Public Service Project Planning Manual
# Table of Contents

- Introduction & History of the Haas Center for Public Service ........................................ 5
- Pathways of Public Service and Civic Engagement ....................................................... 6
- Principles of Ethical and Effective Service Overview .................................................. 7
- Establish Your Project Goals ...................................................................................... 8
- Identify and Connect with a Community Partner ....................................................... 10
- Define the Project ..................................................................................................... 13
- Plan Your Project Timeline ....................................................................................... 14
- Funding Resources & Transportation ....................................................................... 16
- Service Project Evaluation & Reflection .................................................................... 20
- Resources for Service Projects .................................................................................. 22
  - **Appendix A:** The Principles of Ethical and Effective Service .............................. 22
  - **Appendix B:** Community Partners ..................................................................... 26
  - **Appendix C:** Sample Volunteer Recruitment Form ............................................. 27
  - **Appendix D:** Sample Service Project Feedback Form ....................................... 30
  - **Appendix E:** Sample Service Project Ideas ......................................................... 32
Introduction & History of the Haas Center for Public Service

In 1983, Stanford University President Donald Kennedy challenged graduating seniors to dedicate some of their talents to serving society and humanity. As former commissioner of the U.S. Food & Drug Administration (FDA), he knew the value of a life in public service. He appointed Catherine Milton as assistant to the president to evaluate the state of public service at Stanford. Milton found numerous public service efforts by students, but a lack of institutional support and chronic leadership challenges. By her recommendation, Stanford officially established the Public Service Center in Owen House in 1985, with Milton serving as founding director. In 1987, the Public Service Center became a featured objective in the university’s Centennial Campaign.

The Public Service Center became the Haas Center for Public Service in 1989, honoring the generous founding endowment of the Haas family of San Francisco. A gift from the Miriam and Peter Haas Fund simultaneously established the Miriam and Peter Haas Centennial Professorship in Public Service with statesman, author, and Haas Center National Advisory Board (NAB) co-founder John W. Gardner becoming the first chair. The Haas family’s generosity towards and involvement in the center has endured; Miriam (“Mimi”) Haas has served as an active member of NAB since 1989.

In 2001, new endowment goals were incorporated into the Campaign for Undergraduate Education’s endowment. In support, Peter and Mimi Haas endowed the Peter E. Haas Directorship of the Center, creating a new service-learning program endowment. With its 20 staffed programs and its many student, faculty, community and alumni collaborators, the Haas Center is a national model for an integrative approach to public service education.

Mission: The Haas Center for Public Service inspires Stanford University to realize a just and sustainable world through service, scholarship, and community partnerships.

The Haas Center is the hub of Cardinal Service, a university-wide endeavor to make service an essential feature of a Stanford education. It is catalyzed by the Haas Center for Public Service with support from Student Affairs, the Vice Provost for Undergraduate Education (VPUE), Vice Provost for Graduate Education (VPGE), and the Vice Provost for Teaching and Learning (VPTL). Cardinal Service continues to expand community engaged learning courses; increase the number of full-time, quarter-long service fellowships; and strengthen efforts to encourage service commitments and careers.
Pathways of Public Service and Civic Engagement Overview

The Pathways of Public Service describe a range of possibilities by which we can make a contribution to the common good and provide the “big tent” for the programs the Haas Center delivers and supports. These pathways intersect and overlap, demonstrating the interdependent nature inherent in working toward the common good. There is no one single path and people move in and out of these pathways over time.

Community Engaged Learning and Research: Connecting coursework and academic research to community-identified concerns to enrich knowledge and inform action on social issues.

Community Organizing and Activism: Involving, educating, and mobilizing individual or collective action to influence or persuade others.

Direct Service: Working to address the immediate needs of individuals or a community, often involving contact with the people or places being served.

Philanthropy: Donating or using private funds or charitable contributions from individuals or institutions to contribute to the public good.

Policy and Governance: Participating in political processes, policymaking, and public governance.

Social Entrepreneurship and Corporate Social Responsibility: Using ethical business or private sector approaches to create or expand market-oriented responses to social or environmental problems.

Pathways of Public Service and Civic Engagement:
• have local, national and international audiences and populations of interest.
• are embedded in all careers in the public, private and independent sectors, and not limited to any segment of the economy.
• require different but interconnected actions: education through community dialogue, direct provision of goods or services, statements and actions that support social justice and address inequities, creation of new knowledge, and development of resources that support the work.
• are problem based, not discipline bound.
• result in measurable community impact.

Examples of Pathways
• Volunteering with a local organization that distributes food to the homeless and develops and harvests community gardens to increase the capacity to reach more people
• Joining a community health center in their legislative advocacy efforts in Sacramento to ensure that mental health services continue to be funded in our safety net clinics
• Working with a local philanthropic foundation to develop a monitoring and evaluation tool for their grantees
• Meeting with and writing letters to local legislators to create support behind a ballot initiative
• Designing and building a rainwater cistern for an isolated rural community in Southern Mexico and evaluating its use and impact
• Assisting public health officials in the Surgeon General’s office to design a rational community health response to a swine flu outbreak
• Tutoring immigrant elementary school students in English
• Surveying local industries and services for evidence of compliance with environmental and safety regulations.
Principles of Ethical and Effective Service Overview

Stanford University’s Principles of Ethical and Effective Service guide our work with students, faculty, and community partners to inform program design, implementation, and evaluation, as well as to ensure that our work aligns with our values. Students use the reflection questions related to each principle as a springboard to consider their work with the community. Faculty members who apply for community engaged learning grants use the document as a guide to consider how course design can promote ethical and effective service. The principles provide context for community partners and assist in developing mutual understanding.

The principles are aspirational and intentionally provocative. Ethical and effective service is an ongoing process—whether we are engaging in public service for the first time or have significant experience.

The Principles of Ethical and Effective Service

- Humility
- Safety and Well-being
- Respect and Inclusion
- Accountability
- Reciprocity
- Evaluation
- Preparation
- Learning and Reflection

A few general assumptions regarding the language of the principles in this document:

- The principles are not listed in priority order and are all equally valued.
- The principles are not intended to be a perfect typology; there are important interconnections between the principles that merit exploration.
- Although the principles are applicable to all parties involved in a service activity, the language is primarily focused on the student role and experience.
- The term “service initiative” is broadly defined and refers to any activity that falls within the Pathways of Public Service and Civic Engagement: community-engaged learning and research, community organizing and activism, direct service, philanthropy, policy and governance, and social entrepreneurship and corporate social responsibility.
- The term “community partner” refers to any local, national, or global individual or organization that partners with students in their service and learning endeavors.
- While these principles are intended to guide actions, individual context warrants flexibility and adaptability in how they are applied.

See Appendix A for complete definitions and guiding questions on each principle.
Establish Your Project Goals

The first step in the process of developing an effective and ethical public service project is to clearly define the purpose and objectives of the project. Public service projects can be a great opportunity to introduce participants to sustained service opportunities to support the long-term needs of community partners.

Example goals for public service projects:

- Fulfill the needs of a community partner
- Increase awareness of local community partners and their needs
- Build relationships among Stanford community members and community partners

Guiding Questions:

- What issues do you care about and why?
- What student organizations or community partners could you potentially partner with for guidance and collaboration?
- What skills or resources do volunteers have that could be valuable to community partners? (Note: This may just be time and energy.)
- How can you make an effective, ethical, and sustainable impact through your public service?
Reciprocity

In some ways, the principle of reciprocity rejects the notion of “service.” A reciprocal relationship with partners is characterized by interdependence; consideration of our collective strengths, knowledge, and capacity to influence others; and shared responsibility to work toward mutual benefit and growth. Reciprocity compels us to collaborate with community partners (or those impacted by our service) in the design, facilitation, and evaluation of our efforts to ensure value and relevance to all involved.

Questions to Consider

- How can I tailor my work to my community partners’ stated needs, assets, and interests?
- What should reciprocity look like between community partners and me?
- What experience and knowledge do my community partners have that will contribute to my learning? How am I being served by this experience?
- What strategies can I use to show appreciation to my community partners for their educational role?
- How will I ensure that my learning does not come at the expense of those I serve or those I serve alongside?
Identify and Connect with a Community Partner

It is important to work in partnership with a community organization. Community partners are organizations that have a long history of working with specific communities and hold a strong understanding of the community’s needs. As you develop a partnership, these organizations can provide direct guidance and foster trust among community members and stakeholders to help shape an impactful project. See Appendix B for a list of resources to identify relevant community partners for your project.

After determining a community partner for the service project, contact the organization with the request to work with them. Unless there is a group volunteering form or equivalent on the community partner’s website, the recommended method of initial communication for planning a service project is a phone call or e-mail.

Sample Outreach E-mail:

To VM Volunteer Manager

Partnering with your organization on a public service project

Hello Volunteer Manager (specific contact name preferred if available),

I am a Stanford student affiliated with [dorm or organization]. [Contact] recommended that I reach out to your organization. We are planning public service projects with local community organizations and would like to request an opportunity to work with [community partner] to help support your organization.

Would [community partner] be interested in hosting a few students for a community service project? We think your organization’s [key goals or objectives of organizational mission] and [program name(s)] fit our group’s interest in [interest area or social issue].

I am hoping to schedule an opportunity sometime between [dates], and typically [time of day] are when most volunteers are available. We are happy to help your organization with any tasks needed, but please let us know if there are any particular skills required of volunteers (e.g.: language fluency, physical ability, etc.). The tasks could be integrated to your existing work or provide an opportunity to accomplish something outside of your normal work (e.g. painting, activities with your clients, deep cleaning, building garden beds).

I hope we can discuss this request further and determine a service opportunity that supports your organization. Please let me know if you would like to schedule a phone call to chat about this further. I can be reached at [xxx-xxx-xxxx].

Sincerely,
[your name]

After initial contact with the community partner, continue to follow up via phone or e-mail throughout the planning process, up until the day of the service project. You should anticipate delays in response times from community partners, so give them plenty of time to respond, and always respond promptly to them.
Humility

Humility is how we relate to ourselves—to our own goodness and limitations—and involves placing ourselves among others and in the world at large. Humility is not about making oneself small; it requires holding and exercising empathy and power with care and intentionality. Humility compels us to listen generously, remain curious, keep an open mind, and maintain a learning attitude. It calls us to be mindful of the needs, assets, interests, and expectations of others. It requires mindfulness of our individual and institutional privileges, the complicated power dynamics that extend beyond interpersonal relationships, and the need to center the voices and experiences of individuals and communities that have been historically marginalized.

Questions to Consider

• How will I prepare myself and my team to be humble and respectful in service experiences?
• How does my approach to public service elevate others? How am I centering the voices of others, particularly those whose voices have been historically marginalized?
• What relationship do I have with those being served, and how do interpersonal and institutional positionality make humility challenging?
• What does humility look like in my service context; how will I demonstrate this?

Accountability

Being accountable is about holding ourselves responsible for our actions and commitments. It is not about attaining all of our goals and objectives to perfection, as much as it is about recognizing, negotiating, and taking ownership of outcomes within our reach and capacity. Accountability sustains trust and respect among individuals working toward shared goals. We hold ourselves accountable when we fulfill our roles and responsibilities to the best of our abilities and we acknowledge the impact our actions, inaction, and limitations have on others. Accountability compels us to accept our shortcomings with a spirit of humility and commit to redressing our mistakes.

Questions to Consider

• How will I determine my community partners’ needs, expectations, and interests and share my own?
• How can I earn and sustain the trust of community partners, those I serve alongside, and people being served?
• How will I establish clear lines of ongoing communication with my community partners?
• How will I hold myself and others accountable for our actions and commitments?
• How could/will my service effort be sustained? Is it appropriate and valuable to mutually establish a formal partnership agreement?
Define the Project

Once you’ve confirmed the opportunity to collaborate and learned more about your community partner’s capacity and project of interest, consider all of the details of the public service project. What is needed for a successful project from beginning to end? Consider the perspectives of both the community partner and volunteers.

Things to Consider:
- Date(s) of service project
- Time of service project
- Transportation to/from site of service project
- Transportation time
- Location of service project
- Description of service project
- Supplies or equipment needed
- Minimum and maximum number of volunteers needed
- Volunteer training
- Physical or language requirements of volunteers
- Inclement weather for outdoor projects
- Contingency plans

When planning the service project, ensure that the project falls within the guidelines of the Principles of Ethical and Effective Service as well as university policies.

Safety and Well-being

Caring for our community starts with taking care of ourselves. This principle compels us to anticipate and take steps to ensure the physical and emotional safety and well-being of all participants. It also involves awareness of and compliance with the safety requirements and liability concerns of community partners and the university.

Questions to Consider
- What are possible safety concerns (physical as well as emotional) in my service initiative?
- What steps have I taken to ensure physical and emotional well-being, as well as to respect the confidentiality and privacy of all participants?
- Have I talked with community stakeholders and my university advisor about safety issues and made plans to mitigate risk?
- How will I be safe when the cultural norms of a given community are different from my own community’s?
Plan Your Project Timeline

After establishing the purpose and goals of the public service project and connecting with a community partner, it is important to dedicate ample time and energy to develop and execute the project. In general, the amount of preparation correlates with the likelihood of successful project outcomes, so plan sufficiently in advance. Public service projects typically require anywhere from three weeks to an entire quarter of planning. The planning timeline for public service projects may vary depending on the scale and detail.

Preparation

Taking time to understand the social, ideological, economic, environmental, and historical contexts of service experiences is essential. Preparation requires researching information about the partner organizations and communities and developing awareness of past injustices and power differentials. It compels us to be flexible and willing to adapt to changing circumstances that can occur before, during, and after the service experience and to tap the knowledge and expertise of community partners, faculty, and staff before engaging in work in a community.

Questions to Consider

- What knowledge and skills do I need to be effective in engaging with this community and/or social issue?
- What resources are available that might deepen my understanding of the context surrounding my service initiative?
- How has my academic work prepared me for this experience?
Sample Planning Timeline:

**Three weeks before service project:**
- Finalize details of the service project with your community partner
- Create a volunteer sign-up process and forms to record volunteer information using form-building tools such as Google Forms or Typeform (See Appendix C for sample form)
- Create outreach materials such as flyers, e-mails, and social media posts to recruit volunteers. You can use graphic design tools like Photoshop, InDesign, Microsoft Publisher, or Canva.
- Publicize outreach materials by using communication channels such as the Cardinal Service Digest, the Haas Center Volunteer Opportunities Calendar, service4all mailing list, relevant dorm/community/student group mailing lists, and social media platforms

**One week before service project:**
- Continue publicizing the service project volunteer opportunity
- If enough volunteers have signed up, consider creating a waitlist for additional people interested in signing up for the opportunity
- Create a volunteer feedback form to send to volunteers immediately after the service project (see Appendix D for sample form)

**Three days before service project:**
- Send a reminder e-mail to the community partner to confirm the number of expected volunteers.
- Send a reminder e-mail to volunteers who signed up to confirm their availability and provide logistical details (date/time of service project, transportation details, volunteer roles, contact information of day-of service project coordinator). Request that they tell you if their plans have changed. Anticipate drop-off from sign-ups; it is not unusual to have 50% attendance.
- If applicable, follow-up with individuals on the waitlist

**Day of service project:**
- Send reminder e-mail or text to volunteers the morning of the service project
- At the site of the project, ask the community partner to speak briefly about the mission of their organization, what the volunteers will be doing to make a difference, and the project specifics.
- Supervise service project flow to ensure meaningful and successful results
- Thank volunteers and community partner for their engagement in the service project

**Day after service project:**
- Send a thank you note to community partner with photos, if available
- Send a follow-up message to volunteers to thank them for their engagement, provide resources to stay involved, and ask them to complete the volunteer feedback form.
Funding Resources & Transportation

Funding may be required to cover the cost of supplies, equipment, snacks, or transportation. Service projects should be accessible to everyone regardless of financial status and access to transportation. There are several pools of funding and transportation available at Stanford to potentially cover these costs.

Funding Options

ASSU & The Stanford Fund
If your public service project is affiliated with a registered student group, check with the student group’s financial officer to determine whether there is funding available from the ASSU annual grants or The Stanford Fund. The Office of Student Engagement can provide additional guidance about working with registered student groups.

Cardinal Commitment
The Haas Center’s Cardinal Commitment program supports students’ individual sustained public service. Making a Cardinal Commitment means engaging with a community to address a problem or need for at least three quarters while you’re at Stanford. You’ll develop a personal mission statement describing your commitment, receive advice and guidance from a mentor or supervisor, and document and reflect on your service experience.

If your public service project is affiliated with a Cardinal Commitment organization or you have declared a Cardinal Commitment related to the service project, you are eligible to access funding from the Cardinal Commitment program. The program offers three forms of funding: Cardinal Commitment Grants (up to $2,000), Cardinal Commitment Co-sponsorship (up to $500), and Transportation Grants. The Cardinal Commitment Program Director can provide additional guidance about funding eligibility and opportunities.

Public Service Project Funds
Public Service Project Funds are available to support expenses associated with service opportunities that benefit local Bay Area communities. The funding is reserved exclusively for projects that allow a group of Stanford students to support the needs of a local community partner. Contact the Haas Center Outreach and Engagement team for more information about the funds and the eligibility of your project at haasadvising@stanford.edu.

External Organizations
Students can reach out to external organizations to request funding or sponsorship of public service projects. There are many local, private businesses who have offered financial support to students and student groups serving the community in the past, both through small amounts of financial sponsorship and in-kind donations (supplies, food, etc.). Businesses who have previously provided in-kind support include Izzy’s Brooklyn Bagels, coffee shops (Starbucks, Philz), Trader Joe’s, and Hobee’s Restaurant.
Transportation Options

**Volunteer-owned vehicles**
Volunteers may have personal vehicles and might be willing to drive others. Drivers with personal vehicles can be reimbursed for the use of their personal vehicle based on the mileage of the trip. The 2020 standard mileage rate is $0.575 per mile.

**University-owned vehicles**
The Haas Center has five university-owned vehicles available for use by students for service projects, pending availability. Students interested in utilizing the vehicles should check with a Haas staff member about their availability and complete the driver authorization process to access the vehicles. Email kbeck@stanford.edu.

**Driver Authorization Process**
Complete and return the Driver Authorization Form to a Haas staff member with a photocopy of the driver's license one week in advance of needing to use the vehicles for individuals with California driver's licenses, or two to three weeks in advance for individuals with out-of-state driver’s licenses. Email kbeck@stanford.edu.

**Zipcar**
The Haas Center has an organizational Zipcar account that can be linked to a personal Zipcar account to cover the costs of renting a Zipcar for service projects. Contact a Haas staff member to learn more about how to access the organizational account. Email kbeck@stanford.edu.

**Rideshare**
As a last resort, students could consider utilizing rideshare services, such as Uber or Lyft, to get to and from the sites of service projects and request a reimbursement for the expenses. Be mindful of the higher costs of rideshare services and the more limited passenger capacity of rideshare services. Students need to request permission ahead of time to be reimbursed for rideshare options.
Respect and Inclusion

Respect is about showing regard and consideration for the dignity of others. It begins with self-awareness, recognition of the intrinsic value of others, and treating others how they want to be treated. It often involves an ongoing tension between maintaining our individual efficacy in pursuing a more just and equitable world and attempting to understand values, ideas, and behaviors that conflict with our own. When we disagree with others, respect means being hard on the issues but soft on the people. In the context of public service, respect manifests as cultural humility and the practice of inclusion. It compels us to recognize differences between people as valued assets, while acknowledging the visible, invisible, and intersecting dimensions of identity, power, and privilege. Inclusion requires us to actively challenge biases, stereotypes, and assumptions—particularly as we work to address forms of oppression and the systemic exclusion of historically disenfranchised individuals and groups and work toward equity.

Questions to Consider

• In what ways can I show regard and consideration for others in this service context? How do those I serve want to be treated?
• When exposed to attitudes, behaviors, and ideas that conflict with my own, how will I manage the tension between accepting others and working toward equity and justice? For example, how will I respond if confronted with a view that I believe is harmful to a historically marginalized group? How will I approach differences in cultural norms when working with communities different from my own?
• In what ways can I practice inclusion, particularly of social identities that have traditionally or historically been marginalized? These identities may include (but are not limited to) gender, race, ethnicity, nationality, citizenship, religion, age, ability, sexual orientation, body type, socioeconomic level, education, geographical background, language, and/or familial structure.
• What differences exist among the people involved in this service experience, and how can I recognize and respect these differences as valuable assets?
• What visible, invisible, and intersectional dimensions of identity, power, privilege, and oppression exist in this public service context? What are my own biases, stereotypes, and assumptions?
Service Project Evaluation & Reflection

Evaluation and reflection are invaluable steps to ensure continued growth and learning from the planning and execution of the service project. During the planning process, define how success and impact should be measured for the service project. After the service project, solicit feedback from volunteers and the community partner, and consider these guiding questions to improve future service endeavors. You may also want to gather participants right after the project to discuss the experience and impact on participants and their community partners.

Guiding Questions for the Project Leader
• How was your overall experience planning and executing the service project?
• What did you learn from planning and executing the service project?
• What were some challenges you faced and how did you address them?
• What could have been done to prevent the challenges?

Guiding Questions for Participants
• What did you learn from this experience?
• How did the experience affect you?
• How has the service project influenced your idea of service?
• Which Principles of Ethical and Effective Service were most emphasized and relevant during the service project?
• How do you hope to continue engaging in service in the future?
• Could your service project be sustained or repeated in the future to continually support your community partner?
• What are the next steps for the service project?
**Evaluation**

Evaluation involves the iterative and active incorporation of qualitative and quantitative methods to assess the impact of our efforts throughout the service experience. This principle compels us to be aware of and attend to the direct, indirect, and unintended results (positive or negative) of our service. This principle requires us to intentionally and creatively build in opportunities to gather regular feedback from community partners and participants to assess our values, refine our practices, and improve the quality of our work.

**Questions to Consider**

- How will I and my partners know whether we have been successful?
- What metrics will I use to measure the impact of my efforts?
- What aspects of my impact might be difficult to measure?
- How will I avoid bias in evaluating the efficacy of my service?
- What methods and/or tools will I use to collect input into my evaluation?
- What is the impact of my public service on the communities being served? What is the impact on my own development?

**Learning and Reflection**

Learning happens through a cycle of preparation, experience, and reflection. It is essential to make time and space for continual introspection as one engages in service in order to encourage learning opportunities with community stakeholders. This principle compels us to intentionally and creatively build in opportunities to reflect; involve community partners when possible; and acknowledge personal shifts in perspective, understanding, and attitudes throughout the service experience.

**Questions to Consider**

- What am I hoping to learn through this service experience?
- When, where, and how will I incorporate reflection opportunities into my experience?
- How do I make safe and brave spaces for participants to reflect?
- How have my beliefs, values, and knowledge shifted as a result of my participation in the service experience?
Resources for Service Projects

Appendix A: The Principles of Ethical and Effective Service

**Humility**
Humility is how we relate to ourselves—to our own goodness and limitations—and involves placing ourselves among others and in the world at large. Humility is not about making oneself small; it requires holding and exercising empathy and power with care and intentionality.
Humility compels us to listen generously, remain curious, keep an open mind, and maintain a learning attitude. It calls us to be mindful of the needs, assets, interests, and expectations of others. It requires mindfulness of our individual and institutional privileges, the complicated power dynamics that extend beyond interpersonal relationships, and the need to center the voices and experiences of individuals and communities that have been historically marginalized.

**Questions to Consider**
- How will I prepare myself and my team to be humble and respectful in service experiences?
- How does my approach to public service elevate others? How am I centering the voices of others, particularly those whose voices have been historically marginalized?
- What relationship do I have with those being served, and how do interpersonal and institutional positionality make humility challenging?
- What does humility look like in my service context; how will I demonstrate this?

**Respect and Inclusion**
Respect is about showing regard and consideration for the dignity of others. It begins with self-awareness, recognition of the intrinsic value of others, and treating others how they want to be treated. It often involves an ongoing tension between maintaining our individual efficacy in pursuing a more just and equitable world and attempting to understand values, ideas, and behaviors that conflict with our own. When we disagree with others, respect means being hard on the issues but soft on the people.
In the context of public service, respect manifests as cultural humility and the practice of inclusion. It compels us to recognize differences between people as valued assets, while acknowledging the visible, invisible, and intersecting dimensions of identity, power, and privilege. Inclusion requires us to actively challenge biases, stereotypes, and assumptions—particularly as we work to address forms of oppression and the systemic exclusion of historically disenfranchised individuals and groups and work toward equity.

**Questions to Consider**
- In what ways can I show regard and consideration for others in this service context? How do those I serve want to be treated?
When exposed to attitudes, behaviors, and ideas that conflict with my own, how will I manage the tension between accepting others and working toward equity and justice? For example, how will I respond if confronted with a view that I believe is harmful to a historically marginalized group? How will I approach differences in cultural norms when working with communities different from my own?

In what ways can I practice inclusion, particularly of social identities that have traditionally or historically been marginalized? These identities may include (but are not limited to) gender, race, ethnicity, nationality, citizenship, religion, age, ability, sexual orientation, body type, socioeconomic level, education, geographical background, language, and/or familial structure.

What differences exist among the people involved in this service experience, and how can I recognize and respect these differences as valuable assets?

What visible, invisible, and intersectional dimensions of identity, power, privilege, and oppression exist in this public service context? What are my own biases, stereotypes, and assumptions?

**Reciprocity**

In some ways, the principle of reciprocity rejects the notion of “service.” A reciprocal relationship with partners is characterized by interdependence; consideration of our collective strengths, knowledge, and capacity to influence others; and shared responsibility to work toward mutual benefit and growth. Reciprocity compels us to collaborate with community partners (or those impacted by our service) in the design, facilitation, and evaluation of our efforts to ensure value and relevance to all involved.

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- How can I tailor my work to my community partners’ stated needs, assets, and interests?
- What should reciprocity look like between community partners and me?
- What experience and knowledge do my community partners have that will contribute to my learning? How am I being served by this experience?
- What strategies can I use to show appreciation to my community partners for their educational role?
- How will I ensure that my learning does not come at the expense of those I serve or those I serve alongside?

**Preparation**

Taking time to understand the social, ideological, economic, environmental, and historical contexts of service experiences is essential. Preparation requires researching information about the partner organizations and communities and developing awareness of past injustices and power differentials. It compels us to be flexible and willing to adapt to changing circumstances that can occur before, during, and after the service experience and to tap the knowledge and expertise of community partners, faculty, and staff before engaging in work in a community.

**Questions to Consider**

- What knowledge and skills do I need to be effective in engaging with this community and/or social issue?
- What resources are available that might deepen my understanding of the context surrounding my service initiative?
- How has my academic work prepared me for this experience?
Safety and Well-being
Caring for our community starts with taking care of ourselves. This principle compels us to anticipate and take steps to ensure the physical and emotional safety and well-being of all participants. It also involves awareness of and compliance with the safety requirements and liability concerns of community partners and the university.

Questions to Consider
• What are possible safety concerns (physical as well as emotional) in my service initiative?
• What steps have I taken to ensure physical and emotional well-being, as well as to respect the confidentiality and privacy of all participants?
• Have I talked with community stakeholders and my university advisor about safety issues and made plans to mitigate risk?
• How will I be safe when the cultural norms of a given community are different from my own community’s?

Accountability
Being accountable is about holding ourselves responsible for our actions and commitments. It is not about attaining all of our goals and objectives to perfection, as much as it is about recognizing, negotiating, and taking ownership of outcomes within our reach and capacity. Accountability sustains trust and respect among individuals working toward shared goals.

We hold ourselves accountable when we fulfill our roles and responsibilities to the best of our abilities and we acknowledge the impact our actions, inaction, and limitations have on others. Accountability compels us to accept our shortcomings with a spirit of humility and commit to redressing our mistakes.

Questions to Consider
• How will I determine my community partners’ needs, expectations, and interests and share my own?
• How can I earn and sustain the trust of community partners, those I serve alongside, and people being served?
• How will I establish clear lines of ongoing communication with my community partners?
• How will I hold myself and others accountable for our actions and commitments?
• How could/will my service effort be sustained? Is it appropriate and valuable to mutually establish a formal partnership agreement?

Evaluation
Evaluation involves the iterative and active incorporation of qualitative and quantitative methods to assess the impact of our efforts throughout the service experience. This principle compels us to be aware of and attend to the direct, indirect, and unintended results (positive or negative) of our service. This principle requires us to intentionally and creatively build in opportunities to gather regular feedback from community partners and participants to assess our values, refine our practices, and improve the quality of our work.

Questions to Consider
• How will I and my partners know whether we have been successful?
• What metrics will I use to measure the impact of my efforts?
• What aspects of my impact might be difficult to measure?
• How will I avoid bias in evaluating the efficacy of my service?
• What methods and/or tools will I use to collect input into my evaluation?
• What is the impact of my public service on the communities being served? What is the impact on my own development?

**Learning and Reflection**
Learning happens through a cycle of preparation, experience, and reflection. It is essential to make time and space for continual introspection as one engages in service in order to encourage learning opportunities with community stakeholders. This principle compels us to intentionally and creatively build in opportunities to reflect; involve community partners when possible; and acknowledge personal shifts in perspective, understanding, and attitudes throughout the service experience.

**Questions to Consider**
What am I hoping to learn through this service experience?
When, where, and how will I incorporate reflection opportunities into my experience?
How do I make safe and brave spaces for participants to reflect?
How have my beliefs, values, and knowledge shifted as a result of my participation in the service experience?

**About These Principles**
Public service and civic engagement within higher education are bound by a dynamic tension between a desire for student learning and a desire to create positive change in our communities. Many faculty, staff, and students establish mutually beneficial relationships with partner organizations that provide rich, and often transformative, learning opportunities for students and contribute to community partners’ missions. However, ethical dilemmas abound in service within postsecondary settings. The Principles of Ethical and Effective Service are a tool to examine these dilemmas in order to work toward an appropriate balance, but not full resolution, of the tensions between student learning and community impact.

In 2002, Stanford University’s Haas Center for Public Service developed the Principles for Ethical and Effective Service in collaboration with community participants, faculty, students, and staff to raise awareness about the University’s responsibility to communities and organizations involved with public service activities at Stanford. They have been collaboratively updated since then, most recently in 2019.

The language of these principles was informed and inspired by the work and ideas of many people, including: William Ury, Stanford’s Office of Inclusion and Diversity Education, Kimberlé Crenshaw’s work on intersectionality, the “Grounding Values” of Krista Tippett’s On Being Project, Nicolas Bommarito’s entry on “Modesty and Humility” in The Stanford Encyclopedia of Philosophy, and Melanie Tervalon and Jann Murray-Garcia’s work on cultural humility.

We hope the principles continue to serve Stanford students, faculty, staff, and community engagement professionals elsewhere as a resource for creating and deepening community partnerships that appropriately balance student learning and community impact. We urge readers to consider how they can adapt these principles for their own communities and engage diverse stakeholders in a discussion about the opportunities and challenges inherent in university efforts to engage service participants as both learners and meaningful contributors.
Appendix B: Community Partners

Identifying and working alongside a community partner is an essential part of any service project. Below, find a list of resources and a list of local community partners that have worked with Stanford students in the past. Use these lists as starting points as you identify a community partner organization for your project. Note: This list is intended to serve as a resource for students and does not represent direct experience with or endorsement of individual organizations.

Resources
- The Bay Area Progressive Directory
- GoVuluntr
- Great Nonprofits
- GuideStar
- Hands on Bay Area
- Idealist
- Serve.gov
- VolunteerMatch

Community Organizing & Civic Engagement
- All Hands and Hearts - Smart Response (Bay Area)
- Day Worker Center of Mountain View (Mountain View)
- International Institute of the Bay Area (Bay Area)

Education & Youth Development
- Boys & Girls Club of the Peninsula (East Palo Alto, Menlo Park, Redwood City)
- Citizen Schools (Bay Area)
- Coaching Corps (Bay Area)
- College Track (East Palo Alto)
- Dream Catchers (Palo Alto)
- East Palo Alto Academy (East Palo Alto)
- East Palo Alto Junior Golf Club (East Palo Alto)
- East Palo Alto Tennis & Tutoring (East Palo Alto)
- Fresh Lifelines for Youth (San Mateo County, Santa Clara County, Oakland)
- Get Involved Palo Alto (Palo Alto)
- Jr. Museum and Zoo (Palo Alto)
- Peninsula Bridge (Bay Area)
- Ravenswood Education Foundation (East Palo Alto)
- Sequoia High School - Academic Tutoring & Leadership (ATLAS) (Redwood City)
- St Francis of Assisi Youth Center (San Mateo)
- StreetCode Academy (East Palo Alto)
- Youth Community Service (East Palo Alto)

Environment
- Acterra (Palo Alto)
- California State Parks Foundation (Various)
- Canopy (Palo Alto)
- Citizens' Climate Education
- EcoMagic (Palo Alto)
- Environmental Volunteers
- Grassroots Ecology (Palo Alto)
- Save the Bay (Oakland)
- Vida Verde (Bay Area)

Food Access/Hunger
- Challah for Hunger (Stanford)
- Fresh Approach (Bay Area)
- Padua Dining Room (Menlo Park)
- Pie Ranch (Pescadero)
- Second Harvest Food Bank (Santa Clara & San Mateo Counties)
- Servant Breakfast (Menlo Park; Palo Alto)

Health
- Jasper Ridge Farm (Woodside)
- SIRUM (Palo Alto)
- Ravenswood Family Health Center (East Palo Alto)
- There With Care (Redwood City)

Human Rights & Social Services
- AnnieCannons (San Francisco)
- Avenidas (Palo Alto)
- Benetech (Palo Alto or remotely)
- Fresh Lifelines for Youth (Oakland)
- Habitat for Humanity (Oakland)
- Heart and Home Collaborative (Palo Alto)
- LifeMoves (Menlo Park)
- Ronald McDonald House (Bay Area)
- Rosalie Rendu Center (East Palo Alto)
- San Francisco Friendship House of American Indians, Inc. (San Francisco)
- Skate MD (Bay Area)
Appendix C: Sample Volunteer Recruitment Form

Sorting Donated Goods Volunteer Recruitment Form

The Stanford Food Club is hosting an upcoming service opportunity with the Stanford Food Bank to help sort and organize donated foods from a recent regional food drive. Sign-up to support the Stanford Food Bank!

Learn more about the Stanford Food Bank at stanfordfoodbank.com.

Date/Time: Wednesday, March 11, 2020, 1-3pm (excluding transportation time), 2.5 miles from campus
Location: Stanford Food Bank, Palo Alto, CA

The opportunity has a maximum capacity for 10 volunteers. If there are more than 10 people who sign up for the opportunity, you will automatically be added to the waitlist in the order that you signed up.

No previous experience or skills are required of volunteers. Volunteers should be able to lift up to 25 pounds and wear closed-toe shoes.

Volunteers will receive a confirmation email with additional information a few days prior to the service opportunity.

Questions? Contact volunteercoordinatorforthisevent@stanford.edu.

Your email address (erikad@stanford.edu) will be recorded when you submit this form. Not you? Switch account

* Required

Name *

Your answer
Cell Phone Number *

Your answer

Stanford Affiliation *

- Frosh
- Sophomore
- Junior
- Senior
- Co-term
- Graduate/Post-Doc
- Staff/Faculty
- Alum

Are you available to volunteer with the Stanford Food Club on Wednesday, March 11, 1-3pm? *

- Yes
- No
Transportation Options *

- I have a personal vehicle and would be willing to drive other volunteers to/from the volunteer opportunity
- I do not have a personal vehicle, but I have a valid driver’s license and would be willing to drive a university-owned vehicle or Zipcar with other volunteers to/from the volunteer opportunity
- I would like to carpool as a passenger to/from the volunteer opportunity
- I will secure my own transportation (walk, bike, rideshare, etc.) to/from the volunteer opportunity

Do you have any additional questions, comments, or concerns? *

Your answer
Appendix D: Sample Service Project Feedback Form

Sorting Donated Goods Volunteer Feedback Form

The Stanford Food Club hosted a service opportunity with the Stanford Food Bank to help sort and organize donated foods from a recent regional food drive on Wednesday, March 11, 2020. Thank you for your commitment to serve our community partner, the Stanford Food Bank!

Please complete the brief feedback form to help us evaluate the service opportunity. Your feedback is valuable to us and will help us improve future volunteer opportunities. The feedback forms will be submitted anonymously, unless you provide your contact information and request follow-up for a particular suggestion or concern.

Questions? Contact volunteercoordinatorforthisevent@stanford.edu.

* Required

Have you volunteered with the Stanford Food Club prior to this service opportunity? *

☐ Yes
☐ No

How did you learn about the service opportunity? *

☐ Cardinal Service Digest
☐ Haas Center website
☐ Haas Center staff or peer advisor
☐ Mailing List (Service4All, etc.)
☐ Student group
☐ Other:

Why did you sign up to volunteer? *
Your answer

How would you describe your volunteer experience (sign-up process, communications, service project, etc.)? *
Your answer

Would you be interested in similar volunteer opportunities in the future? *
☐ Yes
☐ No
☐ Maybe

Do you have any additional questions, comments, or concerns?
Your answer

Submit
Appendix E: Sample Service Project Ideas

When developing a service project, aim to support a specific need or project proposed by a community partner. At times, the community partner may ask or welcome for ideas for service projects. However, sometimes the community partner is more open to ideas for service projects. Use the following ideas as a guide to identifying a project that prioritizes and aligns with the work of the community partner.

- Host a community clean-up of a local park, empty lot, or body of water
- Plant native flowers or plants in the community
- Cook and serve food at a homeless shelter
- Organize a drive for needed items or funds
- Create basic needs kits for community centers
- Drive eligible, elderly voters to the polls
- Help maintain a community garden
- Redesign a community partner’s website
- Conduct community-based research on a specific issue
- Coach a youth sports team
- Host an arts and craft workshop for youth
- Tutor youth in English literacy or STEM
- Teach computer skills to older adults
- Organize a 5k run to fundraise money for a specific cause
- Organize and sort donated goods at food bank
- Engineer a product to meet a specific need of community partner
- Advocate for a specific issue by phone-banking or door knocking
- Create and send “get well soon” cards to pediatric hospital patients
- Develop a social enterprise to generate funds for community partner
- Write and publish blog posts to raise awareness of a specific cause
- Encourage eligible voters to register to vote