

CENTRAL

BULLETIN SPRING '07



BRINGING LEARNING TO LIFE

Service-learning: out of the classroom, into the world

As a higher education institution, it's important our students learn. As a non-profit organization with a noble, altruistic mission, we value service. Put them together, and you get a key component of Central College — service-learning.

Service-learning engages students in an educational process beyond the walls of the academy. Students not only learn about democracy and citizenship through personal involvement, but they also become active contributing citizens and community members through the service they

perform. We want our graduates to be able to effectively lead in local, national and international communities, and in order to lead, one must serve.

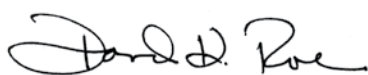
One of the best features of service-learning is versatility. Service-learning can be applied across all academic areas. It can involve a single student or group of students, a class or an entire school. Even though learning begins in the classroom, it continues in many different settings outside the traditional educational environment. Students gain experience in other cultures and learn through hands-on involvement.

We've done an outstanding job of fostering service-learning at Central. For years, we have been fortunate to have AmeriCorps*VISTA (Volunteers in Service to America) on our campus. Through AmeriCorps*VISTA, Central has been able to educate the campus and others by providing service for low-income individuals and communities. Last spring, 166 participated in the ROWEL Poverty Simulation, offered through Iowa State University Extension. Also, one year ago, over 900 students, faculty and staff participated in Central's first annual Community Service Day and worked on 52 projects at 41 sites in Pella, Marion County, Des Moines and beyond. This spring, Central held its service day April 17. At the time this *Bulletin* went to press, we had over 70 project opportunities.

Part of Central's dedication to service-learning comes from being a long-time member of the National Campus Compact and more recently becoming a charter member of the Iowa Chapter of Campus Compact. The Iowa Chapter now includes 19 member institutions. Campus Compact is a coalition of more than 1,000 colleges and universities committed to fostering in students the values and skills of civic engagement through active involvement in community and service-learning. In the past five years, member schools have reported a 60 percent increase in service participation. Students working in areas such as literacy, health care, homelessness, voting and the environment contribute more than

\$5 billion in service to their communities each year.

This issue focuses on Central's commitment to service-learning. When campuses engage with their communities, they create a culture of civic-mindedness that has a lasting impact. Students not only receive real-world experiences that improve their academic learning, but they also develop leadership skills. Campuses form close ties with surrounding communities and higher education is seen as contributing to the public good. Service-learning doesn't end once students graduate from Central. It continues to spread and grow as our graduates develop into productive members and leaders of society.



David H. Roe



President David Roe has helped Central become a leader in service-learning in higher education. ▲

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EDITOR

Abby Gonzales '02

SPORTS EDITOR

Larry Happel '81

GRAPHIC DESIGNER

Stephanie Anderson, Pella Art & Graphics

PHOTOGRAPHY

Paul Gates

Dan Vander Beek

ILLUSTRATIONS

Curtis Baugh '82, Pella Art & Graphics

Joe Hoksbergen

EDITORIAL ASSISTANTS

Lynne Petty

Mary Benedict

DIRECTOR OF ALUMNI

RELATIONS

Sunny Gonzales Eighmy '99

DIRECTOR OF MARKETING

AND MEDIA RELATIONS

Connie Cross

DIRECTOR OF PUBLICATIONS

Cyndi Atkins

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8 SERVICE-LEARNING= SERVICE + LEARNING

Service-learning plays a key role in liberal arts education

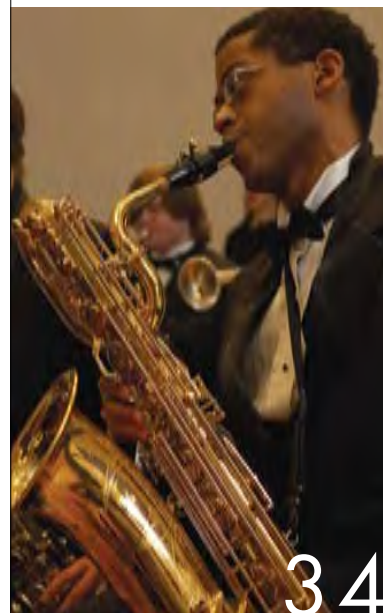
▲ Mary Lou Warner '96 is the unit director of the Boys and Girls Club of Central Iowa at Wallace Elementary, a community partner where several Central students go for service-learning.

18 SERVICE-LEARNING: IT'S ABOUT RELATIONSHIPS AND MORE

Psychology professor Peggy Fitch discusses key concepts of service-learning

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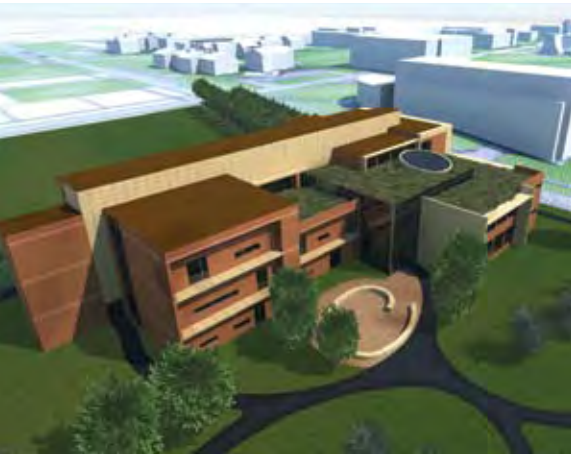


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▲ The Central College Symphonic Wind Ensemble teamed up with President David and Betsy Roe and Pella third graders to present "Peter and the Wolf."

I N T H I S I S S U E

Central reveals plans for a new education and psychology building



Plans for a new education and psychology building project were approved for an estimated cost of \$17 million, due to break ground on the corner of University and West 3rd Street in March 2008.

The building will encompass approximately 54,000 square feet and provide new classroom and instructional space for two of Central's largest and most distinguished academic departments. In addition, the building will house Central's office of community-based learning.

As part of Central's sustainability efforts, the building will be energy-efficient and Leadership in Energy and Environmental Design-certified.

Fund-raising efforts for this project are underway and room naming opportunities are available. For details, contact the development office.

TALLOIRES DECLARATION

President David Roe signed the Talloires (pronounced Tal-Whar) Declaration of the Association of University Leaders for a Sustainable Future following the state-of-the-college address Jan. 18.

The Talloires Declaration is a 10-point action plan for incorporating sustainability and environmental literacy in teaching, research, operations and outreach at colleges and universities. The declaration is designed to be interpreted and shaped for each individual institution.

After receiving both student senate affirmation and faculty endorsement, Roe signed the document driving Central into the progressive movement.

In addition, Central joined the Association of Advancement of Sustainability in Higher Education and added sustainability to its original five service standards: integrity, safety, respect, responsiveness and energy.

ELECTRIC CARS IN CAMPUS FLEET

As part of its commitment to environmental stewardship, Central College gradually is moving to an all electric/hybrid fleet. Two new

Toyota Priuses recently were purchased to replace high-mileage vehicles. The 2007 Prius with Hybrid Synergy Drive® uses a combination of a gas engine and an emissions-free electric motor to achieve efficient fuel economy. The Prius earned an advanced technology partial zero emission vehicle rating, meaning Prius has near-zero tailpipe emissions, zero evaporative emissions and a special extended warranty on emission control components. The car automatically recharges its batteries using regenerative braking or by running the onboard generator.

HUTCH BEARCE FACULTY AWARD

A faculty award was created honoring the memory of Hutch Bearce, academic dean at Central from 1987-1994. The Hutch Bearce Faculty Leadership and Community-Building Award will be presented annually and is intended to encourage and recognize community-building, mentorship and service-based leadership achievements by faculty members in their formative years.



"Hutch made a strong, positive and lasting impact on both the Central College and wider Pella communities," said Jim Zaffiro, professor of political science. Zaffiro is a member of the memorial committee, which currently is raising funds for the award.

SCHOLARSHIPS HELP STUDENTS

Generous support from alumni and friends makes a difference in the lives of hundreds of Central College students. Endowed scholarships provide resources to Central, creating opportunities for learning that may not otherwise be possible.

MAYTAG STUDENT CENTER TO UNDERGO RENOVATIONS

Central received a \$500,000 gift from the F. Maytag Family Foundation for improvements to the Maytag Student Center, named in honor of Fred Maytag II. The center was made possible largely due to the generosity of the foundation in the 1980s and is the main center for students on campus.

The money will fund three capital improvement needs, which include an extended stairwell to the lower level in the atrium, a new roof and new carpet throughout the facility.

MERIDA PROGRAM EXPANDS OFFERINGS

Central College Abroad extended the Merida, Mexico, study abroad program offerings in January by partnering with additional local universities in Merida. President David Roe signed cooperative agreements with Marista University, Modelo University and the Universidad Autonoma de Yucatan (UADY). The new agreements expand course options for Central students and provide more opportunities to meet Mexican students and to integrate with the Merida community. ■

LETTERS of appreciation

McKee Family Foundation

First off, I would like to take a moment to say thank you! Without your help and contributions, Central would have just been a dream; but because of your kindness and desires for Central, you have made it a reality.

Pella Roltscreen Foundation

Thank you so much for your consistent generosity to Central College and for your commitment to providing support to students by contributing to the Pella Roltscreen Foundation. I am one recipient, and I greatly appreciate your support.

I thank you for allowing me to gain such wonderful experiences from Central College. I have benefitted greatly from the challenging math department and the excellent education. Thank you so much.

P. H. Kuyper Foundation

I want to take a few moments to sincerely thank you for your generous financial support during this last semester. Classes were challenging as usual, but I am finally discovering wisdom.

When I look into the near future and what the next semester holds, I find many new and exciting trails to blaze. I will be one step closer to obtaining my physics major. The next few weeks will be devoted to finding a suitable internship. During the summer, hopefully on the East Coast, my hope is to study physics at either Duke University or Johns Hopkins. I recently completed an introductory psychology course with appreciation.

Thank you for your generosity and dedication. You have shown to Central College your kindness has made it possible for me to study at one of the best liberal arts colleges in the country. Without this scholarship, I would not have been able to afford to attend Central College and experience all it has to offer. Next year I would like to study at the University of Wales in Bangor, followed by studying in Granada, Spain, during my junior year. Central College has an incredible year abroad program, and I want to take advantage of my opportunity to see the world. Once again, thank you for your kindness to Central College.

E-mails, Alumni Community

Nearly 4,400 have signed onto the online alumni community. What a place to network and reconnect! Watch closely in the upcoming months for additional and updated features.

Did you study abroad? Tell your Central alumni and cooperating school friends the alumni office needs updated and accurate information on study abroad participants. Submit online, call 800-447-0287 or e-mail alumni@central.edu with updated contact information.

E-mail saves money on postage and is an easy way to stay in touch with Central College and alumni friends. E-mail addresses change frequently, so please let us know if you aren't receiving our invitations or news updates.



INAUGURATIONS

Many alumni represent Central College at events across the country. Thank you to the following people for attending inaugurations on behalf of Central College and President David and Betsy Roe this past year:

Jim Henderson '67 at Tennessee State University in Nashville, Tenn.

Stan Durey '71 at Moravian College in Bethlehem, Pa.

Dr. Kirk '83 and Terri Vander Werff Kolenbrander '81 at Northeastern University in Boston, Mass.

Michael '85 and Kelly Hadley Bohning '86 at Baker University in Baldwin City, Kan.

Debbie Schraeder '86 at Dana College in Blair, Neb.

Wes Davis '00 at Viterbo University in LaCrosse, Wis.

COUNCILS ON CAMPUS

The Central College Parents' Council met Feb. 3, National Advisory Council March 23-24 and the Alumni Advisory Council (AAC) met March 30-31 on campus. Speakers included President David Roe; JoNes VanHecke, dean of student life; Dave Sutphen '61, Paul Jones '79 and Anna Bates '03 of the advancement office; Cheri Trout Doane '98, director of community-based learning;

Lee VandeVoort '80 chief information officer for information technology services; Robert Franks, professor of computer science; Stephen Fyfe '87, associate professor of computer science; Mark Johnson, professor of mathematics and computer science; Russ Goodman, assistant professor of mathematics; Al Hibbard, professor of mathematics and computer science; Wendy Weber, associate professor of mathematics; senior Adrian Bell, mathematics and art major; Ann Van Hemert '00, assistant director of admission; Brian Zylstra '92 and Annique Brown Kiel '99 of Central College Abroad; AAC chairperson Kris Brandt Vaughn '90 and current parent Gordon Lauterbach '76.

LEGACY PROGRAM FOR CHILDREN OF ALUMNI

Our alumni are special people and so are their children! We're nearing completion of our second full year of the legacy program. Our legacy program recognizes children of alumni on special milestones of their lives. A baby bib is sent to newborns, a beach ball to five-year-olds, a Central College pennant to 10-year-olds, a tote bag to high school freshmen, a lanyard to sophomores, a mouse pad to juniors and special college information from President David Roe to seniors.

Do we know about your children or grandchildren? Help continue the legacy of Central College. Update your profile in our online alumni community, call 800-447-0287 or e-mail alumni@central.edu.

HOMECOMING/FAMILY WEEKEND

Mark your calendar. Don't miss Homecoming/Family Weekend, Friday-Sunday, Sept. 28-30. Look in the newsnotes section for a schedule or go to www.central.edu/homecoming.

The summer issue of the *Bulletin* will feature a complete pull-out schedule of all the fun activities during Homecoming/Family Weekend.

NEW REUNION GIVING PROGRAM FOR HOMECOMING 2007

Classes celebrating reunions from 5-45 years have an opportunity to participate in a reunion giving program to increase giving participation among alumni and raise money for scholarships. Members of reunion classes can make pledges to support incoming freshmen for the fall of 2008. Class results will be printed in the 2007-08 president's report. If you are a member of one of these classes, be sure to check your mailboxes, answer your phones and support this new and exciting program. For more information, contact Anna Swanson Bates '03, director of the Central Fund, at batesa@central.edu or 800-447-0287. ■



RIGHT NOW YOU CAN...

- Update your information. Did you move, add to your family, change jobs, finish additional school?
- Submit news for the *Bulletin*.
- Search for alumni in the directory by city, state, country or class year.
- E-mail new and old friends.
- Participate in Central Connections, a program where you can help Central students and alumni earn a competitive edge in today's job market.
- Fill out memory book forms (reunion classes only).
- View past years' memory books.
- Nominate someone for an alumni or service award.

COMING SOON...

- Newsnotes, obituaries, message boards, photos, a study abroad community and more!

2007 UPCOMING ALUMNI EVENTS

All alumni, current and past parents, employees, friends and guests are welcome at alumni events held across the country. For updated information, visit www.central.edu/alumni.

Thursday-Saturday, May 3-5

Tulip Time

Friday, May 11

Senior dinner

Saturday, May 12

Baccalaureate

Sunday, May 13

Commencement

Monday, May 14

Ankeny golf outing

Saturday, May 19

Seattle, Wash.

May

Psychology event in Des Moines

May

Oskaloosa, Iowa

Thursday, June 14

Men's basketball golf tourney in Pella

June

St. Louis, Mo.

July 17 or 18

Chicago, Ill.

Saturday, July 21

I-Cubs in Des Moines

July

GOLD

August

Ottumwa, Iowa

Driftmier sparks Dutch men's basketball turnaround



◀ Clint Driftmier led the conference in rebounding.

Tangible signs of progress are beginning to appear for coach Mike Boschee and the Central men's basketball team.

Central's 8-8 Iowa Conference mark appears modest, but it's the school's best league mark since 1995-96. The Dutch were 11-14 overall, matching their best season win total since 1996-97.

Clint Driftmier, the team's dominant 6-10 center and lone senior, was a first-team all-conference pick for the second time, while junior guard Zak Clark was a second-team choice. Driftmier also was named to the d3hoops.com all-West Region second team after being a first team pick last year. He was the conference's top rebounder (8.5 avg.) and second-leading scorer (18.8). On the school's all-time career charts, Driftmier is fourth in rebounds (653), fourth in blocks (70) and ninth in scoring (1,239).

Clark was eighth in the league in scoring with a 14.8-point average, second in free throw percentage (88.0) and fourth in steals (1.84).

Among the season highlights was an eight-day December trip to Hawaii. It was the program's fifth trip to the islands in the past 27 years.



▲ Junior Laura Porter earned all-conference honors.

PORTER EARNS ALL-CONFERENCE HONORS FOR WOMEN

Junior point guard Laura Porter was a first-team all-Iowa Conference pick for the Central women's basketball team.

Porter was fourth in league scoring (15.2 points per game), second in assists (4.28) and fourth in free throw percentage (80.2). She's fifth on Central's career assists chart (212).

Second-year coach Natalie Nakic's young club was just a buzzer-beater away from gaining a berth in the six-team league tournament, falling in overtime at Coe in the season finale.

Sophomore forward Emily De Jong knocked down 51 3-point baskets, the second-best total in school history, while senior guard Katy Paxton finished second on the career 3-point list with 97.

The Dutch closed at 6-19 overall, a one-game improvement over last year, and were 4-12 in league play.

REED RESIGNS AS HEAD WRESTLING COACH

Eric Reed resigned as Central's wrestling coach after three seasons.

Reed, who previously served two seasons as head coach at Wabash College (Ind.), was a Dutch assistant from 2000-02. He posted a 6-47 dual meet record at Central.

The team's top placewinner at the Iowa Conference tournament was senior Andy Ohnemus, who finished fifth at 141 pounds. The Dutch were 0-18 in dual action but providing a glimmer of hope was the team's youthful lineup, which included freshmen at six weights. Many showed promise as they gained experience in the rugged league. The other eight Iowa Conference squads were each ranked in the top 30 in the NCAA Division III. Five league teams finished in the top 12 at the national meet, claiming four individual NCAA titles.

DIERIKX EARNS ALL-AMERICA HONORS

Junior Guy Dierikx earned all-America honors by placing fourth in the 400-meter dash at the NCAA Division III Indoor Track and Field Championships at Rose-Hulman Institute of Technology (Ind.) March 10. Dierikx broke the school record four times this year running his best time in the finals (48.95 seconds). Senior Brian Respeliers qualified for the indoor national meet in the 800-meter run with a time of 1:53.68 but did not advance to the finals. Senior Adam Wolf shattered the school's 5,000-meter record with a time of 15:02.06 at Iowa State's NCAA Qualifier meet.

Senior Chelsey Keller was the lone female performer to qualify for the indoor national meet. She came into the meet with a qualifying mark of 44-feet, 6.75-inches in the shot put but failed to make finals.

Both the men's and women's squads placed third at the Iowa Conference indoor meet. The Central men's team earned first-place finishes in three events. Dierikx won the 400 meters (49.11); Respeliers took first in the

800 meters (1:56.36); and senior Jon Robeson captured the weight throw for the second straight year (53-11). Junior Kari Hutchinson set school marks at the conference meet in the women's 400 meters (58.85) and 200 meters (26.34).

MOURS NAMED TENNIS COACH

Bryan Mours has been named men's and women's tennis coach at Central College. Mours will assume duties this summer after completing



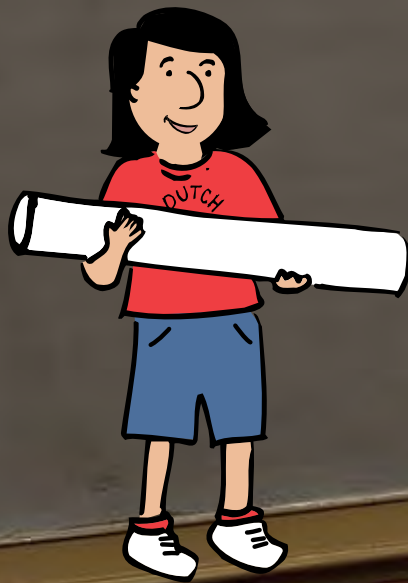
his fifth season as the Pella High School boys' tennis coach. He previously served as head boys' coach at Dike-New Hartford High School in 2000.


He replaces highly successful Central coach Doug Stursma, who resigned late last fall after 13 seasons as men's coach and 14 years as women's coach. Greg Gilmore '99 served as Central's interim head men's coach this spring.

Mours played two seasons at the University of Northern Iowa and is a UNI graduate. He is an experienced tennis instructor, teaching at several private clubs and was the head tennis pro at Bull's Eye Country Club in Wisconsin Rapids, Wis., for four years. He took over as tournament director for the USTA Pella Junior Open last summer.

During his tenure at Pella High School Mours' teams have had nine state tournament qualifiers in four seasons, with four top-four individual finishes. Last summer's squad reached the final eight in team tournament play. In all four seasons his teams received the Iowa High School State Athletic Association's Academic Team Award for holding a combined grade point average of over 3.25. ■

Service-Learning =
Service + Learning



A man with glasses and a plaid shirt stands with his arms crossed in front of a chalkboard. The chalkboard has the text '...ning + So Much More!' written on it. A clock is visible on the wall to the right.

...ning + So Much More!

Doug Bermingham benefits from service-learning by applying what he's learned in the classroom.

**Service-learning plays a key role
in liberal arts education**



Cheri Trout Doane '98, director of Central's community-based learning has been a force in the service-learning community.

"OUR COMMUNITY PARTNERS PROVIDE A UNIQUE LEARNING ENVIRONMENT BEYOND WHAT IS AVAILABLE IN THE CLASSROOM."

— Cheri Trout Doane '98

Even though service-learning wasn't formally institutionalized until 1996, service has been a part of Central's mission for decades. Central College faculty members were among the first college educators in Iowa to combine meaningful service experiences with coursework in the early 1990s. Since that time, service-learning has expanded a great deal.

Why is service-learning so important?

According to NCSL, national studies suggest students in effective service-learning programs improve academic grades, improve attendance in school and develop personal and social responsibility.

Service-learning promotes deeper learning through critical thinking, and generates emotional consequences, which challenge values and ideas. Service-learning provides opportunities to use skills and knowledge in real-life situations, since learning extends beyond the traditional classroom setting.

Students become contributing citizens and community members through service. Service-learning strengthens both education and local communities by building collaborative partnerships and meeting community needs through service projects.

Principal findings of a study on how service-learning affects students, done by the higher education research institute of the University of California, Los Angeles in January 2000, indicate service participation shows significant positive effects on



A new wave of service

is stretching across communities around the nation. Service-learning offers a unique opportunity for America's young people to get involved with their communities by integrating service projects with classroom learning. And, at Central College, this practice is thriving.

The National Commission on Service-Learning (NCSL) defines service-learning as a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility and strengthen communities.

Awareness and practice of service-learning has grown over the past few years, especially in higher education. Research done by the Corporation for National and Community Service suggests 3.3 million college students donated their time to various causes in 2005, compared with 2.7 million in 2002. One reason this educational method has become more prevalent is that educators are recognizing its value.

"We acknowledge expertise resides in the community and our community partners provide a unique learning environment beyond what is available in the classroom," said Cheri Trout Doane '98, director of Central's community-based learning.

academic performance, values, self-efficacy, leadership, career and plans to participate in service after college.

Qualitative findings of this research imply service-learning is effective, in part, because it facilitates four types of outcomes: an increased sense of personal efficacy, increased awareness of the world, increased awareness of one's personal values and increased engagement in the classroom experience.

"The strength of service-learning is that it promotes civic engagement," said Josh Dolezal, assistant professor of English. "Students engage in reciprocal learning experiences within the community that allow them to utilize and reinforce course concepts."

Service-learning at Central

Central is a leader in higher education when it comes to service-learning.

"Central really has paved the way for colleges in regard to service-learning," said Linda Danielson, program director at Children and Family Urban Ministries (CFUM) in Des Moines. "Cheri Doane has gone to great lengths working with other colleges to encourage support for service-learning and to help them realize the educational importance of the program. You can tell the difference in colleges with service-learning programs. Central's passion for service-learning gives it a little more to entice new students than what other colleges offer."

Recently, Central was named to the President's Honor Roll for distinguished general community service in recognition of extraordinary volunteer efforts by the school and its students to serve area neighborhoods and communities. Central's service-learning program was recognized by the State of Iowa's Division of Latino Affairs as an Outstanding Educational Organization in 2003. It received the Building Bridges Award from Campus Outreach Opportunity League/Idealist.org, a national organization that helps college students start, strengthen and expand their community service programs. And, the Program for Learning Awareness of Cultures in Experiential Settings (PLACES) was named to the *Templeton Guide* in Colleges that Encourage Character Development and was recognized in *Promising Practices of International Service and Service-Learning*.

"A number of factors contribute to Central's success with service-learning," Doane said. "We depend on support from faculty, who recognize the potential and importance of community engagement; from our

SEMESTER SERVICE-LEARNING BY THE NUMBERS

at CENTRAL COLLEGE

fall 2003



spring 2004



fall 2004



spring 2005



fall 2005



spring 2006



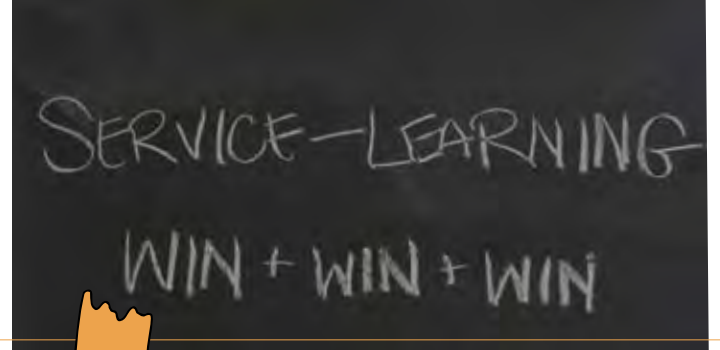
fall 2006



spring 2007



= 25 Central students



administration, who understands that higher education is uniquely positioned to prepare students for lives as engaged citizens; and from our community partners who are so committed to providing extraordinary learning experiences for our students.”

The college considers service-learning a win/win/win situation. Students gain valuable real-world experience and opportunities to enhance concepts from courses. Non-profits receive assistance, energy and enthusiasm from college students and an opportunity to share their vision and passion. The college gets the chance to connect with the community and demonstrate its mission to empower graduates for effective service in local, national and international communities.

Service-learning stretches across all academic divisions. Students from psychology work with chemistry students. Sociology students work alongside business majors.

“As a liberal arts institution, we appreciate the interdisciplinary benefits of service-learning,” said Doane. “Students benefit from experiencing subject matter in context, and service-learning provides a place where the issues collide.”

Service-learning isn’t just about a student completing credit hours to graduate. It’s about instilling a quality in a person. It’s a positive, meaningful and real experience that promotes teamwork, citizenship and democracy. It addresses complex problems and issues in a variety of settings.

“I think service-learning is fantastic,” said senior psychology major Doug Bermingham. “It’s a really good idea to have it be part of Central’s curriculum. It’s one thing to read about it in a textbook, and it’s another to experience it first-hand. For me, it’s been a really excellent way to not just get the knowledge, but to keep it.”

Coursework

“The variety of classes Central has with service-learning is just beyond everybody else,” said Danielson of CFUM.

Approximately 25 courses regularly include a service-learning requirement or option, and faculty from every discipline have supervised students in service-

“CENTRAL REALLY HAS PAVED THE WAY FOR COLLEGES IN REGARD TO SERVICE-LEARNING.”

— Linda Danielson, program director at CFUM



CFUM
Children and Family
Urban Ministries





"WE TAKE THE CLASSROOM INTO THE COMMUNITY — STUDENTS CAN BE CHANGED BY THE RELATIONSHIPS THEY FORM THROUGH SERVICE-LEARNING."

— Joshua Dolezal, assistant professor of English

learning experiences. Over 200 students do some type of course-based service-learning each semester.

A service-learning component in a course adds significant benefits, especially in academic outcomes. Both faculty and students develop a heightened awareness of civic responsibility and personal effectiveness through participation in classes with a service-learning component.

"Central's emphasis on service-learning has been very prevalent every year I've been here," Bermingham said. "I think it's a testament to how successful it is. The faculty wouldn't keep doing it and pushing it if they didn't see the results and if it weren't so important."

Faculty support for service-learning is attributable to the substantial body of research suggesting service-learning yields positive academic and developmental outcomes.

"We take the classroom into the community," said Dolezal. "It's the idea that students can be changed by the relationships they form through service-learning. In my personal essay class, students can learn things about themselves by learning about other people. One criticism of creative writers is they are self-absorbed, but with the service-learning component students learn how to tell other people's stories and make discoveries about themselves in the process."

Opportunities

Central's PLACES develops and maintains quality partnerships with approximately 60 community agencies and grassroots organizations throughout Central Iowa. Central students have plenty of sites to engage in service-learning. Many non-profit organizations count on Central students and other volunteers to help sustain their organizations.

"It's interesting how the community comes to rely on service-learning," said Bermingham. "Some



Above: Tiffany Vasquez '05 is a bilingual preschool teacher in Des Moines. "When I did service-learning, it made me want to do more." Above left: Central senior Shaun Quam tutors at Boys and Girls Club of Central Iowa at Wallace Elementary in Des Moines.

organizations have been getting volunteers from Central for years. It makes you wonder how those organizations would get along if Central all of a sudden withdrew that support."

Over the last two years, CFUM has had over 300 college students from partnerships volunteer for the breakfast club and Haven, two of its programs.

"We're very intentional about what our volunteers do and make sure it is in line with the curriculum in the class they're taking," said Danielson.

CFUM mainly serves economically disadvantaged families. Many of the children go to school at Moulton Extended Learning Center, located across the street from CFUM. Due to Moulton's year-round academic schedule, CFUM offers programming that coincides with the school's schedule.

"We have programming Monday-Friday and when kids are out on break, except during the two weeks over the Christmas holiday and spring break in order

CAMPUS COMPACT

Central College is a member of the Iowa chapter of Campus Compact, an organization committed to fulfilling the public purposes of higher education. Campus Compact is comprised of more than 1,000 college and university presidents dedicated to building civic engagement into campus and academic life.

Iowa Campus Compact, which started in 2004, now has 19 college and university presidents committed to fostering in students the values and skills of civic engagement through service-learning and collaborative civic involvement. President David Roe serves on the board.

Member institutions of Campus Compact put into practice the ideal of civic engagement by sharing knowledge and resources with their communities, creating economic development initiatives. In the past five years, Campus Compact schools have reported a 60 percent increase in service participation. The average number of service-learning courses at member schools averaged 37. Ninety-eight percent of the schools within Campus Compact offer service-learning courses, and 86 percent have a community service/service-learning office.

"We are very lucky in the fact we have the support of the president and the administration," said Cheri Trout Doane '98, director of community-based learning at Central. "Central understands the importance of institutional commitment."



Iowa | **Campus Compact**

to give our staff some time off," said Danielson. "We've gradually increased our programming to fit the needs of the people in the neighborhood."

This is the first semester Central students have worked with the Boys and Girls Club of Central Iowa and the results have been positive.

"We actually have the largest volunteer base from Central," said Mary Lou Warner '96, unit director of Wallace Elementary.

Central students allowed the Boys and Girls Club of Central Iowa to do what other Boys and Girls Clubs are already doing — the Crest Club. Juniors Terri Berger and Jenny Menary, and freshman Audrey Cory, work once a week with kids in kindergarten and first grade

showing them how to improve their oral health.

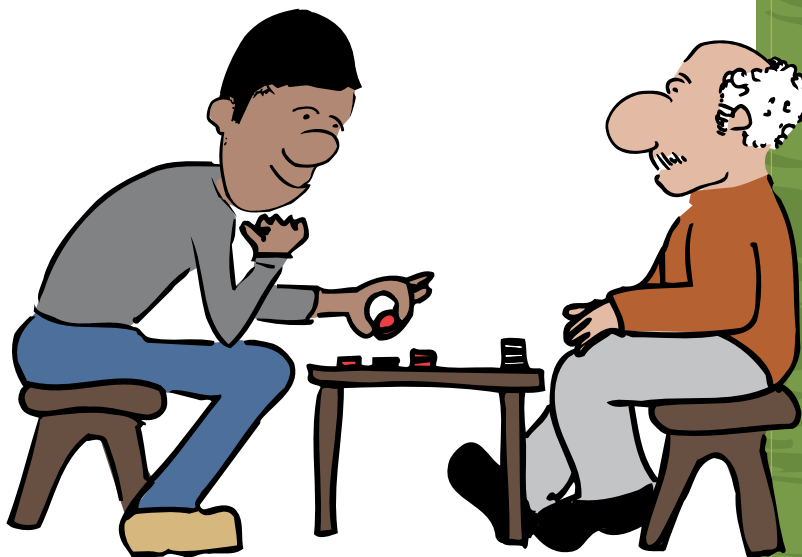
Other Central students tutor one-on-one with students who need specific help.

"I try to match the volunteer's strengths with the need of the child," said Warner. "I take the gifts and talents of our volunteers and have them work with the students."

Programs such as CFUM and the Boys and Girls Club fight misconceptions.

"A lot of people think we're just here for recreational purposes, but we actually work on character development as well as academics," said Warner.

Another popular site for Central students is Hispanic Educational Resources (HER), a non-profit,



X CREDIT

Central's core curriculum includes a unique cultural awareness "x credit," which often is satisfied in a service-learning setting. Sometime during their time at Central, students are required to engage in significant contact with members of another culture, either as part of a study abroad experience, a course or an individual experiential module. Examples of x credit include working with Sudanese refugees as they settle in the United States, assisting at after-school programs serving diverse children or providing ESL instruction for recently arrived immigrants.

community-based organization that works with Latino families in the Des Moines area. Tiffany Vasquez '05 is a bilingual preschool teacher who prepares 4-5 year-olds for kindergarten in the coming year.

"We teach our class in both English and Spanish," said Vasquez. "We want the students to be prepared when they get into the Des Moines Public Schools. We don't want them to struggle with the language barrier. We also want to respect their native language and continue in the development of that language. In addition, we want them to have a strong educational foundation when entering the school system."

Vasquez and co-worker Alyssa Jurado are revamping the volunteer policy to add more responsibility to the volunteers to make sure they truly are getting something out of the experience.

"When I did service-learning, it made me want to do more," she said. "I knew I wanted to keep working with non-profits and with multi-cultural children. I don't want college students to come in and just have enough information to get credit for service-learning. It's about truly understanding these children and supporting them in their learning."

Reaching out around the world

Central's commitment to community extends far beyond our Central Iowa location. Seven study abroad programs in Europe, China and Mexico provide opportunities for students to engage in community endeavors in their host cities.

Each site works with numerous non-profit organizations, at which students may propose service-learning modules. Pre-experience preparation includes reflection activities, readings and orientation. Reflection continues throughout the semester and Central's program directors foster collaboration between the student, agency and host site. Participants complete a final, comprehensive journal article and other written assignments.

Jen Schooley, a junior Spanish major, currently is studying on Central's Merida, Mexico, program and



Junior Jenny Menary teaches students in kindergarten and first grade about oral hygiene at the Boys and Girls Club of Central Iowa. This is the first year for Crest Club at Wallace Elementary.

"I THINK CENTRAL'S SERVICE-LEARNING IS A GREAT THING. IT HAS HELPED ME SUCCEED IN MANY PERSONAL WAYS, AND HOPEFULLY, PROFESSIONAL WAYS IN THE FUTURE."

— Jen Schooley, junior Spanish major

CENTRAL provides tuition aid to AmeriCorps alumni



Central College is one of a growing number of colleges and universities providing tuition breaks, academic credit and other assistance to students who have served their communities and country through the AmeriCorps national service program.

Central is one of two Iowa schools of the 69 institutions of higher education in 27 states that give scholarships and other aid to AmeriCorps alumni.

Since AmeriCorps was launched in 1994, more than 475,000 Americans have joined the program, meeting critical local needs in education, health care, housing, disaster relief and the environment. In return for serving 1,700 hours, AmeriCorps members earn a Segal AmeriCorps Education Award of \$4,725, that can be used to pay tuition or loans for college. So far, AmeriCorps members have earned more than \$1.2 billion in Segal AmeriCorps Education Awards. Expanding campus incentives for service is part of a larger initiative to increase volunteering by college students.

Central also waives the admission application fee for AmeriCorps or VISTA education award recipients when applicants make an official campus visit. Also, recipients may qualify for up to two semester hours of class credit for one year of completed AmeriCorps service.

doing service-learning at Merida's City Hall English School (Ayuntamiento de Merida) as a conversant/teaching assistant. She speaks English with the students.

"The experience totally is worth it," Schooley said of service-learning while studying abroad. "I knew it would help me immensely with my Spanish skills and get me out into the culture."

"I think Central's service-learning is a great thing," she said. "I understand why some may not want to do service-learning abroad, but to me, it is all a part of the experience. It has helped me succeed in many personal ways, and hopefully, professional ways in the future."

Volunteerism within the workplace

Service-learning doesn't only take place in educational settings. It also can be organized and offered by community organizations with learning objectives for employees.

Several organizations have volunteerism opportunities for employees. At Central, employees are encouraged to be active in the community. The college allows 16 hours each year of volunteer time for employees.

Some corporations make monetary donations to a non-profit organization in accordance with the employee's volunteer time. Still, other businesses might work together on a specific day for a non-profit organization doing community improvement.

Volunteerism broadens the understanding of community and others. It increases the understanding of social, political and economic issues. It reduces stereotypes and builds teamwork.

On top of all that, there's a positive correlation between social responsibility and profitability.

Growth in non-profit

Charities employ 7.2 percent of the nation's work force and have added paid jobs at a much higher rate than employers as a whole in recent years.

"America's non-profit organizations not only contribute to the social and political life of the nation, but also to its economic life," says a report on a study conducted by the Center for Civil Society at Johns Hopkins University.

According to the U.S. Census Bureau, the number of paid non-profit workers grew 5.1 percent from 2002-





CENTRAL SERVICE DAY

Last year on April 19, over 900 Central College students and employees rolled up their sleeves and gave back to the community in Central's first annual Community Service Day.

President David Roe decided Central needed a day dedicated to part of Central's year-long campaign for students, faculty and staff to become a more united body.

Students and employees chose to help with one of over 40 projects in Pella and surrounding areas. In addition to the community building efforts, this project was an opportunity for Central to give back to community partners that do so much for the college.

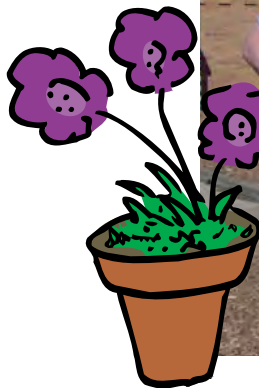
"Community is so important to the college, and often times we don't get to say 'thank you' as much as we should," said Roe. "I was pleased with our participation last year and all we accomplished in one day. We did a lot of special things for our community. In doing so, we also promoted more vibrant interpersonal connections among our students, faculty and staff and had fun in the process."

Central's second annual Community Service Day was April 17. This year, Central students, faculty and staff had over 70 community projects from which to choose.



04, while the work force as a whole fell 0.2 percent. The country is shifting away from manufacturing industries to service due in part to the aging population, which has led to an increase in demand for health care. The majority of non-profit employees work in human services.

"I wouldn't leave this position for the world," said Warner of the Boys and Girls Club. "Working with the kids is so rewarding. I don't make much — there's no money in human services. But, if loving my job was worth anything, I'd be a millionaire." ■



Service-learning: It's about relationships — and more

by Peggy Fitch, professor of psychology and department chair

After 15 years of teaching, I received one of the most gratifying e-mail messages from a 2003 alumna who had taken my adult development and aging class her senior year. About a year ago, she wrote to let me know she continues to keep in touch with the woman she visited each week for her service-learning project in that course.

The student wrote: “She was 86 years old and now is 88. When I go back to Pella, I try to stop to see her for an hour or two. She still likes to play games, so we usually talk for a little while and then play cards or Scrabble. The last time I saw her

was this summer. She talked more about dying than she used to. She told me she wants me to be a pallbearer at her funeral, and she told her kids to contact me when she dies ... Anyway, I just wanted to let you know I enjoyed that class and the service-learning element of it.”

My response: “It’s great to hear from you and that you and D are still in touch. Sounds like you have quite a special connection with her given the role she has asked you to play in celebrating her life. It is a great honor, and I am delighted to hear your relationship that started in our class was the beginning ... This is truly

one of the most meaningful outcomes of service-learning I can imagine.”

Her response: “I enjoyed all my service-learning opportunities at Central, and I’m glad Central offers those opportunities.”

With visions of student outcomes dancing in my head after a recent visit from the Academic Quality Improvement Program accreditation team, I never could have predicted this one. Not exactly — but, I have hoped for and encouraged something similar from this teaching tool called service-learning that I began to incorporate in my courses about 10 years ago. Ultimately, it’s about relationships.

Service-learning provides that thread of connection between the four walls of the classroom, 600+ pages of course material and the lives of real people. The hyphen is intentional. It connotes the weaving together of experiential learning in the community with academic learning in the classroom. The philosophical roots of this pedagogy are grounded in the work of John Dewey (1916, 1938) about the relationships between democracy, experience and education.

Done well, service-learning has enormous potential. If you want evidence, the sidebar (p. 20) lists outcomes documented in just a sample of studies

PROFILE: AT A GLANCE

- Peggy Fitch grew up in California and Arizona
- Earned a bachelor's degree from Stephens College in Columbia, Mo.
- Earned a master's from University of Maryland, College Park
- Worked as assistant to the dean of students and residence hall director at Colorado College
- Earned a doctorate from University of Kansas
- Began teaching psychology at Central College in 1992
- Granted tenure and promoted to associate professor (1998) and to professor (2004)
- Publishes papers and gives presentations on service-learning research
- Lives in Des Moines with husband Ben Allen and two lovely cats, Nimbus and Calliope



◀ Psychology professor Peggy Fitch started to incorporate service-learning in her courses 10 years ago.

conducted between 1993 and 2000. And what does it mean to do service-learning well? Research and theory suggest two elements are essential. First, faculty must integrate into their courses opportunities for students to reflect on their experience through writing, speaking and/or creative expression. Second, faculty must prepare students to approach the experience with an attitude of collaboration and reciprocity toward their community partners, which requires a healthy dose of humility. Again, it's about relationships.

I have former psychology department colleague Pam Steinke to thank for introducing me to service-learning.

Eight years of carpooling between Des Moines and Pella gave us plenty of time to muse about teaching and learning and the challenge of making course material relevant to students.

Initially, Pam discovered service-learning when she was developing what would later become PLACES (Program for Learning Awareness of Cultures in Experiential Settings). We began experimenting with it in our classes and found students responded well. We began collecting data and presenting at conferences. We continued reading, exploring and musing. Pam wrote a grant to the Iowa College Foundation

so we could study service-learning with colleagues around Iowa who taught in other disciplines besides psychology.

Eventually, we developed a theoretical model and an open-ended problem-solving protocol to measure cognitive outcomes of service-learning. We presented these ideas at conferences and colleagues responded well. We published papers together as well as separately — mine mainly on the effects of intercultural service-learning experiences on students' cultural sensitivity and competence.

Though Pam and her family moved away from Iowa in 2003, we continue to

collect data and collaborate. You might say service-learning has become a way of life for us as we talk weekly about our work and our lives. Like I said, it's about relationships.

It's about relationships — and more. It's about cultivating a deep and abiding respect for others and for the messiness of individual lives in a way that cannot be conveyed adequately by black-and-white text on the page. It's about developing an authentic connection and collaborating in meaningful activity together, no matter how small or seemingly trivial. It's about being part of something larger than one's self.

Indeed, one of the best examples comes from the voice of a student who was a participant in one of my studies on service-learning outcomes: "You have this impression in your mind that you're going there to help these people, like you're going to change their lives. But I don't think that's what they really need, and I don't think that's what they want. They just want you to be there and be friends or help out a little bit. It's not that you are dramatically changing their lives."

This student realized it was not about her but about the relationships she developed with the people she intended to serve. It's the relationships that enable the awareness, the care and the will to act on the very problems that brought them together in the first place. In the service-learning literature, this is called civic engagement. At Central College, we call it education.

Dewey, J. (1916). *Democracy and education*. New York: Macmillan.

Dewey, J. (1938). *Experience and education*. New York: Macmillan. ■

Central junior Reid Turner works with Wallace Elementary students at Boys and Girls Club of Central Iowa.

AT A GLANCE

What We Know About the Effects of Service-Learning on College Students, Faculty, Institutions and Communities, 1993-2000

Effects on students:

* Personal outcomes

- identity
- spiritual growth
- moral development
- interpersonal development
- teamwork
- leadership
- communication skills

* Social outcomes

- reducing stereotypes
- cultural and racial understanding
- social responsibility
- citizenship skills
- commitment to service
- community service after graduation

* Learning outcomes

- academic learning
- application of material
- grades and GPA
- complexity of understanding
- problem analysis
- critical thinking
- cognitive development

* Career development

* Relationship with institution

- stronger faculty relationships
- satisfaction with college
- graduation rate

The full report, including annotated bibliography by Janet Eyler and Dwight Giles, was published in 2001 by the Corporation for National and Community Service and is available at www.compact.org/resources/downloads/aag.pdf.



HOMECOMING/FAMILY WEEKEND

SEPT. 28-30, 2007



Make your plans today!

Central had so much success last year with its first annual combined Homecoming/Family Weekend, we decided to do it again!

All alumni, families and friends are invited to campus to join in the festivities. In addition, the classes of 1952, 1957, 1962, 1967, 1972, 1977, 1982, 1987, 1992, 1997, 2002 and 2007 will hold reunions. Also, we'll welcome those from the classes of 1951 and earlier to campus for the weekend. Special reunions for the 25-year celebration of the women's national track championship team and 20-year women's golf team will be held.

To register, e-mail:
alumni@central.edu
or call 800-447-0287.
Complete schedule at
www.central.edu/homecoming

FRIDAY, SEPT. 28

9 a.m.-4 p.m.

11 a.m.

Noon

3:15 p.m.

6:15-7:30 p.m.

7:30 p.m.

8 p.m.

Classes open

Worship service

Dan Hocker Memorial Golf Tournament

That was then, this is now!

Alumni and family barbecue

Theatre Central presents *Harvey*

2nd annual networking social

SATURDAY, SEPT. 29

8 a.m.

8-10 a.m.

9:30-10:30 a.m.

9:45-10:40 a.m.

10:30 a.m.-Noon

10:45-11:40 a.m.

11 a.m.

11 a.m.-1 p.m.

1 p.m.

5 p.m.

5 p.m.

7:30 p.m.

7:30 p.m.

Dutch 5K fun run and walk

Pancake breakfast

President's hour

Life-long learning opportunities

Family carnival

Life-long learning opportunities

Athletic hall of honor plaque unveiling ceremony

Tailgate under the big tent

Football vs. Buena Vista

Homecoming/Family Weekend reception, dinner
and class reunion pictures

Pizza, pop, movies and more

Theatre Central presents *Harvey*

Class reunion gatherings

SUNDAY, SEPT. 30

11 a.m.

1 p.m.

Sunday brunch

Music department showcase

*CUI,
oh CUI,
may your
glory never
die!*

A service-learning experience

by Jenna Shurtleff '08 and Kristin Clague '08

Last year, junior Jenna Shurtleff did service-learning at Quakerdale in Newton, a non-profit social service organization for youth and families. Every year, Quakerdale's various locations in Iowa help up to 1,500 people, assisting with emotional problems, delinquent behaviors, substance abuse and family violence, among other issues. The organization blends Christian values with a positive vision to strengthen families and encourage them to look forward with hope.

I loved working with troubled youth at Quakerdale, despite moments of sadness. Service-learning creates the channel through which we reach out and touch the lives of others, and our lives are touched in return.

The following journal entry is my only service-learning account not overshadowed by sorrow. People experience the most growth in their lives when they survive pain and hard times. I witnessed many moments of growth during my time with the students, and I am grateful for the memories.

Originally, I wasn't excited about service-learning. After my mind was opened by the Quakerdale experience, I am now considering a full-time position.

Journal entry: March 31, 2006

Quakerdale was exciting today because I cooked a surprise dinner for the students. Staff members hate making supper; I wanted to give them a break and treat the kids.

I struggled with the idea of "treating the students" — most are at Quakerdale because of bad behavior. But in the end, I decided a special dinner was okay because



one of my responsibilities is to be a good role model, and teaching kitchen skills would be useful for the students.

I don't cook often, so I called my mom and asked for an easy recipe: tator-tot casserole. Easy enough, I thought. I asked two Level 4 students — kids of the highest rank, based on good behavior — to help me make the meal. Most students at Quakerdale come from homes where lessons we take for granted are never given or learned.

I taught my helpers how to use a can-opener and other cooking tools. We had a blast! We also made a huge mess in the kitchen — I set the oven on fire! Everyone had a huge laugh about me trying to burn down Quakerdale. Of

course, the students loved the casserole.

Later in class, we discussed the importance of making a real connection with kids, and I feel I "re-bonded" with the students and staff in the kitchen. The smiles I saw today made all those tough moments mean so much more.

After Shurtleff finished her 15 service-learning hours, she continued to volunteer at Quakerdale. In January, the staff offered Shurtleff a part-time position; now she works as a residential release counselor, in charge of the students and their safety.

Pictured far right is Jenna Shurtleff a junior from Parkersburg, Iowa, with students from Quakerdale in Newton.



President David and Betsy Roe narrated the children's story "Peter and the Wolf" this spring. The Central College Symphonic Wind Ensemble, under the direction of Mitchell Lutch, director of bands, performed "Peter and the Wolf," composed by Sergei Prokofiev in 1936 to accompany Prokofiev's story. Each instrument in the ensemble represented a character in the tale. The performance featured a slideshow of illustrations by all third graders in the Pella Community School District. Prior to the performance, members of the Symphonic Wind Ensemble went to the schools to speak to the third graders of the importance of the musical side of "Peter and the Wolf."

 **Central**
COLLEGE
812 University Street
Pella, Iowa 50219

