This has been an unusual and very busy year. I was asked to take over the position of director of Service Learning, Academic Internships, and Loyola Corps in August 2006. My background is marketing and administration; this along with my experience in the College of Business and Loyola Corps gave me a good foundation for this position.

However, it has been a challenging year. I have not had a lot of direction, especially since John Cornwell has left the university. While some may take that as an opportunity to sit back and relax, I saw that as a need to stay very productive and visible. I only hope my priorities were well set. Here is a report on my activities for this past year and some plans for future success.

DEPARTMENT DESCRIPTION
One of the first assignments I was given by my former boss, Assistant Provost John Cornwell, was to create a document illustrating an expanded vision for this department, which would include service learning, internships, and coordination with other departments doing volunteerism. I wrote a document re-branding the office as the Loyola Corps with coordination of experiential learning activities and assessment of the university’s service work. The Loyola Corps’ funding had gone away with Dean O’Brien’s departure, but the concept could easily expand and become a university-wide initiative coordinating existing activities.

While Dr. Cornwell liked this document, he saw it as a second step and asked me to write another document that would be more of a description of experiential learning and how it gives life to Loyola’s mission. This document would help institutionalize the idea of experiential learning on campus, and the revised Loyola Corps document would help define the how-to. Soon after Dr. Cornwell gave his stamp of acceptance for the document he resigned. The document never received final approval. It has lain still as I have awaited direction from a new supervisor. Both documents are ready to be discussed, edited, and implemented, once the administration is ready to focus on them.

RISK MANAGEMENT
Additionally at Carol Jeandron’s urging, I pulled together a group of Loyola representatives to address a concern that had been discussed for more than five years. This issue is risk management and student safety in service learning, internships, field trips, school sponsored activities, and volunteerism. With Mickie Hawkshead, Rick Bell, and Brooke Duncan’s help, we gathered research on what other schools are doing and what the legal concerns are. It is my hope to reconvene this group and with Rick Bell’s legal acumen knock out this document this summer.

One activity that came out of this research is the development of another committee to research and consider how Loyola obtains and manages student health insurance documentation, as well as options for student health insurance. I was asked to sit in on this committee, which I believe has only met once.
SERVICE LEARNING
Hurricane Katrina had a devastating effect on service learning at Loyola. More than 60% of pre-Katrina service learning professors have left the university or changed roles at the university and are no longer able to utilize this resource. Additionally, many of our community partners have also experience attrition or have not been in a position to serve as a partner.

Loss of Professors
Pre-Katrina, there was an average of 15 professors per semester using service learning in their courses. In spring 2006, this number dropped to eight professors. When I started in August 2006 no classes with were scheduled for the fall, and I was able to quickly develop service-learning classes with three professors. By the spring this number increased to 13. I am hoping that with the opportunities arising through the FYE book Mountains Beyond Mountains, as well as the relationships I’ve developed with faculty, we will soon be back to pre-Katrina numbers of professors and even surpass pre-Katrina numbers.

The loss of the education department has hindered some development of relationships. So many of the requests we receive are from New Orleans schools looking for tutors. This summer and fall I will work more closely with the English, Mathematics, and Science departments to see if there is a way to incorporate the schools’ needs with the academic departments’ learning objectives. However, there are concerns with the schools’ requests: transportation, supervision, and amount of time requested. This will be a challenging feat.

This summer I will continue and even rev-up my one-on-one meetings with professors to clarify how they may utilize service learning in their classes. This past fall I visited with almost every professor who had a service learning history at Loyola, and met with a few others that I believed could easily incorporate it. There are many more to meet. A top priority will be the new faculty coming on-board this fall.

Another tactic I’ve used to communicate service-learning opportunities is to pitch ideas directly to professors. In the fall I created a list serv of all faculty, which is may be sorted by college. I have sent several opportunities directly to professors, as community partners have made them known to us. I hope to increase this activity and improve it with personal phone calls as a follow up. This tactic led to work being done with a communications class and the Main Street initiative-taking place on Oak Street. It was also successful creating a service-learning MBA class with the mayor’s office; however at the last minute the mayor’s office dropped out for political reasons.

I’m in the process of developing a promotional campaign to encourage interest in service learning by our professors. I hope to have the campaign completed by the end of July for rollout the week before school starts.

Decline in Student Participation
The number of students involved in service learning is also in a re-growth stage. Pre-Katrina we averaged 307 students per semester engaged in service-learning activities. The highlight of this period was fall 2002 to fall 2003, when the law school was extremely engaged in service learning through the efforts of Dr. Quigley and Dr. Diamond. I did meet with Dr. Diamond, and
her initiatives have been put on hold post-Katrina; she hopes to get involved again soon. I’ve attempted to meet with Dr. Quigley, but have not yet been successful. I am hoping to arrange a meeting to ascertain if we are just not counting the service work being done or if there is a way I can encourage a return to service learning with the law students. I realize that there is a large number of service hours through our law students’ efforts; I just need better information on the labeling of those hours.

Additionally pre-Katrina, the College of Business has a robust Junior Achievement initiative under the direction of Dr. Mike Saliba (left Loyola just before Katrina). I offered to head up this initiative for the College of Business, to which Dean Dauterive has agreed. I will meet with the Junior Achievement contact this week to discuss ways to return to our former numbers.

Spring 2005 had 239 Loyola students in service learning, spring 2006 was 77, fall 2006 had 71, and spring 2007 had almost 200. While this is still not where we want to be, the growth is encouraging.

**Community Partners**
With the loss of community partners due to the hurricane’s devastation, I have worked hard on finding new partners. We’ve successfully added Project SAVE, Dragon Café, World Trade Center, Hispanic Chamber of Commerce, St. Anna’s Episcopal Church, and several others to our offerings.

I’ve also worked with one professor and Rick Yelton of LUCAP on some concerns at two of the partners the professor’s courses used. One issue involved possible sexual harassment, and the other was ethical and safety issues at another location. We had excellent outcomes with both issues.

**Data Management**
All the files in the Service Learning office when I began as director were paper. I’ve worked on developing several Excel spreadsheet databases to help trend our growth in service learning and internships. I also developed a version to use with LUCAP to help use keep better volunteer numbers, but this has yet to be put in service; I hope to work with Rick Yelton and the student leadership of LUCAP to get this activated this fall.

Additionally, I located a $10,000 contact data management software to better manage community partner information, which was donated to us. We had planned on having our student work set this up, but he quit before it could be put in service. Mickie and I will work on this database this summer.

**Faculty Development**
The office held a workshop for faculty in April. Dr. Hammer and Dr. Jeandron led the workshop. While attendance was low, we did get three new professors interested in incorporating service learning, new strategies, or new community partners. Next year we will hold at least one workshop per semester.

**Conferences, Development, and Representation**
I attended a conference in Santa Clara in March, which was sponsored by the Jesuit service-learning community. Mickie, Carol, and I attended an excellent regional meeting for Louisiana Campus Compact, which gave me several new community partners to pitch to our faculty. I was fortunate to attend the Heartlands Conference in late May focusing on the Jesuit approach to education. Additionally, I am planning to attend a conference in July in San Diego that is designed especially for directors with less than five years’ experience in service learning.

ACADEMIC INTERNSHIPS
I’ve completed a study comparing internship numbers (see partial study below). Some areas, such as business have a decline, but others such as HNS and MFA have notable increases. Overall there was a 6% increase in internships this past year.

During the Katrina exile, many students took advantage of internships where they spent their fall semester. At least in the College of Business, we experienced the highest ever number of internships. This past year the COB’s numbers declined, but I believe this is due to the large number of juniors who took advantage of opportunities in the fall 2005, as well as the decline in student population.

ACADEMIC INTERNSHIP ACTIVITY

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Special Internship Placements and Opportunities
This past year I have worked diligently to provide unusually meaningful opportunities for our students. Just a few of my successes are:

1. Acceptance of Roxanna Mena in the prestigious and highly competitive SEO internship program
2. Assistance with the development of the World Trade Center’s First Stop Internship Program and continued recruitment for it
3. Publicizing a unique opportunity at the Orleans Parish Public Defenders’ Office, and subsequently working closely with a student on developing a professional resume and cover letter for the position, which he has now held for a year
4. Development of an internship grant program at Ochsner, which has now grown to two departments and been renewed for the third semester. This relationship also has lead to the full-time hiring of three other Loyola students
5. Creation of a marketing and finance internship program at Commander’s Place, which continues each semester

Resources to Internship Professors
My internship study has given me the names of the professors in charge of the internships in their disciplines. These contact people have changed during the last year. I already have a meeting with Dr. Barnett in COB, and am scheduling meetings with the other professors in
charge of internships. I want to share with them the classes I teach for the COB interns (see below) and offer them as a resource to their students. I also want to share the assessment work I did for the COB when I was in charge of the internships.

**Transcript Documentation**
Through this detailed study, I’ve noticed differences in how internships are listed on transcripts. I want to discuss this with the professors and the deans to share the value of listing the name of the internship company on the transcripts. I would like to see this become institutionalized across campus.

**Encourage More Disciplines**
Now that I have a good listing of disciplines that allow internships, I want to make appointments with the heads of other departments to see if there are ways we can incorporate internships in their areas.

**Communication of Opportunities**
As soon as the last day to add a class occurred in fall 2006, I ordered a list of all enrolled students including fields with their majors, second majors, colleges, and classifications. I then created numerous list servs by college and made sure to cross-reference for double majors. This was tedious, but extremely valuable information. I use this list serv to send out notices of internships opportunities and job offers that come to my office. This proactive way to get opportunities in the students’ boxes does not rely on them deciding to go search…opportunities come directly to them. The list serv allows me to sort by major, classification, and other demographic information. This way not all students are bombarded with unnecessary e-mails. Only accounting majors get accounting internship notices. Only public relations and advertising students receive public relations notices. This approach has become quite popular with the students through the years, so much that many actually give me their preferred e-mail address to add to the list serv.

Through this list serv, I sent out around 100 internship opportunities to Loyola students in academic year 2006 to 2007. This system located interns for such Loyola supporters as Ochsner, Commander’s Place, Whitney Bank, World Trade Center, and many more.

Additionally, some of the organizations I have developed relationships with ask for help in recruiting full-time employees. While I always forward information about the Career Center to the companies for use with their multi-level approach to find Loyola candidates, through my list servs I forwarded almost 50 full-time job opportunities to students across campus.

**Other Job Search Support**
Since August 2006, I have helped more than 200 students develop resumes and/or cover letters. I’ve helped advertising, public relations, music, political science, science, music business, sociology, business, and education students. These sessions usually last an hour each. I would estimate that another 50 to 100 students have stopped in my office looking for help with job search strategies and support without appointments and to whom I give impromptu support.
Additionally at least once a week I receive an e-mail from an alumnus looking for support as they are actually working through the job search process. This support is everything from editing cover letters, revising resumes, to helping them build their network with my contacts, to discussing the pros and cons of job offers, and just cheering on sessions.

**Internship Classes**
For several years I have offered job search classes for the college of Business interns. These classes are mandatory for business students and get excellent reviews from the students. I want to work with the Career Center and open these classes to all students on campus, who are working in their internships. Roberta Kaskell has seen me led these classes and was very complimentary.

There are four classes: Resumes and Cover Letters, Preparing for the Interview (including thank you notes and references), Practicing Interview Questions, and Putting Together a Job Search Strategy. I offer each class three times each semester to work around the students schedules. I also set them up on Blackboard for easy access to class materials and communications. Last year when I surveyed the students required to take the classes, almost 30% said they would not have attended the classes if not required to do so. Then when asked if they were glad they had attended, 100% said yes.

**Guest Speaker**
For several years Dr. Michelle Johnston, Dr. Kathy Barnett, Dr. Susan Roman, and Dr. Shannon Brown have asked me to speak in their business communications classes on different job search and job preparation issues. This past year I did so again with a new presentation on the general job search preparation. It was well received.

**ADDITIONAL STUDENT SUPPORT**
**Presentations and Relationships**
I was asked to give several presentations to student groups and was asked to become an advisor or member of two others. These are listed below:

A. Gave presentation on finding internships to PRSSA.
B. Gave two presentations on Business Communication and on Business Networking to Alpha Kappa Psi
C. Asked to be faculty advisor to Alpha Kappa Psi, which I had to turn down due to my relationship with Delta Sigma Pi.
D. Asked to be one of first faculty members of Delta Sigma Pi.

**Volunteerism**
A. Worked closely with LU CAP on a special project and community partner issues.
B. Promoted through list serv, volunteerism and job opportunities at VooDoo Festival, French Quarter Festival, Jazz Festival, Saints Youth Camps. Several hundred students took advantage of these opportunities.
C. Arranged for Loyola Women’s Basketball to work a food booth at the Jazz Festival, thereby raising a possible $3,900 in funds for their team.

**FIRST YEAR EXPERIENCE**
To help me build relationships with professors and support community partner participation, I self-nominated to become the chair of the FYE committee. This committee has had many successes already. Here are a few:

A. Developed an open book selection process, which led to more than 35 nominated books and the selection of an excellent book.
B. Created a committee that people wanted to join; we have added faculty members interested in the topic, students wanting to provide leadership and interest in the topic, and staff members who are excited about the book and our directions.
C. Created tie-ins for campus-wide activities for service learning, experiential learning, and activities. One science professor wrote to me “Finally, we have a book I can use in my classes.”
D. Assisted with the arranging to bring the Pulitzer-prize winning author to campus in support of Loyola Week.
E. Worked with Debra Poole and Ashley Pillow on developing a new Web site.
F. Worked with Institutional Advancement on branding FYE for future ease of programming.
G. Delivered almost 80 books to faculty and staff to encourage incorporation of the book in their courses and activities this next year.
H. Ordered books for freshmen, passed out books and letters from the provost at June orientations, and working on distribution for remaining freshmen.
I. Set up book reading discussion groups, with training for the facilitators at the August orientation (already have 24 faculty and staff signed up to facilitate).

FACULTY AND STAFF DEVELOPMENT
I also saw an opportunity to build relationships with faculty by becoming a member of the Faculty and Staff Development. Here are a few of my contributions to the committee:

A. Active committee member.
B. Help promote the idea of a book club reading (Heroic Leadership) and will serve as one of four book discussion leaders.
C. Worked on Web site design with Donna Goforth, Deborah Poole, and Sarah Butler.

INSTITUTIONAL ADVANCEMENT ON LOYOLA P.R. IDEAS
I have been frustrated that Loyola has many great stories to tell, but we do not do a good job telling them to our communities. This is partially due to our not letting Institutional Advancement know of our good stories. Therefore, I work hard at trying to remember to include them when I hear of or am involved in good stories. Here are a few I have pitched to I.A. that they have developed or are developing to help promote Loyola.

A. Student doing service in Mexico last summer.
B. SEO internship with Roxanna Mena.
C. Internships with business mentors (Alton Doody).
D. FYE author and activities planned.
E. Others.

EXTERNAL SERVICE REPRESENTING LOYOLA
It is very important to me to help build Loyola’s reputation and top-of-mind awareness whenever possible. Therefore, I have tried to represent Loyola at and involve Loyola in various community activities. Here are a few that I am involved with:

A. Serve as a board member of World Affairs Council of New Orleans
   1.) Lobbied to have a student membership dropped to $5 per year which increased student membership from Loyola to almost 20 students.
   2.) Assisted student members with networking with this very diverse and professional crowd, which definitely led to one student getting a full-time position at Whitney in the international department.
   3.) Hosted Great Decisions (eight months), international issues discussion groups modeled by the Foreign Affairs Council, at the Monroe Library. Also asked two Loyola professors to serve as experts at two of these discussions: Dr. Bob Thomas and Dr. Maurice Brungardt.
   4.) Hosted China Town Hall meeting with the National Committee on U.S. – China Relations (www.nsuser.org/cth/) in the Monroe Library.

B. Served as a Dragon Café volunteer at St. George’s Episcopal Church, which is also a community partner.

C. Attend World Trade Center functions and stay close to their staff for possible linkages.

D. Represent Loyola at several meetings at the Mayor’s Office to discuss involving the universities in rebuilding activities. This has not been very successful, not due to the universities’ unwillingness to help, but to City Hall’s inability to get their act together and actually know what to ask of us.

E. Served as a guest speaker at a Young Professionals group of bank risk managers on Business Etiquette.

F. In planning with a local law firm to do a presentation on Business Etiquette or Communications.