

**University of San Francisco**

**Service-Learning Committee**

**2003-2004 Annual Report**

## Overview

The University of San Francisco Service-Learning Committee witnessed the broadening of the foundation of its service-learning program this year. Service-Learning (SL) Programs were further institutionalized with a Faculty Institute, Brown Bag Follow-Ups and stipend awards to those who participated in conferences and institutes. The Committee also did further assessment with a faculty survey and developed a five-year strategic plan to guide its future focus. Finally, the Committee relished in the creation of a USF Faculty Service-Learning Award, the naming of a national Ehrlich Faculty Award finalist and the recognition of USF by Campus Compact as a model service-learning program.

## Service-Learning Faculty Institute

The USF Service-Learning Committee (SLC) co-sponsored the *Third Annual Service-Learning Faculty Institute* on August 18 and 19, 2003. The Committee was delighted with the faculty response. Registration was limited to twenty and, for the first time, the Committee had to turn away faculty members. Dick Cone, a nationally recognized leader in service learning, helped co-facilitate the Institute. The Planning Sub-Committee agreed that the Institute was the most successful yet, with an enthusiastic response from all participants.

The SLC would like to thank Chuck Piazza, Susan Prion, Dayle Smith and Jack McLean who planned and facilitated the Institute. The next Institute is scheduled for August 16-17, 2004.

## Brown Bag Follow-Up

The SLC hoped to build upon the energy and enthusiasm generated at the *Third Annual Service-Learning Faculty Institute*. To help facilitate that process, the SLC co-sponsored three *Brown Bag Follow-Ups* during the year. These *Follow-Ups*, held in November, March and April, provided a forum for all service-learning enthusiasts to gather and share ideas and best practices. One *Follow-Up*, facilitated by Chuck Piazza, focused specifically on reflection. Another featured Elaine Ikeda, Executive Director of California Campus Compact. The SLC agreed that the Follow-Ups were a success and hopes to establish them as a tradition.

## Service-Learning Stipends

The SLC received a two-year sub-grant of \$32,760. The Leo T. McCarthy Center for Public Service and the Common Good, which houses the Office of Service Learning, received a FIPSE award that funded a variety of projects, including service-learning programs. The funds are being utilized to fund (1) expenses associated with the annual Service-Learning Faculty Institute, (2) stipends for faculty who attend the Service-Learning Faculty Institute and satisfy other criteria, and (3) stipends for service-learning enthusiasts to attend service-learning conferences.

The SLC developed criteria for awarding stipends to faculty who attended the Service-Learning Faculty Institute as well as criteria for awarding stipends for service-learning enthusiasts to attend service-learning conferences. These criteria are attached as Appendices A and B.

Twelve faculty members who participated in the *Third Annual Service-Learning Faculty Institute* satisfied requirements to receive stipends of \$250.00. Seven USF faculty, staff, students and community partners received partial or full stipends to attend service-learning conferences.

Full stipends were paid only for those faculty, staff, students or community partners who did service-learning presentations at conferences.

The SLC thanks Kathleen Jonson, Susan Prion and Dayle Smith who served as the FIPSE Grant Ad Hoc Sub-Committee and reviewed and screened all stipend applications.

#### Five-Year Strategic Plan

The SLC was established as a standing university-wide committee in 1999 [although its predecessor, the Service-Learning Task Force, was established in 1997]. As the Committee completed its fifth year of existence, it decided to develop a five-year strategic plan to guide its focus in coming years.

The SLC met for one-half day in January to assess the current status of service learning at USF and begin formulating plans for coming years. Drafts of the five-year plan were considered at various meetings during Spring Semester and a final plan was adopted at the May 2004 meeting. The complete Five-Year Strategic Plan is attached as appendix C.

#### Faculty Survey

To inform the assessment and planning process mentioned above, the SLC surveyed USF service-learning faculty. The SLC began with a list of 63 faculty members who had been identified as service-learning faculty. Although the Committee encountered difficulty in having faculty respond to the in-depth survey, the survey was completed. The summary of the survey results is attached as Appendix D.

The SLC is grateful to Susan Prion, Marisela Orta, and Tom Merrell who served as the Assessment Sub-Committee and completed much of the work of the survey.

#### Master Service-Learning Course List

As it has done annually, the SLC updated its Master Service-Learning Course List. That list is attached as Appendix E.

#### 2004 Ehrlich Faculty Award

National Campus Compact sponsors a national faculty service-learning award known as the Ehrlich Faculty Award. Fr. Privett, S.J., asked the SLC to recommend an outstanding faculty member to him to nominate on behalf of the University. After careful consideration, the SLC recommended Dayle Smith as the University's 2004 nominee. The recommendation was accepted and the University nominated Dayle Smith for the award in early 2004.

In late spring, the University and SLC were delighted to learn that Dayle Smith had been selected as one of the top ten national finalists for Campus Compact's Ehrlich Faculty Award. She will be presented with her award as a national Ehrlich Award finalist at the Educators For Community Engagement National Gathering in Berea KY, June 17-19th 2004. She has been invited to do a poster session highlighting her work and also to facilitate a discussion about her work with interested participants. California Campus Compact, the Office of Service Learning, and the School of Business and Management will jointly pay her expenses to attend the awards presentation.

The SLC is grateful to Lorrie Ranck, Marisela Orta and Mike Duffy who served as the Service-Recognition Sub-Committee and did much of the work associated with this nomination.

#### USF Service-Learning Faculty Award

Last year, the SLC recommended that a campus award be created recognizing the University's nominee for the Ehrlich Faculty Award. The SLC was gratified to learn that the University created the *USF Service-Learning Faculty Award* in response to that recommendation along with a purse of \$750.00. The Deans solicited nominations in spring 2004 for the award and made a selection. Richard Kamler who was named as the first recipient of the USF Faculty Service-Learning Award at the university-wide Merit Awards Ceremony on May 5. He automatically becomes the University's 2005 Ehrlich Faculty Award nominee.

#### Service-Learning Video

During the summer and early fall 2003, the SLC completed post-production work on its video on service learning and Ignatian spirituality. Using a grant from the USF Jesuit Foundation, the SLC produced 100 copies of the video in DVD format. The DVDs were distributed to all Deans, to interested service-learning faculty and to the Service-Learning Directors of all Jesuits Colleges and Universities. Many faculty utilize the video to introduce the service-learning component of their courses and it is hoped that the video will be used at future faculty orientations, admission fairs, etc.

The SLC is indebted to Marisela Orta and David Robinson for their countless hours of work on this project.

#### Service-Learning Course Criteria

When the SLC developed proposed service-learning course criteria two years ago, it built in a mandatory review process every two years. The Committee felt this was particularly important given that the service-learning requirement was new and the University would learn from its experience with the requirement. The University adopted the proposed criteria in spring 2002 and the mandatory two-year review remains part of the criteria.

The Learning Core Implementation Sub-Committee was charged with reviewing the current service-learning course criteria and making recommendations for any changes. Although this process is not yet complete, the Sub-Committee made substantial progress in reviewing the implementation of the Learning Core. The Sub-Committee's preliminary report is attached as Appendix F. It will make a final recommendation for changes in the service-learning course criteria next year.

The SLC is grateful to Chris Brooks, Betty Carmack, John Hawk and David Robinson for their hard work as the Learning Core Implementation Sub-Committee.

#### Service-Learning Conference Presentations

Angelina Barisone, David Robinson and Jack McLean represented USF at the Seventh Annual Western Regional Campus Compact Consortium Continuums of Service Conference in San Diego, CA in March. Angelina Barisone, St. Anthony Foundation, presented a workshop on

“Community Partners as Educators: Bridging the gap between direct-service and social change.” David Robison and Jack McLean, along with a colleague from Gonzaga University, presented a workshop on “Mission-based Education: The Formation of Civic Identity Through Service Learning.” Jack McLean also did a poster session on “A Service-Learning Mission Requirement.”

Miguel Lopez and two graduate students from the School of Education presented a workshop at the 15<sup>th</sup> 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.”

Finally, David Robinson and Jack McLean were invited to write an article based upon their workshop at Sixth Annual Continuums of Service Conference. They, along with a colleague from Gonzaga University, wrote “Service-Learning and Social Justice: Partnered to Promote the Mission,” for the Sixth Annual Continuums of Service Conference Proceedings that will be published on the web.

#### Model Program

California Campus Compact has listed the University of San Francisco’s service-learning program as a “model program,” particularly regarding service-learning requirements. A number of institutions from across the country have contacted USF seeking information on its program.

#### Membership

The strength of the SLC lies in the work of its committed members. The SLC has broad representation from across the University community. Each college or school is represented as well as a variety of departments and divisions. The 2003-2004 membership, by college or school, is attached as Appendix G. An alphabetized list of membership is attached as Appendix H.

As of the writing of this report, Kevin Chun, Kathleen Jonson, and John Koeplin, S.J. had announced that they will be stepping down from the Service-Learning Committee now that their terms have expired. They have served on the Committee since 1997, 1999 and 1997 respectively. The SLC is deeply grateful to each of them for their commitment and service.

#### Committee Administration

Jack McLean was elected as Chair of the SLC for 2003-2004. The SLC established four standing sub-committees: (1) Assessment, (2) Learning Core Implementation, (3) SL Faculty Institute and (4) Service Recognition. It also established the FIPSE Grant Ad Hoc Sub-Committee. Sub-Committee chairs and membership are shown on attached Appendix I. The SLC met regularly during the academic year to discuss proposals from its sub-committees.

The Executive Council, consisting of the Chair and all Sub-Committee chairs, did planning for the SLC and handled any issues that arose between meetings. The Executive Council members were Betty Carmack, Marisela Orta, Chuck Piazza, Susan Prion, Lorrie Ranck, David Robinson and Jack McLean.

### Administrative Support

The SLC is grateful for the tremendous administrative support that it receives. It is particularly indebted to the Office of the Provost and Academic Vice President, the Office of the Vice President of University Life and California Campus Compact.

The SLC also appreciates the support of our President, Fr. Stephen Privet, S.J. Fr. Privett again spoke at the Third Annual Service-Learning Faculty Institute in August 2003.

Finally, the SLC is deeply gratified at the creation of the USF Faculty Service-Learning Award. The creation of this award illustrates the broad support the Committee receives from USF administration.

### Conclusion

The University of San Francisco Service-Learning Committee, committed to further institutionalizing service learning at USF, saw great strides of progress in the 2003-2004 academic year. It completed its most successful Service-Learning Faculty Institute yet, developed Brown Bag Follow-Ups for service-learning enthusiasts and received grant funding to pay stipends to participants in institutes and conferences. It also completed broader assessment of its programs and developed a comprehensive five-year strategic plan to guide the future development of service learning. It celebrated the naming of Dayle Smith as a National Ehrlich Award finalist, the creation of a University Faculty Service-Learning Award and the naming of Richard Kamler as the first recipient of that award. The SLC Committee finished the year with a great sense of accomplishment that it was assisting the University in solidifying its service-learning program.

2003 Service-Learning Faculty Institute  
Faculty Stipend Criteria

1. Faculty member must attend the entire Service-Learning Faculty Institute.
2. Faculty member must complete a service-learning syllabus (new or revised) and provide an electronic copy of that syllabus to the Office of Service Learning and USF Service-Learning Committee in Microsoft Word or HTML format. Once filed, a faculty member will receive 50% of the award (\$125). Faculty members will receive the final 50% of the award (\$125) once the service-learning course has been taught by the faculty member in his or her respective college or school.
3. Faculty member must execute a Service-Learning Syllabus Release authorizing the University of San Francisco Service-Learning Committee and the Office of Service Learning to post his/her service-learning syllabus on its websites and/or disseminate his/her syllabus to other faculty with proper attribution.
4. As the Faculty member revises or updates his/her syllabus, he/she is encouraged to provide the University of San Francisco Service-Learning Committee and the Office of Service Learning with updated electronic copies of his/her syllabus.

Release to Use Service-Learning Syllabus

The University of San Francisco Service-Learning Committee and the Office of Service Learning have permission to disseminate my syllabi to other faculty with proper attribution.

\_\_\_\_\_  
Faculty Member's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Social Security # (optional, but helps with processing stipend)

## **Criteria for Awarding Stipends to Attend Service-Learning Conferences**

The purpose of these awards is to encourage USF faculty, staff, students and community partners to attend Service-Learning Conferences and/or present at Service-Learning Conferences.

1. The Service-Learning Committee (SLC) will pay 50% of the allowable costs (per the USF Travel Policy) and registration fees for a USF faculty, staff or student to attend a service-learning conference, subject to criteria listed below.
2. The SLC will pay up to 100% of allowable costs (per the USF Travel Policy) and registration fees for a USF faculty, staff or student or community partners to present a paper or workshop at a service-learning conference, subject to criteria listed below.
3. The SLC will pay 100% of the registration fee for any USF faculty, staff or student who attends the Western Regional Campus Compact Consortium “Continuums of Service Conference” held annually. Other expenses will be paid subject to these criteria.
4. The maximum stipend the SLC will pay is \$500 per person per conference to attend a conference and \$750 per person per conference to present at a conference.
5. All stipends are paid on a reimbursement basis. That is, the individual must submit the appropriate expense report after attending the conference and will be reimbursed for approved expenses only.
6. Only 50% of the total grant funds may be allocated in any given fiscal year. Funds are awarded on a first-come, first serve basis. Once annual funds are consumed, no further awards will be considered.
7. The proposed conference must have a primary focus of service learning. At least 50% of workshops and presentations must relate to service learning.
8. Priority will be given to faculty, staff, or students who have not previously attended a service-learning conference. Further priority will be given to faculty, staff, or students who represent Departments that have not previously been funded by this stipend.
9. Any faculty, staff, student or community partner being funded to attend a service-learning conference must agree to report back on the conference at the appropriate forum.
10. Proposals must be submitted to the Director of Service Learning at least six-weeks prior to a proposed conference. The Ad Hoc FIPSE Sub-Committee will make all determinations regarding stipends to attend Service-Learning Conferences. Likewise, the Ad Hoc FIPSE Sub-Committee will be responsible for interpreting these guidelines should any questions arise. Its decision is final and not subject to approval by the SLC as a whole, unless a conflict-of-interest arises with a majority of the Ad Hoc FIPSE Sub-Committee members.

**Five-Year Plan  
2004-2009**  
Approved May 18, 2004

**I. UNIVERSITY OF SAN FRANCISCO SERVICE-LEARNING COMMITTEE OVERVIEW**

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**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
- Updated SLC web site
- **2000-01**
  - Department of MODEL dissolved, CSSL Coordinator position upgraded to .92 FTE, made separate office reporting to Student Affairs.
  - Two proposals for revision of GEC included SL requirements
  - Provost awarded SLC \$10,000 for Syllabus Development Fellowships (SDF)
    - Updated Syllabus Development Fellowship guidelines
    - Awarded 4 faculty fellowships of \$2,500
  - USF Jesuit Foundation funded video on SL & Ignatian Spirituality
  - Robert Elias selected as 1 of 10 national finalists for the Campus Compact's Ehrlich Award for Service Learning
  - Northern California Consortium Project funded 1st Service-Learning Faculty Institute
  - Functional definition of service learning revised with stronger social justice focus
  - Updated Master SL faculty & courses list
  - Gleeson Library/ Geschke Learning Center acquired SL materials
  - 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**
  - The final proposal for revision of the GEC included a SL "mission requirement" for all undergraduates.
  - Developed SL Course Criteria & definition - approved by Academic Vice President's Council
  - Hosted first Service-Learning Faculty Institute
    - Drew 18 from 7 different Bay Area colleges and from 5 of USF's 6 schools and colleges.
  - Developed SL Packet for Faculty
  - Completed a major revision of the SLC website
  - Added Community Partner to SLC
  - 4 SDF winners presented panel discussion on their experience in developing SL courses
  - 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**
  - New Learning Core approved that includes SL requirement.
  - SLC hosted 2<sup>nd</sup> SL Faculty Institute with 12 USF faculty
    - Dick Cone helped facilitate.
  - Updated Master SL Faculty and Course List.
  - Developed video on SL & Ignatian Spirituality.
  - 4 SLC members wrote article on SL Program - "Contemplatives In Action: Service-Learning At The University Of San Francisco"
  - 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, "

- Linda Walsh nominated for Campus Compact Ehrlich Faculty Award
- Proposed a University Faculty Service-Learning Award
- Recommended establishing a Community Placement Coordinator position
- **2003-2004**
  - Hosted 3<sup>rd</sup> 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 15<sup>th</sup> 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**

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## A. Overview of the Planning Process

Proposed Planning Process to Develop Five Year Plan: 2004-2009		Comple
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"> <li>• long history of service learning at USF</li> <li>• strong support from USF administration</li> <li>• superb campus location and facilities</li> <li>• standing University-wide Service-Learning Committee (SLC) with dual reporting structure (Academic Affairs, University Life)</li> <li>• excellent, knowledgeable, committed SLC members</li> <li>• strong engaged faculty members in various USF schools and colleges</li> <li>• successful Service-Learning Faculty Institutes</li> <li>• partially subsidize SL partners to attend SL conferences</li> <li>• have university faculty service-learning award</li> <li>• relatively high number of academic departments presently have SL, especially on graduate level</li> <li>• SL incorporated into growing number of programs on campus - Erasmus, Martin Baro, McCarthy Associates, etc.</li> <li>• primarily hard funding for service-learning</li> <li>• have increased professional staffing for SL from .25 in 1994 to .7 in 2004</li> <li>• Community Partner (CP) database with 700+ entries</li> </ul>	<ul style="list-style-type: none"> <li>• inadequate staffing to give SL faculty logistical support in facilitating SL placements, reflection</li> <li>• minimal assistance with SL Risk Management</li> <li>• SL has no predictable value in Faculty Rank and Tenure process</li> <li>• minimal staff resources to "manage" students going to CP</li> <li>• minimal resources to help identify genuine community needs</li> <li>• minimal resources to develop true community partnerships</li> <li>• low investment in seeking CP input in developing SL programs</li> <li>• no assessment of CP entries in CP database</li> <li>• low student and community partner representation on SLC</li> <li>• no standardized SL orientation for students</li> <li>• transportation challenges</li> <li>• need for greater interdepartmental, intercollegial, collaboration</li> <li>• SL courses lack readily identifiable labeling</li> </ul>
Opportunities	Threats

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

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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.

## 2003-2004 USF Service-Learning Faculty Survey Summary

About 60 USF faculty who were designated as service-learning either through official or unofficial means were contacted via e-mail to fill out a survey about service learning.

### Response

#### **USF College/School:**

College of Arts and Sciences: 9

School of Education: 1

School Nursing: 4

School of Business and Management: 2

#### **USF College/Department:**

A&S

Environmental Science: 1

Exercise Sports & Sciences: 1

History: 1

Modern and Classical Languages: 1

Philosophy: 1

Politics: 2

Psychology: 1

Visual and Performing Arts: 1

Ed

Teacher Education: 1

Nursing

Department of Community/Mental Health Nursing: 1

Family Health and Leadership: 1

School of Nursing: 2

SOBAM

IDS: 1

### Questions / Response

#### **#1 Why did you choose to include a community-based learning activity in this course?**

- The course is an internship, which has always been community based.
- It was there before the service-learning requirement.
- The community immersion activity is essential for students to live and work side-by-side with community members in a small highland community in Guatemala. I believe that this service-learning-based course provides an excellent way for students to integrate the theories of the influence of politics, power, economics etc into their understanding of what it means to be poor in a developing country.
- To enhance learning, bring real world experience to students while students could give back to the community in a meaningful and valuable way.
- Excellent opportunity for students to understand how environmental monitoring really occurs and to benefit the local park systems.
- To ensure that students really understood course material -- to move content of course from the theoretical to the practical and experiential.
- I strongly believe in establishing a conversation between groups that operate in isolation within a community.
- I have required community based service for thirty-three years because I strongly believe in the benefits for students and the community.
- Ethics involves both theory and action, in order to be understood and "lived" fully. So the service component provides the lived part of ethical thinking, action, and reflection through experience. This participatory aspect in service adds not only to the application and understanding of theory but more importantly the compassionate and real nature of ethical action and participation in community, real involvement, and personal and moral growth.
- It [the course] had always had a component of activity at School sites as such places are the where the "rubber meets the road" for technology in education.
- The nature of this class is community-based art where the student works with a particular community and/or issue that is defined by the community and collaboratively produces a piece of community based art.

- The entire course is centered around a community activity, rather than a community activity being "included" in the course. The idea was to have students be involved in doing history in the public sector.
- Our curriculum is community based.
- Cannot have a politics department without providing students with the experience of working in government.
- The practice of professional nursing gets its mandate to serve from the public community. The patient population at San Francisco General Hospital represents an underserved group of clients for whom our students provide an invaluable service. USF nursing students provide direct physical care, patient teaching and preventive education and interventions, and attend to the psychosocial aspects of the human condition.
- To enable students to see the relationship between the community in which they are working and the contributions that nursing can make and that the community can make to nursing --- to let them see the inter-relationship between what both the community and what nursing can bring to the health of the community.

**#2 What was your greatest challenge in developing a service-learning course (e.g. finding community placements, facilitating placements, transportation, risk management, evaluation, facilitating reflection)?**

- Putting together a database of fieldwork sites.
- Finding placements, matching students and placements.
- Because of the fact that this is an international course, coordinating the planning with a community that did not share language or culture was a challenge. What made it work was the leadership of the American priest for the parish (has served the community for 40 years). He has an innate understanding of the importance of service learning and public service. Another challenge was finding funding since the experience has consistently cost about \$1200 per participant.
- Finding appropriate placements; my students work with me in identifying organizations but this gets more difficult each subsequent semester.
- Gathering resources to conduct sampling using scientifically sound methods.
- All of the above! especially finding & facilitating "good" placements in the schools
- A.) The members of the grassroots organization have many commitments and not always came to class, or came in small numbers. B.) Also, fitting the Service Learning schedule to the students' schedule was very difficult. C.) The most serious problem we had is that my students were babysitting the children of the women that were in class, and in the middle of the semester, the managers of the San Francisco Women's Building said that this was illegal. For next semester, we need to figure out how to pay for child-care when the members of Mujeres Unidas are in class.
- Evaluation
- Facilitating/Coordinating placements, transportation, making sure the students do the work, and the students receive what they expected out of their service experience--sometimes they told me that they were just stuffing envelopes and they did not think that the experience was good.
- Transportation is the biggest problem. Have been fortunate in maintaining a close working relationship on technology with a number of SFUSD schools but getting students there and back especially during the school hours has always been the most difficult part of the effort.
- Transportation
- Everything went pretty smoothly, even though a great deal of work was involved, especially in locating placements for interns and maintaining my relationship with those placements. But, it wasn't really a challenge.
- Finding patients willing to have a student do home visit.
- Setting up placements, had to build my own network by personally calling and speaking with each agency. It takes a lot of time to develop a rapport and trusting relationship with an agency. It takes a lot of time to develop the course forms, to interview the students in order to figure which agency they best fit with. It takes a lot of time and effort to develop a course because you want to ensure that the course experience is a worthwhile one.
- Assisting students to apply their skills and talents without feeling overwhelmed by the very great needs of their clients they serve. Many students have not had the life experiences to confront such diversity and need found in the clients in a county medical system. Students do, however, rise to the challenge due to the foundation knowledge provided by USF and in particular by the preliminary courses in the School of Nursing curriculum.
- Facilitating reflection so that students are willing to share their experiences; also to inspire and motivate the students to see the potential for what they can contribute and to be open to what the community can contribute to them.

**#3 What one additional resource would be MOST helpful to you as a faculty member in continuing to offer this service-learning course?**

- Maintaining an up-to-date internship database.
- This may be politically sensitive, but if possible, the deans need to have a better understanding of the impact of the service learning courses. As noted above, my dean thinks that since I have ten or less students per group, my efforts shouldn't count as full teaching credit. When I asked him how many other faculty give up their intercessions and summer I sessions for student/teaching activities, he ignores me and admits he is only looking at numbers. And this is even when I bring in outside foundation funding to cover my faculty salary costs for the course!
- Having someone in SL be available to help students with placements.
- A Field Placement Coordinator to assist in locating and monitoring placements.
- Money for expenses and library materials, and a VCR for the classes at MUA (Mujeres Unidas y Activas-placement site).
- A list of agencies which includes phone numbers.
- 1. It would really help if I could have a "service learning RA/TA" who is trained in coordinating, facilitating, organizing the students, prepping, etc. The campus ministry has a very good schedule for going to places, so I would like to see that kind of a set schedule for places expanded, including rides, so that the referral of the students become easy. 2. I think next time I will limit the enrollment to something like 20 at most.
- Making the course approval process a little for straight forward so the course could be approved as Core course (it was a Problems & Methods course in the old GEC). At this point the main reason the course is not being offered is low enrollment which, I believe, is due to it not being in the Core. It is not in the Core (although I have been working on moving it through the process for about a year) because it is stuck in the approval process.
- At this point, I don't feel the need for help.
- Varies in terms of which hospital a student is at.
- A list of a variety of agencies to place students in, a variety of placements in order to accommodate a variety of student interests. Finding appropriate placements to match the varying levels of interests that students have; some are gung-ho, others compelled only by the GEC requirement. And Transportation assistance. Some students go to unsafe neighborhoods and driving or MUNI is less safe and expensive.
- The ability to sponsor a clinical agency-based adjunct faculty as preceptor to students. Currently nurses who work with out students are simultaneously providing care to a full assignment of patients AND providing role modeling and teaching to our students-if USF were able to find grant monies to subsidize some of these perceived nurses' salaries, both the students and the clients they serve would benefit.
- Suggestions for reflection questions, suggestions for reflection exercises.

**#4 What resources (people, print, electronic, media) were most helpful for you in revising/developing this community-based course?**

- Support from Jack McLean was the most important piece of my developing my service learning application for funding. Thanks, Jack!
- People-contacts at organizations; print and electronic info related to improving service-learning experiences.
- University vehicles to have transport to the site. For most sites these must be 4-wheel drive and the current fleet is sufficient.
- Basically I did it on my own with no help -- but sure appreciated the Syllabus Development stipend I received for the extra effort!
- Electronic: on-line resources.
- People
- This semester I did have a USF student, who served as my community service TA, and that was tremendously helpful. So definitely people who are already familiar with community service nitty-gritty of it, such as letting the class know what is coming up in the following week, where they can go, what they can do, etc., and set up rides, email lists, provide info and so on. Also it would really be helpful to have some kind of a ready-made handout on community service in general, specific SF locations to go and contact info, for the students. I have printed things out from the USF service website and that was good, but maybe in a pdf format so that they are also a ready-made handout to be printed out.
- Contacts a various site and at various levels in the SFUSD.
- The members of the community.
- People--the public history professionals at the various agencies and organizations where I place interns. Without them, the course/program would not work.

- Much discussion as to how to make this community relevant and discussion with hospital management; home visiting nurses, etc.
- Initially, as I was developing the course fellow colleagues were very helpful. I interviewed other SL faculty.
- The Dean, and Department Chair of the Adult Health Department in the School of Nursing. In addition, the Faculty Association and University's support with faculty development funds assisted me in designing innovative web-based course resources to enhance student learning and create a community of learners.
- Serving on the Service Learning Committee and hearing what other faculty have done; being inspired by hearing what can be.

**#5 What is the MINIMUM number of hours of service you require of students per semester?**

- 120
- 25 hours of volunteer service per unit plus three papers, two readings and 6 meetings.
- The students are required to participate in the 2-week experience in Guatemala. While we actually work clinically for about 10 days, I consider the entire 24/7 learning experience as a learning experience. Students learn what it is like to try to negotiate systems without language abilities, how to walk miles to reach communities, how to build community as a group living in a small family-owned hotel where you may or may not have hot water, electricity, etc.
- about 20 hours
- Approximately 50 hours for the fieldwork.
- 16 hours
- 2 hours/week at USF (class discussion on readings, etc.), plus 3 hours/week at MUA for a period of then weeks, plus lesson plan preparation done by students on their own time.
- 25
- 10
- The minimum I have allowed is 10 hours (five visits to a schools site for about 2 hours) but I'd like that to be about 20 hours – I like to see them at school sites 10 times during the semester or about once a week.
- 4 hrs/wk min.
- students work 8-10 hours per week over the course of the semester
- 8
- In the Internship courses 8-10 hours a week for a 12 week semester; for the homeless class, it's not yet decided now with the change in the units, an average of 4 hrs a week for a 12 week semester.
- 180 hours plus preparation time of approximately four hours per week or 60 hours per semester.
- Since this is an undergraduate course and is by its nature a service-learning course, the required clinical hours are six hours per week over the entire semester. By my totals it looks like this is 78 hrs. --- the first two weeks are orientation on campus.

**#6 Whether or not you have tenure, how do you think your work on your service-learning course would affect your application for promotion and tenure?**

- Presumably it would help, assuming USF takes seriously its commitment to service learning and social justice.
- I think my efforts were a definite strength in my tenure application, and I anticipate my future service learning activities will contribute to my promotion in a few years. That being said, I do not do this because of the potential impact on tenure and promotion. I do it because of my firm commitment that this is an exciting way to support student (and faculty) learning. I stress to students that I learn more with each trip than I could ever give to the community. In summary, I do this work because it is the right thing to do.
- I don't think it mattered at the time I was awarded tenure.
- Not sure it really has an impact other than demonstrating development of course work. I think it depends on the open-mindedness of the promotion and tenure committee.
- I have tenure, but I believe it is difficult for many junior faculty to make a case for the "value" of service learning commitments within the traditional "publish or perish" tenure & promotion criteria.
- Maybe, but that would not be a reason for me to do it.
- N/A-positively
- I suppose good.
- I'm not sure it would be universally perceived as much more than an ok thing to do – I think it is important for the service part of the obligation – but, as I recall the system when I applied (a very long time ago), service was not weighed too heavily.
- I assume that I designed a service-learning course for my department was helpful to me in the tenure process.

- This would probably counted as a teaching or service project
- I don't think that anyone valued it independently, that it benefited me. The quality and time of effort to produce a new course should count and the enormous time to set up the right placements and readings for the course should be appreciated. It done right, it's not about contact hours, it is a unique experience.
- I am not sure, but it should, as this reflects the mission and values of the University-and I trust my colleagues on Peer Review Committees to hold this value as well.
- I don't think it would make much difference one way or another because I don't think this is a criterion that is examined when one applies for tenure and promotion. I think faculty work on service-learning courses would count for more if that got built into the tenure and promotion system.

**#7 Do you plan to offer this course again in the future?**

Yes: 15

No:

Maybe: 1

**#8 Would you be willing to share an electronic copy of your service-learning course syllabus with the Service-Learning Committee?**

Yes: 12

No:

Perhaps, like to know more: 3

**#9 Would you be willing to share electronic copies of any service-learning forms (e.g. placement agreements, work logs) with the Service-Learning Committee?**

Yes: 8

No:

Perhaps, like to know more: 5

**#10 What content-specific student learning outcomes did you hope to accomplish through the community work in this class?**

- Allow students to make connections between theory and practice, and between the academic and the outside world. Have students reflect on their service learning experiences, examining not only what they learned but also what they contributed, as well as making connections between the goals and activities of community groups that comprise the non-governmental, non-profit community.
- This is described in the syllabus. Most important, I hope the students are able to understand the experience of being "other" outside their "cocoon" of safety in their own families and communities.
- My course has a set of learning goals, identified below. In doing service learning, I have the students reflect on how they experienced each goal in the community service setting--what applied and what didn't. (goals stated in full in Survey Responses Doc)
- Refer to the syllabus you have on record.
- Tutoring a child who is struggling to learn to read helps meet the State requirements for an elementary teaching credential
- The students can apply theory to practice, and analyzing practice in terms of theory; that the students understand what ethical action might mean in real contexts; that students understand that in real life, ethics is a messy affair--nothing is as simple as "this is right and this is wrong"; that the students acquire some moral sensibilities about their actions; that the students develop a sense of service to the community to which they belong; that the students can reflect on all of the above in a responsible and responsive manner--all of which has to do with a sense of developing moral and socially just consciousness and personal growth in that direction.
- Discussing the issues around technology in education are made really concrete by seeing what is actually going on in schools that could obviously benefit from the use of technology. Also, seeing what is actually going on in schools changes the focus of attention to the problem markedly.
- The students learned how to write a full proposal, including visual narratives, and developed an exhibition, of whatever appropriate form, for presentation to the community and the university.
- Student learning outcomes are on the syllabus; I'm sending it as an attachment with this message.
- Basically that the student does a home visit to see the patient in the home and community and to coordinate, educate what patient needs - We also emphasize in this course case management skills.
- 0110-396 Public Administration Internship: Through the combination of the experience and the reading the students can apply concepts and get to know public administration, concepts come alive and learning reinforced the experience. ; 0110-392 Public Service Internship: students are learning how their CP impacts public policy ad how they contribute to public policy effort. Readings demonstrate how policy is

part of their CP's agenda and students have to write a critical paper on what the CP's contribution to public policy is.

- 1) apply bio-psychosocial sciences to implement the nursing process to clients from diverse backgrounds who are experiencing health problems; 2) make clinical decisions regarding client outcomes using a wide variety of data from multiple sources; 3) revise established priorities for client care in response to changes in client status, medical regime, and other factors; 4) apply appropriate standards of care to facilitate the promotion and restoration of health in adult clients; 5) work collaboratively with other members of the health team to promote quality client care; 6) use research findings to plan care for acutely ill clients; 7) act as client advocate using an ethical framework as a guide; 8) plan care that utilizes the clients' self-care potential; 9) provide cost conscious care for the client and family.
- Identification of environmental health risks; identification of ways in which nursing can work with community partners to promote health and prevent illness; identification of risk factors in those community members who are vulnerable and at high risk for illness/injury.

**#11 What additional "intangible" or non-content specific student learning outcomes did you hope to accomplish through the community work for this class?**

- Experience in a functioning community organization, as a matter of maturation and enlightenment. Opportunities for subsequent community work, either with placement organization or other community groups.
- A passion for working for justice for the disenfranchised.
- Students would feel like they could bring something of value to the community and feel a sense of connection between the academic content and their experience.
- Confidence in environmental sampling and experience in generating this kind of report.
- Understanding of the lives of students from low SES neighborhoods
- Listed above--many of the items above are quite intangible—referring to development of student's moral sensibilities.
- It gets the students acquainted with the need for public (or any) school to have the active and direct support of the community.
- The student would become "engaged" and/or part of this new community
- I would say that the student learning outcomes, as listed, include tangible and intangible elements.
- To see a broader picture of what families need re: recovering from having a baby and how that child can impact on the family. Also to see the types of community courses/services for prenatal women/families.
- First, that service becomes a part of the students' vocabulary and life, hopefully starting a pattern of service. Second, that students experience giving of themselves for free. Third, that it be rewarding and worthwhile experience for the students.
- Provide authentic experiences for students to understand the diverse population and social structures of underserved populations, and demonstrate application of their knowledge and talents to benefit others.
- Willingness to enter into solidarity with community members; appreciation for the vulnerability and risks with which community members continually live.

**#12 What was the most significant educational benefit your students realized from their community-based experience?**

- Reality reflects theory.
- Jack has heard the students' stories. Most come back noting that the experience is the most exciting, challenging, important etc etc. experience that they have had at USF. (regarding Guatemala trip)
- An opportunity to see how tools learned in class could be used in real organizational settings.
- The experience they gain.
- Practical application of specific content taught in the course.
- They told me over and over again how much they enjoyed the service experience and that they did think it absolutely did something to their own perceptions and sense of contribution to the service to the community--so I know that they enjoyed themselves.
- Discussing the issues around technology in education are made really concrete by seeing what is actually going on in schools that could obviously benefit from the use of technology. Also, seeing what is actually going on in schools changes the focus of attention to the problem markedly.
- New exposure to a community that they might not have been familiar with
- Well, I think you really have to ask this kind of question of the students. From my perspective, they benefited from learning the many ways that history is practiced outside the classroom setting.
- Learning class material in an unforgettable way. reinforce insights of the university's mission.
- Students consistently comment on the diversity and social needs of the clients for whom they provide care.

- Recognizing some of the major health, sociological, psychological and spiritual risks that community members have whether this be children or the elderly.

**#13 What was the most significant NON-EDUCATIONAL benefit realized by your students?**

- Self-knowledge although that is also educational, everything is educational in my view.
- The forming of close relationships with students they ordinarily don't socialize with at USF. And, of course, developing the ability to bargain in the markets.
- One could argue that all benefits had some educational value; however, I think that they realized that there were many people and organizations in our community that don't have the same opportunities that they have and that they, as individuals, had something to learn from the people and the agencies they served; that every human being has something to offer and reciprocity in relationships can be a meaningful and personal growth type experience.
- Tutors gained a "peek" into the lives of children very different from their own lives & schooling.
- Getting to know different parts of the city; getting to know what kind of service opportunities are available in SF; meeting people; working together with others, including classmates--wonderful bonding experience.
- It gets the students acquainted with the need for public (or any) school to have the active and direct support of the community.
- Again, I think you need to ask students this question. From my perspective, all of their learning is broadly educational. I'm not sure I would call anything "non-educational."
- Helps students to think more on their own and to integrate more fully maternity community nursing knowledge and skills. Broadens student knowledge.
- Benefit of experience of giving and serving.
- Students write about their abilities to "see" the whole person, and the value that each person can contribute, even in the face of poly-substance abuse and financial hardships.
- Recognizing that there's no "them" -- that we're all in this together.

**#14 What did you as an instructor gain from this experience?**

- Watching my students grow and mature, and become more engaged with the outside world.
- Helping students helps me.
- This experience has actually changed my research agenda. I have published two articles on the students' experiences, and I am now in Phase I of a research project that is exploring the integration of cultural and spiritual beliefs in health care in indigenous communities. It also is forcing me to improve my Spanish.
- An opportunity to stretch my thinking in terms of how my discipline connects with the community at large; a chance to experience pride in what my students had accomplished.
- An interesting course to teach.
- Enhanced course
- Knowledge that students are engaging in a different kind of learning and that people in need are being assisted.
- Wonderful to be able to work with the students; seeing them enjoy service work; hearing how they benefited from work.
- Further opportunity to enjoy my first professional love – making technology of effective use in education.
- Satisfaction of seeing significant community based art done collaboratively and ALL that means.
- I've most enjoyed getting to know public history professionals.
- Experience is very worthwhile and that students grow from this experience
- A lot of headaches...but I am so thrilled when students do well and it is thrilling to hear about their experiences.
- The students consistently remind me of the purpose of the profession of nursing, and their fresh approach to holistic care and discovery is rewarding.
- A reminder, again, of the need for nursing to take an active role in working with community partners to promote health and prevent illness in the community; also a recognition of the number of community partners who are working to improve the health and quality of life of community members.

**#15 What was the most significant disadvantage of this activity from your perspective as instructor?**

- None
- Some students are irresponsible. The few thus require rigorous record keeping for the many.
- The time commitment. Between the four weeks in country with the students, the additional time I spend there for my research and the planning, I end up spending weeks in this effort. It's worth it though (but again, it would be nice to have the dean recognize that the efforts are perhaps more than those necessary for my traditional nursing courses.

- It takes time; not all students have the skill sets to be successful and make a positive difference.
- The incredible amount of time it takes to arrange this course and supervise the student activities.
- Extra work!
- None
- Some students just don't get themselves involved, if I leave them to be responsible for finding where to go and what to do. If I organize activities AS a class, then they would participate (for instance we went to the Food Bank all together as a class, when our class would normally meet, and 46 students came), but otherwise they claim they are too busy to find their own way, and they wait till the last minute and get all stressed out. So, not being able to work all together as a class all the time--this had to do with various places that had a limit on how many people can come at a time, times (the class met Tues nights), and just the fact that some people cannot do service work when others can, due to people having their own work/class schedule.
- None, really.
- Not enough time.
- I don't see any disadvantages.
- At times, finding patients geographically that students can do home visits - particularly if they don't have a car. Also, to find a prenatal class that doesn't conflict with their school schedule.
- MONITORING, it's a headache, to track students to ensure they go to all their classes and placements. Students are sometimes irresponsible about managing both class and placements.
- Very time-consuming and lots of work outside of the actual class time-students submit weekly reflective "e-journals" which I read and respond to with comments-we also have online asynchronous discussions on topics of service, clinical aspects, and psycho-social issues, including ethics, veracity, and advocacy.
- I hoped to do a better job with the reflection piece.

#### **#16 What did the community gain from your students' experiences?**

- The labor provided to often under-funded organizations, to allow them to accomplish projects that might have not otherwise been completed or even attempted.
- Concrete help, role models, hope.
- This would take far too much time than I can give to this survey. I would be happy to talk with someone about this since it is a fairly complex response. In general, not only do the community members receive high quality nursing care, they have the opportunity to get to know Americans on a very different level than the more formal governmental levels.
- Volunteers and an idea or two that might make their organizations just a little bit better.
- An annual dataset to evaluate environmental changes over time and compare them to the watershed management plan.
- Increase in children's reading abilities.
- They always need volunteers to do lots of work.
- Direct solution to problems of using technology in education – computers get fixed, solutions get researched, information is exchanged.
- The possibilities of the myriad role that art takes and being part of the creation of an art project.
- Again, you'd have to ask "the community", and I'm unclear what you mean by this. But, the goal is that the agency or organizations where I place interns have a valuable project undertaken for them by an intern.
- Validation, education, problem solving an issue, sharing of their success or problems, Becomes more linked to community services relevant for patients
- Sometimes we get unsolicited thank-you's from agencies. Students provide a real service by accommodating the needs of agencies in the community.
- Patients and staff regularly comment on the contributions of USF students, their integrity, and their service-orientation.
- Having young nurses come in and be present with their clients --especially seniors. These students met with, talked with, did health assessments on, supported seniors -- the students demonstrated interest in these elders and caring behaviors. Those who are in charge of the community agencies (senior centers, and St. Anthony's Living Room, especially) tell us repeatedly how much their clients appreciate students' presence.

**Questions 17 – 20 were unanswered, they applied to professors who had never taught a service-learning course before.**

#### **#21 Method(s) of assessment:**

- Suspension through seminar and on-site visits and a letter of verification.

**#22 Brief description of the community service/service learning experience(s):**

- They vary greatly
- We visit school sites and look at their use of technology. Problems are identified and/or presented to us and we solve them working with the Principal, teacher and/or students at the site.

**#23 Brief description of the community organization(s) served:**

- They vary greatly
- Schools in the Chinatown, Bayview/Hunters Point and Potrero Hill areas of the city.

## Master Service-Learning Course List

School/Dept.	Course #	Course Name	Faculty
Biology	0201-379	Conservation Biology	
Communication	0156-103	Public Speaking	Elliot
Computer Science	0203-195	Chaos & Order	Wells
Computer Science	0203-480	Comp & Soc: Priv/Sec/Ethic/Serv	Brooks
English	0105-195	Fr Sem: Journey/SF Black Community	Hill
English	0105-480	Writing Internship in SL	Seeley
Environmental Science	0209-410	Methods of Ev Monitoring	Lendvay
Environmental Science	0209-498	Research for Advanced Undergrad	Brown
Exercise & Sport Science	0121-370	Personal & Community Health	Laughlin
Exercise & Sport Science	0121-356	Movement Skills for Special Groups	Laughlin
Exercise & Sport Science	0121-364	Elem. School Physical Ed Curriculum & Instructi	Lauro
Exercise & Sport Science	0121-372	Prob & Meth in Soc Sci: S. Abuse	Laughlin
Exercise & Sport Science	0121-491	Internship Practicum	Lange
Expository Writing	0102-215	College Writing II	Mahon, Evans
Fine & Performing Arts	0141-261	Workshop in Play Production	Varea, Novak
Fine & Performing Arts	0141-305	Theatre and Culture: Latino/a America	Varea
Fine & Performing Arts	0107-387	Art Outreach: Artist as Citizen	Kamler
Fine & Performing Arts	0107-388	Arts Outreach: Artist in City	Siskin
Fine & Performing Arts	0107-389	Arts Outreach	
Humanities/InterDisc.	???	Budapest	
Humanities/InterDisc.	0117-100	Martin Baro Scholars Program	Skahill
Humanities/InterDisc.	0117-101	Martin Baro Scholars Program	Skahill
Humanities/InterDisc.	0117-301	Erasmus Project	Duffy
Humanities/InterDisc.	0117-331	South Africa Today II	Bouwer
Dual Degree	0117-381	Internship	
Humanities/InterDisc.	0182-324	Phillipines	Saff
Humanities/InterDisc.	0182-334	Phillipines II	Chu
History	0115-195	Fr. Sem: Disc Chinese Hist in SF	Siu
History	0115-396	History Internship	Nasstrom
Latin American Studies	0190-310	Border Issues I	Lorentzen
Latin American Studies	0190-311	El Salvador Today	Lorentzen
Latin American Studies	0190-320	Border Issues II	Stanfield
Latin American Studies	0190-321	El Salvador Today II	Lorentzen
Dual Degree	0190-381	Internship	Galles
Media Studies	0166-390	Exploring Media	Higgins
Media Studies	0166-395	Media Workshop	Kidd
Media Studies	0166-396	Media Internship	Juluri
Media Studies	0166-307	Alternative Media	Higgins

Media Studies	0166-200	Media Institutions	Kidd
Philosophy	0122-240	Ethics/Service Learning	Arisaka
Politics	0110-390	Phillipines & New Asia	
Politics	0110-392	Public Service Internship	0
Politics	0110-396	Public Administration Internship	
Politics	0110-397	Fieldwork in Public Interest Organizations	Elias
Politics	0110-371	USF in DC: Internship	Murphy
Politics	0110-365	Applied Policy Analysis	Murphy
Politics	0110-495	Sen Pol Honors Seminar	Murphy
Psychology	0123-311	Psychology of Reading & Dyslexia	Bloch
Psychology	0123-396	Psychology Practicum	O'Sullivan
Sociology	143-228	Asian Amer Cult & Society	Rodrigues
Sociology	0143-235	Education and Opportunity	King;Duncan
Sociology	0117-385	Dual Degree Internship	Turpin
Sociology	0181-394	Community Development II	Staff
Sociology	0143-395	Fieldwork in Sociology	
Sociology	0143-395	Field Experience in Sociology	Madriz
Spanish	0127-401	Teaching English as a Foreign Language	Borrachero
Theology & Religious Stud	0128-230	Persons in Community	
Theology & Religious Stud	0128-470	Contemporary Moral Problems	
Theology & Religious Stud	0128-366	Ministry in the Church	Sr. Clune
Theology & Religious Stud	0128-395	Infinity, Chaos & Mysticism in Science & Religion	Wells
USF in Budapest	0181-381	USF in Budapest: Dual Degree Internship	Karolyi
USF in Budapest	0181-382	Culture & Education in Hungry	
USF in Budapest	0181-395	Fieldwork in Community Development	

School/Dept.	Course #	Course Name	Faculty
Human Services Admin	????-647	Human Resources	Halley
Interdisciplinary Studies	0519-304	Ethics in Action	?
Information Systems Man	0506-422	Multimedia & Information Systems Design	?
Interdisciplinary Studies	0553-633	Organizational Analysis & Intervention Strategies	Halley
Interdisciplinary Studies	0553-634	Organizational Analysis & Intervention Strategies	Halley
Organizational Behavior	0503-324	Group Process & Decision-Making	?

School/Dept.	Course #	Course Name	Faculty
Private School Education	696	Administrative Internship Practicum in Curriculum	?
Private School Education	786	Leadership in Private Schools	?
Learning & Instruction	0701-633	Assessment in Special Ed	Smith;Andrews
Learning & Instruction	0701-636	Ed. Prac: Learn Specialist	Andrews
Learning & Instruction	0701-637	LHCR Internship	Miller, Andrew
Learning & Instruction	0701-678	Flwk Support Prac I	Miller




Counseling Psychology	0702-619	Practicum	(deceased)
Counseling Psychology	0702-620	Traineeship I	Leiken
Counseling Psychology	0702-625	Post Secondary Counseling Apprecticeship I	Palmatier (d)
Counseling Psychology	0702-626	Post Secondary Counseling Apprecticeship II	Palmatier (d)
Counseling Psychology	0702-664	Life Transition Counseling Fieldwork I	Goodell
Counseling Psychology	0702-665	Life Transition Counseling Fieldwork II	Goodell
Counseling Psychology	0702-691	Marital & Family Traineeship III	Palmatier (d)
Counseling Psychology	0702-774	Practicum: Behavioral	Zlutnick
Educational Technology	0703-680	Field Experience: Education Computing	Garner
Educational Technology	0703-698	Authenic Education Technology	Jacobsen, Tortorich
Internt'l & Multicultural Ed	0705-658	Community Field Experience	?
Organization & Leadersh	0706-648	Field Experience I	Staff
Organization & Leadersh	0706-649	Field Experience II	Block, D.
Organization & Leadersh	0706-655	Masters Field Project	Block, E., Herda
Organization & Leadersh	0706-731	Professional Credential Induction Seminar	Abascal- Hildebrand
Organization & Leadersh	0706-732	Professional Assessment Seminar	Bloch
Organization & Leadersh	0706-733	Professional Practice of Educational Leadership	Abascal- Hildebrand
Organization & Leadersh	0706-734	Professional Practice of Educational Leadership	Abascal- Hildebrand
Teacher Education	0708-603	Clinical Observation/Particular-Elementary	Gilson, Holloway
Teacher Education	0708-605	Student Teaching I -Elementary	Hodges, Smith
Teacher Education	0708-606	Student Teaching II -Elementary	Hodges, Smith
Teacher Education	0708-616	Field Experience	Gilson, Loney, Hodgkinson
Teacher Education	0708-621	Early Literacy	Jonson
Teacher Education	0708-653	Clinical Observation & Participation in the Sec.	Jones
Teacher Education	0708-656	Student Teaching II-Secondary	Roberts, Smith
Teacher Education	0708-657	Student Teaching II-Bilingual	Roberts, Hogarty
Teacher Education	0708-660	Field Participation	Jones
Teacher Education	0708-698	Special Topics: America Reads	Jonson

School/Dept.	Course #	Course Name	Faculty
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MSB	0303-101	Intro to Global Management	Smith, Imparato, Green
MSB	0303-302	External Environment & the Marketing Response	Barsky
MSB	0303-304	Management & Organizational Leadership	0141-305
MSB	0303-306	Business Planning	Cannice, Gree
MSB	0303-313	Legal Aspects of Employment	Boedecker
MSB	0303-314	Personal Law	Becker
MSB	0303-271	Prob & Meth in Soc Science	Lorton
MSB	0303-360	Marketing Research	Bennet
MSB	0303-366	Customer Satisfaction	Barsky
	0303-384	Hotel Operations	Odsather
MSB	0303-480	Hotel Marketing & Sales	Giffin
MSB	0303-481	Events Management	Costello
MSB	0303-487	Catering & Fine Dining	Costello
MSB	0303-614	Leadership Dynamics	Kane, MacPherson, Goldgehn
MSB	0303-609	Managerial Environment	Boedecker, Becker, Martinez
MSB	0303-630	Marketing Management	Calvert
MSB	0303-649	Executive Leadership	Kane

School/Dept.	Course #	Course Name	Faculty
Nursing	0401-250	Undergrad Clinical Lab I	
Nursing	0401-251	Undergrad Clinical Lab II	
	0401-252	Undergrad Clinical Lab I	<b>Tobar, Culp, Stevenson</b>
Nursing	0401-331	Family Health Nursing I	<b>Otanez</b>
Nursing	0401-333	Nursing Transitions	<b>Lynch</b>
Nursing	0401-351	Family Health Nursing II	<b>Harr</b>
	0401-350	Undergrad Clinical Lab III	<b>Debourgh, Carr, Solomon, Fonteyn, Tilley, Maag, Bunnell</b>
Nursing			

Nursing	0401-351	Undergrad Clinical Lab IV	<b>DeMayo, O'Neil, Maher, Cleave</b>
Nursing	0401-352	Undergrad Clinical Lab IV - B	<b>Walsh, Roche, Stetson, Otanez</b>
Nursing	0401-450	Undergrad Clinical Lab V	<b>Buccheri, Trygstad, DeNatale, Torkelson, Seed, Sellin</b>
Nursing	0401-451/452	Undergrad Clinical Lab VI	<b>Egan, Higgins, Walsh, Johnson, Jacobs</b>
Nursing	0401-499	Global Issues and Community Health	<b>Walsh</b>
Nursing	0401-620	Advanced Assessment Skills Practicum	<b>Stetson, Grimley- Baker, Voss</b>
Nursing	0401-640	Primary Care I: Practicum	<b>Stetson, Grimley- Baker</b>
Nursing	0401-650	Primary Care II: Practicum	<b>Carr</b>
Nursing	0401-670	Primary Care III: Practicum	<b>? (not offered Fall 2001)</b>
Nursing	0401-673	Primary Care III: Practicum	<b>Stetson, Voss</b>
Nursing	0401-690	Role Development: Practicum I	<b>Torkelson</b>
Nursing	0401-691	Role Implementation: Practicum I	<b>Barter</b>

-  = Course not listed on web inventory of courses
-  = courses taught, but not by sl faculty listed
-  = courses no longer taught or not SL

## *Service Learning Course Directory and Criteria Review Across the Schools and Colleges*

### ***Introduction***

The SL subcommittee for course listings and criteria review consisted of four members, who canvassed each of the schools and colleges at the University, to ascertain the structure and implementation of service learning throughout the undergraduate and graduate populations, and to determine community satisfaction with the criteriological framework that has been put in place. Betty Carmack worked with Nursing and Law, Chris Brooks with Arts and Sciences, John Hawk with the School of Business, and David Robinson, S.J., with CPS and the School of Education. The following summaries are derived from the individual reports compiled by these four members.

### ***Arts and Sciences***

In Arts & Sciences, the Curriculum Committee is responsible for designating courses as Service Learning, and also for reviewing the courses to ensure that they're meeting the SL standards. In doing this, they use the course syllabus and the SL criteria set out by the Service-Learning Committee. The College Curriculum committee is also responsible for reviewing SL course criteria. This committee is typically comprised of a spread of faculty members from the various disciplines in A & S. Once an A & S course has been accepted as a service learning offering, Patricia Chaka codes the course on SI as SL, and it goes into the online schedule. Assistant Dean, Sr. Moser ([moser@usfca.edu](mailto:moser@usfca.edu)), is the senior administrative liaison for service learning.

In talking with Sr. Moser about the criteria and whether they were satisfactory for her committee, it sounded like the only thing the Curriculum Committee would hope to see is a specification of the minimum number of hours needed for a course to satisfy the SL designation. The Curriculum Committee didn't necessarily have a target number in mind (we talked about 15 as a good benchmark), but would like to see some consistent guideline.

A & S courses that are currently implemented and in the catalog include: (parentheses denote the semester a course has been or will be offered.) Note: there may be some courses missing here - I compiled this by combining several different sets of lists, all of which differed in some of the details.

### **Service Learning in Arts and Sciences**

#### Biology

0201-379 Conservation Biology (Sp03)  
0201-401 Female Biology (F04)

#### Computer Science

0203-480 Comp & Soc: Priv/Sec/Ethic/Serv (Sp04)

#### English

0105-480 Internships in Writing (Sp04)

#### Environmental Science/Management

0209-410	Methods of Env Monitoring (Sp04)
0209-498	Research Adv Undergrad (F03)
Exercise and Sport Science	
0121-370	Personal & Community Health (F03) (Sum04) (F04)
0121-372	Substance Abuse: Prev & Treat (F03) (Sum04) (F04)
0121-491	Internships Practicum
History	
0115-396	History Internship (F03) (Sp04) (F04)
Interdisciplinary	
0117-100	Martin Baro Scholars Program (F03) (Sp04) (F04)
0117-101	Martin Baro Scholars Program (F03) (Sp04)(F04)
0117-301	Erasmus Project (F03) (Sp04)(F04)
0117-330	South Africa Today
0117-331	South Africa Today II (F03)
0117-381	Dual Degree Internship (F03) (Sp04) (F04)
0117-382	Culture & Education in SF
Latin American Studies	
0190-310	Border Issues
0190-311	El Salvador Today (Sp04)
0190-320	Border Issues II (F03)
0190-321	El Salvador Today II (F03)
0190-381	Dual Degree Internship (F03)
0190-382	Culture & Education in Mexico
Media Studies	
0166-395	Media Workshop (F03) (Sp04) (F04)
Performing Arts	
0141-261	Workshop in Play Product (F03) (Sp04) (F04)
Philosophy	
0122-240-12	Ethics (Service) (F03)
Politics	
0110-365	Applied Policy Analysis
0110-371	USF in DC: Internship (F03) (Sp04) (F04)
0110-396	Public Admin Internship (Sp04) (F04)
0110-397	Fieldwork in Pub Int Org (F03)
0110-495	Senior Pol Honors Seminar - Service (F03)
Psychology	
0123-396	Psychology Practicum (F03) (Sp04) (F04)
0123-396	Psych & Social Justice (F04)
Sociology	
0143-228	Asian Amer Cult & Society (Sp04) (F04)
0143-395	Fieldwork in Sociology (Sp04) (F04)
Theology	
0128-230	Persons in Community (Sp04)
0128-470	Contemporary Moral Problems
USF in Budapest	
0181-381	Dual Degree Internship

0181-382	Culture & Education in Hungary
0181-395	Fieldwork in Community Develop.
Visual Arts	
0107-387	Art Outreach: Artist as Citizen (Sp04) (F04)
0107-388	Arts Outreach: Artist in City
0107-389	Arts Outreach (F03)
Yuchengco Philippine Studies Program	
0182-324	The Philippines Today (Sp04)
0182-334	The Philippines II (F03)
0182-381	Dual Degree Internship (Sp04)
182-382	Culture & Education/Philippines (Sp04)

### **Chris Brooks**

### ***School of Business and Management***

Sheryl Barker, Undergraduate Program Director from SOBAM, is the administrative contact for service learning issues in the school of business. Sheryl told me that when a faculty member initiates the process to label an established course with a SL designation--the request has to be made to the Undergraduate Program Committee in SOBAM (This is the school's curriculum committee). Such requests are then referred to a sub-committee of the Undergraduate Program Committee. The sub-committee considers the request, and makes a recommendation back to the Undergraduate Program Committee. This is how courses receive the SL designation (at the faculty member's request and with the approval of the Undergraduate Program Committee). Once a course has been approved (for a SL designation) there is no specific review or oversight process. Sheryl added that the current courses with SL designations are well-established courses.

Another way in which a course may gain a SL designation is on a case-by-case basis, contingent upon an individual student's arrangements with the professor. These are also brokered by Sheryl's office, and must still go through the sub-committee. Although a course may not officially have a SL designation, it is possible for a student to get SL credit from the course through a self-directed study (if it goes through Sheryl's office and is approved by the sub-committee).

When I asked her if the system was workable in SOBAM she said "yes"--it seems to be functioning well as far as faculty and staff in SOBAM are concerned.

### **School of Business and Management**

Courses with a Service Learning designation:

0303271 *Problems and Methods in Social Sciences* (all sections have a Service Learning designation).

0303304 *Management/Organizational Dynamics* (all sections have a Service Learning designation).

0303302 *Principles in Marketing* (offered all terms; sections taught by Hogan have a Service Learning designation).

0303384 *Hotel Operations* (offered all terms; sections taught by Odsather have a Service Learning designation).

0303487 *Catering and Fine Dining Management* (offered all terms; all sections taught by Costello have a Service Learning designation).

[Information from the Service Learning Committee should be directed to Sheryl Barker (barkers@usfca.edu), Director of the Undergraduate Program in the School of Business and Management. Her office is MC 202 and her phone number is x2521].

### **John Hawk**

***Service Learning in the School of Law*** (as reported by Ron Micon, Associate Dean, to Betty Carmack)

The idea of “service learning” as it might be envisioned for undergraduate disciplines is a difficult concept to apply in the law school programs. Nonetheless, in a real sense, service while learning is an inherent and integral part of legal education at USF. Although we do not now designate any course or program as “service learning,” the following courses/programs would fit within the designation as we understand it:

#### **Classroom Courses with a Service Component**

*Effect of Law on Community:* This is a three-unit course, with one unit devoted to “field work” in the community. The classroom portion of the course includes study of substantive principles in various areas of the law. In a particular semester, these might include Elder Law, Landlord Tenant Law, Disability Rights Law, etc. The field work requires the students to spend time assisting at community service agencies doing work related to the substantive areas studied. For example, in one recent semester, students spent a day at a service agency for low-income seniors. There, the students assisted volunteer attorneys in providing legal advice to seniors involved in a range of disputes or with other legal problems.

*Advancing Community Interests:* This three-unit course places students in local public interest law offices or agencies where they assist attorneys by researching and preparing memoranda on significant legal issues. The classroom component of the course is an advanced legal research and writing course. In the class, the instructor guides the students through the work they are performing for the office or agency.

*Street Law:* In the Street Law program, students research and learn California law over a broad spectrum. The students prepare lessons on the various areas. Each student then “teaches” the lesson in one of many Bay Area High or Junior High Schools. USF

coordinates the program for our own students as well as law students from UC Berkeley and UC Hastings College of the Law.

### **Clinical Programs**

Clinical Programs are skills courses in which students, working under supervision of an attorney, perform legal work for real clients on actual pending legal matters or cases. There are two categories of clinics – i.e., “in-house” and “farm-out.” The so-called in-house clinics are taught, and supervision is provided, by full-time faculty members. In the so-called farm-out clinics students are supervised by attorneys in local law firms, governmental agencies, or public interest practices.

*In-House Clinics:* In each of the in-house clinical programs, students work on legal matters for indigent or low-income clients. The in-house programs are:

- Civil Law Clinic
- Criminal and Juvenile Law Clinic
- International Human Rights Clinic
- Investor Justice Clinic
- Internet/Intellectual Property Clinic
- Mediation Clinic (small claims)
- Mediation Clinic (employment discrimination)

*Farm-Out Clinics:* Most of the students in farm-out clinical placements work for governmental or public interest agencies. This academic year, approximately 80 students participated in a farm-out clinical placement.

*Judicial Externships:* Judicial externships place students as law clerks for judges in local trial and appellate courts, including the California Supreme Court and the Federal District Court. In these placements, students assist the judge/court with actual cases, rather than working for either of the parties to the litigation. This academic year, 20 students had judicial externships.

### ***School of Nursing***

In the school of nursing, all clinical courses at the undergraduate level have a SL designation, as does N448, Global Issues, Linda Walsh's immersion course. Pat Lynch, Associate Dean, through the curriculum committee at the school, is the primary contact person for issues related to service learning in the curriculum.

**Betty Carmack**

### ***The College of Professional Studies***

In the College of Professional Studies, the undergraduate programs are moving to implement the new Core. Currently, all students in Organizational Behavior undertake a service learning project in OB 324--Group Process and Decision-making. In Information

Systems, all undergraduates undertake a service learning project in BSIS 430--Project Planning and Development. Graduate students within our MSIS program also complete a similar project (with more sophisticated deliverables) as part of their MSIS 624 class in Managing Projects and Change. The Public Administration Program is adapting PA 369--the BPA Field Project-- to include a service learning component.

The College faculty has undertaken two or three conversations in an effort to refine/define the nature and location of service learning in an adult, professional program. At this juncture, the focus is less on the technicalities of the core requirements than on the programmatic logistics of implementing an effective SL component within each of the majors, for working adult, non-residential students across the regional campuses. Homa Shabahang, the Associate Dean, in conjunction with me, has agreed to serve as a liaison between faculty/curricular matters, and the Service Learning Committee, as CPS continues to evolve in its understanding and implementation of service learning for non-traditional student groups.

### ***The School of Education***

In the School of Education, Debbie Bloch reports that students in the 648/649 sequence in O & L for their Preliminary Administrative Services Credential program engage in a service-learning project. They also have a 4-course sequence, 731-734, which is aimed at the Professional Administrative Services Credential, and also includes service learning. Kathleen Jonson reports that in the Teacher Education area, the students complete 621 an Early Literacy Course which includes service learning. Their Teacher Ed courses (parts 1-3) include community-based learning, but are not, strictly speaking, service learning courses. According to Elena Flores, the Counseling Psychology program also has field education or applied components, and although these are not officially labeled service-learning courses, they incorporate the elements of community-based learning and service, integration of theoretical and experiential components, and a reflective/analytic assessment for learning integration. The situation at SOE is obviously filtered through their organizational identity as a graduate school, and therefore outside the structure of the undergraduate core.

**David Robinson, S.J.**

### ***Conclusion***

The subcommittee's findings to this point indicate that there is significant new and evolving work being done in all of the units regarding the implementation and development of service learning. It is also clear to us that each of the academic divisions has added its own 'wrinkles' to the process. Therefore, the application and assessment of criteria are not universally consistent. However, as the USF community becomes more culturally conversant with service learning, within and across the disciplines, we anticipate greater coherence among and between the individual academic committees and senior administrators, in the consolidation of SL courses, processes, and criteria.

**2003-04 Service-Learning Committee  
Membership Roster  
By College/Department/Agency**

**Academic Support Services**

Tom Merrell

**Arts and Sciences**

Michael Bloch, Associate Dean for Social  
Sciences  
Chris Brooks, Computer Science  
Kevin Chun, Psychology  
Roberta Johnson, Politics (on leave)  
Richard Kamler, Visual & Performing Arts  
Maureen O'Sullivan, Psychology  
Lorrie Rank, Martín-Baró Scholars Program

**Business & Management**

John Koeplin, S.J.  
Dayle Smith

**Education**

Kathleen Jonson  
Miguel Lopez  
Susan Paik (on leave)

**Gleeson Library/Geschke Center**

John Hawk

**Law**

Tom Nazario

**Leo T. McCarthy Center**

Jack McLean

**Nursing**

Betty Carmack  
Linda Walsh

**University Life**

Susan Prion

**Professional Studies**

Fr. David Robinson, S.J.  
Chuck Piazza

**Public Affairs**

Angie Davis

**St. Anthony Foundation**

Angelina Barisone

**Students**

James Wade, undergraduate  
Marisela Orta, graduate

**University Ministry**

Mike Duffy

## 2003-04 Service-Learning Committee Membership Roster

<b>Name</b>	<b>E-mail</b>	<b>Phone</b>	<b>Work Mailing Address</b>	<b>Term</b>
Angelina Barisone	abarisone@stanthonysf.org	592-2727	St. Anthony Foundation, Justice Education / Advocacy , 121 Golden Gate Ave., 94102	10/05
Michael Bloch	blochm	6894	College of Arts & Sciences, HR 244	10/04
Chris Brooks	cbrooks	5221	Computer Science, HR 541	10/06
Betty Carmack	carmack	6101	Nursing, CO 307	10/04
Kevin Chun	chunk	2418	Psychology, CA D13.	10/04
Angie Davis	davisa	5948	Publications, LM 207B	10/04
Mike Duffy	duffy	4463	University Ministry, PH LL	10/05
John Hawk	hawkj	2036	Gleeson Library/Geschke Center	10/05
Roberta Johnson	johnsonr	6296	Politics, UC 527	10/04
Kathleen Jonson	Jonsonk	2890	School of Education, ED 129	10/04
Richard Kamler	Kamler	5762	Visual & Performing Arts, Xart	10/06
John Koeplin, S.J.	koeplin	2563	Schl of Bus. & Mngmnt, MC 215	10/04
Miguel Lopez	lopezm	5498	School of Education, ED 212	10/05
Jack McLean	mclean	2156	Leo T. McCarthy Center, UC 300	10/04
Tom Merrell	merrellt	2742	Academic Support Services, CA C1	10/05
Tom Nazario	nazario	6832	School of Law, KN 227	10/04
Marisela Orta	mtorta@usfca.edu	6319	Leo T. McCarthy Center, UC 304	10/05
Maureen O'Sullivan	osullivan	2417	Psychology, CA D12A	10/04
Susan Paik	Paik	5813	School of Education, ED 126	3/05
Chuck Piazza	piazza	6952	College of Professional Studies	10/05
Susan Prion	prions	6936	University Life, UC 409	10/04
Lorrie Ranck	ranck	5541	Martín-Baró Scholars Prog. CA D8F	3/05
David Robinson, S.J.	robinson	5832	Jesuit Residence	10/04
Dayle Smith	smithdm	2192	Schl of Bus. & Mngmnt, MC 218	10/04
James Wade	gibroni2cool@hotmail.com	3435	341 Anza 211B, SF 94118	10/05
Linda Walsh	walsh	2021	Nursing, CO 314	10/06

## **2003-2004 USF Service-Learning Sub-Committees**

### Assessment Sub-Committee

- Survey identified SL faculty, collect sample syllabi and other SL tools [Fall 2003]
- Update master service learning faculty and course list [December 2003]
- Compare Syllabus Development Fellowships vs. SL Faculty Institutes [December 2003]

Susan Prion\*

Marisela Orta\*

Tom Merrell

### Learning Core Implementation Sub-Committee

- Identify SL contact (who screens SL courses) in each College/School [Fall 2003]
- “SL” Designation – is it being used? Is it necessary? [Fall 2003]
- Review SL Course Criteria (done every 2 years) [Spring 2004]

Betty Carmack\*

David Robinson\*

Chris Brooks

John Hawk

### SL Faculty Institute Planning Sub-Committee

- Develop Faculty Stipend Criteria for 2003 SLFI [October]
- Set dates for first 2004 SL Faculty Institute [October]
- Brown Bag follow-up after SLFI [November]
- Sponsor at least 1 SLFI in coming year [2004]

Chuck Piazza\*

Dayle Smith\*

### Service Recognition Sub-Committee

- Ehrlich Faculty Award for SL/McCarthy SL Faculty Award [November 2003]

Lorrie Ranck\*

Marisela Orta\*

Mike Duffy

### FIPSE Grant Ad Hoc Sub-Committee

- Develop recommendations for utilizing FIPSE SL grant [November]

Susan Prion\*

Dayle Smith\*

Kathleen Jonson

### Executive Council

- Develop Five-year Strategic Plan for Service Learning [January 2004]
- Dissemination of service learning video [Fall 2003]
- Finalize Risk Management Guidelines, SL Placement registration [Fall 2003]
- Invite Elaine Ikeda, California Campus Compact, to another SLC meeting [Spring 2004]

Executive Council consists of the Sub-Committee Chairs and Chair of the Service-Learning Committee

\*Chair, Co-Chair