The Willamette University motto, “Not unto ourselves alone are we born,” is a guiding principle which captures the essence of our distinguished university. It speaks to our commitment to community service, to the extraordinary collaboration between students, faculty, and staff as well as to the University’s tradition of civic engagement. These values have defined Willamette’s culture for nearly 175 years.
By the numbers

Willamette University provided 72,386 hours of service in 2015-2016!

Total Hours Reported:
- Undergraduate Student: 41,077
- Graduate Student: 16,194
- Faculty: 2560
- Service Learning Courses: 12,555

$1,705,000 in private sector value of service completed in 2015-2016, calculated through standards set by the Corporation for National and Community Service.
During the 2015-2016 school year, undergraduate students volunteered at a variety of both local and national organizations, including area schools, food distribution sites, retirement centers, organizations for people with disabilities, and animal rescue and therapy centers, among many others. Graduate students contributed their skills throughout the community as well, with College of Law students volunteering pro bono work for low-income families and non-profit agencies and Atkinson Graduate School of Management students assisting local and regional businesses and non-profits.

The Willamette Community impacts more than

128 organizations nationwide.

- 72 community organizations in Salem, OR
- 24 community organizations in cities throughout Oregon (not including Salem)
- 32 community organizations in cities located throughout the United States
Community Engagement Scholars

Community Engagement Scholars are students selected to assess community needs specific to the area of K-12 education and to encourage Willamette student participation in service addressing these needs. Community Engagement Scholars contribute research, outreach, capacity building, program development, and academic service-learning support for the Community Service Learning office over a two-year term.

This opportunity is intended to help students develop what Harry Boyte (2008) terms “civic agency,” by creating spaces for students to practice this through leadership on campus and in communities. These spaces can be understood as civic practices that empower students to mentor, support, and mobilize others to tackle real-world problems in a sustained and ongoing way throughout the cultural and academic life of civic engagement programs. This entails offering campus-community leadership initiatives and community-based research projects, and engaging alumni in meaningful ways.

Community Engagement Scholars have access to training, conferences, and other professional development opportunities, and will better hone their capacity, confidence, and experience as leaders in the public service sector. The immediate charge for the scholarship and outreach of these positions is the topic of education and capacity building for an enhanced partnership between the Salem-Keizer Education Foundation (SKEF) and Willamette University.

Responsibilities of these positions include research, assessment, and outreach activities which should ultimately lead to improved alignment among existing service-based, education-oriented programs, increased capacity via generation of additional programing as needed, and increased volunteer recruitment. Community Engagement Scholars’ efforts generate increased interest, follow-through, and sustained engagement for volunteers.

In the Spring of 2016, Community Engagement Scholars focused on evaluation of service-oriented, educational-based programs and organizations at WU to develop a holistic understanding of efforts, awareness, contributions, motivations, and potential. Going forward they will develop strategies to increase volunteer capacity and participation.

3 students were selected as Community Engagement Scholars in November of 2015.

3 students were selected as Community Engagement Scholars in November of 2015.
What is service-learning?

Service-learning is a method of teaching based on the principle that community involvement is an invaluable component to a student’s educational experience. The collaboration of those involved in service-learning: faculty member, student and community partner, and the insight shared between the three, creates an effective forum for learning by bringing to life theory explored in the classroom, exemplifying Willamette’s mission, “knowledge into action”. Not only does this methodology of teaching enhance the overall educational experience of Willamette University students enrolled in service-learning courses, it also makes a positive impact on the wellness of our Salem community. A healthy collaboration between community partners, Willamette faculty, and university students to tackle specific social issues in Salem through service-learning can be a mutually meaningful and mutually beneficial experience.

What qualifies as a Community Service Learning Designated Course at Willamette University?

In order to be eligible for approval, a course must meet the following criteria:

- The service meets or addresses a community-defined need.
- The service experiences are incorporated in course learning objectives.
- Students carry out at least 10 hours of service per semester.
- The course provides structured opportunities for guided reflection.
- At least 15% of the course grade is based on assignments that link the service to academic content of the course (rather than having an hours requirement that rests “on-top” of a pre-existing course structure.)

4 designated service-learning classes
8 classes which incorporate service
273 students
12,555 hours of service
7 disciplines
- Exercise science
- Psychology
- Interdisciplinary
- Rhetoric
- Religion
- Sociology
- English Language/ American Studies (ELAS)
# Service-Learning Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Students</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise Science 358: Aging, Health, and Physical Activity</td>
<td>Fall</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Psychology 498W: Senior Internship in Psychology</td>
<td>Fall</td>
<td>29</td>
<td>4350</td>
</tr>
<tr>
<td>Interdisciplinary 205: Chemawa Indian School Partnership</td>
<td>Fall + Spring</td>
<td>24 (Fall) + 25 (Spring) = 49</td>
<td>960 (Fall) + 1000 (Spring) = 1960</td>
</tr>
<tr>
<td>Psychology 340: Psychology of Learning</td>
<td>Fall + Spring</td>
<td>18 (Fall) + 42 (Spring) = 60</td>
<td>270 (Fall) + 630 (Spring) = 890</td>
</tr>
<tr>
<td>Sociology 495: Internship in Sociology</td>
<td>Fall + Spring</td>
<td>10 (Fall) + 3 (Spring) = 13</td>
<td>1200 (Fall) + 360 (Spring) = 1560</td>
</tr>
<tr>
<td>English Language and American Studies 370: Poverty Alleviation</td>
<td>Fall</td>
<td>13</td>
<td>1456</td>
</tr>
<tr>
<td>Interdisciplinary 215: Willamette Academy Service Learning</td>
<td>Fall</td>
<td>15</td>
<td>600</td>
</tr>
<tr>
<td>Rhetoric 221: Designing Persuasive Campaigns</td>
<td>Spring</td>
<td>21</td>
<td>945</td>
</tr>
<tr>
<td>Religion 334: Liberation Theology and Social Change</td>
<td>Spring</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>Religion 252: Soul Food—Eating and Drinking in Western Religion</td>
<td>Spring</td>
<td>16</td>
<td>72</td>
</tr>
<tr>
<td>Sociology 358: Black Lives Matter</td>
<td>Spring</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>Psychology for Sustainability Project</td>
<td></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>273 students</td>
<td>12,555 hours</td>
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</table>
Service-Oriented Student Organizations

**SEXUAL ASSUALT RESPONSE ALLIES (SARA)**
SARA provides a safe group of trained volunteers to which survivors of sexual assault and their allies can go to seek support, advocacy, and information.

**BEST BUDDIES**
Best Buddies is an international college based volunteer program designed to promote one-to-one friendships between college students and people with developmental disabilities. Each College Buddy is asked to see his/her Buddy once a month and call or write once a week. In addition, pairs participate in monthly group activities.

**ENVIRONMENTAL (ECOS)**
Through cooperative outreach to students, faculty and alumni who are affiliated with various academic disciplines represented at WU, ECOS aims to foster environmental awareness, continued environmental education, and environmental career opportunities.

**BURNING BRIGHT**
Burning Bright provides a variety of opportunities to volunteer with children with serious illnesses such as service at the hospital, fundraisers, organizational events and specialized camps.
Service-Oriented Student Organizations

**ZENA FARM CLUB**
The Zena Farm Club collaborates ideas and works on Zena Forest and Farm. In 2008 the university purchased this land, entering a conservation easement which protects property from development, promotes conservation efforts, and supports sustainable forestry.

**FOOD RECOVERY NETWORK (FRN)**
It is the mission of the FRN at Willamette to fight food waste and hunger in the Willamette Valley by recovering surplus perishable food from our campus and donating it to people in need in our community.

**COLLEGES AGAINST CANCER**
Colleges Against Cancer gives students the opportunity to combat cancer on their campus while uniting with other chapters nationwide. Students can make an impact nationwide, as well as within the Salem Community.

**WILLAMETTE EMERGENCY MEDICAL SERVICES (WEMS)**
Willamette University Emergency Medical Services (WEMS) is a professionally licensed EMS agency in the State of Oregon, providing Basic Life Support (BLS) to students, faculty, staff, and guests of the Willamette community.
Language In Motion

Language in Motion is a volunteer program for study abroad returnees, international students and language assistants to create language and culture activities for presentations in public school classrooms in the Salem-Keizer community. It is a way to interact with the local community and share knowledge of a different language or culture with school-aged children. When possible, study abroad returnees from a country/region are paired with an international student from that country/region. Guest presenters share language and culture with local students and teachers, meet and collaborate with other members of the WU community who share similar interests, interact with local elementary, middle and high school students and teachers, gain valuable teaching and presenting experience, and positively affect the lives of children in the Salem community.

Language In Motion Schools
- Howard Street Charter School
- Judson Middle School
- Stephens Middle School
- Waldo Middle School
- Walker Middle School
- McKay High School
- North Salem High School
- South Salem High School
- West Salem High School
- Japanese Studies Student Leaders (WU)
- Institute of Continued Learning (WU)
- Chemeketa Community College

Completed Programs 2015-2016
- 196 total hours total hours served
- LiM Presentations - middle school, high school, community college, and retired continued learning
- Teacher professional development in groups - Spanish conversations, COFLT, French Day
- Language Assistant Forum
- Advisory Meeting
- LiM-led Community Service Learning leader workshop
The Bush Elementary School - Willamette University Tutoring and Mentoring Program is a student-led partnership program with Bush Elementary School. Bush Elementary School serves approximately 320 students and is located next to the Willamette campus in a low-income neighborhood, and eighty-two percent of Bush Elementary students are enrolled in the free/reduced lunch program. In 2014-2015, 65.1% of Bush students did not meet state standards in Science on the OAKS assessment, while 68% and 78% did not meet state standards on the new Smarter Balance assessment in English and Math, respectively (ODE Report Card). Tiger Club provides afterschool enrichment and mentoring to students, a program which Bush Elementary could not provide due to budget cuts.

**Program Outcome Goals 2015-2016**
Receive positive feedback in the assessments, make learning fun and encouraging, encourage volunteer development, increase reading comprehension, transform bookcart into “library”, develop nutrition aspect/healthier snack, increase WU club involvement

**Co-coordinator Goals**
Learn leadership skills and how to manage a classroom setting, clarify expectations

**Volunteer Goals**
Learn leadership skills, support students as a mentor, assist the co-coordinators, learn how to instruct students’ behavior and expectations

30 student volunteers served as afterschool program volunteers!
Service Saturdays

The Office of Community Service Learning offers weekly service events led by a small team of students, Community Service Learning Coordinators (CSLCs). The aim of these projects is to help fulfill an immediate need in the community and engage Willamette students in fun and rewarding volunteering projects.

Service Saturday Organizations:
- First United Methodist
- Habitat for Humanity
- Joys of Living Assistance Dogs
- Salem Keizer Education Foundation
- Family Building Blocks
- Boys & Girls Club
- City of Salem Parks
- HOME
- Mission of Hope
- Hispanic Heritage
- CAHS
- Salem Saturday Market
- Salem Audubon Society
- AC Gilbert House
- Turtle Ridge
- Salem Interfaith Hospitality Network
- Union Gospel Mission
- McNary Tutor
- Friends of Trees
- Immigrant Action Day
- Library—Kids Unplugged
- St. Mark Lutheran Church

Every weekend in the 2015-2016 academic year, groups of Willamette volunteers, led by CSLCs, went out into the community to serve a variety of charitable organizations. In the past year, the Office of Community Service Learning weekend projects have included painting walls, serving meals, and distributing food. Service projects are organized by the CSLCs, and include educational and reflection components to help highlight the larger issues being addressed. All Willamette students are invited to attend weekend service events, and in the 2015-2016 academic year the Willamette community served 1283.5 service hours.
Service Saturday Analysis

<table>
<thead>
<tr>
<th>Year</th>
<th>Hours</th>
<th>Organizations</th>
<th>Students</th>
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<tbody>
<tr>
<td>Fall</td>
<td>355</td>
<td>11</td>
<td>96</td>
</tr>
<tr>
<td>Spring</td>
<td>928.5</td>
<td>21</td>
<td>200</td>
</tr>
<tr>
<td>Total</td>
<td>1283.5</td>
<td>32</td>
<td>296</td>
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What Students Are Saying

“I learned that there is a pretty cool group of people that go out and do service projects every week”

“[I learned] that there is a definite problem in the Salem area with food availability…but also that there are organizations that exist that are trying to remediate that and we can help a little by participating in their events”

“I just love direct service and getting to talk to all the [community participants]”

“I learned that SKEF [Salem Keizer Education Foundation] has more events and ties to the community than I previously thought”

“It would be cool to have more people from Willamette come out and volunteer”
MLK Day of Service: Into the Streets

In honor of the Rev. Dr. Martin Luther King, Jr.’s life and legacy, Willamette University students and staff annually dedicate an afternoon to serving their communities in late January. For this MLK Day of Service “Into the Streets” event, the University cancels afternoon classes in order to lessen scheduling conflict and encourage participation. Volunteers serve for three hours in a variety of capacities at different organizations, including sorting and repackaging food, building houses, clearing trails, and cultivating gardens. “Into the Streets” is part of a larger campus-wide celebration of Dr. King and his commitment to social justice and devotion to service, including an open mic, related convocations, and renowned speakers.

2016 Partner Organizations
- SKEF
- Union Gospel Mission
- Marion Polk Food Share
- Habitat for Humanity
- Horses for Hope
- Salem Audubon Society
- Red Cross
- Chemawa Indian School
- City of Salem Parks

180 students served
540 hours during 2016 Into the Streets
NSOCO is a five-day pre-orientation program for incoming students and American Studies Program students with a focus upon service. Occurring directly before the start of the school year, this program provides students with the opportunity to engage in daily direct service in the Salem community while forming friendships with other incoming students. Volunteer opportunities are varied and allow students to work with the environment, families, youth, and more. August 2015 is the last year of NSOCO, after which the program is transitioning into a Service, Leadership, and Sustainability pre-orientation program (SLS). This transition will maintain a central focus upon service while adding emphasis upon leadership development and sustainability.

“[NSOCO] was a great way to get to know the Salem community through volunteering with other new students.”

-Jordan Wildish ‘14
Take A Break (TaB) is a student-led alternative spring break program that places small groups of Willamette University students, staff, and faculty in communities across America to engage in community service and experiential learning. Established in 2001, TaB is organized, planned, and led entirely by Willamette University students. The leaders collaborate on the educational materials and logistical components of each trip. Participants are brought on later in the year through an application process. Locations are only revealed after participants apply to the program so as to maintain focus on the topic of each trip. Each program consists of two student facilitators, 10 Willamette students, and one or two staff/faculty advisors. These groups congregate once a week in the term leading up to the trip. Meetings include community hours, service projects, and educational and preparatory meetings.

The objective of TaB is to involve Willamette University students, staff, and faculty in community-based service projects and to give students opportunities to learn about the problems faced by members of communities with whom they otherwise may have little or no direct contact. Being completely immersed into diverse environments enables participants to experience, discuss, and understand social issues in a significant way while serving organizations. Participants have the opportunity to work and have fun with other Willamette students, to learn and self-reflect, and to broaden their perspective of the world around them.
"The biggest thing I took away from my TaB experience was knowledge. Through in-depth engagement and critical analysis of the issues of Youth Homelessness, I gained so much new information and understanding of the complexities of the issue and addressing social problems in general. This knowledge has already driven me to seek further involvement in CSL [Community Service Learning] and social justice, and will continue to fuel my desire to engage with the community. Through TaB, I feel I am well equipped with the skills to begin a lifetime of community engagement and social change."
**TaB: Student Awareness Upon Return**

Understanding interlinking issues such as homelessness, poverty, violence, environmental destruction, or marginalization of social groups

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<td></td>
<td>0%</td>
<td>5.7%</td>
<td>14.3%</td>
<td>37.1%</td>
<td>42.9%</td>
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Taking thoughtful, meaningful action towards the resolution of these issues [Rate your abilities on a scale of 1-5:]

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<tr>
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<td>0%</td>
<td>11.4%</td>
<td>17.1%</td>
<td>46.7%</td>
<td>25.7%</td>
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Community-based problem solving [Rate your abilities on a scale of 1-5:]

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<td>0%</td>
<td>8.6%</td>
<td>22.9%</td>
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Cultural competency [Rate your civic engagement skills on a scale of 1-5]

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<tr>
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<td>0%</td>
<td>5.7%</td>
<td>40%</td>
<td>37.1%</td>
<td>17.1%</td>
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Commitment to community service and social change [Rate your abilities on a scale of 1-5:]

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<tr>
<td></td>
<td>0%</td>
<td>8.6%</td>
<td>14.3%</td>
<td>42.9%</td>
<td>34.3%</td>
</tr>
</tbody>
</table>

“This trip also allowed me to consider my own role in this topic, and other topics in social justice as well. The trip showed me that there is no shortage of things that I can do to contribute to the resolution of this issue, I just need to make it a priority in my life.”
“I went on a TaB trip on Sustainability my sophomore year. We focused on the environmental, agricultural, and human (labor) aspects of sustainability in the Willamette Valley, and spent the week visiting farms and learning about organic agricultural practices, particularly on small family farms, as well as learning about farm worker rights issues and challenges in the valley. **This trip certainly helped solidify my growing interest in immigrant rights in Oregon, which translated into 6 years of volunteering and working for an immigrant rights advocacy group in the state.**

“The lessons I learned through TaB were critical in my jobs post-Willamette. From coordinating volunteers, to working with communities to identify issues and solutions, to leading community dialogues and reflections around issues, to being a manager and leader, to simply being a caring and effective human.”

“I co-facilitated a TaB trip to Jonestown, Mississippi in the Spring of 2008. This was my first leadership role of this kind, and in it, **I developed facilitation and management skills that served as important foundations for roles I have occupied since.** Some of the biggest lessons learned -- or rather, lived experiences encountered -- that had previously been theoretical at best, occurred between myself, the team, and community members; lessons in humility, the importance of dignity in shaping decision-making, privilege, impacts of relative deprivation, institutionalized and structural racism and violence...all came to the fore. The most important lesson I learned is that each of us is at a different point in our journey towards becoming the best version of who we can be...our desires, opinions, goals differ. Not everyone will see or feel the same injustice; be ignited by the same flame to act. And this can create conflict and tension between a group supposedly aligned to the same goals. I learned to be more open to others' views, to appreciate rather than criticize diverse perspectives, and learned how to affirm rather than scorn difference; how to respectfully challenge or question, rather than condescend...”

“Through my first TaB trip I learned a great deal about the Native American tribes and also what it really meant to serve someone other than myself or family. It started me on my career path.”

“Take A Break defined my Willamette experience. I entered Willamette with the intention of majoring in Economics and heading to law school to become a corporate lawyer. By chance, I ended up on TaB Philadelphia my freshman year, and had a life altering and career altering experience. I ended up coming back and spending the rest of my Willamette career dedicated to the TaB program and working to create similar experiences for my peers. I completed my degree in Economics, but went to Atkinson instead of law school, acquiring my MBA focused in non-profit management. Before becoming a full-time yoga teacher, I spent my career launching HandsOn Mid-Willamette Valley, directing programs at United Way of the Mid-Willamette Valley, and as a fundraising director for Boys & Girls Club of Salem, Marion, Polk Counties. **My heart and passion for service was found and given life through Take A Break. And I will be forever grateful for that.”**

“I draw from my TaB experience when thinking about how to use my voice—when it needs to be louder, when it can be silenced to allow other voices, and when it can be used to amplify the voices of others.”