COMMUNITY SERVICE LEARNING
IN THE CALIFORNIA STATE UNIVERSITY

ANNUAL REPORT 1999-2000
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The California State University is the largest system of senior higher education in the country, educating more than half of all Californians seeking university degrees. The CSU prepares more graduates in business, engineering, agriculture, communications, health, education, and public administration than all other California universities and colleges combined.

And we are growing. In the coming decade, the number of students enrolled in the CSU will rise from 360,000 to 490,000, and this growth will occur against the backdrop of a rapidly changing economic and social landscape.

Inspired by our commitment to innovation and collaboration, we are confident that we will continue to meet the many challenges of providing our students with the most meaningful and valuable education possible. We strive to create versatile pedagogical approaches and learning environments in which our students expand their minds, develop skills, and come to see themselves as active participants in community and civic life.

To support our educational vision, individuals and institutions across the CSU have dedicated themselves to developing partnerships and building bridges—across our academic and administrative units, across our communities, and across the nation. In this spirit, community service and service learning have become essential elements of the CSU experience.

Faculty, students, and administrators in the CSU have been partnering with their local communities since the first CSU campus was founded in 1857. These partnerships not only improve the quality of life across California’s communities, they advance faculty research and support CSU programs while teaching our students the value and satisfaction that comes from contributing to society. Most of all, community involvement helps our students learn more about themselves.

Over the past several years, the CSU has taken bold steps to promote service learning as an educational methodology that recognizes varied learning styles and acknowledges that education need not be confined to a lecture hall. It reinforces the benefits of lifelong learning and community engagement.

I invite you to join me in recognizing and applauding the efforts of our campus-based faculty members, program directors, and students, and the community-based partners with whom we share our vision for promoting an ethic of service across the CSU and across California.

Charles B. Reed
Chancellor
California State University
In 1997, faculty and staff members from CSU campuses developed the CSU Strategic Plan for Community Service Learning. The main purpose of the Plan was to articulate a shared understanding of community service learning and to encourage efforts to build effective and sustainable programs linking service and academic study at the campus-based and systemwide levels. The Plan described community service learning as follows:

Community service learning is academic study linked to community service through structured reflection so that each reinforces the other. The academic study may be in any discipline or combination of fields. The community service may be direct service to people in need, community outreach and education, or policy analysis.

Community service learning enhances academic learning by enabling students to apply knowledge and skills gained through academic study to real-world problem solving and to appreciate the connections between their academic work and real-world activities. Community service learning contributes to civic learning—helping students understand how communities function, what problems they face, the richness of their diversity, and the importance of individual commitments of time and energy to enhancing community life. And community service learning contributes to moral learning—strengthening the elements of character that lead to ethical actions, and helping students think about themselves in relation to others.

Finally, community service learning enhances career learning by strengthening personal traits such as self-esteem and interpersonal skills such as careful listening, empathy for others, and abilities to lead, to compromise, to change one's mind. Additionally, community service learning provides a unique opportunity for students to explore potential careers and to gain valuable career-related experience prior to graduation. These are all important to personal interaction in any setting and vital to success in most careers.

In 1998, the CSU Office of Community Service Learning was created to provide leadership and coordination for campuses as they implement the goals of the Strategic Plan and revisit their objectives over time. The Strategic Plan, combined with the coordinated efforts across campuses, has served as a call to action for the CSU to “make the system more than the sum of its campus parts in terms of community service learning.”

The 1999-2000 academic year was one of tremendous growth for community service learning across the CSU. The 1999 Student Needs and Priorities Survey (SNAPS) indicates that more than 135,000 CSU students perform a total of 33.6 million hours of community service annually. The service hours provide the equivalent minimum wage value of approximately $193.2 million.
The SNAP report also indicated that:
• 39 percent of CSU students had either taken or are interested in taking service-learning courses.

Among those students who have taken a service-learning course:
• 65 percent indicated the courses helped them master the subject matter more than traditional courses.
• 70 percent said service-learning courses developed civic awareness and responsibility better than traditional courses.
• 69 percent said service-learning courses provided more opportunity to explore career options than traditional courses.

At the campus level, innovation in community service learning occurs nearly every day, as faculty members, program directors, students, community-based partners, and others reflect upon and respond to their experiences. It would be impossible to capture and report on all of this innovation, but the following pages provide an overview of some of the exciting events, initiatives, and discoveries that took place during this past year.
THE GOVERNOR’S CALL TO SERVICE

In April 1999, Governor Gray Davis called for a community service requirement for all students enrolled in California’s public institutions of higher education. This was formalized in a letter to each of the leaders of the public systems of higher education on July 15, 1999, calling on them to work toward the development of a community service requirement for graduation. The governor stated that the primary purposes of his initiative were to enable students to give back to their communities, to experience the satisfaction of contributing to those in need, and to strengthen an ethic of service among graduates of California universities. Governor Davis requested that faculty members from the California State University, the University of California, and the California Community Colleges work through the Intersegmental Committee of the Academic Senates to address the issue.

THE CSU Responds to the Governor’s Call

The CSU was the first segment of California’s system of higher education to respond to the governor’s call to service. The Academic Senate CSU, campus faculty senates, students, community partners, community service and service-learning coordinators, and the CSU Advisory Group on Community Service participated in months of intensive dialogues around ways to strengthen and build upon the service initiatives that have developed over decades. Through these dialogues—as stakeholders across the CSU articulated their perspectives—an overarching view became clear: the CSU endorsed Governor Davis’s interest in strengthening an ethic of service as an important part of undergraduate education. Community service, service learning, and community-based activity are longstanding traditions in the mission and purpose of the CSU, and the CSU has an ongoing interest in expanding opportunities for all students to participate in service. Therefore, in March 2000, the CSU Board of Trustees passed the following resolution:

Community Service and Service Learning in the California State University

WHEREAS, The California State University has a tradition of such community-based activities as service learning and community service; and,

WHEREAS, Governor Davis has called on the CSU to establish a community service requirement for CSU students; and,

WHEREAS, The CSU endorses Governor Davis’s interest in strengthening an ethic of service as an important part of undergraduate education; and,

Building Bridges to Advance Service Learning

April 1999: Governor Davis Announces Plans to Issue Call to Service

July 15, 1999: Governor Davis Issues Call to Service

May 6-7, 1999: Academic Senate CSU Passes Resolution Recommending Opportunities and Incentives in Place of Mandate

August 12, 1999: CSU Office of Community Service Learning Presents a Review of Information and Issues

September 1999: Academic Senate CSU Passes Resolution Requesting That Campus Senates Consider Governor’s Request

October 1999: CSU Chancellor Reed Appoints CSU Advisory Group on Community Service

September 1999 - February 2000: Campuses Participate in Thoughtful and Extensive Dialogue About the Governor’s Call
WHEREAS, CSU Monterey Bay already has a service-learning requirement for graduation and a
number of individual academic departments and programs throughout the CSU currently require
community service or service learning; and,

WHEREAS, The Academic Senate CSU, the California State Student Association, and the CSU
Advisory Group on Community Service have carefully studied the place of community service and
service learning in the undergraduate-education experience; now, therefore, be it

RESOLVED, By the Trustees of the California State University, that the chancellor require each
CSU president to ensure that all students have opportunities to participate in community service,
service learning (deemed academically appropriate by faculty), or both; and, be it further

RESOLVED, That the Board of Trustees, through the chancellor, endorse campus efforts to make
service an expectation, condition, or requirement for the undergraduate-education experience; and, be
it further

RESOLVED, That the chancellor report to the Board of Trustees, on an annual basis, CSU’s
increasing efforts to provide those opportunities to all students.

The systemwide conversations also emphasized a consensus among campuses that successful programs which
engage students in community service and service learning take time and resources to develop, as a result of their
complexity. The CSU submitted a funding proposal requesting resources to assist campuses in meeting the
commitments articulated in the Board of Trustees' resolution.

In response to CSU’s commitment and request for support, Governor Davis authorized $2.2 million in the
Fiscal Year 2000-2001 state budget to support the development of new service-learning courses and to create or
expand service-learning offices on all CSU campuses. This funding reaffirms that the CSU will continue to lead
the state and the nation in directly engaging higher education institutions in service to their communities.
CREATING CONNECTIONS: PLACING COMMUNITY SERVICE LEARNING ON THE SYSTEMWIDE AGENDA

The governor’s call to service was one of many galvanizing forces across the CSU to increase the visibility and momentum of service learning. The growing body of literature on the impacts of the pedagogy; the call from national, state, and local leaders encouraging higher education institutions to become more involved in their communities; the increasing reports of political disengagement around the country; and the growing interest of young people to serve their communities all compelled faculty, students, staff, and others to articulate their positions and visions—about the governor’s call and about service in general—to a broad audience. As a result, new bridges were built among service practitioners and educational and administrative groups, and new ways of linking an ethic of service to a wide range of higher education activities began to emerge.

CSU Advisory Group on Community Service

In the fall of 1999, Chancellor Reed appointed a CSU Advisory Group on Community Service comprising faculty, students, staff, alumnae/alumni, and administrators. The group’s overall charge is to strengthen CSU initiatives related to service and to encourage university members to engage with their surrounding communities. The Advisory Group helps to facilitate coordination across campuses; make recommendations on the distribution of resources, organizational structures, and fiscal provisions for effective partnerships with local communities; develop guidelines for systemwide initiatives; and generally provide advice, counsel, and recommendations to the chancellor. The group consults widely with individuals and organizations currently working in service-related activities, including state and national entities that promote community and public service initiatives.

In March 2000, the Advisory Group, chaired by Dr. Robert Corrigan, president of San Francisco State University, issued a report, California State University: Promoting an Ethic of Service, Developing an Engaged University System. This report articulated the concept of CSU community engagement in response to the governor’s call to service. The report presents a historical analysis of community service and service learning in the CSU, and it places the CSU efforts in the context of scholarly inquiries and national efforts to explore the relationship between education and civic engagement.

The CSU High School and Community College Counselor Conferences, Fall 1999

Each year the CSU hosts a series of conferences for high school and community college counselors, deans of students, career guidance technicians, principals, teachers, and others who advise students about higher education. These conferences highlight important developments and opportunities at CSU campuses for prospective students. Recognizing the growing importance of service-learning experiences in the CSU, several practitioners from CSU campuses were invited to present on service learning with the systemwide service-learning director, Erika Freihage Randall. In September, Annie Bolick, service-learning coordinator, presented with several CSU students at Humboldt State University. In San Francisco, Gerald Eisman, director of the Office of Community Service Learning, presented with several CSU students. In Del Mar, Peggy Hashemipour, faculty mentor at San Diego State’s Center for Community-Based Service Learning, and Lynda Gaynor, director of the Office of Community Service Learning at CSU San Marcos, presented with students. In October, Lee Renner, service-learning contact, presented on his campus, CSU Stanislaus. These conferences are important opportunities to promote and cultivate an ethic of service among potential students as they make academic and personal choices.
Dialogues on Community Service Learning

To expand the circles of support for community service learning and engage professionals new to service learning in dialogue, efforts were made to facilitate conversations across the system. The director of the CSU Office of Community Service Learning, Erika Freihage Randall, presented or facilitated conversations at several systemwide venues, including meetings for the vice presidents for student affairs, the vice presidents for advancement, the arts deans, the Academic Senate CSU, the California State Student Association (CSSA), the coordinators of the Precollegiate Academic Development programs (PAD), the coordinators of the Collaborative Academic Partnership Initiative (CAPI), and directors of campus American Humanics programs. During these meetings, participants had an opportunity to explore the connections between service learning and their professional fields, finding that service learning can be an effective vehicle for accomplishing their goals. These dialogues are critical to expanding the circles of support for service learning throughout all of higher education.

The CSU Teacher-Scholar Summer Institute, June 18–21, 2000

The CSU Institute for Teaching and Learning (ITL) is a systemwide organization devoted to the advancement of teaching and learning in the university. The ITL encourages and supports the exchange of information among the 20,000 faculty of the CSU, and promotes innovation, scholarship, and research on teaching and learning. Each summer, the ITL hosts an institute to promote inquiries into new teaching and learning innovations and to stimulate professional development among faculty. In June, several CSU faculty presented workshops on integrating service into academic curricula. Maureen Rubin, director of the Center for Community Service Learning, and Stella Theodoulou, chair of political science at CSU Northridge, presented “Faculty Scholarship and Community Service.” Kathy O’Byrne, community service-learning liaison at CSU Fullerton, presented “Evaluating Service-Learning Outcomes: Beyond Reflection.”

National and International Higher Education Conferences

Through the 1999-2000 academic year, CSU service-learning practitioners presented workshops and lectures at several national and international higher education conferences promoting the service-learning initiatives taking place throughout the CSU. Presentations occurred at the National Society for Experiential Education (NSEE) conference, the International Partnership for Service-Learning 18th International Conference in Ecuador, and the American Association of Higher Education’s national conference, conference on assessment, and conference on faculty roles and rewards, to name a few.
STATEWIDE AND REGIONAL PARTNERSHIPS

The CSU Office of Community Service Learning and CSU service-learning practitioners also participated in numerous dialogues and initiatives with statewide and national partners.

Statewide Network Leadership Team, California Commission on Improving Life Through Service

The CSU is represented on the Statewide Network Leadership Team (SNLT) convened by the California Commission on Improving Life Through Service. Through representation on SNLT, the CSU partners with all streams of service to support locally directed service collaborations and maximize the expansion of service opportunities in all of its forms. Partner streams include national service programs like AmeriCorps and VISTA, the Volunteer Centers of California, the California Department of Education’s service-learning initiative (CalServe), Youth Service California, the Chancellor’s Office of the Community Colleges, and the Senior Corps.

California Service and Volunteerism Leadership Conference

The Statewide Network Leadership Team became the core of the planning committee for the California Service and Volunteerism Leadership Conference, held in Sacramento in February. The theme, “Connecting the Pieces,” provided the appropriate backdrop to accomplish the conference’s primary goal, that of mobilizing the entire service field and strengthening alliances that will advance service and volunteerism throughout California in the 21st century. The perspective of higher education was well represented through the participation of 15 CSU campuses.

California Intersegmental Collaboration

The CSU works collaboratively with its intersegmental partners in the University of California and the California Community Colleges. In addition to the informal gatherings and conversations that take place between service-learning practitioners, there are also formal structures to support collaborative work across segments that create additional support for service learning across the state. The CSU participates in the meetings of the University of California Service-Learning Task Force and the California Community Colleges Service-Learning Task Force.

California Campus Compact (CACC)

CSU continues to participate actively in a valuable partnership with California Campus Compact (CACC). In addition to participating in a number of events and meetings sponsored by CACC, many CSU campuses benefitted this year from mini-grants, VISTA positions, service-learning institutes, and public policy advocacy offered by Campus Compact. Twenty-one CSU campuses are members of California Campus Compact and report on the tremendous value of membership. Particular partnership opportunities over the past year included:
Western Region Campus Compact Consortium (WRCCC)

Eleven CSU campuses completed their final year of a three-year grant program sponsored by the Western Region Campus Compact Consortium. This grant program, provided by the Corporation for National Service in conjunction with Campus Compacts throughout the western region, provided support for campuses to institutionalize service learning through a benchmarking assessment process. Campus participants included: Bakersfield, Fresno, Fullerton, Humboldt, Long Beach, Northridge, San Francisco, San José, San Luis Obispo, and San Marcos.

Additionally, CSU service-learning practitioners participated in and presented their work at the Third Annual WRCCC Continuums of Service conference hosted by the University of Washington in April 2000. Four CSU service-learning coordinators participated on the conference planning committee and 39 CSU practitioners facilitated workshops. Dr. Robert Corrigan, president of San Francisco State University, offered a keynote speech, “The Responsibility of Higher Education in Civic Renewal.”
California Reads Roundtable
With a particular focus on literacy and supporting efforts to involve young people in reading activity, the CSU participates in the California Reads Roundtable. The California Reads Roundtable, convened under the auspices of the U.S. Department of Education, includes state-level educational, professional and volunteer agencies, foundations, businesses, and other organizations interested in improving early childhood reading. The CSU hosted the January meeting of the Roundtable at the Chancellor’s Office and had an opportunity to highlight a number of service-learning opportunities that exist around the CSU that involve students serving as literacy tutors in early childhood settings.

America Reads Roundtable Discussion
Many campuses are also building service-learning opportunities into their America Reads programs. Practitioners had an opportunity to come together in January at the Chancellor’s Office for the Higher Education America Reads roundtable discussion, facilitated by Marsha Adler, director of America Reads Higher Education, to discuss best practices in America Reads and to highlight innovative approaches in their programs, such as service-learning strategies.
Innovation in community service and service learning originates from each CSU campus. It is the persistence of vision of individuals, programs, and leaders across the CSU that has propelled the development of a systemwide community of practice, placing the CSU at the forefront of the national movement to reinvigorate the civic purposes of higher education.

All CSU campuses have an identified community service-learning leader, two-thirds have established an office charged with integrating service into the curriculum, and most campuses have integrated principles of service learning into their mission statements.

Each campus is unique, negotiating its own set of opportunities and challenges, and discovering its own path toward success in meeting the two key objectives of the CSU Strategic Plan for Community Service Learning. All CSU campuses aim to engage students in at least one community service-learning experience prior to graduation and to offer a broad range of service opportunities for students.

What follows is an overview of community service learning on each campus, along with highlights from these efforts during the 1999-2000 academic year.
The Community Service-Learning program at CSU Bakersfield (CSUB) combines community service with clear academic learning objectives, preparation, and reflection. Through the program, students provide valuable services to nonprofit and public organizations throughout Kern County. They experience the rewards of interacting with individuals across age groups, ethnic communities, and lifestyles while applying knowledge and skills they gain through academic experiences.

Community Service Learning (CSL) currently operates from within the Community Service Programs Office at CSUB, which also includes undergraduate internships, Human Corps, and a high school tutoring program.

In the 1999-2000 academic year, CSL courses were offered through the departments of psychology, biology, English, sociology/anthropology, philosophy, criminal justice, religious studies, and through the School of Business and Administration. Approximately 200 students participated in an average of 15 hours of community service per course, and eight faculty members received CSL grants of $500 to support student assistants and/or course materials. Many recipients of CSL grants from previous years sustained CSL components in their courses.

Among the many innovative CSL offerings at CSUB this past year was “The Ambassadors of Literature Project” within an Introduction to Literature course. Students in this course worked with local schools, group homes, and retirement communities to form reading and discussion groups. These experiences forged valuable connections between the university and the community while providing CSUB students with a greater understanding and appreciation of literature as a form of cultural expression.

The Community Service-Learning program at CSUB has formed several sustained partnerships with community organizations. In particular, the program has worked closely with the Bethany Service/Bakersfield Homeless Center and the Kern County Department of Human Services. Students taking courses from a variety of disciplines have worked with both agencies providing vital services for needy, abused, and displaced populations within the Kern County area.

As a result of Community Service Learning, CSUB students have gained invaluable personal and social insight, enhanced abilities in understanding and applying coursework to real-world experiences, and greater social consciousness. During the 1999-2000 academic year, CSUB strengthened its university-community partnerships through Community Service Learning, and looks forward to expanding its efforts in the coming year.
CSU Chico has a long history of student involvement in community service and service learning. These efforts have been guided primarily by students participating in the Community Action Volunteers in Education (CAVE) program. Founded in 1966, CAVE is a nonprofit agency based on the CSU Chico campus that administers 23 programs to provide students with meaningful community service and service-learning opportunities and to address a broad range of community needs. CAVE has made it possible for thousands of students to provide service to children, adults, and community service organizations. Students working through CAVE provide more than 100,000 hours of community service each year.

CAVE and other service-learning initiatives at CSU Chico provide unique learning opportunities for students. CAVE offers extensive training and support to students engaged in service-learning activities. One recreation department faculty member commented: “CAVE extends the classroom experience and challenges students to apply skills and techniques to real-life situations. Students who have been involved with CAVE’s programs possess the skills and knowledge that most students don’t acquire until they have been out in the working world for at least two to three years.”

Other campus programs have partnered with CAVE to take advantage of the valuable training and experience that the CAVE staff provides for students engaged in community service and service learning. CAVE collaborates with the Education Service Center and the student education organizations to sponsor forums and workshops providing current information about teacher preparation programs to students and community agencies and groups.

CAVE has also partnered with the CSU Chico chapter of Students In Free Enterprise (SIFE). SIFE students work through CAVE’s mentoring program and bring mentor/protégé pairs (middle and high school students) to the CSU Chico campus to introduce them to technology resources, such as digital cameras, the Internet, and desktop and digital publishing tools.

CSU Chico is known for the beauty of its natural surroundings, and it is also known for its innovations in community service learning. In the coming years, the CAVE program and other developing service-learning initiatives at CSU Chico will continue to make valuable contributions to the field of community service learning.
The 1999-2000 academic year was one of significant growth for community service learning on the CSU Dominguez Hills campus. The Community Service-Learning Advisory Committee, which was very active, completed a strategic plan for community service learning that will lead to: (a) institutionalization of Community Service Learning on the campus; (b) increased university-wide support for service learning; and (c) new student and community-based programs. Community service-learning courses were developed and expanded in Chicana/o studies, liberal studies, and theatre arts. A new Title 5 grant was responsible for the service-learning development in liberal studies.

The campus participated in the development of the CSU Service Learning for Family Health AmeriCorps proposal, which will lead to the recruitment and selection of 16 AmeriCorps members during the 2000-2001 year. AmeriCorps members will be providing 900 hours of community service in health and human service community-based organizations, such as local Healthy Start programs. The program is being co-facilitated by the division of nursing. In addition, the groundwork was established for a series of on-campus faculty development workshops to be held in the coming year.

CSU Dominguez Hills expanded several partnerships with community groups, including Carson 2000 Plus, WILLINC² (serving the Wilmington community), and the Partners for Survival Collaborative in Compton. The ongoing collaboration in neighboring communities reflects President James Lyons’s vision of CSUDH as a “communiversity” and cultivates a network of community-based organizations ready to welcome the increasing number of students taking advantage of service-learning courses.
Students for Community Service (SCS) is the primary office charged with promoting and coordinating community service-learning initiatives at CSU Fresno. One major goal of CSU Fresno is to engage every student in at least one meaningful service experience prior to graduation. The SCS program reports to Academic Affairs, but has a strong partnership with Student Affairs, in which it is physically housed. This structure allows SCS to build on the diverse yet closely related programs throughout campus that deal with volunteerism, community service, and service learning.

SCS coordinates approximately 20 service initiatives. These include one-day and short-term projects; ongoing partnerships with more than 200 community organizations; a large, sophisticated America Reads project; university-wide community service courses; service-learning promotion and development; and a model Community Service Scholarships program.

According to a 1998 survey, there are approximately 2,500 students who committed more than 50,000 hours of service via 49 service-learning courses alone. Similar numbers of students and hours are facilitated through such programs as the community service courses, various service initiatives, and Community Service Scholarships.

SCS is also charged with developing and maintaining service-related partnerships with the nonprofit community. One such partnership, with Stone Soup of Fresno, has earned numerous distinctions, including selection as a national President's Service Award winner from President Clinton and the Points of Light Foundation. Annually, more than 300 students and 70 faculty participate in service efforts coordinated by Stone Soup.

One highlight of 1999-2000 was that CSU Fresno obtained the needed resources to duplicate the Community Service Scholarship program across ten CSU campuses. The Community Service Scholarship program, funded through the generosity of Marc and Marjorie Radin, provides $1,000 scholarships for students who complete a 170-hour, major-related service assignment with a nonprofit organization. Working with various academic departments, students can earn academic credit for the learning obtained during the scholarship assignment.

One of the major strengths of the service effort at CSU Fresno lies in the rich diversity of its initiatives. Volunteer efforts, community service projects, and service-learning courses form a comprehensive and connected program that provides students and the community with a variety of options from which all participants can benefit.

Tam Bra Bane, the 1998 Fresno State Volunteer of the Year, works with a patient from Valley Children's Hospital in Madera, California.
CSU Fullerton offers students a variety of opportunities to engage in service learning throughout their college experience. These are made possible through collaborative partnerships between Academic Programs and Student Affairs.

Service-learning courses are offered through the departments of biology, sociology, anthropology, political science, English, communications, and others. This past year, students in a service-learning course in biology traveled to the national Campus Outreach Opportunity League (COOL) conference to expand their skills and develop leadership in service learning.

Each fall, CSU Fullerton hosts a Service-Learning Fair and Fieldwork Day. Over 100 representatives from nonprofit community organizations participate. Students attend the fair to identify organizations with which they would like to collaborate through service-learning partnerships.

Faculty members who are strong champions of service learning come together regularly as members of the university-wide Committee on Service Learning (CSL). They exchange information on research and grant opportunities, conferences, workshops, and resources.

The CSU Fullerton Faculty Development Center hosts an annual event to honor those who have demonstrated exceptional commitments to service. A selection committee reviews nominees from across the university and honors the award recipients in a ceremony each spring.

The Fullerton First Year (FFY) program incorporates service learning into two linked courses in the spring semester of every year. In this learning community, 150 first-time freshmen engage in service learning at one of 25 pre-selected sites. Their service is linked to learning in two connected courses: Political Science 101 and a University 100 course in which students write about and for the community.

A service-learning site that illustrates the positive impact that service learning can have on first-year students is the Social Science Research Center (SSRC). The SSRC is an on-campus research facility whose mission is to work with community agencies to collect information for their programs and policies. Through their work with the SSRC as service learners, Fullerton First Year students learn firsthand about social science research methods and about the role that research can play through data collection to answer meaningful questions for the community.

CSU Fullerton offers work-study opportunities for service through the America Reads and America Counts programs, and additional service opportunities through student-run programs at the Community-Based Learning and Service Center (CLASC).

In the coming year, CSU Fullerton will build upon the success of this rich array of programs.
SU Hayward (CSUH) is an engaged university and is committed to educational excellence for a diverse society. The university is also a social and cultural center for public enrichment. In partnership with surrounding communities, the university helps identify and address issues of importance to the region. The university encourages the application of scholarship to practical problems, which allows the students to apply their learning to real-life experiences.

The management and coordination responsibility for student volunteer and community service rests with the Assistant Vice President, Instructional Services. The office recruits and provides orientation and training sessions for students who elect to participate in structured community service activities. Instructional Services develops community service-learning opportunities through regular collaboration with public, private, and community-based organizations.

CSU Hayward combines its mission to promote Community Service Learning with its efforts to stimulate its faculty and students to become more engaged with its various communities. The AVP, Instructional Services, serves a multilevel outreach support function and is a conduit for making student experiences and project-based activities possible. The office interacts with other outreach personnel, faculty, and staff to establish and coordinate clusters of outreach activities and partnerships. Many of these clusters include community service-learning components.

To strengthen its commitment to community service learning, CSUH has included the concept of community service learning in both its mission statement and its strategic plan. A proposal was forwarded to the Academic Senate to endorse service learning as a pedagogic strategy and its inclusion in curricula whenever possible. The Community Service-Learning Advisory Committee has developed a strategic plan with clear goals and timelines. An information management system for CSL was developed, with a database linking the Career Development Center, Associated Students, and the Faculty Center for Excellence in Teaching.

The university encourages its faculty to develop community service-learning courses or to include community service learning as a part of its regular academic curriculum. Three faculty members coordinate faculty training for experiential and community service learning. Through the campus RFP process, mini-grants are available to faculty who wish to develop CSL courses or integrate community service learning into one or more of their regular courses. Department-based incentives for community service-learning research are provided by several campus departments including English, human development, and ethnic studies. One of the major goals of our community service-learning initiative is to have every department adopt a similar strategy.
Humboldt State University (HSU) has a rich history and tradition of community service and service learning and is known for promoting a strong ethic of service. HSU experiences a high level of student, staff, and faculty involvement in volunteer service and a growing number of service-learning courses.

September 18, 1999, was HSU Day - Day of Caring. Over 300 students, staff, and faculty members joined together with the local Volunteer Center and the United Way to provide hands-on support for 25 nonprofit organizations and community groups. This has become a campus-wide tradition and a great way to start the academic year.

The 1999-2000 year was the first full year of operation for the Service Learning/Experiential Education Advisory Committee. This committee was extremely active and productive. The committee includes faculty representatives from each college, administrators from Academic Affairs and Student Affairs, staff, students, and community partners. This year the committee developed a strategic plan for service learning; proposed a service-learning course designation; facilitated a series of service-learning faculty development workshops; and began a service-learning intern program.

The HSU Service-Learning Intern program had the unique opportunity to collaborate closely with CSU Monterey Bay's Service-Learning Institute. Ten student leaders from HSU had the chance to learn together with the student leaders participating in the University Service Advocates program at CSUMB. Participants from both campuses exchanged information about program design and implementation. Additionally, students co-facilitated conference presentations and a systemwide student-initiated Service-Learning Forum at the conclusion of the academic year.

The 1999-2000 year was also the third year in which HSU received funding through the Western Region Campus Compact Consortium to support faculty development activities. These activities included a faculty development workshop series and the Service Learning Faculty Development Grants program. This year six faculty members received grants to integrate service-learning components into their courses. These efforts were well received by students and faculty members alike.

Youth Educational Services (YES), a student-led community service-learning organization founded in 1968, continues to provide outstanding services in local communities. Currently there are 15 unique programs serving youth through senior citizens, providing tutoring, mentoring, skill-building activities, and friendships for all.

Humboldt State University provides a continuum of opportunities for students to engage in community service, cocurricular service, residential life programming focusing on service learning, and well-integrated academic service-learning courses.
The Community Service Learning Center (CSLC) at CSU Long Beach (CSULB) was established in January of 1998 to help institutionalize service learning on the campus. The mission of the CSLC is to develop awareness, understanding, and commitment to service learning by creating a physical and virtual resource center that facilitates interactions between faculty, students, staff, and community partners. The CSLC works with faculty to support student learning objectives and to develop successful approaches to establish service-learning teaching strategies through existing networks, mentors, and resources.

Over the 1999-2000 year more than 5,166 CSULB students participated in 123 service-learning courses, two large service-learning events, and the teacher preparation program, SERVE, which has integrated service learning. Students provided 95,000 hours of service in the surrounding communities. Twenty-four departments currently offer service-learning courses in areas as diverse as political science, chemistry, and geography.

In one exemplary course, students enrolled in Cross-Cultural Perspectives in Art Education, taught by Dr. Carlos Silveira, were instructed to develop meaningful art projects that dealt with multicultural issues and would be therapeutic in nature. In one project at BoysTown, a shelter for runaway and homeless youths ages 11-17, college students and youths worked together to develop a “Dream Garden.” Together they carefully planned and constructed all aspects of their new garden, including the pathways, benches, plants, and pond. They engaged in the ritual aspect of art by creating clay figures and pieces that represented the bad things they wanted to eliminate from their lives, which they then buried in the garden. BoysTown reports that the Dream Garden is thoughtfully cared for every day by the youth, and that as new teenagers come to the shelter, the others teach them about the garden and its significance in their lives.

In October of 1999, the Community Service Learning Center sponsored the Six Days of Service, a week-long event celebrating the university's support for community service and service learning. College and campus organizations hosted a variety of information panels, forums, art gallery shows, guest speakers, and a volunteer fair throughout the week. The Six Days of Service culminated on Saturday, October 30, 1999, in CSULB’s second annual Day of Service. More than 200 students, faculty, staff, and local neighborhood citizens put theory into action by helping to clean up a local elementary school and library. Afterwards participants engaged in reflection discussions, entertainment, and a barbecue.

The successes of these efforts will inspire new innovation in community service learning at CSULB Long Beach in the coming year.
SU Los Angeles is committed to service learning that enables students to integrate academic study with active participation in community programs that address a diverse range of needs and interests on the campus and in the local community. Discipline-based service-learning courses incorporate structured time for students to think, talk, and write about course-based community service experiences.

Community service learning at CSU Los Angeles has been, until recently, housed within the Center for Effective Teaching and Learning. Beginning fall quarter of 2000, service learning will be under the direction of the Dean of Undergraduate Studies and will be housed with the Educational Participation In Communities program (EPIC). EPIC has a 30-year history of encouraging and coordinating student involvement in community organizations and activities. This partnership will build on an existing infrastructure and further promote the collaboration between the Divisions of Academic and Student Affairs.

In the past year more than 2,300 EPIC volunteers performed approximately 7,000 hours of volunteer community service. In addition, approximately 900 students enrolled in courses offering service-learning options and provided over 18,000 hours of service to community-based agencies. Service-learning courses were offered through the departments of art, psychology, political science, history, theatre arts and dance, marketing, social work, and the Charter College of Education. Additional courses are being developed in the departments of liberal studies and philosophy. Service-learning partnerships were formed with elementary and secondary schools, public agencies, cultural agencies, and local businesses.

One example of the growing number of CSU Los Angeles partnerships is with the College S.M.A.R.T. program. The program was developed by the Los Angeles County Sheriff’s Department, Temple Sheriff’s Station, in conjunction with the West San Gabriel Juvenile Diversion Program and the City of Montebello Department of Parks and Recreation. This past year, CSU Los Angeles students in several psychology courses participated in the College S.M.A.R.T. program by mentoring local youth using the curriculum Mentoring Works. The program helps young people develop short- and long-term goals for academic and social activities that promote positive nurturing relationships.

On September 30 and October 1, 1999, CSU Los Angeles hosted the annual CSU Colloquium, with service-learning faculty and staff from throughout the CSU system participating in training and workshops designed to promote service learning. In addition, on April 4, 2000, the university presented Volunteer Spirit Day. Coordinated by the EPIC program, 70 community agencies participated in an on-campus fair encouraging students to participate in volunteer service.

CSU Los Angeles is committed to expanding opportunities for students to develop citizenship and leadership skills through service learning, to deepen students’ sense of caring for others, and to address a variety of community needs.
In January 1999, the California Maritime Academy began offering its first undergraduate elective service-learning course through a unique partnership with the Kaiser Vallejo Hospice Program. The course, “Death: The Final Stage of Living,” developed by Dr. Kathryn Marocchino, a professor in general studies and a trained hospice volunteer, requires students to perform a minimum of 10 hours of volunteer hospice service alongside their regular classroom hours in order to receive credit for the class.

Professor Marocchino, who was recently nominated for the Ernest A. Lynton Award, has been very active in sharing her service-learning model throughout the CSU academic community, presenting at conferences and acting as a resource to her colleagues.

At the Kaiser Hospice Volunteer Appreciation Dinner in 1999, students who completed Professor Marocchino’s service-learning course were awarded a certificate of acknowledgment for their service activities. The award not only represented how important Kaiser viewed the cadets’ contributions, but it reinforced the cadets’ sense of pride in what they had accomplished and helped them appreciate how meaningful and rewarding service learning can be.

In March 2000, Cal Maritime was proud to present the CSU STARS Award to senior cadet Eryn Dinyovszky for her exceptional commitment to hospice/bereavement work. This was the first time that the STARS was awarded at Cal Maritime, and the campus is looking forward to more cadets becoming eligible in the future.

Cal Maritime is now looking to expand community service-learning opportunities for its cadets, with the assistance and encouragement of President Jerry Aspland. In spring 2000, Cal Maritime was given a grant from the CSU Service-Learning Internet Community (SLIC) development committee to add the campus resources to this online database for service-learning information.

In spring 2001, Cal Maritime will introduce a new service-learning course with a strong emphasis on student leadership. Service activities will focus on the restoration and preservation of historical Carquinez Cemetery as Cal Maritime establishes a promising partnership with the city of Vallejo.
During the 1999-2000 academic year, the Service Learning Institute (SLI) at CSU Monterey Bay (CSUMB) helped facilitate 66 service-learning classes. Nearly 1,000 students—46 percent of all students—served more than 27,330 hours at over 120 community organizations.

CSUMB highlighted two faculty/community partnerships by awarding the first annual Marian Penn Partnership Award. One award honored Dr. Kathleen Rice (SLI faculty) and Terry Espinoza Baumgart (Alisal Healthy Start) for their work in providing students a powerful introduction to the community of Alisal in East Salinas. Another award went to Dr. Raul Reis (communications faculty), Roxanne Regules (Cesar Chavez Elementary), and Brenda Shinault (Media Literacy Alliance) for their work in developing an after-school media literacy program for sixth graders at Cesar Chavez Elementary School. This award will be presented annually at the CSUMB Spotlight on Service celebration.

The past year was one of growth and transition for the Service Learning Institute. Supported by a grant from the Surdna Foundation, the SLI strengthened the outcomes and assessment processes for CSUMB’s required lower division service-learning course, Introduction to Service in Multicultural Communities. The Surdna Foundation grant also enabled the SLI to support the Liberal Studies Institute, which requires future teachers to take at least two service-learning courses, as it built more effective service-learning partnerships with K-12 schools.

In the spring of 2000, after five years of steady growth in service learning, the SLI began a process of reviewing its goals, values, and history. The SLI reviewed and clarified its mission, philosophy, and core values to guide its strategic planning and growth. The revised SLI mission and philosophy statement reads:

The mission of the Service Learning Institute is to foster and promote social justice by cultivating reciprocal service and learning partnerships among CSUMB students, faculty, staff and the surrounding tri-county community.

We believe that:
• service learning must promote social justice;
• CSUMB students, as future leaders of our community, deserve a real world education that inspires social responsibility and encourages compassion for all;
• CSUMB should be a responsible, engaged member of the local community;
• academic learning is strengthened by engaging in meaningful service and reflection;
• education at CSUMB should be transformative, creating ethical and responsible community participants; and that,
• all partners in the service-learning process should be engaged in teaching and learning, serving and being served.

We have adopted the following core values to guide our work:
• building authentic partnerships that demonstrate shared leadership, collaboration and reciprocity;
• acting with compassion, demonstrating honesty and authenticity;
• working towards social justice: continual movement toward an equitable society;
• developing multicultural understanding and respect for differences; and,
• cultivating awareness of self in relation to social inequities through reflection and active service with the community.

We are committed to engaging the content, practice, and pedagogy of service learning to bring these values to life.
The Center for Community Service Learning at CSU Northridge (CSUN) experienced explosive growth during the 1999-2000 academic year. Students from each of the university’s eight colleges participated in education, outreach, direct aid, public policy analysis, and research for the benefit of community partners.

Launched in 1998, the Center inspires, encourages, and supports students and faculty in their pursuit of academic excellence through community service. The Center developed an assessment model to collect baseline data about service learning and track student progress and advancement.

In the past year, the Center was awarded over $100,000 in grants and donations from such organizations as Starbucks, MCI and Brown University, Thomas Bros. Maps, and Campus Compact. The Center expanded its staff, hiring Jennifer Chapin as community collaborator, to improve and sustain community partnerships.

The Center facilitated dozens of service-learning courses, with an estimated 1,400 CSUN students working with community partners across Los Angeles County and the San Fernando Valley. Profiles of these courses are listed and frequently updated on the Center website <www.csun.edu/~ocls99>.

For example, four courses maintain partnerships with New Directions for Youth in Van Nuys, which is an alternative high school affiliated with the Los Angeles County Office of Education. Computer science students teach basic computer skills to pregnant and postpartum teens and at-risk teenaged boys. Kinesiology students work with pregnant and postpartum teenagers and their infants to teach appropriate physical activities that increase the chances for healthy pregnancies and infant development. Psychology and child development students work as mentors for children of all ages.

In the coming year, the Center will facilitate a new mentoring course, subcontracted by Los Angeles Unified School District, to be taught by Professor Bridget Sampson in communication studies. The Center will also begin hosting monthly brown bag luncheons to encourage networking and faculty support for service-learning professors, and it will initiate a scholarship program for student leaders.
At Cal Poly Pomona, connecting learning in the classroom with application in the community has long been a cooperative venture involving the divisions of Academic and Student Affairs. Over the past several years, the Human Corps Volunteer Center in Student Affairs and the Center for Leadership and Service Learning in the College of Education and Integrative Studies have taken leadership roles in promoting the value of service for students in their academic preparation and cocurricular activities.

This past year, approximately 200 students participated in service-learning courses. Additionally, Cal Poly Pomona hosted a series of colloquia, seminars, and workshops to promote service-learning integration throughout the university curriculum. Participants included approximately 50 faculty and staff members. Representatives from the CSU Chancellor’s Office, CSU San Bernardino, and Cal Poly Pomona’s Faculty Development Center provided theoretical and practical information about service learning and guided participants in planning for future projects. This work will continue in the coming years.

An exemplary service-learning course is Dr. Aubrey Fine’s Human Development, Learning, and Language Acquisition (TED 402), an upper division course in the College of Education and Integrative Studies. Students spend at least 16 hours in classrooms of the Pomona Unified School District aiding teachers as they help students learn to read. Over an eight-week period, the college students work individually with three or four elementary students during each visit, reviewing material, assisting in reading, and generally aiding the elementary students (most of whom are in grades 2-3) as they gain critical language skills. Cal Poly Pomona students maintain a log for each child, outlining progress and areas of attention, and they keep a journal of their own reflections as they progress through their service-learning experiences.

Cal Poly Pomona is a close partner with the Inland Valley Volunteer Resource Center, headquartered in Pomona and serving the greater Inland Empire. Cal Poly helps the Center find student volunteers for community projects and refers students there for placement. This partnership will continue to be a source of new service-learning possibilities in the coming year as Cal Poly Pomona works to increase service-learning opportunities for students.
Community Service Learning is flourishing at CSU Sacramento. In the coming year, 102 course sections, spanning six of the university's seven colleges, will meet criteria for the service-learning designation. This is an increase of 32 percent over the 1999-2000 year, when 55 faculty members offered 68 courses, involving 774 students.

The majority of faculty implementing service learning received support from the Office of Community Collaboration (OCC). This office has a three-part mission: integrating community service with academic study; promoting faculty scholarship with a civic focus; and serving as a contact and referral point between community and university.

Associated Students, Inc., has awarded the OCC a grant of $15,000 each year for the past three years to expand service learning on campus. This has enabled the OCC to award mini-grants to faculty incorporating service learning into their courses for the first time. Mini-grant recipients must participate in a day-long workshop and allow the OCC to conduct orientations and evaluations with students.

A Service-Learning Scholars Group was organized by the OCC. The university recognized that enticing faculty to try service learning must go hand in hand with rewards for continued involvement. The OCC plans to develop collaborative research projects across disciplines and will encourage the Scholars Group to sustain service-learning faculty who wish to integrate scholarly work with their teaching.

Service-learning courses are carried out in partnership with Healthy Start Collaboratives, organizations for persons with disabilities, an HIV education project, an after-school gang-prevention program, an art museum and galleries, the Violent Injury Prevention Coalition, the Adult and Aging Commission, a women's shelter, Volunteers in Victim Assistance, and local, state, and federal government agencies.

The OCC is developing a comprehensive partnership with the Community Services Planning Council (CSPC) of Sacramento. The CSPC publishes a 600-page directory with information on 1,800 agencies and programs focused on meeting health and human services needs. The CSPC convenes policy-making bodies, compiles statistical reports, and performs many other functions, including disaster planning for Sacramento city and county. Five pilot projects with CSPC programs were successful this past year. In 2000-2001, the OCC will expand these and prepare a partnership-development grant to support expansion of service learning at CSU Sacramento.
Service learning at CSU San Bernardino (CSUSB) is located within a larger unit called Community-University Partnerships (CUP). CUP's purpose is to: advance community-university partnerships that enhance the overall quality of life of the CSUSB service region; increase the relevance of CSUSB's educational efforts; and bring new vibrancy, repute, and resources to CSUSB and its surrounding communities.

CUP funds the campuswide coordinator of service learning, and both offices are located in the Office of Student Leadership and Development, an element of Student Affairs. Currently, CUP and its service-learning efforts are fiscally supported by 11 major colleges, divisions, or departments on campus, in addition to major funding from President Karnig's Special Initiative Process and the Office of the Provost. The CUP leadership reports directly to the provost and president. CUP estimates that nearly 30 courses and 500 students were actively engaged in service learning this past year.

CUP and CSUSB have established clear guidelines and incentives for the development of service-learning courses. The CUP guidelines state that “students should participate at some appropriate level in all CUP partnerships in ways that meet their service-learning needs, and partnerships that involve students in this substantive manner shall receive priority for support.” Furthermore, one of the three major goals outlined in the CSUSB mission statement is to advance partnerships (which include service learning) that will improve the overall quality of life and health in the service area.

An exemplary partnership, Focus 92411, involves residents of the 92411 postal code on the West Side of San Bernardino, community-based organizations, the San Bernardino County Health Department, the Community Hospital of San Bernardino, and several departments on campus. The goal of Focus 92411 is to improve the overall quality of life and health for community residents. In the past year, the project carried out successful grant writing efforts, needs assessments, asset mapping, health benefits analyses, interest surveys, fundraising for the local library, efforts to secure an ATM, and a holiday party for disadvantaged youth.

CSUSB also hosted its annual Community-University Symposium, an event that draws hundreds of local stakeholders and highlights faculty and staff who were awarded CUP fellowships. CUP Fellows from across the university presented a poster session outlining their service-learning partnership efforts.
The mission of the Center for Community-Based Service Learning (CCBSL) at San Diego State University (SDSU) is to enhance learning and civic responsibility through community engagement. The CCBSL is managed and funded by Student Affairs, and also receives support from Aztec Parents, Associated Students, and AmeriCorps/VISTA.

SDSU offers community-based learning courses in African-American studies, anthropology, biology, business, communications, computer science, counseling, economics, engineering, English, fine arts, geography, performing arts, interdisciplinary courses, journalism, nursing, nutrition, politics, psychology, sociology, social work, teacher education, and women's studies.

Recent statistics from a 1998 SDSU survey (SNAPS) indicate that 44.5 percent of SDSU students performed community service as volunteers, and 16.4 percent of SDSU students have taken a service-learning course. In May of 2000, Dr. Janis Andersen, chair of the CCBSL Advisory Board, and Dr. Pat Washington, CCBSL board member, both received awards at the Aztec Achievement Awards hosted by the Associated Students for their dedication and contributions to students, service, and the CCBSL.

In the fall of 1999, the CCBSL created the Community Advocacy Program (CAP), a community service leadership program for students. CAP students are assigned to assist specific courses with a community-based component. Students involved with CAP facilitate service projects, host a student mixer to inform student groups about the CCBSL, and coordinate National Volunteer Week Projects. CAP students are enrolled in a one-unit communications course that meets weekly to discuss community issues and learn skills related to service and leadership.

During the spring of 2000, the CCBSL forged new partnerships with Gen America, The San Diego Food Bank, Broadway Senior Center, College Heights Public Library, Mission Trails Regional Park, Direct Action, Alvarado Hospital, the San Diego Mediation Center, and several local schools. On campus, the CCBSL established partnerships with American Humanities, Aztec Adventures, and the Center for Teaching and Learning (CTL). The CTL, under the leadership of Ann Johns, is sponsoring a Service-Learning Teaching Fellow during the 2000-2001 academic year. The CCBSL continued to partner with the June Burnett Institute, Career Services, the City Heights Educational Pilot, the Pre-College Institute, and the SDSU Leadership Institute.

On June 15, 2000, the CCBSL hosted a regional service-learning meeting. Twenty coordinators of service learning from local school districts, community colleges, and universities met to discuss collaboration and share information about our programs and community placement sites. Partnerships in the coming year will build on the outcomes of these meetings.
The Community Service Learning (CSL) program at San Francisco State University (SFSU) is now in its sixth year. In 1995-96, a faculty colloquium convened by CSU Distinguished Scholar Tom Ehrlich developed a draft plan to incorporate CSL into SFSU’s undergraduate curriculum. The plan proposed that a set of curricular options be developed so that all undergraduates would have opportunities to participate in CSL before graduation.

SFSU has institutionalized support for CSL through the Office of Community Service Learning (OCSL). The OCSL offers mini-grants to faculty to create new or modify existing courses to include a CSL component. There are currently 94 CSL courses in 33 departments throughout SFSU. Last year approximately 2,200 students volunteered and contributed roughly 66,000 hours of service.

This past year, SFSU student Cecilia Shepard was honored nationally by receiving the Howard R. Swearer Student Humanitarian Award. Ms. Shepard was recognized for her work with the Hayes Valley Resident Management Corporation, which resulted in the establishment of an onsite technology community.

Several exemplary partnerships flourished in the past year. The Community Collaborators Project, funded by the William and Flora Hewlett Foundation, is a collaboration between the Department of Health Education and the OCSL. This program brings to campus accomplished individuals from the local community as affiliate faculty, referred to as “community collaborators.” In partnership with campus faculty, community collaborators co-design and co-teach CSL courses.

The San Francisco Citywide Tutorial Program is a partnership between the San Francisco Unified School District, the San Francisco Housing Authority, and SFSU. The project provides all students residing in Housing Authority properties with extended learning opportunities through after-school enhanced learning activities. Last year, the OCSL received an AmeriCorps grant from the California Commission on Improving Life Through Service. The grant allowed SFSU to enroll AmeriCorps members—who are SFSU students and housing site residents—to act as tutor coordinators among SFSU student tutors.

The Urban Curriculum Project is a program of the San Francisco Policy Center (SFPC), a joint venture between the San Francisco Urban Institute and the San Francisco Information Clearinghouse. This center represents the leadership of almost 30 community-based organizations. The Urban Curriculum CBO Capacity Building Project includes CSL course offerings, university resource partnerships, continuing professional education and community leadership seminars for SFSU students, staff, and leadership of community nonprofits and mid-level staff of the city agencies with whom they work.

SFSU will build on the successes of these and many other partnerships in the coming year.
The 1999-2000 academic year was a very eventful year for Community Service Learning at San José State University (SJSU). In the fall of 1999, Susan Meyers, faculty-in-residence for Community Service Learning, spearheaded faculty development activities. Meyers organized workshops for the entire campus and for the College of Education with support from the Institute for Teaching and Learning and a small grant from the Service Learning 2000 Center.

In January of 2000, the campus established its Center for Service Learning with institutional support for a half-time faculty director, Debra David. The Center, administered through the Office of Curriculum and Assessment, has three main functions:

- to serve as a clearinghouse for community service learning and related community service activities on campus;
- to provide support to faculty, students, staff, and community partners through training, technical assistance, and networking in order to develop, deliver, and evaluate community service-learning opportunities; and
- to serve as a focal point for contact with other local, state, national, and international organizations involved in community service learning.

One of the first events hosted by the Center was an awards reception in May. It was jointly sponsored with Spartans Offering Service, a campus community service program, to honor students, faculty, and community partners involved with community service and/or service learning.

The campus received seed money from the CSU Chancellor’s Office to initiate a two-year service-learning leadership program, the International and National Voluntary Service Training (INVST) program based in the department of sociology and directed by Scott Myers-Lipton.

Another SJSU sociologist, Bob Gliner, took a professional leave to produce two documentaries on international volunteer service performed by students and other Americans. Information on those videos can be found on his website <www.docmakeronline.com>.

An exemplary partnership between SJSU and the John XXIII Neighborhood Center (part of Catholic Charities) has been thriving since 1993. The program director of John XXIII, Marion Johnson, holds an M.S. degree in gerontology from SJSU and serves as a site coordinator. Students in a university-wide service-learning course, Community Concepts, and students in gerontology courses help older center participants from Southeast Asia learn English and prepare for citizenship. Nursing students provide health services to clients of all ages and backgrounds. The partnership will expand in the 2000-2001 year to include computer classes for clients to be delivered by SJSU students.
“Learn by doing” has long been the educational theme of Cal Poly San Luis Obispo, and providing students with opportunities to learn by serving in the community is a natural extension of this philosophy.

Originating in Student Affairs, Cal Poly’s service-learning program is now a joint partnership of Student Affairs and Academic Affairs. The program is a collaboration between the Community Service and Learning Center and the Center for Teaching and Learning Excellence. Its mission is “…to ensure that all students have the option and the opportunity to take at least one service-learning course as part of their studies, and thereby instill in students an appreciation of the academic and social value of service to the community.”

This mission is carried out primarily through Class & Community Connections, the university’s formal service-learning program, which focuses on integrating service into general education courses. The program promotes learning, civic responsibility, efficacy and personal growth among students. Participating departments include economics, English, food science and nutrition, physical education and kinesiology, political science, psychology and human development, and recreation administration. In 1999-2000, nearly 900 class members provided approximately 9,000 hours of direct service to the community. Unique to Class & Community Connections is the central leadership role that students play in the program. Trained student mentors assist in placing students in agencies, monitoring student progress, and leading reflective activities.

A number of departments have engaged informally in service learning in the majors through internships, senior projects, class projects, and action research. For example:

- Mechanical engineering students fulfill senior project requirements by creating adaptive devices for people with various disabilities.
- Biology students engage in environmental studies to complete senior project requirements.
- Accounting majors provide income tax preparation assistance to low-income community members.
- Psychology and human development and social sciences students intern with nonprofit human service agencies.
- Marketing classes create marketing plans for nonprofits, while graphic design students create promotional artwork for these agencies.
- Political science research classes engage students in action research addressing questions of interest to the community.

Cal Poly recognizes service learning among students, faculty, and community partners. Students who engage in service learning can include the time they have devoted to the community on their official university transcripts. Faculty and community partners are recognized for their work through awards presented by the university president. This past year, William Dexter, a faculty member in recreation administration, received the Distinguished Service-Learning Teaching Award.

In 1999-2000, Cal Poly hosted a “Service Summit,” which was the first step in a departure from the service-learning program’s sole focus on working with nonprofit agencies. Participants included local government officials and staff, student service program leaders, faculty, and top-level university officials. Organized by a student as her senior project, the Summit gave government officials an opportunity to talk about ways in which students could serve the community through their offices, and provided an opportunity for students to educate government leaders about the ways in which students are already serving. Many new service-learning opportunities surfaced, and the work of this Summit will continue as Cal Poly continues to expand its service-learning opportunities in the next year.
At CSU San Marcos, the Office of Community Service Learning (OCSL) is a resource for faculty members as they develop service-learning courses and partnerships with community organizations, through the Office of Academic Programs. The faculty director of the OCSL works with faculty to encourage their exploration of service learning as pedagogy and assists with curriculum design. The university-wide Service Learning Committee, which is appointed through the formal university process, advises and assists the development of service-learning philosophy, procedures, and programs.

During the past several years, the number of service-learning courses has steadily grown to approximately 70, spanning all three colleges and nearly all majors. This past year, along with many examples of innovation in service learning across the campus, a faculty member not previously experienced in service-learning methods taught a course in multicultural-American nonfiction writing through the Writing and Literature Program. Students interviewed recent immigrants and wrote testimonials exploring issues of identity and “Americanization.” Community participants in the project were extremely pleased with the outcomes. The instructor arranged for publication of some of the testimonials in a book titled Nation, Language, Culture: A Collection of Oral Histories and has just had a related paper accepted for publication.

The OCSL has a Community Partners Advisory Board, organized and facilitated by the OCSL director. Board members’ participation in service-learning partnership development is enthusiastic and growing. This past year, members helped plan the Volunteer Service Fair; spearheaded and staffed OCSL participation in the university’s orientation week to help students understand service learning; and contributed generously to the annual Celebration of Service event. Collaboration between university and community partners on these activities helps to facilitate linkages between community needs and academic course assignments, and contributes more broadly to building quality university-community relations.

The “Celebration of Service” is an annual event produced by the Office of Community Service Learning with the help of university- and community-based volunteers. The OCSL widely disseminates a call for nominations of students who performed outstanding volunteer service, and recognition awards are presented in a large public ceremony emceed by a local television personality. The selection process is a full evening event in itself, during which university staff, faculty, and students, community members, and former student award winners read the nomination stories and select the top winners for each of several age categories, from age five through adult. This heartwarming and inspiring event receives substantial press coverage. For the first time, the OCSL has obtained a grant from an external community foundation to continue to offer this event to the North County San Diego community. This and other activities will contribute to many new service-learning opportunities in the coming year.
Sonoma State University (SSU) has a long history of developing strong community partnerships and creating powerful community-based learning opportunities. In a recent needs assessment, faculty were asked to identify courses that have service-learning components and to define the support they would need to expand community service-learning opportunities. Through this assessment, 45 courses were identified, involving an estimated 900 students in more than 37,500 hours of community service learning.

The 45 service-learning courses are spread across all five schools, with specific courses in art, Chicano and Latino studies, communications, criminal justice, English, theater arts, business, education, geology, kinesiology, mathematics, nursing, anthropology/linguistics, environmental studies and planning, gerontology, history, political science, sociology, and women's and gender studies.

Also through the needs assessment, faculty at SSU expressed their hopes to have release time, mini-grants, and an office to support their service-learning efforts. In response to the faculty, the campus plans to open an office of community-based learning. This office will provide support for faculty, community agencies, and students in the development and implementation of service-learning opportunities.

Three new programs exemplify the effort at SSU to increase the opportunities for students to participate in community service learning. In all three examples the focus is on developing strong community partnerships that address community needs and learning outcomes. The first is a result of an AmeriCorps grant that supports students in five service-learning courses, where students make a two-semester commitment to a service-learning experience that is integrated into their coursework. Also, in a course offered through environmental studies and planning, students address environmental interests at Fairfield Osborn Preserve through an alliance of community and environmental interests. Intergenerational Dialogues, a course funded through a Learn and Serve America grant and offered through the gerontology program, brings college students and elders together at local care facilities.

Sonoma State University is committed to providing students increased opportunities to serve in their community to enhance student learning and support the development of engaged citizens.
Service learning has become part of the culture at CSU Stanislaus. The Center for Teaching and Learning has established a service-learning library and has organized many educational workshops to assist faculty with the development of service-learning courses. The Faculty Senate articulated its position on the need to support nonmandatory service experiences for students. The General Education Task Force has revised general education to include an option of either “global education” or “civic responsibility” as one of the requirements for all GE courses.

The College of Arts, Letters, and Sciences has made service learning an important part of the new Honors 2000 Program, the new Liberal Studies Blended Program, and the new Summit Program (an alternative to upper division general education). The interim dean from the College of Business is working with two additional faculty members to develop a chapter of Students in Free Enterprise (SIFE). The College of Education offers a Precollegiate Academic Development and America Reads project that provides 90 tutors to local public schools.

Two faculty members in chemistry developed a new service-learning course that involves students in the major tutoring new students. Service-learning courses developed in previous years continue to be offered in mathematics, communication, political science, public administration, criminal justice, sociology, English, and liberal studies.

Many community partnerships have been formed with local school districts and public and private agencies. Several examples include the Transitional Learning Center in Stockton, which provides educational opportunities for homeless children; the Bridge Project in Modesto, which provides a multitude of services for Southeast Asian immigrants; and the Hughson Homework Help Center, which provides tutoring services for middle school students in a local rural community.

CSU Stanislaus students provide many hours of service. In a recent survey of 582 students, 57 percent responded that they engaged in more than one form of community service; 27 percent indicated that they engaged in service learning; 29 percent in fieldwork; and 20 percent in an internship program. Students’ motivational factors varied as follows: 32 percent selected personal enrichment, 31 percent selected academic development, and 26 percent reported job skills as the primary reasons they served. Over 300 students provided more than 10,000 hours of service through the current service-learning program.

Thanks to the CSU systemwide support, the campus will open a service-learning office in November of 2000. This office will greatly enhance the quality of service learning at CSU Stanislaus.
CREATING A COMMUNITY OF PRACTICE

During the past year, CSU campuses built upon the momentum of their individual efforts to generate powerful models of intercampus collaboration in service learning. The CSU Office of Community Service Learning provided support and coordination for several collaborative events and initiatives, and secured additional resources to further develop a community of practice around community service learning in the CSU.

COLLABORATIVE EVENTS

Fourth CSU Colloquium on Community Service Learning
On September 30, 1999, faculty, students, and administrators from every CSU campus gathered at CSU Los Angeles for the fourth annual CSU Colloquium on Community Service Learning. This year’s topic—Responding to the Call: The Engaged Campus—provided an opportunity for campuses to discuss and take action on the calls to service set forth by elected officials, faculty members, students, communities, and leaders in higher education throughout the past year. Participants examined a series of topics, including: Understanding Californias Communities in the 21st Century; The Engaged Campus—The Governor’s Request; Student Leadership and Service Learning; and The Role of Technology in Advancing Our Work.

Institute on Service Learning Hosted by CSU Monterey Bay
In June and August 1999, CSU Monterey Bay (CSUMB) hosted its annual Summer Institute, Service Learning and Diversity: Building Authentic Partnerships. This institute was offered to faculty, community partners, and University Service Advocates, all of whom teach SL200, Introduction to Service in Multicultural Communities. This year, CSUMB opened its institute to participants from other CSU campuses. This was an exciting opportunity for faculty, student leaders, and community members to come together to experience some of the service-learning curriculum at CSUMB, and to work together to clarify learning outcomes and develop strategies for assessing student learning on issues of diversity in the community and the classroom.

Students in Free Enterprise (SIFE) Dialogue with CSU Executives and CEOs
On February 8, 2000, CSU presidents, provosts, deans of business, and service-learning coordinators from 19 campuses met with the board of Students in Free Enterprise (SIFE) to discuss links between community service learning and business education. Curt DeBerg, professor of accounting at CSU Chico, organized this event attended by nearly 100 individuals. SIFE’s mission is for college students to make a difference in their communities by completing community service projects that teach principles of business and economics. Eight CSU campuses—Bakersfield, Chico, Fresno, Hayward, Monterey Bay, San Bernadino, San Diego, and San Luis Obispo—host SIFE chapters. As a result of the meeting, CSU Sacramento committed to developing a SIFE chapter in the next academic year.
Student Leadership Forum Co-hosted by Humboldt State University and CSU Monterey Bay
On April 28, 2000, CSU Monterey Bay and Humboldt State University co-sponsored a systemwide gathering, Collaboration Forum: Student Leadership in Service Learning. The three-hour gathering, which was followed by a day of service, was hosted at CSU Monterey Bay. This collaboration forum provided an opportunity to hear directly from student leaders in service learning from seven CSU campuses about their roles and interest in service learning. Student leaders generated many ideas for how they might collaborate in the future. Suggestions included sponsoring a two-day conference to exchange campus models for involving student leaders in the facilitation of service learning; developing a listserv for students throughout the CSU; and offering a series of campus “open houses,” providing opportunities for students to observe other CSU programs in action. Participants from CSU Los Angeles offered to host the next forum.

Colloquium on Service Learning with Faith-Based Community Organizations
On May 16, 2000, representatives of higher education and community-based organizations met to discuss the dynamics and design of service-learning collaborations between institutions of higher education and faith-based organizations. The colloquium was sponsored by the Center for Community Service Learning at CSU Northridge, the CSU Office of the Chancellor, California Campus Compact, the Archdiocese of Los Angeles, the Valley Interfaith Council, and the Jewish Federation. Participants discussed their work and explored possibilities to develop new avenues of collaboration across disciplines, colleges, and communities.

Community Service-Learning Coordinators’ Retreat
From June 21-23, 2000, service-learning coordinators from 21 CSU campuses came together to reflect on their work to institutionalize service learning and to plan their collaborative work over the next year to fulfill the CSU commitment to increase the quality and quantity of service-learning opportunities. Coordinators reviewed the landscape of service learning in the CSU, shared strategies, discussed systemwide initiatives, made suggestions for the allocation of state funding for service learning, and proposed ways of working together over the next year.
INTERCAMPUS INITIATIVES

Working Groups on Community Service Learning
At the Third CSU Colloquium on Community Service Learning in 1998, participants identified a number of issues they believed should be explored on an ongoing basis to improve the quality of community service learning across the CSU. Out of these discussions, faculty members and program staff developed five working groups committed to:

- Assessing Student Learning in Service-Learning Experiences, facilitated by Seth Pollack, CSU Monterey Bay;
- Service Learning in the Hiring, Review, Promotion and Tenure (H RPT) Process, facilitated by Gerald Eisman, San Francisco State University;
- Authentically Addressing Issues of Diversity and Multiculturalism in Service Learning, facilitated by Kathleen Rice and Michelle Slade, CSU Monterey Bay;
- Expanding Circles of Support, facilitated by Chris Fiorentino, CSU Fresno;
- Supporting Service Learning in the Disciplines, facilitated by Leon Cohen, CSU Dominguez Hills.

With funding from the CSU Office of Community Service Learning, the working groups organized follow-up discussions, conducted collaborative research, and presented their findings at the 1999 Colloquium.

Student Leadership Development Collaboration Between Humboldt State University and CSU Monterey Bay
Building on a model of student leadership development initiated by CSU Monterey Bay called University Service Advocates, Humboldt State University implemented its Service-Learning Intern program. Students participating as Cocurricular Service-Learning Interns worked as program consultants to 15 community service programs. Students participating as Academic-Based Service-Learning Interns worked directly with faculty members to support the integration of service-learning pedagogy within each of the campus colleges. With funds from the CSU Office of Community Service Learning, faculty, staff, and interns from HSU collaborated with the CSUMB University Service Advocates to develop and enhance their respective programs. Additionally, in support of student leadership development across the CSU, they facilitated a series of workshops (at HSU and at CSUMB) on academically based service learning and on the development of community partnerships.
The Service-Learning Internet Community and Online Resources

Designed by service-learning faculty and program staff from five CSU campuses and the CSU Center for Distributed Learning, the Service-Learning Internet Community (SLIC) is an interactive database of service-learning information and pedagogical tools. Located at <www.slic.calstate.edu>, SLIC contains project information, news and events, sample policies, manuals, and other learning resources catalogued on an ongoing basis by faculty members, staff, and others from all CSU campuses. SLIC has been recognized as a national model for online community building among practitioners of service learning. SLIC is hosted by Humboldt State University and continues to grow daily as practitioners from around the world contribute to its database. Three campuses, Chico, Fresno, and Cal Maritime, received mini-grants from the CSU Office of Community Service Learning to further support the growth of SLIC.

The CSU Office of Community Service Learning also supports a listserv for CSU faculty, administrators, students, and community partners interested in community service learning. Participants share information, ideas, challenges, and resources about service learning within the CSU. The listserv also functions as a primary communication tool for the CSU Office of the Chancellor to announce funding, publication, and presentation opportunities and to update campuses on educational policy issues from local, regional, and national perspectives.

The CSU Community Service-Learning website <www.calstate.edu/tier3/csl> provides a comprehensive overview of the initiatives and programs going on throughout the CSU. It contains updates on systemwide initiatives, links to each CSU campus service-learning website, the CSU Strategic Plan for Community Service Learning, a calendar of activities, information on the CSU Advisory Group on Community Service, and much more.

INVST Program

The International and National Voluntary Service Training (INVST) program began its inaugural year at San José State University with support from the CSU Office of Community Service Learning. Scott Myers-Lipton, assistant professor of sociology, brought the INVST program to San José State University from Saint Mary's College and the University of Colorado at Boulder, where he founded the program. INVST is a two-year leadership program designed to develop well-informed citizens who are trained as leaders to analyze and solve community problems. Service learning is a major strategy used throughout the program. The program includes four courses and service-learning labs and two summer service projects. As the INVST program develops at SJSU, Myers-Lipton hopes to expand the program to other interested CSU campuses.

Community Service-Learning Video

In an effort to document the impact that service learning is having on CSU students, faculty members, community partners, and the university, a team of faculty from San Diego State University received funding from the CSU Office of Community Service Learning to develop a video on community service learning in the CSU. Over the course of many months, Charles Hohm, associate dean and professor of sociology, Carol Martori, lecturer in the department of sociology, and Paul Sargent, lecturer in the department of sociology, conducted 35 interviews at five campuses and other national meetings, resulting in over 70 hours of videotape. In addition to producing a 15-minute video on service learning in the CSU, to be completed in the fall of 2000, their efforts have resulted in a rich library of video and audio recordings about service learning throughout the CSU. This archive contains a wealth of information for future service-learning projects and is accessible to all CSU campuses.
AWARDS AND RECOGNITION

During this past year, individuals and institutions throughout the CSU were recognized with local, regional, and national awards for their outstanding efforts in community service learning.

National Make A Difference Day Award
In April 2000, USA Weekend, a Gannett Company magazine with a national circulation of 42 million, honored the CSU with a California regional award for the system’s community service activities on National Make A Difference Day 1999. In October, approximately 5,500 students from campuses throughout the CSU took part in this national day of service impacting over 20,000 Californians. The award was co-sponsored by the Points of Light Foundation and Wal-Mart, and CSU donated the proceeds of its award to Jumpstart, a nonprofit organization that engages college students in service to assist young children in preparing to enter school.

Students That Are Recognized for Service (STARS) Awards
In September 1999, the CSU Office of the Chancellor invited campuses to celebrate and reward the efforts of students involved in community service and service learning across the CSU. Campuses nominated outstanding students who have made significant contributions to the community through community service or service learning, and one student from each campus received the CSU STARS Award.

Thomas Ehrlich Faculty Award
Dr. Kathleen Rice, from CSU Monterey Bay, was among 11 finalists for the Sixth Annual Thomas Ehrlich Faculty Award for Service Learning presented each year by Campus Compact. According to CSU Monterey Bay President Peter Smith, “Dr. Rice is an inspiring service-learning instructor, a scholar committed to the integration of service-learning and multiculturalism, and a leader and mentor to students and faculty alike.” This year more than 80 educators were nominated for this prestigious award.

Howard R. Swearer Student Humanitarian Award
A student from San Francisco State University, Cecilia Shepard, was one of five national recipients of an award presented annually by Campus Compact to students who have demonstrated outstanding service efforts. Shepard has been a driving force for the Hayes Valley Residential-Learning Center development, a project of the San Francisco Housing Authority. “This award isn’t just for me,” Shepard said, “It’s for all the people on the board and at the Housing Authority and the university who have stuck with this development to make it work.”
ON THE HORIZON

Building on the successes of several models of interdisciplinary and intercampus collaboration, and responding to developments across California in the areas of health, the arts, and technology, the CSU has forged several new strategic partnerships to support innovation in community service learning in the coming years. Many ideas and initiatives have emerged from these partnerships, and with continued support and coordination across the CSU, plus funding from several major partners, several exciting programs are beginning to form.

CSU Awarded First Systemwide AmeriCorps Grant

The CSU was recently awarded its first systemwide AmeriCorps grant from the California Commission on Improving Life Through Service (CILTS). The grant, totaling $434,000 in the first year, will support the new Service Learning for Family Health program (SLFH). The mission of SLFH is to develop and support community-university partnerships that directly address the health and human service needs of children and families, enhance the quality of student learning, and promote an ethic of service. During the 2000-2001 academic year, over 80 students from Dominguez Hills, Northridge, San Francisco, San Jose, and San Luis Obispo will participate in these partnerships.

CSU Awarded First Systemwide Learn and Serve America Grant

The Corporation for National Service recently awarded a three-year grant to the CSU to support campus-based and systemwide institutionalization of community service learning. This $350,000 grant will be used each year for three years to support campuses as they work toward achieving the goals outlined in the CSU Strategic Plan for Community Service Learning. Each campus will be funded to develop Strategic Action Teams, to assess current efforts, and to develop and implement plans of action to institutionalize community service learning.

Linking Service Learning and the Visual Arts

Through a new partnership between the J. Paul Getty Trust and the CSU — Linking Service Learning and the Visual Arts— six CSU campuses will receive funding to foster a better understanding of, and commitment to, service learning in the visual arts. Based on several elements of the Getty Grant Program’s Los Angeles Multicultural Internship program, service-learning courses will be developed by faculty from CSU campuses in Dominguez Hills, Fullerton, Long Beach, Los Angeles, Northridge, and Pomona with the community partners of the Getty.
A Model Service-Learning Faculty Development Program

Faculty members and program directors from Cal Poly San Luis Obispo and CSU Fresno developed a joint proposal to pilot: A Model Service-Learning Faculty Development Program. With support from the CSU Office of Community Service Learning and the CSU Institute for Teaching and Learning, this program contains three primary components: the creation of a service-learning faculty mentor position; a seminar offered by the service-learning faculty mentor to prepare new faculty to teach service-learning courses; and the dissemination of the model across the CSU.

MCI WorldCom and Campus Compact Fund Campuses to Bridge the Digital Divide

In May 2000, CSU Northridge and Sonoma State University each received a grant, from among 20 grants awarded nationwide, to support partnerships that help to bridge the digital divide. With approximately $40,000 per year, renewable for up to five years, each university will partner with schools and community learning centers to teach children in low-income communities about technology and science. CSU Northridge will collaborate with Community Charter Middle School to establish a computer laboratory where 300 sixth and seventh graders and their families can develop computer and Internet skills. Sonoma State University will collaborate with Solano Community College, Mare Island Technology Academy, and the Institute for Computer Technology and Resources for Innovation, to create a model middle- and high-school curriculum that integrates technology with service learning.

CONCLUSION

As these pages have shown, the CSU is making significant progress toward the goals outlined in the 1997 Strategic Plan for Community Service Learning. Through the unwavering commitment to service by CSU faculty members, program directors, administrators, students, and community-based partners, the CSU has become a national leader in developing mutually beneficial, sustainable partnerships between institutions of higher education and communities.

As the new century unfolds, bringing with it many new challenges and opportunities, the CSU will continue to collaborate across campuses to develop models of community service learning to meet the evolving needs of our students and our communities.
**CSU Service-Learning Contacts for 1999-2000**

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<th>Location</th>
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