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Community Service Day

By

Dotty J. Giordano and Ian F. Koffler

Senior Project

Jepson School of Leadership Studies

University of Richmond

Richmond, Virginia

May, 1999

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CRSD

Community Service Day

Communication + Unity = Community

“Leaders have a significant role in creating the state of mind that is the society. They can serve as symbols of the moral unity of the society. They can express the values that hold the society together. Most importantly, they can conceive and articulate goals that lift people out of their petty preoccupations, carry them above the conflicts that tear a society apart, and unite them in pursuit of objectives worthy of their best efforts.”

-John W. Gardner

INTRODUCTION

There is a strong need for students at the University of Richmond to increase their involvement within the Richmond community, primarily in the area of service. This needed change in the relationship between the University and the city stems from an overwhelming concern expressed by Richmond students who do not feel as if they are connected to their surrounding community. One of the most dramatic ways to improve this relationship is to encourage college students to express themselves intellectually and socially through community service.

Today's society requires service from both leaders and followers of all ages. This focus of service is the cornerstone of the philosophy of the Jepson School of Leadership Studies at the University of Richmond. Thus, we propose a Community Service Day (CSD), which will involve students from the Jepson School. The event will be a pilot program in its first year, but will provide the opportunity and foundation for a University-wide CSD in future years. Inclusion of CSD in the Jepson Student Government Association's by-laws ensures the growth of CSD to its fullest potential.

CSD is an informal, one-day event, combining both purpose and reflection with acts of service as intricate aspects of the day. CSD will aid in expanding the horizons of the homogeneous student body, while exposing its members to various service opportunities. It is our goal that CSD will become significant to each participant performing service, those supporting us and those whom we will affect. We want a successful CSD to be everyone's goal. "A shared power group promotes an environment of trust, integrity, openness, communication and ownership among **all** members" (Matusak). Our hope is that participation in Community Service Day will provide

students with an out-of-class educational activity, and move each participant toward a lifelong commitment to serving society.

LITERATURE REVIEW

In recent years, the role of higher education as a source of citizenship preparation has come to the forefront. In this regard, higher education reflects a rising tide of concern for national service and the common good, as programs such as AmeriCorps, Learn and Serve America, Habitat for Humanity and Big Brothers and Big Sisters have evoked our most prominent leaders as well as citizens across the country to commit themselves to the service of others. The influence this national movement has had on the academy is most apparent in the growth of organizations such as Campus Compact Outreach Opportunity League (COOL) whose membership and influence increased dramatically in the early 1990s (Markus, Howard & King, 1993). Professional organizations associated with the academic enterprise also have added fuel to the growing concern over social responsibility and citizenship. For example, in 1997 the call for proposals from the American Association for Higher Education Conference on Faculty Roles and Rewards specifically identified an interest in how community service and service learning can contribute to a more engaged faculty (Rhoads 2). The 1996 Annual Meeting of the American Educational Research Association was organized around the theme of “Research for Education in a Democratic Society,” and at the 1995 American College Personnel Association Annual Convention, one of the keynote speakers, Dr. Robert Coles, addressed the issue of moral education when he called for greater commitment to service learning and community service (Rhoads 2).

As professors and other leaders of society work to foster social responsibility among our students, our future leaders, there also is a tremendous need for clarification. The following questions offer a guide for addressing some of the key issues revolving around community service: (1) What is service learning? (2) Are community service and service learning interchangeable concepts? (3) What is the role of community service in engaging students as democratic citizens in a culturally diverse society? (4) What is the effect of service on citizen leaders? (5) How can we motivate people to serve? (6) What role does a reflective component play in addition to community service? The first two questions are examined through a review of relevant literature of community service, service learning and leadership theory. The other four questions are addressed primarily through discussions of the theoretical perspective, findings and implications. Thus, the latter four questions form the heart of the theoretical and empirical analysis offered throughout this study.

The Need for Service

Leaders must shift the focus of attention from their own needs and interests to the needs and interests of others (Kouzes & Posner, 1993, p. 91), believing that “serving others is the most glorious and rewarding of all leadership tasks” (185).

Arguably, as society grows increasingly diverse, interaction between groups becomes more challenging. Service challenges the individual to interact in a heterogeneous society (Rhoads, 1998). It is reasonable to assume that community service, with a focus on caring and interaction with others, would offer excellent opportunities to develop a citizen leader. Colby and Damon associate social influence with individual goals leading to change, thus forming moral attitudes and commitment.

Similarly, in discussing the relationship between citizenship and education, Barber (1992) argued that citizens must recognize their dependence upon one another and that “our identity is forged through a dialectical relationship with others” (4).

Mosely characterizes contemporary youth as “responsive” and concerned for the welfare of its nation (84). He states that, although they may not be the political activists of their parents’ generations, the youth of today does possess a concern for the welfare of society. The youth of today are expressing their interests in our community through service. According to a 1992 survey referred to by Mosely, “over half of all people between the ages of 18 and 24 volunteered during the preceding year.”

In many cases, young people decide to serve not only because of an intense desire or individual need, but also because of group membership. In many instances, this organizational affiliation is tied to colleges and universities. Of the 140 projects with Project America, 76 were from the collegiate arena. Opportunities to serve in colleges include student government organizations, special interest groups (such as environmental awareness or CSD), or sororities and fraternities. Many classes incorporate service into their curriculum via service learning components or individual required projects.

Community Service and Service Learning

Over recent years there has been an incredible growth in attention paid to community service and service learning (Jacoby & Associates, 1996; Kendall, 1990; Kraft, 1996; Kraft & Swadener, 1994; Rhoads, 1997; Waterman, 1997; Zlotowski, 1995). The increasing interest in service reflects to a large degree a concern that institutions of higher education be more responsive to society and that higher learning in general ought to have greater more relevance to public life (Boyer, 1987, 1994; Study Group, 1984;

Wingspread Group, 1993). A convincing argument could be made that for American colleges and universities, a commitment to service “is a movement whose time has come” (Rhoads & Howard, 1998, p.1).

Service emphasizes benefits to both the provider and the recipient in the act of service. Hence, both the students and the community will gain. “Service learning programs emphasize the accomplishment of tasks which meet human needs in combination with conscious educational growth” (Kendall, 1990).

“Service learning means a method under which students...learn and develop through active participation in thoughtfully organized service that; is conducted in and meets the need of a community and is coordinated with an institution of higher education and with the community; helps foster civic responsibility; is integrated into and enhances the academic curriculum of the students...; and includes structured time for the students to reflect on the service experience” (Corporation for National and Community Service).

Service learning has a strong effect on human development. Alexander Astin and his colleagues at the Higher Education Research Institute conducted empirical studies assessing the outcomes of service learning. An evaluation of the Learn and Serve Program at forty-two institutions found that students who participated in some form of community service reported commitments to leadership-related values. Service participants showed a positive change in life skills such as leadership ability, social self confidence, understanding and acceptance of different cultures and ability to solve conflict, think critically and work cooperatively (Couto 4).

The primary difference between these two concepts is the direct connection service learning has to the academic mission. Typically, service learning includes student participation in community service but with additional learning objectives often

associated with a student's program of study (Rhoads 3). Specific activities designed to assist the student in processing his or her experience are included as part of the service learning project. The student, for example, may be expected to write a reflective essay or keep a daily journal of his or her experiences, and/or there may be small-group interactions among students involved in similar kinds of experiences. The learning objective, according to Rhoads, might be to help students interpret social and economic policies through a more advanced understanding of the lived experiences of those in need. Seen in this light, service learning seeks to connect community service experiences with tangible learning outcomes. Assessing such outcomes becomes a central concern of research and evaluation (Boss, 1994; Giles & Eyler, 1994).

Although service learning often is specifically tied to classroom-related community service in which concrete learning objectives exist, some writers suggest that student involvement in community service may be tied to out-of-class learning objectives and thus constitute a form of service learning as well (Jacoby & Associates, 1996; Rhoads, 1997). From this perspective, student affairs professionals who involve students in community service activities may engage in the practice of service learning when there are clearly articulated strategies designed to bridge experiential and developmental learning. The confusion between "class-related" versus "out-of-class-related" service learning led Rhoads and Howard (1998) to adopt the term "academic service learning" to distinguish the formal curriculum (largely faculty initiated) from the informal curriculum (largely student affairs initiated) (Rhoads 3).

In addition to the varying degrees of connection community service may have to academic learning objectives, there are also differing opinions on which goals of higher

education service ought to address (Rhoads). Whereas Howard stresses the role of service as a pedagogical model used to assist in course-related learning, others see service (community service and service learning) as a key for fostering citizenship (Harkavy & Benson, 1998; Mendel-Reyes, 1998).

Citizen Leadership and the Effects of Service

According to Couto, the goal of a citizen leader is to raise all members of society. He suggests we take small steps to improve the common human condition. According to Greenleaf, "All that is needed to rebuild community as a viable life form for large numbers of people is for enough servant-leaders to show the way, not by mass movements, but by each servant-leader demonstrating his own unlimited liability for a quite specific community-related group" (12).

Servant leadership "...begins with the natural feeling that one wants to serve. Then conscious choice brings one to aspire to lead" (Greenleaf). Matusak observes that the concept of servant leadership, like community service, "...appears to have slowly emerged as a concept that helps us cope with the stress and insecurity of the nineties" (34). It is the motivation of the citizen leader that distinguishes him or her as a concerned and responsible activist in society.

According to Greenleaf, the leader is a servant first to make sure that other people's highest-priority needs are being served. The best test is: "Do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants?" (13) According to Lao Tzu, "enlightened leadership is service, not selfishness. The leader grows more and lasts longer by placing the well-being of all above the well-being of self alone."

Motivation to Serve

Critical to the success of community service initiatives is the need to identify the factors that encourage a person to serve others. Additionally, what aspects of a project might further encourage a participant to continue to serve after the initial experience has concluded? According to Matusak (1997), everyone has the potential to become a servant leader through service opportunities (36). Servant-leaders are motivated not by what they can get from their positions but by what their roles as leaders allow them to give to others (within organizations, and society as a whole) (Block, 1993, p. 41). It is essential that programming identify critical learning objectives and assist students in identifying their relation of self to volunteerism as a deeply spiritual motivational aspect of service. Motivation generally emerges when students break free of normal routines in order to focus on unique service opportunities (Goldsmith, 1993).

Many feel that students naturally have a motivation to serve others. “Students will be interested and motivated in performing this type of [community] service because contemporary youth are responsive and concerned for the welfare of society (Mosely, 169). Community service will provide an essential opportunity for those concerned and motivated to experience new service opportunities. Potentially, this motivation will carry over into an attitude of continued service within campus organizations dedicated to that mission. Many feel that students are encouraged to participate when they are involved in group service efforts. Thus, group activities can offer additional motivation for community service initiatives (Mosely 271).

The Need for Reflection

Service is not a strictly altruistic idea, but rather includes a reflection on the service in relation to established learning objectives. Service learning incorporates specific teaching objectives for the community service. Active participation is only effective when thoughtfully organized and includes a reflective component. Reflection offers, “time to ponder and discuss as individuals and as a community the feelings, experiences, observations and concerns surrounding a volunteer project.” (Butler and Schott 14) In some instances, critical reflection can offer the student the opportunity to work with an experienced facilitator that might offer potentially critical insights.

From an educational standpoint, it makes sense to link community service activities to intentional learning objectives whenever possible. Obviously, when student participation in community service can be connected to specific learning activities involving reflection, group interaction, writing and so on, the experience is likely to have a greater impact on student learning and move into the realm of service learning (Cooper, 1998; Eyler, Giles and Schmiede, 1996).

Critical to the reflection process are three distinct aspects Butler and Schott identify as critical elements of proper reflection. First the participant must recall their individual role in the service constituting the “identity” portion of reflection. A second critical element is the “experience” itself, focusing on the actual service accomplished and key moments of the effort. This leads into the more extended implications service may bring about, the “content” portion of the exercise. This area stresses larger implications of the service and should generally have the strongest relation to course work.

Several authors cite commonly used service learning exercises as critical to the process of service learning. “Small group discussions and writing assignments are [some] common tools used to foster student reflection” (Rhoads). Most scholars note that it is essential to connect community service activities to specific learning objectives. Rhoads specifies that, “community service that incorporates reflection moves closer to what is considered service learning in that the reflective activity helps to link service to an educational outcome.” Thus in order to meet any significant learning objectives there must exist in any community service project a distinct reflective component focusing on specific learning objectives.

Conclusion

Through participation in community service, students engaged in citizen education learn to explore their own identities and what it means to contribute to something larger than their individual lives. They learn that a concern for the social good lies at the heart of the educational experience (Delve, Mintz & Stewart, 1990). The literature examined suggests that there is a strong need for service and that college students are motivated to answer this call. Their motivation to serve is rooted in the potential to create change in both their lives, and the lives of others. Social influences also contribute to one’s desire to serve. This influence often allows for the possibility to create citizen or servant leaders, who are necessary components of our community. These aspects of leadership are at the heart of CSD while these elements of service, existing at the college level, are the foundation for a successful CSD.

METHODOLOGY

The objective of this project was to implement a school-wide community service day. Because this project focused on students and volunteerism, an action based research method was chosen to study the leadership implications of this relationship. Whyte defines action research as, “a strategy for using scientific methods to solve practical problems in a way that contributes to general social science theory” (127). We used a single day of service as a vehicle for strengthening the involvement and visibility of University of Richmond students and faculty in the City of Richmond community. Further, we hoped to influence students to make a long-term commitment to service.

Using action research methods outlined by Marguiles and Raia, we hoped to implement this community service initiative providing an opportunity for students to experience a valuable interaction within the community. It is essential that, “students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and the community” (Commission on National and Community Service). This required that some reflection period be offered in order to give students the opportunity to focus on the implications of the initiative.

Our research set out to answer these following questions:

- Why is community service significant in the college community?
- Is there a positive relationship between the University of Richmond and the surrounding community?
- What makes community service programs effective?

- Will a day of service encourage students to make a lifelong commitment to serving society?
- Is there a correlation between students who have previously performed service and their willingness to continue to do so?
- Does community service combined with an out-of-classroom reflection constitute a form of service learning?
- Does this volunteer experience help students to identify and analyze questions of social justice?
- Is there a relationship between the amount of required service and long-term involvement in volunteer service?
- Will CSD provide an opportunity for students to appreciate and empathize with the needs of others?
- Will CSD assist in allowing people to recognize and articulate their own values more clearly?

There are four important elements in this method of research. Those components are: “1) application of scientific methodology, 2) solution of practical problems, 3) action planning, and 4) evaluation of results” (Marguiles and Raia 62). Within each component, there are specific steps suggested by Marguiles and Raia to attain maximum results through this research.

- **Problem Awareness** → The purpose of research is to find a solution to a perceived or experienced problem. The problems that drive this research are

the need for a stronger and more meaningful relationship between UR and the greater Richmond community, as well as the need to develop a significant commitment to community service among members of the Jepson community.

- **Development of Models and Hypothesis** → This step involves developing a tentative explanation of the problem and determining the relationship between two or more variables. We will examine whether students who become involved in only one day of community service will further pursue opportunities and/or will increase their current level of involvement.
- **Data Gathering** → The collected data should provide an, “imperial base for the testing relationships described by hypotheses” (Marguiles and Raia 69). The data collection will originate from questionnaires distributed to students in the Jepson School who have not taken the service learning course and to those students who completed the course. Interviews will be conducted with major stakeholders including faculty, administrators and students.
- **Use of Research Results** → Use the information gathered for a solution to the problem or to spring another problem that needs to be solved (Marguiles and Raia 68-69) The information gathered serves multiple purposes. Most importantly, the results will aid in implementing a successful annual CSD, and developing service as an intricate part of students’ lives.

There are distinct advantages and disadvantages that any action research based initiative must recognize. “In general, action research has been an orientation to change and development which incorporates both a research component and an action component. While it may be difficult to conduct action research in organizational settings, it is a necessary activity if we are to create sound theories and strategies for change. The validity of what we know depends upon our confidence in the research process as well as upon the knowledge that research findings are being adequately used to assist in the implementation of change. In this context several issues are worth identifying” (Marguiles and Raia 77). Four essential limitations applying to action research are cited by Marguiles and Raia;

- **The Researcher-Intervener Dilemma** → Because CSD intervenes in the present Jepson curriculum of service, there are several potential conflicts that may result in the implementation of the project. There may be potential conflicts of interest between our study as objective researchers and as active members of the Jepson community.
- **The Need for Available Research Sites** → Problems arising from this limitation usually stem from the relationship of the researcher and the organization being studied. The only potential limitations we face in our reasearch could result in a small turn out on CSD. If Jepson students, faculty, staff and administrators fail to attend, we, as researchers, may lack a significant population to study.

- **The Need for Inferential Research** → Inferential research refers to the ability to compare the results of research to a variety of situational contexts in order to predict consistent outcomes. Limiting the project to the Jepson community offers strikingly unique characteristics in that; students have been selected to enter the school based on specific criteria, and several Jepson classes specifically address the need for service.
- **The Need for a Broad Perspective** → Within action research, the scope of the project generally determines its accuracy. However, the researchers will be constrained by having to narrow the scope of the project to solely the Jepson School community. This could skew results because of several factors involving the types of students enrolled in the Jepson program.

In order to attain maximum results through our research, we distributed and analyzed pre- and post-CSD questionnaires to all Jepson students, as well as conducted interviews with stakeholders.

PRESENTATION and ANALYSIS of DATA

Survey Results

The data collected from the University of Richmond Community Service Survey suggests that many members of the Jepson Community feel that there is a significant need for increased interaction with the city's larger community. Additionally, students felt an improvement could be made regarding the impressions members of the community have towards UR students. The majority of students also responded that they

were familiar with community service programs at the University and would be willing to participate in a community service event within the city.

Table I

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
Question 1	1	3	7	22	4
Question 2	2	6	11	16	2
Question 3	13	22	2	0	0
Question 4	23	12	2	0	0

The above data responses clearly indicate that Jepson students disagreed with the statement in Question 1. When asked to reply to the statement, “There is a positive relationship between the University of Richmond and the surrounding community,” several students offered negative replies. 22 out of the 37 replies indicated that respondents “disagreed” with the statement while only 4 responded with “agree” or “strongly agree” combined. This suggests that the overwhelming opinion of Jepson students is that there is a poor relationship between the academic community and the larger city community.

Question 2 addressed the opinions of Jepson students on how they perceived the impressions that the non-academic community holds of UR students in general. The question asked students to agree or disagree with the following statement, “Most people living in the City of Richmond have poor impressions of the UR community.”

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
Question 2	2	6	11	16	2

The responses varied from the replies of Question 1, but suggest that most students feel that members of the community think highly of UR students, faculty and staff. There seems to be a perception that there could be improvement made between the city community and UR, as there were only 2 responses that strongly disagreed while the majority of replies ranged between “agree” and “disagree.”

We found that it was critical to focus the outcomes of CSD to create a lasting relationship with existing UR community service opportunities. Question 3 specifically addressed the degree of familiarity Jepson students had with campus organizations and programming already in place at Richmond. The specific statement students were asked to reply to read, “I am familiar with community service programs at UR.”

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
Question 3	13	22	2	0	0

Obviously the vast majority of respondents felt that they were already familiar with the existing initiatives at the University. This implies that the focus of CSD should be to enhance the relationship between these campus organizations and the Jepson student body to create a lasting and consistent service commitment.

Question 4 asked students if they would be, “willing to participate in a single day of service within the city of Richmond.” The responses suggested that there was an overwhelming willingness among Jepson students to participate in the initiative.

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
Question 4	23	12	2	0	0

A total number of 35 of the 37 responses offered some willingness to participate. This suggests that the Jepson School community is an ideal springboard for CSD, and will offer a community of willing and energetic students.

The post-CSD Survey was distributed to all Jepson students, including those who did and did not participate. Though the results have yet to be collected and analyzed, the questions include:

- Did you participate in the Jepson Community Service Day?
- If no, please explain why.
- If yes, please answer the following questions:
- Was the day a success?
- Was community service an important aspect of your life prior to CSD?
- Will you now incorporate service into your daily routine and/or make a lifelong commitment to serving society?
- Did CSD help you to identify and analyze questions of social justice?
- Did CSD provide an opportunity for you to appreciate and empathize with the needs of others?

- Did CSD assist in allowing you to recognize and articulate your own values more clearly?

The interpretation of these reflective results will assist in making further recommendations for future CSDs.

Pilot Program: Participant Observation

We began with a vision, and finished with a roof. Community Service Day occurred this year accomplishing part of our goal. It did not, however, occur on as large of a scale as anticipated. The event was limited to Jepson Students because University faculty and administrators would not agree to cancel a day of classes and make the event mandatory. We received a majority of our support from members of the Jepson School, and therefore decided to hold the event within the Jepson community.

Our initiative began with communicating the idea throughout the University community. We focused on major stakeholders at first, and then turned to other faculty, staff, administrators and students. Once the deans, president, vice president for student affairs and other significant players gave their approval and offered their support, we then focused our efforts on those directly affected and involved in the event.

There were many logistical challenges of the day, including the selection of a specific date, whether or not to make it mandatory and whom to involve. Since the end of the semester was nearing, we found ourselves pressed for time. We had neither attained permission to make the event mandatory for all students, nor were we successful in convincing faculty to cancel class. Thus, per Max Vest's recommendation, the event was held on the same day as the President's investiture. This offered each Jepson student

the opportunity to attend the event since all Friday classes were cancelled, and students were not invited to the mornings' ceremonies. Chris Withers of the development office suggested we hold off on having the event until next year so that we could involve everyone; however, we felt as if a trial-run was necessary so that we could work out any quarks in the day's plans. This, we learned, was a smart decision on our behalf

We opened the day to everyone in the Jepson community. The event was quickly limited to Jepson students after Dean Rosenblum requested the attendance of all faculty at the morning ceremony. Still, we figured a majority of the students would get involved. We first sent a questionnaire to all Jepson students (Appendix A). Their responses (see analysis of data) suggested each student would happily and willingly participate in CSD. After posting a sign-up sheet outside the student lounge and sending numerous e-mails to all members of the Jepson School, we found a great interest and received many affirmative responses to the invitation. To our dismay, this was not indicative of the amount of people who actually participated in CSD. Professors had told their students to go, we had announced the event in our classes, JSGA recommended that each of its members participate, students were willing and only six people, besides us, showed up.

This was no reason, however, not to continue with the event. We went to the Habitat site and found great success in the work we performed building a roof. During the day, we discussed ways to improve CSD in the future. While working, we saw great potential for a successful campus-wide CSD. Our initial vision was effervescent, as we were able to recognize the necessary components of the day. Following are our recommendations for future CSDs.

Recommendations and Conclusion

Along with the guidelines for a successful CSD, here is a broad outline of the necessary steps we learned from the first annual event.

First, begin early in the fall semester by contacting all major stakeholders and form a focus group.

Second, circulate a survey and analyze the results so that there is an understanding of the response and interest of the University community.

Third, set a date.

Fourth, contact numerous service sites.

Fifth, contact corporate sponsors for in-kind donations.

Sixth, advertise, advertise and advertise around campus.

Seventh, design a CSD web-site.

From this point on, it is in the hands of the CSD committee members to assist in signing-up everyone for a particular site. Certain sites are limited to a certain number of people. Thus, a web-site with the specific sites and a sign-up sheet will inform people of those sites with open spaces and those that are full. Continued contact with all people involved in the event is key to its success.

Our vision of the day looks something like this:

9 a.m. Everyone gathers to hear a professor speak about the significance of service and its impact in people's lives.

9:30 Everyone heads to their specific site.

12:30 Lunch is distributed to each site by a designated relief team. The team members will also take pictures at each site to be shown at the post-CSD party.

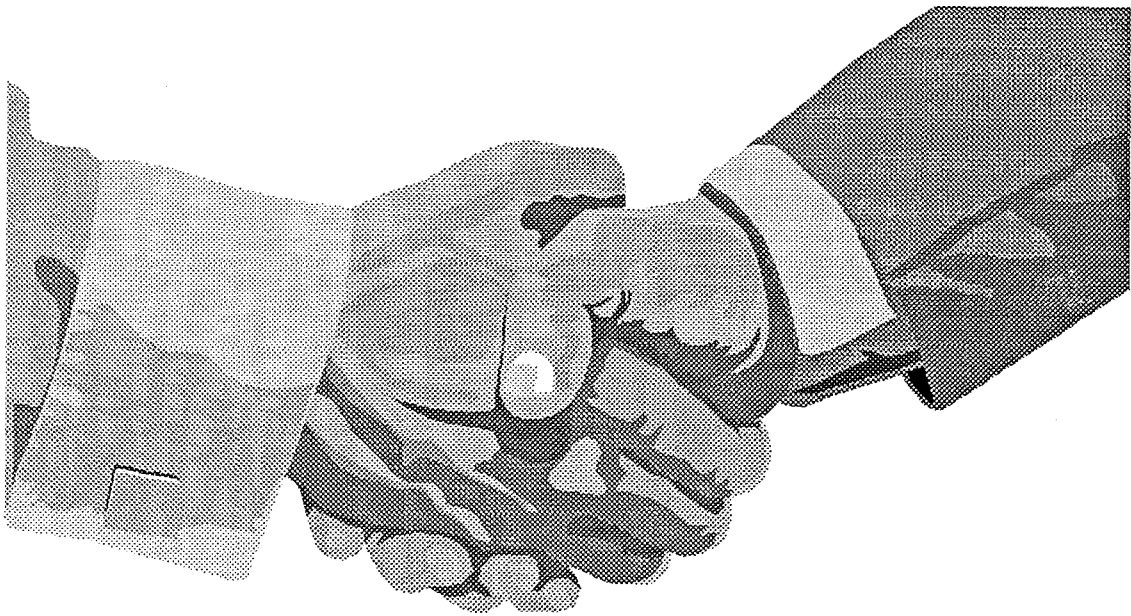
1:30 Break is over, service resumes.

4:30 Everyone returns to campus for an all-campus social and to complete a post-CSD survey.(involve CAB in this event, perhaps include a slide show of the day, a band, beverages and food).

Through the implementation of our pilot program, we accomplished steps 1-5 of the recommendations and conducted an abbreviated CSD from 9 a.m.-12:30 p.m. at a local Habitat for Humanity house. Those who participated responded enthusiastically to the day of service. They said that CSD had such a positive impact on their lives that they hope to be involved in, and offered their assistance with, next year's endeavor.

Throughout the day and during our reflection we saw such great potential for a successful CSD. CSD could potentially become a popular tradition at the University with co-chairs selected each year, people vying for positions on the CSD committee, professors wanting the honor of speaking, certain sites being so popular that their spaces fill-up immediately and T-shirts being designed to celebrate the event. In order for CSD to attain this level of significance at the University, we suggest certain necessary guidelines found in the following CSD Manual.

Part II: Guidelines and Recommendations for



Community Service Day

GUIDELINES for CSD:

There is a strong need for students at the University of Richmond to increase their involvement within the Richmond community, primarily in the area of service. This needed change in the relationship between the University and the city stems from an overwhelming concern expressed by Richmond students who do not feel as if they are connected to their surrounding community. A survey distributed to majors and minors of the Jepson School of Leadership Studies indicated that their impression of the relationship between the University of Richmond and the surrounding community was negative. One of the most dramatic ways to improve this relationship is to encourage college students to express themselves intellectually and socially through community service.

Today's society requires service from both leaders and followers of all ages. This focus of service is the cornerstone of the philosophy of the Jepson School of Leadership Studies at the University of Richmond. Thus, we propose a Community Service Day (CSD), which will involve students from the Jepson School. The event will be a pilot program in its first year, but will provide the opportunity and foundation for a University-wide CSD in future years. Inclusion of CSD in the Jepson Student Government Association's by-laws ensures the growth of CSD to its fullest potential.

CSD is an informal, one-day event, combining both purpose and reflection with acts of service as intricate aspects of the day. CSD will aid in expanding the horizons of the homogeneous student body, while exposing its members to various service opportunities. It is our goal that CSD will become significant to each participant performing service, those supporting us and those whom we will affect. We want a

successful CSD to be everyone's goal. "A shared power group promotes an environment of trust, integrity, openness, communication and ownership among all members" (Matusak). Our hope is that participation in Community Service Day will provide students with an out-of-class educational activity, and move each participant toward a lifelong commitment to serving society.

The following recipe outlines the necessary steps for implementation of a successful CSD.

Most major change initiatives are made up of a number of smaller projects that also tend to go through the multistep process, according to O'Toole. So, at any time you might be halfway through the overall effort, finished with a few of the smaller pieces, and just beginning other projects. Keep this in mind as you begin to make the most delicious CSD cake of the year.

First, you will want to meet with the administration about CSD, and speak with various faculty members regarding their opinions of implementing such a program. Contact Project America and speak with University service groups such as VAC and CAB, both of whom have given us suggestions and offered their support with CSD.

Second, review the "Engagement in Learning" document provided by the Jepson School's Dean's office. In applying this project to the University's strategic plan, you will find that our goal coincides with those of the University.

Our change initiative is a new change and therefore does not build on a long traditional program. CSD has not been implemented on as large of a scale as we are proposing. It is your responsibility to first figure out if the University of Richmond is willing to accept and support such an event for the entire campus.

Those with whom we have been in contact, the major stakeholders, include the administration, faculty members, the student body, local organizations and charity groups. You will encounter some resistance, as to be expected with any change effort of this magnitude. These opponents or individuals having concerns about CSD include the administration, the financial offices of the University, some faculty members as well as some students.

Dean Rosenblum has highlighted some of the areas of resistance that you will face in this endeavor, though he said he will do whatever is necessary to help you accomplish this goal, even if that means making CSD a Jepson-based program again. President Cooper, Len Goldberg, Chris Withers and Zeddie Bowen like the idea, but have many questions regarding CSD and are not 100 percent supportive quite yet. Some of their issues include CSD being mandatory, canceling classes for a day, liability and financial support from outside organizations. These stakeholders have a responsibility to balance the needs of both the students and the faculty, to improve the image of the University and to establish innovative programs. Thus, we feel that through good communication, you can gain the support of these four significant stakeholders. We have found great support from the majority of Jepson faculty and students who embrace our initiative. This, we find quite interesting.

Resistance does not surprise us, but rather we found ways in which it could be combated. These sources of inertia, both the opponents and supporters need to be motivated, encouraged and empowered. One main component affecting the effectiveness of this change effort will be your leadership style and the way in which you go about motivating, encouraging and empowering others.

“First, useful change tends to be associated with a multistep process that creates power and motivation sufficient to overwhelm the sources of inertia. Second, this process is never employed effectively unless it is driven by high quality leadership, not just excellent management” (Kotter, 20).

Thus, we encourage you to adopt Kotter’s 8 stages of creating major change. **First**, you must establish a sense of urgency. There is an urgency to better the involvement of the University of Richmond in its community, and service is an excellent area in which you can begin forming a relationship. However, there is no powerful sense of urgency in the failure to do this type of project; the case is more along the lines that CSD is the right thing to do. The potential good that will come out of this program is immense. Imagine, 3,000 students and faculty going out into the Richmond community to give something back for an entire day. If nothing else, CSD will open the eyes of numerous people on our campus. If you are able to persuade only five percent of the population at Richmond to become more interested in community service, that is 150 more people giving back to their community. To us, that is worth the effort. Therefore, you must complete Kotter’s **second stage** by creating a guiding coalition including members of the Jepson Student Government Association, students, faculty and administration. Growing from this task force, it is necessary to include major stakeholders and members of the University community outside of Jepson in a focus group.

Next, Kotter suggests developing a vision and strategy. It is our vision that *the University of Richmond build a lasting relationship of community service with the city of Richmond*. “Many leaders can envision change and manage well, but they don’t

necessarily believe and feel the need for change and therefore change does not occur” (O’Toole). Not only did we envision this change, but we whole-heartedly believed in it and thus based our strategy and values on this vision. You will need to adopt this vision, or create one of your own.

The values we agreed to be most important to the change project are Responsibility, Empathy, Service, Community, Unity, and Empowerment (RESCUE). These values must become shared-values among all who are involved. We started with a foundation, gathered the building blocks, planted our values, and built up from there. Everything we strategized to do was based on, and reflective of, our values. You must do the same.

Our strategy thus far was to **first** communicate our change initiative by engaging in open forums and conversations with students and faculty in an effort to get a “better feel” for what our community deems important. Doing so enabled us to make every effort to implement those ideas in the project. In doing so, the entire community can share a vested interest in the idea, making the change effort more successful. Effective leadership is best measured by the followers. Therefore, it is essential that leaders include followers in the change process(O’Toole, 170):

Second, you must gain support and permission from such activists as the University president, the respective deans of each school, the vice president for student affairs, campus service organizations, the student body, community service organizations and corporations. Involving as many students, faculty members, administrators, organizations and community members who want to help is the key to success. You need to make this change effort as important to others as it is to you. Everyone must embrace

it as their own. You must encourage any one who wants to help to do so. "When a leader shares power with others and encourages them to develop their own potential, that leader is creating something that will survive long after he or she has moved to another role" (Matusak, 124).

The **next step** in creating major change is to empower a broad-based action. You should do so by giving VAC, CAB and those who coordinate Bonner Scholars, service learning in the Career Development Center and Jepson's Service learning program (LINCS) a position in the change effort. You should also ask faculty, students and administrators for their advice, suggestions and assistance. Empowering others is a way to increase the total potential of power. In situations where this concept is understood and practiced, no one loses--everyone gains (Matusak, 124). Involving existing community service programs on campus in a planning committee for an annual CSD will be beneficial. A group, composed of representatives from these groups as well as your group members, can also serve as a group to continue CSD in the future.

With empowerment comes resistance, fear and apathy. You should expect to find resistance from various areas of the administration based on myopia, satisfaction with the status quo, futility, short-term thinking, and cynicism, to name a few. Preparation for, and an understanding of these reasons for resistance will only force you to make the proposal for change stronger. If you can convince the University that this change effort will be beneficial in more ways than you can count, and that there is a need for support of this change, then you will be that much closer to success. You need to relieve them of any fears they may have. What anybody with power is most scared of is change (O'Toole, 239)

“Change is resisted by all human groups: modern nations, business corporations, religious institutions, political bodies, voluntary societies, government agencies, **university faculties**, labor unions, and even scientific entities,” O’Toole said. It was therefore our goal to combat this resistance by including them in our change effort and empowering them. Our strategy for dealing with resistance was persistence. Without persistence, what can ever be accomplished? We obviously encountered a great deal of opposition; however, we feel that persistence and persuasion helped bring people to believe in our vision. We also used compromise as a strategy. We figured if we were able to compromise what we were trying to do and still find ourselves having arrived at a “happy medium,” then our change project was successful. Additionally, in making this an annual event, new ideas can be tacked on each year, eventually arriving where we originally wanted to go.

O’Toole advises that one must whole-heartedly embrace the ideas for change in order for it to be effective. One cannot resist the changes that he or she knows should and must be done; one must be willing to take risks. As for this change initiative, you need to not only plant its values in the foundation of CSD, but also see and believe in a predominate need for a lasting relationship of service between the University of Richmond and the community of Richmond. We believe in this project and were therefore willing to fight for what we deemed a necessary change and took whatever risks with which we were faced. You should promote risk-taking by getting people to look beyond their own job descriptions for ways to improve and challenge the existing process (Kouzes & Posner, 35).

All groups resist challenges to their unquestioned ease with the moral rectitude of

established practices and values (O'Toole, 249). The University of Richmond has never attempted this type of community service event, though service is an important value to many of its students, as well as to a specific group of citizens. The past decade has seen an increase in environmental awareness. As a society, we are now concerned with our earth and its environment. Our school has responded to this by making necessary changes such as placing recycling bins around campus. It is now time to respond to another necessary change, and to adopt the relative values of building a lasting relationship with the city of Richmond through service.

You should **next** generate short-term and long-term wins. Within six months, it was our goal to implement the first annual Community Service Day. We organized funding from in-kind donations received from local organizations (see Appendix B). We worked with Fritz Kling, director of development, to decipher which organizations we could approach (see Appendix C). We also communicated with deans, professors and students of each school regarding the possibility of holding CSD on a week day. We had entertained various ideas, including making the event mandatory, making it an excused absence if a student chooses to participate and having a sign-up sheet on the web. You should try to have professors and students respond through a questionnaire in a timely fashion so that they can plan their syllabi and schedule according to CSD. You should also encourage Len Goldberg, Zeddie Bowen and Max Vest to schedule CSD in the academic calendar. This possibility, however, relies on its success this year.

In all instances of modern society, change is exceptional. When it comes about, it does so primarily as a response to outside forces. It may also occur through shifts in values--say, as a result of social learning "when the time is ripe." And, most rarely, it

may come about as the result of leadership. But in no case does it come about readily (O'Toole, 253). We wanted to be the precursors for change on our campus. We wanted to make things better, to create the future, to make a difference--as Matusak states, it's what leadership is all about. We leaders do not fear change, we embrace it and look forward to it. People need growth, and when there is no change, there is no growth. People need opportunity to achieve their own standards of excellence, and when there is no growth, there is no opportunity (Aurty, 200). You must offer and lead this opportunity for change.

An important part of the change process is learning what has and has not worked. There are a number of times when a group must assess its methods and actions. First, the group must realize that creating change is not a static process; you must constantly reevaluate what has and has not worked as you continue implementing the change. This constant rethinking of ideas allows you to understand why certain things are effective and it helps guide the change initiative later. A second opportunity to assess your work will be during the event itself. Seeing the change occurring around you gives you a unique perspective of the event. New insights will be visible; you should be able to see what you need to change the next time. The third opportunity for you to assess your work will come after the event. You should then be able to spend some time thinking about what worked as well as what did not. A follow-up questionnaire and gathering will aid in this reflection. This new information can be used to not only improve this particular change initiative, but to improve any other change you attempt to initiate.

As a team, we have learned important lessons through both positive and negative experiences while working toward implementing CSD. Regardless of the type of change

project implemented, whenever a new idea is generated and proposed, there will undoubtedly be resistance in terms of accepting and moving forward with the project. Numerous roadblocks will be encountered, and people can often say one thing and mean another. Specific to our idea of a campus-wide community service day, we encountered obstacles like these quite frequently. Although many times the road we traveled seemed to be going only uphill, there were also moments when we received support and help in progressing forward. Overall, we can walk away from this Senior Project knowing more now about the change process than we did before.

Working with the University administration was somewhat cumbersome. There are seemingly infinite rules and regulations that must be followed, and a great deal of “red tape” to untie along the way. For example, since the inception of CSD, we have thought that the idea was a brilliant one – something that people could not easily oppose. Why would anyone ever say it is not in the interest of the University to send students into the community to do service? This, however, was not always true. Sometimes, when we would propose an idea to a member of the University administration, he would have many questions and concerns about how we would handle the project, what types of help would be needed and whether or not we had thought out solutions for all of the logistics. One member of the administration would refer us to another, and then that person would refer us to yet someone else. It seemed for a while as though we would never get in contact with the correct person(s).

The idea that we were constantly referred to different departments can be looked at in two lights, both positive and negative. One, it was always a hassle to speak with different people telling them the same thing, or two, by having the opportunity to speak

with so many people our group was able to receive feedback from many different departments across the campus, as well as circulate our idea. That is probably the greatest positive aspect that we as a group have learned throughout the entire project. By soliciting feedback from many different people at the University, we subtly allowed each organization and department to feel as though they were a part of the change process... a crucial aspect to leading any successful change. Ultimately, what seemed a headache at the time is beginning to pay off.

Not all departments and administration provided roadblocks to our efforts. In the beginning stages of our project, we searched for information from our own Jepson faculty and staff. Whenever the idea was proposed to any one of them, the response was always the same, "What a worthwhile idea!! Is there anything I can do to help? Let's sit down and try to see what obstacles we have to overcome for this to be a successful venture." It is imperative when going against the status quo (as CSD is doing) that you have a solid support group to help with the efforts. Jepson faculty, staff and students always provided this type of support. When our group was not gaining any short term wins, the Jepson community always supported us and made us realize that our efforts were not in vain.

Finally, an important lesson we learned about leading this type of change effort deals with working in an academic, private institution. People have done things the same way here for quite some time, and rocking the boat is not something that is necessarily pleasant, or comfortable. This most likely holds true for any organization, either public or private. Having a new president who calls for innovative, fresh ideas is a good foundation, but it is necessary that someone be able to step forward as the first one to say, "This is a good idea, and I give my support to this group in their endeavors."

Fortunately, we have finally put enough pressure on the stakeholders that it seems as if our project will be endorsed. And when it is, the celebration will begin.

The most significant reward of community service day comes from the students and members of the community who are touched by the interactions of the two communities. It is hopeful that there be a campus-wide celebration that could reinforce the service of students involved in the project. Another opportunity to reward the accomplishments of CSD would be to allow for a follow-up meeting and questionnaire for students and those assisted by the service projects. This reflection would offer the students the opportunity to see the effects their work had upon the lives of others. The potential for establishing a long-term website for the project would also be used to commemorate the event.

Despite all the hard work and effort given to Community Service Day, the effects will not go in vain as long as the University of Richmond community continues the cause. This requires other student organizations, faculty and students to implement this project in the future. The main organization that will continue the program is the Jepson School of Leadership Studies. Specifically, the Jepson School Student Government Association is currently looking for new projects to implement annually in its by-laws, and has welcomed the chance to proceed with this project. In addition, because VAC is a community service organization, they will always provide manpower and promote the cause outside the currently established community service organizations. Hence, VAC can reach out to those students who are not affiliated with established community service organizations. Sororities and fraternities can also adopt this program to unify service with the University and community organizations.

If the faculty and administration see the positive affect of service on students through the first Community Service Day, this program has the possibility of being implemented within the academic curriculum as part of experiential learning. As long as a few faculty members can see the importance of Community Service Day, then they in turn can share the vision with their colleagues. Faculty members and students alike can share their positive experiences from community service to others. By their word of mouth and communicating their personal accomplishment of helping others, hence a “change” effect will endure the continuation of CSD.

Best of luck! Please feel free to contact our astute advisor, Dr. Gill Hickman with any questions or us.

Appendices

- Appendix A** University of Richmond Community Service Survey and Exit Survey
- Appendix B** Letters to Jepson community and potential corporate sponsors of CSD
- Appendix C** Sample of “Student Organization Fundraising Approval Form”
- Appendix D** Lists of potential corporate sponsors and potential CSD sites (from LINCS)

Appendix A

University of Richmond Community Service Survey
and Exit Survey

University of Richmond Community Service Survey

Please reply to the following statements honestly by circling the answers that most closely fit your opinions. The results will be used in planning a Jepson School community service event this spring semester.

Please return completed surveys to Dotty Giordano's Jepson mailbox. Thank You.

There is a positive relationship between the University of Richmond and the surrounding community.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Most people living in the City of Richmond have poor impressions of the UR community.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I am familiar with community service programs at UR.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I would be willing to participate in a single day of community service within the City of Richmond.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I have participated in ___ community service projects in the last year.

1 2-4 5-10 11 or more

If so, what projects?

What would a community service day accomplish? (Check all that apply)

- Build a lasting relationship between UR and the city.
- Help me to make service a part of my daily life.
- Help others less fortunate.
- Broader my understanding of social justice.
- Apply concepts learned in class to the real world.

Have you taken a class containing a "service learning" component at UR? Yes No

If so, what class and when? _____

Post-CSD Survey

Did you participate in the Jepson Community Service Day?

Check one Yes No

If no please explain why _____

Was CSD a success?

Check one Yes No

Please explain why/why not _____

Was community service a important aspect of your life prior to CSD?

Check one Yes No

Please explain why/why not _____

Will you now incorporate service into you daily routine and/or make a lifelong commitment to serving society?

Check one Yes No

Please explain why/why not _____

Did CSD help you to identify and analyze questions of social justice?

Check one Yes No

Please explain why/why not _____

Did CSD provide an opportunity to appreciate and empathize with the needs of others?

Check one Yes No

Please explain why/why not _____

Did CSD assist in allowing you to recognize and articulate your own values more clearly?

Check one Yes No

Please explain why/why not _____

Appendix B

Letter to Jepson community

Letter to potential corporate sponsors of CSD

RE: Community Service Day

**Jepson Faculty, Staff and Administration
Jepson School of Leadership Studies
University of Richmond, VA 23173**

Dear Jepson Faculty, Staff and Administration:

On April 16, 1999, we are planning, in coordination with President Cooper's Investiture, a Jepson School Community Service Day. This event will consist of several direct service opportunities for all members of the Jepson community.

For several weeks preceding CSD, students, faculty, staff and administrators will have the option of selecting preferred service locations via a web-site. The most popular sites will then become the locations for our day of service.

The day will begin in Stern Quadrangle with a speech (hopefully delivered by Dr. Couto) regarding service and its impact at the University, and in the city of Richmond. We will then caravan to the locations where Jepson students, faculty, staff and administrators will spend the morning and early afternoon performing acts of service.

We have recently contacted several local corporations regarding in-kind donations for CSD, which will provide for lunch, T-shirts, publicity and additional support. We ask for your support with this initiative as well. For this event to be successful, the involvement of a large percentage of the Jepson community is imperative.

It is our hope that students, faculty, staff and administrators will embrace this initiative, and JSGA will adopt CSD as its annual service event. Please encourage your students and colleagues to participate in this endeavor.

Cordially,

Dotty Giordano & Ian Koffler

(Contact name)
(Company name)
(Department)
(Address)
(City, State, Zip)



Dear (Contact name):

**Picture it – 3,500 college students dedicating an entire day
to give something back to their community;
Thirty-Five Hundred young adults making a difference in Richmond...**

Please allow us to introduce ourselves—we are students at The University of Richmond currently enrolled in a “Leading Change” course in the Jepson School of Leadership Studies. Our major project for the semester is to find an area in need of change, be it on the Richmond campus or in the Richmond community, and implement a project to bring about that change. Our group has decided to focus its efforts on community service in the Richmond area. We have spoken with University administrators, and they have given us their 100 percent support. We are now looking for you to make that same commitment.

On April 16, 1999, The University of Richmond will launch its first annual “Community Service Day” by sending students into the community to provide various services with their time and effort. Numerous organizations will benefit from the community service, including habitat for humanity, meals-on-wheels, adopt-a-highway, to name only a few.

As with any event of this magnitude, the day will be nearly impossible to materialize without the support of our community. We are asking local Richmond corporations donate their “specialty” to help our cause—specifically, we would like (Company name) to provide (company specialty) to aid in the production of this event.

We would love to set a time to speak with you about opportunities for your company to provide support in this endeavor. Not only will you be gaining superb publicity for your organization, but you will also be supporting a most important cause. Thank you so much for your consideration. We will be contacting you soon.

Sincerely Yours,

Dotty Giordano

Ian Koffler

Kianna Price

Jess Timmerman

Brian Williams

“Leaders have a significant role in creating the state of mind that is the society. They can serve as symbols of the moral unity of the society. They can express the values that hold the society together. Most important, they can conceive and articulate goals that lift people out of their petty preoccupations, carry them above the conflicts that tear a society apart, and unite them in pursuit of objectives worthy of their best efforts.”

~ John W. Gardner

DM
JEPSON
LETTERHEAD

Appendix C

Sample of "Student Organization Fundraising Approval Form"

Date submitted _____

Date received by Student Activities or Campus Recreation _____

Date received by Development Office 2-22-99

UNIVERSITY OF RICHMOND
Student Organization Fundraising Approval Form

*****All organizations must be recognized by the University of Richmond. Please attach copies of written materials which may be distributed as part of the fundraiser.**

Organization Sepson School Senior Project

Person completing form Dotty Giordano Phone 285-3635

Address 1504 I Autumn Honey Ct Richmond, Va. 23229

Purpose of raising funds Sponsor Community Service Day

Description of proposed fundraising project Campus-wide day of service when students, staff, faculty + administrators assist the city of Richmond through service

Proposed date of fundraiser April 1999 Location VARIOUS SERVICE SITES

How will funds be solicited? (Please check all that apply.)

- Personal
- Mail
- Advertisements
- Other (please explain) _____
- Phone
- Information table
- Outside vendor
- Special event

Will the fundraising project involve direct solicitation of any of the following groups? If so, you must attach a list of specific names of alumni, parents, and businesses which you would like to solicit with this form for approval. (Please check all that apply.)

- UR alumni
- Corporations
- Area Businesses
- Other (please explain) _____
- Parents of UR students
- Foundations
- Law firms

I. All requests must be approved by the Director of Student Activities or Director of Campus Recreation.

- Request Approved
- Request Denied
- Request requires additional information
- Request requires Office of Development Approval

Signature [Signature] Title Asst. Student Dev Date 2/25/99

II. Fundraising projects involving direct solicitation of any of the groups listed and/or mention of tax-deductibility in any form must be approved by the University of Richmond Development Office. Please allow approximately two weeks for approval.

- Request Approved
- Request Denied

Signature Jillie Hatcher Title Assistant Director, Annual Giving Date 2-24-99

Appendix D

List of potential corporate sponsors

List of potential sites for CSD (from LINCS)

Fritz Kling
Development Office
Maryland Hall
University of Richmond

Possible Corporate Sponsors for CSD

1. Capital One
2. Arthur Anderson
3. Philip Morris
4. Hannaford's
5. First Union
6. Home Depot
7. Target
8. Coca Cola
9. Care Advantage
10. Crestar Bank
11. Papa John's
12. News Channel 6
13. Domino's
14. Q. 94.5
15. Bell Atlantic
16. Virginia Power
17. Media One
18. Kinkos
19. 360 Communications
20. B. 103.7
21. Times Dispatch
22. Estes Express Lines
23. Plan 9
24. Circuit City
25. Anderson Consulting
26. William Mercer Consultants

<i>Greater Richmond Environmental Action Trust-GREAT</i>	<i>Greater Richmond SCAN</i>	<i>HEAL</i>	<i>Henrico Area Mental Health and Retardation Service</i>
<i>Henrico County Personnel-Volunteer Services</i>	<i>Hillside Baptist Center</i>	<i>Homeless Services</i>	<i>Housing Opportunities Made Equal (HOME)</i>
<i>Interfaith Housing Corporation</i>	<i>James River Association</i>	<i>James River Park System-Richmond Parks and Recreat</i>	<i>Jewish Community Federation of Richmond</i>
<i>Jewish Family Services</i>	<i>Johnston Willis Hospital</i>	<i>Keep Henrico Beautiful</i>	<i>Lakeside House</i>
<i>Legal Information Network for Cancer (LINC)</i>	<i>Libbie Convalescent Center</i>	<i>Limited English Speaking Program-VA Cooperative Ex</i>	<i>Local Initiatives Support Coalition</i>
<i>Love Outreach Ministries</i>	<i>LUPUS Foundation</i>	<i>Lutheran Family Services</i>	<i>Make Women Count</i>
<i>March of Dimes</i>	<i>MCV Hospice</i>	<i>MCV Hospitals</i>	<i>MCV-VCU Hospital Hospitality House</i>
<i>Meals on Wheels</i>	<i>Metropolitan Hospital</i>	<i>Minority Health Services</i>	<i>Minority Youth Appreciation Society, Inc.</i>
<i>Modlin Center for the Arts</i>	<i>Muscular Dystrophy Association</i>	<i>N.AACP</i>	<i>NARAL</i>
<i>National Conference of Christians and Jews</i>	<i>National Kidney Foundation</i>	<i>National Multiple Sclerosis Society</i>	<i>Northstar Academy</i>
<i>Oakridge Learning Center Bon Air Juvenile Corrc.</i>	<i>Offender Aid and Restoration of Richmond, Inc.</i>	<i>Office of Minority Health</i>	<i>Office of Refugee Immigration Services</i>
<i>Office of Refugee Resettlement</i>	<i>Oregon Hill Home Improvement Council</i>	<i>Parham Health Care and Rehabilitation Center</i>	<i>Planned Parenthood Advocates of Virginia</i>
<i>Pocahontas State Park</i>	<i>Prevent Child Abuse, Virginia</i>	<i>Project America</i>	<i>READ Center</i>
<i>Retreat Hospital</i>	<i>Richmond AIDS Ministry</i>	<i>Richmond Animal League</i>	<i>Richmond Area Association for Retarded Citizens In</i>
<i>Richmond Ballet</i>	<i>Richmond Better Housing Coalition</i>	<i>Richmond Capitals</i>	<i>Richmond City Cooperative Extension</i>
<i>Richmond City Health Department</i>	<i>Richmond Community Action Program</i>	<i>Richmond Community Senior Ctr, Inc.</i>	<i>Richmond Community Services Board</i>
<i>Richmond Juvenile Court Volunteer Program</i>	<i>Richmond Lesbian and Gay Pride Coalition</i>	<i>Richmond Lesbian Feminists</i>	<i>Richmond Mental Health Center</i>
<i>Richmond Metropolitan Habitat for Humanity</i>	<i>Richmond Organization for Sexual Minority Youth</i>	<i>Richmond Peace Education Center</i>	<i>Richmond Police Athletic League, Inc.</i>
<i>Richmond Public Schools</i>	<i>Richmond Redevelopment</i>	<i>Richmond Regional</i>	<i>Richmond SPCA</i>

<i>Richmond Sports Backers</i>	<i>Richmond Symphony</i>	<i>Sacred Heart Center</i>	<i>Salvation Army</i>
<i>Salvation Army Boys and Girls Club</i>	<i>Science Museum of Virginia</i>	<i>Second Baptist ESL Program</i>	<i>Single Mothers Acting Responsibly Together (SMART)</i>
<i>Small Business Development Center</i>	<i>South Richmond Health Center</i>	<i>Soviet Resettlement Program</i>	<i>St. Joseph's Villa</i>
<i>St. Joseph's Villa Child Development Center</i>	<i>Strategies to Elevate People</i>	<i>Stuart Circle Hospital</i>	<i>Task Force for the Historic Preservation in the Mt</i>
<i>The Carver Promise</i>	<i>The Community Foundation</i>	<i>Theatre Virginia</i>	<i>Tuckahoe YMCA</i>
<i>United Way</i>	<i>Urban League</i>	<i>Urban Partnership</i>	<i>V.I. Voice</i>
<i>Valentine Museum</i>	<i>VCU Survey Research Center</i>	<i>Virginia Blood Services</i>	<i>Virginia Breast Cancer Foundation</i>
<i>Virginia Campus Outreach Opportunity League (VACO)</i>	<i>Virginia Coalition for the Homeless</i>	<i>Virginia Conservation Network</i>	<i>Virginia Department of Youth and Family Services</i>
<i>Virginia Foundation for Women</i>	<i>Virginia Head Injury Foundation</i>	<i>Virginia Health Care Foundation</i>	<i>Virginia Home for Boys</i>
<i>Virginia Interfaith Center for Public Policy</i>	<i>Virginia League for Planned Parenthood</i>	<i>Virginia Mental Health Consumers Association</i>	<i>Virginia Museum of Fine Arts</i>
<i>Virginia Native American Cultural Center, Inc.</i>	<i>Virginia Office of Volunteerism</i>	<i>Virginia Organizing Project</i>	<i>Virginia Poverty Law Center</i>
<i>Virginia Randolph Special Education Center</i>	<i>Virginia Rehabilitative Center for the Blind</i>	<i>Virginia Special Olympics</i>	<i>Virginia Treatment Center for Children</i>
<i>Virginians for Child Abuse Prevention</i>	<i>Virginia Bar for Justice</i>	<i>Volunteer Emergency Families for Children</i>	<i>Volunteers for Youth</i>
<i>Westhampton Baptist Church-ESL Program</i>	<i>William Byrd Community House</i>	<i>Youth Services Commission</i>	<i>YWCA</i>

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