

# FALL 2021-SPRING 2022

## ANNUAL IMPACT REPORT

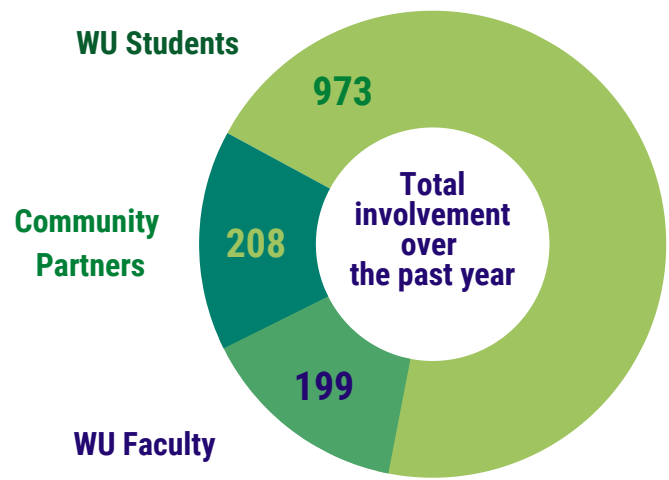


Wingate University is committed to Faith, Knowledge, and Service as a way to cultivate educated, ethical, and productive global citizens. The way that the CCG contributes to this mission is by leveraging our gifts: our People, Processes, Research, Spaces, and Storytellers.

### CCG Involvement:

# 4,262

# of people impacted by the CCG on and off-campus



SERVICE LEARNING COURSES

7

SERVICE LEARNING PROJECTS

96

STUDENTS ENROLLED IN SERVICE LEARNING

325

HOURS WORTH OF CCG SPONSORED LYCEUMS, PROGRAMS, WORKSHOPS, AND PRESENTATIONS

75

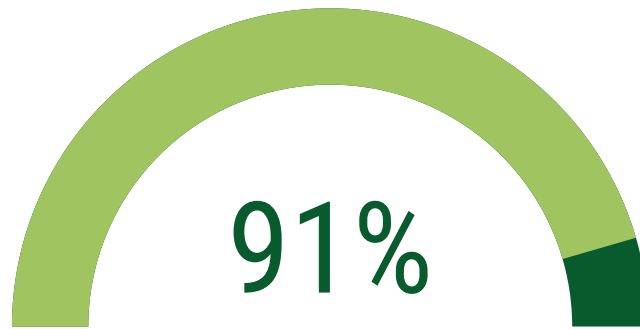
Our initiatives, service-learning classes, and investment in our student leaders during 2021-22 have had far-reaching impacts on our campus and community!

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## Involvement and Initiatives:

Our many projects and initiatives this year have not only directly impacted our students and community members but also have allowed students and faculty/staff the opportunity for leadership and civic engagement that they would otherwise not have had access to during a year impacted by the lingering pandemic. Those involved with the CCG organized, initiated, and lead projects/events that they were passionate about, giving them a greater sense of self-efficacy and belonging as they worked with mentors and allies to achieve their goals.



OF THE CCG BUDGET GOES TOWARDS FINANCIALLY SUPPORTING  
OUR FACULTY, STAFF, AND STUDENTS



**19** RESEARCH PRESENTATIONS  
AND LYCEUMS

**686** FOLLOWERS ON OUR  
SOCIAL MEDIA ACCOUNTS

**1,878** # OF NEW VISITS TO CCG'S SOCIAL  
MEDIA PAGES

**2,345** VIEWS ON OUR MONTHLY  
NEWSLETTERS SINCE JULY

**1/3** SOCIAL MEDIA AUDIENCE IS LOCATED  
IN WINGATE/MONROE AREA

**7273** THE CCGS REACH ON INSTAGRAM AND  
FACEBOOK

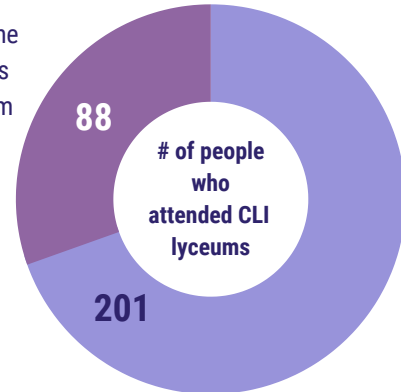
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## Involvement and Initiatives:

**CLI Projects** - Our 3 cultural leadership interns created, planned, and carried out projects with the support of the CCG. Our CLI Projects this year covered the CHALK Program, creating a Black Student Union for graduate students, and lyceums including "Meet the Greeks (Divine 9)" and "How To Be A JEDI (Just Equity Diversity and Inclusion.)"

Meet the  
Greeks  
Lyceum



How to be a  
JEDI  
Lyceum



**Community Garden** - Partnering with the Union County Cooperative Extension and the CCG, our HungerCorps Vista has established the Wingate community garden, developed nutrition programming, held 11 events over the course of the year, and adopted-out all 10 raised beds for students and staff, and donated harvested produce to our local preschool.

**MidWeek ReFuel-** The CCG passed out snacks every Wednesday to students, faculty/ staff, etc. Snacks were provided by The Closet (Heart for Monroe), which receives all of its donations from the Convoy of Hope. In the Fall (2021) our Bulldogs received snacks totaling approximately \$10,393.27 and in the Spring (2022) it was approximately \$15,491.51.



**Winter Break Feeding Program** - Thanks to Heart for Monroe, Common Heart, and Wingate faculty/staff we provided shelf-stable foods and snack boxes to students who couldn't go home for winter break. Throughout the semester, we also packed snack bags for students who needed to quarantine because of COVID-19.



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## Involvement and Initiatives:

**Lyceums-** The CCG hosted 6 additional lyceums in the 2021-2022 academic year outside of the CLI projects. These Lyceums covered a range of topics such as Food System Resiliency, HON GPS 310 Boost Pad, AmeriCorps VISTA: A Year of Service, Faith In the Heart of Service and Tiny Homes - Big Impact, etc. Over 601 students attended these Lyceums during the course of the year.



**Friendsgiving:** With the Office of International Programs, the CCG hosted a hot Thanksgiving-style meal during the Fall 2021 International Education Week for the University's international students. For many, this was the first American Thanksgiving meal they had experienced. Turkey was prepared by Chartwell's while Wingate faculty/staff provided a wide variety of Thanksgiving fixin's.

**Cooking On A Dime Program-** We partnered with the Expanded Food and Nutrition Education Program's Coordinator at the Union County Extension Center to host the Cooking on a Dime program on the Wingate University campus. In addition to an introductory lesson, key lessons of the Cooking on a Dime educational series include: Choosing More Fruits & Vegetables, Fix it Safe, Choosing to Move More Throughout the Day, Plan: Know What's for Dinner, Plan: Shop, Get the Best for Less Shop for Value, Check the Facts Fix it Fast, Eat at Home Making Smart Drink Choices, and Choosing a Healthier You for Life.



**Don't Dump, Donate** - Our annual donation drive aims to divert landfill waste on campus during the moveout period by collecting clothing, bedding, and other gently-used items to donate to our local community members. Donations were received by Ground 40 which filled an entire box truck with donations and The Closet by Heart for Monroe which received approximately 48 bags of clothing.

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## Service Learning and Community Engagement

*Message from our SLCE Coordinator Dr. Lapan:*

Service-Learning and community engagement continues to be a successful high-impact practice leading to gains in students learning and motivation in the classroom. For much of this year, we have focused on assessing the current state of our SLCE work at the university and getting feedback from varied stakeholders. This began with the formation of an informal **SLCE committee** where we developed an **SLCE Roadmap** for the institution. This Roadmap lays out priorities and tasks that the institution can focus on to do the work of institutionalizing SLCE and making the practice more prevalent on our campus. To assess the quality of our current offerings, we applied for and were subsequently selected to take part in a collaborative **grant-funded study with the American Association of Colleges and Universities (AAC&U)**.

Throughout the year, a team worked with faculty across the university who are currently using community engagement practices to collect student assignment artifacts. Over 200 were collected and a representative sample was selected which will now be scored using the AAC&U VALUE Rubric coding system. This will provide the university with useful feedback on our current practices and potential areas for improvement in our undergraduate programs.

Students and community partners have benefited greatly through these partnerships and they serve as a way to meet authentic community needs. **The majority of surveyed students report that they are excited about SLCE courses, find them more engaging and beneficial than non-SLCE courses, and would be interested in taking more SLCE courses in the future.** Furthermore, the majority of students also report that they are now confident and equipped with the skills that they need to collaborate with others to identify and address community needs. The CCG has supported the implementation of **21 SLCE Courses** including data collection since its inception. We have also continued partnerships with **53 organizations**. One of note is the continued collaboration with the Union County Council on Aging. Through this partnership, we have submitted an external grant proposal to support SLCE activities that address the needs of our local seniors. Finally, we continue to train our faculty members in SLCE pedagogy so that we can increase the prevalence of this pedagogy on campus. This year we supported **2 new CCG SLCE Fellows** who will implement their SLCE courses in the Fall. We are actively recruiting for a new cohort of SLCE Fellows that will begin their training in Fall 2022 and implement their SLCE courses in Spring 2023.



### SLCE Faculty:

- Dr. Chelsea Kauffman
- Dr. Candace Lapan
- Dr. Catherine Wright
- Dr. Eddie Case

### SLCE Courses:

- GPS 220
- GPS 310H
- ED 353
- PSYC 311

### SLCE Fellows:

- Dr. Christi DeWaele
- Dr. Shea Watts

"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."

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## SLCE Course & Project Highlights

### GPS 310H: Global Perspectives in Ethics (Dr. Catherine Wright) Fall 2021

- Tackling Food Insecurity with the Community Shelter of Union County. [Education, Advocacy, Service]
- Supporting Title 1 School Teachers (CHALK Program) with Heart 4 Monroe and SNCAE. [Education, Service]
- Mentoring Freshmen (BUS 105) for Sustainability Project (Soles 4 Souls) [Service]
- Accessing to Resources for entrepreneurship for underserved populations with The Boost Pad (Charlotte). [Education, Advocacy]
- Supporting local Families with Turning Point. [Education, Service]

### ED 353: Developing Scientific Inquiry in the Elementary Grades (Dr. Eddie Case) Fall 2021

In a collaboration between Dr. Candy Lapan and Dr. Eddie Case, students in ED 353 Developing Scientific Inquiry in the Elementary Grades course participated in a special Service-Learning Community Engagement (SLCE) professional development. This course typically serves to prepare preservice teachers with content, material, and strategies for teaching science in grades K-6 classroom. In Fall 2021, students participated in a professional development series facilitated by Dr. Lapan to train them on how to incorporate service-learning as well as social and emotional learning (SEL) into their K-6 science curriculum. 100% of students found the workshop series valuable and would recommend it to other students.

### GPS 220: Global Perspectives in Economics & Political Science (Dr. Chelsea Kaufman) 2021-2022

- Interviewing local Farmers with Hunger Corp VISTA and Farmer's Market of Union County [Education, Advocacy]
- Writing blogs for new FMUC website with Hunger Corp VISTA and Farmer's Market of Union County [Education, Advocacy]
- Working with Common Heart to help attract more volunteers [Service, Education, Advocacy]
- Working with You Can Vote to help register Wingate Students and acquire volunteers [Education, Advocacy]

### PSY 311: Adult and Aging Psychology Community Engagement Course

In Fall 2021, students in Dr. Lapan's PSY 311 (Adulthood and Aging Psychology) participated in a community collaboration with the Union County Council on Aging. A Community Connections program was developed by Dr. Lapan and Jesse Granger of the Council on Aging. They recruited older adults who were interested in interacting with college students for the semester. Each student in Dr. Lapan's class was paired with an older adult and they conducted a number of conversations and interviews about the older adult's life over the course of the semester. Unlike a Service-Learning course, students did not develop the project themselves, however they carried out all aspects of the project and completed assignments linking their community experience to the course content that they learned.

"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."



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## Student Testimonials:

"... 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, despite 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 Undergraduate, 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 through an 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, whom to contact, and the resources needed to understand the project prior to doing it. This was drastically different from 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. "

- CCG SLCE Undergraduate,

"Because of my service-learning experience, I would say that I am more empathetic towards the senior community and aware of their needs. Although we all like to say that we do not just think of ourselves, it can sometimes be hard not to when we are in our little bubbles and programmed to only participate in activities that make us look better. This experience made me realize that I could really do something to help others and not just further my agenda. Not everything is about whether or not it looks good on your resume; we should be doing these acts out of the goodness of our hearts and for the betterment of our society."

- PSYC 311 Adulthood and Aging Undergraduate

"I chose this program because The Collaborative for the Common Good emphasizes the importance of reducing food insecurity. It's also important for me to continue giving back any way I can."

- Cooking on a Dime Program Undergraduate