



Faculty Resource Guide for Service-Learning

**Office of Community Engagement and Service
Miami University**

The Faculty Resource Guide on Service-Learning assists faculty, staff, and graduate students in developing a new course or redesigning an existing course using Service-Learning pedagogy.

Hanna House | Oxford, Ohio 45056 | (513)-529-2961 | servicelearning@muohio.edu

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Introduction

MIAMI AS THE ENGAGED UNIVERSITY

Miami University “empowers its students, faculty, and staff to become engaged citizens who use their knowledge and skills with integrity and compassion to improve the future of our global society.”- Miami University Mission Statement

On March 37, 2009, the United States House voted 321-105, and the United States Senate voted 78-20 to increase National Service Programs. President Obama applauded all those who worked to push this bill through Congress, expressing, “This legislation will help create new opportunities for millions of Americans at all stages of their lives.” He also noted, “[The] work is not finished...-it has just begun. While our government can provide every opportunity imaginable for us to serve our communities, it is up to us to seize those opportunities.” Obama called on all Americans to capitalize on the resources they have to serve their communities, enriching their lives and those of others. As an engaged university, Miami University aligns with this national agenda. Service-Learning is the ideal form of engagement in higher education, as it combines academic goals with the opportunity to practice global citizenship.



This resource guide is designed for faculty, staff, and graduate students interested in Service-Learning. It answers the following questions:

1. What is Service-Learning?
2. Why is it beneficial?
3. What are some examples of Service-Learning courses at Miami University?
4. How can I apply for the SL Designation?
5. What are the steps to designing and implementing a Service-Learning course, or adding Service-Learning to an existing course?
6. What are the challenges of Service-Learning, and how can you overcome them?
7. What resources are available to faculty doing Service-Learning?

This resource guide supplements the Faculty Orientation Video for Service-Learning. To access that video, please visit <http://www.units.muohio.edu/servicelearning/video>.

What is Service-Learning?

DEFINING SERVICE-LEARNING

Service-Learning has many definitions. According to Learn and Serve America, Service-Learning is:

“a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.”

The Corporation for National and Community Service defines Service-Learning as:

“a method under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs, that [are] integrated into the students’ academic curriculum or provide structured time for [reflection, and] that enhance what is taught in school by extending student learning beyond the classroom and into the community.”

Miami University* defines Service-Learning as “an experiential pedagogical practice that uses action and reflection to meet needs and enhance learning through mutually beneficial, reciprocal partnerships.”

There are many more definitions of Service-Learning, and each has common elements: Service-Learning must meet an authentic community need, be mutually beneficial and involve action and reflection.

It is also important to note what is not Service-Learning. Service-Learning is NOT:

- An add on to an existing curriculum
- Logging a set number of community service hours in order to graduate
- Compensatory service assigned as a form of punishment by the courts or school administrators
- One-sided, benefitting only the students or only the community
- Volunteerism, internships, or co-ops

HOW SERVICE-LEARNING DIFFERS FROM VOLUNTEERISM AND INTERNSHIPS

Service-Learning differs from volunteerism in two distinct ways. First, Service-Learning involves a service activity that is integrated with academic curriculum and course content. Second, students engage in structured reflection and apply their learning to their service experiences.

An internship** is a professional development experience. While the agency involved may profit in some way, the focus of the experience is student learning rather than mutual benefit. Additionally, internships typically require more hours than Service-Learning experiences.

**To learn more about Miami University’s position on Service-Learning, please see the White Paper on Service-Learning, available at <http://www.units.muohio.edu/servicelearning/node/19>.*

***See the Additional Service-Learning Resources Section for articles and guidelines that further clarify the differences between Service-Learning and internships.*

Why Service-Learning?

Faculty may want to engage in Service-Learning for a variety of reasons, particularly because it is a pedagogical practice that positively impacts faculty, students, and the community.

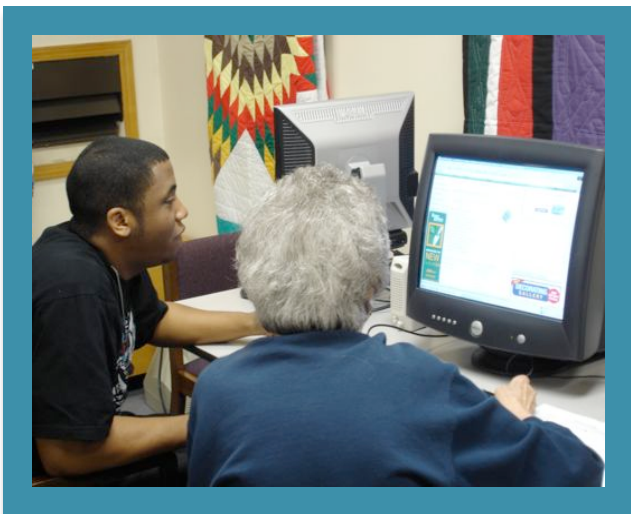
FOR FACULTY, SERVICE-LEARNING:

- Translates theory into practice.
- Encourages faculty to work side-by-side with students, contributing their time, knowledge and talents so that both learn from each other.
- Enlivens their teaching and learning, as well as re-energizes and connects them to other constituencies.
- Brings their academic discipline into focus.
- Stimulates new areas of investigative research resulting in new forms of scholarship.



FOR STUDENTS, SERVICE-LEARNING:

- Enriches student learning by moving them from the margin of the classroom experience to the center. It “brings books to life and life to books.”
- Demonstrates the relevance and importance of academic work in their real life experiences.
- Broadens perspectives and enhances critical thinking skills.
- Links critical thinking to real-life situations.
- Encourages self-directed learning.
- Improves inter-personal and human relations skills, which are increasingly viewed as the most important skills in achieving success in professional and personal spheres.
- Provides guidance and experience for future career choice.
- Enhances self-esteem by allowing them to make a difference through their active and meaningful contributions to their communities.



FOR THE COMMUNITY, SERVICE-LEARNING:

- Provides substantial human resources to meet its educational, human, safety and environmental needs.
- Results in a renewed sense of community and encourages participative democracy.
- Provides the opportunity to participate in an educational partnership.
- Expands the breadth and depth of their daily initiatives.

An additional benefit for both faculty and students is the SL Course Designation. The next section will explain the advantages of the SL Designation and the simple process for applying.

The SL Designation

According to a University Senate resolution passed on February 29, 2009, Department Chairs and Deans will acknowledge the SL Designation as a value added when reviewing credentials for promotion, tenure, and annual reviews. The SL Designation will appear on student transcripts and on faculty annual reports for approved courses.

Please note that if your course does not meet the criteria for the SL Designation, the Office of Community Engagement and Service will work with you to reach that goal.

THE SL DESIGNATION CRITERIA

Applying for the SL Designation is a simple process - faculty only need to send their syllabus (and any Memorandum of Understandings and Service Plans*) to the Office of Community Engagement and Service at servicelearning@muohio.edu. Faculty can also submit their syllabus online using a simple form at <http://www.units.muohio.edu/servicelearning/node/177>.

To receive the SL designation, the course must meet the following broad criteria:

- 1. The course has a formal, academic curriculum that is rooted in the discipline in which the course is offered;**
- 2. The course provides structured opportunities, in and out of class, for students to connect their service activities to the course curriculum;**
- 3. The course contains an academically relevant and well organized community based learning project, developed in authentic partnership with community leadership, through which students directly serve a constituency;**
- 4. Assessment is defined in course grading and learning objectives;**
- 5. Community-based learning is incorporated into the course's learning objectives.**
- 6. Faculty seeking the SL Designation for a course will submit the syllabus and Memorandum of Understanding and Service Plan to the Office of Community Engagement and Service.***

As these criteria indicate, Service-Learning must be embedded for the course to receive the SL Designation. Embedded Service-Learning essentially means that every student in the class participates. The Service-Learning experience and the accompanying reflection activities are an assignment that is assessed like any other assignment.

**For more information on MOUs and Service Plans, see the Service-Learning Step by Step section and the Additional Resources section.*

PLUS ONE OPTION

Faculty who choose not to embed Service-Learning into the course for all students may choose the option of a 'plus one' credit for students who wish to participate in Service-Learning related to the course content.

Please note that Service-Learning experiences using the Plus One Option must still meet the criteria of Service-Learning, and be approved by the Registrar and the Office of Community Engagement and Service.

Choosing to use the plus one option has both pros and cons. While students can self select into the Service-Learning experience, it can be difficult to manage a class in which students

are not completing uniform assignments. It can also be hard to ensure that the students who elected to participate in Service-Learning have enough opportunities for discussion and reflection. Some faculty address this issue by having a separate meeting time for those students.

If the Plus One Option is selected, the faculty member should submit the 'plus one' form and other requirements, following the same criteria, to receive the SL Designation.

Per Miami University policy, "Students may gain extra credit hour in any Foundation course, Thematic Sequence course, or Capstone for academic work and/or Service-Learning activities directly connected to the content and objectives of these courses. Students are responsible for initiating the extra-hour proposals. Instructors will determine whether the proposed work represents an extra credit hour and if their teaching schedules and related professional activities will permit them to sponsor and monitor these projects."

"An instructor should write a Memorandum of Understanding- preferably with the student- outlining expectations that must be fulfilled either by the end of the current semester of the semester immediately succeeding for the extra hour to be awarded. The academic department approves this memo before the project begins. Two grades are assigned: one for the primary course and one for the extended study and/or Service-Learning project. Credit/ no-credit may be used for extended study and/or Service-Learning projects in Foundation courses and Thematic Sequence courses; credit/no-credit cannot be used in required Capstones in the student's department of major."

Forms and more information on the Plus One Option can be found at <http://www.units.muohio.edu/servicelearning/node/289>.

The criteria for the SL Designation were intentionally kept broad to incorporate a wide variety of activities within the community, in every discipline. The next section will explore diverse examples of Service-Learning courses at Miami University.



Service-Learning in Action

EXAMPLES OF SERVICE-LEARNING AT MIAMI

When people think of Service-Learning, they typically envision students performing direct service in the community at non-profit agencies. While many Service-Learning courses do function in this way, there are many other indirect service or capacity building opportunities in the community. Additionally, working with for-profits, local residents or on Miami's campus are also possibilities. The experience or course must address a community issue or meet a community need. Let's explore some examples of Service-Learning courses at Miami to demonstrate the breadth and diversity of activities.

In **SPN (Spanish) 312**, Introduction to Spanish Linguistics, students served in the Talawanda School district, tutoring English Language Learners. This interaction allowed the Miami students to improve the children's English and in turn, the English Language Learners assisted the Miami students with their Spanish.

In **EDL (Educational Leadership) 204**, Sociocultural Studies in Education, students served at a number of agencies in Hamilton, and Middletown, and Cincinnati. In order to fully understand the experiences of students in urban and low-income schools, it is essential to also understand the social issues in the broader community. As a result, students were directly involved in a variety of agencies, such as food banks, neighborhood resource centers, and community coalitions in order to gain a deeper understanding of these communities.

In **ARC (Architecture) 427/527**, The American City Since 1940, students learned about the economic, political, and spatial changes to the city while serving in community agencies in Over the Rhine. The course is team-taught by a Miami faculty member and a long-time community member of Over the Rhine.



In **CSE (Computer Science and Systems) 459**, Senior Design Project, students programmed smart pens to assist the Miami Tribe with their language restoration project.

In **ESP (Entrepreneurship) 464**, Social Entrepreneurship, students examined the rewards, requirements, and challenges associated with building and growing enterprises that are both self-sustaining and focused on a social mission. Students applied this knowledge through self-initiated or client based Service-Learning projects.

In **COM (Communication) 459**, students developed publicity campaigns for on campus entities, including the Office of Community Engagement and Service, as well as off-campus organizations, such as the Oxford Community Choice Pantry.

In **NSG (Nursing) 205**, Promotion of Health Across the Lifespan, students serve at the Chosen Homeless Shelter at Serve City (an outreach of

Mercy St. Raphael) in Hamilton. The students greet and perform health assessments of homeless clients, preparing to be seen by the provider, a Miami University Faculty Nurse Practitioner.

In **DST (Disability Studies) 272**, Introduction to Disability Studies, students worked with the Sign Shop on campus to post accessible signs on every university building door, indicating the direction of the accessible entrance. Students also assisted with the activist event, Upham Action, which raises awareness about the lack of accessible entrances on Miami's campus.

In **WMS (Women's Studies) 410N/510N**, Identity Politics and Food, students learned about issues related to food and aspects of identity such as gender, class, and race. Students served in local community agencies related to food access and sustainability, such as the Oxford Community Choice Pantry, the MOON Co-Op and Artistry Farm.



In **ENG (English) 313**, Technical Writing, students learned the skills required to write manuals and instructions and then worked with the Family Resource Center to develop a new volunteer manual. The class also partnered with the Hope House and provided them with step-by-step instructions for turning on computers and logging in. The Hope House placed these instructions in their computer lab to assist their residents.



In **ART (Art History) 480**, Dress in America, students are learning about the various styles of dress between 1850-1920. They are then visiting the Butler County Historical Society or the Fairfield Historical Society, choosing an artifact, researching it, and providing the information to the Historical Societies to post next to the artifacts.

SERVICE-LEARNING IN EVERY DISCIPLINE

Although not every academic department is represented in this list of examples, there are opportunities for Service-Learning in every discipline. *For more examples of Service-Learning in different disciplines, go to <http://www.units.muohio.edu/servicelearning/node/108>. There is also a link to sample syllabi from numerous disciplines available in the Additional Service-Learning Resources Section.*

As these examples demonstrate, Service-Learning can be extremely diverse and creative, and tailored to specific disciplines and community needs. The next section will explore how to engage in Service-Learning, step by step.

Service-Learning Step By Step

Now that we have explored the variety and breadth of Service-Learning opportunities, let's look at the steps to designing and implementing a Service-Learning course or adding a Service-Learning component to an existing course.

STEP ONE

The first question to consider is, "What is a community need that might exemplify one or more of my course objectives?"

An essential aspect of Service-Learning is meeting an authentic community need, so it is key not to assume you know what an agency needs or what a community needs, or to develop a project without their knowledge.

Important Note: Community "needs" should not be seen as deficiencies, but rather what a community requires to achieve their vision of continuous community improvement. The community should express these needs, and the strengths of the community should also be assessed to maximize resources and provide the most successful Service-Learning experience possible.

Take the time to research and then meet with potential partners (such as community agencies, schools, community or campus groups, non-profit and for-profit businesses, government entities, etc.). Ask the potential partner about their needs, in order to determine if these needs exemplify your course objectives and if there is a way your students can meet this need. This will require explaining your course and sharing your desired learning outcomes and goals with the partner. It is also highly recommended that faculty share their syllabus with a potential partner.

Developing campus-community partnerships* is an important aspect of Service-Learning. Partnerships must follow the guiding principles of mutuality, integrity, equity, preparedness, and inclusion.

Another important point to consider is how many students are enrolled in your course. Smaller seminars may have every student engage in the same experience, but larger courses may need to have multiple opportunities to accommodate a larger number of students, which will require multiple partnerships. There is no limit to the number of students in a Service-Learning course- classes in the past have ranged from 8 - 135 students.

Additionally, you must determine if you would like your students to have a unified Service-Learning experience or do self-directed Service-Learning. Self-directed Service-Learning involves the students choosing a service opportunity that fits with their interests. This is often successful in large classes composed of diverse majors. However, it is important to establish parameters if you choose to do self-directed Service-Learning to ensure all the opportunities relate to the learning objectives and course content. For example, faculty members might pre-select 4 - 5 opportunities that fit with the course and ask the students to choose one based on their interests or schedule.

If you are unsure of community needs, contact the Office of Community Engagement and Service. As a catalyst for mutually beneficial campus and community partnerships, the Office of Community Engagement and Service can let you know what needs have been identified by community agencies and groups in Oxford, Hamilton, Middletown and Cincinnati. We are also able to facilitate on-campus partnerships. If there is an agency that Miami is not currently partnered with, the office staff will facilitate the development of that relationship. There is also a list of community needs that is updated periodically at <http://www.muohio.edu/servicelearning>.

For additional information on partnership development, see the Additional Service-Learning Resources section of this guide.

STEP TWO

Once you have identified an authentic need, you must work collaboratively with the community partner to determine how your students can meet this need.

At this point, you will also need to contact the Office of Community Engagement and Service so that they may provide you with the necessary forms and assist you (if needed) in executing a Memorandum of Understanding (MOU) and Service Plan. For existing partnerships, the Office of Community Engagement and Service may already have an MOU. In these situations, another MOU is not needed but the Service Plan must be updated.

THE IMPORTANCE OF THE MEMORANDUM OF UNDERSTANDING

Risk management is important to consider when developing a Service-Learning course. Although the Office of Community Engagement and Service has never experienced a major liability issue as a result of service or Service-Learning, it is best to be prepared should something happen. The MOU and Service Plan have been reviewed and approved by Miami's General Counsel, and these documents will help to protect you and the university from liability issues. Information on more specific risk management issues (such as student forms and student insurance) is also available in this resource guide on page 14.

For more resources on risk management, refer to the Additional Service-Learning Resources section.

SERVICE PLANS

The Service Plan outlines the expectations of the faculty member, the students, and the community partner. Use the Service Plan provided by the Office of Community Engagement and Service to guide you in determining the answers to the key questions below, working collaboratively with your community partner.

KEY QUESTIONS TO CONSIDER

1. What exactly will the students be doing (i.e., volunteering once a week, gathering data and doing analysis, assisting in the development of a new program, etc)?
2. What will their specific responsibilities be in terms of tasks, communication, attendance, background checks, etc.? (See Step Five for more detailed information on logistics).
3. What is the time frame for the students' Service-Learning experience?
4. What are the days and times of the week that the experience will occur?

Important Note: If the partner has ongoing needs, faculty are encouraged to have students engage with a partner over the majority of the semester (i.e., between 9-15 weeks). It is important to emphasize the long-term engagement rather than the specific hours. This allows students to develop a relationship with the partner over the course of the semester and have a more substantial impact. It also provides more opportunities to develop practical experience and connect course content to real world situations. Lastly, for those doing direct service, it prevents students from flooding community agencies at the beginning of the semester and then leaving as soon as their hours are completed, which tends to be more harmful than helpful to partners. However, please keep in mind that while long-term engagement typically is most effective for the reasons listed above, it is important to consider the needs of your partner first and foremost.

OTHER QUESTIONS TO CONSIDER

1. Who will supervise the students on site?
2. Will there be any training or orientation?
3. Will the community partner come to the class at any point?
4. How will attendance and absences be tracked and handled?

5. What are the desired outcomes (for the faculty member, the students, and the community partner)?
6. How and how often will you communicate with the community partner? How will the partner and the faculty member determine that the work is being accomplished?

STEP THREE

Once these details are worked out, you need to embed the Service-Learning experience into your syllabus.*

Keep in mind that Service-Learning should not be an add-on – it should be integrated into the course as an assignment, with a clear assessment.**

If it is an existing course, this may require some adjustments to the other assignments, or even removing another assignment completely. Faculty often inquire about how much time students should spend on their Service-Learning experience. There is no minimum or maximum number of hours – rather, the experience should reflect the weight of the assignment.

It is often helpful to think of Service-Learning as similar to a research paper or a test- how much time would you expect students to spend outside of class researching, drafting, writing and editing a paper or reading and studying for a test? A similar determination can be made about a Service-Learning experience- how much time is the student expected to spend doing direct or indirect service? How much time do you expect them to spend reflecting and connecting their experiences to course material? This model can help you decide the weight of the Service-Learning assignment in relation to the other assignments in the course.

**If you do not want to embed the Service-Learning in the course syllabus, you may offer it as a plus one option. See the SL Designation Section for more information.*

***For ways to assess Service-Learning and reflection assignments refer to page 13 of this resource guide.*

STEP FOUR

In addition to assessment, you must incorporate reflection into your syllabus. The process of reflection is a key element of successful Service-Learning, as it provides structured opportunities, in and out of class, for students to connect their service activities to the course curriculum.

QUESTIONS TO CONSIDER

1. What will my students learn about the course theory from this work?
2. How will I ask them to connect what they are learning in class to their practical experience?
3. What methods of reflection am I most comfortable with assessing?

Reflection asks students to think critically and reflect on their Service-Learning experiences, using course content as a basis for their analysis and understanding.

According to Eyler, Giles, and Schmiede (1996), reflection in Service-Learning:

- Motivates students to learn;
- Aids in personal development;
- Helps students connect to others;
- Helps develop a commitment to active citizenship;

- Enhances understanding of issues and subject matter;
- Helps students apply knowledge and skills from one setting to another; and
- Helps them reframe the way they think about complex social issues.

In addition to reflection, it is important to consider pre-reflection. Pre-reflection occurs before students begin a Service-Learning experience. The goal of pre-reflection is to prepare students for the Service-Learning experience, mainly by helping them develop a frame of reference through which they will observe their interactions. They can also consider their current knowledge or experiences, as these may change after the Service-Learning experience. Methods for practicing pre-reflection and reflection are explored in the next section.

METHODS FOR REFLECTION

When choosing a method for reflection (or pre-reflection), Service-Learning practitioners should consider multiple factors, including the learning objectives of the course, the learning styles of the students, and the workload of the course.

Examples of Reflection Include:

- Providing guided discussion about the students' service experiences in small or large groups
- Hosting a speaker, such as one of your community partners or a community member
- Journaling
- Reflection papers
- Reflection presentations
- Multimedia reflections (Photo/Video Essays)
- Case studies
- Role Playing
- Portfolios
- Interviews

KEY ASPECTS OF REFLECTION

Whatever method(s) you choose for reflection, be sure to consider the "4 C's." According to *The Practitioner's Guide to Reflection in Service-Learning*, by Janet Eyler, Dwight E. Giles Jr., and Angela Schmiede, there are four important characteristics of high quality reflection: continuous, connected, challenging, and contextualized.

CONTINUOUS: Reflection activities are implemented continuously throughout the course. Multiple opportunities for reflection before, during, and after community experiences prepare students to engage effectively in community work and invite them to explore the questions, challenge, and insights that arise over time.

CONNECTED: Reflection activities are connected to course goals and objectives. Reflection is deliberately integrative, designed to meet desired outcomes such as deep understanding and application of course material and development of particular skills (e.g., communication, teamwork, problem-solving) or attitudes and dispositions (e.g., sense of efficacy, ongoing commitment to civic engagement).

CHALLENGING: Reflection activities are challenging, requiring students to think critically. Effective reflection creates a safe space without being so comfortable that assumptions or opinions go unexamined; it is essential to foster open inquiry, encouraging students to express and consider multiple perspectives in an environment, and stressing the values of civil discourse, reasoned analysis, and reflective judgment.

CONTEXTUALIZED: Reflection activities are contextualized. Meaningful reflection addresses the course content and immediate community experience in ways appropriate to the larger curricular and community contexts, as well as students' knowledge, learning styles, and backgrounds.

For sample reflection models and questions, as well as sample syllabi from Miami faculty, visit <http://www.units.muohio.edu/servicelearning/node/18>.

ASSESSING SERVICE-LEARNING AND REFLECTION

Assessing students in Service-Learning courses can seem difficult, due to the subjective nature of the work. However, there are many strategies for assessing Service-Learning and reflection. Please note that the following assessment models are not used in isolation - rather multiple models are often used.

1. **Grading for Completion:** In this model, students are given a grade based on their completion of the service experience and reflection assignments. For example, students in a Service-Learning course that incorporates direct service might be assessed based on their attendance at their service site, or their completion of weekly journals. For students in a course that incorporates indirect service, students can be assessed based on their finishing point in the assigned project.
2. **Student Self-Evaluations:** For this strategy, students are asked to complete a self-evaluation. Faculty can design this evaluation and tailor it to their specific goals or desired learning outcomes. Students may describe what they learned, outline what they accomplished, consider the quality of their reflections, evaluate their professionalism or ability to work collaboratively, etc. An additional option for this model is for the evaluation form to ask students to give themselves a hypothetical grade and provide justification for that grade. Faculty members may then meet with students to discuss this grade and provide additional feedback.
3. **Community Partner Evaluations:** In this model, community partners are asked to evaluate each student's performance at their service site. Work collaboratively with the community partner to design a feedback form that incorporates their desired outcomes for the Service-Learning experience. (Keep in mind that their desired outcomes may differ from your goals, as agencies' primary missions are not to educate students.) The feedback form may examine a variety of factors, such as attendance, attitude, professionalism, acceptance of diversity, project outcomes, etc. Please note that the community partner must agree to this task before the Service-Learning experience begins, as it is time consuming and not all partners will be able to fulfill this requirement.
4. **Rubrics:** When using this strategy, faculty design a rubric based on their expectations for a particular reflection assignment, whether it be journal entries, photo or video essays, or final papers. This model is ideal because it outlines what is expected of the students, and allows faculty to personalize their assessment based on their expected outcomes. For example, a rubric may consider how well a student integrated course content into their reflections or how a student demonstrated increased knowledge of the community.

Sample rubrics are provided in the Additional Service-Learning Resources section and at <http://www.units.muohio.edu/servicelearning/node/21>.

STEP FIVE

The final step is finalizing logistics. Many of your logistics may already have been determined during the development of your Service Plan. However, it is important to re-consider the following logistical aspects of Service-Learning to ensure everything goes smoothly. The specific logistics of each experience will vary, depending on whether students perform direct or indirect service. In this resource guide, suggestions are provided in to assist faculty in establishing an attendance policy and tracking process, organizing transportation, funding background checks, providing orientations, addressing risk management and more.

If faculty members are interested in coordinating their Service-Learning experience through the Office of Community Engagement and Service, the Office of Community Engagement and Service will take responsibility for all of the logistics mentioned in this section, in addition to providing other services and benefits. **It should be noted that partial or complete coordination through the Office of Community Engagement and Service will result in a \$50 course fee.** For more information, see Appendix A on page 27 of this Resource Guide.

ATTENDANCE AND ABSENCES

Attendance is an important issue to consider- if the Service-Learning experience is ongoing, students must consistently serve at their partner site in order for them to achieve the desired learning objectives and to benefit the community. Attendance may be tracked in a multitude of ways. Methods that we have found to be effective include:

- Have each individual student utilize a Tracking Form that their site supervisor signs. (A sample form is available at <http://www.units.muohio.edu/servicelearning/node/291>.)
- Provide the community partner with a binder that has spreadsheets with student names. Students may sign in and/or out using this binder. The attendance sheet can either be picked up regularly or faxed.
- Some community partners provide their own sign in sheets or have their own methods for tracking volunteers. You might ask how you can either add your sign in sheet to theirs, or if they are willing to share their tracking documents with you.

Another issue related to attendance is absences. Students should always communicate their absences to their service supervisor. You may also instruct them to inform you, teaching assistants, or other staff involved in the Service-Learning experience about absences. It is typically appropriate to allow students a specific number of excused absences. It is important to communicate the maximum number to students ahead of time, as well as the acceptable reasons for absences. For ongoing direct service, we recommend allowing 1-3 excused absences for the 9-15 week period.



Appropriate reasons to be absent might include illness, family emergencies, interviews, etc. - it is up to each individual faculty member to determine the parameters for absences. It is also important to communicate the inclement weather policy. Many partners may have their own weather policy, but if not, we encourage students to use their best judgment and err on the side of caution. If the university closes, no Service-Learning should be required.

TRANSPORTATION

Transportation is often one of the greatest logistical challenges in Service-Learning, particularly for first year or international students who do not have access to a vehicle. Effective ways of managing transportation include:

- Organize your Service-Learning experience through the Office of Community Engagement and Service. The office has a fleet of vehicles available for students engaging in Service-Learning and volunteer work. (Please note that if you select this option, your students will be charged the SL Fee. See Appendix A on page 27 of this guide for more information.)
- Encourage students to carpool if possible. The Office of Community Engagement and Service has assisted in coordinating carpools for classes as large as 65 students and has resources to help faculty facilitate carpools.
- Use Enterprise vehicles.
 - As of January 1, 2011, Miami University has discontinued Motorpool and has outsourced car and van rental to Enterprise.
 - Under Miami's contract with Enterprise, students can drive sedans if they are 18 or older and have a valid driver's license.
 - In order to drive a van, students must be 19, have a valid driver's license with 3 points or less, and complete a training session. Trainings may be done online or as a group. For more information, contact Dennis Fleetwood at fleetwdl@muohio.edu.
 - Cars rent for approximately \$33 a day or \$660 and vans rent for \$49 a day or \$980 a month. Gas is not included in this price. For full rates, go to: <http://www.units.muohio.edu/businessservices/sites/edu.businessservices/file>

[s/documents/Enterprise%20Vehicle%20Rental%20Program%20Summary%20-%204-%2015-2010_0.pdf](https://www.units.muohio.edu/businessservices/enterprise-rent-car)

- More information can be found at <http://www.units.muohio.edu/businessservices/enterprise-rent-car>.
- Consider the Miami Metro bus stops- some agencies are within walking distance of a metro stop.
- Consider doing a Service-Learning experience on campus! Miami University is also a community with needs.
- Consider a project that involves Service-Learning at a distance. For instance, tasks such as developing materials, doing translations, designing campaigns, etc. do not require students to be at the site on a regular basis.

RISK MANAGEMENT

Risk Management is an important issue to consider when planning a Service-Learning course. While accidents are rare, they do happen, and so it is important to protect yourself and the university from any liability. As previously mentioned, this can be accomplished by ensuring that you execute a Memorandum of Understanding with your partner(s). Another important step is having every student sign a Risk & Waiver form (also known as a Volunteer Service Agreement). It is also advised that students fill out an Emergency Contact Form. If students are driving, be sure to ensure that each student driving a Miami or Enterprise vehicle goes through the proper steps (see above) and that all students, whether using a Miami vehicle or a personal vehicle, have car insurance. The Risk & Waiver and Emergency Forms are available at <http://www.units.muohio.edu/servicelearning/node/294>.

ORIENTATIONS AND TRAINING



Orientations and/or training sessions with partners typically make students feel more comfortable at a site and more prepared to serve. However, every partner has a different way of handling orientations so it is important to discuss this logistical issue with them. Some partners may require an orientation for any volunteer to serve. Others may decide that they would like to provide an orientation for your students, particularly if they will be working in a specific capacity. Others may claim no orientation is necessary. Regardless of your community partner's policy on orientation, we highly recommend providing your students with a Service-Learning orientation. The orientation should inform students about what Service-Learning is, what they will be doing for their Service-Learning

experience, and also instruct them on other aspects of service, including attendance, dress code, attitude/work ethic, transportation, etc. Staff members in the Office of Community Engagement and Service are able to help you in developing the orientation, and are also available to present and provide a general Service-Learning Handbook for Students. This handbook is for general use and can be used in almost any class setting to orient students to Service-Learning and explain what is expected of them as volunteers and representatives of Miami University. *The handbook can be downloaded from* <http://www.units.muohio.edu/servicelearning/node/286>. If you have any students who will be leading other students or who have a particular interest in Service-Learning, encourage them to take WST103/203: Service-Learning Theory into Practice. To learn more about this course, visit <http://www.units.muohio.edu/servicelearning/node/66>.

BACKGROUND CHECKS

Some agencies require background checks from volunteers, particularly if they are working with vulnerable populations. "Vulnerable populations" is federally defined as, "children 17 years or younger, individuals age 60 years or older, or individuals with disabilities"

(Corporation for National and Community Service). It is important to discuss with your community partner if background checks are required and if so, who will pay for them. Some agencies have money in their budget to pay for volunteer background checks but other agencies may require Miami students to cover the cost. Some potential ways of addressing this aspect of service include:

- Requiring students' background checks are part of their "text" fees.
- Using Adopt A School as the mechanism for your Service-Learning experience, as Adopt A School covers volunteer background checks.
- Working with your partner to work out an arrangement that does not require background checks (i.e., students are never left unsupervised by professional staff; students perform tasks that do not require them to be at the service site, etc.).
- External companies, such as IntelliCorp, can provide background checks for \$10 that many local agencies will accept. More information is available at: http://www.intellicorp.net/marketing/Solutions_VolunteerPortal.aspx. The Office of Community Engagement and Service has an IntelliCorp portal that students may use.

SUPERVISION

It is important to determine who will supervise students on site, including their day to day tasks and long-term performance. Typically, a community agency staff member supervises Service-Learning students. Other options for supervisors include Service Guides through the Office of Community Engagement and Service and advanced undergraduate or graduate students who are interested in taking on that role, deepening their level of academic and community engagement. This decision should be made in collaboration with your community partner.

COMMUNICATION

Communication is essential in successful Service-Learning experiences. This work is based on relationship building, and communication allows for faculty and students to truly engage with community. When meeting with your partner, ask them about their preferred method of communication and if they are available by e-mail, phone, etc. In turn, share your contact information with them and encourage them to let you know if they have any questions or if any issues arise (i.e. reporting absences, providing updates on projects, etc.). Lastly, be sure to communicate with your partner regularly. Check in and see how the Service-Learning experience is going and if there are any concerns you might need to address. Both community partners and faculty members are busy, so talking over phone and e-mail is acceptable and convenient. Further meetings are strongly encouraged, particularly at the end of the semester, to discuss what worked with the Service-Learning experience and what needs to be improved for next semester.

EVALUATION

Evaluation is another important aspect of Service-Learning that is related to communication. It is important to give the students, the community partner, and the faculty member the opportunity to evaluate the other constituents and provide feedback. This method of evaluation, called the 360 Model, is only one method of evaluation, but it is the most complete method, as many other types only examine the students' experiences or the community partners' experiences. Further information on the 360 Model, created by Miami University's Office of Community Engagement and Service, can be found at <http://www.muohio.edu/servicelearning>. The Office of Community Engagement and Service has also provided surveys to Service-Learning courses that ask students to evaluate the experience and consider how they have developed academically, personally, and civically. (View the results of these surveys at <http://www.units.muohio.edu/servicelearning/node/296>.)

Evaluation is also an excellent opportunity to engage in scholarship. *Refer to the Service-Learning and Scholarship section for more information.*

As you go through the step-by-step process to implement a Service-Learning experience in a new or existing course, some challenges or questions may arise. The next section explores common obstacles to Service-Learning that faculty face and various potential solutions.

Service-Learning Challenges and Solutions

As a pedagogical practice, Service-Learning has unique challenges. However, there are numerous strategies to address these issues. This section provides potential solutions to the following challenges and critiques of Service-Learning:

1. Service-Learning is too difficult and takes too much time to plan.
2. Service-Learning asks too much of our students.
3. Service-Learning takes too much time away from other course activities.
4. Service-Learning offers no academic reward for faculty.
5. Service-Learning requires all students to engage in the Service-Learning experience and I don't feel comfortable with this requirement.



Challenge: Service-Learning is Too Difficult and Takes Too Much Time to Plan

Faculty may worry that Service-Learning will be too time-consuming to successfully plan for and implement. Service-Learning does take a great deal of careful planning, relationship building, and problem solving, and proper implementation comes with its own set of demands.

Adding to the challenge, Service-Learning represents an entirely new pedagogy for many faculty, and a shift in teaching philosophy. Faculty may question the need to redesign a class that is already working well, or feel hesitant to add on an additional time commitment.

Solution 1

The Office of Community Engagement and Service is ready to help you incorporate Service-Learning into your courses. Our Faculty Scholar for Service-Learning, Assistant Director, and Service-Learning AmeriCorps*VISTA can help you develop the course and Service-Learning experience or project as well as locate suitable community partners and facilitate the partnership process. The Office of Community Engagement and Service aims to support faculty as needed – whether that be assisting in the direct coordination of your course, or simply sharing ideas and resources.

Solution 2

In addition, faculty may apply for a one-course release time either before or during a Service-Learning course. There are different advantages to when you apply for the course release – before the course allows additional time to plan while during the course assists with initial logistical implementation. Applications are made through the faculty's departmental channels. Please note that the course release is not a guarantee, as applicants must be approved by their department.

Solution 3

Faculty may work with advanced undergraduate students or graduate students on developing or enhancing Service-Learning classes. Students may be involved in syllabus redesign, training students, working with community partners, leading reflections in class, and even supervising students on-site. They can also serve as a resource for students throughout their Service-Learning experience. Collaborating with advanced undergraduate

or graduate students will help create better learning and serving opportunities for other students. The issue of times is often a barrier, and is particularly relevant for students in introductory courses, who typically require more training and supervision than advanced students. Involving advanced undergraduate or graduate students is an excellent way to lessen this workload, empower students as scholars, and improve the educational and personal outcomes for students in Service-Learning courses. Students in WST 103/203 specifically learn how to support faculty engaging in Service-Learning. If you are interested in receiving the support of one of these students, please contact the Office of Community Engagement and Service.

Challenge: Service-Learning Asks Too Much of Our Students

Students have busy lives (just like faculty do) and many students at Miami take heavy course loads and are involved in co-curricular activities. Some faculty may worry that Service-Learning is too taxing on students' time or that it is unrealistic to expect students to fit hours of service time into their schedule in addition to completing take-home work.

Solution 1

Like any new assignment being introduced into a course, Service-Learning will require adjustment. Incorporating Service-Learning into a course may require replacing one of your current assignments with the Service-Learning experience, depending on the time involved. For classes in which the Service-Learning component is embedded (or in other words, required of all students), the Service-Learning experience should be considered one of the core assignments of the course and account for a portion of the grade that reflects the time involved. For instance, for a research paper, you may expect students to spend 15-20 hours outside of the classroom preparing, researching, and writing the paper. Likewise, you may expect students completing a Service-Learning assignment to spend 15-20 hours outside of the classroom meeting with a community agency, training, and fulfilling an authentic community need through service. Another possible option is that current assignments can be altered to fit the Service-Learning experience. For instance, a former paper synthesizing concepts from the text may take the form of weekly reflection journals that ask students to integrate their service experiences with the text.

Solution 2

List your course in the course bulletin with the Service-Learning Designation. This lets students know ahead of time that the course includes a Service-Learning component. This designation also appears on students' academic transcripts, informing future academic programs and employers that students have embraced this educational opportunity. Faculty may apply for Service-Learning designation by sending their syllabus to the Office of Community Engagement and Service. *See the SL Designation section on page 5 for details.*

Solution 3

Faculty who choose not to embed Service-Learning into their courses for all students may choose the option of a "plus one" credit for students who wish to participate in Service-Learning related to the course content. *See the Plus One Section on page 5 for more details.*

Challenge: Service-Learning Takes Too Much Time Away from Other Course Activities

One crucial component of Service-Learning is reflection. Reflection requires taking time in the classroom to process the Service-Learning experiences and connect it to the course subject matter. Consequently, it can seem like a Service-Learning project dominates the class, taking time away from other necessary activities. Some faculty already struggle to fit course content into 15 weeks and may be concerned that Service-Learning will be too time consuming.

Solution 1

Any new project requires us to make adjustments to our course syllabus, and Service-Learning isn't any different. Given the benefits of Service-Learning, it's worth the effort.

Effective reflection will enable your students to comprehend the course subject matter better, and make deeper, more complex, and more meaningful connections between the course and their academic majors, their career fields, their community, and their place in the community. The Faculty Scholar on Service-Learning or the Service-Learning AmeriCorps*VISTA can help you develop reflection activities and assessment practices that get the most out of your class time and provide maximum benefit to your students.

Solution 2

Incorporate reflection into existing assignments. For example, if a faculty member required four papers summarizing the course texts, he or she could turn those into reflection papers that ask students to connect their community experiences to the course content. Another great way to incorporate reflection is through in-class discussion, which will enliven your course and your teaching experience.

Challenge: Service-Learning Offers No Academic Reward for Faculty

Service-Learning may open new avenues of research and scholarship for faculty, but is that really worth it, considering the time and effort involved in planning and implementing service-learning? Especially if you're an untenured faculty?

Solution 1

Apply for the Service-Learning Designation for your Service-Learning courses. According to a University Senate resolution, Department Chairs and Deans will acknowledge Service-Learning designation as a value added when receiving credentials for promotion, tenure and annual reviews. The Service-Learning Designation will also appear on faculty annual reports.

Solution 2

Service-Learning provides faculty with additional research and scholarship opportunities. Faculty may research Service-Learning as a pedagogical tool within their field, or explore how it impacts students' learning, students' attitudes, agencies and institutions, and communities.

Challenge: Service-Learning requires all students to engage in the Service-Learning experience and I don't feel comfortable with this requirement.

Solution 1

If you are teaching multiple sections of a course, only have one section engage in Service-Learning. This will not only allow students to choose what section they want to be in, but will also provide a scholarship opportunity using comparisons between the two sections.

Solution 2

There are many different ways to teach and assess students, including lecturing, leading discussion, testing, and assigning readings, research papers, or projects. Think of Service-Learning as another pedagogical tool!

Solution 3

If your Service-Learning experience requires direct service and a student is uncomfortable, there are many other activities they may be able to do for their Service-Learning experience that would not require direct service. Many agencies, schools, and businesses have many needs that students can assist with from a distance, such as making brochures, flyers, or other forms of publicity, developing curriculum, and conducting research. While the Office of Community Engagement and Service has never had to deal with this issue, it is important to consider it, should it arise. However, creative thinking with your community partner and the student can lead to projects that benefit the partner and meet the needs of the student.

Service-Learning and Engaged Scholarship

Service-Learning is not only a wonderful pedagogical practice, it is also an opportunity for engaged scholarship. Engaged Scholarship, conceptualized by Ernest Boyer in 1996, "redefines faculty scholarly work from application of academic expertise to community engaged scholarship that involves the faculty member in a reciprocal partnership with the community, is interdisciplinary, and integrates faculty roles of teaching, research, and service" (NERCHE). Critics of Service-Learning often note that Service-Learning is time-consuming, which may detract from a faculty member's production of scholarship. However, this does not need to be the case. **Service-Learning stimulates new areas of investigative research, resulting in new forms of scholarship. Additionally, an increasing number of journals are publishing engaged scholarship based on Service-Learning.**

According to Learn and Serve America, it is helpful to develop a plan of action when first engaging in Service-Learning research. They recommend considering the following:

- "What are you most passionate about in your SL work? What do you want to know? Your passion and interests should drive your scholarship priorities. For example, is there a burning intellectual question you hope to answer? An observation that has intrigued you that you would like to pursue further? A learning objective for your students that you hope to demonstrate is met through Service-Learning experiences? A community problem you seek to better understand and help to solve?"
- What opportunities for scholarship does your work in SL provide? For example, does your SL course have an evaluation plan that could generate interesting data for a manuscript? Will structured student journals provide opportunities for future content analysis and subsequent publication? Did you design a tool for assessing community partner impact that could be validated and published? Peer-reviewed, evidence-based journal articles are certainly one scholarly product, but also consider editorials and commentaries, descriptive articles, book chapters, "how to" guides, web sites, tools, forms, processes and policies. Start to sketch out possible scholarly projects and products that can derive from your work in SL.
- What professional development might enhance your chances for success? Take an honest appraisal of your strengths and limitations with respect to SL scholarship, and begin addressing both. For example, do you have the methodological skills to carry out the research project you have proposed? If not, you might consider taking a class, conferring with an experienced colleague, or starting with a pilot project to test and refine your skills."

There are a variety of ways to structure scholarship around Service-Learning. Faculty can:

- perform pre-test and post-test evaluations to evaluate student growth, attitudinal changes, professional development, civic development, etc.
- teach two sections of a course have the option of comparing students in a section with Service-Learning to students in a section without Service-Learning. Examples of variables are demonstration of learning objectives, student learning experiences, retention of material, applying content knowledge to real world situations, etc.
- extrapolate qualitative data from students' reflections.
- examine the impact of Service-Learning on constituencies other than students, such as professional peers or communities.
- examine the experience of students and another constituency, and compare the two groups. (For example, if a Service-Learning experience involves bringing together different generations, the impact of the intergenerational interaction could be assessed on the students as well as the older adult participants.)

Examples of Service-Learning Research Happening at Miami:

In GTY (Gerontology) 154, Aging in American Society, students engaged in Service-Learning in the Memory Unit at the Knolls of Oxford. They were given pre-test and post-test surveys to assess whether the course and the Service-Learning experience improved their attitudes toward aging and toward people with dementia.

In SPN (Spanish) 312, Introduction to Spanish Linguistics, one section of the course engaged in a Service-Learning experience with English Language Learners in the Talawanda School District and the other section did not. Students in both sections' learning experiences and understanding of the course content was assessed and compared.

Research Compliance

Federal and State Regulations and university policies require that Miami University ensure the safe and ethical practice of research and scholarly activities. Members of the Miami community must

be familiar with the requirements before starting any research or teaching projects that involve humans, and the ethical issues common to such work. This involves local training and often review and approval of proposed activities by relevant university-wide committees.

When conducting engaged scholarship, it is essential to make sure that you are in compliance with all requirements. The Institutional Review Board (IRB) has approved a blanket protocol for Service-Learning research. Faculty are encouraged to use this pre-approved form and then indicate specifics through amendments. To access the blanket protocol for Service-Learning research, please visit <http://www.units.muohio.edu/servicelearning/node/186>.

To complete the online training or learn more about human subjects research, go to <http://www.units.muohio.edu/compliance/irb/index.htm>.

Grants, Publishing Outlets, and Conferences

In order to support engaged scholarship, the Office of Community Engagement and Service has compiled a list of local, state, and national grants available to faculty and students engaged in Service-Learning. There is also a compilation of local and national conferences and publishing outlets, including both national and international peer-reviewed journals, which is continuously updated.

To access these resources, visit <http://www.units.muohio.edu/servicelearning/node/178>.

For additional assistance in conducting Service-Learning research, contact the Office of Community Engagement and Service or refer to the Additional Service-Learning Resources section.



Doug Troy, Computer Science and Software Engineering, presents on his course's Service-Learning project assisting the Miami Tribe in their language restoration efforts.

Additional Service-Learning Resources

This list of resources was compiled using the resources that are most requested or needed by faculty and students. Please keep in mind that this compilation is not exhaustive – for additional resources in a particular area, please visit <http://www.muohio.edu/servicelearning> or contact the Office of Community Engagement and Service at servicelearning@muohio.edu.

General Resources for Faculty and Students

Learn and Serve America's Faculty Toolkit for Service-Learning in Higher Education

http://www.servicelearning.org/filemanager/download/HE_toolkit_with_worksheets.pdf

Service-Learning Student Orientation and Handbook

This handbook was created to guide students throughout their Service-Learning experience.

<http://www.units.muohio.edu/servicelearning/node/286>

Plus One Information and Required Forms

<http://www.units.muohio.edu/saf/service/forms/Extra%20Credit%20Option%20Agreement%20Form%207-06.pdf>

Learn and Serve America's Service-Learning Clearinghouse

www.servicelearning.org

Campus Compact Resources for Faculty

<http://www.campuscompact.org/resources-for-faculty/>

Service-Learning in Higher Education

This article provides an overview of Service-Learning and the different models of Service-Learning and helps faculty consider which model is best for them.

http://www.ucowr.siu.edu/updates/pdf/V119_A1.pdf

Preflection and Reflection Articles for Student Discussion

The following articles are general articles that encourage students to reflect on service and community-based learning. These articles can be used to assist with preflection or reflection.

Helping, Fixing, Serving – Rachel Naomi Remen

<http://www.units.muohio.edu/servicelearning/node/282>

Building Communities from the Inside Out – John McKnight

<http://www.units.muohio.edu/servicelearning/node/283>

Why Servanthood is Bad – John McKnight

<http://www.units.muohio.edu/servicelearning/node/285>

Starfish Hurling – Keith Morton

<http://www.units.muohio.edu/servicelearning/node/284>

Partnerships

Campus-Community Partnerships for Health

This non-profit organization promotes healthy partnerships between communities and higher education institutions and provides numerous resources about partnerships and community engagement.

<http://depts.washington.edu/ccph/index.html>

Campus Community Partnership Foundation

This non-profit aims to foster Service-Learning and social entrepreneurship. It supports partnerships that have shared decision-making and academic integration of service through grants and awards.

<http://www.c2pf.org/>

Building Effective Partnerships in Service-Learning – Fact Sheet

http://www.servicelearning.org/instant_info/fact_sheets/k-12_facts/partnerships/index.php

Preflection and Reflection Models and Resources

What? So What? Now What?

This reflection models breaks the reflection process down into three stages, with sample questions for before, during, and after a Service-Learning experience. It asks students to consider What? (What happened?) So What? (Why does it matter?) and Now What? (What will I do next? What actions will I take?)

https://reason.kzoo.edu/servicelearning/assets/WHAT_So_WHAT_NOW_WHAT.pdf

DEAL Model

The DEAL Model asks students to Describe, Explain, and then Articulate Learning. This resource describes the DEAL Model and provides weekly example reflection prompts.

www.uta.edu/ccsl/file_download/116

Reflection in Higher Education Fact Sheet – Learn and Serve America

This fact sheet provides the theory behind reflection, examines what reflection is and what it is not, and suggests multiple reflection models. It also provides additional reflection resources.

http://www.servicelearning.org/instant_info/fact_sheets/he_facts/he_reflection/expanded.php

Assessment Resources

Sample Rubrics

<http://www.units.muohio.edu/servicelearning/node/21>

Assessment, Evaluation and Performance Measurement: Selected Resources from Learn and Serve

This compilation of resources contains numerous resources for assessment and evaluation, ranging from books and toolkits to journal articles to online resources.

http://www.servicelearning.org/instant_info/bibs/he_bibs/assess_eval/

Service-Learning and Scholarship Resources

Campus Compact Engaged Scholarship Toolkit

This toolkit contains information about what engaged scholarship is, how it compares to traditional scholarship, why faculty should do engaged scholarship, and how to do engaged scholarship.

<http://www.compact.org/initiatives/civic-engagement-at-research-universities/trucen-overview/>

Learn and Serve America’s Service-Learning Clearinghouse Fact Sheet on Scholarship:

http://www.servicelearning.org/instant_info/fact_sheets/he_facts/he_ops/expanded.php

Community Engaged Scholarship

Provided by Campus-Community Partnerships for Health, this site provides in-depth information about community engaged scholarship.

<http://depts.washington.edu/ccph/scholarship.html>

Publishing and Presenting in Service-Learning

This resource list provides information about conferences and journals, as well as additional printed resources on publishing and presenting in Service-Learning.

http://www.servicelearning.org/instant_info/fact_sheets/he_facts/publishing_sl/

Sample Syllabi

Sample Syllabi - Sorted by Discipline

Campus Compact provides example Service-Learning syllabi, from faculty all over the country, sorted by discipline. All syllabi undergo a review process before being accepted.

<http://www.compact.org/category/syllabi/>

Miami Sample Syllabi

Samples from Miami faculty who have received the SL Designation are available on the Office of Community Engagement and Service's website.

<http://www.units.muohio.edu/servicelearning/node/108>

Distinguishing Service-Learning from Internships

Service-Learning: A Balanced Approach to Experiential Learning (Andrew Furco, 1996)

This article distinguishes between various forms of experiential education, including Volunteerism, Community Service, Internships, Field Experience, and Service-Learning.

http://kea.uovs.ac.za/faculties/documents/14/Service-Learning_Resources/Articles/-Furco_1996_A_Balanced_Approach.pdf

Hour Guidelines Set by the Office of Community Engagement and Service

The Office of Community Engagement and Service has established guidelines for hours required in the various forms of experiential education. Service-Learning should not exceed 8 hours per week. (This guideline may also apply for students in multiple Service-Learning courses, to avoid over-burdening the student.) Practicums or internships required for a minor are 8 hours per week or more. Internships required for a major are 20 hours per week or more. For more information about these guidelines, contact servicelearning@muohio.edu.

Risk Management Resources

Risk Management in Service-Learning (Compilation of Resources)

<http://www.ohiocampuscompact.org/page.cfm?ID=173>

On Campus Resources

There are many on-campus resources in addition to the Office of Community Engagement and Service.

Center for the Enhancement of Learning, Teaching, and University Assessment

The Center for the Enhancement of Learning, Teaching, and University Assessment (CELTUA) seeks to support learning, teaching, and assessment in the Engaged University. They encourage appreciation of diversity and global awareness and promote reflective and scholarly practice by teachers, students, and their center.

CELTUA has supported two Faculty Learning Communities on Service-Learning, and also contributed to the creation of the Faculty Orientation Video for Service-Learning.

They have numerous resources on their website (<http://www.muohio.edu/celt>) and also offer faculty the chance to practice scholarship through their Engaged Learning and Teaching Expo and the internationally refereed *Journal on Excellence in College Teaching*.

The Howe Center for Writing Excellence

The Howe Center for Writing Excellence is deeply committed to supporting students' service-learning activities, including plus-one course options, student organization projects, and self-initiated efforts. In addition to print communications, the Center offers assistance with digital movies, blogs, websites, and other media.

Students engaged in Service-Learning can discuss their ideas and receive advice from the Center's peer consultants concerning all the communications they prepare as part of their projects. These include communications they prepare on behalf of the organizations the students serve as well as ones in which they report on their projects for courses, public presentations, and other purposes.

For faculty, staff, and other sponsors of service-learning projects, the Center provides assistance in designing assignments and activities that maximize student learning in service-learning projects. Learn more at <http://www.units.muohio.edu/writingcenter>.

The Social Action Center

The Social Action Center is housed in the lower level of the Hanna House. Jointly sponsored by the Office of Community Engagement and Service and the Wilks Leadership Institute, the Social Action Center provides a great meeting space for student groups and classes. If your Service-Learning experience involves a group project, this is an ideal place to meet, work, and reflect. Faculty are also welcome to hold class sessions in the Social Action Center in order for their students to be exposed to the resource of the Office of Community Engagement and Service. To reserve the SAC, please e-mail slcgroup@muohio.edu.

Appendices

APPENDIX A: THE SL FEE

The Service-Learning Course Fee (SL Fee) is an instructional fee charged to students enrolled in Service-Learning courses that are structured and supported through the Office of Community Engagement and Service (CE&S). Because our office is expending ever-increasing amounts staff time, office resources and budget coordinating Service-Learning opportunities for courses, coupled with the current economic climate of the university, we have implemented a \$50 fee for such courses. This Board Approved fee functions like a laboratory or textbook fee and enables our office to continue to offer services including, but not limited to:

- Brokering new mutually beneficial partnerships that are course specific,
- Coordinating student placements,
- Providing S-L orientations, trainings, and reflection sessions for courses, and
- Providing specialized, one-on-one assistance to students, faculty, and community partners throughout the duration of the experience.
- Providing transportation to and from service sites,
- Funding background checks if necessary,
- Tracking attendance,
- Providing technology and the use of our Online Engagement System, which allows students to sign up for S-L experiences similar to how they register for classes. This makes signing up and tracking students very manageable for Miami students and our partners,
- Providing assistance with Memorandums of Understanding, Risk and Waivers, and other risk management practices,

The Service-Learning fee is applied to those S-L designated courses that take advantage of the services offered by OCE&S. By choosing to engage in Service-Learning in collaboration with our office, the fee will grant each student access to the benefits mentioned above. While the professor and students determine the extent to which our services are utilized, the fee will be charged if any of our services are used because we are unable to assign partial fees. **However, courses that do not utilize CE&S services will not be charged the \$50 fee, but can and will still be S-L designated.** It is important to inform the OCE&S if you are using S-L as part of your pedagogy so the university can report engaged hours and partnership work accurately when applying for grants and other awards. The instructional fee is posted on BannerWeb and under course listings so that students are aware of it when they sign up for a S-L designated course that is structured and supported by the CE&S.

Students demonstrating financial need or participating in more than one S-L designated course per semester may apply to waive a Service-Learning fee. Should this need arise, please contact our office for further assistance.

APPENDIX B: THE MEMORANDUM OF UNDERSTANDING AND SERVICE PLAN

The following pages contain the Memorandum of Understanding, which is a contract between Miami University and community partners, and the accompanying Service Plan. The MOU has been approved by Miami's General Counsel. **Before executing an MOU, please contact the Office of Community Engagement and Service at servicelearning@muohio.edu or (513)-529-2961 to ensure a current one is not on file. The Office of Community Engagement and Service has MOUs with over 50 community partners, and if one is already on file, all you will need to do is a Service Plan.**

**Miami University
Office of Community Engagement & Service
Memorandum of Understanding**

The purpose of this Memorandum of Understanding is to set forth the provisions under which Miami University students will engage in service with your organization. The students' service may be related to specific courses in which they have enrolled, or it may be associated with co-curricular activities in which the students have chosen to engage.

Organization Name: _____

Organization Point of Contact Name: _____

Address: _____

Phone: (____)____-____ Fax: (____)____-____

E-Mail: _____

Web: _____

Miami University Entity Name: _____

Miami University Point of Contact Name: _____

Address: _____

Phone: (____)____-____ Fax: (____)____-____

E-Mail: _____

Web: _____

Points of Contact

These persons will be responsible for overseeing the students' service and resolving any problems that may arise. If the service is being completed as part of a Service-Learning course requirement, a faculty member from Miami University will oversee the students' coursework and in-class assignments. The Organization will assign a qualified person to supervise students who participate in the service.

Service Responsibilities

The Organization and the Miami University entity will collaborate to develop a written plan, hereafter called the "Service Plan," that will be used to guide community engagement and Service-Learning activities. The Service Plan will identify responsibilities agreed to by the Organization, the Office of Community Engagement and Service, other involved university entities, and student participants, as appropriate. The Service Plan will include instructions required to complete the service successfully. The Service Plan will be signed by the Organization point of contact and the appropriate Miami University point(s) of contact.

Funding

No funds will be exchanged between Miami University and the Organization with regard to the placement of students who are participating without financial compensation in community service or Service-Learning. Unless otherwise specified, The Organization will furnish all equipment and supplies required for the successful completion of the service unless other arrangements are made.

Background Checks

The Organization will cover the cost of background checks for volunteers when required, unless other arrangements have been made.

Nature of Service Activity

The Organization is responsible for ensuring that all service activities are monitored and that all service activity is in compliance with all state and federal laws.

Harassment and Discrimination

Miami University Policy and Information Manual (MUPIM) 3.6B states that Miami University prohibits harassment and discrimination by or against all persons on University property, including University employees and students as well as visitors, contractors, and other third parties. This policy also covers students and employees pursuing University-related work or study away from campus.

Service Plan Details

- Proposed date of plan review:
- Proposed date of plan finalization:
- Proposed start date:
- Proposed end date:

I have read this form and agree to the items listed above.

Miami University Point-of-Contact Signature **Date**

Organization Point-of-Contact Signature **Date**

Disclaimer: All Miami volunteers provide literal translation services only. Under no circumstances do Miami volunteers interpret content, either written or oral.

Please attach Service Plan documentation to signed copy of Memorandum of Understanding.

**Miami University
Office of Community Engagement & Service
Memorandum of Understanding
Service Plan**

Organization Point of Contact Name:

Miami University Point of Contact Name:

Anticipated Project Start Date:

Anticipated Project End Date:

Number of Miami University students to be engaged:

Project Details

Please describe the project details including overall goals, needs, and day(s) and time(s) of the week that service will take place.

Please list Volunteer/Student Responsibilities/Tasks

-
-

Please list Resources/Tools agency will provide to insure service is productive

-
-
-
-

Desired Outcomes

Please list the desired outcome(s) you hope to achieve through this collaboration. Include the learning objectives for students and the organizational benefit that will result.

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Please use additional pages as needed. We appreciate your willingness to collaborate with Miami University to develop projects that allow students to engage in meaningful service.

Acknowledgements

*This Faculty Resource Guide for Service-Learning and the accompanying Faculty Orientation Video for Service-Learning were written and developed by Hailee Gibbons, Service-Learning AmeriCorps*VISTA and Interim Assistant Director at Miami University, with the support of:*

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