

Developing Service-Learning Infrastructure: Cracking the Institutional Monolith

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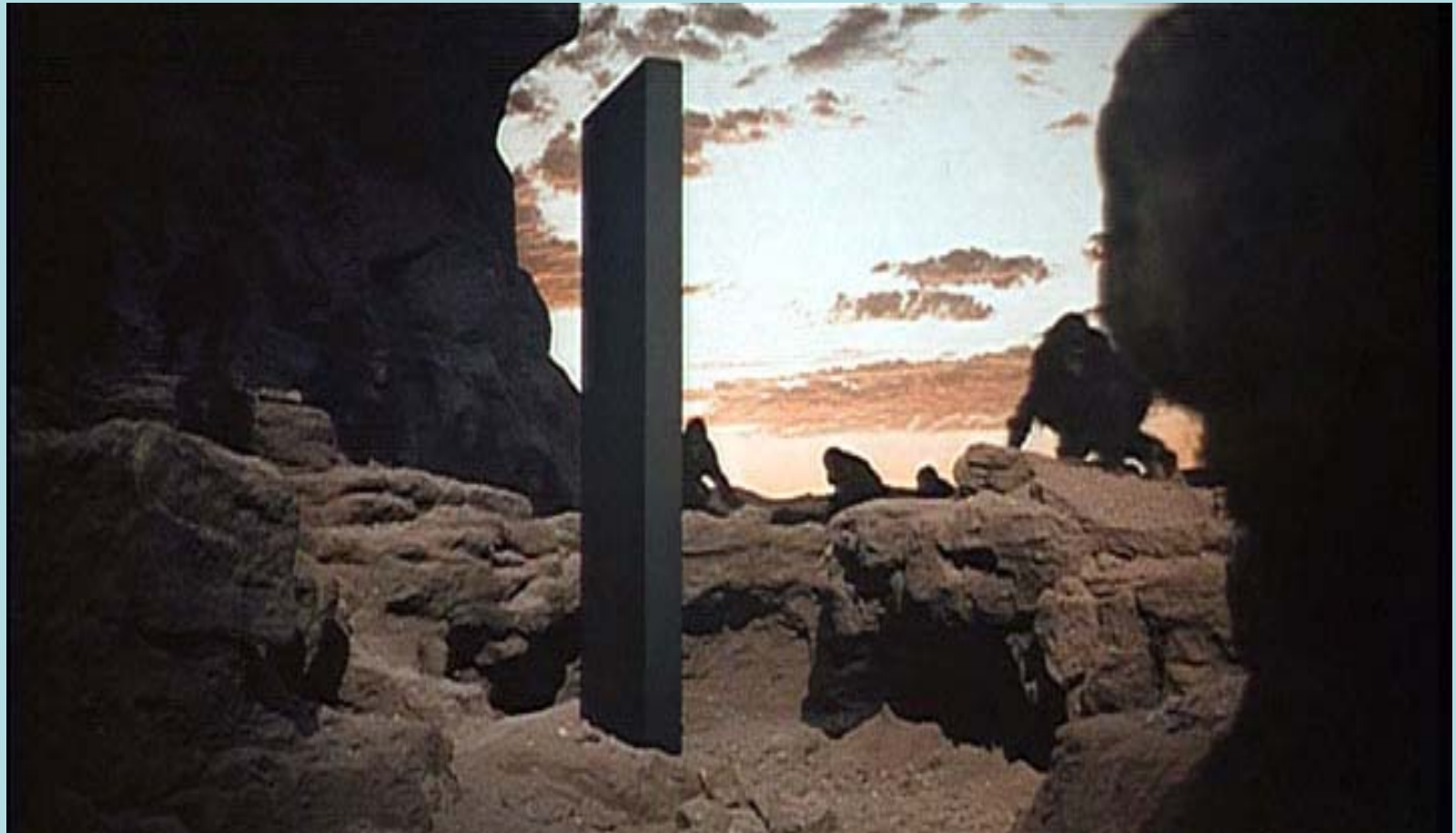
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Monolith:



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How's this for a Monolith?

LSU is.....

- Land Grant
- Research Extensive
- Flagship
- “Old War Skule”
- Traditions are great, but they make change difficult.



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How is your institution monolithic?



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Goals for Today



- Review national dialogue
- Establish rationale
- Identify strategies for engagement
- Make a plan!



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20th Century Student Disengagement Dialogue

The 1999 UCLA Cooperative Institutional Research Program Survey indicated that student engagement was at a 34-year low.

The 2008 CIRP report indicated that student political engagement was at a 40-year high.

<http://www.gseis.ucla.edu/heri/pr-display.php?prQry=28>



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The disengagement include(d):

- Academic disengagement
- A lack of political interest
- A decrease in desire to promote racial understanding
- Failure to understand the importance of the political structure
- Minimal commitment to volunteerism while in college



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Service-Learning: A Response to National Dialogue

Who are Stakeholders in the Conversation?

- Students
- Community/Public
- Faculty
- Staff
- Administrators
- Funding Agencies
- Others?

How familiar
are you with
service-
learning
conversation?



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Is service a complete vision of engagement?



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Service-Learning: Response to Disengagement Dialogue

What is service-learning?

- Credit-bearing, **educational** experience
- Students provide deliverable product or service
- Meets needs of not-for-profit partner
- Reflective strategies to connect learning and service
- Promotes civic responsibility



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Service-Learning: National Research Indicates Positive Academic & Personal Learning Outcomes

- Increased learning and motivation to learn
- Deeper understanding of subject matter
- Deeper understanding of complexity of social issues
- Increased ability to apply content to real problems
- Closer ties to other students and faculty
- Improved leadership skills
- Increased appreciation of diversity
- Increased feeling of connection to community
- Greater self-knowledge

Eyler and Giles. Where's the Learning in Service-Learning? 1999



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Service-Learning Spectrum



Service-Learning Benefits both
Community and Student Learning



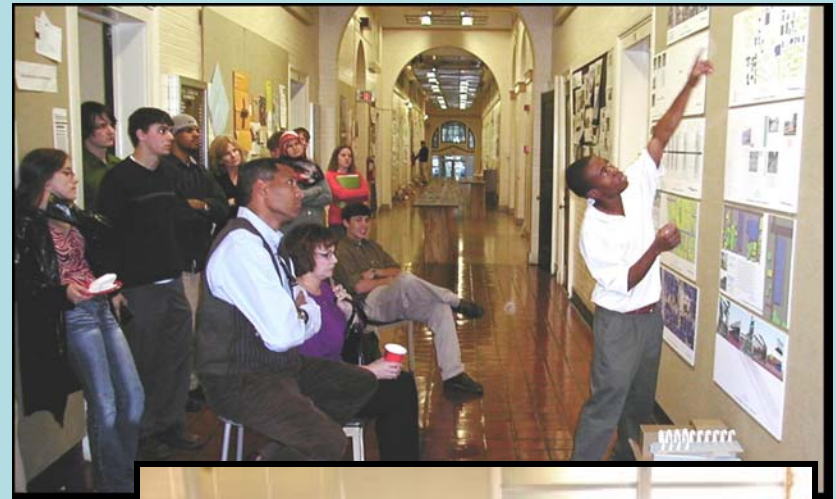
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Service-Learning at LSU

- **Placements and projects, including research as service**
- **First year to Graduate School**

Grown from a few isolated courses in early nineties to

- **2,800 students**
- **160 sections/year**
- **41 departments**
- **Every college**



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Service...teaching.....research?

**Community-Engaged Research:
community partners, faculty AND students**

Research in community settings and involving community members in the design and implementation of research projects. Community-engaged research is intended to provide information of direct benefit to the community involved.



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Key Questions: From a Rhetorical Perspective

- What is your vision of engagement? (purpose)
- Why do you have this vision? (evidence/rationale)
- Who REALLY needs to know it? (audience)
- How can you get them to listen? (rhetorical plan to change the culture)
- What strategies can reach the audiences that can bring about engagement?



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Let's clarify that vision: Two Parts

- 1. Service-learning and community engagement should be a significant part of the institutional culture at UALR.**
- 2. In order to make engagement a significant part of that culture, we would have to change.....x, y, z.**



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To clarify your vision,
first define your current culture:

- *mission**
- *planning documents**
- *insiders and outsiders**
- *rewards system**
- *clientele**
- *funding**
- *regional and national competition**



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LSU's Mission as a Land Grant Institution

“...the mission of Louisiana State University is the generation, preservation, dissemination, and application of knowledge and cultivation of the arts. In implementing its mission, LSU is committed to use its extensive resources to solve economic, environmental and social challenges.”

- * **What is your mission?**
- * **More important: How are these documents interpreted?**



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Revised vision: LSU...

will advance civic responsibility and social accountability through effective integration of academic instruction, research, and community engagement.



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What needs changing first?

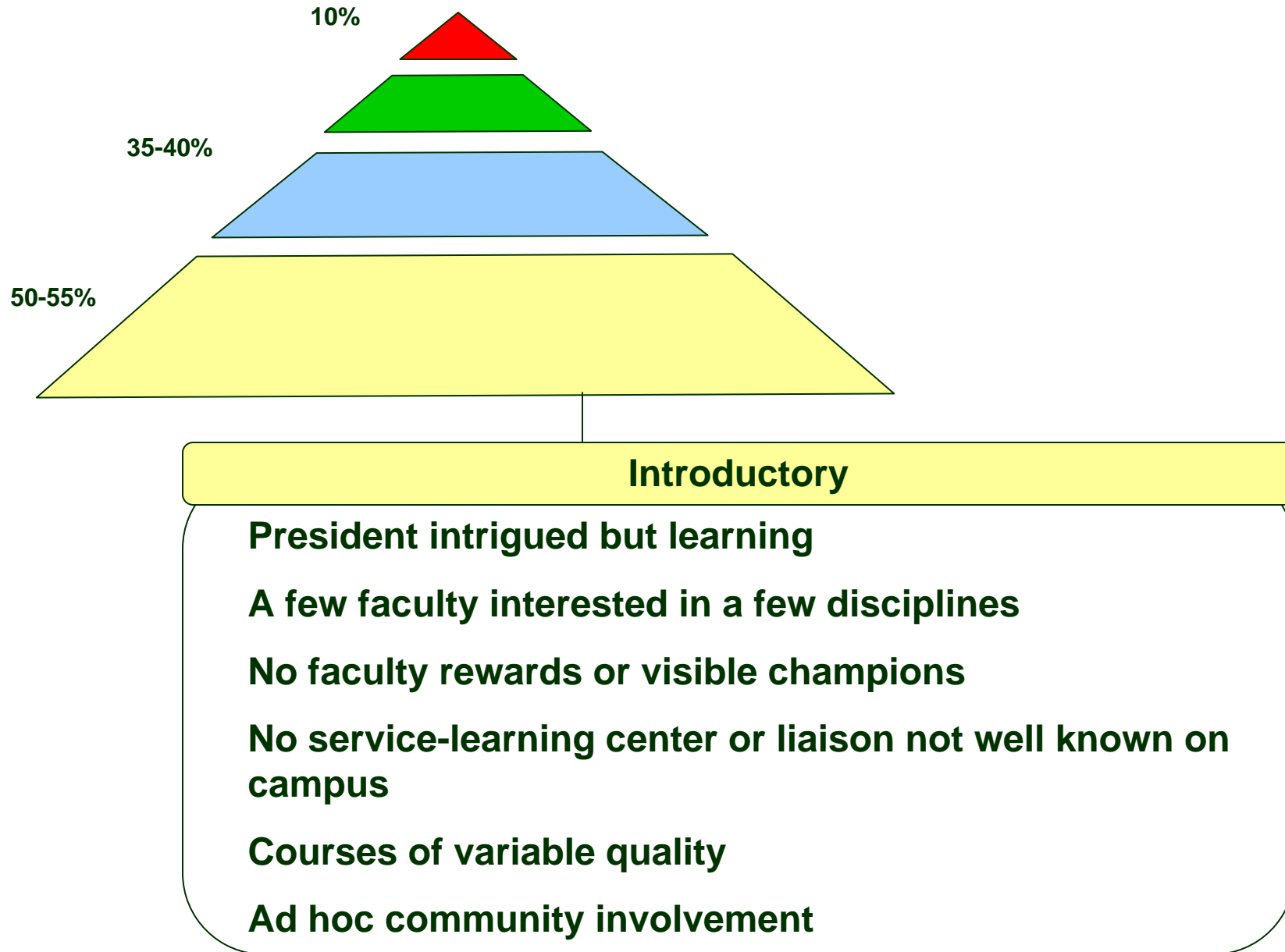
Find out with an assessment of your institutional level of engagement:

- Carnegie Classification questions
- Your own surveys
- Bringle and Hatcher
- Holland Instrument
- Furco Instrument
- Campus Compact Pyramid

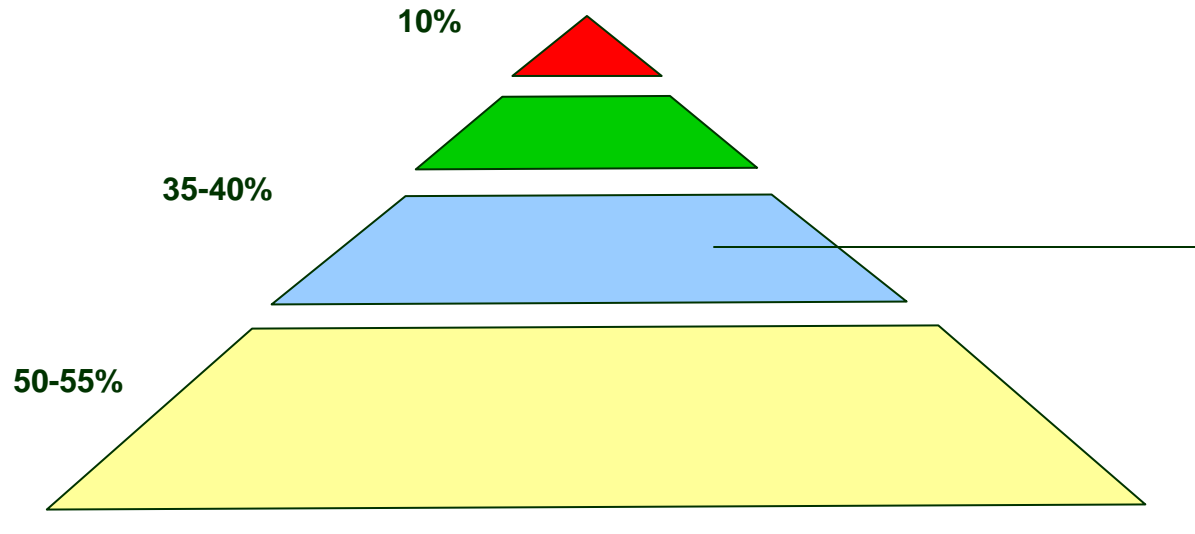


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Campus Compact Engagement Pyramid



Campus Compact Engagement Pyramid



Intermediate

President supportive, reflected in mission, financial support

Up to 24% of faculty use service-learning in a number of different disciplines

Faculty incentives and supports for designing and teaching service-learning courses

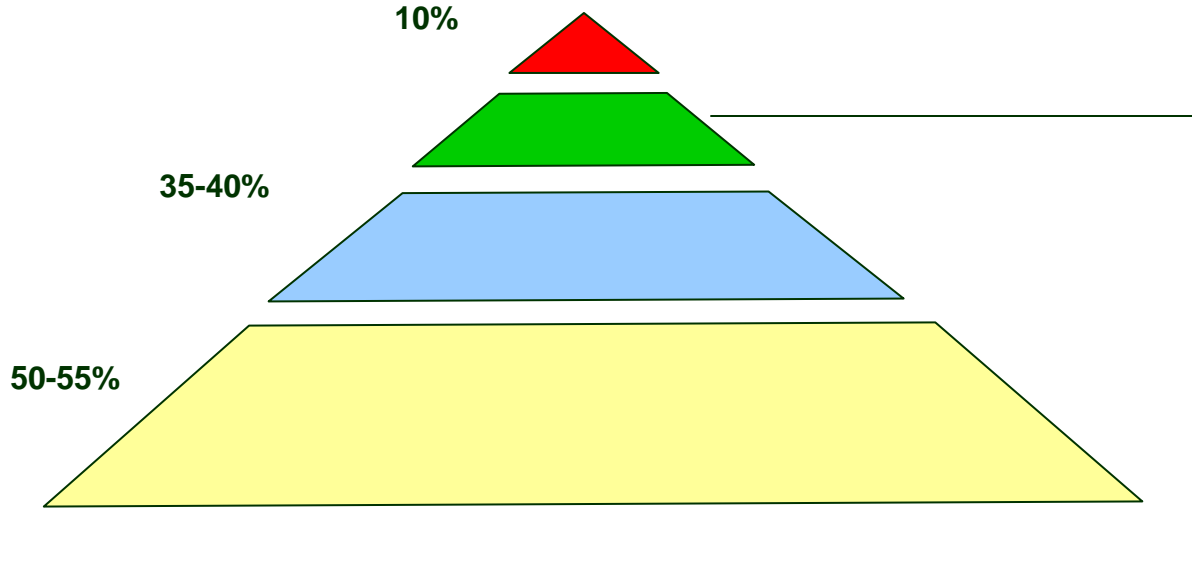
Chief Academic Officer and some departments supportive

Course quality and impact is measured

Viable community service or service-learning center supports faculty

Community networks developed

Campus Compact Engagement Pyramid



Advanced Intermediate

President very supportive

Some departments in every major college or division use service-learning to foster civic education in that discipline

Service-learning aligned with institutional mission and learning outcomes and is supported at all levels of administration

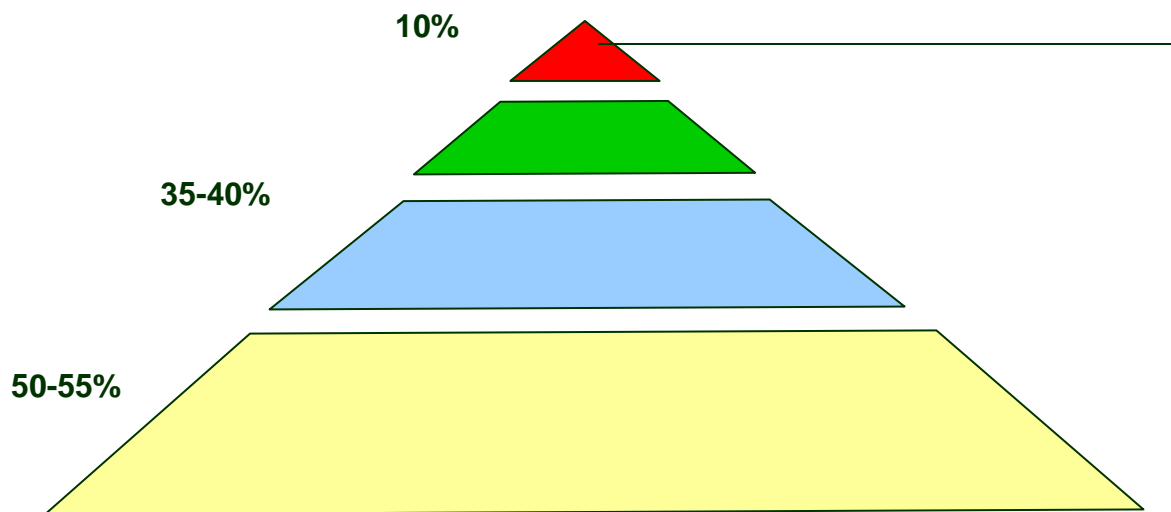
Faculty development, hiring and tenure systems recognize value of service learning

Scholarship of engagement is beginning to increase among faculty

Student outcomes are defined and measured

Campus has strong community partnerships supported by the president and other structures

Campus Compact Engagement Pyramid



Advanced

President seeking more ways to encourage civic engagement

Service-learning is widespread and valued practice across all disciplines. All students have an opportunity for service-learning

Service-learning and other practices of engagement are aligned with institutional mission and this is reflected in institutional, student and faculty assessments

Campus has strategic reciprocal community partnerships that provide opportunity for teaching, research and service to meet community needs and mobilize a range of campus resources: intellectual, physical and economic

Campus is experimenting with other ways to deepen the impact of civic education through initiatives on and off campus to increase student, faculty, institutional and community capacities for “public work” in a diverse democracy

Successful LSU Strategies

- Campus-wide civic engagement audits
- Provost-appointed advisory council
- Provost-appointed working group
- Provost's Seminar for deans and directors
- Nationally respected speakers
- Council adopted definitions, protocols published in handbooks
- Office space and budget



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Successful Strategies, contd.

- Full-time director and staff
- Support by Student Senate
- Center approval by board of supervisors
- Website www.ccell.lsu.edu
- Student council
- Publicity plan (newsletters, etc.)
- Public recognition for students, faculty, and partners
- TIAA-CREF sponsored faculty award



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Successful Strategies, contd.

- TIAA-CREF sponsored Faculty Fellow to “deepen level of scholarship of engagement”
- Faculty Scholar incentive grants and seminar
- Engaged Department/Unit Grants
- Program assessment by Center for Assessment and Evaluation
- Active representation on University Curriculum and Planning committees
- Carnegie Engagement Classification
www.carnegiefoundation.org/classifications



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Who REALLY needs to hear your message NOW? (primary audience)

Who are in best positions to make those changes?

Community?

Alums?

Faculty?

Others?

Students?

President/Chancellor?

University-wide committees?

Provost?

Faculty Senate?

Legislature?

Funding agencies or individuals?



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How can you make your primary audience or potential allies REALLY hear the message?



- What kind of messenger is your audience likely to hear?
- Under what circumstances is your audience likely to respond?
- What tone is likely to get your audience to respond?
- What kinds of arguments are likely to work?
Logic? Emotion? Authority?

Can you hear me now???????

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Allies with similar goals who might advocate with you

- National and regional figures
- Key administration
- Key faculty
- Faculty government
- Committees and task forces
- Student groups
- Alums
- Assessment units
- Funding agents/campus foundations
- Public relations
- Student aid
- Other campus offices
- Campus publications
- Recruitment office
- Others?



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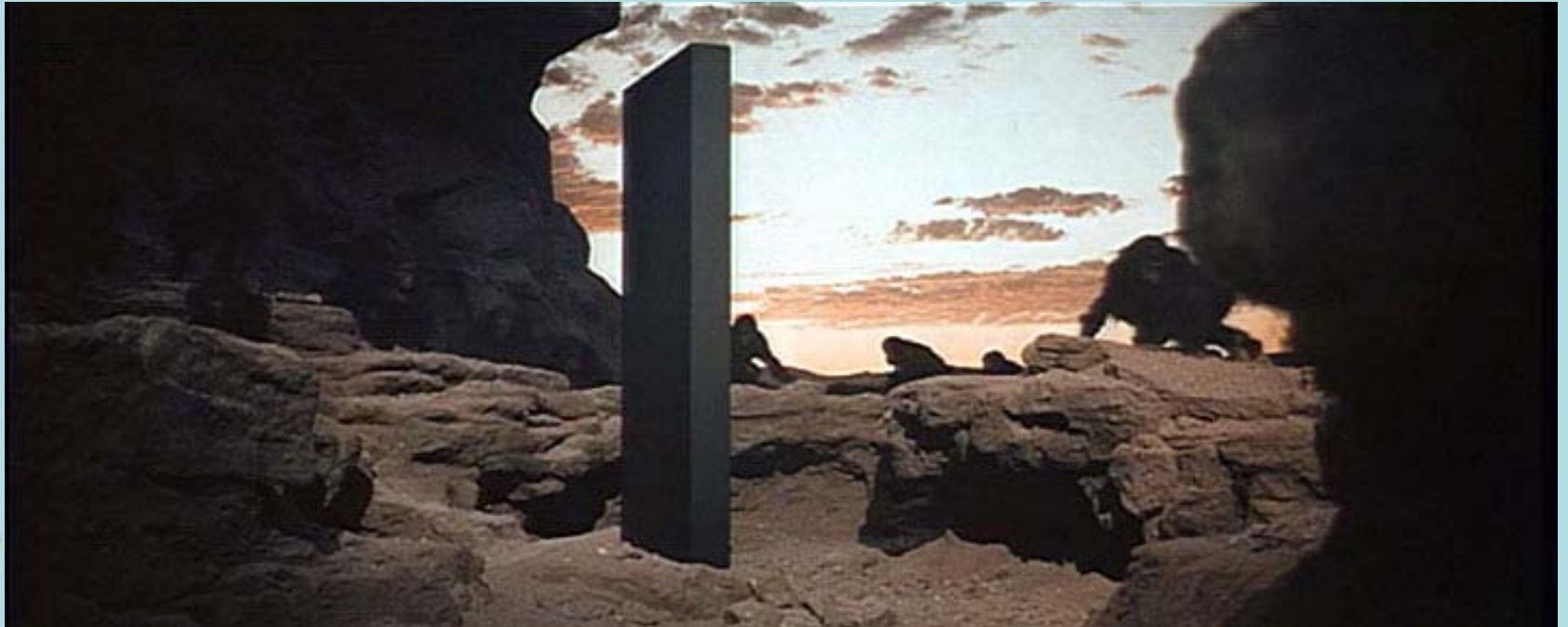
Key Resources

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- www.compact.org



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See any cracks in the monolith now?



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Action Plan

3- Year Vision	What needs changing first?	Who needs to hear this NOW?	Strategy to make them hear
	1.		
	2.		
	3.		
	4.		
	5.		