

**The Office of Service-Learning
University of Missouri-Columbia
2003-2004
Annual Report**

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Director**

Program Description:

The Office of Service-Learning was founded in January of 1996 to support academically-based community outreach campus-wide, serve as a consulting center for program design and implementation, and provide and maintain partnerships with service agencies and organizations in the Boone County area.

Program Goals and Objectives:

1. To promote and support service-learning pedagogy on a campus-wide basis.
2. To support formalized partnerships with community agencies and organizations and to provide MU undergraduates with service placements that are fulfilling, responsible, and respectful of students as learners.
3. To uphold and promote the MU Service-Learning Mission Statement:

Mission Statement:

Service-Learning at MU strives to create an expectation of service to others as an integral part of students' academic experience. This service should provide students with an opportunity to enrich and apply classroom knowledge, explore careers or majors, improve citizenship, understand and appreciate cultural traditions and values, develop civic, corporate, and social responsibility while enhancing the students' personal growth and self-image and enriching the lives of persons within the community.

Goals:

1. To provide opportunities and academic credit for experience based learning to promote life long commitment to social responsibility and public service.
2. To develop faculty incentives for involvement in service as a learning resource for students.
3. To establish collaborative, reciprocal partnerships between MU and the community that meet social needs.
4. To integrate Service-Learning into the culture of the University.
5. To engender independent thinking and problem solving through community service.
6. To ensure safe, accessible and structured learning projects.
7. To educate and monitor community agencies as to their rights and commitment to Service-Learning at MU.

A. Office of Service-Learning Programs and Activities:

1. Service-Learning Courses:

Courses with the service-learning designation must include a minimum of 45 hours/semester of community outreach and must formally integrate service experience into the classroom context.

During the 2002-2003 academic year, the Office of Service-Learning supported 92 classes. Through this course work, students provided approximately 95,000 hours of community service.

Total Service Learning Courses

<u>Year</u>	<u>Total #</u>	<u>% Increase</u>
1997-98	42	
1998-99	54	28.50%
1999-00	65	20%
2000-01	78	20%
2001-02	86	11%
2002-03	86	0%
2003-2004	92	6%

Total Number of Students enrolled in Service-Learning Courses

<u>Year</u>	<u>Total Number</u>	<u>% increase</u>
1997-98	680	
1998-99	920	35%
1999-00	1,795	95%
2000-01	1,916	6.7%
2001-02	1,980	3.2%
2002-03	2,003	1.2%
2003-04	2,114	5.3%

Project categories represented in 2003-2004

<u>Project category</u>	<u>Number of service-learning students who served in this area</u>
Community/Program development	57
Technology	15
Community-based research	9
International/Hispanic Student Assistance	34
Childcare	27
Environmental	45
Disability assistance	42
Elderly assistance	37
Adult/Parent education	15
Subsistence Services (Food/Clothing/Shelter/Jobs)	38
Mentoring	155
Animal assistance and Pet therapy	52
Communications/PR/FR	210
Tutoring/Child education	357
Public Health	938
Miscellaneous	23
Governmental Internships	60
Total:	2,114

2. Partnerships with Community Service Organizations:

Number of Partnerships--Since our founding in January of 1996, the Office of Service Learning has established formalized partnerships with 150 community service agencies and organizations and the Columbia Public Schools. During this year, students completed their service projects in more than 100 community service agencies and 70 government internship sites.

Partnership Development Activities--Community/Office of Service-Learning partnerships involve mutual development of program goals and activities; partnerships are created with respect for the education and experiences of the students who are performing community service and with attention to the efficacy of the service for the clientele of the agencies and organizations receiving the assistance. A service-learning project is thus mutually beneficial for both the undergraduate and the community. In addition, the academic foundation of the course, and the support of the Office of Service-Learning, provides essential training, supervision, and monitoring of the service activity.

Fall Community Agency Workshop--During the 2003-2004 academic year, more than 60 community service agency representatives attended a workshop that focused on effectively meeting the needs of community agencies and developing special capstone projects for graduating seniors. As a result of the workshop, we were able to expand our offerings for undergraduates and also developed a winter service forum.

Winter Service Forum—Based on the community needs expressed by our agency partners, we developed a Winter Service Forum that we held in the Memorial Union. Twenty-five agency partners spent time with interested service-learning students and other undergraduates discussing special community needs and service projects for the Winter semester. We felt that this pilot project went very well, and we hope to sponsor the activity next semester.

Office of Service-Learning Spring Forum – In addition to the community partner workshops this Fall and Winter, we sponsored a campus/community-wide spring forum entitled **Engaged Mizzou: Service-Learning and Community Outreach**. The Forum was attended by more than 100 community partners, university faculty and staff. Individual sessions included :

- *Developing Service-Learning Courses: Resources and Programs for Faculty
- * Government Internships: A Workshop for Campus Internship Coordinators
- *Topics in Engaging Students in Effective Service: A Workshop for Community Partners

Student presentations were the highlight of the forum; service-learning undergraduates spoke about the impact of service on their lives and future careers. **More than 90% of the attendees rated the forum as being very informative and helpful.**

3. Agency Final Evaluations of Students' Volunteer Service

<u>Performance Area</u>	<u>Excellent - Very Good</u>	<u>Average</u>	<u>Poor</u>	<u>N/A</u>
Attendance	87%	10%	1%	2%
Cooperation	94%	4%	1%	1%
Acceptance of responsibility	93%	4%	2%	1%
Completion of Assignments	85%	5%	1%	9%
Dependability	90%	7%	2%	1%
Resourcefulness/	85%	11%	1%	3%
Communications Skills	90%	7%	2%	1%
Overall Evaluation	94%	4%	1%	1%

The category "N/A" represents those agencies that did not fill out a specific part of the evaluation on their student, or felt that category was not applicable to the type of work their student was doing.

4. Student Evaluation of the Service-Learning Experience:

Each semester, students who participate in Service-Learning are asked to evaluate their service experience within the following areas:

98% of students surveyed rated the orientation to the agency's program and policies as being outstanding to satisfactory.

94% of students rated scheduling of volunteer hours as being outstanding to satisfactory.

94% of students rated instruction and supervision they received from staff as being outstanding to satisfactory.

97% of students rated attitude of staff toward student as a volunteer as being outstanding to satisfactory.

100% of students who responded rated their service experience in terms of personal growth as being outstanding to satisfactory.

99% of the students who responded rated their service experience in terms of personal satisfaction as being outstanding to satisfactory.

5. Other Service-Learning Activities:

MU SERVES Online-Newsletter -- In an effort to recruit and increase service throughout the campus among students and faculty, our office each semester produces ***MU Serves*** a campus-wide, on-line newsletter.

(URL: <http://www.missouri.edu/~servlrn/muserves/main2.htm>)

Advising Student Groups --The Office advised several student groups in community development, program organization, and assessing community need. Student groups such as MU English Club, the Chancellor's Leadership Class, Alpha Phi Omega, National Pan-Hellenic Council, Circle K, and several fraternity pledge classes worked with the resources of our office to identify and meet critical community needs.

Web site -- Service-Learning maintains a web site that includes information for students, faculty, and community agencies; community service opportunities, a list of service-learning courses, and links to campus-wide service opportunities and offices.

(URL: <http://www.missouri.edu/~servlrn/>)

Writing Intensive Courses -- The Office offered the Honors College Community Involvement Program, the Civic Leaders Internship Program, and the State Government and Leadership Class as Writing Intensive classes. Funding we received at the end of this year for the WI courses will be used to support new initiatives next year.

B. The Civic Leaders Internship Program:

Program Goals and Objectives:

**Create opportunities* for undergraduates to participate in state government internships for academic credit

**Provide a sound academic foundation* for state leadership internships. Interns will be placed in positions that are related to their majors, reflect their future graduate school or professional interests, and respect students as learners.

**Encourage a sense of civic responsibility and a commitment to civic leadership* in undergraduates across disciplines. By exposing students to civic leadership in positive and well-supported learning environments, we hope to encourage a commitment to leadership and civic engagement as a lifelong enterprise.

**Support participation of faculty* as mentors and advisors of undergraduate interns.

Program Description:

The Civic Leaders Internship Program supports undergraduate students who serve the State of Missouri through internship opportunities in publicly-funded offices. Examples of internship sites include the Office of the Governor and the Lieutenant Governor, the Attorney General, State Representatives and Senators, and State Departments such as Agriculture and Social Services.

Students involved with CLIP may choose to intern part-time (8 to 20 hours per week) or full-time (30 to 40 hours per week). To do so, they receive internship credit hours either through the Office of Service-Learning or their academic department. Full-time interns may also enroll in independent research with a faculty mentor that is relevant to and supports the internship experience. Full-time interns receive a \$1,500 stipend to support expenses they incur during the internship.

Field Coordination:

The MU Civic Leaders Internship Program provides support for and advocates the needs of both students and placement sites. Before placing a student at a site, the internship coordinator makes every effort to meet with the supervisor to discuss the duties that an intern will carry out, the number of days and hours the intern will work, and any special job training or qualifications. Additionally, site visits throughout the semester ensure that the internship continues to be a positive learning experience for the student.

Internship Placements and Student Degree Programs:

60 undergraduates from degree programs across campus participated in CLIP internships during the 2003-2004 academic year. Degree programs represented include Political Science, Business,

Communication, Psychology, Sociology, Agriculture and Journalism. (See Appendix A, a list of students, academic programs, and placement sites.)

Federal Government Internships:

We funded two summer Washington, D.C. internships, one in the Office of Political Affairs in the Executive Office of the President and the other with the Regional Junior Achievement Office. In addition, we funded one student through the journalism school’s Washington Program during the winter semester.

State Government and Leadership Class (235 GH):

During winter semester, CLIP offered a 3-hour class entitled “State Government and Leadership” through the Honors College. Eleven students from MU enrolled in the class including part-time and full-time interns, as well as lobbyists from ASUM. The class, which was taught in the Capitol building in Jefferson City, included topics such as the budget process, leadership theory, term limits, and government ethics. Classes were taught by professors, elected officials, and other professionals. **See Appendix B** for a list of weekly class topics and speakers.

Internship Program Assessment:

Site Final Evaluation of Intern’s Performance

<u>Performance Area</u>	<u>Excellent/Good</u>	<u>Average</u>	<u>Needs Help</u>	<u>Can’t Rate</u>
Work Product	83%	14%	3%	---
Dependability	83%	14%	3%	---
Adaptability	80%	17%	3%	---
Ability to get along	89%	11%	---	---
Attitude	83%	14%	3%	---
Initiative	74%	20%	6%	---
Responsibility and Judgment	77%	20%	3%	---
Overall rate of performance	86%	11%	3%	---

Student Final Evaluation of CLIP

<u>Performance Area</u>	<u>Excellent/ Very Good</u>	<u>Good</u>	<u>Average</u>	<u>Poor/Below Average</u>	<u>N/A</u>
Application Process	68%	20%	12%	0%	0%
Interview Process	63%	20%	11%	0%	6%
Placement Process	71%	20%	0%	3%	6%
Orientation	41%	23%	12%	12%	12%
Class Requirements	31%	23%	37%	9%	0%
Accessibility of Coordinator	94%	0%	0%	0%	6%
Overall Experience	88%	12%	0%	0%	0%

The category “N/A: represents those students that did not fill out a specific part of the evaluation on CLIP, or felt that category was not applicable to their experience with CLIP.

C. The Honors College Community Involvement Program:

Program Description:

The Honors College Community Involvement Program was founded in the Fall of 1991 to introduce MU's brightest and most energetic students to community service and leadership. Students participate in an honors seminar, which explores current social challenges, multiculturalism, leadership, and citizenship, at the same time as they participate in intensive and long-term community service.

Program Goals and Objectives:

1. To provide honors credit for service-learning opportunities through the Honors College.
2. To encourage in MU's finest students:
 - The experience of multiple cultures, social classes and viewpoints
 - The value of citizen participation and civic responsibility
 - The development of a personal service ethic
 - Critical thinking
 - The enhancement of leadership skills
3. To meet critical social needs in the Columbia community;
4. To provide well supported, structured, and safe community service projects for honors students. To develop service placements that respect honors students as learners.

Course Work and Service Placements:

A. Course work:

Honors students receive three honors credits for the combination of class work and community service. HCCIP is a writing-intensive program. (See Appendix C for HCCIP syllabus.)

Course Structure:

(1) Discussion group: The discussion group meets for 1.5 hours each week and involves all students enrolled in the program. The group considers the tradition of citizenship participation and democracy, cultural diversity, multicultural definitions of service and community, and developing a personal service ethic. Students from the various service projects discuss their experiences and perspectives in the context of the theoretical content of the course.

(2) Lab Session: The individual lab sessions meet for 50 minutes each week and are comprised of students in similar service projects. These sessions engage the specific social issues and challenges the students experience; participants serve as colleagues for each other, providing a support structure and valuable information exchange. Guest speakers frequently attend lab and

conduct workshops on more effective community service in whatever venue the students are participating.

(3) Written work: Journals-students submit four structured journal writings during the semester. The journals engage students in thoughtful reflection on and processing of their service experiences. For each service session, students write a detailed objective account of the experience, a subjective evaluation of their own feelings and growth, a synthesis of the course readings and discussion with the service experience, and a list of personal and service goals for the future. In addition, students summarize and evaluate their readings.

Final Paper/Formal Proposal- Students choose an issue that they have encountered during their community service experience, research it, and propose a program to alleviate or solve the problem. In this way, students fully inform themselves of the social challenges they have seen first hand and propose solutions. The assignment encourages critical thinking, leadership, and a synthesis of experiential learning and formal research.

B. Community Service:

Students work in the community for 3-5 hours each week, or approximately 45 hours each semester. Service projects include:

The Mentoring Program: Work with at-risk youth within the Columbia Public Schools. Participants serve as tutors, role models, and friends for 12-16 year olds who, though they are very bright and quite capable, are at-risk of dropping out of school or never attending college. Mentoring placements include Gentry Middle School and West Junior High School.

The Head Start Program: Honors students provide enrichment activities and individualized attention to high-risk, low-income pre-school children between the ages of 2 and 6 at the local Head Start Day Care centers.

The Public Health Program: Designed for students considering health-related careers, participants volunteer at several agencies and institutions, including the Boone County Health Clinic and Nursing Services, the Harry S. Truman Memorial Veterans Hospital, the Regional Aids Interfaith Network, the WIC program, the Open Arms Crisis Pregnancy Center, Visiting Nurses Association, Boone County Council on Aging, Wellness Center and Project Adapt, McCambridge Center for Women, Planned Parenthood of Mid-Missouri, and the MU Health Information Center.

The Literacy Project: For the Winter semester 2002, we received a grant from the Literacy Action Network to pilot a literacy education project. HCCIP students now work with the Columbia PEAK project, Moving Ahead, and the Intersection on literacy issues.

Honors Independent Study in Service-Learning: Honors students participating in community service activities not sponsored by the university or associated with any university course may enroll for independent study in service-learning through HCCIP.

Student Participation: 104 undergraduates

D. Innovations and Initiatives:

The Office of Service-Learning worked on several new initiatives this year:

1. *Service by Contract*: Working with the Service-Learning Advisory Board and at the request of faculty, we inaugurated a “Service-Learning Option” program modeled after the Honors College “Learning by Contract”. Students may earn the service-learning transcript designation in any course on an individual basis by working with a faculty member and the Office of Service-Learning to choose a service project, perform 45 hours of service, and integrate the project with the course through research or other requirement determined by the faculty member. The “Service-Learning Option” increased our offerings by 5% this year, and will be particularly important as we continue to expand our Minor in Leadership and provide courses for the Multicultural Certification. The option also gives faculty more flexibility for integration of service into the curriculum.
2. *Minor in Leadership and Public Service*: The minor was approved in May of 2003, and we began advertising and recruiting student participation in the Fall. At this point we have approximately 70 students pursuing the minor (See Appendix D: Description of the Minor in Leadership and Public Service).
3. *Multicultural Certificate*: The office worked extensively with the Multiculturalism Certificate design committee. Service-Learning will be one of the required components for certification on the MU campus. We believe that this certificate will present new challenges to our office in terms of course development and providing students with relevant service experiences.
4. *Partnerships with International Programs and Studies*: We are pursuing partnerships with International Programs and Studies and with Asian Studies. We hope to develop on-campus experiences for our undergraduates to interact with and learn from international students and leaders who visit our campus. This summer we are recruiting “Collegiate Ambassadors” to develop activities for visiting Korean students and leaders. We also hope to set up a one-credit hour course for the Winter Semester which will involve Missouri and international students in directed dialogues about various topics such as politics, society, international relations, and culture. We hope that this type of international experience will provide additional course options and activities for students pursuing the Multicultural Certificate.
5. *Student Foundation Leadership Class*: We have interviewed and recruited 7 student leaders to be the first Student Foundation Leadership Class. This leadership group will focus on establishing a viable student foundation, public relations, and fund-raising. They will also work directly with development offers as interns. Participants will receive internship credit through the Civic Leaders Internship Program. We are particularly excited about the excellent professional opportunities this project will provide for our students and the contribution they will make to our campus community.

6. *Freshman Experience Class:* We will be offering a service-learning Freshman Experience Class through the Student Success Center next semester entitled “Leadership and Community Service.” The class description is as follows:

Leadership and Community Service: This freshman experience course will introduce incoming freshmen to leadership and community service opportunities on the MU campus and in the Columbia community. While participating in service projects, students will read thought-provoking texts on the current social challenges we all face and will engage in discussions about effective civic leadership and problem solving.

7. *New Multicultural Literature course:* Foley has developed a new course entitled “Multicultural Literature: the Novel,” which she will be teaching as part of the Honors Humanities Colloquium next semester.

8. *Academic Advisor Workshop:* This year we sponsored a luncheon and workshop for advisors in order to inform them about opportunities for undergraduates and to make better connections to various departments campus-wide. We felt that the workshop was successful, and we look forward to supporting more such meetings in the future.

E. Problems and Opportunities for Work and Development:

Our greatest challenge remains the lack of space and staff support for the increasing demands on our office. We hope to continue to expand the Office of Service-Learning and to provide better support and service to students and faculty campus-wide.

F. Student Credit Hours Generated:

The Honors College Community Involvement Program, the Civic Leaders Internship Project, and the State Government and Leadership course (235 GH), and Humanities 101, taught by Foley, generated **652 undergraduate credit hours** during the 2002-03 academic year. The 92 service-learning classes supported by the office are claimed as credit hours through individual departments throughout the university.

G. Office of Service-Learning Staff:

Anne-Marie Foley, Ph.D. (25% Office of Service-Learning/75% Honors College)

Directs Office of Service-Learning
Directs Honors College Community Involvement Program
Directs Civic Leaders Internship Project
Directs Minor in Leadership & Public Service

Taught five classes (Fall & Winter)
-one section of Humanities, Fall semester
-the HCCIP large discussion group, Fall and Winter semester
-State Government and Leadership (235GH), Winter semester
-Internship workshops and seminars, Winter semester

Nan Povinelli (Full time, 9 month position)
Field Coordinator, Office of Service-Learning

Julia Parcell (70% FTE, 9 month position)
Internship Coordinator, CLIP

Carli Hess through May, Leslie J. Palmer, new assistant (75% Office of Service-Learning/25% HCCIP)
Office Support Staff III

Graduate Teaching Assistants:
HCCIP, 2 @ 25% FTE
Office of Service-Learning, 1 @ 25% FTE
Minor in Leadership, 1 @ 25% FTE

Appendix A: List of All 2003-2004 Civic Leaders Interns

Intern's First Name	Intern's Last Name	Internship Site	Major(s)
Elizabeth	Ahsmuhs	Representative Melba Curls	Political Science & History
Emily	Allinder	Representative Jason Crowell	Business Administration
Janae	Barker	Representative Shannon Cooper	Journalism
Susan	Bassford	Governor Bob Holden	Journalism
Kathryn	Becherer	Representative Clint Zweifel	Biology
Jonathan	Block	Office of Political Affairs, Executive Office of the President	Journalism
Andrew	Boeckmann	Federal Highway Administration	Civil Engineering
Garrett	Broshuis	State Public Defender	Psychology
Jenny	Brown	Project Vote Smart	Political Science
Meredith	Capron	Senator Jim Talent	Political Science
Leah	Clubb	Attorney General-Consumer Protection	Religious Studies
Justin	Collier	Senator Chuck Gross	History
Venita	Cooper	Boone County Public Defender	Communication
Kristin	Daniel	Representative Bill Ransdell	Physical Therapy
Kent	Dryer	Attorney General-Consumer Protection	Political Science
Cynthia	Farmer	Office of Information Technology	Computer Science
Lacey	Fecht	Representative Sam Page	Biology
Christopher	Fiedler	Boone County Public Defender	History & Political Science
Mary Kate	Forinash	Representative Jeff Harris	Environmental Design
Michael	Foster	Representative Terry Witte	Agricultural Economics
Aaron	Gigliotti	Representative Vicky Walker	Communication

Amanda	Giovanoni	Department of Economic Development	Economics
Stephanie	Grasmick	Senator Jon Dolan	Journalism
Stephanie	Gute	Representative Bryan Pratt	Communication
Leslie	Harrelson	Gaines Brown Consulting	Philosophy
Katie	Heckert	Congressman Dennis Moore	Journalism
Allison	Howard	Representative Barbara Fraser	Biochemistry
Courtney	Jackul	Representative Brian Nieves	Political Science
Sara	Judd	Department of Agriculture-Public Info.	Communication
Andy	Kettenbrink	Lieutenant Governor Joe Maxwell	Interdisciplinary Studies
Jennifer	Kettler	Representative Belinda Harris	Journalism
Nicole	Kindelspire	Representative Brad Roark	Accounting
Amy	Kotwani	Boone County Public Defender	Journalism
John	Kovacs	Attorney General-Consumer Protection	History
Brie	Lafoon	Attorney General-Consumer Protection	History & Interdisciplinary Studies
Jody	Larison	Representative Steve Hunter	Journalism
Monica	Levy	Department of Social Services-Research	Business Management
Nigel	Lo	Boone County Public Defender	Political Science
Leanora	Losciale	Department of Economic Development	International Studies
Allison	Mang	Representative Russ Carnahan	Journalism
David	Mariott	ASUM	Political Science
Jamie	Marquart	Office of Women's Health	Interdisciplinary Studies
Mazvita	Matsiga	Representative Connie Johnson	Journalism
Jason	McCauley	Boone County Public Defender	History
Veronica	Nigh	Attorney General-Consumer Protection	Agribusiness

Ehren	Oncken	Department of Social Services-Children's Division	Sociology
Emily	Peurrung	Senator Anita Yeckel	Journalism
Bart	Pogue	Representative Kathlyn Fares	Education-Secondary Social Studies
Tom	Risberg	Representative Carl Bearden	International Studies
Jeffrey	Shaw	Senator David Klindt	Business Management
Mickey	Thomas	Representative Rod Jetton	Political Science
Anthony	Thomas	Representative Vicky Riback Wilson	History
Gannet	Tseggai	Senator Joan Bray	Political Science & Communication
Michael	Urban	Representative Catherine Hanaway	Political Science & Communication
Aaron	Willard	House Communications Office	Economics & Political Science
Nicole	Williams	ASUM	Political Science & English
Rachel	Wright	Representative Rick Johnson	Psychology & Sociology

At the start of each class, the facilitator (Dr. Foley or myself) will ask you to pass in 3 questions that you would like to ask the speakers. This ensures that even if there have not been any formal readings to complete, everyone has given some thought to the topic and speaker(s). Although the facilitator may ask a few questions of the speakers, the primary responsibility for asking questions and learning from the speakers lies with the students.

Papers:

There will be 12 guest speaker/panel summaries and 2 public policy papers (see attachments for more description).

Grading Scale:

Assignment:	Points:
Speaker reaction papers	50
Policy paper #1	20
Policy paper #2	<u>30</u>
	100

You will have the opportunity to write a total of 12 reaction papers over the course of the semester. Each paper will be graded on a percentage scale. At the end of the semester, the two lowest grades will be dropped, and the rest of the grades will be averaged. However, if you miss a class, you do not need to make up that reaction paper; you may simply take a 0 and that grade will be dropped when factoring the total grades for reaction papers.

This class is graded on a +/- basis, as follows:

A	92.0% and above	
A-	90.0% to 91.9%	
B+	88.0% to 89.9%	
B	82.0% to 87.9%	
B-	80.0% to 81.9%	and so on.

Attendance Policy:

Attendance in this course is mandatory. Students with acceptable excuses (such as a physician’s note if you are sick) will be allowed no more than 2 missed classes. Otherwise, students will be penalized for skipping classes according to the following schedule:

- 2 missed classes (13%) – one letter grade
- 3 missed classes (20%) – two letter grades
- 4 missed classes (26%) – automatic course failure

As they are a distraction to our speakers and students, please turn off your cell phone during class.

GUEST SPEAKER/PANEL REACTION PAPERS

General Instructions:

For each panel/guest speaker who presents to our class, you will write a 1 to 1.5 page paper summarizing, analyzing, and evaluating the presentation.

Guest speaker summaries are due the following class period. Papers submitted later, unless there is a valid excuse, will be penalized one letter grade for each day late.

If you are writing about a panel of speakers who spoke at the same time, evaluate and analyze the panel as a whole. If two (or more) speakers are invited to speak at different times during the same class period (say, 1-2 p.m. and 2-3 p.m.), then choose one speaker or group to discuss.

Format:

Please use the prescribed headings in your paper. These headings are intended to help you analyze and reflect on the speakers.

1. *Summary:* a short (1 or 2 paragraph) summary description of the content or highlights of the presentation

2. *Analysis:* Answer the following questions:

What overall position or thesis did the speaker(s) posit?

What information was new to you?

What did you gain from the presentation?

How did the presentation tie into your internship? Please use examples, if possible.

How does the speaker's approach or presentation tie into our discussion of democratic leadership and/or the challenges to traditional leadership?

3. *Evaluation:* Answer the following questions:

Did you find the presentation interesting, informative, helpful?

Do you think we should invite this speaker again?

What additional information in the subject area would you find interesting or helpful?

Papers should be word processed. Please make every effort to hand in paper copies during class instead of emailing them (although this is acceptable if necessary).

Guest speaker summaries may be written in a fairly informal first-person style, as long as they are not written like a journal entry. They will be graded according to how well you answered the

questions stated above and how well they are written. Please do check grammar and spelling before handing in papers. If you would like help with your writing style, Dr. Foley and Julia are happy to do so.

PUBLIC POLICY PAPERS

General Instructions:

Your public policy papers should be approximately 5 pages in length.

Paper 1 will cover issues related to the state budget; paper 2 will cover issues with which you have been engaged during your internship. Other ideas may be acceptable as well; schedule an appointment with Julia or Dr. Foley to discuss them if you would like to present one.

Due dates: Paper 1 – March 18
 Paper 2 – May 6

Papers should be word processed. Please make every effort to hand in paper copies during class instead of emailing them. Papers submitted later will be penalized one letter grade for each day they are late.

Format:

Public policy papers should be written in a more formal style than guest speaker summaries. They will be graded according to how well you answered the questions stated above and how well they are written. Please do check grammar and spelling before handing in papers. If you would like help with your writing style, Dr. Foley and Julia are happy to do so.

Please use footnotes or endnotes as required; these papers should involve some research and that research should be documented.

Each paper should use the roman numerals and prescribed headers that follow. The headings will help you organize your thoughts and produce a convincing argument and policy statement. Strict observation of the format is required.

Title

I. *Summary* (one or two paragraphs)

A short summary of the issue definition and policy recommendations within the rest of your paper.

II. Issue Definition (approximately 1½ to 2 pages)

1. Set the stage for understanding the issue. What is its history? How did the situation develop?

2. Facts and figures that explain the issue. What makes this an issue that is of interest, that legislators may want to know more about? Is there a cost associated with this issue? Is something already being done or planned to address this issue?

3. What effect has occurred, or potentially could occur, from the issue you have just defined?

III. Policy Recommendation (approximately 2 to 3 pages)

What should be done? Suggest realistic, affordable remedies to the problem. Explain your recommendation's advantages and possible disadvantages. How have other states or localities dealt with this issue? What would need to be in place to carry out your recommendation, in terms of policy, law, or politics? How much might this recommendation cost the state or federal government to implement?

IV. Outcomes (one or two paragraphs)

A short summary of intended outcomes if the recommended policy is implemented.

235GH Class Meeting Dates and Topics

Date	Speaker	Class Topic
January 22	Dr. Foley	Introduction to class
January 29	Marty Oetting (2-9142) Dr. Foley	Important topics this legislative session Leadership Theory
February 5	SNOW—Class cancelled	
February 12	Dr. Foley	Leadership Theory
February 19	Dr. Foley Rep. Vicky Riback Wilson	Reflection Ideas on Leadership & Making Public Policy
February 26	Office of Administration Bret Fischer (751-9304) Sandy Hurtado (751-9320)	Budget Process
March 4	Senator Anita Yeckel (1-1:45) Rep. Kathlyn Fares (1:45-2:30)	Educational Funding
March 11	Rep. Jeff Harris (1-2) Rep. Rod Jetton (2-2:30)	Tort Reform
March 18	Senator Ken Jacob (1-2) Dr. Dana Baker (2-2:50)	Campaigning Strategies Public Policy
April 1	Jane Dueker Governor's Chief of Staff Rep. Clint Zweifel Rep. Sam Page Rep. Esther Haywood (1-2:30)	Panel: The Profession of Government
April 8	Rep. Rick Johnson (1-2) Speaker Hanaway (2-3)	Strategies for being in the minority Bill passing strategies
April 15	Mark Hughes, Director of Senate Committees Phil Brooks, Assoc. Prof. of Journalism (1-2:30) Bob Priddy, News Director, Missouri Network	Press & Role of Media

Kermit Miller, Channel 13

April 22	Travis Brown, Gaines, Brown Consulting Connie Cunningham, Dept. of Social Services Robin Cook, ASUM	Lobbying (1-2:30)
April 29	Dr. Guy Adams (882-5443) Professor and Associate Director of Harry S Truman School of Public Affairs	Government Ethics
May 6	Dr. Foley	Wrap-up & reflection