

# Stearns Center for Community-based Service Learning & Community Service Studies



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# The Steans Center

## Brief History

In 1898, DePaul University was founded on the primary ethos of teaching, research, and serving those least served by society. The University's dedication to public service and the generous endowment of the Steans Family led to the creation of the Irwin W. Steans Center for Community-based Service Learning and Community Service Studies in 2001. Since its creation, the Steans Center has developed high-quality academic service learning and other community engagement programming that serves student learning and personal and professional growth, faculty scholarship, and partner organizations to build assets to serve their communities.

Over the years, the Steans Center has become a dynamic and multifaceted community engagement center that has supported thousands of students and hundreds of faculty members and community partners. The Center also houses the Monsignor John J. Egan Office for Urban Education and Community Partnerships (UECP) and the non-profit Asset-Based Community Development (ABCD) Institute. The Egan Office plays a central role in advancing DePaul faculty and student engagement with school partnerships, public agencies, nonprofits, and community-based organizations all over Chicago. The ABCD Institute is committed to supporting community engagement and development that draws upon the skills and strengths of communities, neighborhoods, and local residents.

## Mission

The Steans Center develops *mutually beneficial relationships* with community organizations to engage DePaul students in educational opportunities grounded in *Vincentian* values of respect for human dignity and the quest for *social justice*.

# The Steans Center

## Aims of the Annual Evaluation

We cherish our community-university partnerships and seek to ensure that they are built on reciprocity, an exchange of knowledge, with community partners defining service parameters. This report is an evaluation of our academic service learning, internships, scholarships, and other community engagement programs during the academic year of 2022–2023. Data collected for this report combines online survey data, individual reflections, and in-person interviews. Based on the feedback from students, faculty, and community partners, we continuously strive for improvements in our collaborations and programming.

**The Steans Center Annual Evaluation Report is a “work in progress.”** We seek to expand the report each year as part of a long-term process to build a fully comprehensive and in-depth understanding of the impact of the Steans Center on learning, faculty teaching and scholarship, and community partners. As our evaluation capacity grows, we want to ensure that all students participating in Steans Center programming meet center-wide objectives. To this end, every student is assessed in three core areas highlighted throughout the report:

### Knowledge of Structural Inequality

### Commitment to Social Justice

### Asset-based Community Development (ABCD)



# Community-based Service Learning (CbSL)

Through building community-campus partnerships for teaching and learning, the Steans Center works to ensure diverse value systems developed by community-based experts are promoted within DePaul's curriculum and scholarship. We use Academic Service Learning (ASL) as a pedagogical tool, intentionally integrating relevant and meaningful service with the community, academic learning, and civic learning. Beyond community service, ASL is fully integrated with course content (theories, methods, concepts, and assignments) as a source of knowledge drawn from experiences developed through a partnership between the community and the university.



**Any course at DePaul that includes ASL can be categorized as Community-based Service Learning (CbSL).** We focus on evaluating three main content areas: 1) Student Competency, 2) Integrative Learning and Future Planning, and 3) Student Satisfaction. In addition, the following types of diversified service-learning experiences provided by CbSL courses are also evaluated:

<b>Direct Service</b>	Students engage in service that directly benefits a community organization's existing programming (e.g. tutoring and providing health screenings).
<b>Project-based Service</b>	Students work with a community organization to produce a tangible product by the end of the term (e.g. create a website, PR plan, assessing organizational recruitment strategies).
<b>Community-based Research</b>	Students contribute to a research effort defined and driven by a community partner.
<b>Advocacy</b>	Students support an ongoing campaign to address a critical social, economic, and/or environmental issues in Chicago or internationally.
<b>Solidarity</b>	Students are engaged in programs or service that involves valuing the dignity of all people, respecting them as individuals, in the pursuit of justice, community-building and peace.

# The Numbers

IN 2022–2023, THROUGH COMMUNITY-BASED SERVICE LEARNING,  
THE STEANS CENTER WORKED WITH...

	AUTUMN 2022	WINTER 2023	SPRING 2023	SUMMER 2023	TOTAL
<b>#UGRAD in service</b>	514	802	600	180	<b>2,096</b>
<b>#GRAD in service</b>	360	260	323	94	<b>1,027</b>
<b>#students in service</b>	874	1,062	923	264	<b>3,123</b>
<b>#courses</b>	53	39	58	11	<b>161</b>
<b>#cross-listed courses</b>	14	21	20	3	<b>58</b>
<b>#faculty</b>	44	33	39	6	<b>122</b>
<b>#departments/programs</b>	22	34	21	2	<b>79</b>
<b>#community partners</b>	28	37	42	3	<b>110</b>
<b>#hours of service (estimated)</b>	17,480	21,240	18,460	5,280	<b>62,460</b>

# Students

**Student development is critical to the mission of the Steans Center and the curriculum of Community Service Studies.** All of the programs at the Steans Center are positioned to equip students with the knowledge and experience necessary to help them develop into future leaders and socially conscious citizens. This comes in part from the hands-on, real-world approach of community-based service learning that students experience through coursework, training, workshops, and social justice reflection assignments.

At DePaul, we conceptualize Academic Service Learning (ASL) as a pedagogical tool intentionally integrating relevant and meaningful service with the community, academic learning, and civic learning. While it involves students in community service as a learning strategy, ASL is an established teaching/learning method and is not viewed as an “additional requirement,” but one that is critical for reaching the learning goals of community-based service learning. Students enrolled in courses with a service-learning component complete an online teaching evaluation (OTE) at the end of the quarter. Completion of the OTE is highly encouraged but not mandatory.

# Students

## STUDENT OTE QUANTITATIVE DATA

All CbSL courses / All quarters

*n* = No. of student responses

		AGREE	NEUTRAL	DISAGREE
<b>Student Competency</b>	I learned to better understand what it means to be socially and ethically responsible. / <i>n</i> = 327	89%	8%	3%
	I learned to recognize the strengths, resources, and ability of a community in contributing to its own development. / <i>n</i> = 330	93%	5%	2%
	I learned to better understand social and systemic inequalities. / <i>n</i> = 332	92%	6%	2%
	This course challenged me to learn from the perspectives of others. / <i>n</i> = 328	88%	7%	5%
	I developed a stronger commitment to social justice, as a result of this course. / <i>n</i> = 331	84%	9%	7%
<b>Integrative Learning and Future Planning</b>	I learned to relate my community-based learning experience to course concepts, theories and/or methods introduced through readings and discussions. / <i>n</i> = 333	86%	7%	7%
	The community-based learning component contributed to my understanding of the course topic and content. / <i>n</i> = 332	85%	7%	8%
	My community-based learning experience contributed to helping me better understand my future goals. / <i>n</i> = 333	82%	9%	9%
<b>Student Satisfaction</b>	I learned about the idea of community-based service learning (CbSL), including its definition, purposes and approach to community. / <i>n</i> = 311	83%	10%	7%
	I was knowledgeable about my community partner(s) and understood the work I undertook with them. / <i>n</i> = 316	90%	7%	3%

“

**Listening to the disadvantaged youths and volunteers involved gave me a firsthand perspective of the cause we're trying to fight for and why it is important.**

# Students

## STUDENT OTE DIVERSIFIED QUANTITATIVE DATA

All CbSL courses / All quarters

*n* = No. of student responses in courses with specific type of service

		AGREE	NEUTRAL	DISAGREE
<b>Direct Service</b>	I better understand the importance of how individuals can support community organizations and the communities they work with. / <i>n</i> = 100	91%	7%	2%
	Through my time in the community, I learned more about how nonprofit organizations (or schools) operate. / <i>n</i> = 98	84%	13%	3%
<b>Project-Based Service</b>	This course taught me ways to apply skills in collaboration with others to support issues of concern to communities. / <i>n</i> = 67	79%	12%	9%
	I learned how to plan and implement a project that can be useful to organizations in pursuing their goals. / <i>n</i> = 67	74%	17%	9%
<b>Community-Based Research</b>	This course taught me ways to conduct research defined and driven by communities. / <i>n</i> = 3	100%	0%	0%
	I learned how knowledge in the community can be used to solve problems. / <i>n</i> = 3	100%	0%	0%
<b>Advocacy</b>	I learned how activism can be used to address social issues and challenge power structures/systems that produce inequality. / <i>n</i> = 2	100%	0%	0%
	This course gave me a better understanding of the steps necessary to engage in advocacy to address a social issue. / <i>n</i> = 2	100%	0%	0%



# Students

## Benefits

**Students reported learning a variety of content and skills through CbSL pedagogy.** Students gained perspective and had opportunities for personal growth while participating in service learning. Specifically, students emphasized the importance of working in groups and learning from one another.

*“I enjoyed working together with my team.”*

*“Working as a team and collaborating to work on the website.”*

*“I learned how to better interact with others in every class.”*

**Participating in service-learning allowed students to apply knowledge and skills learned in coursework to real-world experiences.** Students reported meaningful experiences when working directly in communities and with community members. Additionally, students expressed the importance of community engagement.

*“I learned the most from directly interacting with the community at drives.”*

*“I have never worked for a non-profit organization, and so getting the chance to see some of the inner workings was very beneficial in helping me understand the way that they operate. I also appreciated the real-time feedback of working with our community partners.”*

*“I learned the most from my ability to attend a StandUp for Kids meeting in person. Listening to the disadvantaged youths and volunteers involved gave me a firsthand perspective of the cause we’re trying to fight for and why it is important.”*

**Students reported a deeper understanding of culture and diversity.** Additionally, students reported a greater sense of social justice and its role in service learning.

*“I think I just really learned that deep down, all people are really the same when you think about it. They are just like me, except different circumstances. And therefore, it is important to put myself in their shoes and see from their perspective and to help them out. Working at Nourishing Hope really allowed me to feel like I was making a positive impact in the Chicago community—even if it means just giving them food for the week or the month. Something is better than nothing. And the relief in the faces of the people I serve is all I need to feel the warmth in my heart.”*

*“I benefited from the opportunity to learn about art for social justice. It was amazing serving the Chicago Public Art Group because I got the practical experience of learning the history of a group focused on embodying social justice movement through community development and art creation.”*

*“Learning more about systemic inequalities and doing community service.”*

**Students reported meaningful experiences when working directly in communities and with community members.**

# Students

## Recommendations

The top three recommendations/challenges made by students were:

1. Students recommended connecting students with partner organizations early on in the quarter to help with the transition.
2. Students recommend more opportunities to use their skills on-site as some reported they felt more like volunteers and less like students.
3. Students recommend having more options for their community partnership.

Students recommended the following to address class-related concerns:

1. Students reported that they would like the service-learning component to relate more strongly to their classes, especially science-related courses.
2. Students recommend that professors have more awareness of what students are doing at their sites so the classes can be more service-learning focused.
3. Students reported that they would like to be more engaged with other students in their service-learning courses.

Students recommended the following to address logistic related concerns:

1. Students reported that they would like more assistance with managing their time to be able to accomplish their required hours.
2. Students recommend more communication between professors and community partners so community partners understand student expectations, especially regarding learning outcomes and hour requirements.
3. Students recommend more advanced service-learning opportunities based on where they are in their programs.

**Students reported that they would like the service-learning component to relate more strongly to their classes, especially science-related courses.**

# Students

## Experiential Learning

In some CbSL courses, an **Experiential Learning requirement** engages students in the first-hand discovery of **knowledge** through observation and participation in activities, most often in field-based settings outside the classroom. As part of the Liberal Studies program, experiential learning is an inductive process of

“learning by doing and reflecting” supported by theory-based information. In these courses, students compare and analyze issues, problems, and ideas through the lenses of their personal experiences and evolving intellectual worldviews.

### EXPERIENTIAL LEARNING QUANTITATIVE DATA

Experiential Learning Courses only / All quarters

*n* = No. of student responses

		AGREE	NEUTRAL	DISAGREE
<b>Student Competency</b>	I learned to better understand what it means to be socially and ethically responsible. / <i>n</i> = 186	87%	9%	4%
	I learned to recognize the strengths, resources, and ability of a community in contributing to its own development. / <i>n</i> = 187	92%	6%	2%
	I learned to better understand social and systemic inequalities. / <i>n</i> = 187	89%	7%	4%
	This course challenged me to learn from the perspectives of others. / <i>n</i> = 187	88%	6%	6%
	I developed a stronger commitment to social justice, as a result of this course. / <i>n</i> = 188	86%	7%	7%
<b>Integrative Learning and Future Planning</b>	I learned to relate my community-based learning experience to course concepts, theories and/or methods introduced through readings and discussions. / <i>n</i> = 196	85%	6%	9%
	The community-based learning component contributed to my understanding of the course topic and content. / <i>n</i> = 195	88%	5%	7%
	My community-based learning experience contributed to helping me better understand my future goals. / <i>n</i> = 196	85%	8%	7%
<b>Student Satisfaction</b>	I learned about the idea of community-based service learning (CbSL), including its definition, purposes and approach to community. / <i>n</i> = 180	82%	11%	7%
	I was knowledgeable about my community partner(s) and understood the work I undertook with them. / <i>n</i> = 181	91%	7%	2%

**Experiential learning is an inductive process of “learning by doing and reflecting”...**

# Students

## Nursing

The Master's Entry Nursing Program (MENP) at DePaul is a two-year program designed for college graduates who want to become registered nurses. The program supports students from DePaul's Lincoln Park campus and the School of Nursing's program at Rosalind Franklin University and Medical School in North Chicago, IL. As part of the program, students take a range of

courses that integrate service-learning pedagogy and engage in service learning projects at the same organization throughout the two-year training. The Steans Center works collaboratively with the MENP program to identify community partners, provide support to students and faculty, and evaluate students' service-learning experience.

### NURSING QUANTITATIVE DATA

Nursing courses only / All quarters (All nursing courses that receive OTE are Direct Service)

n = No. of student responses

		AGREE	NEUTRAL	DISAGREE
<b>Student Competency</b>	I learned to better understand what it means to be socially and ethically responsible. / n = 50	88%	8%	4%
	I learned to recognize the strengths, resources, and ability of a community in contributing to its own development. / n = 50	92%	6%	2%
	I learned to better understand social and systemic inequalities. / n = 51	96%	2%	2%
	This course challenged me to learn from the perspectives of others. / n = 50	87%	7%	6%
	I developed a stronger commitment to social justice, as a result of this course. / n = 50	87%	8%	5%
<b>Integrative Learning and Future Planning</b>	I learned to relate my community-based learning experience to course concepts, theories and/or methods introduced through readings and discussions. / n = 51	74%	16%	10%
	The community-based learning component contributed to my understanding of the course topic and content. / n = 52	70%	15%	15%
	My community-based learning experience contributed to helping me better understand my future goals. / n = 51	70%	10%	20%
<b>Student Satisfaction</b>	I learned about the idea of community-based service learning (CbSL), including its definition, purposes and approach to community. / n = 49	81%	11%	8%
	I was knowledgeable about my community partner(s) and understood the work I undertook with them. / n = 50	80%	16%	4%

# Students

## NURSING QUANTITATIVE DATA

(continued)

		AGREE	NEUTRAL	DISAGREE
<b>Direct Service</b>	I better understand the importance of how individuals can support community organizations and the communities they work with. / $n = 50$	84%	14%	2%
	Through my time in the community, I learned more about how nonprofit organizations (or schools) operate. / $n = 50$	79%	15%	6%

## Benefits

Nursing students reported learning about how they can relate their work to social justice issues in the future.

*“Advocating for a patient, for someone who doesn’t have a voice, or the resources to address problems.”*

*“Individual and community-based advocacy, both personally and professionally.”*

*“I want to become involved in many groups within my hospital as a nurse that focuses on safety, diversity, and inclusion.”*

Nursing students reported the benefit of building relationships with community members.

*“I liked being able to interact with my community and develop relationships with members through health education.”*

*“I was able to work directly with this patient population and better craft outreach and mitigation efforts that target them.”*

*“I learned a lot from working within the gay/lesbian community because even if we don’t agree with the lifestyle, it’s important to help everyone be healthy and safe because we are working for a greater good in our society and for the health of all.”*



“

I was able to work directly with this patient population and better craft outreach and mitigation efforts that target them.

# Students

## Recommendations

### Address issues around communications and organization with CbSL activities.

*"I would have students pick their sites earlier in the semester so that background checks and orientations can be sorted out and there is enough time to do the quality points."*

*"Not much about it in the course itself, but I wish I had better introductions to the sites prior to choosing."*

*"The CbSL component is actually quite frustrating; not only do the sites seem barely tangentially related to the nursing program, only MEMP students are forced to have this component and it's very stressful to have to figure out how to get hours with an unresponsive site."*

*"Please be organized, I was unable to attend my community-based learning because I needed a background check and to be fingerprinted. I am not understanding why the one I submitted to CastleBranch wasn't accepted. I had to wait 2 months to finally be able to go to my site."*

**Students reported various recommendations for course-related issues. Specifically, students wanted more class discussion and more effectively integrated the CbSL component into the course.**

*"Less emphasis on theoretical models and more about the communities/neighborhoods the sites are located in."*

*"Less reflections, ability to change sites throughout the program."*

*"In general, it would be great for nursing students to be involved with sites that are directly involved with healthcare services. Also, the papers and presentations we have to give on our sites are so repetitive; we've been re-hashing the same project for 3 or 4 classes now, without actually achieving anything in the community."*

### Students recommended the following logistic related concerns:

1. More support in finding a well-matched community site
2. More support in allowing flexibility with hours commitments
3. More say in how the CbSL component is integrated into courses

“

**In general, it would be great for nursing students to be involved with sites that are directly involved with healthcare services.**

# Community Partners

**At the Steans Center, relationships with community partners are the cornerstone of our work.** We view partnerships as motivated by a desire to combine forces to address the respective missions of DePaul and community-based organizations. Ideally, this results in outcomes greater than any one organization could achieve alone. Partnerships are defined by shared vision, resources, rewards, and risks. Community partners are not considered solely as recipients of services or resources but as equal partners who have

educational resources to share with the broader community, including the university. We view them as co-educators who have an equal stake in the exchange of resources. As such, our partnerships allow for space for people to talk freely about the expected rewards of collaboration and the potential risks to the time and resources, among others. At the end of each quarter, community partners paired with courses are asked to complete an online survey.

## COMMUNITY PARTNERS QUANTITATIVE DATA

No. of responses = 42, AQ22-SUQ23

Collaboration with Students	AGREE	NEUTRAL	DISAGREE	N/A
Community partners felt students' work benefited their organization.	93%	7%	0%	–
There was sufficient communication between community partners and students.	69%	19%	7%	–
The beneficial aspects of the service students provided outweighed the amount of time and effort required of you/your staff to train and supervise service-learning students.	83%	15%	0%	3%

Collaboration with Faculty	AGREE	NEUTRAL	DISAGREE	N/A
At the start of the partnership, I was able to establish a cooperative working relationship with the faculty member(s) teaching our service-learners.	89%	11%	0%	–
Throughout the partnership, there was adequate communication between my organization and the faculty member(s).	76%	12%	2%	5%

Collaboration with Steans Center	AGREE	NEUTRAL	DISAGREE	N/A
There was adequate communication between my organization and the Steans Center.	86%	5%	2.5%	2.5%
DePaul's Steans Center provided the appropriate amount of support to you and your organization.	93%	0%	0%	2.5%



Awesome  
collaborative  
efforts.

# Community Partners

## Feedback from CBOs

*“The students were so helpful in assisting the organization organize in administrative tasks more efficiently. The students also helped with research to help our organization develop more community relationships and partnerships.”*

*“The faculty members not only helped in connecting with the courses we desired, but they made great suggestions on other programs that may be a good fit with our organization.”*

*“Awesome collaborative efforts. The [Stearns] team was informative and provided clear insight of process and outcomes.”*

## Challenges

*“We haven’t experienced much communication from the DePaul faculty while students have been serving.”*

*“I never had that much interaction with the professors of the DePaul courses. It might be nice to meet them at some point during the semester or get a copy of their syllabus to see how the work aligns with the class or how we could improve how the work enhances the class.”*

“

**The [Stearns] team was informative and provided clear insight of process and outcomes.**



# Faculty

**At the Steans Center, we assist faculty with creating a compelling teaching strategy informed by community engagement** in the interest of building assets within Chicago communities. Doing so transforms the classroom into a dynamic space for teaching at the intersections of experiential, written, visual, and other texts. Service learning provides the opportunity for co-learning and co-teaching with communities engaged in solving societal problems.

Through building community-campus partnerships for teaching and learning, we work to ensure diverse value systems developed by community-based experts are promoted within DePaul's curriculum and scholarship. At the end of each quarter, faculty with a service-learning component in their course are asked to complete an online survey.

## FACULTY QUANTITATIVE DATA

34 faculty members responded to our survey throughout the entire academic year

*n* = No. of responses

	AGREE	NEUTRAL	DISAGREE
I was able to successfully integrate service-learning pedagogy into my course. / <i>n</i> = 30	79%	6%	3%
The service component of the class challenged my students to have an open mind and think critically about the social issues discussed in class. / <i>n</i> = 30	70%	15%	3%

## Faculty agreed that service-learning pedagogy enhances students' understanding of the course objectives.

Reinforcing theoretical learning	74%
Providing a practical, real-world experience	82%
Emphasizing the knowledge within communities	65%
Introducing students to unfamiliar communities	82%
Exposing students to the non-profit world	77%
Introducing students to disadvantaged populations	87%
Providing students with an intercultural experience	77%
Reinforcing the University's mission for service	86%
Preparing students for active community involvement	87%
Strengthening my teaching as a professor	83%
Encouraging student engagement with the course material	97%

“

The sites are amazing. They are a good group of students with zero complaints. They are developing great community site plans and smart goals.

# Faculty

## FACULTY QUANTITATIVE DATA

(continued)

Faculty utilized a number of reflection tools, including:	
Reflective journaling/papers	93%
Reflection posts on D2L	61%
Critical reflection	75%
Video (clips, documentaries, etc.)	52%
Reflection conversations with a community partner	50%
Other (speakers, oral presentations, outside readings, critiques)	21%



**23% of faculty utilized the Online Community Engagement (OCE) tool as a resource for students to learn about community partners and to complement efforts already in motion to fulfill the EL requirements.**

# Faculty

## Faculty Feedback

*“These partnerships enabled students to address their civic goals, which was fulfilling for them.”*

*“The number of sites that are accessible to the students has increased to pre-pandemic levels. The sites are amazing. They are a good group of students with zero complaints. They are developing great community site plans and smart goals. They are very open about their concerns, especially about the migrants at the bus station. They have language barriers and do not always know how to identify their contacts coming from Memphis. Their plan is to make a better information flow chain from the Memphis site so that they know who is coming/ how to identify them. It is always a pleasure to teach these courses!”*

*“I recommend there be a newer process to integrate the inaugural session of a first time Community Partner, involving more direct help by the Steans Center, including regular communications, visits, and even concrete suggestions for work planning and scheduling. This could transition into being more hands-off after the first or second quarter of involvement with DePaul, but it could save our students from being in a predicament of needing to graduate and finding they cannot seem to complete their hours simply due to busy nonprofit workers not responding right away. Covid-19 never seemed to really come up as an issue this year. Steans Center folks have been pretty supportive so no complaints here. It would be good to have parking passes distributed to us to have on hand in the case of having guest speakers. I am always happy that these service learning opportunities allow me to deepen and renew my connections with the Community Partners and people in them, many of whom are either my friends or people I have worked with before, or just groups I have long admired, visited, and supported.”*

*“In short, my experience with the Steans Center was disappointing and frustrating. There were many gaps in communication about our partnership, and this affected students as well as community partners. Unfortunately, I had to take on a lot of the responsibility of coordinating with community partners while me and my course were seemingly used as leverage to benefit the Steans Center. Much of my experience was rooted in racism and sexism, and it impacted my ability to teach the course effectively.”*

*“The biggest challenge was in bringing new Community Partners on board and them having to get used to managing service learners, which led to delays in getting students situated and scheduled. But these problems got resolved and overall students did well. Some of the biggest successes just include particular students who really shined in their roles and led to positive feedback to me from our partners, as well as some whose work was initially supposed to involve only tutoring or one-on-one assistance but were trusted enough to begin teaching actual classes in English, citizenship and other subjects at several sites. Generally, students’ responses this quarter have been thoughtful, positive, interesting and productive.”*

“

**I am always happy that these service learning opportunities allow me to deepen and renew my connections...**

# Internship & Scholarship Opportunities

Student Development is critical to the mission of the Steans Center and the curriculum of Community Service Studies. All the programs at Steans are positioned to equip students with the knowledge and experience necessary to transform them into future leaders and socially engaged citizens. This comes in part from the hands-on, real-world approach of community-based service learning that students experience through coursework, training, workshops, and privilege/social justice reflections. The internships and scholarships available through the Steans Center allow students to get involved with community-based service learning while also being compensated for their time and commitment.

## INTERNSHIP & SCHOLARSHIP OPPORTUNITIES

### McCormick Community Internship

The McCormick Community Internship (MCI) is a paid, quarter-long internship program that allows community-engaged undergraduates to apply their knowledge and skills to benefit an organization while simultaneously providing them with valuable work experience.

As a part of the MCI, students must collaborate with

a community organization on project-based work that addresses issues of social injustice. The project must utilize the students' talents, experiences, and academic expertise and benefit the community organization. Students are asked to reflect on their work with their organization at the end of the quarter.

#### END OF THE INTERNSHIP STUDENT EVALUATION

No. of student responses = 3

		AGREE	NEUTRAL	DISAGREE
<b>Social Justice</b>	I developed a stronger commitment to social justice, as a result of this experience.	100%	0%	0%
<b>Structural Inequality</b>	I learned to better understand social and systemic inequalities.	100%	0%	0%
<b>ABCD</b>	I learned to recognize a community's strengths, resources, and ability to contribute to its own development.	100%	0%	0%

**Students said they would recommend the program to other students looking to deepen their service experience.**

# McCormick Community Internship

## END OF THE INTERNSHIP STUDENT EVALUATION

No. of student responses = 3

		AGREE	NEUTRAL	DISAGREE
Scholarship and Learning Objectives	I better understand what it means to be socially and ethically responsible.	100%	0%	0%
	This internship challenged me to learn from the perspectives of others.	100%	0%	0%
	This internship taught me ways to apply skills in collaboration with others (e.g., students, community partners, service recipients) to support issues of concern to communities.	100%	0%	0%
	I learned how to plan and implement a project that can be useful to organizations in pursuing their goals.	100%	0%	0%
	My internship contributed to helping me better understand my future goals.	100%	0%	0%
	The objectives and requirements of the internship were clear to me.	100%	0%	0%
	I was able to deepen my experiential learning through reflection activities with the Steans Center.	100%	0%	0%
	My work at the site was valuable to the organization.	100%	0%	0%
	I was able to connect my course content to my work at my site.	100%	0%	0%
	I received adequate support from my supervisor at my internship site.	100%	0%	0%
Overall, I am satisfied with my experience at my site.		100%	0%	0%

## Student Feedback

Overall, students reported benefiting most from learning about the inner workings of how non-profits run, how to engage and grow their interpersonal skills in community outreach work, and being able to teach community members during organization events.

Students reported that they would improve their experience by engaging in more reflection or check-in sessions. Additionally, they reported that they would like more support at the beginning of the school year so their internship can “get off the ground and running.”

The McCormick Community Internship students reported that the experience was “smooth and beneficial.” In addition, they said they would recommend the program to other students looking to deepen their service experience.

# Community Service Scholarship

The Community Service Scholarship (CSS) at DePaul is a four-year paid program that aims to support first-year students in increasing levels of sophistication in service learning and activism. Selected Community Service Scholars are required to perform 20–30 service hours each quarter, complete the Community Service Studies academic minor and attend quarterly workshops

(i.e., including a retreat organized by Steans Center) focused on topics related to service learning. The Community Service Scholarship provides mentoring to students throughout their college education, connects community service with academic programs through the minor in Community Service Studies, and involves students in service within the DePaul and Chicago communities.

## END OF THE PROGRAM EVALUATION

No. of student responses = 11

		AGREE	NEUTRAL	DISAGREE
<b>Social Justice</b>	I developed a stronger commitment to social justice, as a result of this experience.	100%	0%	0%
<b>Structural Inequality</b>	I learned to better understand social and systemic inequalities.	100%	0%	0%
<b>ABCD</b>	I learned to recognize a community's strengths, resources, and ability to contribute to its own development.	100%	0%	0%

<b>Scholarship and Learning Objectives</b>	This scholarship taught me ways to apply skills in collaboration with others (e.g. students, community partners, service recipients) to support issues of concern to communities.	100%	0%	0%
	This scholarship challenged me to learn from the perspectives of others.	100%	0%	0%
	The CSS program has contributed to helping me better understand my future goals.	100%	0%	0%
	I learned to better understand what it means to be socially and ethically responsible.	100%	0%	0%
	I understand better the importance of how individuals can support community organizations and the communities they work with.	100%	0%	0%
	I learned more about how nonprofits (or schools) operate.	100%	0%	0%
	I deepened my experiential learning through reflection events and activities with the Steans Center.	85%	0%	15%



...the true meaning of upholding dignity is giving choices...

# Community Service Scholarship

## Benefits

*“It was lovely these past few years, I got to meet so many great people and make important connections.”*

*“I loved my time as a scholar. Although my experience was unusual because I completed half of my service through the pandemic, this program saved me. For two years I went through an abusive relationship and the only true support I could lean onto was found through this program. My service taught me the most important lesson that helped me escape a rather difficult time, we can serve and we can help as much as possible, but true salvation is done by the individual. Upholding dignity and respect are the true keys to service and my opinion life.”*

*“Overall, it was quite pleasant. I enjoyed the events and support.”*

*“I learned the most from interacting with community members at my site.”*

*“Care for Real taught me that the true meaning of upholding dignity is giving choices, and tools for others to learn to use their voices to not just defend themselves but to be a part of larger discussions.”*

“

**I learned the most from interacting with community members at my site.**

## Recommendations

*“Throughout the program (3 years) it was often very unclear who was in charge and what their responsibilities were. For example, I took a class in the community service domain with a community service element and still had trouble connecting and getting credit for those hours. I also feel that events could have been more accessible (whether time or physically).”*

*“The 30 hours and 100-hour internship were a bit difficult as a student already working and going to school full time. I know the PAX program only does 25 hours a quarter, maybe some food for thought for the future CSS.”*

*“It was only a bit difficult to make it to some of the events since it would clash with classes or service hours.”*

*“I wish there was something more at the end of it. 30 hours every quarter plus 100 hours over 3 years is a big accomplishment for a lot of us and I wish it was recognized more by the school and the program.”*

*“The only issue was the required CSS course instructors and coursework. Dr. Hofman needs to be more clear with her expectations of the course. Melinda Wright should not be a professor because of issues with getting students to donate to the organization she is part of and giving those students extra credit. Helen’s class is not accommodating of the 100 hours of service that is required of CSS 395. I also think that having more in-person events for students to reflect and hang out would be very helpful! De stressing events, holiday events, finals week events, and such would be very helpful.”*

# Egan Office of Urban Education and Community Partnerships (UECP)

The UECP is charged with overseeing Catholic, Public, and Early Education School Partnerships and innovative grant-funded projects that integrate student learning and faculty research and scholarship. The Egan Office formula for university-community engagement follows in the path of Monsignor John J. Egan and John McKnight's approach to community engagement. The activist role that embodied Father Egan confronted unjust systems while at the same time "connected the dots" to create impact, particularly in communities of color. McKnight's asset-based approach recognizes that real community building starts by identifying the strengths and gifts that already exist in the community.

## END OF THE YEAR EVALUATION

No. of student responses = 11

Role	Grades worked with	Colleges
4 School Community Organizer	1 Kindergarten	1 Business
7 Urban School Initiative EPA	1 First	1 Computing & Digital Media
	2 Pre-K to 8th	2 Education
<b>Gender Identity</b>		5 Liberal Arts & Social Sciences
1 Male		2 Science & Health
6 Female		
4 Not Listed/Prefer not to say		

		AGREE	NEUTRAL	DISAGREE
<b>Social Justice</b>	I developed a stronger commitment to social justice, as a result of this experience.	91%	9%	0%
<b>Structural Inequality</b>	I learned to better understand social and systemic inequalities.	91%	9%	0%
<b>ABCD</b>	I learned to recognize a community's strengths, resources, and ability to contribute to its own development.	100%	0%	0%



# Egan Office of Urban Education and Community Partnerships (UECP)

## END OF THE YEAR EVALUATION

		AGREE	NEUTRAL	DISAGREE
Program Objectives	My work in the program reflects DePaul's Vincentian values (Inclusivity, Personalism, and Professionalism).	91%	9%	0%
	My overall familiarity with the field of urban education increased as a result of this experience.	100%	0%	0%
	This experience deepened my understanding of the unique challenges faced by K-12 students in the Chicago context.	100%	0%	0%
Student Learning Objectives	This experience challenged me to learn from the perspectives of others.	100%	0%	0%
	I was able to grow my problem-solving and critical thinking skills through my participation in this program.	100%	0%	0%
	This experience impacted how I view my own capacity to build a more just society.	100%	0%	0%
	This experience increased my awareness of my own strengths and areas for growth.	100%	0%	0%
	As a result of this experience, I feel more capable of effecting positive change in my own community.	91%	9%	0%
Integrative Learning and Future Planning	I was able to make direct connections between my coursework at DePaul and my experiences in this program.	100%	0%	0%
	As a result of this experience, I have a better understanding of my future career interests.	82%	18%	0%
	The skills I practice in my role translate directly to my professional aspirations.	73%	27%	0%

**Real community building starts by identifying the strengths and gifts that already exist in the community.**

# Jumpstart

**Jumpstart is a national AmeriCorps program that trains DePaul students to deliver an innovative early education program via yearlong one-on-one relationships with preschool children from low-income households.** At Jumpstart, our goal is to build literacy, language, social, and initiative skills in young children. We do this by pairing motivated college students, called Corps members, with preschool children in caring and supportive one-to-one relationships for an entire school year. The Jumpstart model is designed to enhance the educational efforts of Head Start and other early learning programs. By connecting early,

through caring one-to-one relationships, Jumpstart promotes crucial brain development and essential primary skill-building that leads to success in school and life. With our commitment to broad and sustainable social change, it is also essential for others to understand and adopt our vision. Participants work with children on language, literacy, and social and initiative skills for a commitment of at least 300 hours during the academic year. Jumpstart participants are asked to complete an online survey evaluating their experiences at the end of the academic year.

## END OF THE YEAR EVALUATION

No. of student responses = 13 (Jumpstart Corps Members)

Gender Identity (self-reported)	Year in School
3 Male	6 Freshman
6 Female	3 Sophomore
1 Non-binary	2 Junior
3 Prefer not to answer	3 Senior

Colleges
1 Education
4 Computing & Digital Media
5 Liberal Arts & Social Sciences
2 Science & Health
1 Theatre

		AGREE	NEUTRAL	DISAGREE
<b>Social Justice</b>	I developed a stronger commitment to social justice, as a result of this experience.	80%	20%	0%
<b>Structural Inequality</b>	This experience made me more aware of the systemic challenges faced by urban American communities.	93%	0%	7%
<b>ABCD</b>	I learned to recognize a community's strengths, resources, and ability to contribute to its own development.	100%	0%	0%



# Jumpstart

## END OF THE YEAR EVALUATION

(continued)

		AGREE	NEUTRAL	DISAGREE
<b>Program Objectives</b>	My work in the program reflects DePaul's Vincentian values (Inclusivity, Personalism, and Professionalism).	93%	7%	0%
	I feel more competent as an educator, as a result of my Jumpstart experience.	93%	0%	7%
	This experience deepened my understanding of the unique challenges faced by preschool students in the Chicago context.	93%	7%	0%
<b>Student Learning Objectives</b>	This experience challenged me to learn from the perspectives of others.	93%	0%	7%
	I was able to grow my problem-solving and critical thinking skills through my participation in this program.	93%	0%	7%
	This experience impacted how I view my own capacity to build a more just society.	73%	27%	0%
	This experience increased my awareness of my own strengths and areas for growth.	80%	20%	0%
	As a result of this experience, I feel more capable of effecting positive change in my own community.	93%	7%	0%
<b>Integrative Learning and Future Planning</b>	I was able to make direct connections between my coursework at DePaul and my experiences in this program.	74%	13%	13%
	As a result of this experience, I have a better understanding of my future career interests.	73%	27%	0%
	The skills I practice in my role translate directly to my professional aspirations.	80%	7%	13%

**Participants work with children on language, literacy, and social and initiative skills for a commitment of at least 300 hours during the academic year.**

# Fellowship Awards

## Community-based Research Faculty Fellowship

The Steans Center awards up to two Community-based Research Faculty Fellowships to DePaul University faculty who are tenured, tenure-track, or full-time contract faculty with **ongoing teaching responsibilities**. The fellowship is designed to engage faculty members and students in a community-based research project conducted with a community partner of their choosing. The project is intended to draw on the faculty members' and community partners' expertise to benefit the community while advancing scholarship. Each fellow receives a stipend, a funded research assistant for three consecutive quarters, and funds to attend an academic conference. Additionally, community partners receive a stipend.

Each fellowship is linked to a course the faculty member is teaching. Throughout the course, various elements of the research project will be carried out by students enrolled in the course. These activities will help develop students' community-based research skills.

The 2022–2023 fellowship was awarded to:

**Jane Baxter, PhD**  
**Professor and Chair, Anthropology**  
**College of Liberal Arts & Social Sciences**

# Fellowship Awards

## Harrison I. Steans Graduate Fellowship

The Harrison I. Steans Graduate Fellowship supports DePaul students accepted and enrolled in any graduate degree program.

Fellowship projects are designed collaboratively with off-campus organizational partners, focus on social equity, and draw inspiration from the United Nations Sustainable Development Goals (SDGs).

Graduate fellows directly apply their disciplinary knowledge and skills to build capacity within communities to work toward sustainable social, economic, and/or environmental change.

During the 2022–2023 academic year, fellowships were awarded to:

**Kendall Crum** Community Psychology

**Claire Holba** Refugee and Forced Migration Studies

**Harrison Horst** Sustainable Urban Development

**Jack Marcinek** Refugee and Forced Migration Studies

**Nicole Nir Murayama** Critical Ethnic Studies

**Maria Ukamaka Clare Okeke** Educational Leadership

**Delaney Piggins** MFA Arts Leadership

**Trent Schermer** Sustainable Urban Development

**Helena Swanson** Community Psychology

**Stephanie Teresi** Environmental Science

**Ariel Wagner** Environmental Science

**Kayleigh Zinter** Community Psychology

# Fellowship Awards

## Stearns-CCHE Community-Engaged Health Equity Focused Faculty Fellowship

With the goal of promoting community-engaged inquiry, scholarship, and service, CCHE and DePaul's Irwin W. Steans Center hope to engage community partners to identify, understand, and respond to public health needs.

Launched in 2021, this program awards one faculty fellowship to a DePaul faculty member who has been developing health-focused and community-engaged scholarship. The faculty fellow is supported by The Faculty Scholarship Collaborative (FSC) and receives a stipend and a funded research assistant for three academic quarters. Community partners also receive a \$1,000 stipend as a collaborator in the research process.

The 2022–2023 fellowship was awarded to:

**Nila G. Hofman, PhD**  
Professor, Anthropology  
Director, Community Service Studies Minor Program  
College of Liberal Arts & Social Sciences

# Service Speaks

Service Speaks is a day-long conference that showcases the ways in which DePaul students work with community partners and faculty to advance social justice in the Chicagoland area. Student and community partner presentations highlight learning and contributions through community-based learning, internships, and research. Students have the opportunity to share their learning with peers, network with community partners, and build experience for their resumes.

**The annual Service Speaks Student Symposium took place on May 15, 2023.** This year's symposium featured students sharing their CbSL, internship, and community-based research experiences. Among others, the symposium showcased the work of Steans Center student leaders, including Community Service Scholars, Community Partnership Interns, McCormick Community Interns, and Jumpstart Mentors.

## This year the event included:

- A keynote address by Sarah Gelsomino
- A lunch
- Student presentations



## Service Speaks attendees reported the following:

No. of survey respondents = 10

### The role of attendee who completed evaluation:

- 4 presenters
- 3 students
- 4 faculty/staff
- 1 community partner

### Events attended:

- 8 attended the keynote address
- 10 attended the lunch
- 9 attended the student presentations

### After attending Service Speaks:

100% agreed that they were more aware of the work being done in communities

90% agreed that they knew more ways to engage, or engage more deeply, with communities

### Suggestions for improvement:

Respondents would like the event to be held on a more accessible day (Friday)

The keynote address could "include other domains that affect the community"

**100% agreed that they were more aware of the work being done in communities.**

# Contact and Follow Us



## **Irwin W. Steans Center for Community-Based Service Learning & Community Service Studies**

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## **Monsignor John J. Egan Office for Urban Education and Community Partnerships (UECP)**

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## **Asset-Based Community Development (ABCD) Institute**

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