

Service-Learning Advocate

Job Description and Expectations

Job Description:

Students will be trained in effective practices for Service-Learning and will be prepared to assist and partner with faculty members engaged in Service-Learning. Service-Learning Advocates are responsible for maintaining good communication between the Pepperdine Volunteer Center, the professors and students of the classes to which they are assigned, and the community agencies that their classes utilize. Advocates are assigned to multiple classes, and must be able to manage competing priorities. Further, all Advocates must submit a semester-end Quantitative Report for each class and the class reflections. Service-Learning Advocates are selected based on their commitment to service and scholarship, and play a key role in promoting the ethic of service at Seaver College.

Advocates will be peer mentors and faculty assistants in developing students' commitment to social justice through academic Service-Learning.

As a part of the PVC staff, coordinators will attend monthly PVC meetings, monthly work group meetings, work in the PVC a minimum of 5 hours per week plus any additional hours volunteering at the agency, attend PVC retreats and training workshops, and report monthly on program and volunteer hours to an Executive Board representative.

Expectations & Requirements:

- Commit to at least 1 full school year.
- Be in good academic standing.
- Help create meaningful partnerships between faculty members and the community.
- Display an interest and understanding in the learning that occurs with service.
- Display the ability to be a role model for servant leadership.
- Have good leadership, organization and communication skills.
- Ability to maintain high level of professionalism.
- Provide logistical support in course development and implementation.
- Be a resource to students interested or involved in Service-Learning.
- Make contact with community agencies involved with Service-Learning classes at the beginning, middle, and nearing the end of the semester to monitor the quality and satisfaction of service.
- Make presentation regarding Service-Learning to classes and at workshops.
- Support and model meaningful reflection.

Reporting and Supervision:

- Work 5-7 hours per week in the PVC, which includes specific office related tasks.
- Meet twice per semester for Service-Learning evaluation and update on program.
- Weekly meetings with Director and/or Faculty Partner for training, updates and support.
- Prepare and submit reports on hours, reflection and collaborations between faculty, students and community partners.

Service-Learning Staff Benefits:

- Orientation, training, and on-going supervision and support.
- A monetary work award not exceeding \$3000 for the school year.
- Recognition (letters of recommendation, banquet, etc.).
- Understand different perspectives of Service-Learning and social justice in regard to students, professors, and community agencies.
- The opportunity to make a meaningful contribution to Pepperdine and the community.
- Excellent real-world experience.