Haas Center for Public Service

Principles of Ethical and Effective Service

-Revised 2014-

The Haas Center introduced the Principles for Ethical and Effective Service in 2002 to raise awareness about the University's responsibility to communities and deepen the development of civic values. These principles emerged from a process of consultation with over 75 community participants, faculty, students, and staff. They have served as a foundation and roadmap for program design and implementation, service-learning courses, and advising and training of student leaders.

In 2014, after a dozen years of active use, we refreshed our existing principles document through a facilitated feedback process with multiple stakeholders (students, faculty, staff, and community members). The revised document captures this input while maintaining the integrity and spirit of the original work.

We hope the principles continue to serve Stanford students, faculty, and staff as a resource for creating and deepening community partnerships, and achieve our desired goal of enhancing student learning and community benefit.

A few general assumptions regarding the language used in this document:

- Although the principles are applicable to all parties involved in a public service-related 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 our Pathways of Public Service: Direct Service, Community-Engaged Scholarship, Activism, Philanthropy, Policy/Politics and Social Entrepreneurship. (Information about the Pathways of Public Service can be found on the Haas Center website at: http://haas.stanford.edu/about/strategicplan/pathways)

- The term "community partner" refers to any local, national, or global individual or organization which partners with our students in their service and learning endeavor. (Examples of Haas Center community partners can be found on the Haas Center website at: https://haas.stanford.edu//community/partners)

- The principles are not listed in priority order; all are interconnected and equally valued.

RECIPROCITY & LEARNING THROUGH PARTNERSHIP

☑ Develop, or continue to cultivate, collaborative relationships with community partners that recognize their role as educators of student participants.

☑ Involve community partners in the design, facilitation and evaluation of service initiatives (direct service activity, advocacy campaign, research, etc.) to ensure the value and relevance of the work to the community.

Working Toward Reciprocity

What should reciprocity look like between you and your community partners? How do you evaluate the needs, assets and interests of your community partners? What experience and knowledge do your community partners have that will contribute to your learning? What strategies can you use to show appreciation to your community partners for their educational role?

CLARIFY EXPECTATIONS & COMMITMENT

☑ Clarify community partners' needs and preferences and develop mutual goals. Determine clear, realistic and transparent expectations and time frames between all parties involved. Consider nuances of the academic calendar; explore potential for sustainability and/or develop appropriate exit strategies.

☑ Arrange for periodic check-ins with community partners to seek feedback and to ensure accountability and that mutual expectations are being met.

☑ Model and emphasize the importance of keeping commitments made to community partners.

Clarifying and Fulfilling Expectations and Commitments

What are your community partners' expectations; how will you determine your community partners' needs and interests and share your own? How could/will your service effort be sustained? If you are leading other volunteers, what commitment are you or should you be asking for? How will you establish clear lines of ongoing communication with your community partners? Is it appropriate and valuable to mutually establish a partnership agreement or MOU?

PREPARATION

☑ Prepare for a service initiative with the attitudes, skills, knowledge, and materials you need to serve effectively.

☑ Understand the context in which the service experience is embedded: share current and historical information about the partner organizations and communities, and the impact of political, economic, environmental, and social

contexts.

☑ Seek advice from community partners in determining content, and involve them in preparing or training students whenever possible.

Improving Preparation

How will you build preparation into your program design? What would be beneficial for you to learn or do before engaging with the community and/or social issue? What resources are available that might deepen your understanding of the context surrounding your service initiative? How has your academic work prepared you for this experience?

RESPECT FOR DIVERSITY

☑ Model respect for diversity, broadly and inclusively defined (on the basis not only of gender identity, race, religion, age, ability, sexual orientation, and socioeconomic levels but also cultural norms and ideologies).

☑ Before, during and after the service experience, actively challenge biases, stereotypes, and assumptions regarding the community you are working with and the issues you are addressing.

Valuing Respect for Diversity

How do you and your team explore and respect the diversity of your community partners? How do issues of identity, power and privilege affect your service context, and what strategies will you implement to address these?

SAFETY & WELLBEING

☑ Anticipate and take steps to ensure the physical and emotional safety of all service initiative participants.

☑ Understand and comply with special safety or liability requirements of community partners and the university.

Ensuring Safety

What are the particular safety concerns in your service initiative? Have you spoken with your community partner(s) and university adviser about safety issues and made plans to mitigate risk?

REFLECTION & EVALUATION

☑ Intentionally and creatively build in opportunities to reflect throughout your service experiences, involving community partners when possible.

☑ Include opportunities to gather regular feedback from community partners and participants to assess value, refine practice, and inform future actions.

Incorporating Reflection & Evaluation

When, where and how will you incorporate reflection opportunities into your experience? How do you make a safe space for participants to reflect? How will you measure success? What method(s) and/or tools will you utilize to collect feedback and evaluate impact?

HUMILITY

☑ Serve with a listening and learning attitude ever mindful of the community's needs, assets, and interests; and their own expectations, limitations, and capacity to serve.

☑ View any service work you are asked to do as a valuable learning opportunity that complements knowledge and builds understanding.

Working Toward Humility

How will you prepare yourself and your team to be humble and respectful in service experiences? What does humility look like in your service context; how will you demonstrate this?