The goal of this guide—written by students, for students—is to answer questions and equip students with the information needed to be successful in their service-learning work.
Welcome to service-learning at Duquesne University! Established in 2004, the service-learning program is now a requirement of the core curriculum. Each year, students generally ask the same questions:

- What is service-learning?
- Why are we doing service-learning?
- How do we do service-learning?

This guide was collaboratively created by a team of undergraduate and graduate students in the summer of 2010. It was written by students who have experienced service-learning and who are leaders within Duquesne’s service-learning program. It was written by students, for students. Special thanks to Dana Cerminaro, Jackie Fox, Jessica Mann, and Martin Sagendorf, Kate Adams, Amy Gross, Jessica Rabuck, Daniel Fonner, Joe Copenhaver, Chris Molinari, Dustin Cramer, Kari Mizikowski, Emily Sopezynski, Sonni Gardiner, Katherine Flaherty, Brianna McClintock, Miranda Gruber, and Alex Besecker.

Enjoy, and please let us know if you have questions or information that you would like to contribute.

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MUST-KNOWS ABOUT
SERVICE-LEARNING

Duquesne defines service-learning as “a methodology that combines academic instruction, meaningful service, and critical reflective thinking to promote student learning and civic responsibility.” It’s different from volunteerism, internships, or consulting work.

Community agencies that partner with Duquesne University want to know that the students they work with in service-learning are well-prepared and understand their role in the community. The points below will provide you with the most important information you should know when participating in service-learning.

• As students, we need to enter into the community as listeners that respect the direction and guidance given by our community hosts. Service-learning isn’t about student-experts giving away free labor. Rather, it’s a learning partnership in which we learn from community hosts and collaborate with them on service projects.

• It is beneficial to define and re-define your personal idea of service throughout your experience, as this will provide you a deeper understanding of your work.

• Your faculty member should serve as your primary contact for any questions or concerns. In addition, the Office of Service-Learning can assist you with needs such as site identification, documentation and a handy contact wallet card.

• Campus and community culture, while similar in some instances, needs to be considered when working with community partners in terms of communication, schedules, use of technology, and priorities.

• When serving in the community, appropriate dress and professional communication skills are important. For example, it is unacceptable to drop by an agency without first making an appointment. Remember you are an ambassador of Duquesne.

• Managing your expectations, including understanding conflicting emotions and the need for flexibility, will be required before, during, and after your service experience.

• Safety is extremely important when working in any community. Be sure to educate yourself about transportation options, the community you are serving in, and safety precautions.

• It is beneficial to have an understanding of the history of the community where you serve, as this will provide a framework through which you can interpret your experience and interact with community members.

• Reflection is one of the defining characteristics that sets service-learning apart from other experiential learning. While you will be completing course-specific reflection, it is helpful to spend additional time considering your service experience.

• Because service-learning takes you outside the walls of Duquesne classrooms and into the community, it is beneficial to plan ahead so that you are able to complete your obligations both on and off campus.
UNDERSTANDING SERVICE-LEARNING

Duquesne defines service-learning as a teaching methodology that combines three key concepts to enhance student learning and social responsibility:

- Academic instruction
- Meaningful service
- Critical reflective thinking

In other words, service-learning is an approach that unifies what you learn in the classroom with the service you are doing in the community. Through meaningful reflection, you can solidify the concepts taught in the classroom and develop a sense of responsibility in the community.

The diagram shows the difference between service-learning and other types of community work. The difference between service-learning and an internship, volunteerism, or field research is that it balances the needs of the student with the needs of the community and the needs of academic learning.

Adapted from Santilli & Falbo, 2001
The Purpose of Service-Learning

The University seeks to partner with others in a way that serves the under-served and allows us to live out the principles of Catholic Social Thought. The Office of Service-Learning works with communities to address issues that affect quality of life for the world’s people, animals, or the environment.

In addition to fulfilling course requirements you may also find that your service-learning experience fulfills deeper needs for you, such as becoming a better citizen and student of the community. Whatever your driving purpose is, service-learning will help you to achieve better knowledge of course concepts, practice meaningful service, and accomplish critical reflective thinking, all the while helping you to fulfill your civic responsibilities.

Types of Service

Students in service-learning classes get involved with community organizations in one of two ways:

- Ongoing, direct service: students provide regular service for a set number of hours over the course of a semester such as tutoring children, providing companionship to residents of assisted-care living facilities, or participating in community clean-ups.
- Project based work: students perform a task that has a clear product, start, and end dates such as designing a web page or conducting a community survey.

What does “UCSL” Mean?

Service-learning classes carry a designation in Banner--“UCSL”--which stands for University Core Service-Learning. This designation means that the class fits the University’s definition of service-learning. UCSL courses have several very important characteristics:

- Service activities are clearly linked to what you learn. Service is one of the means you will use to meet your learning objectives.

- The service you provide is decided by the community agency with which you work. The university, instructor, or students do not decide for the community partner what will be done, but work with them to decide how to best use students’ talents and knowledge to meet a community identified need.

- The partnership with the agency is reciprocal. You get out of the relationship as much as you give. There is much to learn from the service experience and from the people with whom you work.

- You will reflect on the experience. Reflection assignments will help you clarify how the experience reinforces course concepts, grow as a citizen, and relate the experience and concepts to issues of social justice. You will reflect before, during, and after the experience.
Duquesne Service-Learning Examples

As with all learning, it is valuable to have examples through which a learner can gain a deeper and a better understanding of your focus. The following examples are adapted from the Duquesne Service-Learning Profiles Project.

Psychology and the Environment

**Who:** Genna Opalacz and her classmates  
**Field of Study:** Psychology  
**Where:** Mount Washington Community Development Corporation (CDC)  
**What:** Interview senior citizens who grew up on Mount Washington during the 1930s through the 1950s to learn about environmental change over the years. The students created an archive of the interviews so that these first-hand accounts could be given back to the interviewees and saved for the future.  
**Why:** To see how the environment had an impact on people, including how important green spaces are and what they do for people.  
**The Impact:** “Through service-learning you find that you don’t know how you can help and when you do know, you can pass it on and get other people involved and then you can see that you can make a difference.”

Cleanups, Interviews and Hope

**Who:** Russel Teagarden  
**Field of Study:** Psychology  
**Where:** Mount Washington Community Development Corporation (CDC), Grandview Park  
**What:** Two cleanups of Grandview Park and conducted interviews with senior citizens.  
**Why:** Remove waste to beautify the park and interview the senior citizens to gain an understanding for the environmental changes in Mount Washington over their lives.  
**The Impact:** “Service-learning reminds you that, in a world as discouraging as ours can be, one person can actually make a difference, whether it’s big or small.”

New Perceptions through Shared Passion

**Who:** Alicia Voll  
**Field of Study:** Pharmacy  
**Where:** Homestead High School  
**What:** Give a presentation to 30 high school students.  
**Why:** To inform the students about careers as pharmacy technicians.  
**The Impact:** “Working in a community pharmacy, you see so many different kinds of people; service-learning took away many of my pre-judgments … wherever I work, I definitely want to make an impact on every different kind of person that I can—service-learning helped me see that.”

Bright Smiles and Eyes

**Who:** Leanne Williams  
**Field of Study:** Pharmacy, in her fourth year.  
**Where:** Murray Elementary School, South Side.  
**What:** Give a presentation on the food pyramid.  
**Why:** Inform children of the importance of healthy teeth and eyes.  
**The Impact:** “There’s no class that teaches you how to interact with people—it’s nice to know that we have the opportunity to do something with other people besides our classmates.”

Publicizing through Social Media

**Who:** Michael Dern  
**Field of Study:** Corporate communications  
**Where:** FUSION, an after-school program located in the Hazelwood Neighborhood.  
**What:** Mike’s class created Facebook and Twitter pages, created and posted fliers throughout the Hazelwood area, and developed a business pamphlet for the organization. His class also thought up the idea to sponsor a neighborhood cookout and even got a news article published in the Hazelwood Homepage promoting the program.  
**Why:** To publicize the program and create business pamphlets that the group could use to generate funds.  
**The Impact:** “I learned how to be a better individual and what it means to give back to the community.”

Service Outside and Beyond the Classroom

**Who:** Jared Romeo  
**Field of Study:** Pre-Med/Chemistry Student  
**Where:** Wingfield Pines, a nature site located in the southwestern corner of Allegheny County  
**What:** Jared assisted the site’s biology teams with collecting data and cleaning up the area.  
**Why:** The goal of the project is to improve a poor ecological site and turn it into a community park with fishing ponds and hiking trails.  
**The Impact:** “The best thing was seeing the park before and after. When we started working, I couldn’t imagine it looking good.” He continues to volunteer once a month on the project because he wants to see the final results.
GETTING READY FOR SERVICE-LEARNING

Campus Culture vs. Community Culture

It is important to understand that campus and community cultures are quite different and, as a student involved in service-learning, you must be patient and professional. Most importantly, always remember that the culture you live and thrive in is much different from the culture of both your community partner and the people you are serving.

Peter Chace, a community partner with the Center of Life and Crossroads Christian Fellowship, suggests the following tips for interacting with your community partner:

• Communicate effectively! Know what method of communication your community partner prefers (work phone, cell phone, e-mail, etc).
• Think ahead! Anticipate your needs and prepare questions in advance to ask your community partner.
• Listen! Don’t be afraid to get off subject every once in a while to listen to stories from the community.
• Be flexible! Remember that communities don’t operate on semester timelines and projects in the community often experience delays and unexpected turns.
• Be respectful! Remember that you are interacting with real people in their communities and that you carry the name and reputation of Duquesne University with you.

Tips for Success with Blending Campus and Community Cultures

1. Think of your service work like a job:
   • Avoid using your cell phone, inappropriate language, or inappropriate dress.
   • Try not to be late. If you will be arriving late, call to let your community contact know.
   • If you will be absent, give as much notice as possible (usually a few days to a week). Try to reschedule. It’s important not to cancel at the last minute.
   • Make sure to say goodbye and thank your host before you leave for the day.

2. Be patient while on site. Your community host might be called away for a few minutes to handle a work situation.

3. Think of yourself as a guest in someone else’s community (just like being a guest in someone’s home). It’s important to be polite, listen, and show gratitude to people who work with you.

4. Generally, make your initial contact via a phone call. Then, make sure to ask how your community host prefers to be contacted (phone or email) in the future. Not every staff person uses email regularly.

5. When leaving messages at community organizations, it’s reasonable to expect a return call or email within 3 business days. Don’t worry if they don’t get back to you right away.

6. When discussing service work, be prepared to share information about your class schedule, work schedule, and semester breaks. Most agency staff don’t know when our semester ends, when our breaks happen, and when our midterm and final exams happen.

7. When calling a community contact:
   • Know the name and title of the person you are calling. Often, you will be calling a general reception number and will need to be specific.
   • Leave detailed phone messages:
     o the name of the person for whom you’re leaving the message
     o who you are, why you are calling
     o the number or email address at which you can be reached
     o and the best times to reach you within their normal business hours – 9 a.m. to 5 p.m.)
8. When emailing a community contact (remember, some agency staff don’t use email regularly):
   - Be professional. Introduce yourself, the purpose for your email, and your question.
   - Make sure to use a descriptive subject line so your message doesn’t get filtered out by spam detectors.
   - Provide your complete contact information.
   - Consider developing a signature for your email. For example:
     o Joe Smith
     o Junior, Communications
     o Duquesne University, Class of 2015
     o 412-XXX-XXXX, smith@duq.edu

9. When visiting a community contact:
   - Call ahead to schedule meetings with agency staff and support offices on campus. Don’t stop by if you aren’t expected.
   - Prior to going, ask about which entrance to use, where to park, and whether you should first stop at a reception desk.

10. Enjoy your time with your community host. Service can often lead to employment references, internships, and networking opportunities.

**Flexibility in Service-Learning**
Before you visit your site the first time and throughout your service-learning experience, it is important to remember that service-learning is dynamic and flexible. Students who are most successful with service-learning avoid being rigid. This style of learning is not like reading a text book or listening to a lecture because not everything goes to plan. No two days are the same, which is invigorating and rewarding. The more willing you are to “go with the flow” or adjust to changes (in what you’re asked to do, in when you can be there) the more successful and enjoyable service-learning will be!

*Keep this philosophy in mind while participating in your service-learning: “Be open to everything and attached to nothing.”*

**PLANNING YOUR EXPERIENCE**

**Your First Day on Site**
Arriving on your first day working with your community partner can be an exciting and nerve-racking experience. It’s important to remember that you have many support systems in place to help structure not only your experience the first day, but throughout your service-learning experience. Keep in mind the following thoughts and suggestions before arriving to work with your community partner:

- Your professor has planned out your service-learning course through their partnership with the community agency before you begin the experience. Through this partnership, your professor has collaboratively defined the work you are expected to accomplish with your community partner. Take time to understand your professor’s expectations before arriving your first day on site through class discussions or one on one conversations with your professor.

- Even though your professor has discussed your work with the community partner in advance, it is important to remember that community partners often host different groups of Duquesne students through different service-learning courses. When you meet with your community partner for the first time, have another conversation about their expectations for working with you. Be sure to identify which service-learning class you are taking and to review what you’ve been told you would do at this site by your professor. Additionally, discuss logistics such as what hours the community partner is available for you to work and what hours the community partner expects you to be there. These conversations will help you understand how to meet the course requirements and serve the community partner’s need, while setting clear parameters of your experience.

- You are an equal partner in making sure your service-learning experience starts off on the right foot! Read a little bit online about the community agency and information about the
community in which it is located before you arrive for the first day. This can help you form other questions you might have about your experience with this agency. If you take the opportunity to establish how you will communicate with your community partner your first day on site, you will begin creating a strong relationship with your community partner that will set a positive tone for the rest of your experience

Questions to Ask...

Your faculty member:

What is the time commitment associated with the service-learning component of this course?
By what date do we need to begin our service work?
How do we share concerns or questions with you about our service-learning work?
What are our transportation options to the service-site?
How will our reflective assignments be evaluated?

Your community host:

What type of training or orientation is required?
What materials should be brought to the site?
What clothing needs to be worn at the site?
How do you prefer to be contacted?
What is your complete contact information?
Is there a specific place where I should park at the site?
Is there a specific entrance I should use when entering the site?

Scripts for Contacting Agency Personnel

If you need to contact your agency partner to set-up your participation schedule, these scripts may be helpful to you.

Phone:
Hello. My name is ______ and I am a student in Dr. ______’s service-learning course. I am calling to get some information regarding the service-learning project with your agency. I was wondering if you had time to discuss the project with me. You can reach me on my cell-phone at 555.555.5555 from ____ a.m. to ____ p.m., or email me at whoever@duq.edu. I look forward to hearing from you soon. Thanks!

Email:
To: whoever@gmail.com
From: whoever@duq.edu
Subject: Service-learning Project for Dr. ______’s Course

Dear Ms. /Mr. _____,
My name is ________ and I am a student in Dr. _____’s service-learning course at Duquesne University. I am writing to you in regards to the upcoming service opportunity at your agency on (Month/Day)__. I am curious as to what materials I should bring with me on the day of the event. If you could provide me with any information, I would greatly appreciate it.

Thank you,

Name
Duquesne University
whoever@duq.edu
555.555.5555
Planning Your Time

The amount of time you spend in service—whether you have committed to ongoing service or project-based work—varies by the class and can be anywhere from 10-30 hours over the length of a semester. The guide below may help you plan your time. Your faculty member and community host may have more specific expectations.

<table>
<thead>
<tr>
<th>Week</th>
<th>Ongoing, direct service</th>
<th>Project-based work</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Week</td>
<td>You should be in contact with your community host and be planning to visit the site if you haven’t already.</td>
<td></td>
</tr>
<tr>
<td>4th Week</td>
<td>You should have a schedule of when you will do your service. Make sure to plan for semester breaks and holidays.</td>
<td>You should have a specific, actionable plan for your project. Make sure to plan for semester breaks and holidays.</td>
</tr>
<tr>
<td>5th Week</td>
<td>If you haven’t yet begun your service (by early October or mid February), this may be problematic unless your faculty member and community host have a specific plan for you.</td>
<td></td>
</tr>
<tr>
<td>7th Week</td>
<td>Remember University midterms occur around this time. Schedule service accordingly.</td>
<td></td>
</tr>
<tr>
<td>8th Week</td>
<td>The semester is half-way over. Your service should be well underway.</td>
<td></td>
</tr>
<tr>
<td>12th Week</td>
<td>There are only 2 weeks left for service. You should be planning for completion.</td>
<td>There are only 2 weeks left for service. Make sure you know the format for your finished project and any events at which you will present your project-based work.</td>
</tr>
<tr>
<td>14th Week</td>
<td>Last week for service</td>
<td></td>
</tr>
<tr>
<td>15th Week</td>
<td>Course completion.</td>
<td></td>
</tr>
</tbody>
</table>
Your Turn...Timeline Template

You might find this blank schedule helpful as you map out your timeline in a fashion similar to the previous chart. To complete the blank schedule, use your class syllabus or as a group during a class discussion.

<table>
<thead>
<tr>
<th>Tasks to be completed, including</th>
<th>Important Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service hours or Project steps</td>
<td></td>
</tr>
<tr>
<td>Reflection assignments</td>
<td></td>
</tr>
<tr>
<td>Final service-learning papers,</td>
<td></td>
</tr>
<tr>
<td>presentations, or projects</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1st Week</th>
<th>Review syllabus, review wallet card, complete this timeline template</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd Week</td>
<td></td>
</tr>
<tr>
<td>3rd Week</td>
<td></td>
</tr>
<tr>
<td>4th Week</td>
<td></td>
</tr>
<tr>
<td>5th Week</td>
<td></td>
</tr>
<tr>
<td>7th Week</td>
<td></td>
</tr>
<tr>
<td>Somewhere around the 7th week of the semester is Midterms.</td>
<td></td>
</tr>
<tr>
<td>8th Week</td>
<td></td>
</tr>
<tr>
<td>Half-way point</td>
<td></td>
</tr>
<tr>
<td>12th Week</td>
<td></td>
</tr>
<tr>
<td>14th Week</td>
<td></td>
</tr>
<tr>
<td>Usually last week for service-learning if not already completed</td>
<td></td>
</tr>
<tr>
<td>15th Week</td>
<td></td>
</tr>
<tr>
<td>Final Examinations; semester is finished</td>
<td></td>
</tr>
</tbody>
</table>
THINKING ABOUT YOUR EXPERIENCE

Overcoming Obstacles
While service-learning is typically a rich and rewarding experience for those involved, sometimes challenges arise—with the project itself or your own expectations. The following information is meant to make the challenges seem less daunting.

Emotions
When serving in an area which is completely unfamiliar, you may experience culture shock and a wide variety of emotions and reactions such as fear, anxiousness, sadness, guilt, anger, etc. These feelings may become deeper as you establish a relationship with the agency or community—you may feel overwhelmed by the responsibilities which have been given to you and, in turn, may begin to question if you are truly making an impact on the community.

Because of the emotional turmoil these feelings can create if ignored, it is highly important that you reflect upon your experience before, during, and after service to understand and manage your feelings. If you take the time to unpack your role in the experience and reflect upon your service, you will be better equipped to process your emotions and the experience will become much less stressful for you.

Varying Conditions
While you, your professor, and the community agency personnel may have developed an official and precise plan as to how your service-learning project is to unfold, sometimes plans must change—be postponed, cancelled, or completely rerouted. Because of this, it is necessary to remain flexible and open to new situations, rather than becoming fearful of the unknown. Fearing change and refusing to adapt to new situations will only lead to much stress and a lack of enjoyment and fulfillment. Therefore, it is imperative that you remain open to the re-grouping of ideas and plans so that a successful change can be implemented which adequately satisfies the needs of all involved. While the original strategy might not be followed as planned, the ultimate goal of helping a community remains the same—so stay positive and enjoy the experience.

Unmet Expectations
You can surely think of a time when a project or outcome did not meet your expectations. Just as with any other project, regardless of the amount of dedication and enthusiasm you bring, service-learning projects sometimes do not end up as anticipated. Service-learning projects require you to work in unfamiliar territory with people you have never met before—which can sometimes lead to unorganized activity, miscommunication, and the creation of unrealistic expectations.

Perhaps you were unable to accomplish the goal you originally established or were unable to complete your desired amount of hours at the site of your choice. Maybe the community agency was unable to thrive and had to close its doors, or perhaps you’re left feeling like you have not been of service to anyone.

These circumstances, while frustrating, should not leave you disheartened. While unmet expectations can be frustrating, it does not mean that the experience was a failure—there is still something to be learned from the service experience. Therefore, use all service-learning projects, whether completed as planned or differing from expected goals, as tools for growth with the potential to help you learn how to reevaluate how you view success and failure in regards to service.

More information regarding roadblocks to service-learning can be found in:
Questions to Guide Reflection on Your Experience

Beforhand:

- Brainstorm words, feelings, and stereotypes you come up with when you think of the area and the population you will be serving. Don’t censor yourself. Be free and creative.
- What do you hope to gain from this experience?
- What does it mean to provide effective service to a community agency?
- What is responsible service?
- What skills/knowledge do you have to offer?
- Why does the organization you are working for exist? What is the agency’s mission or goal?
- What are some potential obstacles you might face during this experience?
- What are the community’s critical issues that you will be working on?
- Do you have any ethical dilemma about taking on this project?
- What is the ultimate goal of your service-learning project?
- What is one way in which you expect the community you are serving to nourish, nurture, or satisfy you?
- How do you define community?
- What are your expectations of the agency staff you will meet? The clients?
- Finish these sentences: Today I hope...
  I am most anxious about...because
  I expect community members to be...

During:

- Upon arrival, what are the sights, sounds, smells, initial feelings, and impressions that you have? Be descriptive. Don’t analyze, just observe and record.
- What do you think is the most valuable service you can offer at your site?
- What are some of the pressing needs/issues in the community? At the service site?
- What does this service-learning project mean to me?
- What does it feel like to come into and leave my different roles (student, server, etc)?
- What of myself am I sharing with others?
- How are you perceived by the people you are serving?
- Connect course material to your current situation.
- Do you observe any similarities between you and the people you are serving?
- If you were one of the people receiving services, what would you think of yourself?
- What public policies are involved and what are their implications? How can they be improved?
- Do you think these people or situations are unique? Why or why not?
- Is there a difference between what we think is needed and what the recipients of the services think is needed? How do you know?
- What kinds of things/issues are present but unsaid in this experience? How are you paying attention to them?
- What can you infer from people’s body language?
- What brings people to the service site?
After:

- Reflecting on your previous definition of service, how would you alter that definition based on your recent service experience?
- Have you learned anything which will be valuable to your career aspirations?
- How would you describe your experience to your friend?
- What sort of service experience are you interested in for the future?
- How does your service-learning experience relate to the learning objectives of the course?
- How have you been challenged?
- What new skills have you learned since beginning your service?
- Describe what you have learned about yourself as a result of your service.
- How do you see your role with this project? How does that compare with how others may see your role?
- What were your initial expectations? Have these expectations changed? How? Why?
- What about your community involvement has been an eye-opening experience?
- Has your view of the population with whom you have been working changed? How?
- Has the experience affected your worldview? How?
- How did your understanding of the community change as a result of your participation in this service?
- What are the most difficult or satisfying parts of your work? Why?
- Talk about any disappointments or successes of your project. What did you learn from it?
- Complete this sentence: Because of my service-learning, I am....
- How can society be more compassionate/informed/involved regarding this community?
- What can you do with the knowledge you gained from the experience to promote change?
- How have you influenced the agency?
- Imagine if the agency did not exist. Describe the potential consequences for the population which it currently serves, as well as the community as a whole.
Community Profiles

Hill District

The Hill District began as a piece of land owned by William Penn’s grandson and was sold to General Adamsom Tannerhill. Thomas Mellon then bought a piece of farmland in the late 1840s and subdivided the land. This is how the Hill began its identity as a settlement. The district is composed of seven hills and valleys. Initially the lower area was known as Haiti and was populated by runaway slaves. The middle and upper portions, Lacyville and Minersville (known later as Sugartop), were populated by Germans, Scotch-Irish and later eastern Europeans. African-Americans started settling in the Hill District between 1880 and 1910 because they were promised relief from the segregation laws of the south by industry leaders.

The Hill District quickly turned into a diverse and bustling community. Small neighborhood stores lined Wylie and Bedford Avenues as well as Logan Street. The intricate dynamic of the Hill District helped it retain its glow through the Great Depression when it became a national hub for Jazz music. Any given night one could walk past the Crawford Grill, the Hurricane Lounge, the Savoy Ballroom, or the Musicians Club and hear jazz music fill the air. Despite the unique dynamic of the Hill District, by the 1940s a weakening infrastructure became apparent within the community.

In September of 1955, big changes were made. The federal government approved the lower Hill redevelopment plan, which made $17.4 million in loans and grants available. Redevelopment of the Hill displaced 8,000 residents: 35% went to public housing, 31% to private rentals, and 8% to private homes. These relocated families received little compensation. The construction of the Civic Arena aroused feelings of frustration with members of the community because it displaced many businesses located in the lower Hill and also cut off much of the community from downtown Pittsburgh.

The legacy of Jazz and culture that the Hill District once held has been tarnished by years of redevelopment and media. Despite these hardships the members of the community continue to transcend these problems and continue to rebuild the Hill District. There are plans for both retail and residential developments, and plans to restore many of the historical sites located in the Hill District.
Hazelwood

With the signing of the Stanwix treaty in 1758, Native Americans sold a large wooded area south of Pittsburgh for $10,000. Immigrants from Scotland were the first to settle the territory, known as Hazelwood. The Hazelwood area is a hilly, tree-covered area and this made it difficult to develop. In the 1800’s many river captains began to settle the area of Hazelwood because of its close proximity to the Monongahela River. The major employers in Hazelwood were the Jones & Laughlin Steel Corporation and the Baltimore & Ohio Railroad. In 1853, a young gentleman by the name of B.F. Jones (later to become leader of J. & L. Steel Corporation) opened his first steel plant. This plant, built between Bates Street and Greenfield Avenue, brought prosperity to the area’s residents. More people were needed to run the new plants and so many families and immigrants settled in Hazelwood. When these new residents came into the area, Hazelwood saw a shift when the Scottish moved out and Slavs and Hungarians moved in. Today there is still a large Slavic community in the area. The area, however, has always been a melting pot. In the late 1970s, there were a mix of many ethnic background including: Hungarian, Italian, Slovak, Carpatho-Rusin, Polish, Irish and African-American.

In 1962, Hazelwood and Glenwood had 206 businesses in the area including two large supermarkets, one movie theater, three jewelers, one post office, and one bank. Today, the area does not have a single full-service grocery store. Since the 1980’s, many community agencies and partners have begun to revitalize the community and help restore it to the tranquil and beautiful neighborhood it once was.
South Pittsburgh

On the other side of the river is South Pittsburgh. This area is divided into the Flats, the Slopes, and the Hilltop. Hilltop is home to these communities: Allentown, Arlington, Arlington Heights, Beltzhoover, Bon Air, Carrick, Knoxville, Mt. Oliver Borough, Mount Oliver City, and St. Clair.

The Hilltop area was originally home to wealthy farmers and later populated by wealthy managers of the mills because of its close proximity to South Side Flats. In the 1940s and the 1950s, the South Side Flats were considered a “Mill Town” while the Hilltop communities housed mostly stable middle class families.

Since that time, the South Side Flats have seen a Renaissance and the area is now a center for nightlife in Pittsburgh. On the other hand, the Hilltop area has seen a steady decline over the past 20 years in both its business districts and residential areas. This is due to a number of reasons, the first being the closing of the mills in the 1980s. Those who worked for the mills and had the money left the area to move south into the suburbs of Pittsburgh. The other reason for the decline of these communities has been the rapidly aging population of the residents. The homes that once belonged to families are now being turned over as rental properties and many of the homes are being abandoned all together. Crime has become a serious issue and the frustration comes from the fact that the problems are unknown to those who are not members of the community.

Community leaders have begun to come together to create change and make the issues known to surrounding communities and government officials. All stakeholders are working together to focus on the positives and help to revitalize these communities once again.
If the community where your service-learning is taking place is not mentioned in the Community Profiles section, we suggest that you do some research on your community site and the surrounding area.

As one service-learning student stated:

“The community profiles section got me thinking so I Googled my place [East Liberty] and found the same kind of information. That was actually a good experience for me. Searching online can help you find more information about the community of your service-learning site so that you can find the facts you think are relevant.”

Below are some helpful websites that can get you better acquainted with your assigned community:

www.downtownpittsburgh.com
pittsburghcityliving.com/neighborhoodList.php
www.popcitymedia.com
Things to Remember During Service

Safety
Being in an unfamiliar place can be intimidating, however, you can take steps to diminish risks at your service-learning site. Any time you are in an urban area, you need to be smart about decisions you make. Take the time to speak with your professor about the community you will work in, as well as speak with your community partner about what you should know about the community’s characteristics. By educating yourself on the community and using your best judgment, you can have a safe and successful service-learning experience.

Because service-learning requires you to work off-campus in community settings, you will be susceptible to risks that are not typical of traditional classroom learning. To stay safe and decrease risks, follow these guidelines:

• Go to your service site with at least one other classmate.
• Make sure you are clear about what you are expected to do within your service assignment, and do not go beyond that scope of work—this is critical to managing risk while on site.
• Attend an on-site orientation through your community partner. Orientation can also occur in the classroom through discussion with your professor about the community’s characteristics.
• Enroll in a cultural sensitivity training program.
• Familiarize yourself with public transportation routes. Port Authority buses and T lines are a great ways to get to your service-learning site. When using these methods of transportation, make sure you have the phone number of your community site and extra money with you in case you need to take an unexpected bus route or call a cab.
• Never accept rides from strangers.
• Always carry a list of important phone numbers with you, including your community site contact information.
• Attend one of the University’s Public Safety Department BlackBoard Public Safety presentations.
  * RAD training sessions (Rape Aggression Defense)
  * SAFE training sessions (Street Safety)

More information regarding safety procedures can be found in the OSL Risk Guide.

Professionalism
Remember to adhere to the proper dress code established by your community host. In addition, keep in mind the guidelines for professional communication with community agency personnel as well as community members. Remember, you are a representative of Duquesne University, so it is imperative that you make a positive impression on those you come in contact with.

Materials
Check with your instructor or site supervisor in advance to see what materials you will need to successfully participate in your service activity. These materials range from child abuse and criminal background clearances to hammers and paintbrushes. You want to be fully equipped to accomplish whatever task you are assigned—and it is your responsibility to make sure that you are.

Transportation
The most common way for students to commute to service-learning sites is by public transportation. Check the Port Authority’s website, www.portauthority.org, for the necessary instructions on how to successfully use Port Authority busses or the T to get to your service-learning destination.

If you choose to drive your own vehicle to your service site, please keep in mind that Duquesne University is not responsible for any damage done to your vehicle while on site, or any liability you incur when driving others.

Moreover, if you choose to accept rides to your service site from others, make sure that the driver has a valid driver’s license and is covered by a current automobile insurance policy.
Additional Resources

It is important to remember that your faculty member should be your first line of defense for questions about your service-learning experience. However, you can also utilize the following resources while participating in service-learning.

The Office of Service-Learning (OSL)

servicelearning@duq.edu
412.396.5893

The OSL was established to provide support for faculty members, community organizations, and students who are involved in service-learning. You may contact the Office of Service-Learning for an official letter recognizing and documenting the effort you put forth during your time in a service-learning course or for other questions you have.

Department of Public Safety

publicsafety@duq.edu
412.396.6002 to schedule safety awareness sessions
412.396.COPS (2677) for Campus Emergencies

The Department of Public Safety provides the following free training sessions upon requests to Duquesne students or faculty.
- Public Safety presentation on BlackBoard
- Safety Sessions
  - RAD training sessions (Rape Aggression Defense)
  - SAFE training sessions (Street Safety)

Pittsburgh Area Police: 911

Port Authority of Allegheny County (bus and T operator): 412.442.2000
- Customer Service hours:
  - 6 a.m. – 7 p.m. Monday through Friday
  - 8 a.m. – 4:30 p.m. Saturday and Sunday
- Online Trip Planner for Bus and T Lines: www.portauthority.org

Taxi Cab (note, no individual cab company is endorsed, rather this is a courtesy listing)
- Yellow Cab Company: 412.665.8100

Wallet Card
The Office of Service-Learning provides wallet cards for you to keep with you at all times. This card functions as a quick reference to your most important contact numbers and helpful tips and can function as your go-to resource while on site.

BlackBoard Site
Once enrolled in a service-learning course you become part of a service-learning BlackBoard community. This site will keep you updated on different Duquesne University service projects, important dates to remember, and different tools you might need while participating in service-learning—such as this handbook. It is crucial that you become an active member of this BlackBoard community so that you receive helpful information from the Office of Service-Learning as well as be able to access the different toolkits, links, contact information, etc. necessary when participating in service-learning.