



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 2: Background and Context

section 1.0	Understanding Service Learning 1.1 Definitions of Service Learning and Community-Based Research 1.2 <i>What is Service Learning?</i> National Service Learning Clearinghouse An Overview of Service and Higher Education 1.3 <i>Colleges and Universities as Citizens: Issues and Perspectives</i> Robert Bringle, Richard Games, Edward A. Malloy 1.4 <i>Learning, Discovery, and Engagement</i> Kellogg Commission 1.5 <i>President's Declaration on Civic Responsibility of Higher Education</i> Campus Compact
section 2.0	Overview of KU and the History of the Center for Service Learning
section 3.0	Goals of General Education Chancellor Hemenway's Ten Points for a Great University
section 4.0	Task Force II: Serve Kansans (Initiative 2001) Report
section 5.0	The Nature of Service Learning and Service Learning Centers
part 2 appendix	Comparison Profiles

I don't know what
your destiny will be,
but one thing I do know:
the only ones among you
who will be really happy
are those who have sought
and found how to serve.

Albert Schweitzer

Part 2

[Background & Context]

Definitions of Service Learning and Community-Based Research

Service learning is a credit bearing, educational experience in which students link their academic studies to community involvement by participating in an organized service project that meets identified community needs. A service-learning course should enhance students' understanding of course content, incorporate critical, reflective thinking about the service experience, and promote a sense of civic responsibility.

University of Kansas, Senate Executive Committee

Service learning is a creative method for relating the abstractions of disciplinary study to the realities of human need. For community-based organizations, it is an invitation to participate in the process of higher education and a mechanism to enlist the talents of student volunteers. For students, it is an opportunity to integrate the life of the mind with the habits of the heart.

T.K. Stanton, D.E. Giles, and N.I. Cruz

Community-based research (CBR) is research that is conducted with and for, not on, members of a community. The model of CBR that we detail here puts it at the center of partnerships between higher education institutions and the communities in which they are located. Unlike traditional academic research, CBR is collaborative and change-oriented and finds its research questions in the needs of communities, which often require information that they neither have the time nor the resources to obtain.

CBR is a tool, a teaching technique, and an institutional change strategy for social justice, engaging universities' and communities' human resources, expertise, and knowledge-generating capabilities to address social ills. The distinctive combination of collaborative inquiry, critical analysis, and social change that community-based research represents—as well as its potential to unite the three traditional academic missions of teaching, research, and service in innovative ways—has led us to believe that CBR is a next important stage of service learning and engaged scholarship. We also see it as a compelling response to the voices of frustration in contemporary higher education.

Kerry Strand, Sam Marullo, Nick Cutforth, Randy Stoecker, and Patrick Donohue.

Community-Based Research and Higher Education. Jossey-Bass: San Francisco, 2003. xx-xxi

What is Service-Learning?

An Overview from the National Service-Learning Clearinghouse

Even though there are many different interpretations of service-learning as well as different objectives and contexts, we can say that there is a core concept upon which all seem to agree:

Service-learning combines service objectives and learning objectives with the intent that the activity change both the recipient and the provider of the service. This is accomplished by combining service tasks with structured opportunities that link the task to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge.

For example, if school students collect trash out of an urban streambed, they are providing a highly valued and important service to the community as volunteers. When high school science classes collect trash samples from an urban streambed and analyze their results in a lab, they are engaging in hands-on learning as students. When school students collect trash from an urban streambed, analyze their findings, hypothesize possible sources of pollution, and develop suggestions for reducing environmental waste, they are engaging in service-learning. In the service-learning example, the students are providing an important service to the community *and*, at the same time, learning about water quality and laboratory analysis, developing an understanding of pollution, learning to interpret and convey scientific developments to the public, and practicing communication skills by speaking to members of the community. They may also reflect on their personal and career interests in science, environmental studies, public policy, or other related areas. Thus, we see that service-learning combines *service* with *learning* in intentional ways. There are many other illustrations of how the combination is transforming to both communities and students.

This is not to say that volunteer activities without a learning component are less important than service-learning, but rather that the two approaches are fundamentally different activities with different objectives. Both are valued components of a national effort to increase citizen involvement in community service at every age.

In 1990, the Corporation for National and Community Service said that service-learning:

- Promotes learning through active participation in service experiences
- Provides structured time for students to reflect by thinking, discussing and/or writing about their service experience
- Provides an opportunity for students to use skills and knowledge in real-life situations
- Extends learning beyond the classroom and into the community
- Fosters a sense of caring for others (as adapted from the National and Community Service Act of 1990)

According to the National Commission on Service Learning, service-learning:

- Involves young people in helping to determine and meet real, defined community needs
- Is reciprocal in nature, benefiting both the community and the service providers by combining a service experience with a learning experience
- Can be used in any subject area so long as it is appropriate to learning goals
- Works at all ages, even among young children

Service-learning is *not*:

- An episodic volunteer program
- An add-on to an existing school or college curriculum
- Logging a set number of community service hours in order to graduate

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- Compensatory service assigned as a form of punishment by the courts or by school administrators
 - Only for high school or college students
 - One-sided: benefiting only students or only the community

The distinctive element of service-learning is that it enhances the community through the service provided and also has powerful learning consequences for the students or others participating in providing a service. Service-learning is growing so rapidly because we can see it is having a powerful impact on young people and their development. According to Eyer & Giles, 1999,

Service-learning is a form of experiential education where learning occurs through a cycle of action and reflection as students work with others through a process of applying what they are learning to community problems and, at the same time, reflecting upon their experience as they seek to achieve real objectives for the community and deeper understanding and skills for themselves.

In the process, students link personal and social development with academic and cognitive development. Eyer and Giles (1999) summarize their observations by saying that in the service-learning model, “experience enhances understanding; understanding leads to more effective action.”

In general, authentic service-learning experiences have some common characteristics.

- They are positive, meaningful, and real to the participants.
- They involve cooperative rather than competitive experiences and thus promote skills associated with teamwork, community involvement, and citizenship.
- They address complex problems in complex settings rather than simplified problems in isolation.
- They offer opportunities to engage in problem-solving by requiring participants to gain knowledge of the specific context of their service-learning activity and community challenges, rather than only to draw upon generalized or abstract knowledge such as might come from a textbook. As a result, service-learning offers powerful opportunities to acquire the habits of critical thinking; i.e. the ability to identify the most important questions or issues within a real- world situation.
- They promote deeper learning because the results are immediate and uncontrived. There are no “right answers” in the back of the book.
- As a consequence of this immediacy of experience, service-learning is more likely to be personally meaningful to participants and to generate emotional consequences, to challenge values as well as ideas, and hence to support social, emotional and cognitive learning and development.

An Overview of Service and Higher Education

The following three excerpts are well-known pieces that examine the history of higher education in the United States and its influence on current perceptions of service learning. The articles illustrate the evolving nature of higher education and the new emphasis for administration, professors, and students on establishing partnerships with the community in order to create a more engaged, informed, and democratic society.

Colleges and Universities as Citizens: Issues and Perspectives

Robert G. Bringle, Richard Games and Rev. Edward A. Malloy, eds.

Historically, higher education has taken many forms and had different purposes. In colonial America seminaries provided religious instruction to ministers so that they could save souls, and colonial colleges provided liberal education to the wealthy so that they could assume roles in educational, civic, and business ventures. The professoriate engaged in the necessary research to be effective teachers so that they and their graduates could serve others. In these historical cases, a balance among teaching, research, and service functions is clear.

At the beginning of the twentieth century, career paths warranting higher education expanded within society, and so did the curriculum. Technical colleges, teacher's colleges, agricultural schools, and professional schools (e.g., business, medicine, veterinary) each had distinct educational roles as they developed. For example, the land grant colleges focused on developing resources and transmitting expertise for the agricultural and technological needs of the country, and extension services expanded the outreach beyond the classroom to the populace. Again, balance is seen in teaching, research and service functions.

During the twentieth century, higher education has been transformed by internal sources of change and external factors. These changes include the following:

- the emergence of the large research university
- the shift from 80 percent of the population involved in agriculture to now less than 5 percent
- the GI Bill that allowed unprecedented numbers of persons to attend college following World War II
- a shift from 70 percent to 5 percent of college students attending liberal arts colleges
- commuting students outnumbering residential students
- the launch of Sputnik and the increase in federal research dollars available to fund scientific research
- the manner in which technology allows distance education

As a result of these influences, Ernest L. Boyer (*The Scholarship of Engagement*, 1996) notes that being an intellectual in the academy

has come to mean being in the university and holding a faculty appointment, preferably a tenured one, of writing in a certain style understood only by one's peers, of conforming to an academic rewards system that encourages disengagement and even penalizes professors whose work becomes useful to nonacademics or popularized. What I find most disturbing. . . is that higher education is being viewed as a place where students get credentialed and faculty get tenured. (pp. 13—14)

The dominance of research has been accompanied by colleges and universities ignoring and devaluing the role that they play in their communities, which is to the detriment of teaching, research, and their sense of mission. The drift away from community engagement, as Gee and Spikes (*Retooling America's Public Universities*, 1997) note, has taken higher education to a point that warrants an adjustment to both its culture (e.g., values, traditions, structures) and work:

Although universities in this country have done much right, we have often failed to understand the world beyond the academy. And that world is demanding change. In the past, our response to criticism has too often been indignation, passivity, or worse still, arrogance. But we can no longer ignore the mounting concerns. (p.32)

The Purpose of Higher Education

The view of what it means to be a professor is dominated by a set of assumptions that became firmly rooted in the academy in the post-World War II era. These assumptions are:

- Research is the central professional endeavor and the focus of academic life.
- Quality in the profession is maintained by peer review and professional autonomy.
- Knowledge is pursued for its own sake.
- The pursuit of knowledge is best organized by disciplines and departments.
- Reputations are established in national and international professional associations.
- Professional rewards and mobility accrue to those who persistently accentuate their specialization.
- The distinctive task of the academic professional is the pursuit of cognitive truth.

These assumptions have shifted the balance of faculty work across the three areas of scholarship to a preoccupation on research and discipline-based work, at the expense of teaching and service. Not only is this picture accurate for the major research universities, but it also portrays the attitudes and behavior of administrators and faculty in other types of institutions. Some have resisted the pressure. However, for institutions that currently place heavy emphasis on either research or teaching, the contemporary academy is internally fragmented and compartmentalized through strict divisions created by the disciplines. The faculty member's work is to conduct research within a discipline and/or teach a discipline.

This discipline-based approach to education has narrowed the focus to such an extent that students are no longer being well prepared to be fully engaged as citizens. Most importantly, however, is that the same conclusion about faculty work can be reached about colleges and universities as institutions: The discipline-based structure, work, and aspirations of the faculty interfere with campuses being fully engaged members of their communities, and they are too frequently isolated from surrounding communities.

Is there a broader purpose to higher education than teaching and conducting research in the disciplines? Any discussion of the aims of general or liberal education produces a litany of objectives that transcends the disciplines. Employers and academicians yearn for students who are able to integrate knowledge, communicate, collaborate, display critical thinking, understand other perspectives, and be active participants in a democratic society. These are appropriate outcomes, and higher education is well positioned to contribute better than any other institution to helping populace attain them.

Issues Associated with Community Partnerships

Communities cannot be viewed as pockets of needs, laboratories for experimentation, or passive recipients of expertise if the academy is to develop meaningful partnerships. Institutions, as well as individual faculty, need to give attention to developing and maintaining healthy relationships that are enduring and mutually beneficial. If institutions of higher education are to be successful in becoming better citizens, they must discard the simplistic idea that to do so means learning how to disseminate expertise to the needy community in convenient doses. Engaging communities in campuses, as well as campuses in their communities, provides opportunities for enhancing traditional scholarship and contributing to both sets of stakeholders in meaningful ways.

Campuses are tremendous reservoirs of knowledge and expertise, but so are communities. Important issues are raised about the relationship between knowledge and society: Where is it created? How and to whom is it disseminated? What are the best ways in which the academy and the community can restructure their work to derive maximum mutual benefits? The answers are not simple, and they present significant challenges to the aspiration that campuses become better citizens. For example, institutions organize their work around disciplines; social issues are interdisciplinary. Academicians view knowledge as residing in

specialized experts, including disciplinary peers who are geographically dispersed; community residents view knowledge as being pluralistic and well distributed among their neighbors.

Integration of Community Outreach and Teaching: Service Learning

Edward Zlotkowski notes that service learning “both complicates and liberates educational practice.” It is complicated because it changes the nature of instruction and the role of the faculty member. No longer the “sage on the stage,” the instructor’s role becomes one of a facilitator who designs opportunities for learning from community service experiences. This means that teaching roles are shared with others, instruction is more public, knowledge sources are decentralized, and learning experiences are less predictable. Service learning is liberating because instructors can be more creative in their use of resources, no longer constrained by the four walls of the classroom and chalkboard. Students in service learning classes not only develop a better understanding of course material by relating it to their service experience, but they also develop a better sense of meaningful citizenship and community engagement.

Service learning then, is important to developing colleges and universities as citizens because it relates theory to practice, provides active learning opportunities, and promotes interdisciplinary work by facing social issues. As such, service learning provides clear benefits to students that are consistent with institutional mission. However, the power and potential for service learning lie not only in the integration of community engagement and teaching, but also in the manner in which service learning can transform faculty work and produce institutional change. Service learning is an example of Barbara Holland’s prescription of curricular reform that is compatible with developing colleges and universities as citizens because it (1) is a safe way in which faculty can become engaged in their communities, (2) does not disrupt the momentum of scholarly research but will ultimately enhance it, (3) establishes norms and expectations among students that facilitate other reform, and (4) provides concrete evidence both internally and externally that the institution is serious about community engagement.

However, Zlotkowski notes that even though service learning is compatible with promoting colleges and universities as citizens, recruiting faculty to teach service learning classes does not necessarily yield institutional change. This is the case when faculty develop isolated service learning courses in the absence of collateral dialogues concerning faculty rewards, administrative review of community engagement, and broad discussions of curricular issues (e.g., general education, capstone courses, departmental goals) and of institutional mission. Thus, although service learning can be an integral element in discussions of curricular change and institutional mission that can eventually lead to developing campuses as better citizens, in many instances instructors teaching scattered service learning courses cannot jump-start and sustain that entire agenda. What else is needed to complement and support curricular reform? Broader corresponding changes in institutions that include faculty rewards, allocation of resources, leadership, and careful assessment of initiatives are warranted. It is within this context that service learning can assume a catalytic role in producing institutional change that is more extensive than curricular reform.

Sharon Singleton, Deborah Hirsch, and Catherine Burack have identified six key dimensions that sustain existing service-enclaves and that should be components of institutionalized expansion:

1. Leadership, including those faculty and staff who are primarily responsible for the program design and implementation, chairs and deans who control resources, and presidents and provosts who can support work through their positions.
2. Integration with teaching and research that confirms the academic and discipline-based value of community engagement
3. Institutional support, including budget, space, and other resources that provide a sustainable basis and commitment from which external sources of revenue can be developed

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4. Flexibility, so that institutional resources can be developed and adapted to unforeseen community requests
 5. Visibility, including internal publicity, to ensure that the academic community develops an understanding of and appreciation for the scholarship that is taking place
 6. Institutional savvy that helps proponents effectively navigate the culture of the academy, opportunistically capitalize on institutional strengths, and talk the language that a broad, diverse audience will understand and acknowledge.

Learning, Discovery, and Engagement

We believe the term “learning, discovery and engagement” more accurately describes our responsibilities in the 21st century than the classic formulation “research, teaching, and service.”

By **learning**, we mean replacing passive modes of instruction that rely on students’ acceptance of material from teachers with a more active process in which students and faculty take responsibility for their own intellectual growth, drawing from the richness and diversity available on any major university campus. And by “students,” we mean learners throughout their lifetimes. Faculty, in this conception, change from being the source of all knowledge, “the sage on the stage,” to mentors helping lead students toward new understanding, “the guide on the side”.

We understand **discovery** to be research, scholarship, and creative activity that reveal new knowledge, integrate it into existing bodies of disciplinary work, cross-pollinate disciplines, and possibly create something entirely new.

By **engagement**, we refer to a redesign of basic university functions so the institution becomes even more productively involved with communities, however community is defined. Going well beyond most conceptions of public service, which emphasize a one-way transfer of university expertise to the public, the engagement ideal envisions new public/university partnerships defined by mutual respect for what each partner brings to the table.

Presidents' Declaration on the Civic Responsibility of Higher Education

Thomas Ehrlich and Elizabeth Hollander. Campus Compact.

As presidents of colleges and universities, both private and public, large and small, two-year and four-year, we challenge higher education to re-examine its public purposes and its commitments to the democratic ideal. We also challenge higher education to become engaged, through actions and teaching, with its communities. We have a fundamental task to renew our role as agents of our democracy. This task is both urgent and long-term. There is growing evidence of disengagement of many Americans from the communal life of our society in general, and from the responsibilities of democracy in particular. We share a special concern about the disengagement of college students from democratic participation. A chorus of studies reveals that students are not connected to the larger purposes and aspirations of the American democracy. Voter turnout is low. Feelings that political participation will not make any difference are high. Added to this, there is a profound sense of cynicism and lack of trust in the political process.

We are encouraged that more and more students are volunteering and participating in public and community service, and we have all encouraged them to do so through curricular and co-curricular activity. However, this service is not leading students to embrace the duties of active citizenship and civic participation. We do not blame these college students for their attitudes toward the democracy; rather, we take responsibility for helping them realize the values and skills of our democratic society and their need to claim ownership of it.

This country cannot afford to educate a generation that acquires knowledge without ever understanding how that knowledge can benefit society or how to influence democratic decision making. We must teach the skills and values of democracy, creating innumerable opportunities for our students to practice and reap the results of the real, hard work of citizenship.

Colleges and universities have long embraced a mission to educate students for citizenship. But now, with over two-thirds of recent high school graduates and ever-larger numbers of adults enrolling in post secondary studies, higher education has an unprecedented opportunity to influence the democratic knowledge, dispositions, and habits of the heart that graduates carry with them into the public square.

Higher education is uniquely positioned to help Americans understand the histories and contours of our present challenges as a diverse democracy. It is also uniquely positioned to help both students and our communities to explore new ways of fulfilling the promise of justice and dignity for all, both in our own democracy and as part of the global community. We know that pluralism is a source of strength and vitality that will enrich our students' education and help them learn both to respect difference and to work together for the common good.

We live in a time when every sector—corporate, government, and nonprofit—is being mobilized to address community needs and reinvigorate our democracy. We cannot be complacent in the face of a country where one out of five children sleeps in poverty and one in six central cities has an unemployment rate 50 percent or more above the national average, even as our economy shows unprecedented strength. Higher education—its leaders, students, faculty, staff, trustees, and alumni—remains a key institutional force in our culture that can respond, and can do so without a political agenda and with the intellectual and professional capacities today's challenges so desperately demand. Thus, for society's benefit and for the academy's, we need to do more. Only by demonstrating the democratic principles we espouse can higher education effectively educate our students to be good citizens.

How can we realize this vision of institutional public engagement? It will, of course, take as many forms as there are types of colleges and universities. And it will require our hard work, as a whole and within each of our institutions. We will know we are successful by the robust debate on our campuses, and by the civic behaviors of our students. We will know it by the civic engagement of our faculty. We will know it when our community partnerships improve the quality of community life and the quality of the education we provide.

To achieve these goals, our presidential leadership is essential but, by itself, it is not enough. Faculty, staff, trustees, and students must help craft and act upon our civic missions and responsibilities. We must seek reciprocal partnerships with community leaders, such as those responsible for elementary and secondary education. To achieve our goals we must define them in ways that inspire our institutional missions and help measure our success.

We ask other college presidents to join us in seeking recognition of civic responsibility in accreditation procedures, Carnegie classifications, and national rankings and to work with governors, state legislators, and state higher education offices on state expectations for civic engagement in public systems.

We believe that the challenge of the next millennium is the renewal of our own democratic life and reassertion of social stewardship. In celebrating the birth of our democracy, we can think of no nobler task than committing ourselves to helping catalyze and lead a national movement to reinvigorate the public purposes and civic mission of higher education. We believe that now and through the next century, our institutions must be vital agents and architects of a flourishing democracy.

We urge all of higher education to join us.

History of the Center for Service Learning

The Center for Service Learning at the University of Kansas opened in 2005 and represents the culmination of a decade of work by students, faculty, and administrators.

Since its founding, KU has been consistently aware of its leadership role in preparing generations of students to meet the demands of informed, democratic citizenship. One of the ways the University accomplishes this goal is through its commitment to, and promotion of, community service and, more recently, “service learning” coursework that integrates service and learning. Through the combined efforts of engaged students, faculty, and staff, KU has been and continues to be, actively involved in serving the local community, the State of Kansas, the nation, and the world.

The movement toward institutional support for service and service learning is a growing one that involves all members of the University community—students, faculty, administration—and the citizens of Kansas. Together, we move toward the common goal of meeting the University’s avowed mission to serve members of the community, the region, and Kansas through orchestrated efforts that have educational and civic benefits.

Within the last decade, public and community service have gained increasing prominence in the university’s understanding of its emerging mission. The Center for Service Learning emerges as a logical next step from a series of KU activities which include the following:

1990: The KU Student Senate created and provided funding for the Center for Community Outreach (CCO).

December 1992: The University Board of Regents adopted a “Statement of Institutional Mission” wherein service is included as one of five commitments for the Lawrence campus and one of three commitments for the Medical Center campus in Kansas City.

February 1995: Chancellor Robert E. Hemenway gave sustained emphasis to earlier commitments to service in his “Ten Points for a Great University.” A great university, Hemenway argues, “serves the society that supports it.”

2001: The Serve Kansas Task Force concluded that service learning “has not been a priority.” As part of their recommendations, the Task Force suggested that the university promote “service-based learning as part of the teaching curriculum.”

2001: KU became a constituent member of the National Campus Compact.

2001: The Student Senate committed \$27,000 to supporting a student-run Office of Service Learning in conjunction with the Center for Community Outreach. They concluded, after two years, that this office could not sustain its mission without institutional support.

2002: KU committed to supporting Kansas Campus Compact, a statewide consortium of and resource for institutions dedicated to promoting service learning in the State of Kansas.

February 2002: A Faculty Senate Executive Committee Task Force commissioned by Lloyd Sponholtz and then Associate Provost James Carothers published its report on Service Learning Experiences at KU.

Fall 2002: As a follow-up to the work performed by the Senate Executive Task Force, Senior Vice Provost Kathleen McCluskey-Fawcett appointed a "Working Group" to address eight specific tasks, all of which related to how opportunities for service and service learning could be fostered through institutional support.

January 2005: The Center for Teaching Excellence (CTE) held a Service Learning Institute for faculty based on the Best Practices model.

February 2005: The CTE and Student Health Services (SHS) received funding (\$10,000) from the Association of American Colleges and Universities (AAC&U) to support training of faculty in incorporating service learning into their courses and assessing faculty and students outcomes, including health behaviors of students. This grant was matched with support from CTE and SHS.

March 2005: A Center for Service Learning proposal put forth to the Provost is endorsed by the CCO, CTE, Alternative Breaks, and the Student Senate President.

July 2005: Tuition enhancement money was earmarked for the Center for Service Learning

August 2005: The second Service Learning Institute for faculty was held.

August 2005: The Center for Service Learning was founded by Linda Luckey, Assistant to the Senior Vice-Provost, Kevin Hager, Assistant Director, and Hannah Ablebeck and Jackson Sellers, AmeriCorps*VISTA volunteers.

May 2006: The Center for Service Learning certified its inaugural group of 91 students.

August 2006: Cara Burnidge, Corrine Fetter, and Meghan Walsh became the second group of KU AmeriCorps*VISTAs.

September 2006: The University of Kansas was "College with a Conscience," according to the Princeton Review's 361 Best Colleges, which put KU among the top 81 schools in the country when it comes to service-learning programs and blending academics with community service.

October 2006: Close to 7,000 University of Kansas students donated their time to community service projects during the 2005-2006 academic year, earning the university a spot on the President's Higher Education Community Service Honor Roll.

February 2007: The Center for Service Learning held cslMatchmakers, a program developed to link faculty and community partners.

May 2007: The Center for Service Learning named Andi Witczak as Director, after serving the 2006 – 2007 year as Interim Director.

August 2007: Ryan Casey, Mary Kate Haworth, and Jenna Sheldon-Sherman became the third group of KU AmeriCorps*VISTAs.

The University of Kansas and the Community

The history of the University of Kansas is not a simple one. Despite the modern university's efforts to trace its roots to benevolent abolitionists from New England, the creation of the University of Kansas actually involved more guile than propriety. Nevertheless, the university undoubtedly was the result of a determination of the people. As such, the university began with the understanding that it was accountable to the state. As the university grew, however, it tended to look inward for avenues of development. Consequently, the University of Kansas contains a history of both honoring and ignoring its relationship with the state.

In 1859, while the nation debated the admittance of Kansas as a free state, Kansans drafted the Wyandotte Constitution. Demonstrating the state's dedication to educating its citizens, Article VI called for a centrally located university. Due to the politics of the coming Civil War and the politics of establishing the state capitol, the question of where to place a state university was initially tabled. The horrors of war, however, made Lawrence citizens committed to improving the lives of their children. When the issue was readdressed after the war, Lawrence, Manhattan, and Emporia vied for hosting the university. Following the loss of the state capitol to Topeka, the citizens of Lawrence became determined to host the state university. After scraping for money and donations wherever they could to make a bid (some even fraudulent), the city of Lawrence eventually was allowed to have a state university (as was Manhattan and Emporia). The initial charter for the University of Kansas petitioned the university "To provide the inhabitants of the state with the means of acquiring a thorough knowledge of the various branches of literature, science, and the arts."¹

When the university opened in 1866, the faculty consisted of three professors—Eliel J. Rice, David H. Robinson, and Francis Snow—under the direction of Chancellor Robert W. Oliver. Much to their chagrin, the professors found that the original students enrolled at the university were only prepared for preparatory rather than collegiate work. For the first year of existence, the faculty worked to bring its students closer to a curriculum suitable for higher education.

As student enrollment increased, the faculty looked beyond preparatory work. In these early years of KU's existence, the faculty held regular meetings with the chancellor presiding. At these meetings, all the faculty members would discuss and debate the nature of the university and its curriculum. The most pressing debate involved the nature of the university: Should the University of Kansas be more technical and professional or more liberal in nature? Unfortunately, this debate was never resolved in any lasting fashion and the university moved forward. Chancellor Oliver resigned and Chancellor Fraser took over.

Instead of answering the nebulous questions of "what is a university", the first five chancellors focused their efforts on developing the university in size, scope, and curriculum. Chancellor Fraser, KU's second chancellor, concentrated on the pressing problem of where to put students. By the second year, enrollment had more than doubled while the number of classrooms remained the same—one. Impressing the city and the state, Fraser arranged for large building for classrooms. These arrangements, however, did not come from philanthropists or even the state legislature. Instead, the \$100,000 structure was the result of generosity of the 8,000 Lawrence citizens willing to endure a 20 year, seven-percent bond measure. Likewise, Chancellor Snow, KU's fifth chancellor, concentrated his efforts on transforming the University of Kansas into a full fledged university. Under Snow's direction the university expanded its curriculum, increased the number of buildings on campus, and established an active student life. In the process, the University of Kansas not only distinguished itself from other universities but also distinguished itself from the city of Lawrence.

When Chancellor Frank Strong arrived in 1902, he came with the intention of ushering KU back to its close relationship with the city and the state. In his inaugural address, Strong noted that faculty members tend to focus their attentions within the university but that those tendencies must change. Since the university was supported by the state, Strong insisted that the faculty must aid in the state's development. Strong began a long campaign of proving the university's worth and value to the state. Urging, even begging, the faculty to compile lists of their individual services to the state, Strong worked to develop university-community ties through every academic discipline. In spite of Strong's progressive ideals, the state was more concerned with the funding implications of forming closer ties to the university. As state interest waned, Strong adapted his goals. Rather than providing student and faculty resources for the state, the university would focus on educating students to be active members of society post-graduation. As a result, the university refocused its efforts on bolstering professional departments. This decision only increased the tendency of faculty members to retreat to the confines of the university, which led to the era of increasing separation between Mount Oread and the rest of Kansas.

Universal Model of State Universities

J.B. Angell, President of Michigan University

Address in University Hall June 19, 1891

Nothing can be further from the truth than the belief cherished by some, that those who have received the blessing of higher education do or can wholly appropriate to themselves the fruits of that education. On the contrary, they share these fruits with all around them. Indeed others often reap more advantage from them than they themselves.

The president and the faculties should also have the same large conception of the nature and the work of the state universities. They should not confine their sympathies, their thoughts and their activities to the walls of their class rooms.

There indeed their chief energy is to be expended in bringing the fruits of the larges and finest scholarship to the aid of their pupils, in firing them with the highest enthusiasm for culture of mind and character. But they should remember that their field, their legitimate domain, is not bound by the limits of the campus or even by the boundaries of the state.

It is of the first importance that the life and work of the university should so far as possible be understood and appreciated by the people of the state, who are called to support it, and who are invited to profit by it.”

The University is never to be finished. If it has any genuine life, that life is a growth. It must continue to go forward. The moment the University stops growing, I do not say in number of students, but in intellectual development, that moment it has begun to die.

The Paradox that is the University of Kansas

Introduction to Clifford Griffin's *University of Kansas, a History*

In all the hesitancy and doubts about the University's nature, Kansans on and off Mount Oread have reflected a national uncertainty about the nature of their country. Fittingly, the University's appearance symbolizes the larger society: the architecture of its buildings is by turns beautiful, ugly, honest, deceitful, exalting, depressing, nondescript, confused--a hodgepodge of moods, styles, thoughts, and afterthoughts that could only be described as Mount Oread eclectic. Even so was American society confused about the relation between things intellectual, spiritual, and secular, about the affinity between the nebulous truth and tangible reality, about whether the assets of the nation and its people would ever adequate to their needs. Until those questions were answered, the University could be no different from what it was.

The feeble preparatory school of 1866, then, would develop in ways unforeseen by its founders. Yet the essence of the modern institution is like the essence of its predecessor. Still vague in nature, still arguing that nature intramurally and extramurally, still satisfying many of society's needs, still both a creator and a creation of that society, the modern University is so different from the early University because it resembles its forebear so much. Within that apparent paradox lies the institution's history.

The Relationship of the University to the State

Portion of the Inaugural Address of Frank Strong as Chancellor of KU, October 17, 1902

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.

Report of the Board of Regents, University of Kansas

Frank Strong to E.W. Hoch, Governor, 1906

The sphere of activity of all universities is rapidly increasing. This is especially true of state universities and of state institutions in general. They are, or should be, as nearly universal in their activities as their condition and the genius of the institutions allow. Their province should be, therefore, in my opinion, not only to become the great agency for the higher education of the youth of the state, especially as to technical and professional work, but they should also, through their various departments of chemical, physical and economic science, law and engineering, as well as pedagogy and literature, perform at the least possible expense the public, scientific, pedagogical and cultural work of the state as it relates to the schools, the various penal and charitable institutions, the work of the various scientific state boards, and the quasi-public movements of the state toward the development of the [i]ntellectual life of the people. I, of course, understand perfectly that the State University is by no means the only agency to be employed in part of this work. The other educational forces, namely, the various denominational colleges, must ever offer valuable and indispensable aid along the lines of general cultural activities for the benefit of the [i]ntellectual life of the state. Yet the institutions that bear the name of the state, founded for the very purpose of scientific work and research, as well as teaching, should be exclusively the agency of the state in its various organized capacities for the doing of such scientific work as may rightly fall within the sphere of the state's activities. That this is becoming a vital question is evident from the very great broadening of the sphere of the state's activities, which broadening, as far as can now be discerned, is certain to increase more rapidly than ever before. It is a matter of great consequence to the state on the score of economy. The scientific work of the various state boards can be done by the state institutions at an increase of expense so small as to be negligible, whereas any other method would lead to expensive duplication. It is already apparent to any close observer that duplication in Kansas, so far as it relates to work that falls within the sphere of educational institutions, has already gone as far as it should. In addition, the University of Kansas has gathered about it men highly trained and masters in their specialties, who are especially competent to do the scientific work of the state with great skill and accuracy.

1859, 1861

Wyandotte Constitution

SEC. 7. Provisions shall be made by law for the establishment, at some eligible and central point, of a State University, for the promotion of literature and the arts and sciences, including a normal and agricultural department. All funds arising from the sale or rents of lands granted by the United States to the State for the support of a State University, and all other grants, donations or bequests, either by the State or by individuals, for such purpose, shall remain a perpetual fund, to be called the "University fund;" the interest of which shall be appropriated to the support of the State University.

SEC. 8. No religious sect or sects shall ever control any part of the common-school or University funds of the State.

Charter of the University of Kansas states that its purpose is "to provide the inhabitants of the state with the means of acquiring a thorough knowledge of the various branches of literature, science, and the arts."

1866-1893

This time period was considered a sort of golden era because the university was still small enough that the entire faculty and the chancellor would meet on a regular basis to discuss the major issues facing the university, including its role for students, Lawrencians, and Kansans. As the University grew, debate over what a university looks like increased. The debate over professional/ technical training vs. liberal arts divided campus. That debate coupled with the ever increasing campus complicated the issue.

1889

Professor Bailey analyzed water samples for the use of the State Board of Health marking the first time KU faculty provided a service for the state.

1902

Chancellor Strong began a campaign for the University to provide services for the state. Strong asserted that a true state university would continuously give back to the state that provided for its existence.

Goals of General Education

Goal 1

Enhance the skills and knowledge needed to research, organize, evaluate, and apply new information and develop a spirit of critical inquiry and intellectual integrity.

Goal 2

Acquire knowledge in the fine arts, the humanities, and the social, natural, and mathematical sciences and be able to integrate that knowledge across disciplines.

Goal 3

Improve the core skills of reading, writing, and numeracy, and enhance communication by clear, effective use of language.

Goal 4

Understand and appreciate the development, culture, and diversity of the United States and of other societies and nations.

Goal 5

Become aware of contemporary issues in society, technology, and the natural world and appreciate their complexity of cause and consequences.

Goal 6

Practice an ethic of self-discipline, social responsibility, and citizenship on a local, national, and international level.

Chancellor Robert Hemenway's Ten Points for a Great University

1. A great university welcomes all peoples, respecting their differences, while teaching tolerance for each human being; a great American university demonstrates the value of a democratic way of life, thereby ensuring a democratic future.
2. A great university creates new knowledge of the world and its peoples, its capacity for research a manifestation of its belief that the discovery of new knowledge ensures a better future.
3. A great university believes in the sanctity of the relationship between student and teacher, the sharing of knowledge in that communion resulting in the best possible hope for human progress.
4. A great university recognizes its obligation to contribute to an educated workforce for the society that supports it, particularly responding to labor shortages as they occur in that society.
5. A great university serves the society that supports it. It helps to ensure food and shelter for all people, a self-sustaining natural environment, the perpetuation of public education, and economic development.
6. A great university is an international university, one whose programs have an impact on the entire world because its faculty think beyond local and national borders, and its students understand the inter-relatedness of a world where ideas and capital flow easily across geographical borders.
7. A great university recognizes the wisdom of investing in the human development of the work force, so that each employee is able to pursue personal and professional goals without institutional obstacles. A great university has no glass ceiling.
8. A great university recognizes the physical legacy that it passes to the generation who will work and study there in the future and therefore maintains, preserves, and enhances its facilities and physical setting.
9. A great university recognizes its responsibility to conserve the public and private monies that enable it to educate, research and serve. The public trust that accompanies those funds demands that they be allocated so as to achieve maximum efficiency and effectiveness.
10. A great university is one that has identified its priorities and planned with sufficient intelligence to ensure that those priorities receive the resources necessary for their accomplishment.

Initiative 2001 Task Force II: Serve Kansans

The University of Kansas

Executive Summary

The charge to *Initiative 2001 Task Force II: Serve Kansans*, was to develop a Philosophy of Service for The University of Kansas and a plan for implementing the new Philosophy of Service.

The Task Force received input from internal and external constituencies, which was valuable in placing KU's current service efforts in perspective and in sowing the seeds of the ideas that grew into the recommendations offered in this report.

In response to the charge, the Task Force endorsed the following definition of public service: Public service is the purposeful application of teaching, research, and scholarship to the needs of citizens and communities within Kansas and beyond. Public service involves active outreach that is responsive to the needs of diverse constituencies within the State, with special emphasis toward assisting underserved communities and disadvantaged populations. Such responsive outreach requires the formation of vital partnerships between representatives of the University and Kansas communities."

Very early in the deliberation and information-gathering processes, members of the Task Force became aware of several factors affecting the current environment regarding service at KU.

Current Environment

The University of Kansas traditionally has viewed its service mission as including the following:

- The education of students.
- Service to the University through departmental, school, and campus activities.
- The provision of service by units with a specific service mission, e.g., the Geological Survey; and the many KUMC outreach programs.
- Service to the community as a good citizen.

The following **current issues** were identified based on input from internal and external constituencies:

- There is no specific definition of "service" in official mission-related documents.
- There is no central point of access to service.
- There is no institution-wide mission statement.
- Service-based learning has not been a priority.
- Much of the service provided is not recognized either internally or externally.
- Faculty and staff are not rewarded significantly for service.

The **recommendations** of Task Force II reflect a vision and a hope that more KU faculty, students, and staff will undertake relationships of service with the people of Kansas. Service-based learning recognizes that, in many fields, students learn best when engaged in service and serve best when learning. The intent of the following recommendations is to elevate the emphasis placed on service to Kansans at the institutional level while allowing for flexibility in how each campus fulfills its service mission.

- Adopt a philosophical statement that clarifies KU's institutional commitment to serving Kansans.
- Establish a University of Kansas Center for Public Service.
- Adopt an institution-wide mission statement that addresses the commitment to public service, especially to the people of Kansas.

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- Incorporate or integrate a commitment to serving Kansans into the mission statement of each campus of the University.
 - Promote service-based learning as part of the teaching curriculum.
 - Establish a University-wide communications plan and enhance communications technology.
 - Enhance the legitimacy of and incentives for public-service activities.
 - Establish benchmarks to gauge progress in achieving the University's public service mission.

In summary, The University of Kansas has a unique responsibility and a public obligation to engage in service with the citizens of Kansas in a meaningful way. This service mission is an integral component of education and research. The overall relevance of what is discovered and learned through scholarship ultimately must apply to and be useful to the communities we serve.

For The University of Kansas to achieve its service mission effectively, an emphasis on developing an infrastructure, with built-in incentives for service, must be established as a key priority for the future.

Charge

The original charge to the Task Force is paraphrased as follows:

- Develop a Philosophy of Service for The University of Kansas.
- Develop a plan for implementing the new Philosophy of Service.

The philosophy should recognize

- Our special role within the State, including areas of "sole franchise" such as medical education;
- The responsibility that all members of the University share in service delivery; and
- The inherent strength of service programs that are built upon research and teaching activities.

The Task Force should identify

- Existing incentives to service.
- Barriers to service.

In crafting the plan for implementing the new Philosophy of Service, the incentives and disincentives that presently exist for faculty and staff should be considered. The recommendations should be concrete and for the long-term future of the University. They should include:

- Suggestions for changing some of the ways in which we do things currently.
- Recommendations for developing new activities.
- Addressing all components of the scholarly community:
 - Faculty and staff knowledge and talents
 - Student attitudes and aptitudes
 - The research environment
 - Information technology
 - International opportunities
- Infrastructure.
- Student, staff, and faculty development.
- The future role of these two entities:
 - The Lawrence campus Office of Research and Public Service
 - The KUMC Office of Academic Affairs

Response To Charge

Definition of Public Service

The Task Force endorsed the following definition of public service:

Public service is the purposeful application of teaching, research, and scholarship to the needs of citizens and communities within Kansas and beyond. Public service involves active outreach that is responsive to the needs of diverse constituencies within the State, with special emphasis toward assisting underserved communities and disadvantaged populations. Such responsive outreach requires the formation of vital partnerships between representatives of the University and Kansas communities.

The rationale for this focus is that, as a public, comprehensive, research-and-teaching university, KU has a special responsibility to be of service to the citizens of Kansas and to contribute to the global community. The University's commitment to public service is demonstrated through teaching and research that contribute to the public interest. Despite variation among academic units in the application of teaching, research, and scholarship to the citizens of Kansas, the mission of the University as a whole is dedicated to this goal.

Background

The Morrill Act of 1863 developed a model that has led the world in terms of dismantling the walls perceived to envelop university campuses. Land-grant universities, via their cooperative extension services, have been able to disperse knowledge, technology, and service by maintaining a physical presence in each county within their respective states. New service-pathway opportunities, such as communications technologies including the Internet, are now available and will allow universities such as KU to participate in public service as never before, in effect providing a virtual presence across Kansas and beyond. Faculty are charged with the production and distribution of knowledge. In contrast to acts of benevolence or civic duty, a faculty member's contributions to service should be integrated with research and teaching. The creation and application of knowledge is not a solitary activity, however. As faculty form direct, effective, and evolving relationships with external constituencies, the creation and distribution of knowledge should be reciprocal.

Student participation in service tends to result from initiatives undertaken by student organizations. Some academic units, such as Public Administration, Medicine, Social Welfare, and Education, require students to serve as interns during their educational programs. However, across the University, no organized program for student service-based learning exists.

Current Environment

Early in the deliberation and information-gathering processes, members of the Task Force became aware of several factors with respect to service at KU. The University of Kansas traditionally has viewed its service mission as including the following:

- The education of students.
- Service to the University through departmental, school, and campus activities.
- Service related to one's profession outside the University.
- The provision of service by units with a specific service mission, e.g., the Kansas Geological Survey and the many KUMC outreach programs.
- Service to the community as a good citizen.

The following current issues were identified on the basis of input contributed by internal and external constituencies:

There is no specific definition of “service” in official mission-related documents of the University.

Other than general phrases in the mission statement for the Lawrence and Medical Center campuses, there is no specific definition of “service” in official documents. However, the governance policies of academic programs in promotion and tenure guidelines define how service will be factored into decisions concerning promotion and tenure. Institutional guidelines include three categories of service,

1. service to the University,
2. service related to one’s profession outside the University, and
3. honors or awards for professional service.

How these policies are made operational may be the most influential of all policies or official statements in determining how faculty and professional staff interpret the value placed on service by the University. At the academic-department level, service tends to be interpreted by faculty as service to a discipline or department rather than service to Kansans. Consequently, faculty may engage in service to the State but may do so as a result of their personal and professional interests rather than as an assumed responsibility to meet institutional expectations. The exceptions are staff and faculty who are affiliated with those centers and institutes designed to conduct research and be responsible to State needs related to their focus.

There is no central point of access to service.

Access to KU has been presented as a major problem, because no central point of access to service is available. No comprehensive mechanism is in place to inform constituents about KU services; likewise, no efficient way exists for faculty and staff to form a link with Kansans who need services, especially those in underserved and disadvantaged communities. Moreover, the University needs to do a better job of showcasing its existing services. To further that goal, University Relations should adopt a leadership role in establishing a dialogue with the public.

There is no institution-wide mission statement.

Each campus of the University has a mission statement, but there is no over-arching, institution-wide mission statement.

Service-based learning has not been a priority.

There is a general perception that service-based learning has not been a priority in designing the teaching curriculum and student experiences. Service-based learning recognizes that, in many fields, students learn best when engaged in service and serve best when learning. Thus, there is a need to develop more service-based opportunities for students.

Service currently provided is not recognized either internally or externally.

The amount and types of service performed by KU faculty and staff are neither well understood nor recognized by the vast majority of Kansans—even among the KU family of alumni, students, and employees. Unfortunately, some service is perceived by recipients and by the public as coming from specific sub-units of the University rather than from KU as an integrated entity. Many people at KU and many parts of the University perform service for Kansans. Although it would be valuable to develop a complete catalog of services, it would be an extensive and expensive undertaking that would be difficult to keep current.

Faculty and staff are not rewarded for service.

Faculty and staff perceive correctly that significant salary increases and promotions at KU do not occur on the basis of high-quality service to Kansans. That is, the institutional reward structure is not designed to recognize public service to Kansans in any lasting and meaningful way.

Relevant Data

Gathering Information

To comprehend where KU stands with respect to service to Kansans, the Task Force collected data from several sources, in a variety of ways. The data-collection and evaluation process was not designed with an eye toward statistical or scientific rigor. Rather, it was done with the goal of extracting innovative ideas from a large cross-section of potential KU constituencies in a relatively short time.

The Task Force received input from both internal and external constituencies. For example, the Faculty Senate, Classified Senate, and the Unclassified Professional Staff Association made presentations to the Task Force. Input was received from several KU units that provide service as part of their formal missions, including the Audio Reader Service, Continuing Education, the KU Libraries, the Capitol Center in Topeka, and both campuses of the KU School of Medicine. Existing documents provided additional useful information. Some of the information is in the form of internal KU reports. Other forms included letters and memos provided by faculty, staff, and students in response to invitations published in the media, including The Oread, Topics, and Kansas Connections. Input from these groups and individuals was valuable in putting KU's current service efforts into perspective and in sowing ideas that grew subsequently into recommendations.

The Task Force also conducted a number of interviews with existing and potential external constituencies. Task Force members asked the following questions:

- In the future, how can KU better serve the people and communities of Kansas?
- Can you give specific examples of how KU serves Kansans today?
- What are the barriers or obstacles that must be overcome for KU to serve Kansans well?
- How can KU and you (or your organization) work together to serve Kansans well?
- How will we know that we are serving Kansans well?

Recommendations And Implementation

The following recommendations reflect a vision and a hope that more KU faculty, students, and staff will undertake relationships of service with the people of Kansas, which includes finding ways to promote mutually beneficial alliances. New and expanded KU/community partnerships that feature reciprocal learning among university faculty, staff, and students and their community partners will develop. The University can and should apply its talents more effectively to issues that matter to the people of Kansas and to concerns that are of particular importance to underserved communities that have fewer resources with which to address those concerns. The Task Force envisions that KU will become a State and national leader in integrating public service with research and teaching.

The intent of these recommendations is to put in perspective the value placed on service to Kansans at the institutional level. The recommendations also allow for diverse ways of contributing to public service. Collectively, the several campuses will work in a collaborative manner to fulfill the institution's commitment to Kansans. Such an approach also reinforces the "One University" concept.

1. *Adopt a philosophical statement that clarifies the institutional commitment to serving Kansans, describes the institutional expectations of faculty and staff, and offers a vision for the involvement of students in service as part of their academic studies.*

A Philosophy of Service statement would go beyond referencing service in an institution-wide mission statement and would reflect the University's commitment to the integration of its roles in teaching, research, and public service. It would be broadly disseminated to faculty, staff, and students. As would be true of an institution-wide mission statement, individual campuses may vary in how they implement the service philosophy, depending on their respective missions.

It is recommended that the following Philosophy of Service statement be adopted:

The University of Kansas as a comprehensive public research and teaching university has a commitment to the State of Kansas. This commitment goes beyond the institution's commitment to the creation, preservation, and dissemination of knowledge through teaching and research. The University of Kansas has a special responsibility to participate in assisting communities and State agencies in achieving the best quality of life possible for Kansas citizens. This commitment is consonant with our responsibility to the State to create and maintain academic and research programs. We cannot assume that our commitment to serving Kansans is met solely through the institutes and centers whose individual missions include the provision of specific services to Kansans. We should strive to provide our students with the opportunity to serve Kansans as a way of encouraging their participation in service when they become members of communities and pursue their respective careers. The University community (faculty, staff, and students) shares in meeting the institution's commitment to addressing what matters to the people of the State.

2. *Establish a University of Kansas Center for Public Service.*

The public service outreach effort of The University of Kansas affects all campuses of the University; therefore, the magnitude of such an initiative requires significant effort and resources. The Task Force does not believe that attaching a new Center to the Office of Research and Public Service in Lawrence or to the KUMC Office of Academic Affairs would be either effective or appropriate. Because the purpose of this office would be to coordinate statewide efforts from the several campuses, someone reporting directly to the Chancellor should manage the responsibility. This seems to be the only mechanism available to coordinate outreach from the several campuses. Another possibility would be to include this effort in an expanded mission in the just-forming Robert J. Dole Institute for Public Service and Public Policy.

The Center's functions should include the following:

- Provide a gateway through which the public can gain access to KU resources that serve the public interest (e.g., technical assistance, community problem solving, technology transfer, and Area Health Education Centers).
- Connect students (and faculty advisers) to opportunities for public service through a student-run clearing house (i.e., similar to the student-run Center for Community Outreach, and the medical students' Community Health Project).
- Establish and maintain an inventory of public-service initiatives by faculty, staff and students, including by city and county in Kansas; and by issue (e.g., preventing adolescent pregnancy, improving water quality, and the nutritional consultation toll-free telephone line).
- Facilitate communication among KU public-service initiatives for better coordination at statewide and community levels.
- Facilitate and support models of public-service involvement with the people of Kansas, including those underserved constituencies that lack resources.
- Communicate exemplary models of KU-community partnerships that address issues that matter to the diverse populations in Kansas.

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- Provide full-time equivalent staff (2 FTE) and administrative support (1 FTE) to coordinate and stimulate public-service efforts throughout the University.

3. *Adopt an institution-wide mission statement that addresses the commitment to public service, especially to the people of Kansas.*

The statement should focus on the institution's commitment to serving the State beyond the traditional reference to teaching, research, scholarship and the dissemination of knowledge.

4. *Integrate a commitment to serving Kansans into the mission statement of each campus of the University.*

Each campus of the University should develop a mission statement that includes a commitment to serving Kansans, to be represented in the institutional mission statement.

5. *Promote service-based learning as part of the teaching curriculum.*

Service-based learning recognizes that in many fields, students learn best when engaged in service and serve best when learning. Students should be encouraged to perform academically appropriate service functions for academic credit. These opportunities could include:

- Providing faculty supervision and academic credit for service-based learning opportunities (e.g., practicum, independent study, cooperative education, alternative spring break, summer public-service programs).
- Developing faculty workshops on incorporating service-based learning in courses, among all departments and schools, at undergraduate and graduate levels.
- Adopting creative semester scheduling to facilitate students working with diverse populations and communities.
- Creating a Special Honors degree designation (e.g., with Public Service Honors) for students who incorporate extensive (e.g., 200 hrs.) public service in their learning before graduation.
- Providing travel and other resources that connect University faculty, staff, and students with organizations and communities in Kansas.

6. *Establish a University-wide communications plan and enhance communications technology.*

The communications plan should include actively listening to the people of Kansas to help direct the strategic plan of the University. University Relations should proactively promote not only the University, but faculty and staff and their contributions to public service, teaching, and research.

- Enhance the mission of University Relations to include the establishment of a University wide communications plan and to develop and communicate information about public service activities at the University.
- Develop a uniform communications structure that is understandable and accessible to citizens.
- Develop ongoing, community-based focus groups to allow influence by a broad array of people in Kansas to provide input on University activities and planning.
- Upgrade communications technology (e.g., satellite video teleconferencing) to enhance links among the University campuses and with organizations and communities serving the public interest throughout Kansas.
- Enhance support services for distance learning and on-line courses that could serve enrolled students and non-enrolled citizens in local Kansas communities.
- Provide full-time professional staff to University Relations (1 FTE) who would work exclusively to enhance KU communications, disseminate the public-service mission, and coordinate closely with the KU Center for Public Service.

7. *Enhance the legitimacy of and incentives for public-service activities.*

- Revise performance criteria for faculty and staff to reward public-service activities that are integrated with research and teaching by, among other measures, awarding larger salary increases and contributing favorably to promotion and tenure decisions.
- Solicit funds for a named professorship in public service, which would pass to a different person each year. This will honor and reward excellence in integrating public service with scholarly research and teaching.
- Solicit funds for named/endowment awards for distinguished public service including cash awards, honoring ceremonies, and recognition plaques in appropriate administrative buildings.
- Establish a General Public Service fund to provide grants to faculty and staff for projects that integrate public service into research and teaching. These resources should provide seed money to encourage innovations in public service.
- Establish undergraduate and graduate fellowships in public service. These awards will provide stipends to recognize and enhance students' exemplary contributions in joining their research and learning to public service to the communities of Kansas.

8. *Establish benchmarks to gauge progress in achieving the University's public-service mission.*

- Develop methods of tracking the University's service performance through time. Some measures should be continuous, whereas others, such as public-opinion surveys, should be done on a periodic basis, for example every three or four years.
- Provide an effective feedback mechanism for demonstrating this progress to faculty, staff, students and the public at large.

Summary

In summary, The University of Kansas has a unique responsibility and a public obligation to engage in service to the citizens of Kansas in a meaningful way. This service mission is an integral component of education and research. What is discovered and learned through scholarship must ultimately apply and be useful to the communities we serve.

The Nature of Service Learning and Service Learning Centers

The following information summarizes the general structure, philosophy, and key mission of service learning programs around the United States. The various sections provide examples of how typical service learning centers operate and are organized. Each center, however, adjusts its program to fit the personality and needs of the home university.

Types of Service Learning Centers

All encompassing centers:

These centers involve and coordinate all service opportunities at the university. They may include alternative break programs, community service offices, work-study programs, and service learning courses. Within these centers, the goals of service learning are merged with those of general community service.

Service learning through a particular discipline:

In these particular centers, service learning is incorporated into an academic discipline such as education or social welfare.

Service learning and other social issues:

Some service learning centers operate under larger bodies such as a Center for Public Service or Center for Social Justice. This structure makes explicit the goals of service learning in terms of a broader context such as the attainment of social justice or public service.

Ambiguous or Unspecified:

These centers have no clear designation as to their main audience, mission, or vision.

The Service Learning Audience

Service learning centers are usually university focused in language and approach. The overall emphasis is primarily on students, faculty, and the community. The mission statements of some centers, however, are purely student or faculty focused. In these cases, the community focus is least developed because the university does not frame itself as a resource for the community.

The Hierarchy of Service Learning Centers

Many service learning centers report to an academic office, such as the Dean of Undergraduate Education, Office of Academic Affairs, or the Office of the Provost. Other centers report directly to a division of student affairs. Within the centers themselves, the staff is often comprised of a director, assistant director, one to two graduate students, general support staff, and student or AmeriCorps volunteers.

Components of Service Learning Programs

Many service learning centers contain the following components:

Service learning courses and course databases

Certification programs

Alternative Break programs

International Service

Scholarships and fellowships

Faculty workshops and seminars

Research libraries

Grants to help faculty begin service learning courses
Resources for creating service learning courses
Work-study coordination
Conference presentations

Philosophy of Service Learning

The following terms are often integral to understanding the philosophy and nature of service learning:

Collaborate
Connect
Community
Reciprocity
Enrichment
Foster
Involvement
Mutually Beneficial
Promote
Educate
Enrich
Strengthen
Support
Develop

The following are often outcomes and goals of service learning programs:

Enhanced citizenship
A sense of social justice
Life-long learning
Democratic engagement
Civic Responsibility

Cultural Perceptions

Students may have the following perceptions:

- Many have no idea what service learning is or automatically assume it is volunteering.
- May have taken a service learning class but were not aware that it was service learning.
- Misperceptions of the service portion—may be scared or not want to do service because of negative past experiences.
- Religious students may be interested because they see volunteering and service as related to their faith.
- Do not believe service learning fits with their major or career goals.
- Do not care about service learning.

Faculty may have the following perceptions:

- Do not know what service learning is or is not.
- Already are offering service learning courses and do not realize it.
- Fail to see how service learning can relate to their discipline.
- Do not see any advantages to changing how they have been teaching for a long period of time.
- Concerned that they cannot achieve their learning objectives through service learning.
- Might view service learning as an extension of their discipline (Social Welfare, Applied Behavioral Sciences, etc.)
- Believe service learning is necessary for civil engagement—as an example of democracy in action.

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- Believe service learning is the “right thing to do”—especially at religious institutions.

Community-Based Organizations may have the following perceptions:

- Do not know what service learning is or is not.
- Past negative experiences with student volunteers have left them leery of outside help.
- Wonder if service learning can actually help their organizations—is it different than having students simply volunteer?
- May need long-term continuous help, which could conflict with student schedules.
- Have trouble assessing their needs and finding out exactly how a class can help.
- Concerned about having too many volunteers with not enough work for them to do.
- Have lower or higher expectations of student projects depending on past experiences.

Administration may have the following perceptions:

- May or may not view service learning as a legitimate part of university mission.
- Might need to be persuaded to allocate resources to service learning.
- Entrenched in traditional research, teaching and service categories.

The University of Kansas

[The Center for Service Learning]

Organization Structure

As a part of the Provost's office, the Center for Service Learning's main responsibility is to provide support and resources for faculty in designing and implementing service learning courses. The Center also assists the University Registrar in documenting student participation in designated service learning experiences, coordinates and facilitates communications between other offices of teaching or service at KU, and advocates for service learning at KU by offering high visibility events or resources (e.g., workshops, on-going seminars, service-fairs, teach-ins, and public lectures).

Director

The Center for Service Learning has a full-time director.

Year Founded: 2005

Staff Positions

Assistant Director
3 AmeriCorps Volunteers
1 Graphic Designer

Mission Statement

The mission of the Center for Service Learning 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. The Center will inspire action by creating initiatives that connect, advocate, elevate, and challenge.

Definition of Service Learning

Service-learning is a credit-bearing, educational, experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.

Robert Bringle and Julie Hatcher, *A Service Learning Curriculum for Faculty*.
The Michigan Journal of Community Service-Learning, Fall 1995, pp.112-122

Philosophy/Values

Since its founding, the University of Kansas has been consistently aware of its leadership role in preparing future generations of students to meet the demands of informed, democratic citizenship. One of the ways the University accomplishes this goal is through its commitment to, and promotion of, community service and, more recently, "service learning" coursework that integrates service and learning. Through the combined efforts of interested students, faculty, and staff, the University of Kansas has been, and continues to be, actively involved in serving the local community, the State of Kansas, the nation and the world. The movement toward institutional support for service and service learning is a burgeoning one, a movement that involves all members of the University community—students, faculty, administration—as well as citizens of Kansas. Together, we move toward the common goal of meeting the University's avowed

mission to serve members of the community, the region, and Kansas through orchestrated efforts that have educational and civic benefits.

Certification Program

The Center for Service Learning strives to assist faculty in creating meaningful and experiential learning opportunities for students. For those students who choose to partake in these experiences, the Center offers a certification process. The certification process consists of four components including completion of a service learning course, an independent service project, a set of directed civic engagement and leadership readings, and reflection.

In the first year of its existence, the Center for Service Learning certified 91 students. The total has now almost doubled in size to include 245 students, 154 of whom were certified during the 2006-2007 academic year. The goal of the 2007-2008 year is to certify an additional 200 students.

Certification in service learning benefits students in all majors and disciplines and, in turn, supports a diverse array of community organizations. In the past three years, students in over 26 majors and four graduate programs have been certified in service learning impacting over 40 community organizations and partnering with them for over 5,725 hours of service.

Programs/Grants/Faculty Support

Service Learning is an excellent way for faculty to engage students with classroom material by providing an opportunity to apply academic constructs to real community problems. Often, faculty say they would like to include service learning as part of their classroom experience but don't have the time or the resources to locate good community contacts.

Thus, the Center for Service Learning was established to give assistance to faculty who would like to incorporate service learning into courses. The goal of the Center is to increase service learning at KU by making it as easy as possible for faculty to be involved.

In total, the Center for Service Learning has partnered with over 75 faculty members representing 30 departments or schools to facilitate mutually beneficial relationships for students and the community. Through developing and executing service learning courses, faculty members gain a greater appreciation for their subjects and for their students, become more engaged in their communities both locally and globally, develop diverse connections with community and other faculty members, and are provided with additional research and funding opportunities.

Key Audience

Primary: faculty

Secondary: students

Tertiary: community-based organizations

Boston College

[**The PULSE Program for Service Learning**]

Organizational Structure

The PULSE Program reports to academic affairs and is specifically administered through the philosophy department.

Director

The PULSE Director oversees the entire range of PULSE activities. The duties include the development and maintenance of quality field placements; consultation on curriculum development with members of the philosophy and theology faculty; provision of ongoing training and supplementary programs for students and supervisors; counseling of individual students and supervisors; and selection, initial training, and continuing development of the PULSE Council.

The current Director is also a faculty member within the PULSE program and co-teaches several courses. The director position is full-time in the sense that the director teaches courses that are part of the PULSE program and works on course development for PULSE, but, in terms of administrative duties of the office, the director serves in a consultant manner.

The two Assistant Directors cooperates with the Director of PULSE in the general management of the Program. Their duties include responsibility for the placement work and counseling of PULSE students, development and guidance of the PULSE Council, and coordination of all faculty needs with respect to placement work. The Assistant Directors also serve as a liaison between the PULSE office and the off-campus agencies, oversee transportation and safety of PULSE students, and are responsible for office finances and management.

Year Founded: 1970

Staff Positions

Graduate Assistant
PULSE faculty
PULSE Council

Mission Statement

The mission of the PULSE Program is to educate our students about social injustice by putting them into direct contact with marginalized populations and social change organizations and by encouraging discussion on classic and contemporary works of philosophy and theology.

Definition of Service Learning

Not stated

Philosophy/Values

Throughout the years, we have found that the relationship between field work and classroom study evokes a rich conversation. The Western philosophical tradition began in wonder and inquiry about basic problems: what does it mean to be human? To enjoy freedom? To fall in love or become a friend? To participate in community? Those basic questions reassert themselves when a student acts as a companion to a

handicapped adult, tutors an adolescent in a lock-up facility, extends a sympathetic ear to a suicidal person over a telephone line, or feeds a homeless person on a cold winter night.

The majority of the students enrolled in the PULSE Program take a twelve-credit, year-long, core-level course in philosophy and theology titled "Person and Social Responsibility." Several PULSE elective courses are also offered. In addition to classroom reflection and discussion, carefully selected field placements in youth work, the correctional system, emergency shelters, literacy, special needs, domestic violence, and HIV/AIDS services among other areas become the context in which students forge a critical and compassionate perspective both on society and themselves.

Certification Program

Participation in the PULSE Program does not go on a student's transcript.

Programs/Grants/Faculty Support

The PULSE Program receives its operating funds from the university budget; the Director receives his salary from the Philosophy Department. The Program's operating costs are underwritten by a \$750,000 endowment from the Dayton Hudson Foundation and a \$150,000 gift from BankBoston.

Key Audience

Primary audience: students not yet enrolled in the PULSE Program

Secondary audience: past students who are PULSE participants to serve on the council and faculty who may want to serve as PULSE faculty or integrate an existing course into the PULSE Program

Duke University

[Kenan Institute for Ethics]

Organizational Structure

Service learning is organized through these initiatives:

LEAPS (Learning through Experience, Action, Partnership and Service)

LEAPS is an Undergraduate student group at Duke working to strengthen the links between community and university.

Research Service-Learning

Research Service-Learning (RSL) links academic knowledge, ethical inquiry skills, and civic leadership capacities for Duke undergraduates as they conduct research projects that address issues of concern for community organizations.

Duke Service-Learning

A pedagogy that integrates community service within an academic course while providing students with structured opportunities to reflect critically on the ethical dimensions of both their service experience and the course content.

Director

The Kenan Institute has a full-time director.

Year Founded: 1995

Staff Positions

Associate Director
Assistant Director, Administration, Finance & Planning
Assistant Director, Communications & Advancement
Communications & Advancement Specialist
Director of Organizational Ethics
Program Coordinator
Financial Analyst
Staff Assistant

Mission Statement

The Kenan Institute for Ethics is a university-wide initiative at Duke University that supports the study and teaching of ethics and promotes moral reflection and commitment in personal, professional, community, and civic life.

Our work is guided by the conviction that universities have a responsibility to prepare students for lives of personal integrity and reflective citizenship by nurturing their capacities for critical thinking, compassion, courage, and their concern for justice.

Our goals are:

- To create and sustain a strong focus on ethics at Duke University in teaching, training, research, and everyday life, encouraging ethical inquiry across the curriculum and moral reflection about campus practices and policies.
- To support creative innovation in the teaching of ethics at all levels, from K-12 through university, with particular attention to approaches that not only strengthen critical reflection, but also enrich moral imagination and inspire personal integrity and civic engagement.
- To develop university-community partnerships and institutional collaborations that address ethical challenges of public concern within and across communities.

Definition of Service Learning

Service learning links classroom learning with service to communities. Service opportunities are developed through collaboration among faculty, students, and individuals and organizations in the community. Service placements are designed to meet two criteria: to enhance the educational goals of a course and to serve the public good by providing a needed service to individuals, organizations, schools, or other entities in the community. Students involved in service learning make a commitment to engage in a service project or to complete a specified number of hours of service work. Through structured activities of reflection and analysis, they are asked to integrate their service experience with the other materials of the course.

Service learning goes beyond extracurricular community service because it involves participants in reading, reflection, and analysis. Credit is awarded not for service alone, but for academic work integrating the service experience. At its best, service learning enhances and deepens students' understanding of an academic discipline or subject while providing them with experience that develops leadership and life skills and engages them in critical reflection about individual, institutional, and social ethics.

Service learning supports Duke University's mission, outlined in the university's 1994 mission statement *Shaping Our Future*, of providing "a superior liberal education to undergraduate students, attending not only to their intellectual growth but also to their development as adults committed to high ethical standards and full participation as leaders in their communities."

Summary of Criteria for designation as a service learning class:

1. The service experience is integrally related to the subject matter of the course. Credit is given for learning that derives from the service and its relationships to the course, not for the service alone.
2. Students in the class provide a needed service to individuals, organizations, schools, or other entities in the community in ways that serve the public good. All parties to the arrangement are seen as learners and teachers, servers and served. Community partners are involved in the design and evaluation of service opportunities.
3. Through the course, students learn to reflect critically in a structured manner on the ethical and cultural dimensions of their service experience as well as the relationship between their service experience and the course content.

Philosophy/Values

The founding document of the Kenan Ethics Program, drafted in September 1995, states:

We understand that one of the fundamental needs of contemporary American culture is to develop wisdom about the meaning and application of ethics. We see this, therefore, as a principal responsibility of every university, and particularly of Duke University, with our historic commitment to education of the spirit as well as the mind and body...

Ethical behavior encompasses basic values of community and individual character. The formation of such values requires embedding ethical teaching, learning and experience into the daily practice of life.

The Program in Ethics will reach broadly through the university and beyond, providing not only formal teaching but occasions for ethical practice, not only reasonable intellectual constructs but opportunities for commitment, not only the transmission of received principles but also the encouragement of ethical innovation in the face of new moral challenges posed by a rapidly changing environment.

At Duke we envision a program that permeates the life of the University, from undergraduate to graduate and professional schools, faculty, staff and employees. Equally important, the emphasis of the Trust upon the extension of ethical study and application into the general life of the nearby community and the nation represents a special opportunity. To reach beyond Duke University will allow us not only to make a valuable contribution to our society but to enrich the University as well.

Certification Program

Duke offers a Certification in Ethics Program; it receives this label because service learning is part of cross-disciplinary studies centered in the Ethics Department. It is unclear if a service learning designation appears on transcripts.

Programs/Grants/Faculty Support

Kenan offers grants to anyone in the Duke community willing to begin a service or community-minded initiative.

Key Audience

Primary audience: students

Secondary audience: faculty

Georgetown University

[The Center for Social Justice Research, Teaching and Service (CSJ),]

Organizational Structure

The CSJ is an academic office that falls under the Office of the Provosts' Social Justice Initiatives. CSJ consists of a central office, the Office of Research, the Office of Curriculum and Pedagogy, and the Office of Volunteer and Public Service (that also answers to the Vice President of Student Affairs). The three offices, Research, Teaching, and Service, identify their own purposes and goals within the broader mission of CSJ and the university.

Director

The Executive Director for the CSJ is a faculty member.

Year Founded: 2001

Staff Positions

Associate Director
Administrative Assistant
ASK Program Director
DC Reads Director
DC Schools Project Program Director
Research Program Director
Student Leadership and Special Program Director
Administrative Officer
Three Senior Fellows
Four Faculty Fellows
One Faculty Research Fellow

Mission Statement

The Center for Social Justice Research, Teaching and Service, which opened its doors in January 2001, is a concrete and imaginative manifestation of that commitment. With origins in the work of the Task Force on Social Justice and work for the Jesuit Colleges and Universities Conference on Justice at Santa Clara, this new Center has a mission that is simple to state but far-reaching in its implications: "In order to advance justice and the common good, the Center promotes and integrates community-based research, teaching and service by collaborating with diverse partners and communities.

The Center is guided by that mission as it strives to consolidate and develop work in its key three areas: service, curriculum and research. First, it incorporates and builds on the vibrant student work of direct service and the learning it fosters, whether from tutoring and mentoring or arts education and job development training. Georgetown University has long been known for the compassionate service of its students. Since the establishment of the Office of Volunteer and Public Service (OVPS) in the late seventies, greater numbers and diversity of opportunities have been created to provide District residents with needed resources and programs.

Second, the Center promotes and helps develop curricular offerings that incorporate community-based work and service to justice. A number of Georgetown University faculty have designed courses that build

in opportunities for direct or indirect service in the local community in a way that makes clear, for example, the intellectual context and the policy implications of the service the students render. Courses such as “Community Conflict Resolution” in the Sociology department and “Teaching/Literacy/Community Action” in the English department offer students curricular vehicles for providing service that is explored and deepened in the classroom. In addition, there are faculty each semester who are part of the Service-Learning Credit program, a national model and one of the first such university programs when it was founded over twenty years ago, whereby students earn one extra credit by linking a minimum of forty hours of community-based work during a semester to a course in which they are enrolled. The new Center advances this curricular work through faculty workshops, course development grants, and continued support of conferences that enable more faculty to learn about the pedagogy of service learning and to redesign courses to incorporate it.

Third, the Center serves as a catalyst to consolidate and advance the exciting community-based research projects that have been most recently housed in the Center for Urban Research and Teaching, founded in 1997, and the 1999 program called PURS, Partners in Urban Research and Service-Learning, a collaborative project that brought together ten Georgetown social science faculty and community leaders to develop research projects serving the community. With the assistance of a \$400,000 grant from the U.S. Department of Housing and Urban Development, PURS established the Georgetown Community Outreach and Partnership Center (GCOPC).

All of the Center’s work is done in collaboration with other University offices, individuals and programs that seek to develop the University’s work in justice and service, thereby making such work more visible, better coordinated and more fruitful. Ultimately, more students, faculty and staff will be able to channel their scholarly and personal energies into working creatively with others to make a difference with and for the residents in the District of Columbia’s most challenged neighborhoods, and for those in the world beyond. Through such critical and engaged work in this propitious time, Georgetown will build on its tradition of academic excellence and will contribute in singular ways to the Jesuit ideal of justice education and action “for the glory of God and the well-being of humankind.”

Definition of Service Learning

CSJ rarely uses the term “service learning.” Generally, CSJ uses “community-based” or “public service,” which fits into their overall focus of social justice.

Philosophy/Values

Not stated

Certification Program

CSJ does not have a certification program. Instead, they have a fourth credit option called Community-Based Learning Credit Program (CBLC). This requires forty hours of community service relevant to the course, discussion sessions, and three reflective essays. A student’s intellectual work as a result of the community service, not the service itself, is considered when the professor issues a grade for the course.

Programs/Grants/Faculty Support

Faculty support in terms of grants can be obtained through the Center for New Designs in Learning and Scholarship which is a separate but collaborative organization under the Office of the Provost.

Key Audience

The organizational structure allows CSJ to reach multiple audiences effectively. The Office of Research focuses on both community agencies and faculty. They see their work as fully collaborative between both

agencies. The Office of Curriculum and Pedagogy focuses exclusively on faculty. The Office of Volunteer and Public Service focuses primarily on students.

Indiana University-Purdue University Indianapolis (IUPUI)

[Center for Service and Learning (CSL)]

Organizational Structure

CSL is organized as a coordinating partner of the Office of Professional Development with the Faculty Director reporting directly to the Executive Vice-Chancellor and Dean of Faculties. Four offices have been established to coordinate a variety of campus-community programs. The budget is primarily supported through the reallocation of campus funds to achieve the campus mission of civic engagement. IUPUI has gained national recognition for its commitment to and scholarship on service learning and civic engagement.

Director

The director for the CSL at IUPUI is a faculty member.

Year Founded: 2001

Staff Positions

Associate Director
Fiscal Coordinator
Payroll/Purchasing Clerk
Senior Scholar
Office of Service Learning Coordinator
Office of Community Service Coordinator
Office of Community Work Study Coordinator
Office of Neighborhood Partnerships Coordinator

Mission Statement

The mission of CSL is to involve students, faculty, and staff in service activities that mutually benefit the campus and community. CSL collaborates with other campus units, develops community partnerships, coordinates and evaluates programs, and promotes service, service learning, and civic engagement to further the academic and public purposes of the university. It strives to make service a distinctive aspect of the educational culture at IUPUI.

Definition of Service Learning

Service learning is a course-based, credit-bearing educational experience in which students do the following:

- Participate in an organized service activity that meets identified community needs.
- Reflect on the service activity in such a way as to gain further understanding of course content, a broader the educational culture at IUPUI.

Philosophy/Values

The work of the CSL is to be consistent with the following values that guide program development, program operations, and working relationships.

Staff of the CSL value programs that:

- Are innovative, cohesive, and educationally meaningful
- Change lives through a commitment to the ethic of service

-
- Improve social conditions in the community
 - Involve reflective practice that informs participants
 - Get things done

Staff of the CSL value program operations that:

- Use teamwork to improve program implementation
- Employ creative leadership to foster effective collaboration
- Demonstrate scholarly rigor
- Monitor and assess outcomes for program improvement
- Use resources in an ethical, informed, and effective way

Staff of the CSL value collaborative relationships that:

- Celebrate and recognize the contributions of others
- Promote integrity and commitment
- Are formed through constructive dialogue
- Develop over time
- Respect diverse perspectives of all stakeholders

Certification Program

IUPI does not have a certification program. Instead, they have an extensive student scholarship program.

Programs/Grants/Faculty Support

CSL works with faculty in a variety of ways.

- The Office of Service Learning assists faculty in integrating service learning and other civic engagement activities into their coursework through workshops, grants, and other forms of support.
- The Office of Community Service can assist faculty who are looking for one-time service activities for their students.
- The Office of Neighborhood Partnerships works with faculty to support teaching, service, and research with community partners in the near Westside.
- The Office of Community Work Study can assist faculty who are looking for community-based work study programs for students.
- Faculty can find other resources related to improving teaching and learning through the Office of Professional Development.

Key Audience

Primary: students

Secondary: faculty

Tertiary: community-based organizations

Missouri State

[The Citizenship & Service Learning Office (CASL)]

Organizational Structure

Faculty members identify courses for which a service component is appropriate and the kinds of service experiences relevant to the particular courses. In order for a course to be designated as service learning, it must go through an oversight committee which is comprised of six faculty members from each college at Missouri State. Three of these faculty members must have done service learning in a course in the past. The CASL staff develops relationships with those kinds of service placements in the community.

To meet the public affairs mission of Missouri State, those organizations and agencies designated as “Community Partners” are not-for-profit or governmental groups. The CASL Office, with the Community Partners, monitors the students’ service work, and certifies the instructor’s acknowledgment of the completion of the forty hours minimum requirement. The faculty members develop the kinds of assignments appropriate for evaluating the students’ learning and issue the grade for the service component based on the student learning achieved through the integration of course work and service work.

Director

The CASL has a full-time director who is not a faculty member.

Year Founded: 1996

Staff Positions

Associate Director
Two Graduate Assistants
Program Coordinator
Administrative Secretary

Mission Statement

The office of citizenship and service learning serves both the community and the University as a facilitator of the respective resources for the benefit of both academic endeavors of the University and the service goals of the community’s agencies.

The Citizenship and Service-Learning office serves Missouri State’s Springfield campus and the Springfield-Greene County community by supporting the common goals of both community partners and Missouri State faculty, staff, and students. To our community partners, we facilitate a stable, long-term reciprocal relationship for the good of our community. To Missouri State faculty, we support faculty scholarship, including both teaching and research interests. To students, we facilitate the introduction and integration that takes place between traditional classroom work and community service.

Definition of Service Learning

Service learning is a type of experiential education that combines and pursues both academic achievement and community service in a seamless weave, requiring the use of effective reflection exercises. The goal of service learning, through linking academics to the community, is to develop the skills, sensitivities, and commitments necessary or effective citizenship in a democracy.

Philosophy/Values

Service learning is a type of experiential education that when done properly enhances student learning and teacher effectiveness. It should be evaluated alongside other teaching techniques such as lecture, discussion, reading assignments, exercises, use of PowerPoint presentations, or the use of various media. As with any pedagogical method, it fits some instructors' teaching styles better than others and some courses better than others, and it should be used where appropriate.

Service-learning integrates academic achievement with community service. Both academic study and community service must be maintained in equal importance for service learning efforts to be successful. The interests of the community must be served; students are not sent to placements merely for academic enhancement. The academic objectives of the course must also be enriched by the community service; otherwise, the service learning effort becomes irrelevant to the educational purposes of the course and may seem a disjointed, unrelated act of volunteerism that is distracting to the course's educational purposes. Service learning requires effective reflection. This point relates closely to the integration of academic achievement and community service. Studies have shown that for the community service to be effectively woven into the course and made educationally relevant for students, reflection exercises must play an important role in any service learning project. Studies also have shown that the community service, without reflection, often seems to students to be added work, lacking any relevance to the course and, thus, lacking value. Service done in such a context runs the risk of actually creating a backlash and solidifying prejudices and poor citizenship attitudes and practices.

Service learning has citizenship as its goal. There are many types of experiential education, each with its own learning objective in view. Service learning is a type of experiential education that has citizenship as its goal. It seeks to contextualize academic subject matter within the greater society, highlighting for the students the role that the academic disciplines play in building a healthy community. Students should come away with a sense of connection with the democracy and with a greater commitment to serve the community through their careers and throughout their lives. Service learning, then, recaptures in a focused way the civic purpose that Thomas Jefferson had envisioned for higher education.

Certification Program

A service learning designation appears next to the course number on the student's transcript.

Programs/Grants/Faculty Support

Seven faculty members were awarded Service-Learning Faculty Fellowships in the second class of the Office of Citizenship and Service-Learning's Faculty Fellows Program. These faculty explored service learning as a pedagogical tool in an intensive, in-depth manner with the goal of implementing a service learning project into their teaching. The semester provided each Fellow an opportunity to reflect on service learning projects and to craft a service learning project for one course. The activities and community partners chosen underscore academic objectives for improved student learning and citizenship development. The Fellows made a formal presentation to their deans and department heads at the conclusion of the program prior to submitting their service learning courses to the CASL Oversight Committee for approval. Service-Learning Fellows teach their courses during the following school year and disseminate the results of their work to the MSU community through the Office of Citizenship and Service-Learning.

Key Audience

Primary audience: faculty

Secondary audience: students

Additional Notes

What is a component service learning course? The CASL program enables a student to earn an additional credit in selected courses in exchange for the learning acquired by completing forty hours of service that is relevant to course content and benefits an external government or non-profit agency. Each department that offers service learning provides a 300 or 500 level, one-credit service learning component course. A student who wants the optional one-credit service learning course will simultaneously register for the SL designated course and the SL component course.

The service learning credit is awarded for the demonstration of learning that results from the service rather than the service itself. A reflection component is key to the critical thinking that a student will engage in during the hands-on experience with the community partner.

What is an integrated service learning course? A stand-alone ISL course has all of the aspects of experiential education, reflection, and assessment integrated into the substance of the course. The community service experiences of the students are not optional, but are an integral part of the course for each student. When service learning is integrated into an academic course, the course credit is assigned for both the customary academic learning as well as for a minimum of fifteen hours of work with a governmental or not-for-profit organization.

The professor develops lectures and discussion topics that give students additional insight and understanding of the course content based on their experiences. ISL is conceptualized as a pedagogical model that connects meaningful community service experiences with academic course learning. The student's grade is for the quality of learning as identified through reflection mechanisms determined by the course instructor.

Stanford University

[Haas Center for Public Service]

Organizational Structure

The Haas Center is a departmental unit under the auspices of the Stanford's Vice Provost for Student Affairs, with close ties to the Vice Provost for Undergraduate Education. Each year, the Haas Center raises about half of its two million dollar operating budget through grants, contracts, and the generosity of individual donors. The other half of the budget comes from the University's endowments and annual appropriations.

Director

The director for the Haas Center is a faculty member.

Year Founded: 1989

Staff/Type of Positions

Managing Director
Associate Director for External Relations
Associate Director for Public Service Education
Thirty-one staff positions
Fifty-six student positions

Mission Statement

The Haas Center for Public Service at Stanford University connects academic study with community and public service to strengthen communities and develop effective public leaders. The Center aspires to develop aware, engaged and thoughtful citizens who contribute to the realization of a more just and humane world.

Definition of Service Learning

Service learning is defined as “a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. Reflection and reciprocity are key concepts of service-learning.”

 Jacoby, *Service-Learning in Higher Education*, 1996, p. 5.

The Haas Center defines service learning broadly to include both co-curricular activities and academic coursework. One of the primary ways that faculty can assist with the expansion of service-learning at Stanford is to teach a service learning course. In almost all cases these courses can be treated as a normal part of a faculty member's teaching load.

Service learning courses may feature service as an integral component of the academic course experience, may focus on public service as subject matter, or offer preparation for public service internships of fieldwork. Courses may be small, intensive seminars or larger lecture courses with service learning related discussion sections and experiences. The service provides material to be reflected upon and analyzed

by participating students, and it may include traditional, hand-on volunteer activity, internships at local organizations, or class projects of policy-related work.

Philosophy/Values

People and Community

We value and respect each person, both as an individual and as an integral part of this and other communities.

Excellence and Responsibility

We hold ourselves to high standards of quality, responsibility, and accountability in our work.

Collaboration

As an ensemble, we value mutuality, group process, shared decision-making and open communication.

Diversity

We believe in the importance and complexity of honoring and learning from diversity.

Honesty and Integrity

We aim to be straightforward and sincere in our communications and interactions with others.

Learning

We hope to nurture individual and organizational growth that is rooted in experience, intentional reflection and multiple ways of knowing.

Commitment to a Shared Vision

We derive continual inspiration from our mission and sense of common purpose.

Celebration

We take time to acknowledge and appreciate one another and our accomplishments.

Creativity

The dynamic context of our work requires a commitment to thoughtful exploration and a willingness to take risks.

Advancement of Social Equity

Social justice and civic values are core values for each of us, as well as at the heart of our mission as a center.

Certification Program

None

Programs/Grants/Faculty Support

Haas Center Resources for Stanford Faculty:

- Faculty Forum in Public Service Education
These quarterly lunches provide a regular opportunity for faculty from across disciplines to share ideas and experiences related to service learning pedagogy and community-based research.
- Workshop on Fundamentals of Service-Learning
Haas Center staff can provide two-hour introductory workshops on the pedagogy of service learning; this can be done for small groups of faculty or graduate student teaching assistants.

-
- Individual Consultation
Haas Center staff can meet with individual faculty who are interested in developing a service learning course or community-based research project. This individual consultation can provide faculty with an introduction to the broad range of resources available to support students interested in combining service with academic programs.
 - Grants
 - Print Resources
 - Books, journals, and articles on service learning, community-based research, civic engagement, and university-community partnerships are available to borrow from the Center. In particular, the Haas Center has an eighteen volume series of books on service learning in the disciplines (e.g. service learning in History, Biology, Engineering, etc.).
 - Information about Community-Based Organizations
 - The Haas Center can provide information about agencies and non-profit community organizations in the Bay Area interested in partnerships with Stanford University.
 - Assessment
 - Resources for gathering student feedback on service learning.

Key Audience

Primary: students and faculty

Secondary: community-based organizations

Tertiary: alumni and donors

University of Michigan

[Ginsberg Center]

Organizational Structure

The Ginsberg Center primarily reports to the Vice President of Student Affairs and the Vice President for Government Relations secondary. The half-time faculty director connects the center to academic affairs.

Director

The faculty director is half-time. As this is a rotating position, the director changes every three to four years.

Year Founded: 1997

Staff Positions

Director, Michigan AmeriCorps Partnership
Director, America Reads
Program Director, SERVE
Associate Director, for Community Partnerships
Faculty Director
Director, Project Community
Subscription Coordinator, OCSL Press
Associate Director, Academic Service Learning
Associate Director, America Reads
Associate Director, Project Community
Development Officer
Evaluation Specialist
Transportation Coordinator
Secretary Intermediate
Program Director, SERVE
Program Manager, Arts of Citizenship
Director, Student Initiatives
Coordinator, Community Partnerships

Mission Statement

The Center's mission is to engage students, faculty, and community members in learning together through community service and civic participation in a diverse democratic society.

Definition of Service Learning

Academic service learning is a pedagogical model that integrates community service, academic learning, and civic learning. It responds to the call for higher education to prepare students for active citizenship in a diverse democracy. In service learning courses, students are involved in the community in ways that are relevant to the academic content of the course, thereby both serving and learning in the community.

Philosophy/Values

Learning and Consciousness Raising: We believe an integral part of higher education is the learning that occurs through service and community involvement, results in the critical understanding of social issues, and develops a deeper commitment to justice.

Social Justice: Our work reflects the vision of a more just society. We seek to address the root causes of social inequality by challenging the personal beliefs and social systems that create it.

Ethic of Service: We believe that each of us has the ability and power to impact, positively and negatively, our global society. Therefore, we seek to promote an ethic of life-long service and social responsibility. Through education, reflection, and community partnerships, we empower individuals and groups to identify and respond to oppression and inequality, to bring about fundamental change in social systems, and commit to a life-long investment in service and social responsibility.

Personal and Professional Development: We believe in challenging individuals to explore and develop their values and identity by providing meaningful opportunities for personal, professional, and intellectual growth. These opportunities for growth include community involvement, issue education, critical reflection, and leadership development.

Community Engagement: We believe that our service in the community must engage community members as equal partners. We actively involve the voices and perspectives of community partners in our work at the Center: in training students, setting goals, planning events, and developing programs. We value the expertise of our partners and stakeholders, and base roles and responsibilities on each partner's capacities and resources. We share accountability, risks, and costs of our partnerships.

Authentic and Diverse Coalitions: We believe that social justice can occur by identifying our commonalities, building upon our strengths, and engaging our differences. Our efforts to build authentic partnerships and coalitions across social, ethnic, and geographic boundaries and roles are sincere and based on engagement, honest and open dialogue, mutual respect, and shared vision and goals. We seek to foster collaborative decision-making and a collective vision, resulting in solidarity within and between groups of students, staff, faculty, and community members.

Integrity of the Center: We believe that our commitment to service and social justice mandates that we live our core values and act with respect, honesty, trust, and fairness. As a unified Center with a common vision, we strive to communicate authentically, make decisions collaboratively, and share knowledge and resources. These actions are essential to maintaining the integrity of the Center, living by our core values, and furthering our collective vision of social justice and equality.

Certification Program

None

Programs/Grants/Faculty Support

Students: Finding volunteer opportunities, list of service learning courses, fellowships, and recognition that includes honor cords at graduation and Ginsberg awards.

Faculty: Workshops, consultations, grants, print resources, and inventory of community partners. The Ginsberg Center publishes the Michigan Journal of Community Service Learning (MJCSL), a national, peer-reviewed journal that publishes articles related to research, theory, pedagogy, and other issues pertinent to course-based service-learning in higher education.

Community partners: Placement of work-study students in CBOs, listserv and websites where they can post volunteer opportunities for students, community advisory board.

Key Audience

Primary: students and faculty

Secondary: community-based organizations

University of Texas

[Volunteer and Service Learning Center]

Organizational Structure

The Service Learning Program is a Student Affairs /Academic Programs joint initiative located in the Office of the Dean of Students and sponsored by the Office of the Provost.

Director

The director is full-time and teaches one course.

Year Founded: 1991

Staff Positions

Full-time service learning coordinator
Two full-time co-curricular program coordinators
Administrative assistant
Two VISTAs who work with service learning
Graduate Assistant

Mission Statement

The mission of the Volunteer and Service Learning Center is to promote, organize, facilitate, support and reflect on community service for the UT-Austin community, especially students. With this in mind, the VSLC strives to:

- educate students on becoming advocates for service
- focus on student cognitive, moral, ethical, social, and democratic development through service activities
- strengthen healthy relationships between students and their communities
- expand and support service learning on campus
- help students develop effective service programs

Definition of Service Learning

Service learning integrates volunteer community service and guided reflection into the curriculum to enhance and enrich student learning of course material while meeting a community need. Students volunteer at a non-profit agency as part of a credit-bearing academic class. In this way they apply newly-acquired academic skills and knowledge to address real-life needs in their own communities and reflect on the meaning of this service.

Philosophy/Values

Not stated

Certification Program

None

Programs/Grants/Faculty Support

- Arrange appropriate service placement for service learning students in any of over 300 Austin area non-profit agencies

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- Provide liability waivers, information on background checks, transportation, etc.
 - Offer service learning contracts to be signed by the service learning student, the agency supervisor, and the faculty member
 - Assist with facilitation of in-class reflection sessions, or development of take-home reflection assignments
 - Provide examples of syllabi from service learning courses offered at benchmark universities in all disciplines
 - Schedule guest lecturers from non-profit agencies
 - Increase visibility of service learning classes to potential students
 - Grant writing assistance to support service learning initiatives and programs
 - Extensive collection of service learning articles

Key Audience

Primary: students

University of Vermont

[The Office of Community-University Partnerships and Service-Learning (CUPS)]

Organizational Structure

CUPS currently reports to the Provost Office. The University of Vermont expects a new Provost so there may be changes, but CUPS plans on continuing as an academic office.

Director

The director is a faculty member who works one-fourth to one-half time. They are looking for more stable funding that will allow for a full-time director.

Year Founded: 2003

Staff Positions

Associate Director (full-time, does most of the administrative duties)
Senior Faculty Fellow
Program Assistant/AmeriCorps VISTA
Two Graduate Assistants.

Mission Statement

The Office of Community-University Partnerships and Service-Learning (CUPS) was created in September of 2003 to support active, collaborative UVM-Community partnerships, high quality service-learning, and community-based scholarship.

We work to identify relevant resources, education, and incentives through the following actions: Foster UVM-Community Partnerships, Support Faculty and Curriculum Development, Promote Student Leadership Development, Guide Development of University Policy, and Pursue Research and Evaluation.

Definition of Service Learning

“Service-learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. Reflection and reciprocity are key concepts of service-learning.”

Jacoby, *Service-Learning and Higher Education*, 1996, p.5.

Philosophy/Values

Not stated

Certification Program

None

Programs/Grants/Faculty Support

Faculty Fellows for Service-Learning, speaker series, training students to serve as teaching assistants in SL courses, workshops for students, service learning grants, online Community Partner Interest Form, training for community based research projects, Library resources, Faculty survey for assessment and evaluation, list of service learning courses past and present.

Key Audience

Primary: faculty and community-based organizations

Secondary: students

While the CUPS office is designed to facilitate partnerships of all varieties, a primary concentration of this office is Academic Service-Learning. We concentrate on creating partnerships with nonprofits that are integrated with and enhance academic courses. Our staff works closely with UVM faculty to develop service learning skills and increase interest in this alternative form of teaching and learning.

University of Wisconsin

[**Morgridge Center for Public Service**]

Organizational Structure

Report to the Wisconsin Union Directorate

Director

The Morgridge Center for Public Service has a faculty director.

Year Founded: 1996

Staff Positions

Associate Director
Community Services Coordinator
Program Advisor
AmeriCorps/VISTA
Administrative Assistant

Mission Statement

The Morgridge Center for Public Service promotes citizenship and learning through service within local, national, and global communities. The Center builds on the Wisconsin Idea, a strong tradition of service to the community by students, faculty, and alumni.

Definition of Service Learning

A method of joining academic theory with service to enhance student learning.

Philosophy/Values

The philosophy of the Morgridge Center for Public Service is quite simple. We believe in the importance of instilling in students, faculty and staff a lifelong ethic of service coupled with the learning that comes through reflection about that service. It is at this intersection of service and learning where powerful change often begins to occur. In this process, the University community and the neighborhoods of which the University is a member come together to address current social issues and problems in a systematic and collaborative way. The learning, grounded in real people and real issues, is mutually beneficial.

Certification Program

None

Programs/Grants/Faculty Support

Course development grants, service grants, Wisconsin Idea Undergraduate Fellowships, Faculty consultations, University of Wisconsin-Madison Service-Learning and Community-Based Research Manual for Faculty and Instructional Staff, Undergraduate Service Learning Fellows, Peer Advisors.

Key Audience

Primary: students and faculty

**Taking charge
of change.**

The image features a dark blue background with a light blue border. A yellow square is positioned on the right side. The text "Taking charge of change." is written in a bold, white, sans-serif font, centered on the left side of the image.