

# Community Partner Service-Learning Handbook

A resource for community partners who work  
with St. Norbert College students, staff, and faculty  
on service-learning experiences and projects.



Center for Community  
Service and Learning

Working together to serve the common good



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## Preface

Community Partners,

The Center for Community Service and Learning is designed to promote and support academic and co-curricular service-learning and community engagement for the common good. One key element is providing resources to community partners who engage in service-learning projects and experiences with St. Norbert College Students. In that spirit, we are pleased to provide you with the *Community Partner Service-Learning Handbook*. As you read through the *Handbook*, we hope that you learn more about the St. Norbert College community and the Center for Community Service & Learning.

We look forward to working with you.

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## **Section One: About St. Norbert College**

### **1.1 Mission and Traditions of St. Norbert College**

#### **Mission**

St. Norbert College, a Catholic liberal arts college embracing the Norbertine ideal of *communio*, provides an educational environment that fosters intellectual, spiritual and personal development.

#### **Traditions**

As an academic institution, our community is rooted in the Norbertine ideal of *communio*, which is characterized by mutual esteem, trust, sincerity, faith and responsibility. *Communio* is lived through open dialogue, communication, consultation and collaboration. *Communio* encourages us to respond individually and collectively to the needs of our local and global communities.

Historically, the earliest Christians described the distinct quality of their common life as *communio*—a life characterized by faith in Jesus Christ and a commitment to one another. St. Norbert of Xanten later reformed Catholic life by establishing a new Order that reflected this ideal.

Today St. Norbert College, formed in the Catholic, liberal arts and Norbertine traditions, embodies Norbert's ideal of *communio* by embracing all people while maintaining its own identity. When pursued through the lens of *communio*, our mission challenges us to educate the whole person intellectually, spiritually and personally by engaging ...

*the Catholic intellectual tradition, which calls us to:*

- Seek truth through an ongoing dialogue between faith and reason
- Recognize the sacred dignity of all persons
- Utilize knowledge in working toward a Gospel vision of justice
- Affirm the goodness encountered in creation and culture
- Scrutinize reality in an effort to add to the treasury of human wisdom

*the liberal arts tradition, which calls us to:*

- Cultivate a love of lifelong learning through excellence in teaching
- Understand diverse cultures, perspectives and beliefs
- Collaborate with others to gain knowledge, solve problems and seek truth
- Communicate to seek mutual understanding
- Share our intellect and abilities to create a compassionate world community

*the Norbertine tradition, which calls us to:*

- Fulfill our vocation by embodying Christ's example of loving service
- Seek peace and reconciliation in the spirit of St. Norbert
- Pray and reflect communally and individually, welcoming all to participate
- Practice hospitality in the spirit of the Gospel and the Rule of St. Augustine

- Respond to the needs of our local community

Our three core traditions promote student learning outcomes that include skill development in critical and analytical thought, quantification, synthesis, problem solving and communication. Our students learn to apply these skills as responsible citizens of a diverse, interdependent and changing world. In all aspects of campus life, students are encouraged to identify, test and strengthen their moral convictions; act with personal integrity; develop meaningful personal goals; and build relationships based on mutual respect.

## 1.2 Overview of St. Norbert College's History

### History and Heritage

St. Norbert College has come a long way from its humble beginnings in October 1898, when Abbot Bernard Pennings, a Dutch immigrant priest, founded the College to train young men for the priesthood. Abbot Pennings soon discovered a need for higher education in northeastern Wisconsin and started a commerce program for lay students.

After World War II, enrollments increased dramatically; and in 1952 the College became coeducational. Abbot Pennings continued his leadership role until he retired in 1955. His basic philosophy of education “to perfect the personal, moral and intellectual development of each student” remains unchanged.

As the second president, Father Dennis Burke promoted expansion of the College and anticipated the student population would eventually reach 2,000. Dr. Robert Christin, who became president in 1968, implemented the course system and the academic divisional structure.

In 1973, Neil Webb, a former faculty member and vice president, became the new president. He had strong fiscal management abilities and established the first substantial endowment for the College.

Becoming president in 1983, Dr. Thomas Manion brought national recognition to the College and led the expansion of facilities and the development of academic programs.

Enrollment grew to 2,000 students. Under his leadership, the College renovated old buildings and constructed new ones including the Bemis International Center.

When Dr. Manion retired in 2000, Dr. William J. Hynes took the helm. One of his goals for the College was to increase the endowment from almost \$50 million to \$200 million.

In 2008, Mr. Thomas Kunkel succeeded Dr. Hynes as the seventh president of St. Norbert College.

### Who Is St. Norbert?

St. Norbert was born near Cologne in 1080. He was of noble rank and spent his youth pursuing the many pleasures in life. Although he was an appointed canon, he refused to become a priest and assume the responsibilities associated with that position.

His life changed dramatically, however, when he was 33. While riding his horse to a nearby village, a storm quickly developed. A thunderbolt struck at his horse's feet, and the animal threw him. He lay unconscious for nearly an hour.

When he recovered, he repented, devoted himself to prayer and prepared to become a priest. He later disposed of his estate and gave his wealth to the poor. He became an itinerant preacher, often traveling barefoot—even in snow and ice—and begging for bread for nourishment.

Once he adopted an austere lifestyle, he gained the respect of church leaders. In 1119 Pope Calixtus II asked St. Norbert to establish a religious order so his work would be perpetuated after his death. He chose Prémontré, a marshy valley in France, shaped in the

form of a cross. He died in 1134 at the age of 53 and was canonized by Gregory XIII in 1582.

### **About the Norbertines**

St. Norbert founded the Norbertine Order in Prémontré, France, in 1120. The Order ultimately became a distinguished community of priest-scholars and teachers who established a long-standing tradition of excellence in education. Today, the Norbertine Order consists of a number of abbeys throughout the world including one in De Pere, Wisconsin. The Norbertine tradition and heritage is the cornerstone on which St. Norbert College was established, and it continues to be reflected in the educational mission of the College today.

## 1.3 Facts about St. Norbert College

### Type

- Coeducation since 1952
- Catholic
- Norbertine Order of priests and brothers
- Private
- Nonprofit corporation
- Residential
- Liberal arts and sciences with more than 40 areas of study

### Enrollment (2007-08)

- 2,024 undergraduate students
- 62 graduate students
- Catholics: 58 percent
- Other faiths: 42 percent

### Environment Conducive to Learning

- Student-to-faculty ratio: 14:1
- Average class size: 22

### Community Life

- Students from 33 states and 28 foreign countries and leadership activities
- More than 67 student organizations
- 21 men's and women's NCAA Division III sports including nationally ranked hockey, football and basketball teams
- Year-round intramural programs
- 39 buildings on 93 acres
- 12 residence halls and off-campus housing
- Students living on campus: 74 percent
- 132 full-time and 48 part-time faculty, 640 total employees (faculty and staff)

### Degrees Available

- Bachelor of Arts
- Bachelor of Science
- Bachelor of Music
- Bachelor of Business Administration
- Master of Science in Education
- Master of Arts in Liberal Studies
- Master of Theological Studies

### Faculty

- Locally, nationally and internationally respected professors and instructors
- Full-time faculty holding highest degrees in their fields: 86 percent

### **Special Opportunities**

- Classes taught by full professors rather than graduate teaching assistants
- Collaborative research with faculty as early as freshman and sophomore years
- Minors in Leadership Studies, American Studies, Japanese Language, Japanese Area Studies, Peace and Justice, Women and Gender Studies, Classical Studies and Philippine Studies
- Students can design personal majors
- Professional internships
- Honors Program
- Literary awards
- Student Government Association representation in College decision-making
- Campus ministry activities

### **Study Abroad Programs**

- Developing World Science Field Trip
- Exchange programs in Australia, France, Japan, Germany, Philippines, Spain and Mexico
- Student teaching in Great Britain, Ireland, Wales, New Zealand, Australia, St. Lucia, Belize, St. Vincent, Japan, Botswana, Philippines and Canada
- Other study abroad sites throughout Europe, Australia, Africa, Central America, South America and the Middle East

### **Distinctions**

- Four-year graduation guarantee
- The St. Norbert College Survey Center
- Center for Peace and Justice
- Center for International Education (CIE)
- Office of Leadership Development, Service and Engagement (LSE)
- Center for Adaptive Education and Assistive Technology
- Office of Career Services
- Center for Community Service & Learning

### **Reviews**

- Named as one of the 2010 “The Best in the Midwest” by The Princeton Review magazine
- Named to Templeton Honor Roll for Character-Building Colleges
- Listed in U.S. News & World Report’s guide, “America’s Best Colleges,” every year since 1991. Ranked in 2010 edition one of the “Best National Liberal Arts Colleges”
- Ranked “very competitive” in Barron's “Profiles of American Colleges”
- Included in The New York Times' “Fiske Guide to the Best Buys in College Education”
- Named a “top school” by Kaplan/Newsweek College Catalog 2002
- Included in Peterson’s Competitive Colleges

**Placement**

- More than 96 percent are employed or attending graduate school when first surveyed nine months after graduation

**Alumni**

- More than 20,000 living alumni
- Many active resources for the college

## **Section Two: Introduction to Service Learning**

### **2.1 Center for Community Service & Learning**

#### **Vision**

The Center for Community Service & Learning seeks to deepen the experience of *communio* by engaging with the wider community through works of service and social justice, and by building relationships of mutuality. We do so inspired by our Catholic, liberal arts, and Norbertine traditions.

#### **Mission**

Fostering a lifetime of serving the common good in Brown County and beyond.

## 2.2 Defining Service-Learning

Service-learning is a multifaceted concept that embraces both curricular and co-curricular approaches to service and educational opportunities. The hyphen between the words "service" and "learning" strongly suggests a balance between learning goals and service outcomes that can be achieved only through an integration of each. The Council for the Advancement of Standard (CAS) in Higher Education defines service-learning as “a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development.”<sup>1</sup> While there are various definitions and interpretations of service-learning, this definition most accurately represents the concept in action at St. Norbert College.

Since St. Norbert College values a holistic approach to student development that encompasses both academic and co-curricular learning objectives, the Center for Community Service & Learning (CCSL) has consciously chosen to apply service-learning principles to both the curricular and co-curricular realms; therefore instituting a differentiation between Academic Service-Learning (ASL) and Co-Curricular Service-Learning (CoSL)<sup>2</sup>. Academic Service-Learning at St. Norbert College is defined as “a pedagogical method that enhances the curriculum by integrating academic and civic learning with authentic community service.”<sup>3</sup>

The following definitions compare different approaches to community involvement, including service-learning:

*Service-Learning:* A form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. St. Norbert College defines academic service-learning as a pedagogical method that enhances the curriculum by integrating academic and civic learning with authentic community service.

*Volunteerism:* Service for the sake of service, which is not tied to an academic goal, co-curricular learning experience, or a credit-bearing academic course.

*Community-Based Research (CBR):* Is a collaboration between students, professors, and community partners for the purpose of working together in the design and implementation of mutually beneficial research projects. CBR is action-focused, and seeks to achieve common good and social justice.

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<sup>1</sup> CAS Professional Standards for Higher Education, p. 302

<sup>2</sup> It is important to note that the use of the term ‘service-learning’ varies among institutions of higher education. Some institutions, such as Marquette University, use ‘service-learning’ strictly for academic purposes and not in reference to co-curricular service activities.

<sup>3</sup> ASL Proposal, p. 1

Experiential Learning: Incorporating a community asset into an academic course, such as attending a town council meeting as part of a politics and government class. Experiential learning may or may not involve community service, or it may suggest service that does not teach the course goals to the student.

Internship: Can be partnered with a for-profit organization, and the student may receive monetary compensation for work at the community partner site. Because of this, internships are not generally considered to be service-learning experiences unless they fall under the parameters of the definition.

### **Academic Service-Learning and Co-Curricular Service-Learning<sup>4</sup>**

Academic service-learning is not the same as student community service or co-curricular service-learning. While sharing the word “service,” these models of student involvement in the community are distinguished by their learning agenda. Student community service, illustrated by a student organization adopting a local elementary school, rarely involves a learning agenda. In contrast, both forms of service-learning – academic and co-curricular – make intentional efforts to engage students in planned and purposeful learning related to the service experiences. Co-curricular service-learning consists of non course-based activities. Co-curricular service-learning, illustrated by many alternative spring break programs, is concerned with raising students’ consciousness and familiarity with issues related to various communities. Academic service-learning, illustrated by student community service integrated into an academic course, utilizes the service experience as a course “text” for both academic learning and civic learning.

### **Three Necessary Criteria for Academic Service-Learning<sup>5</sup>**

The definition of academic service-learning at St. Norbert College (*a pedagogical method that enhances the curriculum by integrating academic and civic learning with authentic community service*) reflects the three criteria set forth by Jeffrey Howard, Editor of the *Michigan Journal of Community Service Learning*, for determining whether or not a course is considered service-learning. The three criteria are as follows:

- (1) Relevant and Meaningful Service with the Community – there must be service provided in the community that is both relevant and meaningful to all stakeholder parties.
- (2) Enhanced Academic Learning – the addition of relevant and meaningful service with the community must not only serve the community but also enhance student academic learning in the course.
- (3) Purposeful Civic Learning – the addition of relevant and meaningful service with the community must not only service the community and enhance student academic learning in the course, but also directly and intentionally prepare students for active civic participation in a diverse democratic society.

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<sup>4</sup> Service-Learning Course Design Workbook, *Michigan Journal of Community Service Learning*, p. 10

<sup>5</sup> Service-Learning Course Design Workbook, *Michigan Journal of Community Service Learning* p. 12

In addition, the criteria for co-curricular service-learning at St. Norbert College has been identified as well. The third criterion is specific to St. Norbert College’s co-curricular service-learning program, and was not defined by Howard (see table below):

- (1) Relevant and Meaningful Service with the Community – there must be service provided in the community that is both relevant and meaningful to all stakeholder parties.
- (2) Purposeful Civic Learning – the addition of relevant and meaningful service with the community must not only service the community and enhance student academic learning, but also directly and intentionally prepare students for active civic participation in a diverse democratic society.
- (3) Enhanced Community Involvement - In keeping with the College’s mission, students participate in non course-based opportunities for personal, intellectual, and spiritual growth while at the same time addressing community-defined needs. Students develop critical thinking and intentional reflection skills during these experiences.

**Comparison: Forms of Experiential Learning**

The following table illustrates the differences between popular community-based learning methods in relation to Howard’s necessary criteria mentioned above.

<b>Matrix 1 Distinguishing Characteristics of Some Common Student Community-Based Experiences</b>			
	<b>Community Service</b>	<b>Enhanced Academic Learning</b>	<b>Purposeful Civic Learning</b>
<b>Volunteering or Community Service</b>	<b>Yes</b>	No	No
<b>Co-Curricular Service-Learning</b>	<b>Yes</b>	No	<b>Yes</b>
<b>Academic Service-Learning</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
<b>Internship</b>	<b>Yes*</b>	<b>Yes</b>	No
*Not all internships involve service in the community.			

Academic and Co-Curricular Service-Learning focus equally on learning objectives (academic or not) and service activities and are designed to benefit both the student and the community. Volunteerism and community service activities focus on the service being performed and place less emphasis on structured reflection and/or learning opportunities for students, which results in the community being the main beneficiary of the service activities. Internships and field education focus more on providing students with experience in a particular field of study and focus less on intentional service to the community, resulting in students being the main beneficiaries.

## 2.3 The PARE Model

St. Norbert College service coordinators and leaders utilize the PARE Model during service experiences, which stands for Preparation, Action, Reflection, and Evaluation. Each of the four components will be described below:

### **Preparation**

- (1) Logistical preparation should occur. Participants know where to meet, how long it will take, type of service they will be doing, information on the reflection session, etc. There should be no surprise expectations. Arrangement of transportation and liability needs should occur.
- (2) Students receive information about the mission and work of the agency with which they will be serving. Ideally, this should come from someone at the agency when you arrive. If not possible, students can present information from their website, their literature, etc. Explore the expectations and assumptions of the participants. What are their hopes going into the project? Have they done anything like this before? Do they have stereotypes, assumptions, or concerns going into the project?
- (3) If students feel confident and comfortable doing so, service coordinators and leaders should look at the broader issues surrounding the project. Provide information about the population with whom you will work and the issues affecting them. Resources used should include the agency itself, articles, photos, and the library.

### **Action**

- (1) The action is considered to be only one part of the process. Students should avoid doing service just for the sake of doing service. Students are reminded to be careful not to get bogged down in the details of their actions. With preparation and reflection, the actions that students partake in will have a deeper impact on all involved in the service.

### **Reflection**

- (1) Reflection has been shown to have positive impact on the attitudes of the volunteers regarding service. Students are encouraged to view reflection as being important in order to facilitate connections between service and other areas of life such as their faith or spirituality.
- (2) Reflection is viewed by St. Norbert College as a manner by which to build community by processing the experience together and sharing insights.
- (3) The most common approach to reflection is through a discussion format. Many service coordinators and leaders use metaphors, quotes and stories, and reflection circles to initiate reflection among students.

**Evaluation**

- (1) Evaluation is important for the planning of future service opportunities and as a way for students to reflect on how the service went.
- (2) Students may evaluate the site, the experience in itself, or the site may be asked to evaluate the experience of working with St. Norbert College.

## 2.4 Benefits of Service-Learning<sup>6</sup>

### *...for Faculty Members, Staff, and the Institution*

- Allows faculty and staff to be innovative and creative in their teaching approach
- Enriches and enlivens teaching and learning by extending learning beyond the classroom
- Builds reciprocal partnerships with the local community
- Creates new areas for research and scholarship
- Increases opportunities for professional recognition and reward
- Extends campus resources into the community and reinforces the value of the scholarship of engagement
- Supports the College's mission of "...embracing the Norbertine ideal of *communio*" through service that responds to particular needs of people and organizations in the community (St. Norbert College Mission Statement)
- Encourages a reflective process that connects with our mission and our deep belief in the concept of vocation

### *...for Students*

- Enriches student learning of theory through solving real-world problems in the local community
- Engages students in active learning that demonstrates the relevance and importance of academic work for their life experience and career choices
- Increases awareness of current societal issues as they relate to academic areas of interest
- Broadens perspectives of diversity issues and enhances critical thinking skills
- Improves interpersonal skills that are increasingly viewed as important skills in achieving success in professional and personal spheres
- Increases interaction with faculty
- Develops civic responsibility through active community involvement
- Enables student to apply the Norbertine value of being "prepared for every good work"

### *...for the Community*

- Provides additional human resources to meet educational, human, safety, and environmental needs within the local community
- Allows the energy and enthusiasm of college students to contribute to meeting needs in the local community
- Fosters an ethic of service and civic participation in students who will be tomorrow's volunteers and civic leaders
- Provides access to the College through educational partnerships and collaborations

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<sup>6</sup> Adapted from: Almonte Paul, Dorell, Hafflin et. al. Service Learning at Salt Lake Community College, A Faculty Handbook and the University of Notre Dame

## 2.5 Supporting the Mission of St. Norbert College<sup>7</sup>

Service-Learning is consistent with the three traditions of St. Norbert College: Catholic, Norbertine, and liberal arts.

### *Catholic*

As a Catholic institution of higher learning, St. Norbert College is called to be of service to the Church and to the world. Our tradition of Catholic Social Teaching is stated clearly in *Ex Corde Ecclesiae* (From the Heart of the Church): “The Christian spirit of service to others for the *promotion of social justice* is of particular importance for each Catholic University, to be shared by its teachers and developed in its students... In its service to society, a Catholic University will *relate especially to the academic, cultural and scientific world* of the region in which it is located” (ital. in original).

### *Norbertine*

The Norbertines, as Canons Regular, are called to a specific way of life and ministry. Unlike many other religious communities, the Norbertines take a vow of stability, remaining associated with a particular abbey for life. Further, Abbot Pennings believed in determining the needs of the community it serves, and then providing ministry based on the motto, “Prepared for Every Good Work.”

Abbot Bernard Pennings founded St. Norbert College in 1898 to meet the need for higher education in Northeastern Wisconsin. Through its history, the College’s faculty, staff, and students have provided service within the local community; however, the service was more frequently co-curricular rather than integrated within academic programs. A systematic and academically rigorous program of service-learning at St. Norbert will enhance the potential of graduates both learning and living the values of the College.

### *Liberal Arts*

Academic Service-Learning has two dimensions that are tied to the liberal arts tradition: the application of learning to action and to virtue. As a liberal arts college, we seek to impart to our students critical thinking and effective communication skills, an understanding of the interdisciplinary nature of knowledge, and an ability to make wise and ethical choices. A truly liberal education fosters a well-grounded intellectual resilience and allows students to explore the connections among formal learning, service to the community, and citizenship. Academic service-learning further facilitates these connections through the intersection of the classroom experience and service to the community.

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<sup>7</sup> Adapted from ASL Proposal p. 5-6

## 2.6 History of Service-Learning in the United States<sup>8</sup>

The concept of service-learning dates back to 1862 when President Abraham Lincoln passed and signed the First Morrill Act that would support and maintain a college where the focus would be to promote practical education of a variety of pursuits and professions. Community service and civic engagement have a long history on American campuses beginning in the 19<sup>th</sup> century and finding revitalization in the 1960s, 1980s, and today.

### 1960s...

- The term ‘service-learning’ was coined in 1967 by educators Robert Sigmon and William Ramsey.
- Service-learning during the 1960s was marked by numerous initiatives. Governmental initiatives during this time included the creation of the Peace Corps, VISTA, college-work-study, and the White House Fellows program.
- In addition, the Union Corps emerged, along with state government internship programs.
- In higher education, learning became further linked to service through professional clinical training, experiments, and connections to practice settings.

### 1970s...

- The government formed the Action Agency in 1971, and the White House Conference on Youth report called for a solid link between service and learning.
- In 1972, Area Health Education Centers received extended funding for manpower training into rural and community settings in order for students to be able to learn and serve at the same time.
- In 1979 the National Student Volunteer Program became the National Center for Service-Learning.
- It was during the 1970s that research on experiential learning and service-learning increased, and associations focusing on these concepts emerged.

### 1980s...

- Introduced various modern developments that are integral to the service-learning concept. An increase in numbers could be noted in secondary school service and learning programs and the Campus Outreach Opportunity League was formed in 1984.
- Notably the Campus Compact, which supports ASL in higher education, was formed by college presidents in 1985. In addition, the Points of Light Foundation began to honor service providers, and National Youth Leadership Council was formed.
- Colleges and high schools continued forth with programming and affiliations that were previously created.
- The concept of using spring and fall breaks for service emerged in the 1980s as well. 1987 marked the creation of the Carnegie Unit on service.

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<sup>8</sup> Adapted from Sigmon, R. (1996). Journey to service-learning: Experiences from independent liberal arts colleges and universities. *Washington, D.C.*

- In 1989, over 70 organizations collaborated to produce ten principles of good practice in service-learning, which are described in the next section.

### **1990s to the present...**

- The National and Community Service Act of 1990 was passed.
- The National Service Bill was passed in 1993 which led to the development of AmeriCorps and other programs which linked service to learning.
- Campus Compact greatly expanded during this time period, which resulted in an increased level of state organizations, national institutes, journals, and members.
- St. Norbert College joined Campus Compact in 1991, and the Wisconsin Campus Compact in 2004.
- There was an emergence of civic arts and a citizenship education focus in higher education.
- The Association of Supervision and Curriculum Development also endorsed the importance of linking service and learning.
- Publications focusing on service-learning increased, including Campus Compact publications and the Michigan Journal for Community Service-Learning.
- The CIC Serving to Learn/Learning to Serve project, which included the National Institute on Learning and Service in Chicago, began during this time.
- The AAHE National Conference emerged, in addition to the Ford Foundation /United Negro College Fund Community Service Partnership Project.
- Through the work of the University of Colorado Peace Studies Center, a service-learning network on the Internet evolved. These developments have supported an increasing number of service-learning programs in higher education institutions.

## **Section Three: Information for Community Partners**

### **3.1 SNC Community Partnership Criteria**

Community partnerships can be the result of the interests of students, faculty, staff, or the community organization. Involvement occurs at multiple levels. Common criteria for defining a formalized community partnership with SNC are as follows:

- Willingness to abide by an Institutional Partnership Agreement, signed by both SNC and community partner, laying out:
  - Vision, mission, goals, and outcomes
  - General summary of cooperative service efforts
- Multiple year relationship with SNC
- Cooperation with processes found in community partner handbook
- Connection with some on-going service effort at the college or consistent participation with one-time service events (ITS, MADD, MLK Day, etc.)
- Openness to participation in one-time service events
- Willingness to engage in an annual evaluation of partnership that would also touch on planning for the future
- Willingness to assist with student learning assessment as appropriate

## 3.2 Common Community Concerns

When planning a service-learning experience, the CCSL recognizes that it is important for faculty and staff at St. Norbert College be aware of the common concerns community organizations may have about short-term service-learning commitments lasting a semester or less. A study of 64 community organizations and their experiences with service-learners, published in the *Michigan Journal of Community Service Learning*, revealed the frequent challenges encountered by community organizations which are grouped into the following five categories.<sup>9</sup>

### **Time Investment**

A lot of short-term service-learning is done as a class requirement, creating a dual sense of frustration for the community organization. First, the experience is often too brief to greatly benefit either the organization's mission or satisfy significant learning objectives. Second, the often mandatory nature of such short-term service-learning requires the organization to deal with the potential for student resistance or resentment and less-than-quality performance. Nine organization representatives said they were hesitant to invest time in service-learners who treated their service experience as a class requirement or obligation, and thus lacked altruistic dedication and commitment. Even when the students are thrilled to be there, the simple fact is that these brief service-learning relationships lack continuity, and thus are sometimes a poor time investment for the agency. Many nonprofit organizations are operating within tight or precarious budgets and can not afford to spend a lot of time and energy planning and implementing service-learning projects that do not give them a good return.

### **Capacity to Supervise and Train**

The biggest part of the service-learning time investment for organization staff is in training and supervision. Since many cash-strapped small- and medium-sized nonprofit organizations need to rely at least somewhat on skilled volunteers, their meager staff often must spend significant time in managing them. With short-term service-learners it is not efficient to spend 20 hours training someone but then only receive 15 hours of service. In many cases it is simply not time efficient for the organization staff to provide the same formal training and oversight to short-term service-learners that it gives to people who make a longer commitment.

### **Direct-Service Difficulties**

Short-term service is often a particularly bad fit or inappropriate for direct service, especially when working with youth. Oftentimes, programs for young people are aimed at correcting problems associated with lack of good role models and other inconsistencies in their lives. The short-term service-learners' transient nature, and their potential to be unreliable and lack commitment, only exacerbates those problems.

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<sup>9</sup> Adapted from "The Challenge of Short-Term Service-Learning," *Michigan Journal of Community Service Learning* p. 16-26

### **Timing and Project Management**

The challenges with managing service-learning placements include having ample time to prepare for working with students, delegating work to them, and finding time for reflecting with students and evaluating their projects. Nearly one-third of the organizations noted the difficulty of designing a meaningful service-learning project to fit a semester-long or shorter period. Some staff expressed doubt in their ability to provide educational support for short-term service-learners, noting that their own stressful jobs prevented the depth of planning and thought they would have liked to put into service-learning projects. On the whole it seems that service-learning projects are more successful when there is a clear, realistic goal between the higher education institution, the student, and the site supervisor – or as one organization put it, a “shared possible goal.” Along the same lines, another organization staff member noted that both parties’ satisfaction is contingent upon “mutually agreed-upon objectives.”

### **Calendar Issues**

There is certainly recognition out there that campus and community calendars do not correspond very well. This is actually a problem with all service-learners, including even those who commit to an entire year. What we have not recognized is that the incompatibility of the two settings can create serious problems in a short-term service-learning context. Midterms, finals, school breaks, and lack of continuity in the academic workload present challenges for consistency in short-term service-learning projects. Agencies have to find ways to fill in during those times when students are not technically in session and don’t feel any obligation to work at their service-learning site. [Additionally,] if a class does not consistently send approximately the same number of service-learners each semester, there will be holes in the volunteer pool of the organization.

The CCSL is aware that these common community partner concerns exist and is in the process of addressing these challenges. The CCSL seeks to display sensitivity in relation to community partner challenges.

### **3.3 How Your Organization can get Involved at SNC**

Your organization can get involved at SNC by requesting to be considered as a service site for campus service events (listed below) and/or by requesting that your volunteer opportunities be communicated to the campus community. Students may respond to your volunteer posting in order to fulfill academic requirements or service requirements for a co-curricular program at SNC. Examples of co-curricular service programs at St. Norbert College are listed below. Please contact the Center for Community Service & Learning for any further questions.

#### **Campus Wide Service Events**

Contact the Center for Community Service & Learning at (920) 403-3363 or [ccsl@snc.edu](mailto:ccsl@snc.edu) to request that your organization be considered as a service site for a campus service event. The events are as follows:

#### ***Into the Streets***

Into the Streets, part of the Week of Welcome every August, is a one-day First Year Experience (FYE) community immersion event that takes SNC volunteers off campus and into the Greater Green Bay Area Community. St. Norbert College's First Year Experience (FYE) is a three tiered program designed to help students succeed in their first year of college. This unique opportunity gives students a chance to learn about the incredible community that surrounds St. Norbert College. Students are bused to volunteer sites off-campus where they learn about involvement opportunities and take part in a service project.

Following Into the Streets, FYE mentors present a reflection on the event and opportunities for further involvement to the FYE groups. In addition to SNC first year students and FYE mentors, numerous other SNC students, staff, and faculty participate to make Into the Streets a wonderful, meaningful experience for all involved.

#### ***Make a Difference Day***

Make A Difference Day is an encompassing national day of helping others-a celebration of neighbors helping neighbors. Created by USA WEEKEND Magazine, Make A Difference Day is an annual event that typically takes place on the fourth Saturday of every October. Millions have participated.

Make A Difference Day is a campus wide effort to participate in the national service day which highlights and assists local areas of need. SNC students volunteer by raking leaves of Brown County residents and volunteering in the Greater Green Bay Community.

#### ***MLK Day of Service***

On the third Monday of January, members of the St. Norbert College community have in recent years embraced the concept of a day “on” not a day “off” by serving the Greater Green Bay Area Community. Service projects have occurred at community organizations

and local elementary schools, in partnership with Arketype Inc. which is a local creative agency. In 2008, the MLK Day of Service was opened up to all faculty and staff on campus who wished to participate.

### **Service-Learning Programs**

Contact the Center for Community Service & Learning at (920) 403-3363 or [ccsl@snc.edu](mailto:ccsl@snc.edu) to share volunteer opportunities.

Please contact the CCSL at least one month in advance of the event.

Your volunteer requests may be fulfilled by students who participate in service-learning programs at SNC. *Remember that placing a request does not always guarantee that your posting will receive responses from students. Students respond to volunteer opportunities based on SNC needs at that point in time. The Center for Community Service & Learning does not exist for the purpose of placing volunteers, however, it acts as a supportive force for both the campus and the community.*

Below are examples of service-learning programs at SNC.

### ***M3C Fellows Program***

The Midwest Campus Compact Citizen-Scholars Fellowship Program (M3C Fellows) is a fun and exciting job opportunity at St. Norbert College. The M3C Fellows are a team of primarily first-year students committed to community service and leadership development. Students accepted into this program are asked to complete the following:

- Serve 300 hours in the Greater Green Bay Area Community and in their home communities as AmeriCorps Citizen-Scholar Fellows (hours requirement met through after-school tutoring at local elementary schools, Emerging Leaders workshops and meetings, independent service, and training sessions).
- Recruit at least 5 volunteers to serve in non-profit (including faith-based) organizations to improve the well being of the community.
- Complete an online Citizenship and Civic Engagement seminar.

Participants work to create positive change in the community through service to organizations, volunteering on local and national service days. In return for their service in the program, M3C Fellows receive

- \$1,000 AmeriCorps education award
- Receive Federal Work-Study pay of for time spent tutoring
- Be part of a dynamic team of first-year students and LSE staff
- Opportunity to apply for a partial scholarship for winter or Spring Break Service T.R.I.P.S. (will count toward meeting the required 300 hours)

The Department of Leadership, Service, and Engagement at St. Norbert College has developed this program in conjunction with Midwest Campus Compact and AmeriCorps. The M3C Fellows program is located at campuses throughout Wisconsin, Minnesota, Iowa, Indiana, Illinois, Michigan, Kansas, Ohio, and Missouri. The program is supported by a grant from the Corporation for National Community Service and managed by Midwest Campus Compact.

### ***T.R.I.P.S Alternative Spring Break***

Turning Responsibility into Powerful Service (T.R.I.P.S) is the purpose of the St. Norbert College alternative break trips. The T.R.I.P.S Program is an opportunity for students to put into action their values, convictions, and religious beliefs through service. There are both national and international T.R.I.P.S opportunities offered each year. The T.R.I.P.S. Program is rooted in the ideal that service can change lives when offered by a community that is willing to reflect and learn together.

SNC has offered service trips since the 1970's. In 1999, a group of dedicated and experienced trip participants laid down the groundwork for the current T.R.I.P.S. program coordinated by Campus Ministry and LSE. Currently, five campus organizations (LSE; Campus Ministry; Peace and Justice Center; Faith, Learning and Vocation; and Habitat for Humanity) join together under the T.R.I.P.S. umbrella to offer many different service trips throughout the year. There is even an alumni trip in the works!

Each trip focuses on a specific social issue in an environment where participants interact with people from a variety of economic, faith, and cultural backgrounds. It is through the interactions with fellow trip participants, people from different work sites, and often during unexpected and unplanned moments, that students have their most meaningful and memorable experiences. Upon return, T.R.I.P.S. participants participate in a reorientation process that may involve service in the local community.

### ***Student Organizations at St. Norbert College***

All student organizations are required to complete service projects. There are several organizations whose members focus primarily on community or international service. These organizations are as follows:

*Circle K International*

*Colleges Against Cancer*

*Habitat for Humanity*

*Optimist Club*

*Up 'Til Dawn*

*Environmental Club*

### 3.4 Process for Community Partner Involvement

#### Promoting Volunteer Opportunities

Volunteer opportunities can also be promoted through the CCSL on-campus list serve. Contact the Center for Community Service & Learning at (920) 403-3363 or [ccsl@snc.edu](mailto:ccsl@snc.edu) to request that your opportunity be posted. The following information will be helpful in communicating your volunteer opportunity:

- Name of your organization and website address if available
- Description of the specific volunteer opportunity including dates and times
- Exact address of the organization and exact location of the site student(s) will be volunteering (if different)
- Instructions/contact information for signing up for the opportunity

*Remember that placing a request does not always guarantee that your posting will receive responses from students. Students respond to volunteer opportunities based on SNC needs at that point in time. The Center for Community Service & Learning does not exist for the purpose of placing volunteers, however, it acts as a supportive force for both the campus and the community.*

#### Things to Remember Prior to the Arrival of Volunteers

St. Norbert College students, faculty, and staff volunteer for many reasons. Some volunteers may be experienced in visiting community organizations, while this may be the first volunteer experience for others. It is important to increase your awareness of why SNC campus members are volunteering at your site in order for both your organization and the volunteers to engage in a mutually beneficial experience.

In addition, it is always important to make sure that there will be enough work available for the number of volunteers who will be at your site during a given time. Planning additional tasks is always a good idea, in case volunteers complete their tasks early – or things do not go quite as planned (low participation at an event etc.). If you will be unable to plan additional tasks, please communicate this with the volunteers ahead of time so that the following can occur:

1. The adequate number of volunteers is determined ahead of time (not too many, not too few) and/or
2. The group understands that the length of their volunteer experience may be ambiguous.

Please consider the following questions prior to the arrival of volunteers on your site:

1. What is the purpose of the service – that is, why are SNC campus members volunteering (campus event, service project, for coursework etc.)?

2. Does my organization have the proper contact information for site leader/participants and/or SNC faculty, staff member, advisor, or service coordinator? Such as contact name and number?
3. Do I know how many volunteers to expect, and will there be enough work for these volunteers? If not, do I have a back up plan?
4. Did I provide the proper information as far as a meeting/drop off location for the volunteers?
5. Will volunteers need to fill out an application or have a background check? If so, who will be responsible for this?
6. Do I know the exact timeframe when volunteers will be present?
7. Who will be on staff while the volunteers are present – what info do they need to know about the volunteers, such as the names and number of volunteers?
8. Have I planned to offer a tour and/or brief orientation to the site if the volunteers are new to my organization?
9. Do I know what tasks volunteers will be completing?
10. Will the volunteers need training for these tasks?
11. Will the volunteers work individually, in small groups, or in large groups? If in groups, how many volunteers per group?
12. Do I have the proper supplies/resources available for volunteers? This may include items such as tools, workspace, water/food etc.
13. Does the SNC contact person/people have all of the proper information about my organization and the visit (see above: “Promoting Volunteer Opportunities”)?

### **Feedback and Evaluation of Volunteers**

You may be asked to evaluate a volunteer for various reasons, such as for a service-learning course component. Your SNC contact will provide the evaluation tool. Please fill out these evaluations as soon as possible. Direct any questions that you may have to the SNC contact administering the evaluation (or to the volunteer if you are to return the evaluation directly to the volunteer). Make sure that the volunteer has provided you with the proper information regarding a deadline, as well as contact/ mailing information for returning the evaluation.

You may also be asked to complete a site evaluation for one-time campus events. The information gathered from site evaluations is used to provide insight into any improvements that may need to be considered for a given program. In addition, this information is also used to determine the beneficial aspects of a program. Providing both positive and negative feedback is highly appreciated, about both the program and the volunteers who visited your site.

At any time, feel free to communicate your questions and concerns with your SNC contact (this may be an instructor, staff member, advisor, service coordinator etc.). If you do not have an SNC contact other than the volunteers, please contact the Center for Community Service and Learning at (920) 403-3363 or [ccsl@snc.edu](mailto:ccsl@snc.edu) to determine how to proceed further. If the behavior of volunteers was (or is) a concern, please communicate this concern as soon as possible. We would like our community partners to have a positive experience with volunteers, and we hope that service-learning experiences are beneficial for all parties involved.

### 3.5 Risk Management

Your organization is required to work with the CCSL to identify and communicate the possible risks of service activities. This information will be disclosed to volunteers in a waiver for each participant to sign. Below is an example

**St. Norbert College, Inc.  
Release, Waiver of Liability, Assumption of Risk, & Indemnity Agreement  
CCSL General Waiver, 2010**

**Waiver:** In consideration of my voluntary participation in the \_\_\_\_\_ Program on \_\_\_\_\_, 2010, I have chosen to work at \_\_\_\_\_.  
(Print site name)

to provide community/public service which may involve indoor and/or outdoor activities **such as, but not limited to,**

- going door-to-door to relay/distribute information about local programs,
- general lawn work, raking, cleaning gutters, pulling/removing/spraying weeds
- cleaning windows,
- climbing ladders,
- using power equipment,
- general household cleaning, using household chemicals,
- painting,
- mentoring/teaching/working with and organizing activities for minors and/or adults,
- preparing/cooking/serving food,
- general office work
- unpacking, packing, sorting and/or distributing food, clothing and/or household items

hereinafter called "The Activity", I, as Participant, for myself, my heirs, personal representative or assigns, do hereby release, waiver, discharge, and covenant not to sue St. Norbert College, Inc., The Premonstratensian Fathers, their Trustees, officers, employees, and agents from liability from any and all claims resulting in personal injury, lawsuits, accident or illness, including death and property loss arising from, but not limited to, participation in "The Activity".

**Acknowledgment of Site Information Fact Sheet (If provided):** I acknowledge that I have received and read the Site Information Fact Sheet (if provided) related to the chosen site, which provides information about the site, specific work activities, risks, and appropriate clothing and safety equipment, if required.

**Assumption of Risks:** Participation in "The Activity" carries with it certain inherent risks that cannot be eliminated regardless of the care taken to avoid injuries. Although the risk of injury is low during the "Activity", there are still risks. These risks range from (1) minor injuries such as slips, falls, cuts, scratches, bruises and sprains, (2) major injuries such as bee stings, puncture wounds, food poisoning, allergic reactions, chemical burns, joint, eye or back injuries, fractures, heat stroke, heart attacks, molestations/assaults, and concussions, (3) catastrophic, life-altering injuries including amputations, paralysis, to (4) death. I know, understand, and acknowledge these and other risks that are inherent in "The Activity". I hereby accept that participation is strictly voluntary, and that by signing this document I knowingly assume all such risks. Notwithstanding anything herein to the contrary, I acknowledge that the foregoing assumptions of risks does not include any injury arising because of any intentional, willful, or grossly negligent act of any other party.

**Rules Associated with The Activity:** I agree to follow any and all rules, regulations, laws, or other protocol, policy or procedure promulgated for "The Activity" whether developed by St. Norbert College, Inc. or other entity or individual associated with "The Activity".

**Representations Concerning Health:** With full knowledge of the risks, participant represents to be in good health and does not have any condition which will interfere with one's ability to participate in "The Activity" or endanger his or her health in connection with "The Activity". Participant has valid and current insurance to

**Release, Waiver of Liability, Assumption of Risk, & Indemnity Agreement  
CCSL General Waiver**

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cover any injury or damage Participant may suffer or cause while participating in "The Activity" or otherwise agrees to personally bear the costs of such injury or damage. Participant authorizes but does not obligate St. Norbert College, Inc. to provide emergency medical treatment in the event of an accident or illness that occurs while participating in "The Activity".

**Transportation: Check one**

- Personal Responsibility:** I understand that as part of this "Activity", it is my responsibility to arrange transportation to and from the site and will take full responsibility as to my liability, safety and promptness.
- College Provided Through Local Bus Company:** I understand that as part of this "Activity", Transportation is being provided by St. Norbert College, Inc, through Lamers Bus Company.
- College Provided Using College Owned / Rented Vehicle:** I understand that as part of this "Activity", Transportation is being provided by St. Norbert College, Inc, through the use of: (check one)
  - College Owned Vehicle
  - Enterprise Rented Vehicle

"Participant" understands that the College cannot be responsible for assuring the safety and reliability of public or private transportation for "The Activity", and accept risks inherent in such arrangements and/or the risk associated with travel.

**Indemnification and Hold Harmless:** I agree to INDEMNIFY and HOLD St. Norbert College, Inc, the Premonstratensian Fathers, and their Trustees, officers, employees and agents HARMLESS from any and all claims, actions, suits, procedures, costs, expenses, damages, and liabilities, including attorney's fees, brought as a result in my involvement in "The Activity", including transportation, and to reimburse them for any such expenses incurred.

**Severability:** The undersigned further expressly agrees that the foregoing waiver and assumption of risks agreement is intended to be as broad and inclusive as permitted by the law of the State of Wisconsin and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.

**Acknowledgement of Understanding:** I have read this waiver of liability, assumption of risk, and indemnity agreement, and attachments to this document and fully understand its terms, and understand that I am giving up substantial rights, including my right to sue. I acknowledge that I am signing the agreement freely and voluntarily, and intend by my signature to be a complete and unconditional release of all liability as relates to "The Activity" to the greatest extent allowed by law.

IN WITNESS WHEREOF, I have executed this affirmation and release at De Pere, Wisconsin on this \_\_\_\_\_ day of \_\_\_\_\_, 2010

WITNESS:

PARTICIPANT:

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Address (permanent)

\_\_\_\_\_  
City, State & Zip