

Corporation for National Service

Final Project Report Cover Page Format

Legal Applicant/Grantee: Rutgers, The State University of New Jersey

Grant ID #: CNS 93HELONJ00009

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Certification: On behalf of the legal applicant/grantee, I certify that I am the official authorized to represent the above applicant/grantee and that to the best of my knowledge and belief that the information in this report is true and correct.

Name: D. Michael Shafer

Signature:

Date: Jan. 17, 2000

Title: Director, Rutgers CASE

Phone: 7320932-8660

Required Documentation:

- **A-133 Audit:** Supplied under separate cover the Rutgers Office of Research and Sponsored Programs.
- **Equipment Inventory:** No equipment was purchased with funds from this grant.
- **Inventory of Unused or Residual Supplies:** No unused inventory or residual supplies.
- **Check to the Corporation for National Service:** No monies due.

Final Project Report

Corporation for National Service Grant #: 93HELONJ0009

Explanation and Caveats

As current director of the Rutgers Citizenship and Service Education (CASE) Program, I apologize for the sketchiness of the final report for CNS-93HELONJ0009. Unfortunately, I was appointed on very short notice in late 1994 to take over the CASE Program which had been leaderless for many months due to the precipitous departure of both the director, Richard Battistoni (the PI on the grant), and his deputy and only employee. Prior to departing, one or the other of the departing program managers removed all paperwork and electronic documentation of all CASE programming and activities, including all paperwork related to CNS-93HELONJ0009. (These difficulties were documented with Hugh Bailey, the then CNS Program Officer for the grant.) As a result, my team and I were never sure what, exactly, had been done prior to our arrival or what we were meant to do. In consultation with our Program Officer we put together a plan for what was, in effect, year two of the original grant that met the needs of CASE as we found it. Irrespective to the original expectations of CNS, I believe that CASE made exceptionally good use of the grant monies, and I am proud to say that the “investment” made by CNS continues to bear fruit.

Goals and Accomplishments

As redefined to meet the needs of CASE as we found them, CNS-93HELONJ0009 aimed to: (1) increase the number of service-learning courses offered at Rutgers; (2) develop course offerings in nontraditional subjects; (3) establish ties with more community partners; and (4) build a university commitment to service-learning and the community.

Courses: In 1993-94, CASE offered a series of faculty development seminars to train new service-learning faculty, made 10 curriculum development grants to faculty to develop new courses, and paid their departments to release them from their regular teaching responsibilities to teach a service-learning course. In 1994-95, too, CASE offered faculty development seminars, but we cut the stipend in half, doubled the number of grants offered, stopped paying for course release time, and required instead that departments commit to offering the CNS supported course for at least three semesters on their own budgets. Of the courses developed with CNS funds, two of the original 10 continue to be offered; 15 of the subsequent 20 continue to be offered. (See Program Impact below.)

Diversification of offerings: In 1994, CASE’s courses were traditional service-learning offerings in, for example, Political Science, Sociology and Psychology. We set out to develop courses in business and the sciences. Two of the three nontraditional courses developed with CNS money, Outreach Biology and the Chemistry Senior Seminar, continue to run.

New Partners: In 1993-94, CNS monies were spent on an effort to develop a broader range of partnership relations with local schools. The dramatic expansion in the number

and types of service-learning courses offered after Fall 1994 rendered a school-focused approach too narrow. CASE broadened its outreach, and rapidly developed the core of our now 450+ Community Partner base. (See Program Impact below.)

University Commitment: Although one of the original grant’s primary purposes was to foster university support for service-learning, I was appointed in late 1994 to either save or close CASE. In part with the resources available from CNS-93HELONJ0009, we were able to build a thriving program that is now central to the university’s teaching and service missions. University budgetary support for CASE has almost tripled, and CASE routinely features in the university’s annual report, and both community and economic impact statements. (See Program Impact below.)

Program Impact

It is impossible to distinguish the impact of CNS-93HELONJ0009 from the impacts of all the other changes made at the same time. It is fair to say, however, that the CNS grant made a considerable contribution to the dramatic growth of CASE 1993 to the present. For simple comparative statics, here are the basic statistical snapshots of CASE, 1993-94 (the first year of the CNS grant, prior to any impact) and 1995-96 (the first year after the CNS grant):

	1993-94	1995-96
Courses taught	14	70
Students enrolled	280	2,040
Community Partners	25	85
Hours of service rendered	11,200	87,170
Participating depts./schools	7	23

More generally, the CNS grant contributed greatly to CASE’s development and impact in its first decade, 1989-99. In our first decade, CASE educated more than 10,000 future citizens who worked at more than 400 Community Partner organizations, to which they contributed more than half a million hours of service affecting the lives of more than a million New Jerseyans, and worth—at minimum wage—more than \$2.6 million! Today CASE offers 65+ courses across Rutgers’ three campuses that enroll 2,000+ students who provide 100,000 hours of community service annually.

Program Changes

Upon taking over CASE in late 1994, I made two basic changes to the original project plan. Both ultimately proved important.

1. In the original proposal, faculty were offered stipends of \$2,000 to develop new service-learning courses. In Fall 1994 we cut this to \$1,000 and in Spring 1995 to \$500. We did so for two reasons: (1) There were no credible reasons offered why faculty needed substantial amounts of money to do what they should normally be expected to do—develop new and innovative courses. (2) There was a real concern that the greater the stipend/incentive, the lower the faculty commitment to service-learning. As for (1), reducing the stipend/incentive was matched by an in-

- crease in the number of applicants. As for (2) while only 2 of the original 10 CNS funded courses continue to be taught, 15 of the 20 funded at the lower rates continue to be taught.
2. In the original proposal, funding was provided to pay departments to release service-learning faculty from their regular teaching assignments to teach their newly developed service-learning courses. In Fall 1994 we not only eliminated this provision, but required that service-learning faculty members' departments commit to offering their newly developed courses a minimum of three times as part of the major. Again, the logic was simple: if service-learning matters, service-learning courses should be part of a faculty member's normal load and part of the major. If not, then CNS support would be a waste. Again, we believe that the retention of courses funded in year two of the grant bears out the wisdom of this decision.