**Principles for Ethical & Effective Service**  
* A Guide for Alternative Spring Break Program Participants  
Haas Center for Public Service

**About These Principles**

Community organizations have long provided rich learning opportunities for Stanford students engaged in public service. Stories abound of students’ transformative experiences through community involvement. Many in the Stanford community have developed respectful relationships with community organizations that enhance student learning. Unfortunately, there have also been breaches of community trust and respect by students, faculty, and staff. In response, we at the Haas Center for Public Service have developed principles to raise campus awareness about our shared responsibility to communities and organizations involved with public service activities at Stanford.

These principles were developed in order to raise issues and ethical questions to consider regarding service in and with the community. The text of the principles represents paraphrasing of feedback from over 75 students, faculty, and staff, and the headings are themes that emerged from clustering responses.

1. **RECIPROCITY THROUGH PARTNERSHIP**
   
   ★ Develop collaborative relationships with community partners and recognize their role as educators of student participants.
   
   ★ Involve potential community participants in the design of service projects in order to ensure the value and relevance of the service work to the recipient.

What could reciprocity look like between our group and the community we will visit and serve? How can we involve community partners in our trip design and implementation? What strategies can we use to show appreciation to our community partners for their educational role?

2. **HUMILITY**

   ★ Encourage students to serve with an attitude of listening and learning from community participants as part of the process of getting things done in a service-learning situation.

   ★ Prepare students to view the work that they may be asked to do at their service project as a valuable learning opportunity.
How will we prepare ourselves individually and collectively to be aware of humility in our site visits and service experiences? What would / does humility look like in our ASB service and learning context?

3. RESPECT FOR DIVERSITY
   ★ Create an atmosphere that models respect for diversity.
   ★ Engage students in discussion and training on issues of diversity.
   ★ Offer service opportunities and site visits that reflect the diversity of the community and the issue(s) being addressed.

What diversity-related issues may we encounter in our ASB experience? How can we demonstrate respect, individually and collectively?

4. COMMITMENT
   ★ Model and emphasize to students the importance of keeping commitments made to community partners.
   ★ Provide feedback mechanisms for accountability to community partners (e.g., a contact person who community partners know they can contact).
   ★ Clarify the expectations and time frame of the service project.

What commitments are we making in this ASB service learning experience? How can we make sure that our commitments are realistic and that they will be met?
5. ONGOING COMMUNICATION AND CLEAR EXPECTATIONS

★ Provide a structured experience that encourages safe, comfortable channels of communication and sets clear expectations between students and community organization representatives.
★ Clarify community organization's needs and preferences for service projects; Establish and clarify mutual goals and expectations.

What are our expectations of our community partner(s) and our overall experience? What expectations might our community partner(s) have? How can we best clarify these expectations and to make sure that they are realistic and in line with our community partner(s) expectations?

6. PREPARATION

★ Prepare students for service-learning projects with the attitudes, skills, and knowledge they will need to serve ethically and effectively.
★ Involve community partners in designing and providing preparation whenever possible.
★ Provide students with current and historical information about their host organization(s), and the community the organization(s) work(s) with, before beginning the service project.

How can we effectively prepare ourselves for our ASB trip experience? Beyond our ASB course what can you do to prepare?

7. CONTEXT

★ Assist students in connecting service experiences with the larger contemporary and historical political, economic, and social context in which the service experience is embedded.
★ Involve knowledgeable community members and utilize other available materials to present key issues specific to the community and organization in which students are serving.
How well do you understand the broader context of the issue(s) we are exploring through our ASB? What resources are available to you that might deepen your understanding of the context surrounding these issues? What can you share with the other ASB participants to help facilitate this learning?

8. PARTICIPATORY PEDAGOGY
   ★ Engage all participants (students, community participants) as teachers and learners.
   ★ Provide students with opportunities to share new knowledge obtained from their service experience.

How will our community partner(s) contribute to our learning goals and overall experience? What do we hope to learn from our community partner(s)? How can we share the knowledge we gain from our ASB experience with others?

9. SAFETY
   ★ Anticipate and take precautionary steps to ensure the safety of all people involved in service activities.
   ★ Comply with special safety or liability requirements of community partners.

What can we do to ensure the safety of everyone involved in our ASB trip? Do you have any safety concerns at this point regarding our ASB experience?