**Overview**

Whenever possible, I integrate my service roles with my scholarship and teaching, in order to better support continuity between the roles I fill as a faculty member. I intentionally reach out to the community through service in ways that support our College’s shared commitment to fostering community relationships and a culture of learning. This commitment can be seen through the range of service in which I engage. Evidence of the scope and quality of my service to the community is further documented by way of letters of support, and artifacts of service. I am pleased with the degree to which my service history reflects the importance WCE places on service, as stated in the WCE Unit Plan:

Service provides the means through which the College fulfills its mission of collaboration with educational and social service agencies and the professional community. Through service activities, faculty contribute to the welfare of the profession and provide intellectual and academic leadership. An essential aspect of service is the sharing of commitment and expertise with other individuals in the profession through cooperative work in social services and educational agencies at the local, state, and national levels and involvement in professional associations and learning organizations…

The following tables summarize service activities during my time of service at WWU. A more extensive list of service can be found in my CV, which points to a consistent history of service.

**Number of Service Roles per Academic Year, by Type (Not Including Service to the Profession)**

As can be seen from the numbers in the previous chart, I have maintained a consistently high level of service since my point of hire, ranging from 8 to 14 service activities for these categories. I have intentionally increased my involvement in University service over the last two years, while continuing to support the College and Department. An additional element of service of note is that I provide to the Profession, which I have broken into three categories: Committee and Board work, Evaluations and Needs Assessments, and Professional Development Workshops.

**Service to the Profession, by Type**

My committee and board work tends to be on a “rolling schedule,” typically serving in one- to three- year term increments. The more consultive service, however, conducting evaluations o needs assessments, or providing workshops is more sporadic, considered on an as-requested basis. Since coming to WWU, I have conducted nine comprehensive, and complex program/agency evaluations, or community needs assessments. In that timeframe, I have also conducted 14 workshops (with 2 more scheduled for Fall, 2010) ranging from three to 4 hours in duration, covering a range of topics relevant to Human Services practice:

* Family Culture
* Socio-Economic Status/Poverty
* Youth Work Practice:
  + Discipline Alternatives
  + Work Team Development
* Supervision

**Service to University**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Service*** | **Timeline** | **Role** | **Objective** |
| ***Academic Grievance Committee*** | 3-year term, beginning September 2010 | Yet to be determined (This is a new committee for me, which I volunteered for due to my interest in students’ overall university experience.)  Meet: one time per quarter, unless there is a need for additional meetings. | The Academic Grievance Committee meets to hear and consider student grievances relating to decisions by their instructors or academic units. |
| ***Compass to Campus Evaluation Committee*** | February 2010- present | Working with an evaluation team to identify our methodology and focus for an inaugural exploration of the successes and challenges of the C2C program.  Meet: Several times per quarter (as needed.) | To develop and administer a comprehensive evaluation of the C2C program, at the request of the program director. Findings will support the program in its development and sustainability efforts. |
| ***Center for Service Learning Advisory Board*** | April 2009- present | Support the center in setting strategic direction within the university and greater community.  Meet: one time per quarter, unless there is a need for additional meetings. | The CSL serves as the University’s anchor to the service component of the university’s mission, supporting faculty, staff, and students in effectively merging service with pedagogy. |
| **Critical Junctures Institute: Research Affiliate** | June 2010- present | Serve as investigator to support multi-disciplinary research for CJI-related projects, to expand local research resources.  Meet: one time per quarter, unless there is a need for additional meetings. | Formed as a partnership between WWU and St. Joseph Hospital, CJI conducts health services and action research, to examine new ways to improve healthcare decision-making. |

**Service to the College**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Service*** | **Timeline** | **Role** | **Objective** |
| ***WCE Service Learning Office Strategic Action Team*** | November 2009-Present | As member of this team, I have played an active role, including such functions as facilitating the process of defining the mission and vision, creating an office name and infrastructure.  Meet: The first academic year for this committee required frequent meetings, and subsequent ‘behind the scenes’ work, when not in meetings. We are determining the frequency of meetings for upcoming year, although monthly meetings are anticipated initially. | To Support the Learning in Community (service learning) office in facilitating supports to faculty, students and community members related to service learning. |
| ***Woodring Curriculum Council*** | October 2007- present | Provide departmental faculty representation on the Council, active in reviewing all requests brought to the council.  Meet: At least one time each quarter and more frequently if needed. | The WCC reviews all requests for new or revised courses/programs and catalog copy of the Woodring College of Education. |
| ***Woodring Diversity Committee*** | September 2007- present | Actively engage in committee meetings, discussions, and decision-making. I have engaged in additional committee-related work, including, co- presented a workshop, “Dynamics of Difference” on behalf of the Diversity Committee to the rest of the WCE faculty and staff team (May, 2008), and served on a subcommittee focused on the Miller Hall renovation, “A Building that Teaches.”  Meet: One time per month during academic year. Additional work is completed between meetings. | The committee recommends strategies and processes to : (1) support the integration of diversity throughout curricula and field experiences; (2) attract and retain an increasingly diverse faculty, staff and student population; and (3) foster the knowledge, skills, and attitudes about diversity, equity, and social justice. |
| ***WCE Alumni Association Leader Scholarship Committee,*** | 2010 (Chair)  2008 (Member) | I Chaired the scholarship committee in 2010, and served as a contributing member in 2008. During each cycle the committee made a successful decision to award a candidate a scholarship on behalf of the WCE Alumni Association.  Meet: Generally, no face to face meetings occur, but rather independent work reviewing applications, one time per year. | Review applications, and determine the most appropriate recipient of scholarship funds. |
| ***WCE Diversity Scholarship Committee*** | 2009 (Member) | Reviewed all applications, making recommendations for scholarship recipients.  Meet: Generally, no face to face meetings occur, but rather independent work reviewing applications, one time per year. | Review applications, and determine the most appropriate recipient of scholarship funds. |
| ***WCE Center for Family Supportive Schools and Communities Committee*** | October 2006- 2008 | Supported committee in its efforts to identify community partners and schools supportive of the notion of family-engaged schooling. Reviewed material from national program, to consider for localized application.  Meet: Quarterly, unless otherwise needed. | The goal was to develop a center within the higher education community to champion family-supportive schools. |
| ***WCE Professional Development Resource Center Advisory Board*** | October 2006- 2008 | Worked with colleagues to identify professional development needs of the community, potential partners for the Center, and possible instructors. Reviewed workshop proposals, and supported the director in identifying community needs and outlets.  Meet: Quarterly, unless otherwise needed. | PDRC was to serve as a professional development clearinghouse for people in the education and human services fields. |
| ***WCE Waterfront Development Proposal Team*** | July  2007- 2008 | With colleagues, developed a proposal for the use of a building on the potentially-developed space on Bellingham’s waterfront.  Meet: Intensively during Summer 2007, and then on an as - needed basis. | Committee formed to investigate options for potential use by WCE of space on the Waterfront. |

**Service to the Department**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Service*** | **Timeline** | **Role** | **Objective** |
| ***HSP Case Conference Committee*** | September 2010 - present | Newly formed committee; role to be determined.  Meets: As-needed | Case Conference Committee will review cases regarding possible student dismissal from the program. |
| ***HSP Curriculum and Assessment Committee*** | September 2010 - present | Newly formed committee; role to be determined.  Meets: As-needed | To support the HS program by making recommendations for curricular and assessment changes program-wide. |
| ***HSP Field Studies Committee*** | September 2010 - present | Newly formed committee; role to be determined.  Meets: As-needed | To support the field component of the HS program, making recommendations for policies and procedures. |
| ***HSP Personnel Committee*** | September 2010 - present | Will review course scheduling, applications for part time (adjunct) instructors, and make recommendations for hire. May include recruitment and retention of a diverse pool of candidates.  Meets intensively in Spring Quarter, and as-needed thereafter. | Serves in an advisory capacity to the chair on issues related to course scheduling and load assignments, hiring, evaluation, and other personnel matters, following all EOO, HR, WCE evaluation plan requirements, and faculty/staff collective bargaining agreements. |
| ***HSP Application Review Committee (Chair)*** | February – June 2010 | Chaired committee reviewing application process for the HSP Major. Worked collaboratively to draft a recommendation to revise the application essay, which has been successfully adopted/implemented.  Meet: As-needed (much of the work performed through email exchanges, and individual work outside of face to face meetings.) | To consider alterations to the essay prompts used as portion of the application to the Human Services major (Bellingham Site.) |
| Human Services and Rehabilitation Course Plan Design Teams | September 2006- present (various courses each year) | Served on Course Plan Design Teams for:  Capstone Course (HSP 495)  Field Studies (HSP 340; 341; 440)  Human Development (HSP 315)  Junior Core (HSP 301; 303; 305)  Senior Core (HSP 402; 404; 406)  Meet: As Needed (generally quarterly) | Design teams are a mechanism for instructors of key courses to collaborate on course plans, to ensure course objectives are reached, effective assessments are used, and that there is consistency at off-campus sites, and with adjunct instructors. |
| ***Assessing the theoretical foundations of the Human Services Program*** | Winter-Fall 2008 | Facilitated the faculty and staff assessment/consideration of the theoretical foundations of the program. | To support the process of accreditation with CSHSE, consideration of theoretical foundations of the program were in order. (There was a need to identify the theories guiding our work.) |

**Service to Other Institutions**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Service*** | **Timeline** | **Role** | **Objective** |
| **Doctoral Dissertation Committee Member for Geof Morgan (Seattle University)** | November 2009- present | Serve as committee member, reviewing each section of Mr. Morgan’s dissertation, advising where needed. | Support Mr. Morgan in his academic endeavors; assure methodological rigor in his dissertation, relating to community systems, and empowerment of youth and families. |
| ***Whatcom Community College, School of Business, Review Board*** | February 2004-2009 | Advising Department about program direction, exploring options for course offerings, and investigating academic rigor for program (my personal emphasis was on nonprofit business management.) | Support Whatcom Community College in providing academic programs congruent with the needs of student and potential employers in the greater community. |

**Service to Community**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Service*** | **Timeline** | **Role** | **Objective** |
| Northern Heights Elementary School: International Baccalaureate Advisory Committee | September 2009- present | Working with the school Principal, IB Coordinator and one parent to advise school on IB planning, proposal, and follow through in the school.  Meet: Intensively during 2009-2010 school year, and as-needed since then. | Support the school in successfully implementing the IB curriculum and process school-wide. |
| **Whatcom Film Association Board** | January 2004- April 2007 | Serve as a board member to lead the functions of WFA, supporting the Executive Director in fulfilling her functions. Extensive work supporting the agency in launching its first capital campaign ($2 Million.)  Meet: Board meets monthly, with outside work on an as-needed basis; program planning, fund development, facilities planning (capital campaign plan.) | Govern the WFA organization to fulfill its mission of providing “a forum and resource for independent cinema, strengthening community through education, dialogue and the celebration of film.” |
| **Whatcom Council of Nonprofits** | April 2005- December 2006 | Work with a small committee to ‘resurrect’ the council of non-profits, which had not been operating for several years. Included identifying a host site for the organization, creating its mission, vision, and strategic plan for moving forward.  Meet: Intensive work, with weekly meetings from April 2005-October, 2005, and then monthly meetings thereafter. | Support the WCN to fulfill its mission to “strengthen Whatcom County's nonprofits by building relationships, sharing resources, and communicating the vital role of nonprofit organizations in our community.) |

**Service to the Profession (Boards and Committees)**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Service*** | **Timeline** | **Role** | **Objective** |
| ***Child and Youth Care Certification Board Advisory Committee*** | July 2009- Present | Support the Certification Board through reviewing and making recommendations to certification guidelines, testing, and processes.  Meet: Monthly teleconferences and annual meetings. Much work is accomplished outside of meeting times. | The Child & Youth Care Certification Board offers competency-based testing and professional certification for individuals working with children, youth, and families. |
| National Staff Development and Training Association: Human Service Trainer Certification Committee | January 2008- present | Support the Trainer Certification Committee through a process of reviewing certification guidelines, core competencies, and the entire application process.  Meet: Quarterly teleconferences and more frequent discussions as needed. | The mission of the NSDTA is to build professional and organizational capacity in the human services. |
| **Journal of Child and Youth Care Work, Editorial Review Board** | August 2003- present | Review manuscripts from authors, assessing for appropriateness of content, rigor, and style. Provide recommendations to the Editor and to the author(s.)  Meet: Annual meeting of the Review Board. Periodic teleconferences, as needed. Intensive work is done during a six-week period each summer/fall, reviewing manuscripts. | One of the principle periodicals in the field of youth work. Editorial review board members are responsible for the blind peer-review process of reviewing manuscripts submitted for publication, making recommendations for publication, rejection, and revision and resubmissions. |
| ***National Association of Child and Youth Care Practitioners Board Member*** | August 2003- present | A volunteer-run organization, the Board works together to ensure the operation of the Association, to fulfill the mission of working toward professionalization of the youth work field.  Meetings: Quarterly teleconference meetings, annual face to face meetings. Various committee functions (working in between meetings) include recruitment, education and training, curriculum development, and certification review process. | A membership organization of state and regional associations, child & youth care agencies, and professionals committed to improving the field of child and youth care and the promotion and development of [professional competencies](http://www.acycp.org/cyc%20certification%20board/certification%20forms/childcarecompr.pdf). |
| ***Secretary of State’s Accountability in Nonprofits Advisory Board, State of Washington*** | October 2006-  October 2008 | Work with committee members to identify priorities for nonprofit supports in the State of Washington.  Meetings: Quarterly | Committee was responsible for making recommendations to the Secretary of State’s office relating to state-wide nonprofit supports. |

**Service to the Profession (Consultation/Program Planning and Evaluation )**

Lummi Drug Court Evaluator. April, 2009 – February, 2010.

Opportunity Council: Executive Consultation and Leadership for Northwest Training Institute. July, 2008 – February, 2010.

Communities in Schools: Needs and Gaps Assessment and Strategic Planning. July – October, 2008.

Northwest Training Institute, Founder and Executive Director. October, 2003 – July, 2008.

Lummi Juvenile Justice Program: Needs and Gaps Assessment and Strategic Planning. June – December, 2007.

Olympia Community Action Programs: Executive Consultation, Program Evaluation, Community Needs and Gaps Assessment. October, 2005 – February, 2007.

**Service to the Profession (Invited Professional In-Service/Workshops)**

Korsmo, J. & Washatka, K. (April, 2010.) *Essentials of supervision for the nonprofit*

*sector. Invited p*resentation to Skagit, Snohomish, and Whatcom County human service professionals. Sponsored by the Northwest Training Institute (Also conducted in November, 2007; May, 2008; January, 2009.) Bellingham, WA; Everett, WA.

Korsmo, J. & Nicholas, T. (March, 2010.) *Understanding privilege disparities in our work with*

*children and families.* Invited Presentation for Little Red School House. Everett, WA.

Korsmo, J. (November, 2009.) *Discipline alternatives: Handling difficult situations with youth*.

Mt. Vernon YMCA Annual Staff Development Session. Mt. Vernon, WA.

Korsmo, J. (November, 2009.) *Child and youth care work: Professionalization of the field*.

Mt. Vernon YMCA Annual Staff Development Session. Mt. Vernon, WA.

Korsmo, J. (November, 2009.) *Family culture and diversity appreciation in residential youth*

*work*. Mt. Vernon YMCA Annual Staff Development Session. Mt. Vernon, WA.

Korsmo, J. & Nicholas, T. (October, 2009.) *Dynamics of difference: Family culture, privilege,*

*and diversity appreciation*. Skagit Community Action Agency Professional Development Day: Americorp, class of 2009-10.

Nicholas, T. & Korsmo, J. (October, 2008.) *Understanding Privilege in Whatcom County.* Presented on behalf of Leadership Whatcom to class of 2008-09. Bellingham, WA.

Nicholas, T. & Korsmo, J. (March, 2008.) *Dynamics of difference: Unpacking the power of*

*privilege.* Presented on behalf of the Woodring College of Education’s Diversity Committee. Bellingham, WA.

Korsmo, J. (October, 2007.) *Working with youth and families in poverty*. Presentation to

Skagit, Snohomish, and Whatcom County human service professionals. Sponsored by the Northwest Training Institute and the United Way of Whatcom County. Bellingham, WA.

Korsmo, J. (September, 2007.) *Working with youth in poverty*. Presentation to Skagit and

Whatcom County Americorps recruits for 2007-08 program year. Burlington, WA.

Korsmo, J. (September, 2007.) *Personal and organizational culture: The dynamics of*

*difference.* Keynote presentation at Thurston County Connections Conference, sponsored by Thurston Together! Youth Violence, Tobacco, and Drug Prevention. Lacey, WA.