



USF Service-Learning Committee

Five-Year Plan 2004-2009

Approved May 18, 2004

I. UNIVERSITY OF SAN FRANCISCO SERVICE-LEARNING COMMITTEE OVERVIEW

A. Background

- **History Service Learning at the University of San Francisco (USF)**
 - Service Learning has existed at USF for many years - although not identified as such
- **Spring 1993**
 - Fr. John Schlegel, USF President, convened meeting to discuss status of community service and service learning.
 - Later San Francisco State University approached USF to be part of 4 school consortium in applying for a Corporation for National Service Grant
 - Received grant Fall 1994 to open Office of Community Service and Service Learning (CSSL)
 - Susan Prion - first Coordinator of CSSL (.5 FTE)
 - Developed Community Partner Database
 - Worked with faculty to develop new SL courses
 - Started two annual community service events
 - Resigned Fall 1996 to head USF accreditation efforts
 - Coordinator position vacant until August 1997
 - Position filled at .5 FTE
 - CSSL becomes part of Department of MODEL - Multicultural Opportunities for Developing Excellence in Leadership
- **Fall 1997**
 - Applied for another Campus Compact Grant
 - Completed required institutional self-assessment
 - Highlighted need for increased communication, collaboration, support structure
- **Spring 1998**
 - Service-Learning Task Force (SLTF) established
 - Appointed by Deans from respective colleges, schools
 - Included staff, students - no community partners
 - Developed functional definition of service learning
 - Formulated guidelines for Syllabus Development Fellowships
 - Awarded 11 faculty fellowships ranging from \$350 - \$1,000
 - Developed first Service-Learning (SL) faculty & course list
- **1998-99**
 - SLTF hosted two Faculty Development Workshops
 - Revised and updated Syllabus Development Fellowship (SDF) guidelines
 - Awarded 6 faculty fellowships of \$666
 - Updated master SL faculty & course list
 - Developed Service-Learning Task Force web site
 - Surveyed Service-Learning faculty in Spring '99
- **1999-00**
 - SLTF formalized to standing university-wide Service-Learning Committee (SLC) appointed by, and reporting to, Provost/Academic Vice President and Vice President for Student Affairs
 - SLC members helped develop General Education Curriculum (GEC) proposal that would strengthen SL
 - Updated Syllabus Development Fellowship guidelines
 - Anticipated funding failed to materialize
 - Updated master SL faculty & course list
 - 1 SLC member completed Attitudinal Survey in his SL course
 - Hosted two additional faculty development workshops
 - Roberta Johnson nominated for Campus Compacts' Ehrlich Faculty Award

- o Updated SLC web site
- **2000-01**
 - o Department of MODEL dissolved, CSSL Coordinator position upgraded to .92 FTE, made separate office reporting to Student Affairs.
 - o Two proposals for revision of GEC included SL requirements
 - o Provost awarded SLC \$10,000 for Syllabus Development Fellowships (SDF)
 - Updated Syllabus Development Fellowship guidelines
 - Awarded 4 faculty fellowships of \$2,500
 - o USF Jesuit Foundation funded video on SL & Ignatian Spirituality
 - o Robert Elias selected as 1 of 10 national finalists for the Campus Compact's Ehrlich Award for Service Learning
 - o Northern California Consortium Project funded 1st Service-Learning Faculty Institute
 - o Functional definition of service learning revised with stronger social justice focus
 - o Updated Master SL faculty & courses list
 - o Gleeson Library/ Geschke Learning Center acquired SL materials
 - o 1 SLC member asked to join panel on "Institutionalizing Service: Problems, Solutions, and Plans for Moving Forward," at Western Region Campus Compact Consortium (WRCCC) Fourth Annual Continuums of Service Conference, Berkeley, CA, April 2001.
 - California Campus Compact had been urging USF to share its experience
- **2001-2002**
 - o The final proposal for revision of the GEC included a SL "mission requirement" for all undergraduates.
 - o Developed SL Course Criteria & definition - approved by Academic Vice President's Council
 - o Hosted first Service-Learning Faculty Institute
 - Drew 18 from 7 different Bay Area colleges and from 5 of USF's 6 schools and colleges.
 - o Developed SL Packet for Faculty
 - o Completed a major revision of the SLC website
 - o Added Community Partner to SLC
 - o 4 SDF winners presented panel discussion on their experience in developing SL courses
 - o 2 SLC members invited to join Richard Cone in presenting a workshop on service-learning criteria at the Fifth Annual WRCCC Continuums of Service Conference, Portland, OR, April 2002.
 - 1 SLC member co-presented workshop on service learning at faith-based institutions.
- **2002-2003**
 - o New Learning Core approved that includes SL requirement.
 - o SLC hosted 2nd SL Faculty Institute with 12 USF faculty
 - Dick Cone helped facilitate.
 - o Updated Master SL Faculty and Course List.
 - o Developed video on SL & Ignatian Spirituality.
 - o 4 SLC members wrote article on SL Program - "Contemplatives In Action: Service-Learning At The University Of San Francisco"
 - o 4 SLC members presented two workshops at Sixth Annual WRCCC Continuums of Service Conference in Bellevue, WA in April 2003:
 - "Mandatory Service-Learning: Things We Know Now That We Should Have Known Then, "
 - "Service Learning and Social Justice: Partnered to Promote the Mission, "
 - o Linda Walsh nominated for Campus Compact Ehrlich Faculty Award
 - o Proposed a University Faculty Service-Learning Award
 - o Recommended establishing a Community Placement Coordinator position

- **2003-2004**
 - Hosted 3rd SL Faculty Institute (SLFI) with 19 faculty, waiting list
 - Developed criteria for, and awarded, faculty stipends for faculty who attended SLFI and revised syllabus
 - Initiated Brown Bag Follow-Up for Service-Learning Faculty Institute alumni
 - SLC members wrote "Service-Learning and Social Justice: Partnered to Promote the Mission," for 6th Annual Continuums of Service Conference Proceedings, to be published in Winter 2004.
 - Completed Service-Learning Faculty Survey
 - Developed Criteria for Awarding Stipends to Attend SL Conferences and awarded stipends to ten different individuals
 - Dayle Smith selected as 1 of 10 national finalists for the Campus Compact's Ehrlich Award for Service Learning
 - University creates a University Faculty Service-Learning Award with a \$750 purse
 - Richard Kamler selected as first recipient of University Faculty Service-Learning Award
 - Updated Master SL Faculty and Course List.
 - 3 SLC members presented workshops at Seventh Annual WRCCC Continuums of Service Conference in San Diego, CA in March 2004:
 - "Community Partners as Educators: Bridging the gap between direct-service and social change."
 - "Mission-based Education: the Formation of Civic Identity through Service Learning"
 - "A Service-Learning Mission Requirement."
 - 1 SLC member and two graduates students from the School of Education presented a workshop at the 15th Annual National Service-Learning Conference in Orlando, FL in March 2004 entitled "Teaching the Life of Cesar Chavez: Teaching Democracy in and through the Public Schools."

B. Vision and Mission Statement

Vision:

The USF Service-Learning Committee promotes the infusion of the service-learning ethic into all levels of the University so that students are inspired to fashion a more just and humane world.

Mission:

The USF Service-Learning Committee fosters the development of high quality service-learning opportunities for USF students and faculty by:

- promoting the integration of service learning into the curriculum;
- supporting faculty service-learning initiatives that meet real community needs, especially the needs of the most vulnerable members in our neighborhoods; and
- providing high quality opportunities for critical reflection on service experiences.

II. STRATEGIC PLANNING PROCESS

A. Overview of the Planning Process

Proposed Planning Process to Develop Five Year Plan: 2004-2009		Complete
1. Preparation: Review background and history.	January 2004	√
2. SLC conducts preliminary analysis: Brainstorming, Evaluation, and Goal setting.	January 21, 2004	√
3. Staff develops program goals.	February, March 2004	√
4. Present draft plan to SLC for feedback.	February, March 2004	√
5. Incorporate feedback of SLC into Plan.	April 2004	√
6. SLC reviews revised draft of goals.	April 2004	√
7. Incorporate further feedback into Plan.	April 2004	√
8. SLC finalizes the plan.	May 2004	√
9. Follow up and Evaluation	Ongoing	

B. List of Stakeholders

The following groups represent the stakeholders of the USF Service-Learning Committee, those who, simply defined, have an interest in the mission of the USF Service-Learning Committee. It is the responsibility of the Committee to seek periodically the opinions and recommendations of representatives from these groups to ensure we are on track with our mission and goals.

Our stakeholders include, but are not limited to:

- USF Students
- USF Faculty
- Community Partners
- Beneficiaries and clients of our community partners
- Office of Service-Learning staff
- USF administrators
- USF alumni

C. Environmental Analysis

An analysis of USF service learning's strengths, weaknesses, opportunities and threats (SWOT) revealed the following:

Strengths	Weaknesses
<ul style="list-style-type: none"> • long history of service learning at USF • strong support from USF administration • superb campus location and facilities • standing University-wide Service-Learning Committee (SLC) with dual reporting structure (Academic Affairs, University Life) • excellent, knowledgeable, committed SLC members • strong engaged faculty members in various USF schools and colleges • successful Service-Learning Faculty Institutes • partially subsidize SL partners to attend SL conferences • have university faculty service-learning award • relatively high number of academic departments presently have SL, especially on graduate level • SL incorporated into growing number of programs on campus - Erasmus, Martin Baro, McCarthy Associates, etc. • primarily hard funding for service-learning • have increased professional staffing for SL from .25 in 1994 to .7 in 2004 • Community Partner (CP) database with 700+ entries 	<ul style="list-style-type: none"> • inadequate staffing to give SL faculty logistical support in facilitating SL placements, reflection • minimal assistance with SL Risk Management • SL has no predictable value in Faculty Rank and Tenure process • minimal staff resources to "manage" students going to CP • minimal resources to help identify genuine community needs • minimal resources to develop true community partnerships • low investment in seeking CP input in developing SL programs • no assessment of CP entries in CP database • low student and community partner representation on SLC • no standardized SL orientation for students • transportation challenges • need for greater interdepartmental, intercollegial, collaboration • SL courses lack readily identifiable labeling
Opportunities	Threats

<ul style="list-style-type: none"> • SLC mission enlivens University mission • new undergraduate SL Mission requirement • housed in McCarthy Center for Public Service and the Common Good • explore alternative funding possibilities • access to multiple resources, service-learning placements, in SF Bay Area • good existing CP database with tremendous potential for expansion and improvement • potential of collaborations with all colleges and schools of university and University Life • CP's eagerness to work with USF faculty • availability of faculty mentors • wide variety of SL models used at USF • interest in SL Faculty Institutes growing 	<ul style="list-style-type: none"> • abysmal staffing compared to similar institutions • questionable ability to meet SL mission requirement • possibility of inundating CPs with too many students • growing concern regarding diminishing quality of SL placements and courses • limits of student interest and involvement when 80% work > 30 hours per week • inadequate logistical support for some faculty to develop quality SL courses • no comprehensive risk management strategy • limitations of being housed in one college - program may not be seen as campus-wide • inadequate monitoring of students at placements • quality control of SL courses
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III. USF SERVICE-LEARNING COMMITTEE GOALS

The University-wide Service-Learning Committee is focusing upon further institutionalization of service learning at the University of San Francisco. We have identified the following goals that are to take priority over the next one to five years:

One-Year Goals (2004-2005):

1. Identify funding for additional staff.
2. Continue to develop ways to support faculty through a variety of services and programs.
3. Continue SL Faculty Institutes and Brown Bag Follow-Ups
4. Assist faculty in development and enhancement of SL course offerings.
5. Increase interdepartmental, intercollegial collaboration.
6. Develop Community Partner Advisory Board.
7. Increase the quantity and quality of community partnerships.
8. Raise awareness of SL and cultivate a culture of service.
9. Address risk management issues.
10. Survey faculty advisors regarding whether USF has sufficient courses for students to meet new requirement
11. Review of SL course criteria (committed to review them every two years)
12. Disseminate SL course criteria to all SL faculty
13. Develop a campus SL journal to showcase "best practices" used at USF

Five-Year Goals (through 2009):

1. Develop web-based SL placement registration.
2. Enhance assessment of community partners and implement a web-based feedback system regarding community partners
3. Assist Deans in assessment of SL courses.

4. Provide further development opportunities for SL faculty
5. Provide further outreach to graduate schools in the area of service learning
6. Explore ways to strengthen community partnership while retaining diverse models
7. Seek additional ways to enhance quality of SL courses and placements.
8. Explore training USF students to facilitate orientations and reflections for other community partner volunteers
9. Survey alumni to determine if they had SL and if it affected what they are doing now
10. Standardize SL orientation regarding safety, risk management, etiquette, etc.
11. Prepare for the Five-year Planning and Review Process.