

# Transformational Learning Opportunities at UNF

## Service-Learning TLO Team Report

### Service-Learning

Service-Learning is an experiential teaching method that combines community service with course instruction using critical, reflective thinking to enhance academic rigor and learning outcomes.

Service-Learning focuses on giving students credit for learning that is demonstrated through reflection on service, not credit for service hours performed. Service-Learning initiatives at UNF engage students in a reciprocal relationship with the community. In this relationship organized service addresses community identified or recognized needs while each student develops his or her academic skills as well as his or her interest in and sense of responsibility towards the community.

The “S” and the “L” are capitalized to recognize their shared and equal weight while the hyphen signifies that serving and learning are connected and reciprocal.

### Service-Learning Examples

At the University of North Florida:

- Honors students learn about community issues such as domestic violence by volunteering at Hubbard House for a **minimum of 3 hours a week for the semester in addition to 22 hours** of state mandated training to obtain confidentiality status. The students **learn theories about domestic violence and battering behavior** in the classroom. Students are taught to be advocate in training and get to **reflect on and explore the similarities and differences between the theories and stereotypes** about domestic violence from an **academic and real world perspective**.
- Students **develop a 4<sup>th</sup> grade medial literacy curriculum** consistent with Florida Sunshine State standards and **teach 10 lessons, once per week**. The students learn about the media illiteracy in the classroom and apply this knowledge by creating a curriculum to intervene. They learn classroom teaching by **collaborating with the school teachers**. Student **reflection has led** to a new understanding of the negative effects of unfiltered media consumption by children and adults and the **relationship between media consumption and reading comprehension** and focus.
- **Nursing students teach third graders** about nutrition and the importance of physical activity over 12 lessons to meet a **community identified need** of rising obesity among elementary school children. Nursing students learn health promotion **theory in the classroom and apply it** through teaching. They learn classroom management techniques from the school teachers while the school teachers, **reciprocally**, learn about health. **Student reflection has led to new understanding** of the multi-factorial interventions that are needed to prevent obesity as they assess the social, cultural, environmental, economic, and political determinants of health in **coursework**. Nursing students also appreciate the importance of **health promotion as a professional responsibility** through feedback from the children who enthusiastically share examples of “healthy eating” and recall of what they have been taught.

Any course, in any discipline or field, in the major, or as part of general education can incorporate a Service-Learning component.

## **Transformational Learning Opportunities at UNF Service-Learning TLO Team Report**

### **Criteria for Service-Learning Course Designation**

Courses would be designated as Service-Learning (S-L) if they met all of the following criteria:

1. addresses a community identified and/or recognized need (campus, local, regional, global)
2. meets one or more course objectives/ learning outcomes
3. demonstrates a clear connection between the service activity and the course content
4. involves reciprocity between course and community that results in students' increased civic awareness and engagement
5. involves structured/guided student reflection
6. involves collaboration with an agency representative
7. involves a minimum of 15 hours of student service to the community agency
8. partners with a non-profit organization or governmental agency / approved agencies
9. the S-L experience is required for all students in the course

These criteria have been borrowed from the University of Central Florida which has written procedures and forms for course submission and approval that were developed over a four year period.

A **Service-Learning Course Evaluation Committee** would need to be formed and have responsibility for reviewing courses and assigning S-L designation. This committee would develop detailed explanation for each of these criteria. For example, "an approved agency" could be determined on a case by case basis, in addition to having an approved agency list.

The S-L Course Evaluation Committee would forward their approval through the established APC process such as currently occurs for the Cultural Diversity/Foreign Culture or General Education Committee.

# Transformational Learning Opportunities at UNF Service-Learning TLO Team Report

## Strategies to Increase Student Participation in Service-Learning Courses

### *Ask Students*

- Conduct focus groups and ask students who have participated in Service-Learning what they perceive to be the benefits and how to market to other students.
- Involve students in program development. Include them as members of the Service-Learning development team.

### *Publicize*

- S-L courses should be identifiable in the UNF course catalog *SL*
- Freshmen and transfer students should be oriented to SL/TLO's
- Provide media exposure through campus publications and communication channels about student Service-Learning as it happens
- Market to parents of incoming freshmen / in promotional materials

### *Recognize*

- Add a co-curricular transcript, addition to official transcript, that lists TLO/S-L hours

### *Require*

- Have a Gen Ed requirement that every student takes a S-L course prior to junior year  
Honors Program, Culture Diversity & Foreign Culture already do this
- Each department to offer one Service-Learning course in each major, although, ideally, a voluntary grassroots movement is more in keeping with the character of higher education

### *Engage Admissions & Advising Staffs*

- Provide educational sessions and discussions about S-L to front line staff responsible for marketing UNF to prospective and current students

# Transformational Learning Opportunities at UNF Service-Learning TLO Team Report

## Increase Faculty Participation in Service-Learning Courses

### *Create a Culture of Service-Learning*

#### *Invest, Recruit, & Develop Faculty*

- Conduct a campus-wide survey and see who is doing what.
- Identify Key Faculty, the early adopters, who have respect of peers to become ambassadors.
- Incorporate orientation to S-L in new faculty orientation program.
- Offer a menu of faculty development courses such as: Service-Learning 101, Partnering with Communities, Reflection, Assessment, Curriculum development, and others in consultation with the Florida Campus Compact's Consulting Corp Program and UNF faculty experienced in Service-Learning.
- Publicize Service-Learning projects in *Inside UNF* and clearly identify benefits.
- Conduct monthly small group "Lunch 'n Share" in Faculty Commons.
- Provide individual consultation or mentoring on transitioning a course to S-L

#### *Recognize and Reward Faculty*

- Ask UNF faculty what incentives are most important to them
- Provide release time for course development \*
- Help faculty identify and connect with community agencies \*
- Supplement summer income \*
- Provide graduate assistant \*
- Summer Service-Learning Grants category that requires community participation
- S-L cash Award through Faculty Association
- Reimburse for participation in National Service-Learning Conferences
- Press Releases and media dissemination
- Incorporate S-L review criteria in the Promotion & Tenure process

#### *Gain National Recognition as a Community-Engaged Campus*

- Receive elective classification as an institution involved in Community Engagement through the Carnegie Foundation for the Advancement of Teaching.

Many of these ideas have been implemented in other Universities. Guidelines and criteria exist and can be adapted for our use.

\* rated most effective incentives for S-L implementation by study of 800 faculty (Stacey, & Foreman, 1999).

# Transformational Learning Opportunities at UNF Service-Learning TLO Team Report

## Recommendations for Infrastructure Support

### 1. Establish an Office of TLO in Academic Affairs

The highest level of legitimacy of S-L/TLO at UNF would consider that this office:

- Be funded
- Have a well-defined mission statement
- Oversee all TLO's across campus
- Produce annual reports including outcomes and evaluation
- Be directed by a high-level university official

### 2. Create an Office of Community Partnerships

Community partnership development and sustainability is key to S-L or any TLO that relies on relationships with community agencies to offer student learning experiences. To become a community-engaged campus we must organize and coordinate our work within campus and with the community.

- Create an accessible, single, point of entry for community agencies to access the campus
- Develop a web-based, searchable, registry of current community-campus partnerships identifying agencies and faculty
- Assist faculty to develop and identify new partnerships – a time-consuming activity
- Establish an advisory board with representatives from community, faculty, and students.
- Sponsor conferences to build capacity for partnership work for community and campus
- Organize technical assistance to community-based organizations
- Generate a Newsletter that is shared with community and campus
- Coordinate / integrate the current Student Volunteer Center with the Academic Office for Community Partnerships to provide a unified face to the community
- Capitalize on President Delaney's membership in Florida Campus Compact, a benefit of which is access to a web data base that connects students and faculty to service opportunities, connects communities to campuses, and generates reports of activities.

### 3. Designate a Director for Community Services (or Service-Learning)

UNF is the **only public institution in Florida** that **does not have a Community Services Director**, per Florida Campus Compact. Most institutions have a center for S-L activities. The Midwest Collaboration of Campus Compacts (2001) provides examples of the role of a CSD director:

- Expert support: provide training and technical assistance to faculty
- Clearinghouse for the community: serve as the front door to community members, providing an entry point to the University's resources. CSDs can write grants to fund specific projects that address local community needs (reciprocity), coordinate joint projects, and serve as a clearinghouse for community requests.
- Coordination of multiple projects or projects that cross multiple disciplines/departments/colleges.
- Student Support: assures that student-initiated projects succeed
- Bridge between campus units: bridge academic and student affairs via theme based- projects.

Florida Campus Compact has a FASS Americorp VISTA initiative which **can place a full-time staff person on our campus** to implement / expand S-L programs as a first step.

# Transformational Learning Opportunities at UNF Service-Learning TLO Team Report

## Next Steps

This report is just a beginning and has identified more questions that will need to be answered before Service-Learning becomes institutionalized at the University of North Florida.

Many programs throughout the state of Florida and the nation have spent years developing an infrastructure to support Service-Learning. We are fortunate, in that we can learn and incorporate their models and strategies.

In our consultation visit with Dee Dee Rasmussen of Florida Campus Compact on Feb. 15, it was suggested that UNF proceed in developing Service-Learning capacity across campus. We would:

1. **Establish a Faculty-Student Study Committee** to continue the work of this group.
2. **Conduct a Self-Assessment**  
using a rubric (tool) that has been piloted on eight campuses (Furco, 2002) and contains **five dimensions**, each with a set of components related to Service-Learning. Dimensions are: Philosophy & mission, Faculty support/involvement, Student support/involvement, Community participation and partnerships, Institutional support.  
For each component, development progresses from Stage 1: Critical mass building to Stage 2 Quality building to finally Stage 3 Sustained institutionalization. Faculty, students, community partners could be enlisted to complete this assessment and responses can be tallied. This provides direction as to where we might need to start in the development of our S-L program.
3. **Assess current level of Service-Learning on Campus**  
We recommend that we begin tracking S-L courses that already exist and identify expert faculty. An assessment tool / survey would need to be developed. This could be web-based.
4. **Study the CAS Service-Learning Standards and Guide and use as a benchmark for development.**
5. **Seek consultation from state experts**, such as Linda Hargeaves at UCF, Dee Dee Rasmussen at Florida Campus Compact, and Josh Young and Miami Dade College.

## Respectfully submitted by

Heather Burk (Honors) & Chair, Service-Learning TLO  
Barbara Kruger (Nursing)  
John Martin (Building Construction)  
Al Sander (Curriculum & Instruction)  
Nancy Winterbauer (Sociology & Anthropology)

## Meeting Dates:

February 3, 2006,	10-12
February 15, 2006,	10-12
February 17, 2006,	10-12
March 1, 2006,	2:30-4:00

# Transformational Learning Opportunities at UNF

## Service-Learning TLO Team Report

### References

- Campbell, J. (2002). *The bridging role of the community service director on the engaged campus*. Midwest Collaboration of the Illinois, Indiana, Michigan, and Ohio Campus Compacts. Retrieved March, 2006 from <http://www.micampuscompact.org/csd.asp>.
- Carnegie Foundation for the Advancement of Teaching. (2006). *Community engagement elective classification*. Retrieved March, 2006 from <http://www.carnegiefoundation.org/general/sub.asp?key=785&subkey=1061&topkey=785>
- Council for the Advancement of Standards in Higher Education. (2005, April). *Self assessment guide, Service-learning programs: CAS Standards and Guidelines*. Washington DC
- Eyler, J. S., Giles, D. E., Stenson, C. M., & Gray, C. J. (2001). *At a glance: What we know about the effects of service-learning on college students, faculty, institutions and communities, 1993-2000: Third edition*. Vanderbilt University.
- Florida Campus Compact. (2006). *Consulting corp program*. Retrieved March, 2006 from <http://www.floridacompact.org/programs/consultingcorps.html>
- Florida Office for Collegiate Volunteerism. (1998). How to get credit for your volunteer hours. *Volunteer 101 News Online*, 1(2). Retrieved March 3, 2006 from [http://www.fsu.edu/~voluntee/trends/tfm97002\\_cred.html](http://www.fsu.edu/~voluntee/trends/tfm97002_cred.html).
- Furco, A. (1996). *Service-learning: A balanced approach to experiential education*. Expanding Boundaries: Service and Learning. Washington DC: Corporation for National Services.
- Furco, A. (2002). *Self-assessment rubric for the institutionalization of service-learning in higher education*. Retrieved March 2006 from <http://www.vtcampuscompact.org/downloadable%20documents/Furco%20rubric.pdf>
- Stacey, K. H. & Foreman, C. W. (1999). Faculty incentives: A necessity for integrating service-learning. In David Droge, & Bren Ortega Murphy (Eds.). *Voices of strong democracy: Concepts and models for service-learning in communications studies*. Washington DC: American Association for Higher Education.
- University of California San Francisco (2005, August). *Report of the executive vice chancellor's task force on community partnerships*. Retrieved March, 2006 from [http://www.familymedicine.medschool.ucsf.edu/community\\_service/cprc/index.aspx](http://www.familymedicine.medschool.ucsf.edu/community_service/cprc/index.aspx)
- University of Central Florida. (2004). *Criteria and procedure for service-learning course approval*. Academic Affairs. Retrieved February, 2006 from <http://www.servicelearning.ucf.edu>

# **Transformational Learning Opportunities at UNF Service-Learning TLO Team Report**

## **Appendices by Category**

### **Assessment**

Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education

Survey of Learning Outcomes and Assessment Practices in Higher Education Service-Learning (S-L) Programs

### **Campus/Community Partnerships**

Building Partnerships with College Campuses: Community Perspectives, A Monograph

UCSF Report of the Executive Vice Chancellor's Task Force on Community Partnerships

### **Course Construction**

101 Ideas for Combining Service & Learning

Faculty Guide to Service-Learning: Course Construction

Interdisciplinary Models of Service-Learning in Higher Education

University of Central Florida Criteria and Procedure for Service-Learning Course Approval and Forms

### **Promotion & Tenure**

Community Service Learning Center: Retention, Tenure and Promotion Document

Evaluation Criteria for Tenure, Reappointment & Promotion

Evaluating Service-Learning as a Component of Teaching in the Tenure Process

Faculty Scholarship Incentive Program. University-Faculty Union agreement. Comprehensive Weighting System Program

Policies and Procedures for Evaluation of Faculty for Tenure. Definitions, Documentation, Criteria for Excellence, Evaluators, Faculty Development

# **Transformational Learning Opportunities at UNF Service-Learning TLO Team Report**

## **Reflection**

Facilitating Reflection

Service-Learning Reflection Activities

Service Reflection Toolkit

## **Research**

At A Glance: What We Know About the Effects of Service-Learning on College Students, Faculty, Institutions, and Communities, 1993-2000

How Service Learning Affects Students The Bridging Role of Community Service Director on the Engaged Campus

## **Service-Learning Basics and Standards**

Service-Learning: A Balanced Approach to Experiential Education" By Andrew Furco

Service-Learning Is...

Service-Learning Programs CAS Standards and Guidelines

## **Technology**

Florida Campus Compact Service-Learning Pro Data Tracking System