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**STOCKTON UNIVERSITY  
ANNUAL REPORT FOR  
2020 INITIATIVES PROJECT**

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<b>PROJECT LEADER(S):</b>	Erin O’Hanlon, Senior Program Coordinator and Dr. Elizabeth Erbaugh, Assistant Professor of Sociology
<b>PROJECT TITLE:</b>	<b><i>MLK Day of Service at Fifteen Years</i></b>
<b>DATE:</b>	August 19, 2019
<b>CC:</b>	

- *The boxes below expand as needed to accommodate your notes. You may also include/submit appendices or attachments, if needed.*
- *Email a copy of this completed form to Jessica Kay, Senior Planning Analyst at: [2020@stockton.edu](mailto:2020@stockton.edu) or [Jessica.Kay@stockton.edu](mailto:Jessica.Kay@stockton.edu).*

**Please provide a summary of the project and your experience.**

The Martin Luther King Day of Service at Fifteen Years is a three-tiered project. A Graduate Research Assistant support Dr. Elizabeth Erbaugh to analyze the data collected from the past five years of assessment of the MLK Day of Service that occurs annually at Stockton University. This data was presented at the American Sociology Association conference in August, 2018. It was also presented at a national conference attended by Erin O’Hanlon and Graduate Research Assistant Alexis Poston, the Civic Learning and Democratic Engagement Conference. Finally, it was presented in July, 2019 to the Stockton University Leadership Council.

The artifacts collected during the assessments and interviews will be showcased in the library gallery from November 1, 2019 to January 31, 2020 in celebration of MLK’s Days 15 years of participation. There will be a reception in early November which will include the distribution of a monograph of essays and interpretations of the artifacts and experiences of Martin Luther King Day throughout the year. There will also be a collection of artifacts and interviews entered in the Stockton University archives after this exhibit.

**Please attach a copy of your original proposal or list your stated objectives and expected outcomes.**

Please see original proposal attached. The grant was funded at \$8,200, and not all of the budget items were completed because they were not funded.

**Please describe the results of your project and compare them to your original expectations. Elaborate on how well your objectives were met and how they might have changed. Note any particular obstacles that may have prevented your achieving full satisfaction on desired outcomes.**

The results of our project were and continue to be very successful into the next year. 2019 was celebrated as the 15<sup>th</sup> year of MLK Day at Stockton University, and the analyzed research was presented at two national conferences and within senior leadership at the University. In 2020 we will be displaying the results of carefully curated exhibit celebrating the many years of MLK Day at Stockton, as well as the data analysis and interviews from the original organizers of the event. There will be a reception to open the exhibit and a monograph published detailing the artifacts and transitions throughout the 15 years. This will occur in time to nurture excitement for the 16<sup>th</sup> year of MLK Day of Service. While we continue to work on the presentation, we are considering a manuscript for a peer-reviewed journal article.

**Please list any follow-up actions (publications, presentation venues, etc.)**

- Exhibit in the library, Nov 1, 2019 to January 31, 2020
- Monograph focusing on the 15 years of MLK Day of Service at Stockton University
- Reception to celebrate the library exhibit

**Are you recommending the continuation of this project? If so:**

- **What are the next action steps you foresee or recommend?**
- **What are the expected budget requirements going forward?**
- **Please identify the program, department, or division you should be working with to secure continuation of funding for your project.**

*[Note: continuation proposals must be approved and incorporated into the appropriate budget process. This report will not constitute a request for permanent funding.]*

This project will continue into January, 2020 and will then be provided to the archives for submission. There are no additional expected budget requirements going forward. The minimal continued funding,

which will consist of printing and hospitality for the reception, will be provided through the Office of Service-Learning.

<b>FINANCES: Based on your proposal, please outline below how the award has been spent.</b>		
	<b>Amount</b>	<b>Notes/Comments</b>
<b>Beginning Budget Balance as of:</b>	<b>\$ 8,200.00</b>	
Salary Expenditures		
• Stipends	\$	
• Full-time staff salaries	\$	
• Full-time faculty salaries	\$	
• TES salaries	\$ 3000.00	Graduate Research Assistant Salary
• Fringe Benefits	\$	
<b>Total Salary and Fringe Expenditures</b>	<b>\$ 3000.00</b>	
Non-Salary Expenditures ( <i>supplies, travel, etc.</i> )		
• Student travel	\$ 118.73	Travel to 2019 CLDE conference
• Junior Faculty travel	\$ 500.00	Travel to American Socio Association (August, 2018)
• Other supplies	\$ 443.70	Paper for monographs to be printed Oct, 2019
• printing	\$ 57.74	flyers
•	\$	
•	\$	
<b>Total Non-Salary Expenditures</b>	<b>\$ 1120.17</b>	
<b>Total Salary + Non-Salary Expenditures</b>	<b>\$ 4120.17</b>	
<b>Ending Budget Balance as of:</b>	<b>\$ 4,079.83</b>	

*If there are remaining expenditures required to complete the project, and your project was approved for multiple fiscal years, please itemize them with expected amounts and timing for payment.*

**IMPORTANT:** *Unused funds reverted to the general 2020 Initiative Fund at the end of the fiscal year 2019, if not approved and encumbered for project costs in the next FY.*

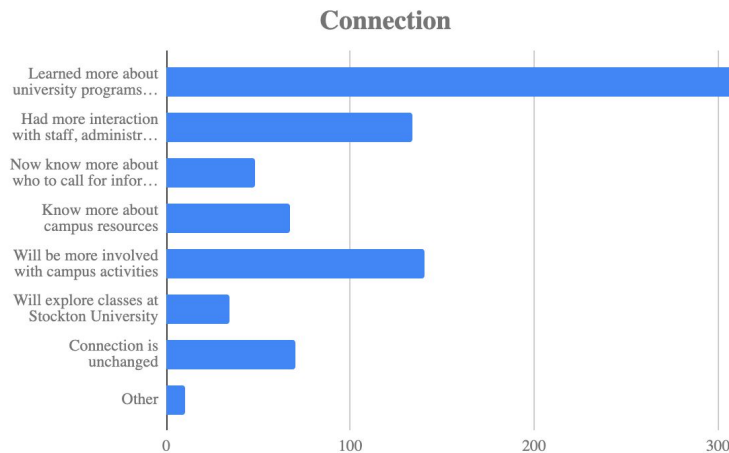
<b>Item</b>	<b>Expected Amount</b>	<b>Expected Timing for Payment</b>
Not applicable		
<b>Total</b>		

# Assessing Community Connections: The Continued Relevance of Days of Service

- Funded by a 2020 Project Award
- Collaborative effort between the Office of Service-Learning and Dr. Elizabeth Erbaugh, Assistant Professor of Sociology
- Follow up on an article in *Journal of Community Engagement and Higher Education*: “Do ‘Days of Service’ Meet Institutional Service-Learning Goals? A Case Study in Assessment of the MLK Day of Service,” by Dr. Erbaugh and Dr. Jess Bonnan-White, Assistant Professor of Criminal Justice
- Presented findings and impact at the Civic Learning and Democratic Engagement Conference (national service-learning conference) in June, 2019
- **Took a look at four key areas:**
  - Learning
  - Service
  - Reflection
  - Connection
- **Study Methodology**
  - Literature review of sparse existing research on assessing days of service and their impact
  - Over 2,000 survey respondents within a 5 year study
  - 10 interviews with subject matter experts
- **Findings:**
  - Students have a stronger connection to the community as a result of the day of service
  - Days of Service act an “introduction” to the community and the concept of civic engagement
  - Over 30% reported participation in multiple days of service over their time at Stockton
  - Over 65% reported that their participation was linked to a club or organization on campus, including Student Senate, a Greek Life organization, or a leadership forum, like Bonner Leaders or EOF
  - On average, 17% who responded were community members
  - Over 135 community partner organizations involved over 5 years, many times with repeat participation from year to year
  - Within 5 year span, participants in MLK Day of Service alone provided approximately 31,500 hours of service to the community, which is the value equivalent of \$801,045, according to [IndependentSector.org](http://IndependentSector.org)
- **Next steps**
  - Retrospective display of 15 years of artifacts and photos in the Bjork Library for Spring, 2020
  - Opening reception for exhibit
  - Monograph forthcoming that will detail the research and highlight the University’s commitment to the MLK Day of Service
  - 3-5 minute video

### Connection with Stockton

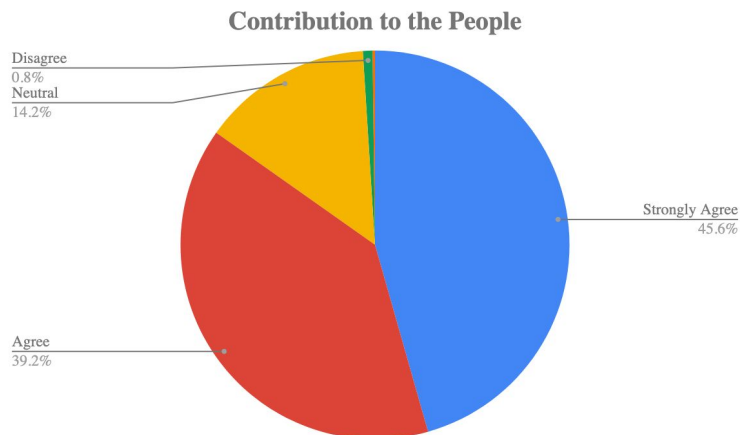
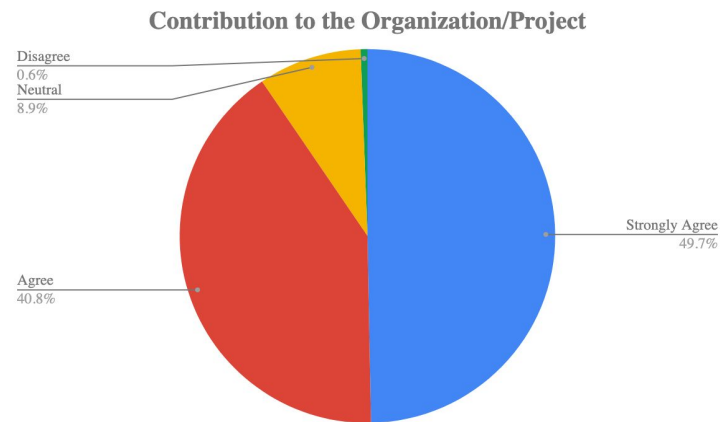
38.58% (316) say they learned more about university programs and services, 16.36% (134) say they had more interaction with staff, administrators, and/or faculty, 5.86% (48) say they now know more about who to call for information and assistance, 8.18% (67) say they know more about campus resources, 17.09% (140) say they will be more involved with campus activities, 4.15% (34) say they will explore classes at Stockton University, 8.55% say their connection to Stockton is unchanged, and 1.22% responded with other.



### Contribution

49.70% strongly agreed that they made a contribution to the organization/project that they worked with, 40.79% agreed, 8.91% were neutral, 0.59% disagreed, and 0% strongly disagreed.

45.60% strongly agreed that they made a contribution to the people they served, 39.20% agreed, 14.20% were neutral, 0.80% disagreed, and 0.20% strongly disagreed.



## MLK Day @ 15 Years and Assessment Proposal

Full Name: Betsy Erbaugh

Email: [erbaughe@stockton.edu](mailto:erbaughe@stockton.edu)

Phone: 609-652-4639

Strategic Theme: Engagement or Sustainability

Project Title: Stockton's MLK Day of Service at 15 Years (2005-2019)

Project Duration: One-year pilot

Expected Start Date: 7/1/2018

Expected End Date: 8/31/2019

### Narrative Summary of Project -- 350 words

- LEGS theme
- What do you wish to accomplish

### Assessment Plan -- 350

#### Outcomes/Expected Results

- Realistic outcomes and assessment measures to be specified
- How will you know when your project is a success
- What is your projects finish line
- Who will you be working with

#### List of Partners and Roles

### Detailed Budget

Budget Item	Timeline	Cost	In Kind Support	Source
Faculty course release for Betsy Erbaugh, PI	Fall, 2019	\$5,800	RPD/Provost	Project 2020 funding
Travel to American Sociological Association Conference, August, 2018, Philadelphia, PA	August, 2018	\$200	SOBL	Project 2020 funding
Student Research	Fall, 2018 and	\$3,000		Project 2020

Assistant @\$10/hour for 10 hours per week for 30 weeks (2 semesters)	Spring, 2019 semesters			funding
Travel to CLDE National Conference	June, 2019	\$2,000		Project 2020 funding
<b>Total</b>		<b>\$11,000</b>		
Faculty Fellow Support	Summer, 2018, Spring, 2019 and Summer, 2019		\$5,800 (x3)	OSL Faculty Fellow
Student travel costs to CLDE National Conference			\$2,000	Request from Provost Student Travel Funds
Printing costs for limited run of reports	June, 2019		\$500	MLK Day of Service Committee
Coffee and Tea for Focus Groups	Fall, 2018		\$200	MLK Day of Service Committee
Reception food expenses	June, 2019		\$1,000	MLK Day of Service Committee
Use of Erin O'Hanlon, Program Coordinator in OSL	July, 2018 -- August, 2019		10% of salary -- approximately \$4,500	OSL
<b>Total</b>			<b>\$14,000</b>	

Item	Description/Designated Project Member	Time Frame	Funding Sources
IRB Application	<ul style="list-style-type: none"> <li>Renewal of existing IRB application and Addendum added with current details</li> </ul>	7/1/18	OSL
Literature Review of Days of Service, assessment approaches and tools	<ul style="list-style-type: none"> <li>Erbaugh, in conjunction with student Research Assistant</li> </ul>	7/15/18	OSL faculty fellow
Finalize Data Analysis of MLK for past four years	<ul style="list-style-type: none"> <li>Erbaugh, in conjunction with student RA</li> </ul>	8/15/18	OSL faculty fellow

Design of qualitative data collection on historical perspectives on MLK Day of Service and its evolution	<ul style="list-style-type: none"> <li>• Erbaugh, in conjunction with student RA</li> </ul>	8/31/18	OSL faculty fellow
Modify survey instrument based on data collected	<ul style="list-style-type: none"> <li>• Erin O'Hanlon</li> </ul>	9/1/18	OSL
Train students in qualitative and quantitative data collection <ul style="list-style-type: none"> <li>• Students complete CITI training</li> <li>• Host training sessions on data collection with service-learning students</li> </ul>	<ul style="list-style-type: none"> <li>• Course Release for Betsy Erbaugh</li> </ul>	9/30/18	Project 2020
Conduct interviews and focus groups with stakeholders -- costs connected to food	<ul style="list-style-type: none"> <li>• SL Student researchers and Erin O'Hanlon, in conjunction with Events Services</li> </ul>	10/2018 - 11/2018	OSL, MLK Committee
Gather artifacts and edit materials	<ul style="list-style-type: none"> <li>• Erbaugh and O'Hanlon</li> </ul>	10/2018 -- 12/2018	Course release and OSL
Implement revised survey instrument at MLK Day of Service 2019	<ul style="list-style-type: none"> <li>• Erbaugh, O'Hanlon and Jess Bonnan-White, co-author of initial IRB application and research</li> </ul>	1/2019	OSL
Analyze final survey data from MLK Day 2019	<ul style="list-style-type: none"> <li>• Erbaugh, O'Hanlon,, Bonnan-White, student RA</li> </ul>	2/2019	OSL and Project 2020 grant
Produce initial draft of report on the history of MLK Day of Service at Stockton	<ul style="list-style-type: none"> <li>• Erbaugh, Bonnan-White, student RA</li> </ul>	3/2019	MLK Committee, Project 2020 grant
Draft report, develop visual representations of summary quantitative data	<ul style="list-style-type: none"> <li>• Erbaugh, O'Hanlon, student RA</li> </ul>	3/2019	OSL and Project 2020 grant
Coordination of Bjork Library Display and Opening Reception	<ul style="list-style-type: none"> <li>• Erbaugh and O'Hanlon, Heather Perez</li> </ul>	6/2019	MLK Committee And Project 2020 grant
Draft and submit paper to national conference (Meetings of Campus Compact, Civic Learning & Democratic Engagement, or potentially both)	<ul style="list-style-type: none"> <li>• Erbaugh</li> </ul>	6/2019	Project 2020 grant
Revise manuscript on the learning impacts	<ul style="list-style-type: none"> <li>• Erbaugh</li> </ul>	7/2019 --	Project 2020



of MLK Day of Service at Stockton, based on five years of data collection, for submission to scholarly journal		8/2019	grant
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# **MLK Day of Service @ 15 Interview Guide**

Adapted from The Smithsonian Folklife and Oral History Interviewing Guide  
© 2016 Smithsonian Institution -- Revised Edition

**STOCKTON** | SERVICE-LEARNING  
UNIVERSITY

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## **Introduction**

This booklet presents some guidelines Smithsonian folklorists have developed over the years for collecting folklife and oral history from family and community members. It features a general guide to conducting an interview, as well as a sample list of questions that may be adapted to your own needs and circumstances. The booklet concludes with a few examples of ways to preserve and present your findings, a selection of further readings, a glossary of key terms, and sample information and release forms.

In every community — in families, neighborhoods, workplaces, and schools — there are people who have knowledge and skills to share — ways of knowing and doing that often come from years of experience and have been preserved and passed down across generations. As active participants in community life, these bearers of tradition are primary sources of culture and history. They are, as folklorist Barbara Kirshenblatt-Gimblett writes, "living links in the historical chain, eyewitnesses to history, shapers of a vital and indigenous way of life. They are unparalleled in the vividness and authenticity they can bring to the study of local history and culture."

Through documenting their memories and stories, the past comes to life in the present, filled with vivid images of people, places, and events. And it is not only the past that we discover: we learn about the living traditions — the foodways, celebrations, customs, music, occupations, and skills — that are a vital part of daily experience. These stories, memories, and traditions are powerful expressions of community life and values. They anchor us in a larger whole, connecting us to the past, grounding us firmly in the present, giving us a sense of identity and roots, belonging and purpose.

In this project, we are seek to document the first 15 years of the Martin Luther King Day of Service at Stockton University. In January, 2019, Stockton will be conducting it's 15th MLK Day of Service, and there are people who are still engaged and present in the community that helped to start the experience. By interviewing these people and asking them to reflect on how MLK Day of Service has improved or changed in their experience, the research team will be able to focus on what is uniquely successful or challenging about the experience.

## **Bearers of Tradition:**

A tradition-bearer can be anyone—young or old— who has knowledge, skills, and experience to share: for example, a third-grader who knows the hand-clapping games shared among schoolchildren on the playground; a family member who knows about the special foods that are always prepared for holiday celebrations; or a neighbor who has lived in your community for many years and can tell you about local history and ways of life.

## **The Interview**

The memories, stories, and traditions of the people you interview grow out of firsthand knowledge and experience. Created and shaped in community life, they are continually being adapted and changed to meet new circumstances and needs. When interviewing Stockton University community members, be sure to seek out not only what they can tell you about the past of MLK Day of Service, but what they can tell you about the experience more recently? How have certain family traditions evolved? What holiday customs are practiced today that weren't a generation ago? What special foodways and rituals are part of community celebrations and why? What skills and abilities

are needed to practice a particular craft or trade? How are these skills learned, mastered, and passed on to younger generations?

Whenever possible, ask the tradition-bearer you are interviewing for stories and anecdotes about the topic you are interested in. Stories are important sources of information for the community researcher — they encapsulate attitudes and beliefs, wisdom and knowledge that lie at the heart of a person's identity and experience.

Remember that the stories and memories you collect are valuable not necessarily because they represent historical facts, but because they embody human truths — a particular way of looking at the world. As Ann Banks writes in *First Person America*, "The way people make sense of their lives, the web of meaning and identity they weave for themselves, has a significance and importance of its own." The stories people tell, and the cultural traditions they preserve, speak volumes about what they value and how they bring meaning to their lives and to the lives of those around them.

Every interview that you do will be unique. We hope the advice and suggestions offered here will help you on your journey of cultural discovery.

## **Getting Started**

What is the goal of your research? What are you curious about? What do you want to find out? Do you want to learn about a special celebration in your community? Document traditional customs in your family? Find out what it was like when your mother was growing up? The best way to begin is to decide on the focus of your interview. This will determine whom you choose to interview and what sorts of questions you ask. Having a clearly defined goal is key to conducting a successful interview.

Once you've determined the focus of your interview, then what? Whom should you interview first? You might want to begin by thinking about yourself and your own interests. What sorts of questions would you like someone to ask you? What kind of responses do you think they would elicit? This will help you prepare for the interview experience. If possible, try to conduct your first interview with someone with whom you feel very comfortable, such as a close relative or a neighbor you know well. Over the course of the interview, you'll probably pick up clues to other sources: "Aunt Judith can really tell some stories about those days," or "You should ask Antonio Martinez — he's the real master."

What if you don't already know someone to interview about the topic you are interested in? The best way to find people is by asking other people. Chances are you know someone who knows just the person you're looking for! Friends, neighbors, relatives, teachers, librarians, folklorists, and local historians can all help point you in the right direction. Local newspapers, community bulletin boards, and senior citizen centers are also good sources of information.

The interview should take place in a relaxed and comfortable atmosphere. The home of the person you are interviewing is usually the best place, but there may also be other settings that would be appropriate, such as your tradition-bearer's workplace, a church hall, or a community center. Productive interviews can sometimes take place at regularly occurring events, such as family dinners, holiday celebrations, and work gatherings. These are often the occasions when stories are told and traditional customs observed.

## **Equipment**

An important first step in conducting an interview is to consider the equipment you will need. Audio recording and note-taking are the most common means of documenting folklife and oral history. In most situations, audio recording is preferable, as it allows you to document your tradition-bearer's stories and experiences completely and accurately, as well as capture the inflections, tone, pauses, and other subtleties of performance.

At first, the people you interview might feel a little uncomfortable with a digital recorder, but after the interview gets going, chances are they'll forget that it is even there! Always keep a pen and paper with you during a recorded interview, so you can note important points or jot down follow-up questions that come to mind while your tradition bearer is speaking.

Portable digital recorders are helpful when conducting interviews because of their compatibility with today's technology. Flash memory recorders are the primary media type and resemble normal SD cards found in digital cameras. They are easy to upload on any computer and provide higher quality recording settings. Other types of digital recording devices include Hard Disc Drive (HDD) Recorders, which offer longer recording time, and Compact Disc (CD) Recorders, which are slightly slower than HDD Recorders and are limited to roughly 90 minutes of recording time. Today, most smartphones also come with easy recording (and photo-video) options, just be sure that your phone is fully charged before heading off for the interview!

Practice using the recorder before your interview, so that you are familiar with how it works. If you are at ease with your equipment, it will help to put your tradition bearer at ease too.

Another important piece of equipment is a camera. It allows you to capture a visual record of the person you are interviewing and is especially valuable if you are documenting a process, such as your grandmother stitching a quilt or making a favorite family recipe. A camera can also be used to take picture of old family photographs and other documentary materials, such as letters, birth records, and scrapbooks.

You should take notes on the subject matter, date, and location of your photographs, so that you can prepare a photo log of the photos you've taken.

You may also want to use a video-recording device to capture a special community event or to visually record a traditional process or a family member recounting his or her life story.

## **Before the Interview**

Get your tradition-bearer's permission for the interview in advance, and schedule a time and place that he or she is comfortable with. Make it clear if you plan to use a recorder (see the above discussion of equipment) and ask permission.

Be certain from the start that your tradition-bearer understands the purpose of the interview, and what will happen to the recordings and/or notes afterwards. Is it a school assignment? Are you planning to write a family history? Organize an exhibition? Publish a newsletter about folklife in your area? Are the materials going to be kept with family scrapbooks? Will they be deposited in a local library, archive, or historical society? Let the person you are interviewing know.

Do your homework. It's always a good idea to conduct some background research about the subject you are interested in at the library, on the Internet, or by visiting a museum or archive. Books, pamphlets, photographs, maps, family documents — any or all of these can help give you information on your subject before you go on an interview. Knowing more can help you ask better questions and yields a richer interview.

Prepare a list of questions ahead of time. Make sure they are clear, concise, and open-ended. Avoid questions that elicit simple yes or no answers and steer away from broad generalities. Questions that begin with “ How ” “ What ” or “ Why ” usually elicit a more complete response than questions that begin with “ Do ” or “ Did. ” For example, “How did you learn your trade? ” or “ What was it like learning your trade? ” instead of “ Did you like learning your trade? ”

Know which questions are key, but don't be tied to your list. The questions are meant simply to help focus and guide the interview.

Structure the interview. Think of the interview as a story with a beginning, middle, and end. Build on your questions and link them together in a logical way.

## **During the Interview**

Take a little time at the beginning to introduce yourself and establish rapport — a feeling of comfort and connectedness — with the person you are interviewing. Discuss the purpose of the interview and describe the nature of your project.

Place the recorder within easy reach so that you can adjust the controls when necessary, and position the microphone so that you can clearly record both your tradition-bearer's voice and your own.

Try to eliminate or minimize any loud background noises, such as the radio or television, that could interfere with the recording. You'd be surprised just how distracting a loud ticking clock or clattering dishes can be!

Always run a test before you begin an interview. Record about a minute of conversation and then play it back to make sure you are recording properly and getting the best possible sound. A good procedure is to state your name, your tradition-bearer's name, and the date, location, and topic of the interview. This serves both to test the equipment and to orally “ label ” the recording. When you are confident that all your equipment is in good working order, you are ready to begin.

Start with a question or a topic that will help put your tradition-bearer at ease. You might want to begin with some basic biographical questions, such as “ Where were you born? ” “ Where did you grow up? ” Or perhaps you could ask about a story you once heard him or her tell about the topic you are interested in. These questions are easy to answer and can help break the ice. Remember to avoid questions that will bring only a yes or no response. And, in order to get as much specific information as possible, be sure to ask follow-up questions: “ Could you explain? ” “ Can you give me an example? ” or “ How did that happen? ”

Show interest and listen carefully to what your tradition bearer is saying. Keep eye contact and encourage him or her with nods and smiles.

Participate in the conversation without dominating it. Try not to interrupt and don't be afraid of silences — give the person you are interviewing time to think and respond. Be alert to what your tradition-bearer wants to talk about and be prepared to detour from your list of questions if he or she takes up a rich subject you hadn't even thought of!

Make use of visual materials whenever possible. Old photographs, family photo albums, scrapbooks, letters, birth certificates, family Bibles, tools, heirlooms, and mementos help stimulate memories and trigger stories.

Don't turn the recorder on and off while the interview is in progress. Not only are you likely to miss important information, but you will give your tradition-bearer the impression that you think

some of what he or she is saying isn't worth recording. Never run the recorder without your tradition-bearer's knowledge.

Make sure the sidebar comment about the "sample written release" stays in a spot that's close to the text about this. With the deletion of the above couple of sentences, things might get thrown out of whack!

Near the end of the interview, take a quick look over your prepared list of questions to see if you've covered everything you wanted to ask.

Be sensitive to the needs of your tradition-bearer. If he or she is getting tired, stop the interview and schedule another session. Between one and two hours is usually just about the right amount of time for an interview.

### **After the Interview**

- Make sure that you get the person you interviewed to sign a written release and that you comply with any restrictions that he or she requests.
- Always ask permission to use the results of the interview in the ways you initially told your tradition-bearer, such as to write a family history or do a school project.
- Don't make promises you can't keep, and respect confidences and privacy.

Label your digital files clearly with the name of the person you interviewed and the date.

Make notes about the interview while it is still fresh in your mind — jot down impressions, observations, important themes, contextual information, ideas for follow-up.

Prepare an audio log (topic-by-topic summary) of the contents of the recordings as soon as possible after the interview. You can use the counter on the recorder to note the location of each new topic. With this log, you will later be able to go back and select portions of the recording to listen to and transcribe (word-for-word translation of the recorded interview). Complete transcriptions are important, but they are also very time-consuming. A good compromise is to do a combination of logging and transcribing: log the general contents of the recording and transcribe, word for word, the parts that you think you might want to quote directly.

Save your files in an organized manner so that they will be easily accessible.

Be sure to send a thank note you to your tradition-bearer and, if possible, include a copy of the recording(s).

### **Some Possible Questions**

Because every individual is unique and every interviewer has his or her own special interests and research goals, there is no single set of questions that will fit every situation. The following are some that might help guide an interview with a relative or community member about family folklore and local traditions. Pick and choose among them to suit your own interests, and change the wording as you see fit. Ultimately, the most useful questions will be those that you develop yourself based on your knowledge of your own family and/or community. Remember not to be tied to a formal list of questions; rather use your questions as guideposts for the interview. Be flexible and have fun!

### **Biographical Questions/Warm up Questions**

- What is your name?
- Where and when were you born?

- Where did you grow up?
- Where have you lived?
- What jobs have you had?
- What do you do for a living now?

**Questions regarding MLK Day of Service:**

- What year did you first participate in MLK Day of Service?
- How many years have you participated in it?
- What was your role?
- What were the goals of MLK Day of Service, as you understood them?
- What was your experience like?
- What motivated you to participate in MLK Day of Service?
- What were the most successful aspects of your experience(s)?
- What were the most challenges aspects of your experience(s)?
- Do you have any memorable moments connected to MLK Days of Service?
- Are there things you would change about/add to MLK Day of Service?
- Do you have any artifacts (t-shirts, flyers, memorabilia) you can share with us from any of the MLK Days of Service?
- Is there anything else you believe is important to know about MLK Day of Service or your experience?



## **Selected Bibliography**

**Allen, Barbara, and William L. Montell.**

*From Memory to History: Using Oral History Sources in Local Historical Research.* Nashville: American Association for State and Local History, 1981.

**Baker, Holly Cutting, Amy Kotkin, and Margaret Yocom.**

*Family Folklore: Interviewing Guide and Questionnaire.* Washington, D.C.: Smithsonian Institution Traveling Exhibition Service, 1975.

**Banks, Ann.**

*First Person America.* New York: Vintage Books, 1980.

**Bartis, Peter.**

*Folklife and Fieldwork: A Layman's Introduction to Field Techniques.* Washington, D.C.: American Folklife Center, Library of Congress, 1979.

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## INTERVIEW RELEASE FORM

<b>Project Name</b>	<b>MLK DOS @ 15</b>	<b>Date</b>	
<b>Interviewer</b>		<b>Time/Place</b>	
<b>Name of Narrator (person being interviewed)</b>		<b>Organization/ Address</b>	
<b>Telephone Number</b>		<b>Date of Birth</b>	

Hello!

You are invited to participate in a study exploring the history of Martin Luther King Day of Service for the past 15 years. In conducting this study, we hope to create a report detailing the evolution of the MLK Day of Service at Stockton University. Your decision to participate in this study is completely voluntary. If you decide to participate, you can expect the following: you will complete an interview or focus group. Your total time to participate in this research will be approximately 45-90 minutes. Participation in this research poses no risk to participants. There is no compensation for this research. Please be aware that any information that is obtained in conjunction with this study and that can be identified with you will remain confidential and will not be disclosed at any time except with your permission. Your decision whether or not to participate will not prejudice your future relations with Stockton University. If you have questions, please do not hesitate to ask. If you have any additional questions after completing the research, please contact the principal investigator, who will be happy to answer any of them. The name of the principal investigator on this project is Dr. Betsy Erbaugh. She can be reached by calling (609) 652-4256 or emailing [erbaughe@stockton.edu](mailto:erbaughe@stockton.edu).

By marking the appropriate box, you are indicating that you have read the information provided above and have decided to participate. You may withdraw at any time without prejudice should you choose to discontinue participation in this study.

- Yes, I would like to participate.
- No, I would not like to participate.

Signature \_\_\_\_\_ Date: \_\_\_\_\_

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