> | 4.37 | 4.5 | .13 |

3. *Be able to identify local, sustainable practices and grassroots models in healthcare, education, and environmental conservation in Ecuador.* (Responses on a 1-5 Likert scale)

| Question | Average Pre-Assessment Result | Average Post-Assessment Result | Movement |
|---|-------------------------------|--------------------------------|----------|
| I am able to identify local, sustainable practices and grassroots models in healthcare, education, and environmental conversation in Ecuador. | 3 | 3.62 | .62 |

Site Leader: Lauren Moon Summer 2015: 9 Students Summer 2016: 11 Students

Immersive Service-Learning: Morocco



The world is not simply good and bad; black and white; difficult and easy. There are layers of nuance to just about everything.

- Morocco participant

Morocco is an ethnically, culturally, and geographically diverse nation with a rich political and social history. Located on North Africa's western coast, Morocco's culture contains a unique infusion of Arab, Berber, European, and other African influences. The Morocco Global Service Program aims to provide a dynamic opportunity for Vanderbilt students to immerse themselves in Moroccan culture and society while participating in meaningful service in the local community. Students who participate in the experience in Morocco will return to campus with both a valuable international perspective and an introduction to service-learning at Vanderbilt University.

Morocco Student Cohort

| | |
|------------------|-------------------|
| Camille Greer | Lausanna Miller |
| Safiah Hassan | Noemi Monnerville |
| Madeleine Hebert | Alva Powell |
| Christine Lim | Isabela Uribe |
| Jamal Marcelin | |



The Morocco Cohort

Program-Specific Learning Outcomes

1. Analyze the role and impact of non-profit organizations in advising and influencing central government priorities and decisions allowing for equitable rights and welfare for all Moroccan citizens. (All responses on a 1-5 Likert scale)

| Question | Average Pre-Assessment Result | Average Post-Assessment Result | Movement |
|--|-------------------------------|--------------------------------|----------|
| Please indicate the extent to which you understand the following: - <i>The role and impact of non-profit organizations in advising and influencing central government priorities and decisions allowing for equitable rights and welfare for all Moroccan citizens</i> | 2.33 | 4.66 | 2.33 |

2. Evaluate the meaning-making filter through which one's contextual influences are filtered, revealing the lived experience of the self as a cultural being.

| Question | Average Pre-Assessment Result | Average Post-Assessment Result | Movement |
|--|-------------------------------|--------------------------------|----------|
| Please indicate the extent to which you understand the following: - <i>Your understanding of your own identity and the contextual factors which influence it</i> | 4.33 | 4.66 | .33 |

3. Study the role of women in Morocco and gain a greater understanding of the rich influence of religion on Moroccan culture.

| Question | Average Pre-Assessment Result | Average Post-Assessment Result | Movement |
|--|-------------------------------|--------------------------------|----------|
| Indicate the frequency with which you analyzed the following: - <i>The role of women in Morocco</i> | 2.66 | 5 | 2.34 |
| Indicate the frequency with which you analyzed the following: - <i>The influence of religion on Moroccan culture</i> | 2.66 | 5 | 2.34 |

Site Leaders: Dr. Clive Mentzel & Erika Larson Summer 2015: 10 Students Summer 2016: 11 Students

Immersive Service-Learning: South Africa

Despite democratization and the dismantling of apartheid in 1994, the legacy of its brutal political oppression continues to afflict South Africans, and millions still suffer from the ramifications. These include, but are not limited to, desperate poverty, little or no access to basic services such as water and sewage systems, lack of access to health services, and inadequate educational opportunities. The intent of the South Africa Global Service Program is to provide a dynamic opportunity for Vanderbilt students to engage in meaningful service in some of the most marginalized areas of Port Elizabeth and Paarl, South Africa, while developing a better understanding of equity and the necessary components for peaceful and sustainable development.

Both equity and justice are complex terms. There is no policy, no law that is just and equal to all. The meanings change over time, geography, space and social order.

– South Africa participant



| South Africa Student Cohort | |
|-----------------------------|----------------|
| Subham Argawal | Kristen Ingram |
| Rejul Bejoy | Lauren Pak |
| Jami Cox | Raafeh Shahid |
| Morgan Frazier | Bryan Stromer |
| Emily Hebert | Izabela Tyszka |



The South Africa Cohort

Program-Specific Learning Outcomes

1. Identify the legacy of historical systemic, institutional and structural conflict embedded in South Africa as an obstacle to current day development of communities. (All responses on a 1-5 Likert scale)

| Question | Average Pre-Assessment Result | Average Post-Assessment Result | Movement |
|--|-------------------------------|--------------------------------|----------|
| Please indicate to what extent you agree with the following: - <i>I am able to identify the legacy of historical systemic, institutional and structural conflict in South Africa as an obstacle to current day development of communities.</i> | 3.71 | 4.57 | .86 |

2. Understand the complexity of equitable and fair development amongst diverse communities with deeply entrenched stereotypic perceptions and lasting effects of discrimination, segregation and access to resources due to racism and classism.

| Question | Average Pre-Assessment Result | Average Post-Assessment Result | Movement |
|--|-------------------------------|--------------------------------|----------|
| Please indicate to what extent you agree with the following: - <i>I understand the complexity of equitable and fair development amongst diverse communities in South Africa.</i> | 3.28 | 4.71 | 1.43 |
| Please indicate to what extent you agree with the following: - <i>I understand the stereotypic perceptions and effects of discrimination in South Africa.</i> | 3.57 | 4.42 | .85 |
| Please indicate to what extent you agree with the following: - <i>I understand the complexity of segregation and access to resources due to racism and classism in South Africa.</i> | 3.28 | 4.71 | 1.43 |

Site Leader: Dave Brown Summer 2015: 11 Students Summer 2016: 8 Students

Immersive Service-Learning: London



Any positive change, even small change, is valuable. I was able to add my voice to conversations of inequality and injustice. I was able to use my knowledge and skills to empower others. Brief and limited didn't stop my time from being positive and effective.

- London participant

London is one of the most culturally and economically dynamic cities in the world and has a rich historical narrative. It holds endless potential for contextualizing modern development issues in an international setting. The London Global Service Program is a unique opportunity to live and serve with the vibrant and diverse communities of the Borough of Newham in east London. This program has been developed with key stakeholders to bring awareness and activism to focus on public health and community development issues in a rapidly expanding urban environment.

| London Student Cohort | |
|-----------------------|------------------|
| Logan Brown | Bianca Mgbemere |
| Sara Hoerrner | Sydney Pedigo |
| Lauren Hogg | Samantha Strader |
| Britney Jackson | Grace Wie |
| Alonzo Jones | Maria Yabut |
| Taylor McMahan | |



The London Cohort with MP Stephen Timms

Program-Specific Learning Outcomes

1. Develop the ability to compare and contrast the health care systems of the United Kingdom and the United States, focusing critically on the strengths and weaknesses of both. (All responses on a 1-5 Likert scale)

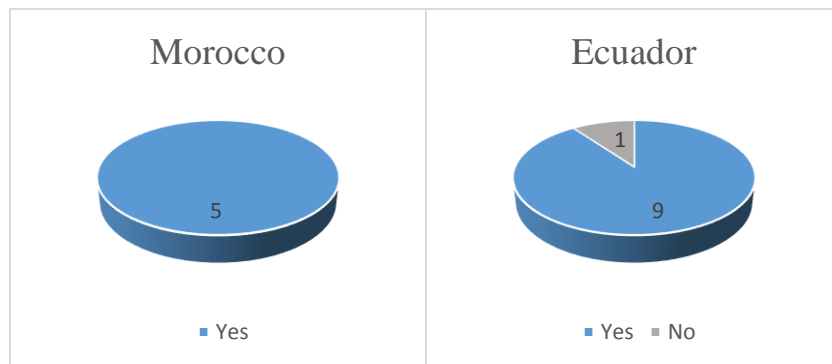
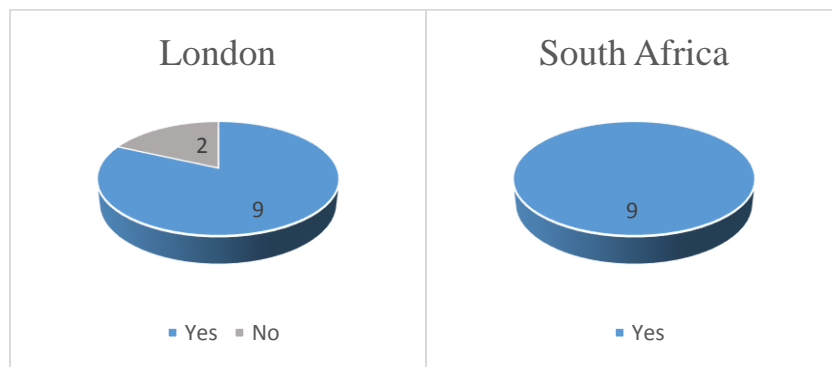
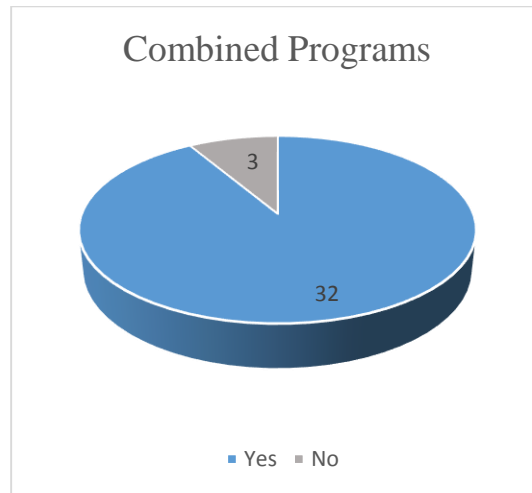
| Question | Average Pre-Assessment Result | Average Post-Assessment Result | Movement |
|--|-------------------------------|--------------------------------|----------|
| Please indicate the extent to which you understand the following: - <i>The similarities and differences of the healthcare systems in the U.S. and the U.K.</i> | 1.81 | 3.81 | 2 |
| Please indicate the extent to which you understand the following: - <i>The strengths and weaknesses of both the U.S. and the U.K. healthcare systems</i> | 2 | 3.72 | 1.72 |

2. Evaluate the role of economic, cultural, and linguistic barriers to adequate health care in east London.

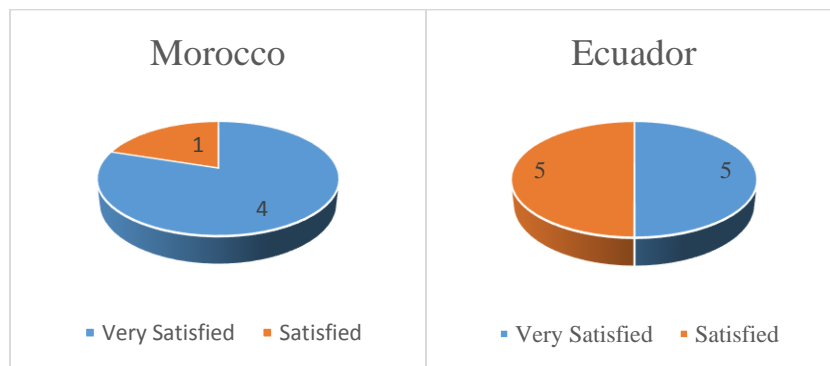
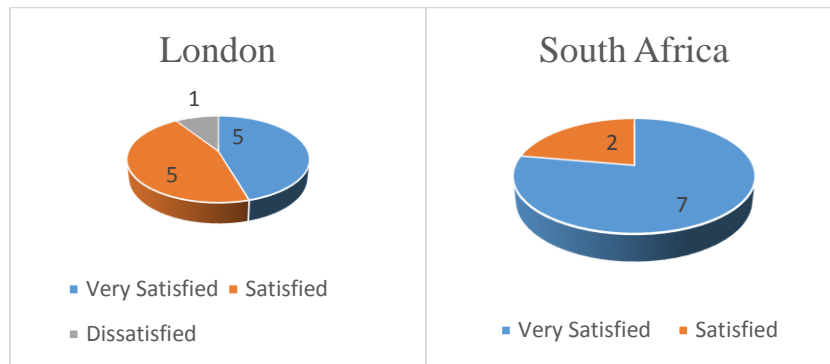
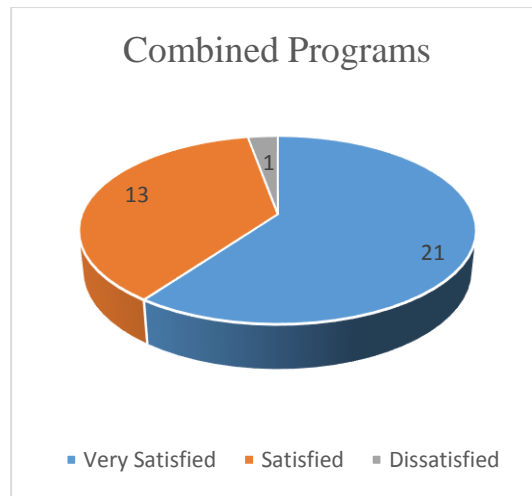
| Question | Average Pre-Assessment Result | Average Post-Assessment Result | Movement |
|---|-------------------------------|--------------------------------|----------|
| Please indicate how well you are able to evaluate the following: - <i>The role of economic barriers to adequate healthcare in east London</i> | 2 | 4 | 2 |
| Please indicate how well you are able to evaluate the following: - <i>The role of cultural barriers to adequate healthcare in east London</i> | 2.09 | 4.27 | 2.18 |
| Please indicate how well you are able to evaluate the following: - <i>The role of linguistic barriers to adequate healthcare in east London</i> | 2.09 | 4 | 1.91 |

Program Satisfaction

1. Do you feel you were personally transformed by the impact the OACS _____ Program made on your life?



2. Please indicate your overall level of satisfaction with the OACS _____ Program



Chapter Three: Student Support

The central focus of OACS will always be the students of Vanderbilt University. To this end, our staff leads and advises in a number of capacities, providing individuals and organizations the necessary tools to effectively and humbly serve communities in Nashville and beyond. OACS is home to 76 student service organizations, providing advisement on all aspects of successfully engaging in community service while expanding student capacity and leadership. Our students act as ambassadors of Vanderbilt when they serve in Nashville, across the United States, and internationally. They show the best of what our university has to offer through their tireless devotion to social justice. Focal areas of 2015/16 included education, environmental advocacy, immigrant and refugee needs, poverty alleviation, health care, youth mentoring, and many others. Our office also provides a professional meeting space for students to gather and work.

Staff to Student Organization Ratio, Approximately 1:19

| Student Service Organizations Advised by The Office of Active Citizenship & Service | |
|---|--|
| Alpha Epsilon Delta | Alpha Phi Omega |
| Alternative Spring Break | Alternative Winter Break |
| American Red Cross at Vanderbilt | AMIGOS |
| Are You MAD? | Begin with Books |
| Best Buddies | Big Brothers Big Sisters of Vanderbilt |
| Challah for Hunger at Vanderbilt | Circle K Vanderbilt |
| Coaching for Literacy | Code Ignite |
| Court Appointed Special Advocates at Vanderbilt | EmbrACE Yourself |
| Engineering World Health | F.O.O.D. |
| Girls on the Run Vanderbilt | Glamour Gals |
| Globemed at Vanderbilt | Gold Standard |
| Grassroots | Habitat for Humanity |
| Harmonies for the Elderly | Inter-American Health Alliance |
| InterAxon | International Justice Mission |
| Life is a Stitch | Lyrical Movements |
| Manna Project International Vanderbilt | Martha O'Bryan World Cup |
| MEDLIFE | Moneythink |
| Next Steps | Nourish International |
| PENCIL Projects | Project C.U.R.E. |
| Project N.A.K.E.D. | Project Nicaragua |
| Project Rousseau | Project Sunshine |
| Project: BRIDGES | Relay for Life |
| She's the First | Students Against Modern Day Slavery |
| Students Consulting for Non-Profit Organizations | Students for the Public Trust |
| SYNERGY | The Wells Project |
| UNICEF | United Muslim Relief |
| Vanderbilt Be the Match on Campus | Vanderbilt Blood: Water Mission |

| | |
|---|--|
| Vanderbilt Cancer Society | Vanderbilt CARES |
| Vanderbilt Garden Initiative | Vanderbilt Juggling and Physical Arts |
| Vanderbilt Microfinance Club | Vanderbilt Music Outreach |
| Vanderbilt Prison Project | Vanderbilt Protecting Animal Welfare Society |
| Vanderbilt Students for Nonviolence | Vanderbilt Wishmakers |
| Vanderbilt-Pakistan Connection | Vanderbilt International Relations Association |
| Vanderbilt Initiative for Vegan Awareness | Vanderbilt Student Volunteers for Science |
| Volunteer for Smiles | Volunteers Around the World |
| Youth Encouragement Services Vanderbilt | ONE |
| African Student Union | |

Service Leaders Conference

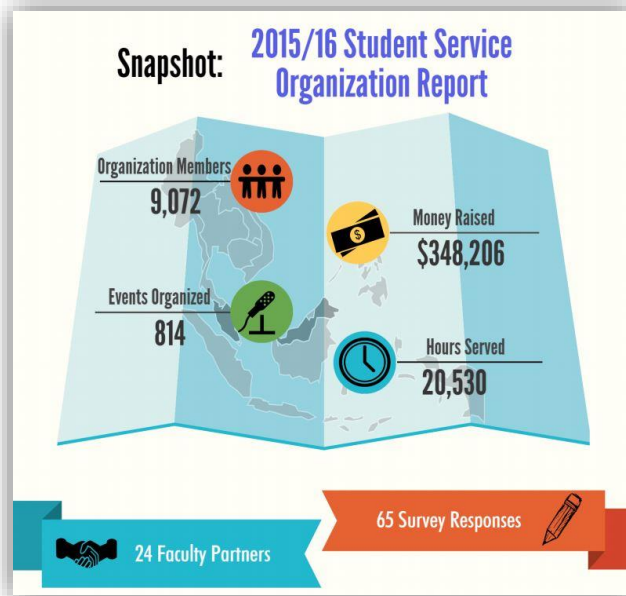
This year more than 80 students attended the annual Service Leaders Conference, which provided them with the tools and expertise they need to effectively and confidently lead their organizations in a number of salient areas such as marketing, finance, assessment, reflection, and risk management. The assessment instrument evaluating the conference revealed positive opinions about the depth of information presented and scope of material covered.



Service Leaders Conference, 2015

Service Organization Assessment

Every year, at the conclusion of the fall and spring semesters, OACS asks the leaders of all affiliated student service organizations to complete a comprehensive assessment instrument designed to benchmark their work, analyze growth and regression in key focal areas, and improve OACS' internal practices to better serve our students. Two assessment reports were written to determine how and where OACS staff can improve as advisors, and uncover areas in which student organizations need increased support. These reports offer a detailed look at the impact Vanderbilt service organizations make in the Nashville community and more widely and are used at the OACS annual retreat to further refine the way the team works with student organisations.



The service was just so eye-opening and meaningful, and it really shifted my perspective and attitude.

- ASB participant

Student Travel and Risk Management

Throughout the year OACS advises a number of student organizations who embark upon service trips, both nationally and abroad, during academic break periods. A critical component of this experience is ensuring that all students are made aware of university policies and procedures designed to keep them safe in the event of natural disaster, vehicular accident, violent incident, or other unforeseen risk. OACS advisors engage in hour-long 1:1 training with the leaders of traveling organizations, going through the university's risk management policy. This fall, two student service organizations petitioned the Study Abroad Risk Assessment Committee (SARAC) to grant exception for travel to Honduras. OACS worked step by step with these students and their faculty advisors to guarantee proper precautions were followed and everyone involved was aware of the risks outlined by the US State Department. Ultimately, SARAC granted the exceptions and OACS was praised for our continued leadership of risk management training and policy implementation.

Alternative Winter Break



Alternative Winter Break encourages students to learn about social and environmental justice issues and how local partners are working towards change in their communities. Alternative Winter Break sent 120 students to 10 sites across the United States. These students logged approximately 3,600 hours of service. Each trip consisted of a dozen students involved in a particular issue such as animal welfare, environmental sustainability, homelessness, health care, poverty, or education. The ultimate goal of AWB is to promote social action, interaction with local communities, and

critical thinking. The organization seeks to develop awareness and promote solutions for societal issues affecting us all. Leading up to AWB, each participant learns about their site and gets to know the group in weekly pre-trip meetings. During AWB, participants are immersed in their focus issue through direct service. Alongside their service work, members participate in unique group activities that are designed to create an atmosphere conducive to establishing bonds of friendship. In addition to promoting teamwork, the group's activities foster personal reflection and self-discovery. This year, each service trip offered an informative week-long experience that challenged students to think critically.

Alternative Spring Break

This year Alternative Spring Break traveled to 42 sites, three of which were international, focusing on issue areas such as homelessness and poverty, people living with disabilities, culture, the environment, and education. Alternative Spring Break sent 491 participants to sites across the United States, Jamaica, Nicaragua, and Panama for a week of service. Preparation for the trip included weekly meetings between OACS staff and the ASB board to organize logistics for spring break, including site development, finance, marketing, education, and placements. Site leaders met every week to learn best practices for leading their groups and to learn more about their issue areas. Site leaders also participated in risk management and P-Card training prior to departure. Responding to the post-trip assessment instrument, 98% of ASB participants feel confident that they were able to address the issues with which they worked during the week, and 87% believe they will stay engaged with their service area past their involvement with ASB.



ONE



Dr. Clive Mentzel serves as faculty adviser to ONE, a campaigning and advocacy group that values justice and equality as a means to eradicating extreme poverty. As an organization, ONE focuses primarily on the world's poorest nations to create sustainable change in local economies and to combat preventable diseases in these impoverished areas. ONE takes action by working directly with legislation at home and abroad. Specifically, ONE urges world leaders to combat government corruption, support efforts to eliminating AIDS and other preventable diseases, and expand access to energy. The goal is to pressure local governments in impoverished nations to do more for their people and to urge leading world powers to increase foreign aid to these destitute areas. ONE campus utilizes the passions of college students to back ONE's advocacy goals. ONE campus has action-oriented challenges to direct student efforts in saving lives and creating a sustainable future in the developing world. ONE campus has recently fulfilled the goal of passing the Electrify Africa Act, writing about 200,000 letters to local congress members. The act was signed into law by President Obama in early February, which means that over 50 million people in Sub-Saharan Africa will

have access to electricity for the first time. The act will illuminate millions of schools, homes, hospitals, and the economic future of developing regions of Africa. Writing letters and dropping off petitions was a small effort, but through the collaboration of student activists all over the country, ONE has made a massive impact.

With passionate leadership by President Rachael Han and Vice President Allie Weiss, along with the guidance of Dr. Mentzel, Vanderbilt's ONE chapter has become number one in the nation. ONE at Vandy took the chance to celebrate its success as well as the success of ONE campus at large at the "Electrify Extravaganza" event. Dr. Mentzel's guidance and vision will continue to increase ONE at Vanderbilt's global impact. Already, ONE campus has helped lift the most impoverished villages in Africa out of darkness and into a hopeful future of economic development using the efforts of passionate students and faculty.

Manna Project International

Manna Project International's mission is to foster communities of talented young leaders to become the next generation of social change agents by engaging in collaborative, on-the-ground service with international communities in need. In 2016 Manna sent 107 Vanderbilt students to nine sites in six countries: Panama, Ecuador, Belize, Costa Rica, Nicaragua, and Guatemala. Students served in projects focused on areas as diverse as education, health care, microfinance, biological conservation, and the construction of recreational facilities.

William Aaron Pathfinder Award

The OACS team is proud to see two student leaders receive the William Aaron Pathfinder award during Vanderbilt's annual Magnolia Awards celebration. The award is given each year in recognition of William Aaron (Class of '89), whose own path-finding led to the creation of the Office of Volunteer Activities, now the Office of Active Citizenship & Service. The award also celebrates Vanderbilt University's extraordinary history of service to the Nashville community. We congratulate the 2015/16 winners: Allison Quintanilla and Anna Zhao.



Resident Advisors Realizing Access

On August 12th, resident advisors embarked on a five hour immersion into the Nashville community to learn about issues of access to housing, food security, quality education and human rights. Participants reflected on what it means to have access as a Vanderbilt student in relation to the surrounding community while being informed of the lived experiences of community members and the non-profits working to alleviate issues of access. The short immersion was a successful partnership between OHARE and OACS through the Resident Advisor Training Committee.

Senior Sendoff

OACS hosted the 2nd annual Senior Sendoff on March 3rd. This event celebrated seniors who devoted time to service during their Vanderbilt careers, whether through involvement in any of the 76 student service organizations advised by OACS or through participation in OACS local or global service programs. In appreciation of their service to their classmates, their university, and their community, seniors were gifted with black portfolios and business card holders. We anticipate great future contributions from these budding change-makers and look forward to remaining connected as they embark on their journey as Vanderbilt alumni and global citizens.

Spotlight Series



United Muslim Relief with Dr. Mentzel & Holly Jones

OACS Administrative Assistant Holly Jones highlighted two student service organizations by inviting them to present in the office. Code Ignite and United Muslim Relief spoke about their service and how students can get involved. Holly also interviewed eight Vanderbilt students throughout 2015/16 for inclusion in the OACS monthly newsletter. These interviews uncovered students' experiences, personal backgrounds, and goals for the future. Holly does a fantastic job representing OACS and is the first person students meet when entering the office.

The OACS South Africa program emphasized the importance of global citizenship, as well as local activism and service. We are always needed somewhere and have something to contribute.

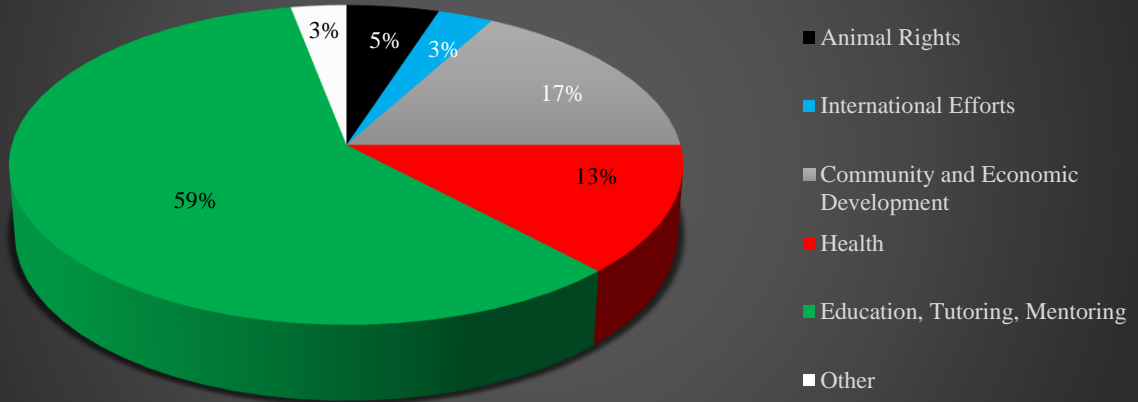
- South Africa participant

OACS Vehicle Loan Program

| August 2015 – May 2016 | |
|------------------------------|---------|
| Service Hours | 5,193 |
| New Driving Applications | 125 |
| Renewed Driving Applications | 140 |
| Approved Vehicle Requests | 322 |
| Denied Vehicle Requests | 190 |
| Amount Spent on Gas | \$1,373 |
| First Year Drivers | 87 |
| Sophomore Drivers | 175 |
| Junior Drivers | 150 |
| Senior Drivers | 100 |
| Graduate Student Drivers | 1 |
| Female Drivers | 371 |
| Male Drivers | 130 |



Areas Where OACS Vehicles Served August - May 2015/16



Being in a Muslim majority country such as Morocco contributed to my personal development by expanding my knowledge of Islam and eliminating many preconceived stereotypes or negative connotations I might have had. Despite our attempts to be unprejudiced, I learned that there is always an opportunity to increase your tolerance and cultural sensitivity, especially towards communities which you have not had as much exposure to. - Morocco participant

Chapter Four: Campus Collaboration

OACS is involved in numerous partnerships across campus, and is engaged with an eye towards increasing interdepartmental initiatives while supporting and delivering applied community service experiences.

Active Citizenship Seminars and Events

- ❖ Global Service Reflection Dinner



OACS hosted the second annual Global Service Reflection Dinner on November 5th, inviting students, staff, faculty, and partners to gather and reflect on the transformative power of international service-learning. Dean Vanessa Beasley delivered an inspired opening address, emphasizing the vital role service plays in the co-curricular development of Vanderbilt students and underscoring the ways in which these global community engagement opportunities relate directly to Vanderbilt's Academic Strategic Plan.

- ❖ CNN/Facebook Campaign Camper

OACS hosted the CNN/Facebook Campaign Camper on December 4th. The Campaign Camper has been crisscrossing the United States to hear from voters. Positioned on Alumni Lawn, the Camper presented students the opportunity to record questions for presidential candidates and share what they think about the campaign season. Recorded questions could be aired during an upcoming presidential debate.



- ❖ Inequality and the Digital Divide: You Can Make a Difference

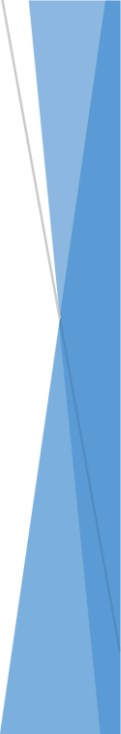
OACS and the Bishop Joseph Johnson Black Cultural Center invited the Vanderbilt community to join a project addressing the lack of access to digital technology and the Internet in low income communities around Nashville. This project was born out of a partnership with the ConnectHome Initiative at Google. Google Fiber intends to supply computer training and one year of free Internet access to the residents of Cayce Place in east Nashville. Vanderbilt has agreed to donate approximately 4,000 laptop computers, with the understanding that they will be distributed once recipients complete the necessary instructional courses. Vanderbilt students were invited to volunteer as facilitators in these courses.

❖ Voter Engagement

Meagan Smith facilitated a conversation about Vanderbilt students' voter engagement with members of the CommonDores Leadership Council on February 24th. Nine House Commissioners discussed reasons why their peers do or don't vote, and strategies for inspiring greater voter turnout. Meagan shared about how to register to vote, voter ID laws in Tennessee, the election calendar, and where to find information about candidates and issues.

❖ BCC/OACS Book Event: I Write What I Like: Selected Writings by Stephen Biko

Dr. Frank Dobson, Assistant Dean and Director of the BJJBCC, and Dr. Mentzel led a discussion on a selection of Biko's writings from 1969, when he became the president of the South African Students' Organization, to 1972, when he was prohibited from publishing.



The London program has given me a broader and more inclusive way to talk to others and advocate for underprivileged peoples. Professionally, I am able to articulate ideas of justice more fully and with more evidence because of this experience. Personally, I have felt more inspired and driven to continue the fight for change because of what I have learned and seen.

- London participant

❖ DOS Holiday Service Project

In partnership with the Vanderbilt Medical Center's Volunteer Services Department, OACS organized and led DOS staff in the assembly and wrapping of gifts for each patient staying at the Medical Center over the holidays. Over 1,000 fleece blankets with carrying straps were distributed to patients at the Main Hospital and the Psychiatric Hospital.

❖ Latin American Service Organization Summit

In partnership with the Center for Latin American Studies (CLAS), OACS conducted a summit of all student service organizations whose missions focused on communities in Latin America and/or with Latin American communities in Nashville. The summit provided the leaders in these organizations with the opportunities to connect and compare best practices in shared initiatives such as fundraising, programming, recruiting, and marketing.

❖ Global Perspective on Modern Conflict

Dr. Mentzel led a discussion with the Undergraduate Political Science Association focused on global conflicts and their far-reaching impact, both domestically and internationally. Students were encouraged to discuss the issues and share their perspectives.

❖ My Vanderbilt Experience

OACS contributed multiple programming options for students to participate in as they pursued the completion of the My Vanderbilt Experience. Programming for the 2015/2016 year included the Weekends of Service and participation in any of the traveling service programs.

❖ East House Conversation on Service

Erika Larson and Dr. Mentzel joined Faculty Head of House Prof. Cindy Gadd and a dozen East House students for dinner on Oct. 24th to talk about service, service-learning and the local and global service opportunities available to students on campus. Three students who had participated in the service-learning experience in South Africa were also present, and they had the opportunity to talk about their experiences and answer questions.

My personal perception of service indeed changed as a result of my participation in the Redefine program. I understand how valuable it is not only to donate time by helping out in the Nashville Food Project's kitchen and garden, but also how valuable it is to actually spend time and engage with people from various socio-economic backgrounds. The community building activities - especially the community dinners at Trinity Church - showed me the true value of a feeling of belonging.

- Redefine participant

❖ Conversation with Memorial and Gillette on Service and Service-Learning

Dr. Mentzel met with Dr. Kevin Leander, Faculty Head of Memorial House, and Dr. Frank Dobson, Faculty Head of Gillette House, and their students for a conversation focused on service and service-learning, connecting with service opportunities locally, and also to talk about his research and experience in the fields of conflict resolution, truth and reconciliation processes and democratization.

❖ Refugee Awareness Week

OACS was excited to support a week-long range of events aimed at raising awareness of the plight of refugees globally and locally. Dr. Mentzel opened Refugee Awareness Week by hosting a student dialogue in the OACS lounge. This dialogue, along with the Refugee Awareness Week events, successfully allowed students to engage their own misconceptions and consider how they can be part of a welcoming city. The events hosted different members of the community, including resettlement organizations and settled refugees in Nashville. Through breaking down the barrier and realizing that Vanderbilt students are part of the Nashville community, many students realized their own part to play in the refugee crisis.



Opening event of Refugee Awareness Week

Staff Presentations, Conferences, and Lectures

❖ iLens Film Screening of *Cry Freedom*

Dr. Frank Dobson, Assistant Dean and Director of the BJJBCC, and Dr. Mentzel presented the iLens showing of *Cry Freedom*, Richard Attenborough's film chronicling the life of South African activist Stephen Biko.

❖ Constitution Day: Locked and Loaded: The 2nd Amendment in the 21st Century

Prof. John Lachs (Philosophy), Prof. James Blumstein (Law), Prof. Laurie Woods (Sociology), Dr. Mentzel (OACS/Poli Sci/MHS) formed a panel discussion on the evolution of the 2nd Amendment and its current role in America.

❖ Teach-In on South African Campuses in Color

This teach-in during MLK Day focused on racial issues on South African Campuses, the dynamics between students of varying color, symbolism and reality, what real transformation means and how South African students mobilize to make transformation a reality after centuries of apartheid. The primary objective of this session was to provide greater understanding of the experiences of black students to perhaps improve the university goal of a more inclusive campus culture.

❖ Teach-In on Justice in Palestine


On April 6th, Dr. Mentzel participated in a teach-in on justice in Palestine with Zach Blume, President of Jewish Voice for Peace Nashville and Dr. Jessica Winegar, author of Anthropology's Politics: Disciplining the Middle East.

❖ Alpha Chi Omega

On March 28th Dr. Mentzel presented to the sorority Alpha Chi Omega on "Impact and Intent". He explored the dynamic and fluid tensions between intensions and impact, and also explored with around 120 students the themes of equality, diversity, and inclusion.

❖ World on Wednesday: Domestic Sources of Global Conflict

Dr. Mentzel presented on domestic sources of global conflict. What is the nature of conflict being experienced around the globe? What are the prospects for resolution of conflicts? What can we do to avert conflict? This topic helps us understand the sources of global conflicts and what we can do to ameliorate and reduce these and live together in more harmonious and peaceful ways.



A global citizen remains aware of his or her global context and actively works toward repairing the systematic injustices they contribute to and interact with.

- Ecuador participant

- ❖ World on Wednesday: The Impact of South Africa's Failed Transition on the Post-Apartheid State's 21st Birthday and Beyond

Dr. Mentzel explored the South African transition to democracy 21 years ago and its impact on constituting the social, political and economic fabric of present day South Africa.

- ❖ Tennessee Conference on Volunteerism and Service-Learning

Lauren Moon and Holly Jones presented a workshop at the Tennessee Conference on Volunteerism and Service-Learning. This workshop explored the nexus of student development and service-learning theory and how the combination of both results in informed, reflective students who are better prepared to meaningfully engage in local and global communities. Lauren and Holly provided practical tools and tips for supporting students in social change endeavors and offered best practices for strategic program development, which promotes student self-actualization through service. Participants critically reflected on ways to more effectively challenge and support students through a service-learning lens and created strategies for implementation at their home institutions.



It may seem cliché, but one thing that surprised me was how much one woman we helped reminded me of my grandma. It made me feel more connected to those experiencing poverty than before.

- ASB participant

- ❖ Comparative and International Education Conference

Erika Larson presented at the 2016 Comparative and International Education Conference. Her presentation was titled 'Global Service-Learning: Responsibility to adhere to ethics while achieving learning outcomes'. She analyzed the negative and positive implications of global service-learning as a growing trend in higher education in the global north. Utilizing the OACS Global Service Program in South Africa as an example, she was able to demonstrate the intricacies of designing a program that helps students achieve maximum learning while also ensuring that our community partners are co-creating the program in order to meet the needs of the community.

Tabling

- ❖ International Education Week

OACS tabled during International Education Week, offering beverages from the host countries of our four global projects and encouraging students to become involved in international service-learning.

❖ Study Abroad Fair

OACS tabled at the study abroad fairs hosted by the Global Education Office in order to increase awareness and enrollment of the global service projects to Ecuador, Morocco, London, and South Africa.

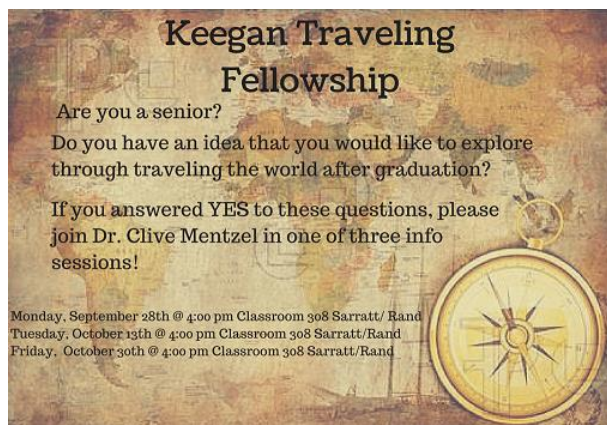
❖ Black and Gold Days

OACS tabled at Black and Gold Days, welcoming prospective Vanderbilt students from high schools across the country, and presenting information about our office, programming, and community service in Nashville.

Committee Representation and Awards

❖ Keegan Traveling Fellowship Committee

The Michael B. Keegan Fellowship, chaired by Dr. Mentzel, enhances the development of future leaders through world travel and experiential learning. The program is designed to allow a graduating senior the opportunity to pursue an idea or an issue, about which the student is impassioned, and to do so in the context of daily life in a global scenario. This year's recipients were Caroline Walker and Ryan Selvaggio.



❖ DOS Assessment Committee

OACS staff were invited to join the DOS Assessment Committee. With a focus on building a culture of assessment and evaluation across the Dean of Students, division wide knowledge and commitment to assessment is crucial. The Assessment Committee works together to formulate policy and best practices regarding assessment and evaluation.

❖ Green Dot Committee

OACS staff represented the office on the Green Dot Committee, which works to spread awareness and training about bystander intervention techniques in order to prevent instances of power-based personal violence.

❖ Departmental Support Award

Awarded annually to the DOS staff member exemplifying support and service to an office, Holly Jones was this year's recipient.

Classes Linked to Service

- ❖ Medicine, Health, and Society 3890 – Local Perspectives on Wellness in Refugee and Immigrant Communities

Students in MHS 3890, a partnership with Medicine, Health and Society and OACS and co-taught by Dr. JuLeigh Petty, Erika Larson and Dr. Mentzel, engaged in immersive service experience with five local community partners. CRIT (Center for Refugees + Immigrants of Tennessee), NICE (Nashville International Center for Empowerment), Let's Play, Catholic Charities and World Relief hosted one to four students for six hours per week through April. Preparatory work for the immersive component saw students being guided through lectures from community partners, discussions with a refugee panel, and a cultural sensitivity training. They also read about the many obstacles that recently resettled individuals and families face. Each student reflected on their experience through writing pieces and a final gap analysis presented to the broader Vanderbilt community.

- ❖ Political Science 3894 – The Transition to Democracy in South Africa

As a precursor to the OACS immersive service-learning program in South Africa, Dr. Mentzel taught a course this spring on the transition to democracy in South Africa. What were the social, moral, political and economic triggers of the transition? What sorts of moral, political, social and economic issues arose during the transitional period? And emerged after the transition? Indeed, is it in any way true to say that the transition is over? What was the nature of the transition? What were the social and institutional dynamics that underpinned the peaceful transition? What lessons can be drawn – for democratization and for state reconstruction? For personal and social interaction? What role did key institutions, such as the Truth and Reconciliation Commission, the Independent Electoral Commission, the Transitional Executive Authority, the Constitutional Court and others play? And what is their legacy, how did they shape society, how did they shape behavior, if at all? How did a wide range of political parties and leaders engage to forge one of the most progressive constitutions in the world? This course engaged with these key questions and more, focusing specifically on the contribution of political science and in particular a critical analysis of the South African transition to the development of critical, innovative and interdisciplinary perspectives on the transition.

- ❖ Osher Lifelong Learning Institute

Dr. Mentzel presented a six week class at the Osher Lifelong Learning Institute titled “The Truth and Reconciliation Process in South Africa - Where Is the Truth and Where Is the Reconciliation?” This series explored transitional justice in South Africa and the functioning of a Truth and Reconciliation Commission in that country. The course examined more closely some of its challenges and dilemmas as well as successes and failures and placed the attempt at reconciliation and the "restoration of the everyday" in the context of contemporary global political and social dynamics. Discussion included some of the newly emergent global social movements seeking restorative justice and truth more widely.

Chapter Five: Service-Learning Framework

Theoretical and Pedagogical Approach

As part of the annual report we find it important to describe briefly some of the theoretical and methodological roots that underpin our service programs, including the four global service projects, VIEW, Redefine, and our general advisement of the 76 student service organization who engage in local, domestic and international service throughout the year. OACS staff constantly reference leading research and best practices in service-learning to provide in-depth and meaningful programs in which students become aware of the institutionalized systemic and structural inequality that exists in the world and reflect on their roles, abilities, and limitations to challenge inequities and effect social change.

❖ OACS Theory

As OACS developed and implemented service programs during the last three years, it has derived overall project architecture or design from two guiding definitions of service-learning. The first is from the National Service Learning Clearinghouse, which describes service-learning as "...a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.¹" For global projects, Eric Hartman and Richard Keily have also been used in combining general service-learning theory with unique components of service-learning in a global context, including the promotion of intercultural competence development, engaging students in structural analysis of hegemonic and other assumptions and engaging in critical global civic and moral imagination². These two definitions enable OACS to develop and implement its programs.

The IPARD process also serves as a guideline for stages of service-learning and is integral to the success of both programming and student learning. IPARD stands for the five iterative stages of service-learning: Investigation, Planning and Preparation, Action, Reflection and Demonstration. Each stage is an important component to ensuring that both community partners and students have shared goals that will result in a mutually beneficial partnership. In addition to the five stages, well designed service-learning programs promote constant reflection at each stage as an ongoing and fully embedded practice central to the assessment of the efficacy of both personal, community and programmatic outcomes. Besides a focus on reflection as a tool for assessment, a carefully structured meta-assessment process (as described on page 28) is applied outside of the service-learning program design to evaluate the greater link with OACS foundational principles and the strategic objectives.

❖ OACS Model

An example of how theory is applied by OACS staff emerges with our Global Service Programs, where a model has been designed that incorporates IPARD and best practices in service-learning.

¹ National Service Learning Clearinghouse

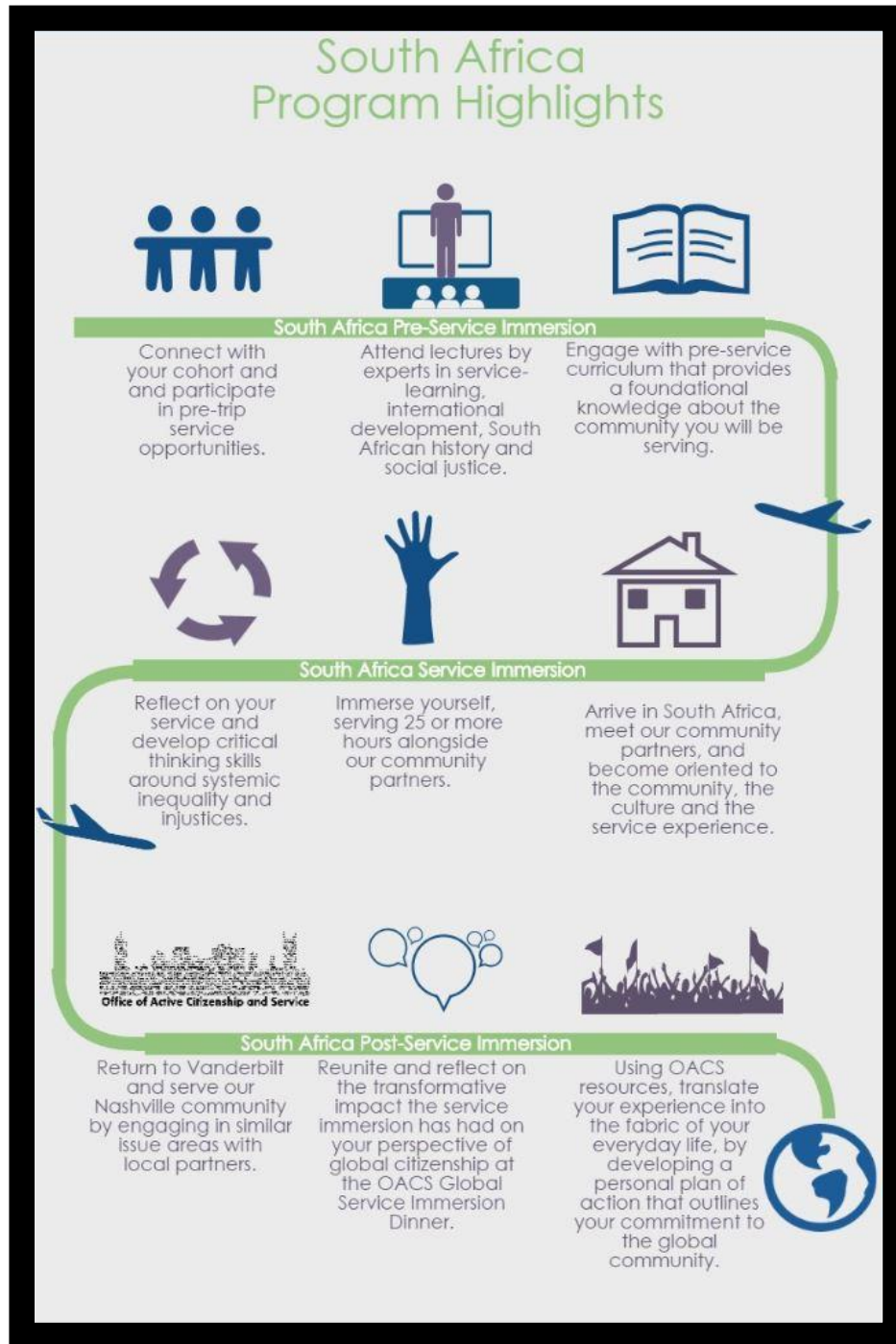
² Pushing Boundaries

The first phase of the model reflects the investigation and preparation stage of IPARD. Students attend faculty and staff led seminars that prepare them for the service experience by exposing them to key social justice themes relevant to their specific service site, the impact of power, privilege and other dynamics inherent in the service relationship, and expectations of local communities as they relate to social, cultural, political, and environmental norms.

The second phase of the model reflects the action stage of IPARD. Students are expected to work alongside community members in achieving shared goals for a minimum of 30 hours per week. In addition to the service, students are expected to attend reflection sessions, lectures and actively pursue local knowledge through exposure to community leaders and members engaged in community development, advocacy and activism. Experienced and knowledgeable staff facilitate reflection sessions every night that provide a structured process in which students critically reflect on the complexity of equitable and fair development amongst diverse communities, the deeper issues related to equity and justice, systemic barriers to equality and inclusivity, the negative and positive implication of community needs and community assets in development, and each individuals' role in an interconnected world.

The third phase is the most complex as it not only serves as the demonstration stage of the IPARD process, but also provides a structure that encourages students to integrate their service experience into their everyday lives and daily decisions. One component of this phase is a final reflection where students articulate their experience and demonstrate personal growth and the community needs that were met by their service. In addition, they work alongside OACS staff to develop an Action Plan that translates their experience into a personally achievable set of activities that encompass one or more of the following: academic and co-curricular pursuits, further engagement in community service, activism in social justice endeavors and long-term professional goals.

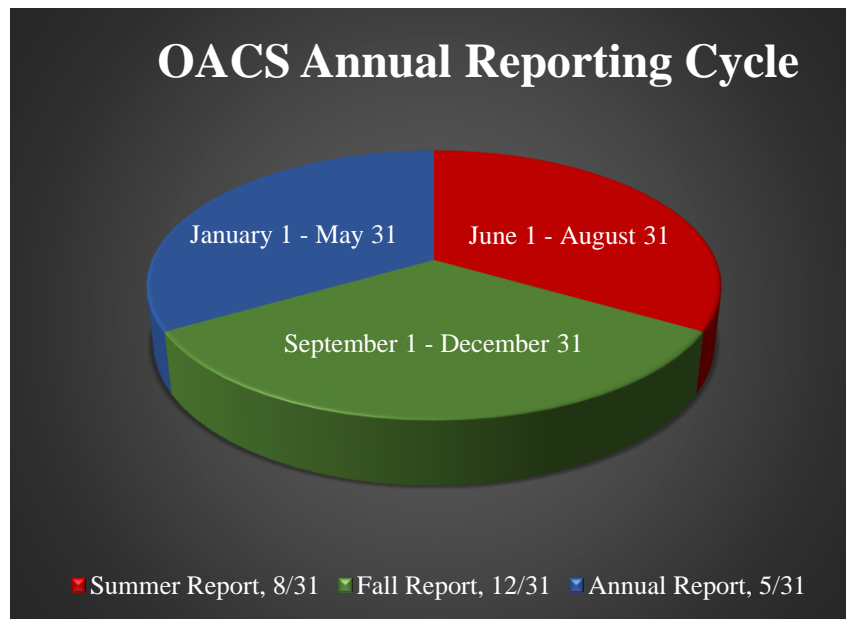
Finally, the reflection stage of the IPARD process is embedded throughout our model as students begin to develop the skill of reflection at the first seminar and are prompted to reflect through carefully constructed questions that are contemplated both in personal journals and through group conversations. A general visual depiction of our model is included below.



Chapter Six: Assessment

Overview of Assessment in OACS

Assessment is central to the strategic planning process in OACS. This process is being developed and strengthened in ongoing fashion and its evaluation and assessment regime is now being widening also to encompass initiatives aimed at encouraging student organizations affiliated with OACS to assess the impact their activities have on the communities they serve. The practice and implementation of assessment undergo constant scrutiny and adjustment to ensure OACS remains consistent with best practices. In a nutshell, it is an iterative process key to strategic planning and ongoing improvement in OACS.



Learning Outcomes

Each project undertaken by OACS has a detailed set of learning outcomes relevant to the project and its key objectives and intended outcomes. However, OACS is also guided by a set of wider learning objectives that apply to a greater or lesser degree to all its projects. Crafted jointly by the staff in OACS expressly to contain its core guiding principles, these are expressed as follows:

- ❖ Increase commitment to peace and social justice
- ❖ Understand that reflection leads to greater learning and continual improvement
- ❖ Critically examine one's own values, beliefs, and personal ethics in an interconnected world
- ❖ Deepen respect for human dignity and inspire action with empathy
- ❖ Actively seek out knowledge to be an informed participant in society
- ❖ Challenge assumptions of personal privilege
- ❖ Respect diverse perspectives
- ❖ Broaden the depth of active listening
- ❖ Hold oneself accountable for actions and decisions

Key Performance Indicators

OACS utilizes six unique assessment indicators across a span of programmatic initiatives in order to report to senior management in the Dean of Students key components of student involvement and development. These assessment indicators provide high-level information for decision makers to quickly understand and evaluate program efficacy. The assessment indicators can be modified to meet the current needs of OACS, but they gain evaluative strength the longer they are in place, as trends and patterns can be deduced from long-term data analysis. The overall impact of the office is best examined by studying multiple years.

The Key Performance Indicators are listed here by way of summary and are individually reported on in detail below:

- ❖ Percentage of undergraduate students participating in service organizations
- ❖ Percentage of students reporting “satisfied” or “very satisfied” with their experience in the following OACS programs: VIEW, Redefine, Ecuador, London, Morocco, South Africa
- ❖ Percentage of student service organization leaders reporting “satisfied” or “very satisfied” with the service leaders’ conference
- ❖ Percentage of student service organization leaders reporting “satisfied” or “very satisfied” with the OACS advisory relationship
- ❖ Percentage of students reporting that they were personally transformed by the impact the following programs made on their lives: VIEW, Redefine, Ecuador, London, Morocco, South Africa
- ❖ Percentage of students reporting that they were personally transformed by the impact the following programs made on their lives: Fall Weekend of Service and Martin Luther King, Jr. Weekend of Service



Students and Ed Nichols at Second Harvest Food Bank during the MLK Weekend of Service

Percentage of undergraduate students participating in service organizations

Update Schedule:

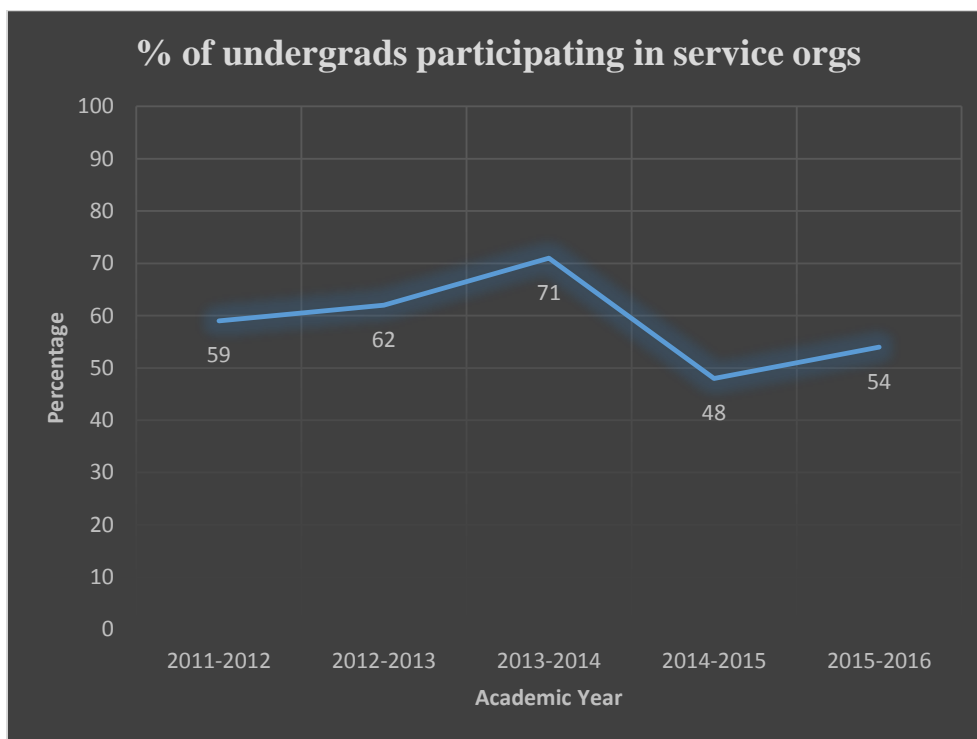
Annually in May, at the conclusion of the academic year.

Data Source:

From 2014-2015 onward, Anchor Link rosters of student service organizations have been used, by means of a report run by the Office of Student Organizations & Anchor Link. Students participating in multiple organizations are not duplicated. This number is divided by the total number of enrolled undergraduates.

Notes:

Data gathered from 2011-2012 through 2013-2014 academic years is from an unknown source, possibly the annual Quality of Life Survey administered to all Vanderbilt undergraduate students. The 2014-2015 and 2015-2016 data comes from reports run by the Office of Student Organizations & Anchor Link.



Percentage of student service organization leaders reporting “satisfied” or “very satisfied” with the OACS advisory relationship

Update Schedule:

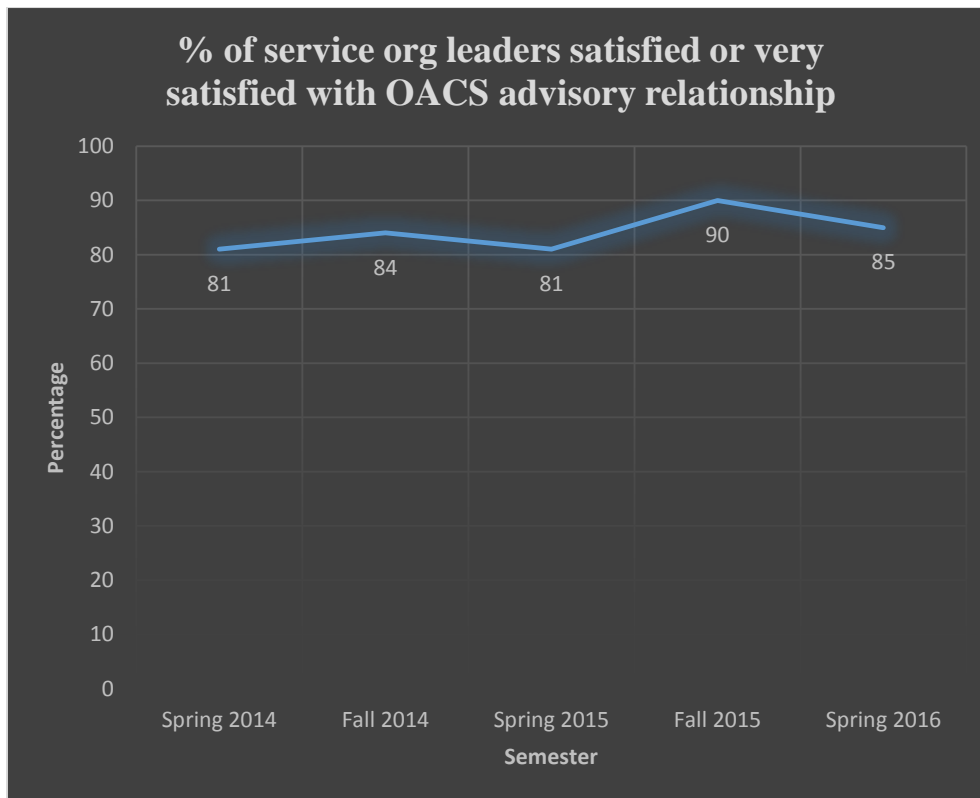
Twice yearly in January and May, at the conclusion of the fall and spring semesters.

Data Source:

Student service organization survey. This survey is completed by the presidents of service organizations advised by OACS.

Notes:

Data for spring 2014 and fall 2014 was taken from the student service organization survey question “*what is your level of satisfaction working with OACS*”.



Percentage of students reporting “satisfied” or “very satisfied” with their experience in the following OACS programs: VIEW, Redefine, Ecuador, London, Morocco, South Africa

Update Schedule:

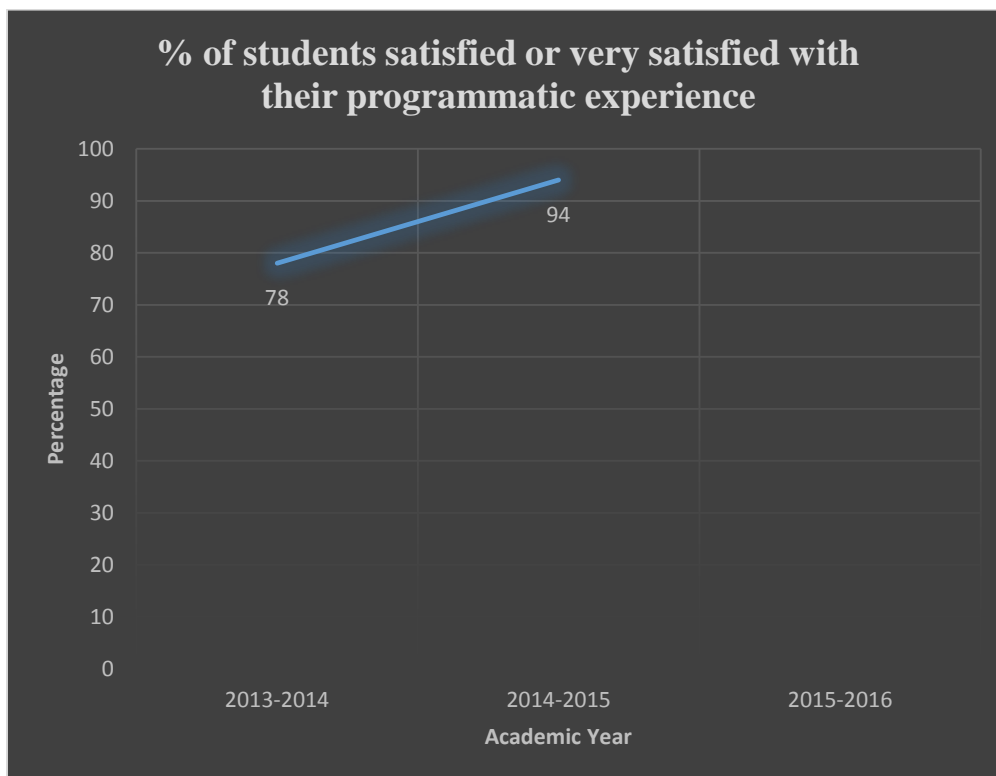
Annually in August, after the conclusion of all programs.

Data Source:

Program surveys (post-assessments) for VIEW, Redefine, Ecuador, London, Morocco, and South Africa.

Notes:

Data for 2013-2014 is taken from the VIEW, Ecuador, South Africa, London, and Morocco post-assessment survey question "Did you gain what you expected form this experience".



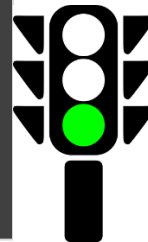
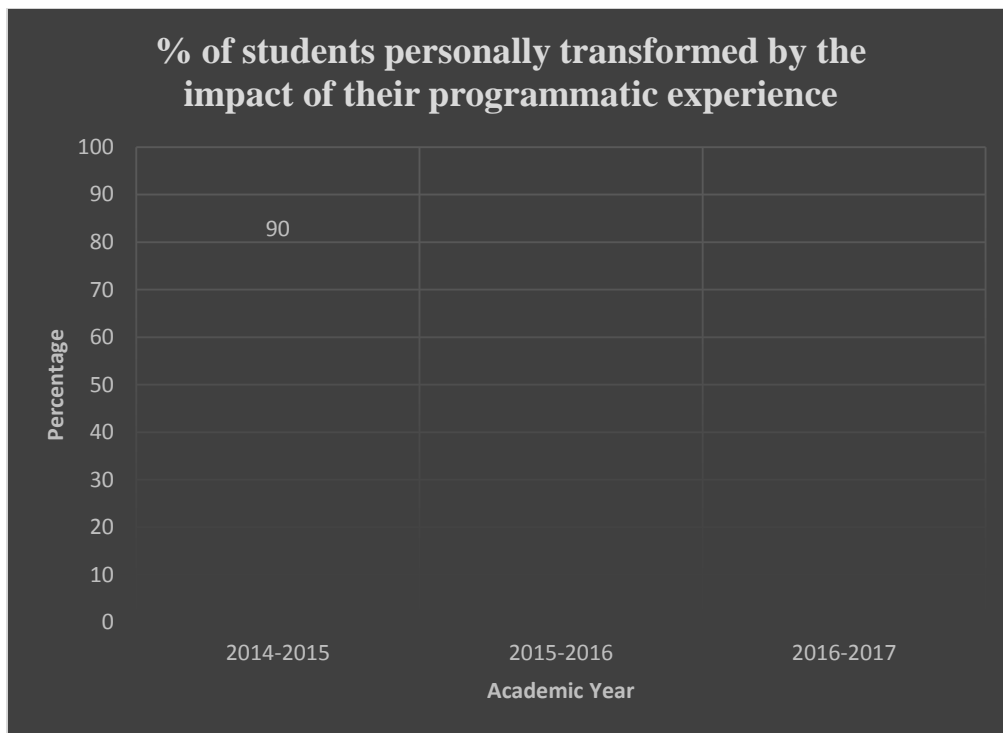
Percentage of students reporting that they were personally transformed by the impact the following programs made on their lives: VIEW, Redefine, Ecuador, London, Morocco, and South Africa

Update Schedule:

Annually in August, after the conclusion of all programs.

Data Source:

Program surveys (post-assessments) for VIEW, Redefine, Ecuador, London, Morocco, and South Africa.



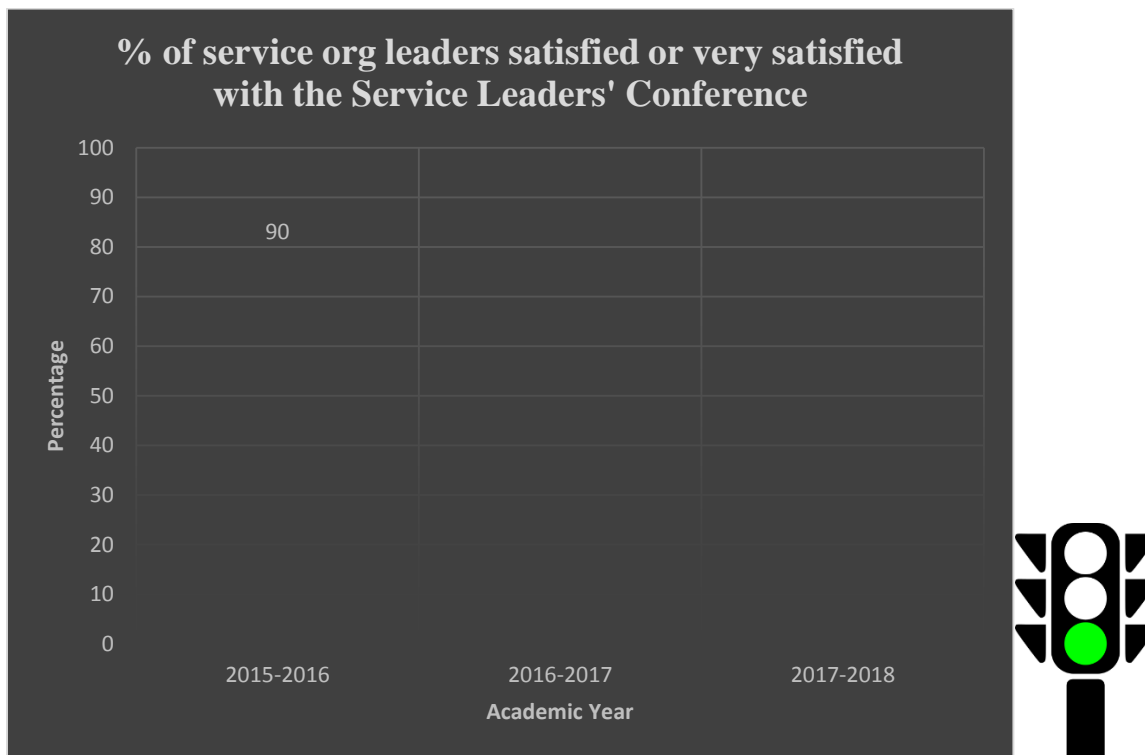
Percentage of student service organization leaders reporting “satisfied” or “very satisfied” with the Service Leaders’ Conference

Update Schedule:

Annually in September, after the Service Leaders’ Conference.

Data Source:

Service Leaders’ Conference survey. This survey is completed by leaders of service organizations advised by OACS.



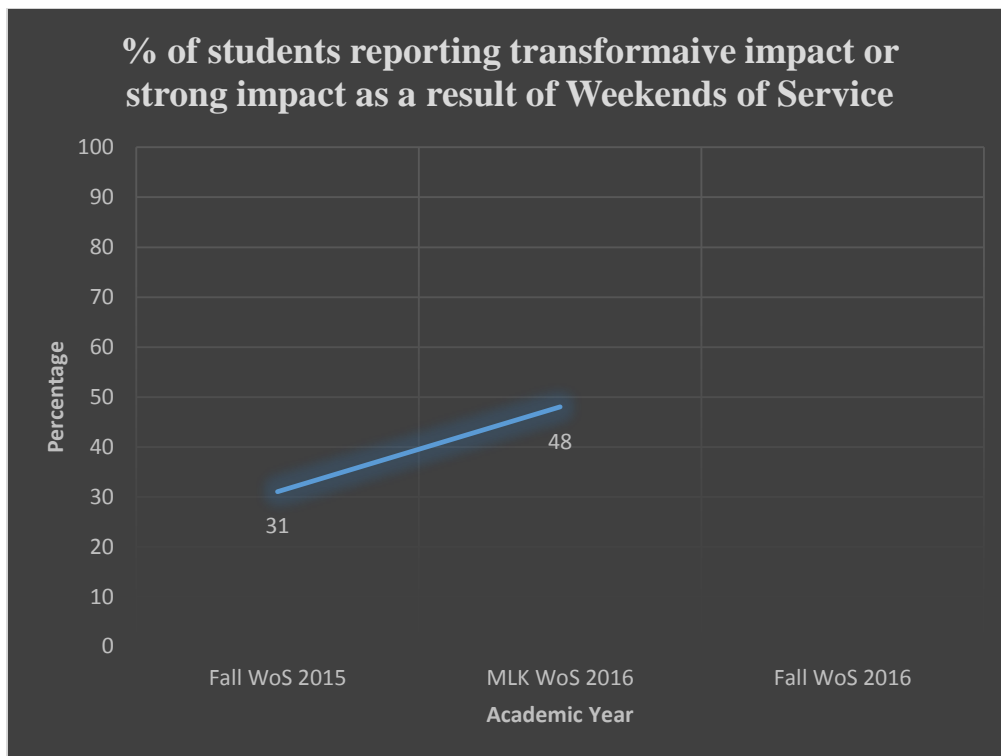
Percentage of Students Reporting Transformative Impact or Strong Impact as a Result of their Experiences in the Fall Weekend of Service and Martin Luther King, Jr. Weekend of Service

Update Schedule:

Twice yearly, in October and February, at the conclusion of the Weekends of Service.

Data Source:

Program surveys (post-assessments) for Fall and MLK Weekends of Service.



Chapter Seven: Nichols Humanitarian Fund

The Nichols Humanitarian Fund was established in 2006 by the E.C. and Lucile Hamby Nichols Trust, and by Edward C. Nichols, Jr. (JD '70) and his wife, Janice Nichols. Working in close partnership with OACS Assistant Director Erika Larson, the Fund sponsors Vanderbilt students to



become better citizens of the world and to broaden their thinking by volunteering for domestic and international humanitarian efforts. Support is made available for educational, travel, and living expenses during students' time of service. Students are encouraged to develop their own service opportunities to address an area of community need. During the summer of 2015, 36

students received funding to work in nine countries, including South Africa, Vanuatu, Morocco, Thailand, Guyana, Ecuador, Russia, India, Nepal, and the UK. This summer, another 40 students will receive financial support to work in Denmark, the Dominican Republic, Ecuador, England, Ethiopia, Ghana, Greece, Guatemala, India, Morocco, the Netherlands, Peru, Russia, South Africa, Tanzania, and the United States. Since it was established, the Fund has awarded

| Year | Scholarships Awarded |
|---------|----------------------|
| 2006/07 | 14 |
| 2007/08 | 21 |
| 2008/09 | 21 |
| 2009/10 | 23 |
| 2010/11 | 23 |
| 2011/12 | 15 |
| 2012/13 | 26 |
| 2013/14 | 42 |
| 2014/15 | 36 |
| 2015/16 | 40 |



Student recipients with Janice Nichols at the annual Nichols Reception

scholarships to 221 Vanderbilt students, enabling them to go on humanitarian missions to virtually every part of the world.

The student blog sites and reports make excellent reading and demonstrate the wide around of impact students make through the kind generosity of Ed and Janice Nichols.

Chapter Eight: Staff



Clive Mentzel, PhD
Director



Erika Larson, M.Ed.
Assistant Director



Holly Jones, B.A.
Administrative Assistant



Lauren Moon, M.A.
Program Coordinator



Dave Brown, B.A.
Senior Program Coordinator



Meagan Smith, M.S.
Program Coordinator

- ❖ **Clive Mentzel** ~ Raised in South Africa, Clive comes to Vanderbilt University from London and joined the Office of Active Citizenship & Service as Director in July, 2012. A specialist on the transition to democracy in South Africa, has a PhD in Political Science from Johannesburg University and has a special interest in emerging democratic governments and political processes aimed at securing increased political participation and accountability, especially at the local level. Clive also worked in London for a decade, playing a leading role in the development and implementation of a nationally mandated accountability process that holds elected representatives accountable to their constituents. Prior to that, Clive worked as an adviser to some of the participants in the South African negotiation process in the nineties that led to a peaceful transition to democracy in that country, and prior to the first democratic elections initially worked in support of the multi-party negotiation process and then subsequently worked in the Independent Electoral Commission as National Director of Voter Education. Following this he participated in

post-apartheid institution-building including the construction of a state government and subsequently, as Chief Executive of a political party. At present Clive teaches a class on the transition to democracy in South Africa with an emphasis on the Truth and Reconciliation Commission in the spring, a class on theory and practice of Conflict Resolution and dealing with deep rooted conflict in the fall, in the Political Science Department. Also affiliated with the Center for Medicine, Health and Society, he co-teaches a class on local perspectives on wellness in refugee and immigrant communities. He is also proud to be the adviser of the Vanderbilt International Relations Association, the African Students Union and One, and serves regularly as VuCeptor.

- ❖ **Holly Jones** ~ Holly Jones earned her Bachelor's in Human Services from Lindsey Wilson College. Holly performs all administrative duties for OACS and she is the primary person for the vehicle loan program, reserving P-cards, and room reservations. Holly has had the opportunity to intern and volunteer with many non-profit organizations and some of her volunteer work includes: working with children in a after school program at Gallatin Shalom Zone, help raise funds for Potter's Children Home in Bowling Green Kentucky, and volunteering at a day camp in Gallatin Tennessee. During Holly's spare time she enjoys gardening and boating with her husband.
- ❖ **Erika Larson** ~ Erika is a graduate of Vanderbilt's Peabody College where she earned a M.Ed. in International Education Policy and Management. She has enjoyed learning and serving at OACS in multiple capacities over the years. Prior to Vanderbilt, Erika worked as an Alternative Breaks Coordinator at the Volunteer Resource Center at University of Colorado-Boulder. While studying at CU, Erika cultivated her roots in service while earning a B.A. in Political Science and a certificate in the Study and Practice of Leadership, with an emphasis in Social and Environmental Justice. She was part of the INVST Community Leadership Program, which trained her in grassroots organizing, group facilitation, and strategic communication in the context of social change. Erika looks forward to leveraging her commitment to service-learning and international experience to facilitate critical discussions about alternative approaches to community development, and to design opportunities that encourage students to reflect deeply on their lived experiences and the lived experiences of others.
- ❖ **Dave Brown** ~ Dave earned his B.A. in English Literature from the University of California, Davis in 2002 after spending his senior year abroad at the University of Stirling, Scotland. From 2004 to 2006 he served as a Peace Corps Volunteer in Azerbaijan, working as an ESL teacher in a rural secondary school and acting as a community organizer and partner to multiple international NGOs dealing with refugee affairs from the Nagorno-Karabakh War. He returned to the United States after a three month tour of Southeast Asia and worked for six years as an Enrollment Coordinator for

the Big Brothers Big Sisters youth mentoring program in Boston, Massachusetts. Dave moved to Tennessee in 2013 with his wife Anna who received her MFA in Creative Writing at Vanderbilt. They live in West Nashville and enjoy music, travel, baseball, cooking and the outdoors.

- ❖ **Lauren Moon** ~ Lauren joined OACS following work with the IDEX Fellowship in Social Enterprise in Hyderabad, India where she designed sustainable programs for institutions in the Affordable Private School sector and developed a curriculum to address gender inequalities in education. Prior to India, Lauren worked and studied at Columbia University, earning her M.A. in Higher and Postsecondary Education from Teacher's College. As an undergraduate at Furman University, she earned her B.A. in Communication Studies with a focus in rhetoric. Through a variety of domestic and international work with NGOs and for-profit social ventures, Lauren studied the importance of humility and respect for culture and community when serving others. At OACS, Lauren seeks to spark a curiosity within and among students, such that they critically question and explore the nuances of service while learning and affecting social change in their broader world.

- ❖ **Meagan Smith** ~ Meagan Smith received her Master of Science degree in College Counseling and Student Development at Azusa Pacific University, where she focused her graduate studies on the development and impact of academic service-learning. Meagan joined the OACS team in 2015 after serving as the Associate Director for Service-Learning and Communications at East Carolina University, where she worked closely with faculty and community partners to integrate service engagement with academic coursework. She was also responsible for managing voter engagement initiatives, program assessment, the university's web-based service involvement tracking platform, the service-learning faculty fellows program development, and student supervision and advisement. Meagan also has experience in residence life as a hall director, and with international service after spending four months living, serving and learning with a community in northeast India. Meagan is passionate about inspiring students to become active members of their communities who are committed to creating a more just society. She also loves a good hike at Radnor Lake, Live on the Green concerts, spending time with her family, and anything by Brene Brown.

Graduate Assistant



Melissa Looby

Practicum Student



Shea Davis

Professional Development

❖ Financial Foundations: Meagan

The Financial Foundations series led by VUMC Finance was attended by OACS staff in order to increase our ability to effectively advise and support all financial aspects of student service organizations

❖ FERPA Training: All Staff

Vanderbilt University is committed to the protection and confidentiality of student education records, adhering closely to the guidelines established by the Family Educational Rights and Privacy Act. All OACS staff attended the required FERPA training in 2015/16 to ensure compliance with all associated standards and practices.

❖ MAPS Training: Dave

MAPS is a Vanderbilt University joint initiative with the Psychological and Counseling Center (PCC) and the Wellness Programs & Alcohol Education designed to prevent suicide in the campus community while promoting mental health awareness.

❖ Assessment Institute in Indianapolis: Dave

The Assessment Institute in Indianapolis is the nation's oldest and largest event focused exclusively on outcomes assessment in higher education, and is designed to provide opportunities for individuals who have worked as leaders in outcomes assessment to share and extend their knowledge and skills.

❖ Connecting Campuses with Communities, Service-Learning Institute: Dave

Connecting Campuses with Communities Service-Learning Institute aims to increase the number of high quality service learning courses, to share promising practices and generate new ideas, to enhance reflection, assessment, and partnerships in service learning classes, and to build a network of service learning practitioners.

Away Days

OACS staff participate in two Away Days every year in order to critically analyze our work program, seek improvements to our practices, and build team unity. This year's Away Days took place at the John Seigenthaler Center in January and August.





DEAN OF STUDENTS
Active Citizenship & Service

Office of Active Citizenship & Service

Vanderbilt University

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Explore. Act. Reflect.

2015/2016