

# PROPOSAL FOR A UCSD CONSORTIUM ON PRACTICUM/PUBLIC SERVICE

## **Education in Action**

This proposal seeks support to build an organized consortium for all UCSD agencies, offices and departments which promote public service, field research, and external practicum for our student population. In part, the inspiration for this proposal stems from UCLA's Community Learning Program, from UCSD's Sixth College curriculum requiring externships/practicum, and from the long held belief at Thurgood Marshall College on the interconnection between academic excellence and public service (*scholar and citizen*). The Consortium idea wishes to link and enhance the various units on our campus without making any attempt to colonize or subsume any group's autonomy.

The UCSD Consortium Practicum/Public Service: **Education in Action** can begin with a two year pilot program with seed money coming mostly from the Council of Provosts and augmented with additional funds from other campus offices and – over time - off campus funding. The cost of this seedling phase \$12K/year for faculty course release plus \$25K for a 50% administrative assistant. Web support might come from PITSG or campus IT in the first phase of the Consortium.

In part, the mission of the Consortium is similar to UCLA's Center for Community Learning: <http://www.ugeducation.ucla.edu/communitylearning/ccl.htm> to promote civic engagement to university undergraduates and faculty through the integration of teaching, research and service alongside community partners. *Unlike the UCLA Center*, the UCSD Consortium will also promote practicum/service learning that might not have any direct community engagement or social philanthropy (e.g. a law firm or TV studio internship). The Consortium will value and support both modalities of practicum off campus, assuming some faculty mentorship is also part of the equation. The Consortium would also like to enhance academic student reflection and field notes with each off campus enterprise.

This proposal envisions a UCSD Consortium that can help unify the various disjointed campus programs to better inform our community of students, staff and faculty. Perhaps in the later phases of this Consortium, there will also be support for graduate programs in practicum and civic engagement, externships aligned with the undergraduate outreach, and the birthing of an online research journal on service learning.

Again, similar to the spirit of UCLA's program, the proposed Consortium at UCSD would frequently and actively promote good citizenship efforts, leadership and social justice through service learning, practicum, internships and other community-based learning experiences. In robust collaboration with campus academic departments, the UCSD Consortium will better coordinate existing opportunities to participate in off campus engagement through a variety of structured, academic courses that link theory with practice. The research interests of faculty and students are intricately tied to the needs and priorities of community partners throughout San Diego County and in California. These off campus activities foster civic skills and knowledge, a profound service ethic, and an informed perspective on issues of diversity and evolving democracy. By so doing, our campus fulfills its obligation as a public institution to educate persons from all backgrounds who will leave UCSD as engaged future citizens.

In a subsequent phase of the Consortium's growth, the proposed UCSD program can offer ongoing development programs for faculty in order to enhance their knowledge of public externships and create a dynamic of reciprocal benefit, acknowledging our faculty's expertise in training UCSD students. Moreover, the Consortium can provide individual consultation for faculty who wish to develop new service learning courses or revise existing ones. The UCSD Consortium will benefit significantly by the established offices of [Academic Internship Program](#) (AIP), [Career Services](#), [Center for Student Involvement](#), CREATE <http://create.ucsd.edu/>, and even [Programs Abroad](#).

Assuming the Consortium becomes a permanent feature to our campus, the program can establish an evaluation unit to assess the ongoing impact of heightened public service efforts and

scholarly activities in the life pursuits of UCSD graduates. Studies will also be made on the impact of the University's increased activities in a required civic engagement curriculum upon the work and prosperity of representative local non-profit organizations.

Coordinated public service and practicum efforts are common among the elite small liberal arts colleges in the United States. Berea College, Oberlin College, and Middlebury College are examples of private colleges with small student enrollments that are capable of installing and supervising individual student internships allowing young people to apply their academic training in service to their neighboring communities. This proposal seeks to replicate this philosophy and practice at the site of a major Land-Grant public research university.

The University of California San Diego was founded in 1960 on the scientific interests of the Scripps Institution of Oceanography (SIO.) Those interests shaped the founding of the early departments and colleges around the physical sciences and mathematics. When the undergraduate college curriculum was established at the first undergraduate college, Revelle College, the chief focus was a rigorous study of the physical sciences and calculus. Although five other colleges have been created over the past forty years that have widened the intellectual content of the campus to include the social sciences and humanities, the general education and study of majors remains exclusively centered on an intellectual paradigm based on the five thousand year old intellectual traditions of classical Greece. The aim of this proposal is to enhance into the curriculum and communications network on campus a deep integration of off campus engagement in order to intercept and change the modern university curriculum. In the current and permanent budget crisis, class size will increase dramatically while our campus infrastructure becomes frayed before our eyes. The desire to do more innovative interdisciplinary studies, coupled with learning away from campus, address many essential problems at the same time. Support for the Consortium will permit the University to better prepare its graduates for active and engaged lives as citizens and creative thinkers and doers in the pluralistic workplace of the 21<sup>st</sup> century.

Refreshingly, scholarly research and teaching in areas such as genome studies has forced more interdisciplinary approaches between what heretofore had been the separate endeavors of biology, chemistry, physics, and mathematics. Informatics, indeed, is beginning to provoke collaboration between the discrete disciplines within the physical sciences. A corresponding shift in the social sciences and humanities integration has lagged behind, and much of the gestalt of undergraduate education has failed to migrate beyond the isolationists' approach of the mid-century paradigm of intellectual and civic individualism.

More importantly, universities pursuing academic excellence in all fields continue to rely on training young students to be rugged individualists proficient in their narrow craft, but incapable of easily working across disciplines or within the modern workplace that demands a more nimble and gregarious approach.

It is reported that approximately 600,000 students attending 620 universities and colleges participated in voluntary public service activities totaling more than 29,000,000 hours of community service. The report of Campus Compact 2000 reveals a multitude of reasons why public service never enters the mainstream of requirements on the modern campus.

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| Lack of common understanding of the concepts and models of service learning | 54% |
| Lack of confidence with the skills and techniques of service learning       | 37% |
| Lack of clear fit with institutional mission and leadership                 | 18% |
| Lack of support for faculty at the departmental level                       | 52% |
| Lack of support for faculty at the institutional level                      | 38% |
| Time and pressure on faculty teaching load                                  | 84% |
| Lack of interest on the part of faculty                                     | 31% |
| President/Chancellor not supportive enough                                  | 9%  |
| Resistance from faculty to curricular changes                               | 48% |
| Faculty need for documentation about the effects of service learning        | 35% |
| Lack of funds to support service learning office                            | 58% |

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| Lack of funds to support work with community                         | 38% |
| Lack of support to identify and coordinate student work in community | 21% |

Campus Compact 2000, Annual Service Statistics

Service learning courses are offered for credit most typically in social sciences and the humanities. Although there might be a natural expectation for students in a field such as sociology to participate in community service, wide swaths of the university's intellectual capital appear to show little interest in encouraging citizenship. In all of these cases, however, none of the community service courses counts towards degree requirements. The 620 campuses represented in the survey below, report student participation as a percentage of their enrollments in each major.

On average, disciplines showing 40% or more student participation in community service are clustered in health, English, psychology, social work, and sociology. For the most part, service courses exist, "beyond the tower," meaning that these classes are taken outside of degree requirements of the ivory tower and are sustained chiefly on the goodwill of individual students and faculty – not as an integral part of a required college curriculum. These two surveys demonstrate that the curriculum and the faculty teaching loads serving that curriculum militate against a wider array of community service offerings.

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|--------------------------|-----|--|--------------------------|-----|
| African-American Studies | 10% |  | Hispanic/Latino Studies  | 16% |
| Asian Studies            | 3%  |  | Information Systems      | 8%  |
| American studies         | 9%  |  | Interdisciplinary Majors | 27% |
| Anthropology             | 25% |  | Pre-Law                  | 13% |
| Architecture             | 7%  |  | Pre-Medical              | 11% |
| Biology                  | 32% |  | Native American Studies  | 4%  |
| Business/Accounting      | 39% |  | Natural Sciences         | 20% |
| Chemistry                | 11% |  | Nursing                  | 36% |
| Communications           | 37% |  | Philosophy               | 21% |
| Computer Science         | 17% |  | Physical Education       | 16% |

|                      |     |  |                     |            |
|----------------------|-----|--|---------------------|------------|
| Counseling           | 14% |  | Politics/Government | 32%        |
| Economics            | 17% |  | Psychology          | <b>52%</b> |
| Engineering          | 11% |  | Religion            | 25%        |
| English              | 50% |  | Social Work         | 40%        |
| Fine/Performing Arts | 30% |  | Sociology           | 61%        |
| Health               | 43% |  | Urban Studies       | 12%        |

Campus Compact 2000, Annual Service Statistics

None of these 620 campuses has made a priority of citizenship training as an essential part of the preparation of the modern student, scholar, and citizen. Celebrated private universities have led the way in offering community service courses for credit. The Haas Center for Public Service at Stanford University is arguably the most prestigious and encompassing academic unit of its type. However, it is run out of the Stanford University Student Affairs Office and its courses are not an element of the academic mission or requirements for the University. These activities take place “beyond the tower” and are not an integral part of the university’s statement about what is important in the life of an educated and informed citizen-graduate.

The UCSD Consortium will be an operation of the Academic Affairs unit of the campus aligning it, therefore, with the other academic functions of the general education mandate. A key element to the proposal is the appointment of a faculty director to oversee the Consortium. The faculty director, given 50% work reduction each year, will meet frequently with faculty and administrators through “all Chairs Quarterly Meeting”, through Chancellor’s Council meetings, through annual presentations to Faculty Assembly and Program Review Committee, and round-robin faculty meetings in all academic divisions. The faculty director will be appointed by the UCSD Chancellor. In collaboration with the Chancellor, the Consortium director will appoint an advisory committee to include UCSD faculty, administrative staff (student affairs & academic affairs), students, and local business and non-profit leaders. Ideally to start, the Consortium’s office will be composed of the director, an administrative assistant (50% FTE) and a consulting instructional technology professional

to handle web efforts. The advisory board will be available for energetic conversation and consultation with the faculty director.

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***Below is information on the Experiential Learning website at UCSD and some names/titles of members who have participated in the creation of the website.***

<http://www.ucsd.edu/current-students/academics/experiential-learning/index.html>

[http://ucsdnews.ucsd.edu/thisweek/2008/04/07\\_experienced\\_based\\_programs.asp](http://ucsdnews.ucsd.edu/thisweek/2008/04/07_experienced_based_programs.asp)

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| Academic Affairs                    | Linda Thai Schlossman, HR Analyst  |
| Academic Internship Program         | Tricia Taylor-Oliveira, Assistant Director<br>Valora Blackson, Director  |
| Center for Student Involvement      | Sam Solomon, Leadership Coordinator  |
| Career Services                     | Christy Quiogue, Internship Coordinator  |
| International Center                | Kathleen McLaren-Hawking, Programs Abroad Advisor<br>Sonal Kumar Turakhia, International Student<br>&Program Advisor |
| TIES (Jacobs School of Engineering) | Mandy Bratton, TIES Program Director   |
| Visual Arts                         | Kate Edwards, Undergraduate Staff Advisor<br>Sophia Marshall, Undergraduate Intake Advisor                           |
| Recreation Center                   | Ashley Hatchell, Challenge Course Facilitator  |

***Additionally, the following are on our listserv, but have not been involved in the Consortium recently (several have other representatives from their departments attending):***

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| Biological Sciences  | April Hunter, Faculty Assistant   |
| Bioengineering       | Victoria Garrow   |
| Career Services      | Andy Ceperly, Director<br>Kathleen Self, Internship Advisor             |
| International Center | Jim Galvin, Director, OAP<br>Rachel Rigoli, Programs Abroad Advisor     |
| Marshall College     | Allan Havis, Provost<br>Julie Morris/Sarah Turner, Assistant to Provost |
| Warren College       | Steven Adler, Provost   |