

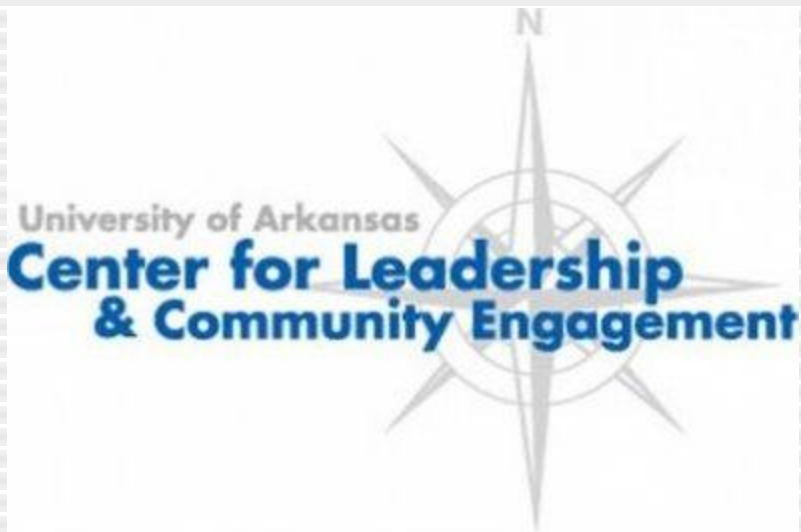


Institutionalizing Service-Learning in Higher Education

ANDREW FURCO
University of Minnesota

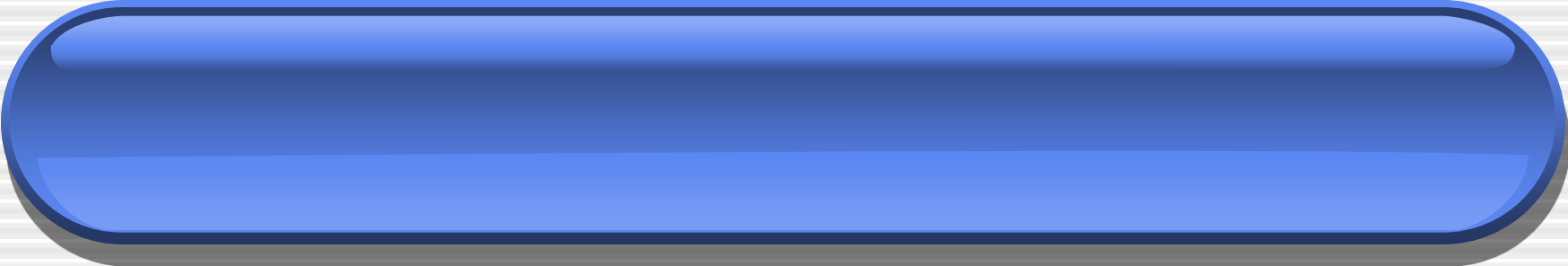
March 18, 2009

Growing Institutional Engagement



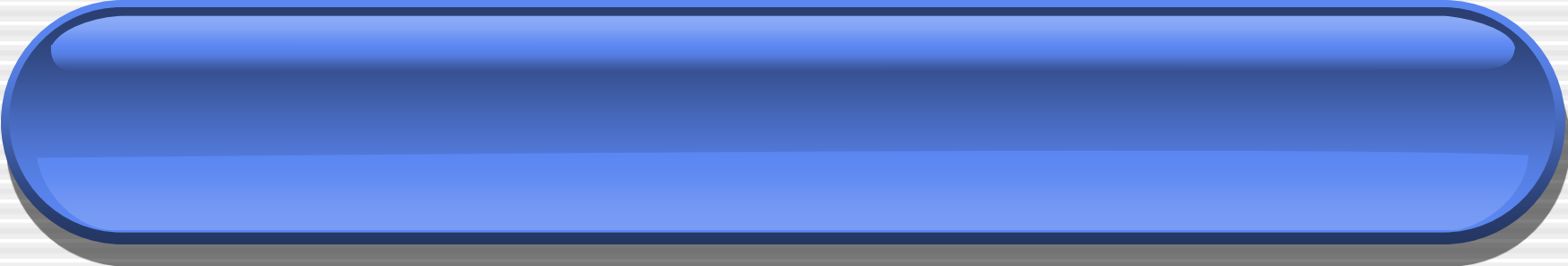
Influences on Advancing Institutional Engagement

- ✓ National commission reports
- ✓ Accreditation
- ✓ Broader impact research (NSF, NIH)
- ✓ Undergraduate education reform
- ✓ Disciplinary reforms (public scholarship)
- ✓ Renewal of civic purposes of education
- ✓ Carnegie Classification



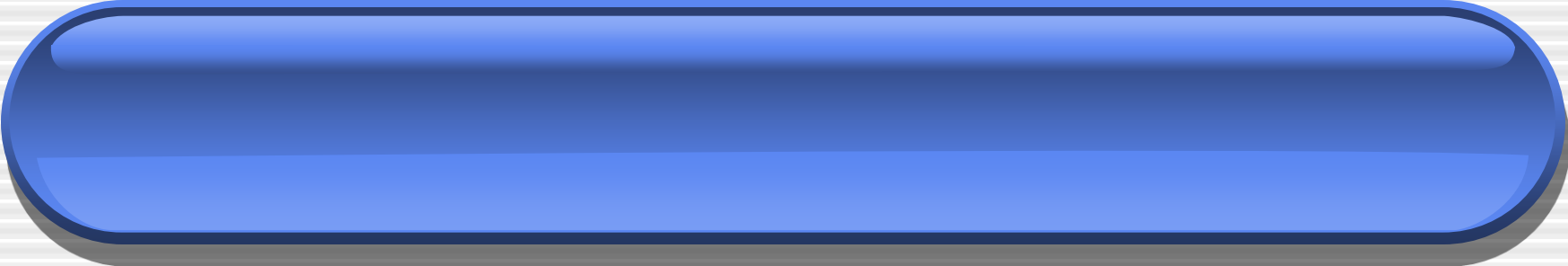
“Harvard expects that the scholarship and collegiality it fosters in its students will lead them in their later lives to advance knowledge, to promote understanding, and to serve society.”

Harvard University, Handbook for Students, 2003-2004, p. 1



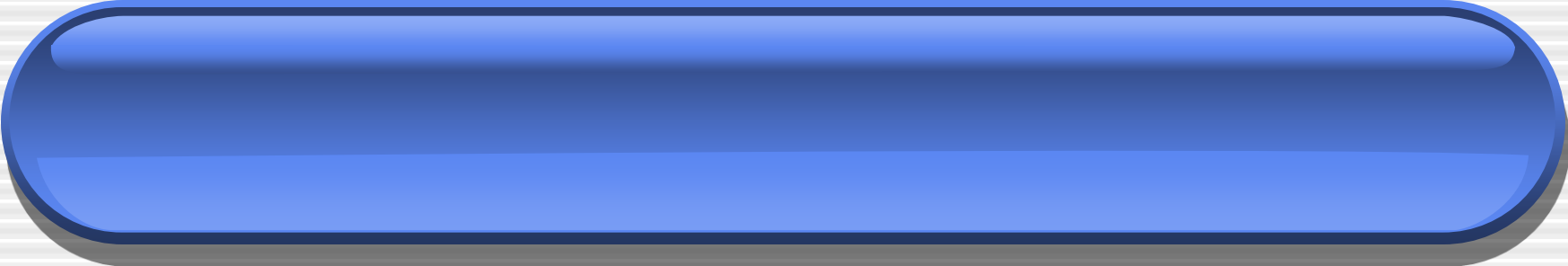
“To qualify students for personal success and direct usefulness in life and to promote the public welfare by exercising an influence in life and to promote the public welfare by exercising an influence on behalf of humanity and civilization.”

Stanford University, Founding documents, 1891




“The University of Minnesota, founded in the belief that all people are enriched by understanding, is dedicated to the advancement of learning and the search for truth; to the sharing of this knowledge through education for a diverse community; and to the application of this knowledge to benefit the people of the state, the nation, and the world.”

University of Minnesota, Driven to Discover Report, 2005




“A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement..... and to the further development of contributing members of society.”

California Education Code Section 66010.4 (a)



“The mission of Lambuth University, an institution affiliated with the United Methodist Church, is to provide students with a broad-based liberal arts education of high quality which stimulates free inquiry, critical thinking, cultural understanding and sense of purpose within a Christian, person-centered environment that prepares them for meaningful careers, leadership, global citizenship, service to God and humanity and the lifelong pursuit of truth and knowledge.”

Board of Trustees, February 2006

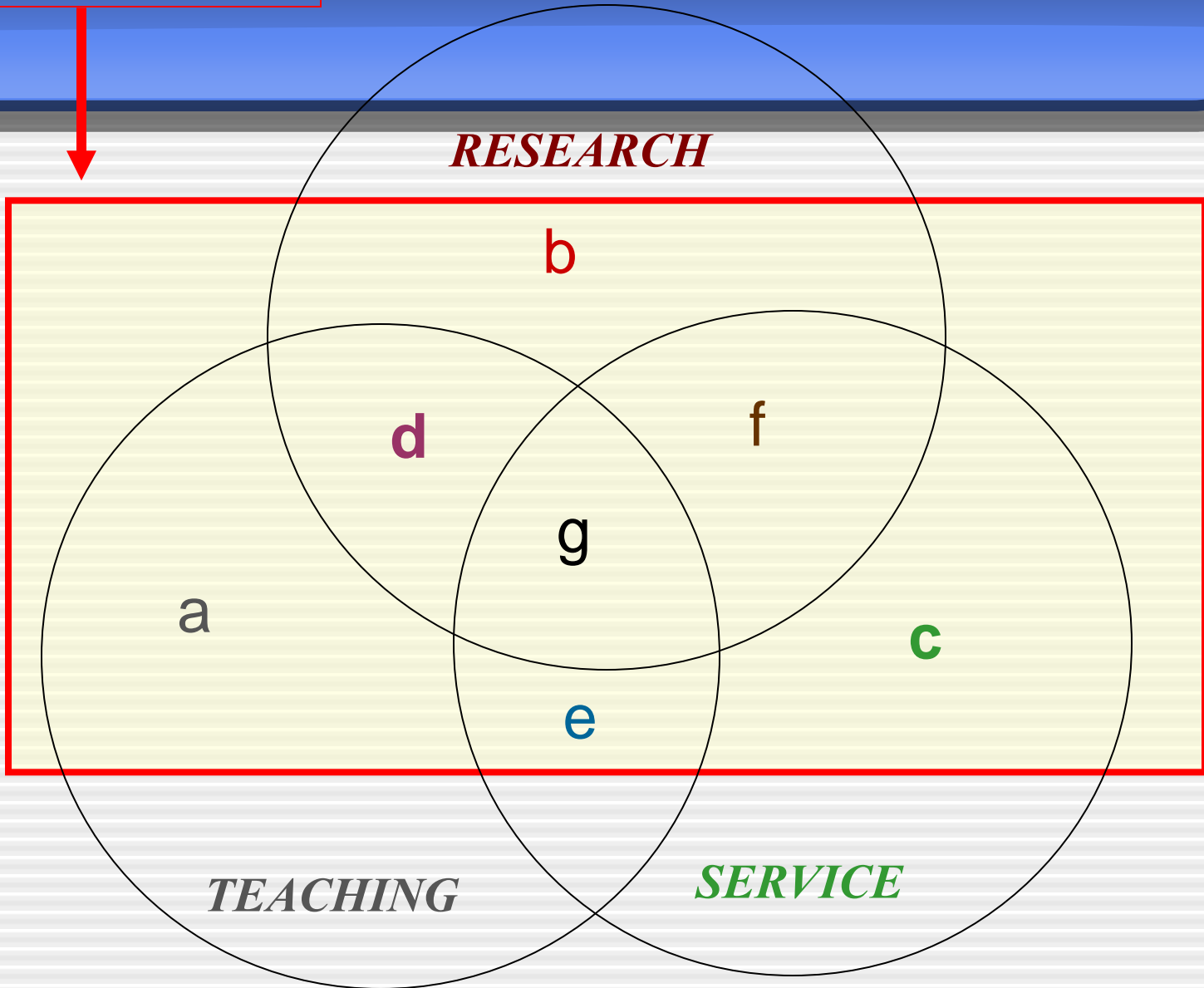


“Tennessee State University aspires to achieve national and international prominence, building on its heritage and preparing leaders for a global society..... Tennessee State University, a Historically Black College/University (HBCU), fosters scholarly inquiry and research, life-long learning, and a commitment to service.”

Vision and Mission Statements, July 26, 2007

The Engaged Campus

COMMUNITY



Why Service-Learning?

Service-learning encompasses many of the factors that are aligned with:

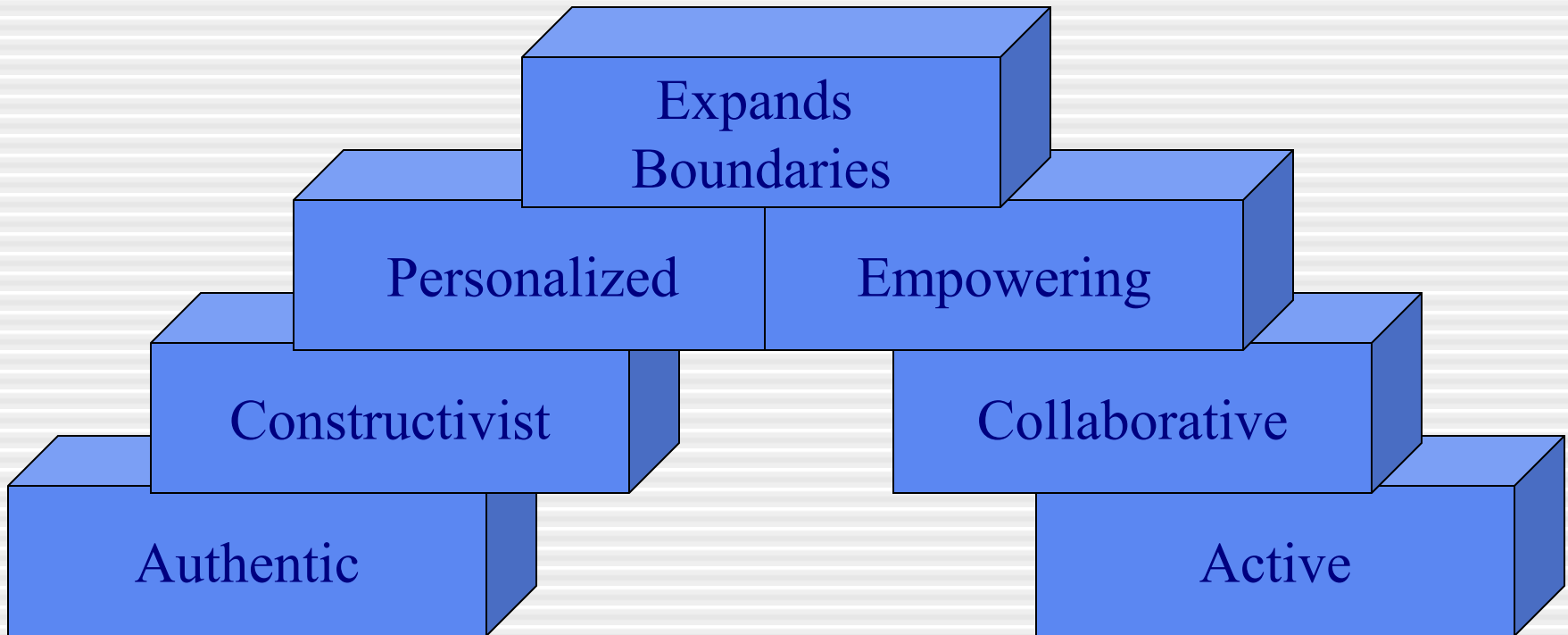
1. the mission of higher education
2. good teaching

Essential Elements for Successful Learning

- **In terms of classroom learning, students learn best when the curriculum:**
 - emphasizes learning over teaching
 - engages students as active participants in the learning process
 - is student-centered rather than teacher-centered;
 - promotes the development of students' higher order thinking skills;
 - focuses on making connections among the disciplines;
 - connects new knowledge to what student know by having students construct meaning;
 - is meaningful and/or of interest to students;
 - is brain-based;
 - is socially constructed; and
 - is practiced and used

Sources: Slavkin (2004); Marzano, Pikering, and Pollock (2001);
Bransford, Brown, and Cocking (1999); Oakes and Lipton (1999).

Essence of Engaged Pedagogy



Why Service-Learning?

Service-learning encompasses many of the factors that are aligned with:

1. the mission of higher education
2. good teaching
3. preparation for global workforce

Success in the Global Workforce

Success in the global workforce will be marked by one's:

- ability to make connections across the disciplines;
- ability to apply knowledge to address complex situations;
- people skills that allow him/her to work effectively in diverse group settings;
- capacity for higher order thinking in ways that enhance problem solving and analysis;
- knowledge about and facility with the global society (e.g. conversing in different languages, having intercultural competencies, etc.); and
- facility in organizing and utilizing increasing sources of knowledge and information effectively.

Why Service-Learning?

Service-learning encompasses many of the factors that are aligned with:

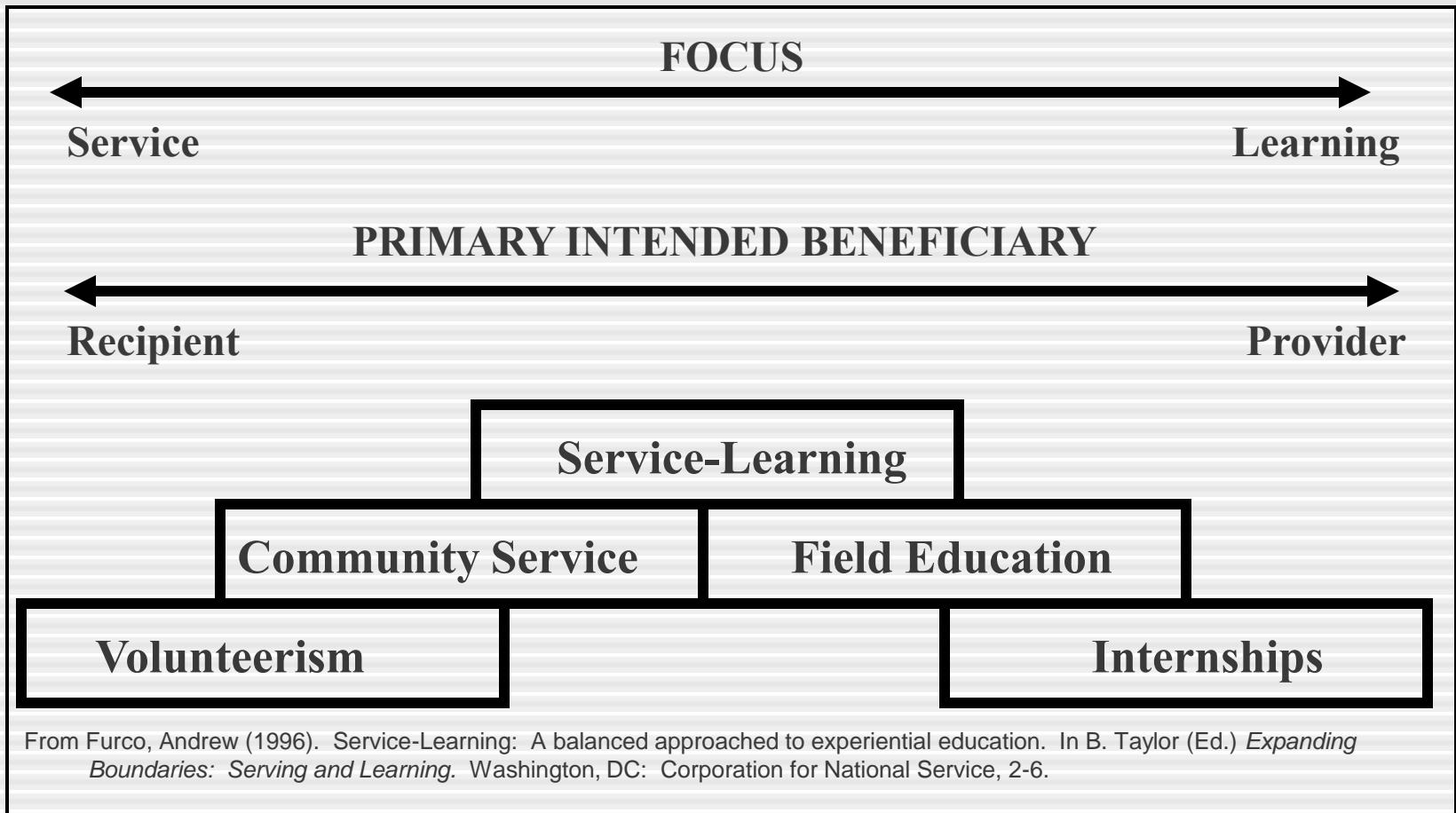
1. the mission of higher education
2. good teaching
3. preparation for global workforce
4. using higher education's intellectual and human capital to address social issues

DEFINITION

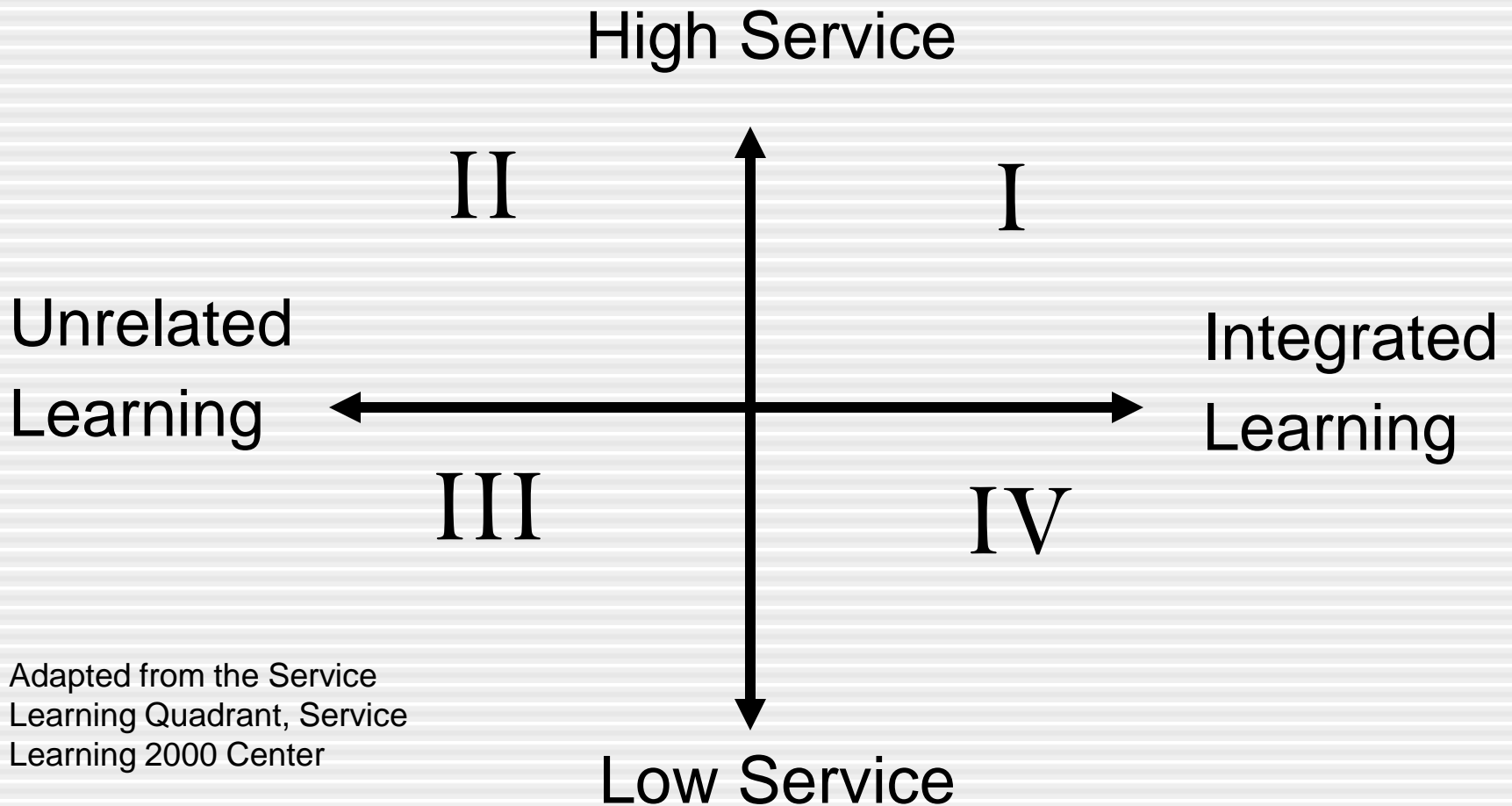
“Service-learning is a credit bearing, educational, experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.”

Bringle and Hatcher, 1995

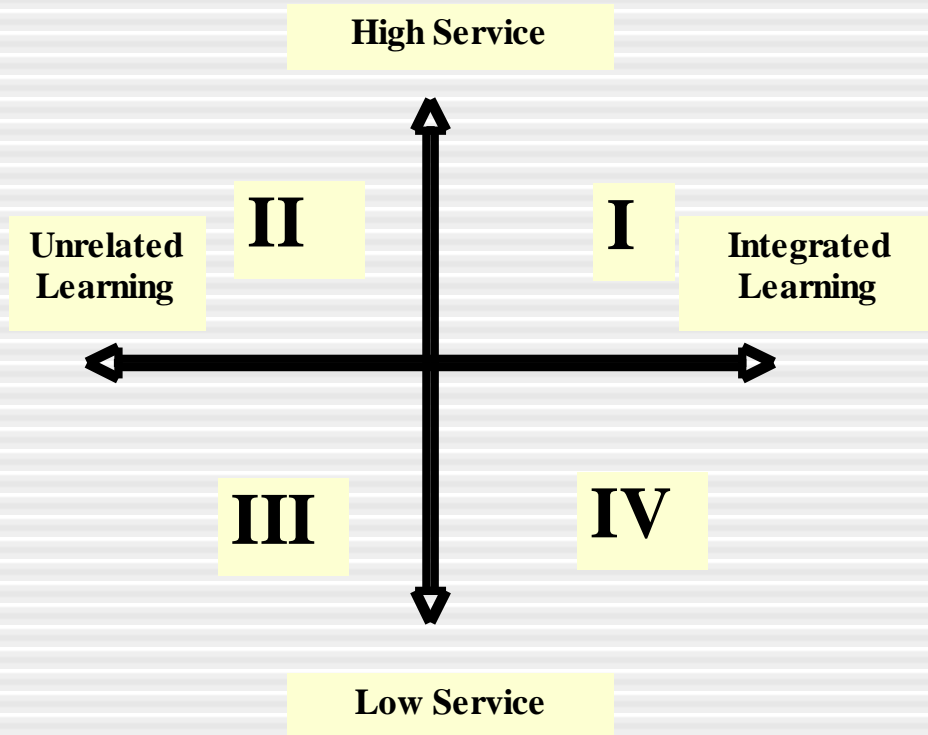
Service-Learning: A Balanced Approach to Experiential Education



Developing High Quality Service-Learning

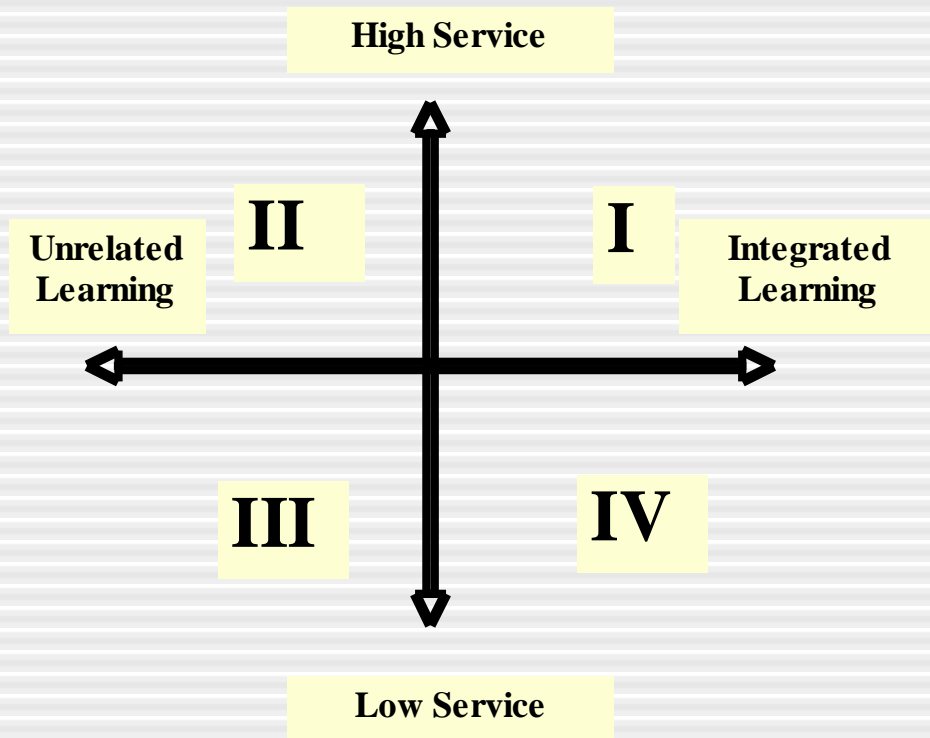


In which quadrant?



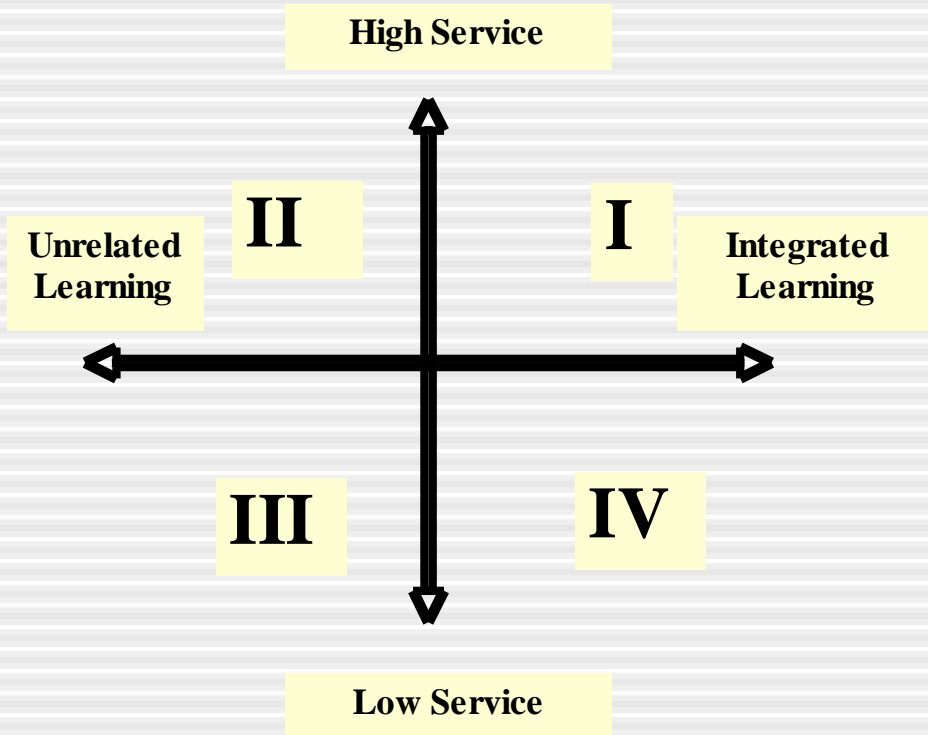
Students in a Biology course are studying the brain and the nervous system. Students in the class are required to spend one afternoon during the month observing doctors at a neurology center. Students observe the kinds of treatments doctors offer patients with neurological disorders. At the end of the course, students write a brief paper on their observations.

In which quadrant?



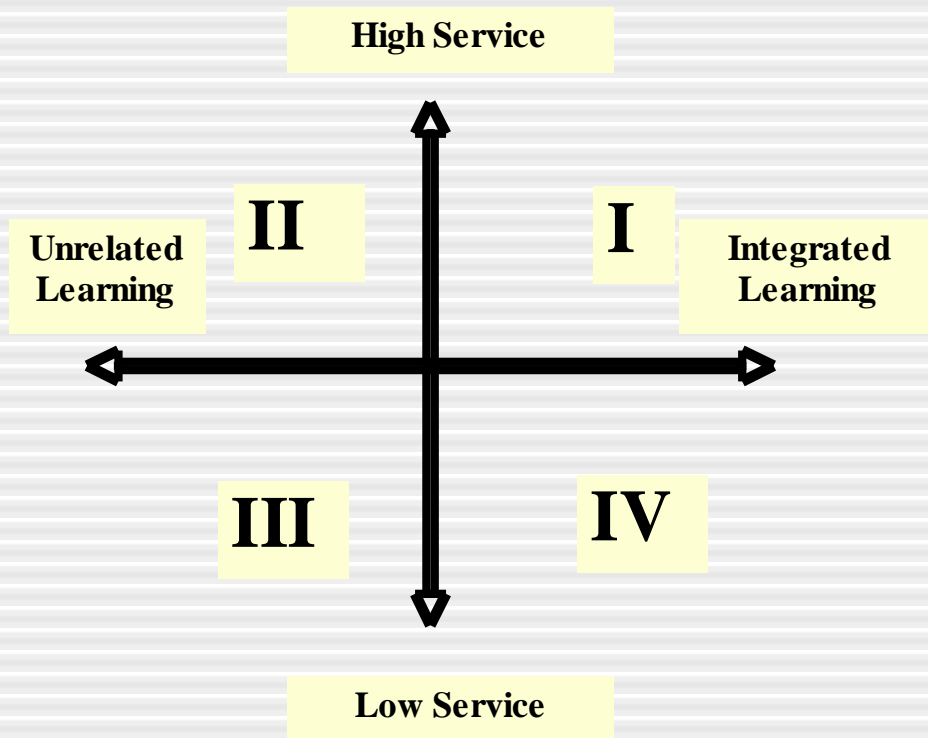
Students in a Scandinavian Languages course spend three to five hours each week visiting with elderly individuals of Scandinavian descent. The students assist the seniors with daily tasks, such as reading the mail or newspaper, shopping, and exercising. The students also provide the seniors with an opportunity to share stories about the seniors' life in Scandinavia. From this information, the students develop oral histories of life in Scandinavia and preserve the histories in a monograph.

In which quadrant?



Students in an Environmental Science course participate in a project to restore a local salt marsh. Students meet with the environmental compliance engineer for the city and tour the marsh area. Students learn how to collect data to monitor the bird population and to take water samples to perform chemical analyses of the marsh land. Students then visit the high school where the students conduct a presentation describing the local salt marsh and the need to restore it.

In which quadrant?



Students in an Immigration Law course spend 8–10 hours per week providing free, confidential legal counsel to immigrants in the local area. The students in the class provide this information in a variety of languages. They also develop pamphlets in nine languages that provide important information about immigration laws and local support services. They place these pamphlets at convenient locations throughout neighborhoods that have large immigrant populations.

What does institutionalization mean?

AN INSTITUTIONALIZED PRACTICE IS:	A MARGINALIZED PRACTICE IS:
Routine	Occasional
Widespread	Isolated
Legitimized	Unaccepted
Expected	Uncertain
Supported	Weak
Permanent	Temporary
Resilient	At-Risk

COMPONENTS OF SERVICE-LEARNING INSTITUTIONALIZATION

Campuses are more likely to report a higher level of service-learning institutionalization when:

- there is clear definition and purpose for service-learning;

Preferences

TYPE	EXAMPLE
Charity	Serve food to the homeless on Saturdays
Empowerment Service	Educate the homeless about social services available to them
Public Work	Facilitate the opening of a homeless shelter
Participatory Democracy	Work to secure legislation and citizen support that will secure rights for persons.
Social Action	Students organize a camp out on campus to raise awareness about homeless
Social Change	Work to reduce the number of homeless persons; train homeless persons for jobs
Social Justice	Secure legal assistance for a homeless person who was denied health services

COMPONENTS OF SERVICE-LEARNING INSTITUTIONALIZATION

Campuses are more likely to report a higher level of service-learning institutionalization when:

- there is clear definition and purpose for service-learning;
- there is a long-term vision for service-learning's role at the institution;
- service-learning is tied to the institutional mission;
- service-learning is used as a vehicle to accomplish other institutional goals;

COMPONENTS OF SERVICE-LEARNING INSTITUTIONALIZATION (continued)

- there is strong faculty involvement, buy-in, and support for service-learning;
 - service-learning is seen as a legitimate scholarly pursuit for faculty;
 - students are aware of service-learning opportunities on campus;
 - students actively assume roles in advancing service-learning in their academic programs;
 - community members in the service-learning partnerships have equal status as campus members;
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COMPONENTS OF SERVICE-LEARNING INSTITUTIONALIZATION (continued)

- there is a presence of a coordinating entity for service-learning activities;
- there is a policy making entity for service-learning activities and advancement;
- there is adequate and appropriate staffing for service-learning coordination;
- there is sufficient funding for service-learning coordination, participation, and advancement;
- the administration values service-learning;
- there is an ongoing assessment in place to monitor continuous improvement efforts; and
- departments see service-learning as a valuable component of their academic program.

TIPS FOR INSTITUTIONALIZING SERVICE-LEARNING

- **Institutions that have made advances in service-learning institutionalization appear to use service-learning as a means to accomplish broad campus-wide educational goals.**
 - **Service-learning cannot fully institutionalized unless the institution considers engaged scholarship to be a valued part of faculty members' work, in whatever way that work is defined.**
 - **Campuses that have a long-term vision and plan for service-learning appear to fair better with their efforts.**
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TIPS FOR INSTITUTIONALIZING SERVICE-LEARNING

- **Quality assurances for service-learning enhance a campus's ability to advance its institutionalization efforts.**
 - **The institutionalization of service-learning is long-term process that involves a sustained, multi-year concerted effort.**
 - **The institutionalization of service-learning is not a simple linear process, but rather is a complex spiral of interdependent issues and activities.**
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TIPS FOR SELF-ASSESSMENT

- **The self-assessment process is more important than the rubric score.**
 - **If the tool is used over time to track progress, make sure the same people come to the table each time to engage in the assessment.**
 - **Make sure the right people are at the table.**
 - **Add components missing from the rubric, which might be important to your program.**
 - **Delete or ignore components that are not relevant to your campus.**
-

TIPS FOR SELF-ASSESSMENT

- **Revise components if they do not meet your needs.**
- **Use only the portions of the rubric that are pertinent to your campus; but don't ignore components simply because they are too difficult to address.**
- **Don't get discouraged if over time your campus is not moving along the institutionalization continuum; the institutionalization of service-learning on a college campus takes years.**

