A second exploration meeting to begin formalizing service learning at Wichita State University took place Feb. 1, 2013. Welcoming speakers were Nick Messing, coordinator of leadership and service learning, and Nancy Loosle, director of activities. Facilitation was provided by the Center for Community Support and Research (CCSR).

In small groups, participants were invited to review the notes from the first meeting and identify one thing that excited them and one thing that would be important to remember in moving forward.

Nancy and Nick presented a working definition for service-learning at WSU, service-learning goals, and best practices. They recorded feedback in order to further refine the definition and purposes.

Rick Muma, associate provost, indicated that the time is ripe to have a plan that can be reviewed around campus, including in the president’s and provost’s offices. He asked participants to weigh in on what should be considered as the plan takes shape and specifically for thoughts on where the work should be housed:

**Location of the work**

- When will faculty meet Campus Life and University Relations?
- Might be more effective to faculty if co-hosted
- Students do not care where it is – important is balance and fun
- Liaison model as with WSU Foundation
- Growth leads to extra concerns – health testing, IRB, etc.
- How can we use Co-op model?
- Work it into a syllabus somehow
  - Have a *de facto* graduation requirement in the degree program by requiring courses which require service learning
- Goal – encourage (not required) all students to have Service Learning experience
- Gen Ed requirements include critical thinking, problem solving
- IDEA: Be a community engaged university – seek this designation

**What should be considered as the plan takes shape?**

- Dollars can make it easier for students to participate and learn
- Bring in nationally recognized speakers to fire up interested faculty
- Can the plan be phased in, incorporate what is happening already, help overcome barriers being experienced?
- What are the leverage point in the community?
- In adding undergraduate research and service learning to existing Co-op Ed, we may be doing too much, diluting the experiences
- Resources
- Different types of resources might be available for sustainable project vs. developmental (small introductory) project
- Need a list of people involved already
- Why institutionalize? Why not just do more?
To begin setting priorities, facilitators invited participants to identify possible elements of the plan in six categories. This was described as the “raw material” for a plan:

1. **Elements we can accomplish in the next two semesters**
   - Identify the experts on campus (student organizations should be included)
   - Create a task-force or other group to oversee the project
   - Meet with faculty senate
   - Identify a few models on campus to “research”
   - Use at least 1 or 2 undergraduate research projects to research what already is
   - A needs assessment
   - Identify departments and courses that already involve service learning – understand what makes them work
   - Find out if students care???
   - Frame a “centralized clearinghouse” for community, students and faculty to access as a resource
   - Current established service learning courses/syllabus/projects
   - Public Relations initiative
   - Pilot multiple efforts/projects/experiences that build on existing service-learning (or related) efforts across campus
   - Create a website

2. **Elements that would enhance the student experience at WSU**
   - Taking what is happening outside of the classroom and attaching an “academic” (learning) component
   - Common language or “outcomes” (*i.e.*, Gen Ed) that are blitzed across campus and in the community so students and faculty learn what service learning is
   - A WSU “culture” that service learning is good, expected, supported, nurtured from all facets of the student experience
   - Diversity of opportunities to get involved
   - Free for students to participate
   - Learning Communities
   - Offer as Gen Ed & 3 credits vs. 1 credit
   - Regional/National/International programs
   - Service learning experience internationally (*e.g.*, Puebla, Mexico)

3. **Elements that build on something that is already going on**
   - Connecting individual students and faculty to resources on service learning and which courses will offer it
   - Identify common processes and look for overlapping responsibilities
   - Good public relations on service learning programs that are working “models,” educating faculty and students
   - Leverage connections with community that already exist or that can provide some “shovel ready” service projects
   - Connect/utilize WSU resources/entities that already have relationships with community opportunities (like centers, in addition to departments/services like Co-op that do direct connection)
4. **Elements we already know how to do**

- Curriculum development
- Project/resource contacts
- Internships and some practicums that serve
- Co-op, honors, departmental courses that already connect coursework with community engagement
- Create partnerships and cultivate relationships with the community

5. **Elements that require long-term thinking**

- Require or not require?
- Establishing a central service learning resource center. Community leaders brought up desire for one-stop-shop
- Any decisions that would impact WSU policies and/or graduation requirements
- Develop guidelines for service learning projects, products (etc.) – The Marquette categories could be a guide
- Identifying current processes at WSU that may fit into service learning
- Consistency across all service-learning experiences that meet the goals, definition and outcomes defined as service learning at WSU
- Faculty in residence
- Funding & different types
- Staffing for development
- Work through differences among and priorities for service learning, co-op, internships and undergraduate research. Too many initiatives at once?
- Do not do this just because the president wants it. Do we?
- Central office
- Long-term funding structures

Facilitators also invited participants to identify elements that are not right for WSU. There was a range of opinion about if and how much of a requirement service-learning experiences should be for students:

**Elements not right for WSU**

- Requiring service learning for all students
- Not requiring service learning for all students
- May not work for transfer students, professional schools, working students or returning adults if tied to “campus” projects. Students adding on one more commitment
- “Token” service learning. Our students are not “teens” anymore.
- Not having a universal expectation for service learning, which could be represented/fulfilled in various ways – like Co-Op Ed
- Faculty and staff holding on to what’s always been done

In small groups, participants further established priorities to create a first attempt at a plan. See related notes.