

**THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL  
BOARD OF TRUSTEES  
EXTERNAL RELATIONS COMMITTEE  
Wednesday, January 22, 2014  
4:15 - 5:30 p.m.  
The Carolina Inn - Chancellor's Ballroom East**

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**OPEN SESSION**

**FOR INFORMATION ONLY**

(No formal action is requested at this time)

1. Carolina Center for Public Service (Attachment A)  
Lynn Blanchard, Director
2. Communications Update  
Joel Curran, Vice Chancellor for Communications and Public Affairs
3. Development Update  
David Routh, Vice Chancellor for Development

\*Some of the business to be conducted is authorized by the N.C. Open Meetings Law to be conducted in closed session.

**Committee Members**

**Donald (Don) Williams Curtis, Chair**

**Alston Gardner, Vice Chair**

**Haywood Cochrane**

**Charles Duckett**

**Dwight Stone**

***Administrative Liaison:***

***David Routh, Vice Chancellor for University Development***



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CAROLINA CENTER  
FOR PUBLIC SERVICE



# CONNECTING CAROLINA *and* COMMUNITIES



The **CAROLINA CENTER** *for* **PUBLIC SERVICE** connects the energy and expertise of both the University of North Carolina at Chapel Hill and the community to provide students, faculty and staff with deep and transformative experiences. Through engaged scholarship and service, we work together to create collaborative and interdisciplinary solutions to local and global challenges. By administering a wide variety of initiatives including the APPLES Service-Learning, Buckley Public Service Scholars and Thorp Faculty Engaged Scholars programs, the Center provides opportunities to connect Carolina and communities. These programs support public service and engagement, providing many ways to explore opportunities, learn new skills, and link academic endeavors to making a difference in communities across North Carolina and throughout the world.

The **CAROLINA CENTER** *for* **PUBLIC SERVICE** supports the engagement and engaged scholarship of students, faculty and staff across campus, and beginning in 2014, CCPS will celebrate several important milestones:

*10 years of the*

## **BUCKLEY PUBLIC SERVICE SCHOLARS PROGRAM**

BPSS connects students with similar interests and provides special opportunities for leadership development and community engagement. In May 2014, BPSS will graduate its 10th class of scholars, adding to the 1,535 scholars who have graduated since 2005.

*15 years of the*

## **CAROLINA CENTER FOR PUBLIC SERVICE**

Since 1999, the Center has helped fulfill the promise of the nation's first public university, connecting the enthusiasm, energy and expertise of the campus to communities across the state and around the world. Carolina is now recognized as a community-engaged institution by the Carnegie Foundation for the Advancement of Teaching and appears on the President's Higher Education Community Service Honor Roll every year.

*25 years of the*

## **APPLES SERVICE-LEARNING PROGRAM**

Since its inception in 1990 as a student-run organization, APPLES has brought together academics and service, extending learning beyond the walls of the classroom. Each year, more than 2,400 students complete more than 95,000 hours of service.

This work would not be possible without the support of alumni and friends of the Center in addition to state funds and student fee revenue. A third of CCPS funding comes from gifts and grants, with state appropriations (40 percent) and student fees (26 percent) making up the rest.

*Your support makes all the difference.*

To make a gift to CCPS, visit **CCPS.UNC.EDU**.

# SERVICE-LEARNING



**APPLES SERVICE-LEARNING** is a student-led program that transforms educational experiences by connecting academic learning and public service. Since 1990, APPLES has strengthened civic engagement by bringing together students, faculty and communities in sustained and mutually beneficial partnerships. APPLES offers a variety of experiential and reflective programs, including alternative breaks, courses, fellowships, internships and the service-learning initiative.

*More than **2,400** students participate in APPLES programs each year, providing nearly **95,000** service hours to local, regional, national and global communities. Essential to their work is the support and dedication from more than **60** faculty members and **200** community partners who assist with **54** spring and summer internships, **13** alternative breaks, **100** service-learning courses and **5** fellowships.*

**APPLES**  
*Service-Learning*

# PUBLIC SERVICE



The **BUCKLEY PUBLIC SERVICE SCHOLARS** program (BPSS) provides a framework for Carolina undergraduate students committed to making a positive impact through service. BPSS challenges participants to expand their understanding of service, connect academic and community-based experiences and build their capacity to help effect change. While completing the program components, participants build portfolios reflecting their learning and unique experiences throughout North Carolina, the nation and the world. Since 2003, BPSS has connected students with similar interests and provided special opportunities for leadership development and community engagement.

*Since the program's inception, more than **5,635** students have participated in BPSS, contributing **1,184,421** hours of service. Presently, **9** percent of Carolina undergraduates are enrolled as participants and **1,535** Buckley Public Service Scholars have graduated from the program.*

**BUCKLEY  
PUBLIC SERVICE**  
*Scholars*

# ENGAGED SCHOLARSHIP



The **THORP FACULTY ENGAGED SCHOLARS** program is an initiative to advance faculty involvement in engaged scholarship. The first class of Faculty Engaged Scholars was selected in October 2007 to learn about and pursue community engagement through scholarly endeavors. In 2013, an endowment honoring UNC's former chancellor H. Holden Thorp was established to support faculty in the program. Every other year, a new cohort of at least eight scholars is competitively selected for the two-year program.

To date, **34** faculty members in four classes, representing **20** departments from 10 of Carolina's 13 schools, have participated in this experiential, competency-based program.

Each scholar receives a stipend of **\$10,000** over two years.

*Thorp*  
FACULTY  
**ENGAGED**  
SCHOLARS

**COMMUNITY ENGAGEMENT FELLOWSHIPS** award \$2,000 to full-time graduate students (individuals or teams) to develop and implement engagement or engaged scholarship projects that employ innovative, sustainable approaches to complex social needs. Fellows work in collaboration with community partners and faculty mentors from March to October with project implementation during the summer.



The annual **PUBLIC SERVICE AWARDS** honor students, faculty, staff, University units and organizations for extraordinary and exemplary efforts in public service and engagement through the Ned Brooks Award for Public Service, the Office of the Provost Engaged Scholarship Award and the Robert E. Bryan Public Service Award. The Center also coordinates UNC submissions for the Davis Projects for Peace and the Ronald W. Hyatt Rotary Public Service awards. In addition, the APPLES Service-Learning program presents annual awards to community partners, students, faculty and alumni for outstanding work in service-learning teaching and practice.



The **CAROLINA ENGAGEMENT COUNCIL**, appointed by the Provost as a recommendation of the campus Academic Plan, is convened and administered by the Center. The pan-University council advises and assists the Office of the Provost in regard to engagement, engaged scholarship and social innovation at the University. The Council recommends policies, programs and actions to promote public service, engaged scholarship and social innovation by Carolina's faculty, students and staff.





# CAROLINA CENTER *for* PUBLIC SERVICE

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# APPLES

*Service-Learning*

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for PUBLIC SERVICE  
*Connecting Carolina and Communities*

Founded in 1990 by a group of undergraduate students seeking to extend learning beyond the walls of the classroom, the **APPLES SERVICE-LEARNING** program began by supporting faculty in understanding service-learning and integrating it into their courses. The primary purpose remains to enhance and deepen learning through collaboration with community organizations, academic connection and meaningful reflection. Programs include:

**ALTERNATIVE BREAKS** connect teams of students with service organizations for immersive service and learning experiences in regional communities during fall, winter and spring breaks. Spring break participants enroll in a two-credit academic course to prepare for and reflect on intensive community service.

The **ROBERT E. BRYAN SOCIAL INNOVATION FELLOWSHIP** is designed for aspiring social change-makers who are interested in making a significant contribution locally, nationally or internationally through the creation of an entrepreneurial project that addresses a community issue or need. Fellows enroll in a public policy course and receive up to \$1,500 in funding during the fellowship year with up to an additional \$1,000 in second-year funding.

Each year, more than 100 **SERVICE-LEARNING COURSES** in 20 different departments integrate community service into the course curriculum, allowing students to participate in 30 hours of service during the semester with Triangle-area nonprofit organizations.

**SERVICE-LEARNING INITIATIVE** (SLI), a three-day program just before the fall semester begins, is designed for incoming first-year students to learn about and participate in local service-learning opportunities.

**SERVICE-LEARNING INTERNSHIPS** allow selected full-time undergraduates to work in community organizations in North Carolina. Interns enroll in a course offered in the School of Social Work to complement their internship experience and receive a stipend for their service.

# Spotlight APPLES SERVICE-LEARNING

Community involvement has always been important to **Olivia Hart** '14, and finding a way to remain engaged when she came to UNC was a priority. The opportunity for continued engagement came during her first year at Carolina when she found the APPLES Service-Learning program.

"I stumbled across the APPLES alternative break information and thought it would be a good way to spend spring break while also discovering other volunteer opportunities in the community," Hart said.

Through the alternative spring break course, Hart also connected her academic work to her community experience. "APPLES provided me with a space to interact with a diverse group of creative people who have a passion for social change and engagement with communities," Hart said. It was this immersive connection that led Hart to apply for an APPLES internship, allowing her to continue her involvement with APPLES.

"I have been pushed to challenge myself, develop my leadership skills and realize that it is okay to step outside of my comfort zone. More importantly though, APPLES has changed the way I think and interact with others and with the world around me."



*"The best part is that I have learned and am continuing to learn how I can think critically and remain socially conscious, even beyond my college years."*



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# BUCKLEY PUBLIC SERVICE *Scholars*

CAROLINA CENTER  
*for* PUBLIC SERVICE  
*Connecting Carolina and Communities*

The **BUCKLEY PUBLIC SERVICE SCHOLARS** (BPSS) program supports and strengthens students' commitment to service, connects them to others who care about similar issues and guides them through training and coursework that help make their service more effective. Launched in 2003, BPSS is open to all full-time undergraduate students with at least four semesters remaining at Carolina and encourages participants to complete at least 300 service hours, a service-learning course, four skills trainings and a final reflection product. Special opportunities include:

The **ARTS IN PUBLIC SERVICE FELLOWS** is a partnership with Carolina Performing Arts that encourages interested students to have an impact in the community using arts as instruments of social change. Fellows complete a service-learning course and work with arts-based projects in the community.

**FIRST-YEAR SERVICE CORPS** is a unique opportunity for selected first-year students to work with faculty and staff throughout the year to deepen their commitment to public service through academic and practical experiences.

## **NORTH CAROLINA OUTWARD BOUND SCHOOL**

scholarships are available to participants who apply and are in the BPSS program, Carolina Leadership Development or the School of Education. Recipients receive full tuition to a 28-day wilderness education course.

The **PHILANTHROPY AS A TOOL FOR SOCIAL CHANGE** course is a three-credit hour service-learning course offered by CCPS and The Learning by Giving Foundation. Students learn about philanthropy and function as a foundation board in awarding grants to area nonprofits.

The **SMART MENTORING** program engages Carolina undergraduate students and local middle-school students in mentoring relationships in partnership with Volunteers for Youth. Students selected to participate enroll in a fall three-credit hour course and a spring one-credit hour course in the sociology department.

# Spotlight BUCKLEY PUBLIC SERVICE SCHOLARS

Nick Neuteufel '16, a Buckley Public Service Scholar (BPSS) participant, was looking for a way to combine his interest in politics and policy with philanthropy. Through the Philanthropy as a Tool for Social Change (HBHE 611) service-learning course, Neuteufel had the opportunity to research community needs and award grants to nonprofit organizations.

While in the three-credit hour philanthropy course, Neuteufel experienced first-hand the process of awarding grants to deserving local organizations. Offered through the Carolina Center for Public Service's BPSS program and The Learning by Giving Foundation, the philanthropy course gives students practical experience working with community agencies.

Neuteufel and his classmates functioned as a committee, learning about the needs of North Carolina, creating and distributing a request for grant proposals, reviewing proposal submissions and finally, awarding \$10,000 to selected community organizations.

The course allowed Neuteufel to combine philanthropy with his interests in policy, making it an informative and invaluable experience. "The class came at a time of change in [our community]," said Neuteufel. "We analyzed the spending cuts of North Carolina and noticed a need in the education and health care sectors. We used this information to shape the vision of our money's effectiveness in the context of an evolving North Carolina."



*"I didn't expect to be the only first-year in a class full of upperclassmen. They had years of experience, summers of internships and lots of knowledge. All I had was enthusiasm."*



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**ENGAGED**  
SCHOLARS

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*Connecting Carolina and Communities*

The **THORP FACULTY ENGAGED SCHOLARS** program brings together selected faculty from across campus to engage in a two-year experiential, competency-based curriculum designed to advance their engaged scholarship. Scholars participate in sessions in community settings to learn from Carolina faculty and their community partners.

While developing individual projects, each class of scholars forms a **LEARNING COMMUNITY** along with the faculty and community course directors to support one another's projects and community partners. The growing network of Thorp Faculty Engaged Scholars reports outcomes including new interdisciplinary collaborations, successful grant applications and both traditional and non-traditional products of their scholarship.

Scholars participate in a **HIGHLY INTERACTIVE CURRICULUM** involving field visits, exposure to a number of ongoing projects and discussions with community members and faculty partners. Sessions address topics such as funding and dissemination of engaged scholarship, navigating disciplinary expectations while addressing community needs, and partnering with local communities in North Carolina and beyond.

# Spotlight THORP FACULTY ENGAGED SCHOLARS

Faculty Engaged Scholar **Jill Hamilton**, Ph.D., R.N. and associate professor in the School of Nursing is examining the influence of religious songs on the mental health of African-Americans. “As I gathered songs and lyrics, people would tell me about the personal meaning of songs,” she said. “I realized that they were using religious songs to support their mental health in their day-to-day lives.”

During an initial study of older African-Americans in the Southeastern United States, Hamilton learned that during times of stress, spiritual songs comforted, strengthened and uplifted them. “Study participants also indicated they learned songs at a young age from their older relatives who taught them that a song could get them through a stressful situation,” Hamilton added.

This led her to a second study on religious songs and the question of whether this form of intergenerational support takes place today. Hamilton is researching to determine if religious songs used among older generations are being passed down to younger African-Americans to support their mental health.



*“I found that religious songs have an influence on the mental health of African-Americans. Religious music is important in the African-American community and a source of knowledge relevant to social and personal issues confronted by that population.”*



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