Service-Learning at the University of Maine

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CERTS Service-Learning Panel on Service-Learning
CETA, October 30, 2013
Service-Learning Resources and Contacts

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Campus Resources

Bodwell Center for Service and Volunteerism: List of Community and Campus Partnerships. http://umaine.edu/volunteer/partners/
Service-Learning Information/Resources http://umaine.edu/volunteer/service-learning/

Center for Excellence in Teaching and Assessment (CETA)
5703 Alumni Hall, Rm. 232, 581-3477

CLAS Community Engagement website, http://www-dev.umaine.edu/communityengagement/

Margaret Chase Smith Policy Center, Linda Silka, Director. silka@maine.edu, 581-1553, 5784 York Complex #4, Room 217
State Organizations

Maine Campus Compact http://www.mainecompact.org/
Maine Campus Compact is a coalition of 17 member campuses whose purpose is to reinvigorate the civic mission of higher education.

Maine Commission for Community Service
http://www.maineservicecommission.gov/

National/Regional Organizations

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

Campus-Community Partnerships for Health (CCPH)
https://ccph.memberclicks.net/service-learning

CCPH Service-learning Resources
http://depts.washington.edu/ccph/servicelearningres.html


International Association for Research on Service-Learning and Community Engagement (IARSLCE) http://www.researchslce.org/

Minnesota Campus Compact http://mncampuscompact.org/


New England Resource Center for Higher Education (NERCHE) http://www.nerche.org
What is Service-Learning?

Service-learning is defined at the University of Maine as “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” (National Service-Learning Clearinghouse; Approved by Faculty Senate, October, 2011) http://umaine.edu/facultysenate/motions-passed-2/2011-2012-motions/

Service-learning is a type of pedagogy, in which service is an integral part of the learning experience and is as much a component as reading, exams, and other assignments.

Authentic service-learning experiences share some common characteristics:

- Involve cooperation and promote skills associated with teamwork, community involvement, and citizenship.
- Address complex problems in complex settings rather than simplified problems in isolation.
- Offer opportunities to engage in problem-solving by requiring participants to gain knowledge of the specific context of their service-learning activity and the challenges faced by the community, rather than only to draw upon generalized or abstract knowledge such as might come from a textbook.
- Offers powerful opportunities to acquire the habits of critical thinking; i.e. the ability to identify the most important questions or issues within a real-world situation.
- Promote deeper learning; There are no "right answers" in the back of the book.
- More likely to be personally meaningful to participants and to generate emotional consequences, to challenge values as well as ideas, and to support social, emotional and cognitive learning and development.

Service-learning is NOT:

- An episodic volunteer program
- An add-on to an existing school or college curriculum
- Logging a set number of community service hours in order to graduate
- Compensatory service assigned as a form of punishment by the courts or by university administrators
- One-sided: benefiting only students or only the community

Academic Service-learning:
- Credit-bearing; Links to academic content; Can be used in any subject area; is appropriate to learning goals
- Strives to achieve a balance between service and learning objectives; Partners negotiate this balance in creating appropriate projects.
- Involves students in helping to meet real community needs, identified by the community
- Integrally involves community partners through the establishment of authentic partnerships; aims to establish an asset-based approach; Is reciprocal and mutually beneficial
- Emphasizes reciprocal learning, where traditional definitions of "faculty," "teacher" and "learner" are altered.
- Emphasizes reflective practice: reflection facilitates the connection between practice and theory and fosters critical thinking.
- Places emphasis on developing citizenship skills and achieving social change.


Distinctions between Community Engagement and Community Service:

Community engagement and community service/outreach are often confused and/or conflated. The key distinction between the two can be determined by the processes and purposes that each emphasize:

1. **Community engagement** requires collaborative, reciprocal processes that recognize, respect, and value the knowledge, perspective, and resources shared among partners, whereas **community service** may be provided in a unidirectional, expert model in which university resources are extended to serve community, individuals, groups, organizations and the public in general.

2. **Community engagement** intends to serve a public purpose, builds the capacity of each of the individuals, groups, and organizations involved to understand and collaboratively address issues of public concern, whereas **community service** activities may focus on the delivery of expertise, resources, and services to community individuals, groups, organizations, and the public in general.

Source: University of North Carolina, Greensboro’s Community Engagement website: http://communityengagement.uncg.edu/definitions.aspx
Community Engagement
Glossary of Terms

Civic Engagement incorporates efforts that work to make a difference in the civic life of our communities and through developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes (Ehrlich, Thomas. Civic Responsibility and Higher Education. American Council on Education Oryx Press, 2000, p. vi).

Co-Curricular Service signifies a campus program where students learn and develop through service, although it is not explicitly connected to an academic course for credit. http://www.communityservicelearning.ca/en/welcome_glossary.htm


Community Engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity (Carnegie Foundation for the Advancement of Teaching; UMaine institution-wide definition, approved by Faculty Senate, November, 2013). http://classifications.carnegiefoundation.org/descriptions/community_engagement.php?key=1213

Outreach is frequently used by land-grant universities. It involves generating, transmitting, applying, and preserving knowledge for the direct benefit of external audiences in ways that are consistent with the university and unit missions (University Outreach at Michigan State University: Extending knowledge to serve society. MSU, Oct. 1993).
**Partnerships** are ongoing long-term relationships in which each partner brings individual goals, needs, assets and strategies, and through collaborative processes blends them into common goals and outcomes (Carnegie Foundation for the Advancement of Teaching).

http://classifications.carnegiefoundation.org/descriptions/ce_faq.php

**Public Service** is the application of the special knowledge and skills associated with one's professional life at the University of Maine to enhance the public good, whether through public education, direct assistance in specific situations, or long-term commitment towards achieving particular public service goals. Hence, the definition excludes some forms of “community service,” such as serving as a scout leader or participating in other service activities that do not necessarily require one’s professional expertise or specialized knowledge of the University. However, this definition is meant to include service that advances the effectiveness of or contributes to the mission of the University even if it doesn’t require the discipline-specific expertise of the nominee. (UMaine).

http://www.umaine.edu/hr/employees/recognition-service-awards/

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**Volunteerism:** The performance of formal service to benefit others or one's community without receiving any external rewards; such programs may or may not involve structured training and reflection (Volunteerism is distinct from service-learning).

(http://www.communityservicelearning.ca/en/welcome_glossary.htm)
Evidence of Service-Learning Benefits

A number of researchers have documented the benefits of service-learning to students, faculty, academic institutions as well as community members.

Students
Service-learning improves student learning outcomes and contributes to student personal and social development.

Learning Outcomes
• Service-learning improves student academic outcomes as demonstrated through complexity of understanding, problem analysis, critical thinking, and cognitive development (Astin et al., Eyler et al., Eyler & Giles)
• Students reported that they learned more and were motivated to work harder in a service-learning class than in traditionally taught classes (Eyler & Giles)
• Students and faculty report that service-learning improves students' ability to apply what they've learned in the "real world" (Astin et al., Eyler et al., Eyler & Giles)

Personal Outcomes
• Students engaged in service-learning report stronger faculty-student relationships than do students not involved in service-learning (Eyler et al.)
• Service-learning enhances student personal development such as sense of personal efficacy, personal identity, spiritual growth, and moral development (Astin et al., Eyler et al., Eyler & Giles)
• Service-learning increases interpersonal development, the ability to work well with others, and leadership and communication skills (Astin et al., Eyler et al.)

Social Outcomes
• Service-learning can reduce stereotypes and facilitates cultural and racial understanding (Astin et al., Eyler et al., Eyler & Giles)
• Service-learning increases commitment to service (Astin et al., Eyler et al.)

Faculty
Faculty report enhanced teaching, service, and research opportunities.

• Faculty using service-learning report satisfaction with quality of student learning (Eyler et al.)
• Faculty report using service-learning enhances teaching quality (Eyler et al.)
• Service-learning provides outlets for faculty professional expertise and opportunities for faculty research (Willis, 2002)
• Service-learning can increase diversity in the classroom by accommodating a wide variety of learning styles (McGoldrick & Ziegert, 2002)
Colleges and Universities
Academic institutions report increased student retention and improved campus-community relationships.

- Service-learning improves student satisfaction with college (Eyler et al.)
- Service-learning increases student retention (Eyler et al.)
- Students engaged in service-learning are more likely to graduate (Eyler et al.)
- Service-learning improves community relations (Eyler et al.)

Communities
Community partners receive additional resources to support their agencies' mission.

- Communities suggest they benefit from additional resources provided by student service (Eyler et al.)
- Communities benefit from faculty expertise (Eyler et al.)
- Communities report enhanced university relations (Eyler et al.)

References


Adapted from: http://serc.carleton.edu/introgeo/service/benefits.html
Principles of Good Practice for Combining Service and Learning: A Wingspread Special Report

The following principles of good practice in combining service and learning are the product of a collaboration involving more than seventy organizations committed to community service and experiential education. The final product was created at the 1989 Wingspread Conference, sponsored by the Johnson Foundation. Consultations were conducted by the National Society for Internships and Experiential Education (NSIEE, now known as National Society for Experiential Education, NSEE).

**Essential components of good practice**

1. An effective program engages people in responsible and challenging actions for the common good.
2. An effective program provides structured opportunities for people to reflect critically on their service experience.
3. An effective program articulates clear service and learning goals for everyone involved.
4. An effective program allows for those with needs to define those needs.
5. An effective program clarifies the responsibilities of each person and organization involved.
6. An effective program matches service providers and service needs through a process that recognizes changing circumstances.
7. An effective program expects genuine, active, and sustained organizational commitment.
8. An effective program includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.
9. An effective program insures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.
10. An effective program is committed to program participation by and with diverse populations.

Principles of Good Practice in Community Service-Learning Pedagogy

1. **Academic credit is for learning, not for service.** Academic credit is not awarded for doing service or for the quality of service, but rather for the student's demonstration of academic and civic learning. Students earn academic credit by demonstrating they have learned course content and skills.

2. **Academic Rigor is uncompromised.** A community service assignment can be a new requirement, replace another requirement, or recognized by additional credit, but it should not lower academic learning expectations. Adding a service component may enhance the rigor of a course because, in addition to having mastered the academic material, students must apply their knowledge.

3. **Setting learning goals for students.** Like other courses, it is necessary to establish clear learning objectives in service-learning courses. The addition of the community as a learning context multiplies the learning possibilities.

4. **Establish criteria for the selection of community service placement.** Four essential criteria exist in all service-learning courses.
   a. The range of acceptable service placements must relate to the content of the course.
   b. The duration of service must be sufficient to enable the fulfillment of learning goals.
   c. Specific service activities and service contexts must have the potential to stimulate course-relevant learning.
   d. Community projects must meet real need in the community as determined by the community.

5. **Provide educationally sound mechanisms to harvest the community learning.** In service-learning courses, learning strategies must be employed that support learning from service experiences and enable its use toward meeting course learning objectives. Learning interventions that promote critical reflection, analysis, and application of service experiences are crucial.

6. **Prepare students for learning from the community.** Instructors can support students' learning through service by providing opportunities to acquire skills for learning from the service context. Providing examples of how to successfully complete assignments (e.g., making available exemplary papers and reflection journals from previous courses to current students) are also helpful.
7. **Minimize the distinction between the students’ community learning role and classroom learning role.** Classrooms and communities require students to assume different learner roles. If students are passive learners in the classroom and active learners in the community, the contrast may impede student learning. Instructors should aim to reshape the traditional classroom to value students as active learners.

8. **Rethink the faculty instructional role.** Service-learning instructors should rethink their teaching role, shifting away from a singular reliance on transmission of knowledge, toward use of a mixed pedagogical method that includes facilitation and guidance. 

Howard’s (1998) **four stage model** of “Transforming the Classroom:”

Stage one, begins with the traditional classroom in which students are passive, teachers are directive, an all conform to the learned rules of the classroom. In stage two, the instructor begins to re-socialize himself/herself toward a more facilitative role; but the students, socialized for many years to be passive learners, are slow to change to a more active mode. In the third stage, with the perseverance of the instructor, the students begin to develop and acquire the skills and propensities to be active in the classroom. During this phase, faculty may become concerned that learning is not as rigorous as when they were using the more popular lecture format, and may regress to a more directive style. Over time, homeostasis is established, and the instructor and the students achieve an environment in which mixed pedagogical methods lead to students who are active learners, instructors fluent in multiple teaching methods, and strong academic and civic learning outcomes.

9. **Be prepared for variation in, and some loss of control with, student learning outcomes.** Given the variability in service experiences and their influential role in student learning, an instructor can anticipate greater heterogeneity in student learning outcomes and compromises to faculty control. Instructors can expect that classroom discussions will be less predictable and the content of student papers/projects less homogeneous than in courses without a service assignment.

10. **Maximize the community responsibility orientation of the course.**

Designing learning strategies and creating classroom norms that enhance academic learning and encourage civic learning are essential. While most traditional courses are organized for private learning that advances the individual student, service-learning instructors should consider employing learning strategies that will complement and reinforce the civic lessons from the community experience.

### Student Reflection

Some examples (adapted from: A Guide to Service Learning at Concordia University) http://concordia.csp.edu/ServiceLearning/

<table>
<thead>
<tr>
<th>Case studies</th>
<th>Assign case studies based on past service learning experiences to help students think about what to expect from the service project and to plan for the service activity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journals</td>
<td>Ask students to record thoughts, observations, feelings and questions in a journal throughout the project. The journal should be started early in the project and students should make frequent entries. Be sure to explain the benefits of journal writing to students (i.e., enhancing observational skills, exploring feelings, assessing progress). Faculty should provide feedback by responding to journals or holding class discussions of questions raised.</td>
</tr>
<tr>
<td>Structured Journals</td>
<td>A structured journal provides prompts to guide the reflective process. Some parts of the journal may focus on affective dimensions while others relate to problem-solving activities. You can use structured journals to direct student attention to important issues and to connect the service experience to class work.</td>
</tr>
<tr>
<td>Team journal</td>
<td>Use a team journal to promote interaction between team members. Students can take turns recording shared and individual experiences, reactions and observations as well as responses to each others’ entries. You may use online journaling, discussion groups or blogs.</td>
</tr>
<tr>
<td>Critical incidents journal</td>
<td>The critical incident journal provides a systematic way for students to communicate problems and challenges involved in working with the community and with their teams, helping with the affective dimensions of the service-learning experience. Ask students to record a critical incident for each week of the service-learning project. The critical incident refers to events in which a conflict occurred, a problem was resolved or a decision was made.</td>
</tr>
<tr>
<td>Portfolios</td>
<td>Ask students to select and organize evidence related to accomplishments and specific learning outcomes in a portfolio. Portfolios can include drafts of documents, analysis of community issues, project activities and plans, etc. Ask students to organize evidence by learning objectives. You can require a hard copy or have students create an online portfolio.</td>
</tr>
<tr>
<td>Reflection Papers</td>
<td>Ask students to write an integrative, reflective paper on the service-learning project. Journals, assignments, or other products can serve as the building blocks for developing the final paper.</td>
</tr>
<tr>
<td>Discussions</td>
<td>Encourage formal and informal discussions with teammates, other volunteers and staff to introduce students to different perspectives and to challenge students to think critically about the project.</td>
</tr>
<tr>
<td>Presentations</td>
<td>Ask student(s) to present their service-learning experience and discuss it in terms of concepts and theories discussed in class. Presentations can be given to community partners, in community settings.</td>
</tr>
<tr>
<td>Interviews</td>
<td>Interview other students on service-learning experiences and the learning that occurred in these experiences.</td>
</tr>
</tbody>
</table>
Reflection Resources and Links

California State University, Channel Islands has a page with reflection ideas and examples of assignments
http://www.csuci.edu/servicelearning/Reflection.htm

Campus Compact. Structured Reflection
http://www.compact.org/disciplines/reflection

The National Service Learning Clearinghouse website includes reflection manuals as well as reflection links geared towards specific areas of learning.
http://www.servicelearning.org/search/apachesolr_search/reflection

The University of Vermont developed a manual for leaders and educators on the topic of Facilitating Reflection. The manual includes examples of reflection exercises and assignments.
http://www.uvm.edu/~dewey/reflection_manual/
University of Maine
SERVICE-LEARNING
Partnership Agreement

You are required to keep a log of hours and tasks completed as well as periodic reflections (see syllabus for all requirements).

Please complete this Agreement Form before you start your service-learning project. You are responsible for obtaining all signatures and submitting to copies (Faculty and Community Partner).

Semester: __________________________  Today’s Date: __________________________
Course Number and Title: __________________________
Community organization: __________________________
URL: __________________________
Community Partner name: __________________________

Community Partner Contact Info:
Name: __________________________  Title: __________________________
Email: __________________________  Work Phone: __________________________

List All Service-Learning students involved and email addresses (phone, optional):

Weekly Time Commitment per Student expected: ________________ Hours

Start Date: ______________  End Date: ______________

STUDENTS: Work with your Community Partner to complete the following. When you are in agreement, have the form signed and submit.

Project Plan Agreement

1. Describe your project: What will you do?

2. Is there any necessary training that must be completed prior to the start or during the project? Explain.
3. What is the community need you are addressing?

4. What are your project deliverables/products and/or what service will you provide (be specific)?

5. When is the expected due date for completion of the products/service?
   Due: _______________________

Please list OTHER aspects of the Project agreed upon (i.e., training; dates of presentations in the community. Meetings to attend; policies students must adhere to etc.). You may attach additional information.

Community Partner: I have read Partnership Agreement and agree to the service-learning project as described:

________________________________
Signature and date

Students: I have checked and determined that this project meets all course requirements. YES  NO
I have read Partnership Agreement and agree to the service-learning project as described:

____________________________________________________
Student signature and date

____________________________________________________
Student signature and date

Faculty Contact Information:
Name
Department address:
Phone
Email
Office hours
SERVICE-LEARNING ROLES

Students Role:
• Be aware of the organization/agency’s needs
• Contact the agency to arrange initial meeting to discuss service-learning hours and project.
• Adhere to organizational rules and procedures, including confidentiality of organization and client information.
• Participate in orientation, training and background checks as needed.
• Meet with community partners as needed. Communicate by phone or email, as preferred by partners.
• Periodically reflect upon the service experience keeping in mind the objectives of all parties involved.
• Operate with integrity and professionalism at all times; which includes being punctual, meeting deadlines and being open to supervision and feedback which will facilitate learning and personal growth.

Community Partner Role:
• Provide service-learning opportunities that are significant and/or challenging to the students, relevant to course learning objectives, and address community agency’s goals and community needs.
• Provide training, supervision, feedback, resources and sufficient information about the organization and community need to aid in the success of students’ service-learning projects.
• Meet with student teams and communicate by phone or email throughout the semester, as needed.
• Offer feedback and participate in the evaluation process.

Faculty Role:
• Provide students with structure and guidance to process and reflect upon service learning experiences.
• Assist students in connecting their community based learning experience with course learning objectives.
• Offer guidance and assistance in problem solving.
• Keep in contact with the community partner, as needed; answer questions, and follow-up on concerns.
• Evaluate students process, quality of products/service and overall success in fulfilling the community need and meeting course objectives.

Form: Claire Sullivan, Communication and Journalism, University of Maine
Community Engagement/Service-Learning
Information and Resources

Funding Opportunities

University of Maine
• UMaine Humanities Initiative (UMHI): Public Humanities and Faculty Development Grants
  Public Humanities Grant will fund (up to $4,000) humanities research or scholarship that engages the public.
  http://umaine.edu/umhi/faculty-development-programs-and-grants/
• UMaine Center for Excellence in Teaching and Assessment (CETA): Active Learning Grants; Learning Circle Grants.
  http://umaine.edu/teaching/grants/

External Funding Opportunities
• Campus Compact: Grants and Fellowships
• Minnesota Campus Compact listing.
  http://mncampuscompact.org/opportunities/grants/

Service-Learning Information

Readings and Information
• Campus Compact Research Brief: How can Engaged Campuses Improve Student Success in College?
• The Land-Grant Tradition, APLU.
  http://www.aplu.org/document.doc?id=780
• Service-Learning Program Models.
  http://www.compact.org/category/program-models/
• Service-Learning Syllabi in various disciplines.
  http://www.compact.org/syllabi/

Journals, Publishing Outlets
• Campus Compact listing
  http://www.compact.org/category/resources/service-learning-resources/publishing-outlets-for-service-learning-and-community-based-research/