

UNIT 9: SUSTAINING A SERVICE-LEARNING COURSE

“Even if you’re on the right track, you’ll get run over if you just sit there.”

–Will Rogers

COMPETENCIES

After completing this unit, you will be able to:

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

WORKSHEET

- Self-Assessment Tool for Service-Learning Sustainability

INTRODUCTION

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

SERVICE-LEARNING SUSTAINABILITY AT THE INDIVIDUAL FACULTY LEVEL

Tips for getting started

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

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

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

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

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

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

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

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

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

SERVICE-LEARNING SUSTAINABILITY AT THE INSTITUTIONAL LEVEL

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

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

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

- **Understand the academic institutions and community agency's philosophy and mission of service-learning.** How does service-learning fit with your institution's and partners' missions, visions, values and strategic plans? Learning more about the overarching mission of your institution and partners may involve meeting with key leaders, attending board meetings, and/or reviewing institutional and partner literature. If you have a strong understanding of the institutional and partner missions, then revisit them regularly to see if there have been changes.
- **Identify strategies to support faculty and their involvement in service-learning.** Primary motivators for faculty involved in service-learning include a belief in the educational value of service-learning, the need to improve education processes, and personal value systems. An element essential toward sustained faculty involvement in service-learning is ensuring that faculty have the time, knowledge, and support they need to be successful. Potential strategies for supporting faculty involvement in service-learning include:
 - Identifying like-minded faculty who are interested in and supportive of service-learning. This helps to ensure that there is more than one "champion" investing in service-learning.
 - Developing a mentorship program so that more experienced service-learning faculty can mentor those who are new to service-learning.

- Establishing faculty awareness and understanding of service-learning through faculty development workshops and seminars, attendance at regional and national service-learning conferences.
- Offering incentives for faculty participation in service-learning by revising faculty promotion and tenure criteria to recognize and reward both the scholarship of teaching and community-engaged scholarship. Visit the following models for examples of tenure and promotion policies that reward engaged scholarship:
 - [*Portland State University*](#)
 - [*University of North Carolina-Chapel Hill School of Public Health*](#)
- Identifying and supporting the development of faculty competency in service-learning. Refer to statements and recommendations developed by professional bodies, such as the [Society for Teaching and Learning in Higher Education](#) and the [Liaison Committee on Medical Education](#) and [the Higher Education Research and Development Society of Australasia](#) concerning faculty competency in teaching and education for more information.
- Providing salary support and mini-grants for faculty to develop service-learning courses. (For an example, see funding opportunities offered by the [University of Denver's Center for Community Engagement and Service Learning](#)).
- Establish faculty recognition and reward programs. Refer to national programs that recognize faculty efforts and commitment. For example, the Ernest A. Lynton Award for Faculty Professional Service and Academic Outreach is an annual award that recognizes a faculty member who connects their expertise and scholarship to community outreach. The award is presented at the American Association for Higher Education (AAHEC) Annual Forum on Faculty Roles and Rewards. More information can be obtained by visiting: www.nerche.org. In addition, the [Ehrlich Faculty Award for Service-Learning](#) recognizes and honors one faculty member each year for contributing to the integration of community or public service into the curriculum and for efforts to institutionalize service-learning.

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

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

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

Specific recommendations to address short-term needs include:

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

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

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

- Creating service-learning honors programs or certificate programs.
 - Denoting service-learning courses on transcripts.
 - Fostering student leadership through seminars, workshops, and attendance at national, regional, or local conferences.
 - Creating student incentives and rewards through recognition programs, and grant awards. Draw upon national programs to learn meaningful ways of recognizing student efforts and commitment. For example, the [Swearer Student Humanitarian Award](#) recognizes five students each year for their outstanding public service and provides financial support toward their continued efforts to address societal needs.
- **Develop the leadership skills of all stakeholders.** Leadership skills can be developed and supported by creating a professional development plan, subscribing to relevant journals and electronic listservs, attending conferences and other networking events.
 - **Document buy-in and demand from key constituents.** Assuming there is broad-based support for your service-learning course, it is important to document and market the acceptance and demand that has been generated. This will help influence key decision-makers.
 - **Identify key institutional bodies or forums for supporting service-learning.** In addition to the institutional procedures that are discussed in Unit 7, the following ideas provide possible steps to consider when thinking through the institutional support for service-learning. For example, identifying any coordinating entity that might exist for service-learning on campus and/or in the community.
 - **Implement strategies that foster ongoing input and feedback among the partners.** It is critical to maintain ongoing effective feedback and input from your service-learning partners and students. Open communication and follow-up to suggestions are key to sustaining service-learning partnerships. Units 2 and 6 provide more information about effective feedback.
 - **Implement strategies that foster accountability among the partners.** It is important that accountability criteria be established. Having strong accountability criteria ensures that all partners are committed to their roles and responsibilities. For more information about developing accountability measures, please review Unit 1.
 - **Build financial support for your efforts.** Having a financial base to support your service-learning course will be critical to its sustainability. There are a variety of state and national grant programs that provide funding for service-learning in higher education, including the [Corporation for National and Community Service](#). As part of your effort to build a financial base, you may wish to leverage the support of your partners. In addition, faculty may have access to internal sources of funding to support service-learning course development and activities. For example, offices of service-learning may provide mini-grants that allow faculty to “buy out” their time for service-learning course development.
 - **Establish a strong and broad network of supporters and leaders.** Is there a plan in place to prepare for turnover among key partners and staff? One way to avoid challenges related to turnover is to build a strong network of supporters and leaders. Your supporters may be involved in the day-to-day activities of the service-learning course, or may simply be advisers who offer insight

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

- **Maintain ongoing communication with the coordinators of your state service commission and other relevant state agencies that pertain to the community service focus of the course.** Find all contact information for state service commissions [here](#).
- **Market your efforts and outcomes.** Demonstrate the value added of the service-learning course; share key outcomes generated as a result of your partnership's work. Let your results speak for themselves; leverage them to build resources for continuation. You may also maintain interest in the course activities and efforts by creating marketing campaigns. Develop a web site, newsletter, or a bulletin for announcements about the activities and their outcomes.
- **Recognize and reward partnership members.** Host a community luncheon or an awards ceremony for the campus to recognize and reward community partners. Celebrate everyone's contributions! [The Community Tool Box](#) provides information on ways to honor colleagues and partners.



REFLECTION QUESTIONS

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

CASE STUDIES



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

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

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

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

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

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

Case Study Questions:

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



SECURITY, SOCIAL CAPITAL, AND SUSTAINABILITY

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

These partnerships will develop programs addressing various community needs:

- The academic achievement of disadvantaged children
- Improving environmental stewardship among Florida's youth
- Helping communities prepare for disasters
- Preparing future teachers to use service-learning as a pedagogy,
- Enhancing hometown security 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?
- Identified ways to engage in active self care?
- Fostered community support of and involvement in service-learning?
- Identified centers or units on campus that support service-learning?
- Implemented strategies that foster ongoing input and feedback among the partners?
- Implemented strategies that foster accountability among the partners?
- Built a source of internal and external financial support for your efforts?
- Established a strong and broad network of supporters?
- Marketed your service-learning course, its outcomes and successes?
- Recognized and rewarded your partners?



SUGGESTED WEBSITES AND ONLINE RESOURCES

[Exploring Engaged Learning: Report to SVSU Board of Control](#)
Saginaw Valley State University

[Self-Care in Service-Learning](#)
Colorado State University

[Higher Education Research and Development Society of Australasia](#)

[Designingforlearning](#)

[Scholarship of Engagement](#)

[Society for Teaching and Learning in Higher Education](#)



SUGGESTED TOOLS AND WORKBOOKS

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

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



SUGGESTED READINGS

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

Boyer, E. L. (1996). The scholarship of engagement. *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*. Washington, D.C.: American Association for Higher Education.

Diamond, R., & Adam, B. (2000). *The disciplines speak II: More statements on rewarding the scholarly, professional, and creative work of faculty*. Washington, D.C.: American Association for Higher Education.

- Fincher, R.E., Simpson, D.E., Mennin, S.P., Rosenfeld, G.C., Rothman, A., Cole McGrew, M., Turnbull, J.M. (2000). Scholarship in teaching: An imperative for the 21st century. *Academic Medicine*, 75: 887-894.
- Gelmon, S., & Agre-Kippenhan, S. (2002). Promotion, tenure and the engaged scholar: Keeping the scholarship of engagement in the review process. *AAHE Bulletin*, 7-11.
- O'Meara, K. (2012). Research on faculty motivation for service learning. Chapter 3.2. In Clayton, P., Bringle, R. & Hatcher, J (Eds.), *Research on Service-learning: Conceptual Frameworks and Assessment*, p. 215-243. Stylus Publishing, LLC.
- O'Meara, K. (2008) Motivation for faculty community engagement: Learning from exemplars. *Journal of Higher Education Outreach and Engagement*, 12(1), 7-29.
- O'Meara, K., & Jaeger, A. (2007). *Preparing future faculty for community engagement: History, barriers, facilitators, models and recommendations*. *Journal of Higher Education Outreach and Engagement*, 11(4), 3-26.
- Prentice, M., Exley, R. & Robinson, G. (2003). *Sustaining service-learning: The role of chief academic officers*. Washington, D.C.: AACC.
- Prentice, M. (2002). *Institutionalizing service-learning in community colleges*. Washington, D.C.: AACC.
- Robinson, G. (2000). *Creating sustainable service-learning programs: Lessons learned from the horizons project, 1997-2000*. Washington, D.C.: AACC.
- Sandmann, L., Saltmarsh, J. & O'Meara, K. (2008). *An integrated model for advancing the scholarship of engagement: Creating academic homes for the engaged scholar*. *Journal of Higher Education Outreach and Engagement*, 12(1), 47-63.
- Ullian, J.A., Shore, W.B., & First, L.R. (2001). What did we learn about the impact on community-based faculty? Recommendations for recruitment, retention, and rewards. *Academic Medicine*, 76: 78-85.
- Seifer, S.D. (2008) Making the best case for community-engaged scholarship in promotion and tenure review. In M. Minkler & N. Wallerstein (Eds.). *Community-based participatory research for health: From process to outcomes*. (425-430). San Francisco, CA: Jossey-Bass Publishers.

WORKSHEET: SELF-ASSESSMENT TOOL FOR SERVICE-LEARNING SUSTAINABILITY

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

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

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

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

	STAGE 1 Critical Mass Building	STAGE 2 Quality Building	STAGE 3 Sustained Institutional-ization	CIRCLE THE STAGE THAT CHARACTERIZES YOUR....	WHAT ARE THE IMPLICATIONS OF YOUR ANSWERS (e.g., actions you need to take?)
Definition of SL	There is no definition for SL. The term “SL” is used inconsistently to describe a variety of experiential, clinical and service activities.	There is a definition for SL, but there is some variability and inconsistency in the use of the term.	A formal universally accepted definition for high quality SL has been adopted. This definition has been used consistently to operationalize many or most aspects of SL.	Department or division 1 2 3 DK School or college 1 2 3 DK University or Organization as a Whole 1 2 3 DK	
Application of SL	Few, if any, SL activities include all of these SL components: <i>Community partnership</i> <i>Explicit learning objectives</i> <i>Student orientation</i> Service that responds to community needs <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 Institutional-ization	CIRCLE THE STAGE THAT CHARACTERIZES YOUR....	WHAT ARE THE IMPLICATIONS OF YOUR ANSWERS (e.g., actions you need to take?)
Alignment of SL with Strategic Goals and Initiatives	SL stands alone and is not tied to other important, high profile efforts on campus (e.g., recruiting and retaining minority students, improving teaching effectiveness, establishing community partnerships, fostering interdisciplinary collaboration, etc.)	SL is tied loosely or informally to other important, high profile efforts on campus (e.g., recruiting and retaining minority students, improving teaching effectiveness, establishing community partnerships, fostering interdisciplinary collaboration, etc.)	SL is tied formally and purposefully to other important, high profile efforts on campus (e.g., recruiting and retaining minority students, improving teaching effectiveness, establishing community partnerships, fostering interdisciplinary collaboration, etc.)	Department or division 1 2 3 DK School or college 1 2 3 DK University or Organization as a Whole 1 2 3 DK	

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

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

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

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

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

	STAGE ONE Critical Mass Building	STAGE TWO Quality Building	STAGE THREE Sustained Institutionalization	CIRCLE THE STAGE THAT CHARACTERIZES YOUR....	WHAT ARE THE IMPLICATIONS OF YOUR ANSWERS (e.g., actions you need to take?)
Student Awareness of SL	There are no mechanisms for informing students about SL courses, resources and opportunities that are available to them (e.g., SL listings in the schedule of classes, course catalogs, website).	While there are some mechanisms for informing students 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 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

<p>Staff Support for SL</p>	<p>There are no staff or faculty members whose primary paid responsibility is to advance and institutionalize SL.</p>	<p>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.</p>	<p>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.</p>	<p>Department or division 1 2 3 DK School or college 1 2 3 DK University or Organization as a Whole 1 2 3 DK</p>
<p>Funding for SL</p>	<p>SL activities are supported primarily by soft money (short-term grants) from external sources.</p>	<p>SL activities are supported by both soft money (short-term grants) from external sources as well as hard money from the institution.</p>	<p>SL activities are supported primarily by hard money from the institution and/or state line-item budget.</p>	<p>Department or division 1 2 3 DK School or college 1 2 3 DK University or Organization as a Whole 1 2 3 DK</p>
<p>Administrator Support for SL</p>	<p>Administrative leaders have little or no understanding of SL, often confusing it with a range of experiential, clinical and service activities.</p>	<p>Administrative leaders have a clear understanding of SL, but they do little to make SL a visible and important part of the campus' work.</p>	<p>Administrative leaders understand and support SL, and actively work to make SL a visible and important part of the campus' work.</p>	<p>Department or division 1 2 3 DK School or college 1 2 3 DK University or Organization as a Whole 1 2 3 DK</p>
<p>SL Evaluation</p>	<p>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)</p>	<p>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.</p>	<p>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).</p>	<p>Department or division 1 2 3 DK School or college 1 2 3 DK University or Organization as a Whole 1 2 3 DK</p>