

Service Learning and Community Service Strategic Initiative

Working Group Spring 2008

DRAFT

Summary and Vision Statement

The Community Service and Service Learning working group co-chaired by Jeff Stocco and John Clementson met ten times from February through May, 2008. The group members included: Patricia Leagjeld, Beth Danberry, Chris Johnson, David Newell, Sara Anderson, Amy Pehrson, Naomi Quiram, Thia Cooper, Joyce Aarsvold, Bob Douglas, and Brian Johnson.

The group examined numerous documents, interviewed students, community partners, faculty and staff, and utilized previous studies of the CSC to develop a bold vision for the future work of the CSC and Gustavus Adolphus College. Currently, the CSC has three primary avenues of robust involvement: one-time volunteer activities, ongoing community service programs, and a community-based service-learning component of academic courses.

While the working group finds much of what the CSC does to be exemplary, we also have bold visions for additional integration of service learning and public engagement. Specifically, we believe a greater integration of community service and service learning into the liberal arts curriculum has the potential of strengthening communities and regions, and can bear witness to values central to the mission of the college. In other words, at the heart of CSC lies the potential for social justice and long-term leadership for changing our world. Strengthening the CSC components of our institution has the potential for addressing inequalities in our communities, creating and applying knowledge for the public good, and preparing students for lives of effective action.

The working group recognized both the need for vision and for pragmatism in the development of its recommendations. Therefore, the proposal includes incremental short- and long-term recommendations to move the community-engagement work of the institution to a level of national recognition. We consider some of the recommendations to be minor, but nonetheless foundational to building an academic and community-engaged program. Other recommendations we consider as fundamental to developing a distinctive and valued program.

Our vision includes the following core ideas;

- Service-Learning as a mechanism for creating changes in social conditions.
- The development of a Service-Learning (S-L) course designation analogous to our current W designation.

- The establishment of an endowment to financially support the work of the CSC, and to provide grants, course reductions, and funds for service learning conferences and training.
- Service-learning coursework become a focal point of J-term.
- Extensive opportunities for faculty and staff development related to service-learning and community-engagement. The Kendall Center should become the primary entity for providing seminars, support grants, and training related to service-learning.
- The establishment of a position (faculty) dedicated to directing the service-learning efforts of the faculty.
- Service-learning student projects should be showcased in such public forums as the Celebration of Creative Inquiry.
- Institutional support for cross-disciplinary community-engagement opportunities.
- The development of an interdisciplinary major/minor focused on service-learning, community-engagement, and leadership.
- The establishment of summer programs focused on service learning involving Gustavus students and local community youth and families.
- Support for faculty-student summer research and student fellowships focused on community-engagement and the creation of public policy.
- Encourage a year-of-service type programs (e.g. Americorps, VISTA, others) as ways to hire graduating seniors to serve as liaisons to community-based programming.
- Seek national recognition by becoming a Community-Engaged classified school with the Carnegie Foundation.

Service Learning for Social Justice

“We believe that community service and service-learning are valid pedagogies... We value most highly the kind of service that is explicitly intended to create changes in the social conditions that perpetuate oppression.”¹

“Social justice involves social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others and the society as a whole.”²

Service learning has been shown to have many positive effects on college students, faculty, colleges, and communities. In a 2001 summary, Eyler et al.³ found that service learning had positive effects on students in terms of personal development (including identity, spiritual growth, and moral development); interpersonal skills, social outcomes (facilitating cultural and racial understanding); learning outcomes (academic learning, ability to apply learning to the “real world”, critical thinking); career development; and satisfaction with college. In addition, faculty members using service learning report great satisfaction with the quality of student learning. Colleges report a connection between service-learning and enhanced relationships with the community. Finally, communities report that service-learning provides useful service in the community, and enhances their relationship with colleges/universities. Additionally, communities are satisfied with student participation.

¹ Johnson, B.T. & O’Grady, C.R. (Eds.). (2006). *The Spirit of Service- Exploring Faith, Service, and Social Justice in Higher Education*.

² Adams, m., Bell, L.A., & Griffin, P. (Eds.). (1997). *Teaching for diversity and social justice: A sourcebook*.

³ Eyler, J. S., Giles, D. E., Stenson, C. M., and Gray, C. J. At a Glance: What we know about the Effects of Service Learning on College Students, Faculty, Institutions, and Communities, 1993-2000. Third Edition, 2001. in Introduction to Service Learning Toolkit.

History of Service at Gustavus Adolphus College

Gustavus Adolphus College has nurtured a long history of service beginning with the concern of its first president, Eric Norelius, for orphaned children. He developed a children's home that ultimately evolved into Lutheran Social Services, the largest statewide social service agency in Minnesota. For most of its history, service to the St. Peter community has been through student-initiated programs, outreach by student organizations, and service related to individual interests. During the early 1990s, a more structured, student-organization, MAGIC (Meaningful Activities of Gusties in the Community) administered a range of programs in the local schools and the community. As with other student-led organizations, the success of this program was tied to the commitment and skills of its leaders, and MAGIC was very successful at placing volunteers in the community. However, feedback from community partners suggested that the constant change in their liaison to the College inhibited planning of programs, both in the short-term and long-term.

In 1993, the College responded to community partnership feedback by establishing the Community Service Center, hiring their first Program Coordinator (.5 FTE, 9 months/year), and housing the program in a small space in the Johnson Student Union. The Program Coordinator established ongoing relationships with the schools, city offices, and other non-profit agencies, primarily in St. Peter. The hiring of the first coordinator provided the continuity that had been lacking. However, it became apparent early on that a half-time position was inadequate to address community needs, and by 1996, the position had been increased to .75 FTE.

The Community Service Program made large strides forward in the late 1990s with the hiring of a new full-time coordinator and the successful application for an Americorps literacy coordinator position. With the establishment of the Minnesota Campus Compact, many colleges across Minnesota hired Americorps volunteers to serve as coordinators for after school literacy programs. With increased staff (to approximately 1.75 FTE), the CSC was able to provide more services to community partners as well as develop new sites for

an increasing student interest in volunteerism and community service. The staff trained and supervised student coordinators for the burgeoning programs as well. With the support of the Lilly planning grant, three staff members visited several colleges that were known for their well-developed community service and service learning programs. However, the program was not equipped to respond to and support the increasing interest on the part of faculty to incorporate service-learning into their classrooms.

With the departure of the director in 2002, a committee was convened to review the needs of the community service programs. Composed of students, faculty, staff, and community members, the committee recommended a number of staffing enhancements, including the hiring of an administrative assistant, campus funding of the literacy coordinator position (which had been financed by Campus Compact for 5 years), hiring a full-time director, and creation of a faculty position (.4 FTE) to develop and support the emerging service learning program. The new director expanded the number of service learning courses; enhanced the selection, training, and evaluation of student program coordinators; reorganized program functions and office staff; and generally increased the quality of community service programs. During her time, however, the office was unsuccessful in hiring a faculty member to enhance and standardize the service learning program.

Currently, The Community Service Center (CSC) at Gustavus has three primary avenues of robust involvement: one-time volunteer activities, ongoing community service programs that expect a year-long or semester's commitment, and community-based service learning as a component of academic courses. Collaborations between students, faculty, staff, and site partners have created strong linkages between the college and local/regional communities. The service emphasizes a thoughtful, intentional, and reciprocal engagement over the longer term rather than charity for a shorter term. With a primary goal of working toward creating a just and peaceful community (world), the CSC offers opportunities for reflecting on experiences of services while interrogating deeper meanings and motivations. Since many of the regularized programs of the CSC developed through student initiative, strong support for student leadership and creative development is evident. By incorporating theory, praxis, and discernment, thoughtful

principles and purposeful relationships form between students and community partners, and among all who connect with the CSC. Working closely with faculty in developing curricular expectations, the community-based service learning program, like the other direct service programs, has grown exponentially. The CSC has remained undaunted in the face of limited resources while continuing to garner statewide attention because of the breadth and depth of its programs. Recruitment, on-going training, and structures are supportive of preparing students for life-long orientation to civic engagement and are dedicated to developing the whole person.

Assessment of Community Service and Service Learning at Gustavus

Recently published documents (Student Affairs Divisional Review, January 2007, and Community Service Center Summary, Summer 2007) provided the working group with a preliminary sense of the strengths and challenges of the Community Service program.

Strengths cited included:

- The variety of programs available to students
- A large pool of current and potential student volunteers
- Unmet community needs which would allow for program expansion
- Experienced and knowledgeable staff
- Growing service learning opportunities for faculty
- Effective internal marketing tools

On the other hand, a number of challenges were identified.

- Current programs cannot accommodate additional volunteers.
- There is a lack of external marketing tools (for clients and donors).
- There are few resources available for faculty to develop service learning courses.
- Male and minority students are underrepresented among student volunteers.
- Funding is not available to support program expansion (staff, operating budget, transportation budget).
- Physical space continues to be an issue (contiguous office space, meeting room, front office space, operations space).

Recommendations and departmental objectives included:

- Recruit, train, and retain a more diverse pool of student coordinators and volunteers.
- Raise the level of reflection activities in all programs, including ongoing community service programs.
- Collaborate with Institutional Advancement to create a financial development plan and to seek external funding sources.
- Cultivate new program opportunities in the surrounding communities.
- Develop external marketing materials.

With these strengths and challenges in mind, the working group sought additional sources of information. From January through May, the working group conducted conversations with a number of constituents, including faculty members who engage in service learning, staff members of the Community Service Center and Center for Vocational Reflection, community partners, and student leaders. (see attached schedule).

Additionally, the group examined various documents and papers on the field of service learning, heard reports on best practices at other institutions, and examined web sites and organizational models at colleges like Gustavus.

An existing assessment framework for examining the efficacy of the service learning and community service activities of the Center was proposed as a method to evaluate the current program and to generate recommendations. The working group found the framework to be comprehensive and quite useful in assessing the program. This assessment framework, first developed by Andrew Furco, Service-Learning Research and Development Center, University of California, Berkeley, provides institutions with a self-assessment rubric which determines the degree to which their college has institutionalized service-learning and community service. Furco (2002) identifies five dimensions that are considered by service-learning experts to be key factors in this assessment. What follows is a brief summary of these dimensions, key findings from the

working group, as well as recommendations for strategically moving the institution to a full realization of its potential for providing service learning and community service engaged learning opportunities.

While the working group finds much of what the CSC does to be exemplary, we also have bold visions for additional integration of service learning and public engagement. Specifically, a greater integration of community service and service learning into the liberal arts curriculum has the potential of strengthening communities and regions, and can bear witness to values central to the mission of the college. In other words, at the heart of CSC lies the potential for social justice and long-term leadership for changing our world. Strengthening the CSC components of our institution has the potential for addressing inequalities in our communities, creating and applying knowledge for the public good, and preparing students for lives of effective action.

What follows is an assessment of community service along Furco's five dimensions (philosophy and mission, faculty support and involvement, student support, community participation and partnership, and institutional support). Recommendations follow each dimension, and a more comprehensive summary of recommendations follows at the end of the document.

I. Philosophy and Mission

The Community Service Center serves as an active link between Gustavus students and service opportunities in St. Peter and surrounding communities. A recipient of multiple Governor's Student Service Awards, the Center focuses on fostering student leadership in its programs; reflecting with students on the connections between service, values, and civic responsibility; and linking classroom knowledge with service experience when applicable.

Service opportunities are available in a variety of time commitments, activities, and age groups. In addition to its ongoing programs, the Community Service Center coordinates one-time events each semester, works with professors on service-learning classes, and maintains social justice and service resources for student research.

Furco's first essential assessment element is **Philosophy and Mission**. Having a "formal, universally accepted definition for high quality service learning" (page 5) is critical to the success of the program, and that engaging students, faculty, and community partners is dependent on this first step.

Summary Statements

- While there is active participation by some faculty in service-learning at Gustavus, there is no campus-wide definition of service-learning.
- Service-learning is part of the strategic plan; however, there is little articulation of short-term and long-term goals for the program.
- Service is a core value of the College, but it is unclear how prominent a part is played by service-learning.

Recommendations:

- We should develop campus-wide definitions of community service and service learning. Based on these definitions, consider other names (for the center, for programs) that better describe its work (such as community-based learning instead of service learning, or incorporating social justice into the program more intentionally).
- We should establish short-term and long-term goals for student and faculty participation.
- We should consider the role of staff and administrators in the service mission of the College. For example, are staff/admin expected to do service in the community? How is this encouraged and valued? If so, how is it evaluated? Should staff be encouraged to do service during work hours (in other words, does the College offer release time, such as is the practice in some businesses, to do community service?)
- We should clarify the level of emphasis on each of the following: volunteer, community service, and service learning programs on campus.

II. Faculty Support and Involvement

A number of faculty offered their syllabi for our review and posted them on our Moodle site. Faculty from a range of disciplines also participated in a discussion with the working group. From this, the working group found that faculty members have a range of definitions of service and service learning in their courses. Faculty had different motivations for including service learning in their courses as well as varying levels of expectations in terms of hours of service and reflection activities incorporated into their courses.. A panel discussion with faculty involved with service learning projects revealed a continuum of beliefs about what constitutes service learning.

Summary statements:

- While it is important for faculty to tailor the service learning activities to their individual courses and disciplines, it is also important to establish common understandings of what is meaningful service learning.
- Service-learning is part of the strategic plan; however, there is little articulation of short-term and long-term goals for the program. Clarification of the level of emphasis on each of the following: volunteer, community service, and service-learning programs on campus would benefit all constituents.
- The quality of the service experience, emphasis on reflection, and assessment varies wildly across offerings.

Recommendations:

- The CSC should establish a plan for staff development focused on helping faculty members understand the essential elements of service learning. Potential elements of effective service learning programs include preparation, action, reflection, evaluation, and celebration.

- Community partners should be involved with the evaluation and celebration of the outcomes of such work. We encourage the CSC to invite community partners to additional campus/community collaborations and celebration events.

- The CSC must be the liaison between the faculty member, the community organization, and the students who are involved in service learning activities.

- Faculty members need more assistance in the development of syllabi and specific and measurable learning outcomes as they design service-learning components in their courses.

- There exists a need for continuity in service learning activities. If a service-learning course provides meaningful information to a community organization suggesting action and change, there should be some on-going relationship and perhaps resources to bring such a change to fruition.

- Service-learning opportunities should expand. A number of inhibitors seem to be operating for such expansion to take place. Because of our geographic isolation, transportation becomes a major factor for students and faculty as they engage in rural or regional service learning projects outside of the immediate St. Peter area. Furthermore, to establish long-term engagement in communities, housing is a factor. Additionally, the establishment of regional, national, and global opportunities requires additional staffing in the CSC. Because service learning is central to the mission and to the strategic initiatives of the institution, additional attention and resources need to be dedicated to service learning.

- An additional program coordinator should be hired to expand the service learning opportunities in the region, nation, and world.

- A faculty member should be hired to coordinate the efforts of service learning on campus.

- We recommend the institution support the establishment of faculty development through the Kendall Center to provide seminars and support grants focused on SL.
- We recommend the J-term be used as a focal point for SL coursework.
- As with other courses, consider constituting a faculty committee that reviews and approves applications to teach service-learning courses, earning the “S-L” designation.
- To support and encourage faculty to develop and value service learning focused courses, the work group recommends increased institutional support for faculty by:
 - Recognizing service-learning in the College’s review, tenure, and promotion process
 - Provide incentives (grants, sabbaticals, course reductions, funds for service-learning conferences and training)
 - Identify, nurture, and support faculty leaders/advocates for service learning
 - Make service-learning/experiential learning a significant responsibility of one of the Associate Deans of the Faculty

Examination of the Summary Report from the Academic Planning Subcommittee (May, 2006) revealed relevant recommendations for SL. *First*, service-learning (engaged learning) is fostered through reasonable class sizes. Much like the W courses, SL courses must be limited in size. *Second*, project-based learning that can occur in service learning can be showcased in such public forums as the Celebration of Creative Inquiry. *Third*, service-learning (engaged learning) can be integrated across disciplines.

- We recommend the institution support cross-disciplinary opportunities for service learning courses. The work group recommends the development of an interdisciplinary major/minor focused on service learning and leadership
- As the service learning components expand, we recommend the development and coordination of summer programs focused on service learning involving Gustavus

students and local community youth and families. Specifically, there exists opportunity and need to develop programs that serve an ever-growing diverse and poor population.

III. Student Support

Students involved in one-time service, community service, and service learning as well as student coordinators were consulted by the working group. Students complimented the work of CSC staff, but suggested that more staff were needed to provide adequate support of the various programs. Some voiced support for a service requirement, while others raised questions about service as a requirement. They supported the importance of reflection, indicating that many of the programs simply do not have enough time and structure for reflection. They suggested that it would be helpful to have a list of courses each semester which have a service learning component (both for students who seek that component and for those who would choose otherwise). They talked about other experiences, such as work with the CVR and the first year student urban immersion, as helping them clarify values and direction.

Summary statements:

- There is no campus-wide clearinghouse or mechanism to inform students about service-learning courses (in other words, a student would have to “dig” to find out which courses had a service-learning component).
- Service-learning courses, by default, are limited to the faculty who are interested in using service-learning as a pedagogical method, and have been concentrated in the social sciences and humanities (with some exceptions).
- There are few opportunities for students to promote s-l or take leadership to advance service-learning on campus.

Recommendations:

- Much as there exists current support for summer research, support for student research related to these activities should be emphasized. These service learning research opportunities would create a fertile ground for public policy work.

- Create a catalogued list of service-learning courses that are prominently evident to students and faculty. Incorporate this into the CSC website, including course descriptions.
- Create a service-learning designation (such as the Writing designation). This designation should appear on a student's transcript.

IV. Community Participation and Partnership

There is strong evidence from community organization representatives that the community service provided by Gustavus students is overwhelmingly positive. They report that students bring a professional and positive energy to the projects and programs in which they are involved.

There is also strong evidence to suggest some areas that need improvement. The representatives would recommend greater communication between the CSC and the community organizations regarding training and expectations. They also suggest that the CSC create an Advisory Board to consist of CSC staff, student leaders, community organizations, and faculty representatives. In addition, there is concern among the community representatives regarding the continuity of programs once they are established. Community organizations and community members come to expect that such programs as music therapy for senior citizens will not come and go when key student program coordinators graduate Gustavus. Still others expressed a desire to expand the relationships they currently enjoy with Gustavus students. This would suggest that community opportunities are still untapped and that future programming is a possibility in St. Peter. With that said, a few organizations expressed that they had more participants than they can handle. In either case, there must be greater coordination between the community organizations and the College. Some community partners are aware of the College's mission and goals regarding service, but are not aware of the full extent of service learning opportunities available to students.

Furthermore, the community representatives advocate for a master calendar or website to show the possible interconnectedness of what are now thought to be independent activities.

The community representatives also emphasized the importance of understanding and communicating the resources involved with programs and activities. (e.g. stipends, work-study etc...)

Summary statements:

- The Community Service Center has designated program coordinators who are responsible for community agencies and school-based programs.
- There are few opportunities for community partners to take leadership in advancing service-learning on campus.
- There is a lack of definition of how broadly “community” is defined (St. Peter, Mankato, southern Minnesota, Twin Cities, or more broadly).
- While service-learning courses individually focus on student reflection and evaluation, there is no collective “celebration” of service-learning efforts.

Recommendations:

- Establish a semi-annual Community Needs and College Resources Retreat.
- Constitute a CSC Advisory Board composed of community partners.
- Clarify the distinctions among volunteering, community service, service learning, internships, and student employment toward the goal of establishing appropriate learning objectives, program parameters, and outcomes for each. Work closely with the Career Center and Student Financial Assistance toward that goal.
- The CSC should develop strategic ways to maintain the integrity and continuity of community programs by providing a scaffolding of training and support for students involved in such projects.
- Toward that end, the College should consider hiring a core of student program coordinators to provide service to select community partners during the summer. This would provide year-round services to agencies whose needs do not decline

during the summer months and would provide student program coordinators with valuable experience that would help them to shape their programs (planning and training) when students return Fall Semester.

- Conduct an assessment of community partners and their needs toward the goal of identifying programs that are over and under utilized.
- Develop more effective communication between the CSC and community partners, including a master calendar of CSC events, deadlines, and relevant College dates.

V. Institutional support

The work group finds there **is** an identified, coordinating agency (namely, the CSC) that is devoted to assisting with the implementation of service-learning. There is recognition by both Academic Affairs and Student Affairs of the importance of service-learning and some sense that it is an important educational method. [it is unclear where the Board of Trustees is on this, however]

Summary statements:

- There is barely adequate staffing on the community service side of the program, but inadequate staffing in terms of
 - Community relations (recruitment, development, and nurturing of community partners and relationships)
 - Support and development of service-learning courses
 - Promoting the program with faculty
 - Assisting faculty with the development of curricula
 - An advocate for service-learning resources at the Dean's/Provost's level

There exists a philosophical and financial relationship between the Center for Vocational Reflection and the Community Service Center. Much like the philosophical underpinnings of the CSC, the CVR is philosophically rooted in the ethos of the institution. The Lilly grant, which provided the financial support for the CVR, details

how the enhancement of a strong community service program can play a prominent role in achieving the goals of the CVR. Thus an interconnectedness of these two offices was established through the grant. While the original intent of the grant was to create a bridge between the activities of community service, the Chaplain's Office, and the CVR, the programming of each and the focus of such activities have shifted over time. While one person was hired to create this bridge, the evolving work became greater in scope and more focused on the work of school-based programming. This meant less time and energy for work in the Chaplain's Office.

There is an emerging conversation regarding the relationship of the CVR, the Chaplain's Office, the CSC, and the Office of Church Relations. While the Chaplain's Office responds, as is possible, to a variety of service requests, there is inadequate staffing to meet the potential needs for additional church relations type activities. The ever-evolving conversations regarding Faith and Service have, at times, created a quagmire for all involved. While this is beyond the scope of this working group, we suggest that the College clearly define its strategic intent with regard to this matter.

Recommendations:

- The Community Service Center has inadequate space for its current programs, not to mention any future expansion of staff or programs. We suggest that the College identify attractive space that meets future planning needs. This includes private, contiguous office space for all staff; central office space; space for a resource center for students and faculty; and meeting space for student coordinators. The space should be located in the center of campus and well appointed, consistent with the prominence of service in the College's mission. The space should also be located close to other offices that provide student services.

An alternate solution would be the creation of a "service house" in the community, such as the college-owned house at College and Seventh Street. That space should include space for meeting with community partners as well as student meeting/retreat space that would encourage reflection on learning objectives. It is possible that Community Service could operate out of both locations, focusing on student

recruitment with the on-campus location and community outreach in the community-based location. Houses such as these exist at other colleges, including Brown and Grinnell.

- The CVR, funded by Lilly grants, provides financial resources to a portion of the CSC school-based program coordinator. Serious attention and effort should be given to the establishment of a substantial endowment for community service and service learning.
- Work closely with Financial Aid and other funding agencies in developing service/community opportunities linked with on-campus work study.
- Endow funding for supporting service learning fellowships for students, similar to the Servant Leadership program.
- Develop and coordinate summer programs focused on service learning involving Gustavus students and local community youth and families. Support student research related to these activities. Create opportunities for public policy work.
- Create greater connections between the Alumni Office and the work of the CSC for purposes of creating a network of service providers and potential resources to support SL/CS efforts.
- Charge the Director with the primary responsibility of community development and promotion of community service and service-learning, both on campus and in the community. Remove management of community programs and development of service-learning from her/his job description.
- Allow program coordinators to serve as liaisons between faculty and community agencies.
- Hire a faculty member (at least .5 FTE) to assist faculty with course development and curriculum and to recruit and train faculty to participate in the service-learning program. This person would also be responsible for conducting campus-wide assessment of service-learning. A number of configurations are possible, including:
 - A tenured faculty member receives course release time for service learning work and reports to the Community Service Director.
 - The faculty member reports to one of the Associate Deans of the Faculty.

- A new Associate/Assistant Dean of the Faculty position is created and charged with service learning responsibilities, or more generally with community-based learning.
- Expand the program coordinator position for school-based programs to a position devoted exclusively to the CSC. While this position is currently shared with the Office of the Chaplains AND funded by the CVR, the needs of the CSC override the original intent of the position to provide a bridge between the CSC and the Office of the Chaplains. Of course, this does not suggest that the needs of the Office of the Chaplains have diminished, but simply that the needs of the CSC demand a full-time liaison for school-based programs.
- In addition to program directors for community-based and school-based programs (local), hire an additional program director for regional (southern Minnesota Twin Cities, and international programs.
- Consider year-of-service programs (Americorps, VISTA, others) as ways to hire graduating seniors to service as liaisons to specific community programs.
- Work closely with the Director of International Education on outreach programs.

Summary Timeline for the Implementation of Recommendations

First Year

- Develop a definition of community service and service learning for Gustavus.
- Space – solve short-term concerns by securing campus space that would accommodate current staff.
- Staffing – expand the school-based program coordinator position to a full-time position in the Community Service Center.
- Expand the administrative assistant position to a full-time position.
 - Along with many other duties, create a listing of current service learning offerings and publish that list on the web site and through printed materials.
- Hire a faculty member to coordinate service-learning programs.
 - Conduct faculty inservice programs and standardize syllabi, learning objectives, and reflection activities.
- Constitute a service Advisory Board consisting of community partners, CSC staff, students, and faculty, including the service learning coordinator.
- Establish short and long-term goals for levels of student and faculty participation.
- Establish a semi-annual Community Needs and College Resources Retreat.
- Conduct an assessment of community partners and their needs.
- Develop more effective communication between the CSC and community partners, including a master calendar, deadlines, and relevant College dates.

Intermediate

- Conduct an assessment of the issues surrounding establishing a robust regional program of community service and service learning.
 - Expand service learning offerings and promote service learning to students.
 - Work toward including service learning in the review, tenure, and promotion process.
 - Hire a program coordinator for regional and international service programs.

- Work with Student Financial Assistance to develop additional community service/student employment opportunities.
- Work with the Alumni Office to create networks of service providers, including local, regional, and national/international.
- Expand service learning courses for the Interim Experience.
- Develop financial resources to support service programs.
 - Establish an endowment.
 - Secure resources that would support the expansion of programs (e.g. operating budget, transportation costs, summer stipends for students)
- Create a “service learning” designation for service learning courses that would appear on a student’s transcript.
- Consider name changes that better reflect changes in program goals and philosophy.

Long-Term

- Establish an international service-learning program.
- Implement service learning as an “area requirement.” Of course, this would only be possible when there are sufficient service learning courses offered to accommodate the demand.
- To that end, charge a faculty body with the review and approval of service learning courses.
- Establish a position (Associate/Assistant Dean of the Faculty) which would have responsibility for service learning (or community-based learning).
- Recruit and hire several “year of service” program coordinators, recent Gustavus grads who would serve as liaisons to community programs.
- Seek Carnegie Classification for Community-Engagement.

Community Service and Service Learning Work Group

Date	Purpose /What	Who
January 29	Establish work plan and groups. Assignments, discuss job description. Underlying philosophy of the service efforts.	All
February 19th	Underlying philosophy-drafts will be distributed and discussed. Update on search for Director	Brian, Chris, John Naomi
February 26	Report on best practices. Berea-Bob Reports/Paper document review	Brian Johnson/Bob Douglas Jeff/Joyce/Amy
March 11	How to do service learning. Faculty panel/syllabi	Thia/Peg
April 1	Interview Community Service Office Staff	Committee (Dave, Sarah, Kari)
April 15	Relation to CVR Interview with Office Personnel	Chris, Amy
April 29	Discussion with student program leaders/community partners. Staffing discussion	Naomi/Dave All
May 6 th	Discussion of student and community partner meetings.	All
May 13th	Begin staffing discussion. Discussion of rough draft.	All
May 20 th	Staffing/input on draft	All

Staffing Diagram to Follow:

