

Faculty Toolkit for Service-Learning in Higher Education



Edited by Sarena D Seifer and Kara Connors,
Community-Campus Partnerships for Health
for
Learn and Serve America's
National Service-Learning Clearinghouse





This material is based upon work supported by the Corporation for National and Community Service under Learn and Serve America Grant Numbers 01CACA0012 and 05TAHCA005. Opinions or points of view expressed in this document are those of the authors and do not necessarily reflect the official position of the Corporation or the Learn and Serve America program.

Acknowledgments: The co-editors gratefully acknowledge the support of Amy Cohen, Elson Nash and Robyn Snelling at the Corporation for National and Community Service, and Barbara Holland, Liberty Smith, Heather Martin, Larry Hardison, Janine Bird and Amber Isidro at the National Service-Learning Clearinghouse throughout the preparation of the Toolkit.

© 2007 Learn and Serve America's National Service-Learning Clearinghouse
Photocopying for nonprofit educational purposes is permitted.

Printed in the United States of America

Cover image (GENERAL_0062) courtesy of CNCS Photo Office, © Corporation for National and Community Service, Office of Public Affairs

Seifer SD and Connors K. , Eds. Community Campus Partnerships for Health. Faculty Toolkit for Service-Learning in Higher Education. Scotts Valley, CA: National Service-Learning Clearinghouse, 2007.

http://www.servicelearning.org/filemanager/download/HE_Toolkit_with_worksheets.pdf

Units:

Unit 1: Understanding Service-Learning.....	5
Unit 2: Establishing Community-Campus Partnerships for Service-Learning.....	11
Unit 3: Establishing and Assessing Course Objectives, Learner Outcomes, and Competencies.....	42
Unit 4: Planning Course Instruction and Activities.....	69
Unit 5: Selecting Texts and Other Learning Resources.....	94
Unit 6: Designing Course Evaluation and Improvement Plans.....	98
Unit 7: Building Course Infrastructure.....	117
Unit 8: Sustaining a Service-Learning Course.....	126
Unit 9: Practicing Culturally Competent Service-Learning.....	149
Unit 10: Pursuing Opportunities for Service-Learning Scholarship.....	164

Units include some or all of these components:

- **Tips and in-depth content information about the topic presented.** Within each unit, users will find helpful content information 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.
- **Case Studies.** Case studies provide “real life” experiences for users to learn from. 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 toolkit, there are symbols or markers prompting review by readers. For example:



indicates reflection questions



indicates suggested resources from Learn & Serve America’s National Service-Learning Clearinghouse



indicates suggested resources and readings



indicates suggested tools and workbooks



indicates suggested websites



indicates a model or an example from the field

Definitions of Key Terms

These definitions help clarify how this toolkit uses several specific terms:

- **Service-Learning** - Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.
- **Community** – People and organizations coming together either through a common bond or stake in a given interest or set of interests. The term community can be self-defined or can be geographic. The term community also connotes a climate to be created.
- **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 degree, undergraduate, graduate, and post-graduate level learners.

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 impact of service-learning

Handouts

- What is service-learning?

Introduction

Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Service-learning is a structured learning experience that combines community service with preparation and reflection. 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.

Learn and Serve America describes service-learning as a unique opportunity for students to get involved with their communities in a tangible way through the integration of service projects with classroom learning. Through this process students become engaged in the educational process and are able to apply what they learn in the classroom to problems in the real world as actively contributing citizens. Further information on this definition of service-learning can be found on the Learn and Serve America website at: http://www.learnandserve.org/about/service_learning/index.asp

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

These can all be found on Learn and Serve America’s National Service-Learning Clearinghouse site at: http://www.servicelearning.org/welcome_to_service-learning/service-learning_is/

Theoretical basis for service-learning

Seifer and Furco 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 has a more collaborative grounding in how its goals and objectives are defined and how its curriculum is structured. The extent to which community dynamics drive course structure and community organizations function as integral partners is a clear departure from other forms of experiential learning 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 very challenging in some cases.

Nonetheless, service-learning has been proven as an innovative, effective, and estimable education methodology that is grounded in scholarship. The Kolb model describes the key stages that service-learners will 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 impact 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.

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 included 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. The evaluations have also found that in order for higher educational 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. For service-learning to really work for community partners, community partners needed to ensure that service-learning was closely aligned with their organizational goals as well as complementary to their overall mission. Furthermore, community partners needed to develop internal structures to support their involvement in service-learning as well as adopt the perspective that the students involved in service-learning had valuable skills and expertise to contribute.

Federal support of service-learning

A program of the Corporation for National and Community Service, Learn and Serve America supports and encourages service-learning throughout the United States, and enables over one million students to make meaningful contributions to their community while building their academic and civic skills. By engaging our nation's young people in service-learning, Learn and Serve America instills an ethic of lifelong community service.

Learn and Serve America provides direct and indirect support to K-12 schools, community groups and higher education institutions to facilitate service-learning projects by:

- Providing grant support for school-community partnerships and higher education institutions;
- Providing training and technical assistance resources to teachers, administrators, parents, schools and community groups;
- Collecting and disseminating research, effective practices, curricula, and program models; and
- Recognizing outstanding youth service through the Presidential Freedom Scholarship, President's Volunteer Service Awards and other programs.

For more information on the Corporation for National and Community Service, see <http://www.nationalservice.gov/>. For more information on Learn and Serve America, visit <http://www.learnandserve.org>.

References

Furco, A. (1996). *Service-Learning: A Balanced Approach to Experiential Education* in B. Taylor, ed., Expanding Boundaries: Serving and Learning. Washington, DC: Corporation for National Service.

Kolb D. A. (1984). Experiential Learning: Experience as the Source of Learning and Development. Englewood Cliffs, NJ: Prentice-Hall.

Seifer SD. (1998). "Service-Learning: Community-Campus Partnerships for Health Professions Education" in *Academic Medicine*; 73: 273-277

Unit 1 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).

Service-learning as: a structured learning experience that combines community service with explicit learning objectives, preparation, and reflection. Students involved in service-learning are expected not only to provide direct community service but also to learn about the context in which the service is provided, the connection between the service and their academic coursework, and their roles as citizens (Seifer, S.; Jacoby, B.).

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;
- 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 the service-learning design and implementation.

References

Connors, K., Kirk Henry, J., and Seifer, S.D. (2000). "Improving the preparation of nursing professionals through community-campus partnerships," in Gott, M. (ed). Nursing Practice, Policy and Change, Radcliffe Medical Press.

Gelmon, S., Holland, B., and Shinnamon, A. (1998). Health Professions Schools in Service to the Nation: Final Evaluation Report. Community-Campus Partnerships for Health, San Francisco, CA. Available at: <http://www.ccph.info>

Jacoby, B. and Associates. (1996). Service-Learning in Higher Education: Concepts and Practices. San Francisco, CA: Jossey-Bass.

Rieke, E., Seifer, S.D., and Connors, K. (June 2000). Service-Learning in Health Professions Education: A Syllabi Guide. Volume 1. Community-Campus Partnerships for Health, San Francisco, CA. Available at: <http://www.ccph.info>

Seifer, S.D. (1998). Service-learning: community-campus partnerships for health professions education. *Academic Medicine*; 73:273-277

Unit 2: Establishing Community-Campus Partnerships for Service-Learning

“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.
- 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 in Service-Learning
- The North Carolina Community-Based Public Health Initiative Authorship Guidelines

Worksheet

- Guidelines for Writing a Partnership Agreement or Memorandum
- Building Partnerships into All Aspects of Service-Learning
- 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,” it is recommended that the material in this unit be reviewed. In addition, the worksheet materials presented in this unit will provide an opportunity to assess the partnership and its effectiveness. More information about assessment of the partnership can be found in Unit 3.

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). In 1998, Community-Campus Partnerships for Health board of directors and conference participants established “Principles for a Good Community-Campus Partnership.” Revised in 2006, these principles, or values promoted by these principles, have often been cited as the underlying force for success among many partnerships.

Community-Campus Partnerships for Health (CCPH) Principles of Partnership

1. Partnerships form to serve a specific purpose and may take on new goals over time.
2. Partners have agreed upon mission, values, goals, measurable outcomes and accountability for the partnership.
3. The relationship between partners 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 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 need to plan a process for closure.

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 principles

presented above, the partnership is well-positioned to focus on the pre-planning and planning strategies necessary for the development of a service-learning course. 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

Principles #1 and #2: Specific purpose and agreed upon mission, 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 as to the mission and strategies of the community partner, and 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 prioritization process should be used to distill the areas of mutual agreement that can be used to piece together 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's critical to highlight their importance at the very beginning stages of relationship building. The main message is that each side needs to offer up 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 though partners may look different, dress and speak differently, it's important for both sides to reserve judgment and to maintain an open mind as to the motivations of the other party and the quality of what each side brings to the table.

Principle #4: Build on strengths and assets, builds capacity, and also addresses needs

Assessment can be productive, even at the beginnings of partnerships. The conversations that were held while discussing the first two principles should provide a base upon which to maximize each side's assets while also determining areas of weakness or need that can be further developed through the partnership. Establishing a history of assessment will also pave the way for rigorous and meaningful evaluation as the partnership evolves. Further, until issues and needs are revealed, no true understanding or honest partnership will develop.

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." However, this is not always the case. Power dynamics must be carefully assessed and then, if necessary, methods of power redistribution should be considered. Once a more equitable balance of power is in place, resources can be more effectively shared. Partners should also be creative as to how resources are defined. Resources are not just financial, but can also include people, supplies, space, or knowledge. Appreciation and energy can also be seen as resources that can be and should be shared and celebrated by partners.

Principle #6: Clear, open, and accessible communication

The key to successfully addressing this principle is establishing real accessibility. Participants were advised that voice mail simply does not suffice in this case. Email and regular in-person meeting times were noted as much more desirable. In addition, two-way site visits where each partner visits the other were strongly recommended.

Principle #7: Agree upon roles, norms, and procedures

Many partnerships begin with the discussion of roles and procedures. However, if values and goals aren't aligned, 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

Again, the idea here is to use feedback from all parties involved to inform process and program refinement. Gathering feedback is an effective way to show respect for partners, but incorporating that feedback into evaluation outputs and program design reflects a true appreciation of each partner's perspective.

Principle #9: Share the credit

Credit can also be defined in this context as appreciation, and appreciation can be shown in a variety of ways. It is important for each partner to share credit and show appreciation for the other partners, whether it's through financial methods or a mention in an organization's annual report or newsletter.

Principle #10: Partnerships evolve and can dissolve

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. Not all partnerships do or are meant to last forever. This needs to be acknowledged and anticipated.

Assets-Based vs. Needs-Based Approach to Service-Learning

When assessing a community, university partners tend to focus on the problems, deficiencies, and *needs* of its constituencies. As such, universities and institutions often enter a community intending to “fix” and to “help.” However, this approach can drive community leaders and groups to feel marginalized and to disengage. If community members don't establish their *own vision* for the future of their community and the strategies for getting there, most university actions are not likely to effect real and lasting change. However, if community members are actively mobilized and invested in community development, 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 exist, for example, grandmas that provide free daycare to their families, active parent-teacher associations, neighborhood block captains, and tenant associations. University members and the practice of service-learning can be seen as external resources that can expand the capacity of these pre-existing groups to develop and strengthen their community. Service-learning can be most effective when it is able to connect not just with other major institutions, but also with entities in each asset level, as well as when it can provide linkages between community assets that did not exist before. These links can create new powerful networks and avenues for information flow and resource sharing.

Key Takeaways:

1. Begin partnerships by assessing and building upon the value and importance of what each side brings to the table. Be creative as to how resources and assets are defined.
2. Find areas of common ground in terms of values and goals before defining roles and processes.
3. Don't just "help" communities. Instead, provide resources that communities can use to develop their capacity to help themselves.
4. Establish real and accessible channels of communication, and be rigorous in your 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 assume that you are playing a lead role in developing the partnership. If you are joining as a member of a partnership, then many of these tips will still apply. 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, association with an academic institution can provide enhanced legitimacy and validation in a community partner's fundraising efforts.

Even though the students will be interacting with the community organization for a short period of time in the context of the class, 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 school/university and its surrounding communities. Historical information will contribute to and shape the development of the partnership. 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 up-front 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 very important that you “know your community.” The process of knowing your 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 by being an active observer and listener.** What are others telling you about the community? What are the nuances, culture, and traditions of the community? An appreciation and respect for the community will happen at a natural pace when you become more involved by 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 address the larger concerns of those around you together. By visiting with the local volunteer center, a directory can be located with a listing of agencies in the community that may be addressing issues of similar interest. If a volunteer center does not exist in the community, the local church, synagogue, United Way, or school may have resources that provide assistance in the development of the partnership. 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 also important to develop personal relationships. Getting to know each other is an ongoing process and requires time, patience, flexibility, and humor. It is important to try to understand all persons and their perspectives. What is their culture, background, 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 role and function of the partnership. 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 stake holder’s key strengths and assets, noting how their 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.

Foster leadership and skill development among partners. Irrespective of each individual’s role in the partnership, there should be opportunities for leadership development among the group. 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 effective leadership skills.

Identify resources. Once the core partners have been identified, it is important 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 goals and objectives of the partnership, as well as the roles and responsibilities of those involved in the partnership. The members of the partnership must identify the appropriate terms and language to convey the guidelines for the partnership. In some cases, the term "agreement" may appear like a legal document. It is important to shape the guidelines in a way that feels most comfortable to the members of the partnership.

A service-learning partnership planning committee

Form a service-learning partnership planning committee. How are decisions made? How is work carried out? How are activities planned and priorities set? In many cases, a planning committee is formed to undertake planning and organizational activities. The committee members consist of different leaders who are dedicated to carrying out the partnership activities. These leaders may include students, community members, faculty, civic, business leaders, and others. It is important to understand how the size of the group will affect the work of the committee; for example, the larger the group size, the greater the likelihood for networking and sharing of resources. A smaller committee size, on the other hand, will increase the likelihood for consensus and quick action. Depending upon the size of the group, those involved in a partnership may wish to rely on a group of advisors or an informal network of people who can offer advice and support to the committee's work. The committee's values such as mutual respect, sharing of knowledge, openness to new ideas, and inclusiveness will serve as the foundation upon which the committee performs its work. The committee may wish to refer to the CCPH's Principles of Partnership mentioned earlier in this unit to guide the committee's work and decisions.

Once the committee has been formed, the committee must:

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 committee. This strategy may create a greater sense of ownership of the committee's activities among all committee members rather than relying solely upon one or two committee members. It may also improve communication between committee members and improve attendance at committee meetings.

Establish a place for your planning committee to meet. In the spirit of sharing power by rotating different positions of responsibility, committee members may also wish to rotate places to meet. By changing places to meet, committee members are introduced to new settings such as a community center, clinic, or university, and have an opportunity to

learn more about the community. Rotating meeting settings may also help dispel the notion that any one partner on the committee “owns” the partnership and the process.

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 notes from the meetings is critical. All documentation from the meeting can be collected in a binder or shared online for those who were not able to attend the meeting.

Establish systems to evaluate the meetings. At the end of each planning committee meeting, members may wish to assess the effectiveness of the meeting and ways to improve future meetings. For example, the facilitator of the meeting 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). Committee members may write their responses on index cards or a standard form for shared discussion.

Establish methods of communication. In this high-tech era, there are many different gadgets and tools to foster and deliver communication. The trick is finding the best communication method for the partnership. What methods of communication will the partnership committee rely upon, and how often will the committee communicate with one another? These questions are vital; keeping one another informed of progress, challenges, and requests will steer the level of momentum achieved by the committee. If committee members decide to use electronic communication, it will be important that each member has electronic access. The university may wish to contribute computers or electronic access to community members who may not have easy access to technology.

Determine and design the partnership’s planning process. Once the planning group’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 committee and its members “stay on track” and reward itself for achieving small and large milestones. Methods of accountability can take the form of self and committee 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 that go into clinical settings and have a bad experience but are 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. Course directors 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. 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 committee may be interested in participating in an assessment exercise through the completion of these tools.

Develop a plan for sharing credit and recognition among partnership members. Unit 6 mentions 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 it 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?

Case Study

The following case study focuses on key themes that support positive and effective community-campus partnerships that involve service-learning. The themes presented below focus on finding common ground, negotiating roles, responsibilities and authority, and establishing effective planning processes within a partnership planning group.

Case Study: Negotiating Roles, Responsibility and Authority

A community-campus partnership had been established between an immigrant advocacy group in a neighborhood with a high prevalence of non-English speaking residents and a political science department at a nearby university. The nature of the partnership had been developed through several collaborative projects. Several political science faculty have been doing community outreach work in this neighborhood in alliance with the community partner. As part of one partnership activity, the faculty members and the community partners recognized that immigrants were being excluded from county health services because of the lack of Spanish speaking health care providers and interpreters. The immigrant advocacy group drafted a survey to assess the extent of the problem among its clients with the aim of engaging political science students in a service-learning course to help administer and analyze it.

After reviewing the survey, the political science students presented it to a faculty advisor and noted some concerns about bias in the survey. Suggestions for modification of the survey were outlined and presented to the community group. The suggestions for modification were rejected by the immigrant advocacy group. The community group then announced that they only wanted information they could use to sue the local hospital. They wanted the students to collect this information for them exclusively for the purposes of filing the lawsuit.

The students and faculty felt that they were put in a compromised position and withdrew from this particular project. The community group then complained that the “campus” was not living up to its end of the bargain.

Case Study Questions:

- In this scenario, what could have been done that would have avoided or reduced the impact of conflict between the two partners?
- How would you address this conflict? Would you find ways to resolve the conflict and preserve the relationship, or would you work with a new community partner?

- What key lessons in this scenario can be applied to your own partnership?
- How might you improve the effectiveness of your partnership based on this scenario?

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?
- ☐ Relied upon effective ice-breaker techniques for team-building?
- ☐ 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 committee meeting sites?
- ☐ Developed the mission, goals, and objectives for the partnership?



Suggested Resources from Learn & Serve America's National Service-Learning Clearinghouse

Partnerships for Higher Education Service-Learning. (NSLC Fact Sheet)

http://servicelearning.org/lib_svcs/bibs/cb_bibs/school_cmtty/index.php

The Wisdom of Community-Campus Partnerships (NSLC PowerPoint)

http://servicelearning.org/resources/online_documents/partnerships/cmtty_campus/

General Partnership Links (NSLC Links Collection)

http://servicelearning.org/resources/links_collection/index.php?link_set_id=1&category_id=235

Suggested Websites

Civic Practices Network. The community section of this web site provides information on community building through "community organizing, social capital, and urban

democracy." It also provides information on the Consensus Organizing Model, which explains some ways one can bring together all the players in a community. More information can be obtained by visiting:

<http://www.cpn.org/sections/topics/community/index.html>.

A Suggested Tools and Workbooks

Community Tool Box. This website provides tools needed to build healthier and stronger communities and provides information for those interested in a variety of community health and development issues. More information can be obtained by visiting:

<http://ctb.lsi.ukans.edu/>

New York Academy of Medicine-The Partnership Self-Assessment Tool. This easy-to-use, web-based Tool gives partnerships one strategy to assess how well their collaborative process is working and to identify specific areas they can focus on to make the process work better. More information can be obtained by visiting:

<http://www.partnershiptool.net/>

Suggested Readings

Berkowitz, B & Wolff, T. (2000). The Spirit of the Coalition. Washington, DC: APHA.

Cauley, K. (2000). "Principle 1: Partners have agreed upon mission, values, goals, and measurable outcomes for the partnership" in: Connors, KM & Seifer, SD., (Eds). Partnership Perspectives. Issue II, Volume I. San Francisco, CA: Community-Campus Partnerships for Health.

Goodrow B, Olive KE, Behringer B, Kelley MJ, Bennard B, Grover S, Wachs J, Jones J. (February, 2001). "The community partnerships experience: A report of institutional transition at East Tennessee State University" in *Academic Medicine*, Vol 76, No 2.

Haynes, M. (1998). Effective Meeting Skills: A Practical Guide for More Productive Meetings. Menlo Park, CA: Crisp Publications, Inc.

Kaye, G. and Wolff, T. (ed). (1995). From the Ground Up! A Workbook on Coalition Building and Community Development. AHEC Community Partners.

Kretzmann, J. & McKnight, J. (1993). Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets, Chicago: ACTA Publications.

Lasker, R. (2001). "Partnership Synergy: A Practical Framework for Studying and Strengthening the Collaborative Advantage" in *The Milbank Quarterly*, 79(2): 179-205.

Reprints of this article can be obtained by contacting Shannel Reed by email: sreed@nyam.org

Minkler, M. (1997). Community Organizing and Community Building for Health, New Brunswick: Rutgers University Press.

Sandy, M. & Holland, B. (2006). "Different Worlds and Common Ground: Community Partner Perspectives on Campus-Community Partnerships" in *Michigan Journal of Community Service Learning*, 13(1): 30-43.

Seifer, SD. (2000). "Engaging colleges and universities as partners in healthy communities initiatives" in *Public Health Reports*, vol. 115. Reprints of this article can be obtained by visiting: www.ccph.info or calling: 415/476-7081.

U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC/ATSDR Committee on Community Engagement). (1997). Principles of Community Engagement. Principles of Community Engagement. U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, www.cdc.gov

Unit 2 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.

More information about the design of this agreement can be obtained by contacting Karen M. Yoder, Director, Division of Community Dentistry, Department of Preventive and Community Dentistry Walker Plaza Room 118, 719 Indiana Avenue (Email: kmyoder@iupui.edu or Phone: 317/615-0012)

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.
 - b. 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 2 Handout: Sample Guidelines and Limitations for Students in Service-Learning

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). Additional forms created by the California State University-Long Beach Community Service-Learning Center can be found by visiting: <http://www.csulb.edu/centers/cslc/forms/>.

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 for whom 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: _____

Signature: _____ Date: _____

Unit 2 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.

More information about the development of these authorship guidelines can be obtained by contacting Eugenia Eng (Email: eugenia_eng@unc.edu).

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 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:

- 1. Conception and design, or analysis and interpretation**
- 2. Drafting the article or revising it critically for important intellectual content**
- 3. 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
 2. they review and make comments on at least one draft
 3. 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 2 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?	

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?	

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 process for determining if the partnership will continue? What might be the conditions or criteria under which the partnership might choose to dissolve?	
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 2 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 (Email: 4results@seeingresults.com).

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.

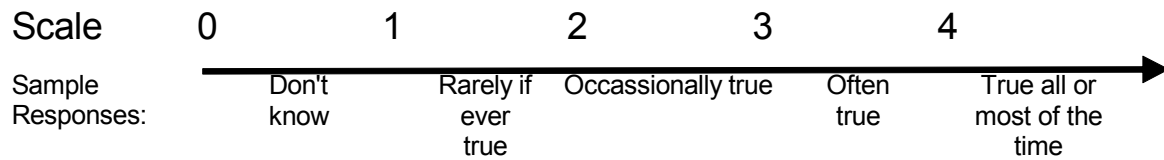
If the statement is true all or most of the time, score it "4". If the statement is often true, you may score it a "3". If the statement is only occasionally true, you may score it a "2", and if the statement is rarely if ever true of your work together, score it a "1". You use the score "0" when you 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
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. The partnership balances the power among partners and enables resources among partners to be shared.
26. We have a clear, mutually-agreed-upon process for making decisions.

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.

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

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.
56. We create ways to mark the ending of this partnership.

RESPONSE SHEET: Date: _____ Partnership: _____

1.		14.		30.		44.	
2.		15.		31.		45.	
3.		16.		32.		46.	
4.		17.		33.		47.	
5.		18.		34.		48.	
6.		19.		35.		49.	
7.		20.		36.		50.	
8.		21.		37.		51.	
9.		22.		38.		52.	
10.		23.		39.		53.	
11.		24.		40.		54.	
12.		25.		41.		55.	
13.		26.		42.		56.	
		27.		43.			
		28.					
		29.					

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 3: Establishing and Assessing 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.

Handouts

- Student Self-Assessment Exercise
- Student Service-Learning Agreement
- Preceptor or Community Agency Evaluation of Student-Student Performance
- Preceptor or 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

Key definitions

Before moving ahead in this unit, it is important to review the definitions of key terms.

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 partner 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 learning 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 that are expected of students by accreditation bodies. 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 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. What are the 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 tasks, or competencies that your students will be expected to perform following the course. As part of the service-learning course, what are the tasks – *both service and learning oriented* – that students will be expected to perform? How will these tasks 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 complete the task. It is important to determine what the student must learn to support the completion of the task. 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, 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.

Case Study: The Tapestry of Immigration

This service-learning example was 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. For more information, contact: Lucylle Shelton, Service Learning Coordinator, Chattahoochee Technical College, lselton@chattcollege.com or Sean Brumfield, English Faculty, Chattahoochee Technical College, sbrumfield@chattcollege.com.

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?

Case Study: A Partnership to Create a Work Site Health Promotion Program

More information about this program can be obtained by contacting Lynda Slimmer, Professor of Nursing and Director of Service-Learning at Elmhurst College by phone: (630) 617-3505 or email: lyndas@elmhurst.edu.

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?

Case Study: Social Justice in Immigrant Communities

The following case study has been adapted from Partners in Caring and Community: A Team Approach to Service-Learning in Nursing Education (Seifer, T., 2001). Information about this course can be obtained by contacting Lauren Clark by email: Lauren.Clark@uchsc.edu

“University of Colorado Health Sciences Center 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?

Unit 3 Handout: Student Self-Assessment Exercise

This exercise is based on an assessment used by instructors at the Boston University School of Public Health (Cashman et al.) and at the Harvard University School of Public Health (Rudd). Many of the components have been changed to reflect community-based educational activities and principles. You may wish to modify this handout to reflect the identified course competencies, activities, workload and other requirements that are unique to the course and partnership. Permission to reprint this exercise was granted by Suzanne Cashman.

Instructions for students: The following self-assessment uses the course requirements and goals and should allow you to reflect on the extent to which you met them. You are on the honor system and we ask that you answer each question honestly. Please tell us what grade you would give yourself; we will take your input seriously in determining your final grade for the course.

Questions 1-4: Please circle the one answer that describes you best:

1. Attendance

- I attended all classes
- I attended all but one class
- I attended all but two classes
- I missed more than two classes

2. Readings

- I read all of the assigned readings
- I read most of the readings and skimmed all of the rest
- I read or skimmed a good part of the readings
- I read or skimmed some of the readings
- I read little or none of the readings

3. Participation

- I participated actively and consistently in class discussions
- I participated actively in class discussions a good part of the time
- I occasionally participated in class
- I rarely or never participated in class

4. Community site participation

- I attended all community site activities
- I attended all but one community site activity
- I missed more than one community site activity

Please rank yourself on a scale of 1-5 as follows

- 5 Strongly agree
- 4 Agree somewhat
- 3 Neither agree nor disagree
- 2 Disagree somewhat
- 1 Disagree strongly

Community site activities:

At the site, I made a personal effort to learn about the community site and the practice of community health _____

At the site, I made a personal effort to learn about the community and the health issues that are most important to members of the community _____

I applied the principles of community and public health in my activities _____

I shared information about the Healthy People Objectives with members of the community _____

I contributed to the site in a positive way _____

Reflection activities:

I made a substantial contribution in our reflection activities that improved our group's understanding of the larger societal issues impacting the community, and their connection to the Healthy People Objectives _____

I made a substantial contribution in our reflection activities that improved our group's understanding of the role of health professionals in improving community health _____

Final papers

The time, work and thought I put into the papers was appropriate for a 4-credit course _____

The quality of the work I did on the papers was high _____

I used the papers as an opportunity to learn and to think creatively about community and public health _____

I helped my peers formulate ideas for the paper and discussed my ideas with them _____

The work I did on the paper could be of practical use to the community site I worked with _____

Please rank yourself on a scale of 1-5 as follows:

- 5 Extremely well
- 4 Very well
- 3 Competently
- 2 In a limited way
- 1 Poorly or not at all

I can define [Service-Learning, Problem-Based Learning, or Community-Oriented Primary Care] _____

I can provide a theoretical justification for the importance of community responsive care _____

I can discuss the principles and methods of community organizing _____

I can discuss and describe the process of identifying and prioritizing community health issues in partnership with the community _____

I can discuss and describe the process of developing and implementing community health interventions in partnership with the community _____

I can discuss and describe the principles of evaluating community interventions in partnership with the community _____

When judging yourself, which statement best describes what you do (please check the appropriate line):

_____ I tend to judge myself more severely than others

_____ I tend to judge myself less severely than others

_____ I tend to judge myself as others do

Based on the above self-assessment, the grade I would recommend for myself for this course is: _____

I have answered the above questions honestly and to the best of my ability:

Signature

Date:

Unit 3 Handout: Student Service-Learning Agreement

University of Washington School of Public Health and Community Medicine

HSERV 595B Field Experience

The Service-Learning Agreement

The terms of the field experience and the obligation of all partners should be clearly understood and entered into by signature of agreement. The student, in consultation with the faculty supervisor and site supervisor, initially designs the Service-Learning Contract to incorporate these four facets.

1. Service objectives
2. Learning objectives
3. Learning resources and strategies
4. Evidence of accomplishment
5. Criteria and means of validating evidence

The Service-Learning Contract needs to provide fair measurement of the extent to which the interests of the three partners are served.

- ❖ The student is entitled to a meaningful practical learning experience that builds on prior experience and coursework
 - ❖ The host agency is entitled to a responsible adult learner with a serious commitment to the agency's goals and to delivering a service or product of value to the agency
 - ❖ The academic department is entitled to reasonable evidence that both sides of these commitments have been fulfilled before it gives the student a passing grade
- Details of the signed contract include:

- Statements of the student's service goals - objectives that clearly express the activities to be performed, the services to be provided, the end products expected and the conditions under which they will be demonstrated and evaluated
- Statements of the student's learning goals - objectives that clearly express the knowledge or skills expected and the conditions under which they will be demonstrated and evaluated
- The number of credits earned
- Expectations include attendance, punctuality and productivity
- The student's responsibilities - projects, academic assignments, meetings, readings, presentations, post-internship evaluations
- The site supervisor's responsibilities - host orientation, resources, training, projects, networking and career development activities, statement of successful completion and recommendation, post-field experience evaluations
- The faculty supervisor's responsibilities - curriculum, advise student, provide means for structured reflection upon and reporting of progress and results, sustain contact with site supervisor

HSERV 595B Field Experience
Field Experience/Service-Learning Agreement
January 6 – July 23

*

This form should be completed after your interview with your site supervisor.

Name _____ **Student #** _____

Phone/e mail _____

Name of Agency/Project _____

Address _____

Phone/e mail _____

Your Primary Service Deliverables

1.

2.

3.

4.

5.

Your Primary Learning Objectives

1.

2.

3.

4.

5.

Your Primary Responsibilities and Duties

1.

2.

3.

4.

5.

* See core agreement on pages 3 & 4.

READ CAREFULLY

As a service learner, you are given the opportunity for a unique and valuable experience. To undertake in this assignment as a representative of the University of Washington School of Public Health, your instructor and yourself, you must agree to

- Fulfill your agreement as to your duties, hours and responsibilities to the best of your ability.
- Be professional -- punctual, polite, and respectful of agencies' policies, rules and regulations.
- Respect the confidentiality of clients of the agency.
- Give notification in advance if you must miss or be late for an agency appointment. If advance notification is impossible, call as soon as possible thereafter.

I have read and agree to the agreement and the guidelines as outlined above.

Student Signature

Date

I have read the agreement and agree to supervise or provide supervision for the student above.

Agency Supervisor

Date

I have read the agreement and agree to provide consultation to the site supervisor and academic supervision to the student.

Faculty Advisor

Date

Agency/University/Student Practicum Agreement

Field Experience 595A, B & C are all based on an agreement between three parties each of whom has specific responsibilities that are necessary to make Field Experience an effective service-learning experience. Those responsibilities are:

The University

The University will:

- Select students capable of providing service to the field agency and it's clients while engaged in field experience
- Provide students with classroom and assigned learning activities that will enable them to function in their field experience assignments
- Develop and conduct field experience orientation activities for students and agency supervisors
- Designate a faculty advisor for each student field experience team
- Provide regular advising to student teams in collaboration with agency supervisors
- Develop and conduct regular student/faculty and student/supervisor/advisor learning conferences
- Organize and conduct special seminars in response to specific educational needs identified by students, the agency and the university
- Evaluate the student's performance in collaboration with agency supervisors
- Evaluate the quality of the service-learning associated with field experience in collaboration with the agency supervisors and the students
- Make modifications in future curricula to address educational problems identified in evaluations of fieldwork experiences

The Agency

The agency providing the field work experience will:

- Designate a work-unit or project within which the student will conduct service-learning activities during field work
- Develop outcome objectives for the field experience assignment to guide the student team in their activities
- Designate an agency for each student field experience team
- Provide regular supervision to student teams in collaboration with university advisors
- Provide adequate work-space, support and supplies to enable the student to function effectively as a field work student in the agency
- Participate in student/supervisor/advisor learning conferences
- Evaluate the student's performance in collaboration with university advisors
- Evaluate the quality of the service-learning associated with field experience in collaboration with the university advisors and the students
- Make modifications in agency systems to address service-learning problems

identified in evaluations of field work experiences (If the agency wishes to continue serving as the field site for Field Experience 595A & B in future years)

The Student

The student will:

- Actively participate in classroom and assignment activities to develop knowledge and skills to enable participation in field experience
- Actively participate as a member of the class team to complete activities associated with Field Experience 595A objectives
- Carry out duties assigned to the team by the agency supervisor in Field Experience B & C
- Participate in student/supervisor/advisor learning conferences
- Evaluate the quality of the service-learning associated with Field Experience 595B & C in collaboration with the university advisors and agency supervisors
- Make recommendations regarding opportunities for improvement of agency support of Field Experience 595 B & C student activities
- Make recommendations regarding opportunities for improvement of university support of Field Experience 595A, B & C student activities

Unit 3 Handout: Preceptor or Community Agency Evaluation of Student- Student Performance

Note: *This handout has been adapted and included with permission from Michael Perlin, Professor of Public Health, Southern Connecticut State University (SCSU). More information about the use of these specific handouts can be obtained by contacting Michael Perlin, SCSU, Department of Public Health, 144 Farnham Avenue, New Haven, CT 06515 (phone: 203/393-6954).*

At SCSU, the performance of health professional students, like supervision, is approached by the Department as a joint responsibility of the Faculty Supervisor and the agency Preceptor. The assessment of students is conducted as a formal process utilizing three evaluation instruments illustrated in handouts 2, 3, and 4 in this unit. Handout 2 includes the following categorical criteria: 1) relationship with others, 2) communication skills, 3) attitude and initiative, 4) performance, and 5) applications of skills and knowledge as applied to the conduct of assigned activities. As with any performance evaluation, the student is given an opportunity to submit, as an attachment, a rebuttal of any of the items with which he or she is in disagreement. **This form is included as an example of how student assessment can be conducted in partnership with a community agency or preceptor.** You may consider handouts 2, 3, and 4 as part of the overall student assessment experience. Each handout can be completed and submitted to the course director for group or individual discussion. For example, the community agency director or preceptor may wish to meet with the student or with the faculty and student as a group to discuss the student's performance and experience.

Preceptor's Name _____

Student's Name _____

Agency _____ **Date** _____

Please use this form to evaluate the student's performance with respect to the following criteria:

	Outstanding (95-100)	High Average (86- 94)	Average (75-85)	Weak (65-75)	Poor (64 or below)
I. Relations with Others					
Preceptor					
Administrators					
Co-workers					
Staff					
Clients					
II. Communication Skills					
Oral					
Written					
Performance at meetings					

III. Attitude and Initiative					
Willingness to accept constructive criticism					
Self-motivation					
Self-reliance					
Resourcefulness					
Flexibility					
Thoroughness					
Dependability					
Enthusiasm					
Professionalism					
Commitment					
IV. Performance					
Time management					
Follows instructions					
Observes regulations					
Completes tasks					
V. Application of Skills and Knowledge					
Decision making					
Management style					
Ability to conceptualize					

Assessment of Evaluation Criteria (Please use to elaborate on ratings for any items in I-V.)

Assessment of Student's Performance and Potential as a Public Health Practitioner

Percentage of Project Completed: _____ (0-100) (if less than 90% please explain).

Numerical Grade for Project: _____ (0-100).

Overall Numerical Grade of Student's Performance: _____ (0-100).

Preceptor's Signature

Date

I have discussed this evaluation with my preceptor and _____ agree/ _____ disagree that it is a fair and objective assessment of my performance.

Student's Signature

Date

If you disagree, you are encouraged to attach a rebuttal regarding any aspect of the evaluation that you dispute.

Unit 3 Handout: Preceptor or Community Agency Evaluation of Student-Competencies and Responsibilities

***Note:** This form is an evaluation of the student's performance measured against the Responsibilities and Competencies for Graduate-Level Trained Health Educators, prepared by American Association for Health Education (AAHE), the National Commission for Health Education Credentialing, Inc. (NCHEC), and the Society for Public Health Education (SOPHE). More information about the use of this form can be obtained by contacting Michael Perlin, SCSU, Department of Public Health, 144 Farnham Avenue, New Haven, CT 06515 (phone: 203/393-6954). You may wish to adapt this handout to reflect the specific responsibilities and competencies related to your discipline.*

**Preceptor's
Name** _____

**Student
Name** _____

Agency _____ **Date** _____

RESPONSIBILITIES AND COMPETENCIES OF GRADUATE-LEVEL HEALTH EDUCATORS

In addition to the student learning objectives listed above, the internship should provide opportunities for students to participate in, practice and refine the responsibilities and competencies expected of graduate-level trained health educators, which include students' ability to:

1. assess individual and community needs for health education based on thorough community, behavioral and environmental analyses;
___Excellent___ Good___ Fair___ Poor___ N/A
2. plan and develop externally and internally consistent health education programs whose parts are consistent with the scientific literature on the theoretical and methodological attributes of effective programs;
___Excellent___ Good___ Fair___ Poor___ N/A
3. implement health education programs and coordinate health education programs using administrative, managerial, and supervisory principles and practices generally found as effective by the management professional;
___Excellent___ Good___ Fair___ Poor___ N/A

4. evaluate the effectiveness of health education programs using designs and methodologies which are consistent with the protocols of sound scientific research;
__Excellent__ Good__Fair__Poor__N/A
5. act as a qualified resource person using the latest information technology to match clients' needs with credible information and information sources; __Excellent__ Good__Fair__Poor__N/A
6. advocate for the advancement of the practice and the profession of health education through involvement in political action;
__Excellent__ Good__Fair__Poor__N/A
7. apply research principles and techniques to improving the theory, development, and practice of health education, and
__Excellent__ Good__Fair__Poor__N/A
8. conduct themselves in an ethical manner in all professional activities consistent with the code of ethics established by the Society of Public Health Education (SOPHE).
__Excellent__ Good__Fair__Poor__N/A

Unit 3 Handout: Community Agency Evaluation of Service-Learning Course/Program

This form is a general instrument that provides the Preceptor or Community Agency with the opportunity to comment, in narrative form, on the student's level of preparedness in terms of knowledge base, skill level, and degree to which his or her objectives were well considered and realistic. This form may be modified to reflect the unique agreed upon expectations and responsibilities within the partnership. More information about the use of this form can be obtained by contacting Michael Perlin, SCSU, Department of Public Health, 144 Farnham Avenue, New Haven, CT 06515 (phone: 203/393-6954).

1. Was the student adequately prepared for his/her community responsibilities? Please provide a detailed explanation for your answer.
2. Did the student approach the community service activity with well-considered, realistic objectives?
3. Do you believe you were sufficiently informed about the community-based course, procedures, and expectations? Please explain.
4. Did you, the preceptor, have access to the student's faculty supervisor?

Community Agency Evaluation of Program

5. What recommendations do you have for improving the quality of this course or program? Please explain.
6. Would you be willing to accept students in the future? Please explain.
7. What other comments would you like to share?

Student's Name _____

Name of Agency _____

Preceptor's Signature _____

Date _____

Unit 3 Handout: Community Agency Survey: A Student Post-Test

This handout outlines a sample of key assessment questions that community partners may use to provide feedback related to student effectiveness in the community. These questions have been adapted from the University of California- Berkeley/East Bay Partnership for Service Community-Agency Survey Student Pre and Post Tests Form. This form may also be considered for Unit 2.

1. How many students have been placed at or working with your agency?
2. How would you characterize your interaction with the students working at your agency?
3. To what extent did the students' activities meet your agency/organization's goals?
4. What was the impact of the work provided by the students on your agency or on the clients at your agency? For example, if the students provided mentoring did you notice any changes in their mentees attitudes, behaviors or skills?
5. In your opinion, how prepared were the students for the work they provided?
6. How effective are the students in comparison to other service providers?
7. Overall, how satisfied are you with your experience with the students?
8. What problems, if any, did you encounter with the students?
9. What suggestions do you have for improving the community program in the future?
10. Have your perceptions of the campus changed or remained the same during the course of the community program?

Unit 3 Handout: Sample Student Evaluation

The following sample evaluation is designed to solicit feedback from students about their experience working with community agencies and their preceptor (if applicable).

Permission to include this form was received by Michael Perlin, Professor of Public Health, Southern Connecticut State University (SCSU). More information about the use of this form can be obtained by contacting Michael Perlin, SCSU, Department of Public Health, 144 Farnham Avenue, New Haven, CT 06515 (Phone: 203/393-6954).

Student's name: _____

Agency name: _____

Preceptor's name (if applicable): _____

About the agency:

The orientation to the community agency was appropriate	5	4	3	2	1
The physical resources (space, materials, equipment) to complete assignments were adequate	5	4	3	2	1
Support from other staff was provided	5	4	3	2	1
The psychological/emotional environment was appropriate	5	4	3	2	1
The staff conducted themselves in a professional manner	5	4	3	2	1
The staff displayed a high level commitment to their jobs	5	4	3	2	1
Staff satisfaction appeared high	5	4	3	2	1
The agency was an appropriate placement for a health professional student	5	4	3	2	1
Networking opportunities were available	5	4	3	2	1

About the Preceptor:

The Preceptor conducted regularly scheduled conferences with me	5	4	3	2	1
The Preceptor played an active role in helping me learn new skills	5	4	3	2	1
The Preceptor offered encouragement	5	4	3	2	1
The Preceptor expressed a sincere attitude toward my learning	5	4	3	2	1
The Preceptor was open to change and new ideas	5	4	3	2	1
The Preceptor worked with me and agency members to identify meaningful community service activities or assignments	5	4	3	2	1
The Preceptor treated me in a professional manner	5	4	3	2	1
The Preceptor actively sought out my opinions	5	4	3	2	1
The Preceptor was an excellent role model or mentor	5	4	3	2	1
The Preceptor appeared to be well respected at the agency	5	4	3	2	1

For any statement scored 3 or less, please provide an explanation below. Your evaluation is important in contributing to understanding and improving the overall community service experience. Thank you.

Student's signature: _____ Date: _____

Comments below:

Unit 4: Planning Course Instruction and 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, B. et al., 2001).”

Competencies

After completing this unit, you will be able to:

- Identify key components of a service-learning class.
- Review critical elements of service-learning course syllabi.
- Plan for effective service-learning course instruction and activities.
- Understand 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

- An Overview of Reflection
- Journal Writing Guidelines- A Sample Form
- Continuum of Community-Based Learning Experiences
- Community Resources and Assets
- Community Asset Map

Introduction

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.

Value in Incorporating the Perspective of Community Partners

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 can 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 common concerns of community partners. Specifically, these concerns can arise when students do not meet their commitments, or even 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. Such a situation could occur, for example, when a community partner is focused on short term results (as in the case relief work) and is therefore reluctant to work with a university partner on a project with a longer term impact (e.g. in the area of social change).

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 university or the community partner, and partners can be similarly unclear as to whether they are more accountable to the university 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 university within the local community and local social sector. When a university unilaterally determines “community needs” or when university representatives employ esoteric language or university 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, university 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
- Suggest ways for community partners to supplement discussions with self-education
- 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 course syllabi

A service-learning syllabus should include all of the standard elements including the purpose of the course, course directors, contact information, class schedule, and so on. However, given the complex nature of most service-learning courses, even some of the standard components need additional explanation 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. Course directors 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 classes may be a significant departure from standard course work, course directors are encouraged to reiterate the 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.

Reflection: Linking Service and Learning

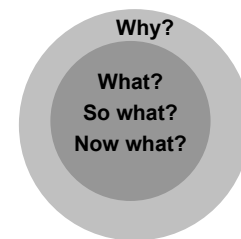
Role of Reflection

Reflection has been called the “hyphen” that links service with learning in service-learning. It provides the time and opportunity for students and partners to grow and evolve as a result of their experiences within a service-learning course. Reflection is the most effective forum for students to link what they learn in the classroom with what transpires in the community environment, and vice versa. In other words, reflection is the intentional consideration of the experience in light of a particular learning objective. Reflection also provides the opportunity to practice and enhance one’s capacity for critical thinking. Lastly, reflection can function as a means to celebrate oneself and the accomplishments of a service-learning partnership.

Reflection can also provide a channel for professional development. Professionals think differently and notice things differently in the field, than do novices. While reflection may not necessarily make someone more knowledgeable, it can certainly help someone better understand the field and make connections more clearly. Reflection can be a way for students to associate in different ways with the larger community but also with their current and future professional peers. Reflection also helps students break free from an “ivory tower” orientation and really engage with their communities and view their profession as a means to positively impact society. All disciplines, fields, and professions can benefit from having more practitioners that are accustomed to reflection and are thus equipped to address issues differently.

Forms of Reflection

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 here is to discipline the service-learners 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.



There are many innovative approaches and methods to structure reflection activities. Journal writing, or “journaling,” is the most common form. When journaling is structured well, students write things they do not even know is inside themselves; “once they have written it down, they own it.” Journal writing can be more useful when it is “continuous”

and “contextual” and done over the course of the class rather than all at the end. Instead of grading students on an entry-by-entry basis, students can be required to create a “community experience portfolio” that abstracts key learning from all of their journal entries and other sources. Students often have the uncomfortable impression that journaling requires them to express a “profound learning experience” every time they write. Creating a portfolio of their experiences that draws upon the textual evidence from their journals is one means to address this issue.

Other course directors have students structure their journals into “critical incidents” rather than lengthy narrations. As Strauss and his colleagues indicate, this requires a good deal more discipline and critical thinking and is a tool that can be used much more realistically in the students’ professional lives (see suggested readings). Pre-reflection exercises are another powerful way to get students thinking early on about how they view the community, what they expect to learn and so on.

Other suggested methods of reflection include digital storytelling, a photo journal, or visual storyboard that encapsulates the experience, among many others. Reflecting “online” is a useful approach and perhaps more successful with a specific question raised to the learners and a faculty or community facilitator “monitoring” discussion and flow of information among learners. In this scenario, learners may wish to create their own online “rules of engagement” for sharing their thoughts. In the case of online reflection, ensure there are clear instructions and provide contact information for those having technical difficulties.]

It can be highly effective to have the influence of the community partner integrated into the reflection process. This can be as simple as community partners and even their clients participating in informal discussions with the students. This is yet another way to keep students grounded in reality and to hold them back from theoretical postulations that, while interesting, may ultimately lack in significant value or merit in this context. As part of the reflection process, when students create pieces of work that can be used by the community partner or other external parties, the level of dedication and the quality of the work is often much higher. For example, one group of students produced a video that their partner could use as a marketing and teaching tool.

However, no matter the format or the structure, the key to valuable reflection in the eyes of John Dewey, a theoretical pioneer on this subject, is whether or not “the reflection assignment generates interest in the learning.”

Key Takeaways:

1. 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 reflection assignment is that it is challenging, grounded in concrete experience, requires critical thinking, and inspires interest in the learning.

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, Craig A, 2000; Zlotkowski, E.). 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 2.

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 and 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?

Determine the appropriate structure and requirements for the service and learning components. As you design the course, it is important to determine the structure and requirements; in other words, will the course be mandatory or elective? Will it be short-term or long-term? 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. A course is more likely to be sustained if it is a required component of the core curriculum. If it is not possible to offer the course as a requirement, consider offering it as an elective or optional course. This

will allow you to build support for the course and track your successes early on. Units 7 and 8 provide more information about building course infrastructure and sustaining course activities.

Determine how students will be graded. Grading is something that must ultimately be guided by a course director'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 meaningful reflection activities. Reflection is a critical component of service-learning and "facilitates the students' making connections between their service experiences and their learning (Eyler et al., 1996)." 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 reflection allows students to explore the broader social, political, economic, and cultural issues affecting society and their civic roles as citizens and professionals. Suggested reflection resources are available at the end of this unit 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, such as Break Away (<http://www.alternativebreaks.org>), 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. Several suggested websites at the end of this unit provide resources that you may wish to refer to.

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. Units 2 and 7 provide more information about the importance of skill and leadership development for community leaders.

Identify appropriate assessment strategies for the course. Unit 6 provides a comprehensive strategy for course evaluation and assessment. Unit 3 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 7 and 8 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? Unit 3 provides 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 (Gelmon & Holland). 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 in students a tolerance and acceptance for diversity. Service-learning courses are excellent forums for broadening students' worldviews, and building tolerance and acceptance of others. Unit 8 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 (McKnight and Kretzman). 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 approach 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 dependant 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 Community-Campus Partnerships for Health 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 planning service-learning course instruction and activities.

Case Study: Community-Based Participatory Research: The Baltimore Safety Net Access Project

The following case study focuses on the Baltimore Safety Net Access Project. More information about this program can be obtained by contacting Tom O’Toole, Assistant Professor of Medicine, Division of General Internal Medicine, Johns Hopkins University, by phone: (410) 614-0093 or email: totoole@jhmi.edu.

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?

Case Study: Service-Learning, As Taught By Students

This case study is based on the personal experience of Allegheny College student and Learn and Serve America Summer 2007 intern, Robyn Snelling. For further information, contact Dave Roncolato, Director of the Office of Community Service and Service-Learning, Allegheny College, 520 N. Main Street, Meadville, PA 16335. By phone: (814) 332-5318 or email: droncola@allegheny.edu

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?

Case Study: Putting an Orientation in Place for a Service-Learning Course.

“...Campus faculty conduct a half-day orientation with the students before they begin their service-learning placement at one of six child care centers in the city. The orientation includes an overview of the course objectives, a presentation on the “state” of child care in the state and information about the child care centers and demographics of the families served presented by an executive director of one of the centers. When it’s feasible, we try to involve a former student as a presenter during the orientation. The students really enjoy hearing what the experience was like from one of their peers. Students also receive a set of brief readings that reinforce the information covered in the session, including the annual report of the child care center in which they’ll be serving.”

Case Study Questions:

- How might plans for your orientation be different from the case study above? How might it be similar?
- How might you incorporate faculty, students and community partners into the orientation?
- What would you consider the components of a successful orientation?

- | |
|--|
| ▪ How might the success of the orientation be evaluated? |
|--|

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?
- ☐ Has appropriate requirements for the course?
- ☐ Has 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?
- ☐ Has 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 Resources from Learn & Serve America’s National Service-Learning Clearinghouse

Discipline-Specific Resources for Higher Education. (NSLC Fact Sheet)

http://www.servicelearning.org/library/fact_sheets/discipline.html

Lesson Plans, Syllabi, and Curricula. (NSLC Links Collection)

http://servicelearning.org/resources/lesson_plans/index.php

Syllabi and Curricula for Higher Education Service-Learning Selected Resources. (NSLC Bibliography)

http://servicelearning.org/lib_svcs/bibs/he_bibs/syllabi/

Suggested Websites

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.northwestern.edu/ipr/abcd.html>

Break Away. The mission of Break Away is to train, assist and connect campuses and communities in promoting alternative break programs. <http://www.alternativebreaks.org/>

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.

<http://www.ccph.info>

Campus Compact. <http://www.compact.org>

Resources on Reflection. <http://www.gseis.ucla.edu/slc/reflection.pdf>

A Suggested Tools, Databases and Workbooks

Building Partnerships into All Aspects of Service-Learning. This tool developed by CCPH provides a step by step approach for incorporating the partnership into all aspects of a service-learning course. Available at www.ccph.info

Suggested Readings

Connors, K., Seifer, S.D., Sebastian, J., Bramble, D.C., and Hart, R. (Fall 1996). "Interdisciplinary Collaboration in Service-Learning: Lessons From the Field" in *Michigan Journal of Community Service Learning*, pp. 113-127.

Eyler, J., and Giles, G. (1999). "Program Characteristics of Effective Service-Learning" in *Where's the Learning in Service-Learning?* Jossey-Bass Publishers. San Francisco, CA. Page 165.

Eyler, J., Giles, D., & Schmiede, A. (1996). A Practitioner's Guide to Reflection in Service-Learning: Student voices and Reflections. Nashville: Vanderbilt University. Drawing upon student testimony of successful reflection, assists in developing reflection

activities for service-learning courses. Available:
http://www.servicelearning.org/resources_tools/publications/item_descriptions.html#L053

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" in *Academic Medicine*, 75: 769-772.

Hatcher, J., and Bringle, R. Reflection Activities for the College Classroom. Office of Service Learning. Indiana University-Purdue University Indianapolis.

Hatcher, J., and Bringle, R (1997). Reflection: Linking Service and Learning. Available at: <http://www.serve.indiana.edu/reflection.pdf>

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: ACTA Publications.

McKnight, J., and Kretzman, J. (1996). Mapping Community Capacity. Asset-Based Community Development Institute. Institute for Policy Research, Northwestern University. Available: <http://www.northwestern.edu/ipr/publications/papers/mcc.pdf>

Strauss, R., Mofidi M., Sandler, ES et. al. (2003). Reflective learning in community-based dental education. *Journal of Dental Education*, 2003; Vol 67, Issue 11, 1234-1242.

References

Cunningham, Craig A. and others. (2000). Curriculum Terms: A Module on the Web. Institute for Teachers website, University of Chicago. Available at: <http://cuip.uchicago.edu/wit/2000/curriculum/homeroommodules/curriculumTerms/>

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 Institution" in *Michigan Journal of Community Service-Learning*. 3, 66-71.

Zlotkowski, E. (2002). Syllabus Revision Procedures.

Unit 4 Handout: An Overview of Reflection

This handout provides an overview of reflection and reflective activities that are an essential part of learning from community-based experiences. This handout was adapted from *A Faculty Manual for Integrating Service-Learning in Health Education* by Kerri Ribek.

What is reflection?

Experiential learning, such as 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 who describe the importance of individual action and involvement with reflection and analysis to form personal understanding of the subject under study (Ribek, K., 2000; Crews, 1999). Reflection “facilitates the students’ making connections between their service experiences and their learning (Eyler and Giles, 1999).”

Reflection is a process that allows students to (Ribek):

- Develop critical thinking skills
- Examine attitudes, beliefs, assumptions, and stereotypes
- Prevent the reinforcement of existing prejudices and learning inaccurate concepts
- Foster an appreciation of diversity
- Formulate theories based on concrete learning experiences
- Connect the community-based experience with course objectives
- Test theories in “real world” settings
- Use classroom knowledge to provide more effective service
- Arrive at a new understanding of community needs and assets
- Explore the broader social, political, economic, and cultural issues impacting health

Effective reflection (ibid):

- Is structured, guided, and purposeful
- Is a regularly occurring activity
- Includes components that can be evaluated based on well defined criteria
- Links service objectives to course objectives
- Includes both private and public reflection
- Fosters civic responsibility
- Fosters appreciation of diversity

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 can 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 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, and 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.

References

- Olson, R. and Bush, M. Reflection and service-learning in Connors, K. and Seifer, S.D. (1997). A Guide for Developing Community-Responsive Models in Health Professions Education. San Francisco, CA: Community-Campus Partnerships for Health.
- Eyler J. (2001). Creating your reflection map. New Directions for Higher Education. John Wiley & Sons.
- Crews, R. (1999). The benefits of service-learning. In University of Colorado at Boulder: Communications for a Sustainable Future. Available at: <http://csf.colorado.edu/sl/benefits.html>
- Eyler, J. and Giles, D.E. (1999). Where's the Learning in Service-Learning? San Francisco, CA: Jossey-Bass Publishers.
- Eyler, J., Giles, D., and Schmiede, A. (1996). A Practitioner's Guide to Reflection in Service-Learning: Student voices and Reflections. Nashville, TN: Vanderbilt University.
- Kolb, D.A. (1994). Experiential Learning: Experience as the Source of Learning and Development. Engelwood Cliffs, NJ: Prentice-Hall.
- Ribek, K. A Faculty Manual for Integrating Service-Learning in Health Education.

Unit 4 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. Since journaling is a common reflection activity, this form has been included as an example of journal guidelines that you may wish to adapt for your own purposes.

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).

References

Littlefield, VM. (1999). Community service-learning at Augsburg College: A handbook for instructors, Version 2.0. Augsburg College: Center for Faculty Development.

Ribek, K. (2000). A Faculty Manual for Integrating Service-Learning in Health Education.

Unit 4 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

Unit 4 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 (<http://www.northwestern.edu/ipr/abcd.html>). 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

Fire departments
Parks

Public Institutions and Services

Public schools
Police
Libraries

Physical Resources

Vacant land
Commercial and industrial structures
Housing
Energy and waste resources

POTENTIAL BUILDING BLOCKS

Welfare expenditures
Public capital improvement expenditures

Public information

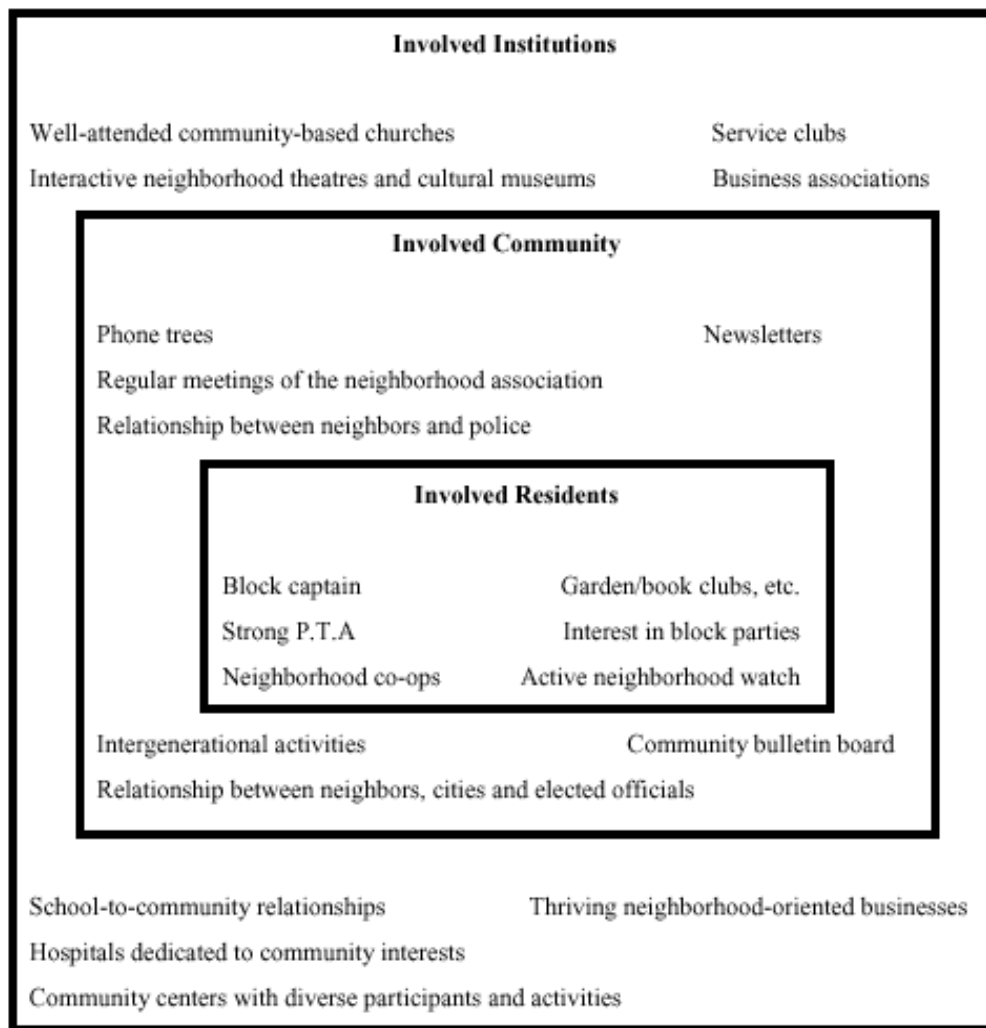
References:

McKnight, J.L. and Kretzmann J.P. (1996). Mapping Community Capacity. The Asset-Based Community Development Institute, Institute for Policy Research, Northwestern University.

Baker, S., Conrad, D., Bechamps, M., Barry, M., and Maiese, D., eds. (1999). Healthy People 2010 Toolkit: A Field Guide to Health Planning. Washington, DC: Public Health Foundation.

Unit 4 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 (<http://www.northwestern.edu/ipr/abcd.html>). 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.



References:

McKnight, J.L. and Kretzmann J.P. (1996). Mapping Community Capacity. The Asset-Based Community Development Institute, Institute for Policy Research, Northwestern University.

Baker, S., Conrad, D., Bechamps, M., Barry, M., and Maiese, D., (eds.). (1999). Healthy People 2010 Toolkit: A Field Guide to Health Planning. Washington, DC: Public Health Foundation.

Unit 5: Selecting Texts and Other Learning Resources

“Each week there will be three hours of seminar, in which students are expected to participate actively, and three hours of field placements outside of class periods which are a required as part of the homework. During seminars, we will discuss readings and videotapes, hear a variety of guest speakers, share our experiences in field placements, and integrate them with theory through discussions, critical reflection papers, and other assignments...students will do a project on homelessness and present the project in class...”

Suzanne MacAvoy, the Rev Paul E. Carrier and Elizabeth Gardner, course directors, Homelessness: Causes and Consequences course

Competencies

After completing this unit, you will be able to:

- Select appropriate texts for the development of the service-learning course.
- Utilize the texts and information in a creative way for course development.
- Identify roles for students and community partners during the process of selecting texts and other learning resources.

Introduction

Once the service-learning objectives are established, it is important to identify and select the appropriate texts or learning resources for the service-learning course. In the context of curriculum development, learning resources are often referred to as “media.” The type of media, and how they are utilized, will vary depending upon the intended goal and teaching format of the course. In addition, the selection of texts and other learning resources requires a multi-faceted and multi-disciplinary approach for the course. This unit will provide information on how the learning resources or media are selected and different types that may be considered.

Tips for getting started

The following tips are designed to help you think through the steps involved in selecting the appropriate texts and learning resources for your service-learning course. Throughout the process, community partners and students are integral to the selection of the learning resources.

Establish competencies and learning goals. Have competencies and learning goals been established for the course? This is an important step to consider before selecting the appropriate media. Please review unit 2 for more information.

Determine the purpose of the learning resources or media. It is important that the selected media reinforce the competencies and learning objectives, and enhance the teaching format utilized in the course. What is the purpose of the selected media? Is the purpose to explain and illustrate subject content and performance skills, and/or is it meant to provide opportunities for

self-analysis of individual performance and behavior? How this question is answered will direct how media is utilized.

Determine what type of media to utilize in the course. Will computers, video, audio-presentations, lecture or other interactive tools for the service-learning course be used? If so, how will they be utilized? Will the tools that you've selected reflect the different learning styles of the students? Many instructional designers feel that instructional products should be adaptable to individuals' learning styles and, therefore, a range of learning styles should be considered when selecting media (Park, 1996).

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. As you design the course, consider creative resources that may be used to deliver content and important information to students. For example, consider having students participate in role play, cases, or a photo-journaling exercises to convey a particular message you would like to emphasize. The photo-journaling materials may be used for future courses with approval by students. You may also consider poetry, short stories and other creative literary pieces. *Identifying a broad range of texts that cross disciplines and ideas is very important. 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 titled, 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.

Utilize available technology to foster learning. Depending upon the nature of the course, available technology may be used to foster learning. For example, do you have access to electronic discussion groups such as listservs or community chat rooms? These resources may be incorporated into the catalogue of learning resources created for the course.

Determine new roles for students and community partners. How might students and community partners assist in the design of the course, and the selection of resources? The following examples highlight possible scenarios for their involvement:

- Is there an opportunity for a team of students to create a video that demonstrates the community impact of the service being provided? Request assistance from a media or communications department at the university. The community partner could also use the video for its own promotion purposes. (Note: the use of photography or video in a clinic setting must be carefully considered by all stakeholders involved particularly if video is used in the presence of any clients. Client confidentiality must be protected.)
- Have you considered asking your community partners for readings, articles and reports that address the issues in your course? Community partners may also have access to their favorite poems, short stories, or monographs that may heighten awareness among students concerning the issues or topic being addressed in the service-learning course.

- Are there opportunities in the course for students to develop an oral history of the agency you are working with? Through this experience, students can meet and interview people living in the community and clinic managers to learn more about the historical life of the agency in the community.

? Reflection Questions

- What are your experiences in selecting effective learning resources? How might you build upon them for the course?
- What resources do you need to identify and select new learning texts?

Checklist

The following checklist provides key components or “action” items for selecting your learning resources and texts. Have you:

- ☐ Established your learning goals?
- ☐ Established your teaching format?
- ☐ Determined the purpose of your learning resources or media?
- ☐ Determined what type of media you would like to use in the course?
- ☐ Identified creative learning resources and texts?
- ☐ Selected learning resources and texts that are directly linked to the service-learning course objectives?
- ☐ Determined new roles for students and community partners?

☐ Suggested Websites

Literature, Arts and Medicine Database. This Database is an annotated bibliography of prose, poetry, film, video and art which was developed to be a dynamic, accessible, comprehensive resource in medical humanities, for use in health/pre-health and liberal arts settings.

<http://endeavor.med.nyu.edu/lit-med/lit-med-db/topview.html>

LitSite Alaska. This site features a web community promoting literacy, cultural diversity, and well-being throughout Alaska. A gathering place for families, communities and teachers, LitSite Alaska features narratives illustrating many cultural aspects of life in Alaska.

<http://litsite.alaska.edu/uaa/index.html>

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. <http://www.narrativemedicine.com>

Suggested Readings

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

Lappe, F., and Dubois, P. (1993). The Quickening of America. San Francisco: Jossey-Bass, Inc..

McKnight, J. (1995). The Careless Society: Community and its Counterfeits. New York: HarperCollins Publishers, Inc.

Unit 6: 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 3.

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 2 to enhance or refresh their understanding of student assessment, a core component of any overall course evaluation.

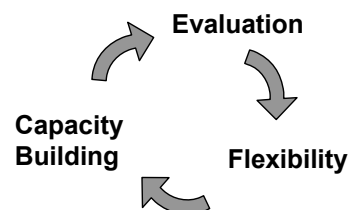
Understanding evaluation

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. Self-reported data from learners to measure changes in their perceptions prior to and following their service-learning experience is also worthwhile.

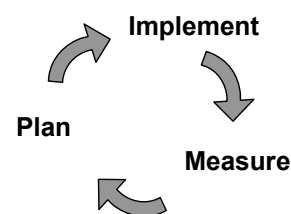
Lastly, an evaluation plan must be realistic and the data that is used must be reliable and of high quality, however that is defined. The process of prioritizing stakeholders and information needs must be supplemented by an assessment as to what can realistically be collected and analyzed,

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 look out 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

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.

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.

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.

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	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 your efforts, or is the evaluation meant to satisfy a different entity, such as the academic institution or community agency involved? Your 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 7 and 8.

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 3.

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. Visit Learn and Serve America's National Service-Learning Clearinghouse for information related to service-learning research, evaluation and outcomes at: http://www.servicelearning.org/library/fact_sheets/evidence.html.

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 2.

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 2 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 2 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).

Community Objective: 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 2 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 handout, "The North Carolina Community-Based Public Health Initiative Authorship Guidelines," in Unit 2 for recommendations on writing articles and abstracts for peer-review journals.

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.

Sponsored by the Corporation for National and Community Service, The President's Higher Education Community Service Honor Roll Program recognizes colleges and universities that encourage and support noteworthy student community service efforts. Institutions of higher education that make meaningful contributions to community service are invited to apply. Details and application information can be found on Learn and Serve America's website at:
<http://www.nationalservice.gov/about/initiatives/honorroll.asp>

? 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 program improvement and as well as demonstrating community impact in two separate service-learning learning and research experiences.

This service-learning example was 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. For more information, contact: Marilyn Rodney, Service Learning Coordinator, Sinclair Community College, marilyn.rodney@sinclair.edu or Kathy Rowell, Associate Professor, Sociology, kathy.rowell@sinclair.edu

Program description

Service-learning, although individually defined and structured by faculty, had been part of other experiential education offerings at Sinclair Community College for many years. The Horizons grant provided the opportunity and resources to develop a campus-wide standard and centralize processes for faculty training, partnership development, and service-learning tracking and evaluation.

The AACC Horizons grant helped establish a college-wide service-learning program that included a standard definition, training, common tracking and evaluation processes, and resources for faculty, students, and community partners. As a part of this process, service-learning was integrated into all academic departments to enhance learning and promote student commitment to community and civic responsibility and a service-learning coordinator was hired to train and assist faculty in all aspects of service-learning instruction, including in course evaluation. The service-learning coordinator supports evaluation by providing pre- and post-course evaluation instruments for all service-learning courses and by working one-on-one with faculty to identify opportunities to move beyond subjective observation of learner and

community outcomes to meaningful evaluation of these outcomes. Sinclair also established an annual service-learning recognition program for students, faculty, and partners.

Sinclair Community College students set out to explore the local current immigration experience and compare it to that of immigrants 100 years ago. Students and faculty from Art, Communication, and Sociology worked together using their skills and knowledge to tell the story of local immigration and the resulting cultural richness to the Dayton area. This was accomplished over a year-and-a-half by taking photographs of the faces of local residents at many community events and interviewing and logging their stories of immigration.

Outcomes

The design, process, and participants changed slightly from the project team's original plan. Initially instructors from Art, Sociology, and History had their students working on separate immigration-themed projects. The Art students were taking photos of local citizens at community events; History students planned to examine local data on immigration trends; and Sociology students planned to work with nearby agencies to identify unmet needs of local immigrants. A lack of related data and need by the agencies resulted in a revised plan that included a new dimension: the stories of local immigrants. An Interpersonal Communication instructor was invited to join the service-learning project team. The Communication and Sociology students then conducted personal interviews of local immigrants. On July 1, 2005, "The Many Faces of Dayton Photo Mural and Stories Project" had its "opening" as part of the annual regional City Folk Festival. The project consisted of approximately four thousand faces of people living and working in the greater Dayton area and reflected the multicultural nature of the Miami Valley. Thousands of people attended the City Folk Festival resulting in more than 500 additional photos and many stories being added to the "Many Faces of Dayton" project.

Case Study Questions:

- In this case study, individual course evaluation is supported by the larger institutional service-learning infrastructure. If your university provides such an infrastructure, are there elements of the Sinclair model that might improve your own institutional support of evaluation?
- If your university does not provide institutional support for service-learning, what other support structures might assist you in meaningful course evaluation?
- A system of building continuous improvement into the course design enabled a significant course correction. How can you build such a system into your own course?

Case Study: 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. Its evolution to the model elective course described here is largely due to 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?

Case Study: 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. For more information about this case study and the initiative's progress, please contact: Jacqueline Reed, Executive Director of Westside Health Authority (email: mrsreed@att.net, phone: (773) 378-5034) and Bashir Muhammad, technology coordinator (email: bmuhammad@healthauthority.org phone: (773) 378-5034).

“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 low birth weight decreased in the partner 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 who 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 Resources from Learn & Serve America’s National Service-Learning Clearinghouse

Assessment, Evaluation, and Performance Measurement: Selected Resources. (NSLC Bibliography)

http://servicelearning.org/lib_svcs/bibs/he_bibs/assess_eval/

Evaluation Toolkit: Educators' Guide to Service-Learning Program Evaluation. (NSLC Toolkit)

<http://servicelearning.org/filemanager/download/37/EvaluationToolkit.pdf>

Hot Topic: Evaluation & Assessment. (NSLC Hot Topic)

http://servicelearning.org/resources/hot_topics/eval_assess/index.php

General Assessment / Evaluation Links (NSLC Links Collection)

http://www.servicelearning.org/resources/links_collection/index.php?link_set_id=1&category_id=186

Tools and Methods for Evaluating Service-Learning in Higher Education. (NSLC Fact Sheet)
http://www.servicelearning.org/resources/fact_sheets/he_facts/tools_methods/

Suggested Websites

American Evaluation Association. <http://www.eval.org/>

ERIC Clearinghouse on Assessment and Evaluation. <http://ericae.net/>

Resources for Methods in Evaluation and Social Research. <http://gsociology.icaap.org/methods/>

A 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: <http://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. (editors). (1996). Empowerment Evaluation: Knowledge and Tools for Self-Assessment and Accountability. Thousand Oaks, CA: Sage Publications.

Gelmon, S, Holland, B, and Shinnamon, A. (November 1998). Health Professions Schools in Service to the Nation: Final Evaluation Report. San Francisco, CA: Community-Campus Partnerships for Health.

Henderson ME, Morris, LL and Fitz-Simmons, CT. (1987). How to Measure Attitudes. Newbury Park, CA: SAGE Publications.

Herman JL, Morris LL and Fitz-Gibbons CT. (1987). Evaluator's Handbook. Newbury Park, CA: SAGE Publications.

Kreuger, RA. (1987). Focus Groups. A Practical Guide for Applied Research. Newbury Park, CA: SAGE Publications.

Mayer, S. Building community capacity with evaluation activities that empower in Fetterman, D., Kaftarian, S., and Wandersman, A (eds), (1996). Empowerment Evaluation: Knowledge and Tools for Self-Assessment and Accountability. Thousand Oaks, CA: SAGE Publications.

Morris LL, Fitz-Gibbons, and Freeman ME. (1987). How to Communicate Evaluation Findings. Newbury Park, CA: SAGE Publications.

Rossi, P, and Freeman, H. (1979). Evaluation: A Systemic Approach. Newbury Park, CA: SAGE Publications.

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: <http://www.ccph.info>

Steward, DW and Shamdasani, PN. (1990). Focus Groups: Theory and Practice. Newbury Park, CA: SAGE Publications.

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

Ward K. (1996). “Service-Learning: A Faculty Guide to Assessing Student Learning” in *Learn and Serve Link*; 2(1)1-6. Corporation for National and Community Service.

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	

	1. 2. 3.	
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. 3		

Unit 7: Building 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 as discussed in Unit 8.

Handouts and worksheets

The handouts and worksheets listed in Unit 2 may be referred to for this unit.

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. This unit also provides the steps for the initial groundwork towards course sustainability discussed in Unit 8. Consequently, many of the suggested readings, tools and websites, and handouts, and worksheets listed in Unit 8 may be considered for this unit.

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 2, 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 2 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 Scholarship of Engagement provides key resources for advancing faculty scholarship in service-learning, <http://scholarshipofengagement.org>. In addition, the CCPH website provides additional resources in this area that can be obtained by

visiting www.ccph.info. 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 acknowledgement 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 faculty concern 1) finding rewards that contributed 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 acknowledgement or praise from university deans or presidents or other mechanisms that can add weight to future grant proposals
 - Regular “recognition” events

Identify external funding sources. There are several different sources of external funding to consider. Review the suggested websites and readings for information related to different funding sources. Unit 8 provides additional information on funding.

Learn and Serve America provides higher education grants in order to develop and sustain community service programs carried out through institutions of higher education that “act as civic institutions to meet the human, educational, environmental, or public safety needs of neighboring communities.” Generally, grants are for a period of three years and are renewable annually contingent upon performance and availability of funds. For more information on Learn and Serve America grants and funding and how to apply, consult:

http://www.learnandserve.org/for_organizations/funding/index.asp

Community Colleges Broadening Horizons through Service-Learning, 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 (AACC) offers funding for community college service-learning programs in the form of mini-grants. More information can be found on the AACC website at:

http://www.aacc.nche.edu/Content/NavigationMenu/ResourceCenter/Projects_Partnerships/Current/HorizonsServiceLearningProject/GrantOpportunities1/Grant_Opportunities.htm

? 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 building course infrastructure in three separate service-learning learning and research experiences.

Case Study: ¡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. For more information, contact: Cheri Doane, Office of Community-

Based Learning, Central College, Campus Box 5000, 812 University Street, Pella, IA 50219. By phone: (641) 628-5332 or email: doanec@central.edu

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 of 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?

Case Study: 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?

Case Study: 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 Resources from Learn & Serve America’s National Service-Learning Clearinghouse

Funding Sources - Awards, Scholarships, Funders, Grants (NSLC Links Collection)

http://servicelearning.org/resources/funding_sources/index.php

Hot Topic: Funding. (NSLC Hot Topic)

http://servicelearning.org/resources/hot_topics/funding/index.php

Raising Funds for Service-Learning in Higher Education. (NSLC Fact Sheet)

http://www.servicelearning.org/library/fact_sheets/funding_he.html

Suggested Websites

Federal Government Grants Website. <http://www.grants.gov>

The Foundation Center. <http://lnp.fdncenter.org/finder.html>

Non-profit Gateway. <http://www.nonprofit.gov/>

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. <http://www.scholarshipofengagement.org>

A Suggested Tools and Workbooks

Suggested Readings

Council on Foundations. (1994). A Grantmaker’s Guide to National and Community Service. Washington, DC: Council on Foundations. Provides information on national, state, and local foundations that award grants for national and community service efforts.

Unit 8: 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

Introduction

This unit addresses the core components, including the institutionalization of a service-learning course 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.

Competencies

After completing this unit, you will be able to:

- Understand the motivations of key stakeholders.
- Find ways to achieve enduring engagement by creating 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

Tips for getting started

A core element in developing any service-learning course is its ongoing maintenance and sustainability. Identifying and putting into place a variety of “structural elements” are key to sustaining the course. Sustainable service-learning courses require relationships with local partners that are mutually beneficial and that are typified by trust, communication, transparency, and consistency. Sustainable service-learning courses will be 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
- Building a deep commitment within the faculty, administration, and student body and ingraining it into the culture of the institution including incorporation into the tenure system
- Building trust and commitment with community partners that transcends the funding cycle
- Ensuring that students have a consistently meaningful, well-structured, and well-supported experience

Diversify funding sources. With the events of 9/11 and the decline of the financial markets, certain funds once available to service-learning have been diverted elsewhere or have simply dried up. Beyond that, however, financial common sense dictates that funding should be gathered and deployed across a variety of vehicles, so that if one “investment” or funding source goes sour, the entire financial infrastructure of your operation does not risk collapse.

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 initiatives 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 seeking “healthy community” outcomes. The point is that none of these grants came from the education part of these agencies. Service-learning outcomes could also be linked to such “hot” topics as workforce development and attracting students of color to higher education, particularly in the science and technology sectors.

In addition to the grants through Learn and Serve America already mentioned in Unit 8, another source of support that should be considered is the Federal Work Study (FWS) program. This underutilized resource for support of college student community service can be employed to support service-learning programs within higher education as all FWS participating institutions are required by law to use 7% of their annual FWS allocations to support community service. In this way students can participate in service-learning coursework and be paid for their work with community organizations out of class. An additional use of this resource can be to have paid FWS recipients coordinate or support other service-learning programs or courses. For more information on Federal Work Study community service, go to:

http://www.compact.org/policy/federal_work_study

Be more 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. One risk, however, is that these funds cannot be allocated towards the campus partner’s overhead. Another strategy is to leverage one funding source for another. For example, by convincing your institution that increased “core funding” would allow you to access larger sums of external funds. However, even if you have no choice but to operate under a very small budget, it is still essential to diversify your funding base.

Grow within your capabilities. This is an often overlooked, yet crucial point to remember when fundraising. One service-learning practitioner explains her experiences with trying to manage what was suddenly a multi-million dollar budget as an “office of one.” Recognize that each dollar in the door comes with expectations, deliverables, and accountability. Maintain realism about what you and your staff can do. Be careful about overextending yourselves prematurely, as disappointing early funders can mean closed doors in the future when you actually have the necessary infrastructure and experience base to support a large budget.

Sustainability. Once you have achieved the proper funding size and mix, it is crucial to actively maintain the financial partnerships you have established while exploring new opportunities, as well.

- ***Secure a deep role within the institution.*** Achieving sustainability requires active maintenance of a deep and multi-faceted relationship with your institution. Focus early on, on making your program a unique and indispensable asset to the institution. Leverage the fact that funding a service-learning initiative can add respectability to an institution as it can be interpreted as the institution contributing to its surrounding community. Avoid being classified on a discrete “project” basis or as merely an add-on to another more established initiative – endeavor to become a permanent part of the institution’s annual budget. Acknowledge that it may be necessary to educate various groups and departments across your institution as to the definition and value of service-learning. Consistently coordinate your fundraising efforts with the institution’s development office not only to avoid potential conflicts but also to take advantage of those relationships that can help deepen your reach into and contact with other departments. Be open to opportunities for partnership or collaboration with other departments that could boost general awareness of your efforts and reinforce your stature within the institution. Be aware of shifts in your institution’s overall mission or direction and explore ways to modify your own activities so as to maintain alignment.
- ***Understanding accountability.*** It is important to understand that “strings” are sometimes attached to different types of funding. Certain funders require regular reporting and others have restrictions as to the allocation of the funds they provide. For example, some state funding streams can only pay for infrastructure as opposed to services. Other funding agencies require grantees to evenly allocate funds between the campus partner and the community partner. Avoid undue administrative burden, but recognize that to create long-term funding partnerships, it is necessary to be aware of and to adhere to the conditions of the funds you receive.

Cultivate relationships with funders. There are many suggestions for how to initiate, develop, and maintain different types of relationships in different sectors of the funding community. For example, involve current or potential funders as project advisors, give tours of the program center, ask funders to critique programs, or facilitate meetings between funders and community partners or university development centers. Serve as grant and journal reviewers - this can improve understanding of the fundraising process and even establish you as a valuable information source for other funders. The main point is to be proactive in finding ways to work with the funding community that go above and beyond the traditional RFP process.

Utilizing the media. Effective utilization of the media can greatly assist in meeting fundraising goals. Service-learning practitioners that devote significant resources to media relations concede

that effective media utilization is best achieved with extensive experience, time and attention. While not all organizations have such resources available to them, the benefits to be reaped from these efforts can be invaluable. One of the most effective strategies is to actively pursue relationships with local reporters and media professionals. In addition to issuing your own press releases, monitor the “hot” news issues and when one surfaces that can be related to service-learning, provide your media contacts with an editorial you have written that makes the connection. Create and maintain press packs that are available for immediate distribution when media members show interest in your program. When you host a conference or bring a featured speaker to town, explore opportunities for you or that speaker to appear on the local National Public Radio affiliate show or on the local news channel. Once again, being proactive and creative is key.

Political accountability. While it may seem a dream come true to receive funding through an act of legislation, service-learning practitioners who have had this experience warn that recipients need to be aware of the constant cultivation and care taking these legislative relationships entail. The legislative system is inherently unpredictable and because you have found a “champion” in legislative halls does not mean that that person will always be your champion, or that he will even stay in office. Public funds also tend to come with fairly strict allocation requirements that can be challenging to fit into your budgeting plan. Participants have also found that penetrating sections of the government on a unilateral basis is extremely difficult, and they recommend pursuing government support as part of a larger network or consortium. Nonetheless, service-learning has found significant support in the local, state, and federal levels of the government in the form of one-time grants as well indefinite inclusions in annual budgets. Legislative relationships can not only be a source of funding, but also of information and influence. States noted as being particularly active in supporting service-learning are California, Texas, and Minnesota. Another successful approach was formulated when a service-learning program failed to get into the state budget but was successful at becoming part of the budget of a specific legislator sympathetic to the cause.

Sustainability and Institutionalization

The National Campus Compact’s (www.compact.org) “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 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 institution’s 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. For example, revising faculty promotion and tenure criteria to recognize and reward the scholarship of teaching, the scholarship of application and the scholarship of engagement. The suggested websites and readings in this unit provide useful information related to faculty scholarship, and promotion and tenure. In addition, there are an increasing number of higher educational institutions who are rewriting their review, promotion and tenure policies based on *Scholarship Reconsidered*, authored by the late Ernest Boyer. Boyer challenges higher education to embrace the full scope of academic work as scholarship. Visit the models posted at <http://depts.washington.edu/ccph/scholarship.html#Models> and the Community-Engaged Scholarship Toolkit at www.communityengagedscholarship.info to learn

how these institutions have adopted Boyer's model to redefine faculty scholarship (Seifer):

- 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 (<http://www.mcmaster.ca/stlhe/documents/Ethical%20Principles%20in%20University%20Teaching.pdf>) and the Liaison Committee on Medical Education (<http://www.lcme.org>) and the Higher Education Research and Development Society of Australasia (<http://www.csd.uwa.edu.au/HERDSA/conceptions.html#Designingforlearning>) concerning faculty competency in teaching and education for more information.
- Providing salary support and mini-grants for faculty to develop service-learning courses.
- 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. More information can be obtained by visiting: <http://www.compact.org/ccawards/>.

Effective engagement of campus faculty in service-learning won't last if the service-learning community does not succeed in two areas: 1) understanding what motivates scholars in particular to engage in service-learning, and 2) embedding 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:

- Raise awareness of service-learning 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. Nonetheless, 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.

- **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. More information can be obtained by visiting: <http://www.compact.org/ccawards/>. The US Department of Health and Human Services in collaboration with the Federation of Associations of Schools of the Health Professions, provides annual awards to innovative student-led community-based health promotion and disease prevention projects. More information can be obtained by visiting: www.aacn.nche.edu.
- **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. Consider completing the Leadership Assessment Tool that is available at www.ccph.info
- **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 (www.cns.gov). 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.**
- **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 at: http://ctb.ku.edu/tools/EN/sub_section_main_1293.htm and http://ctb.ku.edu/tools/EN/section_1295.htm.

? 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 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.

Case Study: 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. The course is directed by two faculty members who provide pro bono legal services to the clinic. 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?

Case Study: Security, Social Capital, and Sustainability

This case study was adapted by Learn and Serve America Summer 2007 intern, Robyn Snelling, from the Learn and Serve 2006-2009 Grantee Directory. For more information on the statewide initiative, contact: Joe Follman, Florida Department of Education, Turlington Building, 325 W. Gaines Street, Suite 544, Tallahassee, FL 32399. By phone: (850) 488-9661 or email: jfollman@admin.fsu.edu Website: www.nn4youth.org

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 through 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?
- ☐ 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 Resources from Learn & Serve America's National Service-Learning Clearinghouse

Institutional Structures for Service-Learning In Higher Education. (NSLC Fact Sheet)

http://www.servicelearning.org/library/fact_sheets/structures.html

Opportunities for Service-Learning Research and Scholarship in Higher Education. (NSLC Fact Sheet)

http://www.servicelearning.org/library/fact_sheets/scholar_he.html

Sustainability / Institutionalization. (NSLC Hot Topic)

http://servicelearning.org/resources/hot_topics/sustain/index.php

Sustainability of Service-Learning in Higher Education Selected Resources. (NSLC Bibliography)

http://servicelearning.org/lib_svcs/bibs/he_bibs/sustain_he/index.php

Suggested Websites

Higher Education Research and Development Society of Australasia.

<http://www.csd.uwa.edu.au/HERDSA/conceptions.html#Designingforlearning>

Scholarship of Engagement. <http://www.scholarshipofengagement.org>

Society for Teaching and Learning in Higher Education.

<http://www.tss.uoguelph.ca/stlhe/ethics.html>

A Suggested Tools and Workbooks

Community-Campus Partnerships for Health. A Leadership Assessment Tool. www.ccph.info

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. Available at www.ccph.info

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. Available at: The Center for Civic Partnerships, www.civicpartnerships.org

Suggested Readings

Boyer, E. L. (1990). Scholarship reconsidered: Priorities of the professorate. The Carnegie Foundation for the Advancement of Teaching: Princeton, N.J.

Boyer, E. L. (1996). “The Scholarship of Engagement” in *Journal of Public Services & Outreach*, 1(1), 11-20.

Council of Practice Coordinators (1999). Demonstrating Excellence in Academic Public Health Practice. Washington, D.C.: Association of Schools of Public Health.

Diamond, R., Adam, B. (1995). The Disciplines Speak: Rewarding the Scholarly, Professional, and Creative Work of Faculty.

Diamond, R., Adam, B. (2000). The Disciplines Speak II: More Statements on Rewarding the Scholarly, Professional, and Creative Work of Faculty.

Driscoll, A. & Lynton, EA. (1999). Making Outreach Visible: A Guide to Documenting Professional Service and Outreach. Washington, DC: American Association for Higher Education. Available at: <http://www.aahe.org/pubs/>

Maurana, C.A., Wolff, M., Beck, B.J. & Simpson, D.E. (July 2001). “Working with Our Communities: Moving from Service to Scholarship in the Health Professions” in *Education for Health: Change in Training & Practice*, 14(2). pp. 207 – 220.

Fincher, R.E., Simpson, D.E., Mennin, S.P., Rosenfeld, G.C., Rothman, A., Cole McGrew, M., Hansen, P.A., Mazmanian, P.E. & Turnbull, J.M. (2000). “Scholarship in Teaching: An Imperative for the 21st Century” in *Academic Medicine*, 75: 887-894.

Gelmon S and Agre-Kippenhan S. (January 2002). “Promotion, Tenure and the Engaged Scholar: Keeping the Scholarship of Engagement in the Review Process” in *AAHE Bulletin*, p. 7-11.

Kretzmann, J.P., McKnight, J.L., and Punttenney, D.L. (1999). Newspapers and Neighborhoods: Strategies for Achieving Responsible Coverage of Local Communities. Institute for Policy Research, Northwestern University. Available at: <http://www.northwestern.edu/ipr/publications/community/media.html>

Lynton, EA. (1995). Making the Case for Professional Service. Available at: <http://www.aahe.org/pubs/>

Maurana, C., Wolff, M., Beck, BJ, & Simpson DE. Working with our communities: moving from service to scholarship in the health professions. Community-Campus Partnerships for Health 4th Annual National Conference. Available at: www.ccph.info

Prentice, M., Exley, R. & Robinson, G. (2003). Sustaining Service Learning: The Role of Chief Academic Officers. Washington, D.C.: AACC. Available at:

http://www.aacc.nche.edu/Content/NavigationMenu/ResourceCenter/Projects_Partnerships/Current/HorizonsServiceLearningProject/Publications/CAO_Summit_Brief.pdf

Prentice, M. (2002). Institutionalizing Service Learning in Community Colleges. Washington, D.C.: AACC.

Puntenney, D.L., et al. (2000). A Guide to Building Sustainable Organizations from the Inside Out. ACTA Publications, 4848 North Clark Street, Chicago, IL 60640. Phone: 800-397-2282, or email: acta@one.org.

Robinson, G. (2000). Creating Sustainable Service Learning Programs: Lessons Learned from the Horizons Project, 1997-2000. Washington, D.C.: AACC. Available at: http://www.aacc.nche.edu/Content/ContentGroups/Project_Briefs2/sustainability.pdf

Senge, P., Kleiner, A., Roberts, C., Roth, G., Ross, R., Smith, B., (1999). The Dance of Change: The Challenges to Sustaining Momentum in Learning Organizations. Double Day Publishers

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." In *Academic Medicine*, 76: 78S-85S.

Seifer, S.D. Appendix: Documenting and Assessing Community-Engaged Scholarship: Resources for Faculty. In: Minkler M. Community-based participatory research for health. San Francisco, CA: Jossey-Bass Publishers.

Unit 8 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 Muyliaert of the Western Region Campus Compact Consortium and Andrew Furco, Campus Compact Engaged Scholar at the University of California-Berkeley Service-Learning Research and Development Center. The conceptual framework, three-stage developmental continuum and most of the institutionalization dimensions were derived from a benchmark worksheet developed by Kecskes and Muyliaert 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 Institutionalization	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: <i>Community partnership</i> <i>Explicit learning objectives</i> <i>Student orientation</i> <i>Service that responds to community needs</i> <i>Reflection</i> <i>Evaluation</i>	A minority of SL activities offered include all of these SL components: <i>Community partnership</i> <i>Explicit learning objectives</i> <i>Student orientation</i> <i>Service that responds to community needs</i> <i>Reflection</i> <i>Evaluation</i>	A majority of SL activities offered include all of these SL components: <i>Community partnership</i> <i>Explicit learning objectives</i> <i>Student orientation</i> <i>Service that responds to community needs</i> <i>Reflection</i> <i>Evaluation</i>	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 Institutionalization	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 about 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 9: Practicing Culturally Competent Service-Learning

“Cultural competence is one tool that can be used to eliminate disparities through the infusion of culturally competent principles into the policies and practices of organizations...The acquisition of knowledge, awareness and skills needed to provide culturally competent services begin in institutions of higher learning.”
(National Center for 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.
- Assess the level of cultural competency integration throughout the development and implementation of a service-learning course at the community and campus level.
- Identify meaningful roles for faculty, students and community partners to promote culturally competent approaches and practices in the community and campus setting.

Worksheet

- Promoting Cultural Competence Self-Assessment Checklist

Handout

- Profile of Cultural Competency Practices at Multiple Levels

Introduction

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 your service-learning course. *This unit must not be considered an isolated or stand alone unit. The meaningful practice of cultural competency must be incorporated at every level of the service-learning course planning and implementation process.*

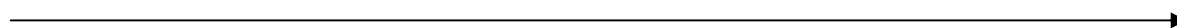
The following recommendations and strategies are meant to improve or enhance the principles of cultural competency in the partnership and service-learning course. They are not meant necessarily to design a cultural competency course, although the material presented in this unit may be helpful in this regard. Finally, these recommendations are shaped in the context of a cultural competency continuum described below. Based on where you and your partners are on this continuum, these recommendations are meant to inspire critical thinking, action and growth. Several of the tips provided are adapted from the National Center for Cultural Competence website (<http://www.georgetown.edu/research/gucdc/nccc/>).

Overview of the cultural competence continuum:

Cultural competence is a developmental process that occurs along a continuum (King, Sims, & Osher; Cross, Bazron, Dennis, & Isaacs). Table 1 illustrates the six possible stages of cultural competency, starting from one end and building toward the other

Table 1.

cultural destructiveness	cultural incapacity	Cultural blindness	cultural pre-competence	cultural competency	cultural proficiency
--------------------------	---------------------	--------------------	-------------------------	---------------------	----------------------



In determining the stage of cultural competency, it is very important to engage in meaningful assessment and intervention processes on each of the following levels: personal, partnership, institutional, faculty, student 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 personal level:

As part of the overall strategy to design a service-learning course, it is important to understand effective ways of practicing cultural competency on a personal level. What can you, as an instructor, do to practice and integrate cultural competency in your own personal and professional life? The following ideas provide possible direction towards personal growth and development in the area of cultural competency (Bramble):

- **Take a self-assessment of your own cultural competency.** By completing a self-assessment of your own cultural competency, 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. The following Tools may be useful to you in understanding your level of cultural competency:

- ◆ Quality and Culture Quiz available at:

- <http://erc.msh.org/mainpage.cfm?file=3.0.htm&module=provider&language=English> to learn more about your own cultural competence.

- ◆ Pre-Assessment: Cultural Knowledge and Beliefs and Cultural Self-Efficacy Scale.

- Both surveys are available at the Multi-Cultural Tool Kit site:

- <http://www.ons.org/xp6/ONS/Clinical.xml/MulticulturalToolKit.xml>

- **Learn about the cultural groups represented in the particular community you are working with.** Become familiar with the members of the community through conversation, utilizing community resources and reading articles and local newspapers. Refer to the tips and recommendations outlined in Unit 2 for more information.

- **Become informed about the intra-cultural variability issues in the community.** Learning about socioeconomic class, educational level, and life experiences of those you are working with provide greater insight into the daily concerns confronting members of the community. Invite members of the local community to present in your service-learning course to discuss critical socioeconomic issues facing the community and possible strategies for addressing them.
- **Develop an understanding about the role of the family in decision making.** It is important to understand the role of family in different cultures. Some cultures are very family-oriented and decisions are not made without consulting with the family. Engaging in meaningful discussions with children, parents and elders of the community will offer great insight about the status of family in decision-making.
- **Develop an understanding of the traditional spiritual practices in your community.** Again, engage in discussions with children, parents and elders of the community about the role of spiritual practices. How might this knowledge inform your personal growth and the efforts of your service-learning activities?
- **Live and work in a culture that is different from your own.** Exposing yourself to new ways of living and actively participating in a community that is different from your own is one way to gain greater cultural proficiency.
- **Take the long view of becoming culturally competent.** The path towards cultural competency is a lifelong journey and cannot be mastered by attending a lecture or taking a course. The process towards this goal can only occur through ongoing self-assessment, reflection, and meaningful action.

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 competency. 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 competency activities in the service-learning course.** In order to maintain and sustain cultural competency 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 competency 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 competency? 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 competency.** Invite partners, faculty, staff and students to discuss the meaning of cultural competency and the rationale behind designing practices and policies that drive the inclusion of cultural competency 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 competency. 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 competency among their faculty, staff and students. What does it mean for an institution to practice cultural competency 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):

- 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 competency.
- **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 faculty level:

Faculty members are in a unique position to improve or enhance cultural competency practices through service-learning. Possible ideas for fostering greater awareness and practice of cultural competency include:

- Discuss and understand the meaning of cultural competency.
- Increase student awareness about different cultural values, beliefs and practices in your community through community service activities, speaker's series involving community representatives, as well as texts and literature selected for the course.
- Develop orientation programs for the course and activities that incorporate themes related to culture, diversity and disparities.
- Discuss the roles that poverty and education play in the community and identify creative strategies for reducing poverty and increasing education through community service activities.

- 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 competency.
- 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 community level:

- Discuss and understand the meaning of cultural competency.
- 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 competency 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 towards cultural competency? Also, what plans are in place for faculty, institutional, student, and community response towards cultural competency?
- Once applied to each of the levels outlined above, how will the cultural competency skills, impact the goals, objectives, and outcomes described in Unit 3?

Case Studies

The following case studies describe different projects aimed to improve student understanding of culture and cultural competency. 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.

Case Study: Multicultural Issues in Urban Affairs

This case study was adapted by Learn and Serve America Summer 2007 intern, Robyn Snelling, from Campus Compact's "Example Syllabi: History" For more information on this program consult the Cornell University College of Human Ecology Urban Semester Program: http://www.human.cornell.edu/che/Academics/Urban_Semester/index.cfm

Students in the Urban Semester Program at Cornell University explore the formation and development of the multicultural city, and the contemporary meanings that the physical and socio cultural environment produces. The focus of the program is on “building a civil society in which ‘democracy’ is defined as people actively engaged and participating to change society, to improve life chances, to make society more just, and to protect human rights.”

For a period of 10 to 12 weeks, students are paired up with a participating inner-city school where they serve in the classroom or in after school programs. The course is designed to enable students to demonstrate leadership, self direction, and creativity. By combining service-learning projects with accompanying related readings, the program hopes to allow students to learn in context about urban poverty and the obstacles to upward mobility faced by inner-city children; students of the community service component of the Urban Semester Program will develop their own ideas of how to make change for these inner-city students and their future trajectory.

Included in the notion of ‘service’ in this course is the responsibility of the student to understand the school, teachers and staff, the children, and the communities that they represent from a ‘cultural relativist’ point of view, which course materials define as the process of not assuming that the values of one’s own society, socio-economic, ethnic, or political group are more legitimate or universal than the values of another group or societies. Through service, readings, and reflection, the goal of this program is for the students to identify their cultural assumptions and come to alternative understandings about the schools, children, and families in these low-income neighborhoods. Students develop cultural competency through the emphasis of the

importance of learning to view situations from the perspective of others and understanding the varying conditions that lead to that perspective and to community values, beliefs, and practices.

Case Study Questions:

- How did this course develop cultural-competency? How could this be assessed?
- In what ways could the students assess their own cultural competence pre-service and the ways in which it changed and developed post-service? How could you incorporate these practices into your own course?
- How might intra-cultural variability of the schools and community based organizations affect the way service is delivered?
- Would the frame of cultural relativism used in this work be helpful to you in practicing culturally competent service-learning? Are there alternative ways of framing the intellectual tasks involved in practicing culturally competent service-learning that might better fit your course?

Case Study: A Project Description of the Medical University of South Carolina Culture and Diversity Curriculum Project

The following case study illustrates a service-learning course designed at the Medical University of South Carolina under the American Medical Student Association PRIME Culture and Diversity Initiative. More information about this project can be obtained by contacting Amy V. Blue, Assistant Dean for Curriculum and Evaluation, Medical University of South Carolina, 96 Jonathan Lucas St., Suite 601, P.O. Box 250617 Charleston, SC 29425 (email: blueav@musc.edu).

"The Medical University of South Carolina PRIME Culture and Diversity Curriculum" project is integrating culture and diversity in health care throughout the first-year medical student curriculum. One project highlight and success has been the creation of a "Culture and Diversity in Health Care" series. These sessions, targeted to first-year students-though open for attendance by students throughout all four years of the curriculum-are held at noon during a weekday. Pizza and sodas are provided to students, thanks to the AMSA PRIME funding. In addition to the lunch, if students attend 4 out of the 6 series sessions, they will receive a letter acknowledging their participation in this activity for mention in the Dean's letter for residency application.

The project student advisory panel selected six topics for the sessions. The topics focus on a particular culture and diversity perspective - Hispanic, religious beliefs, Gullah/African American, Gay and Lesbian, Asian American, and lower socioeconomic status. MUSC faculty members and local community leaders conduct the session presentations. Presentations focus on elements important to the perspective as it is expressed by that particular culture and diversity in the Charleston, SC area. For example, during the session discussing the Hispanic perspective, students learned about the growing Hispanic migrant community in the area, and the local barriers to their access for care. Barriers include the limited availability of materials in Spanish and a limited number of Spanish speaking providers. With respect to the Gullah/African American perspective, students learned from local providers about the unique Gullah or Sea Islands population indigenous to the South Carolina lowcountry. The Sea Islands refers to a chain of islands off the coast of South Carolina and Georgia, the largest of which is Johns Island

in the Charleston area. Similar to the Hispanic migrants, access to care has been an important issue for the Sea Islands people. Bridges linking the islands to the mainland are relatively recent features, having been constructed in the 1940s. As a consequence of not having ready access to health care, many island residents developed a sense of isolation, independence and distrust of outsiders. ‘To effectively serve the residents,’ explained the presenter-a nurse from a community outreach clinic on the island, ‘you have to look at everybody as an individual, expecting respect and giving it in return.’ Respect, sensitivity and treating everyone as a unique individual has been a common theme throughout all of the Culture and Diversity in Health Care sessions. Through the sessions, students are acquiring information and insight about culture and diversity not elsewhere programmed into the MUSC medical curriculum. The school anticipates that one project outcome will be the continuation of the series next year and beyond.”

Case Study Questions:

- What new ideas or concepts have you learned in this case study that might apply to your own course development?
- In what ways might you involve students in the design and implementation of course activities that convey content related to culture, diversity and disparities?
- In what ways might you involve community partners in the design and implementation of course activities that convey content related to culture, diversity and disparities?

Checklist

The following tips are presented to promote critical thinking and action around the practice of cultural competency 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 competency?
- ☐ 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 Resources from Learn & Serve America's National Service-Learning Clearinghouse

Service-Learning and Individuals with Disabilities: Selected Resources. (NSLC Bibliography)
http://servicelearning.org/lib_svcs/bibs/cb_bibs/indiv_disab/

Suggested Websites

The Community Tool Box: Enhance Cultural Competence. This site provides a framework and supports for assessing and enhancing cultural competence in you, your organization, group, or community. http://ctb.ku.edu/tools/CWS/culturalcompetence/cultural_competence.htm

DiversityWeb: Campus Diversity Priorities. This is a resource sharing site that showcases information regarding diversity in higher education. Users have access to grant announcements, resources, and a listserv discussion group. <http://www.diversityweb.org/Priorities/CT.html>

King, MA, Sims, A., Osher, D. How is Cultural Competence Integrated in Education? http://cecp.air.org/cultural/Q_integrated.htm

Journal of Cultural Diversity. The Journal of Cultural Diversity unites theory, research, and practice issues related to cultural diversity from the perspectives of a variety of disciplines under one cover. http://www.tuckerpublish.com/JCDindex_1.htm

National Center for Cultural Competence. <http://www.georgetown.edu/research/guccdc/nccc/>

A Suggested Tools and Workbooks

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. Available at: <http://www.stsintl.com/business/bafa.html>

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. Available at: <http://erc.msh.org/mainpage.cfm?file=3.0.htm&module=provider&language=English>

Multi-Cultural Tool Kit: Pre-Assessment: Cultural Knowledge and Beliefs and Cultural Self-Efficacy Scale. Both surveys are available at: <http://www.ons.org/xp6/ONS/Clinical.xml/MulticulturalToolKit.xml>

Unit 9 Worksheet: Promoting Cultural Competence Self-Assessment Checklist

This checklist was designed to heighten the awareness and sensitivity of personnel to the importance of cultural diversity and cultural competence in human service settings. It provides concrete examples of the kinds of values and practices which foster such an environment. This checklist may be adapted for your own purposes. [Source: Tawara D. Goode, Georgetown University Child Development Center. Adapted from: *Promoting Cultural Competence and Cultural Diversity in Early Intervention and Early Childhood Settings* (June 1989. Revised 1993, 1996, 1999, and 2000)].

Directions: Select A, B, or C for each item listed below.

A = Things I do frequently

B = Things I do occasionally

C = Things I do rarely or never

PHYSICAL ENVIRONMENT, MATERIALS & RESOURCES

- _____ 1. I display pictures, posters and other materials which reflect the cultures and ethnic backgrounds of children and families served by my program or agency.
- _____ 2. I insure that magazines, brochures, and other printed materials in reception areas are of interest to and reflect the different cultures of children and families served by my program or agency.
- _____ 3. When using videos, films or other media resources for health education, treatment or other interventions, I insure that they reflect the cultures of children and families served by my program or agency.
- _____ 4. When using food during an assessment, I insure that meals provided include foods that are unique to the cultural and ethnic backgrounds of children and families served by my program or agency.
- _____ 5. I insure that toys and other play accessories in reception areas and those which are used during assessment are representative of the various cultural and ethnic groups within the local community and the society in general.

COMMUNICATION STYLES

- _____ 6. For children who speak languages or dialects other than English, I attempt to learn and use key words in their language so that I am better able to communicate with them during assessment, treatment or other interventions.
- _____ 7. I attempt to determine any familial colloquialisms used by children and families that may impact on assessment, treatment or other interventions.
- _____ 8. I use visual aids, gestures, and physical prompts in my interactions with children who have limited English proficiency.

_____ 9. I use bilingual staff or trained volunteers to serve as interpreters during assessment, meetings, or other events for parents who would require this level of assistance.

10. When interacting with parents who have limited English proficiency I always keep in mind that:

_____ * limitations in English proficiency is in no way a reflection of their level of intellectual functioning.

_____ * their limited ability to speak the language of the dominant culture has no bearing on their ability to communicate effectively in their language of origin.

_____ * they may or may not be literate in their language of origin or English.

_____ 11. When possible, I insure that all notices and communiqués to parents are written in their language of origin.

_____ 12. I understand that it may be necessary to use alternatives to written communications for some families, as word of mouth may be a preferred method of receiving information.

VALUES & ATTITUDES

_____ 13. I avoid imposing values that may conflict or be inconsistent with those of cultures or ethnic groups other than my own.

_____ 14. In group therapy or treatment situations, I discourage children from using racial and ethnic slurs by helping them understand that certain words can hurt others.

_____ 15. I screen books, movies, and other media resources for negative cultural, ethnic, or racial stereotypes before sharing them with children and their parents served by my program or agency.

_____ 16. I intervene in an appropriate manner when I observe other staff or parents within my program or agency engaging in behaviors that show cultural insensitivity or prejudice.

_____ 17. I understand and accept that family is defined differently by different cultures (e.g. extended family members, fictive kin, godparents).

_____ 18. I recognize and accept that individuals from culturally diverse backgrounds may desire varying degrees of acculturation into the dominant culture.

_____ 19. I accept and respect that male-female roles in families may vary significantly

among different cultures (e.g. who makes major decisions for the family, play and social interactions expected of male and female children).

_____ 20. I understand that age and life cycle factors must be considered in interactions with individuals and families (e.g. high value placed on the decisions of elders or the role of the eldest male in families).

_____ 21. Even though my professional or moral viewpoints may differ, I accept the family/parents as the ultimate decision makers for services and supports for their children.

_____ 22. I recognize that the meaning or value of medical treatment and health education may vary greatly among cultures.

_____ 23. I accept that religion and other beliefs may influence how families respond to illnesses, disease, and death.

_____ 24. I recognize and accept that folk and religious beliefs may influence a family's reaction and approach to a child born with a disability or later diagnosed with a disability or special health care needs.

_____ 25. I understand that traditional approaches to disciplining children are influenced by culture.

_____ 26. I understand that families from different cultures will have different expectations of their children for acquiring toileting, dressing, feeding, and other self help skills.

_____ 27. I accept and respect that customs and beliefs about food, its value, preparation, and use are different from culture to culture.

_____ 28. Before visiting or providing services in the home setting, I seek information on acceptable behaviors, courtesies, customs and expectations which are unique to families of specific cultures and ethnic groups served by my program or agency.

_____ 29. I seek information from family members or other key community informants, which will assist in service adaptation to respond to the needs and preferences of culturally and ethnically diverse children and families served by my program or agency.

_____ 30. I advocate for the review of my program's or agency's mission statement, goals, policies, and procedures to insure that they incorporate principles and practices that promote cultural diversity and cultural competence.

There is no answer key with correct responses. However, if you frequently responded "C", you may not necessarily demonstrate values and engage in practices that promote a culturally diverse and culturally competent service delivery system for children and families.

This handout provides a snapshot of incorporating culturally competent practices at multiple levels. You may wish to refer to this handout during the development of a cultural competency plan at each of these levels. Given the nature of the community-campus partnership, these practices may be interchangeable. For example, practices on an institutional level may also be applicable on a community level and vice versa.

Personal level	Partnership Level	Institutional Level	Faculty Level	Student Level	Community Level
Take a self-assessment of your own cultural competency	Determine the program and organization's level of cultural competence	Discuss the meaning of cultural competency	Discuss the meaning of cultural competency	Discuss the meaning of cultural competency	Discuss the meaning of cultural competency
Learn about cultural groups represented in the community you are working with	Create measures targeting the partnership's degree of systematically incorporating cultural competency principles	Examine the historical legacy of the relationship between the health professions school and community	Increase student awareness about different cultural values, beliefs, and practices in the community	Learn more about other cultures and understand the varying values, beliefs and practices around health	Create an advisory board to the local college/university that gives special attention towards issues related to culture, diversity, cultural competency
Become informed of the intra-cultural variability issues in your community	Identify structures that are in place to support cultural competency activities in your course	Discuss educational reform efforts that will promote the necessary skills and knowledge for future culturally competent providers	Provide and discuss socio demographic data on the health and preventive service needs of diverse populations in the community	Participate in required and extra-curricular courses to learn more about the health needs of racially, ethnically, culturally and linguistically diverse groups	Meet with institutional leaders at the college/university to discuss community interests and expectations related to the skills and knowledge of future graduates living/working in the community

Develop an understanding of the traditional health and spiritual practices in your community		Create measures of the institution's degree of proficiency in systematically incorporating cultural competency principles at all levels of institution	Advocate for increased access to health services for all	Take a proactive stance to learn more about being a culturally competent provider	Engage with campus student groups and the office of minority affairs and identify ways to generate cultural awareness on campus
Live and work in a culture that is different from your own			Incorporate themes related to culture, diversity and health disparities in reflection activities with students	Invite speakers from different cultures and backgrounds to present to student groups on campus on issues related to culture and diversity	
Take the long view of becoming culturally competent			Develop orientation programs for your community-based course and activities that incorporate themes related to culture and diversity		

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 an *engaged, community environments*. It is within all five of these realms that the practice of service-learning finds its home, and it is the effort to effectively translate the knowledge gained from "engaged scholarship" into traditional forms such as standardized principles, processes, and publications that the service-learning world now grapples with. 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 (www.communityengagedscholarship.info).
- Develop evidence-based guidelines and consider the use of outside evaluators (for example, the East-West Clearinghouse for Evaluation of Scholarship and 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.
- Avoid classification of service-learning solely as “service”; if a cross-discipline classification is not possible, select “research” or “teaching” as those areas typically carry more weight in review processes.
- Gather the best and the most appropriate reviewers possible (consider contacting Campus Compact or Community-Campus Partnerships for Health for referrals).

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.

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.



Suggested Resources from Learn and Serve America's National Service-Learning Clearinghouse

Opportunities for Service-Learning Research and Scholarship. (NSLC Fact Sheet)

http://servicelearning.org/resources/fact_sheets/he_facts/he_ops/

Publishing & Presenting in Service-Learning (NSLC Quick Guide)

http://servicelearning.org/resources/quick_guides/publishing_sl/

Unit 10 Handout: Standards for the Assessment of Community-Engaged Scholarship (Maurana et al.)

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. The development of 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?

References

- Boyer, E. L. (1990). Scholarship Reconsidered: Priorities of the Professorate. The Carnegie Foundation for the Advancement of Teaching: Princeton, N.J..
- Glassick, C. E., Huber, M. T., and Maeroff, G. I. (1997). Scholarship Assessed: Evaluation of the Professorate. San Francisco: Jossey-Bass Publishers.
- Maurana, C., Wolff, M., Beck, B., Simpson, D. (2000). Working with our Communities: Moving from Service to Scholarship in the Health Professions. San Francisco, CA: Community-Campus Partnerships for Health. Available at: www.ccph.info