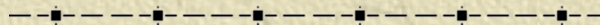


Exploring the Benefits of Service-Learning Across the Campus

American College Personnel Association
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Developed in partnership with Dr. Cynthia Belliveau, Pennsylvania Service-Learning Alliance



Service Learning Definition

In Service Learning and Higher Education by Barbara Jacoby

Service-learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. Reflection and reciprocity are key concepts of service learning.

History of Service-Learning

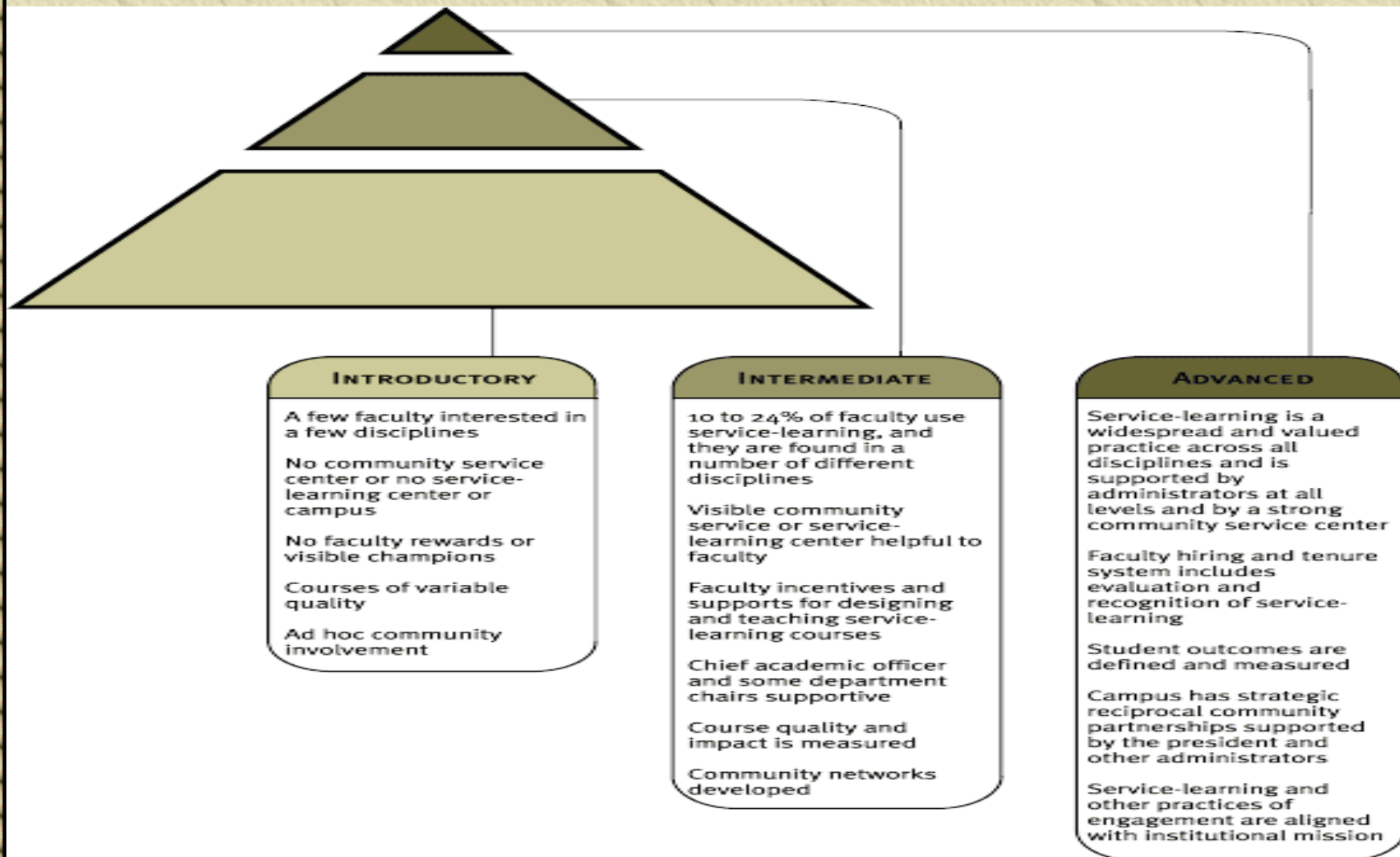
- ✦ Morrill Land Grant Act (1862) and Smith-Lever Act (1914) providing for Extension Services
- ✦ John Dewey publishes *Democracy and Education* (1916)
- ✦ Student activism of the Civil Rights Era and beyond
 - ◆ calls for African Studies, Women's Studies (1960s & 1970s)
 - ◆ Divestment in South Africa (1980s)

History of Service-Learning

- ✦ COOL launches student service movement (1984)
- ✦ Cuts in social welfare programs (1980-)
- ✦ Escalating costs of higher education

- ✦ Fundamental question: What is the purpose of higher education?

Service Learning Pyramid



Advanced – The Engaged Campus

✦ Campus Compact indicators:

- ✦ Faculty tenure and promotion
- ✦ Strong Community Service Center
- ✦ Student outcomes defined and measured
- ✦ Strategic, reciprocal community partnerships
- ✦ Linked to university mission

Advanced – The Engaged Campus

✦ Additional Indicators

- ✦ Student civic development emphasized at all levels
- ✦ Campus embodies democratic practice
- ✦ Public leadership of top administrators
- ✦ Alumni are involved in community partnerships
- ✦ Campus promotes careers in the public good

Advanced – The Engaged Campus

✦ Additional Indicators (continued)

- ✦ Community partnership incorporated into development objectives
- ✦ University purchasing and hiring practices support local economic development
- ✦ Community welcome on campus
- ✦ Admissions policies spread educational wealth

Small Group Discussion

- ✦ Take one set of indicators and describe examples of how your campus does (or could) demonstrate these characteristics of an “engaged campus”
- ✦ Report back after 10 minutes

Wingspread Principles of Good Practice for Service and Learning

1. Engages people in responsible and challenging actions for the common good.
2. Provides structured opportunities for people to reflect critically on their service experiences.
3. Articulates clear service and learning goals for everyone involved.

Wingspread (continued)

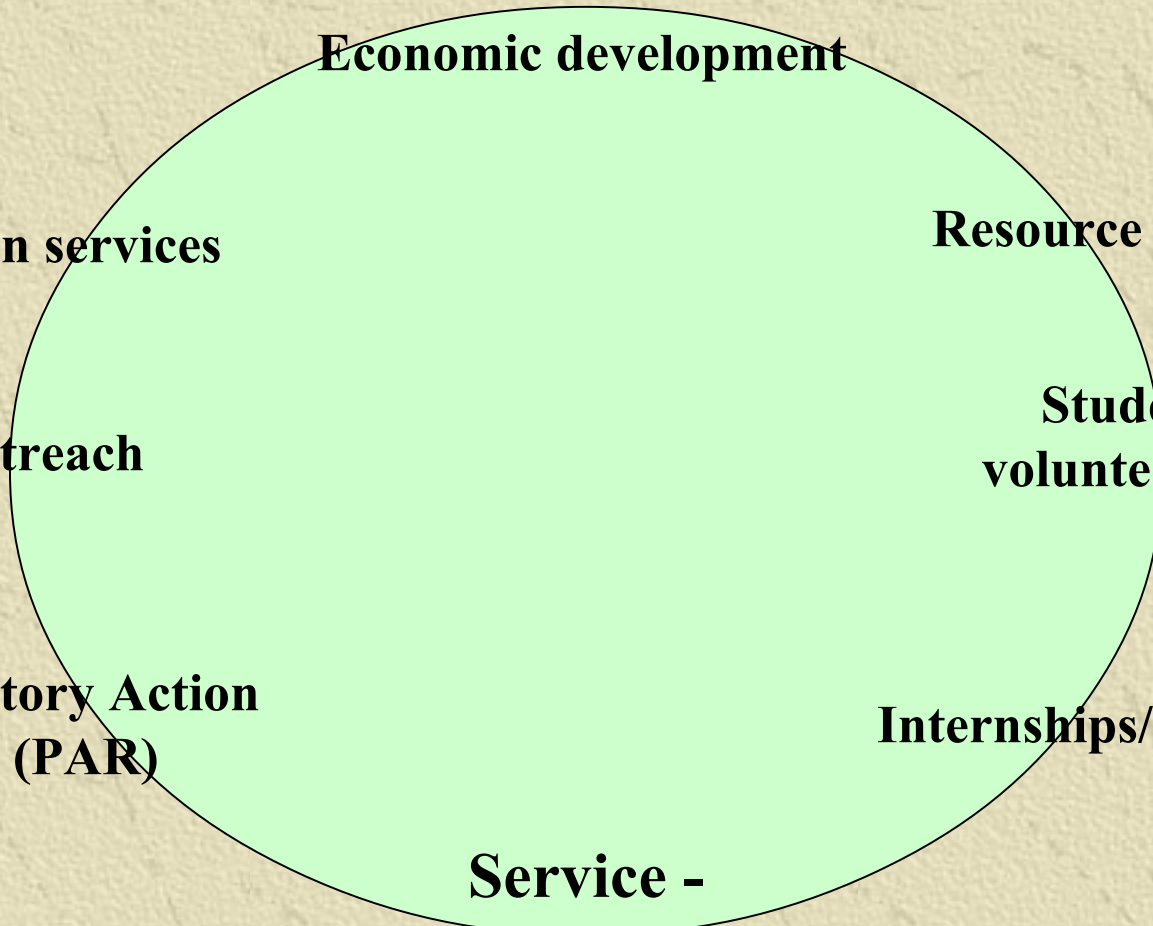
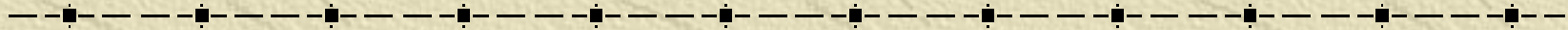
4. Allows for those with needs to define those needs.
5. Clarifies the responsibilities of each person and organization involved.
6. Matches service providers and service needs through a process that recognizes changing circumstances.
7. Expects genuine, active and sustained organizational commitment.

Wingspread (continued)

8. Insures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.
9. Is committed to program participation by and with diverse populations.

Circle of Higher Education Outreach Initiatives

Edward Zlotkowski (Bentley College)



Economic development

Resource sharing

**Student
volunteerism**

Internships/co-ops

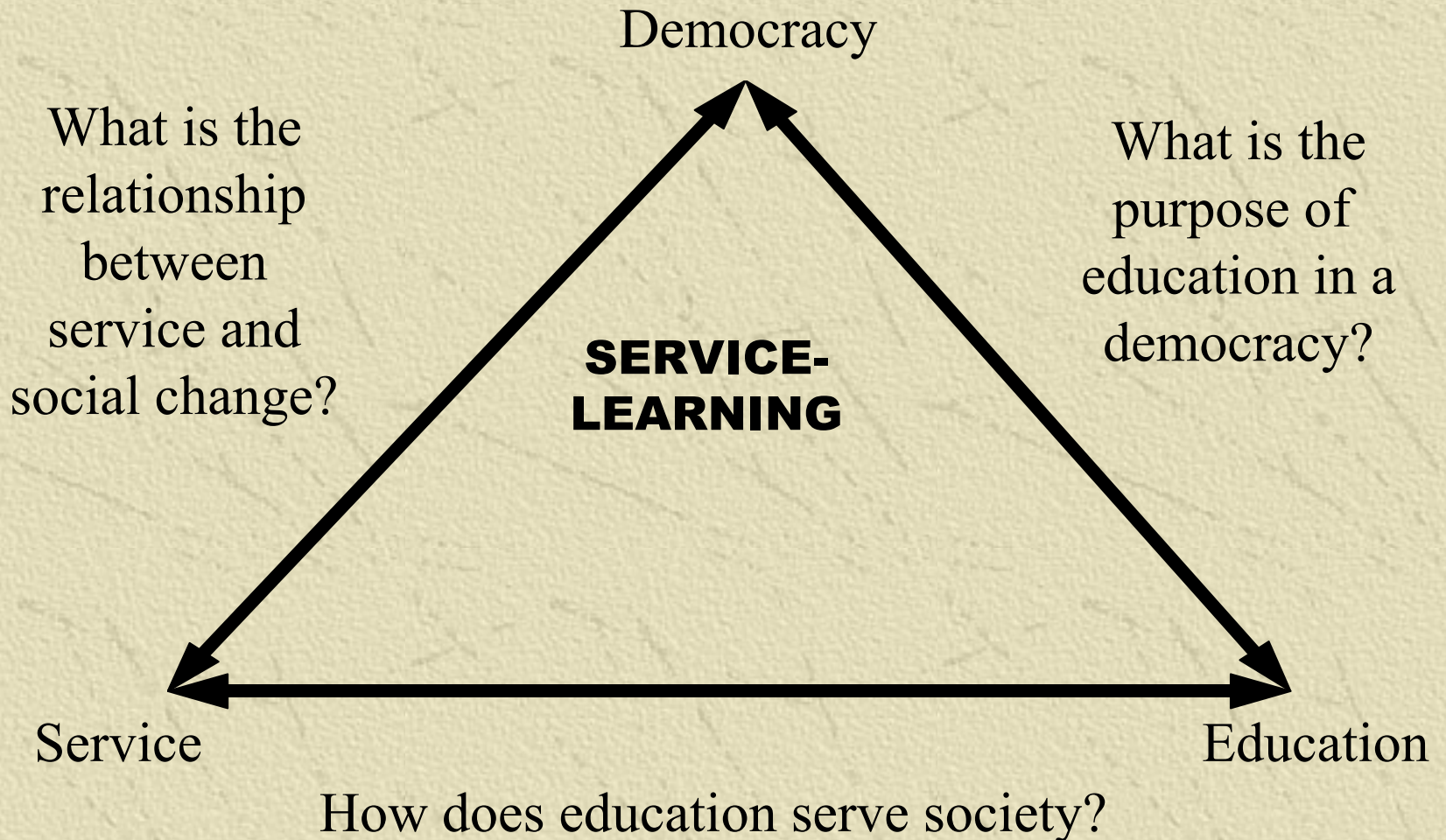
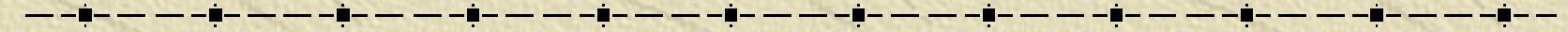
**Service -
Learning**

Extension services

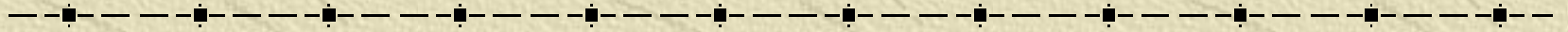
Faculty outreach

**Participatory Action
Research (PAR)**

Axes of Service Learning



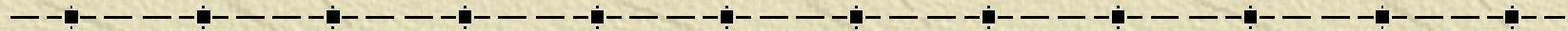
Contextual Map for Service-Learning



Principles of Good Practice in Service Learning

✦ By Suzanne D. Mintz and Garry Hesser in
Service Learning and Higher Education by
Barbara Jacoby and Associates

1. An effective program engages people in responsible and challenging actions for the common good.



- ✦ *Are students and community members involved in defining the common good?*
- ✦ *Does the definition of the common good include empowerment of individuals and communities and the sharing of power and resources?*
- ✦ *Do the actions taken enhance the capacities of students and communities to be active agents in shaping their own futures?*

2. An effective program provides structured opportunities for people to reflect critically on their service experience.

- ✦ Are faculty and community members as well as students involved in critical reflection?*
- ✦ Does reflection address the unequal distribution of power and resources among the partners, as well as the root causes of this inequality?*
- ✦ Are there opportunities for shared reflection among the partners?*

3. An effective program articulates clear service and learning goals for everyone involved.

- ✦ Are students and community members along with service-learning educators, equal partners in setting the goals?*
- ✦ Do the learning and service goals encourage the enhancement of the capacities of all involved.*
- ✦ Do the goals include providing community access to the resources of the college or university?*

4. An effective program allows for those with needs to define those needs.

- ✦ Do all partners – the academy, students, and the community – have the opportunity to define their needs?*
- ✦ How can the process of defining needs become a learning opportunity for all involved?*
- ✦ How does attention to reciprocity shift the focus from needs and deficiencies to needs and capacities?*

5. An effective program clarifies the responsibilities of each person and organization involved.

- ✦ Do the assigned responsibilities draw from and enhance the strengths and capacities of each partner?*
- ✦ How do we ensure that the community's responsibilities involve engagement in the students' learning and development?*
- ✦ What structures have been established for the initial and ongoing clarification of both learning and service goals for all partners?*

6. An effective program, matches service providers and service needs through a process that recognizes changing circumstances.

-
- ✦ *What can the tracking of changing circumstances teach all partners about the large societal issues that affect the need for service?*
 - ✦ *How can the academy, students, and the community work together continually to assess service needs and how well they are being met?*

7. An effective program expects genuine, active, and sustained organizational commitment.

- ✦ Are the partners effectively using all the means at their disposal to ensure the sustainability of the partnership?*
- ✦ Are the partners giving each other access to appropriate resources that augment their capacities to learn and serve one another well into the future?*

8. An effective program ensures that the time commitment for service and learning is flexible, appropriate and in the best interests of all involved.

- ✦ *Are training, supervision, monitoring, support recognition, and evaluation designed to accommodate diverse backgrounds, orientations, and styles?*
- ✦ *Are these differences considered assets rather than problems.*

9. An effective program ensures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.

- ✦ *Does the program encourage participation of individuals with a variety of schedules?*
- ✦ *Do program organizers view participants' varied schedules as an asset and not a liability?*
- ✦ *Does the program address the differences between the academic calendar and the community's calendar?*

10. An effective program is committed to program participation by and with diverse populations.

-
- ✦ *Does program diversity extend to persons of various ages, socioeconomic levels, sexual orientation, and physical and mental abilities, as well as race and gender?*
 - ✦ *How effectively does the program employ the assets of its diverse participants to meet its service and learning goals.*

Service Learning Institutionalization Agenda

- ✦ Developing academically rigorous, discipline-specific service-learning courses and course units
- ✦ Creating effective course support systems
- ✦ Adjusting institutional reward systems
- ✦ Providing substantive community assistance

Partnership Stages



1. Designing partnerships based on the values of sharing and reciprocity.
2. Building collaborative work relationships among partners.
3. Sustaining the partnerships – linking partnerships to the missions of partnering institutions, establishing processes for decision-making and problem-solving, and installing the mechanisms for continuous evaluation.

Building Town-Gown Partnerships

- ✦ Partnerships between Higher Education Institutions should be coordinated, planned and integrated.
- ✦ Communities must be given opportunities to define what it needs and wants from a partnership.
- ✦ All levels of campus leadership must be involved in defining the role of the campus to the community.

Building Town-Gown Partnerships

- ✦ Community members, leaders and agencies should have an understanding of curriculum support and recognize their role in supporting student learning.

Are we really “ready” to form in-depth, long lasting community partnerships?

- ✦ Have we learned as much as we can about the community and its residents?
- ✦ Have we enlisted the help of long time residents who can personally and intimately share the history of a community.
- ✦ Have we started small, just being present at community events such as fairs and ways for the institution block parties, etc.

Are we really “ready” to form in-depth, long lasting community partnerships?

- ✦ Recognize and deal with any misconceptions of power and knowledge. (Higher Ed’s do not have ALL the answers!)
- ✦ Compile list of community stake holders.
- ✦ Think of and determine questions of funding and monetary support before starting projects. (Why should a grant to “help” the community come to the Institution?)

Institutional Issues Related to Service-Learning (beyond the individual course)

- ✦ General education reform
- ✦ Curricular coherence
- ✦ Admissions and financial aid
- ✦ Retention workplace skills and attitudes
- ✦ Diversity
- ✦ Student culture
- ✦ Community on campus
- ✦ Alumni relations