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Student Service Corps

Bryant Sheppard

HONORS PROJECT

Submitted to the University Honors Program
at Bowling Green State University in partial
fulfillment of the requirements for graduation with

UNIVERSITY HONORS

10/06/2012

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I. Overview

A. Abstract

My Honors Project consists of two parts: an applied part and written interpretation of my experience. My main focus throughout the semester has been on the applied part, which has consisted of creating and leading a student organization focused on social justice, which has been named the Student Service Corps. In this document, I cover the models that were used to facilitate the organization, the implementation of these models, and the impact of my Honors Project. The main purpose of my project was to research the necessary strategies to create a service organization focused on social justice, as well as to provide a resource for future leaders of the Student Service Corps. The scope of my Honors Project was not to fully explore every model related to community service; rather, I have attempted to gain a basic understanding of a few and to implement these practices.

B. Introduction

In response to my interest in social change and my belief that there are other students interested in this subject too, I started my Honors Project last semester to create a student organization (now known as the Student Service Corps or SSC) advocating for social justice. Social Justice is being defined here as empowering others so that they may have the same opportunities in life as everyone else. According to Saint Louis University, Social Justice is “understood as 1) the creation of just relationships at all system levels; 2) the development of structures that provide for equality of opportunity; 3) the facilitation of access to needed information, services and resources; and 4) the support of meaningful participation in decision-making for all people” (“What Is Social Justice). Social justice encompasses a wide variety of subjects, which has allowed us to work with a diverse set of issues. From education, to

homelessness, to domestic violence, almost every positive action to improve these issues can be related back to social justice. For instance, an “Associated Press analysis of government data revealed that black Americans are 79% more likely than whites to live in areas where industrial pollution poses the greatest danger (Baer).” Environmental justice issues will be a part of the work that Student Service Corps does, and actually serves as one of the case studies.

The physical content of my Honors Project will consist of four main parts: a background and overview Student Service Corps, case studies of projects that occurred throughout the semester, a reflection on the semester, and an appendix including organizational documentation. In the appendix I have included a variety of materials that came along with the creation of Student Service Corps to give the reader examples of organizational documents, and a view of how the organization is run. These materials include SSC’s constitution, meeting overviews, and a timeline of the semester.

The reason I chose to do the Honors Project that I am doing is because the experiences I have had have given me a passion for social change. My involvement with the Environmental Service Club was what originally sparked my interest in community service, especially dealing with sustainability issues. Through my involvement with these volunteer experiences, I wanted to learn more about other social issues and how to combat them. The most effective vehicle that I could propose was a student organization. By utilizing a student organization, I would more effectively be able spread awareness, get others involved, and develop as an individual. However, the Environmental Service Club was focused solely on environmental issues, and many of the projects were focused on indirect service. While this is still a great focus, I chose to create a new organization, with a wider scope of social issues and more of a focus on building relationships and holistically developing as individuals.

A side benefit to creating an organization was the development of my leadership. One of the greatest ways to do this in a college environment is through leading an organization. I am also very interested in working in start-up environments and being involved in strategic planning for organizations. Since I was not aware of any organizations on-campus with the model of using education, service, and reflection to develop active citizens, I saw this as a perfect opportunity to form an Honors Project.

C. The Model

It is Students Service Corps' mission to promote social justice in Northwest Ohio through the development of student leaders in service. The three main components that make up the framework of SSC are education, service, and reflection. Each of these subjects are important by themselves, but they make for a more complete experience when combined ("Triangle of Quality Community Service"). This fosters an environment where members can do more than just "get their hours." It makes for a place that like-minded individuals who want to change the world can get together and develop into the type of people they want to be.

The role of education in SSC is to build the knowledge of the members and non-members on social justice issues. In his book, *Community Service and Higher Learning*, Robert A. Rhoads states that true service-learning programs should "explicitly include features which foster participants' learning about the larger social issues behind the human needs to which they are responding. This includes understanding the historical, sociological, cultural, and political contexts of the need or issue being addressed" (Rhoads 185). This was accomplished in a number of ways, ranging from watching a video to reading an article. By educating people, they realize how serious an issue is and are more likely to get involved to help solve said issue. Ideally, the education component should be part of a complete volunteer experience, taking place during the

general meeting before the actual service is completed. This allows participants to become acquainted with the issue at hand, and they will know how to best address the needs of the people they will be working with.

Service is the next component of SSC. Since we are a service organization, this is the main focus. SSC wants to stress the importance of getting involved with social justice issues and seeing firsthand what it's like in other people's shoes. John Dewey was a major proponent this, stating, "I take it that the fundamental unity of the newer philosophy is found in the idea that there is an intimate and necessary relation between the processes of actual experience and education." (Dewey 6). We want students to really experience the impact that social issues have on members of the community, and to have a chance to do their part to make things better. By getting involved with issues, students will gain a deeper understanding and empathy for people who have a different lifestyle than them.

The third pillar of SSC is reflection. Without reflection, the effect of the education and service is diminished. Rhoads states, "Service without a reflective component fails to be forward looking, fails to be concerned with the community beyond the present, and in essence fails as community service" (Rhoads 185). We want students to find out what service means to them, and to realize how much of difference they are making by giving their time to good causes. It is this reflection that fosters development in individuals by deepening their understanding of the thoughts behind their actions as well building empathy for others.

The aim of the Student Service Corps is not only volunteering in the community, but also personally, professionally, and psychologically developing students through the Active Citizenship Continuum. This model, developed by Break Away, is a path for students to grow from Members to Volunteers to Conscientious Citizens to Active Citizens ("The Active Citizen

Continuum”). In the Member role, students are just existent in society, and are not really concerned with their role in social problems. From this stage, they move on to well-intentioned Volunteers, but still do not have a grasp on the effect of social issues. The next stage is the Conscientious Citizen, where the student starts to ask “why”, and wants to learn more about what they can do. Finally, they move on to become an Active Citizen, where they are very aware of their role in society, and is dedicated to their community. The target members for the Student Service Corps are going to be first-year students. By students getting involved from the beginning, they are more likely to build relationships, develop their individual role, and stay active members throughout their college experience (Pozzi 39). More specifically, they will be more committed to remain with the Student Service Corps. “Volunteer identity is the best predictor of intention to maintain the commitment for an extended time (Pozzi 39).” First-year students are fresh from high school, still learning what they value, and many have not yet had the experiences that shape them as a person. While I am looking for a mix of students to be members, first-year students are the ones that need the most development to find their identity and will allow the organization to remain sustainable since they have the ability to be involved longer. By utilizing this model, I hope to prepare students to take on service in much larger roles, such as post-grad service or long term service trips abroad.

Another aspect of Student Service Corps that is worth pointing out is the desire to build lasting relationships with the community partners that we work with. We want to focus on repeat service with a few special places rather than just doing one-time projects with a lot of places. This will allow the students to connect with the people that they are working with, creating a deeper impact on both the volunteer and the community member. This will be established through “placements.” Placements are essentially spots that students volunteer at, weekly or bi-

weekly, through the Student Service Corps. By finding out what members were interested in working with, we decided to work with Wood Lane and Family House. We also encouraged members to step outside of their comfort zone, and do service in a subject that they would not typically choose. By doing repeat service, this is encouraging the volunteers to develop strong relationships with the people that the student is serving. This is what really sets the Student Service Corps apart. Instead of doing one time service for organizations, we are focused on building lasting relationships.

D. Impact

There have been and will be several benefits from the completion of my Honors Project, both from the community and from BGSU students. Students benefit through being a part of Student Service Corps. The first benefit is their development into active citizens, as discussed in the Model section. Members gain an awareness of social issues, and are actively involved in their community. As Rhoads states, “these students also recognize the importance of *working with* the oppressed, as opposed to charitable notions of *giving to* the needy” (Rhoads 200). Future leaders of Student Service Corps will benefit from the creation of organizational documents, such as the constitution and agenda examples. The intention is to create a self-sustaining organization that will be able to be taken over by successors when I leave. By creating plans and templates, this will allow an easier transition for future executive officers.

The community, including the University, benefits through the partnership of Student Service Corps. The organizations that we connect with have a reliable source of volunteers that they can call on when they need it. This connection also helps spread the word about these organizations and their causes. This is done through many ways, either through presentations or word of mouth. The best way to create passionate individuals is to give them first-hand

experience with a cause. Once these individuals get into work with the community partners, having a good experience will lead them to tell others about the time they spent at these organizations.

III. Case Studies

The purpose of these case studies is to give the reader an example of the types of service projects that Student Service Corps has been involved with, and to walk through the education, service, and reflection model as it was put into practice.

A. Case Study I

The first case I will look at deals with the topic of sustainability and the problem of environmental discrimination towards certain social classes. The environment is something that I am personally interested in, and I thought that it would serve as a great start for Student Service Corps' work. The organization that we chose to partner with was the Office of Campus Sustainability, due to the variety and impact of work that they do on campus. This project was coordinated with Dr. Nick Hennessy, BGSU's Sustainability Coordinator in the Office of Campus Sustainability. For our project, we cleaned the roof garden's deck on the top of The Oaks in preparation for refinishing. Before we actually started the work, we had Dr. Hennessy give us a tour of the roof garden, and discuss some of the other sustainable practices that are happening on BGSU's campus, as well as what students can do to get involved.

To prepare for our service with sustainability, Student Service Corps watched and discussed, "Greening the Ghetto," a TED talk by Majora Carter, because of its connection with sustainability and social justice. In this video, Carter discusses her involvement with leveraging a \$10,000 seed grant into more than \$3,000,000 to make Hunts Point Riverside Park the first

waterfront park that the South Bronx had had in more than 60 years, in an area where 50% of the residents live at or below the poverty line, and 25% are unemployed (*Greening the Ghetto*).

Carter states, “As a black person in America, I am twice as likely as a white person to live in an area where air pollution poses the greatest risk to my health. I am five times more likely to live within walking distance of a power plant or chemical facility, which I do. These land-use decisions created the hostile conditions that lead to problems like obesity, diabetes and asthma” (*Greening the Ghetto*). Through our discussion of the video, not many people realized what environmental discrimination was, or even that it was a real problem.

After the volunteer work, we had a reflection discussion at our next meeting. The students who were involved with this service project had mixed feelings about its impact. The general consensus, which I agreed with, seemed to be that it was nice to help out with initiatives that we support on campus, but it was difficult to connect the results with social justice. We were doing indirect service, so it was really hard to see the impact of our work. Also, we never really got to work with people, so it seemed like we were just doing manual labor. However, through the discussion, we were able to affirm that the work was not meaningless. We learned about what sustainability is and why it is important, as well as other opportunities to get involved. Also, even though indirect service may be more difficult to see the results from, this does not mean it is unimportant. The U.S.A. accounts for 16% of the world’s carbon emission, while comprising less than 5% of the world’s population (Begos). Therefore, by engaging in activities that lower our carbon emission, we are not pushing our burdens onto people that do not deserve it, but instead we create a greener environment for everyone.

There are a number of routine volunteer opportunities for students to get involved with sustainability on campus. Every Friday, students can participate in Friday Night Lights, turning

off lights in all of the academic buildings for the weekend in order to conserve energy. This has saved the university over \$42,000 (“Friday Night Lights”). During football season, students can get involved with Green Tailgating. This is where volunteers pass out trash and recycling bags to tailgaters before games, encouraging people to recycle and keep the area clean. Students then collect the bags once the game has started. An average of almost two tons of recyclables are diverted from landfills every game (“Green Tailgating”). The Orange Bike program is another ongoing green initiative on-campus. Students can help convert donated and reclaimed bikes into community bikes for any student who has a key to use. The ReStore is another great opportunity to support environmentally friendly practices on-campus. The ReStore is a secondhand store housed in Kreischer where students can either swap or pay for used goods, such as clothes, school supplies, and even DVD’s. While the Student Service Corps may not be regularly involved with these, it was helpful to research these opportunities to see what is available.



John Berndt and Shannon cleaning the deck. Before and after pictures on the left and right.

B. Case Study II

The second case I will look at deals with homelessness. When I first heard of social justice, what I thought about was economic injustice faced by people. I now know that there is more to social justice than this, but this led me to an interest in working with poverty and homelessness. The event we chose to focus on was Tent City in Toledo, in collaboration with Branch Out.

In preparation to going to Tent City, we watched the TED talk, *The Year I Was Homeless*, by Becky Blanton. In this video, Blanton describes her period as a homeless person following her mother's death (*The Year I Was Homeless*). Blanton went from being a prominent author, to slipping into a crippling depression that left her unable to work and living in a van. This video and our discussion that went along with it served as the pre-trip education. There are many other media that may serve as education components for volunteering, but I thought that a video that everybody could watch together and discuss afterwards would be the most engaging and efficient. Many of the points that people were brought up after watching the video dealt with the realizations of the lesser known struggles of homeless people. Dealing with the small details like the weather or access to a bathroom is something most people don't even have to think about. However, this is something that homeless people deal with every day. The main point that was brought up was that even though someone may not have a house, they still have their dignity. They are still people, and have stories of their own.

1Matters was the organization that put on Tent City, and they also hold several other fundraisers throughout the year. 1Matters is a Toledo-based non-profit founded by Ken Leslie in an effort to pronounce the importance of every single individual and to support those without houses ("1Matters").

The point of going to Tent City was to learn more about homelessness, and to hopefully interact with individuals dealing with this. Once we got to Toledo, we helped set up registration tents, as well as a place for people waiting for the 1Mile Matters walk to begin. The tents we were given to set up were not the most stable, so this worked as a nice team builder, as well a lesson in empathy, trying to MacGyver a shelter out of inadequate materials in the cold and rain. Once we had enough of a roof to block the rain, we did some more icebreakers in team builders to get to know everybody that came on the trip. While we were giving a summary of what was going to be happening throughout the day, a lady came up selling copies of *Toledo Streets*. *Toledo Streets* is a “Toledo, OH based street paper founded to benefit the unhoused and formerly unhoused who are trying to change their lives” (“About”). This paper is a way for people in need to generate income through selling the news. Nobody had any idea that this lady was unhoused or would have thought that she was any different than any of us. This was the perfect way to demonstrate that regardless of income or housing situations, people are people. The rest of the day in Toledo consisted of the 1Mile Matters Walk to Tent City, to support domestic autonomy for those who need it, and then the entertainment, mingling, and community dinner at Tent City.

Student Service Corps and Branch Out had a combined post-trip meeting the Tuesday after Tent City in order to reflect on what happened there, and to discuss what we learned. This was a great example of how reflection really ties together the education and service components. Rhoads states, “service projects ought to have reflective components that challenge individuals to struggle to identify various forces that may contribute to homelessness, rural and urban poverty, and economic inequities in general” (Rhoads 185). Most of the participants were not very involved during the pre-trip meeting, and even during Tent City, many people didn’t seem too enthusiastic about being there. However, we had a very interesting discussion at the post-trip

meeting as we discussed Tent City, as well as the article, “Homelessness in America.” One point that was brought up was that throughout the experience, nobody really knew who the homeless people were. This is exactly what the point of going to Tent City was. It was to get people to realize that even though some people may not have a home at the moment, they are still people, and are no different than the rest of us. In the article, it states, “Changing how we interact with the poor won’t do much in the way of directly fixing their financial situation and by extension America’s poverty problem. But the first step to solving any social issue is acknowledging its existence and recognizing the human component of the problem” (“Homelessness in America”). While there may be larger financial issues, acknowledging the importance every person is the first step to real social change.



The Tent City group constructing Tents at registration.

IV. Reflection

Throughout this semester I have had many struggles and accomplishments, and I have really learned a lot about what it takes to lead a service organization. My Honors Project may not be perfect, or even as in depth as I would have liked to go, I feel confident that I created something of value and it was far from a waste of time.

The main accomplishment this semester has been my ability to juggle the amount of coursework and other activities while still leading the Student Service Corps. Student Service Corps completed three service projects as a group, and now has placements set up at Wood Lane and Family House. The constitution is complete and we have a decent amount of active members. SSC is really in a good position to move on from here.

One of the struggles I have faced was finding a balance in leadership. Since this was my Honors Project, I tried to do a lot on my own just for the sake of being able to document it. Also, being President of an organization was something that was brand new to me, so I had to learn as I went what worked and what didn't. Another struggle I had was finding community partners to work with. There are so many variables that go into working together, including location, relatable interests, and qualifications, that it is fairly difficult to set up an event.

While I am thankful for all of the experiences that I have had this semester, looking back, there are a number of things that I would probably change if I were to do my Honors Project over again. One thing that could have made the semester go a lot smoother would if I would have utilized the executive board of the organization more effectively. I did a lot of activities unnecessarily on my own, justifying that it would allow me to more easily keep track of everything for my Honors Project. However, this may have weakened the overall "group" effort of the executive boards, and lessened the amount of activities that the group did together.

Another detail that I would have changed would be my preparation in HNRS 4980. My research was not really focused enough and I still was not sure exactly what my Honors Project was going to look like coming into this semester. Finally, I wish I would have reflected more on my experiences in writing throughout the semester. This would have helped document my Honors Project, and would have allowed me to more accurately track my progress.

Through my experience and research doing my Honors Project, I have gained many new skills and learned many helpful insights. Voluntarily jumping into the role of the President of the organization, I was forced to develop my skills as a leader. I had never been the president of an organization, so a lot of it was learning by doing. From creating agendas to booking rooms, to representing the group at campus events such as Campus Fest, there were a lot of organizational activities that I had never really had to do before. My leadership skills, being able to engage and manage people have gotten much better. Running a meeting or facilitating a discussion is something that I can do without much worry now. Since I led most of the discussions, I had to do research about social issues before each meeting. This has given me a deeper knowledge of prevalent issues and how to combat them. Also, through searching through and contacting numerous non-profits to set up volunteer opportunities, I was able to learn a lot more about the structure of non-profits and how they manage volunteers. I am actually interested in working at a non-profit after I graduate, so this is actually very helpful. Another thing that I learned through my Honors Project was the vastness of theory behind service-learning. From facilitating reflections to proper trip planning, this is a whole new school of thought that I hope to research in the future.

IV. Appendix

This section includes the Student Service Corps' constitution, the timeline of this semester, and the general meeting overviews. This gives the reader insight into how the organization was run and resources to plan for future Student Service Corps proceedings.

A. Constitution

Bowling Green State University Student Service Corps

PREAMBLE

It is Students Service Corps' mission to promote social justice in Northwest Ohio through the development of student leaders in service. Through education, service, and reflection, Student Service Corps will strive to build leaders at BGSU and create active citizens in our community. Recognizing the holistic development of the individual, members will engage with each other and their community to build lasting relationships, increase their awareness of social issues, and advocate for the fairest ideals.

ARTICLES

Article I: Name

Section 1: As voted on by the founders, the name of this organization shall be Student Service Corps.

Article II: Membership

Section 1: Student Service Corps does not recognize one number that determines how many members can or must make up the Organization. It does however consider the size constraints that come along with the effort to develop an intimate and nurturing community.

Section 2: Student Service Corps will not deny membership on the basis of race, ethnicity, religion, nationality, age, sex gender identity, sexual orientation, marital status, citizenship status, or disability.

Article III: Officers

Section 1 Leadership in Student Service Corps will include an Executive Board (members of Student Service Corps who are elected to become officers) and faculty or staff members to serve as Advisor. Executive Board members can be assisted in their leadership tasks by committees, to be established and maintained as needed or as directed in this Constitution.

- A. The appointment of a new Advisor will be at the discretion of Student Service Corps' Executive Board. The Executive Board is responsible for selecting Advisor candidates, conducting interviews, and implementing any other aspects of the selection process as they see fit.

Section 2 The Executive Board positions are as follows: President, Vice President for Member Relations, Vice President for Finance, Vice President for Special Projects, and Vice President for Service. The above-named are merely titles and do not specify the roles to be filled out by each Executive Board member. These descriptions follow in Sections 3-7. However, let not the division of labor described in Sections 3- 7reflect a complete separation of Executive Board duties. While individual duties are specified and individual titles are given, the Executive Board will nonetheless work tightly and closely as a team in the broader effort to serve the Organization.

Section 3 The duties of the President are to oversee all operations of Student Service Corps (including the duties of all other Executive Board members). Ze will be vested with the authority to make executive decisions, including situations in which consulting other Executive Board members proves difficult. The President will preside over Executive Board meetings as well as general meetings. The President will also be the face of the Organization to the campus community.

Section 4 The Vice President for Member Relations also includes the Secretarial role. The duties of each are elaborated upon below in A-E:

- A. As Secretary, this officer will be chief advisor to the President and Executive Board on Constitutional matters, and other matters relating to Student Service Corps policy. Ze will keep updated records of the Constitution and any written bylaws.
- B. As Secretary, this officer will be responsible for recording and distributing the minutes from General and Executive Board meetings. General Meeting minutes must be sent to all members via the Weekly Email. They must also be sent to the Advisor.
- C. As Secretary, this officer will take attendance at meetings and be the preferred Executive Board member to whom members communicate excuses for absence.
- D. As VP for Member Relations, this officer will keep (and distribute as requested) an updated Student Service Corps roster, including each member's name and contact information.
- E. As VP for Member Relations, this officer will help members stay aware of meetings, events, and important dates.

Section 5 The duties of the VP for Finance are to faithfully execute any financial activity and be the chief advisor to the President and Executive Board on all such matters. Ze is responsible for the administration of funds and for the overall financial soundness of the

Organization. Ze is also charged with planning and running fundraisers, whose goal are to provide Student Service Corps with operating capital. Orders for apparel or other things that require Student Service Corps funds will be executed by or through this office as well.

Section 6 The duty of the VP for Special Projects is to plan and execute Student Service Corps events, such as monthly group service projects, including any responsibilities regarding reserving venues for the events and promoting the events. The VP for Special Projects will also work with the VP of Service to plan and execute social justice events that are to be open not only to Student Service Corps but the to BGSU community as a whole.

A Any Student Service Corps individual or group may propose an idea for a project that will benefit one of Student Service Corps's volunteer sites or will include the involvement of the organization of Student Service Corps as a whole. The VP for Special Projects, in conjunction with other Executive Board members, will oversee the progress of the project and the project leaders.

Section 7 The duties of the VP for Service are to organize all services with the communities in Bowling Green, as well as acquire and distribute Student Service Corps sign-ups for substantial volunteer opportunities on campus. Ze must make contact and establish relationships with appropriate organizations with the intent of offering them the volunteer services of Student Service Corps members; this also includes informing Student Service Corps members of schedule changes, orientation dates, and placement events. Members will volunteer at such placements both on and off campus. The VP for Service is also responsible to bring an awareness of social justice issues to Student Service Corps and to offer strategies for the Organization to engage them. This includes both education (presenting the realities of a certain injustices) and action (ways by which members can use their powers to uproot those injustices). This can include connecting members to those in Bowling Green and the surrounding areas who are fighting injustices. It can also include helping members adopt practices as consumers or as citizens that better reflect the world that members hope to build. Other duties may include assisting with the execution of a potential Student Service Corps Special Project.

Article IV: Code of Conduct

Section 1 All Student Service Corps members should present themselves as a positive role model to the on and off campus community, knowing that they represent the organization.

Section 2 All events held by Student Service Corps will not contain alcohol, and it is the expectation that no members participate in consumption while at an event or while wearing Student Service Corps' attire.

Section 3 If a member is found to be in violation of Student Service Corps' responsibilities, it will be decided by the executive board whether the member will be allowed to continue with the group. If it is decided that the member does not represent the organization in a positive light, said member may be asked to leave the organization and not be involved in any future events.

Article V: Elections

Section 1 Executive Board elections will take place in December, so that the period of leadership of the new Executive Board matches the Calendar Year (from the beginning of the next January until the end of the next December). Elections will occur in this order: President, VP for Member Relations, VP for Finance, VP for Service, and VP for Special Projects.

Section 2 No member who is a candidate in a particular race may vote in that race.

Section 3 The process of electing Executive Board members is described in A-B:
A A desiring member will nominate her- or himself or be nominated by another member.

B In order to be considered a candidate for a particular Executive Board position, the member in question must have her or his nomination seconded and must be eligible to run, that is having at least a 2.5 GPA and being in good standing with the organization and University.

Section 4 Elections will take place during General Meeting. Members will vote by paper ballot. A candidate on the candidate list becomes the rightful officer-select by accumulating the most votes.

Section 5 While candidates can be nominated for many positions (and may initially accept many nominations), they must designate before the election a maximum of three (3) positions as the ones for which they will run. If a candidate loses the election for one position, he or she may still run for one or both of the positions that he or she has previously designated. The name of a candidate who is elected to a position will be removed from the remaining candidate lists.

Section 6 The VP for Member Relations will be the preferred individual to tally the votes. If the VP for Member Relations is unavailable, the current President will be preferred.

Section 7 Vacancy in the office of President will be temporarily filled by the VP for Member Relations until an election can be held during the next possible General Meeting.

A Vacancy in any of the other Executive Board offices will be dealt with according to the discretion of the Executive Board, whether by one of them volunteering to claim the office, or by a combination of them volunteering to share the duties of the office, or by the initiation of a mid-semester, Organization-wide vote to fill the position.

Article VI: Meetings and Attendance

Section 1 Attendance will be taken at every meeting by the VP for Member Relations.

Section 2 Attendance at every General Meeting is an expectation of all members. The date of the first meeting of each semester will be made clear via email in the preceding days and weeks.

Section 3 The Executive Board has the authority to change the meeting time in a given week on account of scheduling concerns and still consider attendance mandatory. The Executive Board also has the authority to announce emergency meetings.

Section 4 Members who have consistent and legitimate scheduling conflicts during the time of Meeting can make special arrangements with the VP for Member Relations.

Article VII: Hours

Section 1 It is expected of all Student Service Corps members to average at least one hour of service per week, and attend at least two group service projects each semester. If these requirements are a problem, it is the expectation that the individual discuss their needs with the VP for Service.

Article VIII: Amending This Constitution

Section 1 Amendments to this Constitution can be made if:

- A They are proposed and passed during the Academic Year.
- B There is a need for amendment.
- C They follow the stipulations of this Article.

Section 2 Amendments will originate at suggestion of any member. After hearing the suggestion, Executive Board will rewrite the suggestion into language befitting this Constitution and consider its adoption. The Executive Board has the authority to further change the proposed amendment. If the Executive Board ultimately votes in favor of adopting the amendment (by simple majority), said amendment will be designated for a series of steps that are designed to finalize worthy amendments and weed out unworthy amendments. That process is described below in A-E. (If the motion to adopt the amendment fails to achieve a simple majority from the Executive Board, the amendment is struck down.)

A The Executive Board will take time in an upcoming General Meeting to present the proposed amendment to the Organization, articulate to members its necessity, and host any discussion on it.

B The Executive Board will direct members who have further questions about the amendment, or suggestions for the amendment, to email them to the President. The Executive Board will respond appropriately and, if it sees a need to change the amendment based on any of these concerns, it will act quickly to make any desired changes and try to adopt them in Executive Board meeting.

C If the newly-changed amendment is adopted in that Executive-Board meeting, it will be presented to the Organization as in A above (as if it were a new amendment entirely).

i. If the concerns that were brought up did not result in the Executive Board changing the amendment, at the next General Meeting the amendment (as currently written) will be voted on by the Organization.

D For the amendment to pass and be officially added to this Constitution, two-thirds must vote in its favor.

Section 3 Amendments will take effect upon passage, unless otherwise specified in the amendment.

Section 4 Edits to this Constitution for punctuational or grammatical correctness can be made without amendment.

This constitution was adapted with permission from Loyola Marymount's Sursum Corda constitution.

B. Timeline

This section gives a general timeline of events related to Student Service Corps and my Honors Project over the semester. This will hopefully give the reader a quick glimpse into the work that was put into my project and what was accomplished.

08/28 - First advisor meeting of the semester with Dr. Diehl

09/04 - First Executive Board meeting of the semester

09/11 - Executive Board meeting

- Advisor meeting with Dr. Diehl

09/13 - First advisor meeting with Dr. Rosser

09/18 - First General meeting (Introduction)

09/20 - Service Project on the Oaks' roof

09/25 - Executive Board meeting

10/02 - Advisor meeting with Jane

- General Meeting (Sustainability)

10/09 - Executive Board meeting

10/16 - Advisor Meeting with Jane and Heath

- General Meeting (Poverty)

10/19 - Break Away Site Leader Training

10/23 - Executive Board meeting

10/26 - Tent City

10/30 - General Meeting (Tent City)

- Advisor Meeting with Jane and Heath

11/05 - Rough Draft of Honors Project Due

11/06 - Executive Board Meeting

11/09 - "How to Change the World" Presentation

11/13 - General Meeting

- Wood Lane Volunteer Orientation
- Advisor Meeting with Jane and Heath

11/20 - Executive Board Meeting

11/27 - Last General Meeting of the semester

12/05 - Wood County Hospital Volunteering

12/06 - Final Draft of Honors Project Due

C. Meetings Overview

The purpose of this section is to give the reader a quick overview of what went on during Student Service Corps meetings throughout the year. For each meeting, I have included an agenda, the attendance at the meeting, and a quick summary of what went on during the meeting. This will hopefully give a better idea of member participation and the development of the organization throughout the semester, as well as a template to plan future meetings.

Meeting 1 - September 18, 2012

I. Welcome

A. Attendance Sheet

B. Everybody talk about themselves (Name, Year, Major, Favorite Service Project/Type)

C. Exec. Introductions

i. Alexis

a. VP of Member Relations

b. Serve as secretary, take meeting notes, send out emails, keep track of members, etc.

ii. Quiz

a. VP of Finance

b. Serve as Treasurer, handle budget, fundraising, etc.

iii. Shannon

a. VP of Service

b. Connect with community partners, find service opportunities, certify hours (President's Volunteer Service Award)

iv. Bryant

- a. President
- b. Run meetings, oversee other operations in the group

II. Introduction to SSC

A. Social Justice

- i. What is it? (Describe placements/relationships system)
- ii. Economic and Physical Well-being, Sustainability, Education, Arts, Government

B. Vision

- i. Describe Mission
- ii. Brand new group for everybody to contribute to
- iii. Describe what we're going to do
- iv. Educating others outside the group

C. Selling Points

- i. Way to find service opportunities and promote social justice
- ii. Find like-minded individuals that want to change the world
- iii. Not a fraternity (No dues, everybody can join, etc.)

III. Goals for the year

- A. Cement our place in the University (officially and unofficially)
- B. Community Partners

IV. Monthly Service

- A. Staining the Oaks' roof
 - i. Thursday at 10am
 - ii. Sign-up

B. Tent City Toledo

i. October 27th

ii. Sign-up

C. Wood County Hospital

i. Wednesday, December 5th 5:30-7:30

V. Discussion

A. What do you want to get involved with (Community partners, subjects or specific service)

B. What do you want to get out of this organization?

VI. Meeting Times?

Attendance

1. Bryant Sheppard

2. John Subtirelu

3. Julia Burns

4. Johnny Quintanilla

5. Alexis Gedeon

6. Quiz Frazier

7. Shannon Lenfest

This was Student Service Corps' first official meeting. This served as an introduction to what SSC is, and to get a grip on what we hoped to accomplish throughout the semester. Since SSC was a brand new organization, we really wanted to get everyone really involved in the

planning process and be able to do work with causes that people really wanted to work with. Through our discussion, some of the goals that were established were to become an official student organization, gain more dedicated members, and to develop meaningful relationships with community members. When asked what type of community service they wanted to work with, many of the responses dealt with poverty, children, and Habitat for Humanity.

Meeting 2 - October 2, 2012

I. Greening the Ghetto Video

II. Sustainability and Social Justice

A. What?

B. So What?

C. Now What?

i. Metroparks of Toledo, Wood County Parks

ii. Office of Campus Sustainability

ii. ESC, EAG, Net Impact

III. The Oaks Reflection

A. Green Roof!

B. Pictures

IV. Service Sites

A. Second Chance

i. Second Chance is a social service program located in Toledo, Ohio which provides comprehensive services to victims of domestic sex trafficking and prostitution.

B. Vote (All in Bowling Green)

- i. Elderly
- ii. Kids
- iii. Developmentally Disabled
- iv. Other

V. Tent City

Attendance

1. Bryant Sheppard
2. John Berndt
3. John Subtirelu
4. Julia Burns
5. Steve Deutschman
6. Alexis Gedeon
7. Quiz Frazier
8. Johnny Quintanilla
9. Shannon Lenfest

This meeting began the framework of how the rest of the meetings would be run. As discussed earlier, one of the main models of the organization is utilizing education, service, and reflection in order to implement a more complete service-learning experience. Ideally, the education component would come before the actual service is done, and then reflection would be held afterward. In this case, the education and reflection were both held after the service, which

was working with Dr. Nick Hennessy on the Oaks' green roof. We watched *Greening the Ghetto*, a TED talk by Majora Carter. This actually worked extremely well, because she discusses environmental discrimination and how sustainability relates to social justice. After we watched the video, we had a reflection over what Carter talked about, and how our service related to hers. For more detail of this discussion, see Case Study I. After our reflection, we discussed where we wanted our placement sites for the year, and we tentatively picked to be Wood Lane and Family House. From there, I had to make contact with these organizations and find out what we needed to volunteer with them. These would serve as regular volunteer opportunities for members throughout the year, and the idea would be that they would become the main connection for the organization members to reflect on. Finally, we introduced our next monthly service project, which was Tent City.

Meeting 3 - October 16, 2012

I. Placements

- A. Wood Lane
- B. Family House
- C. Sign Up

II. *The Year I Was Homeless* Video

III. Reflection

- A. Video
- B. Placements' connection to poverty

IV. Break Away Training

V. Tent City

Attendance

1. Bryant Sheppard
2. Shannon Lenfest
3. John Berndt
4. John Subtirelu
5. Steve Deutschman
6. Julia Burns
7. Alexis Gedeon
8. Johnny Quintanilla

To start off, we finalized our placement sites and signed up for who wanted to go where. In preparation for going to Tent City, our education component was delivered by Becky Blanton in her TED talk, *The Year I Was Homeless*. Ideally, there would be a variety in the media that the organization would use to educate ourselves. It just so happened that there were two amazing and relevant TED talks on the subjects we were dealing with. After we watched the video, we had a discussion over it and how our placements related to it. One of the main ideas that people took from the video was that being homeless does not define a person, and that these people still have dignity. More on this discussion can be found in Case Study II. After this we discussed the upcoming site leader training being put on by Branch Out and Break Away. This was not necessarily designated a group event, but members were encouraged to go. Finally, we discussed Tent City and what to expect.

Meeting 4 - October 30, 2012

I. Intro to SSC for non-SSC members

II. Tent City

- A. What did you like?
- B. What didn't you like?
- C. What did you expect?
- D. What surprised you?
- E. What did you learn?

III. Bridge Club/ Food for Thought

- A. Friday Nov. 2nd at 3:30 on the first floor of the student union

IV. Orientation at Wood Lane

- A. November 13th at 6pm

V. Family House

VI. Tunnel of Oppression

- A. November 14th and 15th at 10am - 6pm in the BTSU Multipurpose Room

VII. December Service

- A. Wood County Hospital
- B. Wednesday, December 5th from 5:30 to 7:30

VIII. Social events

IX. Logo ideas

X. Pizza party two weeks from now

Attendance

1. Bryant Sheppard
2. Shannon Lenfest
3. Quiz Frazier
4. Alexis Gedeon
5. Hallie Hayden
6. Maddi Georgoff
7. John Subtirelu
8. John Berndt
9. Julia Burns

This meeting was combined with Branch Out's post-trip meeting for Tent City. This was done purposefully so that members of each organization would be exposed to the other organization, hopefully promoting collaboration. During this meeting, we discussed the article, "Homelessness in America," and reflected on what went on during Tent City. For more on this, see Case Study II. After this, we discussed upcoming service opportunities and organizational details.

Meeting 5 - November 13, 2012

The Volunteer Orientation at Wood Lane took the place of this meeting.

Meeting 6 - November 27, 2012

- I. Family House and Wood Lane
- II. December Wood County Hospital
- III. January Group Service Event

C. MLK Day next semester

IV. Ideas for group projects next semester

Attendance

1. Bryant Sheppard
2. Quiz Frazier
3. Julia Burns
4. Shannon Lenfest
5. Alexis Gedeon
6. John Subtirelu
7. John Berndt
8. Steve Deutschman

This was Student Service Corps' last meeting of the semester. During this meeting, we went over upcoming events, including volunteering at Wood County Hospital doing crafts with the children there. Our January group service event was decided to be the MLK Day of Service. Finally, we took ideas for what we want to accomplish next semester.

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