2020 FACULTY HANDBOOK

TABLE OF CONTENTS

LEARNING TOGETHER.
CREATING POSITIVE CHANGE.

BACKGROUND

The Institute for Civic and Community Engagement (ICCE) provides opportunities for civic education and community engagement service learning, and leadership development for students, faculty, and staff at San Francisco State University, and for community members. Through innovative courses, experiential learning, political engagement, participatory action research, and direct services, we share the resources and expertise of our urban University with the knowledge and assets of diverse communities. Working locally, statewide, nationally, and internationally, we cultivate strong leaders who will effectively advocate for social, economic and educational inclusion, and fully participate in the civic life and political processes of their communities.

OUR HISTORY

The Institute for Civic and Community Engagement was formed in 2007 from the union of two existing units of the University - the San Francisco Urban Institute (SFUI) and the Office of Community Service Learning. The former enjoyed a national reputation for its creation of innovative partnerships between the campus and community and government organizations to address critical issues of the urban environment. The latter enjoyed a diverse foundation of faculty support throughout the University who engaged their students in civic learning. Through the formation of ICCE, the partnerships of the SFUI broadened its base of faculty and student involvement to bring a full range of perspectives to the engaged university of the Bay Area.

PART 1: ABOUT THE INSTITUTE FOR CIVIC & COMMUNITY ENGAGEMENT

OUR MISSION

To connect SF State faculty, staff, and students with Bay Area communities through strategic partnerships that help develop civic & social responsibility leading to positive impacts.

OUR VISION

To ensure community-based experiences in teaching, learning, service, and research will change who we are as a University, what we establish as agendas for study, what courses we teach, what topics we cover in these courses, and how these themes are taught. ICCE will be a leader in this boundary-breaking effort to create an institution of higher education that is fully engaged with community constituents.

OUR CORE VALUES

ICCE has many values shared among students, faculty, and staff across campus as well as among the communities we serve. The following eight (8) core values represent work completed over several years as the result of planning work groups, staff involvement, student input from Civic Engagement Fellows, Research & Sponsored Organization 5-yr report, the Collaborative Leaders Network & ICCE Advisory Council and are aligned with both the SF State Strategic Plan and the CSU Center for Community Engagement 2016–2019 Plan for Strategic Development & Action:

- Collaboration & partnerships
- Equity & justice
- Courage & cultural humility
- Life-long learning & scholarship

- Creating meaningful connections
- Positive impact
- Democracy & civics knowledge
- Respect for self & others

SERVICE LEARNING OVERVIEW

Service learning is identified as a high-impact educational practice (HIP) by the Association of American Colleges and Universities (AAC&U). Interactive service learning courses promote achievement and improve quality of learning in traditionally underserved student populations, such as students of color, the economically disadvantaged, first-generation college students, and students with different learning styles. ICCE helps faculty incorporate service learning pedagogy into their courses, identify and connect appropriate community or campus-based placement sites, and monitor students by managing potential risks in their respective sites. See Appendix A for service learning course related examples across disciplines within both SF State and national university samples.

DEFINITIONS OF SERVICE LEARNING

At SF State we have adopted the formal definition used by the CSU (statewide) Center for Community Engagement:

"A teaching method that promotes student learning through active participation in meaningful and planned service experiences in the community that are substantively related to course content. Through reflective activities, students enhance their understanding of course content, general knowledge, sense of civic responsibility, self-awareness and commitment to the community."

COMMUNITY SERVICE LEARNING (CSL)

The combination of academic study with community service so that each is enhanced by the other. Through a process of structured reflection, the service experience is integrated with the lessons of the classroom to enrich learning outcomes.

CSL is a form of experiential education that . . .

- is developed, implemented, and evaluated in collaboration with community;
- responds to campus or community-identified concerns;
- attempts to balance the service that is provided and the learning that takes place;
- enhances the curriculum by extending learning beyond the classroom and allowing students to apply what they've learned to real-world situations; and
- provides opportunities for critical reflection.

SF State, Institute for Civic & Community Engagement

SERVICE LEARNING RATIONALE

IMPACT OF SERVICE LEARNING ON STUDENTS

Goals for Students in Service Learning Classes

There are many goals that instructors can set forth for students. Samples are as follows:

- Opportunity to do what they are learning in class through experiential education
- Deeper understanding of self and their involvement in the community/campus
- Become more aware of issues in the community & develop a sense of responsibility to address those issues
- Exposed to diverse communities therefore dispelling myths and misconceptions
- Shared experience and opportunity to develop classroom cohesiveness
- Developing civic responsibility and plan for future involvement

RESEARCH SHOWS SERVICE LEARNING IMPACTS STUDENT SUCCESS

Learning Outcomes

- Increase in academic learning
- Growing ability to apply what they've learned in the "real world"
- Augments critical thinking and problem analysis skills

Additionally, some studies show:

- Positive impact on grades and GPA
- Positive impact on cognitive moral development

Personal Outcomes

- Increases personal efficacy
- Increases understanding of identity
- Supports spiritual growth
- Supports moral development
- Supports interpersonal development such as teamwork, leadership, and communication skills

Social Outcomes

- Reduces stereotyping
- Facilitates cultural and racial understanding
- Increases social responsibility, activism and citizenship skills
- Increases commitment to service
- Service in college is associated with involvement in service after graduation

Relationship with Institution

- Stronger faculty relationships
- Improves student satisfaction with college
- Increases graduation rates
- Enhances student success

Impact of Service Learning Classes with a Civic/Political Focus

- Both students with an interest in politics and those without experience show significant gains in just about every dimension of civic learning course modules/curriculum
- Students with little prior interest in the political process have larger & more consistent gains in civic learning
- Some studies show: No impact on political ideology and no impact on political party affiliation

(Sources: Eyler, Giles, Stenson, & Gray, 2001; Colby, 2014)

IMPACT OF SERVICE LEARNING ON FACULTY

As mentioned, service learning is a high impact practice (e.g., AAC&U). Many publications over the past decade demonstrate the need for faculty to take the lead in promoting values of citizenship, democracy, and civic engagement. When this happens, research shows faculty increase their mentoring, augment their curriculum, and engage more frequently with community partners, for example (e.g., see sources provided on next page)

Research shows faculty find service learning provides an increase in their perceived or real impacts on self & students:

- Satisfaction with quality of student learning
- Commitment to research
- Motivation to integrate service learning more deeply into their courses
- More lively class discussions and increased student participation
- Student retention and learning of course material
- Student awareness of community-based challenges and "real world" issues
- Innovative approaches to classroom instruction and reflection
- More opportunities for research and publication
- Overall awareness of community or campus issues

(Sources: Eyler, Giles, Stenson, & Gray, 2001; Fleischauer, & Fleischauer, 1994; Kendall & Associates, 1990; Hollander, Saltmarsh, & Zlotkowski, 2002)

IMPACT OF SERVICE LEARNING ON COMMUNITY PARTNERS/AGENCIES

ICCE has conducted two outside assessments of the impact SF State students had on community-based organizations (2003, 2011). A majority of survey respondents indicated that student volunteers significantly improved the quantity and quality of services their organizations offered, and were culturally competent, well prepared to volunteer, and able to provide high-quality work. For more information and a copy of the reports, contact: icce@sfsu.edu | National research shows community organizations report service learning achieves the following:

- Provides useful service to communities
- Increases their satisfaction with student volunteerism
- Enhances community-university relations
- Postulates access to university resources
- Builds awareness of community issues, agencies and constituents
- Offers opportunities to contribute to the educational process
- Allows affordable access to professional development
- Contributes short- and long-term solutions to pressing community needs
- Presents opportunities to have an impact on student cultural understanding by providing community voice

(Sources: Eyler, Giles, Stenson, & Gray, 2001; Fleischauer, & Fleischauer, 1994; Kendall & Associates, 1990; Hollander, Saltmarsh, & Zlotkowski, 2002)

HOW TO GET STARTED WITH SERVICE LEARNING

SERVICE LEARNING BEST PRACTICES

Howard's (2001) 10 Principles of Good Practice for Service learning Pedagogy is among the most widely cited and adopted documents addressing service learning practices. The principles were originally published in the Michigan Journal of Community Service Learning and include the following:

1. Academic Credit is for Learning, Not for Service
2. Do Not Compromise Academic Rigor
3. Establish Learning Objectives
4. Establish Criteria for the Selection of Service Placements
5. Provide Educationally-Sound Learning Strategies to Harvest Community Learning & Realize Course Learning Objectives
6. Prepare Students for Learning from the Community
7. Minimize the Distinction Between the Students' Community Learning Role & Classroom Learning Role
8. Rethink the Faculty Instructional Role
9. Be Prepared for Variation in, and for Some Loss of Control With, Student Learning Outcomes
10. Maximize the Community Responsibility Orientation of the Course

Engagement is not generally driven by a 'model' so much as by a framework of guiding principles, strategies, and approaches. Sample principles will be discussed in the section that follows

PRINCIPLE 1: ACADEMIC CREDIT IS FOR LEARNING, NOT FOR SERVICE

This first principle addresses those who anguish over how to assess students' service in the community, or what weight to assign community involvement in final grades. In traditional courses, academic credit and grades are assigned based on students' demonstration of academic learning as measured by the instructor per class outcomes. It is no different in service learning courses. While in traditional courses we assess students' learning from traditional course resources (e.g., textbooks, class discussions, library research, exams, etc.), in service learning courses we evaluate students' learning from traditional resources, from the community service, and from a blending of the two.

So, academic credit and grades are not typically awarded separately for doing service or for the quality of the service, but rather for the student's demonstration of academic and civic learning. The credit is provided anyway by virtue of course enrollment (e.g., based on number of units). However, important to note, any instructor can elect to provide a grade for component parts of the service experience such as attendance/participation points, reflection assignments, etc.

Note regarding SF State's protocol: Students do not get additional academic credit beyond their enrollment in a Community Service Learning (CSL) course unless faculty would like to offer a section under AU 280, CSL option (1-3 units based on how many hours will be completed). That is, a prerequisite is that students must be concurrently enrolled in a university course offering a CSL opportunity. For more information, visit the ICCE Faculty Resources site.

PRINCIPLE 2: DO NOT COMPROMISE ACADEMIC RIGOR

Since there is a widespread perception in some academic circles that community service is a "soft" learning opportunity; there may be a tendency to compromise the academic rigor in any given service learning course. Labeling community service as "soft" reflects a gross misperception. The alleged "soft" component actually raises the bar for learning in a class because, for example, interpersonal relationships may add an additional challenge.

Service learning students must not only master academic material as in traditional courses, but also learn how to learn from unstructured or ill-structured community experiences while merging that learning with knowledge gained from other course resources. Furthermore, in traditional courses students must satisfy only academic learning objectives, but in service learning courses students must satisfy both academic and civic learning objectives. All of this makes for challenging intellectual work, commensurate with rigorous academic standards.

PRINCIPLE 3: ESTABLISH LEARNING OBJECTIVES

It is a service learning axiom that one cannot develop a quality service learning course without first setting very explicit learning objectives. This principle is foundational to service learning.

While establishing learning objectives for students is a standard to which all courses are accountable, it is especially necessary and advantageous to establish learning objectives in service learning courses. The addition of the community as a learning context multiplies the learning possibilities. To sort out those of greatest priority, as well as to leverage the bounty of learning opportunities offered by community service experiences, deliberate planning of course academic and civic learning objectives is required.

PRINCIPLE 4: ESTABLISH CRITERIA FOR THE SELECTION OF SERVICE PLACEMENTS

Requiring students to serve in any community-based organization as part of a service learning course is tantamount to requiring students to read any book as part of a traditional course.

Faculty who deliberately establish criteria for selecting community service placements will find students are able to extract more relevant learning from their respective service experiences, are more likely to meet course learning objectives and be successful.

Four criteria recommended for selecting service placements:

1. Restrict the range of acceptable service placements around the content of the course (e.g., for a course on homelessness, homeless shelters and soup kitchens are learning-appropriate placements, but a hospice is not).

2. Limit specific service activities and contexts to those with the potential to meet course-relevant academic and civic learning objectives (e.g., filing papers in a warehouse, while of service to a school district, will offer little to stimulate either academic or civic learning in a course on elementary school education).

3. Correlate the required duration of service with its role in the realization of academic and civic learning objectives (e.g., one two-hour shift at a hospital will do little to contribute to academic or civic learning in a course on institutional health care).

4. Assign community projects that meet real needs in the community as determined by the community.

PRINCIPLE 5: PROVIDE EDUCATIONALLY-SOUND LEARNING STRATEGIES TO HARVEST COMMUNITY LEARNING AND REALIZE COURSE LEARNING OBJECTIVES

Requiring service learning students to merely record their service activities and hours as their journal assignment is equivalent to requiring students in an engineering course to log their activities and hours in the lab. Learning in any course is realized by an appropriate mix and level of learning strategies and assignments that correspond with the learning objectives for the course. Therefore, in service learning courses, we want to utilize students' service experiences, in part, to achieve academic and civic course learning objectives, learning strategies must be employed that support learning from service experiences and enable its use toward meeting course learning objectives.

Learning interventions that promote critical reflection, analysis, and application of service experiences enable learning. To make certain that service does not underachieve in its role as an instrument of learning, careful thought must be given to learning activities that encourage the integration of experiential and academic learning. These activities include classroom discussions, presentations, and journal and paper assignments that support analysis of service experiences in the context of the course academic and civic learning objectives. In general, clarity about course learning objectives is a prerequisite for identifying educationally-sound learning strategies.

PRINCIPLE 6: PREPARE STUDENTS FOR LEARNING FROM THE COMMUNITY

Most students lack experience with both extracting and making meaning from experience and in merging it with other academic and civic course learning strategies. Therefore, even an exemplary reflection journal assignment can yield, without sufficient support, uneven responses.

Faculty can therefore provide:

(1) Learning support systems such as opportunities to acquire skills for gleaning the learning from the service context (e.g., participant-observer skills)

(2) Examples for how to successfully complete assignments (e.g., making past exemplary student papers and reflection journals available to current students to peruse). Menlo (1993) identifies four competencies to accentuate student learning from the community: a) reflective listening, b) seeking feedback, c) acuity in observation, and d) mindfulness in thinking.

PRINCIPLE 7: MINIMIZE THE DISTINCTION BETWEEN THE STUDENTS' COMMUNITY LEARNING ROLE AND CLASSROOM LEARNING ROLE

Classrooms and communities are very different learning contexts. Each requires students to assume a different learner role. Generally, classrooms provide a high level of teacher direction, with students expected to assume mostly a passive learner role (e.g., sit, listen, take notes). In contrast, service communities usually provide a low level of teaching direction, with students expected to assume mostly an active learner role (e.g., hands-on involvement). Alternating between the passive learner role in the classroom and the active learner role in the community may challenge and even impede student learning. The solution is to shape the learning environments so that students assume similar learner roles in both contexts.

While one solution is to intervene so that the service community provides a high level of teaching direction, we recommend, for several reasons, re-norming the traditional classroom toward one that values students as active learners. First, active learning is consistent with active civic participation that service learning seeks to foster. Second, students bring information from the community to the classroom that can be utilized on behalf of others' learning. Finally, we know from recent research in the field of cognitive science that students develop deeper understanding of course material if they have an opportunity to actively construct knowledge.

(Source: Eyler, Giles, Stenson, & Gray, 2001)

PRINCIPLE 8: RETHINK THE FACULTY INSTRUCTIONAL ROLE

If faculty encourage students' active learning in the classroom, the following ideas would be a concomitant and consistent change in one's teaching role:

Commensurate with the preceding principle's recommendation for an active student learning posture, this principle advocates that service learning teachers, too, rethink their roles. An instructor role that would be most compatible with an active student role shifts away from a singular reliance on transmission of knowledge and toward mixed pedagogical methods that include learning facilitation and guidance. Exclusive or even primary use of traditional instructional models, such as a banking model (Freire, 1970), interferes with the promise of learning in service learning courses.

To re-shape one's classroom role to capitalize on the learning bounty in service learning, faculty will find Howard's (1998) model of "Transforming the Classroom" helpful. This model is reflected in the following three phases moving instruction from passive to active:

1. Begins with the traditional classroom in which students are passive, teachers are directive, and all conform to the learned rules of the classroom.

2. The instructor begins to re-socialize toward a more facilitative role; but the students, socialized for many years to be passive learners, are slow to change to a more active mode.

3. With the perseverance of the instructor, the students begin to develop and acquire the skills and propensities to be active in the classroom.

Frequently, during the third phase, faculty will become concerned that learning is not as rich and rigorous as when they are using the more popular lecture format and may regress to a more directive posture. Over time homeostasis is established, and the instructor and the students achieve an environment in which mixed pedagogical methods lead to students who are active learners, instructors fluent in multiple teaching methods, and strong academic and civic learning outcomes.

PRINCIPLE 9: BE PREPARED FOR VARIATION IN, AND FOR SOME LOSS OF CONTROL WITH, STUDENT LEARNING OUTCOMES

For those faculty who value homogeneity in student learning outcomes, as well as control of the learning environment, service learning may not be a good fit.

In college courses, learning strategies largely determine student outcomes, and this is true in service learning courses, too. However, in traditional courses, the learning strategies (i.e., lectures, labs, and readings) are constant for all enrolled students and under the watchful eye of the faculty member. In service learning courses, given variability in service experiences and their influential role in student learning, one can anticipate greater heterogeneity in student learning outcomes and compromises to faculty control.

Even when service learning students are exposed to the same presentations and the same readings, instructors can expect that classroom discussions will be less predictable and the content of student papers/projects less homogeneous than in courses without a service assignment. Instructors should be prepared for greater heterogeneity in student learning outcomes and some degree of loss in control over student learning stimuli.

PRINCIPLE 10: MAXIMIZE THE COMMUNITY RESPONSIBILITY ORIENTATION OF THE COURSE

One of the necessary conditions of a service learning course is the community's responsibility to support purposeful civic learning. Designing classroom norms and learning strategies that not only enhance academic learning but also encourage civic learning are essential to transformation of community work. When the community partner is adequately oriented to the course outcomes, students are more likely to have a meaningful experience. Collaborative design of a service project or experience between the instructor and/or students, and community partner(s) advances stated learning outcomes while the partner is ultimately responsible for identifying their own needs.

While most traditional courses are organized for personal learning that advances the individual student, service learning instructors should consider employing learning strategies that will complement and reinforce the civic lessons from the community experience. For example, instructors could convert individual assignments to group assignments, and move toward a more collaborative learning approach where students and instructors review work together. Relatedly, connecting the community to university resources and opportunities (on campus or remotely) uphold partners' ability to be more responsive as they become more oriented/comfortable with service learning course requirements. This process promotes the work of the organization and supports them in fulfilling their responsibilities while maintaining opportunities for ongoing service.

SF STATE CSL STUDENT OUTCOMES

As part of ICCE's strategic planning process, the Institute has researched and identified a series of cross-disciplinary outcomes for classroom learning that are linked to community service. The Service Learning Outcomes (SLO) that follow are based on several years of contextual background work including faculty input at SF State as well as national research that has been tested and used at other universities (e.g., see AASCU Civic Learning and Democratic Engagement).

As approved by the ICCE Advisory Council and finalized in 2017, upon completion of a CSL designated course, students will be able to:

1. Analyze knowledge gained from their own academic study/field/discipline making relevant connections to community engagement and understand their civic responsibility based on experiential learning.

2. Articulate and critique the impact of their work in the community or on campus including discipline related reflection on how their own attitudes and beliefs are different from those of other cultures and communities. (Exhibits curiosity about what can be learned from diversity of communities and cultures).

3. Identify & evaluate methods & best practices of community engagement of the related course discipline.

4. Improve their ability to link academic knowledge with community wisdom and expertise to apply what they have learned about a real-world issue in a socially responsible way.

5. Understand the effect of civic and/or community service learning on their interpersonal development, the ability to work well with others, leadership development, and communication skills

Note: Best practices of engagement can vary by discipline. As note in the Penn State Center for Economic and Community Development: "In practice, community engagement is a blend of science and art. The science comes from sociology, public policy, political science, cultural anthropology, organizational development, psychology, social psychology and other disciplines. It also comes from organizing concepts drawn from the literature on community participation, community development, constituency building, and community psychology. The art comes from the understanding, skill, and sensitivity used to apply and adapt the science in ways that fit the community and the purposes of specific engagement efforts."

DEVELOPING A COURSE AS CSL: NUTS AND BOLTS

SERVICE LEARNING COURSE DESIGNATION GUIDELINES

In AY 2002-2003, the Academic Senate (#S03-224) and President approved that all Community Service Learning (CSL) courses be identified in the SF State Bulletin and Class Schedule with a special (CSL) designation. The designation is meant to assist students in locating courses that have a CSL option and have the opportunity include the hours served at their learning site as part of their CSL course in their Official Transcript.

Community Service Learning (CSL) offers students the chance to link academic study and course credit with community involvement (or across campus) and critical reflection. Students enrolled in a course offering a CSL opportunity split their time between classroom instruction, service in the community, and reflection about the service experience. CSL opportunities enhance academic learning by allowing students to make connections between their academic study and its application, to clarify their career

goals and acquire work related skills, to develop a heightened sense of civic responsibility and awareness of moral and ethical issues, and to provide work of value to the community. The service experienced is informed by knowledge from the discipline and is integrated into the course through readings, projects, class presentations, and meaningful and on-going reflection.

SERVICE LEARNING POLICY

1. Service learning is an academic study linked to community service through structured reflection so that each reinforces the other. The academic study may be in any discipline. The service may address a variety of community needs.

2. **Minimum criteria for designation of service learning courses:** The ICCE Executive Director is responsible for assigning the designation. To obtain the designation, each course must meet the following criteria:

   - The course involves students in service activities or projects with external communities that are responsive to community needs. Students who choose the CSL option must complete at least 20 hours per academic term of academically relevant community service.

   - The course includes academic topics that directly address questions related to the activities of the students.

   - The course requires student reflection on the interrelationships between course content, concepts, and objectives and community-based learning activities.

PROCEDURE FOR OBTAINING APPROVAL & DESIGNATION AS A SERVICE LEARNING COURSE

- Instructors wishing to obtain a "CSL" designation for their course for the first time must complete the University procedure for new course and revisions to existing courses through the Curriculum Inventory Management (CIM) system. **Click here for a step-by-step process**.

- Within the CIM system, you will then be directed to answer the following CSL specific prompts:

  1. Description of the probable service assignment(s), including specifics on work products expected and an explanation of how students will be prepared for their service placement.

  2. An explanation of how you will integrate learning from this particular community service learning experience into course discussion and assignments, including a statement of how learning from a service will be evaluated. Reflection techniques used in the course.

  3. Number of required CSL hours/semester

  4. Request to attach course syllabus (include CSL component, if available).

     - Note 1: Uploading files requires Adobe Flash Player – you will not be able to submit your request without this.

- **Note 2:** If you received a Call-to-Service grant and the course written in the proposal is not currently CSL designated, you will still be required to complete this process and answer the above questions. Tip: Cut & paste items from your grant proposal and insert to align with the appropriate questions in this form!

SERVICE LEARNING COURSE SYLLABI

The following is a list of concerns to address when articulating a service learning experience in your course syllabus. Please note this is not a discussion of how to integrate service learning and community-based work into a specific curriculum or discipline. This section simply presents a list of items your syllabus should include in order to clearly present a well-structured assignment to students.

These items can be in the actual syllabus or, if necessary or preferred, in a supplemental memorandum. If the discussion of service learning does appear in an addendum to the actual syllabus, the syllabus should still reference service learning and refer students to the supplemental document(s).

BEST PRACTICES FOR SERVICE LEARNING SYLLABI

Frame the Experience

- The syllabus needs to indicate service learning early on and often. Make service learning an integral part of the syllabus, weaving discussions of service work, course learning objectives, reflection assignments and community partnerships throughout the document.

- "SL" or "Service Learning" should appear in the course content, even if parenthetical.

- Mention that this is a service learning course in the course description, or very early on in the syllabus (and related documents as needed).

- Include a definition of service learning. There are many definitions! Two examples you should feel free to use, with proper citation of course, include:

  (1) 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.
  <div align="right">(National Service Learning Clearinghouse)</div>

  (2) Service learning combines community service with academic instruction, focusing on critical, reflective thinking and personal and civic responsibility. Service learning programs involve students in activities that address community-identified needs, while developing their academic skills and commitment to their community.
  <div align="right">(American Association of Community Colleges)</div>

- Include a discussion of civic responsibility & why life-long learning is important. This discussion can revolve around your specific discipline or be a general discussion about participation in a healthy democracy.

- Discuss which course objectives students will address through their service work in the community. This requires that community needs are identified and then linked to appropriate course objectives. The syllabus should explicitly tell students how the assigned service work meets course learning objectives and fulfills a need in the community.

- State the number of service hours required of each student. Always delineate direct service hours, or contact hours with the community partner, versus time spent working on reflection and other service learning assignments. Another model is to require completion of a certain product for the community partner, irrespective of the time it takes to complete. Consider which option is best for your course, students and community partners.

- Carefully consider adjusting the workload of students. It is crucial that service experience and related assignments are not an add-on to existing course work, but rather, in place of existing course work. Identify assignments that can be replaced or re-focused. Consider fewer readings, or at least make the readings more closely related to community issues and civic engagement. Replace papers with service learning reflection journals and writing assignments. If there is a major research assignment in your course, consider integrating the community experience and/or oral interviews as a major primary source.

Include Critical Reflection Assignments

- Students should not be given a grade for the service hours performed. They are given a grade based on the learning that happens because of the service and therefore, the manifestation of that knowledge. In other words, the reflection assignments are the evaluative measure of a service learning experience. Always remember, you do not grade the service, you grade the learning.

- Reflection assignments should be structured. When reflection is guided by the instructor, students connect their service to course content more easily. Clearly define the methods of reflection and remember to use multiple reflective methods, respecting different student learning styles. Consider leading course discussions, creating journal prompts, paper topics, supplemental reading assignments and other methods that ask students to directly relate their service with course content.

- As with any academic assignment, do not forget the logistics. Include a list of due dates, formatting, and length requirements or other specifications for each reflection assignment.

- Determine the worth and weight of reflection assignments. Tell students what percentage of their final grade will be represented by reflection assignments and the service learning project. Remember that students make judgments about the value of an assignment based on its contribution to their final grade.

CRITICAL REFLECTION ASSIGNMENTS (CONSIDERATIONS & EXAMPLES)

THE PURPOSE OF CRITICAL REFLECTION

Critical reflection is the key element of service learning that bridges in-class learning and service experiences in the community or on campus. Through guided prompts, students can focus on objectives before, during, and after their service experiences, creating more intentional, guided learning. A key aspect of reflective writing is that it is not a description paper. Rather, it should focus on how the student is making meaning of what happened. More information: Tips for Teaching Reflective Writing.

GOALS OF REFLECTION

Cognitive

Reflection should help students make a connection between their service experience and the academic concepts they have learned in the classroom. Reflection is a tool to help students develop critical thinking skills and improve on future performance by analyzing their experience intellectually.

Personal Connection (Affective)

Well-written prompts can help challenge students' currently held beliefs, attitudes, assumptions, biases, privileges, prejudices, and stereotypes. Reflection activities provide opportunities for students to make a connection between experience and their personal values, feelings, motives, desires, behaviors, and ability to create change.

A KEY "BEST PRACTICE"

Engage students in reflection before, during, and after their service experiences. Reflection assignments give students the space to analyze their experiences, think about their decisions, draw on theory, and adjust their behaviors to newly constructed conclusions before the next service experience or time spent on a project.
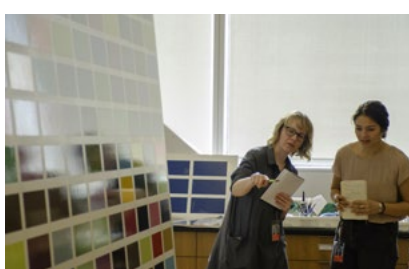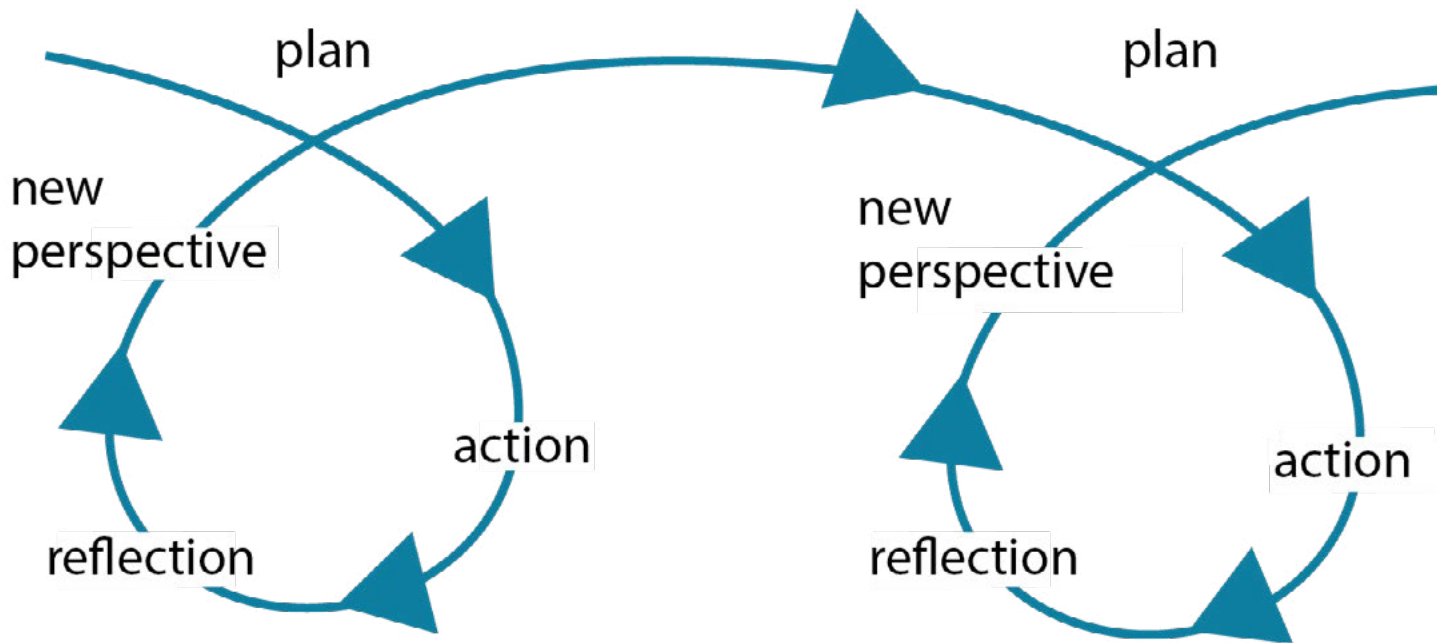
Reflection activities provide space for students to consider and understand the complexity of their service experience and put it in a larger context. Well-constructed prompts help them articulate how their discipline, or what they learned in a course, can be used to positively impact a community.
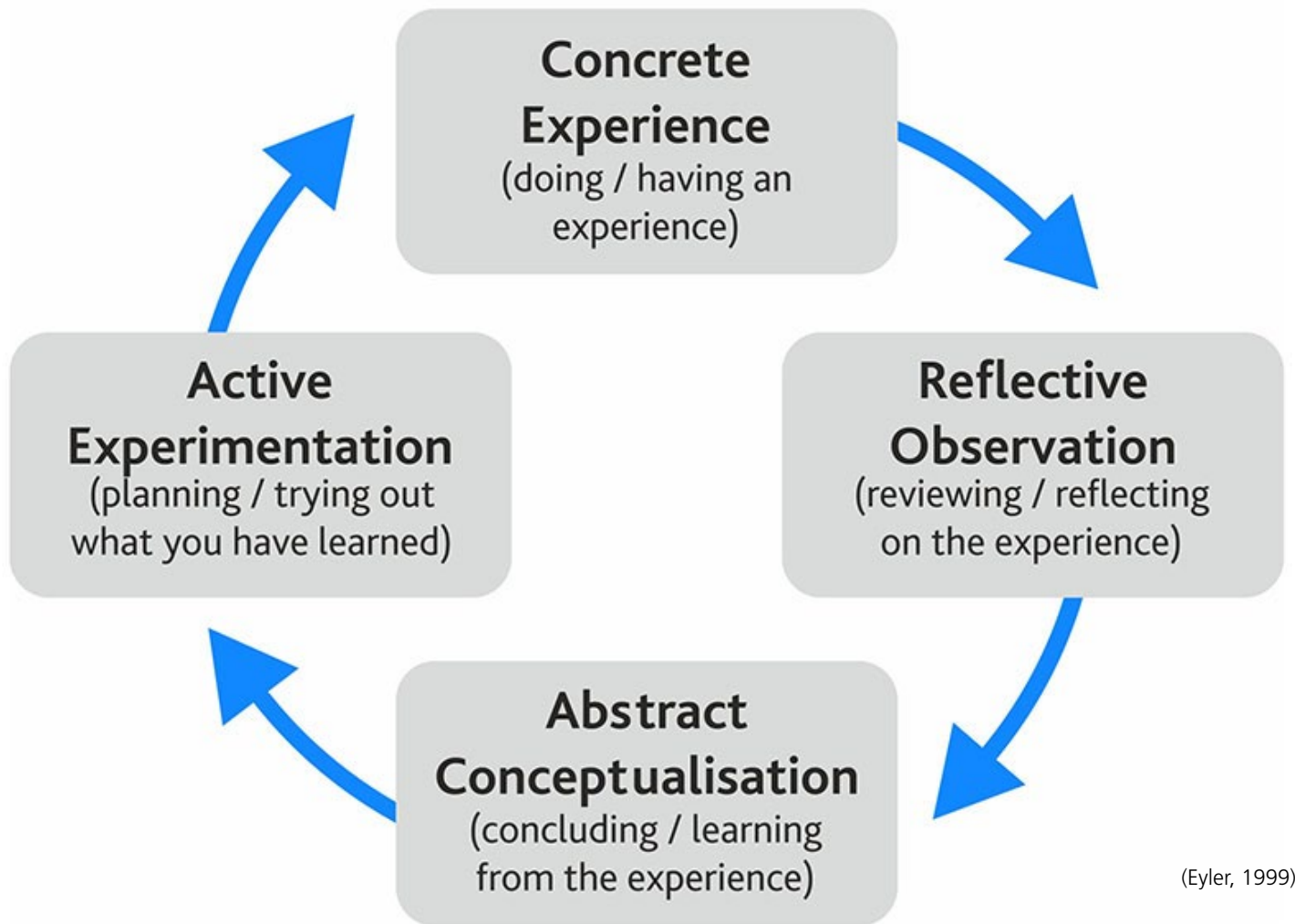

FOUR C'S OF REFLECTION

Continuous: Reflection activities are encouraged throughout the semester in a variety of formats. Whether you are following Rolfes' What? So What? Now What? Model, or Kolb's experiential learning model, or any others, ongoing reflection is key for students to have multiple opportunities to process challenges and implement new solutions.

Connected: Reflection activities should refer directly to each student's service learning project. Because students might be working on different service learning projects (if the full class/field trips model, faculty members should be prepared for variety in the content of reflection activities.

Challenging: Reflection activities should challenge students to think critically about their service learning activities and how they relate to their roles as engaged citizens and to academic course content. Faculty members should set high expectations and provide engaging feedback for students.

Contextualized: Reflection activities should be consistent and complementary to other course content. For example, reflection is contextualized when it "corresponds" to the course content, topics and experience in a meaningful way.

The Experiential Learning Cycle

Concrete Experience
(doing / having an experience)

Reflective Observation
(reviewing / reflecting on the experience)

Abstract Conceptualisation
(concluding / learning from the experience)

Active Experimentation
(planning / trying out what you have learned)

(Eyler, 1999).

(Sources: Eyler, Giles, & Schmiede, 1996; Center for Service Learning, n.d.)

THE EXPERIENTIAL LEARNING CYCLE

Service learning is deeply rooted in the action-reflection theories of John Dewey and David Kolb. They both describe the essential nature of combining individual action and engagement with reflective thinking to develop greater understanding of the content being studied (Crews, 1999). Kolb is widely cited for providing a scientific interpretation of reflection (see Kolb, 1984). Kolb illustrates the process of reflection in "The Experiential Learning Cycle" (see figure).

The process begins with a defining and sharing of the "What?" of the student's experience and follows a continuous cycle towards "So What?" and "Now What?". Answers to the what, so what and now what questions are tied together to form a comprehensive and integrated discovery and learning cycle for the student throughout the duration of a service learning experience (Eyler, 1999).

DESIGNING CONTINUOUS REFLECTION

Based on design considerations discussed in prior sections, faculty should develop a plan for continuous reflection to effectively integrate the service activities with other coursework. Faculty might find it helpful to think in terms of the three stages of reflection: 1) before experience, 2) during experience, and 3) after experience. Faculty might want to address the same set of learning outcomes at each stage, but the way in which the outcomes are addressed could be very different depending on the stage of reflection. For example, faculty might focus on helping students acquire the prerequisite problem-solving skills before the experience. During the service, the focus might be on coaching students in solving a complex service learning problem. After the service, reflection activities might focus on helping students consolidate their learning and consider limitations and future extensions.

Examples of the goals of reflection and the design of reflection activities at each stage are shown below.

Reflection Before Experience

Design reflective activities that help students prepare for the service experience. Thus, reflective activities could be designed to help students:

- Acquire the disciplinary knowledge required for service activities

- Obtain opportunities to practice application of disciplinary knowledge

- Develop the problem-solving skills required to address community concerns

- Cultivate an understanding of community needs and organizations

- Develop information gathering skills for collecting information required for service activities

CASE STUDIES	Assign case studies to help students practice problem-solving skills
PRESENTATION	Arrange for an orientation session by community agency staff
SMALL GROUP ACTIVITY	Ask students to develop an information gathering plan (sources of information, interview questions, etc.)
LARGE GROUP DISCUSSION	Organize a large group discussion on developing an information gathering plan

Reflection During Experience

Communicating with students throughout the service project may be critical to ensure that students are performing project tasks competently, and for helping students refine and develop their initial ideas.

Ongoing communication can also be a starting point for understanding student problem-solving efforts and assessing the developmental levels of students if they grapple with any issues. These factors will have an impact on the service activity and student learning, they can provide useful information for refining the reflection process in subsequent semesters.

STRUCTURED JOURNAL	Ask students to record thoughts, observations, feelings, activities and questions in a journal throughout the project. Provide prompts to direct student attention to important issues/questions to adequately frame the problem by examining various issues related to people, organizational structure and processes, resources etc. that must be considered in solving the problem; also, you may want to consider prompting students to gather appropriate evidence, to identify alternative solutions to a problem, and to make recommendations and justify these recommendations based on evidence.
CRITICAL INCIDENTS JOURNAL	Ask students to record a critical incident for each week describing events in which a decision was made, a conflict occurred, or a problem was resolved. Ask students to describe the event, how it was handled, alternative ways in which they could have resolved the situation, and how they might act differently in a similar situation in the future.
SMALL GROUP ACTIVITY	Ask students to keep a log describing plans and activities and connect with their peers in small groups to discuss their log and engage one another in critical questions and provide suggestions (sources of information, interview questions etc.).
LARGE GROUP DISCUSSION	Encourage formal/informal discussions with team members, the class, volunteers and staff to introduce students to different perspectives and to challenge students to think critically about the project.

Reflection After Experience

Use reflection to connect service experience back to disciplinary knowledge and explore future applications. Challenge students to think critically about their service experiences and the responsible application of knowledge and public problem solving.

PAPERS	Ask students to write an integrative paper on the service project. Journals and other products can serve as the building blocks for developing the final paper.
PRESENTATION	Ask student(s) to present their service experience and discuss it in terms of concepts/theories discussed in class
INTERVIEWS	Interview students on service experiences and the learning that occurred in these experiences.

(Source: Structuring the Reflection Process: Designing Continuous Reflection, n.d.)

TEACHING REFLECTIVE SKILLS

Without proper guidance and prompts, students tend to write descriptive summaries about their experience and little else. Students should understand the reflection paper is more about their reaction to what happened than a full paper about what happened.

TIPS FOR BETTER REFLECTIONS

USING BORDON'S WHAT? SO WHAT? NOW WHAT? MODEL

1. **What? (Introduction):** Description of their service or what happened should be confined to a short summary.

2. **So What? (Body):** The body of the writing should be their reaction to their service. The instructor should provide guided prompts that are in line with learning goals.

3. **Now what? (Conclusion):** The conclusion can include how they plan to move forward, what they plan to do differently next time, or questions they are struggling with.

4. When students provide a reaction, they should follow-through and explain why they feel a certain way or why they agree or disagree with something.

5. Consider creating a rubric so students can understand what is expected of them and what they should consider articulating to make meaning of their experience.

FOUR LEVELS OF REFLECTION

1. HABITUAL ACTION	Student offers an answer without attempting to understand it. Students exemplify this level when they follow the steps without any consideration of what they are doing or why. In writing, at this level students look for material that answers the question. When asked, they cannot explain what they have written.
2. UNDERSTANDING	Students understand concepts in theory but lack the skills to apply the concepts to real-world events or to personal experiences.
3. REFLECTION	Students are able to not only understand concepts but can also apply those concepts to real-world events or personal experiences. Their personal insights go beyond theory.
4. CRITICAL REFLECTION	Students experience transformative changes in their perspective. New information or experiences disrupt students' assumptions that causes them to reconstruct belief systems. Students start by recognizing their beliefs and accompanying assumptions. When something new disrupts their belief system, they begin to reconstruct or reform it. Critical reflection takes place over time and may not happen with students new to critical reflection.

(Sources: Kember, McKay, Sinclair, & Wong, 2008; Center for Service Learning, n.d.)

PART 3: COMMUNITY PARTNERSHIPS

- Keep in mind there are many different ways for students to obtain CSL hours. One example, great with smaller seminars and sufficient time to set-up, is for instructors to organize all-class field trips with local partners whereby any given trip to meet with a partner would include part education (e.g., lecture, presentation) and part service for their organization. How you arrange this is up to you and your community liaison to any given organization.

- For individual agencies and student hours: Set a due date regarding when the community partnerships must be formed, and students must start their community or campus service experience.

- Please refer to Appendix B (Learning Plan) to guide you as you consider the tasks, goals, and outcomes expected of the partnership and student placement.

- Involve your community partner(s) in the learning process. They are co-educators in a service learning context and should be treated respectfully. Invite them to participate in reflection discussions, group presentations, project orientation day at the beginning of the semester, as well as evaluation and assessment effort at the end of the course (whenever feasible, yet not always possible).

- For work/hours with nonprofit organizations: Educate students (and yourself as needed) to the realities of the nonprofit world. Many nonprofit staff tend be "overworked and underpaid." Communication takes time and it's best to make frequent and early contact both by phone and by e-mail. Allow for a reasonable response time. Students and faculty should be flexible and respectful in understanding the needs and on-going projects of community partners. There are typically various cultural differences between the community and universities; all parties should be aware of that and address in pragmatic ways as needed.

If the instructor selects the community partner(s):

- Discuss how the selected partners fit with course content.

- Whether there is one community partner organization or several, include contact, scheduling or location information you discussed with the organization.

- There are many resources to consider in a search for partnerships and the SF State ULink community engagement database is a great place to start. Within ULink there are more than 400+ active university partner organizations! Make sure you, as faculty (and your students) register here (free and easy!).

If students are required to create their own partnership(s)/service connections:

- Ideally, faculty form partnerships and present those partnerships to students; however, if the task of students negotiating their own partnerships/local experience is justified by the learning objectives of the course, then clearly explain that to students.

- Guide students with statements regarding the type of community organization that will meet the learning objectives of your course. Many faculty require that students submit their selected partnership for approval by a certain date early on in the semester.

- Always include instructions regarding how to locate a community partner organization.

- When contacting a community partner, students should identify themselves as being from SF State University and what department, explain which service learning course they're taking, who the professor is, how many hours they must serve. Then, they should be prepared to negotiate a schedule and the project on which they'll be working for their service experience.

- Students must register in ULink when they elect the CSL option for your course.

- Please contact ICCE for further assistance with student placement. For students receiving academic credit for their service learning experience, a few steps need to occur regarding risk management and liability processes before they begin at their service placement site.

These images represent ICCE program promotional materials designed to promote service learning and internship opportunities available to students (hard copies are available in card stock).

SAN FRANCISCO STATE UNIVERSITY | INSTITUTE FOR CIVIC AND COMMUNITY ENGAGEMENT
SERVICE LEARNING
TAKE A SERVICE LEARNING COURSE! The goal of service learning is to make connections between your course content and real-world issues.

Service learning gives you a structured experience which you can use to evaluate, assess, and apply the knowledge you encounter in your classes while addressing community-defined needs. It provides an opportunity for you to make the most out of your academic experience and make a difference. Explore a high impact learning practice taking you beyond our campus and into Bay Area communities in partnership with local organizations and city agencies. Strengthen your understanding of social justice, explore the root causes of social and environmental problems, for example, and examine your personal values and beliefs.

EVERYONE CAN BE GREAT BECAUSE EVERYONE CAN SERVE
~Martin Luther King, Jr.
RPT 470: Travel with Purpose students Khiry Foster (left), Bethany Gregonis (right), service learning experience with the indigenous BriBri tribe, Costa Rica.

SAN FRANCISCO STATE UNIVERSITY | INSTITUTE FOR CIVIC AND COMMUNITY ENGAGEMENT
ACADEMIC INTERNSHIPS
GOT AN INTERNSHIP? Get involved in either an on, or off-campus work setting directly related to your career interests and major field of study. This might be just the boost you need to help support your journey!

Internships are on-the-job experiences at an on or off-campus work setting and are directly related to your career interests and major field of study. It is either a paid or volunteer experience that is supervised; you will learn about demands and requirements of your chosen profession under the direction of intentional learning goals. Internships which are taken for academic credit require tuition payment in the same way any course taken for units occurs. Internships can lead you to become more confident and competitive for jobs, graduate school, or other post-graduation opportunities.

GET A JUMPSTART IN YOUR POTENTIAL CAREER FIELD!
Museum Studies student Michelle Jones at left. Courtesy of Don Ross, SFMOMA

SAN FRANCISCO STATE UNIVERSITY | INSTITUTE FOR CIVIC AND COMMUNITY ENGAGEMENT
AMERICA READS
JOIN AMERICA READS! A paid opportunity, open to all majors as well as both undergraduate and graduate students! No prior tutoring experience necessary.

SF State students have this unique opportunity through the community service federal work-study program to assist and tutor elementary school students in 1st thru 3rd grade to increase their literacy skills. If you are committed, self-motivated, organized, responsible, resourceful, and enthusiastic to help and work with younger kids, America Reads will prove to be an engaging and rewarding experience.

CALLING ALL TUTORS, MENTORS, & FUTURE GENERATION INSPIRERS!
AMERICA READS
Hillary Martinez, America Reads, Longfellow ES, 2017-2019

SAN FRANCISCO STATE UNIVERSITY | INSTITUTE FOR CIVIC AND COMMUNITY ENGAGEMENT
SF STATE ULINK
JOIN ULINK! Sign up for free on SF State's official civic & community engagement online portal! More than 400+ partners and opportunities for all students.

The ULink platform is designed specifically for SF State students to connect with opportunities for exploring the wide range of professional and community experiences available to you. ULink is unique because many of our partners are "mission-driven" and seek to play an important role as co-educators, sharing their knowledge of complex social issues and mentorship with SF State students. Start your journey with ULink to find your next internship and/or service learning site!

CONNECTING CLASSROOM, CAMPUS, AND COMMUNITY
SF State ULink
Create Connections, Explore the Possibilities
DISCOVER
IMPACT
CONNECT
SHOWCASE

SAN FRANCISCO STATE UNIVERSITY | INSTITUTE FOR CIVIC AND COMMUNITY ENGAGEMENT
AMERICA COUNTS
JOIN AMERICA COUNTS! A paid opportunity, open to all majors as well as both undergraduate and graduate students! No prior tutoring experience necessary.

SF State students have this unique opportunity through the community service federal work-study program to assist and tutor students in kindergarten thru the 8th grade. Work in local after-school programs throughout San Francisco to increase confidence and enjoyment of mathematics among young children/pre-teens. Additionally, America Counts tutors will lead engaging academic enrichment and recreation activities with groups of students. If you are committed, self-motivated, organized, responsible, resourceful, and enthusiastic to help and work with others, this program will prove to be a rewarding experience.

CALLING ALL TUTORS, MENTORS, & FUTURE GENERATION INSPIRERS!
AMERICA COUNTS
Andrew Peraza, America Counts, Longfellow ES, 2015-2019

SAN FRANCISCO STATE UNIVERSITY | INSTITUTE FOR CIVIC AND COMMUNITY ENGAGEMENT
PANETTA CONGRESSIONAL INTERNSHIP
LEARN ABOUT CONGRESS BY WORKING IN CONGRESS! If you are a student leader with a strong academic record and a commitment to public service, apply now!
The Panetta Congressional Internship program is held from August through November each year and provides the following: A rigorous two-week academic orientation at the Panetta Institute of Public Policy at CSU Monterey Bay, regular seminars in Washington, D.C., and experiential education as a Panetta Intern in the Washington, D.C. office of a California member of the U.S. House of Representatives. Upon completion of all requirements, Interns will earn up to 20 academic semester units for their university transcripts. All program costs are covered, including academic fees and tuition, food and housing, a modest living stipend, and both air and ground transportation.

WORK FOR CONGRESS!
PANETTA INSTITUTE
Tigran Agdaian, 2017 SF State Panetta Intern (back row, first on left) on steps of U.S. Capital with Leon Panetta and fellow interns

SAN FRANCISCO STATE UNIVERSITY | INSTITUTE FOR CIVIC AND COMMUNITY ENGAGEMENT
GOLDEN GATE NATIONAL PARKS ACADEMIC INTERNSHIPS
JOIN GOLDEN GATE NATIONAL PARKS! A paid opportunity, open to all majors for both undergraduate & graduate students!
This exciting opportunity is a partnership between SF State University and the National Park Service (Golden Gate National Recreation Area) and the Golden Gate National Parks Conservancy. Over 25 positions and examples include: business management, media & communications, ecological restoration, historic landscape stewardship, education & youth programs, park administration, and more! Receive a stipend, academic credit, training, and professional development – while supporting the mission of your Golden Gate National Parks, you also contribute to your quality of life!

EXPERIENCE YOUR URBAN NATIONAL PARK!
GOLDEN GATE NATIONAL PARKS CONSERVANCY

SAN FRANCISCO STATE UNIVERSITY | INSTITUTE FOR CIVIC AND COMMUNITY ENGAGEMENT
BAY AREA JUSTICECORPS
JOIN BAY AREA JUSTICECORPS! This is a type of AmeriCorps opportunity open to all majors and both undergraduate and graduate students!
JusticeCorps is an innovative program that involves unique approaches to solving one of the more pressing issues faced by courts around the country today: **providing equal access to justice**. JusticeCorps recruits and trains students from partner universities to serve Bay Area legal self-help centers. Students provide legal information to self-represented litigants to assist them with resolving important legal matters by helping individuals in need prepare their court paperwork, support with making referrals, and/or through assistance at legal information workshops.

CALLING ALL STUDENTS INTERESTED IN LAW, SOCIAL JUSTICE, & COMMUNITY DEVELOPMENT!
AMERICORPS JUSTICECORPS

PART 4: COMMUNITY ENGAGED RESEARCH & SCHOLARSHIP

CIVIC ENGAGEMENT

Individual and collective actions designed to identify and address issues of public concern can take many forms, from individual volunteerism to organizational involvement to electoral participationn can include efforts to directly address an issue, work with others in a community to solve a problem or interact with the institutions of representative democracy. (American Psychological Association)

COMMUNITY ENGAGEMENT

Describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange and production of knowledge and resources in a context of partnership and reciprocity. (Carnegie Classifications; Adapted by ICCE)

ENGAGED SCHOLARSHIP

- Co-creation of knowledge that shifts the position of student and community groups from knowledge consumers to knowledge producers and partners in problem-solving

- Generation of new knowledge through the combining of academic knowledge and community-based knowledge, eliminating a hierarchy of knowledge and a one-way flow of knowledge outward from the college or university

HOW TO GET STARTED IN ENGAGED RESEARCH & SCHOLARSHIP

1. SELECT AN ENGAGED SCHOLARSHIP APPROACH

Engaged scholarship is a substantive way to participate in civic and/or community engagement. Whatever approach is used should provide a way to study a community-based practice that can generate both theoretical and practical knowledge. Furthermore, while there is no universally accepted definition of engaged scholarship, ICCE has adopted a general premise posited by Hanover Research stemming from their national study of U.S. public research universities: "scholarly or creative work integral to a faculty's academic area that demonstrates a high-level commitment to academic scholarship, shows purposeful collaborative inquiry, and results in the creation of knowledge that positively impacts the public good." (Source: "Publicly engaged scholarship frameworks," 2018)

TRADITIONAL SCHOLARSHIP VS. ENGAGED SCHOLARSHIP

	TRADITIONAL ACADEMIC RESEARCH	COMMUNITY-ENGAGED RESEARCH
PRIMARY GOAL OF RESEARCH	Advance knowledge in a discipline	Contribute to the betterment of a community; social change; social justice
SOURCE OF RESEARCH QUESTION	Theoretical or empirical work in a discipline	Community-identified problem or need for information
WHO DESIGNS THE RESEARCH?	Trained researcher	Trained researcher, student, community members/leaders in collaboration
ROLE OF RESEARCHER	Outside expert	Collaborator, partner, learner
ROLE OF COMMUNITY	Object to be studied or no role at all	Collaborator, partner, learner
RELATIONSHIP OF RESEARCHER AND PARTICIPANT-RESPONDENT	Short-term, task oriented, detached	Long-term, multifaceted, connected
MEASURE OF VALUE	Acceptance by academic peers	Usefulness for community partners and contribution to social change

(Strand, 2003)

Participatory Epistemology

The co-creation of knowledge that shifts the position of students from knowledge consumers to knowledge producers, and shifts community groups from being subjects or spectators of the research process to collaborators in knowledge generation and problem solving.

Collaborative Research

Recognizing an ecosystem of knowledge and acknowledging that the generation of new knowledge requires that academic knowledge be combined with community-based knowledge; this eliminates a hierarchy of knowledge and a one-way flow of knowledge outward from the college or university.

Scholarly Artifacts as Publications

Expanding the understanding and valuing of scholarly products beyond publication in highly specialized disciplinary journals.

Knowledge Experts From Outside the Academy (Peers)

Along with a valuing of the knowledge and experience that both academics and non-academics bring to the processes of education and knowledge production, comes the reframing of who is a peer in the peer review process, and the recognition that in certain circumstances the expert will be a non-credentialed, nonacademic collaborator.

Trans-Disciplinarity

Recognizing that interdisciplinary inquiry remains bounded by academic disciplines and that trans-disciplinarity is fundamentally different in that it combines multiple disciplinary knowledge within the college or university with knowledge that exists and is generated outside the college or university.

Impact

Academic impact is conceived as "the advancement of scientific knowledge and activities that contribute to achievement of societally relevant outcomes" (NSF) and is shaped by examining the nature of the system within which knowledge is transformed into public policy or social action and how scholars engage others to transform research into actionable and useful knowledge.

(Source: Strand, 2003)

2. IDENTIFY AND PLAN FOR POTENTIAL PITFALLS AND BARRIERS OF COMMUNITY ENGAGED RESEARCH & SCHOLARSHIP

COMMUNITY HESITATION

- History of leaving community concerns and interests out of the research agenda, leading to caution on the part of communities

    - Topics selected without determining if they addressed perceived needs of the community

    - Studies conducted "on" communities; only community involvement was community members as research subjects

    - No mechanisms for sharing research findings or continuing successful programs

    - Communities felt they seldom received benefits from the research

TIME

- Research is often an additional responsibility for already overworked individuals in organizations with their own mission and mandates to fulfill

- Unclear distinctions between research, advocacy & administrative change can lead to unrealistic expectations

ACADEMIC BARRIERS

- Building partnerships, negotiating, planning and communicating can be time consuming activities sometimes considered "over and above" regular research responsibilities

- The community-engaged research approach may not fit neatly within the academic status quo, leading to funding and promotion challenges

EXPECTATIONS FOR DISSEMINATION OF RESULTS

- Community members often expect to hear about results soon after the research is completed; they don't want to wait the months or years it takes to appear in academic journals

- Some academic journals (e.g., *New England Journal of Medicine*) will not publish articles whose findings have been previously published in other forums

- Given the above, researchers often struggle with how to give results to the community in a timely manner without compromising the researcher's ability to present findings in academic venues

INSIDERS — "MEMBERSHIP ROLES"

- Peripheral member researchers - who do not participate in the core activities of group members;

- Active member researchers - who become involved with the central activities of the group without fully committing themselves to the members' values and goals; and

- Complete member researchers - who are already members of the group or who become fully affiliated during the course of the research

COMMUNITY-BASED RESEARCH "IN THE MIDDLE"

- Sometimes service organizations and professionals, despite good intentions, may undermine their clients' sense of competence, commodify and commercialize the services they offer, and create "counterfeit communities" that control people rather than liberate them

- Focusing on theoretical interests of the discipline rather than the needs of the community

(Sources: Dwyer & Buckle, 2009; Community Participatory Research Guidance, n.d.)

IF SERVICE LEARNING IS "OPTIONAL" FOR STUDENTS:

- Clearly explain that opting into a service learning experience will replace other course assignments. In other words, service learning cannot be in addition to all other course assignments, readings and exams; rather, it is a viable alternative.

- In order to encourage students to opt into a service learning experience, it should be presented as an appealing alternative to other course work. For instance: a 15-page term paper or 15 hours of service work and a reflection journal.

- Recruiters/organizations also emphasize how undergraduate students can stand out in the application process by exemplifying how they have gone above and beyond in their communities by applying knowledge to solve critical issues and how they want to look for individuals who are truly passionate about their future careers.

- The best practices for integrating reflection assignments and community partnerships, discussed in previous sections, still apply. The prior items discussed need to be included when presenting the service learning option and need to be required of students choosing the service learning experience.

(Source: Jessen, n.d.)

3. REGISTER AND CREATE YOUR ULINK PROFILE

- Register and create ULink Profile: As previously mentioned, CSL faculty and students should register on ULink.

- By creating a profile you will be able to track your students' completed hours, post your own service projects, research opportunities, etc. and discover and explore partnerships with University approved partners.

Note the following exceptions: For the purpose of CSU Executive Order 1064, "Student Academic Internship" does not include student teacher preparation placements or clinical placements such as for nursing, counseling, physical therapy or occupational therapy. These placement sites undergo a separate University agreement that is specific to student teaching and clinical guidelines. Please contact your department for more information.

4. BEGIN WORKING WITH COMMUNITY PARTNERS

Partnerships are crucial to student success and for SF State community engagement efforts. ICCE can help faculty identify community partners and facilitate relationship development. Whether you're just starting out, are interested in exploring new opportunities or are having challenges with your collaboration, we can help. Note: ICCE also has a Community Partner Handbook (forthcoming).

ICCE can help you identify the best placement sites for your students and set up agency partnerships. You can look at the current opportunities and agencies available on our SF State ULink community engagement database. Here you can find the most current and active list of opportunities from approved community agencies/local organizations interested in working with faculty and your students or contact the ICCE office at (415) 338-6419 for assistance in identifying potential community partners.

MAKING CONNECTIONS

Research shows that the quality of the faculty experience, student learning outcomes, and impact on community partners is greatly influenced by the crucial relationship between faculty and community partners. Simply stated, that relationship is the lynch pin of all community engagement!

For example, one study (see Giles et al.) showed that delegated partnerships—those with coordinators who focused exclusively on coordination and played no role in program participation—are likely to produce pre-defined outcomes, while undelegated partnerships are likely to produce co-defined outcomes (outcomes defined by, and tailored to the needs of, both partners).

TIPS FOR DEVELOPING EXCELLENT COMMUNITY PARTNERSHIPS

- To develop real, strong multi-faceted partnerships (and avoid logistical nightmares), work with as few organizations as possible (perhaps there's one you're already involved with)

- Communicate with your community partner about changes and remember to solicit feedback

- Connect your service learning community partnerships and work to your scholarship and service

- Advocate for your community partner on campus; connect your community partners with other faculty members as appropriate

- Bring community partners to class as part of preparation for service

- Students should thank community partners for what they learned at the end of the semester

- Be honest about your and your class's limitations

(Source: Giles, Dorado, & Welch, 2009)

PART 5: ACADEMIC INTERNSHIPS

An internship is widely accepted as an intensive form of applied learning. Other examples, using different terminology, might be called: Practicum, Clinical Experience, Field School or Field Education, and others. The purpose of an SF State internship is for students to acquire professional skills and gain career experience in a supervised setting. Internships may or may not be tied to a credit-bearing course (CSL designated or otherwise) that consists of academic content.

Service learning, on the other hand, helps students obtain useful skills, and such experiences can, then, lead to a variety of professional opportunities. However, the overarching purpose of service learning is to enhance classroom topics through real-world activities with a goal of positively impacting students and organizations in the broader community who they might work with. The time commitment for Academic Internships will vary based on department standards and needs (e.g., accreditation) and service learning at SF State is typically 20 hours per semester (contingent upon instructor preferences based on learning outcomes).

To ensure students' safety and success, academic internship course policies require that all academic internship placements comply with SF State (Senate Policy S17-278) and CSU (Executive Order 1064) risk management policies to create positive and safe off-campus learning experiences. The SF State administration has directed ICCE to support the implementation of Academic Senate Policy S17-278, effective fall 2018, therefore cooperation and understanding of ICCE's role is important to everyone's success. ICCE will work closely with all departments, programs, and students seeking one-on-one consultation.

For more information about "Academic Internships"

APPENDIX A: SERVICE LEARNING ACROSS DISCIPLINES

Service learning courses are offered in all disciplines at SF State across all six colleges, and we welcome your examples to include in our Master CSL directory for future additions. ICCE can help faculty create or deepen Community Service Learning (CSL) classes. We provide models of other courses, sample syllabi, resources for course construction, reflective analysis tools, and risk management support. The list that follows includes sample CSL-related courses across SF State as well as a few examples from other universities nationwide.

SERVICE LEARNING ACTIVITIES USUALLY FALL INTO TWO CATEGORIES

1. Teaching, tutoring, and sharing knowledge from the class

2. Using information in the class to do something with and/or for a community organization

Service Learning in The Lam Family College of Business

Department of Economics

Students in an undergraduate Economics course, *Health Economics Research and Analysis,* work with non-profit health agencies, governmental organizations and small health clinics on data-based research projects identified by the community partner as a part of fulfilling the CSL requirements for the course. Students get to know agencies up close, and become familiar with their mission, funding mechanisms, and their overall program/organizational models. Students also complete real-world research projects with unique data that teaches them not just technical skills but also professional skills such as communication and accountability. Agencies, who otherwise would not have the technical expertise, benefit from this partnership. Students in this course have worked with partners such as SF Department of Public health, NICOS Chinese health Coalition, Asian American and Pacific Islander health forum, and Hospitality House. This experience has been invaluable for students' confidence, work ethic, and ability to ace their job interviews and provide potential employers with examples of their data analysis and writing samples.

Department of Marketing

Students across colleges from Marketing (MKTG), Broadcast & Electronic Communication Arts (BECA), and Design & Industry (DAI) departments worked together in an interdisciplinary class to create advertising campaigns for Bay Area non-profit clients. Each semester began with clients briefing students on the objective for the campaign. Marketing students started the creative process by conducting research and writing a Creative Brief that was used to brainstorm ideas with BECA and DAI classmates. Mid-semester, teams pitched their creative ideas to the client, and after receiving approval, moved forward to produce television, radio and print ads. The semester wrapped with the presentation of Ad Campaigns to clients, and invited guests, at a premiere and reception in Studio One. Winning Ads were showcased in regional media. Clients for the course included: the American Cancer Society, Project Homeless Connect SF, Bay Area Recycling Outreach Coalition, Habitat for Humanity, YMCA of San Francisco, Goodwill Industries, City Car Share, SF Unified School District, TheaterWorks, Child Family Health International, and Valencia Health Services.

Service Learning in the Graduate College of Education

Department of Equity, Leadership Studies & Instructional Technologies

Students in the *Education and Community Development: Equity and Diversity* course had the chance to choose a learning site to work as part of the course requirement. One student chose to work with Voice of Witness, a non-profit organization that circulates free oral history books in schools and nonprofit agencies that focus on the stories of communities whose voices have historically been oppressed and silenced. The organization also has an education program that supports educators, students, and social justice advocates through professional development and mentorship. One student used this opportunity to further her work connecting with experienced educators and designing social justice centered curriculum to best educate about marginalized communities and advance human rights. This student reflected, "I've found this CSL course to be really valuable. It helped me develop empathy towards communities I don't know much about," she said. In addition, this student noted that she values the critical awareness she and her classmates are learning and is excited to bring these skills back to the classroom.

Department of Special Education

Students in the *Introduction to Disabilities* class prepare to advance the quality of the educational experience for all learners, including those with differing abilities, languages, and social and cultural backgrounds. They help validate the unique potential and perspective of every individual as valued members of their communities. In this course, students demonstrate an understanding of the knowledge and skills related to the application of three key aspects: 1) special education legislation/policy and related services, atypical and typical child development; 2) inclusive school practices, diversity in education, and ways to address inequity within school systems (e.g., Universal Design for Learning, capacity building, School-Wide Transformation); and 3) best practices within the field of special education including the use of evidence-based strategies and interventions, partnerships for family and communities, and cultural respectfulness. Additionally, students focus on a specific skill, topic, and disability (e.g., American Sign Language, early intervention, positive behavior supports, Autism Spectrum Disorder, Visual Impairments, Deaf/ Hard of Hearing, young children at-risk and with disabilities) and complete a minimum of 20 hours of community service with a community partner organization.

Service Learning in the College of Ethnic Studies

Department of Latina/o Studies

Students in *Latina/o Community Organizing* have the opportunity to explore specific aspects of current community organizing practices while understanding how hegemonic values and power affects the Latino community. The class examines how today's social, political, economic, and conservative environment is determined by global capitalism and how it requires, more than ever, a deeper strategic capacity to create change. Through engagement with course readings and discussions, students critically evaluate the role of class, gender, ethnicity, and politics in the distribution of environmental effects, neoliberal policies (NAFTA, FTA, CAFTA), and the implications for progressive organizing. Through the service learning component of this course, students gain intimate knowledge of the history, political economy, and geography of the City of San Francisco while interning with various community organizing sites in the Bay Area. Sites students have interned at in the past include the Arab Resource & Organizing Center, Asian Immigrant Women Advocates (AIWA), the Black Organizing Project (BOP), Californians for Justice (CFJ), Clinica Martín-Baró, East Bay Alliance for a Sustainable Economy (EBASE), Pride at Work, Reproductive Justice, and Youth United for Community Action (YUCA).

Department of Asian American Studies

Students in *Asian American Children's and Adolescent Literature*, a CSL-designated class, serve the community by sharing their research in a format for children and young adults through the Asian Pacific Islander American (APIA) Biography Project. This project is a collaboration between Asian American Studies (AAS) and various not-for-profit community organizations such as TACT (The Association of Chinese Teachers), Square and Circle Club, Angel Island Immigration Station Foundation, and the San Francisco public libraries. In this project, AAS faculty and students here at SF State volunteer to develop APIA biographies, curricular activities and resources. The mission of the APIA Biography Project includes educating the general public about APIA America with an annual APIA Heritage Month Celebration at the San Francisco Main Public Library, professional development workshops for educators, and a resource website created especially for K-12 students and teachers. The APIA Biography Project website is the result of student and faculty findings, artwork and creativity. Activity books are published for the community and posted online (apiabiography.sfsu.edu) as another free resource for educators.

Service Learning in the College of Liberal and Creative Arts

Broadcast & Electronic Communication Arts Department

Students in an *Advanced TV Production* service learning course gained professional experiences in television studio production and received community service learning credit by producing a weekly magazine TV show (8 episodes) dedicated to showcasing and assisting organizations that serve the local community. Students worked in groups to produce two episodes during the semester, using their other classmates as their production staff. Some groups chose a local institution or organization to work with that was already an ICCE community partner whereas others created new partnerships. Each group coordinated and attended two events to support their chosen institution where they not only provided the service but also recorded the activities and produced two, 3 to 5-minute audiovisual packages with interviews and B-roll. Both packages were shown during the live TV show episode and were distributed on local Comcast channels. The episodes were composed of three different blocks that included: 1) an introduction to the show and the institution's history, 2) an interview or panel with special guest(s), and 3) a performance or demonstration and outro. To ensure the project had a significant impact on the community, students relied on organizational leaders to provide a needs assessment and background on the issues their specific community faced.

History Department

Students in a *Maritime History* course learned to reposition the study of history away from a continent-based approach and toward an ocean-centered one. In this course, students were asked to forego traditional understandings of history (national boundaries, for example) and instead to apply new methodologies (like history as movement and history of nature). In this course, the entire class visited three archives over the course of the semester that allowed students to see, touch, and analyze sixteenth-century maps of the ocean, nineteenth-century whale ship logbooks, and twentieth-century newspapers printed the day after 1934's "Bloody Thursday," (known as "the strike that shook San Francisco and rocked the pacific coast.") The CSL experience invited students to go behind-the-scenes in these archives, working alongside archivists and museum workers to see how materials are donated, catalogued, displayed, and preserved. This process exposed students to, and involved them in, important conversations about whose history–whose voices, experiences, and communities–are preserved, shared, and amplified. These insights were profoundly valuable not only to students' understanding of history classes but also to their awareness of how history impacts present and future policy.

Service Learning in the College of Health & Social Sciences

School of Public Affairs & Civic Engagement

Students enrolled in a cross-disciplinary course in *Raza Studies* and *Criminal Justice* were able to see, firsthand, some of the injustices that occurred at the local SF juvenile hall. As part of the project, SF State students made "plans of action for social change in local communities." They were asked to come up with "rehabilitation strategies and alternatives to incarceration" after observing the youth and gaining insight into their life at juvenile hall. The service learning project "put students more directly in touch with the human meaning of racial bias." As one student reflected, "You talk about how the jails are filled with Blacks and Latinos but I couldn't really believe it. When I walked into juvenile hall the first (day) I believed it. I didn't see one White face." Another student stated, "It's humbling to realize that what I do or don't do affects someone else besides just me sometimes with serious consequences. It's an awesome responsibility but it makes me feel good about myself. What I am doing is about more than just my grade."

Department of Child & Adolescent Development

Students in *Principles and Practices in Early Childhood Programs* have the opportunity to apply knowledge practically, plan classroom activities, interact with children, and learn how to engage professionally with mentor teachers and parents in an early care & education setting. As one student reflected, "It's one thing to sit in a classroom and listen to lectures and talk amongst my peers about child development and the development within early childhood programs, but to be able to have hands on experience implementing what I am learning in the [university] classroom in the preschool classroom was so rewarding."

Service Learning in the College of Science & Engineering

Department of Physics & Astronomy

Several *Astronomy* courses at SF State teach students to manage the SFSU Observatory on the roof of Thornton Hall. Most commonly, students become docents after taking an *Observational Astronomy* Laboratory course. Students who become docents take on significant responsibility, operating the telescopes, choosing targets, and sharing their enthusiasm for science and their knowledge of astronomy with visitors. Every semester, the three times per week Observatory Open Nights enable hundreds of students in a GE Astronomy course to view astronomical objects trillions of miles away with their own eyes. Docents-in-Training apprentice with experienced student docents as they learn to use the telescopes and find their way around the night sky. Once trained, docents are eligible to receive a unit of credit through the projects in the *Teaching of Astronomy* course for this service to the community. Weather permitting, the Observatory is open three nights per week during both the fall and spring semesters; public hours vary with the time of year. Seasonal highlights range from the rings of Saturn to the stellar nursery at the heart of Orion.

Department of Psychology

Students in a *Psychology* service learning course have the unique opportunity to take their learning internationally, to the Sichuan Province in China, the summer after completing the course. Throughout this trip, students engage in various educational and psychological field services for local children, family and teachers. Prior to their trip, students complete a semester-long course where they learn to work as a team to deliver curricular and extracurricular activities in real-world service settings. For example, they teach in pre-K thru 12th grade classrooms, mentor younger students, offer family cultural events, and conduct observational assessments of students. During the 4-week trip, students are fully immersed in a social and cultural exchange while providing approximately 80 hours of fieldwork with pre-kindergarten through grade 12 students at schools in Chengdu, China. Students also take courses taught by local Psychology faculty designed to complement and further enrich their cultural and service learning experiences. Students stay on campus at major universities where they gain first-hand experience living and studying alongside Chinese undergraduates.

CSL Examples from other Colleges/Universities Across the U.S.

Note: Campus Compact has additional resources and service learning syllabi for review and replication. Visit their syllabi resource site for more information and new ideas.

1. Bentley College: Students at Bentley College in Waltham, Massachusetts, in partnership with several immigrant-based non-governmental organizations, assisted local immigrants in a variety of tasks including taking photos, ESL tutoring, job counseling, and helping to complete packets for naturalization. The students gained insight into the immigration process and realized, as they state, that "decisions to immigrate are difficult for immigrants to make and often quite personal."

2. University of Santa Clara: Business students at the University of Santa Clara in Santa Clara, California, took part in a service learning project called the Eastside Project. Students conducted a personal money management workshop at a homeless shelter for the mentally ill. They conducted a math pre-test to assess the skills of the residents. They then spent time working with the residents on remedial math, basic banking skills, and personal budget development. The residents were given monthly budget forms to track expenses and income. One student reflected that the residents "were not people with mental disabilities, but rather suffered from mental illness." The residents found in the students, as they directly noted "fellow human beings who took an interest in them, who cared about them."

3. Shawnee State University: Students at Shawnee State University in Portsmouth, Ohio, used service learning experiences within the framework of philosophical works by Aristotle, Plato, Kant, and Hobbes to solidify what they were learning in class. Their community engagement experiences ranged from working with residents in a domestic violence shelter, to serving residents in a nursing home, to performing an interracial or interfaith service at a community center. They touched on intellectual virtues and moral virtues, and the "relationship between a well-lived life and a good community." One of the guidelines is the "philosophical ground that it provides students with richer experiences with which to evaluate postmodern depictions of reason and pervasively racial, gendered, or ethnocentric in character." One student reflected, "I think we need to adopt the Platonic concept of community policing. All too often we say, 'we shouldn't get involved' or 'it's not my problem.' I think the community needs to stand up to the abusers to let them know that their actions are unacceptable."

4. University of St. Thomas: Students in two upper-division biology classes, *Medical Microbiology and Cell Biology*, at the University of St. Thomas in Houston, Texas, participated in a service learning project at their local underserved clinics. They worked with AIDS patients, the uninsured, and non-English speakers, and helped by filling out forms, scheduling appointments, and assisting in the pharmacy. The more experienced students shadowed physicians and participated in simple medical procedures. The students were required to keep a blog to reflect on their experiences. Over 90% of the students surveyed felt "the community work benefited the community and they felt a personal responsibility to meet the needs of the community partner."

5. University of Richmond: Students at the University of Richmond in Virginia took part in a service learning project as part of their *Women and Gender Issues in Economics* course. This course "is designed to point out differences in economic circumstances between men and women. Various theories are provided in order to explain these differences, and students are expected to understand as well as contrast neoclassical, Marxist, institutionalist, and feminist perspectives on each topic covered." One example of a community partner served was an emergency shelter. The students spent time "identifying resources, such as employment and educational opportunities and long-term child are, for particular shelter occupants." They then linked their work at the organization with economic theory and reflected on their experiences. One student noted, "Many of the women in the shelter are not lazy but have had bad luck and have been in abusive relationships." They realized that poverty and homelessness is not an easy cycle to break and that it takes a caring community to make a difference. An exit survey concluded that the community organizations were "very satisfied 88% of the time, and every organization expressed interest in continuing the program with future classes."

APPENDIX B: LEARNING PLAN

Note: This Learning Plan can be customized as needed, upon request, for your specific CSL class or Internship. For an electronic copy of a fillable PDF version click here.

SAN FRANCISCO STATE UNIVERSITY

LEARNING PLAN

- **Student:** (1) Please complete this Learning Plan with your site supervisor and submit to your course instructor for approval.
- **Learning Site**: Please complete and review with student and retain a copy for your referral.
- **Course instructor/Academic Internship and/or CSL Coordinator**: A signed copy of this learning plan and student consent form (*note: student consent form is separate from the learning plan*) will be retained by ICCE for a period of 7 years per Academic Senate Policy S17-278. Please submit learning plans to ICCE at email: icce@sfsu.edu | HSS 206

SECTION I: COURSE INFORMATION

Course Title:_____ Instructor Name:_____

Instructor Email:_____ Office Telephone Number:_____

Semester / Year Enrolled:_____ Experience Type : Academic Internship ☐ Service Learning ☐

Additional information specific to department/course:_____

_____

SECTION II: STUDENT DATA

Student's Name:_____

Email:_____ Telephone Number:_____

Primary Emergency Contact:_____ Relation:_____

Daytime Telephone:_____ Cell Phone Number:_____

Secondary Emergency Contact:_____ Relation:_____

Daytime Telephone:_____ Cell Phone Number:_____

SECTION III: LEARNING PLACEMENT SITE INFORMATION

Learning Placement Site (Organization Name):_____

Site Supervisor/Mentor Contact Name:_____

Site Supervisor/Mentor Title:_____

Address:_____

Email:_____ Telephone Number:_____

Please provide a brief description of your organization:

Indicate type of organization:

☐ Private/Corporate sector ☐ Non-profit, 501(c)3 or related
☐ Government Agency (local, state, federal) ☐ Other:_____

Will the student be compensated?

☐ Paid (weekly, hourly, stipend, etc) ☐ Unpaid ☐ Unknown at this time
☐ Other benefits available:_____

Revised 11.2018

SERVICE/WORK OBJECTIVES: Summarize the student's primary responsibilities/the type of work that the student will be doing, and the specific tasks to be completed by the end of the internship or service learning project/service.

LEARNING OBJECTIVES: Provide a brief description of the skills and experience the student can expect to gain from the internship or service learning project/service that makes this a learning experience meriting academic credit (e.g. what will the student learn that the student may not already know? What skills or experience can the student expect to gain from the mentorship/supervision provided?)

WORK SCHEDULE: The student is expected to complete a minimum of _____ hours at the host site as required by this course/department/program. The student and site supervisor should agree on a regular schedule and work space.

ADDITIONAL INFORMATION SPECIFIC TO COURSE/DEPARTMENT OR PROGRAM: Please attached any additional items, requirements, etc.

SIGNATURES:

Student

I agree to devote _____ hours per week for a total of _____ hours effective from _____ (start date) to _____ (end date) in order to fulfill the work and learning objectives described above. I agree to complete any paperwork and orientations required by my course and/or site supervisor as part of this placement, as well as other other course requirements.

Note: If you are taking a University designated community service learning course and your instructor approves, the hours (a minimum of 20 hours) you completed are recorded on your Official Transcript. For more information, please contact ICCE.

Student Signature: _____ Date: _____

Site Supervisor

As on-site supervisor/co-educator, I agree to guide this student's work and submit any requested items (e.g. evaluation, department/program specific requirements, etc.) upon request of the course instructor/academic department. Should I have any questions/concerns, I can contact the course instructor.

Site Supervisor Signature: _____ Date: _____

Instructor

I have reviewed and approved this learning plan for the student, course, and site as stated above.

Instructor Signature: _____ Date: _____

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