are we born.

Not unto ourselves alone are we born.

Community Service Learning

Annual Report 2016-2017
In partnership with:

CSL appreciates the generous support of the Ralph Hull Foundation

This renewed partnership reaffirms our long and distinguished tradition of providing meaningful opportunities for student driven service, community based learning, and other forms of civic engagement to our wider communities.
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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 175 years.
Willamette University provided 77,655 hours of service in 2016-2017

Total hours reported:
- College of Liberal Arts: 60,152
- Course-based service: 6,469
- AGSM and Law: 10,108
- Faculty and Staff: 926

$1,874,592 in private-sector value of service completed in 2016-2017 based on the standards set by the Corporation for National and Community Service
On March 11, 2017, more than 200 members from the Willamette community, in Salem and across the country, joined together to honor our university’s ethic of service and contribution. The participants lived our motto through service as a part of Willamette’s 175th anniversary year-long celebration.

Students, alumni, faculty, staff, and other community members went to 11 service sites in Salem, including HOME Youth Shelter, Audubon Nature Reserve, Horses of Hope, Catholic Community Services, Marion-Polk Food Share, and the Willamette Humane Society.

Groups of alumni also gathered in Seattle, Portland, San Francisco, San Diego, and Los Angeles to tackle large projects ranging from product organizing at a food bank to park cleanup with Habitat for Humanity. Meanwhile, a small group of study abroad students led by Professor David Craig joined the effort from the other side of the Atlantic by picking up trash on Coumeenoole Beach in Dingle, Ireland.

“The Willamette service day was a great community-building experience,” says Kayley Abrams ‘15, a volunteer from the Alumni Association’s Bay Area Chapter. “Not only did we give back to our San Francisco community by helping Habitat for Humanity, but we also forged meaningful connections with fellow Bearcats in the Bay Area.”

At the end of the day, which was organized by CSL and the WU Alumni Association, Bearcats across the country had recorded more than 500 hours of service in their communities.

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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, book club, and renowned speakers.

“[Students] participated in service events across the Salem community, as a means of showing resistance to structural oppression.”

MLK Into the Streets by the numbers:
- 12 sites and served
- 9 community partners
- 163 volunteers
- 407.5 hours of service
Opening Days: Bearcats Give Back

After a few hours harvesting tomatoes for Salem Harvest, Nate Dausman ’19 found the work hard but rewarding.

“I think working a harvest is something people should do at least once to gain respect for people who do this for a living,” he says. “It was a lot harder to do than I expected.”

He and several others volunteered at the hunger relief organization Saturday for Bearcats Give Back, a service project day aimed at inspiring Willamette students to pursue community service in the future.

An extension of Opening Days events, about 110 students split off Saturday for a few hours at one of seven sites in the community. Some groomed horses and prepared treats for animals at the Willamette Humane Society, while others painted at human services organization Shangri-La or built trails for the Salem Audubon Society, a wildlife preservation organization.

The day was even more special this year: For the first time, students were entirely in charge of the event. Bridget Summit ’17, Opening Days coordinator, brought back the service day after a years-long hiatus because the nonprofit organizing the event disbanded. Since Bearcats Give Back is within the Opening Days orientation program, the event is specifically intended for incoming first-year students.

Students reflected about the experience after they completed their work. Some who harvested tomatoes say they became more conscientious about not wasting food and felt good their work would benefit others. Others say the event is an opportunity to become acquainted with students they’ll be learning and growing with over the next four years.

Ellie Nash ’20 says the event was an opportunity to make better use of her time and plans to do more of it in the future. As a new student,

“I think working a harvest is something people should do at least once to gain respect for people who do this for a living.”

— Nate Dausman, Class of 2019

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she hasn’t yet established a regular routine.

“I think this is a good opportunity to change that,” she says.

Heather Pearson ’18, a member of Opening Days’ lead team who planned the project, says volunteer work is important to the student body.

Bearcats Give Back adds to the “culture of giving back” at Willamette and gives students a chance to “really live out the university’s motto,” she says.

“At Willamette, there are a lot of people with different worldviews and walks of life,” she says. “But the thing I’ve seen unify our campus is a desire to promote social change, give back and do good. Hopefully, this project will continue to create that sense of community around those values.”
Service Saturdays

The Office of Community Service-Learning (CSL) 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.

Every weekend in the 2016-2017 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 2016-2017 academic year the Willamette community served 920 service hours for Service Saturday events.

This team of student leaders provides themed programming on campus as well as one-day service events such as campus-wide days of service and “Service Saturdays.” The Service Saturdays program has expanded this year and we would like to continue that growth. All Service Saturdays from February through the end of the spring semester were fully subscribed and we added multiple Service Saturday sites on several weekends. The CSL office has consistently led at least one trip every Saturday spring semester and nearly every Saturday fall semester. Each trip hosts between 7 and 21 students providing a combined 28-84 hours of service in the Salem community each weekend.

“It was great to... help out and appreciate the impact these people, and the parks department all around, have on communities.”

— From Dec. 2 CSL Blog Post
Service Saturdays

Partner Organizations:
- Union Gospel Mission
- Salem Saturday Market
- SOLVE Beach Cleanup
- Mission of Hope
- Marion-Polk Youth Farm
- American Association for Suicide Prevention
- AgFest-SKEF at Parrish Middle School
- City of Salem Parks
- Shangri-La
- First United Methodist Church of Salem
- United Way of the Mid-Willamette Valley
- HOME Youth Homeless Shelter
- Lighthouse Farms Animal Sanctuary
- Gilbert House
- Love Reins
- Catholic Community Services
- Marion County Dog Shelter

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<td>Students</td>
<td>143</td>
<td>166</td>
<td>309</td>
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</table>

As a student, how interested are you in working with CSL again?

- Very Interested (90.70%)
- Somewhat Interested (9.30%)
Service Saturdays

Reported learning outcomes:
· Diversity of those experiencing food instability
· How farm-to-table process works
· Learned about the work of the Marion Polk Youth Farm
· How to deal with waste on beaches
· Both direct and indirect service is extremely useful
· How United Way helps children in need
· How income inequality can affect people
· The importance of literacy
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 the Pacific Northwest and Northern California 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 in 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.

**Total Service Hours:** 4,320
Alternative Spring Breaks: Take a Break (TaB)

Did you know?
Facilitators typically fulfill this role as a credit bearing internship.

“"Our site visits were diverse and in-depth, exposing the students to variety and an immense amount of knowledge — and all related to the theme of Environmental Sustainability as it relates to economy, agriculture, food security and social justice,”
— Amy Schwartz, TaB Advisor

Quality of Service Sites and Organizations
The majority of participants (84.2%) thought the sites were relevant and engaging.
While most enjoyed the sites, some wanted more time actually volunteering.

Overall TaB Experience
94.7% of participant responses claimed to be “transformed” by the experience and claimed they would be willing to do it again.
One responder expressed interest in leading their own TaB trip for 2018.
“I am inspired to lead my own trip next year!”

Overall TaB Experience
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Alternative Spring Breaks: Take a Break (TaB)

“TaB rocks! I really wish everyone would do at least one trip; it’s such a wonderful experience. Watching our students volunteer to such a depth is just amazing. I would participate in these trips every month if I could.”

— Lisa Caselli, TaB Advisor

Experiential Learning

84.2% of participant responses said that the program was “insightful” and “brought the knowledge learned in pre-departure to life.”

“I would do it again in a heartbeat.”

— Laura Welch, TaB Advisor
Language in Motion (LiM) 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.

LiM volunteers 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
- Straub Middle School
- Waldo Middle School
- Valor Middle School
- Howard Street Charter School
- McKay High School
- North Salem High School
- Chemeketa Community College
- Willamette University Institute for Continued Learning
- Willamette Academy

A letter from a grade-school LiM student:

“Dear Heba and Nourhan,

Thank you for coming into our classroom and teaching us about Egyptian culture last week. One thing that I enjoyed from the presentation was that you guys were talking about how they dressed and you guys brought some clothes to try on. One thing I appreciate about Egyptian culture was the different religions.

Sincerely,
Daisy A.”
Language in Motion (LiM)

30 Students. 212 total service hours. 9 schools served. 697 community members impacted. LiM comprises: classroom presentations, the HSCS program (below), and language classes.

“I really enjoyed interacting with students. I think our main goal was achieved since students learned about other countries and yet they were left reflecting upon their own customs.”

Presenters seem to recognize more clearly the importance of world issues after planning and conducting presentations.

**BEFORE PRESENTING:** How useful is it to understand the complexity and interdependence of world issues? (6 responses)

- 66.70%
- 16.70%
- 16.70%

**AFTER PRESENTING:** How useful is it to understand the complexity and interdependence of world issues? (6 responses)

- 85.70%
- 14.30%

Howard Street Charter School (HSCS) Program

HSCS is a middle school that values the opportunity for culture and language exploration for their students. They welcome experiences that broaden students’ understandings of the world – especially through science, art, and humanities. The Japanese Club at HSCS encourages students to explore Japanese language and culture. Willamette undergraduate and American Studies Program students form a Japanese Language and Culture Teaching Team, and work together to create lesson plans during the fall semester for the HSCS Japanese Club. The lesson plans focus mainly on creating fun activities that are related to Japanese culture. The purpose of these sessions is to create a cultural “club” environment, rather than a “class” environment, so that students can be exposed to aspects of Japanese culture in a fun and engaging manner as an after school activity.
Service-Learning Courses

What is service-learning?

Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

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 part of 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.

9+ Disciplines:
- Biology
- Civic Communications & Media
- Sociology
- Anthropology
- History
- Politics
- Business
- Environmental Science
- English Language/ American Studies

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).

“We combined hard core physiology and neuroscience of stress with the psychology and sociology of ‘othering’ to build our own understanding of stressors encountered by ‘others’ in our communities.”

- Professor Emma Coddington, Biology
## Service-Learning Courses

**6,469 total hours of service through service-learning courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Students</th>
<th>Total Hours</th>
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<tbody>
<tr>
<td>Service Learning Courses</td>
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<tr>
<td>ELAS 370: Poverty Allevation</td>
<td>Fall</td>
<td>14</td>
<td>112</td>
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<tr>
<td>IDS 205: Chemawa Indian School Partner Program</td>
<td>Fall + Spring</td>
<td>30</td>
<td>1800</td>
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<tr>
<td>IDS 214: Food Justice Practicum</td>
<td>Spring</td>
<td>12</td>
<td>120</td>
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<tr>
<td>HIST 307: American Immigration History</td>
<td>Spring</td>
<td>7</td>
<td>140</td>
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<tr>
<td>POLI 338: Reforming Criminal Justice</td>
<td>Spring</td>
<td>15</td>
<td>405</td>
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<tr>
<td>SOC 358: Black Lives Matter</td>
<td>Fall</td>
<td>22</td>
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<td>Courses that Incorporate Service</td>
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<td>ANTH 358: People on the Move</td>
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<td>BIOL 110: Principles of Biology</td>
<td>Fall</td>
<td>74</td>
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<td>BIOL 470: Special Topics in Animal Physiology</td>
<td>Fall</td>
<td>19</td>
<td>396</td>
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<td>CCM 361: Public Sphere, Debate Watch</td>
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<td>ERTH 350: Environmental Geology</td>
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<td>MATH 476: Modern Geometry</td>
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<td>Total</td>
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<td>282</td>
<td>6,469</td>
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The Service, Leadership, and Sustainability (SLS) pre-orientation program has a central focus upon service while adding emphasis upon leadership development and sustainability. Previously the New Student Orientation to Community Outreach (NSOCO), SLS is a five-day program for incoming students and American Studies Program students that occurs 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.

**6 Community Partners Served**

- Potluck in the Park
- Family Building Blocks
- Boys and Girls Club
- Salem Harvest: 3333 pounds of broccoli picked
- Marion Polk Food Share: 5,486 lbs of food packed and 1,646 families fed
- Horses of Hope

**Total Hours Served:** 545

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*Planning for this program was partially funded by a grant from the Ralph Hull Foundation*

CSL’s pre-orientation program: August 20, 2016 - August 25, 2016

26 participants (24 first-year students, 2 American Studies Program students)
6 student leaders + CSL Director

“...left SLS not only with a vast expanse of knowledge I wouldn’t have found anywhere else but also a giant pool of compassion, not just for the people closest to me, but for all other humans.”

— Emma Smoll, Class of 2020

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Since participating in NSOCO/SLS, how often have you participated in volunteer service or community-based learning opportunities? (14 responses)

- Weekly: 28.60%
- Monthly: 28.60%
- Every semester: 35.70%
- Once a year: 0%
- Never: 7.10%
Service, Leadership, and Sustainability (SLS)

As a result of my experience in NSOCO/SLS, I am more confident that I can contribute to improving life in my community. (14 responses)

- Agree, 42.90%
- Strongly agree, 57.10%

As a result of my experience in NSOCO/SLS, I am more knowledgeable about opportunities to get involved in the Salem Community.

- Agree (42.9%)
- Strongly agree (57.1%)

As a result of SLS I know more about issues my community is facing.

- Agree (85.9%)
- Neutral (13.9%)

- Strongly Agree (10.9%)
Community Engagement Scholars

Community Engagement Scholars (CES) 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.

The CES branch serves to provide more accessible opportunities to students on campus, find out what the student's interest are, and have a special focus towards educationally-based organizations.

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Lessons learned and suggestions for program enhancement for next year:

Going forward, we have clear goals for Tiger Club as a whole. This year, we struggled with having a consistent volunteer base. In order to ensure that our volunteers remain consistent, we will be tabling at the fall activities fair for more volunteers, and consistently recruiting volunteers throughout the academic year. Additionally, we aim to increase the amount of time that students spend reading at home by providing check-out reading materials. If students have materials that they chose to read, they may be more personally motivated to do so. We also aim to increase the amount of educational reading activities, and keep a fair amount of scientific activities as they provide both education and fun for the students.

Our goals ultimately revolve around benefiting the participants of Tiger Club, particularly regarding providing consistent volunteers, take-home reading materials, and varied but educationally-based activities.

Activities in science, reading, writing, and math:

- Skittles probability and graphing
- Making bird feeders
- Writing and presenting book reports

Science activities were the most popular, particularly because experiments are more hands-on for the children.
Debut of the Community Service Learning Blog

The blog published 11 posts during the 2016-2017 academic year and serves as a new venue for students to share transformative insights gained through the post-service reflective process. In addition to providing a platform to elevate student perspectives on service and other civic engagement activities, we have found the blog to serve as another useful tool with regard to assessment. The CSL blog featured regular contributions from recent alumni who shared their experiences and perspectives related to civic engagement post-Willamette.

https://willamettecsl.wordpress.com/home/

“Since I’ve gotten back from [SLS], I feel that all I can do is implement the lessons it taught me into my own life. Now I feel an obligation towards other humans like I’ve never felt before. I think that it’s my job as a human to help out other humans when they need it, and it’s my hope that those humans would do the same for me.”

— Emma Smoll, Class of 2020

IN A WORD VOLUNTEERING WAS...

<table>
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<tr>
<th>Words</th>
<th>Images</th>
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<td>Greater</td>
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<td>Help</td>
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WHY I VOLUNTEER...

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<td>Environment</td>
</tr>
<tr>
<td>Love</td>
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<tr>
<td>Community</td>
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</table>
In partnership with local community organizations

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

During the 2016-2017 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 volunteered pro bono work for low-income families and non-profit agencies; Atkinson Graduate School of Management students assisted local and regional businesses and non-profits.

“It was awesome to see students realizing the larger picture of social change through volunteer work.”

-Paige Gorry, Shangri-La

“Cheyenne, Chihana, Taylor, and Hiro were totally intentional about wanting to help pack lunches for children in need. Thank you, awesome Bearcats! It was a JOY having you join our team.”

—Mary Ann Robinson, First United Methodist Church
Service-Oriented Student Organizations

Sexual Assault 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.

Environmental Community Outreach & Services (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.

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 their Buddy once a month and call or write once a week. In addition, pairs participate in monthly group activities.

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 monthly group activities.

Colleges Against Cancer: Willamette Chapter

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.
Office of Community Service Learning

Putnam University Center, 2nd Floor
(503) 370-6807
service@willamette.edu

Report Data Submitted by CSL Staff
Photos Courtesy of Frank Miller and CSL Staff

Report Compiled by:
Eric Lassahan
Director of Community Service Learning
Jonathan Louangrath
CSL Intern
Aubryn Walters
CSL Intern