



INOUT

NEGOTIATING THE BOX

strategic innovation plan

center for service learning

university of kansas

fall 2007

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The Relationship of the University to the State

The position of any university carries with it great responsibility to the state and to society in general. Particularly is this true of a state university. It is created by the state. It is maintained in great part by general taxation. It must be, then, in a peculiar manner a servant of the commonwealth and must fulfill all the functions that such a relation requires. It should influence every department of life in the commonwealth, and must therefore keep itself in close touch with the great current of life in the state and out. University men are often strongly tempted to withdraw themselves from contact with the common life of the people; but this temptation must be resisted; for the usefulness of the University and the bearing of its work upon the character of its students will depend in large measure upon whether the work bears the right normal relation to the real problems of life, and whether university teachers see things in their right proportion.

Frank Strong
excerpt from *Inaugural Address as Chancellor of the University of Kansas*
October 17, 1902

**In/Out:
Negotiating the Box**

Part 1: Tools for Negotiating the Box

section 1.0	Mission, Vision, Values
section 2.0	Brand Promise and Voice
section 3.0	Center for Service Learning Legacy
section 4.0	Core Competencies and Organizational Strengths
section 5.0	Audience Benefits of Service Learning by Audience Benefits of the Center for Service Learning by Audience Audience Profiles and Perspectives
section 6.0	Critical Issues and Challenges
section 7.0	The Innovation Strategy
section 8.0	Design Concept and Objectives Type and Color Palette
part 1 appendix	Associative Word List Key Definitions

Man's mind, once stretched by a new idea, never regains its original dimensions.

Oliver Wendell Holmes

Mission

Our mission is to make service learning a priority and core practice at the University of Kansas.

Service learning fosters better understanding of classroom material, is a catalyst for innovative leadership and social responsibility, and can drive positive change in the world.

We will inspire action by creating initiatives that connect, advocate, elevate, and challenge.

connect

To link people, ideas, and resources.

advocate

To promote the interconnectedness of teaching, research, and service.

elevate

To increase the value and relevance of service learning.

challenge

To rethink the role of teacher, learner, classroom, and community.

Mission Definitions

connect

To bring together so as to establish a link
To join together so as to provide access and communication
To join, link, or fasten together; unite
To relate to or be in harmony with another person
To establish communication between

advocate

To speak or write in favor of; support or urge by argument; recommend publicly
A person who speaks or writes in support or defense of a person, cause, etc.
A person who pleads for or in behalf of another; intercessor
One that defends or maintains a cause or proposal
One that supports or promotes the interests of another

elevate

To move to a higher place or position from a lower one; lift up
To increase the amplitude, intensity, or volume
To raise to a higher moral, cultural, or intellectual level
To raise to a higher state, rank, or office; exalt; promote

challenge

To stimulate somebody by making demands on the intellect
A test of one's abilities or resources in a demanding but stimulating undertaking
To take exception to; call in question; to make or issue a challenge
An act or statement of defiance; a call to confrontation
To dare somebody to do something
A call to prove something
A demand for explanation or justification
A call or summons to engage in any contest, as of skill, strength, etc.
Something that by its nature or character serves as a call to contest, special effort

Vision

We envision the University of Kansas fully and deeply committed to learning, discovery, and engagement within the practice of community-based scholarship.

Values

We believe that in order to create an inclusive, productive and peaceful world in which all humans prosper, students need an education that leads them to become engaged, thoughtful, and committed citizens.

We believe in the transformational power of education.

We believe that every student, faculty member, and administrator must be committed to improving their communities and the world at large.

We believe innovation is essential to attaining and sustaining leadership within the university and the service learning community.

We believe we make a difference.

Brand Promise and Voice

catalyst

An agent that provokes or speeds significant change or action.

Somebody or something that makes change happen or brings about an event.

One that precipitates a process or event, especially without being involved in or changed by the consequences.

A substance, usually used in small amounts relative to the reactants, that modifies and increases the rate of a reaction without being consumed in the process.

The action of a catalyst (catalysis).

Of, involving, or acting as a catalyst (catalytic).

Our audience is made up of those who work for profound change at a level that is important to them.

We will partner with faculty who wish to transform their teaching, transform their students' learning, transform their disciplines and departments, and ultimately, transform the academy.

Center for Service Learning Legacy

Organizational Strengths

We are:

Leaders who create value through the power of our ideas, the depth of our commitment, and the authenticity of our character.

Change Agents who are determined to challenge the status quo and make a positive difference for the future.

Disrupters who transform our sense of what is possible and rewrite the rules of competition and performance in the academy.

Social Entrepreneurs who are determined to tackle some of society's deepest challenges by embracing new ideas from business and other alternative sources.

Trendsetters who use powers of persuasion to change what our world looks like.

Core Competencies and Organizational Strengths

The Center for Service Learning has three core competencies: an orientation toward design thinking, entrepreneurship and systems thinking.

[Design Thinking]

Design is both a process of making things (designing) and the result of this process (a design). Design thinking is a way to explore emerging opportunities, solve complex problems, drive innovation, build meaningful experiences, develop relevant brands, and differentiate products and services.

Design thinking is:

abductive, future-focused, and inventive
both creative and critical in nature
dialectical
opportunistic and open to change
inquiring and value-driven
focused on synthesis instead of analysis

Characteristics of designing thinking include the ability to:

recognize relationships, patterns, and opportunities
use emotion, meaning, storytelling, and narratives
think metaphorically
reframe problems to generate meaningful alternatives

Design thinking offers an approach to problem-solving that creates value in often unexpected ways. For the most part, designers follow a methodology that includes defining the problem, generating options through an iterative process, and translating the best options into solutions that generate value. This is a scalable process and is one that is suitable for solving any problem that requires creative thinking.

We don't think of ourselves as designers but people who use design to think through problems.

Bruce Mau

[Entrepreneurial Orientation]

Entrepreneurs have a mind-set that sees the possibilities rather than the problems created by change. This opportunity-based orientation leads entrepreneurs to think in terms of how to get something done, rather than thinking of excuses for why it cannot be done.

The entrepreneur always searches for change, responds to it, and exploits it as an opportunity.

Peter Drucker

Entrepreneurship is the pursuit of opportunity without regard to resources currently controlled.

Howard Stevenson

Entrepreneurs are innovative, opportunity-oriented, resourceful, value-creating change agents.

J. Gregory Dees

[Systems Thinking Orientation]

Systems thinking is the understanding of phenomena within the context of a larger whole. To understand things systematically literally means to put them into a context and to establish the nature of their relationship.

According to the systems view, the essential properties of a living system are properties of the whole, which none of the parts have. They develop from the interactions and relationships among the parts. These properties are compromised or destroyed when the system is dissected into isolated elements.

Systems thinking concentrates not on basic building blocks, but on basic principles or organization. Systems thinking is “contextual,” which is the opposite of analytical thinking. Analysis means taking apart something in order to understand it; systems thinking means putting it into the context of a larger whole.

(adapted from Fritjof Capra, *The Web of Life*)

Audience

Primary Audience:

Faculty

Secondary Audiences:

Students

Community-based organizations

Tertiary Audiences:

Administration

Corporate donors/grant sponsors/alumni donors

Benefits of Service Learning by Audience

[Primary Audience]

Faculty:

Provide a rewarding, transformative teaching tool
Increase student engagement in the subject matter
Allow opportunities for faculty to interact more informally and collaboratively with students
Underscore faculty efforts to teach course content in diverse settings
Integrate theory and practice; provide opportunities for students to apply learning in real-world settings
Propose new opportunities for scholarship, funding, and recognition
Connect faculty knowledge and expertise with the needs of the community
Offer opportunities for faculty to become more engaged in the local community

[Secondary Audience]

Students:

Apply course content to real-life situations and realize the relevance of course material
Advance and clarify personal, academic, and career goals
Gain practical experience valued by employers and graduate schools
Help meet real community needs
Obtain a deeper understanding of complex social issues
Strengthen sense of social responsibility
Reflect on experience to gain meaning
Learn to understand and respect cultural differences and commonalities
Develop positive values
Recognize ability to make a positive change
Exercise knowledge in practical ways

Community-based organizations:

Establish relationships with the university in order to access resources
Develop true partnerships for the good of both the CBO and the university
Share expertise in areas outside those of the usual CBO staff
Promote reciprocity of intellectual resources
Educate students and faculty about their mission
Help secure the existence of an organization through ties to KU

[**Tertiary Audience**]

Administration:

Uphold the mission of public universities to educate students to be active citizens in a democratic society
Increase the relevance of general education and theory-based classes
Ground knowledge in meaningful experience
Yield personal insight, growth, and values clarification
Develop positive image within the community and build upon that support
Recruit students, faculty, and donors

Corporate donors/grant sponsors/alumni donors:

Promote citizenship
Develop positive community image
Invest in sustainable change
Support both education and public service
Educate students in ways that will make them better prepared to enter the working world

Benefits of the Center for Service Learning by Audience

Faculty:

Assist in course development and CBO relationship building
Provide service learning library resources
Act as an entry point and resource for faculty new to service learning
Offer grant support
Advocate for promotion and tenure change
Present professional development in service learning
Allow for informal discussion and conversation from a trusted and established source of information
Give recognition
Partner for research

Students:

Assist with certification
Recognize service learning
Act as a resource for service learning project development
Network students with faculty and community organizations
Provide resources for all available service learning courses
Help in understanding the importance of service learning

Community-based organizations:

Be an entry point into the university and its resources
Make the university accessible
Create reciprocity between the university and the community
Provide professional development

Administration:

Fulfill the mission and goals of the university through service learning
Promote positive publicity and prestige for KU
Provide a positive connection between town and gown
Offer evidence of how KU serves Kansas
Promote interdisciplinary collaboration
Act as a clearinghouse for all service learning information and statistics on campus

Corporate donors/grant sponsors/alumni donors:

Provide statistics related to service learning courses at the university
Demonstrate how students impact the community after graduation
Enhance overall relationship between the community and the university

Audience Profiles and Perspectives

Audience profiles were created by the Center for Service Learning staff. Perspectives are excerpted from *Community-Based Research and Higher Education* by Kerry Strand, Sam Marullo, Nick Cutforth, Randy Stoecker and Patrick Donohue.

[Faculty Perspective]

I want to be an effective teacher, an active researcher, and also contribute to the community on and off campus. At my institution, it is just about impossible to do all three well. Is there a way I can integrate all three—teaching, research, and service—so as to help my career and give me a sense of accomplishment at the same time?

I know active learning is best and that students should be developing a sense of commitment and caring about others—so lots of my students are involved in service learning. I do my best to provide opportunities for reflection and to connect their service with the course material. But, is their community service really giving them the knowledge and skills they need to become effective, committed, active citizens? And how much are they doing to address real community problems?

I went into higher education because I thought I could make some sort of difference. Instead, my research seems to have no value except to my own career and no relevance to anyone other than colleagues in my own discipline who have the same interests that I do. I want my work to be more useful and meaningful than that—to serve some sort of wider public good. But I still haven't figured out how I can make that happen.

[Profile: Faculty with Service Learning Experience]

Chelsea Boxwood is an Associate Professor of Mathematics. She received tenure three years ago. Her husband, Michael, teaches in Physics and Astronomy. They have two boys, Harold, a junior studying mathematics at the University of Chicago, and Claude, a freshman studying economics at KU.

Chelsea began her academic career after teaching in China in the Peace Corps and raising her young children. She finished her Ph.D. at the University of Iowa, where her husband was a faculty member. After Michael discovered that Pluto was not actually a planet, he was offered a distinguished professorship at KU. Chelsea, having just completed her Ph.D., was given a faculty accommodation and given five years to make progress toward tenure.

During the time Chelsea was in Iowa, she volunteered at her local grade school as a math tutor. Chelsea started a math literacy program where high school students tutored grade school students in math. What she discovered is that the high school students who helped tutor were learning advanced math more quickly than their peers and, were getting excellent scholarships to good universities.

When Chelsea came to KU to teach in the Mathematics Department, the associate dean of the department asked her to coordinate a Math Fair for local school children. Chelsea could not find funding for support staff for the program, so she offered extra credit to her trigonometry students who participated in the fair. She asked the students to design activities for ten to twelve-year-olds that would demonstrate basic math concepts.

The fair was a huge success, and the Lawrence School District asked Chelsea to organize an after school math program with No Child Left Behind funding. Chelsea was concerned that a program this large would take away from the time she needed to do research for tenure. As a compromise, she promised that she would ask the students in her classes to volunteer at the school as a project for the class in lieu of half the homework and the midterm exam.

Chelsea discovered that the students who did the volunteer work rather than the homework and mid-term performed better on the final exam. This discovery became the basis of her published work in the University of Michigan Press on the value of tutoring for learning mathematics for non-math majors. This also was the cornerstone of her continuing research and the basis on which she received tenure and a grant from the Texas Instruments Corporate Foundation.

Chelsea did not call this service learning. It was not until the Center for Service Learning asked her department chair to identify faculty who were using community service in their classrooms that she became interested in service learning literature. Chelsea made an appointment with an AmeriCorps*VISTA volunteer at the Center for Service Learning to hear more about how she can work cooperatively with them.

[Profile: Faculty with No Service Learning Experience]

The chair of the Linguistics department has just received word from the Dean of the College of Liberal Arts and Sciences stating that if she wants a new faculty line in her budget next year, she will need to show that her faculty members are offering classes in service learning, research, and global experiences. Departmental research is covered through a grant, and she handles global experience by taking a group of students to Papa New Guinea each year to study language development in a particular indigenous population. Incorporating service learning into the curriculum, however, is puzzling her.

The Linguistics department is small. A part-time secretary doubles as the student advisor for the department. The faculty members desperately need a sixth faculty member in order to offer enough classes for the majors. The chair decides to assign one faculty member each semester to do a service learning class.

The chair brings up the assignment at the faculty meeting and asks for volunteers. No takers. Why? First, no one, including the chair, is sure what service learning entails. Second, it seems like a lot of work, and everyone is too busy.

Next week's faculty meeting has a guest, Andi Witzak from the Center for Service Learning. She talks to the faculty about service learning and how it could work in a linguistics class. Andi is so enthusiastic and compelling that Doris, a newly tenured faculty member, agrees to add a service learning component to her class next semester on the following conditions: one, that she does not have to find a community contact on her own and two, that she has assistance over the summer in designing a modification to her current class, LINGU 506, Survey of Metaphors. Andi agrees and makes an appointment to meet with Doris and the CSL staff the following week.

To celebrate, the Center for Service Learning staff eats two boxes of frozen Whitman Samplers and looks up metaphor in Wikipedia.com. A new convert to service learning is about to be born.

[Student Perspective]

I get so bored sitting in a classroom, taking notes all the time. Why can't professors figure out a way to get us more interested in what they are trying to teach? And what does this stuff have to do with the real world? Why can't we study things that I can really use?

Just volunteering doesn't seem to be enough. I've been tutoring this little boy three days a week. By Friday, I see a change, but by Monday we're back to square one. He's dealing with too many other problems—in his neighborhood, in his school. What can I do that will make a real difference for him, and for others like him?

I really like my major, and I know that what I'm learning will help me get started on a great career. But, I also want to be able to use what I know to make the world somehow better for others. How can I do that with what I am learning here?

[Profile: Students]

Julia has just started her first year as a Jayhawk. Deciding which school to attend was difficult because she is very close to her family and friends at home in the small town of Perth. She ultimately decided on KU because she wanted to study journalism and knew they had a fine program. She also received a scholarship, which helped out financially. Julia was very involved in high school. She played volleyball, ran track, was active in her youth group, and did very well academically. The summer before she headed off for KU, she went on an alternative break with her youth group building homes for victims of Hurricane Katrina. That experience changed the way she looked at the world, and she promised herself that she would make service a priority in her life.

Julia moved into the dorms and started her first semester. Everything was so new and exciting. She was making tons of new friends from all over the country. She got a job with *The Daily Kansan* so she could work on her craft. She joined a writing club that met once a week. But, through all the hustle and bustle, Julia forgot about her promise to keep up her service work. She had just gotten too busy, or at least thought she had, to do service work, too.

Tom grew up in the suburbs of Kansas City. He was born and raised in the Rock Chalk tradition and didn't have to think twice about enrolling at KU. He couldn't wait to move into a house with his three best buddies who were also ready to get their KU careers started. They found a great place to live—a huge white house close to campus with room for all four of them.

Tom didn't know what he wanted to major in so he signed up for five classes in different subjects. He took Math, Chemistry, History, Sociology, and English classes. Tom really liked his Chemistry class. He signed up for more sciences like Biology and Anatomy. In his second year at KU, Tom decided he wanted to go to medical school when he graduated. He kept his head in the books and studied hard because getting into medical school was not going to be easy.

Tom had never really done any community service growing up. It didn't even cross his mind to get involved in service at KU until the beginning of his third year when he took a fall-break trip with friends to Colorado to go hiking. While they were there, they met some other college students from Arizona. He got to talking with one, Josh, who also wanted to go to medical school. Josh had made the decision to be pre-med after a service learning course he took, because he believed it offered a chance to line up his career goals and his passion for service. After the trip and hearing Josh's enthusiasm about service and service learning, Tom was excited about the prospect of service learning, but he wasn't sure how to get involved.

[Community-Based Organization Perspective]

We need help. We are under constant pressure to come up with new sources of money to support our work. That means having lots of hard data—about what grants are out there, what our community needs, how well our programs are working, and what the demand for our services will be down the road. You have lots of people who do research, don't you? Can't you give us a hand?

We're tired of being ignored by policymakers. We have people we are trying to serve, but policies keep changing and we have to keep rethinking what we're doing. They don't even ask us what we think of welfare-to-work! How can we get them to listen?

Where have you been? You've been aloof, distant and not too useful for us. Your university is the largest institution in our community, and a lot of resources go to you. Why don't we see any of it?

Student volunteers are great because Lord knows we need help just getting things done—serving soup, mentoring kids, answering phones, running our after-school program. But, this community has so many problems and needs that just aren't being addressed. How can you help us with those?

[Profile: Community-Based Partner]

For Whitney, every day is an ordeal. She has a thirteen-year-old daughter, Crystal, whom she has to get off to school each morning by 7:30. Since her husband, Bobby, is a Systems Analyst at the Mary Jane World Headquarters fifty miles away in Kansas City and reports to work at 7:30, he doesn't have time to drop Crystal off. So, Whitney's up by 5:30, showering, eating breakfast, reading the paper, watching the news, and wrangling her daughter out the door.

Gliding her Camry through the four-way stops of Pottsville, Whitney drops Crystal off—7:45 at the latest—and makes her way to the office at The Humanist Center (THC), where she serves as the Executive Director. With a full-time staff of two and a part-time receptionist, being the Executive Director at THC means acting as the chief fundraiser, marketing director, budget director, volunteer manager, spokesperson, and part-time receptionist.

Whitney's proud of her work. THC helps the community address some chronic problems, and she is happy to keep THC accessible to even the poorest residents of Pottsville. But it's definitely not an easy job. Wearing multiple hats means that she never stops and constantly has demands on her time, money, heart, patience, and mind. This work wears her down. What she'd like is something to ease the pressure that comes from ignored "clients," undependable volunteers, meddling board members, and inquisitive funders. Secretly, throughout the day, she clicks her weather.com bookmark, and for an almost imperceptible two seconds, she holds her breath and hopes for a snow day. Though wearied, Whitney, also is galvanized. Her passion is her job; it's a luxury for which she knows she's blessed.

She cranks out another day—hashing out any lingering difficulties—and heads to pick up Crystal. Since Crystal had Pep Club practice today, Whitney's late arrival (4:47—she made it in only thirteen minutes) isn't noticed. Crystal emerges from a cluster of giggling teens on the football field. "Sure, Crystal," Whitney says in response to her daughter's request, "can we grab a bucket of the Colonel's Original Recipe for dinner?"

[Administrator Perspective]

Our institution is lagging in graduation rates, and we have to do something about it. We need to find a way to increase enrollment. That means being more innovative in the way we teach and coming up with ways to excite students about new educational options.

Politicians at every level are leaning on us. Every year, the legislature cuts our budget and says our faculty isn't doing anything. They're asking me what our outreach programs are. Even the mayor is asking "What have you done for us lately?"

There is a movement on campuses toward engagement with the community, and we're going to be left behind if we don't join in now. We say we're doing this, but where's the evidence? And what are our students getting from all this service to the community?

[Profile: KU Administrator]

Judith West came to KU thirteen years ago from Iowa State University. After receiving her Ph.D. in choral conducting and not finding a position with a major performing arts center, she took an administrative position at Iowa State in the Department of Fine Arts. She learned computer programming and budgeting, and she excelled at program development. This led to her appointment as Assistant Dean for the Theater and Film Department. Her husband, an English Professor, took a job at KU fifteen years ago. Judith moved to Lawrence. After trying for two years to get a job on campus, she was hired by the College of Liberal Arts and Sciences as the Assistant Dean for Administration and Finance—replacing a beloved employee, Jolene, who retired after 25 years in the position.

During Judith's tenure, she had two daughters who are now entering junior high school. She and her husband divorced ten years ago, and she is raising the girls on her own. Twice, Judith won employee of the month because of her reputation for helpfulness to the department chairs and deans but also because of her conservative fiscal policy. Her financial ingenuity has resulted in major savings for the College and huge pots of discretionary cash for the dean.

This year, KU will be getting a new dean for the college, a new provost, and many new department chairs. Judith has become anxious that the new dean might bring the finance staff member with whom he is currently working. Judith needs to keep this position because she is well-paid, and she doesn't want to relocate her daughters.

Judith is on the Provost's budget review committee to look at spending for tuition enhancement dollars. She must impress him with her conservative fiscal policy, but doesn't know his personal priorities. She will probably take the stance of vetoing any funds for programs that do not generate income themselves or show direct impact on programs that the Chancellor has said he values.

Her personal philosophy, which she does not openly share but informs her work, is her belief that higher education diffuses itself by throwing money at too many diverse programs. Faculty members do not need to be coddled and paid for every little effort they put forth. Administrators don't get paid for extra tasks they take on. Students need to get back to the basics of study and forget all these clubs, health centers, and remedial programs. Judith worked two jobs getting through college and feels like the university gives out too many scholarships to students who drive nice cars and don't have to work.

[Funder Perspective]

We give a lot of money to academics for them to study community problems, but nothing much seems to come of it. How can we ensure that the research we fund makes a real difference in our communities?

Nonprofits and community-based organizations are always coming to us with proposals to support programs that address community problems and challenges. So often they have good ideas and great intentions but too little information: What's been tried before? What works and why? What does the research in this area have to tell us? These groups need to do their homework!

We get lots of requests from professors at the local university who want to study ways to solve various problems in this city. In the meantime, the university has just built a beautiful new stadium, and professors earn a whole lot more money than most of the working people in this town. Why should we give them our money when they are already so rich?

[Profile of Funder: The Global Village Charitable Trust (GVCT)]

The GVCT is a medium size private Trust, started by a Wichita business woman, Hillary King, who made her money in commodities trading. She didn't have children, so before her death she set up a private foundation to give mini-grants of \$10-20,000 to community agencies that

- Foster entrepreneurial youth programs that become self-sustaining in five years
- Keep high school students from dropping out
- Strengthen community ties between universities and social service agencies
- Are located in Kansas

A RFP is issued each spring for proposals that are forward thinking and address the above issues. The selection committee for the review of proposals is the Foundation Board of Directors. A staff member reads the initial 1,000-plus entries and selects 100 to go forward to the Board of Directors.

The Board of Directors is made up of six members:

- Angie, 47 years old, first-term state senator from Wichita, Republican
- Bob, 55, nephew of the founder Hillary King, he did not get any part of her estate but is paid to be the Chair of the Board for the GVCT
- Ralph, 36, director of the United Way of the Plains (serving Wichita)
- Cathy, 53, Vice President of the Andover Bank
- Francis, 57, editor of the Wichita Eagle
- Chris, 44, volunteer coordinator for the Wichita Chamber of Commerce

Ten grants of up to \$20,000 each will be awarded this year. Five grants have to be awarded to the Wichita area, and five others are awarded across the state of Kansas.

[Profile of Funder: Individual Donor]

John Hilton attended KU in the late 1980s. He was a biology major, and since leaving KU, he has worked for a lab in the Kansas City area. When he was in his mid-twenties, he married Kathy Bryant. She is a medical equipment salesperson who graduated from UMKC, also in the late 1980s. They have two children, both of whom are soon entering high school. They are active in the Overland Park United Methodist Church and volunteer their time to work with the church youth group. Recently they went on a mission trip to New Orleans to help with the cleanup and restoration of a Methodist retreat center and camp.

When John was at KU, he participated in an Alternative Break trip to New York to work in a homeless shelter. He would not describe the trip as life changing, but it was a good experience. It was the first time he had ever left Kansas or Missouri.

Both Kathy and John feel that they received an excellent education at their respective schools and have donated a small amount each year to both alma maters when the annual appeal called them. They give to their church and also to political campaigns for moderate Republicans in Johnson County. Their children are both active in school and in their church. The younger is also very gifted in music.

The Center for Service Learning and the Alternative Breaks groups have decided to cooperate on a fundraising effort that will offer scholarships for students who would like to participate in a substantial service learning experience. They have decided to write letters to all the KU alums they could find who participated in the Alternative Breaks Program or were certified in Service Learning.

John receives a letter from the group requesting that he donate to the scholarship fund. He reads over the letter which begins, "Dear Friend." Kathy and John both believe in helping students become good citizens via community service. They have a good income and contribute to many causes that they have had personal contact with over the past fifteen years. They don't throw out the letter; instead, they put it aside for further consideration.

Critical Issues and Challenges

We know that there are critical issues and challenges facing the University of Kansas as we continue to transition into an ever-expanding academic field. An innovative, transformative, and stimulating service learning program will help situate our campus at the forefront of these developments. We must engage students, faculty, community-based organizations, administration, and donors in order to challenge current approaches to education, advocate for the integration of these groups, and increase the value our University provides to the community.

[Critical issues and challenges for the Center for Service Learning]

- Building and sustaining a Center for Service Learning
- Increasing awareness about service learning
- Reducing misunderstandings about service learning
- Promoting service learning as a legitimate and relevant teaching method and mode of scholarship
- Organizing and administrating a cohesive message and program
- Generating resources including money, people, and places
- Instituting a faculty reward system, particularly for promotion and tenure
- Allocation of university time and resources to other centers or programs
- Increasing the time commitment of current staff
- Challenging the perception of service learning and the values of social justice and civic engagement as an “agenda”
- Overcoming a lack of overall visibility
- Developing a brand strategy, visual identity, and marketing material

[Critical issues and challenges as they relate to audience]

Faculty:

- Lack of time to develop and implement service learning in courses
- Time conflict with research and publishing and the view that these are more important than service learning
- Lack of recognition for service learning in tenure and promotion process
- Little recognition from professional associations for service learning work
- Less than optimal support from administration and colleagues
- Limited funding to implement service learning activities
- Lack of motivation to change teaching methodology
- Limited understanding of service learning
- Difficulty connecting service learning to course content or discipline
- Difficulty establishing connections with community-based organizations
- Concern that professional development is not related to service learning
- Disconnection between service learning and research or professional activities

Students:

- Misunderstanding of service learning and assumptions that it is just volunteering
- Lack of time for structured activities outside of class

Concerns about interacting with diverse and unfamiliar populations
Misunderstanding of how service learning can fit with certain majors or career goals
Lack of understanding of the benefits of the certification process
Not enough structure or guidance throughout the certification process
Confusion as to which classes are designated service learning courses
Unaware of courses being service learning, even when they are

Community-based organizations:

Misunderstanding of service learning, how it differs from volunteering, and how it can benefit organizations
Lack of time and personnel to implement service learning activities
Overcoming past, negative experiences with student volunteers
Inability to assess and articulate needs
Need for long-term collaboration for a period longer than just a semester
Perception that the University of Kansas is unapproachable or inaccessible

Administration:

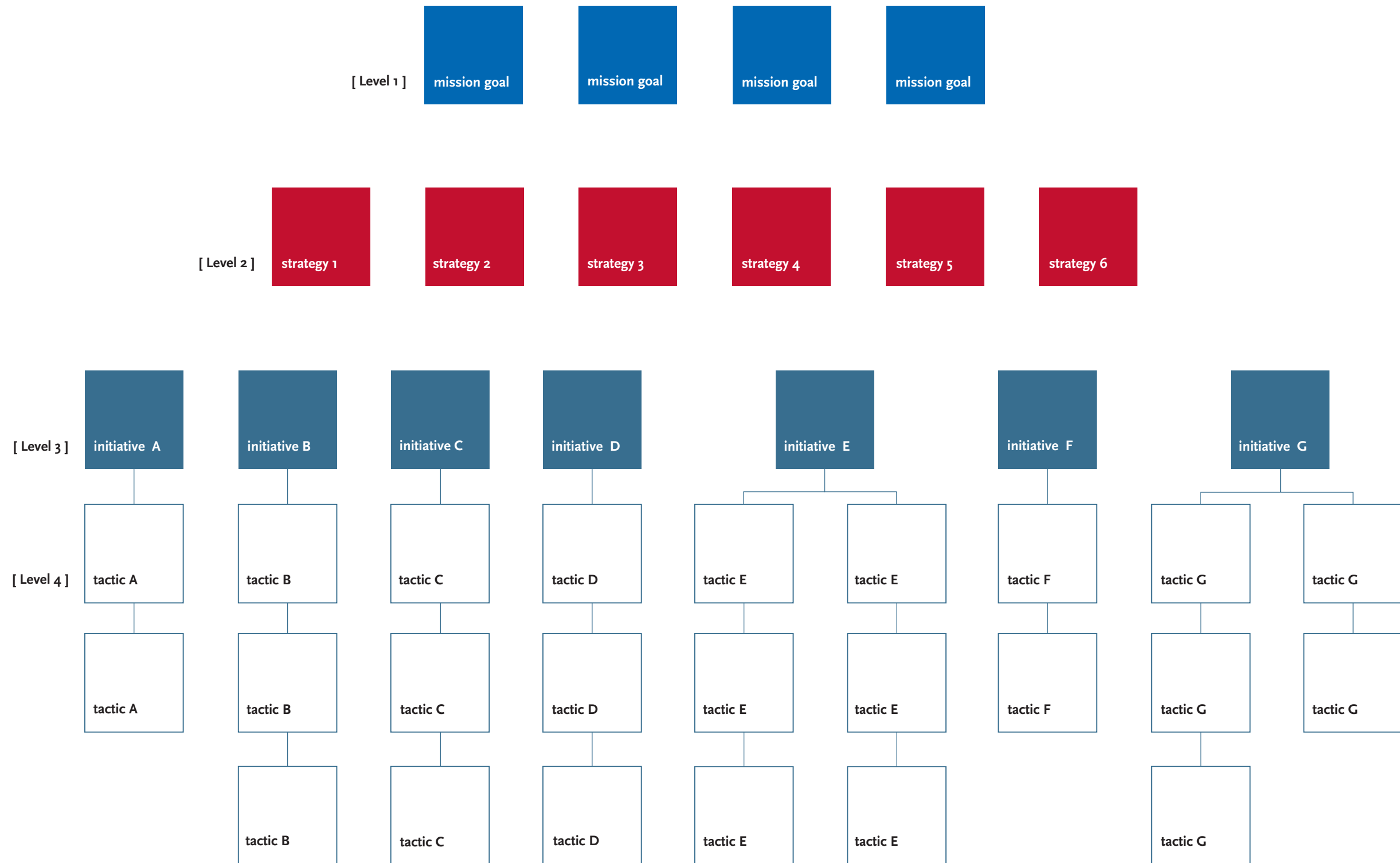
Limited understanding of service learning
Entrenchment in traditional research, teaching, and service categories
Inability to legitimize service learning as a key part of the university's mission
Lack of motivation to change promotion and tenure process to fully incorporate service learning

Corporate donors/granting organizations/alumni donors:

Limited understanding of service learning
Lack of access to interdisciplinary grants for service learning
Lack of familiarity with the Center for Service Learning
Lack of networks to connect those interested in service learning

The following diagram illustrates how the strategy cards should be initially arranged. It is our intent that the cards are a flexible tool.

The Innovation Strategy



The Innovation Strategy

[Level 1: Mission Goals]

Connect:

to link people, ideas, and resources

Advocate:

to promote the interconnectedness of teaching, research, and service

Elevate:

to increase the value and relevance of service learning

Challenge:

to rethink the role of teacher, learner, classroom, and community

[Level 2: Strategies]

Strategy 1:

Position the Center as the expert and advocate of all things service learning.

own the conversation

be the place to exchange ideas and information

Strategy 2:

Position the Center as an innovator and catalyst in service learning initiatives and programming.

provocateur

Strategy 3:

Become the best source of information and tools related to service learning.

give faculty the tools necessary to utilize their knowledge and skills in places other than the classroom or lab

Strategy 4:

Reach beyond the academy to unite in reciprocal and beneficial relationships with CBOs and the business community.

build strategic alliances

Strategy 5:

Build a community of service learning experts (faculty, students, CBOs).

make visible the collaborative service learning work of faculty, students, CBOs by sharing our successes

Strategy 6:

Raise the visibility of the Center.

[Level 3/4: Initiatives and Tactics]

Initiative A:

Campaign of Awareness

communicate the value of service learning
branding, visibility, communication

Tactic A:

Develop CSL brand and design all collateral material.

Effectively manage all touchpoints between the Center and its audiences;
tell our story in a compelling manner.

Initiative B:

A Mind of Our Own

set the agenda
CSL-led initiatives

Tactic B:

Develop a service learning social enterprise.

Develop university-wide criteria for what constitutes a service learning course.

Create a service learning think-tank/research center (KU Research Centers as a model).

Influence policy at the university-level.

- guide development of university policy to support community-based scholarship and service learning
- promote an enlightened P&T policy (one that values teaching, research, and service as complementary and interrelated)

Reconceptualize/refine/reframe the idea of certification and the process for certification.

Initiative C:

Celebrate Excellence

faculty and student recognition
faculty incentives

provide validation and inspiration for individual service learning courses and departmental programs

Tactic C:

Host an awards banquet for faculty, students, and CBOs (in conjunction with CTE).

Celebrate student certification (awards, reflection presentations at year end event).

Develop a Faculty Fellows Program.

Establish annual award for faculty achievement in service learning.

Provide stipends to support new or ongoing projects, conference presentations, and course development grants.

Initiative D:

Promote faculty understanding of service learning.

Promote discussion about service learning in the university and the community.

deep dialogue

Tactic D:

Host a Service Learning Summit/Service Learning Week (involve faculty, students, admin, CBOs).

Develop regional workshops and conferences to share principles of service learning.

Fund faculty travel to attend and present at service learning conferences.

Create forums for discussion and debate for further understanding of service learning (seminars, workshops, symposia).

Meet with every department and school to discuss the pros/cons of service learning.

Establish and maintain a Service Learning Advisory Board.

Initiative E:

Develop tools, information, and support infrastructure.

provide support for those who are engaged and those who wish to be engaged in service learning; eradicate barriers related to time, opportunity, resources, assistance, and training

Tactic E.1:

Document best service learning practices and research (identify faculty exemplars); codify lessons learned and share; identify KU best practices and expertise.

Provide intensive 1-on-1 faculty support; CSL would provide experts in assessment, reflection, course development, and community partnerships.

Create a faculty mentorship program to fit our campus culture.

Develop web-based resources; create guides/tools (both print and online).

Tactic E.2:

Create a listserv that notifies interested faculty about SL conferences, calls for papers, RFPs, etc.

Collect data on service learning outcomes at KU and share the analysis.

Develop protocol to help students find service learning courses (SL designation in the timetable).

Develop database of community contacts and faculty participants (in progress).

Initiative F:

Show Me the Money

partnership with Endowment, cultivate donors, grant seeking

Tactic F:

Work with KU Endowment to make service learning a priority in donor/gift solicitation.

Assist faculty with service learning grant preparation (work with Hall Center and other grant centers).

Initiative G:

Create strategic alliances with external (CBOs/business) and internal (Honors, CCO) audiences based on mission and values compatibility.

Tactic G.1:

Develop a protocol for community entry into KU service opportunities.

Create exchange opportunities between the university and CBOs (or other appropriate external organizations).

Bring reps from CBOs to participate in campus-wide service learning events and discussion.

Tactic G.2:

Develop joint programming and promotion with GAP, Learning Communities, and Undergrad Research Experience.

Work with Career Services and Freshman/Sophomore Advising to position service learning as a career discernment tool.

Design Concept

It takes a lot of courage to release the familiar and seemingly secure, to embrace the new. But there is no real security in what is no longer meaningful. There is more security in the adventurous and exciting, for in movement there is life, and in change there is power.

Alan Cohen

[Transform]

Change something dramatically; to change somebody or something completely, especially improving their appearance or usefulness.

Undergo total change; to change completely for the better.

Convert something to different energy.

To change in condition, nature, or character; convert.

[Catalyst, Stimulus, Motive]

One that precipitates a process or event, especially without being involved in or changed by the consequences.

An agent that provokes or speeds significant change or action.

Somebody or something that makes change happen.

Something that incites to action.

Something causing or regarded as causing a response.

Something that rouses or encourages a person to action or greater effort.

The psychological feature that arouses an organism to actions toward a desired goal; the reason for the action; that which gives purpose and direction to behavior.

Something brought forward.

[Center]

A point of origin, as of influence, ideas or actions.

A source from which something originates.

A point area, person, or thing that is most important or pivotal in relation to an indicated activity, interest, or condition.

A point, pivot, axis around which something rotates or revolves.

A part of an object that is surrounded by the rest; the core.

The source of an influence, action, force, etc.

A point, place, person upon which interest focuses.

To come to a focus; converge; concentrate.

A point of place that is equally distant from the sides or outer boundaries of something; the middle; equally distant from the extremes.

[Interwoven]

To weave together, as threads, strands, branches, or roots.

To intermingle or combine as if by weaving.

To become woven together, interlaced, or intermingled.

The act of interweaving or the state of being interwoven.

Design Objectives

- To suggest positive change through innovative leadership and social responsibility.
- To challenge the viewer to rethink the role of teacher, learner, classroom, and community.
- To suggest “learning, discovery, and engagement” more accurately describes our responsibilities in the 21st century than the classic formulation “research, teaching, and service.”
- To promote the interconnectedness of learning, discovery, and engagement.
- To promote the Center for Service Learning as a leader in the university community.
- To suggest a design that allows the viewer to believe they CAN make a difference in the world.
- To promote the transformational power of education.
- To suggest the potential for the viewer to exceed expectation.
- To express active transformation in a positive light.
- To promote active, committed involvement and a willingness to change for the better.
- To evoke the unusual and cause the viewer to question the ordinary.

Type Palette

ScalaSans

Center for Service Learning University of Kansas

Bold 36pt./38pt.

Center for Service Learning
University of Kansas
Our mission is to make service learning a priority
and core practice at the University of Kansas.
Regular 12pt./16pt.

**Center for Service Learning
University of Kansas
Our mission is to make service learning a priority
and core practice at the University of Kansas.
Bold 12pt./16pt.**

*Center for Service Learning
University of Kansas
Our mission is to make service learning a priority
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Italic 12pt./16pt.*

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Color Palette (Epson Stylus Photo 2000 with Epson Five Star Enhanced Matte Paper)



Colors	Pantone colors	Epson CMYK
KU blue	293	100 91 6 7
Red	187	2 91 79 31
Yellow	109	0 14 100 0
Navy	2767	79 68 12 82
Burgundy	491	17 75 54 66
Brown	476	26 62 65 86
Smoky Blue	5405	32 15 17 55
Greens	5767/7503	25 7 87 42 / 21 13 68 13
Light Blues	552/544	12 1 14 6 / 18 3 8 5
Grays	406/7530	0 3 20 25 / 5 14 36 36
	warm gray 3	0 5 22 20

Color Palette (Phaser 750)



Colors	Pantone colors	Phaser CMYK
KU blue	293	90 81 5 9
Red	187	0 100 84 23
Yellow	109	0 18 100 0
Navy	2767	55 100 29 74
Burgundy	491	8 80 61 57
Brown	476	0 75 73 75
Smoky Blue	5405	38 37 12 43
Greens	5767/7503	15 11 90 42 / 5 22 58 27
Light Blues	552/544	14 3 11 1 / 10 3 6 1
Grays	406/7530	0 9 13 20 / 0 20 25 41
	warm gray 3	0 9 13 23

Associative Word List

academics	choice (2)	development (4)
accountability (3)	citizenship (4)	devotion (3)
acculturation	civility (2)	dialogue
achievement (2)	Clinton	differences (2)
action (2)	closed	difficult (2)
active (2)	coddle	discourse
activism	collaborative (3)	discover (3)
activist	collage	diversity (5)
actualize	collective (2)	duty (3)
administer	commitment (5)	economic
admitting	communal	education
advancement	communion	effect
advocacy (3)	community (4)	effective
affect	compassion (2)	effort
affirmation	competency	embedded
aid (4)	complete	embody
alive	complicated	emerging
alternative	comprehend	emotive (2)
altruism	concern	empathy (3)
analysis	conflict	empower (4)
application	connected (5)	enable
appreciate (2)	conscience	engaged (5)
assist	conscientious (2)	enhancement (2)
assistance	consequence	enlightenment
association	consideration	enrich (3)
aware	constructive (2)	ensemble
awareness	context (3)	entrepreneurial
background	contextual thinking(2)	equipped
balance	continuous (2)	ethical (3)
barriers	contribute (2)	exhausting
belief system	convergence	expanding (2)
beneficial (2)	conversation	experience (3)
benevolent	cooperative (3)	experiential
beyond	courage	exposure
bonding	create (2)	eye-opening
bridge	critical	facilitating
brother/sisterhood (2)	cultivate	faculty
building community	cultural (3)	faith
capitalism	curriculum	family
care	dedication (2)	feelings
centered (2)	deep (2)	flexible
challenge (2)	deliberate (3)	foolish
change (4)	democracy (3)	foresight
charged	dependability	foster
charisma	deprivation	friendship (2)

Associative Word List

fruitful	inspirational (3)	me
fulfilling (2)	instructive	meaning (2)
functional (2)	integral	meaningful (2)
Gandhi	integrated (3)	mission
Giles	integrity (3)	mission-based
give (2)	intellectual	mobile
global	intense	money
gloves	intent	moral (2)
goals	intentional (2)	mothers
grace	interact (2)	motivational
grassroots	interconnected (2)	movement
grey	intercultural	moving
growing (2)	interdependent	multi
hands-on (2)	interdisciplinary	multiculturalism
heart (2)	interesting	mutual (2)
helpful (3)	intersect	mutual interests
Herculean	investment (2)	necessary
holistic (2)	involve (4)	need (4)
home	join	needy
honest	journal	new perspective
honor	joy	noble
hope	judgmental	nonjudgmental
hopeful	justice (4)	nontraditional
humanity (2)	king	obligation (2)
humility	knowledge	observation (2)
hungry	laden	open-minded
ideals	leadership (4)	openness
identity	learning (4)	opportunity
ignite	legitimacy	order
illuminate	liberty	organized
immersion	life-changing (2)	outraged
impact (2)	light	participate (3)
impartial	limitations	partnerships (4)
imperative	link	passion
important (3)	listening (2)	pedagogy
improve (5)	literate	people
inconvenient	local	perseverance
independence	loud	personal
individual	love (2)	personal growth
influence	magic	personality
infrastructure	make sense	perspective
initiative (2)	making	persuasive
innovative (2)	management	planned
inquiry	Mandela	ploy
insightful (2)	marginalized	pluralism

Associative Word List

poetic	road-block	thoughtful (2)
poor	ruby	time
positive (2)	sacrifice	time-consuming
positive change	scary	tiring
possibility	scholarship	tolerance
precipitate	scrupulous	tomorrow
prepare (3)	security	tools
pride	self-evaluation	touch
principled (2)	self-knowledge	touching
pro-active	selfless (3)	transactional
problem-solving	sensible	transform (5)
process (2)	sensitive	transformative (2)
profound	servant	trustworthy
progressive	servant leader	uncomfortable
promise	serve (2)	unconventional
provide	service	understanding (3)
provoking (2)	settling	unglamorous
purple	shared (2)	unique
purposeful (3)	silenced	united
pursue	skills	unseen
quality	slow (2)	uplifting
question (2)	small	ups and downs
real	social change	useful (3)
real-world	social enterprise	valuable (2)
reciprocity (2)	society (2)	values (3)
recognize	solid	vision (3)
reconcile	solidarity	vital
reflective (5)	spark	voice (3)
relate	spiritual (2)	voluntarily
relational	squeaky	volunteer (3)
relationships (2)	stakeholder	walking
relativism	stewardship (2)	web
relevant	strengthen	willingness
reliable	stress	wisdom
republic	structured	work
requirements	student	work (2)
research	studious (2)	worldview
resistance	subjective	worthwhile
resources (3)	substantive (2)	young
respectful (3)	supportive (5)	
respond (2)	sustaining	
responsibility (3)	synergy	
responsive	synthesis	
rewarding (3)	systems thinking	
righteousness	teacher (2)	

Key Definitions

Change

To cause to be different: change the spelling of a word

To give a completely different form or appearance to; transform: changed the yard into a garden

To give and receive reciprocally; interchange: change places

To exchange for or replace with another, usually of the same kind or category: change one's name; a light that changes colors

To lay aside, abandon, or leave for another; switch: change methods; change sides

To transfer from (one conveyance) to another: change planes

To become different or undergo alteration: He changed as he matured

To undergo transformation or transition: The music changed to a slow waltz

To go from one phase to another, as the moon or the seasons

To make an exchange: If you prefer this seat, I'll change with you

To transfer from one conveyance to another: She changed in Chicago on her way to the coast

The act, process, or result of altering or modifying: a change in facial expression

The replacing of one thing for another; substitution: a change of atmosphere; a change of ownership

A transformation or transition from one state, condition, or phase to another: the change of seasons

Citizenship

The status of a citizen with rights and duties; conduct as a citizen

Collaborative

To work together, especially in a joint intellectual effort

Commitment

A pledge to do.

The state of being bound emotionally or intellectually to a course of action or to another person or persons:
a deep commitment to liberal policies; a profound commitment to the family

The trait of sincere and steadfast fixity of purpose

The act of binding yourself (intellectually or emotionally) to a course of action

A message that makes a pledge

Community

A group of people living in the same locality and under the same government

The district or locality in which such a group lives

A group of people having common interests: the scientific community; the international business community

A group viewed as forming a distinct segment of society: the gay community; the community of color

Similarity or identity: a community of interests

Sharing, participation, and fellowship

Society as a whole; the public

Connected

To join or fasten together

To associate or consider as related: no reason to connect the two events

To become joined or united: two streams connecting to form a river
To be scheduled so as to provide continuing service, as between airplanes or buses
To establish a rapport or relationship; relate: The candidate failed to connect with the voters

Development

The act of developing
The state of being developed
A significant event, occurrence, or change
Determination of the best techniques for applying a new device or process to production of goods or services
Elaboration of a theme with rhythmic and harmonic variations

Diversity

The fact or quality of being diverse; difference
A point or respect in which things differ

Empower

To invest with power, especially legal power or official authority
To equip or supply with an ability; enable
Usage Note: Although it is a contemporary buzzword, the word empower is not new, having arisen in the mid-17th century with the legalistic meaning "to invest with authority, authorize." Shortly thereafter it began to be used with an infinitive in a more general way meaning "to enable or permit." Both of these uses survive today but have been overpowered by the word's use in politics and pop psychology. Its modern use originated in the civil rights movement, which sought political empowerment for its followers. The word was then taken up by the women's movement, and its appeal has not flagged. Since people of all political persuasions have a need for a word that makes their constituents feel that they are or are about to become more in control of their destinies, empower has been adopted by conservatives as well as social reformers

Engaged

To obtain or contract for the services of; employ: engage a carpenter
To arrange for the use of; reserve: engage a room
To pledge or promise, especially to marry
To attract and hold the attention of; engross: a hobby that engaged her for hours at a time
To win over or attract: His smile engages everyone he meets
To draw into; involve: engage a shy person in conversation
To require the use of; occupy: Studying engages most of my time
To enter or bring into conflict with: We have engaged the enemy
To interlock or cause to interlock; mesh: engage the automobile's clutch

Improve

To raise to a more desirable or more excellent quality or condition; make better
To increase the productivity or value of (land or property)
To put to good use; use profitably
To make beneficial additions or changes: improve on the translation

Involve

To contain as a part; include

To have as a necessary feature or consequence; entail: was told that the job would involve travel

To engage as a participant; embroil: involved the bystanders in his dispute with the police

To connect closely and often incriminatingly; implicate: evidence that involved the governor in the scandal

To influence or affect: The matter is serious because it involves your reputation

To occupy or engage the interest of: a story that completely involved me for the rest of the evening

To make complex or intricate; complicate

To wrap; envelop: a castle that was involved in mist

Archaic. To wind or coil about

Justice

The quality of being just; fairness

The principle of moral rightness; equity

Conformity to moral rightness in action or attitude; righteousness

The upholding of what is just, especially fair treatment and due reward in accordance with honor, standards, or law

The administration and procedure of law

Conformity to truth, fact, or sound reason: The overcharged customer was angry, and with justice

Do justice to

To treat adequately, fairly, or with full appreciation

Leadership

The position or office of a leader: ascended to the leadership of the party

Capacity or ability to lead: showed strong leadership during her first term in office

A group of leaders: met with the leadership of the nation's top unions

Guidance; direction: The business prospered under the leadership of the new president

Learning

The act, process, or experience of gaining knowledge or skill

Knowledge or skill gained through schooling or study

Psychology. Behavioral modification especially through experience or conditioning

Learn

To gain knowledge, comprehension, or mastery of through experience or study

To fix in the mind or memory; memorize: learned the speech in a few hours

To acquire experience of or an ability or a skill in: learn tolerance; learned how to whistle

To become aware: learned that it was best not to argue

To become informed of; find out

Need

A condition or situation in which something is required or wanted: crops in need of water; a need for affection

Something required or wanted; a requisite

Necessity; obligation

A condition of poverty or misfortune

Partnership

The state of being a partner

A legal contract entered into by two or more persons in which each agrees to furnish a part of the capital and labor for a business enterprise, and by which each shares a fixed proportion of profits and losses

The persons bound by such a contract

A relationship between individuals or groups that is characterized by mutual cooperation and responsibility, as for the achievement of a specified goal

Pedagogy

The art or profession of teaching

Preparatory training or instruction

The principles and methods of instruction

The activities of educating or instructing or teaching; activities that impart knowledge or skill

Reflective

Of, relating to, produced by, or resulting from reflection

Capable of or producing reflection: a reflective surface

Characterized by or given to meditation or contemplation; thoughtful

Supportive

Furnishing support or assistance

Transform

To change markedly the appearance or form of

To change the nature, function, or condition of; convert

**Taking charge
of change.**

