

# Service-Learning Infrastructure Development Initiative

## ALLOCATION PROCESS 2006/07

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### BACKGROUND

In March 2000, the California State University Board of Trustees passed a landmark resolution in response to a request from the governor for a community service requirement for all students in California's public institutions of higher education. In a strong display of support for community service learning, the CSU Board of Trustees' resolution called for the chancellor and each CSU president to "ensure that all students have opportunities to participate in community service, service learning (deemed academically appropriate by faculty), or both." Since 2000/01 fiscal year (FY), the CSU has allocated \$7.7 million to help develop new service-learning courses or expand service-learning offices on all CSU campuses.

During this remarkable six-year period, all CSU campuses have been successful in creating courses with new service-learning components and strengthening service-learning infrastructure. For instance, the number of service-learning opportunities offered in 2005/06 academic year has more than doubled since 2000. The enthusiasm, creativity and diligence with which campuses approach this initiative demonstrate the clear commitment the CSU has made to expanding service-learning opportunities for students.

In order to continue to build upon past successes, \$1.1 million is available to 23 campuses for the 2006/07 academic year to support service-learning strategic planning and infrastructure development. *Please note: This year there are some changes to this initiative, particularly to campus efforts and accountability.*

### AVAILABILITY OF FUNDS

Up to \$48,000 is available to each campus to support the campus service-learning office. Funds can be used to aid in building and advancing infrastructure so that each campus develops at a minimum an office that has a full-time equivalent director, a community partner liaison, administrative support and office space and equipment. Additionally, funds can be used to pay for the strategic planning process that each office is being asked to undertake.

If the service-learning director position is not currently filled, the campus is not eligible to receive funding at the present time. The campus can submit an application describing its process and timeline for when a new director will be recruited and selected. Once the director position is filled, the amount of the annual allocation will be determined. In some cases, if the position has not been filled for an extended period, a pro-rated allocation will be considered.

### EFFORTS FOR THE 2006/07 ACADEMIC YEAR

For the 2006/07 academic year, the focus for this initiative has three main elements along with other campus-based goals:

- Creation of a new strategic plan for the service-learning office.\*
- Assessment of emerging infrastructure needs to be completed in conjunction with the strategic planning process.
- Development or expansion of infrastructure.

Funding requests should assist campuses in reaching these goals.

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- \* If you have undergone a strategic planning process within the past two years and have a current plan that is current through 2008, this stage is not required. Instead, the initiative leader is asked to identify the top two to three implementation efforts for the coming year.
- \* The Chancellor's Office will also be providing some additional resources for strategic planning. More information will be available in September 2006.

## SYSTEMWIDE ACCOUNTABILITY

As a result of the trustees' resolution and the designated state funding, the CSU is committed to the following:

- Offering service-learning opportunities to at least 15 percent of the CSU student population.
- Maintaining a service-learning office on each campus.
- Increasing the number of students involved in service learning and community service each year, so that eventually all students will have an opportunity to participate in service prior to graduation.
- Endorsing campus efforts to make service an expectation, condition or requirement for the undergraduate experience.
- Seeking \$1.1 million from foundations and federal grants over the next year to augment the state funding for service learning.
- Reporting on an annual basis to the Board of Trustees on our efforts to achieve these goals.

## CAMPUS ACCOUNTABILITY

To meet our systemwide accountability commitments, it is necessary for all campuses to report on their progress to achieve specific measurable goals, including the completion of strategic plans and assessments of infrastructure needs. A progress report from the initiative leader will be requested in **January 2007**. A final report must be submitted by **June 29, 2007**.

Your campus must be prepared to report on:

- Number of courses with new service-learning components developed.
- Number of courses with service-learning components offered in the 2006/07 academic year, reported through the Academic Planning Database (APDB).
- Efforts to secure additional resources to sustain service learning.
- Development or implementation of a strategic plan, with an explanation of the role the service-learning office will play in a broader community engagement agenda.
- Assessment of emerging infrastructure needs after the strategic plan is conducted.
- A budget report that accurately details expenses for the California's Call to Service and campus matching funds.
- Utilization of most of the allocation funds during the current fiscal year. If the service-learning program rolls over more than 25 percent of the California's Call to Service allocation (does not pertain to match rollover), a justification will be needed as to why those funds were not spent in the fiscal year in which it was budgeted. In some cases of repeated rollovers, the Chancellor's Office will assess future campus allocations to determine an appropriate amount.

## STATEMENT OF INTENT

Each campus has an opportunity to request up to \$48,000 through a Statement of Intent. Campuses must commit an institutional match of 25 percent of the funds requested, which may be cash or in-kind. The Statement of Intent must be received in the Chancellor's Office by 5:00 p.m., Friday, September 29, 2006.

As mentioned earlier, if the service-learning director position is not currently filled, the campus is not eligible to receive funding at the present time. The campus can submit an application describing its process and timeline for when a new director will be recruited and selected. Once the director position is filled, the amount of the annual allocation will be determined. In some cases, if the position has not been filled for an extended period, a pro-rated allocation will be considered.

## STATEMENT OF INTENT OUTLINE

The complete Statement of Intent application should include: 1) a letter of support from your president; 2) signed cover page by the initiative leader; and 3) the Statement of Intent narrative, which includes your Budget Form.

The narrative should include the items below:

### 1. Strategic Plan – Preplanning or Implementation

A full description of the outcomes for the strategic planning process is attached in Appendix A.

- Describe which campus and community constituencies will conceptually shape and actively contribute to the strategic plan development. Will your office utilize the sample model of a design team described in Appendix A? Will there be a broader group of participants, including campus leaders, who will provide feedback on the development of the plan? (You do not need to provide names of people, but rather the roles those people play.)
- Based on other strategic planning processes that you have been a part of (or heard about), **what format** do you think might work well for your office (all day retreats vs. two-hour lunches)? The outlined process may change as you receive group input, but we want a general sense of the structure you are considering.
- If you have undergone a strategic planning process within the past two years and have a current plan that is current through 2008, this stage is not required. Instead, the initiative leader is asked to identify the top two to three implementation efforts in the coming year. Additionally, please send a copy of your strategic plan with your Statement of Intent.

### 2. Assessment of Emerging Infrastructure Needs

You do not need to address this section as part of the Statement of Intent, however, the initiative leader will be asked to provide full responses to this section at the end of the year. For more information, please visit Appendix A.

### 3. Other Goals and Priorities for 2006/07 Year

Articulate two to three specific campus goals for the coming year. Infrastructure development, curriculum development and partnerships with other campus programs are a few examples of suitable goals and priorities.

If the service-learning director position is not currently filled, the campus contact should describe in this section the campus' process and timeline for recruiting and selecting a new director. Once the director position is filled, the amount of the annual allocation will be determined. In some cases, if the position has not been filled for an extended period, a pro-rated allocation will be considered.

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## BUDGET FORM - GUIDANCE AND INSTRUCTIONS

Each campus is asked to initiate its 2006/07 infrastructure development activities during the academic year and complete its activities by December 31, 2007. Thus campuses awarded California's Call to Service funds will be required to carry forward any remaining funds from 2006/07 FY in order to fulfill the commitments associated with the 2006/07 infrastructure development activities.

Please complete the enclosed Budget form by allocating your California's Call to Service (CCS) Initiative funds for 2006/07 FY, any CCS Initiative rollover funds from 2005/06 FY, as well as your budgeted campus match from 2006/07 FY by using the categories identified on the Budget form. The amount of your rollover funds can be found in the 2005/06 printable CCS report. Please round to the nearest dollar. This form is also available online at

[www.calstate.edu/csl/initiatives/infra\\_development.shtml](http://www.calstate.edu/csl/initiatives/infra_development.shtml).

## BUDGET NARRATIVE COLUMN

In the budget narrative column, please provide information for all items so that the Chancellor's Office can understand the basis for your request. For example, if one of your categories is "personnel: faculty and staff salaries," include the position, title, annual salary and percentage of time. Another example is using the category – "Operating Costs: Supplies and Services" – include the item, purpose and calculation. For a sample budget narrative, visit:

[www.calstate.edu/csl/initiatives/documents/sample\\_budget\\_narrative.xls](http://www.calstate.edu/csl/initiatives/documents/sample_budget_narrative.xls).

## IMPORTANT DATES

- **Friday, September 29, 2006:** Statement of Intent, including a letter of support from your president, must be received.
- **Friday, October 13, 2006:** Campus receives notice about allocation amount.
- **January 2007:** Campus Progress Report must be provided. It is expected that your strategic planning process should be well underway.
- **May 2007:** Strategic Plan should be completed and signed off by your provost or vice president for student affairs, whichever division the office is located in.
- **June 2007:** Assessment of Infrastructure Needs should be completed, and responses will be submitted as part of the Campus Final Report.
- **Friday, June 29, 2007:** Campus Final Report must be submitted.

## SUBMISSION AND INQUIRIES

The Statement of Intent must be received in the Chancellor's Office by **5:00 p.m., Friday, September 29, 2006**. Electronic submissions will also be accepted. Facsimiles will not be accepted. Your Statement of Intent can be e-mailed or mailed to:

### Season Eckardt

Administrative Director of Community Service Learning  
CSU Office of the Chancellor  
401 Golden Shore, 6th Floor | Long Beach, CA 90802-4210  
[seckardt@calstate.edu](mailto:seckardt@calstate.edu)

If you have questions regarding this initiative, please contact Ms. Eckardt at 562-951-4787 or [seckardt@calstate.edu](mailto:seckardt@calstate.edu).

## APPENDIX A -STRATEGIC PLAN GUIDANCE

Since 2003, the community engagement<sup>1</sup> (also referred to as civic engagement) movement has taken hold and expanded the roles of service-learning offices in higher education throughout the nation. Recently, the Carnegie Foundation for the Advancement of Teaching and Learning established a Community Engagement elective classification that offers institutions the opportunity to connect and document their ethos and efforts to community engagement in four key categories – 1) Institutional Identity and Culture; 2) Institutional Commitment; 3) Curricular Engagement; and 4) Outreach and Partnerships. Several CSU campuses are a part of the first round of applicants, and the Chancellor's Office believes that a number of other campuses are well-positioned to apply for future rounds. Additionally, in the CSU, we are seeing a wide array of signs that point to an expansion of service learning toward community engagement. For instance, some service-learning offices have changed their name, launched new efforts (e.g., economic development) and expanded their work with faculty to integrate engagement activities into teaching, research and service.

The CSU Chancellor's Office recognizes the expansion of this work and has committed to developing a new community engagement agenda. It is expected that there will be emphasis on community engagement in the new CSU-wide strategic planning initiative, and the Office of Community Service Learning will also be going through a complementary and connected planning process.

The Office of Community Service Learning in the Chancellor's Office values having a clear understanding of how our collective visions, goals and strategies connect with and diverge from one another. Therefore, we are asking all service-learning offices to conduct their own strategic planning process.

If you have undergone a strategic planning process within the past two years and have a current plan that is current through 2008, this stage is not required. Instead, the initiative leader is asked to identify the top two to three implementation efforts for the coming year.

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<sup>1</sup> There are several definitions for community engagement, and each campus has its own prerogative to develop a contextual definition that represents the culture of the campus and community. The Chancellor's Office is using a definition from the Carnegie Foundation for the Advancement of Teaching and Learning – "Community Engagement describes the collaboration between higher education institutions and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity."

## STRATEGIC PLANNING PROCESS

The Chancellor's Office is invested in the final product that your office will create, however, we also place high value on creating an intentional process that helps build relationships and partnerships among the participants. Below are some strategic planning principles that we hope you will practice.

- An intentional and extended design process that provides adequate time for reflection and for following up on ideas and next steps that emerge from the various conversations.
- A range of feedback from a diverse set of community and campus stakeholders that include your usual partners, some newer voices and perhaps those who have not always been enthusiastic champions for your office. One possible mode is a three-tier approach:
  - 1) **Strategic Planning Design Team** – A working group of people who will be responsible for crafting the process, compiling notes from meetings, preparing a draft strategic plan based on the various conversations and adjusting the process as necessary. This core group may range from four to five people, and include a student, a community partner and a faculty member in addition to staff from the service-learning office. This team will not necessarily make final decisions on what goes in the plan.

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- 2) **A broader group** who has worked with the service-learning office on policies, projects and other efforts. This group of individuals will consistently participate in ongoing conversations. You may want to include people in this group who have not always been supportive of the office. It is recommended this group also be reflective of the diverse stakeholders in the work of your office.
  - 3) **Other individuals** who play an important role on campus and in the community. Your president, deans of colleges and community members are some of the possibilities. These people will provide input on a limited basis and may participate in some of the large group or subcommittee conversations.
- A clear, agreed-upon decision-making process. Those involved in the process will need to discuss how decisions will be made and who will make those decisions.
  - A well-thought-out plan for ways to communicate to those who played different roles in the process about the progress of the plan as well as ideas for how to monitor and evaluate the success of the plan.

## FORMAT

The Chancellor's Office is interested in a basic format for the strategic plan, and your office is welcome to add other elements. The strategic plan should reflect a mission statement and priorities for at least the next two years, but no more than five years, for the service-learning office.

- **Vision Statement** can include identification of values and guiding principles.
- **Core Goals** for the service-learning office. *Each office should be able to consider and articulate its role in supporting a broader engagement agenda.*
- **Short-term and long-term strategies** for realizing the vision and core goals of the office. With each strategy, you will want to indicate a timeframe ( to be accomplished in the first six months, Year 2, etc.)
- **Leadership** – Who will be responsible for moving forward these goals and strategies?
- **Integration to Campus Priorities**
  - As part of the strategic planning process, there should be discussion with key leaders to learn about their priorities for the campus and how service learning and civic engagement efforts could play a role in fulfilling those priorities. The campus president, provost, vice president for student affairs, student leaders and chair of academic senate are some possible leaders.
  - After the discussion, the strategic planning design team, or the broader group, should discuss how the vision and goals for the service-learning office overlap with campus priorities. Are there ways to bolster this connection?
- **Integration to Community Priorities** - How is the new strategic plan responsive to community priorities, current issues and strengths?

## **ASSESSMENT OF INFRASTRUCTURE NEEDS**

In conjunction with the strategic planning process, all service-learning offices will conduct an assessment of current and emerging infrastructure needs (staffing, office space, etc.) by addressing the following questions:

- What is the current office staff and budget?
- If the office does not yet have a full-time equivalent director, is a full-time equivalent director warranted? If so, what steps can be taken to ensure adequate staffing needs?
- Are there adequate resources to accomplish the vision, goals and strategies of the new strategic plan?
- Does the office receive a fair balance of resources between university, external and the Chancellor's Office? Explain.
  - If the office is primarily supported by external and Chancellor's Office resources, what incremental steps will be taken over a two- to three-year period to ensure that some of this support is shifted to the campus?
- Is a transition plan in place if the current director leaves his/her position?

## **PROVOST AND/OR VICE PRESIDENT OF STUDENT AFFAIRS INVOLVEMENT**

The strategic plan and assessment should be signed off by either the provost (vice president for academic affairs) or the vice president for student affairs, whichever division the office is located in. The Office of Community Service Learning in the Chancellor's Office will compile campus results from both products and share the trends and ideas with CSU campuses and a national audience. If the service-learning program is a shared partnership between Student Affairs and Academic Affairs, then both division leaders should sign off on the documents.

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### COVER PAGE

**Campus:** \_\_\_\_\_

Please list below the name and contact information of the leader for this initiative. This individual will be responsible for submitting on-time reports and responding to all requests for information from the Chancellor's Office. If reports are not submitted in a timely fashion, there may be implications for future allocations and subgrants.

**Contact Name:** \_\_\_\_\_

**Department/Title:** \_\_\_\_\_

**Campus Address:** \_\_\_\_\_

**Campus Phone:** \_\_\_\_\_ **Fax:** \_\_\_\_\_

**E-mail:** \_\_\_\_\_

#### *Infrastructure Development*

Requested dollar amount for infrastructure development of service-learning office (up to \$48,000 is available):

\$ \_\_\_\_\_

Dollar amount of institutional match (at least 25 percent) supporting this Initiative:

\$ \_\_\_\_\_

**Total Amount Supporting this Initiative:** \$ \_\_\_\_\_

**Initiative Leader Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_