In the following report, Hanover Research examines best practices in scaling service-learning programs, including the necessary components of high-quality service-learning and best practices for service-learning institutionalization within a centralized office. The final section of the report includes profiles of three institutions recognized for excellence in domestic and/or international service-learning: the University of North Carolina at Chapel Hill, Stanford University, and the University of Louisville.
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EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

Over the past several decades, service learning has gained traction as a valuable pedagogical tool in higher education, yielding a positive impact on student academic success and student sense of civic responsibility. As service learning has grown in popularity, many institutions have developed a centralized service-learning office to coordinate administrative efforts and ensure high-quality programming. The following report examines best practices in service-learning programs and the scaling of service-learning initiatives in higher education.

The first section of this report introduces common types of service-learning programs. The second section then focuses on best practices in high-quality service-learning programs at the domestic and international level. The third section of the report details best practices in scaling service-learning programs in higher education within a centralized office. The report concludes with profiles of three institutions recognized for excellence in domestic and/or international service learning: University of North Carolina at Chapel Hill, Stanford University, and the University of Louisville.

KEY FINDINGS

- Many institutions with centralized service-learning offices have a similar variety of credit-bearing and non-credit-bearing service-learning and volunteer opportunities. Formal service-learning courses are faculty-organized and credit-bearing and may cover a variety of subjects such as political science, English, computer science, and health. Other service-learning opportunities that may or may not be awarded academic credit include service-learning internships, fellowships, research projects, and international or domestic short-term service trips. Common non-credit civic engagement opportunities include service-based orientation programs for first year students, service-oriented federal work-study programs, and other volunteer work within the community.

- A centralized service-learning and civic engagement office is a key factor in the institutionalization of service learning in higher education. Centralized service-learning offices, like those at the University of North Carolina at Chapel Hill, Stanford University, and the University of Louisville, ensure that service learning and civic engagement are addressed in strategic university planning, advocate for resource allocation to service-learning projects, recruit faculty, provide professional development and technical assistance to service-learning instructors, evaluate programs, and facilitate collaboration between stakeholders on campus and within the community.
To ensure the sustainability of the central service-learning office, institutions should hire full-time administrative staff and secure a budget that draws funding primarily from the university rather than from outside sources. Although funding from outside grants can be useful in supplementing service-learning programs, guaranteed internal funding from the institution is the only way to institutionalize and sustain long-term service-learning initiatives. Institutions reviewed in this report generally dedicate a portion of the service-learning budget toward stipends for students participating in alternative breaks or other service-learning trips.

Key components in high-quality service learning include integrated academic and service objectives, collaborative community partner relationships, student representation and leadership, development of student civic responsibility, student reflection upon learning and drawing connections between academia and real-world problems, and program evaluation. At the University of Louisville, for example, faculty members actively create interdisciplinary curricula for international service-learning courses in collaboration with long-term community partners. Programming for students aims to improve academic learning as well as expand students’ worldview and sense of social responsibility. Courses typically include pre-trip preparation, on-site training, meaningful service, and opportunities for reflection on learning and civic development. The University’s service-learning program also designates evaluation criteria to assess student performance and each program’s impact on students and community partners.

High-quality programs incorporate explicit goals for learning and service that provide mutual benefits for student participants and community partners. Building trusting, equitable relationships with community partners is necessary to the function of a service-learning program, because quality programs rely upon the feedback of community partners and involve joint planning, implementation, and assessment of ongoing service-learning projects.
SECTION I: BEST PRACTICES FOR CENTRALIZED SERVICE-LEARNING PROGRAMS

The following section explores best practices for centralized civic engagement and service-learning programs among institutions of higher education, including common types of domestic and international programs and the components of high-quality service-learning opportunities.

TYPES OF SERVICE-LEARNING PROGRAMS

Over the last two decades, civic engagement has become a common feature in higher education. Campus Compact, an organization committed to promoting civic engagement in higher education, currently has over 1,100 member institutions nationwide with initiatives to improve civic engagement, representing more than 25 percent of the higher education landscape in the United States.¹ Service learning is a pedagogical method that combines instruction with civic engagement in order to improve student learning and positively impact the local community. Robert G. Bringle and Julie A. Hatcher define service learning as:

... a course-based, credit bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs, and (b) 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 personal values and civic responsibility.³

Although service learning is by definition, credit-bearing, many institutions have adopted a broader interpretation of service learning that includes non-credit bearing co-curricular activities that combine academics and civic engagement outside of the formal course structure.³ Institutions leading the way in civic engagement often consolidate service-learning and other volunteer opportunities into a central office in order to efficiently coordinate campus civic engagement at the local, regional, and international level. Figure 1.1 on the following page displays some common credit-bearing, potentially credit-bearing, and non-credit bearing opportunities offered by central offices at institutions recognized for commitment to civic engagement.⁴

¹ “Who We Are.” Campus Compact. http://www.compact.org/about/history-mission-vision/
³ ibid., p. 40.
⁴ Hanover Research identified leaders in service learning through secondary sources and rankings such as U.S. News & World Report and USA Today.
Figure 1.1: Common Civic Engagement Programs

<table>
<thead>
<tr>
<th>CREDIT-BEARING</th>
<th>POTENTIALLY OR OPTIONAL CREDIT-BEARING</th>
<th>NON-CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic</td>
<td>• Alternative Break/ short-term service-learning trip</td>
<td>• Community service work-study</td>
</tr>
<tr>
<td>• Service-Learning Course</td>
<td>• Service-Learning internships/ fellowships</td>
<td>• Community service opportunities</td>
</tr>
<tr>
<td>• Course with optional service portion (fourth credit, etc.)</td>
<td></td>
<td>• Service-oriented freshmen programs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International</td>
<td>• Alternative Break/ short-term service-learning trip</td>
<td>• Volunteer opportunities/ non-credit alternative breaks</td>
</tr>
<tr>
<td>• Service-Learning Course with Travel Component</td>
<td>• Service-Learning internships/ fellowships</td>
<td></td>
</tr>
<tr>
<td>• Study Abroad with service-learning focus or component</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Independent Study with service-learning component</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: University Websites of Six Leading Service-Learning Universities (UNC Chapel Hill, Stanford University, Brown University, Eastern Connecticut State University, Duke University, and Georgetown University)[3]

**CREDIT-BEARING SERVICE-LEARNING PROGRAMS**

A service-learning course is a regular academic course in which students are expected to participate in a service-learning project or other service-oriented research. While a domestic service-learning course can spread service hours over the course of the semester, international service-learning courses typically condense service hours into the smaller amount of time during which students are out of the country. For example, the International Service-Learning program at Rutgers University includes a regular academic course that culminates in an intensive trip, typically two weeks in length, at the end of the semester. Variations on the typical service-learning course include courses with an optional service project, or courses with a “fourth credit” option, as is offered at Georgetown.

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University, in which students can participate in a supplementary service-project during a regular academic course in exchange for one additional academic credit.8

Other credit-bearing service-learning opportunities include study abroad programs with a service-learning component or independent study with a service-learning component. For example, Duke University requires global health majors to complete an eight-week experiential learning experience before spring semester of senior year. Opportunities for experiential learning include research training, independent study, internships, or opportunities to work with groups of undergraduate, graduate, and doctoral students on an international project through the “Bass Connections” program.9

POTENTIALLY CREDIT-BEARING SERVICE-LEARNING PROGRAMS

Programs that may or may not include academic credit that are organized by centralized service-learning offices include service-learning internships or fellowships and “alternative breaks” or other short-term service trips. Both of these opportunities can take place domestically or internationally, and involve varying degrees of student leadership and autonomy. For example, Brown University offers a number of fellowships through the Swearer Center for Civic Engagement that provide funding for students to participate in service-learning projects and internships.10

Short-term service trips vary greatly between and within schools. Service trips can take place within the local community where the institution is located, within the larger region surrounding the institution, across the country, or anywhere in the world. Local trips can be completed in a weekend or during a brief break in the academic calendar, while international trips require more time for travel and adjustment to a new location and culture. According to Break Away, an organization that supports the development of short-term service-learning trips called “alternative breaks” at institutions of higher education, 16 percent of the 1,551 trips taken by student groups from U.S. institutions included international travel. Additionally, international alternative breaks cost on average more than four times more than domestic alternative breaks.11

NON-CREDIT-BEARING SERVICE-LEARNING PROGRAMS

Centralized civic engagement offices often also coordinate non-credit volunteer and community service opportunities. Common programs include community service federal work study programs, in which students work for a community organization during the academic term or during the summer in exchange for financial aid funds, and service-related

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freshmen orientation programs, in which first-year students spend their first several days on campus participating in service activities in their new community.\textsuperscript{12} Other types of non-credit civic engagement opportunities vary by institution, location, and needs of the surrounding community.

**DOMESTIC AND INTERNATIONAL SERVICE LEARNING**

Although international service-learning and civic engagement opportunities rely upon the same pedagogical strategies as domestic and local service learning, the international context adds a complex dimension to service-learning programs. International service learning is alternately defined simply as “a structured learning experience that combines community service with explicit learning objectives, preparation, and reflection” that takes place outside of the country where the education program is located,\textsuperscript{13} or more specifically as:

... an organized excursion taken by students (and often faculty or administrators) to different countries or different cultures where students and faculty live with local families and immerse themselves in a culture that is distinct from their own... [while] students work with local organizations to serve the community where they are staying, engage in a cultural exchange, and learn about a daily reality very different from their own.\textsuperscript{14}

In her article, “International Service Learning: A Critical Guide from an Impassioned Advocate,” Sarah Grusky of the Bread for the World Institute points out that while both domestic and international service learning strive to tackle issues of cultural differences, racism, stereotypes, privilege, and economic disparity, an international context adds an additional complicating lens to service learning.\textsuperscript{15} In addition to the logistical challenges of building relationships with community partners, international service learning that is not thoughtfully planned and carried out can fall victim to historical cultural misunderstandings and simplistic stereotypes that sometimes characterize international relations between rich and poor countries on a larger scale. In order to avoid paternalistic interactions between institutions and community partners overseas, Grusky suggests, institutions and student groups must understand the collaborative nature of the community partner relationship, through which the partner may be providing a service to the students rather than vice versa.\textsuperscript{16}

According to Grusky, international service learning has a great potential to help students to develop a complex worldview and an understanding of global issues, when service learning is thoughtfully planned and developed, students are offered meaningful pre-trip

\textsuperscript{16} Ibid., p. 867.
\textsuperscript{16} Ibid., p. 861.
preparation and orientation in the host country, and groups are encouraged to critically analyze the local and international context and reflect upon their work. She elaborates further:

The young student’s impulse to serve, to help, and to extend a hand in solidarity should not be discouraged or belittled. Nevertheless, many students return from international service-learning trips overwhelmed by the economic deprivation they witnessed and frustrated with their inability to really make a difference. This discontent and searching on the part of U.S. students... in turn, contributes to a much more solid foundation for global understanding and global action than the original (well-meaning but simplistic) desire to serve.17

Research on international service learning reveals that these types of programs may have a fundamentally different impact on students than domestic service learning. According to one study of pre-service teachers that participated in service learning in domestic and international settings, researchers found that the two types of service-learning experiences yielded different results for students. While pre-service teachers that participated in locally based service learning showed increased understanding of local community needs, internationally-based pre-service teachers actually reported decreased certainty in the needs of their own local community after returning from teaching placement in Shanghai.18 Instead, international participants were more likely to report new questions about their own communities based upon the new perspectives they experienced while overseas.

Participants in both groups reported that the service-learning experience provided them with opportunities to develop professional skills they would need in their teaching careers. However, domestic service-learning participants reported greater certainty in career goals while international service-learning participants were actually less confident in their understanding of what skills would be needed for their teaching careers than before participation. Additionally, international participants were more likely to comment on personal development outcomes than domestic participants, including the impact of service-learning experiences on self-esteem, self-confidence, personal flexibility, and development of coping skills for stress. According to the researchers, the international experience “may have been powerful in respect to raising questions related to prior assumptions, both in terms of local community issues and needed career skills.”19

17 Ibid., p. 866.
19 Ibid., p. 533.
SECTION II: HIGH-QUALITY SERVICE-LEARNING PROGRAMS

Creating high-quality service-learning opportunities at the local, regional, and international level can be a challenge for institutions of higher education. The Service Learning 2000 Center at Stanford University developed a list—often adapted by other institutions and organizations—that proposes seven elements of high-quality service learning. These elements include:20

- Integrated Learning
- High Quality Service
- Collaboration
- Student Voice
- Civic Responsibility
- Reflection
- Evaluation

The following subsections examine these necessary components of high-quality service learning in greater detail.

INTEGRATING ACADEMICS AND HIGH-QUALITY SERVICE

While service-learning is a method to improve civic engagement and encourage those on campus to serve their communities, it is also an effective instructional strategy that has a demonstrated positive impact on student learning, including academic learning, application of skills and knowledge to the real world, understanding of complex problems, development of critical thinking skills, and potentially even improved grade point average.21

According to Klentzin and Wierzbowski-Kwiatowak, who used a typology of service-learning programs to examine the main focus of institutions employing service learning as a pedagogical strategy (see Figure 2.1), some institutions prioritize learning over service or service over learning in order to achieve different goals. The highest-quality and “most actualized” form of service learning, according to the two researchers, is service learning that emphasizes service and learning at an equal level in order to allow students to develop discipline-specific content while engaging in meaningful, real-world service.22

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22 Ibid.
In service-learning programs, integrated academics are characterized by:24

- Clearly articulated knowledge, skill, or value goals that arise from broader classroom goals
- Academic content that is informed by service, and vice versa
- The integration of life skills developed outside of the classroom

On the other hand, high-quality service is characterized by:25

- Response to an actual community need that is recognized by the community
- Well-organized and appropriate to the age and skill-level of participants
- Project design that strives to achieve significant benefits for students and for the community

In order to achieve positive impacts for both students and community partners, institutions must provide both high-quality academic and service content that are related, relevant, and coherent. According to one study of service-learning and student outcomes, pre-test and post-test surveys of 144 undergraduate students participating in service-learning courses across 23 institutions revealed a number of factors common to positive student experiences. Student learning was most effective in terms of positive changes in student social responsibility and civic attitude scores when service learning included:26

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25 Ibid.
- At least 15-20 hours of service
- Frequent contact with service beneficiaries
- In-class and written reflection activities
- Discussions of service experiences with instructors and site supervisors

To assist instructors in planning effective service-learning courses, Amelia Jenkins and Patricia Sheehey, writing for the *Journal of Community Engagement and Scholarship*, compiled criteria for successful service-learning courses. According to the authors, the four stages of a service-learning course are: preparation, implementation, assessment/reflection, and demonstration/celebration (see Figure 2.2).

First, to ensure an effective and mutually beneficial service-learning experience, instructors should plan a course with clear, explicit learning goals and mutually agreed upon service activities. Next, to support learning during the course, instructors should explain the value of service learning as an instructional strategy and be open to student questions and concerns throughout the course of the project. In the third phase, administrators should plan to assess a number of aspects of the service-learning project within the individual course environment, including student learning, student satisfaction, instructor satisfaction, and community partner impact. The final stage of service learning according to this model involves demonstration and celebration of the service-learning work. Celebration of service learning allows students and faculty to communicate the details of their work to others, reflect upon the impact of their projects, and share the benefits of service learning as an instructional strategy with others.27

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### Figure 2.2: Four Stages of Service-Learning Courses

#### PREPARATION
- Create a clear course description and syllabus and specify course objectives linked to the service-learning project
- Purposefully plan the integration of the service-learning project into the course content and class sessions
- Specify the service-learning project requirements, directions, and methods for evaluating the project, including:
  - time requirement
  - grading criteria
  - types of projects
  - location of service-learning project
  - scoring rubric or description of evaluation methods

#### IMPLEMENTATION
- Provide a foundation for the service-learning as an instructional strategy before the project begins, including examples of completed projects for students to review.
- Support students throughout the service-learning project by:
  - having students submit the project in parts over time
  - offering feedback
  - allowing students to share ongoing project progress during class time
  - encouraging reflection
  - answering questions and helping students solve problems as they arise

#### ASSESSMENT/REFLECTION
- Reflect on student learning by examining:
  - pre and post course surveys
  - student project reflections
  - course grades
  - course evaluations
- Reflect on student satisfaction by examining:
  - student comments on service-learning
  - instructor observations
- Reflect on instructor satisfaction by:
  - examining instructor observations and notes
  - discussing service-learning results with colleagues

#### DEMONSTRATION/Celebration
- Celebrate with students by allowing project presentations
- Present the results of the service-learning project to other faculty in the institution or department
- Provide support to other faculty interested in service-learning projects
- Present your work at a national conference
- Publish the results of the service-learning projects

Source: *Journal of Community Engagement and Scholarship*[^28]

[^28]: Taken almost verbatim from: Ibid.
COLLABORATION WITH COMMUNITY PARTNERS

Building collaborative relationships with community partners is an important aspect of service-learning program development at both the domestic and international level. Institutions need to work to build trust with community partners to create a foundation for future service activities, joint planning and implementation of programs, and collaborative program assessment.29 According to one study of community partnerships in service learning, “Building trusting mutual partnerships is an ongoing process that takes time and listening and frequent shared meals.”30

Quality community partnerships are characterized by closeness, including frequent interaction, diversity of activities in which both partners participate, and strength of influence of each partner on the actions of the other, equity, defined by the degree to which outcomes are perceived as equal to inputs for each partner, and integrity, described as coherent, shared values, goals, means of interpreting problems and related to the outside world, and a combined vision of desirable transformation.31 As one report on developing successful collaborative relationships with community partners states:

... it is important to note that successful community partnerships are reciprocal, requiring democratic interactions, collaboration, and mutual investment. In such partnerships, community members are co-creators of goals, initiatives, and assessment. Both the campus and community partners have the capacity to make meaningful gains from their interactions... Each partner in the process—including students, faculty, administrators, and staff—as well as private and public community representatives—helps create an engaged learning economy that serves both the community and the campus.32

To build effective, long-term relationships with community partners, institutions typically progress through four “stages” of partnership-building (see Figure 2.3). Once partnerships are identified and initiated, partners must ensure that both parties are appropriately motivated to work toward common, explicit, and agreed upon goals. Community partnerships are often dynamic relationships that require frequent re-evaluation to ensure mutual benefit. As external and internal circumstances evolve, partnerships must adapt and shift focus in order to ensure continued mutual benefit. If continued mutual benefit cannot be achieved, due to changing priorities within the partnership or changing external circumstances, partnerships can be dissolved and evaluated in order to incorporate lessons-

30 Ibid.
learned for future partnerships, as described below in the final stage of community partner relationship development.\(^{33}\)

<table>
<thead>
<tr>
<th>STAGE</th>
<th>DESCRIPTION</th>
<th>ACTIVITIES</th>
</tr>
</thead>
</table>
| Partnership Initiation and Design | • Partnership is beneficial to all parties  
• Partnership is founded on shared vision and clearly articulated values  
• Honest communication, self-awareness, and self-disclosure | • Decide on a form of partnership  
• Enumerate goals/mission for partnership  
• Clearly communicate abilities, resources, expectations, and responsibilities of each partner |
| Relationship Building and Development | • Interpersonal relationships based on mutual trust and respect, built through demonstrated action  
• Relationships are non-linear and multidimensional: they are complex and take work | • Invest time and effort into relationship building, including:  
  o Frequent and open communication  
  o Working together and building trust  
  o Sharing ideas and responsibilities  
  o Establishing accountability  
  o Demonstrating dependability and commitment through action |
| Sustaining Partnerships Over Time   | • Partnerships grow beyond the original focus to take on additional projects  
• The scope of projects increase or change  
• Additional partners join and/or a broader network of collaborators is identified | • Secure support of university/institution and community  
• Establish a process for self-evaluation, decision-making, and initiating change  
• Evaluate the partnership regularly on impact, outcomes, progress, and process |
| Relationship Dissolution           | • Partnership may end by design and mutual understanding, or because of precipitating events  
• Evaluation and assessment of the project and partnership is a more useful metric than longevity | • Recognize that relationship longevity is not always a desirable characteristic and that enduring partnerships may not be healthy  
• Evaluate and assess the project and partnership for best practices and lessons-learned |

Source: Partnerships: A Journal of Service-Learning and Civic Engagement\(^{34}\)

Coordination with international community partners is often more complex than with partners in the local community or regional area. In a case study examining the relationship between Illinois Technical Institute (ITI) and its community partners in Haiti, researchers found that flexibility is paramount to the effective functioning of a partnership. The three parties involved in the ITI project to build solar-powered laptop charging stations for a school in Haiti were able to develop amicable, trusting, and mutual beneficial relations. However, external factors, including earthquakes and, ultimately, a government decision to discontinue support for the institution’s partner program that led to the dissolution of the partnership, had a major impact on the ability to carry out a project, and on the project’s focus over time. Participants found that flexibility and frequent re-assessment of goals and objectives is a critical part of international partnerships, elaborating further that:

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34 Ibid., p. 30.
... recognizing that everything will not go perfectly according to even the best-laid plans during the real-world execution of the project is important. We frequently learn the most from frustrations and pain-points, and performing an honest self-assessment is part and parcel of attempting to do one’s best.³⁵

Break Away, the alternative breaks nonprofit organization, provides suggestions for developing strong community partner relations (see Figure 2.4). At both the domestic and international level, coordination with community partners requires extensive planning and collaboration. However, as international service-learning trips are more logistically complex and tend to cross more cultural boundaries, organized, thoughtful, and considerate partner interaction is critical to relationship development.

Figure 2.4: Tips for Developing Partner Relationships

<table>
<thead>
<tr>
<th>DEVELOPING GOOD PARTNER RELATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phone Focus</strong></td>
</tr>
<tr>
<td>Be prepared when you call a site; have an agenda ready</td>
</tr>
<tr>
<td><strong>Log Conversations</strong></td>
</tr>
<tr>
<td>Keep track of your communication with partners</td>
</tr>
<tr>
<td><strong>Timelines</strong></td>
</tr>
<tr>
<td>Keep the site informed about plans and students who will visit</td>
</tr>
<tr>
<td><strong>Research</strong></td>
</tr>
<tr>
<td>Make sure the site meets your program needs</td>
</tr>
<tr>
<td><strong>Follow-up</strong></td>
</tr>
<tr>
<td>Stay in touch with your site</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
</tr>
<tr>
<td>Give both the site and students a chance to evaluate the experience</td>
</tr>
<tr>
<td><strong>Consider Comfort Levels</strong></td>
</tr>
<tr>
<td>Be aware of comfort of students and community members regarding differences in politics, religion, sexual orientation, socioeconomic status, ideology, and other elements</td>
</tr>
</tbody>
</table>

Source: Break Away³⁶

**STUDENT VOICE: STUDENT LEADERSHIP AND PARTICIPANT SELECTION**

Ensuring student voice in service learning means that students actively participate in the selection and planning of service projects as well as the implementation, reflection, evaluation and celebration of service learning.³⁷ Service-learning projects are overwhelmingly voluntary, although some institutions include service-learning or community service activities as a graduation requirement.

According to one study of 433 undergraduate students participating in locally-based service-learning courses across 19 institutions, students enroll in service-learning courses for a number of reasons. Major reasons students cited as motivation to participate in service-learning courses include, in descending order of importance, interest in subject matter, interest in service participation, major or minor requirements, to enhance one’s resume, to engage with a specific professor, or because the class offers a convenient schedule (see Figure 2.5). Upon examining student outcomes for service-learning courses, the study found that “the single most important factor associated with positive course outcomes appears to

³⁵ Ibid., p. 43.
be the student’s degree of interest in the subject matter.” According to student survey data, interest in course subject matter is positively correlated with several factors: perception of usefulness of academic material to the service portion of the course and the usefulness of service for helping to understand academic material, belief that service made a difference, and belief that service was a learning experience. Additionally, students who reported an interest in the subject matter were less likely than other students to report “feeling bored” during both the academic and service portions of the course.

**Figure 2.5: Student Motivations for Participating in Domestic Service-Learning Courses**

![Bar Chart](image)

Motivation for student participation in international service learning may be very different from participation in domestic service learning, given the necessary travel component and relatively higher costs. Students may choose to participate in an international service-learning trip because of “general yearnings for travel, adventure, and romance, or perhaps out of altruistic sentiments, cultural curiosity, or desires to improve language skills, broaden their world perspective, prepare for a career in foreign service or international development organizations, or any combination of these reasons.”

Institutions that participate in “Break Away” alternative breaks—16 percent of which take place overseas—strive to foster student voice through trip leadership. For example, 52 percent of institutions recruit student leaders to plan and lead service trips, and an additional 26 percent report that trips are completely student-led with no staff assistance.

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39 Ibid.

40 Ibid., p. 46.

Institutions that participate in Break Away trips use a number of selection processes to choose students for service trips. Figure 2.6 displays the breakdown of selection processes for Break Away trips, including by application, by interview, through a lottery process, or through other selection mechanisms.

A number of studies have revealed that certain students may benefit more from service-learning experiences than others. For example, one recent study of the impact of international service-learning experiences on undergraduate students found that the largest effect on student worldview was observed in students from traditionally underrepresented backgrounds, first generation students, and low-income students receiving federal Pell Grants. Additionally, another study of 144 students participating in domestic service-learning courses found that social responsibility and civic attitude scores did not change significantly over the course of the semester for students with prior experience in community service or volunteer work. Instead, the study revealed that non-white students and students with little or no prior experience in civic engagement showed the most significant positive changes in social responsibility and civic attitude scores.

The same study also found that a majority of service-learning participants are female (68 percent). Female students typically scored higher on both civic engagement and social responsibility metrics prior to engagement in a service-learning course. While male students participated in service-learning courses less frequently, this population of students typically displayed high positive impact scores for civic attitude and social responsibility following participation. These results suggest that institutions should actively recruit students from traditionally underrepresented backgrounds, students of lower socioeconomic status, male students, and students with less experience in community service in order to achieve the greatest impact on the campus community.

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43 Ibid.
46 Ibid.
CIVIC RESPONSIBILITY AND REFLECTION

The development of a sense of civic responsibility is a primary goal in service learning. Research shows that students who participate in service learning display an array of positive civic outcomes, including improved sense of social responsibility and citizenship, increased commitment to service, and increased likelihood to be involved with service in the community after graduation.47

A second goal, and necessary component, of service learning is student participation in the reflection process. The reflection process involves the independent or collaborative examination of the intersections between course content and service experiences. Reflection is a crucial part of service learning, as it allows students to make connections between their academic knowledge and skills and real-world situations, and should take place throughout the service-learning process.48 Structured reflection activities must include both academic and civic outcomes for students, in order to ensure students consider the entirety of their service-learning experience.49 Reflection can take place through structured narrative prompts, in-class discussions, one-on-one discussions with instructors or site supervisors, or a number of other ways that facilitate thoughtful student examination of the service-learning experience.50

Tied to these two goals is the necessity to create opportunities for students to participate in sustained civic engagement and involvement in their service-learning project once the project concludes. This need is particularly critical for students returning from international trips who may not recognize meaningful ways to continue to engage with communities and issues they experienced while abroad.

According to professor of Global Studies at Winona State University Michael Bowler, international service learning presents a unique opportunity for students to engage in “distance service-learning” with global organizations through advocacy efforts upon their return to campus. Although distance service learning can be a standalone activity, advocacy efforts like writing letters to politicians, organizing petitions, or attending a protest or advocacy event can be a useful outlet for students to continue and extend the impact of their international service-learning experience.51

Although students involved in global studies are often interested in participating in hands-on experiences abroad, Professor Michael Bowler argues that it is important to address the assumption that hands-on service is the only, or even the most effective, way to help local communities abroad. Building relationships with global organizations allows students to volunteer time, labor, and resources to advance a particular social justice cause or interest

47 Eyler, Giles, Jr., Stenson, and Gray, p. 2.
50 Ibid., p. 45.
in an effective and efficient way. Elaborating further on expanding student learning beyond service trips, Professor Bowler explains in his article:

... I try to bring up participation with global organizations before students even embark on such an experience [of international service-learning], while they are in country participating in the study tour as well as when they return. I assume if they do not establish these connections early and often, they may never consider them upon their return.52

EVALUATING PROGRAMS

The evaluation of service-learning programs is a crucial aspect of service-learning scale-up. Institutions assess service-learning programs in a number of ways, including their impact on student personal and interpersonal development, cultural understanding or competency, sense of social responsibility and citizenship skills, commitment to service, academic success, career goal development, and institutional engagement.53 Among institutions that assess service learning, evaluators typically try to measure service learning at least partially in quantitative terms through survey tools in order to “prove” the value that is added to higher education by service-learning programs.54

In her model for comprehensive assessment of service learning and community engagement, service-learning scholar Barbara A. Holland encourages institutions to consider the evaluation process early in the planning process for a service-learning course. During the planning process, evaluators should ask the following questions:55

- What is the purpose of my assessment?
- Who wants or needs the assessment information?
- What resources are available to support assessment?
- Who will conduct the assessment?
- How can I ensure the results are used?

Because service learning has multiple goals—service and learning—and multiple stakeholders—students, faculty, administrators, and various community partners—the comprehensive assessment model for service learning advises institutions to translate the program goals into specific key variables and assign each variable measurable indicators of success. The goal-variable-indicator-method variable is described as follows:56

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52 Ibid., p. 4.
56 Bullets taken verbatim from: Ibid., p. 55.
- Goal: What do we want to know?
- Variable: What will we look for?
- Indicator: What will be measured?
- Method: How will it be measured?

For example, a variable for the program goal “social responsibility” may be “student commitment to service.” In order to measure this variable, institutions can use indicators such as hours of participation, level of participation over time, reactions to the challenges of service, and intentions regarding future service. These indicators of student impact can be measured through a number of quantitative and qualitative methods, displayed in Figure 2.7 below. For example, “hours of participation” can be measured using physical evidence such as sign-in logs, through observation, or through survey responses.57

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**Figure 2.7: Tools for Measuring Student Impact**

<table>
<thead>
<tr>
<th>INSTRUMENT</th>
<th>EASE OF DATA COLLECTION</th>
<th>EASE OF DATA ANALYSIS</th>
<th>RICHNESS OF DATA (DESCRIPTIVE)</th>
<th>FLEXIBILITY (OPEN TO UNANTICIPATED DATA FINDINGS)</th>
<th>PROMOTES REFLECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Interview</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Focus Groups</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Observations</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Vita Analysis</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Syllabus Analysis</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journals</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

*Source: New Directions for Higher Education*58

In addition to measuring the impact of service learning on student participants, program evaluation should also measure the impact on community partners. Example variables and indicators for community partners include59:

- Capacity to fulfill mission (new insights into organizational operations, new services initiated, increased capacity to serve clients)
- Economic impacts (value of service-learning services, new or leveraged funding, reduced or increased costs associated with service-learning activity)
- Economic impacts (value of service-learning services, new or leveraged funding, reduced or increased costs associated with service-learning activity)
- Awareness of potential (analysis of mission or vision, development of new networks of partners, interest in new endeavors)

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57 Ibid., p. 56.
58 Ibid., p. 57.
59 Ibid., pp. 57-58.
- Satisfaction (intentions to continue, ability to articulate positive and negative feedback, recruitment of students for continued service or employment, references to service learning in fundraising or publications, ideas for further interaction)

Assessments for international service-learning experiences tend to focus more heavily on changes in student perceptions of the world, cultural understanding, and awareness of international issues. For example, one study of graduate and undergraduate nursing students assessed the impact of a service-learning experience in rural Honduras through a “Cultural Competence Assessment” index. The index used measures the various levels of cultural competence as applicable to nursing practice, detailed in Figure 2.8. The study found that although the students who volunteered to participate in an international field work experience typically already exhibited some level of cultural competency, the field experience significantly improved participant culturally competent tendencies.60

![Figure 2.8: Cultural Competence in Nursing Assessment Criteria](source: Green, Comer, Elliot, and Neubrander61)

In another study of international service learning, researchers assessed the “worldview” of undergraduate students participating in a service-learning field experience in Botswana. Through a survey completed before and after the experience by each student, researchers examined changes in “worldview,” as defined by a survey regarding student perceptions of issues surrounding social justice, intercultural competencies, diversity, global awareness, democracy, civic engagement, and transformative learning. Although the sample size of student participants in the study was relatively small, survey results indicated a large impact on student scores across four factors in particular: understanding of opportunities to

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61 Ibid., p. 302.
become involved in the participant’s home community, perceived importance of voting and participating in civic life, appreciation of ethnic and cultural diversity, and support for service-learning opportunities at the participant’s home institution.\textsuperscript{62}

\footnote{Cox, Murray, and Plante, Op. cit., pp. 3-5.}
SECTION III: SCALING SERVICE LEARNING

Robert G. Bringle and Julie A. Hatcher, two preeminent service-learning scholars, said of service learning in higher education in 2000: “... when transformation of the work of colleges and universities on the scholarship of engagement occurs that is integral, enduring, and meaningful to all stakeholders, then service learning will be institutionalized.” The following section explores best practices for the scaling of service-learning programs in higher education, including an examination of the literature surrounding the institutionalization of service learning.

INSTITUTIONALIZING SERVICE LEARNING

Although service learning as a pedagogical strategy dates back to the early 20th century, the recent movement of the last several decades is to implement service learning as a central component of the higher education experience. This movement is referred to as the “institutionalization of service-learning,” which is characterized by formal, university-wide service-learning programs overseen by higher-level administrators rather than small projects under the purview of individual faculty members. According to Andrew Furco and Barbara Holland, two scholars with extensive published research on service learning in higher education, the formal institutionalization of service learning is a complex process for institutions to undertake. The two scholars elaborate on the process as follows:

... like most educational initiatives, service-learning achieves institutionalization when it becomes an ongoing, expected, valued, and legitimate part of the institution’s intellectual core and organizational culture. However, in comparison to other educational initiatives, service learning presents some unique features that challenge traditional conceptions of what “institutionalization” means. Specifically, service-learning’s multifaceted structure, multi-disciplinary philosophical framework, and broad organizational impacts require institutional leaders to think differently about why and how to institutionalize this educational initiative.

The literature surrounding the institutionalization of service learning as an integral part of higher education generally focuses on two strategies for scaling service-learning projects: the integration of service-learning participation (e.g., implementing service-learning components into core institutional processes including student graduation requirements and faculty tenure evaluations) and the formalization of service learning through the creation of organizational structures and accountability mechanisms (e.g., a central service-learning program office, a dedicated staff, and an evaluation process for service-learning

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programs and offices). These two strategies are complementary rather than mutually exclusive, and both contribute to the establishment of coordinated, campus-wide service-learning opportunities and initiatives.

According to a study of existing service-learning research, the successful institutionalization of service learning is supported by eight administrative factors, which will be explored in the following subsections:

- Inclusion of service-learning language in the institutional mission statement;
- A centralized service-learning office;
- A dedicated staff;
- Internal hard funding and supplied physical resources, including space;
- Faculty rewards, including release time;
- Training and development opportunities;
- Program assessment; and
- A service-learning advisory board comprised of multiple stakeholders.

**SERVICE-LEARNING MISSION STATEMENT**

Although service is included in the mission statement of many institutions of higher education, the institutionalization of service learning requires not only words, but action and comprehensive support of the civic responsibilities of the institution. The inclusion of service learning in the institution’s mission statement brings the issue to the attention of many stakeholders and ensures that public engagement is addressed during strategic planning. Addressing service learning in the institutional mission statement is not a “quick-fix” to the institutionalization of service learning, but rather, a first step in the re-orientation of a university’s mission to include service learning at the institutional level.

In order to ensure the institutionalization of service learning as part of the institution’s central mission, Campus Compact suggests that leadership:  

- Support service learning as a primary concern of the institution by including service learning in the campus’ official mission;

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69 Ibid., p. 275.  
- Create a formal, universally accepted definition for high-quality service learning that is used consistently to operationalize many or most aspects of service learning on campus;
- Develop an official strategic plan for advancing service learning on campus, which includes viable short-range and long-range institutionalization goals; and
- Formally connect service learning to other high profile campus efforts.

**Centralized Service-Learning Office and Dedicated Staff**

The presence of a centralized service-learning office and a dedicated staff that work exclusively on service learning is recognized as a key factor in successful service-learning programs. A centralized office and designated staff offer many benefits for service-learning initiatives, including the provision of technical assistance and logistical support, recruitment of new faculty participants, management of a service-learning budget, professional development for faculty members, evaluation of service-learning programs, and the execution of regular strategic planning to promote the institution’s service-learning mission.71

A study of 161 higher education institutions in 2000 found that those with centralized offices specifically designed to coordinate service learning and at least one funded administrative staff member within the centralized office, were able to achieve greater, long-term institutionalization of service learning, including coherence of mission, organized resources, and support for various stakeholder groups. Similar results were found for service-learning initiatives that received internal funding from the institution.72

Other research suggests that a centralized service-learning office and dedicated staff may be less important than other factors in the institutionalization of service learning. In a study of institutions receiving grants for service-learning programs from Learn Service America (LSA), the satisfaction of community partners only improved with the existence of a central office and full-time staff when the office received higher amounts of funding from the university to support service-learning programs. While the integration of service learning, including the encouragement of students and faculty to participate in service frequently, had a positive impact on community partners, the study suggests that funding for service learning is essential to the successful functioning of a centralized service-learning office.73

**Funding**

A major challenge to the institutionalization of service learning concerns funding sources: A 2007 study of the service-learning programs of 12 four-year colleges and universities (including “public, private, religiously affiliated, and small, medium, and large institutions from across the U.S.”) revealed that institutions face an average cost of approximately

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72 Ibid., pp. 281-282.
$105,000 for initial funding, with numbers ranging from $11,000 to $345,000.74 Annual budgets produce an additional average cost of $149,000 per year, but depending on the institution’s needs and goals, yearly budgets can range from $3,000 to $500,000. Many institution’s annual budgets fund resources such as staff salaries, stipends for students in certain programs, general financial aid for low-income students who would otherwise not be able to participate in some initiatives (e.g., international service-learning opportunities), transportation, and supplies and materials.75

Research suggests that institutions adopt a variety of financial strategies to implement and sustain their service-learning initiatives:

... hard money (derived from state funds, tuition and fees, certain income from endowments, etc., and controlled by the university), soft money (gifts, grants, contracts, etc., which are provided by external agencies and subject to certain contractual restrictions), or a combination of the two.76

Many institutions with strong service-learning programs have committed internal funds to support this initiative. For example, Rutgers, the State University of New Jersey (Rutgers), created an International Service-Learning Scholarship through its International Service-Learning (ISL) Presidential Initiative in 2011.77 Through the scholarships, Rutgers allocates funds ranging from $500 to $2,000 to students participating in international service-learning programs. Funding is also available for faculty members who are interested in designing and developing new service-learning courses. Similarly, University of Delaware offers Service-Learning Scholarships of $3,000, in addition to a $500 housing allowance, to students engaging in faculty-guided service-learning summer projects.78

Although most institutions initially scale their service-learning programs with some degree of internal funding, grants are also accessible and frequently used.79 Until 2011, the Corporation for National and Community Service’s “Learn and Serve America Higher Education” grants supported “institutions of higher education that use innovative service-learning programming to meet the needs of local communities.”80 The Learn and Service America grants provided seven to nine individual institutions with approximately $7.3 million yearly. Although Congress has eliminated funding for these grants, there are a number of other grants and resources from which institutions can benefit. The State Farm Youth Advisory Board (YAB), which provides grants ranging from $25,000 to $100,000, is

one such funding resource for institutions’ service-learning projects.\footnote{81} For example, YAB granted nearly $100,000 to Illinois Wesleyan University in 2010 in order to fund their Blank Canvas Program, a program and seminar that encourages the creativity and college enrollment of low-income and/or minority youth.\footnote{82} The State Farm Youth Advisory Board generally funds service-learning projects with up to a total of $4 million that address the following issues:\footnote{83}

- Access to Higher Education/Closing the Achievement Gap
- Financial Literacy (and Economic Inclusion)
- Community Safety and Natural Disaster Preparedness
- Health and Wellness
- Environmental Responsibility
- Arts and Culture

Many external/independent/nonprofit organizations also provide grants to individual students, thus ensuring that low-income students have equal access to service-learning initiatives. The Carter Academic Service Entrepreneur (CASE) grant, for example, provides $1,000 to students whose proposals “represent the most innovative and promising ways to serve the community while applying what is learned in the classroom to these projects.”\footnote{84} A global service-learning organization called Amizade also offers scholarships of up to $1,000 for students participating in credit-bearing service-learning programs.\footnote{85} Amizade’s scholarships are given based on a student’s financial need, and in 2011, over half of the students who applied received funding.

All in all, most programs do not operate exclusively on grant money. Although grant money “can assist in starting up a service-learning program, it is not a viable means for keeping it running,” and instead, the institution itself must make a financial commitment to a service-learning initiative.\footnote{86} Service-learning programs are thus best institutionalized through primarily internal funding, and further supplemented and expanded by extra grant resources.

In addition to funding sources provided through the institution, students often assume a portion of the program cost. However, in its survey of institutions offering alternative breaks, Break Away found that 59 percent of responding institutions provide some level of

\footnotesize
\begin{itemize}
\item \footnote{81}{“Service Learning Grants.” State Farm Youth Advisory Board. \url{http://www.sfyab.com/apply/national-grants/}}
\item \footnote{82}{“State Farm Youth Advisory Board Grant to Fund New Initiative with ARC.” Illinois Wesleyan University. \url{https://www.iwu.edu/news/2010/news_BlankCanvas_00210.html}}
\item \footnote{83}{Bullet points taken verbatim from: “Service Learning Grants,” Op. cit.}
\item \footnote{84}{“Carter Academic Service Entrepreneur (CASE) Grant. University of Pennsylvania. \url{http://www.upenn.edu/curf/research/grants/carter-academic-service-entrepreneur-case-grant}}
\item \footnote{85}{“Scholarship and Financial Aid Resources for University Students.” Amizade Global Service-Learning. \url{http://amizade.org/programs/service-learning-courses/financial-aid/}}
\item \footnote{86}{Young, C. et al, Op. cit., p. 362.}
\end{itemize}
funding to students participating in alternative break service-learning programs. When asked to estimate program funding sources for alternative break programs, institutions reported that, on average, the majority of program funding appears to come from participant fees (51 percent), with an additional 19 percent of funds generated through participant fundraising (see Figure 3.1).

![Figure 3.1: Sources of Funding for Alternative Breaks](image)

Source: Break Away

**FACULTY INCENTIVES, TRAINING, AND DEVELOPMENT**

The support and participation of faculty is essential to the institutionalization of service learning in higher education. A 1994 survey of 163 instructors of service-learning courses revealed that instructors were most likely to implement service learning in an effort to improve student learning, believing the instructional strategy to be an effective teaching method and pedagogical tool. However, while faculty members strive to improve their teaching strategies, one of the most significant deterrents to faculty implementation of service learning is “lack of recognition in the faculty reward structure.” In order to institutionalize service learning, Campus Compact advises institutions to provide faculty with incentives to participate in service-learning instruction, including “mini-grants, sabbaticals, funds for service-learning conferences,” as well as incorporating recognition for service-learning efforts into the faculty evaluation, tenure, and promotion processes.

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88 Ibid.
However, some research on faculty incentives suggests that intrinsic rewards may be more important than extrinsic rewards for the implementation of service learning. Extrinsic rewards, including release time, grants, sabbatical, and consideration of service learning in the tenure process, are linked in many studies to the degree of faculty dissatisfaction. However, intrinsic rewards, such as the variety of work, how work affects the faculty member, degree of autonomy, level of responsibility, and amount of feedback on performance, are often more strongly linked to faculty satisfaction. As one researcher points out, “many faculty pursue these service activities regardless of external rewards.”

Intrinsic rewards that are particularly effective for the implementation of service learning include: “autonomy and freedom, intellectual exchange, and the opportunity to work with and impact students.” Figure 3.2 below displays several extrinsic and intrinsic strategies that an institution can adopt to incentivize faculty participation and engagement in service learning.

**Figure 3.2: Faculty Incentives for Service Learning**

<table>
<thead>
<tr>
<th>MOTIVATORS</th>
<th>STRATEGIES TO SUPPORT FACULTY ENGAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXTRINSIC REWARDS</strong></td>
<td></td>
</tr>
<tr>
<td>Reward Systems</td>
<td>Changes to promotion and tenure policies to acknowledge teaching and service as potential forms of scholarship</td>
</tr>
<tr>
<td>Workload</td>
<td>Release time, stipends, etc.</td>
</tr>
<tr>
<td>Work Conditions</td>
<td>Assistance from offices of community service to alleviate concerns of the work</td>
</tr>
<tr>
<td><strong>INTRINSIC REWARDS</strong></td>
<td></td>
</tr>
<tr>
<td>Autonomy and Freedom</td>
<td>Training and education to ensure faculty can feel confident in leading these activities</td>
</tr>
<tr>
<td>Intellectual Exchange</td>
<td>Opportunity to join a group of colleagues in brown-bag lunches or other forums where service-learning pedagogy or outreach projects are discussed and mutual support and mentoring between faculty can occur</td>
</tr>
<tr>
<td>Impact on Students</td>
<td>Assistance in gathering evidence of the impact of service-learning outcomes and personal development</td>
</tr>
</tbody>
</table>

Source: O’Meara

Research on the adoption of service learning by faculty members in higher education suggests that “early adopters” of service learning may have very different support needs than “second generation” faculty. Early adopters are often “visionary instructors with strong teaching and service orientations... risk-takers and experimenters.” On the other hand, second generation faculty who opt to try service learning to improve the quality of teaching are often “less adventuresome and more pragmatic... more concerned about the potential risks and costs that might be incurred.” While early adopters may not need external motivation to engage in service learning, later implementers may be more hesitant to adopt...

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93 Ibid., p. 204.
94 Ibid.
95 Taken almost verbatim from: Ibid., p. 207.
97 Ibid.
innovative teaching practices without incentive. Because of this difference between early and late service-learning implementers, institutions must consider the appropriate balance of external and internal rewards at each stage of service-learning institutionalization.\textsuperscript{98}

In addition to faculty incentives for participating in service learning, second generation faculty may need more training and professional development opportunities in order to feel comfortable taking on a service-learning course or project. Professional development opportunities are necessary to sustain curricular reform, so that instructors not only adopt service-learning as a pedagogical tool, but also engage in scholarship related to service-learning, provide leadership and encourage other faculty members to engage in service-learning, and advocate for resource allocation to civic engagement projects.\textsuperscript{99} In order to ensure faculty development, Bringle and Hatcher suggest that institutions:\textsuperscript{100}

- Ensure an academic climate that is supportive of service learning;
- Develop a curriculum to inform faculty about the components of high-quality service learning;
- Provide opportunities for faculty to actively engage and experiment with service learning through grant-proposals or by providing rewards for teaching service-learning classes; and
- Allow faculty to reflect on their experiences and evaluate their work through course evaluations, teaching portfolios, and original research.

\textit{Program Assessment}

Program assessment for service-learning initiatives, introduced previously in Section I, is an integral part of successful service-learning institutionalization. Effective service-learning programs require frequent assessment of both student learning outcomes and impact upon the community. In order to ensure the institutionalization of service learning, Campus Compact suggests that institutions undertake “an ongoing, systematic effort... to account for the number and quality of service-learning activities that are taking place throughout the campus.”\textsuperscript{101}

\begin{footnotesize}
\begin{itemize}
\item \textsuperscript{98} Ibid., p. 46.
\item \textsuperscript{99} Ibid., p. 47.
\item \textsuperscript{100} Ibid., p. 47.
\end{itemize}
\end{footnotesize}
**ADVISORY BOARD**

The purpose of a service-learning advisory board is to ensure collaborative strategic planning, goal-setting, and mutual benefit for all stakeholders involved in service learning. Four key stakeholder groups must be involved in a collaborative service-learning advisory board:102

- Institution (administration)
- Faculty
- Students
- Community

In order to ensure the participation of all stakeholders in service-learning efforts, Campus Compact recommends that:103

- A highly respected and influential group of faculty members serves as the campus service-learning leaders or advocates;
- Students are welcomed and encouraged to serve as advocates and ambassadors in their departments or throughout the campus;
- Appropriate community agency representatives are formally welcomed and encouraged to serve as advocates and ambassadors on campus AND are provided with substantial opportunities to express their particular agency needs; and
- The campus’ administrative leaders actively cooperate to make service learning a visible and important part of the campus’ work.

**SERVICE-LEARNING INSTITUTIONALIZATION RUBRIC**

To assist institutions of higher education in the institutionalization of service learning, Campus Compact and Brown University provide a self-assessment rubric for colleges and universities to evaluate institutionalization progress (see Figure 3.3 below).

**Figure 3.3: Components of Service-Learning Institutionalization Rubric**

<table>
<thead>
<tr>
<th>DIMENSION</th>
<th>COMPONENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Philosophy and Mission of Service Learning</td>
<td>- Definition of Service-Learning</td>
</tr>
<tr>
<td></td>
<td>- Strategic Planning</td>
</tr>
<tr>
<td></td>
<td>- Alignment with Institutional Mission</td>
</tr>
<tr>
<td>II Faculty Support for and Involvement in</td>
<td>- Alignment with Educational Reform Efforts</td>
</tr>
<tr>
<td>Service-Learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Faculty Awareness</td>
</tr>
<tr>
<td></td>
<td>- Faculty Involvement and Support</td>
</tr>
<tr>
<td></td>
<td>- Faculty Leadership</td>
</tr>
<tr>
<td></td>
<td>- Faculty Incentives and Rewards</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DIMENSION</th>
<th>COMPONENTS</th>
</tr>
</thead>
</table>
| III Student Support for and Involvement in Service-Learning | • Student Awareness  
• Student Opportunities  
• Student Leadership  
• Student Incentives and Rewards |
| IV Community Participation and Partnerships | • Community Partner Awareness  
• Mutual Understanding  
• Community Agency Leadership and Voice |
| V Institutional Support for Service-Learning | • Coordinating Entity  
• Policy-making Entity  
• Staffing  
• Funding  
• Administrative Support  
• Departmental Support  
• Evaluation and Assessment |

Source: Campus Compact

Although the implementation and scaling of service learning is unique to each institution based upon resources, community opportunities, and stakeholder groups, the rubric focuses on five common areas of service learning: philosophy and mission, faculty support, student support, community participation and partnerships, and institutional support. Each dimension includes several characterizing components, and each component is measured on a three-stage continuum of program development. Stage One — “Critical Mass Building” — emphasizes the initial stages of service-learning institutionalization during which service-learning supports must gain buy-in and support from stakeholder groups. Stage Two — “Quality Building” — involves the initial implementation of service-learning programs and building of commitment to excellence on campus. State Three — “Sustained Institutionalization” — describes the ideal operations of a campus committed to integrated and formalized service learning.

For example, under the section of providing institutional support for service learning, the rubric provides three stages for the component creating a “coordinating entity” (see Figure 3.4). As the institution progresses toward the full institutionalization of service learning, the campus-wide coordinating entity becomes more established, permanent, and qualified to provide resources and support to service-learning efforts.

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105 Ibid., p. 1.
106 Ibid., p. 13.
Figure 3.4: Institutionalization Stages for Creating a Service-Learning Coordinating Entity

**Stage One:**
There is no campus-wide coordinating entity that is devoted to assisting the various campus constituencies in the implementation, advancement, and institutionalization of service learning.

**Stage Two:**
There is a coordinating entity on campus, but the entity either does not coordinate service-learning activities exclusively or provides services only to a certain constituency (e.g., students, faculty) or limited parts of the campus (e.g., certain majors).

**Stage Three:**
The institution maintains a coordinating entity that is devoted primarily to assisting the various campus constituencies in the implementation, advancement, and institutionalization of service learning.
SECTION IV: LEADERS IN SERVICE LEARNING

The following section examines the service-learning opportunities at three leading institutions in domestic and/or international service learning: University of North Carolina at Chapel Hill, Stanford University, and the University of Louisville.

UNC CHAPEL HILL

The University of North Carolina (UNC) at Chapel Hill is a public, four-year, research institution with an enrollment of 29,278 students as of 2012.107 As the nation’s first public institution, UNC Chapel Hill has always held a strong commitment to public service. The institution’s Mission Statement includes a section on the importance of extending “knowledge-based services and other resources of the University to the citizens of North Carolina and their institutions to enhance the quality of life for all people in the State.”108

Accordingly, The APPLES Service-Learning program at UNC Chapel Hill was founded in 1990 as an undergraduate, student-led initiative that connects academics and public service.109 Today, both students and staff at the Carolina Center for Public Service work together to organize all program initiatives, including service-learning courses, fellowships, internships, the “service-learning initiative,” and alternative breaks.

TYPES OF SERVICE LEARNING

UNC Chapel Hill provides students with the opportunity to participate in service learning through a number of program types: service-learning courses, Bryan Social Innovation Fellowships, service-learning internships, the Service-Learning Initiative, and alternative breaks.

APPLES service-learning courses are designed to “integrate the educational goals of a course with relevant community service aiming to increase the student’s understanding of the course content and its impact on local communities.”110 Through service-learning courses, most of which are worth three credits, each student completes 30 hours of service with a community partner throughout the course of the semester. Students also have the opportunity to deepen their involvement with the community organization by applying for a grant for additional projects. Roughly 2,400 students participate in service-learning courses each year, yielding over 84,000 hours of community service annually.

107 “IPEDS.” National Center for Education Statistics.
Service-learning courses must meet the following criteria:  
- Adhere to a formal, academic curriculum in the proper discipline or department;
- Contain community-based learning activities that students engage in for a minimum of 30 hours; and
- Provide opportunities for students to integrate the course curriculum and community service.

Many different departments, such as Sociology, Political Science, Biology, Computer Science, Psychology, and English, all offer service-learning courses. Fall 2013 APPLES courses include the following selections:

**Figure 4.1: Sample of Service-Learning Course Offerings, 2013**

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>COURSE TITLE</th>
<th>COURSE DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>Ethnography and Life Stories</td>
<td>The course focuses on the practical and research uses of ethnography and oral history, emphasizing life histories, life stories, biographies, and how these intersect with communities.</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Software Engineering Laboratory</td>
<td>In this course, teams of three to four students develop computer applications for organizations on campus and in the community. Teams work with the outside organization to understand the needs and the people who will be using the program. Prior projects have ranged from a Twister-like game to teach Braille to visually impaired children to tools to help low-income housing units deploy wireless networks.</td>
</tr>
<tr>
<td>English and Comparative Literature</td>
<td>Science and Literature</td>
<td>This course offers an introductory exploration of the relation between science and literature, as well as the place and value of both in the contemporary world. Students in this course will identify and map plant species in the Mason Farm Biological Reserve through the North Carolina Botanical Garden.</td>
</tr>
<tr>
<td>Global Studies</td>
<td>Current Topics in Global Studies: Intercultural Education in K-12 Classrooms</td>
<td>This experiential learning course combines guest speakers, discussing, and hands-on workshops to build intercultural communication, leadership, and multimedia skills, while investigating current and effective methods of teaching international education to K-12 students across North Carolina.</td>
</tr>
<tr>
<td>Political Science</td>
<td>Ethics, Morality, Liberty, and the Law</td>
<td>This course introduces students to moral and ethical issues that arise when individual rights conflict with the law and the central role race plays in American society’s response. Students in this course serve in a variety of organizations ranging from youth programs, anti-violence organizations, and health education programs.</td>
</tr>
</tbody>
</table>

Source: UNC Chapel Hill

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111 Ibid.
112 “Fall 2013 Courses,” UNC Chapel Hill. https://ccps.unc.edu/files/2012/10/Past-course-listings.pdf
113 Course offerings were taken verbatim from: Ibid.
The wide variety of courses, matched with approximately 250 community partners, ensures that students can address a diverse set of community issues, such as education, health, environment, homelessness, literacy, hunger and economic development.\(^{114}\)

The Robert E. **Bryan Social Innovation Fellowship**, named after an alumnus who advocated public service, provides students with another way to engage in service learning in the community. A maximum of five fellowship teams, most consisting of up to four students, receive “enrollment in a public policy course, up to $1,500 to help launch their idea, support from APPLES students and staff, and leadership training and personal development.”\(^{115}\)

Students who have been awarded the Fellowship in the past have involved themselves in contributions at the local, national, and international level. Some of the recent projects have included.\(^{116}\)

**Figure 4.2: Sample of Past Bryan Social Innovation Fellowships**

<table>
<thead>
<tr>
<th><strong>NAME OF FELLOWSHIP</strong></th>
<th><strong>DESCRIPTION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reaching Up</td>
<td>Helping pre-teen and teenage youth in Columbus County to become community leaders through a variety of team-building activities and mentors.</td>
</tr>
<tr>
<td>Healthy Girls Save the World</td>
<td>Providing resources to young girls to best enable a healthy lifestyle, both mentally and physically.</td>
</tr>
<tr>
<td>Kliink</td>
<td>Connecting donors and educational nongovernmental organizations (NGOs) in India.</td>
</tr>
<tr>
<td>iLead Nigeria</td>
<td>Empowering Nigerian students to become leaders and create positive change in their communities.</td>
</tr>
<tr>
<td>Launch</td>
<td>Counseling local high school students as they apply to and enroll in college.</td>
</tr>
</tbody>
</table>

Source: Bryan Social Innovation Fellowships\(^{117}\)

Undergraduate students can further engage in APPLES service-learning opportunities by holding nonprofit and governmental agency **internships** during the spring semester or summer break. To support their internship activities, students receive funding: $1,200 for the spring semester (working 12-15 hours per week for 10-12 weeks; 150 hours total) and $2,500 for the summer (working 35-40 hours per week for 8-10 weeks; 320 hours total). The Apples Service-Learning program and the host site each contribute an equal amount (i.e., $600 in the spring semester) toward this stipend.\(^{118}\)

Through these internships, each student also enrolls in a service-learning course. During the spring semester, student interns complete a three credit hour course through the School of

\(^{114}\) “Service-Learning Courses,” Op cit.


\(^{116}\) Ibid.

\(^{117}\) Ibid.

Social Work; during the summer, interns complete a one credit hour online course through the William and Ida Friday Center for Continuing Education. Furthermore, students holding APPLES service-learning internships are provided with a variety of professional growth opportunities, individualized academic instruction, and hands-on experience.

The service-learning internship application process is competitive: 75 percent of applicants are interviewed, and 20 to 25 percent of candidates are ultimately chosen for the internship program.

The Service-Learning Initiative (SLI) is a student-led orientation for incoming first-year and transfer students, who each pay a $60 program fee. SLI participants engage in three days of service in the community, roughly within the Chapel Hill and Carrboro areas. Students benefit from forming friendships with like-minded students and learning about various APPLES community partners.

Reflection sessions are a key part of the SLI. During the three day period, students take part in two main reflection sessions. The goal is for students to think critically about the work they are doing.

If students want to continue service learning, they have the opportunity to apply and participate in an SLI alternative fall break program. This program, led by two past SLI participants, is designed to focus on one particular social issue.

APPL E S Alternative Breaks, which occur during the fall, winter, and spring breaks, “provide an avenue for students to perform service activities across North Carolina, the Southeast, and the Mid-Atlantic.” Teams of two student leaders and 10 participants travel to places such as Birmingham, Alabama and Atlanta, Georgia, whereas others stay in North Carolina and work in communities, towns, and cities such as Burgaw, Dunn, Durham, Charlotte, Clinton, Lumberton, Pembroke, Raleigh, Rocky Point, and Swan Quarter. Students pay for their individual participation in a program; however, costs are low ($50-$90), and need-based assistance is also available.

Academic credit is given only for students on a spring program (which includes a two credit hour course on community service and development taught by a graduate student in the School of Public Health). However, students participating in the fall and winter programs

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attend meetings to prepare and educate themselves on the relevant social issues, often focusing on the following areas:127

- Urban communities (e.g., hunger and food access, addiction, and health)
- Latino communities (e.g., labor rights, pesticide use, and healthcare access)
- Rural communities
- Environmental issues (e.g., sea turtle conservancy, hog farming, and river pollution)
- HOPE (Homeless Outreach Poverty Eradication)
- GlobeMed Health and Equity (e.g., poverty, health, and social justice)
- Violence prevention
- Civil rights (e.g., gender equality, educational inequities, and gay rights)
- Disaster relief (e.g., policy, access to aid, and rebuilding efforts)

Students also participate in projects that assist them in making meaningful connections between the break experience and the UNC Chapel Hill community. Reflection is a major part of Alternative Breaks and APPLES Service-Learning programs in general.128

**Scaling Service Learning**

APPLES has created a well-defined leadership structure in order to function effectively as a large program. It is evident that many students hold APPLES leadership positions, and thus many people work together in order for the organization to succeed. The overall leadership structure of the program is made available on the APPLES website:129

- Cabinet
  - President
  - Vice-President
  - Treasurer
  - Communication Coordinator
- Alternative Break Programs
  - Alternative Fall Break Co-Chair (2)
  - Alternative Winter Break Co-Chair (2)
  - Alternative Spring Break Co-Chair (2)
- Service-Learning Courses
  - Courses Chair (2)
- Bryan Social Innovation Fellowships
  - Fellowships Co-Chair (2)

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- Internships
  - Internships Co-Chair
- Service-Learning Initiative
  - Service-Learning Initiative Co-Chair (2)
- Special Projects
  - Reflections and Facilitated Learning Co-Chair (2)

Although students are responsible for structuring a large part of the program, there are also permanent staff members who have administrative and programming responsibilities within the Carolina Center for Public Service (CCPS). CCPS was established in 1999 to strengthen UNC Chapel Hill’s commitment to service by supporting the institution’s faculty, staff, and students.\(^{130}\) In 2009, UNC Chapel Hill further centralized service-learning programs by placing the APPLES program under the purview of the CCPS.\(^ {131}\) APPLES collaborates with many different CCPS staff members, including the following staff members listed on the CCPS website:\(^{132}\)

- Senior Program Officer, Service Learning
- Student Services Specialist
- Program Officer, Student Programs
- Alternative Breaks Graduate Assistant

Finally, UNC Chapel Hill also facilitates the organization of APPLES. For example, the institution has appointed a Vice Chancellor for Public Service and Engagement who is highly involved in promoting community partnerships.\(^ {133}\) Thus, APPLES has been able to create and maintain a successful service-learning program through the collaboration of students, UNC faculty members, and CCPS staff.

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\(^{130}\) “About CCPS.” Carolina Center for Public Service. http://ccps.unc.edu/about/
\(^{131}\) “About APPLES.” UNC Chapel Hill. http://ccps.unc.edu/apples/about-apples/
\(^{132}\) “CCPS Staff.” Carolina Center for Public Service. http://ccps.unc.edu/about/ccps-leadership/ccps-staff/
**FUNDING**

As evidenced in Figure 4.3, the APPLES program has grown and developed through a combination of student fees, state appropriations, and donations.\(^{135}\) Although the majority of funding is the result of state appropriations and gifts and grants, students are often still expected to contribute funds. As previously mentioned, the costs of the Service-Learning Initiative and the Alternative Break programming are generally incurred by the individual students (with financial assistance often available). However, for the Service-Learning Internship, it is often difficult for students to choose an unpaid internship over a paid job. Because it is also difficult for nonprofit organizations to pay their interns, students receive stipends that are paid partly by the host site, and partly by the APPLES program.\(^{136}\) As a service-learning program, APPLES has thus grown and developed through the contributions of many different people and agencies.

**Stanford University**

Stanford University (Stanford) is a private, four-year research institution with an enrollment of 18,519 students as of the fall 2012 semester.\(^{137}\) Stanford University’s Haas Center for Public Service, founded in 1985, was “one of the first comprehensive secondary public service centers to be established in the country.”\(^{138}\) The Haas Center encourages participation in public and community service, with the goal of integrating service activities with students’ academic studies.

**Types of Service Learning**

Stanford University provides students with the opportunity to participate in service learning through a number of program types: service-learning courses, Service-Learning Fellowships, service-learning internships, public service scholarships, and other programs.

A wide range of academic departments provide the opportunity for students to engage in service-learning courses each quarter. Of the more than 70 courses, representing over 30 academic departments, some courses are “small, intensive seminars,” while others are “larger lecture courses with service-learning related discussion sections and experiences.”\(^{139}\)

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\(^{135}\) Ibid.

\(^{136}\) “Host an Intern.” UNC Chapel Hill. http://ccps.unc.edu/apples/service-learning-internships/host-an-intern/


\(^{138}\) “Haas Center Strategic Plan.” Stanford University. http://studentaffairs.stanford.edu/haas/about/strategicplan

\(^{139}\) “Service-Learning.” Stanford University. https://studentaffairs.stanford.edu/haas/students/service-learning
Guidelines for service-learning courses at Stanford are detailed on the institution’s website:140

- **Community partner preparation for service** (i.e., the community partner must be identified before the course begins; understanding what work will be accomplished)
- **Student preparation for service** (i.e., the syllabus and/or course assignments explicitly address how students will be prepared)
- **Service benefits community partner** (i.e., service work relates to a community need and is generally beneficial)
- **Integration of service and academic coursework** (i.e., the course’s assignments facilitate the integration of service and academics)
- **Reflection** (i.e., students engage in reflection regarding the service and themselves)

Figure 4.4 provides a sample of service-learning courses offered in 2013.141

**Figure 4.4: Sample of Service-Learning Course Offerings, 2013**

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>COURSE TITLE</th>
<th>COURSE DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Studies</td>
<td>Asian American Culture and Community</td>
<td>An examination of the history, art and culture of Vietnamese Americans, and their contemporary experiences in the South Bay. The course will combine in-class learning with a major conference featuring prominent artists and scholars on the Vietnamese Diasporic community. A service-learning component requires community work at a service organization in San Jose.</td>
</tr>
<tr>
<td>Dance</td>
<td>Dance in Prison: The Arts, Juvenile Justice, and Rehabilitation in America</td>
<td>Participatory seminar. The nexus of art, community, and social action, using dance to study how the performing arts affect self-construction, perception and experiences of embodiment, and social control for incarcerated teenagers in Santa Clara Juvenile Hall.</td>
</tr>
<tr>
<td>Feminist, Gender, and Sexuality Studies</td>
<td>Internship in Feminist Studies</td>
<td>Supervised field, community, or lab experience in law offices, medical research and labs, social service agencies, legislative and other public offices, or local and national organizations that address issues related to gender and/or sexuality.</td>
</tr>
<tr>
<td>History</td>
<td>Poverty and Homelessness in America</td>
<td>Students participate in a two quarter internship at a local shelter for homeless individuals or families. Readings include historical, social science, and social commentary literature.</td>
</tr>
</tbody>
</table>

Source: Stanford University142

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140 “Service-Learning Course Designation,” Stanford University. [https://studentaffairs.stanford.edu/haas/faculty/service-learning/designation](https://studentaffairs.stanford.edu/haas/faculty/service-learning/designation)
141 “Explore Courses.” Stanford University. [https://explorecourses.stanford.edu/search](https://explorecourses.stanford.edu/search)
142 Course offerings were taken verbatim from: “Explore Courses.”
Another way the Haas Center supports faculty and students interested in service learning is through the **Community-Based Research Fellows Program** (CBRFP), which is funded by both the Haas Center and by the Office of the Vice Provost for Undergraduate Education.143 Faculty members and community partners receive $1,000, and students receive stipends of $1,400 (spring quarter) or up to $5,600 (summer). By participating in this program, teams of students and faculty members work with community partners to conduct research in order to address identified needs. The CBRFP highlights three primary program goals:144

- Deepen the connection between faculty and undergraduate students engaged in community-based research
- Create a support network for undergraduate students that facilitates their research, develops their research skills, and connects them with similarly motivated peers
- Provide resources for community-based research teams that comprise faculty, undergraduate students and community partners

Through the **Public Service Scholars Program** (PSSP), senior or co-term undergraduate students “write a thesis that is academically rigorous as well as informed by and useful to specific community organizations or public interest constituencies.”145 Students work closely with a mentor, co-facilitate a weekly seminar (Urban Studies: Senior Research in Public Service), develop public service plans, and present their thesis research at the end of the year.146 Both the students and community members benefit from this type of service-learning project.

The Haas Center also has a variety of other local, regional, and international programs that incorporate service learning in many different fields:147

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**Figure 4.5: Additional Haas Center Programming**

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Program Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>East Palo Alto Stanford Academy</strong></td>
<td>Stanford students work with seventh- and eighth-grade students in the Ravenswood City School District to enhance the curriculum and facilitate a successful transition from middle school to high school</td>
</tr>
<tr>
<td><strong>Impact Abroad</strong></td>
<td>Students who have not traveled extensively enroll in a three to four week summer trip with a specific focus (e.g., health care or microfinance) in a “developing nation”</td>
</tr>
<tr>
<td><strong>California JusticeCorps</strong></td>
<td>Students train to provide individualized legal services to community members across California, thus providing service while gaining professional legal experience</td>
</tr>
<tr>
<td><strong>Ravenswood Reads</strong></td>
<td>Students pair with children in kindergarten through third grade to help improve their reading skills while learning their own teaching strategies</td>
</tr>
</tbody>
</table>

Source: Stanford University148

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144 Bulleted text taken verbatim from: Ibid.
145 “Public Service Scholars Program.” Stanford University. https://studentaffairs.stanford.edu/haas/students/pssp
146 Ibid.
147 “Programs at a Glance.” Stanford University. https://studentaffairs.stanford.edu/haas/about/ataglance
SCALING SERVICE LEARNING

A variety of staff members work at Stanford’s Haas Center, all drawing from their diverse interests and experiences to help students to pursue public service opportunities. The list of staff members, made available on Stanford’s website, includes the following positions:

- **Executive:** Senior Advisor (2), Communications Associate, Peter E. Haas Faculty Codirectors, Deputy Executive Director, Executive Director, Executive Assistant, Development Associate, Communications Manager
- **Administration and Finance:** Associate Director for Administration, Accounting Associate
- **Community-Engaged Scholarship:** Assistant Director – Community Engaged-Scholarship, Associate Director – Community-Engaged Scholarship, Director of Public Service Research, Program Associate – Community-Engaged Scholarship
- **Education Partnerships:** Associate Director for Education Partnerships, Program Director – Science in Service, Program Director – Early Childhood Education, Program Director – East Palo Alto Stanford Academy (EPASA), Program Director – Ravenswood Reads
- **Fellowships and Postgraduate Public Service:** Undergraduate Fellowships Program Coordinator, Postgraduate Public Service Assistant Director, Program Director – Undergraduate Public Service Fellowships, Director – Postgraduate Public Service
- **Student Development and Leadership:** Program Director – Public Service Organizations and Leadership, Public Service Leadership and Postgraduate Programs Coordinator, Director – Student Development and Leadership Programs, Associate Director for Student Engagement, Program Director – Community Service Work-Study and Student Employment

In addition, a Faculty Steering Committee (FSC) advises Haas Center staff, with the goal of connecting public service and academics. Finally, students also have leadership opportunities at the Haas Center, as students are encouraged to apply to its National Advisory Board (NAB). NAB plays a critical role in evaluating programming, developing new initiatives, and incorporating service into many components of the institution, including teaching and research. Although students are able to be part of NAB, most initiatives at the Haas Center are mainly run by employed staff members.

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148 Ibid.
149 “Staff and Advisory Boards.” Stanford University. https://studentaffairs.stanford.edu/haas/about/staffandboards
150 Ibid.
151 “Faculty Steering Committee.” Stanford University. https://studentaffairs.stanford.edu/haas/about/staffandboards/fsc
152 “National Advisory Board.” Stanford University. https://studentaffairs.stanford.edu/haas/about/staffandboards/nab
**FUNDING**

The Haas Center was first established with the help of a $5 million contribution from the Haas family. Later on, in 2001, the institution was able to scale its service-learning programs by incorporating “new endowment goals into the Campaign for Undergraduate Education’s (CUE) $1 billion endowment initiative.” At that time, Peter and Mimi Haas created a new endowment for service-learning programs, thus facilitating the hiring of permanent staff members and further developing all programming initiatives.

Today, the Haas Center has an operating budget of four million dollars, one-third of which comes from internal funding (e.g., Stanford’s endowments and annual appropriations). However, two-thirds of the budget — the majority — is raised through donations, grants, and contracts.

The institution works hard to ensure that there is equal access to the Haas Center’s programming among all students, regardless of socioeconomic status. For example, through the Community-Service Work-Study (CSWS) program, students are able to “participate in a significant service experience while earning a portion of their financial aid award.” This program is federally-supported, and is available during both the academic year and the summer. Provision of financial aid through the CSWS program, and stipends through the Community-Based Research Fellows Program (previously described), ensures that many of the Haas Center’s service-learning programs are accessible to students who might otherwise be unable to participate in such initiatives.

**UNIVERSITY OF LOUISVILLE**

The University of Louisville is a public, four-year research institution with an enrollment of 21,239 students as of the fall 2012 semester. The International Service Learning Program (ISLP) at the University of Louisville offers students experiential, international education through service-learning courses. Although the institution’s program does not include a variety of engagement opportunities for students, the program is included in this report based upon the program’s recognized excellence in scaling its international service-learning program over the last 15 years. In 2009, the ISLP project in Belize was awarded the NASPA International Education Best Practice Award for excellence in Student Philanthropy in the Knowledge Community and International Education.

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153 “Haas Center History.” Stanford University. https://studentaffairs.stanford.edu/haas/about/haas-history
155 “Community-Service Work-Study.” Stanford University. https://studentaffairs.stanford.edu/haas/students/csws
TYPES OF SERVICE LEARNING

The International Service Learning Program (ISLP) is described as an “experiential educational [opportunity] in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development.” 158 Students can enroll in a course in one of five academic fields: communications, dentistry, education, justice administration, and nursing. 159 While students enroll in courses related to their field of study, service-learning projects are interdisciplinary and project work teams consist of students from various fields. 160

Student participants enroll in a service-learning course during the fall or spring semester and attend six weekly orientation sessions prior to trip departure. Orientation sessions prepare students to understand their role as service providers in the host community and learn about the history and culture of their destination country. 161 The travel component of ISLP courses typically lasts eight to 10 days, including at least three full days of work-site service and at least one day of cultural exploration. 162

ISLP works to develop long-term collaborative relationships with community partners. Since the program’s inception in 1997, the program has operated in 11 communities across six countries, for an average of 4.5 years in each community as of 2012. Sites are selected based upon a number of criteria, including physical safety, support of government and non-government agencies, potential for meaningful service activities, potential for interdisciplinary study, and the availability of a “Program Coordinator” or point of contact within the country and community. 163 International community partnerships include: 164

- Belmopan, Belize (1999-2007)
- Red Bank, Belize (2000-present)
- Cebu, Philippines (2009-present)
- Gaborone, Botswana (2010-present)
- Sisak, Croatia (2012)
- Gales Point, Belize (1999-2007)
- Dangriga, Belize (1999-2007)

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158 Ibid.
159 “Academic Requirements.” University of Louisville. http://louisville.edu/islp/program-information/program-information/academic.html
162 “Program History.” University of Louisville. http://louisville.edu/islp/program-history
- Punta Gorda, Belize (2002-2005)
- Bridgetown, Barbados (2010)
- Charlotteville, Trinidad & Tobago (2011-present)

Each year, faculty members work with community leaders to develop an appropriate interdisciplinary curriculum and service project that meets student learning objectives and community needs. Some examples of service opportunities through ISLP are described in Figure 4.6.

**Figure 4.6: ISLP Service Projects**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meetings with community leaders</td>
<td>Participants and faculty will discuss the program with the community and the</td>
</tr>
<tr>
<td></td>
<td>community leaders will describe their community and the different issues,</td>
</tr>
<tr>
<td></td>
<td>needs, and cultural practices.</td>
</tr>
<tr>
<td>Delegation Team</td>
<td>Participants will join the Vice President for Student Affairs or his delegate</td>
</tr>
<tr>
<td></td>
<td>as part of the official welcome to the communities the delegation is working</td>
</tr>
<tr>
<td></td>
<td>in accordance with local customs and cultures.</td>
</tr>
<tr>
<td>Dental Clinic Logistics</td>
<td>A small number of participants (dental and non-dental) set up and dissemble</td>
</tr>
<tr>
<td></td>
<td>the dental clinic.</td>
</tr>
<tr>
<td>Dental Clinic</td>
<td>Participants will manage and operate a small dental clinic serving a limited</td>
</tr>
<tr>
<td></td>
<td>number of community members. Participants (dental and nondental) will gain</td>
</tr>
<tr>
<td></td>
<td>skills in respective dental practices, as well as preventive care, customer</td>
</tr>
<tr>
<td></td>
<td>service, understanding community and cultural needs, patient intake, triage,</td>
</tr>
<tr>
<td></td>
<td>administrative operations, and community relations.</td>
</tr>
<tr>
<td>Community Profiling</td>
<td>Participants will have the opportunity to travel within the community and</td>
</tr>
<tr>
<td></td>
<td>profile (interview) residents to gain an understanding of their needs as</td>
</tr>
<tr>
<td></td>
<td>citizens within that community. The information will be used to modify the</td>
</tr>
<tr>
<td></td>
<td>project to best meet some of the needs of the community while improving the</td>
</tr>
<tr>
<td></td>
<td>educational experience of the participants.</td>
</tr>
<tr>
<td>Guest Teaching in Schools</td>
<td>Participants will gain an appreciation of the different type of educational</td>
</tr>
<tr>
<td></td>
<td>systems available to communities, better understand the needs of the</td>
</tr>
<tr>
<td></td>
<td>educational system, and (as ambassadors and educated citizens of the United</td>
</tr>
<tr>
<td></td>
<td>States) have an opportunity to instruct/demonstrate some content to</td>
</tr>
<tr>
<td></td>
<td>students in a particular school.</td>
</tr>
<tr>
<td>Women’s Classes</td>
<td>This session is restricted to female participants only because of cultural</td>
</tr>
<tr>
<td></td>
<td>considerations. Participants will lead a women’s class that will focus on</td>
</tr>
<tr>
<td></td>
<td>specific women’s health issues.</td>
</tr>
<tr>
<td>Health Classes</td>
<td>Participants will lead a health class/workshop that will focus on general</td>
</tr>
<tr>
<td></td>
<td>health issues of the community.</td>
</tr>
</tbody>
</table>

Source: University of Louisville\(^{165}\)

The University of Louisville selects student participants through an application process determined by the Program Advisory Board. Application information generally includes demographic details, curricular and extra-curricular qualifications, and a personal essay. Although specific requirements vary by course and discipline, general criteria for student selection include:166

- Commitment to an international service learning program experience;
- Ability to work well in groups;
- Willingness to learn about other countries and people;
- A willingness to work diligently in all interdisciplinary project endeavors and to take a course in one of the disciplines;
- Appropriate student standing, GPA, and credit hours earned;
- Demonstrated adherence to the Student Code of Conduct; and
- Campus involvement.

ISLP courses have academic, civic, and personal goals for student outcomes. The program describes its five learning objectives as:167

- The integration of academic course content with practical experience in a structured manner will increase students’ critical thinking, problem solving, and communication skills
- Through realistic self-appraisal and reflection, students will demonstrate personal growth through clarification of values and enhanced self-esteem
- Students will develop an increased sense of social responsibility and appreciation for diversity through an understanding of the social, political, religious, and cultural constructs of the host community
- Students will learn how their intended career choices may be viewed or practices in different cultural contexts
- Students will learn the importance of teamwork, balance, and relationships to achieving satisfying and productive lifestyles

166 Ibid.
167 Ibid.
According to one faculty participant, participating in an ISLP course prepares students to become active global citizens in both their own home communities and the world at large. Professor Tom Clark elaborates further:

... it is the multi-disciplinary approach to training that sets the stage for personal and social responsibility as future citizens... this program prepares our students to participate in their communities and the world at large by not only bringing to the table their own unique "specialist" skills, but an experientially-based education that can be used for the edification of their fellow citizens.¹⁶⁸

ISLP evaluates its service-learning programs following each course. The impact of these programs on students and the host community is assessed through surveys, focus groups, and other feedback mechanisms (see Figure 4.7). While the criteria for individual student evaluation for an academic grade are left to the discretion of the course faculty, ISLP suggests that academic assessment be conducted through the following activities as appropriate to the course:¹⁶⁹

- Presentations at training seminars for members of the host country;
- Effectiveness to work with members of the host country in addressing relevant issues;
- Completion of reports and portfolios for submission to the program faculty;
- Completion of daily reflections on experience in the program; and/or
- Student presentations following the service-learning experience.

![Figure 4.7: Evaluation Criteria for International Service-Learning Courses](image)

Source: University of Louisville¹⁷⁰

¹⁶⁸ Crosby, P. “Making a World of Difference: Faculty Involvement in International Service—The University of Louisville International Service Learning Program.” Character Clearinghouse. https://characterclearinghouse.fsu.edu/index.php/resources/leadership-profiles/783-louisville-


¹⁷⁰ Ibid.
**SCALING SERVICE LEARNING**

Since 1996, ISLP at the University of Louisville has grown from three faculty members participating in a standalone, one-community project to over 23 faculty member participants across 13 academic departments. According to an article examining the growth of the interdisciplinary international service-learning program, administrative support was crucial to the scaling of the program. Under the leadership of one crucial administrator — Dr. Thomas R. Jackson, the Vice President for Student Affairs — participants created a vision of ISLP as a prominent campus program, offering quality ISLP opportunities across multiple countries.

ISLP is overseen by the Division of Student Affairs under the leadership of the Vice President for Student Affairs. The program has a designated staff, including logistical coordinators for each host country two program coordinators, one graduate assistant, and a number of active faculty participants. The Vice President for Student Affairs is advised by the Program Advisory Group (PAG), a group of faculty members who are appointed by the ISLP administration on an annual basis. The PAG provides guidance on program content, interdisciplinary instruction, application procedures, student selection, and travel logistics.

Faculty members have the opportunity to take on a number of roles in an ISLP course. Program Faculty are directly involved in the service-learning program for a particular discipline and are responsible for curriculum development, traveling to the program site, overseeing student activities, handling travel logistics, and fully participating in the program functions and activities. Faculty members also have the opportunity to become “Faculty Scholars,” who participate in service-learning trips in order to develop skills in international program management or conduct research related to the project.

**FUNDING**

The University of Louisville funds the administrative and program faculty expenses for travel within the general budget. Program costs, set separately for each course and location based upon an annual budget, are the responsibility of the student, and are typically much higher than an average three-credit course. Costs for the 2013-2014 academic year range from $2,495 to $3,495 based upon program location. In addition to the cost of the program, students are generally advised to bring $200 to cover expenses during travel. ISLP does offer scholarships to assist students in program participation through the Janice Covington Memorial Scholarship Fund. Funds are allocated to students through the financial aid office based upon need and the availability of funds.

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172 Ibid.
174 Ibid.
175 “Travel Information.” University of Louisville. http://louisville.edu/islp/program-information/program-information/travel.html
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