

Business Plan
Office of Service-Learning
Bowling Green State University
Submitted February 2008

Executive Summary

A. UNIT MISSION AND KEY FUNCTIONS

Why SL at BGSU?

“**Values in Action**” is at the heart of the mission and drives the key functions of OSL. BGSU’s role as a values driven public university is to apply our human, intellectual, and physical resources to produce graduates who are equipped to make an impact in their chosen profession or life path and who are prepared to be engaged citizens within a multicultural, global and democratic society. As a campus community we also contribute to research and new knowledge creation that serves the public good. As a values driven institution which aspires to become a premier Learning Community in Ohio, and one of the best in the Nation, we should be providing students with distinctive opportunities and experiences to think critically about values, and challenging them to apply these concepts in context; to practice “Values in Action”. This should be a signature of our academic and co-curricular programs.

Our **VISION** is to infuse SL pedagogy throughout the BGSU community in order to advance the following key agendas:

- To ground students’ academic experiences in the context of community-based problems and applications, and to prepare our graduates to engage others actively and effectively so that they participate fully in society as well-informed and engaged citizens.
- To provide opportunities for faculty to engage in high-quality, community-based teaching, to build partnerships with external audiences within their professions and in the broader community, and to potentially develop research sites for community-based research supporting the Scholarship of Engagement.
- To harness the resources of BGSU to help build strong communities, and to extend our identity as a key community partner in our region, state, and nation.

What Would this Vision Look Like in Practice?

Our vision is that each BGSU student has opportunities to engage in SL within his or her general education program and major. We envision each student accessing a wide range of opportunities to participate in community-based learning through cooperative learning experiences, internships, student fellowships, student research projects, study abroad/study away, and senior capstone experiences, as well as co-curricular and extra-curricular opportunities that will challenge him or her to become a lifelong volunteer, active citizen, and leader of tomorrow. In addition, BGSU graduate students will also have opportunities to engage in SL experiences in their own coursework and scholarship as well as access to professional development and training to develop familiarity and expertise with service-learning, community-based pedagogy, and civic engagement as part of their professional preparation as future faculty and ethical and civically minded professionals.

The 5-Year Plan is designed to build capacity and develop organizational infrastructures to prepare us to move toward a SL graduation requirement in the 2012-2017 planning period.

Our key functions are organized under the 5 domains of the Self-Assessment Rubric for the Institutionalization of SL in Higher Education developed by Andy Furco and others (Appendix A), which will allow us to benchmark our initiatives against other institutions. The rubric encompasses many of

the variables that are increasingly emerging as part of national rankings and funding criteria, so it is a useful tool for ongoing program evaluation in this activity building phase.

Key Functions

I. Philosophy and Mission of Service- Learning

- *Values in Action* - To infuse the concepts “Values in Action”, personal and social responsibility, critical thinking about values, public and community service, and global citizenship throughout our work.
- *Continuum of Engagement* - Embed SL in a continuum of community and public service and civic engagement, building partnerships with student affairs and other engagement units to support curricular and co-curricular engagement as well as teaching, scholarship, faculty outreach, community and economic development.
- *Assessment of Learning* - Ensure that SL courses and experiences are effective in assisting students to demonstrate competence and excellence in the University Learning outcomes.

II. Faculty Support for and Involvement in Service-learning

- *Faculty development* - Provide professional development opportunities for faculty, staff, students, and community members to enhance SL and civic engagement activities on campus, in the region, and in the state and nation.
- *Course development* - Provide direct support for the development of high quality SL courses, and advocate for changes in practice and policy that will allow these courses to be sustainable.

III. Student Support for and Involvement in Service-Learning

- *Student Learning* - Ensure BGSU students at the undergraduate and graduate level have the opportunity to explore “Values in Action” by engaging in high quality SL and community based learning as part of their BGSU academic experience.
- *Students as Colleagues* - Engage students as colleagues in taking responsibility for their own learning as student leaders and contributors to the development of SL and public service programs at BGSU.

IV Community Participation and Partnerships

- *Community Partnership Development* - Develop effective and efficient infrastructures and professional development opportunities to support excellence in reciprocal and mutually beneficial campus-community partnerships, creation and assessment of high quality programs, SL course delivery, and student learning.
- *Addressing Community Needs* – Develop a clearinghouse for linking community needs and community requests to campus resources, and vice versa. Build on campus networks to leverage the range of university resources that address public needs.

V. Institutional Supports for Service-Learning

- *Organizing for Engagement* - Become the clearinghouse for SL and public service opportunities creating a seamless connection between the campus and the community. Develop the databases and infrastructures that allow for sound data collection, accessible systems, and coordinated functions on campus and in the community.
- *Regional Partnerships* - Develop strong partnership with BGSU at Firelands to leverage regional approaches to public work.
- *Research and Assessment* - Develop strong assessment and evaluation models to assist faculty in instructional and curriculum development and demonstrate ways in which SL enhances the mission of the university and supports student access, retention and success
- *Best Practices* - Ensure that we disseminate to internal and external audiences the distinctive achievements of BGSU in SL and civic engagement to build recognition for the work of our faculty, students, and community partners and to support competitiveness in obtaining external funding.
- *External Relationships* - Sustain strong relationships with external organizations and agencies at the state and national level to leverage resources,

and connect BGSU to local, regional, state, national and global agendas.

- *Rewards and Recognition* - Develop reward and recognition structures for faculty, staff, students, and community members that support exemplary SL and community based teaching, research and service.

B. CURRENT POSITION

The Office of SL (OSL) was created in September 2006 as the response to the recommendations of the President's Committee on Service-Learning. Dr. Jane Rosser was appointed as the founding Director on September 1st, 2006. For 2006-2008, OSL has been supported by the College of Arts and Sciences and the Office of the Provost and the operating budget has been drawn equally from both areas, with the Director reporting to Don Nieman, Dean of Arts and Sciences, and Mark Gromko Vice Provost for Academic Programs. As a new entity OSL is still in an intense program building phase as we define the role of the office in relation to the mission and vision of the university and try to build an infrastructure to support the development of high quality and sustainable service-learning (SL), community based learning, and civic engagement pedagogies. The President's Committee report which initiated the office laid out a list of recommendations and ideas which were multilayered, but there was no set of priorities or implementation plan (and it was a long list!). The first year (06-07) was very much about establishing a new office, building partnerships, securing resources, and getting some new initiatives off the ground. Our current context offers some gifts and some challenges – we have a lot of activity going on in this area but we lack institutional infrastructures to connect and focus these activities to direct our resources effectively, link activities to our learning outcomes, and develop our programs as distinctive elements of the BGSU experience.

C. 5-YEAR PLAN

Our focus for the next 5 years is capacity building to support excellence in our programs. Our initiatives revolve around 3 key functions:-

- 1) **Capacity Building** on campus and in the community to create a strong infrastructure to support high quality service-learning and civic engagement experiences for faculty, students, and community partners.
- 2) **Service-Learning Program Development** (including professional and academic program development) activities that support the creation of new service-learning courses and support best practice in existing curriculum initiatives.
- 3) **Resource Development** (including partnership and leadership development) to provide faculty, students, and community partners with the resources they need to be successful agents of community based learning.

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Operating Plan

Capacity Building

Goals	Implementation Tactics	Anticipated Outcomes	Responsibility	Measures	Resource Implications
<p>YEAR 1 2007-2008 CB 1/ 1. Build an Infrastructure for SL Activities</p>	<p><i>a. Identify and track SL courses</i> Create SL course identification and process for adoption for fall 08</p> <p>Survey all departments to determine SL courses being offered</p> <p>Disseminate SL information via a proposed Annual Student Engagement Report</p>	<p>Accurate data on SL activities at BGSU</p> <p>Ensure accuracy of SL course data – only 2007-2009 until designation is institutionalized</p> <p>SL data broadly available</p>	<p>OSL Director in collaboration with Registration and Records Staff</p> <p>OSL staff</p> <p>OSL staff with Student Affairs staff</p>	<p>SL designation in place for fall 08</p> <p>SL designation matches survey data</p> <p>Annual report disseminated annually beginning August 08</p>	<p>As new systems are incorporated additional administrative tasks will be necessary over 2007-2008</p> <p>Upgrade P/T secretary to F/T to address expanded administrative tasks</p> <p>Realignment of funding for GA positions to secure funding for 2 positions in the OSL budget</p>
	<p><i>b. Develop SL Course Profiles</i> Survey all SL faculty to build a detailed profile of each BGSU SL course</p> <p>Create a web based SL syllabi bank</p>	<p>Accurate data on SL activities at BGSU</p>	<p>OSL staff</p> <p>OSL staff & VCTE intern</p>	<p>50% of course profiles online by fall 08 with similar expansion each subsequent year till database is complete and updated annually</p>	<p>Additional administrative tasks over 2007-2008</p> <p>Stipend for VCTE intern</p>

Capacity Building

Goals	Implementation Tactics	Anticipated Outcomes	Responsibility	Measures	Resource Implications
<p>YEAR 1 2007-2008 CB 1/ 1. Build an Infrastructure for SL Activities</p>	<p><i>c. Create system for reporting student engagement</i> Committee (sp/ su 08) to revise reporting of service hours systems across the curriculum and co curriculum</p> <p>Partner with the United Way of Greater Toledo (UWGT) regarding Volunteer Solutions software & develop proposal for a web based reporting system for implementation in 09</p>	<p>Accurate data available for internal and external reporting</p> <p>Access existing external resources to leverage impact of available funds</p>	<p>OSL staff and Student Affairs staff</p> <p>OSL staff, Student Affairs staff with UWGT staff</p> <p>VCTE intern</p>	<p>Annual report disseminated beginning August 08</p> <p>Degree of BGSU link with Volunteer Solutions</p> <p>Web based system operational 09</p>	<p>Resource implications support of web based system – need for VCTE intern</p> <p>Additional administrative tasks over 2007-2008</p>
	<p><i>d. Develop internal network of community partnership units</i> Develop Community Connections group as key internal community partnership resource</p>	<p>Stronger internal network to identify resources and needs</p>	<p>OSL staff and CC steering group</p>	<p>Community Connections annual report and steering group in place fa 08</p>	<p>Ongoing resources</p>
	<p><i>e. Develop OSL advisory board</i> College representatives in place fall 07. Community representatives and students in place sp 08</p>	<p>Internal and External Support for OSL</p>	<p>OSL Director and OSL staff</p>	<p>Regular meeting cycle and participation rates</p>	<p>Ongoing resources</p>

Capacity Building

Goals	Implementation Tactics	Anticipated Outcomes	Responsibility	Measures	Resource Implications
YEAR 2 2008-2009 CB 2 / 1. Monitor reporting systems	Reporting systems for student engagement, SL courses, and campus/community resources piloted 08-09. Procedures to be closely monitored and evaluated for effectiveness of design, timeliness, and quality of data produced	Accurate data available for internal and external reporting	OSL Director and OSL staff VCTE intern	Data collection processes completed and review and redesign of procedures implemented for fall 09	Additional administrative tasks over 2007-2008
CB 2 / 2. Development of liability/ risk management polices for SL	Review existing polices, research best practices nationally, develop BGSU specific polices and implementation plan	Ethical, safe, and accessible polices and practices in place for all participants in SL experiences	OSL Director, Director of Risk Management, other consultants as required	Polices and resources available on OSL website Assessment of compliance	Additional administrative tasks over 2007-2008
CB 2 / 3. Identification of transportation resources to support SL courses	Review existing campus resources and explore new resources Develop funding proposal	Available and safe transportation of BGSU students engaged in SL experiences	OSL Director, Ad Hoc Committee	Polices and resources available on OSL website	Seek external funds for the e.bus project and transport needs
CB 2 / 4. Build structures to support effective campus /community partnerships	Initiate committee to develop clearinghouse mechanisms for matching community needs with campus resources Two year implementation cycle	Database of community/campus needs, resources, and partnerships SL Faculty develop effective partnerships & community partners access campus resources efficiently	OSL staff with UWGT staff and Ad Hoc Committee VCTE Intern	Committee report submitted by spring 09 with plan for implementation in fall 09	Resources for web development Additional administrative tasks over 2007-2008

SL Program Development

Goals	Implementation Tactics	Anticipated Outcomes	Responsibility	Measures	Resource Implications
<p>YEAR 1 2007-2009 PD 1 / 1. Initiate process for generating new SL Courses</p>	<p><i>a. Core Commitments Faculty Service-Learning Learning Community</i> In partnership with CTLT a pilot program is in place for 07-09. Funding was secured through CTLT and from the University Bookstore (\$30,000) and the Core Commitments AAC&U grant (\$12,300) for a new SL Course Development Grant</p>	<p>12 new courses taught 08-09</p>	<p>OSL Director, OSL GA, CTLT staff</p>	<p>Number of new courses actually taught in 08-09, continued faculty use of SL pedagogy, faculty evaluations of program, and number of applicants for 08-10 community.</p>	<p>Sustain funding for the SL Course Development Grant</p>
	<p><i>b. Faculty Consultations</i> One on one outreach with faculty, community partners, and staff</p>	<p>Generation of new SL courses</p> <p>Strengthen existing SL courses</p> <p>Create broad range of SL and civic engagement activities</p>	<p>OSL Director</p>	<p>Number of meetings and impact of meetings as part of end of year assessment</p>	<p>Increasing demand as a result of institutionalization efforts will generate need for additional professional staff for curriculum development and assessment in 09-10</p>

SL Program Development

Goals	Implementation Tactics	Anticipated Outcomes	Responsibility	Measures	Resource Implications
<p>YEAR 1 2007-2008 PD 1 / 2. Implement professional development programs</p>	<p>Develop broad range of activities addressing the professional development needs of faculty, staff, students (particularly graduate students) and community partners. <u>Pilot Programs 07-08</u> Faculty Focus Series (6 programs), Community Partnerships Forums (6 programs), Introductory SL Workshops (2 programs), Pedagogies in Practice (2 programs) GradStep (2 hour workshop in fall), First Year Success Series (4 programs), Activism Workshops (4 programs) Special Workshops (2 day long fall & sp)</p>	<p>Increase understanding of and participation in SL, civic engagement activities, engaged scholarship, and community partnerships</p> <p>Creation of a campus culture that embraces SL and civic engagement</p> <p>High quality SL courses and activities</p> <p>Strong campus/community Partnerships</p>	<p>OSL Director, OSL Staff, CTLT Staff</p>	<p>Annual schedule of events</p> <p>Participation rates and participant feedback</p>	<p>Funding for Special Workshops that link BGSU to larger national initiatives and national speakers added for 08-09</p> <p>To date these events have been supported via co-sponsorships</p>
<p>PG 1 / 3. BGSU at Firelands</p>	<p>Director of OSL monthly consultations at BGSU Firelands</p>	<p>Strong SL activities generated at BGSU Firelands</p>	<p>OSL Director</p>	<p>Number of visits and number of faculty consultations</p>	<p>Travel expenses</p> <p>Support for use of Web 2.0 technologies</p>

SL Program Development

Goals	Implementation Tactics	Anticipated Outcomes	Responsibility	Measures	Resource Implications
YEAR 2 2008-2009 PD 2 / 1. Ongoing SL course development	<i>a. Monitor new SL courses and course profile database development</i> Evaluate courses, refine curriculum for the learning community, link faculty to ongoing professional development and course profile development	Sustain new SL course development	OSL Director, OSL GA Staff	Continued faculty use of SL pedagogy and faculty evaluations of program	Demands will expand over time as number of courses increases resulting in need for additional professional staff in OSL
	<i>b. Implement SL course review process and committee</i> Create rubrics and process for approval of a course for the “SL” course designation. Appoint and train committee members and pilot process for 09-10	High quality SL courses with focus on demonstrating learning outcomes	OSL Director and committee	Rubrics in place and process implemented for 09-10	Additional administrative tasks over 2007-2008
	<i>c. Develop SL assessment plan</i> Initiate partnership with existing assessment groups to develop rubrics for SL learning outcomes and tools to measure student learning to be piloted in fall 10.	High quality SL courses with focus on demonstrating learning outcomes	OSL Director and committee	Rubrics completed and piloted in fall 10	Additional administrative tasks over 2007-2008

SL Program Development

Goals	Implementation Tactics	Anticipated Outcomes	Responsibility	Measures	Resource Implications
YEAR 2 2008-2009 PD 2 / 1. Ongoing SL course development	<i>c. Conference participation</i> Develop mini-grant program to support faculty participation at the state and national level in SL & engagement activities	Extend faculty professional development and networking at the state and national level to enhance course delivery, research, and scholarship	OSL Director	Number of faculty funded and presentations delivered	Annual funds to support faculty engagement in SL conferences outside of their discipline
PD 2 / 2. Professional development, rewards and recognition	<i>Annual recognition and rewards program</i> Develop an annual SL/ civic engagement/core commitments annual recognition event Develop internal awards to recognize faculty excellence in SL, a community partner recognition award, and a student award recognizing excellence in a student led SL project	Build recognition and celebration of excellence in this area Sustain faculty, staff, student, and community partner engagement and motivation Identify BGSU nominees for annual state and national awards in the SL/ civic engagement area	OSL staff OSL Advisory Board	Participation and nomination rates External nominations and external awards received	Funding for Annual Awards and Recognition Event Funding for awards

SL Program Development

Goals	Implementation Tactics	Anticipated Outcomes	Responsibility	Measures	Resource Implications
YEAR 3 2009-2010 PD 3 / 1. SL Course Assessment	<i>a. Pilot assessment plan</i> Pilot assessment rubrics and course evaluation processes and make changes as necessary to establish a standard SL course assessment protocol	High quality SL courses with demonstrated learning outcomes	OSL Director and Assistant Director	Pilot conducted, revisions completed, full process in place for 11-12	New Hire for fall 09 Assistant Director F/T Curriculum and Assessment Specialist – additional support needed to develop our program development activities to the next level to achieve best practices
	<i>b. Pilot civic learning/engagement e.portfolio</i> Develop guidelines for the development of a civic learning e.portfolio	Documentation of student experiences and learning within the curriculum and co-curriculum	OSL Director and Assistant Director and Student Affairs staff	Guidelines available on OSL website and workshops developed for implementation in fall 11.	
PD 3/ 2. SL Scholarship Initiative	<i>Initiate faculty SL research community</i> Initiate research group to facilitate project development, peer review, and mentoring activities. Scholarship of teaching and learning community based scholarship is an important way for SL faculty to link their investment in SL course development with research	Stimulate research based best practice in SL pedagogy and public work	OSL Director and Assistant Director and Student Affairs staff	Number of participants and number of research projects initiated.	Faculty research grants tied to SL research group

SL Program Development

Goals	Implementation Tactics	Anticipated Outcomes	Responsibility	Measures	Resource Implications
YEAR 4 2010-2011 PD 4 / 1. Maintain Program	SL assessment plan implemented Civic learning/engagement e.portfolio piloted	SL Outcomes documented Documentation of student experiences and learning within the curriculum and co-curriculum.	OSL Director, OSL Assistant Director, OSL staff	Number of courses implementing assessment strategies Number of SL courses utilizing an e.portfolio Number of students with civic learning/engagement e.portfolio	Additional workshops and professional development required
YEAR 5 2011-2012 PD 5 / 1. OSL 5-Year Review of Institutionalization	Assess degree of institutionalization of SL based on business plan, President's Committee report which initiated the OSL, and using best practice models	Creation of strategic plan for next 5-year period to achieve national program recognition	OSL staff and OSL Advisory Board	Report completed and recommendations shared with Provost sp 12	Resource recommendations for next 5-year plan will emerge from the review
PD 5 / 2. SL Graduation Requirement Proposal Developed	Develop proposal for SL graduation requirements that are achievable based on our institutional capacity, that reflect our university mission and values, and that signify our institutional identity as an engaged university	SL as a signature program of BGSU	OSL Director, OSL Assistant Director, OSL Advisory Board, additional consultants	Proposal developed and submitted to the appropriate governance entities	Resource requests based on proposal

Resource Development

Goals	Implementation Tactics	Anticipated Outcomes	Responsibility	Measures	Resources
<p>YEAR 1 2007-2008 RD 1 / 1. Develop strong internal partnerships</p>	<p>Target the creation of collaborative projects and initiatives. Key campus partners: <i>Center of Teaching, Learning and Technology (CTLT)</i> - professional development activities; <i>BGPerspective (BGP)</i> - general education course development; <i>BGeXperience</i> - SL infusion in the values curriculum; <i>University Bookstore</i> - financial support for faculty grants and student leadership positions; <i>Chapman Learning Community</i> – development of model program in civic engagement; <i>Core Commitments Group</i> – curricula/ co-curricular models for infusing personal and social responsibility through BGSU; <i>Campus Activities</i> –student engagement and reporting; <i>Partnerships for Community Action (PCA)</i> – partnership initiatives and special projects</p>	<p>Strong internal network to support SL and civic engagement activities</p>	<p>OSL Director</p>	<p>Partnerships documented in annual report</p>	<p>Ongoing resources</p>

Resource Development

Goals	Implementation Tactics	Anticipated Outcomes	Responsibility	Measures	Resources
<p>YEAR 1 2007-2008 RD 1 / 2. Develop external partnerships</p>	<p>Develop and sustain external partnerships that link BGSU to local, state, and national initiatives, resources, and recognition. They are a building block for community partnership development and new course generation. Partnerships include: <i>Campus Compact, Ohio Campus Compact, Wood County Corps, Great Cities- Great Service Learn and Serve Consortium, UWGT, Imagining America, Community Partnership/ CAPA City, BG Teen Center, UCF Spiritual Development Center</i></p>	<p>Strong external network to support SL and civic engagement activities</p>	<p>OSL Director</p>	<p>Partnerships documented in annual report</p>	<p>Ongoing resources</p>

Resource Development

Goals	Implementation Tactics	Anticipated Outcomes	Responsibility	Measures	Resources
<p>YEAR 1 2007-2008 RD 1 / 3. Initiate student leadership development for civic engagement</p>	<p>Develop BGSU Service Corp/WCC and provide support for the M3C Scholars program and the Bookstore Undergraduate Engagement Scholarship</p>	<p>Provision of resources to support student engagement in the community</p> <p>Strong student leadership for SL and civic engagement</p>	<p>All OSL staff</p>	<p>Number of participants, level of support provided, number of hours of service provided by participants.</p>	<p>Ongoing resources</p>
<p>YEAR 2 2008-2009 RD 2 / 1. Resource development activities</p>	<p><i>a. Submit "Learn and Serve" grant</i> Learn and Serve is the biggest federal funder of SL and they will be accepting applications for a 3-year grant cycle in late fall 09. OSL will initiate a grant development process with the advisory board in summer 09</p>	<p>Acquire external funding for OSL</p>	<p>OSL Director and OSL Advisory Board</p>	<p>Grant submitted</p>	<p>Determined by outcome of grant application</p>
	<p><i>b. Work with Office of Development on proposals for donor development</i> Create a variety of fundable proposals, identify potential donors, and initiate fundraising, specifically the pursuit of an endowment</p>	<p>Secure private funding to support development of a nationally recognized SL program</p>	<p>OSL Director and OSL Advisory Board</p>	<p>Proposals developed and fundraising activities on-going</p>	<p>Ongoing resources</p>

Resource Development

Goals	Implementation Tactics	Anticipated Outcomes	Responsibility	Measures	Resources
<p>YEAR 2 2008-2009 RD 2 / 1. Resource development activities</p>	<p><i>c. Initiate working group for a “Center for Service”</i> Bring together campus and community partners in sp 09 to develop a proposal for a Center for Civic Engagement and Public Service to be physically located at the boundary of the BGSU campus</p>	<p>Effective structure for SL and civic engagement activities</p> <p>Creation of symbolic bridge between the campus and the community</p> <p>BGSU/Community Volunteer Center</p>	<p>OSL Director, OSL advisory Board, UWGT and community partners</p>	<p>Proposal submitted fa 09 for implementation in su 10.</p>	<p>Planning costs</p>
<p>YEAR 3 2009-2010 RD 3 / 1. Working party “Center for Service”</p>	<p>Working group will have submitted a proposal fa 09 and will continue to meet to advocate for the new center and serve as a transition team</p>	<p>Effective structure for SL and civic engagement activities</p> <p>Creation of symbolic bridge between the campus and the community</p> <p>BGSU/Community Volunteer Center</p>	<p>OSL Director, OSL advisory Board, UWGT and community partners</p>	<p>Center opens fa 10</p>	<p>Capital planning, conversion and equipment costs for new center summer 10</p>

Resource Development

Goals	Implementation Tactics	Anticipated Outcomes	Responsibility	Measures	Resources
<p>YEAR 3 2009-2010 RD 3 / 2. Student leadership in SL and civic engagement</p>	<p><i>a. Service Summit /Civic Leadership Conference</i> Spring 09 plan 2-day service summit in fa 09 which will link with Core Commitments project implementation</p>	<p>Highlight exemplary programs in SL and the co-curriculum</p> <p>Provide leadership development for BGSU students around community and civic engagement</p> <p>Link BGSU faculty, staff, and students with regional organizations and projects</p>	<p>OSL staff and student affairs staff and organizing committee</p>	<p>Service Summit fa 2009</p> <p>Number of participants and participant evaluation of event.</p>	<p>Events costs and key note speaker for 2009-2010 budget</p>
	<p><i>b. Develop Core Commitments student leadership program for SL and civic engagement</i> Consolidate existing student scholarship/ support programs and transition this funding into a 4-year leadership development program for SL and civic engagement (Bonner Leaders Program model)</p>	<p>Provide scholarships and financial support for students engaged in civic activities</p> <p>Provide student support to faculty and community partners in SL courses</p> <p>Cohort of student leaders dedicated to civic engagement</p>	<p>OSL Director, Assistant Director, and Advisory Board</p>	<p>Proposal developed sp 09 for implementation in fa 10.</p>	

Resource Development

Goals	Implementation Tactics	Anticipated Outcomes	Responsibility	Measures	Resources
YEAR 4 2010-2011 4 / 1.	Implement Service Summit /Civic Leadership Conference and Core Commitments Student Leadership Program	Highlight exemplary programs in SL and the co-curriculum Cohort of student leaders dedicated to civic engagement	OSL staff, SL Leadership Coordinator	Program schedule, participation rates, participant evaluations	GA (Doctoral) position - SL Leadership Coordinator to begin fa 10
YEAR 4 2010-2011 4 / 2. Community Partner Evaluation	Conduct a survey of community partners, with a particular focus on partners who have worked with OSL and BGSU faculty since 06	Improve practices related to community partner development and identify potential future areas for partnerships	OSL staff	Evaluation data collected and reported	Ongoing resources
YEAR 5 2011-2012 PD 5 / 1. Resource development plan for 2012-2017	Work with the development office and other campus units to develop a fundraising plan to support 5-year plan	Funding model to support 5-year strategic plan 2012-2017 to achieve national program recognition	OSL staff and OSL Advisory Board	Report completed and recommendations shared with Provost	Resource recommendations for next 5-year plan will emerge from the review

Financial Plan

OSL is still a relatively new office, with 2007-2008 being our first full year of programmatic operations. We anticipate that this year will determine a baseline for the real operational costs of the office based on actual program implementation. This is reflected in the requested budget increase for 2008-2009. Approved and projected expenses for 2007-2008 as well as requests for 2008-2012 are attached. Projections are based on the information generally available in January 2007.

Human Resources

External Issues:

The work of the OSL is impacted by the absence of a Community Service Director in Student Affairs since there are many internal and external activities which are closely related and cut across curricular and co-curricular issues. Currently, there is not a counterpart to the Director of Service-Learning within student affairs to address these demands, or to contribute to campus wide capacity building around civic engagement outcomes for students. This results in extra demands on the Director of OSL, and undermines the development of a signature student engagement program.

Community partnership development is a key building block for a robust and high quality service-learning program. Currently, significant partnership activities take place within OSL as well as in other departments. Efficiencies could be made by closer coordination with other offices that address engagement issues and campus/community partnership development. Quality issues would be best addressed by the development of a strong internal structure for community and civic engagement.

Internal Issues/ Personnel:

Increase GA allocation with addition of Masters AY & SU 20 hours beginning fall 2008.

For 2007-2008, our GA allocation is a 20 hour Doctoral level for academic year and summer. Via a partnership with American Culture Studies, and recruitment of Masters level candidates; we have been able to add a second master's level position for the academic year for 2007-2008. These two positions have been fully employed this year and this is without the demands of new data and assessment activities planned for the future. Addition of a 2nd GA within the OSL budget will secure our GA staffing level within our department to reduce reliance on other program fluctuations, and ensure adequate staffing to support programmatic initiatives.

Upgrade P/T secretary to F/T beginning fall 2008

Our PT position was created in Feb 2007. This staff person is working at full capacity already without the additional demands anticipated by increased usage of our office and expanded administrative tasks. With increased reporting systems and assessment activities we will have increased day to day administrative tasks. A FT secretary would provide us with continuity and consistency and allow to us to focus GA time on program development, instead of administrative coordination.

New Position - Assistant Director F/T Curriculum and Assessment Specialist 2009-2010

As we begin to transition from capacity building activities to focus on quality and assessment we will need additional administrative support to focus on faculty and curriculum development.

Note: Salary levels for administrative and GA staff are based on estimates based on existing information; actual salaries must be approved through the standard human resources processes. No increases are modeled for the Director other than standard 3% salary increases.

Financial Resources

As an office in its second year of existence (first year of full programmatic operation) we have a bare bones budget and have no financial resources to support operating costs from carry over or other funding sources. For 2007-2008 the Director of OSL was successful in building a partnership with the University Bookstore to secure \$30,000 to support 10 x \$3,000 Service-Learning Course Development Grants tied to our new Core Commitments Service-Learning Faculty Learning Community. Funds of \$14, 200 were also secured to provide host site match funding for 4 Wood County Corps/AmeriCorps members (1 FT/ 3 PT). These positions are working on a variety of campus/community engagement projects within OSL as the BGSU Service Corps. We anticipate that the partnership with the University Bookstore will continue for 2008-2009.

2006-2007 was our start up year, and 2007-2008 is our first full year operating a range of programs and activities, and therefore expenses during 2007-2008 reflect more accurately our ability to project the ongoing costs of operating the office, accordingly the budget request for 2008-2009 reflect increase to more accurately reflect real program costs.

Capital Resources

We currently occupy 3 offices on the third floor of University hall and 3 storage cupboards located in classrooms adjacent to our office space. Our offices and storage areas are not connected physically in anyway which leads to some inefficiencies in our operations. Our current space is adequate for our current staffing levels, but increase of PT to FT secretary and additional staff will require additional space. Our long term goal is to occupy a space on the edge of campus, ideally on the Wooster corridor. This space would be accessible to faculty, staff, and students, but also allow for easy community partner access and parking. It would also send an important symbolic message to the community about BGSU's commitment to engagement. We believe there is potential for the development of a Center for Service housed in a location where other community entities might rent space from us. For example the United Way in Wood County currently rents office space from a private landlord on a 3-year lease, and there may be future potential to house our operations in shared space given the close alignment of functions, if such space were available.