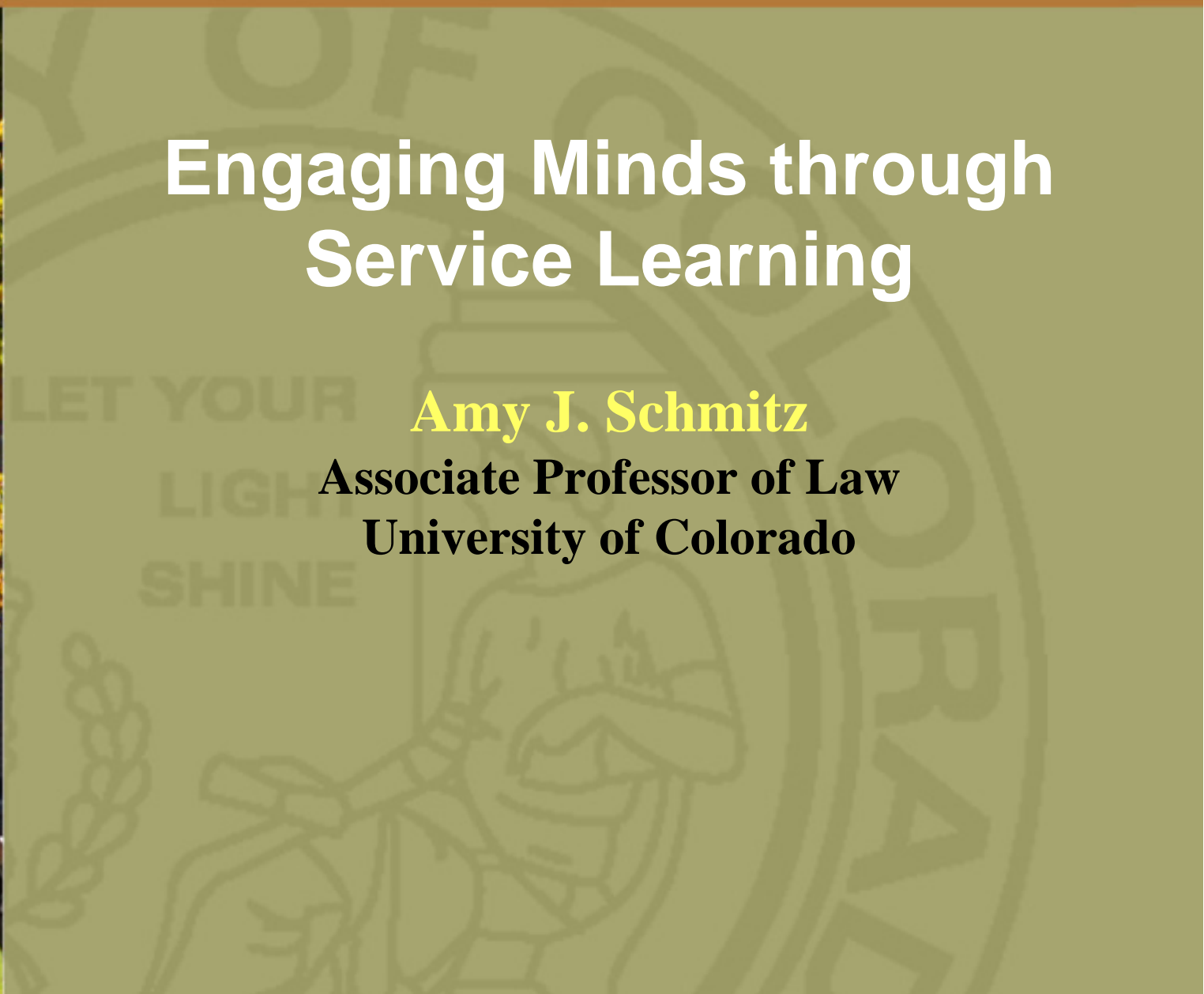
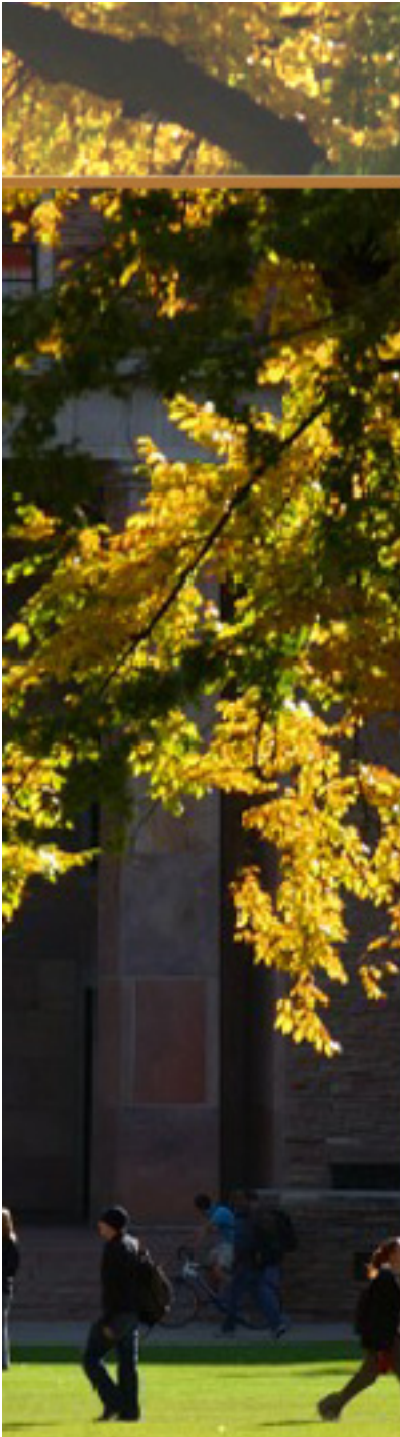


Engaging Minds through Service Learning

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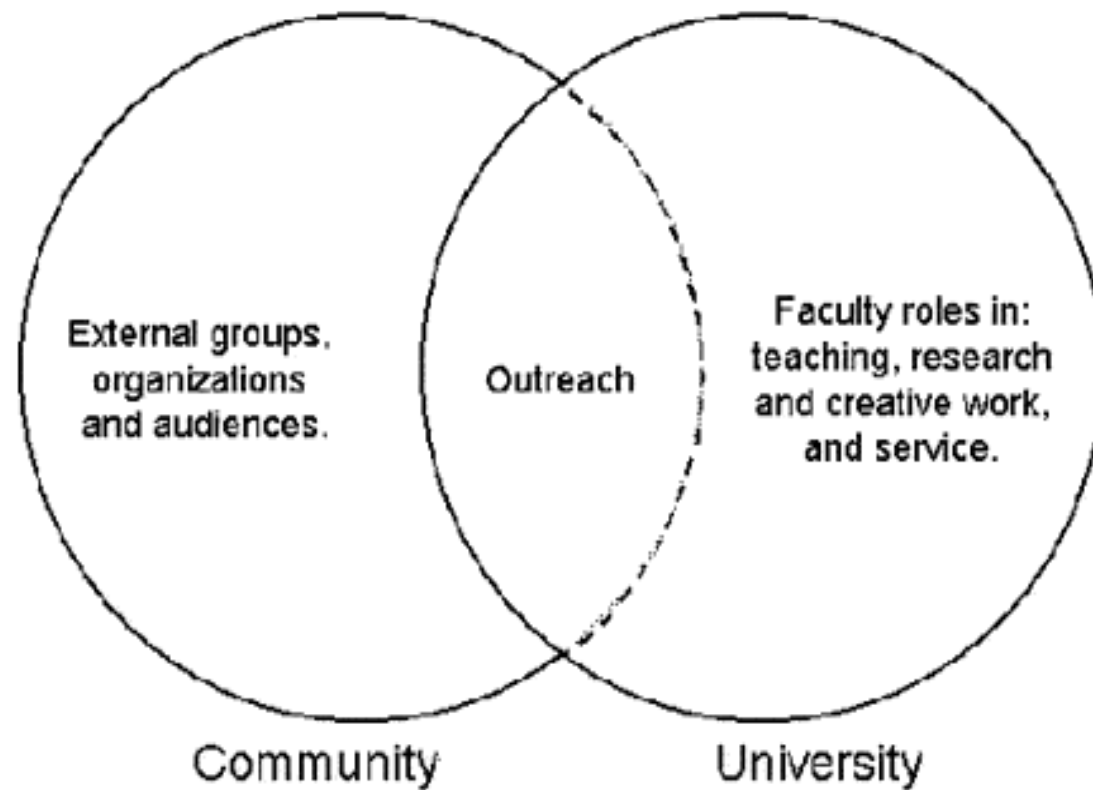


Meaning of “Outreach” at CU

“...various ways in which the University extends its expertise for the direct benefit of Colorado communities and other external audiences. The University’s exceptional resources of knowledge lie in the strengths of its faculty, research institutes, student body and academic programs.”



Outreach Engagement



Institutional Support for Outreach

- **Overview of Service Learning at CU**
- **Service Learning Center**
- **Institute for Ethical and Civic Engagement**
- **Volunteer Clearing House**
- **Princeton “Colleges with a Conscience”**

Teaching, Research and Service

1. Teaching –

- **Credit or non-credit courses on or off-campus, including service learning**
- **Non-credit seminars, workshops, consultation or technical assistance**

~ continued ~

Teaching, Research and Service

2. Research and Creative Work --

Research responding to pressing issues identified by local communities, state, national or international agencies, businesses, citizen groups, schools, hospitals, arts etc.

-- continued --

Teaching, Research and Service

3. Service --

- Testify before the legislature or Congress, serve on state, national or international commissions or advisory groups, or work through professional societies on societal or global problems
- Apply expertise in volunteer situations

Funding for SL and Outreach at CU

- **SLC gives out about \$35,000 per year (10-15 individual grants).**
- **IECE gives out about \$50,000 a year.**
- **Outreach programs give out about \$200,000 a year.**



Humanizing Contracts Overview

- **Put contract law and theory “in action”**
- **Link outreach with academic inquiry**
- **Readings on contract theory and policy**
- **Work with Habitat for Humanity**

Logistics of the Course

Year-long academic seminar meets once a week

- Readings explore contract law, policy and theory
- Focus questions direct discussions
- Reflection papers enhance analysis and preparation

Work with Habitat throughout the year

- Guest speakers combined with housing policy readings
- Homeowners contract and consumer protection seminar
- Volunteering at Habitat build sites and thrift store

Grading

- **Class Participation (25%)**
- **Habitat Presentation and Program Materials (25%)**
- **Academic Seminar Paper (40%)**
- **Reflection Papers (10%)**

Key Components

- 1. Set Goals + “Check up” throughout the year**
- 2. Focus academic readings and outreach:**
 - **Contract law and theory affecting “fairness”**
 - **Affordable housing issues**
 - **Relate to contemporary issues (e.g., Katrina)**

~ continued ~

Key Components -- *continued*

3. Team approach:

- **Students choose presentation and paper topics**
- **Class shares duties for Habitat seminar**
- **Teacher retains ultimate responsibility**

4. Continual interaction and reflection:

- **Outreach followed by “post-mortem” discussions**
- **Flexible assignments that capture momentum**
- **Impromptu reflection papers (i.e., famous persons’ likely contract philosophies)**

Class Goals 2004 - 2006

- **“Understand better the role & utility of contract as a means of ordering human interaction”**
- **“Obtain more practical experience with the law”**
- **“Gain a fuller, more complete understanding of purpose and function of doctrines in contract law (in other words, gain a less purely academic perspective)”**
- **“Develop an educational seminar that is helpful to our audience in their everyday lives – I hope we can teach them things that will actually make a positive difference in their lives”**

■

Class Goals 2004 – 2006 -- *continued*

- **“Just one goal – to learn how to make law school good for the world: good for me!”**
- **“My goal for the class is to expand my understanding of contracts and do something (i.e., Habitat for Humanity) that helps society – public interest”**
- **“Understand contracts better, provide service to those who need it”**

Class Goals 2004 – 2006 -- *continued*

- **“To learn how to apply a more human concept to my study and practice of the law”**
- **“To get a broader philosophical and economical understanding of how the law works and how the law is/should be applied in human situations”**
- **“To learn how to break down and convey information regarding contracts to average people – people that don’t understand contract law”**

Evolution of Goals?

- ◆ **Continually connect theory with practice and “humanize” legal theory**
- ◆ **Increase outreach work with Habitat**
- ◆ **Inject class discussion with more “real life” examples and applications**

Lessons Learned

- ❖ **Use students as “Guinea pig” readers for assignments**
- ❖ **Choose formidable community partners**
- ❖ **Assign papers/tasks early -- and check-up**
- ❖ **Hold paper meetings and exchanges**
- ❖ **Increase presentation practices and workshops**
- ❖ **Remain flexible and be prepared for “glitches”**
- ❖ **Make sure to have fun!**

Virtues

- ❖ **Civic responsibility and incentive for volunteerism**
- ❖ **Deeper understandings of subject matter**
- ❖ **Extensive writing on practical and academic levels**
- ❖ **Presentation skills on practical and academic levels**
- ❖ **Continual feedback and revision**
- ❖ **Genuine “stake” in class and outreach project**
- ❖ **Professional and personal growth**

Energize Engagement!

- ✓ **Entrepreneurial spirit and creativity**
- ✓ **Enhanced academic agendas**
- ✓ **Exciting opportunities for change**
- ✓ **Eager hands for helping the community**