

GLOBAL PERSPECTIVES IN ETHICS

FALL 2020-21

ETHICS AS A SERVICE-LEARNING AND COMMUNITY ENGAGEMENT COURSE



The time is always right to do what is right - MLK

Combined White Paper

GPS 310 FALL 2020 & 2021

This white paper will detail the planning and implementation of a service learning and community engagement (SLCE) course at Wingate University in a General Education Class, Global Perspectives in Ethics (GPS 310) offered in the Religion and Philosophy Department.

In this report, you will learn

- (1) What SLCE is*
- (2) What SLCE looks like in a Wingate University General Education course*
- (3) What the benefits of SLCE are for our students, faculty and community members*

IN PARTNERSHIP WITH THE
COLLABORATIVE FOR THE COMMON GOOD



WHAT IS SLCE?

SLCE

A WAY OF TEACHING & LEARNING

Service Learning and Community Engagement is rooted in reciprocity, community action and autonomy.

Academic
Integrity
(Apply Course
Content)



Student
Ownership
(student
voice)



Apprentice
Citizenship
(address real
issues)

Recent research indicates that the impressive impacts of SLCE include increased student success, increased retention and persistence rates, higher levels of empathy, deepened connectedness to their community, and the development of skills desired by future employers.

SLCE courses have also been found to generate DEI outcomes such as tolerance, knowledge of others, and interactions across differences, which are a cornerstone of ethics with a global perspective

WHY GPS 310?

WHY NOT!

This way of teaching and learning makes a mandatory, upper level 'critical thinking' course the perfect space to implement a SLCE course.. It also is a great time to connect our Bulldogs with the gifted people and places in our local community -- to make a difference!

GLOBAL PERSPECTIVES IN ETHICS

WHY IS SLCE IMPORTANT TO WINGATE? TO YOU?



*In a recently published primer (COPIL 2021, p.04), Executive Director of NC Campus Compact states that **there is an urgency for higher education to cultivate public civic life in three ways.***

- 1) Contribute to the physical, environmental and economic well-being, educational endeavors and civic health of communities.*
- 2) Leverage gifts for research, creativity, teaching, service and institutional practices to address the challenges facing society.*
- 3) Cultivate knowledge of democracies, skills, perspectives and behaviors so all can become responsible local, national and planetary citizens who share a common future.*

The upper level general education course Global Perspectives in Ethics at Wingate specializes in asking big questions about how we should govern society, what is right and wrong or good and bad, should we pursue virtue, happiness or wealth, what is personhood, and other important questions. This course is an ideal place to cultivate the attitudes, skills and perspectives to cultivate public life and help address some of the challenges facing Wingate University and our neighbors.

"Because of my service learning I am thinking about new ways that I can have an impact on the world. I used to think that for any work that I do to be meaningful it had to have loads of production behind it. While working on this project I have learned that a project does not need to have bells and whistles for it to perform well. This has allowed me to reshape how I think I can make an impact on the world. As long as I listen to who I want to help instead of imposing what I believe they need, then that is what guarantees success."

PLANNING & IMPLEMENTATION

FAITH KNOWLEDGE & SERVICE

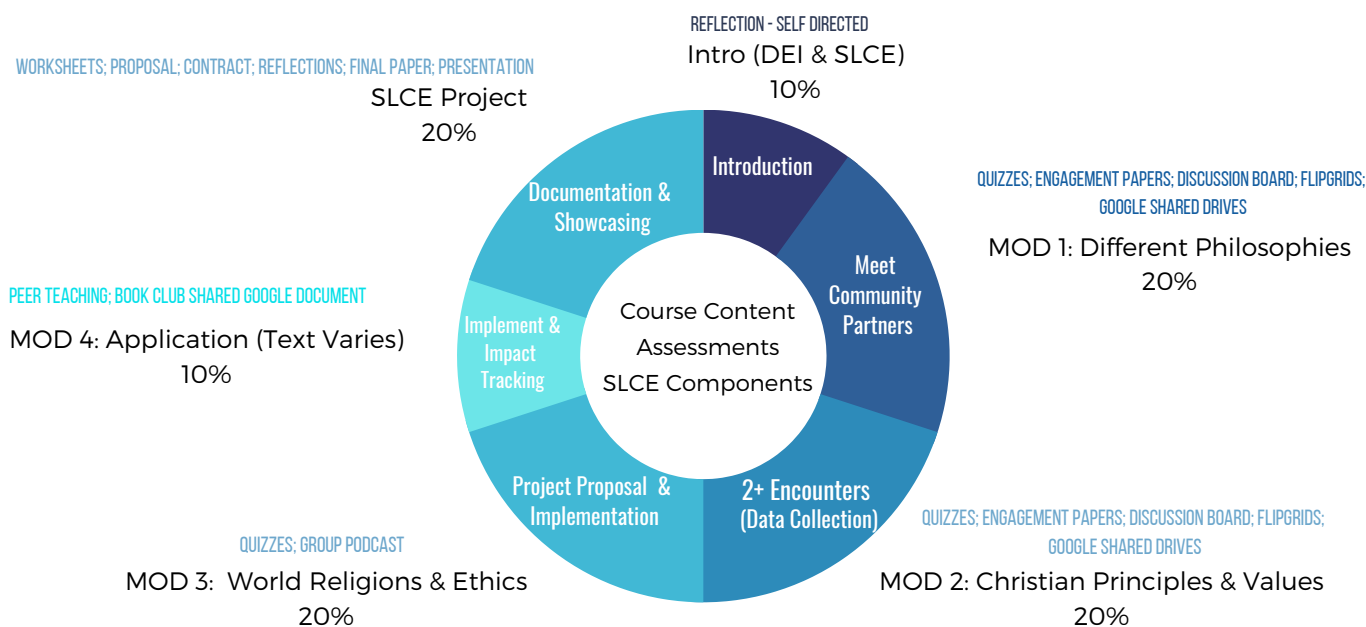


The direct goal of our WU motto, to develop educated, ethical and productive global citizens, is translated into several Student learning outcomes in the GPS 310 course

- Engaging in value making and ethical reasoning individually and collaboratively
- Critically analyzing a social issue relevant to our community from an ethical perspective
- Designing moral responses to the ethical challenges

FIRST INGREDIENT: COURSE CONTENT

GPS 310 is divided into 6 areas -- see below for how SLCE is integrated into existing course content as a way of learning this material



THE NEXT INGREDIENT: STUDENT VOICE

In Fall 2020, twenty Honors students (one was not in the Honors program) from a diverse set of majors participated in this semester-long SLCE course and designed five projects in collaboration with five different community partners. In 2021, eighteen honors students enrolled in GPS 310H (two were not in the honors program). They too were from a diverse set of majors and this course was a SLCE course.

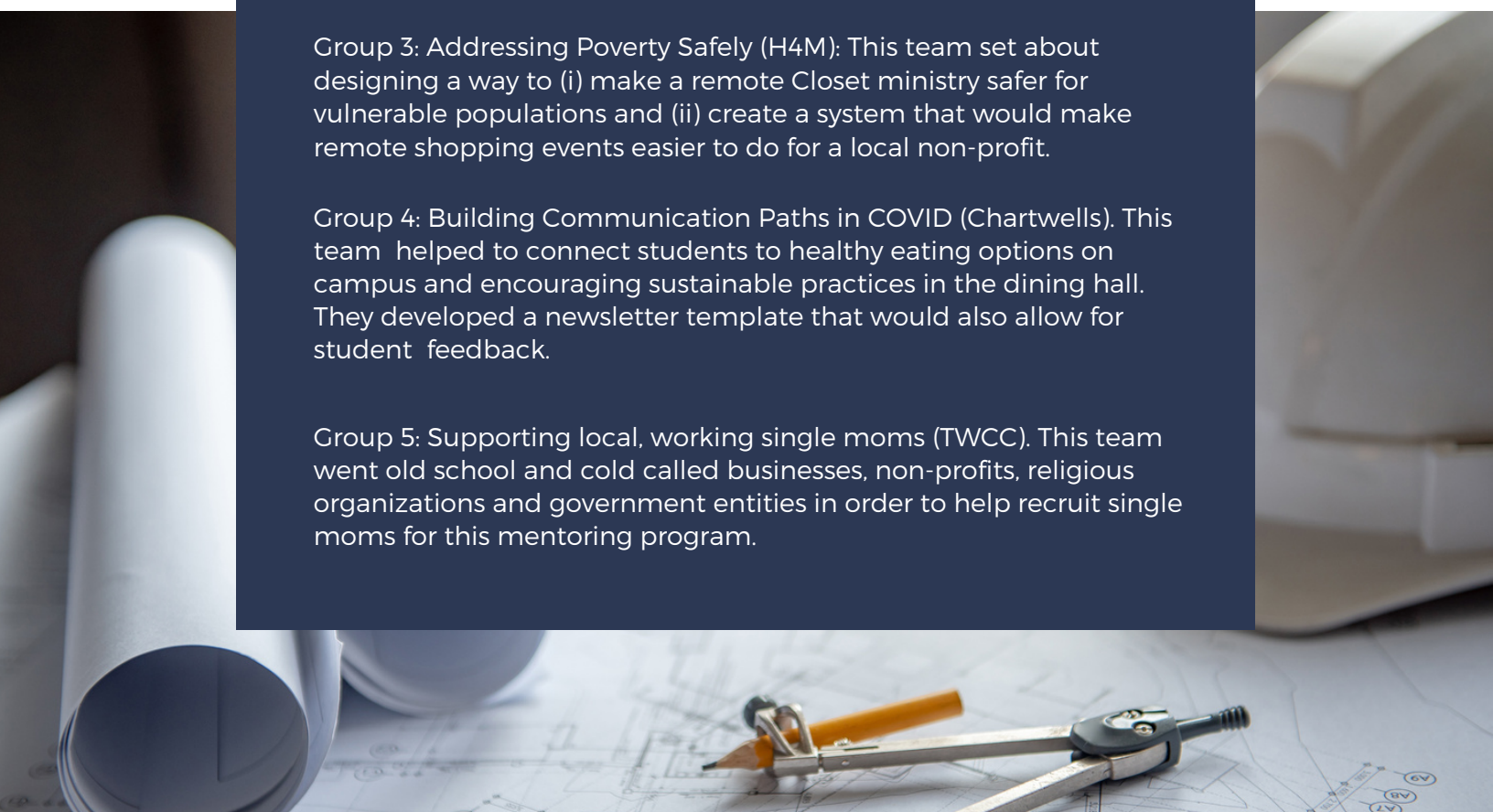
Group 1: Tackling Food Insecurity (VISTA). This project had two parts i) work with new food council to create just bylaws and (ii) help develop a website to reflect the mission and vision of the new food council.

Group 2: Combatting Animal Neglect & Abuse (CERA). This team realized there was a great need for volunteers due to COVID so they created two projects: (i) a service event for Wingate students (Nov 2020) and (ii) creation of a template for other student organizations to create their own service day.

Group 3: Addressing Poverty Safely (H4M): This team set about designing a way to (i) make a remote Closet ministry safer for vulnerable populations and (ii) create a system that would make remote shopping events easier to do for a local non-profit.

Group 4: Building Communication Paths in COVID (Chartwells). This team helped to connect students to healthy eating options on campus and encouraging sustainable practices in the dining hall. They developed a newsletter template that would also allow for student feedback.

Group 5: Supporting local, working single moms (TWCC). This team went old school and cold called businesses, non-profits, religious organizations and government entities in order to help recruit single moms for this mentoring program.



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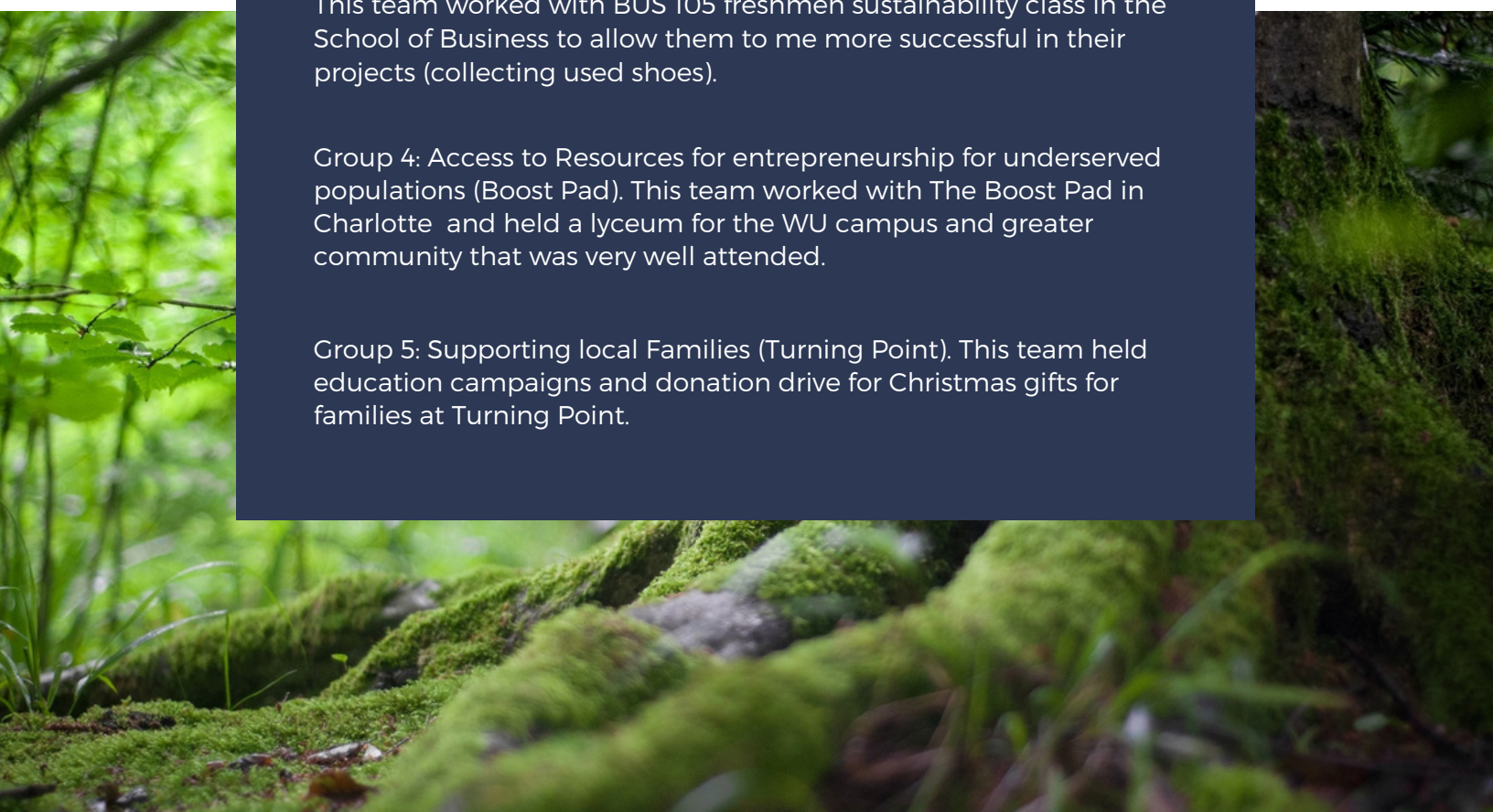
Group 1: Tackling Food Insecurity (Community Shelter). This project had two parts i) educate students and donation drive and (ii) serve at the shelter in their pantry.

Group 2: Support Title 1 School Teachers (CHALK at H4M). This team realized there was a great need for school supplies in local title 1 schools. They worked with SNCAE (student organization of future teachers) to collect school supplies for the WU Chalk program. They also educated via their donation campaign.

Group 3: Mentoring Freshmen for Sustainability Project (Soles 4 Souls). This team worked with BUS 105 freshmen sustainability class in the School of Business to allow them to be more successful in their projects (collecting used shoes).

Group 4: Access to Resources for entrepreneurship for underserved populations (Boost Pad). This team worked with The Boost Pad in Charlotte and held a lecture for the WU campus and greater community that was very well attended.

Group 5: Supporting local Families (Turning Point). This team held education campaigns and donation drive for Christmas gifts for families at Turning Point.



PLANNING & IMPLEMENTATION

SLICE SECRET SAUCE? COMMUNITY PARTNERS!

Thanks to the many networks cultivated by the CCG, five community partners stepped up to work with our Bulldogs in 2020: CERA, Heart for Monroe, Chartwells, NC Hunger Corp VISTA, Trinity Wellness Community Outreach. In 2021, we also had 5 great partners: Turning Point, The Boost Pad, Community Shelter of UC, Chalk Program with Heart for Monroe, and , and Soles for Souls

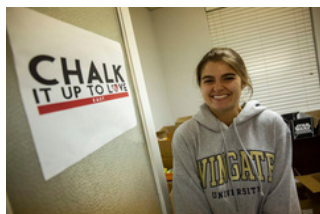


SOLES & SOULS

Turning shoes and clothing into opportunity



Meaningful engagement with community partners is the key to Apprentice Citizenship -- our Bulldogs learn from community members who live and breathe the work of social, ecological and economic transformation.



How did this work? Effective and Regular Communication is Key!!

Regular conversations both in class and outside of class time with students and partners is important -- especially to address any bumps in the road (and there are always challenges -- that is part of the learning!). But so are data sheets, observation notes and other tools to help communicate (even when we were all virtual)

To figure out how well this pedagogy worked pre and post surveys for all involved were given as were reflection papers and focus groups (See Benefits).

IMPACT 2020



Due to COVID, many projects were designed as resources to be implemented at another time. However one group (working safely outside) had an 'in-person event. All five projects generated significant impact for our local community

- *15 volunteers spent 5 hours total cleaning stalls, filling and cleaning water buckets, cleaning out sheds, hanging Christmas decorations, feeding the animals, yard maintenance, and reorganizing the supplies for CERA*
- *Sample bylaws created and website material compiled for newly created Food Council of Union County - went live early in 2021. See: <https://www.foodcouncilofunioncounty.com/>*
- *750 masks donated by Atrium health to Heart for Monroe remote shopping events; list of grants and funding opportunities for purchasing Remote shopping equipment (eg., bins) as well as a template for hosting a safe remote shopping day; template for a clothing drive event at WU*
- *Increased the profile of TWCO in Union County and in New York by over 50 cold calls to organizations serving single mothers*
- *Students were polled about dining experiences and from this data a template for a student newsletter was created to augment communication channels with all students on Wingate campus and help educate about sustainability*

"My initial expectations regarding Trinity Wellness were that I would have to complete some sort of "project" for Trinity Wellness that would involve my group working with the organization to physically create a useful resource for them. Upon learning more about Trinity Wellness and their needs, I have come to realize that I underestimated the value that myself and my group held as a resource in and of ourselves.... What we did instead was to help the group achieve some new goals in terms of growth and outreach."

GLOBAL PERSPECTIVES IN ETHICS

IMPACT 2021



Due to some restrictions related to COVID, many projects were designed as educational events, fundraisers and advocacy events. However many groups had 'in-person events. All five projects generated significant impact for our local community

- *There were over 120 (students, faculty, staff and community members) in attendance for a Lyceum exploring the services of the Boost Pad. This led to one community member applying to participate in the Boost Pad programs*
- *Students partnered with SNCAE (student organization) for a Movie/School Supply Drive and collected items for the CHALK Program. Students created 11 social media artifacts to promote the drive*
- *Students hosted fundraising and educational events on campus and collected \$200 worth of supplies for the Community Shelter*
- *Students mentored 4 groups of students from the BUS 105 class and held three sessions to help them be successful with their shoe collection. They also surveyed the students to see what they wanted help with and then helped students create marketing materials. In addition they collected 8 pairs of shoes.*
- *Students partnered with local organizations to collect suggested Christmas items for families at Turning Point. They successfully collected over \$580 worth of materials and gifts*

Throughout this service learning experience, I have learned that I am a much more patient person than I once thought, and I have strengthened my communication, planning, and team involvement skills. Working with my group has shown that planning meetings where all of us can be in attendance is pretty difficult, and has forced me to be more open to communication and actively involved in the planning process. Through our actual event work at the shelter, I was able to work effectively with other volunteers to package the supplies as quickly as necessary, which showed me how to work efficiently as a member of a team. I anticipate these qualities will help me in my future career in law, as work to communicate and plan meetings between other attorneys, witnesses, and police, and will help me to work more efficiently with these people as a team, so that we can put all the bad guys in jail.

GPS 310 Student, Fall 2021

Fall 2020



BENEFITS

FAITH KNOWLEDGE & SERVICE

Despite a global pandemic, in 2020 99% of GPS 310 students indicated that they would take a SLCE course again if offered! From pre and post surveys, we learned that our students became much better at...

- **Civic Engagement** (a desire to work to make their community better)
- **Civic Skills** such as teamwork, problem solving, communication (e.g., skills and attitudes that made them better at engaging within their community)
- **Civic Efficacy** (confidence that they can make a difference!)
- **21st century skills** (skills and attitudes that help them navigate the world successfully)

"Our SLCE project aims to bridge communication between Chartwells and the rest of the campus community to ensure cohesion. Our newsletters will allow Chartwells to give information to students regarding Chartwells's goals and healthy, sustainable eating. On the other side, the newsletter would provide easy access to how students might leave feedback for Chartwells to ensure that Chartwells is continually working toward the good of the community. Additionally, giving students easier access to Chartwells's goals may promote a sense of caring about their global community. A richer understanding of what fair trade means, for example, may make the term more than something seen on a few items at the dining hall. We may be able to foster a change in habit and perspective that will serve people long after they leave Wingate."

GPS 310 Student, Fall 2020

"I have also acquired new skills during the course of this project. Some of these skills include creativity skills, organization skills, and critical thinking skills. We had to take something that was already established and basically perfect and make it more perfect, but safe during these times of COVID. It was fun to think outside the box and come up with ways to help the community while keeping them safe during this Pandemic. I had to create a poster, which was something different for me since I don't consider myself very artistic, so I learned how to be creative. These qualities will be helpful in the future because these are the qualities that employers look for in their employees. Everyone knows how to think, we do it every day; however, it is a gift to know how to think critically. It is always safest to do what is already done, but it is unique to be creative and be original especially when it comes to business. Nobody likes clutter and organization is always preferred. These qualities have set me on a path to make my mark on my career field in the future.

GPS 310 Student, Fall 2020

FAITH KNOWLEDGE & SERVICE

In addition to this quantitative data, student reflections and papers also told us about what students learned or became much better at...

- **Empathy:** Students in this class reported high feelings of concern for people and animals experiencing hardship in our community. This suggests that learning about ethics via SLCE pedagogy may increase empathy and the ability to express their values constructively.
- **Connection to Others:** Many students felt a deeper connection to each other and to those they encountered in our local community
- **Academic Engagement:** From past experience, students in this SLCE class reported somewhat higher engagement in class than in previous non-service-learning class taught by this instructor. This means that students were more interested in class and learning course content.

Fall 2020 BENEFITS



"The work that Trinity Wellness does gives these women that power back to create something for themselves they may have forgotten how to dream about. My opinion of this is heavily influenced by the fact that I was raised by a single mother for most of my childhood and seeing the work that they do and speaking with one of Trinity Wellness's success stories fills me with happiness. The stigma around single mothers can at times weigh down on women, so the mentorship program is an exceptional example of recognition of a problem in society and the execution of a solution.

GPS 310 Student, Fall 2020



FAITH KNOWLEDGE & SERVICE

Fall 2021

In 2021, several GPS 310 students indicated that they would take a SLCE course again if offered! From pre and post surveys, we learned that our students became much better at civic skills such as being able to create a plan to address social problems; organizing and running a meeting about the issue and identifying individuals or groups that could help you with the problem. They also honed their 21st century skills including talking about their ideas in front of a group of people; working as part of a team; finding ways to solve problems; making good decisions; listening to other people's ideas even when they are different from their own;

- **Civic Skills such as teamwork, problem solving, communication (e.g., skills and attitudes that made them better at engaging within their community)**
- **21st century skills (skills and attitudes that help them navigate the world successfully)**
- **A significant increase in how students' values informed their decision making**

Because of my service learning, I am a larger part of my school and community. Up to this point, I have not really felt like a part of the school or especially the community.

However, going out to a facility that I had never been to and helping people I had never met before made me really feel like I was important and could play a role within this community. In addition, organizing the blanket making night on campus and getting to meet and work with people on campus I had never met before was really encouraging for me. I was able to meet new people and create a fun experience with them that I otherwise would not have.

GPS 310 Student, Fall 2021



BENEFITS

"Some characteristics that make a successful community are one that takes care of each other and one that respects one another. How our project helps with these characteristics is that we are taking care of the people in the BUS 105 class with their final. In turn the BUS 105 class is creating connections with people outside of the typical Wingate University community that they are used to. The town is helping the BUS 105 students while the students are helping the organization of Soles for Souls. This helps create a network of trusting and giving within the local community. This also helps establish a relationship with Wingate students and the town of Wingate. Students are developing skills through the university that can create an impact wherever they go. Since they are creating connections with the community of Wingate they may be more inclined to use their new skills and ideas to help improve the Wingate community in their own ways..

GPS 310 Student, Fall 2021

FAITH KNOWLEDGE & SERVICE

Qualitative analysis showed several significant findings. First, students demonstrated strong **civic engagement**. Students wrote about making a difference in the community and how they perceived their actions as making a difference. Students reflected on what they learned about **Teamwork and Collaboration** -- both the joys and challenges. Students learned about working with their peers and community stakeholders and learning how to navigate this collaborative effort. Another area that was reported often involved taking the perspective of others and stereotype reduction. Their reported increase in cognitive awareness of issues people were facing allowed an augmented sense of **empathy and connection**.

Finally, as reported above, students wrote about the **connection of course content** to their service learning experiences. Many students were able to connect virtue ethics, Aristotelian philosophy, formation of habits, and concepts of conscience and prudence with their projects and stakeholder interactions.

Fall 2021 BENEFITS



BENEFITS

My initial expectations of the SLCE project were that our project would not have much of an impact since all we were planning to do was collect school supplies. After Mrs. Walle's speech in class, I didn't think there was anything our class could actually do that would matter in comparison to the problem: improving the education of children in Title 1 schools in hopes that they would have less of a chance of being incarcerated in the future. The more I've thought about our project, the more I've realized that anything we could have done would be significant in some way. Even if we had only given a speech without a fundraiser, we would be raising awareness to the problem at hand which might inspire someone else to take action. With providing school supplies, even if it's only a few, we are easing the financial burden of educators and students. **GPS**

310 Student, Fall 2021

(FALL 2020)

ARTIFACTS & TESTIMONIES

"Through the course of my life, I have been someone who has loved all types of animals, especially horses. I firmly

believe that my endearment for them developed throughout my childhood years because my grandfather worked at a ranch raising cattle and horses. He would often take my brother and me to see what his job consisted of and would allow us to ride the horses with him, which I believe slowly evolved my love for them. Although I have not ridden a horse or tamed one in many years, I always stare at them in awe when I drive past a ranch filled with them because they

are beautiful creatures that live to fill us with love and joy. ... Considering that I have not seen my grandfather in over 16 years since my family immigrated to the US, grooming these horses will allow me to relive one of the few memories that I have with my grandfather.

GPS 310 Student, Fall 2020

Carolina Equine Rescue & Assistance (CERA) Volunteer Opportunity



Show Your Love For These Beautiful Creatures on Nov 21st from 9am - 12pm!

COVID-19 GUIDELINES

- 1) SOCIAL DISTANCING
- 2) MASKS MUST BE WORN
- 3) MUST SHOW WINGATE COVID-19 TRACKER RESULTS



Some Activities Include:

- ❖ Horse Grooming
- ❖ Basic Barn Maintenance
- ❖ Property Cleanup
- ❖ Spontaneous Activities the Day-of



Chartwells- Dining at Wingate University

Healthy Eating and Seasonal Produce



What's in Season?

- Apples
- Beets
- Bokchoy
- Cabbage
- Collards
- Indian corn
- Kale
- Mushrooms
- Mustard Greens
- Napa
- Peanuts
- Pecans
- Spinach
- Sweet potatoes
- Turnips

Produce in Season Associated with Cognitive Benefits

Beets are shown to improve performance in serial subtractions up to 90 min post-consumption

Mushrooms are shown to improve cognitive function in dementia patients

Peanuts/Pecans are associated with better average cognitive status, specifically for women

Produce not in Season Associated with Cognitive Benefits

Blueberries are associated with improved word-list recall.

Blackberries improve motor performance and working memory performance

Blackcurrant & Cranberry offer enhanced neuronal signal transduction

Mulberries are associated with enhanced memory and neuroprotective effects

What's Happening at W.T. Harris?



"Visiting the Light It Up Monroe event and the official location of The Closet, I saw a lot of Hispanic families. Going to these locations, I realized I had forgotten how disconnected I felt from my Hispanic roots. Immigrating to the United States at a young age, I quickly learned English. However, I did not realize that I was also losing my ability to speak Spanish fluently. My inability to speak fluent Spanish, an expectation I had subconsciously set for myself, affected my confidence. I primarily use English to communicate with everyone. There are a few exceptions being my mom in my immediate household."

GPS 310 Student, Fall 2020



"Based on Wadell's elaboration of who and what is encompassed in God's love, I have realized that God loves more than just humans, as it is often believed. Wadell claims that in Genesis 1:31, not only does God's love include the humans that are built in his image, but it also favors all of God's creations that fall outside of the human species. Reading this enlightened my understanding of just how powerful and inclusive God's love is because I was never taught that God's love included more than just humans. Knowing this, I feel more responsible for sharing the love that God has shown me to the creation that God created beside humans such as animals. With this knowledge, working with CERA to care and give their horses the love that they failed to receive with the previous owners that mistreated them becomes more purposeful because it gives me joy in serving them, but also it delights God.

GPS 310 Student, Fall 2020



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Immigrating to the United States at a young age, I quickly learned English. However, I did not realize that I was also losing my ability to speak Spanish fluently.

My inability to speak fluent Spanish, an expectation I had subconsciously set for myself, affected my confidence. I primarily use English to communicate with everyone. There are a few exceptions being my mom in my immediate household."

GPS 310 Student, Fall 2020



STUDENT VOICES & ARTIFACTS

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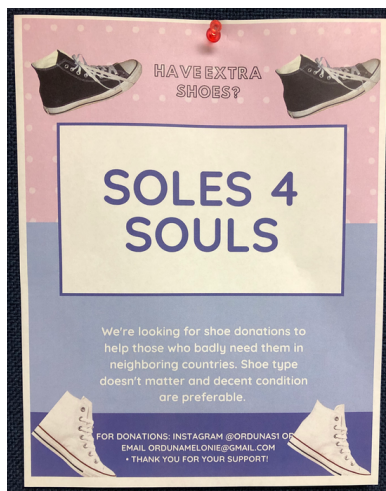
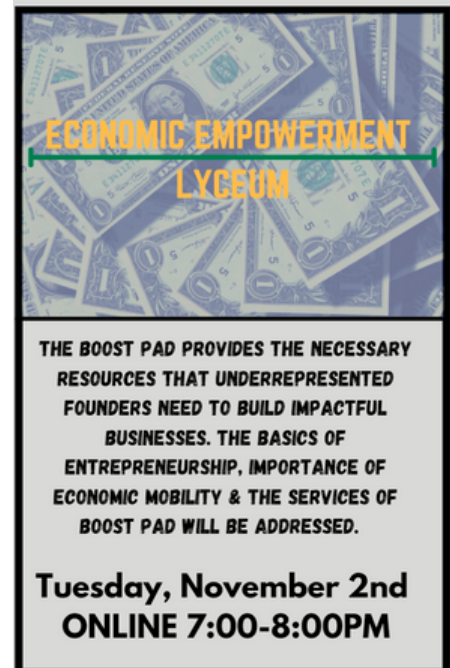
GPS 310 Student, Fall 2020

(FALL 2021)

ARTIFACTS & TESTIMONIES

... our service is connected to the “real world” in our mentorship approach to this project. In working to provide mentorship to the BUS 105 students, we are able to create a stronger sense of community on campus in working to meet this goal to meet the needs of those who lack shoes. In working alongside one another, we are able to share different experiences and backgrounds in order to provide the knowledge and experience our different backgrounds have allowed us to have in order to reach this goal. Just like the members of the communities receiving the shoes, every single person working on this project is from a different background whether that be cultural, societal, or economic. However, in these differences, we are able to work together allowing our differences to connect and make a stronger charge towards making the world a better place.

GPS 310 Student, Fall 2021

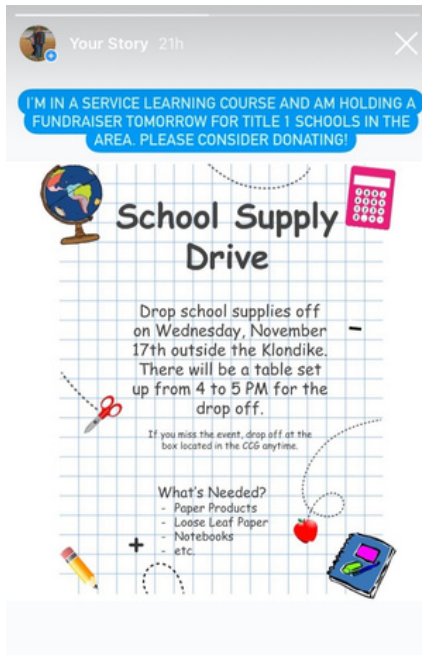


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GPS 310 Student, Fall 2021

My initial expectations of the SLCE project were similar to that of things done in the past. I have done service-learning projects throughout most of high school and a little through college. I expected the SLCE project to be the same but on a more mature level since it is in a honors level course. ...in expectations for the SLCE project. I did not realize how much work goes into communicating how a project will be executed, who to contact, and the resources needed to understand the project prior to doing it. This was drastically different than previous experiences, as instructors and leaders were the ones usually applying these project abilities to get the whole group ready to participate. This time, it was up to each member to pull the same workload and succeed in the project. Overall, this was a great way to learn about project management and what it takes to be a leader in a given situation similar to this.

GPS 310 Student, Fall 2021



As a result of our service, I have learned that I really love giving back to the community and during community service work. When we worked at the store, I had such a great time and was loving every second of it, despite being so cold! I learned I have great communication skills and compassion when it comes to helping others, and I also have developed great creative skills and leadership skills through this service-learning. I think these qualities, as someone who wants to be a doctor who works with kids with cancer, are great qualities to have.

GPS 310 Student, Fall 2021

FINAL THOUGHTS 2020-2021



We learned that WU students show interest and excitement in engaging in a service-learning approach to learning and that it has the potential to help students integrate their personal experiences, course work and ethical principles.

These students engaged in value making and moral reasoning in a variety of contexts and thoughtfully and creatively designed projects to address the issues in our community.

Community partners were very satisfied with their experiences and are open and excited to work with Wingate students in the future. They found this SLCE experience mutually beneficial (and fun!).

Importantly, the preliminary data collected adds to the significant body of literature which already demonstrates that SLCE is an impactful pedagogical tool that empowers students, improves learning, and improves communities.

It is my hope that more general education courses can be re-imagined into SLCE courses to attract and retain more students at Wingate, engage more experiential learners on our campus, embed our students in our local community more and help cultivate educated, ethical and productive global citizens in accordance with Wingate University's mission.