

*Service-learning and servant leadership*

From my experience as a servant leader and as an intern with a service-learning/study abroad organization, I believe that service-learning is beneficial for a student's personal growth as well as their interaction with peers and the community. In order to nourish Robert Greenleaf's concept of servant leadership at Seton Hall, I believe it would be beneficial to further encourage students to participate in a servant leadership program as part of experiential education.

Currently the university requires students to engage in ten hours of community service during the first semester of their freshman year as a part of their University Life course. When I came to Seton Hall, I had the understanding that I would be taught in class to be a "servant leader in a global society". After learning that University Life was the primary environment which encouraged service in students and at a lesser level than I had hoped, I sought other ways on my own to foster the experiences within myself. I participate in DOVE programs, help raise money for Relay for Life and the Mary Therese Rose Fund, and am in the process of pledging a service fraternity. Not all students, however, take advantage of programs offered through DOVE or clubs with a foundation in service.

I feel that instituting a program through the Center for Vocation and Servant Leadership and DOVE which encourages participation among all students is ideal. In terms of a campus-wide activity, SHU 500 and Relay for Life are as close to that as we've come. Given the success of the student involvement and the growing number of participants, it is evident that something about these programs is sticking with students, most likely what they are learning about the community and themselves from service. By fostering the development of a campus wide program such as a campus volunteer corps I feel the university's servant leader community will greatly expand.

I propose the development of a campus volunteer corps which will incorporate training/workshops with community service and reflection. The Seven Habits of Emerging Leaders series, for example, is a similar existing program to model training/workshops after. In addition, students would commit to participate for a semester in a service program through DOVE or in the community (such as Girl Scouts, Boy Scouts, volunteer EMT squad, etc) where they can put their training to practice, and reflect upon their experiences individually and later as a group. The training and service in this program will give students experience which they will help them now and in the future.

I would like to work towards this goal by promoting an awareness and understanding of servant leadership on campus, by working with the CLS and DOVE. By hosting programming for students (such as the "What makes them tick" lectures at Servant Leader Scholar meetings) and thereby planting the concept of service-learning into their minds, we will lay the foundation for future servant-leadership programs at The Hall. Creating a service-learning program which invites the entire student body would be most beneficial to the students and the university, and would develop more servant leaders within the student body. I believe that if Seton Hall follows Robert Greenleaf's concept of a servant-leader, the university community can grow to be a more tolerant and nurturing one because of life lessons through service-learning programs.