ENGAGED FACULTY INSTITUTE

CURRICULUM

CITATION

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Campus Compact of the Mountain West

Community-Campus Partnerships for Health
Promoting Health Equity & Social Justice

Campus Compact California

INTRODUCTION TO THE ENGAGED FACULTY INSTITUTE CURRICULUM

Welcome to the Engaged Faculty Institute (EFI) Curriculum, originally authored by Community-Campus Partnerships for Health (CCPH) in 2007 and redesigned by California Campus Compact (CACC) and Campus Compact of the Mountain West (CCMW) in 2015 in collaboration with CCPH. Part of the broader Engaged Campus Initiative, this curriculum provides a thorough, updated roadmap for intensive, facilitated faculty development specific to service-learning course construction, implementation, and sustainability in a college or university setting. Each unit within the curriculum addresses a key component of service-learning, from basic definitions and an explanation of the pedagogy, to thinking about risk management in the design of service-learning courses, to deepening practitioners' understanding of cultural competency as it relates to the student experience in a service-learning course. To supplement the content, the curriculum also includes case studies, worksheets, research findings, and syllabi submitted through 46 colleges and universities from 61 academic disciplines and/or Centers for Service Learning and Community Engagement from across the Campus Compact and Community-Campus Partnerships for Health networks.

For campus administrators or other stakeholders looking to convene an Engaged Faculty Institute utilizing this curriculum, the following resources are available to identify a facilitator and get started. Campus Compact affiliates and CCPH provide train-the-trainer opportunities for faculty and staff interested in becoming EFI facilitators for high-quality and consistent faculty development using this curriculum and can help connect your institution with an EFI facilitator. We encourage all college and university stakeholders to contact us if they are interested in utilizing or modifying the curriculum or in designing their own Engaged Faculty Institute workshop. Links to all Campus Compact affiliates and Community-Campus Partnerships for Health are provided at the end of the curriculum for your convenience.

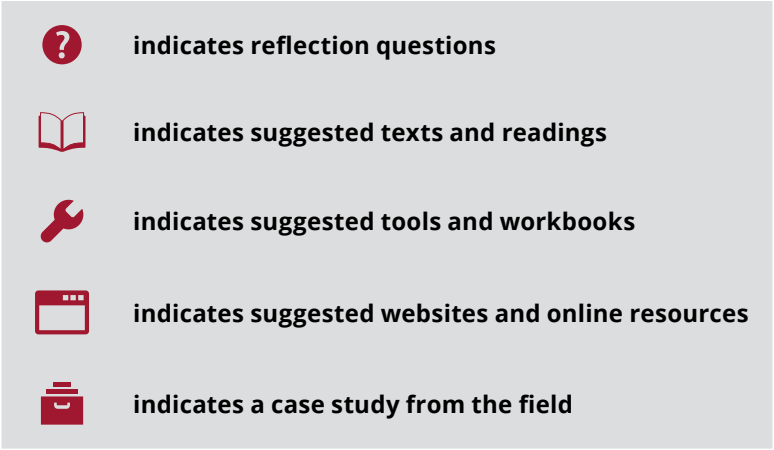
CURRICULUM LEARNING OBJECTIVES

- Understanding the foundation of service-learning as a teaching pedagogy
- Learning key principles for establishing and maintaining reciprocal community-campus partnerships
- Developing strategies for designing and implementing service-learning courses, from articulating student learning outcomes to assessing community-engaged learning experiences
- Creating safe spaces for student learning and community engagement through cultural competency and sensitivity preparation, meaningful critical reflection, and appropriate risk management
- Integrating service-learning practice into sustainable, campus-wide engagement efforts and into meaningful opportunities for faculty advancement

CURRICULUM RESOURCES

As you dive into the EFI curriculum, the following are tools and resources that will assist in delivering a high-quality training experience to faculty and will provide hands-on opportunities for faculty to integrate course content into their own course design or re-design:

- ***Tips and in-depth content about the topic presented.*** Within each unit, users will find helpful content about the topic and easy to follow "tips" to assist in implementing the concepts presented
- ***Reflection questions.*** Reflection questions are intended to prompt critical thinking and action. Space is provided below each question to record thoughts and ideas.
- ***Case studies.*** Case studies provide "real life" experiences as learning opportunities. Some cases are based on actual examples and contact information is provided. Some cases are composites of actual examples. Questions follow each case study and space is provided below each question to document responses.
- ***Worksheets.*** Worksheets are designed for users to practice and prepare for key concepts covered in the unit.
- ***Selected websites and readings.*** These are provided as a resource for additional learning.
- ***Symbols highlight action or review by the user.*** Throughout the curriculum, there are symbols or markers prompting review by participants. For example:



COMMUNITY-CAMPUS PARTNERSHIPS FOR HEALTH

Community-Campus Partnerships for Health (CCPH) is a national non-profit membership organization that promotes health equity and social justice through partnerships between communities and academic institutions, including those that involve research. CCPH's strategic goals are to leverage the knowledge, wisdom and experience in communities and in academic institutions to solve pressing health, social, environmental and economic challenges; ensure that community-driven social change is central to the work of community-academic partnerships; and build the capacity of communities and academic institutions to engage each other in partnerships that balance power, share resources, and work towards systems change. http://ccph.info

CALIFORNIA CAMPUS COMPACT

Since its founding in 1988, California Campus Compact has worked to build the collective commitment and capacity of colleges, universities and communities throughout California to advance civic and community engagement for a healthy, just and democratic society. Through innovative programs and initiatives, grant funding, training and technical assistance, professional development and powerful research studies and publications, California Campus Compact each year invests in and champions more than 500,000 students, faculty members, administrators and community members involved in diverse and ground-breaking activities that support and expand civic and community engagement throughout California.

As the only coalition that brings together the diverse collection of California colleges and universities together around a common commitment to higher education's civic purposes, California Campus Compact is a powerful ally in making the case for civic engagement, public service and student involvement in campus-community partnerships – and for sustaining the momentum for higher education's public service role in California. www.cacampuscompact.org

CAMPUS COMPACT OF THE MOUNTAIN WEST

Campus Compact of the Mountain West (CCMW) is a membership organization of 20 colleges and universities devoted to promoting civic learning and elevating higher education engagement in Colorado and Wyoming. CCMW is part of a larger national coalition of nearly 1,200 colleges and university presidents who are passionately committed to the value service-learning brings to higher education and the community. We believe that engaged learning is a powerful tool to prepare students to be active, committed, and informed leaders and citizens. At CCMW, we know that when students get involved in community-based projects, they're not just building houses, or tutoring kids, or cleaning trails, or registering voters. They're feeling what it means to be an active member of their community. And in the process, they see there is as much to learn as there is to give. Find out more about CCMW at www.ccmountainwest.org and visit www.compact.org to learn more about national Campus Compact or to find an affiliate near you.

SAMPLE AGENDA FOR AN ENGAGED FACULTY INSTITUTE (TWO-DAY VERSION)

For each of the agenda sections identified below, invite emerging and advanced practitioners from the field to share their lessons learned and key take-aways with participants. Include guest facilitators from diverse disciplines to demonstrate service-learning across the curriculum. Where appropriate, invite community partners and students to share their perspectives.

PRIOR TO DAY 1

- Complete pre-assessment. Sample pre-assessment from CCMW.
- Identify a syllabus (your own, a colleague's, or from an online source) to revise during the Institute. Visit Campus Compact's syllabi database by discipline for helpful examples.
- Read two papers:
  - Saltmarsh, J., Hartley, M., & Clayton, P. (2009). Democratic engagement white paper. New England Resource Center for Higher Education.
  - McNall, M., Reed, C.E., Brown, R., & Allen, A. (2009). Brokering community-university engagement. *Innovations in Higher Education, 33*, 317-331.

DAY 1

NOTE: Each participant should bring a laptop to the Institute in order to work on a syllabus over the two day training.

TIME	ACTIVITY
9:00 am - 9:45 am	Coffee, Overview, and Introductions
9:45 am -10:15 am	Defining Service-Learning in Historical Context
10:15 am -10:30 am	Break
10:30 am - 11:30 am	Ways of Using Service-Learning: Interdisciplinary examples from successful S-L classes
11:30 am - 12:00 pm	Models of C-E Learning: Specific models of S-L (e.g., direct, indirect, advocacy, community-based research)
12:00 am - 12:30 pm	Lunch
12:30 pm - 1:30 pm	Practicing Culturally-Competent Service-Learning
1:30 pm - 2:00 pm	Risk Assessment & Mitigation in Service-Learning Course Design
2:15 pm - 2:30 pm	Break
2:30 pm - 3:45 pm	Developing Course Description, Goals & Objectives
3:45 pm - 4:45 pm	Developing Community Partnerships, Part I. Perspectives from "seasoned" instructors and community partners on lessons learned over time in building, maintaining, and evaluating partnerships
4:45 pm - 5:00 pm	Wrap Up for Day 1

DAY 2

TIME	ACTIVITY
9:00 am - 9:15 am	Welcome to Day 2
9:15 am - 10:45 am	Developing Community Partnerships, Part II. Perspectives from "new" instructors and community partners on lessons learned in their early efforts to build, maintain, and evaluate successful partnerships
10:45 am -11:00 am	Break
11:00 am -11:30am	Developing S-L Assignments
11:30 am - 12:00 pm	Student Perspectives on S-L
12:00 pm - 12:30 pm	Lunch
12:30 pm - 2:00 pm	Critical Reflection in S-L
2:00 pm - 2:30 pm	Assessment of Course Learning Objectives
2:30 pm - 2:45 pm	Break
2:45 pm - 3:15 pm	Coming Full Circle: S-L and Faculty Identity/T&P/Scholarship
3:15 pm - 3:45 pm	Sustaining Service-Learning Efforts on Your Campus
3:45 pm - 4:00 pm	Wrap-up

ACCESSING RESOURCES

All EFI participants will have access to resources, readings and examples included within the curriculum via the CCMW website at http://www.ccmountainwest.org/resources.

CURRICULUM UNITS

UNIT 1: UNDERSTANDING SERVICE-LEARNING

COMPETENCIES

After completing this unit, you will be able to:

- Explain the definition, theoretical basis, and key components of service-learning
- Describe how service-learning differs from other forms of experiential learning
- Describe the impacts of service-learning

HANDOUTS

- What is Service-Learning?
- Mott Community College Case Study

DEFINITIONS OF KEY TERMS

- **Service-Learning** – Service-learning is a pedagogy that integrates meaningful community-engaged service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.
- **Community** – A group that shares common characteristics or interests and that is perceived or that perceives itself as distinct in some respect from the larger society in which it exists.
- **Partnership** – A close mutual cooperation between parties having shared interests, responsibilities, privileges, and power.
- **Student** – A student represents all levels of learning in a higher education context, including associate, undergraduate, graduate, and post-graduate level learners.

INTRODUCTION

Service-learning is a pedagogy that integrates meaningful community-engaged service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Service-learning provides college and university students with a community context to their education, allowing them to connect their academic coursework to their roles as citizens in a democracy.

The Education Commission of the States defines service-learning as the potent combination of meaningful service to the community, academically rigorous classroom education and deliberate, structured reflection so that students connect the service they perform to course objectives. Service-learning is not just about "going out and doing good." It involves learning and intellectual skills, performing needed service and producing real results that command respect. Service-learning provides students with the skills and attitudes that enable them to participate fully in a civil society and contribute to the sustainability of our democracy.

Additional information can be found on the National Service-Learning Clearinghouse site and on the Barbara A. Holland Collection for Service Learning and Community Engagement.

DEFINING SERVICE-LEARNING

- What is service-learning?
- What are the characteristics of service-learning?

THEORETICAL BASIS FOR SERVICE-LEARNING

Seifer (1998) and Furco (1996) argue that although service-learning is a form of experiential learning, there are key areas where service-learning departs from traditional models of experiential learning. For example, service-learning has a greater emphasis on reciprocal learning and reflection. Further, service-learning is focused on developing a more engaged civil sector that can affect real and lasting social change. Service-learning pedagogy ensures that goals and objectives as well as overall curriculum structure are premised on collaboration. The extent to which identified community needs inform course structure and/or community organizations function as integral partners differentiates service learning from experiential pedagogies such as internships or field studies. In other words, the value proposition of service-learning is not as one-sided as it is with volunteering, nor does service-learning have the technical or the individual development focus of an internship or field study. As such, it can be difficult to quantify the success of a service-learning initiative. This added complexity, combined with service-learning's differences from traditional educational models, can make the marketing of service-learning to key decision makers challenging.

Despite the challenges, service-learning has proven to be an innovative and effective education methodology that is grounded in scholarship. The Kolb model describes the key stages that service-learners cycle through in their educational processes: 1) concrete experiences, 2) reflective observation, 3) abstract conceptualization, and 4) active experimentation. Each of these four stages is an integral part of service-learning that must be fully embraced by students, institutions, and community partners in order for service-learning's multi-faceted goals to be achieved.

Service-learning takes into account the needs of adult learners and uses appropriate methods and resources to facilitate meaningful learning and discovery. These practices include (Curriculum Development Manual, 2002):

- Reforming the role of the teacher or instructor as a *facilitator* of knowledge rather than a *controller* of knowledge.
- Ensuring that learning by doing is at the center of discovery.
- Engaging the learner in ongoing critical reflection on what is being experienced for effective learning.
- Ensuring that learners help to direct and shape the learning experiences.
- Ensuring that new knowledge, concepts, and skills are linked in meaningful ways to the learner's personal experiences.

THE IMPACTS OF SERVICE-LEARNING

Service-learning can provide students with "transformational learning experiences." Service-learning increases community understanding among faculty and can bring new directions and confidence to the teaching and scholarly pursuits of the faculty involved. For community partners, participation in service-learning can contribute to economic, operational, and social benefits. Eyler, Giles, Stenson, and Gray (2001) conducted a scan of documented impacts from service-learning experiences on a variety of stakeholders and for a variety of outcomes. Access that report here: At a Glance: What We Know about The Effects of Service-Learning on College Students, Faculty, Institutions and Communities, 1993- 2000: Third Edition.

STRUCTURING SERVICE-LEARNING FOR SUCCESS

Evaluations of service-learning programs have explored the factors that are most commonly associated with successful community-campus partnerships. These factors include joint planning, a genuine sense of reciprocity, clear definitions of roles and activities, a comprehensive student orientation and preparation process, and consistent communication with a primary point of contact on each side. Evaluations have also found that in order for higher education institutions to build institutional capacity around service-learning, they need to clearly define their mission and goals, generate multi-level support, invest in faculty development, nurture long-term community partnerships, and integrate service-learning into the administrative structures and policies of the institution as well as the broader curriculum. Many institutions of higher education have created their own structures and programs for in-depth faculty development specific to service-learning. These models are useful tools as you identify which structures and programs are the best fit for your institution and faculty. For example, the Faculty Coordinator for Service-Learning at SUNY Oneonta created an Academic Service-Learning Faculty Handbook for consistency in defining and designing high-quality service-learning courses at that institution.

For service-learning to work well for community partners, community partners need to ensure that service-learning is closely aligned with their organizational goals as well as complementary to their overall mission. Furthermore, they need to develop internal structures to support their involvement in service-learning as well as adopt the perspective that the students involved in service-learning have valuable skills and expertise to contribute.

In part, the success of a service-learning course depends on course design and the "fit" of that design with the needs of the community partner and the identified student learning outcomes. Service-learning courses typically fall into one of the following three categories:

- **Traditional:** Engaging in direct or indirect service (often place-based) that addresses a community-identified need;
- **Research-based:** Gathering, compiling, and presenting information that addresses a community-identified need;
- **Advocacy:** Educating others about topics of public interest to create awareness and action specific to a community-identified need.

Iowa Campus Compact created a Service-Learning Course Design brainstorming activity to assist faculty in thinking about the various categories of service-learning course construction and levels of student engagement within those categories. That tool is included at the end of Unit 1.

Increasingly, faculty members are looking for ways to provide students with community-engaged learning experiences within online courses. Though little has been published about e-service-learning, several resources do exist. The Office of Civic Engagement at the University of Montana developed a training presentation for e-service-learning that may be helpful to use with faculty at your institution. A wealth of information and resources can also be found through Minnesota Campus Compact and the Center for Digital Civic Engagement. Additionally, many faculty members are utilizing technology to communicate course objectives, expectations, service requirements, and assessment criteria to students within classroom-based courses. For example, Professor Jim Spickard at University of Redlands created a full website to clearly articulate course information in a way that appeals to most students.

FRAMEWORK FOR ASSESSING THE QUALITY OF SERVICE-LEARNING COURSE DESIGN

Dahan and Seligsohn (2013) developed a matrix for assessing the quality of engaged civic learning courses for faculty at Rutgers-Camden. The matrix serves as a useful tool in looking at high-quality service-learning course construction. While drafted in terms of engaged civic learning, the elements translate to designing, implementing, and assessing service-learning courses so that they are consistent. The elements are as follows:

- Integration of experience with learning goals and other course elements
- Opportunity for analysis of and/or reflection on experience
- Substantial experiential or community-focused component in which all students are required to participate
- Appropriate student preparation for experiential activity (e.g. training, orientation, etc.)
- Appropriate partnership
- Appropriate distribution of benefits
- Integration of the engaged civic learning component into student assessment
- Sharing of information or findings with community partners and/or others.

Access the workbook here.

Michigan State University (MSU) developed a Quality Components of Service-Learning tool that breaks service-learning into stages of investigation, preparation, engagement, reflection and connection, evaluation, and demonstration/celebration (iPERCED). Additionally, MSU hosts Tools of Engagement, an online learning platform to introduce community engagement to undergraduate students. The modules encourage students to reflect critically on the content, provide students with concrete examples that illustrate abstract concepts, and ask students to develop real-life scenarios. There are five modules in total, focusing on issues such as effective group work, successful partnerships, and negotiation techniques.

SUGGESTED WEBSITES AND ONLINE RESOURCES

WISE Project: The Writing Initiative for Service and Engagement
University of Colorado Boulder

Implementing Service-Learning in Higher Education
Indiana University-Purdue University Indianapolis

A Checklist for Implementing Service-Learning in Higher Education
University of Hawaii Manoa

HANDOUT: WHAT IS SERVICE-LEARNING?

Service-learning has gained recognition as a curricular strategy for preparing students for their roles as professionals and citizens, changing the way faculty teach, changing the way higher education programs relate to their communities, enabling community organizations and community members to play significant roles in how students are educated, and enhancing community capacity (Connors, 2000).

SERVICE-LEARNING IS: a structured learning experience that combines community service with explicit learning objectives, preparation, and reflection. Students involved in service-learning are expected to provide direct community service and to learn about the context in which the service is provided, thus developing a connection between the service, their academic coursework, and their roles as citizens (Jacoby, 1996; Seifer, 1998).

SERVICE-LEARNING IS A FORM OF EXPERIENTIAL EDUCATION THAT:

- is developed, implemented, and evaluated in collaboration with the community;
- responds to community-identified concerns;
- attempts to balance the service that is provided and the learning that takes place;
- enhances the curriculum by extending learning beyond the classroom and allowing students to apply what they've learned to real-world situations; and
- provides opportunities for critical reflection.

SERVICE-LEARNING IS SIGNIFICANTLY DIFFERENT FROM OTHER FORMS OF EXPERIENTIAL EDUCATION IN THAT IT:

- offers a balance between service and learning objectives;
- places an emphasis on reciprocal learning in lived experiences;
- increases an understanding of the content in which clinical and/or service work occurs;
- focuses on the development of civic skills;
- addresses community-identified concerns; and
- involves community in service-learning design and implementation.

CASE STUDY

The following case study, submitted by Debra Gibes, Humanities Faculty at Mott Community College, illustrates the creation of and internal supports needed for a service-learning course in developmental reading and writing sections.

The Inter-Generational Reading and Writing Project

Service-Learning Course Overview

The Inter-Generational Reading and Writing Project is a service-learning project at Mott Community College that brings together students enrolled in developmental reading courses and developmental writing courses with residents in assisted living facilities in nearby communities. The nature of the project involves reading students selecting stories with universal themes and designing discussion questions to help the community members comprehend the story and recall related memories. Each reading student is paired with a writing student to meet with one of the assisted living facility participants. During their visit, the reading students conduct the shared reading experience, followed by the writing students interviewing the participant to learn more about the memories evoked by the stories. Writing students then create personal narratives to capture the memories shared by the elderly. These narratives are compiled into a published anthology along with photos of the participants that were taken during the course of the project.

Funding & Partnership Development

Funding for the project was provided by two separate grants. The storybooks for the project were purchased using grant monies obtained the year before the project was launched through a campus organization that provides monies for student-focused activities. Another grant used to support innovative projects covered the cost of publishing the anthology. Each community participant as well as each assisted living facility was provided with a complimentary copy of the book. With assistance from the Office of Experiential Learning and the Center for Teaching and Learning at MCC, several assisted living and adult daycare facilities were identified as potential partners for this project. The partners that committed to collaborating in the project were two activities/program coordinators from two separate assisted living facilities. Each of these coordinators desired to provide opportunities for the elderly residents to share the rich personal accounts of their lives with others but memory loss, due to aging, made this difficult. Therefore, the outcomes intended through the project for the partners were to solicit the elderly in recalling their personal accounts by sharing vicarious stories that they could relate to and providing a written record of the oral histories that they were able to recall. The activities/program coordinators promoted the project amongst the residents and identified residents that had the interest and capacity to participate.

Course Outcomes

Three developmental reading or writing faculty members committed to engaging their students in this project. The faculty identified several student outcomes including campus-wide general education outcomes related to citizenship and critical thinking as well as specific course objectives. The outcomes for each developmental course focused on the application and relevancy of skills. Thirty-seven reading students and twenty-seven writing students participated and followed through in the project. Classroom instruction and guided practice were provided during class time to ensure the success of the outcomes. For example, reading students practiced reading and discussing their stories with each other and writing students engaged in the revision processes with one another for writing and publishing the memoirs. Some writing students also practiced writing their own personal memoirs to share with the elderly. Upon completion of the service

project, students were given surveys for identifying their response to various intrinsic outcomes and were asked to write reflective essays. Students expressed that the project helped them to learn and apply the skills taught in class. The students also expressed that they gained personal and social responsibility through collaboration and that the project heightened their awareness and interest in serving the community. As evidenced by the survey and reflective essays, the stated course outcomes were achieved.

Challenges

Working with developmental students toward accomplishing a service project can be difficult. Developmental students sometimes face personal challenges or other issues that prevent them from accomplishing a task. Therefore, several challenges did surface. Some reading students who were scheduled to share their stories withdrew or stopped coming to the class before they completed their service. In addition, some writing students who participated in interviewing the elderly did not write the required memoir. Some students did not have adequate skills for successful discussions and interviews, and therefore, some of the memoirs failed to meet expectations upon completion. Some of the content that was finished needed some revising to eliminate inaccuracies due to memory loss of the elderly participants. Each of these challenges was addressed as they occurred. Students, faculty, and partners all contributed extra effort to make sure that each elderly participant had a memoir published in the anthology. Despite the challenges, the goals of the project were successfully met.

The MCC campus partners and the community partners have expressed an interest in continued support of this service-learning project. The anthology represents a conjoined heritage as a community of life-long learners, and the key to its success was the community and campus partners who were committed to preserving those stories.

UNIT 2: CULTURAL COMPETENCE

COMPETENCIES

After completing this unit, you will be able to:

- Create effective strategies for developing and maintaining culturally competent approaches and practices throughout the development and implementation of a service-learning course.
- Intentionally integrate cultural competence into all stages of service-learning course construction and delivery.
- Identify meaningful roles for faculty, students and community partners to promote culturally competent approaches and practices in the community and campus setting.

HANDOUTS

- Memberships Exercise
- Case Study: Crossing the Color Lines of Service

INTRODUCTION

High quality service-learning can contribute positively to students' academic, civic, and personal development (Butin, 2006; Saltmarsh, 2005; Eyler, Giles, Stenson, & Gray, 2001; Zlotkowski, 1998). For example, beyond enhancing academic learning, scholars have shown that service-learning can increase students' cultural awareness (Gray, Ondaatje, and Zakaras, 1999), decrease racist beliefs (Myers-Lipton, 1996), and decrease students' stereotypes of poverty (Boyle-Baise & Kilbane, 2000). However, we cannot ignore the fact that service-learning also has the potential to do real harm. Service-learning can, in fact, reinforce notions of white privilege and perpetuate inequity (Mitchell, Donahue, & Young-Law, 2012). This unit provides information based on a review of the literature and other resources for you to apply in the development of culturally competent approaches in the construction and delivery of your service-learning course. ***This unit must not be considered an isolated or stand-alone unit. The meaningful practice of cultural competence must be incorporated at every level of the service-learning course planning and implementation process.***

The following recommendations and strategies are meant to improve or enhance the principles of cultural competence in community partnerships and service-learning courses and to inspire critical thinking, action and growth among faculty, students, and community partners. Several of the tips provided are adapted from the National Center for Cultural Competence website.

WHAT IS CULTURAL COMPETENCE?

According to the National Center for Cultural Competence, cultural competence requires that organizations:

- have a defined set of values and principles, and demonstrate behaviors, attitudes, policies and structures that enable them to work effectively cross-culturally.
- have the capacity to (1) value diversity, (2) conduct self-assessment, (3) manage the dynamics of difference, (4) acquire and institutionalize cultural knowledge and (5) adapt to diversity and the cultural contexts of the communities they serve.
- incorporate the above in all aspects of policy making, administration, practice, service delivery and involve systematically consumers, key stakeholders and communities.

Cultural competence is a developmental process that evolves over an extended period. Both individuals and organizations are at various levels of awareness, knowledge and skills along the cultural competence continuum. (adapted from Cross, Bazron, Dennis, & Issacs, 1989).

THE CULTURAL COMPETENCE CONTINUUM:

According to Cross, Bazron, Dennis, and Isaacs (1989), cultural competence is a developmental process that occurs along a six stage continuum. Those stages are:

1. **CULTURAL DESTRUCTIVENESS:** Attitudes, policies and practices within the organization are destructive to cultures and individual members of those cultures.
2. **CULTURAL INCAPACITY:** The organization does not intentionally seek to be destructive but rather lacks the capacity to help minority clients or communities.
3. **CULTURAL BLINDNESS:** The organization functions with the belief that color or culture makes no difference and that all people are the same.
4. **CULTURAL PRE-COMPETENCE:** The organization recognizes its weaknesses and attempts to improve some aspects of its services to a specific population.
5. **CULTURAL COMPETENCE:** The organization is characterized by acceptance and respect for differences, continuing self-assessment regarding culture, careful attention to the dynamics of differences, continuous expansion of cultural knowledge, and a variety of service models to meet the needs of minority clients.
6. **CULTURAL PROFICIENCY:** The organization seeks to develop a base of knowledge of culturally competent services by conducting research, developing new therapeutic approaches based on culture, publishing and dissemination information on cultural competence and hiring specialists in culturally competent practices

DETERMINING CULTURAL COMPETENCE

In determining the stage of cultural competence, it is important to engage in meaningful assessment and intervention processes on each of the following levels: faculty, student, partnership, institutional, and community. The handout for this unit provides a snapshot of different activities that can be carried out at each of the levels described below.

At the faculty level:

As part of the overall strategy to design a service-learning course, it is important to understand effective ways of practicing cultural competence on a personal level. What can you, as an instructor, do to practice and integrate cultural competence in your own personal and professional life?

- Assess your own cultural competence. By completing a self-assessment of your own cultural competence, you will gain a greater awareness of your strengths and areas of improvement in this area. For example, your self-assessment might indicate that you are placed somewhere between cultural blindness and cultural pre-competence. You may want to identify ways of moving towards greater cultural proficiency.
- Provide and consistently enforce an inclusivity statement in your syllabus.
- Actively facilitate and monitor class discussion in a manner that honors diversity and inclusiveness. Explicitly challenge stereotypical assumptions students express in class or coursework about race, class, privilege, and Whiteness. Avoid spotlighting students of color in a predominantly White

classroom (e.g. putting a student in position in which they feel they must represent their race) or creating an environment that makes them feel racially invisible.

- Discuss and come to consensus with your students on the meaning of cultural competence.
- Incorporate texts, guest lectures, and assignments that encourage students to reflect on culture, diversity, and equity.
- Develop pre-service orientations for the course and activities that address culture, diversity and disparities.
- Discuss the roles that poverty and education play in the community.
- Provide and discuss in the course socio-demographic data, including the needs and assets of racially and ethnically diverse populations in the community.
- Assist students in learning about and incorporating culture into the assessment of and delivery of services to racially, ethnically, culturally and linguistically diverse groups.
- Incorporate themes related to culture, diversity and disparities in reflection activities with students.

At the student level:

Through involvement in service-learning, students can gain the necessary skills and knowledge to be culturally competent by:

- Learning more about other cultures and understanding their values, beliefs and practices.
- Discussing the meaning of cultural competence.
- Discussing the roles that poverty and education play in the community and identify creative strategies for reducing poverty and increasing education through community service activities.
- Participating in required and extra-curricular courses to learn more about the needs of racially, ethnically, culturally and linguistically diverse groups in the community.
- Taking a proactive stance to learning more about being a culturally competent professional.
- Inviting speakers from different cultures and backgrounds to present to campus student groups focused on issues related to culture, diversity, and disparities.

At the partnership level:

Members of a service-learning partnership must take an active approach towards better understanding ways in which the partnership or group practices cultural competence. Recommendations for a partnership level response include but are not limited to:

- **Identifying and developing plans to determine your level of cultural competence.** Members of a service-learning partnership may refer to the handout in this unit to assess level of cultural competence of each partner and the partnership as a whole. Findings from this assessment can foster action and growth for change.
- **Creating measures targeting the partnership's degree of proficiency in systematically incorporating culturally competent principles.** Might measures be developed that will assess the degree to which there is diverse representation of membership on the planning committee? Is there a policy for open communication and acceptance about issues related to race and ethnicity on the committee? How is that policy assessed? Partners may wish to identify their own measures for incorporating culturally competent principles into their service-learning efforts.

- **Identifying those structures that are in place to support cultural competence activities in the service-learning course.** In order to maintain and sustain cultural competence practices and proficiency, it will be important to identify meaningful structures and resources to support your efforts. For example, are there faculty members or community leaders with background in understanding cultural competence who could lend their expertise to the course planning? Is there a special interest group on the campus or in the community that might assist in improving the partnership's ability in practicing cultural competence? If so, how might they support your efforts?

At the institutional level:

- **Examine the historical legacy of the relationship between the campus and its surrounding communities.** Gaining a historical perspective of the relationship between the campus and the surrounding communities will contribute to the current and future understanding of these relationships. Have there been instances of exploitation, mistrust and misunderstanding between the school and communities? If so, have the concerns been resolved and addressed? Have there been instances of success and positive contributions? If so, how have these successes and contributions been recognized and celebrated?

- **Discuss the meaning of cultural competence.** Invite partners, faculty, staff and students to discuss the meaning of cultural competence and the rationale behind designing practices and policies that drive the inclusion of cultural competence at all levels of the institution. Offer diversity awareness and sensitivity seminars to faculty and students on campus.

- **Discuss educational reform efforts that will promote the necessary skills and knowledge for culturally competent graduates.** What type of institutional response is necessary to promote educational reform efforts that shape culturally competent graduates? How might community-based or classroom based courses offer opportunity for skill and knowledge development in this area? Engaging partners, faculty, staff and students in discussions related to reform efforts will uncover potential strategies.

- **Identify and develop plans to determine the academic institution's level of cultural competence.** Campus leaders may complete a self-assessment and an organizational assessment to gain a greater understanding of the institution's response towards cultural competence. Campus leaders may consider incorporating the assessment process in meetings and retreats of faculty, staff and students.

- **Create measures of the academic institution's degree of proficiency in systematically incorporating culturally competent principles and practices at all levels of the institution.** Campus leaders may wish to create measures to ensure a high degree of proficiency in cultural competence among their faculty, staff and students. What does it mean for an institution to practice cultural competence at all levels? What are markers for success? The following ideas provide some direction towards ensuring that the institution is making systematic changes (National Center for Cultural Competence, 2015):

  - Increase recruitment and retention of culturally diverse faculty and students.
  - Develop ongoing professional development activities to support faculty and their acquisition of cultural knowledge, awareness and skills needed to inform their teaching practice.
  - Provide a vision and a commitment that will support the curriculum development committee in creating modifications to the curriculum to include the building of community capacity.

  - Provide a vision and a commitment that will support the curriculum development committee in expanding teaching content related to cultural and linguistic competence.
  - Develop policies and procedures that support a teaching/practice model which incorporates culture in the delivery of services to racially, ethnically, culturally and linguistically diverse groups.
  - Host ongoing discussion groups on diversity awareness that is open to the campus and community.
  - Examine and address issues related to campus services and the presence of disparities within the campus community.; and
  - Create a campus advisory board that gives special attention towards issues related to culture, diversity, disparities and cultural competence.

- **Understand the priority concerns of the surrounding community.** As a resource in the community it is important to determine what percentage of the population that resides in the geographic locale is affected by socioeconomic, educational, health and other disparities. Collaborate with community members, community-based organizations and informal networks of support to develop approaches to address these concerns.

At the community level:

- Discuss and understand the meaning of cultural competence.
- Meet with campus leaders to discuss community interests and expectations related to the skills and knowledge of students and graduates that serve and work in the community.
- Meet with faculty, students and institutional leaders on campus to gain a better understanding of the institutional culture. This will provide a broader understanding of the academic environment.
- Engage with campus student groups and any offices of minority/diversity affairs; identify ways to advance diversity and cultural competence on campus.

REFLECTION QUESTIONS

- What does it mean to be "culturally competent"?
- What sources of support are needed to improve culturally competent practices and approaches in your service-learning course?
- What plans are in place to improve your personal response toward cultural competence? Also, what plans are in place for faculty, institutional, student, and community response towards cultural competence?

CHECKLIST

The following tips are presented to promote critical thinking and action around the practice of cultural competence on a personal level. Users may wish to refer to the Handout for this Unit to ensure that progress has been made towards meeting the recommendations on a faculty, student, community, partnership and institutional level. On a personal level, have you:

❒ Taken a self-assessment of your own cultural competence?

❒ Learned more about the cultural groups represented in the particular community you are working with?

- ❒ Become informed about the "intra-cultural variability" issues in your community?
- ❒ Developed an understanding about the role of the family in decision making?
- ❒ Developed an understanding of the traditional spiritual practices in your community?
- ❒ Lived and worked in a culture that is different from your own?

SUGGESTED WEBSITES AND ONLINE RESOURCES

Cultural Competence in a Multicultural World
National Center for Cultural Competence

SUGGESTED TOOLS AND WORKBOOKS

Association of American Medical Colleges Tool for Assessing Cultural Competence Training (TACCT). This self-assessment tool is designed for medical schools to examine curricular components. Many aspects of the tool could be adapted for curriculum assessment outside of the medical field.

The Community Tool Box: Enhancing Cultural Competence. This site provides a framework and supports for assessing and enhancing your personal cultural competence as well as that of your organization, working group, or community.

BaFá BaFá. This simulation tool is designed to help participants understand the powerful effects that culture plays in every person's life. It may be used to help participants prepare for living and working in another culture or to learn how to work with people from other departments, disciplines, genders, races, and ages.

Quality and Culture Quiz. This 10-minute quiz located at the Providers Guide to Quality and Culture site provides individuals with an opportunity to assess their level of cultural competence.

SUGGESTED READINGS

Desmond, K. J., Stahl, S. A., & Graham, M. A. (2011). Combining service-learning and diversity education. Making Connections, 13(1), 24.

Donahue, D., Mitchell, T., & Young-Law, C. (2012). Service-learning as a pedagogy of whiteness. Equity & Excellence in Education, 45(4), 612-629. doi:10.1080/10665684.2012.715534

Hurtado, S. (2007). Linking Diversity with the Educational and Civic Missions of Higher Education. The Review of Higher Education 30(2), 185-196. The Johns Hopkins University Press. Retrieved July 7, 2015, from Project MUSE database.

Mitchell, T. D. (2015). Using a critical service-learning approach to facilitate civic identity development. Theory into Practice, 54(1), 20-28. doi:10.1080/00405841.2015.977657

Seider, S., Huguley, J. P., & Novick, S. (2013). College students, diversity, and community service-learning. Teachers College Record, 115(3), 1.

HANDOUT: MEMBERSHIPS EXERCISE

Submitted by Binghamton University

PURPOSE: The purpose of this exercise is to help students gain greater insight into their own identity, how they perceive others, and how others may perceive them as outsiders going into a new community. Understanding how people perceive each other helps us to a) identify our preconceived notions, be they accurate or not, and b) know how preconceived notions about people may influence interactions, be they between students and instructors in the classroom or students and community members.

This activity is useful in preparing students for any community-engaged activity, such as service-learning, study abroad, or community-based research. It can be used to introduce a discussion on behavior expectations while in the field and facilitated again for post-trip reflection. This exercise is also useful in courses that address racism or stereotypes regardless of a field component.

TIME: 1-1.5 hours

MATERIALS: Students will need something to write on and will work with a partner. The room should be arranged to allow for discussion. Discussion questions should be displayed on the board or by PowerPoint.

DIRECTIONS: We will be going through an exercise that will help you take a look at your own perspective – your perspective of yourself and of others. I'm going to ask you to make a few lists. You will choose what you would like to keep private from this list and what you would like to share from your list. Be honest as this exercise is for you. Any questions before we begin?

1. List your memberships:

   We all have memberships or groups we belong to. Make a list of the groups you belong to—try to list at least five. (If there is confusion, give some examples below but try not to so that students can identify memberships as they like).

   Example: family, school, hometown, education, religion, sex, heritage, race, sports teams, fraternity/sorority

2. When finished, have a few students share one or two of their memberships. If they are homogenous (all sports or sororities) then provide more examples from the list above to show variety.
3. Now put this list aside. Find a partner and introduce yourself. Without asking questions, make a list of groups you think your partner is a part of. This list will be kept private, so be honest.
4. Stay with your partner and return to your first list of groups which you identify. Take turns sharing your own memberships with your partner. Only say what you are comfortable with sharing. Partners: listen closely and compare what your partner tells you to the list you created about them. Switch roles.
5. Display the questions one at a time, giving students time to write their responses (display on board or screen):
   - How did it feel to make a list about yourself?
   - How did it feel to make a list about your partner?
   - How did it feel to have someone list things about you?
   - When your partner shared his/her list, did anything surprise you?
   - Have students share some of their responses as a group. This is to illustrate how comfortable it can be to self-identify verses have someone make guesses about your identity. Since we have limited

information about each other, we may rely on our assumptions which are based on our own experiences and are subjective and incomplete.

Follow-up questions:

- How many of your guesses about your partner were based on things visible/invisible? What assumptions did you make? Were there any memberships you thought your partner belonged to but were afraid to write down/ask about?

Discuss: personal experiences, friends, family, culture and media all influence our assumption about others. Did any of these things play a role in making your list about your partner?

Have a few students share. Discuss how some memberships are innate (race, sex, ethnicity, etc.) and some change over time (sports teams, affiliations, year in college, etc.). Some are visible and some invisible. Can you see that someone is a certain religion or belongs to a certain fraternity? Can you see what kind of education they have? This can segue into deeper discussion of race, class and gender.

Describe for the class: There is a difference between identity and image. Identity is things that make up who I am versus one's image is how others perceive me. In trying to understand a new person or culture, we create images based on limited information and make assumptions which are not always accurate. Discuss how people's assumptions are shaped by their own experiences. Think of how someone can see your image and make assumptions about your identity or values.

- Which memberships on your list about yourself are a part of your identity (what you see about yourself)? Which are a part of your image (what others see or you project about yourself)?

- What does the order of your list say about you? Are some memberships more important to you than others? How have they changed over time? How will my list look different five years from now?

Additional follow-up questions:

- What are the things that shape our assumptions about others? What are some memberships others may assume we have when we are in a new community?

- What memberships do we all share? Human race, earthlings, made of star dust. While it is interesting to learn about the differences between cultures, don't lose sight of the similarities.

FINAL CLASS DISCUSSION:

We will be serving as ambassadors while in the field/abroad. People will construct an image of who we are based on what they see or what they have heard about Americans, university students, young people, etc. What other groups might people assume you represent? What groups will you represent? What kind of ambassador will you be?

Example answers: Your family, hometown/state, America, the west, university

Conclude the activity by explicitly naming who we as a group and individuals will represent while in the community and why it is important to take this representation seriously. This can be followed by establishing codes of conduct with the students or name expectations for conduct as required by the course or university. Students should also have a clear idea of what consequences follow the inability to follow the code of conduct.

This is also a nice segue into information about the culture the students will be visiting. Present what we know about the culture, but when you meet people remember they will have additional memberships which may not be visible.

CASE STUDIES

The following case studies describe different projects aimed to improve student understanding of culture and cultural competence. The components described in these case studies may be adapted or modified for activities you may be considering with members of the partnership, academic institution and community.

Crossing the Color Lines of Service Learning: How We Can Deepen Students' Understanding of Racial Identity and Inequality in a Juvenile Hall Community Service-Learning Project

Submitted by University of the Redlands

Read Educate Attain Create Hope (REACH) is a volunteer community-service learning project that brings undergraduate students from a small liberal arts University into a juvenile hall in Southern California. REACH has two main parts. In the volunteer program, 25-30 students conduct weekly discussion and writing workshops in juvenile hall and publish student writings with a national magazine called The Beat Within. The course faculty also teach a course based on the "Inside Out" model that brings 15 college students together with 15 students in a juvenile court placement to look at whether there is a cradle to prison and cradle to college pipeline and what we might do about it.

The REACH program is located within the Race and Ethnic Studies (REST) Program at my University in order to encourage students to link their work in juvenile hall to academic coursework that explores the significance of race in their own lives and in American society. We aim to challenge the colorblindness that characterizes most volunteer programs in and out of college and to craft a model of social justice community service learning (Mitchell, 2010; Green, 2001). But only about half of our volunteers are REST majors or take a substantial number of courses that help them to reflect on their own racial identities or to explore racism, poverty or inequalities in childhood. We worried that for some privileged students, volunteering in juvenile hall might be a kind of volunteer tourism, a safe way for privileged students to develop their knowledge of black and Latino urban youth cultures, "urban" cultural knowledge that hip hop music and culture has defined as the epitome of cool.

Problem:

As college volunteers walk into prisons or juvenile justice facilities, they see one of the most visible pieces of evidence that we do not live in a post-racial society, but instead that race matters in shaping life chances. Youth of color are massively overrepresented in the juvenile justice system, just as adults are in the criminal justice system. The facility where we work is 47% Latino, 35% Black, and only 17% White. Latino youth are only slightly overrepresented in this facility as the county youth population is predominantly Mexican-American. However, in this county, like nationally, African Americans are massively overrepresented, as they are 4 times more likely to be detained than White youth (Haywood Burns Institute, 2015). Most private four-year colleges present a start contrast. In the residential undergraduate college where I am on faculty, Black and Latino youth are significantly underrepresented, only 3% of students are African American, 22% are Hispanic, and 53% are White (personal communication).

Volunteers in a wide range of community service projects often see these kinds of stark racial and class contrasts, but they struggle to understand how exactly race matters in an ostensibly colorblind era, when racial boundaries are both more porous and flexible than in the Jim Crow era. The shifting nature, and ongoing significance, of these racial boundaries raises significant questions for all volunteers doing community service along the color lines that continue to divide America in the 21st century.

But volunteers do not interpret or experience crossing the color lines embodied in our prisons or other community service settings in the same way. Race, class, and gender shapes experiences of volunteering in distinctive ways, as does the degree to which volunteers have themselves engaged in studying or reflecting on race in America. As Mitchell and Donahue (2009) argue, there are significant differences in how White volunteers and volunteers of color understand their volunteer service. White volunteers usually see their work as a chance to learn from and to help young people radically different from themselves, while students of color often see their volunteer work as a chance to give back to their home communities or to reconnect to a shared racial identity.

The vibrant emerging literature on race in community service asks the important question of whether volunteer experiences are effective in challenging racial stereotypes and promoting a deeper awareness of racism and privilege (Dunlap et al., 2007; Caro et al., 2009; Mitchell et al., 2012). Some students respond to their growing awareness of racial and class inequalities by confronting their own privilege and preexisting stereotypes, while others retreat from the resulting discomfort or guilt and recommit themselves to dominant explanations for, and rationalizations of existing inequalities (Dunlap et. al 2007, Caro et. al 2009,). In an important paper, Mitchell et. al. challenges service learning practitioners to acknowledge the way that they often implicitly rely on "a pedagogy of whiteness," constructing courses to meet the needs of white students and reproducing color-blind discourses that leave our students with little understanding of the ways racism continues to oppress the communities in which we live and do "service" (Mitchell et. al 2012).

Program Evaluation and Gaps in Student Learning

Inspired by this literature, we have developed an ongoing process of program evaluation and transformation in order to better understand and then deepen student learning about race, class and racial inequality through their volunteer experience. This evaluation builds on existing research that explores whether service learning programs challenge racial stereotypes, but also explores how volunteers develop their own racial identities through their volunteer experiences.

Our initial evaluation of student learning combined analysis of student reflections with 34 open-ended exit interviews conducted with a broad sample of volunteers over a two year period. In these reflections and interviews, we explicitly asked volunteers to think and talk about how race mattered in the context of their work in juvenile hall, and how their work in juvenile hall shaped their understandings of their own identities and the significance of race and class in America. Working in juvenile hall did indeed prompt substantial reflections on race, class and inequality among all volunteers. But our findings highlighted several important limitations in student learning, especially for students who had few explicit links between their volunteer experience and course of study:

- We found that many students struggled to think analytically about their experiences in juvenile hall. Had little experience developing analytic questions to make sense of their own experiences.
- Students identified many problems that faced kids in juvenile hall, but had few models or ideas of how to engage in social change efforts that might improve young people's lives and change their trajectories. They often defined themselves as "apolitical" and couldn't move beyond direct service models for helping individual youth. Helping individuals is what most community service learning projects teach our students to do, and even social justice community service models do not often provide hands-on engagement in campaigns aimed at changing public policies or structural barriers. Indeed when we work in schools or probation facilities, our ability to cultivate a broader vision for political action can also be constrained by our community partners who might be uncomfortable with engaging in political action.

- We also found substantial, but different needs among white volunteers and volunteers of color. Volunteering in prisons and juvenile corrections is an intense experience for all volunteers. They are often confronted with stories of deep personal suffering that emerge out of conditions of poverty, family dysfunction, and the failures of schools, courts, and social welfare systems to support young people and their families. But the emotional struggles volunteers faced took distinctive forms across racial, class and gendered lines.
  - White volunteers often felt hyper-conscious of their whiteness in juvenile hall, often for the first time, and struggled with how to understand the feelings of guilt and shame they felt as they became increasingly aware of the their privileged childhoods. White volunteers sometimes struggled to move beyond their color-blind commitments or tried to camouflage their whiteness and their privilege as they tried to forge relationships with young people inside.
  - Volunteers of color often described the strange, and fundamentally disconcerting, experience of feeling more at home in juvenile hall than they did on their predominantly white college campus. Nonetheless, many women of color described going to juvenile hall as "the high point" of their week and valued embracing the culturally over-determined role of community caretaker, as they nurtured students in juvenile hall. In contrast men of color were to face in a much more personal way with the racialized stereotype of "the thug." And for many their own experiences of being stereotyped as criminals made the experience of going into juvenile hall much more personally charged and exhausting.

Program Revision

This on-going evaluation has led to substantial revisions in the volunteer program aimed to better help students integrate their service-learning into their existing course work and to deepen their learning about race, class an inequality in America.

We are currently developing a 2 credit a semester class which student will take alongside their volunteer work so they have the space and support to explore the range of emotional impacts and analytic questions volunteering in corrections raises. This course will provide a brief basic understanding of the structural forces and criminal justice practices that have produced significant racial disparities in America's prison system. Without this knowledge, many more privileged volunteers rely on standard US cultural narratives for why people are poor or incarcerated. They focus insistently on the bad choices of individual kids or the terrible parents who have failed them. Their analyses reproduce common sense cultural, and implicitly racial, explanations for crime and violence in America. The intimacy of volunteering and mentoring can actually make this problem worse because getting to know individual kids in the system focuses volunteers' attention on individual choices and often chaotic family lives (Tilton, 2013).

We will also cultivate explicit conversations about how race and class shape volunteers' expectations and experiences coming into prisons and juvenile halls. Sometimes we will hold conversations in separate identity-based groups so that students have the space to reflect on their distinctive experiences of race. This could help build communities of support for volunteers of color, whose experiences confronting race inside and outside of juvenile hall can be exhausting and demoralizing. But this is also important for White volunteers, who are unused to, and often uncomfortable with, exploring their own racial identities and stereotypes. They may be able to more directly explore their own racial experiences and stereotypes among other White volunteers. This can also avoid putting volunteers of color in the uncomfortable position of having to confront the racial stereotypes of their White colleagues as this can intensify feelings of alienation many students of color experience on predominately White college campuses (Mitchell et al., 2012).

Finally, in the second semester, this course will encourage REACH volunteer to learn about existing community organizing and political efforts to reform the juvenile justice system and to create equal opportunity childhoods. I will ask students to monitor one statewide or national organization or campaign (such as the Children's Defense Fund, Haywood Burns Institute) so that they understand some of the concrete ideas and I hope these efforts will help students move beyond a vision of helping individual kids survive unjust social systems and towards a vision of working collectively to transform those systems.

UNIT 3: ESTABLISHING COMMUNITY-CAMPUS PARTNERSHIPS

"Curriculum development is a process and rests in part on the status of the community-campus partnership. As the needs of the community become more clear, and the experience of the faculty and students evolves, the curriculum will be greatly enhanced (Goodrow, B. et al, 2001)."

COMPETENCIES

After completing this unit, you will be able to:

- Describe the principles of partnership and how they can be applied to the process of service-learning curriculum development that uses service-learning as its pedagogy.
- Implement effective strategies for collaboration and "getting to know" your partners.
- Develop pre-planning strategies for your partnership's activities.
- Identify resources and partners within the academic institution that can facilitate planning a collaborative effort with community partners.
- Develop mutually beneficial relationships with community leaders and other stakeholders.
- Describe the asset-based approach towards working with communities in a service-learning partnership.

HANDOUTS

- Sample Service-Learning Partnership Agreement
- Sample Guidelines and Limitations for Students enrolled in a course that uses Service-Learning
- The North Carolina Community-Based Public Health Initiative Authorship Guidelines

WORKSHEETS

- Guidelines for Writing a Partnership Agreement or Memorandum
- Partnership Assessment Tool

INTRODUCTION

This unit provides key strategies for developing effective and meaningful community-campus partnerships for service-learning. For those who have established effective partnerships, the material presented in this unit may help "fine-tune problem areas. Even if users identify their partnership as advanced, we recommend reviewing the material in this unit. In addition, the worksheet materials will provide tools that can be used to assess the partnership and its effectiveness. More information about partnership assessment can be found in Unit 4.

THE PRINCIPLES OF PARTNERSHIP: THE FOUNDATION FOR THE COMMUNITY-CAMPUS PARTNERSHIP

A growing body of literature focusing on collaboration and partnership building amply describes the challenges of developing successful partnerships (Flower, 1998; Lasker, 2000; Maurana, 2000). Over the last 15 years, Community-Campus Partnerships for Health has studied, examined, engaged in, and evaluated what makes partnerships work, sustain authenticity, and achieve the change they want to see in their communities. The figure below aims to show how authentic partnerships best exist within a space that includes four specific elements: 1) Guiding Principles of Partnership, 2) Quality Processes, 3) Meaningful Outcomes and 4) Transformative Experience(s). These four elements represent a synthesis of the experiences of seasoned community and academic partners engaged in partnerships and on CCPH's extensive work since its first set of principles were released on 1998. Each element is described further, thus guiding the

development of new partnerships and supporting existing partnerships that are striving to become more authentic (CCPH Board of Directors, 2013).

GUIDING PRINCIPLES: The following Principles of Partnership (see p. 22) developed by CCPH below are meant to be used for discussion or as a model for developing one's own principles of partnership, not to be prescriptive or adopted verbatim.

1. The Partnership forms to serve a specific purpose and may take on new goals over time.

2. The Partnership agrees upon mission, values, goals, measurable outcomes and processes for accountability.

3. The relationship between partners in the Partnership is characterized by mutual trust, respect, genuineness, and commitment.

4. The Partnership builds upon identified strengths and assets, but also works to address needs and increase capacity of all partners.

5. The Partnership balances power among partners and enables resources among partners to be shared.

6. Partners make clear and open communication an ongoing priority in the Partnership by striving to understand each other's needs and self-interests, and developing a common language.

7. Principles and processes for the Partnership are established with the input and agreement of all partners, especially for decision-making and conflict resolution.

8. There is feedback among all stakeholders in the Partnership, with the goal of continuously improving the Partnership and its outcomes.

9. Partners share the benefits of the Partnership's accomplishments.

10. Partnerships can dissolve, and when they do, need to plan a process for closure.

11. Partnerships consider the nature of the environment within which they exist as a principle of their design, evaluation, and sustainability.

12. The Partnership values multiple kinds of knowledge and life experiences.

QUALITY PROCESSES should be relationship focused; open, honest, respectful and ethical; trust building; acknowledging of history; committed to mutual learning and sharing credit.

MEANINGFUL OUTCOMES will be tangible and relevant to communities. For example: eliminating health disparities, creating affordable housing, closing the education gap and revitalizing rural economies.

TRANSFORMATION can occur at multiple levels, such as

- **Personal transformation,** including self-reflection and heightened social, political consciousness
- **Institutional transformation,** including changing policies and systems
- **Community transformation,** including community capacity building
- **Transformation of science and knowledge,** including how knowledge is generated, used and valued as well as what constitutes evidence and ethical practice
- **Political transformation,** including social justice

The power of a community-campus partnership can bring diverse groups of people together to identify new and better ways of thinking about building communities and strengthening higher education. By establishing the partnership on the guiding principles presented above, the partnership is well-positioned to focus on the pre-planning and planning strategies necessary for the development of a course that uses service-learning as pedagogy. These are also key principles that can encourage the institutionalization, growth, and sustainability of both the partnership and the service-learning curriculum.

INTEGRATING COMMUNITY-CAMPUS PARTNERSHIPS FOR HEALTH PRINCIPLES OF PARTNERSHIP AND SERVICE-LEARNING

Principle #1: Formed to serve a purpose

In developing a partnership, members benefit from engaging in formative conversations. These conversations can ensure that partners acknowledge and describe the similarities and differences among them, especially those that relate to culture. Developed from places of deep mutual understanding, partners can specify the shared purpose that brings them together and set realistic partnership goals. That purpose and those goals should be specified and included in any memoranda the partnership develops. They may find that, overtime, the original goals need to be revised and/or augmented.

Principle #2: Agreed upon values, goals, measurable outcomes, and accountability

The first step towards agreement in these areas is to discover the questions each side has for the other. Institutional representatives may have questions regarding the community partner's mission and strategies; the community organization may have questions regarding the institution's curriculum building process and self-teaching opportunities. Once perspectives and agendas are better understood, a negotiation and priority setting process should be used to distill the areas of mutual agreement that can be used as the beginnings of a working relationship.

Principle #3: Mutual trust, respect, genuineness, and commitment

These elements will become stronger over the passage of time, but it is critical to highlight their importance at the very beginning stages of relationship-building. Each partner must function with genuine respect for the other in terms of the value and importance of the resources, perspectives, knowledge, and time each side devotes to the partnership. Even if partners come from very different places in society, it is critical for both sides to reserve judgment and to maintain an open mind regarding motivations and the quality of what each side brings to the partnership.

Principle #4: Build on strengths and assets, but also address needs

High quality assessment can be productive at all stages of a partnership, even the beginning. Discussions around the first three partnership principles should provide a base upon which to maximize each partner's assets while also uncovering needs that can be addressed effectively through the partnership. Establishing a pattern of mutual assessment also paves the way for rigorous and meaningful evaluation as the partnership evolves. Further, until issues and needs are expressed, no true understanding or honest approach to partnership development can be expressed.

Principle #5: Balance power and share resources

Many institutions assume that their community partners hold limited power and that it's necessary for the institutions to "build them up." While possibly well-intentioned, this is an unproductive and potentially dangerous assumption (for more information, see Culturally Competent Service-learning). Partners should both openly discuss and assess the partnership's power dynamics; then, if necessary, methods of power redistribution should be considered. Once a more equitable balance of power is in place, resources can be shared more effectively. Partners should also be creative regarding how resources are defined. Resources are not just financial; they also often include people, supplies, space, or knowledge. Moreover, appreciation and energy can be seen as resources that partners can and should share and celebrate.

Principle #6: Clear, open, and accessible communication

Establish communication expectations as well as the best communication mechanisms for all partners and then honor them. Schedule times for regular in-person meetings possibly alternating between campus and the partner site, as possible. Addressing the issue of communication processes to follow when misunderstandings and disagreements arise can strengthen the partnership and ensure that the partnership's goals remain paramount, reducing the likelihood that participants will be diverted by issues that turn out to have been misunderstandings.

Principle #7: Agree upon principles and processes

Many partnerships begin with the discussion of roles and procedures. f values and goals aren't aligned, however, and if mutual trust and effective means of communication have not been established, the process design phase is unlikely to go smoothly or to have successful, lasting results. Thus, it is strongly recommended that parties address the first six principles before embarking on the course of designing processes and defining roles.

Principle #8: Ensure feedback among all stakeholders

Use feedback from all partners to inform process and program refinement. Gathering feedback is an effective way to show respect for partners; incorporating that feedback into evaluation outputs and program design reflects a true appreciation of each partner's perspective.

Principle #9: Share the benefits of accomplishments

Benefits of accomplishments can be defined as growth and an increase in resources as well as appreciation; appreciation can be shown in numerous ways. It is important that each partner share credit and show appreciation for the other partners. At a minimum, this could be through recognition in reports, newsletters, or journal articles, celebrations, formal presentations and public acknowledgement.

Principle #10: Process for closure

Effective partnerships must have the capacity and patience to consider and embrace change as they develop. Partnerships can be viewed as living organisms that must be nurtured over time. Those nurturing activities can proceed indefinitely, or in some cased, the partnership can recognize that formal partnering must come to a close. In these cases, establishing an agreed upon process for closure is critical so that partners retain the strength and growth developed through having been part of an authentic partnership. In instances where the partnership elects not to close but to morph into something entirely different, members may elect to close the initial partnership formally before structuring the new entity or it may decide that a simple change in the Memorandum of Understanding is sufficient.

Principle #11: Consider the nature of the environment

Partnerships develop through organizations and individuals coming together to achieve what they could not have achieved working alone. In coming together, participants must recognize not only how the environment and culture in which they function affects their views and approaches but also how they affect their partnering organizations' approaches to initiative design, evaluation, and sustainability. Honesty and openness required to develop authentic partnerships mean that partners will be cognizant of the multiple ways in which their environments restrict and/or free them to shape the partnership and its work.

Principle #12: Valuing multiple kinds of knowledge and life experiences

Each individual and organization brings strengths to a partnership. If we listen, observe, and show appreciation for these strengths we can improve the work we do together. We each have a segment of the mosaic, developed from our unique perspectives and experiences; through valuing multiple types of knowledge and life experiences, our partnerships become stronger. Appreciating the viewpoints and experiences of all partners reduces the likelihood that we become narrow and encourages movement towards connectedness and meaningfulness.

ASSETS-BASED VS. NEEDS-BASED APPROACH TO SERVICE-LEARNING

When assessing a community, campus partners tend to focus on the problems, deficiencies, and *needs* of its constituencies. As such, higher education institutions often enter a community intending to "fix" and to "help." However, this approach can drive community leaders and groups to feel devalued and to disengage. If community members do not establish their *own vision* for the future of their community and the strategies for getting there, most campus actions are not likely to affect real and lasting change. If community members are actively mobilized and invested in community development, however, the likelihood for real progress is greatly strengthened. Thus, a "*develop*" versus "*fix*" orientation encourages institutions to first discover community assets and then devise ways build upon them.

Following the model for *asset-based community development* set out by Kretzman and McKnight in *Building Communities From the Inside Out,* there are three levels of assets to be considered: (1) individuals, (2) associations, and (3) institutions. Within these asset groups there may exist, for example, grandmothers who provide free daycare to their families, active parent-teacher associations, neighborhood block captains,

and tenant associations. Campus partners and service-learning pedagogy may be conceptualized as external resources that can expand the capacity of these pre-existing groups to develop and strengthen their community. Service-learning is effective when it connects not just major institutions, but entities in each asset level when it creates new linkages between community assets that did not exist before. These links can create new powerful networks and avenues for information flow and resource sharing. Simultaneous with an asset-based approach to community assessment is the asset/need approach to conducting a campus assessment. Where are the strengths? Are there faculty or staff, for example, who live in the community with which the partnership is being developed? Who are the board members? Who are respected members in the community?

Key Takeaways:

1. Begin partnerships by assessing and building upon the value and importance of what each side brings to the table. Be creative regarding how resources and assets are defined.
2. Find areas of common ground in terms of values and goals before defining roles and processes.
3. Actively consider issues of power and privilege. Avoid approaching service-learning from a charity orientation.
4. Establish real and accessible channels of communication; be rigorous in dedication to comprehensive evaluation and intentional change.

TIPS FOR GETTING STARTED

The following tips are designed to help you think through the steps involved in 1) forming a partnership, 2) establishing the pre-planning activities of the partnership, and 3) developing operational strategies for a partnership planning committee. These tips are relevant for an individual playing a lead role in developing the partnership as well as for someone joining as a member of a partnership. The order of the activities discussed below may vary depending on the status of your community-campus partnership's focus and experience.

Community partners frequently express the thought that academic institutions "ask for a lot" from the community partners with whom they work. Thus, not surprisingly, faculty express occasional difficulty in convincing community organizations to commit to service-learning. Many strategies can help academic institutions better communicate the value proposition that service-learning can provide to community partners. For example, service-learning provides an opportunity for community members to *have a voice* in how the next generation of college graduates is trained and educated. Service-learning, when designed well, can help community partners *form links* and create *new networks* with other associations, institutions, and individuals active in bringing change and improvement to the community. In addition, partnering with an academic institution can strengthen the community partner's fundraising efforts and increase the number of funding opportunities for which the community partner is eligible.

Even though class schedules often mean that students will be interacting with the community organization and its clients for a short period of time, these future graduates should also be viewed by the community partners as *potential future donors* and *potential future volunteers.* Additionally, students can still provide short-term benefits to community partners, in the form of their energy, ethnic or socioeconomic diversity, and fresh perspective. Students can also be sources of third party evaluations, and the work that students do through journals, papers, and portfolios can be very enlightening in terms of how the programs and the mission of a community organization are seen through the eyes of outsiders.

Forming a service-learning partnership:

Examine the historical legacy of the relationship between your campus and its surrounding communities. Historical information will contribute to and shape the development of the partnership. Questions to consider include: Have there been instances of exploitation, mistrust, and misunderstanding between the school and communities in the past? If so, have the concerns been resolved and addressed? Have there been instances of success and positive contributions? If so, how have these successes and contributions been recognized and celebrated? Interviewing leaders on campus and in the community can help you to gain a broad, balanced, and honest perspective. Acknowledging and being honest about this historical legacy can help in achieving successful community partnerships.

Identify your partners and know your community: Are you teaching or developing a service-learning course that will determine the type of community partners that must be involved to teach the course content, or do you have existing community relationships around which you plan to build a service-learning course?

In either scenario, it is critical that you know your community. The process of knowing the community and identifying new or additional partners can be achieved in a variety of ways. **You may begin by becoming acquainted with people in the community through being an active observer and listener.** What are others telling you about the community? What are the nuances, culture, and traditions of the community? Your respect for, as well as appreciation and understanding of the community will grow when you become more involved. This could be through attending or joining community events and groups such as town meetings, K-12 activities, religious and spiritual events, or other social forums. Developing relationships in the community you live and work in provides an opportunity to meet new people and work collaboratively to address the larger concerns of those around you. An early step might be to visit the local volunteer center either in person or online to locate community agencies that may be addressing issues of similar interest. If a volunteer center does not exist in the community, a local church, synagogue, mosque, United Way, or school may be able to provide assistance identifying organizations with which you might partner. Finally, you may be able to build from existing community relationships through volunteer activities, or other community partnerships.

Get to know your partners. Partnerships that have demonstrated the greatest success highlight the importance of inclusion, rather than exclusion. Throughout the course of the partnership's activities, it is important to develop personal relationships. Getting to know each other is an ongoing process that requires time, patience, flexibility, and humor. It is important to try to understand all persons and their perspectives. For example, what do you know about their cultures, backgrounds, values and hobbies? In addition, you may wish to refer to Unit 8 and review the suggested readings related to cultural competency.

Involve key decisions makers in the partnership. If key decision makers-- including academic and community leaders-- are not directly involved in the partnership, then it is important to share information with them about the partnership role and function. Their assistance and involvement could be critical in later stages of the partnership's activities.

Pre-planning activities for a service-learning partnership:

Identify each partner's skills and assets. Once all of the partners have been identified, it is important to have a clear understanding of each person's skills and assets. In an effort to identify individuals' skills and

assets, you may wish to take an inventory of each stakeholder's key strengths and assets, noting how those strengths may contribute to the fulfillment of the partnership's activities. What skills and assets do they bring to the partnership?

Identify roles of partnership members. Before you launch your activities, it is important to determine the roles that each person would like to play in carrying out the partnership activities. As your partnership evolves, encourage each individual to stretch the limits of their experience. For example, if you tend to enjoy and rely on your strength in facilitating meetings, you may wish to take on a new responsibility which allows for more skill development for yourself and for others, even while mentoring others in facilitation skills.

Foster leadership and skill development among partners. Regardless of each individual's role in the partnership, there should be opportunities for leadership development among the group's members. For example, you may wish to invite an expert in public speaking to meet with your group to provide tips on effective presentations to large audiences, or you might invite members to attend a meeting on practicing effective leadership skills.

Identify resources. Once the core partners have been identified, it is useful to catalogue available financial and human resources. In some cases, it may be possible to identify resources that are available through in-kind donations from participating planning committee members or other organizations that are committed to the partnership's mission and goals. Assuming some resources are in place, and there is agreement that the partners would like to work together, the work may begin! One way to formalize the partnership's work is through the establishment of a partnership agreement or memorandum.

Develop a partnership agreement or memorandum. The purpose of a partnership agreement or a memorandum is to begin the process of formalizing the partnership and to establish the foundation for the partnership's activities. The agreement or memorandum will address the partnership's goals and objectives, as well as the roles and responsibilities of those involved in the partnership. The partnership members must identify the appropriate terms and language to convey partnership guidelines. In some cases, the term "agreement" may appear as a legal document. It is important to shape the guidelines in a way that feels most comfortable to all partnership members.

Cultivating the partnership

Identify who will be involved in the planning process. Key questions here include: How are decisions made? How is work carried out? How are activities planned and priorities set? Depending on the size and scope of the project or the campus, as well as community partner policies, you may want to consider forming a planning committee. Members of the planning team should have the capacity to make binding decisions on the part of the organization they represent or, in the case of faculty, regarding the course they are teaching. The team's values, such as mutual respect, knowledge sharing, openness to new ideas, and inclusiveness will serve as the foundation upon which the team performs its work. The team may wish to refer to the CCPH's Principles of Partnership mentioned earlier in this unit to guide the committee's work and decisions.

Establish an agenda with special focus on the development of goals, objectives, and strategies. General brainstorming using creative "free flow" techniques will help generate ideas about the partnership's goals, objectives, and strategies. This approach fosters inclusion and a respect for diverse ideas and opinions during the planning process.

Establish governance, shared leadership and decision-making structures. Sharing power and leadership can be fostered by rotating leadership positions within the structure of the planning team. This strategy may create a greater sense of ownership of the team's collective activities. It may also improve communication between team members and improve commitment to and attendance at team meetings.

Establish a place for your planning team to meet. In the spirit of sharing power, team members may wish to rotate places to meet. Rotating meeting settings may also help dispel the notion that any one partner "owns" the partnership and the process. It also spreads the travel time burden.

Establish useful methods of note taking. How will discussions from the meetings be documented? Will they be taped and transcribed or will notes be taken manually? Keeping consistent and well documented meeting notes is critical. All documentation from the meeting can be collected and shared online for those who were not able to attend the meeting.

Establish systems to evaluate the meetings. At the end of each planning team meeting, members may wish to assess the effectiveness of the meetings as well as ways to improve future meetings. For example, the meeting facilitator may use the technique: ***Stop*** (what should we stop doing?), ***Start*** (what should we start doing?), ***Continue*** (What is working well that we should continue?). Team members may, if culturally appropriate and relevant to the process, write their responses on index cards or a standard form for shared discussion. The team may also opt to use the ***Plus*** (what is working well)/***Delta*** (what could be improved) method of evaluation.

Establish methods of communication. What methods of communication will the partnership members rely upon? How often will the team formally communicate with one another? These questions are vital--keeping one another informed of progress, challenges, and requests will steer the level of momentum. If the team decides to use an online collaboration tool, it will be important that each member has both access and familiarity with that tool.

Determine and design the partnership's planning process. Once the planning team's goals and objectives are identified, the group can explore and discuss the planning processes for its activities. How can the partnership be better organized for success? Answers to this question will guide the planning committee's strategy for carrying out its activities, mission, values, and more. In addition, the committee may consider the following questions to assist in designing the planning process: What will the process entail? How long will it take? What results are we seeking and how will we know when we are finished? Who will do the work? Working through a process to answer these questions will develop a stronger foundation for the success of the partnership.

Identify methods of accountability. Identifying methods of accountability will help the team stay on track and reward itself for achieving small and large milestones. Methods of accountability can take the form of self and team assessment and evaluation through informal (unstructured conversation and feedback) and formal ways (focus groups, surveys, etc.).

Develop a risk management plan. Identifying accountability methods may also be important when conflicts or disagreements arise. Articulating roles, responsibilities, and forums for dispute resolution can be critical factors in the success of the partnership. There will be conflicts that emerge during partnership activities. It is essential to plan for them as much as possible. One method to prepare for future conflict is to develop a risk management plan. Recommended approaches to managing risk for those on the university side

include signing agreements with community partners, clearly communicating to students that they would never be expected to put themselves in a situation where they felt uncomfortable or unsafe, and encouraging graduate and professional students to join professional associations, as those groups usually provide some form of liability protection for internship-like situations.

In addition, comprehensive training and orientation, (provided by both the institution and the community partner) for students entering into new community environments or clinical settings can be highly effective, especially when that orientation sets out a clear code of ethics and expectations as to behavioral norms. For example, students may enter clinical settings and have a bad experience but be reluctant to report it either because they blame themselves, are fearful of repercussions, or feel that the special needs of the client population or partner excuse the situation. Clearly this is something that should be avoided. Faculty should ensure that students are fully aware of the risk management policies of their academic institutions, as well as their role and responsibility in upholding those policies. Lastly, some academic institutions have expanded institutional review board oversight to student as well as faculty research projects. Any applicable standards or restrictions set by such a body should be discussed and clearly understood by all parties involved.

Risk management is also pertinent for community partners. Many organizations that work with children require incoming students to be screened for past convictions or to undergo similar reference checks or fingerprinting. Knowing these requirements is necessary to ensure adequate lead and preparation time for student clearance. Again, a student orientation can be effective to set boundaries, communicate standards, and discuss expectations.

Develop a partnership assessment plan. Over the course of the partnership's activities, how will you know that your overall partnership has been successful? There are a variety of assessment tools that measure the effectiveness of partnerships. The partnership planning team may be interested in participating in an assessment exercise through the completion of these tools. Sample tools may be found at the end of this unit.

Develop a plan for sharing credit and recognition among partnership members. Unit 7 addresses the importance of developing a dissemination plan for sharing important information related to the partnership's activities. This may include disseminating research-based findings and informative marketing material through in-person presentations or print sources. In the case of print publications and articles, is important to discuss how information will be shared and who will receive the credit for authorship. The handout titled, "The North Carolina Community-Based Public Health Initiative Authorship Guidelines" is an example of how credit is shared among authors. Authorship guidelines such as these may be included in the partnership agreement.

REFLECTION QUESTIONS

- When you think of the term "partnership," what comes to mind?
- What do you know about the historical relationship between the campus and community? What can be learned from that history to inform the successful development of a new or expanding partnership?
- Describe the structure and function of the partnership. How would you and your partners like it to evolve in the short- and long-term?
- Have you or your community partner/s engaged in similar partnerships in the past? What have been the benefits and/or drawbacks from these efforts? What lessons have been learned?

CHECKLIST FOR THIS UNIT:

The following checklist is meant to serve as reminders of the key components to consider when forming a partnership. The process of building a partnership is fluid and natural; it is not prescriptive. It is important to utilize this checklist in this spirit. During the course of your partnership's development, have you:

- ❑ Applied the principles of partnership in building your community-campus partnership?
- ❑ Taken an inventory of the strengths and assets of your community?
- ❑ Spent time getting to know the community?
- ❑ Spent time getting to know your partners?
- ❑ Involved all stakeholders in the planning process?
- ❑ Drawn upon effective negotiation and conflict resolution models?
- ❑ Built on the strengths and assets of each stakeholder in the planning process?
- ❑ Created a model of governance that promotes shared power and leadership?
- ❑ Created a plan to share credit among partnership members?
- ❑ Established useful methods of note taking?
- ❑ Established systems to evaluate the meetings?
- ❑ Created methods of accountability and goal-setting?
- ❑ Drawn upon effective brainstorming techniques during the planning process?
- ❑ Created a partnership agreement?
- ❑ Identified partnership team meeting sites?
- ❑ Developed the mission, goals, and objectives for the partnership?

SUGGESTED WEBSITES AND ONLINE RESOURCES

Population Health Clerkship partnership agreement
The University of Massachusetts Medical School and Graduate School of Nursing

Academic and community partnership overview
St. John's Collaborative for Intergenerational Learning

Building and sustaining long-term relationships with service-learning partners
Park University Honors Academy

Azusa Community Scholars program spotlight
Azusa Pacific University

Discovery Charter School Nazareth College Collaboration

SUGGESTED TOOLS AND WORKBOOKS

Community Organizing Handbook, 3rd. Edition
Center for Community Engagement & Service Learning, University of Denver

Partnership Overview
Discovery Charter School and Nazareth College

Partnerships for Success Rubric
Rhode Island Campus Compact and AICU Rhode Island

SUGGESTED READINGS

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Lasker, R. (2001). Partnership synergy: A practical framework for studying and strengthening the collaborative advantage. *The Milbank Quarterly*, 79(2): 179-205. sreed@nyam.org

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Sandy, M., & Holland, B. (2006). Different worlds and common ground: Community partner perspectives on campus-community partnerships. *Michigan Journal of Community Service-learning*, 13(1): 30-43.

Seifer, SD. (2000). Engaging colleges and universities as partners in healthy communities initiatives. *Public Health Reports*, vol. 115. Reprints of this article can be obtained by visiting: www.ccph.info

HANDOUT: SAMPLE SERVICE-LEARNING PARTNERSHIP AGREEMENT

The following sample partnership agreement is from the Indiana University School of Dentistry and Goodwill Industries. You may wish to refer to this sample agreement during the partnership building process. Depending upon the nature of the agreement, partnership members are not required to sign their names to the document.

NAME OF COMMUNITY PARTNER:

Goodwill Industries
Indianapolis, Indiana

NAME OF SCHOOL:

Indiana University School of Dentistry (IUSD)

PURPOSE:

Indiana University School of Dentistry plans to provide service-learning experiences for dental students that will fulfill learning objectives and provide service that meets a true community need. The Community Partner, Goodwill Industries, has a facility and willingness to provide experience for students. Both IUSD and Goodwill Industries believe that the experience for students can be mutually beneficial to the agency, the school, and the students.

The School (IUSD) Shall:

1. Provide a faculty member who will be responsible for facilitating and evaluating the educational experience. The faculty member will also serve as the primary communication link between Goodwill Industries and IUSD.

2. Have written objectives and guidelines for the experience desired.

3. Instruct the student in understanding his/her role in this experience, as follows:
   a. Be supervised by the appropriate personnel, as designated by the agency and mutually agreed by IUSD.
   b. Engage in 4-6 hours of service activities that will have direct contact with the clients of Goodwill Industries. These activities are for the purpose of learning about the assets and challenges of this population.
   c. Participate in identifying approximately six clients of Goodwill Industries who are in need of dental services and have no other access to such services.
   d. Provide the needed dental services, or arrange for appropriate IUSD personnel to provide that service at IUSD, through funding allocated by the West Foundation.
   e. Uphold Goodwill Industries rules and regulations.
   f. Maintain confidentiality of information.
   g. Expect no remuneration for his/her educational experiences.
   h. Obtain written permission from Goodwill Industries before publishing any material related to the student experience at the agency.

Goodwill Industries Shall:

1. Provide orientation to the dental students that will include information about:
   a. History, structure, mission, funding of the agency and the policy or political process that supports its existence.
   a. Characteristics of the clients who are served by the agency, including assets and challenges related to their social, physical, and financial existence, as well as other information deemed to be pertinent to the students' understanding of the clients.

2. Provide a resource person (mentor) who will assist the IUSD faculty member in guiding the students' learning experience and will participate in evaluating students' involvement.

3. Make service roles available to the students who will have direct contact with the clients of Goodwill Industries.

4. Provide the help of appropriate personnel, such as a social worker, to identify those clients with disabilities who are most in need of free dental services at IUSD through the Donated Dental Service Program.

5. Have the right to terminate any student who is not participating satisfactorily or safely in this placement.

6. Provide written notice to IUSD at least 90 days prior to the termination of this agreement.

UNIT 3 HANDOUT: SAMPLE GUIDELINES AND LIMITATIONS FOR STUDENTS IN SERVICE LEARNING COURSES CALIFORNIA STATE UNIVERSITY, LOS ANGELES

The following handout provides guidelines for students involved in community-based programs. You may wish to refer to this handout particularly for orienting students to the course and expectations in community settings.

More information about this document can be obtained by contacting the Office of Service-Learning at California State University-Los Angeles (CSULA).

As you begin your university service-learning placement work, please remember that you will be a representative of California State University-Los Angeles in the community. As such we ask you to carefully read and abide by the following guidelines created to assist you in having the most productive community service-learning experience possible.

1. **Ask for help when in doubt.** Your site supervisor understands the issues at your site and you are encouraged to approach her/him with questions or problems as they arise. They can assist you in determining the best way to respond in difficult or uncomfortable situations. You may also consult your course instructor or the Office of Service-learning at CSULA.

2. **Be punctual and responsible.** Although you are volunteering your time, you are participating in the organization as a reliable, trustworthy and contributing member of the team. Both the administrators and the people whom you serve rely on your punctuality and commitment to completing your service hours/project throughout your partnership.

3. **Call if you anticipate lateness or absence.** Call your supervisor if you are unable to come in or if you anticipate being late. The site depends on your contributed services and will be at a loss if you fail to come in as scheduled. Be mindful of your commitment; people are counting on you.

4. **Respect the privacy of all clients.** If you are privy to confidential information with regard to persons with whom you are working, i.e. organizational files, diagnostics, personal stories, etc., it is vital that you treat this information as privileged and private. You should use pseudonyms in referring to this information in your course assignments.

5. **Show respect for the agencies with which you work.** Placement within community programs is an educational opportunity and a privilege. Remember, not only are you serving the community, but the community is serving you by investing valuable resources in your learning.

6. **Be appropriate in attitude, manners, and appearance.** You are in a work situation and are expected to treat your supervisor and others with courtesy and kindness. Dress neatly, comfortably, and appropriately (check your site for its conduct and dress codes). Use formal names unless instructed otherwise. Set a positive standard for other students to follow as part of CSULA's ongoing service-learning programs.

7. **Be flexible.** The level or intensity at the service site is not always predictable. Your flexibility to changing situations can assist the partnership in working smoothly and in producing positive outcomes for everyone involved.

In addition to the above expectations, as a participant in your community service-learning experience, you are also responsible for the following limitations.

NEVER…

- report to your service site under the influence of drugs or alcohol.
- give or loan money or other personal belongings to a client.
- make promises or commitments to a client that neither you nor the organization can keep.
- give a client or organizational representative a ride in a personal vehicle unless the person is authorized for transport. DO NOT transport a child by yourself.
- tolerate verbal exchange of a sexual nature or engage in behavior that might be perceived as sexual with a client or agency representative.
- tolerate verbal exchange or engage in behavior that might be perceived as discriminating against an individual on the basis of age, race, gender, sexual orientation, or ethnicity.

Other Safety Issues:

- Keep your automobile a non-attraction. Do not leave items visible in the car's interior. Place valuable articles in the trunk prior to arrival.
- If you take the bus, be sure to know the route and the bus fare.
- In case of a breakdown or transportation problem, carry enough money to get home.
- Develop a community safety net of resources in your placement area.
- Get to know your supervisor at the agency. Ask her/him questions about the area and get suggestions on what you should do if you find yourself in trouble.
- Familiarize yourself with people, places and things in the area that can be of assistance in times of emergency (e.g. the location of phones, 24-hour stores, police station, etc.).
- Give the phone number of the agency where you'll be serving to a roommate, friend, or relative before leaving for your placement site.

I have reviewed these guidelines and limitations

Print name: _____ Date: _____

Signature: _____

UNIT 3 HANDOUT: THE NORTH CAROLINA COMMUNITY-BASED PUBLIC HEALTH INITIATIVE AUTHORSHIP GUIDELINES

The following authorship guidelines created by the North Carolina Community-Based Public Health Initiative members are an example of certain criteria to consider in an effort to share credit in a group process. You may wish to adapt these guidelines for your own purposes. Permission to reprint this document has been granted by members of the North Carolina Community-Based Public Health Initiative.

Members of the NC Community-Based Public Health Initiative have both an opportunity and responsibility to share our experiences with others. While several media are available, the most likely medium to be used is the written word, and faculty are likely to be most interested in writing for publication.

However, faculty genuinely want to share credit and authorship with agency and community counterparts. Contributions may include original ideas which were critical to the implementation of a project or development of a paper; suggestions on how to how to write about a CBPHI experience(s); or review and comment on a draft of a written paper.

The guidelines which follow represent the CBPHI faculty's efforts to focus on a broader set of "contributors" to a written document, rather than the narrower definition of "writers" in defining authorship.

Process of decision-making regarding authorship

- topic is proposed by any member of the Consortium in any CBPHI setting
- topic is discussed by members present and a decision is made to move forward
- Designation of person to "take the lead" is based on interest and willingness to do the work
- other persons who want to play a "supportive role" are listed as well
- written description of proposed topics and leaders/supporters is circulated to all Consortium members to allow others to indicate interest
- the *Notification Form* is submitted to the CBPHI Communications and Publications Review Committee
- lead person is responsible for contacting all persons expressing an interest
- meetings are set-up to move paper writing forward (manuscript working group)
- list and order of authors are decided at these meetings (see below)

List of authors

(Adapted from the International Committee of Medical Journal Editors). All authors must state that they have made substantial contributions to each of the following three activities. Contributions can be in oral or written form:
Conception and design, or analysis and interpretation
Drafting the article or revising it critically for important intellectual content
Approval of the final version to be published

- the above guidelines are adhered to
- involvement in the CBPHI process is not enough to be cited as an author
- community partners who may have less experience writing for publication will qualify as authors if, either individually with the lead author or with the entire manuscript working group:
  1. they are involved with concept discussions about the paper or interpretation of findings

44435808. they review and make comments on at least one draft
44436720. they review the final version and give approval prior to publishing

Order of authors

- in most cases, the lead author will become the first author, unless, as part of the manuscript working group, the responsibility and work load is rearranged
- the first author is ultimately accountable for the information presented
- the lead author will propose the author list and order to the manuscript working group for discussion and approval based on contributions to the final product

Acknowledgments

- will be more inclusive of contributions to the project versus the paper specifically
- can acknowledge individuals, coalitions, or the entire Consortium
- must include a general statement acknowledging CBPHI and include mention of the three partners: community, agency, and UNC-CH

UNIT 3 WORKSHEET: GUIDELINES FOR WRITING A PARTNERSHIP AGREEMENT OR MEMORANDUM

The following worksheet provides key guidelines of a partnership agreement that the partnership may wish to consider when designing an agreement or memorandum that is unique to its members. All members should be involved in the discussion to identify the important components of the partnership agreement or memorandum. Space is provided to record your responses to the questions below.

Components of a partnership agreement or memorandum	Write your responses to the questions below. Your responses will build the foundation for the partnership agreement or memorandum.
What key partners are involved in the community-campus partnership?	
What is the historical legacy that has existed between the community and campus?	
What are the partnership's purpose, goals and objectives?	
What are each partner's expectations and anticipated benefits of the partnership? (i.e., faculty, community, and student)	
What are the roles, responsibilities and key tasks of each partner? How are these roles identified? Do they reflect the strengths and assets of each partner?	
What is the timeline for small and large milestones?	
How might community partners and representatives from the campus work together to address them?	
What are the partnership's outcomes?	
Whose financial resources will contribute to the partnership's activities?	

Components of a partnership agreement or memorandum	Write your responses to the questions below. Your responses will build the foundation for the partnership agreement or memorandum.
How will all partners and stakeholders be oriented to the partnership activities? For example, how will students be oriented to the community agency and vice versa?	
How will fundraising activities be carried out (i.e., grant-writing, etc.)? Who will be responsible for identifying funding opportunities and developing proposals for funding?	
What resources will be allocated to the partnership activities? List these resources.	
What are the anticipated partnership's products, and how will the copyright and ownership issues be addressed?	
What is the partnership's evaluation plan of its work and how will the findings be used?	
How will students be supervised?	
How will students' service activities be monitored?	
How often will supervisors/faculty meet with students to review progress?	
What is the partnership's "feedback" strategy and agreed upon ways to address partner's concerns and achievements?	
What is the partnership's marketing and publicity plan?	

Components of a partnership agreement or memorandum	Write your responses to the questions below. Your responses will build the foundation for the partnership agreement or memorandum.
What is the process for sharing information with the community and campus about relevant research findings produced from the partnership's activities?	
What is the process for determining authorship? For example, if articles are written about research findings how will authors be identified and cited?	
How will the partnership share credit and celebrate success? How often will celebratory events take place?	
How will the partnership ensure the inclusion of culturally competent approaches in the partnership's activities?	
What is the partnerships' risk management plan?	
What emergency procedures are in place to protect students, faculty, and community representatives?	
Other:	
Other:	
Other:	
Other:	

UNIT 3 WORKSHEET: A PARTNERSHIP ASSESSMENT TOOL

This partnership assessment tool is a resource that can be used to measure the success of your partnership. Please review the instructions below. This tool can be completed by individual partnership members or as a group. Permission to reprint and adapt this tool was approved by the author, Mike Winer.

Background:

Partnerships are mutually beneficial and well defined relationships entered into by two or more individuals to sustain results that are more likely to be achieved together than alone. Whether you are just beginning or are already engaged in a partnership, this tool will pinpoint the strengths your partnership can build upon and the areas where you are challenged.

Instructions:

Evaluate your partnership by rating the strength of various qualities in your work together. Use scores of 1 - 4, where 1 = low and 4 = high.

If the statement is true all or most of the time, score it "4". If the statement is often true, you may score it a "3". If the statement is only occasionally true, you may score it a "2", and if the statement is rarely if ever true of your work together, score it a "1". You use the score "0" when you don't know the answer.

Please note: The answer sheet is numbered vertically and corresponds to the questions sheets.

Scale	0	1	2	3	4	5
Sample Responses	Don't know	Rarely if ever true	Occasionally true	Often true	True all or most of the time	

1. The person or people who started or are starting our partnership have an initial vision that is clear to each of us.

2. We believe we are asked to be in this partnership because we bring diverse cultures, backgrounds, resources, and skills.

3. We ask people outside of our usual work groups and power structures to be in this partnership because they have something important to contribute.

4. We do a good job of honestly telling others what we want from this partnership both personally and for our organizations.

5. We have someone to convene meetings who is skilled in group process and helps us maintain a balance of power among partners of the partnership.

6. Our meetings are effective because everyone usually participates in discussions, making decisions, taking action, and tracking our achievements.

7. Our joint vision statement is unique from the mission statement of each of the individual organizations we represent.

8. Our joint vision is supported by every organization we represent.

9. Our partnership has an agreed upon mission, values, goals, and measurable outcomes.

10. We have a quick and easy way to convey the essence of our vision to others.

11. We list specific results we want from our work together that are measurable.

12. Before taking any action, we lay out a game plan for eliciting support from key stakeholders.

13. We evaluate ourselves by reviewing what we've accomplished and the ways we work together to accomplish those things.

14. We do a good job of documenting our progress to date.

15. Our respective home organizations clarify to each of us how much money, time, and other resources we are free to bring to this partnership.

16. Each of us has a defined role or roles in our partnership, and I know what each partner contributes to our effort.

17. The relationship between partners is characterized by mutual trust, respect, and genuine commitment.

18. We expect conflict from time to time and we discuss how we value our differences.

19. We have rules for handling conflict, including a commitment to work on long and difficult issues.

20. We acknowledge that some conflict can never be resolved and find ways to work together anyway.

21. The partnership builds upon identified strengths and assets but also addresses areas that need improvement.

22. We organize ourselves and clarify our responsibilities so that we get work done in an efficient and effective way.

23. We make active decisions on how to staff the partnership so we can keep records, distribute minutes, and do other important support functions.

24. We seek resources to continue our work.

25. We have a clear, mutually-agreed-upon process for making decisions.

26. The partnership balances the power among partners and enables resources among partners to be shared.

27. I know how to get information about what's going on in the partnership.

28. There is clear, open, and accessible communication between partners, making it an on-going priority to listen to each need, develop a common language, and validate/clarify the meaning of terms.

29. We reward ourselves and other people outside of the partnership for contributions to our work.

30. We have successes that demonstrate to us and others the potential for this partnership.

31. We have a clear action plan that lays out responsibilities, budget, and timeline

32. Roles, norms, and processes for the partnership are established with the input and agreement of all partners.

33. Each of us knows what the other is responsible for and how to demonstrate that we fulfill those responsibilities.

34. All of the member organizations sign joint agreements that detail how the partnership will be structured and administered.

35. My organization makes changes in its policies and procedures that promote working together now and in the future.

36. We explore how we can influence community leaders and groups to develop collaborative approaches that solve other community problems.

37. We have an evaluation plan that measures results of our work as well as our process together.

38. We understand that evaluation is a learning tool to help us make ongoing improvements in what we do and how we do things.

39. We make changes in what we do and how we do things based on our evaluations.

40. Our partnership develops and evolves over time.

41. We plan for inviting new partners, orienting them appropriately, and including their self-interests and resources in our work.

42. We reorganize ourselves as necessary to include new partners and to retire partners whose job is finished.

43. We find graceful ways to deal with partners who are no longer contributing, but who are having trouble separating from the partnership.

44. We agree on the image we wish to convey to others about our partnership.

45. We plan for promoting the good work we do and the results we accomplish.

46. We are shameless self-promoters about the success of our work together.

47. Partners share the credit for the partnership's accomplishment/s.

48. We identify which policies, programs, and initiatives within our own partnership need to be changed for us to be effective in the long run.

49. To build longer term support for our partnership efforts, we reach out to broader communities.

50. We plan for influencing key stakeholders and the broader community in order to develop leaders who can carry on this partnership work.

51. We have a working knowledge of a range of interrelated needs and opportunities in our community and how those needs are presently met.

52. We know that to be effective in the long run, we have to change the way we provide health care, human services, education, government, etc.

53. We make plans that use our partnership experience to change the way we provide health care, human services, education, government, etc.

54. We recognize that there is a point where the partnership as we know it must end because our project or initiative is finished.

55. We continue to change the way we deliver our partnership's services, programs, and initiatives by expanding our efforts in other ways.

RESPONSE SHEET

Date _____ Partnership: _____

Scale

Sample Responses	0 Don't know	1 Rarely if ever true	2 Occasionally true	3 Often true	4	5 True all or most of the time

1.		15.		29.		43.	
2.		16.		30.		44.	
3.		17.		31.		45.	
4.		18.		32.		46.	
5.		19.		33.		47.	
6.		20.		34.		48.	
7.		21.		35.		49.	
8.		22.		36.		50.	
9.		23.		37.		51.	
10.		24.		38.		52.	
11.		25.		39.		53	
12.		26.		40.		54.	
13.		27.		41.		55.	
14.		28.		42.			
Total							
Group Av.							

IMPLICATIONS: There are no right or wrong responses. The object is to learn as you go along: where you are strong, where your group is challenged, and why you might have different perceptions among the partners of your partnership.

1. The total and group average for each column simply give you a quick handle on agreement and differences. The score itself is not important, and for some statements no one may have a response because your partnership is not yet at that point. The numbers—and the agreement and differences in them—are the launching point for discussion.

   - The first column [1-13] indicates how your group is managing the ups and downs of getting started as you bring people together and start to form the partnership.
   - The second column [14-29] shows how well you dealing with difficult issues that usually bog teams down as they further develop their work.
   - The third column [30-43] portrays how well you are reaping the benefits of the efforts you are undertaking.
   - The fourth column [44-56] displays how effectively you are building resources that integrate the work of your partnership into the larger community over time.

2. Discuss the responses in your team or small groups. If everyone in the partnership has similar scores, then you are in agreement that either you are doing well or are being challenged in that area. If some of you have similar scores, but others are different, discuss the difference in perception. The statements point to how well you are doing and where you are challenged in:

   - **1-3** Bringing people together
   - **4-6** Enhancing trust and running effective meetings
   - **7-10** Developing a clear vision that is readily communicated
   - **11-13** Specifying measurable results that get buy-in from others
   - **14-16** Documenting progress and defining roles
   - **17-20** Managing conflict
   - **21-24** Organizing the effort and building resources
   - **25-29** Supporting each other through clear decision-making, information and rewards
   - **30-33** Managing the work with action plans and responsibilities
   - **34-36** Involving the leaders from each organization and the larger community
   - **37-39** Evaluating the results, learning and making needed changes
   - **40-43** Renewing the effort through partnership changes
   - **44-47** Promoting the work of the collaborative in the greater community
   - **48-50** Building community ownership
   - **51-53** Changing underlying community systems for long-term effectiveness
   - **54-56** Bringing closure to the partnership but not to the effort.

The purpose of this tool is to learn, make needed changes, and increase effectiveness. Focus on how your partnership will celebrate the successes to date and benefit from the challenges you still face. Remember to use this tool regularly both as a stimulus to further growth and as a track record of how you have progressed together.

UNIT 4: ESTABLISHING COURSE OBJECTIVES, LEARNER OUTCOMES, AND COMPETENCIES

"A good archer is not known by his arrows but by his aim."

–Thomas Fuller

COMPETENCIES

After completing this unit, you will be able to:

- Articulate outcomes and competencies for students engaged in a service-learning course.
- Identify meaningful roles for students and community partners in the process of writing course competencies and outcomes.
- Write service-learning objectives.

KEY DEFINITIONS

Educational Outcomes: Educational outcomes provide evidence showing the degree to which program purposes and objectives are or are not being attained, including achievement of appropriate skills and competencies by students.

Learning Objectives: The learning objectives describe the outcome competencies learners should acquire or achieve as a result of the course or curriculum. They also help provide a "road map" for planning course instruction, and define the standards or criteria by which successful learning will be measured (Bellack & Tressolini, 1999).

Competencies: Competencies are the set of knowledge, skills, and behaviors that are necessary for effective practice in a particular field or profession.

INTRODUCTION

This unit is dedicated to the process of establishing and assessing learner outcomes and competencies in the context of a service-learning course. The purpose for this single focus on the student is to ensure that faculty members are fully equipped to facilitate and evaluate student learning in a community context. Demonstrating evidence of student learning is an important motivator for developing and continuing service-learning course experiences. Since this unit focuses on student learning and assessment, the topics of evaluation and course improvement plans are discussed in more detail in Unit 6.

WRITING SERVICE-LEARNING OBJECTIVES

One recommended approach to delineating objectives for service-learning courses is to clearly identify "service" and "learning" objectives. For example, with a nutrition-focused service-learning course, a learning objective would be for students to be able to define the benefits of lifetime of healthy eating, while a service objective would be for students to be able to develop a child-friendly menu in the language of the target community. Furthermore, both sets of objectives should progress from actions that are clearly measurable and demonstrable (i.e. list, identify, and define) to those that are more complex and require the analysis, application, and synthesis of new material. At the highest level of complexity, students should be asked to criticize, critique, and recommend based on their interpretations of new material. It's also important to prioritize the various service and learning objectives based on those that will most benefit the program in

terms sustainability. Once objectives are determined, they should be shared as widely as possible, both with students and with community partners.

Key Takeaways:

1. Course objectives should be clearly identified as learning and service objectives and then prioritized and selected according to the interests of the *partnership* rather than the individual parties involved.

TIPS FOR GETTING STARTED

The following tips are designed to help you think through the issues involved in establishing and assessing learner outcomes and competencies for a service-learning course. The order of the activities discussed below may vary depending upon the status and scope of your course development.

Review competencies for your discipline or profession and any competencies that your department or degree program has established. Reviewing competencies established by your discipline or profession or within your department or degree program will provide guidance on what decisions you make related to learner outcomes and competencies.

Engage community partners in discussions about their expectations of student learning outcomes. By drawing upon the input of community and partnership members, you will learn about the outcomes that are important to members' community. As part of this collaborative process, it is equally important to share information with community partners about the educational requirements of the course. This discussion will create an excellent foundation for identifying student activities that build upon the interests of the community and the requirements of the institution.

Engage other faculty and students in discussions about their expectations of student learning outcomes. Your service-learning course may be part of a larger institutional effort to reform the curriculum, or you may be changing your course based on your personal impressions or those shared by students and faculty. The motivation to change or enhance your course based on student outcomes can be facilitated by learning more from faculty and students. What skills and competencies are important to obtain from their perspective, and how do their impressions reflect the focus of your course, if at all?

Establish learning and service objectives for the course. Keep in mind that the objectives must reflect what learners must *do* to achieve a specific related competency. The identified objectives will tell learners the supporting skills, knowledge, and attitudes they will learn. It is common to combine learning and service objectives that indicate what learners and community partners will achieve in the community service experience. (Given the nature of service-learning, it is important that the course reflect community objectives. A more in-depth discussion regarding ways to measure community impact is found in Unit 6. Finally, objectives are measurable and observable. You may have more than one learning objective. Examples of learning objectives include: *Describe 3 models of community development; List or name 5 approaches to collaborative problem-solving; Present 2 different community organizing strategies; Write educational materials for individuals with limited literacy; Identify the unique challenges facing the field of sociology.*

Identify the competencies that your students will be expected to demonstrate following the course. As part of the service-learning course, what are the competencies– *both service and learning oriented* – that students will be expected to demonstrate? How will these competencies better prepare students for the future? For example, will students be expected to develop skills for interdisciplinary collaboration?

Will they be expected to write a letter to a state legislator? Or design a lesson plan for first grade students? Will they gain skills for community-based research? The tasks that the students are expected to perform should be appropriate, given the community setting and the expectations of members of the community.

Identify what the student must learn in order to perform the service. For example, if the students are expected to plan a community-based research project, then you may wish to present students with information about survey design, data collection, or the ethics of community-based research as part of course content.

Determine how student learning will be measured. Measuring student learning outcomes can take many different approaches. For example, you may measure student success in achieving identified outcomes through written-papers, completion of tests, formal and informal feedback, critical reflection journals, and discussions, successful completion of a specified product, focus groups, interviews, and observations. It is important that students and community partners are a part of this assessment process. For example, community partners can complete a pre-and post-student assessment form that measures their participation at the community site. Students may also complete a self-assessment of their participation in the class and community site. There are a series of useful handouts in this unit that provide examples of student measurement.

Prepare for identifying your teaching methodologies. Once you have given some thought to the tips presented in this unit, you will be better prepared to identify the appropriate teaching methodologies and additional course planning issues discussed in Unit 4.

REFLECTION QUESTIONS

- When you think about your experience as a former student, who was your favorite teacher and why? What was your favorite course and why? How was your course structured?
- How do you learn something new? Describe an example of something you have learned to do well. Was there anything unique that characterizes this learning experience? If so, what?
- What resources do you need to help design a course that is outcomes-oriented?

CASE STUDIES

The following case studies focus on key themes related to the process of establishing and assessing learning outcomes.

THE TAPESTRY OF IMMIGRATION

Adapted from An American Mosaic: Service-learning Stories (2007) *edited by Carole Lester and Gail Robinson and supported by the Learn and Serve America program of the Corporation for National and Community Service and administered by the American Association of Community Colleges.*

Program Description:

Service-learning was a new initiative at Chattahoochee Technical College in 2003. It became a way to strengthen the connection between the college and its community. The three-year grant provided through AACC's Community Colleges Broadening Horizons through Service-learning grant program encouraged the college to institutionalize service-learning and to work toward achieving its initial objectives.

"The Tapestry of Immigration" was an extended service-learning project spanning seven quarters, beginning in the spring quarter of 2004 and ending in the fall quarter of 2005. The purpose of this project was two-fold: first, to provide the participants' families a glimpse into the history of immigration in Cobb County and to document immigrant family histories. Second, through the collection and analysis of oral histories, the project allowed students to engage in real-life writing and research rather than a traditional library research project.

Initial conversations with the director of the West Cobb Senior Center indicated that many senior citizens were reluctant to write their histories because they lacked confidence in their writing abilities. This project provided a means to overcome this reluctance. Each quarter, students completed service hours either directly with the clients or indirectly through research and analysis or writing narratives. A total of 24 personal interviews were completed and the audio files were transcribed by a professional transcription service. Each senior received a compact disc containing an audio recording of the interview, a copy of the transcript, and a copy of the narrative. Participating composition students developed interview questions and related forms, conducted interviews, and then compiled immigration narratives based upon the completed interviews. During the three quarters in which interviews were conducted, students received two hours of interview technique training and practice.

Two English courses provided the optimal learning objectives for this project: English 191 focused on the composition of essays based on the various modes of composition and English 193 focused on the interpretation of literature and research techniques. Students in English 191 were introduced to immigration stories through their reading requirement for the term, and were asked to interview their families and write a narrative based on the results. English 193 students also focused on literature (poetry, drama, short fiction, and novels) that dealt with immigration. Students immersed themselves in immigration stories the entire quarter and conducted research that contributed to real outcomes.

Clients from Cobb Senior Services agreed to allow CTC students to interview them and preserve their stories.

Outcomes

Ninety students contributed to the project, providing more than 450 hours of direct and indirect service. Direct service hours consisted of students collecting the oral histories, and indirect service hours consisted of research and writing activities.

While the project as a whole was successful, a few administrative problems did arise in its implementation. First, even though the English 193 students received instruction and practice with interviewing, several of the interviews did not provide the anticipated rich, vivid description. Second, a few students and some seniors elected not to participate at the last minute, resulting in the need to reschedule interview appointments or develop alternative assignments. Finally, although the English Composition students practiced writing narratives and had exposure to sample immigration stories, not all of their writing met project standards.

The benefits for both students and senior citizens involved in this project, however, far outweighed the administrative problems. The students learned the value and challenges of conducting and using primary research in their writing. They also learned a great deal about world and U.S. history. In fact, many students commented that they felt they learned more from this project than they could have learned from more traditional means (i.e., from a lecture or a book). Many students became more civically engaged as a result of the project. Some students developed lasting relationships with the seniors; others continue to volunteer at the senior centers and other sites; most are now aware of issues important to both seniors and immigrants.

Case Study Questions:

- How might you write student learning and service objectives for this course?
- How might you measure the student outcomes for this course?
- If this were your course, how would you adjust your plans in the face of the kinds of administrative challenges the program faced?

A PARTNERSHIP TO CREATE A WORK SITE HEALTH PROMOTION PROGRAM

Submitted by: Elmhurst College

Program Description:

The US Department of Health and Human Services is encouraging work sites to increase the proportion of employees who participate in employer sponsored health promotion activities. According to the National Health Interview Survey, however, only a small percentage of Hispanic/Latino employees participate in such programs. The purpose of this partnership among Elmhurst College, The Center for Educational Resources, and the Marriott Hickory Ridge Conference Center is to increase access to health promotion activities for the Conference Center's Hispanic/Latino housekeeping staff. Self-efficacy theory guided the selection of the program's objectives. Based on this theory, the following assumptions were posited:

- Literacy increases access to information.
- Access to information increases knowledge.
- Knowledge increases self-esteem.
- Self-esteem increases self-efficacy.
- Self-efficacy increases active participation in health promotion activities.
- Active participation increases sense of empowerment.
- Sense of empowerment increases health promotion behaviors.

Therefore, the program's first objective is to enhance the housekeeping staff's English language and literacy skills through ESL classes. This will increase access to printed health promotion materials. The second objective is to provide health education classes that will increase knowledge related to health promotion activities. The first objective was funded by an Illinois Secretary of State's Office Grant awarded to The Center for Educational Resources; the second objective was funded by an Oscar and Elsa Mayer Foundation Grant awarded to the Elmhurst College Service-learning Program.

Activities to achieve the first objective through ESL classes are designed by The Center for Educational Resources' workplace education consultant. The classes are based on the Natural Approach Theory of Language Acquisition and meet two hours, once a week for six weeks at the work site. Elmhurst College students in three service-learning courses participate in teaching the classes:

- EDU 210 Principles and Procedures in Education
- SPN 302 Spanish Conversation
- POL 201 American Government

Activities to achieve the second objective through health education classes are designed by Elmhurst College public health nursing faculty. The housekeeping staff has input in selecting the specific health education classes that they desire. The classes meet for two hours, two to three times during an academic term. Elmhurst College students in two service-learning courses participate in designing, teaching, and evaluating the classes:

- NRS 412 Public Health Nursing
- SPN 302 Spanish Conversation

The evaluation plan for the first objective includes a literacy pretest/posttest and a posttest measuring the

housekeeping staff's perceived gain in language skills. The evaluation plan for the second objective includes return demonstrations for skills taught (i.e., CPR) and knowledge application activities at the end of each class session (i.e., planning a day's menu using the food pyramid discussed in a nutrition class). As the program moves to its second year, the evaluation plan will be expanded to include measures of self-esteem, self-efficacy, and health promotion behaviors.

The college students in each course write reflective papers describing ways their service-learning activities have enhanced their ability to achieve specific course objectives. Below are examples of their reflections:

- EDU student: I learned that teaching ESL is a possible career opportunity for me.
- POL student: The best part was working with people from a different culture.
- NRS student: Now I understand how important health promotion is.
- SPN student: This really helped my English and Spanish listening skills.

The success of the program's first year (2000-2001) is primarily due to the communication among the three partners, the housekeeping staff's motivation and readiness to learn, and the Elmhurst College students' ability to be flexible and work around the housekeeping staff's schedule (which often meant teaching at 6:30 am).

Case Study Questions:

- How might you write student outcomes for this course?
- How might you measure the student outcomes for this course?
- How might you write community objective?
- What role do you envision the program partners playing to facilitate and assess student learning?
- How might you address cultural competency in this program? For example, how would the course objectives address cultural competency? What texts or learning resources might you use to convey important messages related to culture?

SOCIAL JUSTICE IN IMMIGRANT COMMUNITIES

Submitted by University of Colorado Anschutz Medical Campus
Lauren.Clark@uchsc.edu

The University of Colorado's School of Nursing offers service-learning opportunities for students enrolled in the one-credit Social Justice Capstone course. The course is designed for students to work in partnership with community agencies or leaders of social causes on social justice projects related to empowerment, health care accessibility, and environmental risks to minority communities. The course is a required class for all students (BS, MS, and PhD) in the final half of their academic programs. The goals of the course are written as learner competencies. Upon completion of the course, the student should be able to:

- Engage in dialogue about nursing, service-learning, and social justice issues with persons uninformed about these concepts.
- Assess the social attitudes and structures (i.e., institutional, interpersonal, cultural, sociopolitical, and financial) that ameliorate or exaggerate health risks among the people served in their service-learning environment.
- Plan a feasible Capstone Project to work toward a social justice for an identified population.
- Write reflectively about her or his role as a nurse and citizen to promote social justice in a service-learning environment.

Once enrolled in the Social Justice Capstone course, students are required to participate in a 30-hour service-learning activity and 15 hours of online instruction. The course requires each student to identify a community service activity, foster a partnership with an identified agency, identify project goals in collaboration with agency leaders, identify an evaluation plan, and participate in reflection activities through online discussion and written papers."

Case Study Questions:

- What strengths or limitations are evident in this case study? How might your course benefit from the strengths and limitations of this case study?
- In the case study above, what tasks might students engage in that promote skills in competencies that are relevant to your discipline or profession?

CHECKLIST

The following checklist provides key components or "action" items for establishing student outcomes and competencies in your service-learning course. As part of your course design, have you:

- ❑ Reviewed competencies for your discipline or profession and any competencies that your department or degree program has established?
- ❑ Engaged community partners in discussions about their expectations of student learning outcomes?
- ❑ Engaged faculty and students in discussions about their expectations of student learning outcomes?
- ❑ Established learning and service objectives for the course?
- ❑ Identified the tasks, or competencies, that your students will be expected to perform following the course?
- ❑ Identified opportunities for students to gain skills and competencies related to disparities and culture?
- ❑ Identified what the student must learn in order to complete the task?
- ❑ Determined how student learning will be measured?

SUGGESTED WEBSITES AND ONLINE RESOURCES

Sample Forms:

Student Self-Assessment Exercise
Student Service-learning Agreement
Community Agency Evaluation of Student-Student Performance
Community Agency Evaluation of Student-Responsibilities and Competencies
Community Agency Evaluation of Service-learning Course or Program
Community Agency Survey: A Student Post-Test
Sample Student Evaluation

Sample syllabi from service-learning courses:

Campus Compact Syllabi Database (select Type and sort by Syllabi)
Florida Atlantic University, Feminist Perspectives on Gender course
Metropolitan State University of Denver, Business Ethics course
Notre Dame de Namur University, Community Psychology course
University of Northern Colorado, Introduction to Gerontology course

Loyola University Chicago, Center for Experiential Learning ePortfolio Program

UNIT 5: PLANNING COURSE INSTRUCTION & SERVICE ACTIVITIES

"Perhaps one of the greatest challenges facing faculty in making course transitions from lecture-based classroom discussion to community-based settings is to allow community needs and interests to determine the scope of the course and activities" (Goodrow, et al., 2001).

COMPETENCIES

After completing this unit, you will be able to:

- Identify key components of a service-learning course.
- Review critical elements of service-learning course syllabi.
- Plan for effective service-learning course instruction and activities.
- Select appropriate texts.
- Articulate the role of reflection in linking learning and service.
- Identify strategies for fostering reflection and critical thinking.
- Identify roles for students and community partners in service-learning curriculum development.

HANDOUTS

- Continuum of Community-Based Learning Experiences
- Community Resources and Assets
- Community Asset

KEY COMPONENTS OF SERVICE-LEARNING COURSES

Service-learning courses contain several key elements that set them apart from traditional classes. The main differentiator of a service-learning course is that part of the curriculum is delivered outside of the classroom and within the context of the community. However, service-learning courses possess a greater amount of complexity in terms of the number of stakeholders involved and the quality, resonance, and nature of knowledge transfer and competency building. For example, a service-learning class is much less one-sided than a traditional course in that everyone involved has a "vested interest" in its successful completion. In other words, there are multiple parties responsible for the successful execution of the course as well as multiple beneficiaries of course outputs. The *goals* of service-learning are thus multi-faceted and must be defined in a way that reflects the "*blended value*" that effective service-learning programs can create. For example, within a service-learning course, a student's learning will go beyond topical subject matter to include capacity building around teamwork, leadership, communication, and citizenship—key competencies for any graduate. The reflective component of service-learning courses is unique and deliberate. Lastly, due to the complexity involved, service-learning courses are often more "structured" than traditional courses.

INCORPORATING THE PERSPECTIVE OF COMMUNITY PARTNERS

Research shows that community partners place a high value on the relationships they build with faculty and are often eager to be seen as teachers and experts themselves. Although community partners often report that the benefits of service-learning outweigh the burdens, concerns around the issues of communication, logistics, and needs-based vs. asset-based approaches taken by university or institutional partners are common.

Some of the common problems that occur in service-learning can be proactively addressed by involving community partners in curriculum design. For example, community partners occasionally feel that the work involved in overseeing student projects is overly burdensome compared to the value, quality, and short-term

nature of the contributions made by the students involved. Further, feelings of being "taken advantage of" and "not respected" are also common concerns. Specifically, these concerns can arise when students do not meet their commitments or when university researchers neglect to provide follow-up on research they have gathered through interaction with a community partner's staff or constituencies. Marginalization of this sort can significantly detract from a partner's willingness to participate in future service-learning initiatives. Even when duties are shared equally and commitments are met, tensions can still arise when overall priorities of the parties involved are not aligned.

It is important to anticipate challenges that are frequently encountered in service-learning and consider what approaches might be effective in addressing them. An integrated and interactive approach to curriculum design is helpful in ensuring that expectations are matched, execution of the course is time-efficient, and goals are aligned. Snags frequently occur with evaluation because there is a lack of clarity in regard to accountability. Students are at times confused as to whether they are accountable to the campus or the community partner, and partners can be similarly unclear as to whether they are more accountable to the campus or to themselves. Having the community involved in course design provides each partner with enhanced clarity as to their role and responsibilities, which can alleviate this issue.

Another common problem centers on the perception of the campus within the local community and local social sector. When a campus unilaterally determines "community needs" or when campus representatives employ esoteric language or campus vernacular, it can be off-putting or even alienating to potential community partners. Without a clear and palpable break from an "ivory tower" orientation, universities will find it challenging to develop the deep and meaningful community partnerships necessary to build effective service-learning programs. Thus campus partners should be sensitive to these things when interacting with community organizations. At the same time, community partners must communicate clearly with regards to their mission, goals, timelines, and resource levels. Without this type of effort and focus on both sides, valuable partnerships may never get off the ground.

Some helpful points include:

- Institutions should avoid an "ivory tower" orientation in words and in appearance
- Conduct mutual site visits to bring the "academic forum" into "community territory," forcing both sides to venture outside of their comfort zones in the attempt to find a middle ground
- Work together to set clear expectations as to roles, activities, and accountability for all sides
- Resist the temptation to determine community needs and program content unilaterally
- Relationships require regular nurturing. Trust may take years to build, but only one bad project to ruin

DEVELOPING THE COURSE SYLLABUS

A service-learning syllabus should include all of the standard elements including the purpose of the course, faculty information, class schedule, and so on. However, given the complex nature of most service-learning courses, even some of the standard components may need additional explication in the service-learning context. For example, the use of journals in grading should be treated very carefully. For many students, the idea of a qualitative assessment of student work, where there are no absolutely right or wrong answers may be quite foreign. Faculty should be very clear as to what the expectations for journal writing are and exactly what the grading criteria will be. Further, given that service-learning courses may be a significant departure from standard course work, faculty are encouraged to reiterate any accreditation standards of the course as well as the fact that normal institutional standards for work quality, honesty, and the like will be upheld.

More innovative recommendations include using the syllabus to tie the course to the objectives of the entire curriculum, as well as linking the course to the goals of the institution or university. It can be helpful to supplement the syllabus with a discussion or writing project on the rationale behind service-learning as an educational methodology and as an integral piece of the process used to prepare students for graduation. The magic won't just happen on its own—students need to understand the collaborative and symbiotic model that drives service-learning as well the critical role that the students must fill in order for the model to function properly.

Key Takeaways

1. Course syllabi provide an opportunity to set expectations but also to clarify the critical role that service-learning can play in the overall education process.
2. Service-learning classes, with their triad of partners, have complex and multi-faceted goals that set them apart from traditional courses.

TIPS FOR GETTING STARTED

What are the criteria for determining whether service-learning would be useful to your course? What do you need to do to ensure that your course is responsive to community concerns, and reflects the desired outcomes of the course? The following list of tips is presented to ensure that service-learning is appropriate for your course, and is optimal for achieving community-identified concerns in partnership with the community (Cunningham, 2000; Zlotkowski, 1998). These tips may be helpful when converting a traditional course to a service-learning course, or designing a new course.

Establish learner outcome and competencies. If you have not already established the learner outcomes and competencies for the course, you may wish to review Unit 4.

Determine whether the course selected is appropriate in terms of achieving its objectives in a community setting. *Not all courses are meant for or are considered useful for community-based service-learning experiences.* How optimal is the course that you've selected for advancing its objectives through service-learning? Will you be developing a new course? Or will you be modifying an existing course? These questions are important to consider and discuss at faculty meetings, curriculum development meetings, and partnership planning meetings. Involve community partners and students in the discussion around the appropriateness of integrating service-learning into an existing or new course.

Define a service-learning experience. Before course development begins or revisions are made to an existing course, it is important for the partnership to define what is meant by a service-learning experience. Referring to the handout, "A Continuum of Community-Based Learning Experience," the partnership can establish its position on this continuum and design a course that best reflects the group's definition of service-learning for future direction (Bruce & Uranga McKane, 2000).

Select the type of placements, projects, or activities that facilitate the service and learning related goals. What organizations and agencies are potential partners in the service-learning course? Are they appropriate settings for carrying out course content, as well as service and learning activities? What are their limitations, if any, for addressing course content and competencies?

Select texts and other learning resources. Throughout the process, community partners and students are integral to the selection of the learning resources. Once you have established your learning goals, identify

creative learning resources and texts, and think of texts broadly. Experiential learning environments provide excellent opportunities for stretching boundaries and trying new and innovative techniques and resources. In many instances, instructors may rely too heavily on what they are accustomed to using, or may only use what is readily available to them. By drawing upon a rich blend of resources when possible, students learn that building communities occurs through multiple perspectives and approaches. Robert Cole's book, *The Call of Service,* for example, examines the powerful role service plays in our lives, the many ways community service is rendered and the motivations and impulses driving our desire to implement community service efforts. Consider asking your community partners for readings, articles and reports that address the issues in your course.

Determine the appropriate structure and requirements for the service and learning components. Consider the constraints within which the course exists. Do you have a full semester or are you working on a quarter schedule? Is the course part of the mandatory curriculum or an elective? How much time will be spent in the classroom versus the community setting? If the course is short-term, how will you be able, if at all, to ensure that the activities are sustainable? Will students be working solo or in multi/interdisciplinary teams? The structure and requirements of the course may vary depending upon the nature of the course and the scope of the community activities.

Determine how students will be graded. Grading is something that must ultimately be guided by an instructor's own principles and philosophies. However, exposure to standard practices and examples of grading techniques across the service-learning community is beneficial. Some service-learning faculty grade the service piece of the course on a pass/fail basis-either the students completed the requirements or they did not. Similarly, some grade journal writing or online discussion participation on pass/fail basis based on whether the students made the required number of entries or comments. Others grade the service portion of the course based on an end-of-term portfolio, research project, or community experience portfolio. Make expectations as to length, frequency, quality, and content as explicit to students as possible.

Determine how the partnership may facilitate student learning. What role will members of your partnership play in facilitating student learning? Some examples of the potential role community partners can play include but are not limited to: facilitating reflection discussions, mentoring students in the community, presenting to students on issues related to course content, and guiding or participating in community-based research activities with students.

Incorporate critical reflection activities. Critical reflection is an integral component of service-learning and facilitates the students' making connections between their service experiences and their learning. A variety of unique methods and tools can be used to foster high-level critical reflection, including dialogue, "journaling," story-telling, photo-journaling, and more. The process of critical reflection allows students to explore the broader social, political, economic, and cultural issues affecting society and their civic roles as citizens and professionals. Unit 5 discusses critical reflection in great detail and includes resources to support the development and implementation of reflection exercises.

Determine the appropriate classroom workload for the course. This tip is particularly important if you are transitioning from a traditional lecture-based course to a service-learning course. For example, will there be less or more reading, fewer or more problem sets? Will there be fewer or more cases or tests? What types of learning can the service-related work facilitate that are currently being covered in another way, or that are currently being assessed in another way? What are the grading requirements?

Develop a course that may be structured from past or current student service projects. Faculty members are encouraged to design service-learning courses that build on past or current student service projects, within the curriculum or outside of the curriculum. For example, findings from a community assessment conducted by students in the fall semester might be used for program implementation or evaluation activities as part of a course offered in the spring semester. Rather than involving students and community partners in a repetitive project, identify ways that the course can set the stage for or complement future student activities!

Consider different strategies for continuing the partnership and course activities during academic breaks. The partnership may wish to explore alternative break activities, student internships or fellowships to serve as a bridge between the academic calendar and summer breaks. Identifying different strategies to continue course activities will limit the disruption and interruption of efforts.

Identify opportunities for student and community orientation to the service-learning. Prior to the implementation of the service-learning course, it is important to create opportunities to orient faculty, students, and community partners to the course and activities. The orientation may provide information about the course content, the community service activities, the roles and responsibilities of each stakeholder, and an overview of the teaching methodology being used.

Identify opportunities to prepare community partners for their role in teaching and supervising students. Depending upon the role that community leaders are playing in the course, it is important to provide support for community partners who will teach and supervise students. How might the campus and community agency support skill development for community partners in this area? Support might come in the form of mentoring, attendance at local or national meetings, workbooks or other useful resources.

Identify appropriate assessment strategies for the course. Unit 7 provides a comprehensive strategy for course evaluation and assessment. Unit 4 provides an overview of student assessment for your review. As part of your assessment strategies, consider using pre and post- tests, journals, work logs, supervisor reports, project deliverables and self-assessments to evaluate students.

Ensure that time, staff expertise, and facilities are available within and outside of the academic institution. Units 8 and 9 provide more information about building and maintaining program infrastructure, including issues related to faculty development, funding, staff and student availability and commitment, community and campus facilities, and more. Ensuring that the necessary time, staff and expertise, and facilities are available is essential before the partnership's activities can be developed and advanced.

Determine if the course is feasible in terms of community expectations. A key reason for involving community partners in the design of the course is to ensure that it meets or is responsive to community expectations. Issues related to expectation-setting can be discussed and resolved in the partnership planning meetings. The most important issue is to have a clear understanding of community expectations *before and while* the course is being designed and community-based activities are established.

Ensure that the course is appropriate in terms of students' learning the content. How will the service-learning course fulfill student learning expectations? Units 2 and 4 provide information related to fostering student competency through service-learning. It is important to involve students in the discussion of the type of course that would help them build their skills and knowledge through real-world experiences.

Ensure that the course incorporates civic/public issues to which the students' community-based activities might lend themselves. Service-learning courses provide excellent opportunities for incorporating issues related to professional responsibility, peace and justice, diversity and stereotypes, public policy and others. Often the discussion of these issues emerges through reflection exercises and the use of related texts and media.

Ensure that the course allows students to develop their critical thinking skills. Students who have been involved in service-learning experiences indicate that their problem-solving and critical thinking skills have been improved through working on team projects involving the community. Awareness about their improved critical thinking skills and ability to see themselves within the context of a broader world view can be captured through the practice of reflection.

Identify opportunities for interdisciplinary or multidisciplinary learning among faculty, student and community leaders. Are there opportunities for faculty from a broad range of disciplines to participate in designing a course that fosters interdisciplinary or multidisciplinary experiences for students in the community? Are there opportunities to involve a diverse range of disciplines in the learning experiences such as business, foreign language, technology, physical fitness, or creative arts students? Even if the course is in an early stage of development, it can be useful to consider future opportunities for incorporating interdisciplinary or multidisciplinary learning.

Ensure that the course is capable of fostering inclusive excellence. Service-learning courses can be excellent forums for broadening students' worldviews, and building tolerance and acceptance of others. Unit 2 provides several resources that may be helpful to enhance student understanding of diversity and acceptance.

Ensure that the course is capable of addressing community strengths and assets as well as needs. It is very common for service-learning courses and activities to address a particular "need" in the community. In the process of course development, it is important to consider how the emphasis on "need-based approaches" can hinder good community relations and effective outcomes. Rather than designing courses with an exclusive focus on community needs, place a more balanced emphasis on community assets and strengths in planning the course. For example, a case study describing a community organizing project among the elderly poor in San Francisco's Tenderloin District described a balance between need and asset based approaches to community building, stating:

> *Although the Tenderloin suffers from a plethora of unmet needs, it also has many strengths on which to build, including multiculturalism. The Tenderloin has for years had its own multi-language newspaper. Several large and widely respected churches, a comprehensive and progressive local health center, and an active neighborhood planning coalition and housing clinic were among the 'building blocks' identified by organizers as potential supporters, allies, and advocates in the effort to create an environment in which residents could become empowered (Minkler, 1997).*

Only when the organizers described in this case study considered focusing on both needs and assets were they able to develop activities that truly benefited the local community. This type of approach helps students view communities as multi-faceted entities, not just places with endless deficits. John McKnight and John Kretzman have several books and workbooks that address the asset-based approached and are found in the suggested reading section within this unit.

Identify meaningful opportunities to involve students and community partners in the development of the course and activities or to lend their educational skills during the course. Drawing upon the knowledge and skills of the students and community partners is an excellent strategy for enhancing the learning activities for the course. For example, there may be an opportunity for a community partner to participate in the classroom as a guest speaker. As part of the teaching experience, the community partner may wish to discuss a problem related to the course objectives and develop a role play scenario that reflects a real community situation. Students play different roles and explore some thorny issues that emerge. Community partners can be particularly helpful in assisting students expand their frame of reference and understanding so that they become more comfortable and competent working with members of communities different from their own communities of origin. Students also have key strengths and assets that can be considered; how might the campus student groups and associations contribute to the course and activities? What student leaders can serve as liaisons to the community and campus groups? Tap into both community and student resources and skills!

Develop opportunities within the course for involving students and community partners in planning and implementing community activities. This particular "tip" is really dependent upon the *type of service-learning course* that you are developing. If the identification of community issues is central to the course, then it is important to involve key stakeholders, including students and community partners in this process. The following section provides tips for planning, assessment and priority setting as part of course activities.

Do not wait until the plan is 100% perfect to launch. Pick a reasonable starting point and launch the service-learning course with the goal of making improvements every year. Many of the CCPH partnership principles are "ideals" and may not be possible to achieve within the first year of the program. Instead, the partnership principles should be seen as guidelines for how to refine and improve efforts over time. "Keep a sense of humor," "be flexible," and realize it's "a marathon and not a sprint."

REFLECTION QUESTIONS

- Why do you want to change your course?
- What are your preliminary thoughts on how service-learning can/will affect student learning outcomes? Community outcomes?
- How do you see your role changing as a faculty person in the course, if at all?
- How might course activities address the issue of culture and disparities?
- If planning and assessment activities are part of the course, what steps will be followed to effectively develop them? What role will students, community and faculty leaders play?
- How, if at all, will the course's assessment and planning activities be built upon for future courses?
- How will data from the course's assessment and planning activities be shared with members of the community?

CASE STUDIES

The following case studies focus on key themes related to the process of establishing and assessing learning outcomes.

COMMUNITY-BASED PARTICIPATORY RESEARCH: THE BALTIMORE SAFETY NET ACCESS PROJECT

Submitted By Johns Hopkins University

Background:

Medical students in the Soros Service Program for Community Health summer internship are required to conduct a community-based project that treats education, research, or service-enhancement based. For the summer 2001 class, the consortium of community-based organizations that host the students decided to conduct a needs assessment and access to care survey at their eight sites. The goal of this summer's project was to (1) use the surveys to identify the shared needs and issues of safety net providers (homeless shelters, soup kitchens, community health centers, drop-in centers); (2) use this project to promote the collective advocacy interests of the group rather than as fragmented or isolated concerns; and (3) map issues and needs specific to each organization that can be useful to their own fund-raising and internal assessments. The result was a comprehensive report on the availability of services and unmet needs in Baltimore city (www.soros.org/baltimore/assets/2001_access_report.htm).

Project description:

The project itself consisted of three phases: (1) survey development; (2) data collection and analysis; and (3) findings dissemination. The consortium developed a standardized survey that included the option for each community group to add specific questions unique to their organization or population of clients. To create a consistent and effective approach to surveys, students assigned to each community site for the summer were trained by foundation staff on how to conduct the surveys and were supervised by the community mentor at that site. Once the anonymous surveys were completed, they were brought to the foundation where they were entered into a database for analysis. Periodic updates of the descriptive data were circulated electronically to the community consortium for feedback and interpretation; the final report and recommendations were shared prior to its release. During the last two weeks of the internship, the students participated in media training workshops in preparation for a scheduled press conference where they presented the results. Each site also received a report of survey findings collected at their specific site. This was prepared by the assigned students as part of their final project.

Outcomes:

Each student conducted between twenty and thirty interviews over the course of the internship, for a total of 225 surveys. The final report identified significant and multiple medical and mental health co-morbidities and unmet service needs among respondents, described the critical role the safety net organizations play in keeping them alive and functioning, as well as some of the funding challenges facing these groups. The press conference where the findings were presented was covered locally by three television stations and two newspapers, and nationally by NPR and the Associated Press. In addition, the findings were used in congressional testimony later that summer on related proposed legislation.

Case Study Questions:

- This program is a summer program and is not tied to a specific course. Given the limited time frame for the project, describe the roles of students and community members. Are there lessons learned from this case study that could be applied in your course?
- This program utilizes participatory research as a core component. How might this approach be incorporated into the course you are developing?
- How might you make the course policy-relevant? How might the media help and/or hinder this process?
- How might you balance the individual needs of each consortium member with the benefits of a more unified or collective/larger project?

SERVICE-LEARNING, AS TAUGHT BY STUDENTS

Submitted by Allegheny College

Allegheny College, in northwestern Pennsylvania, reaches many students through courses based in service-learning, and also allows for service-learning courses to be led by students themselves. These student service leaders (SSLs) take a two-part course, Service-Learning: Theory and Practice, that first teaches them the basics of service-learning and later requires them to pair with a faculty member interested in integrating service-learning into his/her curriculum. The SSL meets with a faculty member to outline the course objectives, which will later help them work collaboratively to implement service-learning into the syllabus. The SSL is also responsible for seeking out and discussing the project ideas with potential community partners and discussing the goals and objectives of those organizations

Once several community connections have been made, the syllabus is developed and the SSL assists the professor in choosing appropriate methods of reflection, based on individual needs and capacities. Early on in the semester, the SSL leads a class period to introduce the students to the idea of service-learning and discusses the significance of this paradigm. The SSL is also responsible for preparing a student survey and pre- and post-evaluations to document any changes in student opinion or perspective from the time the class begins to the time that it ends.

Case Study Questions:

- What are the potential advantages of having students participate in designing service-learning curricula?
- What do you see as potential resistance or roadblocks to faculty acceptance or participation in this method of curriculum development? How could these be overcome?

CHECKLIST FOR THIS UNIT

The following checklist provides key components or "action" items for selecting your learning resources and texts. Have you designed a course that:

- ❑ Is built based on a shared definition of a service-learning experience among program partners?
- ❑ Is built on a shared understanding of the service-learning among program partners?
- ❑ Incorporates reflection as an active and effective learning component in the course?
- ❑ Has the type of placements, projects or activities that facilitate the service and learning related objectives of your course?
- ❑ Is appropriate for achieving specific and selected course objectives in a community setting?
- ❑ Has an appropriate format for the service and learning components?
- ❑ Incorporates appropriate assessment strategies?
- ❑ Is feasible in terms of time, staff expertise, and facilities available within and outside of the school?
- ❑ Is feasible in terms of community expectations?
- ❑ Is optimal in terms of students' learning the content?
- ❑ Allows students to develop their critical thinking skills?
- ❑ Is capable of fostering in students openness to new experiences, tolerance and acceptance for diversity?
- ❑ Is capable of allowing students and the community to address community interests?
- ❑ Provides meaningful opportunities for involving students and community partners in contributing to the development of the course and activities?

- ❑ Includes opportunities for involving students and community partners in planning and implementing community activities? (This applies only to courses that include planning and implementation activities).
- ❑ Incorporates the necessary activities for setting priorities? (This applies only to courses that provide opportunities for setting priorities.)

SUGGESTED WEBSITES AND ONLINE RESOURCES

W.K. Kellogg Foundation Logic Model Development Guide

Student Focused Service-Learning Course Design
Mott Community College

A Service-Learning Approach to Developing Skills to Assess Community Health Needs
Illinois State University

Asset-Based Community Development Institute (ABCD). The ABCD, established in 1995 by the Community Development Program at Northwestern University's Institute for Policy Research, is built upon community development research by John Kretzmann and John L. McKnight. The Institute spreads its findings on capacity-building community development in two ways: (1) through extensive and substantial interactions with community builders, and (2) by producing practical resources and tools for community builders to identify, nurture, and mobilize neighborhood assets. http://www.ccph.info

Break Away. Break Away trains, assists, and connects campuses and communities in promoting alternative break programs.

Community-Campus Partnerships for Health (CCPH). The CCPH website provides a comprehensive selection of resources and publications that are dedicated to service-learning, partnership building, community-based research and more.

Campus Compact. Campus Compact supports campuses and individual faculty members as they develop their capacity to design courses, programs, and projects that produce and transmit knowledge as they serve the public good. Their knowledge resources help campuses build infrastructure to enable and encourage teaching and scholarship that serves communities.

Narrative Medicine. The goal of the Narrative Medicine Program at Columbia University is to fortify medicine with ways of knowing about singular persons available through a study of humanities, especially literary studies and creative writing. To reach this goal, the Program attempts to train physicians and medical students in such narrative skills as close reading of literary and clinical texts, writing about patients in ordinary human language, and reflective autobiographical writing to reveal the self.

SUGGESTED READINGS

Coles, R. (1993). *The Call of Service: A Witness to Idealism.* New York, NY: Houghton Mifflin Company.

Connors, K., Seifer, S., Sebastian, J., Bramble, D., and Hart, R. (1996). Interdisciplinary collaboration in service-learning: Lessons from the field. *Michigan Journal of Community Service-learning*, 3: 113-127.

Driscoll, A., Holland, B., Gelmon, S., Kerrigan, S. (1996). An assessment model for service-learning: Comprehensive case studies of impact on faculty, students, community, and institutions. *Michigan Journal of Community service-learning.* 3, 66-71.

Eyler, J., & Giles, G. (1999). Program characteristics of effective service-learning in *Where's the learning in service-learning?* San Francisco, CA: Jossey-Bass.

Eyler, J., Giles, D., & Schmiede, A. (1996). *A practitioner's guide to reflection in service-learning:Student voices and reflections*. Nashville, TN: Vanderbilt University.

Goldsmith, S. (1995). *Journal reflection: A resource guide for community service leaders and educators engaged in service-learning*. Washington, DC: American Alliance for Rights and Responsibilities.

Hak, T., Maguire, P. (2000). Group process: The black box of studies on problem-based learning. *Academic Medicine*, 75: 769-772.

Kolb, DA. (1984). *Experiential learning: Experience as the source of learning and development.* Engelwood Cliffs, NJ: Prentice-Hall.

Kretzmann, J. & McKnight, J. (1993). *Building communities from the inside out: A path toward finding and mobilizing a community's assets.* Chicago, IL: ACTA Publications.

HANDOUT: CONTINUUM OF COMMUNITY-BASED LEARNING EXPERIENCES

This matrix has been designed in order to assess which courses and learning experiences have the potential to promote student learning and community benefits. Advancing towards the end of the spectrum – column 5 – increases the potential for creating meaningful student learning experiences and community partnerships. This matrix can be used during partnership planning and curriculum development meetings. This matrix has been adapted from Community-Based Public Health: A Partnership Model, edited by Thomas Bruce and Steven Uranga McKane. Copyright, 2000. Permission granted by the American Public Health Association.

Criteria	1	2	3	4	5
Course goals	Community-based competencies are mentioned in course goals and objectives	Strategies to develop community-based competencies are described	Strategies to develop community-based competencies are strongly emphasized	The development of community-based competencies is a central component of the course	Primary goals of the course are to develop community-based competencies
Partner	Primary Care Treatment Facility, e.g., hospital	Primary Care Prevention Center, e.g., community health center	Agency working with community members	Community group in coordination with an institution	A grassroots group, serving vulnerable populations
Exposure	In the community one time to observe	In the community partial time, e.g., a section of the class	Frequent visits to the community	On-going regularly scheduled visits to the community	In the community full time in order to enhance partnerships
Product	A single presentation to community members	A student-initiated report to be used by a community organization or institution	A report, tool, or educational material to be used by the community, developed with some community input	A report, toolkit, or educational material developed with substantial community input	A community-initiated product with sustainable value, reflecting an understanding of local assets, created in partnership with students

Classroom	Focus of class is community-based issues and work, but no time spent with community members	Course occasionally brings people of the community into the classroom to participate	Course regularly brings people of the community into classroom to participate	Faculty and community members together develop and plan a course that includes regular community participation	Faculty and community members in partnership to teach an interactive class, integrating students from several departments
Disciplines	One faculty teaching community issues from the perspective of a single discipline	One faculty member teaching a multidisciplinary approach focused on community-based health	Joint teaching by faculty from at least two disciplines	Faculty from different disciplines structure a course with content from different disciplines	Faculty from different disciplines structure a course that goes beyond the parallel use of different disciplines to engage in multidisciplinary inquiry

HANDOUT: COMMUNITY RESOURCES AND ASSETS

This handout provides a list of possible community resources that may be helpful in defining the assets and capacities of your community health and planning efforts. It will assist in setting the criteria for your objectives as well as prevent duplicate efforts. Additionally, it will identify strengths that may be used to your advantage and weaknesses that may need addressed. We strongly encourage you to visit the site of the Asset-Based Community Development Institute, located at the Institute for Policy Research at Northwestern University. A variety of workbooks and publications are available that provide direction in developing asset-based approaches toward community solutions.

PRIMARY BUILDING BLOCKS

Individual Assets

- Skills, talents, and experience of residents
- Individual businesses
- Home-based enterprises
- Personal income
- Gifts of labeled people (handicapped, mentally ill, etc.)

Organizational Assets

- Associations of businesses
- Citizens associations
- Cultural organizations
- Communications organizations
- Religious organizations

SECONDARY BUILDING BLOCKS

Private and Non-profit Organizations

- Higher education institutions
- Hospitals
- Social services agencies

Public Institutions and Services

- Public schools
- Police
- Libraries
- Fire departments
- Parks

Physical Resources

- Vacant land
- Commercial and industrial structures
- Housing
- Energy and waste resources

POTENTIAL BUILDING BLOCKS

- Welfare expenditures
- Public capital improvement expenditures
- Public information

HANDOUT: COMMUNITY ASSET MAP

This Community Asset Map can be used throughout the process of community planning and assessment. This map highlights the possible resources and assets that you may involve in the community and planning process. We strongly encourage you to visit the site of the Asset-Based Community Development Institute, located at the Institute for Policy Research at Northwestern University. A variety of workbooks and publications are available that provide direction in developing asset-based approaches towards community solutions. This handout showcases the many different assets that may be based in your local community.

INVOLVED INSTITUTIONS

Well-attended community-based churches

Service clubs

Interactive neighborhood theatres and cultural museums

Business associations

INVOLVED COMMUNITY

Phone trees

Newsletters

Regular meetings of the neighborhood association

Relationship between neighbors and police

INVOLVED RESIDENTS

Block captain

Garden/book clubs, etc.

Strong P.T.A.

Interest in block parties

Neighborhood co-ops

Active neighborhood watch

Intergenerational activities

Community bulletin board

Relationship between neighbors, cities and elected officials

School-to-community relationships

Thriving neighborhood-oriented businesses

Hospitals dedicated to community interests

Community centers with diverse participants and activities

UNIT 6: CRITICAL REFLECTION

This unit provides an overview of critical reflection and reflective activities that are an essential part of learning from community-engaged experiences.

HANDOUTS

- Journal Writing Guidelines – A Sample Form

WHAT IS CRITICAL REFLECTION?

Experiential learning, including service-learning, problem-based learning and community-oriented primary care curricula, is built on the foundation of action-reflection theorized by John Dewey and David Kolb. According to Dewey (1938), "Experience and education cannot be directly equated to one another. For some, experience can be mis-educative." In order for students to make deep connections between the service experience and the course content, they must engage in critical reflection (Crews, 1999; Eyler & Giles, 1999; Ribek, 2000; Bringle & Hatcher, 2003; Ash & Clayton, 2009). Critical reflection, in the context of service-learning (and, indeed, all experiential pedagogies), is "a process of metacognition that functions to improve the quality of thought and of action and the relationship between them" (Ash & Clayton, 2009, p. 27).

Critical reflection, when thoughtfully designed, offers a mechanism to generate, deepen, and document learning (Ash & Clayton, 2009). Beyond that, critical reflection offers students a mechanism to explore their values and beliefs, challenge and deconstruct stereotypes, and consider present and future action based on their experiences. Finally, critical reflection should occur throughout the course and be structured such that it provides a means for both formative and summative assessment.

Critical reflection activities should (Bringle & Hatcher, 1999):

1. clearly link the community based experience to the course content and learning objectives
2. be structured in terms of descriptions, expectations, and the criteria for the assignment
3. occur regularly through the semester
4. allow for feedback and assessment by the instructor
5. include the opportunity for students to explore, clarify, and alter their personal values

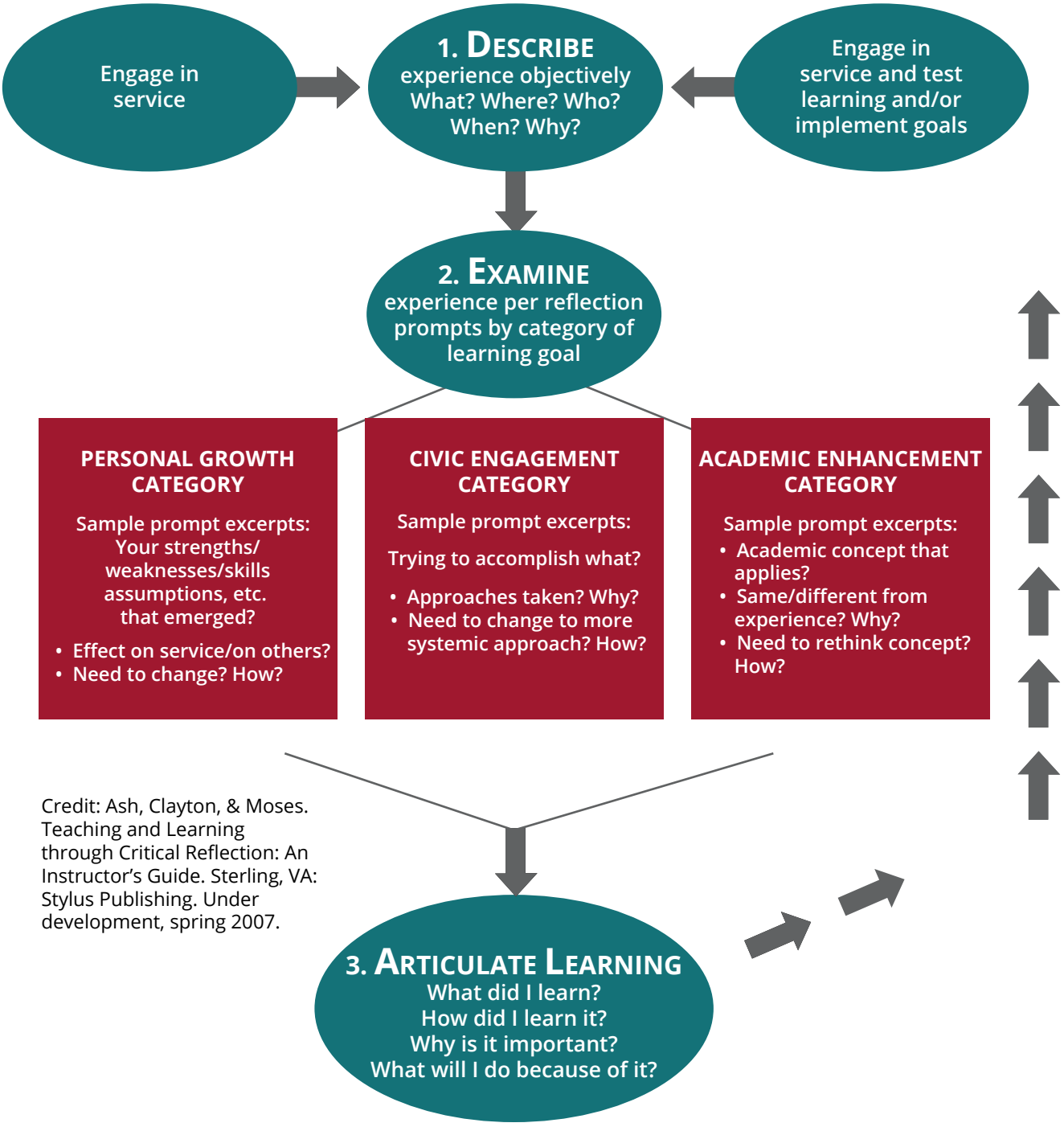
Reflection models:

The Kolb model suggests that when one learns from experience, one goes through a three-step cycle: (1) start with a concrete experience, (2) consider reflective observations, and (3) process information through abstraction and conceptualization. The key is to encourage students to base their reflection on concrete experiences, given that many individuals in academic environments have a tendency to leap prematurely into theoretical or conceptual discussions. Grounding students and connecting them back to real experiences is key for reflection exercises to be worthwhile.

Ash and Clayton's D.E.A.L. model builds on Kolb to deepen learning and encourage students to prepare for further action. D.E.A.L. stands for Describe, Examine, and Articulate Learning. In this process, students:

1. Describe their service experiences in an objective manner, including as much concrete detail as possible
2. Examine that experience in the context of course learning objectives
3. Articulate their learning, including goals for future action in the service experience to improve and refine their learning

SCHEMATIC OVERVIEW OF THE DEAL MODEL FOR CRITICAL REFLECTION



Credit: Ash, Clayton, & Moses. Teaching and Learning through Critical Reflection: An Instructor's Guide. Sterling, VA: Stylus Publishing. Under development, spring 2007.

Reflection activities:

A variety of methods and tools can be used to foster reflection among students including dialogue, journaling, photo-journaling, directed writing assignments, and exams, just to name a few. Reflection activities should be conducted before, during and after the community-based experience. Reflection activities can be conducted alone, with classmates and with community partners. Below are examples of reflection activities. The instructor should select reflection activities that best promote student learning for a particular course. We encourage instructors to engage community partners in these reflection activities. For example, community partners can facilitate group dialogue in the classroom or at the community site.

Group dialogue: Whether in person or electronically, students can engage in active discussions that allow them to share their perspectives and experiences. Through the course of open and honest discussion, students are encouraged to discuss their values, beliefs and stereotypes related to the community service experience and the population they are working with. In addition to campus-based faculty, community and/or student leaders can serve as facilitators.

Journaling: Several different types of journaling techniques are practiced. To maximize reflection and learning, structured journaling in which students refer to a set of questions to prompt their thinking about their activities, feelings, perceptions, values, and attitudes is recommended. Students can submit their journals on a weekly or monthly basis. Instructors can respond to statements or elicit more thinking about a statement by writing notes or questions in the margins. One interesting approach to journaling is to ask students to pick out journal passages that reflect their transformation during the course, and to write an essay about that transformation.

Photo-journaling or video production: This technique allows students to take pictures or use video to document events and interactions within the community that help convey the community service experience and the learning that has occurred. *Photo-journals can be a reflective process and product, or can form the basis of a presentation or essay that elaborates further on the service and learning.* A note of caution: While this technique is useful for students who prefer to use art as a form of expression, it is important to receive permission from members within the community to take photos. For example, photos taken within a clinic setting will infringe on a patient's confidentiality. If possible, photos or videos may be used in future course assignments with student permission. For example, if a student produces a video on a community health center, then this video could be used for future class assignments and discussions.

Directed writing assignments: Students are asked to reflect on their service within the structure of course content. Instructors may structure questions identifying a section from class readings or the textbook (i.e., quotes, statistics, concepts). For example, students might be asked to connect their service experience with a competency requirement within their profession, such as improved communication skills, or skills in interdisciplinary collaboration. Students may describe how well they have achieved this competency as a result of their community-based experience, and what they may need to do to improve this skill. Students may need to provide evidence that they have achieved this particular competency. Another approach for a directed writing assignment includes asking the students to create and respond to their own directed questions.

Exams: Faculty may design exams that include at least one essay question that draws from the material they are being tested on and asks students to connect this to their community-based experiences.

Key Takeaways:

1. Critical reflection is a valuable way to achieve learning objectives and professional development.
2. There are many forms that reflection can take, ranging from the informal to the formal. However, the key for any critical reflection assignment is that it is challenging, grounded in concrete experience, requires critical thinking, and inspires interest in the learning.

SUGGESTED WEBSITES AND ONLINE RESOURCES

Digital Storytelling as Critical Reflection
Oklahoma City University

What Makes Service-Learning Unique: Reflection and Reciprocity
Faculty Focus

Community Service-Learning Center
University of Minnesota

Critical Incident Questionnaires for Critical Reflection
Oklahoma City University

Emotion in PBL & Service-Learning
SUNY Cortland

HANDOUT: JOURNAL WRITING GUIDELINES- A SAMPLE FORM

This sample form is adapted from *A Faculty Manual for Integrating Service-Learning in Health Education* written by Kerri Ribek.

Overview. Keeping a journal will be an important part of your learning experience. By having you think about what you are doing and what you are learning from the experience, the writing of a journal can increase the amount you actually learn. It can also make you aware of what you don't know, so that you can direct your efforts towards finding out more.

Instructions: Do a journal entry each time you work at the community site. Take a few minutes before you leave the site to make your entry or do it within a few hours of your experience to facilitate making an accurate entry. Journals will be collected on the dates indicated on the Course Outline. Each journal entry should include all of the following elements. Please clearly divide each entry into the following categories.

1. Date and hours worked (1 point)
2. Objective Description of your experiences (5 points)
   - What happened?
   - Write a factual account of the behaviors you observed that does not include your opinion.
   - Write at least 100 words.
3. Interpretation/Explanation (8 points)
   - Now try to understand the behaviors you described above in #2. Use principles and concepts from the course reading material and lectures in making your interpretations.
4. Personal Opinions/Feelings and Learning (4 points)

   Thoughts/opinions. Interpret what you saw and heard today. What does it mean to you?

   Feelings. Use emotion words (i.e., happy, surprised, frustrated) to describe your feelings.
   - What knowledge and/or skills did you acquire today?
   - What did you learn about yourself?
   - What did you learn about others around you?

Please write clearly. Your journal provides important evidence of what you are learning from your experience. Your journal is also a very important source of information for writing your Final Project Report.

- Each journal is worth a total of 18 points and the following criteria will be used to evaluate your journal and allocate points:
- Entries respond to all four items listed for the journal above. Objective Description and Interpretation/ Explanation are clearly distinguished from each other. Clear connections to course principles and concepts are made. Points may be deducted for each of the following: You are not present to participate in the class discussions based on the journal (3-9 points). And/or your journal is not handed in on the due dates (3-9 points deducted).

UNIT 7: DESIGNING COURSE EVALUATIONS AND IMPROVEMENT PLANS

"Great discoveries and achievements invariably involve the cooperation of many minds."

–Alexander Graham Bell

COMPETENCIES

After completing this unit, you will be able to:

- Identify the purposes of evaluation.
- Identify key course stakeholders and the critical information they need to know for decision-making.
- Write an evaluation plan for a service-learning course.
- Identify methods for measuring outcomes.
- Identify meaningful roles for students and community partners in the evaluation process.
- Document evaluation findings for effective dissemination.
- Use evaluation findings to improve the course.
- Enhance your understanding of student assessment plans presented in Unit 4.

WORKSHEET

- Designing Course Evaluations and Improvement Plans

INTRODUCTION

A critical component of service-learning is the development of course evaluation and improvement plans. Service-learning experiences provide exciting opportunities to evaluate and assess student learning outcomes, as well as to examine community, faculty, institutional, and partnership-related outcomes. Evaluation plans that are comprehensive and multi-tiered offer a full picture of the impact of service-learning courses and activities on the learner, the campus, and the community. The purpose of this unit is to present a strategy for conducting a comprehensive evaluation. It provides a blueprint for planning approaches to assess service-learning course outcomes on multiple stakeholders. Readers may also wish to review Unit 4 to enhance or refresh their understanding of student assessment, a core component of any overall course evaluation.

UNDERSTANDING EVALUATION

Michael Patton, an evaluation expert, defines evaluation as "the systematic collection of information about activities, characteristics and outcomes of programs, personnel and products to use to reduce uncertainties, improve effectiveness and make decisions." In a free association exercise, participants in a service-learning institute described evaluation as "paperwork," "grading," "taking stock," "statistics," "accountability," "reviewing negatives," "feedback," and "changing course." Essentially, evaluation is often viewed as something that people are interested in and want, but tend not to want to do. However, evaluation is something that all educators are already doing all of the time, even if their actions aren't explicitly defined as evaluation. Thus, it is critical to see evaluation in a new light, as a "consistent focused practice," that can be connected to the work that they do every day. Furthermore, evaluation should be seen as a means rather than an end—a means to learn, improve, and understand.

DESIGNING EVALUATION

Service-learning practitioners should engage in evaluation at the start of each program or class. One strategy is to initiate evaluation planning by taking the "blue sky" approach—that is, by asking what you would want to know if you could know absolutely everything about the students, the class, the partners, the community, and the clients. One approach to answering this question is to focus *internally,* and establish at the beginning what the target outcomes of the course are, what decisions will need to be made, and what information will be needed to make those decisions. Another approach is to focus more *externally* and to determine out of all the stakeholders that are involved or impacted by service-learning, who are the most important in terms of supporting and sustaining the service-learning program and what questions are most important to them. This requires decisions about whether funders, course directors, other faculty, university administration, community partners and their clients, local businesses, students in the course, other students, local institutions, the community at large, and other groups are the most critical *to the program* in terms of answering their questions and meeting their interests. For example, it could be helpful to ask if it is more important for other faculty to see service-learning as something that is worth their time and effort, or if it is more important for the university to feel that their reputation in the community has improved as a result of service-learning classes. Or, it could be helpful to ask if it is more important for students to develop a better understanding of how to motivate children to follow healthy diets, or if it is more important for the community partner to feel that they have been provided access to new resources. All of these issues are "important" and all of them speak to the issue of "sustainability" of service-learning programs. However, it is up to service-learning practitioners and partners to distill the *relative* importance of these stakeholders and their needs when designing evaluation plans, especially in regards to a key CCPH partnership principle that challenges service-learning practitioners to find ways to *share credit* with their partners for the accomplishments of the service-learning initiative.

When embarking upon evaluation design, it is vital to reflect the collaborative nature of service-learning and to avoid thinking of evaluation with only one mindset or only one framework. Evaluation should be sensitive to pluralist paradigms in terms socioeconomic status, ethnicity, lifestyle, life span, and so on. For example, in some cases, instead of measuring the number of hours a student has spent or the number of clients a student has interacted with, it's more important to understand the student's level of engagement and whether or not the student really understands the differences and cultural or ethnic backgrounds of the people the student is working with. To do this, it is critical to integrate feedback and data from multiple sources, including community partners, their clients, and others.

Lastly, an evaluation plan must be realistic and the data that is used must reliable and of high quality, however that is defined. The process of prioritizing stakeholders and information needs must be supplemented by an assessment as to what can realistically be collected and analyzed, given budgetary and organizational constraints. Furthermore, while informal conversations with partners may provide invaluable insights on how to refine service-learning courses, some stakeholders may only consider hard numbers (vs. anecdotal evidence) when judging the success of service-learning. There is a need to decipher, once information needs are defined, whether that information should be collected in-house or by a third party, and in qualitative or quantitative form. Then, the methods of data collection need to be decided upon, whether they are interviews, focus groups, online surveys, written questionnaires, and so on weighing the potential for each method to yield high-quality data.

As a means to maximize available resources, service-learning practitioners are encouraged to consider whether or not the information gathered has to be primary in nature, or whether secondary sources of research and

existing data can be leveraged in the evaluation process. Service-learning practitioners are also encouraged to reach out to colleagues to see if resources such as questionnaires or survey forms that were previously created could be refined or reused for their purposes. As much as possible, it is suggested to use data that is already being collected within the course of the program and to view evaluation as just "good information management."

CLOSING THE LOOP

It is essential to think realistically from the very beginning to determine if the data being collected would actually be *used* and incorporated into curriculum and program design. Even if stakeholders are interested in the information, if practitioners are not dedicated to *reflecting* on evaluation results and integrating those lessons and insights into their program, then that data collection will simply not be a worthwhile use of resources. Service-learning practitioners need to "close the loop" for assessment—otherwise, evaluation just becomes useless and expensive data gathering.

Service-learning practitioners are advised to be on the lookout for any *"unintended consequences"* of the program that might emerge during evaluation processes. Sometimes, the most significant impact of a service-learning program may not have even been planned or expected. For example, consider the unintended positive results of bringing pharmacy students into a local school whose student population tended not to have potential role models come into their lives very often. In this example, strong bonds formed between the pharmacy students and the children and the positive benefits of these children being exposed to new role models was one that was not highlighted in the evaluation planning process. Thus, the message here is that while rigorous evaluation planning is important, it is also important to be open and flexible as to noticing and analyzing unexpected results of a program, whether positive or negative.

Lastly, evaluation should be seen as inextricably linked to program sustainability. Focused evaluation can keep a program in "continuous program improvement mode." In other words, continuous quality improvement is "part and parcel" to sustainability.

Key Takeaways:

1. Evaluation is just good information management and should be embraced and planned for from the beginning.
2. If service-learning practitioners do not "close the loop" with assessment and integrate findings into program and course design, then the evaluation data is not worth the time it takes to collect.
3. Focused evaluation is linked to continuous quality improvement and thus sustainability.

Why do an assessment of a service-learning course?

Evaluation is key to the sustainability of service-learning. It clarifies priorities, enhances accountability and impacts accreditation. It also conveys results to stakeholders and the public, supporting the case for additional funding, expansion, growth and possible redirection. Assessment helps identify any changes that should be made, and motivates participants by documenting progress and gains.

Think 'early and often' when planning for assessment. Effective assessment is not an afterthought – it's an integral part of the entire process of partnership. It does cost money, and it may even be a significant part of the budget, but it's absolutely essential to the ongoing success of the partnership. Keep in mind that assessment doesn't necessarily have to be a scientific evaluation conducted at the conclusion of a project: it's more beneficial in some cases to take the 'weekly quiz' approach instead of focusing on the 'final exam' to gauge progress.

Strategies and methods for measuring outcomes

1. In developing plans for assessment, it's important to set realistic goals. Clarify each partner's objectives, and be clear and realistic about commitments of time, personnel and money. Try to work through any potential misunderstandings or differences early on and clearly state who is responsible for what. Remember that partnership is a 'gain/gain' proposition; by identifying and focusing on the mutual goals of the community and institution, both sides stand to gain something.

2. Don't overlook process evaluation. Incorporate into the assessment an evaluation of how you're conceptualizing, planning, implementing and operating. This can lead to process improvements that ultimately affect the project's outcomes.

3. In order to establish credibility and objectivity, designate an evaluator who isn't directly involved in the partnership, though it helps if the person or team is associated with the institution side of the partnership. Credibility is an important factor when presenting and working with potential funders.

4. Only pursue assessment if you're going to do something with the results.

Following is a helpful set of questions that, when answered with detailed specifics, may assist you in preparing for effective assessment.

Outcome Sought	University or College	Community
Who		
What		
Where		
When		
Why		
How long		
How much $$$		
Funding source		
Potential Next Steps		

Then ask yourself these questions. Remember to be specific.

- How will I know if this partnership has achieved my goals and my partner's goals?
- Has this program made a difference in the community?
- Have the students learned something? What?
- How could I do it better next time?
- What are the next logical steps?

TIPS FOR GETTING STARTED

How will you know when the service-learning course has positively contributed to student learning and benefited the community? How will the evaluation findings contribute to continuous improvement of the service-learning course? These tips offer a general but comprehensive overview of learner assessment, course assessment and course impact in community settings.

Ask the question: Whom should the evaluation serve? Before jumping into the development of an evaluation plan, it is important to articulate the purpose of the evaluation, and to whom the evaluation should serve. Is the evaluation meant to satisfy the funding source of your efforts, or is the evaluation meant to satisfy a different entity, such as the academic institution or community agency involved? You answer(s) may imply very different incentives, processes and rewards.

Ask the question: Who are the stakeholders involved in the evaluation and what will they want to know? Make a list of the different stakeholders and determine through an identified process, the key issues they would like to see as a result of the evaluation. Consider using mixed methods (e.g., qualitative and quantitative) since some stakeholders will find stories more compelling and others will find "hard data" more compelling.

Determine the priority areas of the evaluation. It is very easy to over commit to the process of evaluation. Early in the process, it is important to prioritize the most important issues that you wish to evaluate both short and long term. In this way, you are able to remain focused on maintaining the program, while also conducting an important evaluation. Striking this balance is important to the long term success.

Identify important logistics and appropriate policies for conducting the evaluation. As part of the evaluation, it is important to analyze logistical issues, including certain policies or procedures that will be necessary for conducting the evaluation. Does the evaluation or related research need approval by the Institutional Review Board or a Community Review Board (you may need to determine if an agency like this exists in the community) before moving forward? What is the timeline for related approvals? **Addressing these questions is critical**; poor follow-up on evaluation protocol can jeopardize trust between partners and, more importantly, potentially compromise participants involved in the evaluation.

Determine the costs of the evaluation. How will the evaluation be supported? What resources are available? Who will conduct the evaluation? When possible, it is important to create an evaluation budget before evaluation plans are implemented. Suggestions for sources of funding are outlined in Units 8 and 9

Develop a system of building continuous improvement into the evaluation plan. There are several techniques you can use to continuously improve the course from the perspectives of students, faculty, and community partners. For example, you may wish to: 1) hold regular reflection and feedback sessions with all course participants; 2) ask all course participants to complete an anonymous survey asking them what worked, what didn't work, what they would change and how; 3) host regular meetings to identify issues and encourage group problem-solving; 4) provide a course "suggestion box" to encourage course participants to share their ideas for course improvement; and/or 5) ask recipients of service how they benefited from the student's efforts (i.e., satisfaction surveys). Information related to constructive feedback techniques can be found in Unit 4.

Collect relevant information for your evaluation early. It is important to collect relevant information early in the evaluation process. This could include stories and anecdotes that are shared by students, faculty, or community leaders, and evaluation findings and tested surveys implemented for service-learning courses. Having this information early on will support course planning, implementation and improvement.

Review the evidence base on service-learning outcomes. When evaluating a service-learning course, it is important to stay informed about the latest service-learning research and evaluation methods and findings. There is no reason to reinvent the wheel in developing assessment instruments, for example.

Capitalize on existing opportunities to collect evaluation data. Draw upon existing data sources such as course evaluations, alumni surveys, and required first year student orientations (i.e., a questionnaire can be distributed at the orientation to obtain baseline information on attitudes).

Identify ways to involve community partners at all levels of the evaluation and assessment plans. It is important to draw from the perspectives of community members and partners throughout the evaluation process. In fact, there should be maximum community involvement at all levels of the evaluation and assessment plans, if possible. Community members can shape the design of the evaluation and also inform desirable outcomes for the community. In addition, community perspectives are essential towards understanding student effectiveness in the community. Feedback from community partners concerning student (and faculty) effectiveness in the community can occur through formal or informal methods. Additional information related to community role and involvement in student assessment is discussed in Unit 4.

Develop realistic goals and outcomes that are meaningful to stakeholders. Goals and outcomes should be realistic, measurable and relevant to key stakeholders. It is important to understand that there are other variables, in addition to the actual service activity, that affect change. Avoid over-emphasizing the role of the service activity in creating change. If students are involved in a semester course, how much change can realistically take place in this time frame? Consider developing short term and long term goals to safeguard against over-ambitious expectations of the course and activities. Unit 4 provides information on establishing student objectives and outcomes that may be helpful.

Establish the course goals. One of the first steps in developing an evaluation plan includes determining the course goals and objectives. In other words, what is the course trying to achieve? If your goals have already been developed, you may wish to review or refine them before moving forward. Goals are the ultimate results of the project, sometimes unreachable in the short-term. They are usually written in broad-based statements which outline the results of changes being undertaken. An example of a course goal is:

> *To equip undergraduate students with an understanding of the democratic process and civic roles and responsibilities while contributing to solving community-identified problems.*

Establish the course objectives. The course objectives – both qualitative and quantitative – should be derived from your goals; they should directly reflect the desired impacts. The objectives should state the outcomes to which you will be held accountable. Depending upon the nature of the evaluation, you may consider developing process or outcome objectives. Process objectives address the process of operating a program and how work will be accomplished to produce a specific outcome. Examples of process objective are:

> *To host weekly tutoring sessions for elementary school students.*
>
> *To sponsor ten parent education classes with an average of twenty attendees each during the semester.*

Outcome objectives focus on the end products of a program, although a spectrum of outcomes may exist during the course of a program. Setting the "how big" component of an objective requires careful consideration and expert knowledge in the area of service being provided. An example of an outcome objective is:

> *To improve the oral communication skills of 50 undergraduate students as measured by self-ratings and ratings by elementary school teachers and students,, to be administered before and after participation in the course.*

The objectives should focus on each of the impact areas of the course, using both outcome and process objectives to the greatest extent possible. Courses may need to focus on process elements exclusively when they are important to achieving an outcome goal that cannot be assessed in the short term (i.e., one year). For example, if a program or course seeks to reduce truancy among youth, then an intermediate outcome measure might be how effectively the service-learning course is implemented or the impact of course activities on the youth's self-efficacy. Unit 4 provides more in-depth information concerning the establishment of course objectives. You may wish to review this section.

Determine what change should occur as a result of a program's efforts. As part of the evaluation plan, partnership members must determine the scope of change that will result from the course's efforts. For example, each objective should be written with the following components in mind, and in the context of larger societal issues or need:

- The product or service that will be provided;
- The intended result due to the service provided;
- A method of measuring the quality or impact of the work;
- A standard of success the course hopes to meet; and
- The number of individuals who benefit.

As mentioned earlier in this unit, it is important to avoid over-estimating the expected change as a result of the service being provided during the course.

Link objectives directly to the activities of the course. Consider your objectives carefully to determine whether you have set objectives that will give the course an opportunity to demonstrate success. Objectives that are set too broadly, too narrowly, or off topic will hamper your efforts to show results. A proposed course may aim to accomplish many things, but it is important to distinguish between objectives that provide data that are "nice to know" and objectives that result in data that you "need to know." For example, imagine that students that are serving in an immunization outreach program are involved in distributing brochures about the program. Although the program staff may be interested in knowing how many brochures are distributed and what proportion are read, this is not an essential piece of information and is not an ideal program objective. A more critical objective might address the proportion of people being immunized who report having received the brochure and the proportion who report attending the clinic because of the brochure they received.

Establish community impact. Objectives related to community impact indicate positive changes expected in the community as a result of the service component of the course. The outcomes described in the objectives must reflect not simply inputs or processes (i.e., students provided 100 hours of mentoring), but more importantly, actual improvements in the problem identified by the program (i.e., improved knowledge). The following example highlights how this may be accomplished. (This example assumes that a baseline has been established).

Course Goal: Reduce physical fighting among adolescents.

> *Community Objective: to reduce incidents of violence during the school year by 50 percent through a conflict resolution training to 200 high school students.*

- The activity to be engaged in is conflict resolution trainings.
- The intended result is an increase in student understanding of conflict resolution techniques and a decrease in the incidents of violence during school.
- The method of measure is pre-post surveys of students and teachers.
- The standard of success is 70 percent of students reporting increased knowledge and teachers reporting an average of 50 percent reduction of the incidents of violence during school.
- High school students and 6 teachers will benefit.

Establish student impact. The objectives related to student impact should indicate changes in student growth and development, attitudes, knowledge and/or behavior as a result of involvement in the course. Unit 4 describes measuring student outcomes related to identified course competencies or tasks.

> *Student Learning Objective: To increase undergraduate students' understanding of the barriers that homeless individuals face in obtaining housing and social services, and of available community resources.*

- The activity is interviewing homeless individuals about their experiences and the community resources they have found helpful, and to compile those resources into a flyer to distribute at the city's homeless shelters.
- The intended result is improved student understanding of the barriers that homeless individuals face in obtaining housing and social services, and of available community resources.
- The method of measure of quality or impact is an essay describing what they learned and recommendations for needed services.
- The standard of success is satisfactory analysis of the policy issues;
- 30 students will benefit.

Establish institutional impact. Objectives related to the institutional impact should indicate the ways in which the program will affect an institution as a whole. They may articulate how service-learning teaching methodologies will be institutionalized; specify expected changes in institutional policies and the practices of faculty and administrators; or state outcomes related to the number, quality or sustainability of the institution's community involvement.

> *Institutional Objective: To create faculty development opportunities that result in service-learning courses being offered in multiple courses required for the engineering major.*

- The activity to be engaged in is faculty development workshops.
- The intended results are an increased knowledge of service-learning, how it can achieve core engineering competencies, and how it can be incorporated into engineering courses.
- The method of measure includes documentation of changes in course content/format, syllabi content analysis, pre- and post- test surveys of knowledge changes.
- The standards of success are 90 percent of engineering faculty reporting increased knowledge and 50 percent reporting intention to incorporate community service into their courses.
- Six engineering faculty members and about 60 students will benefit.

Consider hiring an external evaluator if possible or necessary. The question of hiring an external evaluator to conduct the evaluation is a common one. There are several advantages to having an external evaluation conducted. For example, the priorities of program staff can better focus on the development and

implementation of the program. It does not have to be costly to hire an external evaluator; in fact, you may wish to hire a graduate student who is studying program evaluation in a different department to work with the project as part of a doctoral dissertation or part-time job. In some cases, however, it may not be necessary to hire an external evaluator. Most service-learning courses do not usually have an external evaluator.

Determine the utilization of evaluation results. Early in the course of the evaluation activities, it is important to determine the utility of the evaluation results. The value of conducting an evaluation is different and unique for everyone. Will findings be used to make feasible changes in things that can be changed, such as improvements for the course? Do the findings challenge current philosophy or practice? Do they offer new perspectives? (Rossi and Freeman, 1993). Partners may wish to discuss the evaluation findings and how they can be used to change or improve the course the next time around.

Design a dissemination plan and disseminate the evaluation findings. The evaluation findings can help overcome course weaknesses, highlight successes and gain greater institutional and community support for the course. It is helpful to consider the potential audiences for the evaluation findings, including deans, curriculum committee members, course directors, funding agencies, students, and community partners. Evaluation findings can be communicated and disseminated in a variety of written and oral forms, including: attending and presenting at meetings and workshops; submitting articles to peer-reviewed journals; posting information about the evaluation on a website or electronic listserv, local community boards and newspapers; or presentations at local community meetings. Scheduling meetings with Deans, the school's development director or editor of the campus newspaper can be additional strategies for disseminating evaluation findings.

Consider opportunities for scholarship. Campus and community educators may consider ways that evaluation products, such as validated tools and findings can be turned into scholarly products. Refer to the websites and resources listed in the final unit within this curriculum for detailed information on opportunities to publish and present engaged scholarship.

Share credit and celebrate! After accomplishing a milestone, it is important to celebrate your success and recognize the contributions of program partners. This can be accomplished through community and institutional recognition events and sharing successes through news articles or other public forums.

REFLECTION QUESTIONS

- When you think of the terms, "evaluation" and "continuous improvement," what comes to mind?
- What concerns do you have about conducting an evaluation of your service-learning course?
- What resources do you need to conduct the evaluation; how will you and your partners go about obtaining those resources?
- What products could be developed and disseminated based on the evaluation?

CASE STUDIES

The following case studies focus on key themes related to the process of establishing and assessing learning outcomes.

THE FOLLOWING CASE STUDY WAS SUBMITTED THROUGH SAGINAW VALLEY STATE UNIVERSITY:

Overview

The 2014 students from Saginaw Valley State University (SVSU), in partnership with the Health and Human Services Council (HHSC) of Midland County, created and implemented a health survey to help inform health concerns in the county, address equity in access and preventative care, and create common "themes" based on data to help address countywide health issues and perceptions. The primary purpose of the research was to evaluate health behaviors and perceptions by community members of services and programs offered within the county. In addition, the purpose of this project was to develop a meaningful service-learning experience for students from Saginaw Valley State University.

Project Collaboration

During this project, students from the Health Science and Exercise Science programs were actively engaged in all aspects of the project. Their participation included the development of the survey instrument, recruitment of study participants at locations across Midland County, data analysis, the preparation of the final report, and dissemination of the findings of the study. Throughout this project, faculty held bi-weekly meeting with the student group to reflect on their experiences engaging the residents in Midland County and participating in the various aspects of the research process. The SVSU research team included five faculty from the College of Education, College of Health and Human Services, and the College of Business and Management and 15 students from disciplines within Health and Human Services. The team collected data from a representative sample across Midland County. Data collection occurred via online and paper surveys. Site-specific locations for data collection were determined in collaboration with the Health and Human Services Council (HHSC) of Midland County to maximize access for researchers to reach the target population. In order to reach all Midland County residents, the team used community centers, libraries, schools, churches, family centers, health care agencies, and local events to gather face-to-face surveys and/or promote the online survey.

Student Participation

The SVSU students were involved in all aspects of this process. The team used exiting US Census, state, and local data to ensure that the sample of ~500 was representative of all segments of the Midland County population and would generate quality data in rural areas and within the out-county population. In addition to the existing CDC and MDCH questions, the SVSU Team worked with HHSC to add questions that address preventative health and perceptions of quality of services in Midland County. Additionally, the SVSU Team paid close attention to subpopulations within the County including women of childbearing age, out-county residents, seniors, MI Health Plan participants, low-income residents, and any other subpopulation deemed necessary. Special focus was placed on the impact of poverty and its relation to health, which is important in addressing the growing poverty in Midland.

Impact

Through the partnership with HHSC, the community-engaged approach to the project, and the intentionality

around sharing results with HHSC and county residents, SVSU students experienced a unique and rich perspective of the health concerns within the community. The final report includes student perceptions of their service-learning experience, student reflections, along with in-depth community impact data. Based on the 2014 report submitted by SVSU students and faculty, the Health and Human Services Council is initiating a Community Health Improvement Plan focusing on three key priority areas: later in life quality, substance abuse/tobacco, and obesity/inactivity. This project is highlighted on the Midland County Dashboard.

PROGRAM IMPROVEMENT AND FEEDBACK

The following case study has been adapted from Partners in Health Education: Service-Learning by First Year Medical Students in *Creating Community Responsive Physicians: Concepts and Models for Service-Learning in Medical Education* (available: http://www.ccph.info).

Program overview

First year students at Dartmouth Medical School may elect to teach health at K-8 schools in the Dartmouth and Upper Connecticut River Valley region through the Partners in Health Education Course. This elective is offered twice each year, during the fall and winter terms of the medical school Year One curriculum. Students teach a minimum of five lessons to a single class of children in a public elementary school and participate in three seminars that feature teaching and classroom management techniques, peer collaboration and structured reflection…credit is awarded for successful completion of the course's activities.

Program improvement and feedback

Across its evolution, Partners in Health Education has existed in three distinctive formats, involving seven groups of medical students in more than 100 medical student-teacher pairs. The elective course described here resulted from participatory feedback and program responsiveness. Faculty, student leaders, teachers and evaluators all constantly gather information and feedback on the program and apply them to the course in progress, the upcoming course, and longer-range planning for the program. The processes that are used to gather feedback include:

- Two contacts per term between teacher-trainers and the program coordinator providing information on student performance in schools.
- Biweekly meetings of student leaders and the program coordinator on scheduling, seminar planning, teacher contacts, and medical student support.
- End of term oral and written feedback by medical students.
- An annual program evaluation by interested teachers.
- Course faculty meetings before each term and before each seminar.
- Ubiquitous access to and use of electronic mail by students and faculty.
- An annual program planning process that includes school representatives, student representatives, program faculty and administrators.
- Participation of program faculty in professional conferences and meetings on service-learning, participation of student leaders in local and national organizations on community service by medical students, participation of faculty in professional conferences and medical education improvement efforts, participation of evaluators in conferences and meetings.

Input from all of these external and internal sources is shared in regular team meetings and through program implementation contact.

The Partners in Health Education team is dedicated to the continuous improvement of the program so that it provides maximum benefit to participating medical students, teachers, children, institutions and communities.

Case Study Questions:

- In this case study, how might the children provide feedback to the medical students? How might other members of the community provide their input?
- What will be your process for soliciting feedback and improvement as part of the evaluation plan? What do you need in place for this to happen?
- How will your evaluation findings be used and disseminated?

EVALUATING COMMUNITY IMPACT THROUGH A COMMUNITY-BASED PARTNERSHIP INITIATIVE

The following case study has been adapted with permission from Janet Hamada, Development Director, Westside Health Authority.

"A partnership between the Westside Health Authority, West Suburban Medical Center (WSMC), West Suburban College of Nursing, Loyola University Chicago and other organizations was funded by the US Department of Commerce and WSMC to develop and implement a community-based initiative called Every Block A Village Online. The initiative was designed to provide residents of Chicago's Austin community with the skills and equipment needed to access Internet health and safety resources and address community concerns. Several goals were targeted by this initiative. Among them were aims to improve health, increase safety, and enhance the quality of neighborhood life by: 1) reducing the proportion of low birth weight infants born in the area; 2) reducing area emergency department visits through increased access to primary care and 3) introducing Citizen Leaders (CLs) to technology to be used as a tool for improving their communities. (Citizen Leaders were recruited from each block in Beat 1524 and asked for a commitment for service to their neighbors and provided with a WebTV unit and printer. They were trained in community processes and Internet skills and were contacted weekly to support their use of the new communication medium.) Health professional students have been involved in the initiative playing a variety of roles.

The project team used a participatory action research approach to evaluation [Participatory research is a partnership approach to research that equitably involves, for example, community members, organizational representatives, and researchers in all aspects of the research process; with all partners contributing their expertise and sharing responsibility and ownership to enhance understanding of a given phenomenon, and to integrate the knowledge gained with action to improve the health and well-being of community members (Israel, B., 2000)]. Information and data were gathered throughout the three years of funding and used to improve and shape the initiative to the needs of the community. The team tracked outcome data such as birth weight and use of emergency visits but also some process data on the daily impact of WebTV on the lives of Citizen Leaders. The team stayed in close contact with the CLs through meetings, focus groups, and telephone follow-ups to document uses of WebTV and stories. Some of the results suggest that the percent of low birth weight increased in a comparison community while the percent of low birth weight decreased in the target community. Data on the use of emergency room as a source of primary care are not sufficient to evaluate at this time. Follow-up data will be available later.

The process information collected provides valuable information on the impact of technology in the lives of community residents. Success stories and interesting anecdotes were recorded in ongoing fashion. Many community residents reported success in obtaining health, safety, and employment information both at home and at the Network Training Site. The project team has collected 450 success stories in a period of three years. These stories are listed on the home page (www.ebvonline.org) and are testimony to the improved quality of life experienced by CLs. In 17 percent of the reported stories, WebTV was used as a tool to take action to address a community or personal concern. Overall, over 50 percent of the web stories embraced issues related to a broad and holistic definition of health, including safe and clean environments, employment, and general quality of life."

Case Study Questions:

- In this case study, a participatory action research approach was followed to conduct the evaluation. How do you propose to conduct your evaluation? In what ways will it be similar to a participatory action research approach?
- How will you measure community impact in the evaluation of your service-learning course?
- What will be the process for collecting stories and anecdotal information for the evaluation?

CHECKLIST FOR THIS UNIT

The following checklist list provides key components or "action" items for developing your evaluation plan for your service-learning course. Have you:

- ❑ Identified important logistics and appropriate policies for conducting the evaluation?
- ❑ Determined the costs and timeline of the evaluation?
- ❑ Determined whom among the stakeholders the evaluation should serve?
- ❑ Developed a system of building continuous improvement plans into the evaluation?
- ❑ Considered ways to involve community partners at all levels of the evaluation?
- ❑ Determined the priority areas of the evaluation?
- ❑ Collected relevant information for the evaluation early in the process?
- ❑ Developed realistic goals and outcomes that are meaningful to the stakeholders?
- ❑ Determined what change should occur as a result of the course and program's efforts?
- ❑ Established community, participant, and institutional impact?
- ❑ Considered hiring an external evaluator if possible or necessary?
- ❑ Determined how the evaluation results will be used?
- ❑ Determined how and in what form(s) the evaluation findings will disseminated?
- ❑ Shared credit and celebrated your success?

SUGGESTED WEBSITES AND ONLINE RESOURCES

American Evaluation Association
ERIC Clearinghouse on Assessment and Evaluation
Resources for Methods in Evaluation and Social Research

SUGGESTED TOOLS AND WORKBOOKS

Gelmon, S. B., Holland, B. A., Driscoll, A., Spring, A., & Kerrigan, S. (2001). *Assessing service-learning and civic engagement: principles and techniques.* Rhode Island: Campus Compact.

Shinnamon, A., Gelmon, S., Holland, B. (1999). *Methods and strategies for assessing service-learning in the health professions*. San Francisco, CA: Community-Campus Partnerships for Health. Available at: www.ccph.info

SUGGESTED READINGS

Eyler, J., Giles, D. (1999). *Where's the learning in service-learning?* Jossey-Bass, San Francisco, CA.

Fetterman, D., Kaftarian, S., & Wandersman, A. (Eds). (1996). *Empowerment evaluation: Knowledge and tools for self-assessment and accountability.* Thousand Oaks, CA: Sage Publications.

Gelmon, S., Holland, B., & Shinnamon, A. (1998). *Health professions schools in service to the nation: Final evaluation report*. San Francisco, CA: Community-Campus Partnerships for Health.

Ramsey, A., Mendoza, A., & Weil, J. (2014). Using experiential and collaborative methods with undergraduates and older persons as part of an introduction to gerontology course. *PRISM: A Journal of Regional Engagement*, 3(1). Retrieved from http://encompass.eku.edu/prism/vol3/iss1/1

Shinnamon, A., Gelmon, S., Holland, B. (1999). *Methods and strategies for assessing service-learning in the health professions.* San Francisco, CA: Community-Campus Partnerships for Health. Available at: www.ccph.info

Vernon, D.T., & Blake, R.L. (1993). Does problem-based learning work? A meta-analysis of evaluative research. *Academic Medicine*, 68: 550-563.

Ward K. (1996). Service-learning: A faculty guide to assessing student learning. *Learn and Serve Link*; 2(1)1-6.

WORKSHEET: DESIGNING COURSE EVALUATIONS & IMPROVEMENT PLANS

The completion of this worksheet will assist in the development of an evaluation and continuous improvement plan. Space is provided to document your responses.

Questions	Response	Notes
What are the program or course goals?		
What important logistics and policies must be addressed before conducting the evaluation?		
What are the costs of the evaluation?		
What is the evaluation timeline?		
How will the evaluation be supported?		
Whom should the evaluation serve?		
Who will conduct the evaluation? (i.e., an external evaluator? An evaluator from a different department?)		
Who is involved in the evaluation and what are their responsibilities?		
What methods of continuous improvement will you utilize to improve your course and activities?		
What role will community members and representatives play in the evaluation?		
What are the priority areas of the evaluation?		
What are the program or course objectives?	Outcome objectives: 1. 2. 3 Process objectives: 1. 2. 3.	

Questions	Response	Notes
What change should occur as a result of the program's efforts?		
Are the objectives directly linked to the activities of the program? If so, how?		
What data sources are available to you that might assist in evaluation implementation?		
What are the community impacts?		
What are student or participant impacts?		
What are institutional impacts?		
What are your plans for evaluation dissemination?		
How will the evaluation results be utilized? (i.e. improve course and activities?)		
Other questions: 1. 2.		

UNIT 8: BUILDING SERVICE-LEARNING COURSE INFRASTRUCTURE

"Due to the demands of heavy course loads and part-time jobs, many students do not venture far from their local neighborhoods or the university district. Participation… may require taking a new bus route to the inner city or an unfamiliar neighborhood. It requires learning about local organizations, their structures, and their funding, and meeting and interviewing staff members and directors."

–Lucy Jarosz and Kim Johnson-Bogart in New Concepts of the Relationship Between College and Community: The Potential of Service-Learning

COMPETENCIES

After completing this unit, you will be able to:

- Identify useful institutional and community resources necessary for developing and implementing service-learning courses.
- Create a "plan of action" for developing and implementing service-learning courses.
- Identify meaningful roles for students, community partners, and faculty in the process of building service-learning course infrastructure.
- Prepare for sustaining the service-learning course (discussed in Unit 9).

INTRODUCTION

Faculty involved in service-learning are often surprised by the time, detail, and complexity involved in designing courses and activities in community settings. This unit presents useful information about the necessary resources and materials that must be in place for effective development and implementation of service-learning courses. Information discussed in this unit addresses strategies for building course infrastructure that benefits faculty, community partners and students.

TIPS

The development of a service-learning course is multi-faceted and occurs at both internal and external layers of the institution (Kern, D., et al.). The following tips present strategies for building course and program activities on both levels.

Internal support systems for service-learning course development

Identify the institutional policies and procedures you must follow to develop a service-learning course. Each institution is unique and has its own set of institutional policies and procedures that must be followed to develop a service-learning course. Several of the more common policies and procedures are listed below for your reference. Those that are unique to your institutional culture may be missing and should be identified. As you develop the course, it is important to consider how much time you will need to review and implement these procedures.

Determine whether your course will need curriculum committee approval. Once you have developed the course, you will determine whether it needs curriculum committee approval. It is important to determine the length of the approval process, particularly whether you will have enough time for the process to conclude before the course is scheduled to begin.

Determine whether your course and/or the community service activities undertaken by students in the course will need approval by the Institutional Review Board (IRB). Depending upon the nature of the service-learning activities, it is important to determine whether IRB approval will be needed. It is important, again, to determine the length of the approval process before the course is scheduled to begin.

Determine the liability and risk management issues that need to be addressed before the course can be offered. As discussed in Unit 3, it is critical to identify the liability and risk management issues, such as safety issues, liability insurance, and written agreements or memorandums with partners. Refer to the resources listed in Unit 3 for more information.

Seek and establish support for the course by deans, department leaders, faculty, students, and community partners. In an effort to build support among key constituents, consider the following questions which will be important to answer: What are the benefits of the course to the institution and community? What are the risks to the institution and community? What are the steps that will be taken to gain support of and involve these different groups of people? What colleagues or partners will be helpful in galvanizing support for the course? What resources are needed to foster this support? What evidence exists to support connections between service-learning and strategic priorities or issues facing the school, university and discipline/profession?

Determine course staffing needs. Key questions to consider include: Who will be responsible for coordinating activities involved in the course? How will students be matched with community partners? How many students will be working with a given community partner? How many community partners are involved in the course? Is a service-learning coordinator necessary? How might a student teaching assistant or community partner play necessary roles to "staff" certain course activities?

Seek out internal resources that can be used to support the service-learning course. For example, is there a campus center for service-learning that may be able to assist with identifying community partners, conducting community partner site visits or administering student evaluations? In the health professions, many states have Area Health Education Centers that provide similar sorts of assistance. Are funds available to support a student teaching assistant? Resources may come in the form of funds for teaching assistants, new course development, purchasing of books and other media, faculty development workshops, and attendance at conferences and meetings. Possible sources of campus funding include faculty development offices, community service offices, or special awards programs.

Determine whether student associations or other groups on campus could be a resource to the service-learning course. For example, student associations could help with student recruitment by "getting the word" out to students about service-learning opportunities. Many student associations are engaged in community service projects that could become connected to a service-learning course for academic credit.

Design and implement a "marketing plan" for the service-learning course. The institution's public relations office and the office that produces course listings may be helpful in marketing the course. Incorporating information about the course into student orientation, student organization meetings and mailings to incoming students are additional marketing strategies to consider. Work with community partners and students to determine those available resources on campus that can convey information about the course.

Identify campus space for meetings and course planning. You may wish to alternate your meetings between campus and a community partner organization or community site; in either case, you will need a reliable meeting space for course planning and evaluation.

Identify other logistical issues, including travel to community partner sites. It is important to consider logistical issues related to student travel to community partner sites. If the community partners are within walking distance of the campus, then this may not be a critical issue. However, if the community partners are located at a distance from campus, you will need to determine how students will be transported to the sites. Is there a campus shuttle available? Will they transport themselves by car or public transportation? Will they be reimbursed for their travel? If the course involves spending an extended period in a rural community, for example, will housing be provided or will there be help available to make housing arrangements? Please refer to the sample student service-learning agreement handout found in Unit 3 that provides useful travel tips for students.

Schedule orientation meetings prior to the start of the service component of the course. Prior to the introduction of the course activities in the community, it is critical to schedule a meaningful orientation with students, faculty, and community partners. This is an opportunity to provide an orientation and review for all stakeholders of the goals of the course, the scope of activities, roles and responsibilities, community context, and the mission/history/activities of the community partner(s). Consider scheduling a series of orientation meetings, or an orientation that consists of one full or half-day long session.

Familiarize yourself with your institution's review, promotion and tenure guidelines. Will your school and university's review, promotion and tenure guidelines support or hinder your involvement in service-learning? The Clearinghouse for the Scholarship of Engagement provides key resources for advancing faculty scholarship in service-learning. In addition, the CCPH website provides additional resources in this area. Finally, an in-depth list of suggested websites and readings section is provided in Unit 10 for additional information on faculty scholarship.

External support systems for service-learning course development

Build the support and interest of community leaders in the area. If the service-learning course and community partnerships are new, then it is critical that interest and support in the course are generated among community leaders. There are several strategies to inform the local community about the service-learning course, including attending town forums, meetings, and events, describing the community service that students will be providing through community bulletin boards, radio, and neighborhood newspapers.

Determine what community resources will contribute to the course activities. In many cases, community agencies are able to contribute direct or indirect sources of support for service-learning activities. Examples of this may include release time for staff to supervise students, dedicated space for seminar and reflective discussions and access to speakers from the community. Unit 1 provides information about resource sharing and how this might be documented in a partnership agreement or memorandum.

Identify a community review board. In some communities, there are groups that protect the interests of members of the community from intrusive or potentially exploitative research activities. If your service-learning course will have a community-based research component, it is important to identify and meet with the local community review board to determine the necessary processes before conducting any research in the community.

Support, reward and recognize community partners. It is important to identify resources that will maximize the involvement of community partners in the service-learning course. Community partners are often volunteers and it is important to provide meaningful support and acknowledgment to sustain their involvement. For example, will community partners have access to parking, electronic mail, computers, library and other campus resources? Will community partners be compensated for their time and experience? Will they be provided a faculty title of adjunct or assistant professor? Will community partner organizations receive monetary payment?

Potential challenges that service-learning practitioners face in satisfying and thus retaining community partners concern 1) finding rewards that contribute to desired outcomes, and 2) lack of efficient coordination and communication with campus partners. Recommendations for overcoming these challenges include:

- Know your community and understand its special strengths and deficiencies; ask community leaders for a guided tour.
- Make efforts to appreciate the limitations, needs, abilities and expectations of community partners but also the value and expertise the community partners can provide.
- Regularly nurture relationships with community partners – be present, be active, be available, be consistent.
- Communicate the level of student readiness and the expectation as to amount of training and supervision that students will need.
- Survey community partners regarding desired rewards. Some suggestions were to provide:
  - Access to university computer networks, databases, libraries and other resources helpful in grant writing
  - Authorship credit, adjunct (non-paid) faculty titles, letters of acknowledgment or praise from university deans or presidents or other mechanisms that can add weight to future grant proposals
  - Regular "recognition" events

REFLECTION QUESTIONS

- What internal and/or external barriers do you anticipate as you plan and implement your service-learning course? How do you propose to address the barriers?
- What most excites you about the planning of your service-learning course? What can you do to maintain this passion for yourself?
- What elements of the service-learning course most excite your community partners?

CASE STUDIES

The following case studies focus on key themes related to the process of establishing and assessing learning outcomes.

¡JUNTOS TODOS APRENDEMOS!

This service-learning example was adapted from the President's Higher Education Community Service Honor Roll records for "Youth Leadership" by Learn and Serve America Summer 2007 intern, Robyn Snelling.

At Central University in Iowa, faculty members have access to a wide range of resources for developing and supporting their service-learning classes. The Program for Learning Awareness of Cultures in Experiential Settings (PLACES) develops and sustains quality partnerships with approximately 40 community agencies and grassroots organizations throughout Central Iowa. As well as providing a network of community partners, the campus provides faculty with help from the Advocates for Community Engagement (ACEs), student workers who assist in the coordination of service-learning. Additionally, the campus uses its annual service day as a tool for supporting and sustaining service-learning courses by giving all students exposure to community needs and issues and the tools to meet those needs. Many of these students go on to pursue deeper commitments with participating community based organizations and through their service-learning coursework.

For the Spanish department, this support, along with assistance from the AmeriCorps*VISTA program, helped establish the ¡Juntos Todos Aprendemos! or Together We All Learn engaged department program. During the 2005-2006 academic year, more than 125 students from beginning, intermediate, and advanced Central College Spanish courses served at seven Spanish-language-serving community-based organizations. This work was accomplished with the help of grant funds provided through Learn and Serve America and administered by the Upper Midwest Consortium of Campus Compact.

Service-learning projects performed by the Spanish students included:

- Providing daycare and after school assistance to approximately 100 Latino children
- Providing assistance to over 50 families at income tax preparation clinics
- Disseminating information about higher education opportunities and financial aid to 12 visiting Latino high school students

College students who participated in this project realized increased Spanish language acquisition and enhanced cultural awareness.

Case Study Questions:

- What local institutional resources does your campus provide that might help you support your service-learning course?
- How could a faculty member develop this type of program without the assistance/support of an Office of Community-based Learning or similar department? What other steps would need to be involved?

RECRUITING COMMUNITY PARTNERS

"The point of the year-long service-learning course is to give undergraduate students in their senior year a practical experience, while simultaneously providing a valuable service in the community served by the community partner organization.

Initially, I approached a number of community-based organizations by mail, from small non-profit organizations to the United Way. In this initial letter, I suggested that if they had a project that kept getting put on the back burner due to lack of resources, or needed assistance with a current program now, that they may be interested in having a student work with them over the year-long course . I explained the skills and knowledge of the students, the aims of the service-learning course, the course parameters and asked them to call me if they were interested in finding out more information.

I received a number of calls. From there, I constructed a questionnaire for them to fill out, asking about the mission of their agency, who they serve, describing the proposed project, student specifications (i.e., skills, interests, need for driver's license, need for criminal background check, etc.), learning opportunities, contact person and so forth. I also followed this up by visiting the agencies myself, talking to them about what they would like done, and how this would best fit in with the course learning objectives and the students' skills and knowledge.

I confirmed with a select number of community agencies that appeared to have the capacity to provide a student with a meaningful service-learning experience. Descriptions of the agencies and their projects were shared with students on the first day of class and they chose the project they were most interested in. Having done this a number of times now, I have learned that it is better to have the agency interview the student first to make sure it is a 'fit' from both perspectives.

Regarding assessment, the students are required to submit progress reports throughout the semester, as well as a final report that reflects on their experience and what they have learned. Feedback is also sought from the partner agencies. This is included in the student's assessments.

We invite all of the partner agencies to a lunch at the end of the year, where both students and their direct supervisors at the agencies give brief presentations on their service-learning experiences. We use the lunch as an opportunity to debrief on what worked well and what could be improved the next year."

Case Study Questions:

- How will your plan for developing a service-learning course differ from the scenario presented above? How will it be similar?
- How might you prepare for turnover of stakeholders who are important to your work? For example, what do you do if a community partner drops out mid-way through the course because a key staff person has resigned?
- What plans are in place to acknowledge the efforts of community partners?

APPLICATION OF INITIAL STEPS INVOLVED IN SECURING UNIVERSITY SUPPORT FOR A SERVICE-LEARNING COURSE.

"Several faculty members from my department came up with an idea to develop a service-learning course that would be offered to all undergraduate students at the University. As a first step, the faculty proposed the idea to other department personnel at a departmental meeting. They received "buy in" from the other faculty members and the Chair of the Department, and were instructed to proceed with the development of a course proposal.

Their first step was to meet with the Chair of the University Curriculum Committee and receive instructions on all the documents that were required in order to submit a proposal for a new course. They were informed that an application would need to be filed and approved by the committee one full semester prior to the initial course offering.

Next, the faculty members met with several community agencies that were already affiliated with the department through the undergraduate internship program. The response from one particular agency was very positive, and an agreement was reached to move forward with a course on adolescent health and wellness, with the service component focused on reducing adolescent tobacco use and adolescent initiation of tobacco use in the community. Interviews were conducted with key individuals at the agency and a survey was initiated with teachers at several area middle schools in order to better understand smoking behavior among adolescents in this particular community.

The results of this survey revealed that teachers were very interested in getting involved in a program to reduce smoking and smoking initiation among their students. All of this information, combined with information from the agency and secondary data from the state, was taken back to the university. The faculty invited key members from the university committee to attend a meeting so they could share their findings and obtain a sense of whether or not they would have the support necessary to move forward with a written proposal for the creation of the new course."

Case Study Questions:

- Are there any key steps that the faculty members may have missed in this process?
- Is it likely that Institutional Review Board (IRB) approval would need to be obtained?
- Did the faculty members miss any key people in the needs assessment process? What about the administrators or the students at the middle schools? Why might it be important to involve these individuals in the process at an early stage?
- Assuming that the faculty members receive a positive response at their initial meeting, what should be their next steps prior to submitting a course proposal?

CHECKLIST

The following checklist list provides key components or "action" items for building your service-learning course infrastructure. Have you:

- ❑ Identified the institutional policies and procedures you must follow to develop a service-learning course?
- ❑ Determined whether your course will need approval by your curriculum committee?
- ❑ Determined whether your course will need approval by the Internal Review Board (IRB)?
- ❑ Determined the Community Review Board processes for research in the community if any?

- ❑ Established the support of the course from your department leaders, faculty, students and community partners?
- ❑ Determined your course staffing needs?
- ❑ Acquired the resources that will be needed to support the service-learning?
- ❑ Determined ways to involve existing campus offices in your course development?
- ❑ Determined whether there are opportunities for student associations or other groups on campus to be involved in the course?
- ❑ Designed and implemented a "marketing plan" for the course?
- ❑ Identified campus space for meeting and course planning?
- ❑ Built the interest, involvement and support of community partners?
- ❑ Determined, what if any, community resources will contribute to your activities?

SUGGESTED WEBSITES AND ONLINE RESOURCES

Federal Government Grants Website

The Foundation Center

The Clearinghouse for the Scholarship of Engagement. This site provides resources and information for campuses who are seeking to develop or strengthen systems in support of the scholarship of engagement. Information is also available on regional conferences and forums related to the scholarship of engagement.

Proposal for Service-Learning Designation
Dominican University of California

Educational Objectives and Graduation Guidelines Taskforce Report and Proposal
Pitzer College

UNIT 9: SUSTAINING A SERVICE-LEARNING COURSE

"Even if you're on the right track, you'll get run over if you just sit there."

–Will Rogers

COMPETENCIES

After completing this unit, you will be able to:

- Identify the motivations of key stakeholders.
- Find ways to achieve enduring engagement by promoting a culture of service-learning at your institution.
- Create a plan for service-learning sustainability at institutional and community levels.
- Identify meaningful roles for students, community partners, and faculty who will contribute to sustaining and maintaining the service-learning course.

WORKSHEET

- Self-Assessment Tool for Service-Learning Sustainability

INTRODUCTION

This unit addresses describes strategies for sustaining individual service-learning courses as well as strategies for contributing to the institutionalization of community engagement within your institution. Sustaining and maintaining a service-learning course occurs at multiple levels and involves the active participation of student, faculty, academic administrators, and community partners.

SERVICE-LEARNING SUSTAINABILITY AT THE INDIVIDUAL FACULTY LEVEL

Tips for getting started

A core element in developing any service-learning course is its ongoing maintenance and sustainability. Sustainable service-learning courses require relationships with local partners that are mutually beneficial and that are typified by trust, communication, transparency, and consistency and are built upon rigorous evaluation as well as the organization, commitment, and enthusiasm of the parties involved.

For service-learning partnerships to be sustainable, community partners must feel that their resources are being put to good use and that their missions are being furthered. Similarly, institutions and universities must be confident that their students' educations, as well as the institution's overall scholarly pursuits, are being enriched. Keys to achieving sustainability include:

- Consistent enthusiasm
- Regular communication and constructive feedback combined with a willingness to embrace change
- Building a critical mass of partnerships, courses, and participants
- Rigorous evaluation and constant reiteration of the scholarly value
- Contributing to a deep commitment within the faculty, administration, and student body and ingraining community engagement into the culture of the institution
- Advocating for the inclusion of community engaged scholarly work and teaching into promotion and tenure
- Building trust and commitment with community partners that transcends funding opportunities
- Ensuring that students have a consistently meaningful, well-structured, and well-supported experience

Self Care. Service-learning provides many opportunities for participants to experience a high level of personal and professional satisfaction and accomplishment. For many of us, it is the heart of who we are and offers great meaning to our lives to engage in this work. While service-learning experiences can be primarily positive, they can also be mixed with feelings of stress and burn-out and even result in compassion fatigue, a reduced capacity to act in response to the feeling of empathy for the partner they are engaged with (Adams, Boscarino, & Figley, 2006). Thus, as a service-learning practitioner equipped with a heightened capacity for reflection, it is important to pay attention to our own day-to-day needs while engaged in this work. There is evidence that mindfulness practices can be effective self-care strategies and increase compassion satisfaction (Thieleman & Cacciatore, 2014). Mindfulness practices are easy to bring into your life "on-the-spot" and may offer you a chance to relax in the moment and serve as a tool to recalibrate a stressful situation. With practice, these tools can help reduce reactive, habitual mind and behaviors, and help cultivate a more balanced response especially when faced with stressful situations.

Course funding and resources. You may require seed money to develop your course or financial support in its implementation and ongoing maintenance. Think broadly and creatively when considering funding strategies. A beginning step is to consider the different types of funding; for example, internal *vs.* external sources, project grants *vs.* permanent budget allocation, public *vs.* private funds, and so on. Another step is to recognize the relevance of your course to other more widely recognized outcomes. For example, the Department of Justice has funded domestic violence related service-learning projects, HUD has funded service-learning projects that focus on housing related outcomes, and the Hess Foundation has funded service-learning projects that are promote "healthy community" outcomes. Service-learning outcomes could also be linked to such "hot" topics as workforce development, student persistence, etc.

The Federal Work Study (FWS) program offers another avenue for sustaining service-learning courses. FWS participating institutions are required by law to use 7% of their annual FWS allocations to support community service. In the context of service-learning, FWS funds may be used to pay students to serve as course assistants, supplemental instructors, or service coordinators. Click here for more information on Federal Work Study community service.

Many campuses offer course development grants through their teaching and learning offices or community engagement offices. Externally, many Campus Compact affiliates offer mini-grants for service-learning course development. See Campus Compact of the Mountain West's Engaged Scholarship Grant program for an example.

Be strategic in your approach to funding. For example, explore grants where the community partners would be the designated recipients and the campus partner would receive partial allocation of funds. This approach can eliminate red tape as well as allow the campus partner to develop a relationship with a funding source that may have been difficult to establish directly. Another strategy is to leverage one funding source for another.

Cultivate relationships your campus development and outreach offices. There are many suggestions for how to initiate, develop, and maintain different types of relationships in different sectors of the funding community. First and foremost, make sure to alert your campus development or fundraising office about your intention to fundraise. There may be rules and policies that you need to follow and/or they may be able to assist you in your efforts. In addition, leveraging the media can greatly assist in telling the story of your service-learning work, garnering support, and ultimately contributing to the sustainability of your course. To that end, forge a relationship with your campus' marketing and communications office. More often than not, they can do the work for you in this regard.

SERVICE-LEARNING SUSTAINABILITY AT THE INSTITUTIONAL LEVEL

Campus Compact's "Benchmarks for Campus-Community Partnerships," describes sustainability as being directly associated with an ongoing sense of reciprocity related to knowledge and resource exchange. Gelmon and Holland suggest three key components to sustainable community-campus partnerships: (1) integration into the mission of each partner, (2) a robust process for communication, decision-making, and intentional change, and (3) rigorous and regular evaluation with measurable outcomes. Integration on the university side can mean obtaining buy-in from a top budget administrator, and on the community side, can mean obtaining support from the board of directors. It is important to clearly define expectations and to establish accessible vehicles for and regular patterns of communication. Evaluation should include both formal (such as Andy Furco's self-assessment tool) and informal (such as anecdotal evidence) elements. The Furco self-assessment tool was designed to help university partners provide concrete evidence of the scholarly value of service-learning. However, even informal conversations with participating students can provide invaluable information to use in program assessment and refinement.

Common experiences of successful partnerships include those in which a shift has occurred from a needs-based to an asset-based focus, as well as situations where there is an implicit sharing of norms and processes among partners. There can be difficulty and awkwardness in trying to broach the idea of "measurable outcomes" with their partners. However, it is critically important to push through this awkwardness to insure that doors are opened and goals are clearly shared, as it is not uncommon to encounter failed partnerships where suspicions and distrust in these areas were never fully dispelled. It is also important to resist the tendency to define a "blanket student role" and to appreciate student service learners, not as volunteers and not as a broad class, but as distinct individuals with unique experiences and assets.

The following tips present ideas for reinforcing the service-learning course on campus and in the community. Many of the tips presented build from strategies recommended in Units 2 and 7. Finally, the tips presented below are inter-related and may be reached in stages. While it is not essential that all supporting elements are in place, maximum sustainability will be reached with a greater number of supporting elements.

- **Understand the academic institutions and community agency's philosophy and mission of service-learning.** How does service-learning fit with your institution's and partners' missions, visions, values and strategic plans? Learning more about the overarching mission of your institution and partners may involve meeting with key leaders, attending board meetings, and/or reviewing institutional and partner literature. If you have a strong understanding of the institutional and partner missions, then revisit them regularly to see if there have been changes.

- **Identify strategies to support faculty and their involvement in service-learning.** Primary motivators for faculty involved in service-learning include a belief in the educational value of service-learning, the need to improve education processes, and personal value systems. An element essential toward sustained faculty involvement in service-learning is ensuring that faculty have the time, knowledge, and support they need to be successful. Potential strategies for supporting faculty involvement in service-learning include:
  - Identifying like-minded faculty who are interested in and supportive of service-learning. This helps to ensure that there is more than one "champion" investing in service-learning.
  - Developing a mentorship program so that more experienced service-learning faculty can mentor those who are new to service-learning.

- Establishing faculty awareness and understanding of service-learning through faculty development workshops and seminars, attendance at regional and national service-learning conferences.
- Offering incentives for faculty participation in service-learning by revising faculty promotion and tenure criteria to recognize and reward both the scholarship of teaching and community-engaged scholarship. Visit the following models for examples of tenure and promotion policies that reward engaged scholarship:

  - ***Portland State University***
  - ***University of North Carolina-Chapel Hill School of Public Health***

- Identifying and supporting the development of faculty competency in service-learning. Refer to statements and recommendations developed by professional bodies, such as the Society for Teaching and Learning in Higher Education and the Liaison Committee on Medical Education and the Higher Education Research and Development Society of Australasia concerning faculty competency in teaching and education for more information.
- Providing salary support and mini-grants for faculty to develop service-learning courses. (For an example, see funding opportunities offered by the University of Denver's Center for Community Engagement and Service Learning).
- Establish faculty recognition and reward programs. Refer to national programs that recognize faculty efforts and commitment. For example, the Ernest A. Lynton Award for Faculty Professional Service and Academic Outreach is an annual award that recognizes a faculty member who connects their expertise and scholarship to community outreach. The award is presented at the American Association for Higher Education (AAHEC) Annual Forum on Faculty Roles and Rewards. More information can be obtained by visiting: www.nerche.org. In addition, the Ehrlich Faculty Award for Service-Learning recognizes and honors one faculty member each year for contributing to the integration of community or public service into the curriculum and for efforts to institutionalize service-learning.

Effective engagement of campus faculty in service-learning requires that the campus-based champions: 1) understand what motivates scholars in particular to engage in service-learning, and 2) seek to embed an understanding and appreciation of service-learning deep into every level of the institution, from student to professor to president. Factors that motivate campus faculty to become involved in service-learning vary and include following personal value systems, striving for positive community outcomes, advancing related research, furthering a particular discipline, achieving traditional scholarly rewards, and observing respected colleagues engaged in similar activities. However, even if a handful of faculty members do come on board, longevity of involvement may be problematic if service-learning does not become embedded into the culture of the institution long term. This is achieved when respect for service-learning is clearly and consistently articulated by the institution and when that respect is translated into action, in other words, it is reflected in promotion, tenure and resource allocation. Therefore, when developing a strategy to engage campus faculty, participants are encouraged to initiate the necessary cultural changes. Recommended approaches include:

- Disseminate both the research regarding service-learning as a means of accomplishing learning objectives and current campus examples of service-learning courses via faculty meetings, campus media outlets, and broad access venues.
- Provide opportunities for students, administration and faculty to interact with the community via book drives, community fairs, or cultural events.

- Research ways service-learning can be linked to outcomes of other disciplines and initiate department-level conversations.
- Create a cross-discipline or cross-departmental service-learning committee.
- Find a "champion" in each relevant department and in the administration.
- Focus on developing a consistent, campus-wide language and terminology for describing and documenting service-learning.

Specific recommendations to address short-term needs include:

- Approach faculty already at work in the community.
- Tap into other areas of faculty expertise, for example requesting assistance in developing an assessment tool.
- Invite selected faculty, departments or students to community partner sites for a tour or to see service-learning in action.
- Appeal to faculty as "role models".
- Try a personal approach – just "ask".
- Encourage interested students to approach faculty.
- Form support groups or mentoring programs for faculty involved in service-learning.
- Design retreats or other training forums that provide guidance on outreach skills, academic collaboration in non-traditional environments, sharing the role of the expert, and methods of service-learning documentation.
- Aid faculty in developing Memoranda of Agreement with community partners that set out project-specific outcomes, operating guidelines, resource requirements, communication plans, and expectations for documentation and evaluation.
- Develop a creative reward system; for example, referrals to reviewers, travel stipends, mini-grants, or lobbying the administration to provide resources that will balance out the additional time service-learning courses can take to prepare.

Despite the value of service-learning, it might be impossible to get the backing of the entire faculty. Neither, however, is it necessary. While there may remain committed skeptics, there are still tactics that can be used to rally the support of reluctant faculty members. For example, the *power of a good story* should never be underestimated. Finding ways for students to communicate the impact that service-learning experiences have had on their education and the formation of their career path can be very compelling for faculty members that have had limited exposure to service-learning. However, top down approaches can also be effective. Given the "publish or perish" mentality that pervades many academic institutions, the extent to which service-learning practitioners can find ways to *publish their findings* or *obtain programmatic grant money* for their work has proven useful in getting the attention of the "old guard." In addition, recruiting sympathetic or like-minded colleagues or respected faculty from other schools to spread the good news has been successful in turning the tide of support, as well. An alternate approach is to focus instead on *new faculty members* who are less entrenched in the institution, and to abandon potentially futile efforts to convert the older faculty members, by providing the resources and support they require to develop, teach, and receive appropriate credit for service-learning courses.

- **Identify strategies to support student involvement in community service and service-learning.** An element essential toward sustained student involvement in community service and service-learning is ensuring that students have time, knowledge, and support they need to be successful. Potential strategies for supporting students include:

  - Creating service-learning honors programs or certificate programs.
  - Denoting service-learning courses on transcripts.
  - Fostering student leadership through seminars, workshops, and attendance at national, regional, or local conferences.
  - Creating student incentives and rewards through recognition programs, and grant awards. Draw upon national programs to learn meaningful ways of recognizing student efforts and commitment. For example, the Swearer Student Humanitarian Award recognizes five students each year for their outstanding public service and provides financial support toward their continued efforts to address societal needs.

- **Develop the leadership skills of all stakeholders.** Leadership skills can be developed and supported by creating a professional development plan, subscribing to relevant journals and electronic listservs, attending conferences and other networking events.

- **Document buy-in and demand from key constituents.** Assuming there is broad-based support for your service-learning course, it is important to document and market the acceptance and demand that has been generated. This will help influence key decision-makers.

- **Identify key institutional bodies or forums for supporting service-learning.** In addition to the institutional procedures that are discussed in Unit 7, the following ideas provide possible steps to consider when thinking through the institutional support for service-learning. For example, identifying any coordinating entity that might exist for service-learning on campus and/or in the community.

- **Implement strategies that foster ongoing input and feedback among the partners.** It is critical to maintain ongoing effective feedback and input from your service-learning partners and students. Open communication and follow-up to suggestions are key to sustaining service-learning partnerships. Units 2 and 6 provide more information about effective feedback.

- **Implement strategies that foster accountability among the partners.** It is important that accountability criteria be established. Having strong accountability criteria ensures that all partners are committed to their roles and responsibilities. For more information about developing accountability measures, please review Unit 1.

- **Build financial support for your efforts.** Having a financial base to support your service-learning course will be critical to its sustainability. There are a variety of state and national grant programs that provide funding for service-learning in higher education, including the Corporation for National and Community Service. As part of your effort to build a financial base, you may wish to leverage the support of your partners. In addition, faculty may have access to internal sources of funding to support service-learning course development and activities. For example, offices of service-learning may provide mini-grants that allow faculty to "buy out" their time for service-learning course development.

- **Establish a strong and broad network of supporters and leaders.** Is there a plan in place to prepare for turnover among key partners and staff? One way to avoid challenges related to turnover is to build a strong network of supporters and leaders. Your supporters may be involved in the day-to-day activities of the service-learning course, or may simply be advisers who offer insight

and ideas. By fostering this network, the partnership has been infused with a greater number of potential future leaders and champions! Broaden the circle of supporters to include both internal and external leaders such as political, institutional, neighborhood, business, faculty, and student leaders.

- **Maintain ongoing communication with the coordinators of your state service commission and other relevant state agencies that pertain to the community service focus of the course.** Find all contact information for state service commissions here.

- **Market your efforts and outcomes.** Demonstrate the value added of the service-learning course; share key outcomes generated as a result of your partnership's work. Let your results speak for themselves; leverage them to build resources for continuation. You may also maintain interest in the course activities and efforts by creating marketing campaigns. Develop a web site, newsletter, or a bulletin for announcements about the activities and their outcomes.

- **Recognize and reward partnership members.** Host a community luncheon or an awards ceremony for the campus to recognize and reward community partners. Celebrate everyone's contributions! The Community Tool Box provides information on ways to honor colleagues and partners.

REFLECTION QUESTIONS

- What is the mission of your institution? Your community partners?
- How will the service-learning course help meet both missions?
- What resources do you need to generate awareness of, and support for, service-learning on campus and in the community?

CASE STUDIES

The following case studies focus on key themes related to the process of establishing and assessing learning outcomes.

The following case studies focus on challenges that can threaten a service-learning course's credibility and sustainability. Experiences highlighted in these case studies are provided to promote critical thinking and discussion related to issues that may impact sustainability of your service-learning course.

THE EFFECT OF INSTITUTIONAL CULTURE ON A SERVICE-LEARNING COURSE.

"Law students are required to take a semester-long service-learning course that involves serving in a public interest law clinic. Two faculty members who provide pro bono legal services to the clinic direct the course. The course directors select and provide orientation to clinic lawyers through site visits and distribution of materials about the course, school and students. A quality assessment is performed during the first site visit; clinic lawyers are evaluated by each student and periodically by the course directors to assure that the site meets quality standards for legal services and teaching. The clinic lawyers also provide evaluations of the student's attitudes, knowledge, skills and behavior.

Despite these attempts to assure quality learning opportunities, the program continues to be undermined by law school faculty who do not want the students to practice outside of law firms because "they will pick up bad habits and won't be adequately supervised." These faculty make disparaging remarks in front of the students about the public interest law clinic, and the clinic lawyers, many of whom they do not know. In addition, they do not reinforce the positive aspects that students report from their experiences.

Ironically, when the law school markets its accomplishments to potential donors and alumni, the public interest law clinic service-learning course is highlighted as "a unique program that is nationally recognized for its excellence and commitment to social justice."

Case Study Questions:

- How might the course directors address and reduce the undermining responses of fellow faculty?
- What recommendations do you have to overcome these challenges so that the long-term sustainability of the course is not jeopardized?

SECURITY, SOCIAL CAPITAL, AND SUSTAINABILITY

The Florida Department of Education (FDoE) and the Florida Alliance for Student Service (FASS) at Florida State University have proposed a statewide Learn and Serve America service-learning initiative that will engage 9,000 K-12 students to address several key identified Florida needs. FDoE plans to develop strong multi-sector partnerships in five large counties and thirteen small, rural counties that will bring together public and private organizations to increase social capital in these communities through student service-learning.

These partnerships will develop programs addressing various community needs:

- The academic achievement of disadvantaged children
- Improving environmental stewardship among Florida's youth
- Helping communities prepare for disasters
- Preparing future teachers to use service-learning as a pedagogy,
- Enhancing hometown security though youth-led training
- Serving the diverse needs of rural communities through an innovative partnership between the Northeast Florida Education Consortium and the Florida National Guard.

With a strong network of campus and community partners working toward an increase in security and social capital, the organizations hope to instill a sense of faith in service-learning that will allow it to flourish and expand as an academic teaching tool.

Case Study Questions:

- How could an understanding of key stakeholders and their motivations increase the sustainability of a service-learning program?
- What are the motivations of the stakeholders in this project?
- In your project?

CHECKLISTS

The following checklist list provides key components or "action" items for sustaining your service-learning course. Have you:

- ❑ Learned about your campus and partners' philosophy and mission?
- ❑ Identified strategies to support faculty and their involvement in service-learning?
- ❑ Identified strategies to encourage student support of and involvement in service-learning?
- ❑ Identified ways to engage in active self care?
- ❑ Fostered community support of and involvement in service-learning?
- ❑ Identified centers or units on campus that support service-learning?
- ❑ Implemented strategies that foster ongoing input and feedback among the partners?
- ❑ Implemented strategies that foster accountability among the partners?
- ❑ Built a source of internal and external financial support for your efforts?
- ❑ Established a strong and broad network of supporters?
- ❑ Marketed your service-learning course, its outcomes and successes?
- ❑ Recognized and rewarded your partners?

SUGGESTED WEBSITES AND ONLINE RESOURCES

Exploring Engaged Learning: Report to SVSU Board of Control
Saginaw Valley State University

Self-Care in Service-Learning
Colorado State University

Higher Education Research and Development Society of Australasia

Designingforlearning

Scholarship of Engagement

Society for Teaching and Learning in Higher Education

SUGGESTED TOOLS AND WORKBOOKS

Community-Campus Partnerships for Health. An Inventory of Your Service-Learning Partnership. This tool is designed to collect an "inventory" of your current practices and behaviors in developing a partnership for service-learning. By drawing a comparison between current and future activities, each partner will be able to see what has been accomplished and how these accomplishments can contribute to the future development of the partnership. This tool addresses a variety of components shaping a service-learning experience, including curriculum development; reflection; partnership building and more. This tool can be adapted based on the community-based teaching methodology being utilized.

Johnston, M., et al. (2001). Sustainability Toolkit: 10 Steps To Maintaining Your Community Improvements. This toolkit takes you through a 10-step process for determining which efforts should be maintained and deciding how to successfully continue them.

SUGGESTED READINGS

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Ullian, J.A., Shore, W.B., & First, L.R. (2001). What did we learn about the impact on community-based faculty? Recommendations for recruitment, retention, and rewards. *Academic Medicine*, 76: 78-85.

Seifer, S.D. (2008) Making the best case for community-engaged scholarship in promotion and tenure review. In M. Minkler & N. Wallerstein (Eds.). *Community-based participatory research for health: From process to outcomes*. (425-430). San Francisco, CA: Jossey-Bass Publishers.

WORKSHEET: SELF-ASSESSMENT TOOL FOR SERVICE-LEARNING SUSTAINABILITY

The following self-assessment tool is designed to assist you in assessing the stage of institutionalization of service-learning at multiple levels within your institution – your department or division, your school or college, and your university or organization as a whole. You may wish to consult your colleagues, students, and community partners as you complete the tool. You may feel overwhelmed by the tool because it is so comprehensive – if you don't know an answer, simply mark that on the form. Your answers, and the discussions that will take place with your colleagues and partners, will assist you and the partnership in developing a plan for sustainability. The tool examines five dimensions that are considered by many educational leaders to be key factors for institutionalizing and sustaining service-learning in higher and health professions education. Each dimension is comprised of several components that characterize each dimension. For each component, a three-stage continuum of development has been established. In ***stage one (critical mass building),*** the campus is beginning to recognize service-learning and building a constituency for the effort. In ***stage two (quality building),*** the campus is focused on ensuring the development of "quality" community-based activities and continuing to build the constituency for them. In ***stage three (sustained institutionalization),*** the campus has fully institutionalized community-based learning into the culture and fabric of the institution.

This tool is based on previous work by Kevin Kecskes and Julie Muyllaert of the Western Region Campus Compact Consortium and Andrew Furco, Associate Professor and Associate Vice President for Public Engagement, Office for Public Engagement, at the University of Minnesota. The conceptual framework, three-stage developmental continuum and most of the institutionalization dimensions were derived from a benchmark worksheet developed by Kecskes and Muyllaert for their Continuums of Service Program. Additional dimensions were drawn from the Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education developed by Andrew Furco, the Health Professions Schools in Service to the Nation evaluation conducted by Sherril Gelmon and Barbara Holland, and Barbara Holland's work on analyzing institutional commitment to service. The other dimensions of the tool were derived from various literature sources that discuss the critical elements for institutionalizing service-learning and other innovative curricular reforms in higher and health professions education.

DIMENSION ONE: DEFINITION AND APPLICATION OF SERVICE-LEARNING (SL)

Directions: For each of the categories (rows), circle the stage that best represents the current status of the development of a definition and application of SL in your department or division, school or college, and university or organization as a whole. ***In addition, in place of SL, you may consider the terms service-learning, problem-based learning, or community-oriented primary care based on the type of course or curriculum that is being developed.*** DK stands for "don't know".

	STAGE 1 Critical Mass Building	STAGE 2 Quality Building	STAGE 3 Sustained Institutional-ization	CIRCLE THE STAGE THAT CHARACTERIZES YOUR....	WHAT ARE THE IMPLICATIONS OF YOUR ANSWERS (e.g., actions you need to take?)
Definition of SL	There is no definition for SL. The term "SL" is used inconsistently to describe a variety of experiential, clinical and service activities.	There is a definition for SL, but there is some variability and inconsistency in the use of the term.	A formal universally accepted definition for high quality SL has been adopted. This definition has been used consistently to operationalize many or most aspects of SL.	Department or division 1 2 3 DK School or college 1 2 3 DK University or Organization as a Whole 1 2 3 DK	
Application of SL	Few, if any, SL activities include all of these SL components: *Community partnership* *Explicit learning objectives* *Student orientation* ***Service that responds to community needs*** *Reflection* *Evaluation*	A minority of SL activities offered include all of these SL components: *Community partnership* *Explicit learning objectives* *Student orientation* *Service that responds to community needs* *Reflection* *Evaluation*	A majority of SL activities offered include all of these SL components: *Community partnership* *Explicit learning objectives* *Student orientation* *Service that responds to community needs* *Reflection* *Evaluation*	Department or division 1 2 3 DK School or college 1 2 3 DK University or Organization as a Whole 1 2 3 DK	
Strategic Planning for SL	There is no official strategic plan for advancing SL.	Although certain short-range and long-range goals for SL have been defined, these goals have not been formalized into an official strategic plan that will guide the implementation of these goals.	There is an official strategic plan for advancing SL, which includes viable short-range and long-range institutionalization goals.	Department or division 1 2 3 DK School or college 1 2 3 DK University or Organization as a Whole 1 2 3 DK	
Alignment of SL with Mission	While SL complements many aspects of the institution's mission, it remains on the periphery. SL is rarely included in larger efforts that focus on the core mission.	SL is often mentioned as a primary or important part of the institution's mission, but SL is not included in the official mission or strategic plan.	SL is part of the primary concern of the institution. SL is included in the official mission and/or strategic plan.	Department or division 1 2 3 DK School or college 1 2 3 DK University or Organization as a Whole 1 2 3 DK	

DIMENSION ONE: DEFINITION AND APPLICATION OF SERVICE-LEARNING...CONTINUED

	STAGE 1 Critical Mass Building	STAGE 2 Quality Building	STAGE 3 Sustained Institutional-ization	CIRCLE THE STAGE THAT CHARACTERIZES YOUR....	WHAT ARE THE IMPLICATIONS OF YOUR ANSWERS (e.g., actions you need to take?)
Alignment of SL with Strategic Goals and Initiatives	SL stands alone and is not tied to other important, high profile efforts on campus (e.g., recruiting and retaining minority students, improving teaching effectiveness, establishing community partnerships, fostering interdisciplinary collaboration, etc.)	SL is tied loosely or informally to other important, high profile efforts on campus (e.g., recruiting and retaining minority students, improving teaching effectiveness, establishing community partnerships, fostering interdisciplinary collaboration, etc.)	SL is tied formally and purposefully to other important, high profile efforts on campus (e.g., recruiting and retaining minority students, improving teaching effectiveness, establishing community partnerships, fostering interdisciplinary collaboration, etc.)	Department or division 1 2 3 DK School or college 1 2 3 DK University or Organization as a Whole 1 2 3 DK	

DIMENSION TWO: FACULTY SUPPORT FOR AND INVOLVEMENT IN SERVICE-LEARNING

DIRECTIONS: For each of the categories (rows), circle the stage that best represents the current status of faculty involvement in and support for service-learning (SL) in your department or division, school or college, and university or organization as a whole. Again, based on the nature of the course or curriculum, consider the terms service-learning, problem-based learning or community oriented primary care in place of SL. DK stands for "don't know".

	STAGE ONE Critical Mass Building	STAGE TWO Quality Building	STAGE THREE Sustained Institutionalization	CIRCLE THE STAGE THAT CHARACTERIZES YOUR....	WHAT ARE THE IMPLICATIONS OF YOUR ANSWERS (e.g., actions you need to take?)
Faculty Awareness of SL	Very few faculty members know what SL is or understand how SL is different from community service, preceptorships, clinical training and other experiential learning activities.	An adequate number of faculty members know what SL is and understand how SL is different from community service, preceptorships, clinical training and other experiential learning activities.	A substantial number of faculty members know what SL is and can articulate how SL is different from community service, preceptorships, clinical training and other experiential learning activities.	Department or division 1 2 3 DK School or college 1 2 3 DK University or Organization as a Whole 1 2 3 DK	
Faculty Involvement in and Support for SL	Very few faculty members are instructors, supporters or advocates of SL. Few support the integration of SL into the institution's mission or into their own professional work.	While an adequate number of faculty members is supportive of SL, few of them are advocates for integrating SL into the institution's mission and/or their own professional work. Only a few key faculty members actively participate as SL instructors.	A substantial number of influential faculty members participate as instructors, supporters, and advocates of SL and support the integration of SL both into the institution's mission and the faculty members' individual professional work.	Department or division 1 2 3 DK School or college 1 2 3 DK University or Organization as a Whole 1 2 3 DK	
Faculty Leadership in SL	None of the most influential faculty members serve as leaders for advancing SL.	There are only one or two influential faculty members who provide leadership to the SL effort.	A highly respected, influential group of faculty members serves as the SL leaders and/or advocates.	Department or division 1 2 3 DK School or college 1 2 3 DK University or Organization as a Whole 1 2 3 DK	
Faculty Development, Incentives and Rewards for SL	Faculty members are not encouraged to engage in SL; few incentives are provided to pursue SL activities (e.g., curriculum development mini-grants, support to attend conferences, faculty development activities). Faculty work in SL is not usually recognized during the review, promotion and tenure process.	Although faculty members are encouraged and are provided various incentives to pursue SL activities (e.g., curriculum development mini-grants, support to attend conferences, faculty development activities), their work in SL is not always recognized during the review, promotion and tenure process.	Faculty who are involved in SL receive recognition for it during the review, promotion and tenure process. Faculty are encouraged and are provided various incentives to pursue SL activities (e.g., curriculum development mini-grants, support to attend conferences, faculty development activities).	Department or division 1 2 3 DK School or college 1 2 3 DK University or Organization as a Whole 1 2 3 DK	

DIMENSION THREE: STUDENT SUPPORT FOR AND INVOLVEMENT IN SERVICE-LEARNING

DIRECTIONS: For each of the categories (rows), circle the stage that best represents the current status of student support for and involvement in service-learning (SL) within your department or division, school or college, and university or organization as a whole. based on the nature of the course or curriculum, consider the terms service-learning, problem-based learning or community oriented primary care in place of SL. DK stands for "don't know".

	STAGE ONE Critical Mass Building	STAGE TWO Quality Building	STAGE THREE Sustained Institutionalization	CIRCLE THE STAGE THAT CHARACTERIZES YOUR....	WHAT ARE THE IMPLICATIONS OF YOUR ANSWERS (e.g., actions you need to take?)
Student Awareness of SL	There are no mechanisms for informing students about SL courses, resources and opportunities that are available to them (e.g., SL listings in the schedule of classes, course catalogs, website).	While there are some mechanisms for informing students abut SL courses, resources and opportunities that are available to them (e.g., SL listings in the schedule of classes, course catalogs, website), these mechanisms are sporadic and inconsistent.	There are coordinated mechanisms that make students aware of the various SL courses, resources and opportunities that are available to them (e.g., SL listings in the schedule of classes, course catalogs, website).	Department or division 1 2 3 DK School or college 1 2 3 DK University or Organization as a Whole 1 2 3 DK	
Student Opportunities for SL	Few SL opportunities exist for students; few or no credit-bearing SL courses are available.	Credit-bearing SL courses are limited to only certain groups of students (e.g., students in certain majors, honors students, seniors, etc.)	Credit-bearing SL courses are available to students in many areas, regardless of the students' major, year in school, or academic and social interests.	Department or division 1 2 3 DK School or college 1 2 3 DK University or Organization as a Whole 1 2 3 DK	
Student Leadership in SL	Few, if any, opportunities exist for students to take on leadership roles in advancing SL.	There are a limited number of opportunities available for students to take on leadership roles in advancing SL.	Students are welcomed and encouraged to serve as advocates and ambassadors for institutionalizing SL.	Department or division 1 2 3 DK School or college 1 2 3 DK University or Organization as a Whole 1 2 3 DK	
Student Incentives and Rewards	No formal mechanisms encourage students to participate in SL or reward them for their participation (e.g., SL notation on transcripts, graduation requirement, awards). There are no informal mechanisms either (e.g., stories in campus paper, certificate of achievement)	Few or no formal mechanisms encourage students to participate in SL or reward them for their participation in SL (e.g., SL notation on transcripts, graduation requirement, awards). There are some informal mechanisms (e.g., stories in campus paper, certificate of achievement)	There are one or more formal mechanisms in place that encourage students to participate in SL or reward them for their participation in SL (e.g., SL notation on transcripts, graduation requirement, annual awards).	Department or division 1 2 3 DK School or college 1 2 3 DK University or Organization as a Whole 1 2 3 DK	

DIMENSION FOUR: COMMUNITY SUPPORT FOR AND INVOLVEMENT IN SERVICE-LEARNING

DIRECTIONS: For each of the categories (rows), circle the stage that best represents the current status of community partnerships and community participation in your department or division, school or college, and university or organization as a whole. based on the nature of the course or curriculum, consider the terms service-learning, problem-based learning or community oriented primary care in place of SL. DK stands for "don't know".

	STAGE ONE Critical Mass Building	STAGE TWO Quality Building	STAGE THREE Sustained Institutionalization	CIRCLE THE STAGE THAT CHARACTERIZES YOUR....	WHAT ARE THE IMPLICATIONS OF YOUR ANSWERS (e.g., actions you need to take?)
Community Partner Awareness	Very few community partners know what SL is or understand how SL is different from community service, preceptorships, clinical training and other experiential learning activities.	An adequate number of community partners know what SL is and understand how SL is different from community service, preceptorships, clinical training and other experiential learning activities.	A substantial number of community partners know what SL is and can articulate how SL is different from community service, preceptorships, clinical training and other experiential learning activities.	Department or division 1 2 3 DK School or college 1 2 3 DK University or Organization as a Whole 1 2 3 DK	
Mutual Understanding	There is little or no understanding between the campus and community partners regarding each other's needs, timelines, goals, resources and capacity for developing and implementing SL activities.	There is some understanding between the campus and community partners regarding each other's needs, timelines, goals, resources, and capacity for developing and implementing SL activities.	There is substantial understanding between the campus and community partners regarding each other's needs, timelines, goals, resources and capacity for developing and implementing SL activities.	Department or division 1 2 3 DK School or college 1 2 3 DK University or Organization as a Whole 1 2 3 DK	

DIMENSION FOUR: COMMUNITY SUPPORT FOR AND INVOLVEMENT IN SERVICE-LEARNING...CONTINUED

	STAGE ONE Critical Mass Building	STAGE TWO Quality Building	STAGE THREE Sustained Institutionalization	CIRCLE THE STAGE THAT CHARACTERIZES YOUR....	WHAT ARE THE IMPLICATIONS OF YOUR ANSWERS (e.g., actions you need to take?)
Community Partner Voice and Leadership	Few, if any, opportunities exist for community partners to take on leadership roles in SL (e.g., serve on advisory committees, facilitate reflection discussions, give on-campus lectures); community partners are not invited or encouraged to express their needs, goals, resources and capacity.	There are a limited number of opportunities for community partners to take on leadership roles in SL (e.g., serve on advisory committees, facilitate reflection discussions, give on-campus lectures); community partners are provided limited opportunities to express their needs, goals, resources and capacity.	There are many opportunities for community partners to take on leadership roles in SL (e.g., serve on advisory committees, facilitate reflection discussions, give on-campus lectures); community partners are formally encouraged to express their needs, goals, resources and capacity.	Department or division 1 2 3 DK School or college 1 2 3 DK University or Organization as a Whole 1 2 3 DK	
Nature and Extent of Community Partnership	Relationships with community partners change frequently due to the academic calendar and lapse during school vacation times. Few, if any, community partners consistently participate in SL from year to year.	Relationships with community partners change frequently due to the academic calendar and lapse during school vacation times. An adequate number of community partners consistently participate in SL from year to year.	Relationships with community partners are ongoing throughout the calendar year, with a significant percentage of community partners participating in SL from year to year.	Department or division 1 2 3 DK School or college 1 2 3 DK University or Organization as a Whole 1 2 3 DK	
Community Partner Development, Incentives and Rewards	Few, if any, incentives are provided for community partners to engage in SL (e.g., adjunct faculty status, payment for teaching, continuing education credits). Few, if any, mechanisms are in place to recognize community partner contributions to SL (e.g., recognition event, certificates of appreciation, awards).	Although community partners are provided various incentives to pursue SL activities (e.g., adjunct faculty status, payment for teaching, continuing education credits), these are not consistently offered. There are a few mechanisms in place to recognize community partner contributions to SL (e.g., recognition event, certificates of appreciation, awards).	Community partners are consistently provided various incentives to pursue SL activities (e.g., adjunct faculty status, payment for teaching, continuing education credits). Many mechanisms are in place to recognize community partner contributions to SL (e.g., recognition event, certificates of appreciation, awards).	Department or division 1 2 3 DK School or college 1 2 3 DK University or Organization as a Whole 1 2 3 DK	

DIMENSION FIVE: INSTITUTIONAL LEADERSHIP AND SUPPORT FOR SERVICE-LEARNING

DIRECTIONS: For each of the categories (rows), circle the stage that best represents the current status of institutional support for service-learning (SL) in your department or division, school or college, and university or organization as a whole. Based on the nature of the course or curriculum, consider the terms service-learning, problem-based learning or community oriented primary care in place of SL. DK stands for "don't know".

	STAGE ONE Critical Mass Building	STAGE TWO Quality Building	STAGE THREE Sustained Institutionalization	CIRCLE THE STAGE THAT CHARACTERIZES YOUR....	WHAT ARE THE IMPLICATIONS OF YOUR ANSWERS (e.g., actions you need to take?)
Coordinating Structures for SL	There is no coordinating structure on campus that is devoted to assisting in the implementation, advancement or institutionalization of SL (e.g., a committee, center or clearinghouse)	There is a coordinating structure on campus that is devoted to assisting in the implementation, advancement or institutionalization of SL (e.g., committee, center or clearinghouse) but it either does not coordinate SL activities exclusively or provides services to only a certain constituency (e.g., students, faculty) or limited part of the campus (e.g., only to undergraduates)	There is a coordinating entity that is devoted primarily to assisting various campus and community constituencies in the implementation, advancement and institutionalization of SL.	Department or division 1 2 3 DK School or college 1 2 3 DK University or Organization as a Whole 1 2 3 DK	
Policy Support for SL	No policy-making boards or committees have recognized SL as an essential educational strategy or goal.	One or more policy-making boards or committees recognize SL as an essential educational strategy or goal, but no formal policies have been developed (e.g., requiring SL for graduation, creating a SL center)	One of more policy-making boards or committees recognize SL as an essential educational strategy goal and have developed or implemented formal policies (e.g., requiring SL for graduation, creating a SL center)	Department or division 1 2 3 DK School or college 1 2 3 DK University or Organization as a Whole 1 2 3 DK	

DIMENSION FIVE: INSTITUTIONAL LEADERSHIP AND SUPPORT FOR SERVICE-LEARNING ...CONTINUED

Staff Support for SL	There are no staff or faculty members whose primary paid responsibility is to advance and institutionalize SL.	There are an appropriate number of staff members who understand SL fully and/ or who have the authority and resources to influence the advancement and institutionalization of SL. However, these positions are temporary or paid by external grants.	There are an appropriate number of permanent paid staff members who understand SL and who have the authority and resources to influence the advancement of SL.	Department or division 1 2 3 DK School or college 1 2 3 DK University or Organization as a Whole 1 2 3 DK	
Funding for SL	SL activities are supported primarily by soft money (short-term grants) from external sources.	SL activities are supported by both soft money (short-term grants) from external sources as well as hard money from the institution.	SL activities are supported primarily by hard money from the institution and/or state line-item budget.	Department or division 1 2 3 DK School or college 1 2 3 DK University or Organization as a Whole 1 2 3 DK	
Administrator Support for SL	Administrative leaders have little or no understanding of SL, often confusing it with a range of experiential, clinical and service activities.	Administrative leaders have a clear understanding of SL, but they do little to make SL a visible and important part of the campus' work.	Administrative leaders understand and support SL, and actively work to make SL a visible and important part of the campus' work.	Department or division 1 2 3 DK School or college 1 2 3 DK University or Organization as a Whole 1 2 3 DK	
SL Evaluation	There is no effort underway to account for the number, quality and impact of SL activities taking place (e.g., # of students involved in SL, # of hours of service provided)	There are some efforts underway to account for the number, quality and impact of SL activities taking place (e.g., # of students involved in SL, # of hours of service provided), but these are not ongoing, systematic or coordinated.	An ongoing, systematic and coordinated effort is in place to account for the number, quality and impact of SL activities that are taking place (e.g., # of students involved in SL, # of hours of service provided).	Department or division 1 2 3 DK School or college 1 2 3 DK University or Organization as a Whole 1 2 3 DK	

UNIT 10: PURSUING OPPORTUNITIES FOR SERVICE-LEARNING SCHOLARSHIP

COMPETENCIES

After completing this unit, you will be able to:

- Define scholarship and community-engaged scholarship.
- Identify opportunities for pursuing scholarship through service-learning.
- Identify vehicles for publishing and presenting service-learning scholarship.
- Identify sources of support for service-learning research.
- Identify strategies for documenting service-learning scholarship for review, promotion and tenure.

HANDOUT

- Standards for the Assessment of Community-Engaged Scholarship

INTRODUCTION AND BACKGROUND

Work done by modern educational theorists such as Glassick and Boyer has brought about a re-conceptualization of scholarship within higher education. The standards for defining and evaluating scholarship have evolved significantly in recent years. As such, the role that service-learning does and should play within the context of scholarship now demands increasing attention. To further validate service-learning as a teaching method as well as a serious scholarly undertaking, service-learning practitioners are challenged to consider the projects they develop against the widely-accepted frameworks of Boyer's multi-part definition of scholarship and Glassick's six standards of assessment.

Boyer sets out a four-pronged definition of scholarship including: *discovery, integration, teaching,* and *application.* Discovery represents *new knowledge,* such as a new gene or a new treatment, while integration embodies the *new outcomes* created by the synthesis of existing disciplines, professions, and theories. The scholarship of teaching encourages *documentation* among educators and the creation of teaching portfolios, while scholarship of application completes the educational cycle through the application of new knowledge within *practice-based settings*. Picking up where Boyer left off, experts now include *engagement* as a fifth element of scholarship. Engagement examines the new outcomes created when the first four types of scholarship are removed from controlled environments and placed in engaged, *community environments*. It is within all five of these realms that the practice of service-learning finds its home and we now grapple with the effort to effectively translate the knowledge gained from "engaged scholarship" into traditional forms such as standardized principles, processes, and publications. The bar has been raised in regards to the output of service-learning initiatives. There is increasing pressure to move beyond anecdotal process articles and experiential assessments to produce solid outcomes supplemented by empirical data.

Tied to scholarly processes and outcomes are standards for evaluation and rewards, such as promotion, tenure, merit commendations, or funding. Glassick proposes six standards for assessing scholarly endeavors: *clear goals, adequate preparation, appropriate methods, significant results, effective presentation,* and *reflective technique.* In looking at service-learning within this context, it becomes clear that a paradigm shift is necessary for proper evaluation. Service-learning is inherently at odds with the "I did it all" standard currently used to judge tenure dossiers or funding proposals. As a reciprocal, engaged endeavor accomplished solely through partnerships and collaboration, the "we" becomes much more important and relevant than the "I." Along with this is the traditional importance placed on "first authorship," which in many instances of service-

learning can be irrelevant or even inappropriate. Thus, service-learning professionals are challenged to not only maximize potential rewards under current evaluation schemes in the short term, but also to engender a paradigm shift that will facilitate more appropriate standards of review for service-learning and hopefully elevate the stature of service-learning within scholarship as a whole.

SPECIFIC CHALLENGES AND POSSIBLE SOLUTIONS

The faculty review, promotion and tenure system can pose significant challenges to faculty members who are engaged in service-learning. Some tenure systems place 100% weight on publication with little significance given to teaching or service. Others require faculty to select one area of excellence among teaching, research, and service rather than being allowed to present their experiences in a cross-disciplinary fashion. Faculty members can face tenure committees that do not value service-learning even if service-learning is generally supported by the faculty, department, and administration. Faculty members can also face promotion standards that are at odds with the overall mission of the institution; for example, a "teaching-focused" institution that requires extensive publication for promotion. It is usually necessary to educate faculty, deans, provosts, and presidents about service-learning as tenure dossiers make their way up the ladder. Faculty members often speak of struggles finding appropriate reviewers from top-ranked institutions that are supportive of service-learning. Almost all encounter the question, "Where is the scholarship?" or "How does this constitute scholarly work?"

There are a number of possible approaches to confront these issues, including:

- Think about scholarly outputs early on in the planning process. The online Community-Engaged Scholarship Toolkit has a unit devoted to this planning process.
- Develop evidence-based guidelines and consider the use of outside evaluators (for example, the Clearinghouse for the Scholarship of Engagement).
- Plant foundational seeds about service-learning across the institution early on.
- Set accurate expectations as to rewards and plan your strategy accordingly.
- Create detailed teaching portfolios and improve documentation of your efforts.
- Gather the best and the most appropriate reviewers possible (consider contacting Campus Compact or CCPH for referrals or consulting with community-engaged colleagues and mentors on one's own campus).

Obtaining research support and publishing articles are continuing challenges for service-learning practitioners at many institutions. The combination of partners and publication can inherently be conflict ridden in a reward situation, as so much value is placed on "first authorship." There is a common realization that the "I" needs to be replaced by "we" in the service-learning review process. There is often an extended period of time to ready a publication or presentation on a service-learning project, as compared to a study in a more traditional area. More often than not, insights gathered from planning, execution, reflection, and re-engagement are longer term in nature and thus not readily apparent. It is wise to look beyond peer review journals and to disseminate service-learning findings through other avenues including journals in related but separate disciplines, presentations at national forums, formal papers, and so on. It can be difficult to secure or sustain funding for service-learning initiatives due to the still-cloudy definition of the field combined with the trend in the funding community to place increasing importance on results-oriented philanthropy. Therefore, it is important to gain an awareness of results-oriented or "friendly" funding sources. In order to find success, those in the service-learning community must continue to crystallize and then champion the language of service-learning outcomes within both the scholarly and funding communities. While opportunities for publishing in the field evolve and change over time, you can find lists of journals and other

publications that focus on engagement and service-learning in higher education, current as of 2014, here and here. Links to additional publication outlets and opportunities for presenting your scholarship can be found through a resource compiled by Weber State University's Center for Community Engaged Learning.

Service-learning ***practitioners can encounter resistance when attempting to classify contributions from community partners as "scholarly work." There are several approaches to addressing these critical issues, including:***

- Grant adjunct professor titles to community faculty.
- Document community contribution as formal academic collaboration.
- Encourage the mention of strategic partnership in the community partner's future grant proposals. (This should further strengthen the proposal as well as raise awareness of the institution's service-learning initiatives, possibly galvanizing additional financial support for the institution, as well.)

Key Takeaways

A summary of certain factors to consider in promoting service-learning within higher educational institutions:

1. **Institutional Mission** – Evaluate the fit within the over-arching goals and tenor of the institution.
2. **Define the Reward System** – What are the expectations for tenure, promotion, or merit? How should the service-learning component be positioned into a teaching portfolio or tenure/promotion strategy? How will you effectively transition assessment into scholarly output?
3. **Faculty Development** – Develop methods to attract, engage, educate, support, reward, and retain campus and community faculty. Are there opportunities to engage or integrate efforts of entire departments?
4. **Community Engagement** – Establish reciprocal, strategic partnerships in the community where the role of the expert is shared and the focus is on processes and outcomes.
5. **Resources** – Properly assess and allocate available resources and continually develop new and existing resource means.

RESOURCES

Community-Engaged Scholarship for Health: CES4Health.info is a free, online mechanism for peer-reviewing, publishing and disseminating products of health-related community-engaged scholarship that are in forms other than journal articles.

Community-Engaged Scholarship Toolkit: A toolkit designed by Community Campus Partnerships for Health to guide faculty in planning and documenting their community-engaged scholarship and producing strong portfolios for tenure and promotion.

Clearinghouse for the Scholarship of Engagement: The Clearinghouse for the Scholarship of Engagement provides external peer review and evaluation of faculty's scholarship of engagement as well as consultation, training, and technical assistance to campuses who are seeking to develop or strengthen systems in support of the scholarship of engagement. In addition, it conducts forums, programs, and regional conferences on topics related to the scholarship of engagement. Finally, it administers a faculty mentoring program with opportunities for less experienced faculty to learn from the outreach experiences of more seasoned outreach scholars.

Engaged Scholarship Publication Outlets: A list maintained by Campus Compact of the Mountain West of journals that accept community-engaged work.

HANDOUT: STANDARDS FOR THE ASSESSMENT OF COMMUNITY-ENGAGED SCHOLARSHIP (MAURANA ET AL., 2000)

This handout provides an overview of questions that can be used to guide the documentation needed for a faculty portfolio or dossier for review, promotion and tenure decisions. They can also be used by faculty review committees as a tool to assess community-based scholarship. These questions draw upon Boyer's model of scholarship redefined and Glassick's standards of assessment.

Clear Goals

1. Are the goals clearly stated, and jointly defined by community and academics?
2. Has the partnership developed its goals and objectives based upon community needs?
3. How do we identify the community issues? Are these needs and issues truly recognized by the scholar and institution?
4. Do both community and academia think the issue is significant and/or important?
5. Have the partners developed a definition of what the "common good" is?
6. Have the partners worked toward an agreed upon "common good"?
7. Is there a vision for the future of the partnership?

Adequate Preparation

1. Does the scholar have the knowledge and skills to conduct the assessment and implement the program?
2. Has the scholar laid the groundwork for the program based on most recent work in the field?
3. Were the needs and strengths of the community identified and assessed using appropriate method?
4. Have individual needs taken a back seat to group goals and needs?
5. Do the scholar and the community consider all the important economic, social, cultural and political factors that affect the issue?
6. Does the scholar recognize and respect community expertise?
7. Have the community-academic partners become a community of scholars?
8. Does the scholar recognize that the community can "teach," and that the community has expertise?
9. Does the scholar stay current in the field?

Appropriate Methods

1. Have all partners been actively involved at all levels of the partnership process – assessment, planning, implementation, evaluation?
2. Has the development of the partnership's work followed a planned process that has been tested in multiple environments, and proven to be effective?
3. Have partnerships been developed according to a nationally acceptable framework for building partnerships?

Approach

1. Are the methods used appropriately matched to the need?
2. Do the methods build in community involvement sustainability?
3. What outcomes have occurred in program development and implementation?
4. Do the scholar and community select, adapt and modify the method with attention to local circumstances and continuous feedback from the community?
5. Do programs reflect the culture of the community?

6. Does the scholar use innovative and original approaches?
7. Does the approach emphasize sustainability?

Significant Results

1. Has the program resulted in positive outcomes in the community?
2. Has the partnership effected positive change in the community and the academic institution?
3. Have models been developed that can be used by others?
4. What has been the impact on the community?
5. What has been the impact on the academic institution?
6. Have external resources (e.g. grant and fund raising) been affected by the program?
7. Are the results effective as judged by both the community and academia?
8. Do the scholar and community commit to a long-term partnership?

Effective Presentation

1. Has the work (outcomes and process) of the partnership been reviewed and disseminated in the community and academic institutions?
2. Have there been presentations/publications on community-based efforts at both the community and academic levels?
3. Are the results disseminated in a wide variety of formats to the appropriate community and academic audiences?

Ongoing Reflective Critique

1. What evaluation has occurred?
2. Does the scholar constantly think and reflect about the activity?
3. Would the community work with the scholar again?
4. Would the scholar work with the community again?

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KEY CONTACTS

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To learn more about membership with Community-Campus Partnerships for Health, as an individual or as an institution/organization, please visit their website. To contact CCPH staff directly, visit their online staff directory here.