

CENTER FOR INTERNSHIPS & COMMUNITY ENGAGEMENT

# 2013 Community Engagement Report



FROM LEGISLATIVE CHAMBERS TO LANDFILLS,  
CAL STATE FULLERTON STUDENTS LEARN WHAT  
IT TAKES TO RUN THE COUNTY OF ORANGE

Front Cover: Gia Bao Le '14 (environmental engineering) at the Frank R. Bowerman Landfill in Irvine with Mike Kashani, project manager III. Gia's academic internship position is project manager intern for OC Waste & Recycling, Central Region, with the County of Orange. Read more about the incredible opportunities Cal State Fullerton students enjoy with the County of Orange, which received a 2013 Community Engagement Award as CSUF's Most Committed Partner: page 8.



Student success drives every decision we make at Cal State Fullerton. We have a new strategic plan with goals that are focused and ensure that we will continue to provide and improve exceptional programs to prepare students for academic success.

We greatly value the many community partners who support our vision of becoming the premier comprehensive public university of the nation. This report illustrates that our ongoing engagement with the community translates to student success.

Through high impact practices such as service-learning and academic internships, our students are experiencing practical and theoretical bridges between the classroom and the real world of business, commerce and government. The knowledge acquired through these opportunities will propel them to success well beyond their college years.

To all of our community based organizations and partners, thank you for making our students a priority and participating in the fulfillment of their academic dreams.

A handwritten signature in blue ink that reads "Mildred García". The signature is written in a cursive, flowing style.

Mildred García, Ed.D.  
President



## THE WHITE HOUSE RECOGNIZES CSUF FOR SERVICE IN 2011-12

For the sixth consecutive year, Cal State Fullerton has been named to the President's Higher Education Community Service Honor Roll. And for the fourth time, the University earned "with distinction" honors – one of only 100 U.S. colleges and universities to have achieved this level of recognition. The Honor Roll is the highest federal recognition a college or university can receive for its commitment to service-learning and civic engagement.

Although awarded in 2013, Honor Roll recognition is for the preceding academic year. The 2013 Honor Roll acknowledges 1.4 million hours of service performed in 2011-12 by 13,524 students through course-related or voluntary engagement benefitting the community. Fewer than one-third of the four-year, degree-granting institutions earn recognition on the federal honor roll, which was launched in the aftermath of Hurricane Katrina to honor the efforts of students throughout the nation who responded to the crisis with relief efforts, community rebuilding and applied research.

The honor roll is administered by the Corporation for National and Community Service in collaboration with the U.S. Departments of Education and Housing and Urban Development, Campus Compact, and the American Council on Education. Cal State Fullerton's nominations cite the percentage of enrolled students who participate in course-related or voluntary service; the number who serve at least 20 hours per semester; the number of AmeriCorps members; and the percentage of Federal Work Study funds allocated to community service positions – which, at 19 percent for 2011-12, far exceeded the required minimum of seven percent and the national average of 15 percent.



## Cal State Fullerton is 14th in National Rankings

The Washington Monthly puts a different spin on the traditional method of developing college rankings and comparing institutions. Their annual college guide and rankings examines measures of affordability and accessibility, research and community engagement to develop its comparisons. The guide examines the nation's return on higher education investments through federal loans and education subsidies by comparing their contributions to the public good in three broad categories: social mobility (recruiting and graduating low-income students), research (producing cutting-edge scholarship and PhDs), and service (encouraging students to give back to their country). Cal State Fullerton was ranked 14 out of 682 master's universities, one of only five California universities in the nation's top 20.

## STARS Silver Rating

Course-related and voluntary community engagement hours are among the criteria that earned Cal State Fullerton a Silver rating in our first application to the Sustainability Tracking, Assessment and Rating System (STARS). STARS is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance. It was developed by the Association for the Advancement of Sustainability in Higher Education (AASHE) with participation from the higher education community. The ratings reflect participants' efforts to become more green and sustainable. The silver rating – second in the four-tier system – has been awarded to 125 of the 252 institutions that have been rated since 2010. Criteria fall into three self-assessment categories: operations; planning, administration and engagement; and education and research.

# 2012-13 COMMUNITY ENGAGEMENT

## MILLION HOURS OF SERVICE GOAL SURPASSED AGAIN IN 2012-13



The Honor Roll nomination (as well as several reports, grant applications and other materials) requires that hours of service be compiled and documented. CSUF's "Million Hours of Service – Make Your Hours Count" campaign was introduced in 2008-09 as a way to increase awareness about community engagement opportunities and better capture details about community service performed by students, faculty and staff. The goal was surpassed once again in 2012-13, with documentation of more than 1.4 million hours of course-related and voluntary service.

### COURSE-RELATED SERVICE

Every college at Cal State Fullerton offers academic internship courses and other community-based learning experiences. Academic internships or service-learning courses are required for some majors, and are integral parts of the capstone experience for others. Most of the hours represented in the University's Honor Roll nomination – 87 percent – are completed for course credit as part of the learning experience.

### VOLUNTARY SERVICE

Students engage in a wide range of voluntary service efforts in addition to those for which they receive course credit. In 2012-13 we tallied 187,837 hours of direct service performed by student-led project teams; clubs and organizations; sororities, fraternities and honor societies; athletes; ROTC; AmeriCorps members; President's Scholars; and students living in the campus residence halls. The Volunteer & Service Center; Educational Partnerships; Associated Students, Inc.; and Student Affairs are among the campus entities that develop and support service experiences for students outside the classroom.

*Please see page 19 for more about Volunteer and Service Center student projects and accomplishments.*

## 1,247,512 HOURS OF COURSE-RELATED SERVICE (BY COLLEGE)





Docendo discimus. – Seneca

*By teaching, we learn.*

That gleam in the eighth grader's eye is a vision of her future self as the proud Titan she intends to become one day. At the same time, it's a reflection of the Titan she sees before her: the tutor who has worked with her day after day in the After School Education and Safety (A.S.E.S.) program in Buena Park. Liz is more than a tutor to her junior high school charges; she is a role model. She can relate to the kids in her classes because she is reinforcing her own learning even while she helps them with their studies. And even more powerfully, she is setting an example for them of what they can achieve if they persist in their schoolwork.

Thus a new educational pathway is created for some students who may be breaking new ground for their families and in their communities, where graduation from college – and in some cases, from high school – is a precedent-setting goal. Now there's a gleam in Liz's eye. She sees an eighth grader in love with learning move into high school full of confidence and intent on being admitted to Cal State Fullerton one day. Her goal? To become an A.S.E.S. tutor herself. Sometime soon, by teaching others she will continue to learn, and the cycle will be perpetuated.

Facilitating another person's learning is perhaps one of the highest impacts one can have as an educator. At the Center for Internships & Community Engagement, we are proud to work with faculty, community partners, and our fellow Titans who all play a part in the dynamic give and take that define teaching and learning. As you read through this report you will notice that no matter what group we fall into -- faculty, community partners, students or administrators -- we all play the parts of both teachers and learners.

We are proud to foster and promote high impact practices for student success. We thank all of our partners for making these practices possible for our students, and for opening themselves up to the dynamic processes of teaching and learning.

A handwritten signature in blue ink that reads "Dawn Macy".

Dawn Macy  
Director, Center for Internships & Community Engagement

USING HIGH IMPACT PRACTICES FOR STUDENT SUCCESS

# CENTER FOR INTERNSHIPS & COMMUNITY ENGAGEMENT

The center publishes this annual Community Engagement Report, compiles the Honor Roll nomination, and manages the Million Hours of Service campaign on behalf of the entire campus. These efforts reflect the achievements of several divisions, departments, centers and programs throughout campus that pursue community engagement as part of their own and the University's mission.

CICE was established to support faculty, students and community partners engaged in course-related service. The center develops partnerships with placement sites; helps faculty develop the service components of their courses; counsels students who are seeking placements; supports faculty internship coordinators with logistics of their departments' service requirements; and ensures quality placements through web-based recruitment, registration and risk management systems.

In 2012-13, CICE maintained or initiated formal learning agreements with more than 2,400 companies and organizations that engage students in academic internships and service-learning. CICE provides risk management, recruitment and placement screening for service-learning courses (all colleges) and academic internships (34 departments).

In addition, the center manages several externally funded community engagement programs:

**After School Education And Safety (A.S.E.S.)** provides service-learning, academic internship, and/or employment opportunities for CSUF students. This statewide after-school program provides free academic tutoring, enrichment, and a safe haven with alternatives for at-risk/low-income/ESL students. Participants with low scores on state reading assessments receive special attention through the core literacy component. Our program operates at six elementary and junior high schools in the Buena Park School District. Tutors performed more than 20,000 hours of classroom service in 2012-13.

**Project Shine** offers service-learning opportunities to students enrolled in sociology, TESOL (Teaching English to Speakers of Other Languages), education and language courses. Students are placed as English tutors and conversation partners for mostly elder learners enrolled in English as a Second Language or citizenship courses at local colleges and senior centers. SHINE service is now embedded in the TESOL major as a degree requirement. SHINE students served more than 2,000 hours in 2012-13.

**Jumpstart** is an AmeriCorps program that gives preschoolers strong foundations in language, literacy and social development skills that will help them make steady academic progress. Cal State Fullerton's program leads the nation in children's learning outcomes because it is embedded in the Child and Adolescent Studies Department's curriculum. As early childhood educators, Jumpstart Corps members develop their own lesson plans, lead preschool classes and serve 350 to 450 hours in preschool classrooms to earn educational funds from AmeriCorps as well as course credit. Members and volunteers served more than 15,000 hours in 2012-13.



Top: Titan A.S.E.S. team member Julie Velasco helps Corey Elementary School students apply their learning through cooking lessons. Center: Team member Amanda Humber '15 (human communication studies) provides a Project Shine English learner with conversational practice. Bottom: Learning outcomes for preschoolers in CSUF's Jumpstart program ranked first among the region's 11 sites for the learning outcomes of their preschool participants, thanks to the intensive efforts of team members such as Jenn Hixon '14 (child and adolescent studies).

**Titan Tutors** is a partnership with Project Access, which provides health, education and employment services to families, children and seniors living in low-income housing communities throughout California. In 2012-13 six CSUF students served more than 700 hours and earned wages as tutors and mentors to kids in low-income residential communities served by Project Access in Orange and Los Angeles counties.

**America Reads and Counts** is a Federal Work Study program that offers students training and opportunities to earn FWS funds. As math and reading tutors they promote learning and improved academic outcomes for school children. CICE places ARC Tutors at partnering schools or community sites to assist teachers or after-school staff and work with children who need extra help. Last year 17 ARC tutors served nearly 3,000 hours at 10 sites.

Behind all of the facts and figures mentioned here, there are countless stories about the impact of community engagement on students, placement sites, faculty, and the audiences served. Read about some of them on the following pages.

Top: ARC team member Jenny Lee '15 (psychology) earns federal work study wages by tutoring children at Garnet Community Center in Fullerton. Bottom: Volunteer Nam Ngo '14 (civil engineering) leads students in Tae Kwon Do as part of the Titan A.S.E.S. program at Corey Elementary School.







## THE HIP 6: Elements of High Impact Practices that Make them High Quality

In our new mission and goals framework, Cal State Fullerton embraces high impact practices to promote greater learning outcomes, speedier progress toward degrees, improved retention of students, and shortened paths to graduation. The focus on high impact practices is grounded in theory and research about how to advance and strengthen liberal education for all college students regardless of their intended careers.

The Liberal Education and America's Promise (LEAP) initiative of the Association of American Colleges and Universities (AAC&U), proposes that every student participate in at least one high quality, high impact experience in the first year and another linked to the major. Students who participate in such activities are more engaged and therefore more likely to persist in their studies, to remain at the same institution, and to graduate on time.

High impact activities connected to these increased educational outcomes are:

- service learning, community-based learning
- internships
- first-year seminars and experiences
- common intellectual experiences
- learning communities
- writing-intensive courses
- collaborative assignments and projects
- “science as science is done”; undergraduate research
- diversity/global learning
- capstone courses and projects.

In his 2008 report, *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*, author George Kuh (one of the originators of the National Survey of Student Engagement) expands on the list of practices to identify the six common elements that, when applied, make them high impact.

On the following pages we profile some of the ways that the HIP6 elements are making a difference at Cal State Fullerton.

### WE CALL THESE ELEMENTS THE HIP6:

**1 They are effortful.** HIPs “demand that students devote considerable time and effort to purposeful tasks [and] require daily decisions that deepen students’ investment in the activity as well as their commitment to their academic program and the college.”

**2 They help students build substantive relationships.** HIPs “demand [that students] interact with faculty and peers about substantive matters... over extended periods of time.” They help students “develop a meaningful relationship with another person...a faculty or staff member, student, coworker, or supervisor” and “put students in the company of mentors and advisers as well as peers who share intellectual interests and are committed to seeing that students succeed.”

**3 They help students engage across differences.** HIPs help students “experience diversity through contact with people who are different from themselves” and “challenge students to develop new ways of thinking about and responding immediately to novel circumstances as they work... on intellectual and practical tasks, inside and outside the classroom, on and off campus.”

**4 They provide students with rich feedback.** HIPs offer students “frequent feedback about their performance.... [For example,] having one’s performance evaluated by the internship supervisor is rich with opportunities for immediate formal and informal feedback. Indeed, because students perform in close proximity to supervisors or peers, feedback is almost continuous.”

**5 They help students apply and test what they are learning in new situations.** HIPs provide “opportunities for students to see how what they are learning works in different settings, on and off campus. These opportunities to integrate, synthesize, and apply knowledge are essential to deep, meaningful learning experiences.”

**6 They provide opportunities for students to reflect on the people they are becoming.** HIPs “deepen learning and bring one’s values and beliefs into awareness; [they] help students develop the ability to take the measure of events and actions and put them in perspective. As a result, students better understand themselves in relation to others and the larger world, and they acquire the intellectual tools and ethical grounding to act with confidence for the betterment of the human condition.”

# MOST COMMITTED Partner



## It takes a lot to run a county.

Especially when the county's population is larger than those of 20 states. In fact, it takes at least 17,000 employees just to run Orange County's government. That makes the County one of our largest employers (second only to Disneyland).

But add in the 30,000 to 35,000 interns and volunteers per year who also are active in its daily operations, and the county zooms to the top of the list.

When it comes to impact, it's difficult to imagine any aspect of life or work in Orange County that our county government doesn't affect. Its core functions include public safety, public health, environmental protection, regional planning, public assistance, social services and aviation. These functions are assigned to 25 different county agencies or departments, all overseen by an elected board of supervisors representing five geographic regions.

And Cal State Fullerton students can be found in every nook and cranny of them. Just last year, more than 300 Titans completed internships, fieldwork, or service-learning placements at sites ranging from the legislative chambers to the landfill and everywhere in between.

In the midst of this activity is Jane Dawson, a Titan from the 1990s whose internship at the Child Abuse Prevention Center helped her explore career options as a social worker. She found a professional niche managing volunteers, which has taken her from the Volunteer Center of Orange County (now OneOC) to the City of Cerritos Senior Center, and then to the County of Orange.

Over the last 20 years she has managed the recruitment and placement of volunteers and student interns in every facet of county government. Her position, manager of volunteer & intern resources, was created in the late 1990s to make these valuable learning experiences and volunteer opportunities possible. She has put systems in place to cover risk management and legal issues, and she also helps county colleagues to develop opportunities that students and volunteers really want. She helps to ensure that positions are thoughtfully designed as win-wins for both the students and the agencies where they're placed. Learning objectives and specific duties are outlined for all positions so that prospective interns can assess the relevance to their studies and career preparation.

Jane Dawson '91 (sociology) manages Volunteer/Intern Resources for County of Orange – Human Resource Services and places students at up to 25 agencies or departments throughout the county, such as the Probation Department, Health Care Agency, and OC Parks.

County employees are just as eager as students to see that these positions are filled. According to Dawson, staff members eagerly seek students because of the valuable perspectives and new approaches they bring to their internship projects. The students bring new ideas and some specific talents, and their supervisors provide mentorship and career guidance. "It's just part of the county's culture to include student interns and volunteers," Dawson explained. "Our staff sees the importance of working with students who are new in the field or coming up in the field; of being involved at this stage of their development."

That double focus on both the student's and the employer's interests is why the County of Orange received a 2013 Community Engagement Award as CSUF's **Most Committed Partner**. They are extraordinarily diligent in crafting well-designed internship projects that are relevant to students' majors and career goals. These experiences, in turn, allow students to understand more fully the role of government and the importance of civic engagement in their lives as citizens.



Not only that, but in some cases, internships are a gateway to careers. As faculty internship coordinator for the Master of Public Health program, Dr. Sora Park Tanjasiri was responsible for developing career paths and internship opportunities for aspiring health care professionals. She found the county a surprisingly receptive placement site.

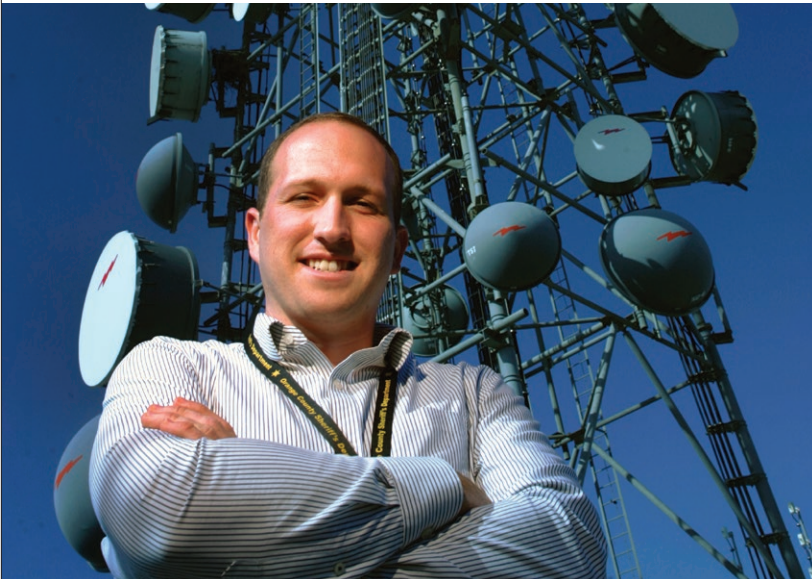
“You know, most people would think of the County of Orange as hugely bureaucratic, and hence very laborious to work with,” she said. “But we found, actually, the exact opposite. They are amazingly collaborative.”

Part of that collaborative spirit is a great enthusiasm for their work, which county supervisors are eager to impart to their interns and volunteers. Enthusiasm for one’s work is an intangible quality that can’t be written into a job description. But it is transferable, especially when someone who is truly excited about what he

or she does inspires someone just entering the field. That is the special ingredient that Tanjasiri prizes for the students she places at the County of Orange.

“I think everyone – from their top administrators to their health educators and their line and outreach staff – are amazingly passionate and focused on how to best serve the needs of the community and how to best involve our students in doing that,” Tanjasiri said. “The County of Orange is one of our biggest internship opportunities.”

Working beside professionals who are passionate about their work is just one of the many benefits that makes the County of Orange a valued partner every year, and we are pleased to acknowledge them as our most committed partner for 2013.



*“As an intern with the OC Sheriff’s Department, I was suddenly working on substantive projects that had lasting impacts on emergency plans and public protection during major disasters – and I loved it! Eventually, a full-time position became available and I eagerly applied...”*

Alumnus Ethan Miller Brown was hired by the Emergency Management Bureau after completing hundreds of hours as an intern while pursuing a Master of Public Administration degree. He was honored by the county in 2008, when he was part of the teams activated to respond to several disasters, including the Modjeska Canyon mudslides, Chino Hills earthquake and the Freeway Complex fire and subsequent rains (which threatened his own home).

Ethan Miller Brown '10 (MPA) worked as senior emergency management program coordinator for OC Sheriff’s Department, at the Emergency Management Division in Silverado.

*“Working in the administrative section at Orange County Animal Care has prepared me for my future career in public service by providing experience with many administrative processes that are practiced in local government agencies. It also provided me with further evidence that public service is truly my passion.”*

Stray, abused or unwanted animals get a second chance at OC Animal Care, the only open-admission shelter in Orange County. Briana’s role was to maintain the agency’s compliance with the California Public Records Act by researching record retention requirements, compiling and updating the agency’s record retention policies, surveying best practices, and presenting findings in a summary report.

Briana Vizcarra '13 (public administration) with administrative manager Molly McLaren Craig at OC Animal Care in Orange.





*"My internship has provided me opportunities to connect and learn from experienced and knowledgeable people. I particularly enjoy it because of the challenges that go along with it. I am able to assist with and be mentored on complex projects. Most importantly I am able to build lasting professional relationships that carry on even after the internship."*

Gia brought six years of professional experience as an environmental scientist/engineer to her graduate studies in environmental engineering. Her internship offered her on-the-job training in solid waste project management issues such as biological conservation and restoration, water quality protection, landfill gas collection and solid waste disposal.

Gia Bao Le '14 (environmental engineering) with Mike Kashani, project manager III at Frank R. Bowerman Landfill, Irvine.

*"One of the big things I learned from my public relations classes is how to reach out to people. I'm applying what I've learned and doing it in a more effective way. I was able to take my public relations and communications classes and apply them to something tangible and real, something that's going to be useful in the real world."*

As communications/PR/media relations/social media intern with OC Waste & Recycling, Kim helped develop communications tools and social media for the agency and worked on the EcoChallenge permanent exhibit at Discovery Science Center to promote kids' awareness of recycling and waste.

Kim Nguyen '13 (communications) studies interactive recycling exhibit with Isaac Novella, OC Waste & Recycling administrative manager I.



*"During this internship I learned specifically how society can impact crime and how crime can impact society – both ways. It's really important to get that hands-on experience."*

As legal assistant intern, Corey conducted client intake interviews for the Public Defender, recorded clients' statements about their cases and drafted reports for the attorneys. He plans to continue interning with the PD's office over the next year before pursuing a law degree.

Corey Varma '13 (psychology) with Daniel J. Cook, assistant public defender at Public Defender Law Library, Santa Ana.





Students steep themselves in experiential learning opportunities in a variety of settings throughout the County of Orange's roster of agencies and departments, including John Wayne Airport, Ronald W. Caspers Wilderness Park, and the Orange County Zoo.



## A SPECIAL PARTNERSHIP: JOHN D. COOPER CENTER Collaborative Project Offers Prestigious Internships

Orange County's mammoths, mastodons, sloths, and saber toothed cats now have a new place to call home. The remains of millions of former inhabitants of this region have been discovered and preserved in the course of land development. Preserving the artifacts and fossils that pepper our region has been a longstanding challenge for the County, which is charged with preserving objects deemed to be of historical or scientific significance. Warehoused for years but otherwise neglected, the collection was championed by geology professor John D. Cooper as deserving of curatorial attention and preservation. Following his death in 2007 the center was created as a partnership between the County and the University and named for the professor. Today, millions of objects that comprise the collection are under protective cover in the Center's Santa Ana warehouse, where they are being meticulously identified, cataloged and prepared for exhibition by CSUF archeologists and paleontologists and their students.

The Ralph and Marion Marshall Anthropology Student Curation Awards are competitive academic internships for anthropology students enrolled in ANTH 491. Students complete at least 120 hours of supervised training at the Cooper Center and receive \$1,500 to support their studies. In 2012-13, Marshall Scholars focused on artifacts from a site near Crystal Cove that was part of a street widening project on Pacific Coast Highway, one of 450 distinct sites represented in the collection.

Also available are paid internships offered by the Center for Careers in Teaching to Education students who work with the archeology and paleontology curatorial teams to create educational programs based on the collections for K-12 students and community outreach.

Marshall Scholar Kasey Cole '13 (anthropology) learned the process and importance of properly curating archaeological artifacts so that they can be properly stored and preserved for future research.

"By working at the John D. Cooper Center in Santa Ana I was able to gain invaluable experience and knowledge concerning curation, identification and preservation of archaeological artifacts. The Cooper Center provided the opportunity to network with professionals and complete my own research project concerning archaeofaunal analysis."



Marshall Scholar Kasey Cole '13 (anthropology) looks into some of the artifacts that comprise collection at the Cooper Center facility in Santa Ana.

# Teaching

## HIGH IMPACT

### Service-Learning Strikes a Chord with Faculty



Service-learning courses are designed to broaden or apply students' exploration of a topic through 10 to 40 hours of service that meets a real community need, is integrated into and enhances the curriculum, involves collaboration with a community partner, helps foster civic responsibility, and provides structured time for reflection.

Reflection is a high-impact practice for instructors as well as for their students. Here, faculty members share their thoughts on the power of service-learning pedagogy in unlocking students' ability to integrate and assimilate their studies, and how service-learning impacts their teaching.

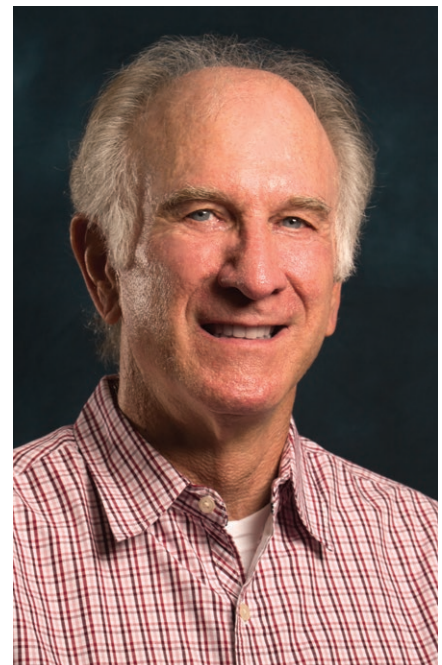
“*Incorporating service-learning into the course curriculum was the best thing I did.*”

Being in the classroom allows students to discuss, think critically and debate concepts related to aging/gerontology. I wanted students to translate the theory and concepts of gerontology into “real life” applied situations.

Students keep a journal of things learned, write a reflection paper and give a class presentation on their experience. The written papers and class presentations have been wonderful. The students shared with the rest of the class their enthusiasm, excitement and energy from the service-learning experience. Many students often reflected back to when they first started by saying, “I was not looking forward to this experience” or “I thought gerontology was going to be a dull topic.” By the end students told the rest of the class, “This was by far the best experience I ever had” or “I learned so much in an Alzheimer’s care unit. It helped me understand my grandmother, who has Alzheimer’s disease.”

The service-learning activity in this class is a gateway for students to see the value and opportunities (both educationally and career-wise) in gerontology. The exciting thing is that many students had never heard of or taken a course on aging. During the class presentations and afterwards, at least half of the class indicated they were now going to do a minor in gerontology. Four of the students indicated they were offered jobs after completing their service-learning. I spoke with five or six students after the final exam and they indicated they were going to apply for the gerontology master’s program.

For me, allowing students to participate in a service-learning activity gave the students a connection or bridge from the academic world to the practical world. The University has a goal of assisting students to be successful and uncover their talents. Service-learning can be a vehicle to assist students to discover their “calling.”



**DR. JOSEPH A. WEBER**

Associate Professor

Sociology

Course: SOCI 443 Sociology of Aging





## DR. SAUL TOBIAS

Assistant Professor  
Liberal Studies Department  
Course: LBST 101 Introduction to the  
Social Sciences

“ *Helping students process their experience in the classroom is as inspiring and educational for me as it is for them.* ”

I think students today are very concerned about the relevance of their studies. Usually, that relevance is understood in terms of marketable workplace skills. High-impact practices like service-learning open up a different universe of relevance. Students are inspired and motivated to learn, not just because they are gaining career skills, which they are, but because they actually feel that they can make a meaningful contribution to the world. Their university experience becomes more than a necessary career investment; it becomes about learning how to connect and contribute to their community.

My class covers topics like migration and poverty. So many students expressed how much more meaningful these topics became when they actually got to work with migrant or low-income communities. Though the reading material for the class tries to bring out the complexity and human dimension of these issues, these become much more tangible when students actually get to relate with individuals from these communities on a weekly basis.

Having students develop a service-learning project focused on the needs of a community organization is a very valuable part of service-learning. Students learn how to communicate, plan, take on leadership roles, and apply classroom concepts and methods to solving a problem on the ground. Most of all, they see something useful to the community result from their efforts.



## DR. BETH SCHIPPER

Lecturer  
Freshman Programs  
Course: UNIV 100 FP Future Teachers -  
Foundations for College Success and  
Lifelong Learning

“ *Our students develop solid values and positive mindsets by giving of themselves to others and by being of service to their community.* ”

Soon after the students work at their school sites, I observe a new maturity and feel their demeanor changes to one of confidence and heightened self-esteem. They have purpose to their learning at the University.

Teaching in a service-learning course has significant benefits for the professor because the students are seeing theory and best practices applied in the classrooms. Their textbook readings and discussions in our class become rich with real concrete examples from their experiences and that deepens comprehension in a way that book learning alone cannot.

I see the students move mentally to the other side of the desk and begin to analyze the issues of pedagogy with a whole new perspective and many comment that teaching is much more difficult than they imagined.

I have been working with the local schools placing student teachers for many years and my job of instruction is much more satisfying, knowing that my students are gaining firsthand background knowledge that gives meaning to the issues we discuss in class. The students see real purpose in the concepts we are learning because they have an actual bearing on teaching and supporting community schools.

Our students develop solid values and positive mindsets by giving of themselves to others and by being of service to their community. I have testimonials from students stating how much they developed and learned from their service-learning, especially when they connected with a student and made a difference in the life of that young person.



**DR. ERUALDO GONZALEZ**

Assistant Professor  
Chicana & Chicano Studies  
Course: CHIC / HESC 338 Barrios and Health

“ *Students not only spend time in the class and the community, but also in my office! I love it!* ”

Service-learning has impacted my teaching. It requires me to structure my curriculum in a way that goes beyond legendary “critical thinking” formats and also allows me to work on academic and career options with students at a deeper level than non-service-learning courses.

I structure the curriculum in a way that allows students to question class concepts and ideas based on their experiences with their sites. Thus, I have to be up-to-date with social, political, economic, and cultural issues going on in a variety of communities and what community-based organizations are doing about them. My class activities and homework assignments are designed to examine more than book knowledge and personal and family reflection. Critical reflection in my course requires, in part, that students articulate the extent that class concepts and ideas match or do not match what they see and are working on at their sites. This opens a deeper level of discussion than you would otherwise get from asking hypothetical or personal questions, which are standard in non-service-learning classes.

I find that I spend a lot more time with students discussing their current major and their desire to explore additional majors and/or leave their current major behind. The theory and practice aspect of the service-learning course really pushes students to examine the “fit” between their major and real life. I really love exploring degree and career options with students.



**DR. TU-UYEN N. NGUYEN**

Associate Professor  
Asian American Studies  
Courses: ASAM 230 Civic Engagement through ASAM; ASAM 330B AAPI Health Research and Field Studies

“ *After teaching service-learning classes, I wish I could adapt ALL my classes to have a service-learning component.* ”

When students are able to apply their knowledge and skills outside the classroom and make a difference through their service, they become more invested in learning. They want to use the lessons they learn to make positive changes. Knowledge is then a gateway for them to empower themselves and others to believe in a better alternative and find ways to make their dreams a reality. I have had numerous students share about how the class readings or assignments made much more sense after they tried to apply them to “real-life” situations.

After teaching service-learning classes, I am much more open and creative in my teaching techniques. I believe that learning can be, should be, and IS fun! I try to incorporate more “fun” activities that also have great learning potential, such as having students share and reflect through not only writing, but also drawing, painting, scrapbooking, dancing, singing, blogging, exercising, eating and generally socializing and bonding with each other inside and outside the classroom. I often hear my students share about how they talk with their friends, family members and coworkers about what they learn in class, because they feel a greater sense of community and purpose in wanting to educate not only themselves but everyone else they come into contact with about the issues they are learning about and the experiences they have gained in working in the community. I also view myself as a co-learner with my students in this journey because they share so much of their passions and dreams as they learn more about themselves and their identities. They teach me as much as I teach them and we have so much fun learning together!

“ *The 12 years of service-learning in the CSUF TESOL Program have provided immense benefits for students, faculty and the community alike.* ”

The rewards of service-learning as a high-impact practice are great.

All of our students in the M.S. TESOL and TESOL certificate programs are required to do service-learning for at least one semester during their studies. We attach the requirement to four of our classes in which students are expected to connect their readings and discussions about theories and principles of teaching English as a Second Language to the real world of ESL on- and off-campus.

Student journals, learning logs and tutoring reports demonstrate students' developing knowledge of language pedagogy and intercultural communication. Every semester past service-learners, who are in the TESOL Club, organize the training workshops for future ESL tutors and coaches, reinforcing important teaching and leadership skills. Many service-learners are later hired as paid employees at the sites where they served, providing an important career path for our students.

While reading service-learning related work, faculty also keep themselves abreast of changes in the field. Thus, they are up-to-date and relevant when preparing lecture material for their classes.

The 12 years of service-learning in the CSUF TESOL Program have provided immense benefits for students, faculty and the community alike.

“ *My study shed some light on the results of community service-learning as a learning tool for setting up positive interactive relationships among community, university and students.* ”

Dr. Liu received a CICE mini-grant in 2012 to support a community-based research project entitled “Curriculum Development for Service-Learning in Chinese.” The research will discuss community service-learning (CSL) and its adoption into Chinese language classrooms. Service-learning assignments paired Chinese language learners in the class with senior immigrants at the Happy Adult Day Health Care in Brea to develop two-way communication and share Chinese culture and civilization.

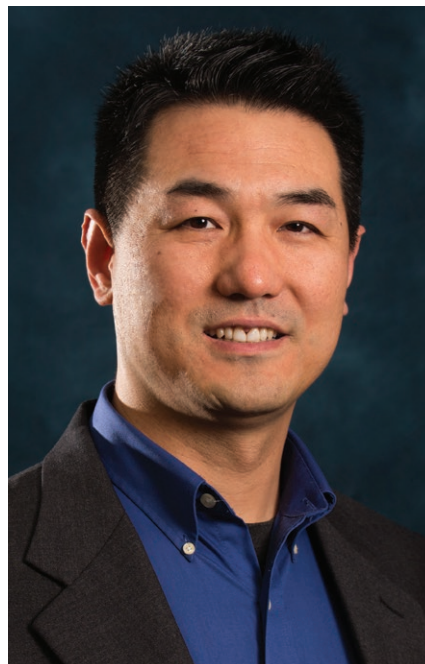
Although various community service-learning projects have been adopted into some foreign language classrooms, this research was the first step in integrating service-learning practices into Chinese heritage language curriculum. The evaluation results suggest that service-learning provides students with opportunities to deepen their understanding of social issues affecting senior immigrants from the heritage culture, and enhances heritage learners' communicative skills, particularly their writing skills. The oral interview with native speakers provides an opportunity for the students to share what they have learned in class with the seniors and to offer comparisons from both perspectives.

Students have a better understanding of the generations in their families, which can lead to an improved understanding of their heritage identity. It is believed that the heritage speakers' identity strengthens a bicultural role between China and America, integrating both cultures. The research results suggest that community service-learning enhances the relationship among schools, students and the community.



**DR. JANET EYRING**

Professor  
Modern Languages and Literatures  
Courses: TESL 510 Advanced Principles of TESOL; TESL 515 Pedagogical Grammar TESOL; TESL 596 TESOL Practicum



**DR. JACK LIU**

Associate Professor and Coordinator  
of the Chinese Program  
Modern Languages and Literatures  
Course: CHIN 305 Introduction to Chinese Civilization

“ Through service-learning, my students get to be the ones producing instead of consuming their education. This shift has numerous benefits, two of which I will point out: first, this is empowering even though the students may not even realize it in the moment and second, for those students who have been receivers of help, it is incredibly healing to be on the giving end. ”



### **CHARLES ROYSTON**

Lecturer  
Anthropology and Human Services  
Course: HUSR 201 Introduction to Human Services

“ Building bridges through service-learning allows Cal State Fullerton to be a responsible and contributing organization in its community. ”

Cal State Fullerton should value high-impact practices, such as service-learning, because they foster empathy, understanding, critical thought and systemic-oriented solutions among students who are developing their perspectives and foundations as global citizens and leaders. Service-learning challenges students to think critically and to consider how to address social, economic and political issues in a way that dignifies and empowers the people they serve.

Often, when the community they serve is also the students' home community, the students begin to conceptualize ways to develop systemic solutions that have hindered their community's growth and maturation. When students serve in communities different from their home communities, often they begin to see the world differently. Empathy and understanding begin to replace judgment and fear.

In addition, building bridges through service-learning allows Cal State Fullerton to be a responsible and contributing organization in its community. Our University has tremendous resources and privilege, with our faculty and staff who have expertise in all areas, our students who have great energy and creativity to share, and our visionary and generous administration. I am so proud to be a member of a campus community that continues to be mindful of the role we can play to enhance the well-being of our communities, locally, statewide, nationally and internationally.



### **DR. JENNIFER A. YEE**

Assistant Professor  
Asian American Studies Program  
Course: ASAM 230 Civic Engagement through ASAM

# THE POWER OF One



## Social Justice Ignites the Passion of Student Volunteers

For students who experience inequities in their daily lives and communities, social justice is more than an abstract concept or a lofty ideal. It's a way of seeing the conditions that surround them and others, and filtering that perspective through lenses of fairness and democracy. Their visions for society's betterment can ignite passionate responses that inspire people to deeper awareness and commitment. And sometimes, they can lay pathways for a lifetime of action and leadership.

Confronting stubborn societal problems and combatting their effects requires more than a few hours of volunteering when it's convenient. Building the habits of awareness and activism through informed and sustained involvement, and building individual leadership capacity along the way, is the mission of Cal State Fullerton's Volunteer and Service Center.

It was through the VSC that Carolina Franco was introduced to ideas and developed skills that she already is using to change her world. Her history with the VSC's Students Advocating Civic Transformation (Students ACT) project began long before she even was admitted to Cal State Fullerton. She first attended Students ACT's Social Justice Summit as a high school student when her sister, Norma, was a member of the event team. Carolina continued to participate in the event all through high school and followed Norma's involvement in other VSC projects, including Project Read, Project Earth and Students ACT's Hunger and Homelessness Awareness Week. Carolina already considered VSC a home-away-from-home by the time she became a Titan. It has been a homeroom, refuge, clubhouse, think tank and launch pad for her ever since.

"My involvement with the Volunteer and Service Center is definitely the highest impact I had at CSUF. Without it I would never have grown to the person I am. It shaped the career I want, shaped what I see myself doing. I knew every day I came here, I had a place to go. A place to vent. People to help me. A support system. A family away from home. At VSC I found people who truly care, who became really good friends of mine, who inspired me and shared my passion."

As a communications major with a photocommunications concentration and a Chicana Studies minor, the ability to connect her studies is what made her involvement in VSC throughout her four years at Cal State Fullerton particularly impactful for Carolina. "I constantly found ways to connect my class discussions with my work on the Social Justice Summit and other projects," she said. "I didn't want to sacrifice the self-expression of photography for my passion about justice. The Social Justice Summit gave me a way to merge both of those interests."

"The reason why college was so hard for me is because the standards in my school were so low that when I got to college, I wasn't at the level that other students were. Poorer-performing teachers are placed in lower-income communities," she explained. "That's not fair. I had to work twice as hard to catch up with my reading skills, my vocabulary; they're not adequate. I felt like a failure at certain points." But with VSC as her home base,



Top: Carolina Franco '13 (communications) and other VSC team leaders inspired students to serve with such efforts as (center and bottom) The Hunger Coalition's outreach event with Loaves & Fishes Soup Kitchen.

Carolina acquired the skills she needed to succeed. Other VSC leaders mentored her about studying and encouraged her to develop her skills. Because several of her professors serve on the advisory board for the Social Justice Summit, she had more ways to connect with them.

“The reason why I’m happy to be graduating is that I worked hard. This wasn’t given to me. I still had time to be involved all four years of college – really involved, more than just four hours per week. I’m proud of myself, of who I’ve become, and of my four years here.” Carolina graduated in August 2013, and spent the summer completing an academic internship at one of her dream sites, Concern America, an international nonprofit whose work with refugees emphasizes the transference of skills as a way to create opportunity and permanent solutions. Ultimately she hopes to find a job where her work will challenge and spark change.

“Social justice is really personal for me. I don’t want just a job. I want a job that impacts the community and creates awareness,” she said. “I want my photography to challenge people’s thinking

and create change.” This outstanding leader is poised to pursue Mahatma Gandhi’s famous mandate to be the change that you wish to see in the world – a high impact indeed.

For Carolina and her sister, and for the hundreds of other students who lead and volunteer with student projects every year, involvement in VSC definitely is a high impact practice. VSC projects engaged 1,591 students who provided 9,220 hours of service in 2012-13 and countless more students found opportunities at other community agencies through this resource center. Students identify a problem or issue that resonates with them, research solutions, engage with community partners, recruit other students, secure resources, and lead the projects. Ongoing VSC projects address social justice issues such as hunger and homelessness, literacy, the environment, poverty, developmental disabilities, and others. VSC blood drives are so successful that they routinely attract regional accolades from the American Red Cross for the number of pints collected.

The Hunger Coalition is one of VSC’s ongoing student-led projects that address hunger and homelessness. Several times a year students volunteer with outreach projects, such as the weekly events held by Loaves & Fishes Soup Kitchen. Here, students lend helping hands, creative energy, and their passion for change at a Loaves & Fishes event at St. Joseph’s Church in Santa Ana. In addition to hot meals, participants received holiday baskets, activities for kids, and on this particular Saturday, consultations with optometrists and free eyeglasses.





# STELLAR SUPPORT OF Students

## Blind Children's Learning Center Honored as Outstanding Placement Site

Teaching is at the core of the Blind Children's Learning Center's mission. So it's no wonder that the organization was recognized for its Stellar Support of Students at this year's Community Engagement Awards. Just as BCLC empowers special needs children to discover their abilities and pursue their independence, the organization provides a nurturing place for Cal State Fullerton students to unlock their potential and apply their studies in a stimulating and meaningful setting.

Their studies might have introduced CSUF interns to the theories and principles of child development, but nothing may have equipped them for the accommodations and methods required to prepare visually impaired toddlers to succeed in surroundings full of unfamiliar stimuli. The long road to one child's fluency in Braille advanced when an intern helped her to overcome her resistance to tactile inputs by encouraging her to work with Play-Doh and navigate a classroom by following markers on the walls. Applying their creativity and sensitivity to such challenging but potentially monumental teaching opportunities is what makes a BCLC internship or service-learning placement such a life-changing experience for our students.

In nominating BCLC for this year's award, Professor Diana Robles Nichols cites the rich environment the organization provides for Child and Adolescent Studies majors. "They're so nurturing – not only to their students, because you know they have very special students – but to our students, too. They get this intense training. They get great supervision. They learn a lot while they're there."

BCLC provides early intervention, education and services for blind, visually impaired or deaf-blind children and their families from infancy to age 21. Services for families with infants are offered in the home; for children on the BCLC campus; and for youth in

the school districts. The overarching goal is to allow access to education in preparation to lead independent lives. CSUF students may participate in any of their programs, including early childhood, classrooms, occupational therapy, physical therapy, speech therapy, Braille, optometry and more.

"This is such an opportunity and privilege" for CHAD students, says Robles Nichols. "They are able to try so many different treatment options for both sighted and non-sighted children. Students feel well supported and have a lot of opportunities to develop lessons and learn from the children. When I hear of a student who wishes to be placed at a site with great supervision, experiences, and hands-on work with diverse children, the first place that comes to mind is the BCLC."

The challenges are offset by huge rewards, Robles Nichols explained. "I've had students tell me that they never thought they could work there or work with this particular population, and then they get there and they fall in love."

In this rich learning environment, students from many disciplines can apply their studies. It has long been a placement site for human services fieldwork, and students from communications, health science, counseling, and psychology also have received applied training at the site.

Dr. Joanne Stohs, faculty internship coordinator for the Psychology Department, explains,

"Students who do their internship there have an opportunity to observe the emphasis in a learning environment that's put on other sensory capacities. For instance, instead of using visual as the primary cue, they would tend to put the emphasis on auditory or tactile [senses]." Stohs added that being placed at BCLC for her spring 2013 internship helped a student think about her career and decide that it was where she wanted to be.



Developing tactile skills unlocks the potential for learning – especially among young children with visual or other limitations.





Robles Nichols echoes the career boost that BCLC offers several interns. "A lot of our students have stayed on and worked with the BCLC," she said.

One alumna whose career was launched at BCLC is Jennifer Vu '12, whose degree in communications qualified her to apply for the 2012 Gianneschi Fellowship in Nonprofit Leadership at BCLC the summer following her graduation. After completing the three-month fund development coordinator fellowship, she was offered a permanent position on the staff.

Ongoing internships offer CSUF students opportunities to work under BCLC teacher supervision and learn basic sign language, child development, how to plan and organize lessons, and work with therapists. In the early childhood center interns assist the classroom teacher and observe and assist specialists with occupational, speech, orientation and mobility therapies. They engage with their young charges in a variety of activities, including weekly field trips, music, computer skills, fine and gross motor

skills, speech and language, pre-Braille and pre-academic activities. In addition to visually impaired or blind children, interns work with sighted children who have hearing impairments, cerebral palsy and/or autism.

In reflecting on her BCLC internship while she was a CHAD student, alumna Karina Salazar '13 emphasized the rewarding and reinforcing environment she experienced there. "The teachers and staff are amazing role models and mentors. I really appreciated how the teachers allow you to build your own personal relationships with their students. I had the opportunity to work with several different children on a one-to-one basis. I was able to work on goals with specific children and found myself getting creative. I was fortunate to be exposed to different careers, and [that] ultimately made me realize that I want to work with this population.

"The students, teachers and staff at the Blind Children's Learning Center definitely impacted my life," Salazar continued. "I will forever be grateful for this site and the people there."

Blind Children's Learning Center's inspired teaching impacts not only their own students, but also CSUF students completing academic internships, fieldwork, and service-learning assignments. We gratefully acknowledge their support of our students and their continuing partnership with us to make an impact on many lives.



BCLC classroom assistants Leslie Ly '14 (psychology), top, and at bottom right Perla Rios '14 (child and adolescent studies) build lesson plans that make recess a learning experience. Bottom left: Alumna Jennifer Vu '12 (B.A. communications) was offered a permanent position as Fund Development Coordinator following her Gianneschi Fellowship in Nonprofit Leadership at BCLC during summer 2012.

At right: BCLC instructors use motor group, occupational, and light box therapies to open a world of discovery for students with a wide range of sensory challenges.





# 2013 COMMUNITY ENGAGEMENT AWARDS

The Center for Internships & Community Engagement presents the annual Community Engagement Awards to honor students, faculty and community partners whose leadership, service and partnership strengthen the bonds of engagement that connect the University and the community.

## 2013 HONOREES

### FACULTY

Outstanding Service-Learning Instructor  
Extraordinary Internship Coordinators

Dr. Beth Schipper, Freshman Programs  
Dr. Laura Chandler and Alysia Ransons MPH, Health Science

### STUDENTS

Outstanding Student Leader  
Extraordinary Acts of Service

Nicole Fabela '13 (B.A. child and adolescent development)  
Angelina Lance '13 (B.A. psychology)

### COMMUNITY PARTNERS

Stellar Support of Students  
Most Committed Partner

Blind Children's Learning Center  
The County of Orange

For videos of awardees, please visit: [fullerton.edu/CICE/awards\\_2013.html](http://fullerton.edu/CICE/awards_2013.html)

### HONORS AT COMMENCEMENT



#### AmeriCorps Sashes

Graduating seniors who have completed two years of service as AmeriCorps members during the prior four years may be acknowledged with a sash worn at commencement. CSUF AmeriCorps programs include Jumpstart and Students in Service. Ten students were honored in 2013.

#### Community Engagement Medals

Graduating baccalaureate and master's students who elected to complete academic internship or service-learning course(s) in excess of departmental requirements may be eligible for the Community Engagement Medal worn at commencement. There were 273 honorees in 2013.



# SERVING THE PARTNERS WHO SERVE US



## Gianneschi Center for Nonprofit Research

Helping to strengthen the capacity of the nonprofit sector is the overarching goal of the Gianneschi Center programs, operated under the auspices of the Center for Internships & Community Engagement. Because nonprofits are important partners with the University and because they compose a growing and significant sector in our society, CICE continues to invest in efforts to make them more effective in what they do, and therefore more effective partners.



### GIANNESCHI SUMMER SCHOOL FOR NONPROFITS

Cal State Fullerton faculty, industry professionals and advisers and consultants offer their expertise to nonprofit managers each

year at the Gianneschi Summer School for Nonprofits. For many organizations, the weeklong series of professional development and management classes constitutes their entire staff training program. All types and sizes of organizations are represented in the program, which in its seventh year included 34 separate sessions with a combined enrollment of 1,168, including 522 participants from 303 different organizations across six California counties.

Wells Fargo's presenting sponsorship of the annual event ensures that nonprofits of all types and sizes can afford to participate in these capacity-building programs. This year there also were 20 co-sponsoring nonprofit associations that shared discounted registration benefits with their member organizations. In its seven-year history the event has engaged 34 CSUF faculty and staff from 22 departments and administrative units as instructors, plus 15 faculty and staff who awarded scholarships to nonprofit partners on whose boards they serve or have partnerships.



### GIANNESCHI MINI-GRANTS

Dr. Gail Love (communications) was the recipient of a faculty mini-grant to complete a three-part community-based research project with the Orange County Health Care Agency. Through proceeds from the Gianneschi Summer School for Nonprofits and the Cecil and Beulah Ballentine Endowment in Nonprofit Research, full-time faculty members may receive support for their efforts to partner with

nonprofit organizations on research, curriculum or service projects. The fund also awarded travel mini-grants to Dr. Shelly Arsneault and Dr. Sarah Hill (politics, administration and justice) to join other nonprofit sector scholars and researchers at the West Coast Data Conference.

### FELLOWSHIPS IN NONPROFIT LEADERSHIP

Established in 2010 to launch the careers of graduating Cal State Fullerton students who are pursuing positions in the nonprofit sector, the Gianneschi Fellowships cover the fellow's summer salary plus a training stipend for the host site. The fellowships are funded through proceeds from the Gianneschi Summer School for Nonprofits and from the Cecil and Beulah Ballentine Endowment in Nonprofit Research.

Maria Mederos '13 (B.A. communications) was selected as 2013 fellow to serve as event auction coordinator for Families Forward in Irvine.

# POINTS OF ENGAGEMENT FOR RESEARCH AND SERVICE

## University Centers

Cal State Fullerton partners with numerous agencies, funders and community partners to advance knowledge through scholarship, research and service. Through these centers, connections are established and strengthened between the University and our related communities – academic and geographic. The centers can be reached through links at [fullerton.edu/research](http://fullerton.edu/research).

California Desert Studies Center	Center for Successful Aging
Catalyst Center for the Advancement of Research In Teaching and Learning Mathematics and Science	Center for Sustainability
Center for Applied Biotechnology Studies	Center for the Advancement of Responsible Youth Sports
Center for Autism	Center for the Promotion of Healthy Lifestyles and Obesity Prevention
Center for Boys and Men	Dr. John D. Cooper Archaeology and Paleontology Center
Center for Cancer Disparities Research	Hazel Miller Croy Reading Center
Center for Children Who Stutter	CSUF Archaeological Research Facility
Center for Community Collaboration	CSUF Institute of Gerontology
Center for Corporate Reporting and Governance	Decision Research Center
Center for Demographic Research	Entertainment and Tourism Management Center
Center for Economic Education	Fibromyalgia and Chronic Pain Center
Center for Entertainment and Tourism Communications	Gianneschi Center for Nonprofit Research
Center for Entrepreneurship	Gravitational-Wave Physics and Astronomy Center
Center for Ethnographic Cultural Analysis	Health Promotion Research Institute
Center for Family Business	Institute for Economic and Environmental Studies
Center for Information Technology and Business Analytics	Maxwell Center for International Communications and Media
Center for Insurance Studies	Ocean Studies Institute/Southern California Marine Institute
Center for International Business	Real Estate and Land Use Institute
Center for International Partnerships in Education	Sales Leadership Center
Center for Internships & Community Engagement	SchoolsFirst Center for Creativity and Critical Thinking In Schools
Center for Leadership	Small Business Development Center
Center for Maximizing Teacher Impact	Small Business Institute
Center for Oral and Public History	Social Science Research Center
Center for Public Policy	South Central Coastal Information Center
Center for Remote Sensing and Environmental Analysis	Sport and Movement Institute
Center for Research on Educational Access and Leadership	Tucker Wildlife Sanctuary
Center for Sport Performance	Twin Studies Center

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## Internships and Service-Learning Committee, Academic Senate

Pete Evanow, Marketing, Chair	Janice Myck-Wayne, Special Education
Pamela Caldwell, Communications	Annie Petrossian, Student Health & Counsel
Jim Case, Career Center	Mark Ramont, Theatre and Dance
Diane Clemens-Knott, Geological Science	Chris Ruiz-Velasco, English & Comparative Literature
Kiran George, Computer Engineering	Stephen Stambough, Politics, Administration and Justice
Lezlee Hinesmon-Matthews, Afro-Ethnic Studies	Kathy Webster, Kinesiology
Dawn Macy, Center for Internships & Community Engagement	

# Service-Learning and Community Engagement Faculty

Faculty members develop experiential learning opportunities that invite students to apply and expand on their coursework through service and reflection. We acknowledge the faculty members who enriched the curriculum by coordinating academic internship and fieldwork placements or by designing service-learning components that broadened their students' experience and deepened the relationships the University enjoys with its community partners.

Shelly Arsneault, Politics, *Administration and Justice*  
Mitch Avila, *Anthropology*  
Susamma Barua, *Engineering and Computer Science*  
Rahul Bhaskar, *Information Systems and Decision Sciences*  
John Bock, *Environmental Studies*  
Brenda Bowser, *Anthropology*  
\*John Breskey, *Health Science*  
David Burt, *Accounting*  
Bert Buzan, *Politics, Administration and Justice*  
Pamela Caldwell, *Communications*  
Nathan Carr, *Modern Languages and Literatures*  
John Carroll, *Geography*  
Benjamin Cawthra, *History*  
Laura Chandler, *Health Science*  
Betty Chavis, *Accounting*  
Sapna Chopra, *Counseling*  
Marcia Clark, *Finance*  
Diane Clemens-Knott, *Geological Sciences*  
Fanny Daubigny, *Modern Languages and Literatures*  
John Davis, *Philosophy*  
Richard Deming, *Chemistry and Biochemistry*  
Kay Devine, *Art*  
Rebecca Dolhinow, *Women's Studies*  
David Drath, *Biological Science*  
Peter Evanow, *Communications*  
Janet Eyring, *Modern Languages and Literatures*  
Jim Feagin, *Physics*  
Reyes Fidalgo, *Modern Languages and Literatures*  
Denise Frye, *Human Communication Studies*  
Eugene Fujimoto, *Educational Leadership*  
Juan Carlos Gallego, *Modern Languages and Literatures*  
\*Christine Gardiner, *Politics, Administration and Justice*  
Dennis Gaschen, *Communications*  
\*Kiran George, *Computer Engineering*  
Erualdo Gonzalez, *Chicana and Chicano Studies*  
Howard Gordon, *Marketing*  
Jessica Grimes, *Sociology*  
William Haddad, *History*  
Lynda Hamilton, *Communications*  
Breta Hedges, *Marketing*  
Josefina Hess, *Modern Languages and Literatures*  
John Jackson, *Management*  
Sara Johnson, *Anthropology*  
Sarah Kelman, *English, Comparative Literature & Linguistics*  
Robert Kovacev, *Finance*  
\*Edythe Krampe, *Sociology*  
Dana Lamb, *Art*  
Irene Lange, *Marketing*  
Emmanuel Lartey, *Economics*  
James Lasley, *Politics, Administration and Justice*  
Jinghui (Jack) Liu, *Modern Languages and Literatures*

\*Gail Love, *Communications*  
Gus Manoochehri, *Management*  
Juli Martinez, *Human Services*  
Christine Mayfield, *Elementary and Bilingual Education*  
Jeana Miller, *Kinesiology*  
Thomas Miller, *Management*  
Laura Neal, *Art*  
Tu-Uyen Nguyen, *Asian American Studies*  
David Obstfeld, *Management*  
Margaret Palmer, *Child and Adolescent Studies*  
Nilay Patel, *Biological Science*  
Larry Peters, *Theatre and Dance*  
Angel Pineda, *Mathematics*  
Kristine Quinn, *Elementary and Bilingual Education*  
Raymond Rast, *History*  
Diana Robles Nichols, *Child and Adolescent Studies*  
Jill Rosenbaum, Politics, *Administration and Justice*  
Charles Royston, *Human Services*  
Robert L. Sage, *Communications*  
Barbara Samara, *Management*  
Beth Schipper, *Freshman Programs*  
Setsue Shibata, *Modern Languages and Literatures*  
Peggy Shoar, *Child and Adolescent Studies*  
Stephen Stambough, *Politics, Administration and Justice*  
Joanne Stohs, *Psychology*  
Mark Stohs, *Finance*  
Douglas Swanson, *Communications*  
Jo'ie Taylor, *Child and Adolescent Studies*  
Atul Teckchandani, *Management*  
Saul Tobias, *Liberal Studies*  
Brooke Tolmasov, *Sociology*  
Candace Trevino, *Child and Adolescent Studies*  
\*Ying-Chiao Tsao, *Human Communication Studies*  
Raman Unnikrishnan, *Engineering and Computer Science*  
Joseph Weber, *Sociology*  
\*Kathleen Webster, *Kinesiology*  
Jie Weiss, *Health Science*  
Diane Witmer, *Communications*  
Karen Wong, *Sociology*  
Penny Wunderlich, *History*

\* Recipients of Call to Service - Move to Action mini-grant to encourage community engagement in the form of community-based research, service-learning partnerships / projects, new service-learning curriculum or nonprofit sector research. Funding is provided through the Center for Internships & Community Engagement; the CSU Chancellor's Office Call to Service Initiative through CSUF's Center for Internships & Community Engagement; proceeds from the Gianneschi Summer School for Nonprofits; distributions from the Gianneschi Center's Beulah and Cecil Ballentine endowment; and the Office of Research Development.

**For more information about faculty mini-grants, see [fullerton.edu/cice/Faculty\\_MiniGrants.html](http://fullerton.edu/cice/Faculty_MiniGrants.html)**



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