

Rowan University

Rowan Digital Works

Theses and Dissertations

1-27-2004

The development of a service-learning curriculum at the University of North Carolina at Greensboro

Donna Jeffers Brown
Rowan University

Follow this and additional works at: <https://rdw.rowan.edu/etd>



Part of the [Higher Education Commons](#)

Recommended Citation

Brown, Donna Jeffers, "The development of a service-learning curriculum at the University of North Carolina at Greensboro" (2004). *Theses and Dissertations*. 1119.
<https://rdw.rowan.edu/etd/1119>

This Thesis is brought to you for free and open access by Rowan Digital Works. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of Rowan Digital Works. For more information, please contact graduateresearch@rowan.edu.

THE DEVELOPMENT OF A SERVICE-LEARNING CURRICULUM AT
THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

By
Donna Jeffers Brown

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts Degree
of
The Graduate School
at
Rowan University
December 15, 2003

Approved by _____
Professor

Date Approved January 27, 2004

© 2003 Donna Jeffers Brown

ABSTRACT

Donna Jeffers Brown
THE DEVELOPMENT OF A SERVICE-LEARNING CURRICULUM AT
THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
2003/2004

Dr. Thomas Monahan
Master of Arts in Higher Education

The purposes of this study were to (a) successfully create a required service component in an undergraduate course that specifically addresses service learning and (b) develop recommendations for implementation of community service experiences in an existing academic department curriculum. Students, faculty, higher education institutions, and professional organizations contributed numerous suggestions for successful institutionalization of service learning. Relating course content to meaningful service, developing partnerships with community agencies, and providing faculty with recognition for service courses contributed to successful service-learning programs. The results revealed barriers to participation in service-learning activities, such as student and faculty apathy, lack of administrative support, and lack of time. Suggestions for implementing service-learning components in courses and an academic curriculum are discussed.

ACKNOWLEDGMENTS

Every now and then people come into our lives and awaken our dreams and potential. Dr. Thomas Monahan is one of those people, and without his guidance and patience, this project might still be incomplete. He firmly kept me on track while also offering support, advice, and exceptional editing. The logistical distance between us seemed to disappear as his reminder emails danced across the wires from New Jersey to North Carolina. I am deeply grateful for his assistance throughout my graduate studies at Rowan.

During my first week back at UNCG I met Anne Powers, who was the university's brand new Director of Leadership and Service-Learning. We soon discovered we shared common ground: our passion for experiential education through service, and we became fast friends and kindred spirits. She gave me something interesting to write about, but more importantly, she gave the entire UNCG community something to be proud of. The development of leadership training and service-learning opportunities on our campus can be attributed to her hard work and dedication.

And last but not least I want to thank my husband Ed, who continues to patiently endure my academic, professional, and personal endeavors. He makes a great "Ricky" to my "Lucy", and continues to be my anchor in life.

TABLE OF CONTENTS

Chapter 1	Introduction.....	1
	Introduction to Service Learning.....	1
	Statement of the Problem.....	4
Chapter 2	Literature Review.....	8
	Introduction.....	8
	Evolution of a Service Learning Perspective.....	9
	Institutionalization of Service Learning.....	11
	Academic Service-Learning Research.....	15
	Conclusion.....	19
	Research Questions.....	20
Chapter 3	Methodology.....	22
	Introduction to Research Site.....	22
	Data Collection.....	23
	Conclusion.....	26
Chapter 4	Results and Discussion.....	28
	Student Survey Results.....	28
	Faculty Survey Results.....	33
	Qualitative Data Results.....	38
	Discussion.....	52
Chapter 5	Conclusion.....	54
	List of References.....	60
Appendices	64
	Appendix A: Student Survey.....	64
	Appendix B: Faculty Survey.....	68
	Appendix C: Returned Faculty Survey Distribution...	73
	Appendix D: UNCG Service-Learning Course Forms	75
	Appendix E: UNCG OLSL Information.....	79

LIST OF TABLES

TABLES	PAGE
1: Demographic Information.....	29
2: Service Activity Coordinators.....	30
3: Service Populations.....	31
4: Community Service Statements.....	32
5: Preferred Faculty Support Services.....	35
6: Barriers to Teaching a Service Course.....	36
7: Self-Reported Service Courses by School.....	37
8: Demographic Information.....	39

CHAPTER ONE Introduction

Introduction to Service Learning

Colleges and universities have contributed manpower and knowledge to their neighboring communities in a variety of ways. What was once considered the act of volunteering and giving back to a community has become an experiential learning opportunity. In higher education settings, volunteerism is more formally called service learning. Service learning takes place when students participate in a structured volunteer activity and, through that service, gain a deeper sense of social responsibility. Further reflection upon the experience is a key component in relating the service to student learning. According to Gray, Odaatje, Heneghan, Fricker, and Geschwind (2000), the service learning model has a focus on student development and growth, balanced with providing a service with social purpose.

Service learning is important because it demonstrates an institution's commitment to the constituencies and communities it serves by offering supervised assistance in the delivery of services. This involvement can improve relationships with local agencies, schools, businesses, non-profit and community organizations, and government. Equally important is the opportunity for colleges and universities to enhance student learning by engaging in activities that are driven by community needs. Researchers believe that participation in service

learning yields positive outcomes for students, faculty, institutions, and the communities they serve (Bringle & Hatcher, 2000; Kozeracki, 2000; McCarthy & Tucker, 1999; McKenna, 2000; Payne & Bennett, 1999). Service learning continues to be used as a teaching pedagogy by faculty, representing a necessary link between academics and out-of-classroom experiences.

Historically, higher education in America has demonstrated a tradition of service by preparing students to be active citizens willing to engage in public issues. We are reminded that “from the beginning, the American college was cloaked with a public purpose, with a responsibility to the past and the present and the future” (Rudolph, 1962, p. 177). Early partnerships with agricultural, industrial, and government entities provided numerous opportunities for institutions to address societal problems while preparing students for a life of civic and social responsibility. In 1904, the Wisconsin Idea emphasized the role of the university as assisting the public through outreach and extension services. College faculty worked diligently to serve the public good in the early and mid-19th century (Rudolph, 1962).

A surge in student involvement in the community service movement during the 1960's was attributed to the development of the Peace Corps and Volunteers in Service to America programs. In 1960, presidential candidate John F. Kennedy gave a speech at the University of Michigan that challenged American youth to devote a portion of their lives to serving others. He envisioned a program that would send Americans to other countries to work at a grass-roots level and spread goodwill, and within weeks of his address, hundreds of students pledged

to serve in this humanitarian corps. By the time Congress established the Peace Corps in 1961, volunteers had already responded to the new President's call for service and were serving in Third World countries. Kennedy was successful in transforming a campaign promise into reality. Students became immersed in public issues, and they expanded their network to include helping non-profit organizations such as YMCA's, Boy and Girl Scouts, and social and religious groups. Many campus-based service programs were formally instituted in the late 1960's and the 1970's, and the term "service learning" evolved along with other forms of experiential education.

According to Kendall (1990), this movement did not last beyond the 1970's, primarily because service programs were not a part of the mission and goals of the institutions and agencies they served. Also, much of the volunteer work had been based on charity as opposed to providing long-term assistance and solutions. What was once the norm of trying to address societal problems such as racial discrimination, poverty, and environmental destruction gave way to a new trend of students seeking a more self-centered learning experience. This "me" generation of the 1970's and 1980's leaned more towards professional, technological, and business majors instead of academic programs and service in the arts and humanities. Fortunately, a number of students, educators, and community leaders continued to believe in the importance of service to others, and they patiently endured this period of declining volunteerism.

The 1990's saw yet another increase in community service opportunities, backed by new literature, conferences, and training opportunities.

In 1994, then President Bill Clinton contacted all college and university presidents by letter and asked for their assistance in “inspiring an ethic of service across our nation” (Jacoby, 1996, p. 17). Currently, the federal government continues to work hand-in-hand with higher education institutions through their AmeriCorps and Learn and Serve America programs that were initiated to create support for students actively engaged in community service.

Statement of the Problem

The need to develop responsive institutions in higher education is a result of changing student demographics and demands, combined with evidence that the time for change is long overdue. Strategies that worked for decades are no longer successful, and institutions are increasingly being held accountable to those whom they serve. Institutions must move away from the perception of serving themselves and strive to effectively serve others. According to Keith (1998), in order to survive, responsive institutions will need to be service oriented and be able to extend their network beyond traditional boundaries. New relationships must be established among faculty, administrators, and the communities they serve while simultaneously focusing on creating quality outcomes from those partnerships.

In response to external pressures to incorporate change into the academy of higher education, initiatives have been established that address the public’s concern about accountability. Institutions and academic departments have taken charge of their own accountability and have developed approaches to measure their outcomes (Lucas, 2000). Department and faculty goals must be

established together and be subject to review based on the overall mission of the institution instead of evolving as independent entities. The academic department is where this discussion takes place and the process of curriculum change begins. Implementing a strategy to change the way students learn and faculty teach has traditionally been met with resistance and fear (Levine & Cureton, 1998). However, this transformation is necessary if colleges and universities are committed to creating effective and active learning environments that result in long-term improvements.

Service learning can be a logical step towards developing a responsive institution that matches community needs to student learning opportunities outside the walls of a classroom. In spite of this, many factors may adversely impact the actual implementation of course-related service-learning activities. Some faculty members feel service requirements can water down the curriculum, and volunteer hours should be spent on more traditional academic assignments (Gray et al., 2000). Tensions exist among faculty members who ultimately create institutional barriers to service learning (Kezar & Rhoads, 2001). There is administrative pressure for faculty to conduct research and publish; therefore, a reluctance to invest time on newer, non-traditional methods of teaching can develop. Evaluating student performance that is experiential in nature can be difficult, time consuming, and create extra work. Students may not want to participate in service activities because they have no time, interest, or prior experience. Their perception of community service may be that it is only used for charity work or punishment.

Effective academic service-learning opportunities match students to identifiable community needs while encouraging an opportunity for reflection and analysis. Students are able to broaden their learning perspectives by developing a civic-minded sense of responsibility through participation in volunteer activities. The course requirements and syllabus hold students accountable for their actions, and the actual service experience can have a constructive effect on preparing students for the workplace and future careers. At some institutions, academic departments have successfully developed experiential learning opportunities, such as internships, as part of their curriculum. Other schools have created a centrally located office or division to coordinate campus-wide experiential and service-learning programs. A third alternative to initiating service learning consists of having students perform a certain number of volunteer service hours each year in order to meet graduation requirements.

Current research (Gray et al., 2000; Erickson & Anderson, 1997) indicates a renewed trend towards institutional support of service learning. According to Gray et al., "service-learning is unquestionably more visible and widespread on the nation's college campuses today than 10 years ago, and the calls for increased service-learning opportunities continue" (p. 32). Academic service-learning programs are being developed and implemented all over the country as part of a teaching pedagogy in various disciplines. Most colleges and universities use service learning to create a sense of civic duty, commitment to the institution, empathy and respect for others, teamwork, and collaboration. Although the literature represents a wide cross-section of service initiatives in educational

institutions across the nation, little is written about the process of assessing discipline-specific, service-learning courses and identifying student preferences for meaningful academic service experiences.

The focus of this study is on successfully creating a required service component in an undergraduate course that specifically addresses service learning and on developing recommendations for implementation of community service experiences in an existing academic department curriculum. Specifically, The University of North Carolina at Greensboro's 1998-2003 Plan for Academic Affairs states that "all UNCG students will have the opportunity to participate in an experiential or service-learning experience" (p. 12). This initiative directs academic departments to design/offer a service-learning course and to integrate service-learning experiences in other courses where appropriate.

In the chapters that follow, the literature is explored regarding the theoretical underpinnings of historical and contemporary service-learning constructs, the premises underlying the institutionalization of service learning within an academic context, and, finally, selected examples of model service-learning programs are presented and discussed. The review of the literature culminates in a series of research questions that have guided the study. Thereafter, a description of the study methodology is presented, followed by an identification and discussion of the study's findings. A set of conclusions and recommendations for further study concludes this report.

CHAPTER TWO Literature Review

Introduction

Service learning is evident on many college campuses in both curricular and co-curricular settings. Academic service learning can be used as a current pedagogical practice that links students, communities, and institutions through service and citizenship. This commitment to community service has been documented since 1894 when the Phillips Brooks House was founded at Harvard as the first student service organization. Students today continue to demonstrate their commitment through participation in campus, local, state, regional, and national community service programs. These service opportunities provide a forum for students to solve problems, gain a sense of responsibility and commitment, and work collaboratively with other students, faculty, and organizations. In addition to gaining practical, hands-on experience, students are able to bring what they have learned in the classroom out into an experiential learning setting.

Service learning encourages active citizenship, builds social awareness, provides new settings for learning, and enables students to develop leadership and team-building skills. Bringle & Hatcher (1996) indicate there is support for the integration of structured service opportunities into course content in order to enhance and give practical meaning to the learning environment. By designing and offering courses centered around service-learning experiences, students and

faculty will have an increased opportunity to participate in meaningful, community-based service activities.

An examination of the institutionalization and implementation of service learning can assist educators with incorporating effective service learning opportunities into their own teaching, research, and service agendas. Incorporating service assignments with specific course requirements, adding service hours for additional credit hours, and coordinating interdisciplinary site placements for student service have all proven to be effective uses of service learning in higher education. The current literature supports the identification of effective teaching methods that can, in turn, contribute to the establishment of new courses, an expanded curriculum, and enhanced student learning activities.

Evolution of a Service Learning Perspective

Student development theory and student learning models have served as a foundation for service-learning researchers and educators (Delve, Mintz, & Stewart, 1990; Jacoby, 1996). Understanding how students learn and develop is crucial to the design and implementation of successful service-learning opportunities in higher education. These developmental paradigms offer a conceptual framework that provides insight into student perceptions of service-learning programs, how their service role is processed, and what potential learning outcomes might result from their experience. John Dewey's philosophy of education has contributed to the evolution of the present practice of service-learning. Dewey theorized that all learning does not take place inside a formal classroom, and his core assumption was that there are dualistic structures in

education. His philosophy is based on the belief that “people learn best as holistic beings, by engaging mind, body, experience, and knowledge” (Kezar & Rhoads, 2001, p. 159). A model for experiential learning based on the work of Dewey and Piaget was established by David Kolb (1981), and it portrays “the important role that experience plays in the learning process” (p.235). Kolb’s model of learning includes four points in the learning cycle: experience, reflection, re-conceptualization, and experimentation. Educators may draw on Kolb’s model of experiential learning and learning styles while examining how experience is translated by students into concepts.

There are theories of development that deal specifically with college students, while others relate to the broad spectrum of human development. Cognitive developmental theories examine the way students think and the process used for reasoning. Some of these theories can be used to explore how service-learning programs can be utilized in higher education settings. Several models of student development have been identified as being able to help translate development theories into program designs. Three specific, values-oriented paradigms authored by Perry, Kohlberg, and Gilligan can be used to promote desired changes in a service-learning program (Delve et al., 1990). Perry’s Cognitive Developmental Model uses nine stages of an individual’s intellectual and ethical development that lead to integration of actions and beliefs. Kohlberg’s Moral Development Model suggests there are three levels of moral development with six concurrent stages, which are all necessary to reach a universal moral judgment that respects the dignity of the individual. Gilligan’s

Model of Women's Moral Judgement suggests moral development is gender specific, and males develop in a rationalistic and individualistic way, while females develop through relationships. The design of these three models acknowledges that individuals approach new learning experiences at different developmental stages.

Psychosocial theories also play a role in college student development. Students progress through various stages of development throughout the life span by interacting with their environment. Psychosocial theorists (Chickering, 1969; Erikson, 1980; Chickering & Reisser, 1993) have studied patterns of behavior and developed frameworks that contribute to the understanding of college students. Service learning has been identified as a program that can foster a sense of belonging among students, which fits in with the type of collegiate environment necessary for student success. Chickering has described college student development through seven vectors: developing competence, managing emotions, moving through autonomy toward interdependence, developing mature interpersonal relationships, establishing identity, developing purpose, and developing integrity (Chickering & Reiser, 1993, pp. 43-52). Respect for diverse learning styles and an understanding of student development theories significantly influence the success or failure of service learning in higher education settings.

Institutionalization of Service Learning

Service learning can become part of an institution's mission and strategic plan. Successful service programs are reflected in the campus culture and

represent a partnership with academic affairs and student affairs. Service learning is a natural counterpart for higher education because it has the potential to integrate teaching with service, meet community needs, enhance civic responsibility, and encourage collaborative scholarship. In 1995, Bringle & Hatcher (2000) collected data from faculty and staff representatives on 179 campuses who attended service learning conferences. The purpose of their study was to examine assessments made by these representatives as they reported on the level of institutionalizing service learning on their campus. The results supported the importance of developing a centralized office that provides technical and financial support, incentives, and recognition for service learning.

Subsequently, in 1998, 27 colleges and universities were examined to better understand service learning on campuses. Their programs represented models of good practice and, on the average, offered approximately 50 service learning courses per year. Each campus approached service learning in a manner that reflected its institutional mission towards student learning. Administrative structures varied, with 56% reporting to academic affairs, 19% reporting to student affairs, and 26% reporting to both (Schneider, 1999). Several themes emerged from the 27 participating institutions, with all or many of the themes evident in each model. One theme, capitalize on what you do well and do it with quality, is evident at North Carolina Central University. This campus has identified community capacity building and student leadership as institutional priorities, which is evident in their service-learning programs and literature. The University of Pennsylvania claims its "range of resources can

serve as the catalytic agent for galvanizing other institutions, as well as government, to improve the quality of life in West Philadelphia” (p. 7). Resources and rewards represent another theme integral to faculty buy-in and success of academic service learning. The University of Utah utilizes a Faculty Advisory Committee to review course proposals for service-learning designation, develop faculty rewards, support the use of service in retention, promotion, and tenure decisions, and develop partnerships with university administration. One final theme suggests model institutions need to be aware of local, state, and national service initiatives in order to stay current and take advantage of external resources and networking opportunities.

According to Mintz & Hesser (1996), service learning works best when it includes three domains: “the academy (college and university faculty, staff, officials, and boards), the students (part-time and full-time, graduate and undergraduate, residential and commuter), and the community (community members, leaders, nonprofit and community-based organizations, government, and public agencies)” (p. 34). All three stakeholders come to the service-learning partnership with their own views about the relationship and are best served when community service is viewed as a collaborative, diverse, and reciprocal experience.

The relationship between institutional support and campus acceptance of academic service learning was studied at 225 colleges and universities. Surveys were mailed to randomly selected institutions with a membership in their state campus compact organization. A total of 105 surveys were returned,

representing public, private, and religious institutions. According to Hinck & Brandell (2000), their research identified five components that constitute a strong, campus-wide service-learning program. An effective program must have strong presidential and administrative support in order for the program to flourish. Service must be linked to the university's mission through teaching and research, with a clear definition of service learning in the mission and goal statement. Faculty reward structures and support must be provided and clarified in the academic disciplines to support faculty who incorporate service learning into their course work. Having a centralized office with a faculty facilitator will foster the development of service learning as well as demonstrate institutional support of academic service learning. And finally, there needs to be public awareness of the service-learning office in order to facilitate community partnerships and collaborative endeavors (p. 876-880). This demonstration of institutional support will reinforce the importance of service learning to faculty, students, and community partners.

Ernest Boyer (1994) challenged higher education to "reconsider its mission to be that of educating students for a life as responsible citizens, rather than educating students solely for a career" (p. A48). A connection of theory to practice was necessary in order to develop community partnerships and meet social challenges. Research has supported claims that service learning has had a positive impact on personal, moral, social, and cognitive student outcomes, thus creating a value for service in higher education (Bringle & Kremer, 1993; Markus, Howard, & King, 1993; Cohen & Kinsey, 1994).

Checkoway (2001) posits that the American research university should renew its civic mission in society by engaging itself in service. Incorporating a strategy for institutional renewal and reform would move colleges and universities towards preparing students for active involvement in a democratic society. The institutionalization of service learning at these universities would include support to faculty whose research and teaching included community service projects, discussion, and reflection on the role of strengthening social responsibility.

Academic Service-Learning Research

Undergraduate service learning programs have been identified at 380 colleges and universities nationwide (<http://csf.colorado.edu/sl/academic.html>, 2001). In North Carolina, Appalachian State University, Duke University, Elon University, UNC-Chapel Hill, UNC-Charlotte, Warren Wilson College, and Wake Forest University include service learning as part of their graduation and/or course requirements. North Carolina Central University, North Carolina State University, and Pfeiffer University offer curricular and co-curricular service opportunities. One example of a current academic service-learning program is Duke University's Learning Through Experience, Action, Partnership, and Service (LEAPS), which is a student-run organization helping coordinate service-learning classes. Another example is the Kernodle Center for Service-Learning at Elon University, which strives to provide opportunities to develop an ethic of service through campus and community connections.

Many colleges and universities implement community service activities in an effort to develop a sense of social democracy, responsibility, ethics, and

morality in their students. The University of San Francisco (USF) has incorporated service-learning experiences in its Peace and Justice Studies Program through two different courses. Students are required to work in local communities, and their service is linked to readings, class discussions, and reflective activities. These opportunities allow students to move into a broader context that includes social justice issues, human rights, and interrelationships between global and local issues. By tracking their students, USF faculty can identify not only the impact of learning on students, but the impact of students on the organizations they serve. Many students continue to volunteer after the courses are over, some seek careers with public agencies, and others become lifelong contributors to public service (Roschelle, Turpin, & Elias, 2000).

At Spelman College, first-year students participate in an orientation program that includes service activities designed to educate women to be leaders in the African American community. Students at Duke University can participate in a year-long Service Opportunities in Leadership Program, which combines coursework and a summer internship exploring social policy issues. Both institutions have built service and civic education into their institution's mission and culture. Colby, Ehrlich, Beaumont, and Stephens (2003, p.42) recently stated "when institutions create programs of moral and civic education for their undergraduates, they can make a profound difference in students' lives and in their capacity to contribute productively to the world."

College ethics students at the University of Rhode Island have the opportunity to put the moral principles they learn in the classroom into practice

during community service work. A study by Boss (1994) supported the hypothesis that students who engage in community service work as part of their ethics class requirements will experience a higher level of moral reasoning and development. By caring about the welfare of others, students were able to overcome negative perceptions that may have contributed to a hesitancy to interact with other people. These same students experienced an increase in their level of self-confidence and self-esteem.

Easterling and Ruddell (1997) focused on the benefits of service learning in marketing education. Marketing courses integrated internship assignments, consultancies, and participant/observer volunteer activities in order to offer a connection of theory to practice, development of leadership skills, experience solving problems, and the opportunity to educate students for citizenship. The hands-on application of marketing concepts and techniques to non-profit organizations and community groups has yielded a greater comprehension and retention of lecture material among marketing students.

McGoldrick (1998) examined the service learning component in a university economics course that focused on women in the economy. For 15% of their course grade, students were required to do 15 hours of service in a local organization that had an economic effect on women in the community. In addition to the service hours, students were also required to do additional research on current economic issues. By spending 15 hours at a shelter for homeless women and children, students were able to apply their research to the women's experiences at the shelter, which resulted in papers and poster sessions on

minimum wage issues, unemployment, occupational segregation, poverty, and welfare policies. Student reaction and reflection to the assignment were positive, and both the agency and student benefitted from the experience.

Composition teachers at the University of Massachusetts in Amherst have jointly incorporated service learning in their first-year writing courses (Deans & Meyers-Goncalves, 1998). Local community agencies are contacted each semester and assignments are developed that involve a review of current brochures and written documents and provide recommendations and examples for revisions. These assignments encourage students to develop a sense of civic responsibility while being given the opportunity to develop useful, written materials. Deans and Meyers-Goncalves reported that, through internal funds from the provost at the university, competitive service learning grants were awarded for service assignment development in art, consumer studies, education, English, nursing, philosophy, and public health.

Erickson and Anderson (1997) identify service learning as being ideally suited to teacher education programs due to its experientially-based pedagogy. In teacher education programs, service-learning opportunities can enhance and enrich career exploration and the acquisition of instructional strategies and methods within the community. Keeping journals, writing assignments, formal presentations, and participation in group projects were effective methods of reflecting upon the student's community service. Community site supervisors were instrumental in providing performance feedback to students. Matching students to an appropriate placement in a setting where children, teens, and

adults pursue an education was essential to the success of the service-learning projects.

The concept of volunteerism is not a new one; educators have been incorporating service activities outside the classroom for years. Experiential education and citizenship education through community involvement have been linked to academic study in a variety of disciplines. Service learning is somewhat different from traditional volunteer service, and according to Fertman (1994), service learning incorporates these basic elements:

1. Preparation: activities must be linked to specific learning outcomes.
2. Service: it should be meaningful for both the students and agencies.
3. Reflection: link what has been learned with what has been done.

By infusing service learning into an academic curriculum, students can perform meaningful service within their communities while connecting that experience to what is being taught in the classroom.

Conclusion

A common perception among American citizens today is that we have withdrawn from society's problems, community affairs, and the political process. Apathy is evident by the number of people who do not vote, a growing sense of distrust in government and its elected officials, lack of attendance at public meetings, and in the increase of organizations trying to fill volunteer positions so they may continue to provide basic services. Research (Payne & Bennett, 1999; Nichols & Monard, 2001) indicates that students who participate in service learning have a greater awareness and understanding of the community around

them, learn to respect differences in others, and are more likely to make a lifelong commitment to participation in service activities. It is evident that service learning in higher education can be instrumental in strengthening an overall sense of civic responsibility.

Although much has been written about the benefits of service learning in higher education, there is a need to research effective strategies and current practices in order to integrate these service benefits into an academic department's curriculum. A review of successful institutionalization plans, barriers to incorporating service learning, useful teaching methods, course development components, specific student impacts, and an assessment of faculty utilizing service assignments is necessary in order to identify the best current service learning practices and apply them to curriculum development at The University of North Carolina at Greensboro.

Research Questions

The following research questions have guided this study.

1. **What methods have been used in higher education to promote the institutionalization of service learning?**
2. **What factors impede the institutionalization of service learning, and how can they be overcome?**
3. **What teaching strategies have been used to effectively integrate service learning into an academic curriculum?**
4. **What are the components of a successful service-learning course?**
5. **To what extent do faculty at The University of North Carolina at Greensboro utilize service assignments in their courses?**

6. What factors contribute to student involvement in service opportunities?

Service learning encourages active citizenship, builds social awareness, provides new settings for learning, and enables students to develop leadership and team-building skills. Research (e.g., Bringle & Hatcher, 1996) has supported the integration of structured service opportunities into course content in order to enhance and give practical meaning to the learning environment. By designing and offering an elective course centered around service-learning experiences, students will have an increased opportunity to participate in meaningful, community-based programs. The results of this project may contribute toward curricular and institutional change at The University of North Carolina at Greensboro, which is, at the heart of its plan, to be an exemplary student-centered institution while maintaining and enriching academic programs of distinction.

CHAPTER THREE Methodology

Introduction to Research Site

The University of North Carolina at Greensboro (UNCG) served as the research site for this project. UNCG is a public, coeducational, doctoral-granting, residential university chartered in 1891. It is one of the three original institutions of The University of North Carolina System. Currently, 14,000 students from 46 states and 90 countries attend UNCG. The campus is located on a 200-acre site in Greensboro, North Carolina.

The average class size at UNCG is 27 students, and more than a third of the classes have fewer than 20 students. The student/faculty ratio is 15:1. Professors teach approximately 90% of the classes. There are 140 student organizations and 16 intercollegiate athletic teams on campus. Almost 80% of freshmen live on campus, with housing available in 23 residence halls. Four residence halls offer living and learning communities.

The university offers 50 undergraduate majors within six professional schools and the College of Arts and Sciences. The six professional schools include the Bryan School of Business and Economics, School of Education, School of Health and Human Performance, School of Human Environmental Sciences, School of Music, and the School of Nursing. The Graduate School at UNCG offers three doctoral degrees in 15 areas of study and master's degrees in

a wide array of programs (The University of North Carolina Undergraduate Bulletin, 2002-2003).

The Division of Student Affairs at UNCG opened its doors to the university's brand new Office of Leadership and Service-Learning on August 20, 2001. Staffed by a full-time director and part-time secretary, the mission of this office was to "support, develop, and catalyze curricular, co-curricular, and experiential leadership and service-learning programs which advance the leadership potential and civic involvement of every willing UNCG student" (*UNCG Leadership and Service-Learning Annual Report, 2001-2002*, p. 1). This office would be instrumental in bringing an academic service-learning program to the UNCG campus.

Data Collection

Research for this project utilized both quantitative and qualitative data collection methods. Surveys, interviews, focus groups, content analysis of documents and websites, and attendance at meetings and conferences provided an opportunity to get input from a variety of sources. Also, as an active participant-observer, the researcher was able to collect data while assisting UNCG's Office of Leadership and Service-Learning with its strategic planning process. Use of these methods contributed to the collection of varied and diverse information, which served as a foundation to the analysis and development of effective academic service-learning opportunities in higher education.

The content analysis phase was the first step in the data collection process. UNCG documents available for review included the university's 1998-

2003 strategic plan, the Division of Student Affairs Annual Reports for 1999-2000 and 2000-2001, and minutes and planning documents from the Office of Leadership and Service-Learning. Additional documents from other colleges, universities, and professional organizations were available for review online. Website information was reviewed and related to the institutionalization of service learning, best practices in service learning, and service-learning course development. Sites that were most informative during the initial data collection phase included those sponsored by Campus Compact, the American Association of Higher Education, Vanderbilt University, Elon University, North Carolina Central University, and Pfeiffer University.

In January 2002, an Academic Service-Learning Interest Group was established at UNCG, representing 15 faculty who were involved in or wished to become involved in academic service learning. An invitation to participate was published in the university's weekly newsletter during the fall 2001 semester. This group of tenure track and non-tenure track faculty, including the researcher, met three times during the spring semester and served as a focus group for the Office of Leadership and Service-Learning. Information collected from the focus group meetings centered on an identification and analysis of current UNCG courses with service components, development of a UNCG service-learning strategic plan, and establishment of best practices for campus-community partnerships.

Data collection continued during a myriad of meetings, workshops, and conferences. Examples of professional development and data collection opportunities included:

1. North Carolina Campus Compact Service-Learning Conference at Elon University; February 2002 and February 2003
2. UNCG Service-Learning Advisory Committee; August 2002 – present
3. UNCG Service-Learning Workshop presented by AAHE Fellow Dr. Edward Zlotkowski; September 2002
4. 1st Annual International Service-Learning Research Conference at Vanderbilt University; October 2002

Attendance at these educational sessions, meetings, and workshops provided information and examples of current best practices at colleges and universities across the nation.

The quantitative component of this research project included the collection of data from UNCG students and faculty. An Academic Service-Learning Survey was distributed in class to 58 undergraduates enrolled in two 100-level Recreation, Parks, and Tourism (RPT) classes. One course was a required, for majors only, course, and the other was an elective course for non-majors. The instrument consisted of 26 questions, starting with demographic information and then moving on to an identification of current and former community service opportunities and sponsorship. Students were asked to indicate why they participate in service projects, and those who do not participate were asked to identify their barriers to participation. A Likert scale was included to capture student preferences toward future participation in community service class assignments. The course instructor collected all completed surveys during class.

A second survey was hand-delivered to department heads in 43 academic departments on campus. This survey was directed to all 626 full-time UNCG faculty. A memorandum accompanied the survey from UNCG's provost, Dr. A.

Edward Uprichard, who recommended that the surveys be distributed during an upcoming department faculty meeting or left in campus mailboxes. Completed surveys were returned to the appropriate dean's office for pick-up. Reminder letters and a second mailing went out several weeks after the return deadline in order to increase the number of responses. The survey itself consisted of three parts. The first part, service learning opportunities, identified the respondent's current level of use of service assignments associated with academic courses. The next section, professional development, assessed the level of need and interest in faculty development activities related to service learning. The final part of the survey contained basic demographic questions, including gender, age, rank, and tenure status.

Conclusion

By collecting data from UNCG administrators, faculty, students, and nationally recognized professional organizations and institutions, this research project resulted in the development and implementation of an undergraduate service-learning course and identification of best practices for academic departments at UNCG interested in incorporating a service component in their courses. The results of the faculty survey, vision of the initial focus group, and support from the Service-Learning Advisory Committee contributed to the Office of Leadership and Service-Learning's creation of a division of Academic Service-Learning, with a full-time director, effective August 2003. Also, due to the work of the advisory committee, the UNCG Faculty Senate approved a service-learning course designation for any revised or new course meeting the curricular

guidelines for service learning. This designation (SVL) would appear in all university materials, indicating to students that a service component was a requirement of the course. The University Curriculum Committee met in September 2003 to review the first round of applications for an SVL designation, and six courses were approved. The course developed for this project will be one of the first in UNCG's history to be offered with an official SVL designation.

CHAPTER FOUR Results and Discussion

Results

Data for this project were collected utilizing a student service-learning survey and a campus-wide faculty survey. Additional data were obtained by participating in focus groups, interviews, and workshops, combined with a content analysis of documents and websites. Research took place from August 2001 through August 2003.

Student Survey Results

On March 28, 2002 a 3-page survey was distributed at the beginning of class to UNCG students enrolled in RPT 101: Leisure and Modern Society and RPT 111: Introduction to Recreation, Parks, and Tourism. RPT 101 is an elective course for non-majors, and RPT 111 is a required core course for students majoring in Recreation, Parks, and Tourism. A graduate assistant read the survey instructions to each class, indicating that participation was voluntary and it would take approximately 5 minutes to complete the survey. All 58 students in attendance returned completed surveys.

There was an almost equal distribution between majors and non-majors as well as female and male respondents (see Table 1). The majority of students were sophomores, living off-campus, in the 18-21 year old age range. In addition to RPT majors, respondents included business, exercise and sport science,

human development and family studies, sociology, history, political science, and undecided majors.

TABLE 1: Demographic Information

Gender	Female	49%
	Male	51%
Class Rank	Freshman	19%
	Sophomore	36%
	Junior	24%
	Senior	21%
Housing	On Campus	22%
	Off campus	78%
Age	18-21	64%
	22-25	28%
	26-29	6%
	30 or older	2%
Major	RPT	45%
	BUS	15%
	ESS	12%
	HDF	10%
	SOC	7%
	HIS	5%
	PSC	3%
	UND	3%

The second section of the survey asked students seven questions about community service. When asked what the first thing was that they thought about

when seeing the words “community service”, the majority (78%) of students wrote in “volunteer work” or “volunteering time in the community”. The remaining respondents (22%) felt community service was synonymous with punishment or court-ordered time spent in the community. Most students (60%) indicated that they had never performed any type of work as a volunteer. The remaining students (40%) participated in volunteer service activities on a regular basis. A variety of people in schools and communities coordinated these volunteer activities, and these coordinators are identified in Table 2, with clubs or organizations being the primary source for service activities.

TABLE 2: Service Activity Coordinators

Coordinators	% of Respondents (N=23)
Club or Organization	52%
High School	38%
College	18%
Religious Group	12%
Relative	10%
Friend	4%
Business	4%
Self	4%
Government Agency	0%
Neighbor	0%
Other	0%

The next question asked all of the students whether they would volunteer for a community service project during the next semester. More than half (52%)

indicated they would not. The main reasons this group of respondents would not volunteer was no time in their schedule (57%), none of their friends do it (43%), it is not important to them (43%), and they would not be paid (37%). The remaining students (48%) would volunteer during the next semester because these students wanted to help others (74%), feel a sense of accomplishment (56%), do something important (42%), and acquire job skills (37%).

Most students (62%) indicated they would not sign up for a course if they knew ahead of time that it had 10-20 hours of community service as part of the requirements. However, 52% of the students felt they would sign up for a class with 25-30 hours of service requirements if they could volunteer in the community instead of coming to class 10 of the 15 weeks during the semester. If they did perform service hours as part of a class, the respondents were most interested in working with low-income groups and at-risk youth, as indicated in Table 3.

TABLE 3: Service Populations

Rank	Population	% of Respondents (N=23)
1	Low-income groups	78%
2	At-risk youth	70%
3	Homeless	35%
4	Senior citizens	21%
5	People with physical disabilities	21%
6	Culturally diverse groups	8%
7	Battered girls/women	4%
8	Grades K-5	4%
9	Preschool or middle school grades	0%

The final set of survey questions included ten statements about community service and service activities. Respondents identified their level of agreement or disagreement with each statement. Table 4 lists the statements and a summary of responses. Statements with a higher level of agreement (i.e., 50% or more) indicated that students (a) would do some volunteer work if it was a graduation requirement, (b) think a service-learning course should be offered at UNCG as an elective course, (c) planned on doing some type of volunteer work this year, and (d) indicated there was a preference to do service hours as part of a small group rather than on their own.

TABLE 4: Community Service Statements

Statement	% Agree	% Disagree
I would do some volunteer work each semester if it was a graduation requirement	67%	33%
A community service-learning course should be offered at UNCG as an elective course	62%	38%
I plan on doing volunteer work this year	58%	42%
If I took a service-learning course, I would prefer to do my hours with a small group of classmates	58%	42%
I think community service is an important activity	49%	51%
I would prefer to do my service hours on my own	45%	52%
I would be willing to participate in a volunteer project if it was part of a class assignment	47%	53%
I would be willing to take a class that focused on learning by volunteering in the community	38%	62%
A community service-learning course should be included in my major	35%	65%
I think service work would help me learn more	32%	68%

Faculty Survey Results

On September 18 and 19, 2002, Dr. Edward Zlotkowski, an American Association of Higher Education (AAHE) representative and service-learning expert visited UNCG's campus. He met with the Faculty Senate, deans, department heads, and student affairs administrators in an effort to share research, experiences, and nation-wide data supporting the institutionalization of service learning. This visit marked the beginning of the movement toward formalizing academic service learning on UNCG's campus.

Following the Zlotkowski visit, UNCG's Provost Uprichard prepared a memo to all deans and department heads encouraging their participation in an academic service-learning survey. Copies of the survey and return instructions were enclosed with the memo, and distribution to individual faculty members via a faculty meeting or faculty mailboxes was recommended. Six hundred and twenty-six surveys designated for full-time UNCG faculty were hand-delivered to 43 academic departments on campus. This first contact resulted in 126 completed surveys by the October 4, 2002 deadline. A second mailing went out in late October with reminders from the Office of Leadership and Service-Learning, which yielded an additional 161 surveys. A final mailing and reminder was distributed in November to departments that had not responded, and 44 more surveys were completed by the end of the semester. There was a total of 331 completed surveys submitted, representing a 52.8% response rate from UNCG faculty (see Appendix C).

In order to develop a strategic plan to assist with the institutionalization of academic service learning on UNCG's campus, it was necessary to identify the current use of service requirements in undergraduate and graduate courses. Faculty were questioned if they had ever asked students enrolled in their UNCG courses to perform community or volunteer service hours. Twenty-nine percent (96) of the faculty respondents reported that they had asked their students to do some form of service hours. These service hours were: (a) required as part of an assignment (72%), (b) optional in lieu of another assignment (14%), and (c) extra credit (19%).

The majority of these faculty (78%) provided an opportunity for students to intentionally reflect upon their service to the community. Both written and oral reflection methods were utilized almost equally (written: 65%; oral: 62%). The number of service hours students were each asked to perform in one semester varied over a broad spectrum, ranging from less than 5 hours to more than 25 hours. Most faculty (64%) had 20 or fewer students participating in service hours each semester.

When asked if interested in learning more about incorporating academic service-learning hours into one or more courses, 138 (43%) of the respondents expressed interest. Faculty were then asked to rank what type of support services would be helpful in developing service-learning courses (see Table 5). Receiving instruction on how to incorporate service-learning into an existing course was ranked highest among this group of faculty respondents. This was followed by the need for release time from one course for one semester.

Additional preferences for faculty support included graduate assistant support , a service-learning orientation, grant support, course instruction, travel funds, informal discussion with other faculty, and assignment to a UNCG faculty mentor with service-learning experience.

TABLE 5: Preferred Faculty Support Services

Rank	Support Service	% of Respondents
1	Instruction on incorporating service-learning into an existing course	81 %
2	Release time from one course for one semester	64 %
3	Graduate assistant support fro at least 5 hours per week	47 %
4	Orientation to service learning (definition, theory, application)	40 %
5	In-house grant funds to support service learning and assessment	36 %
6	Instruction on how to develop a new course that includes service learning	30 %
7	Funds to attend a state, regional, or national service-learning conference	23 %
8	Informal discussion to share ideas and experiences with other UNCG faculty	20 %
9	Informal assignment to UNCG faculty mentor who has done service learning	12 %

The remaining 157 respondents (57%) identified a variety of reasons why they were uninterested in utilizing service hours in courses. The primary barrier to teaching a service course was not having enough time to supervise students

outside the classroom. Also, faculty indicated they were not sure how to incorporate and assess service requirements. Additional barriers included a general lack of interest in service projects, not receiving recognition from administration for this type of teaching method, needing help making community contacts to place students, and thinking that students would not learn anything new by participating in service hours (see Table 6).

TABLE 6: Barriers to Teaching a Service Course

Rank	Barrier	# of Respondents
1	No time to supervise students outside the classroom	35%
2	Not sure how to incorporate and assess service requirements	21%
3	Just not interested	12%
4	No recognition from department head or dean for this type of teaching	8%
5 (tie)	Need help making community contacts to place students	6%
5 (tie)	Do not think students would learn anything new	6%

A self-reported list of 143 courses spanning 29 academic departments identified courses taught at UNCG by the survey respondents that include service hours. It is estimated that at least half of these courses, approximately 75, would meet the requirements for a service-learning designation. All six professional schools and the College of Arts and Sciences were represented (see Table 7).

TABLE 7: Self-reported Service Courses by School

School	# of service courses
Health and Human Performance	42
College of Arts and Sciences	40
Human Environmental Studies	20
Education	14
Music	12
Nursing	12
Business	3

The faculty survey respondents consisted of 53% (171) males and 47% (151) females. There was a significant distribution of responses, representing a wide range of age, rank, tenure status, and years at UNCG (see Table 8).

TABLE 8: Demographic Information

Age	21-30 years old	2.2%
	31-40	23.3%
	41-50	34.3%
	51-60	31.1%
	Over 60	9.1%
Rank	Full Professor	23.1%
	Associate Professor	28.8%
	Assistant Professor	26.6%
	Instructor	4.4%
	Lecturer	14.7%
	Academic Professional	1.0%
	Other	6%
Tenure Status	Tenured	49.5%
	Not tenured, on track	27.7%
	Not tenured, not on track	22.7%
Years at UNCG	New - 5 years	42.1%
	6-10	14.5%
	11-15	14.5%
	16-20	10.7%
	21-25	5.3%
	More than 25	12.9%

Qualitative Data Results

A content analysis was utilized to collect data from UNCG's written documents and online review of information from other colleges, universities, and

professional organizations. Attendance at meetings, workshops, and conferences also contributed to developing a frame of reference for best practices in service learning across the nation.

UNCG's Plan for the Division Academic Affairs was presented to the faculty in 1999. This 5-year plan serves as a broad blueprint for academic departments to utilize while moving the institution forward through teaching, research, and service. Seven concepts and initiatives are identified in the plan, including enriching experiential education opportunities, building community, and serving North Carolina through service and community outreach. Two initiatives specified in the plan direct academic departments to integrate service-learning experiences in courses where appropriate and to design an elective course centered around service-learning experiences (p. 12). The plan, combined with the Division of Student Affairs annual reports, identified the direction UNCG would be taking in the institutionalization of service learning. New service opportunities would exist on a curricular level in all academic departments while continuing on a co-curricular level in student affairs. How this would be effectively accomplished was determined by an examination of the UNCG faculty survey results, creation of a university-wide service-learning advisory committee, conducting focus groups, and an evaluation of the current level of use of service assignments by UNCG faculty.

As previously mentioned, the Office of Leadership and Service-Learning (OLSL) was established in August 2001. The new director, Anne Powers, initially focused on developing student leadership programs; however, a small group of

faculty held several informal meetings to discuss the possibility of initiating a campus-wide academic service learning-initiative. During the spring 2002 semester, the director and her new advisory committee developed a document to serve as the framework for future planning (*UNCG Service-Learning Plan, 2002*). The plan included a list of goals for 2002-2003, grant possibilities, highlights from four recent UNCG courses with a service component, and an operating budget.

The 2002-2003 Service-Learning Plan identified several major goals: (a) developing and implementing a faculty survey, (b) establishing a university advisory committee, (c) introducing the campus community to the benefits of service learning as a teaching pedagogy, (d) developing marketing and informational material for faculty and community partners, and (e) becoming an institutional member of Campus Compact. Faculty were encouraged to collaborate and submit grant applications dealing with civic engagement, community development, teacher training, and youth development programs. The Kellogg Foundation, Pew Trust, Learn and Serve America, AMP Foundation, Carnegie Foundation, and Ford Foundation were suggested as possible funding sources. The plan also highlighted four classes with required service project assignments during the 2002-2003 academic year. A total of 189 students participated in 30 projects with non-profit agencies in the Greensboro area.

During the 2002-2003 academic year, the OLSL and advisory committee worked together to create a series of draft documents to assist faculty in familiarizing themselves with UNCG's definition of service learning, the characteristics of a service-learning course, and an application and instructions

for a service-learning course designation. In order to create these documents, a variety of forms, syllabi, and material were collected from other institutions with formal service-learning programs.

North Carolina Central University directed us to their institution's 15-page faculty guide (see NCCU Faculty Guide, 2002) that included implementation strategies, common faculty concerns, definitions, goals, and principles of good practice. Ten steps to developing and executing a service-learning strategy were identified (p. 2):

1. Consider the courses you teach and determine how service can enrich learning in your discipline.
2. Call or visit your service-learning office to discuss and identify relevant placements and experiences for your students.
3. List several measurable service and learning objectives with your service sites in mind.
4. Explore your options and determine how you will incorporate community service in your course.
5. Integrate the service assignment(s) into your syllabus; tie the service to specific objectives or outcomes.
6. Explain and promote the idea and benefits of service the first day of class.
7. Work with your students to develop and enhance their service and learning experience; link service to the academic course components.
8. Teach students how to develop skills from the service experience and learn from them.
9. Use reflection techniques to link service to academic course content.
10. Evaluate service-learning outcomes and assess the experience.

Typical faculty concerns were also discussed in the guide. A legitimate concern is the perception of a lack of academic rigor associated with service learning. "If applied properly, this pedagogy is actually more rigorous than traditional teaching: students are not only required to master the standard text and lecture material, but they integrate their service experience into that content" (NCCU Faculty Guide, 2002, p. 4). Service courses do not represent a form of "watered down" learning. Faculty are also concerned with their competence applying something new, relinquishing full control of the classroom, time constraints, and liability issues. At North Carolina Central University, all service-learning programs are composed of the following roles: (a) faculty connects service experience and teaching objectives through reflection, (b) students provide service and learn, and (c) community partners identify service needs, supervise student efforts, and facilitates a linkage between students and the community (p. 8).

Pfeiffer University's website contained a 23-page faculty handbook and introduction to service learning (see Pfeiffer University Service-Learning Guide, 2003). The handbook identified the benefits of service learning and included a guide to prepare students and faculty for service that is linked to an academic curriculum. Student benefits include academic self-confidence, improved grades, higher retention, more contact with faculty, and an opportunity to integrate theory and knowledge with practice. Universities can benefit from service-learning endeavors through improved town-gown relationships, increased access to community partners, and an enhanced public image that can have a positive impact on recruitment, alumni, fund-raising, and campus climate. The handbook

recommended that the preparation of students for a service experience should include the following elements (p. 3):

1. Overview

- a. Learning objectives
- b. How much service is expected
- c. Types of service suitable to course learning objectives
- d. Types of required documentation
- e. When assignments and journals are due

2. Logistics

- a. Transportation
- b. Appropriate dress
- c. Risk management
- d. Who to contact in case of a problem at the site
- e. Type of training and supervision to expect from the agency

3. Concept

- a. What service-learning pedagogy is
- b. Why service learning is being used in this course
- c. How the service projects are related to the course
- d. How reflection will be conducted

4. Broader Issues

- a. The populations with whom the students will be working
- b. Missions of agencies and issues they address

5. Students' Expectations

- a. What students hope to gain from the project
- b. Discuss students' stereotypes, impressions, and concerns
- c. Ask students about prior experience working with diverse groups

Pfeiffer University utilizes a PARE (Preparation, Action, Reflection, and Evaluation) Model to implement academic service-learning experiences. The preparation stage involves faculty and community partners working together to identify a needed, meaningful service project. During the action stage, faculty develop and plan their curriculum while integrating community service into course learning objectives. An implementation timeline should be developed with key

steps identified for each week of the semester as well as an opportunity for final evaluation and feedback. According to the handbook, “an exemplary service-learning syllabus includes service as an expressed goal, clearly describes how the service experience will be measured, describes the nature of the service, specifies roles and responsibilities, defines the needs of agency partners, presents course assignments that link service to course content, and includes a description of the reflective process” (p. 7). The reflection stage looks back at the experience and analyzes what took place in relation to course goals and expectations. Students are able to critically examine the service experience and how it impacted their learning, beliefs, ideas, and opinions. Tips for facilitating reflection include preparing a framework for guiding the discussion, actively engaging each student, arousing interest and commitment to the service projects, and developing student observation skills. Evaluation advice follows, with establishing course objectives and relating them to the service experience as a key starting point to the evaluation stage. Evaluation criteria that assesses skills, written work, oral presentations, agency evaluations, and/or observations must then be linked to learning objectives.

Attendance at state and national conferences also yielded resources for program and course development. The annual North Carolina Service-Learning Institute at Elon University included workshops on adapting service-learning models to curricula, factors that enhance and hinder service-learning experiences, and using guided reflection as a tool to promote social responsibility. The coordinator of service-learning at North Carolina State

University shared core models for faculty development that were useful in adapting service components to courses in various disciplines. Workshop participants were able to role-play and apply the models to our own institutions. During the second workshop, data collected from 48 students over two semesters at UNCG identified the various factors that have enhanced and hindered their service-learning experience. The majority of students were supportive of the service assignments and appreciated the fact that the community partners and projects had been identified for them at the start of each semester. The course requirements were clear, but the assessment process was not, and this contributed to one of the negative aspects of the course. Another negative finding was that many students wanted to know that there was an out-of-classroom service project requirement prior to registering for the course. The service hours might not preclude them from signing up for the course, but they would be better able to balance their schedule if they knew ahead of time how many of their classes had service requirements. The third workshop demonstrated guided reflection tools for use in service-learning classes, such as rubrics, journals, portfolios, presentations, and group discussion. Using a team approach to guide in-class reflection with a graduate student or senior who had already taken the course was identified as a strategy for effective reflection facilitation.

The 2nd Annual International Service-Learning Research Conference at Vanderbilt University offered a more extensive selection of paper and topic sessions. Several sessions focused on faculty engagement in service learning,

service-learning course development and assessment, the role of citizenship in service-learning, service-learning as scholarship, and assessing institutionalization of service-learning programs. Several habits of mind or thinking behaviors were identified in faculty who engage in service learning. A strong motivation to serve others, become engaged in collaborative partnerships, and desire to mentor students motivates faculty to use service learning. The lack of time, recognition, and ability to conduct research are factors attributed to faculty who do not wish to use service learning. Another session provided the opportunity to review and develop assessment scales to measure student learning outcomes in service learning. The focus was on measuring the quality of the service experience, not the actual quantity of hours served. The ability to network with other service-learning faculty and program directors was beneficial as well. Through the exchange of business cards and website addresses, new information and reference material could be accessed as needed.

An on-line review of professional organizations and institutions with model service-learning programs also contributed data for this project. Campus Compact and the American Association of Higher Education (AAHE) provided background information and suggestions for successful incorporation of service learning into an academic curriculum.

Campus Compact is a national organization with state branches serving college and university officials who wish to deepen the civic education of their students while increasing local community engagement. Campus Compact (<http://www.compact.org/advancedtoolkit/defining>, 2003) defines an engaged

campus as “one that is consciously committed to reinvigorating the democratic spirit and community engagement in all aspects of its campus life: students, faculty, staff, and the institution itself.” A myriad of useful information was available from Campus Compact, including publications, resources, program models, and service-learning documents. Their campus-based activities are held on three levels: introductory, intermediate, and advanced. UNCG falls in between the introductory and intermediate stages. It has over 10% of its faculty using service learning in a variety of disciplines and there is a visible service learning office on campus. However, courses are of a variable quality, and there are no faculty rewards or incentives for designing and teaching service-learning courses.

The fundamentals of organizing and implementing service-learning courses have been outlined by Heffernan (2001). There are six categories of service-learning courses from which to select when creating a new course or revising an existing one: (a) pure service learning, (b) discipline-based service learning, (c) problem-based service learning, (d) capstone courses, (e) service internships, and (f) undergraduate community-based action research (p. 2).

Pure service-learning includes courses that send students out simply to serve the community as volunteers to prepare them for active and responsible community participation. Some faculty view these courses with skepticism as non-rigorous and more conversational than analytical.

Discipline-based service learning encourages students to have a semester-long presence in the community with regular reflection. Course content

is the foundation of service activities and analysis, and the link to service must be explained to students. This link can sometimes limit the type of experience students have because restrictions are placed on activities that are not related to course content.

Problem-based service learning uses students almost like consultants, where a specific community problem or need is identified and addressed. Students should already have a knowledge base that they can rely upon to develop solutions and recommendations. One challenge of this approach is that there is limited exposure to the overall mission and activities associated with the service agency.

Capstone courses are typically made available to majors in a specific discipline during their senior year. The goal of service assignments in a capstone course is to synthesize information and help students with the transition from theory to practice. Students provide specific skills and a significant amount of time to their projects, and then they graduate and leave the community. This tends to create a void within the agencies until another student can be found to continue with research, recommendations, and implementation. Service internships usually have an end product that is of value to the community partner; the student and agency benefit equally from the service experience. Reflective opportunities are provided during meetings, observations, and review of written work. Community partners are responsible for training, supervising, and evaluating their interns.

The final model, undergraduate community-based action research, is most effective with a small group of students who work closely with a faculty member while conducting research and serving a community agency. This model assumes that students can work independently, manage their time, and become self-directed learners. Each model has value but it is up to the individual faculty member to select the one that best matches course content, objectives, and desired student learning outcomes.

The American Association of Higher Education's (AAHE) Service-Learning Project has designated over two dozen institutions as models of good practice. Brown University, Georgetown University, Portland State University, University of Michigan, University of San Diego, and University of Utah identified components of their service-learning programs that have contributed to their success. An in-depth review of these diverse models provided information related to the programs, leadership, and organization of service learning at each institution.

Brown University has attributed its success to innovation, entrepreneurship, and sensitivity to diverse cultures. Service learning has been housed in the Swearer Center since 1985, with a full-time director reporting to the undergraduate academic program dean. There are 9 full-time staff and 57 part-time staff who have established relationships with approximately 150 community organizations. About 70% of all undergraduates participate in a service program prior to graduation. A faculty advisory board includes faculty and dean representation. No institutional funds are received by the center; their \$1 million operating budget comes from endowments and fundraising.

At Georgetown University, the Volunteer and Public Service Center is housed in the Office of Student Affairs. There are 10 full-time professional staff members (3 with Ph.D.'s) serving over 1,200 students each semester. Approximately 25 faculty have been actively involved in supporting the direct service programs (e.g., ESL tutoring, youth on probation), and an additional 150 have offered their own service learning course or fourth credit option. Center duties include advising 19 student organizations, facilitating the service-learning credit program, faculty development, community research project coordination, and organizing volunteer fairs. Faculty receive a course release or stipend to support their involvement in service endeavors. Twenty-five percent of the \$801,000 annual operating budget comes directly from the university's budget; the balance is funded by grants.

Portland State University's community service learning is embedded in the curriculum across campus, and institutional support is evident in the promotion and tenure guidelines. The program is housed in Academic Affairs with strong connections to Student Affairs. About 75 service learning courses are offered each year, and approximately 50 faculty teach these courses with a total enrollment of 1500 students. An ad hoc group comprised of students, faculty, and community partners serves as the advisory board. The staffing structure includes seven full-time staff and 1 part-timer. Half of the annual \$300,000 budget comes from university funds, and the remainder comes from foundation grants.

Program success at the University of Michigan is measured by the sheer longevity of the program (25 years), the quality of the service opportunities, and a national reputation. The university established the Center for Learning through Community Service in 1997 which oversees project SERVE, Alternative Spring Break, Alternative Summer Break, AmeriCorps, America Reads, and publication of the *Michigan Journal of Community Service-Learning*. The director reports to the vice-president for Student Affairs, and support is provided by 10 full-time staff (1 Ph.D.). About 70 faculty teach 70 service-learning courses with an annual enrollment of 3,000 students. There are three groups that guide the Center's direction: (a) a national advisory board which is a policy-making and fundraising group, (b) a faculty council which guides the academic service work, and (c) a campus-community committee which guides the university-community partnerships. The \$1.5 million budget is funded primarily from grants and individual donors.

Service learning at the University of San Diego evolved through a collaborative process among faculty, students, and community partners. New top level administrators in the early 1990's made a commitment to put the institutional mission into action through community service. That commitment has been built upon and expanded over the years until service learning became integral to the university's academic mission. The director reports to the vice presidents of academic affairs and student affairs but the program is fiscally located in student affairs. Approximately 60 classes integrate service learning during an academic year, with 41 faculty teaching approximately 950 students.

Two full-time and two part-time staff are funded by the university to administer the service-learning program.

The University of Utah has demonstrated that a large, public research institution can successfully move forward with a service-learning agenda. Strong student interest, strong staff leadership, and a solid approach to community involvement have contributed to a high level of respect for the Bennion Center's service-learning programs. Service activities are both curricular and co-curricular with approximately 3,500 students participating on each "side". There are 112 service-learning courses offered each year with approximately 80 faculty involved in teaching. A faculty advisory committee, with faculty representatives from each college on campus, helps determine the direction of service learning on campus. The Bennion Center has five full-time staff positions and two VISTA volunteers. The annual operating budget of \$450,000 is funded in thirds by the university, current fundraising, and endowment interest.

Each of these six institutions is unique, yet some similarities exist in the implementation of service-learning programs. A review of these models of good practice enabled UNCG to identify advantages and disadvantages associated with different methods of institutionalizing service learning.

Discussion

This research project revealed an abundance of information about the premises underlying the institutionalization of service learning in higher education. The findings support the notion that service learning is important because it demonstrates an institution's commitment to the communities and

constituencies it serves. This institutional commitment is integral in order for service-learning programs to succeed on college and university campuses. The importance of utilizing specific service-learning strategies and elements during course and syllabi development was also revealed.

This study also identified barriers on the part of faculty due to the lack of incentives or recognition in return for developing and implementing courses with a service component. Student barriers to participation in service courses also exist and need to be overcome in order for a service-learning program to be successful. Though the benefits of service learning have been extolled throughout the literature, the fact remains that some faculty and students simply are not interested in participating in service courses.

The outcomes of this research project provided information necessary for development of a service component in new or existing undergraduate courses. By incorporating service learning into an academic curriculum, students will have the opportunity to participate in and reflect upon the application of course material to actual practice. UNCG is positioned to take that logical step towards developing a responsive institution that matches community needs to student learning outcomes beyond the walls of a classroom.

CHAPTER FIVE Conclusion

The focus of this study was on successfully creating a required service component in an undergraduate course that specifically addresses service learning and on developing recommendations for implementation of community service experiences in an existing academic department curriculum. By utilizing information from UNCG students, UNCG faculty and staff, professional organizations, conferences, and other service-learning programs across the nation, service experiences and recommendations were developed to best serve the students while maintaining the integrity of the curriculum.

A required core course in the Recreation, Parks, and Tourism curriculum, RPT 213: Program Planning in RPT, was revised to incorporate a 20-hour service component with a non-profit community agency. Each student is required to select one of five projects and work with the same student group and agency throughout the semester. Examples of agency partners include Greensboro Parks and Recreation Department, Greater Greensboro Family YMCA, Alamance County Special Olympics, Greensboro Jaycees, Greensboro Volunteer Center, and High Point Parks and Recreation Department Special Populations Division. The primary goal of the service assignment is to provide hands-on special event and community recreation program planning experience while meeting the needs of a non-profit organization. Reflection activities include oral and written assignments that facilitate thoughtful analysis of the service experience and its relationship to course content. This course proposal was

approved by UNCG's Service-Learning Curriculum Committee and UNCG's Undergraduate Curriculum Committee and the course will be offered for the first time with a service-learning designation (SVL) during the spring 2004 semester.

Initial recommendations for implementing community service experiences in an existing academic department curriculum can be utilized by all professional schools and the College of Arts and Sciences at UNCG. Implementation recommendations for faculty are as follows:

1. Make initial contact with the Academic Service-Learning office and ask for a faculty packet of information. This packet will include several basic service-learning articles, sample course syllabi, description of models, instructions and application for a service-learning course designation, a schedule of workshops, a listing of mini-grant opportunities, and a resource sheet.
2. Contact the Office of Leadership and Service-Learning and get on its mailing list of monthly updates identifying community partners seeking students to perform service projects.
3. Determine the type of service-learning model to be followed, and match course content to an identified, needed community service. Begin to develop course objectives and student learning outcomes. Determine how to measure service outcomes.
4. Develop a syllabus that includes all course information, service assignment details, and assessment measures. Describe the service assignment clearly, including requirements, placements, reflection components, and grading
5. Meet with a service-learning staff member or service-learning advisory committee member to review the syllabus. Make revisions if necessary.
6. Using UNCG's Curriculum Guide, prepare a draft proposal for a new or revised course. Submit the draft to the appropriate department head for review and comment. Once approved, continue with the school and university course approval process.

7. Upon approval by the university curriculum committee, schedule the course for a semester that is mutually convenient to the instructor and department.
8. Finalize the list of community partners and service projects that are currently available. Invite confirmed agency representatives to be part of a volunteer fair or to do a brief presentation in class to students outlining their service opportunity.

These initial steps can guide a faculty member from the conceptualization stage to implementation of a service-learning course.

UNCG's academic service-learning office is in its first semester of operation and will eventually be able to assist faculty with further course development, assessment, and evaluation. Plans are underway to develop faculty mini-grants, workshops, and training opportunities in the future. The Office of Leadership and Service-Learning is in its third year of operation and continues to focus on co-curricular leadership and service endeavors while maintaining close ties with academic service-learning.

The study's six research questions were addressed in the data collection and data analysis phases of this study. First, several methods were identified to promote the institutionalization of service learning, with buy-in from the top a requirement for success. Tying community service to an institution's mission also had favorable, long-term results. The most prevalent administrative model housed service learning in Student Affairs, with an equal reporting, but not funding responsibility to Academic Affairs.

Second, many different factors can impede the institutionalization of service learning, especially apathy on the part of faculty. Building consensus

among a small group of committed faculty is an appropriate place to start in order to create a vision and establish direction. Sharing that vision with administrators, other faculty, students, and community partners can help overcome obstacles. A lack of funding can also impede the start of a service-learning program, and alternate funding sources should be identified. Many successful programs identified a lack of support from key administrators as a major impediment to service learning. Faculty are not willing to invest time and energy in a pedagogy that does not, on paper, contribute to their reappointment, promotion, and tenure dossier. Deans and department heads need to recognize service work as essential in engaging students in their coursework and community. Rewards and incentives must be offered in order for faculty to become involved in service learning.

Third, reflection strategies are used in varying formats to effectively integrate service learning into an academic curriculum. Reflection is what makes service-learning courses stand out from other courses with community service requirements or volunteer service hours for extra credit. The successful integration of service-learning depends on a student's ability to make a meaningful connection between the service provided and course content. Reflections can be academic or personal self-assessments.

Fourth, successful service-learning course includes engagement, reflection, reciprocity, and public dissemination (Heffernan, 2001). The service component must meet a public good which was identified through community agency consultation. Reflection is the mechanism that encourages students to

connect the service activities performed with readings, lectures, and discussions in the classroom. Reciprocity indicates that everyone involved in the service-learning activities learns from each other. Disseminating service project reports and information to the public, or providing an opportunity for public discussion, is also recommended as part of a successful service-learning course.

Fifth, faculty at UNCG presented an eclectic mix of courses utilizing service assignments. By conducting a university-wide survey, faculty were able to self-report the extent to which they utilized service hours in their courses. Faculty in the school of Health and Human Performance reported the largest number (42) of service courses in their exercise and sport science, health education, dance, communication science and disorders, hospitality management, and recreation, parks, and tourism departments. The College of Arts and Sciences followed with 40 service courses. A total of 143 courses taught by 96 faculty in 29 academic departments were identified. Fifteen percent of UNCG's faculty currently utilize service assignments in their courses.

Finally, both the literature and results of the UNCG student survey suggest that students become involved in service opportunities because they want to help others. Other students participate because they want to feel a sense of accomplishment or do something important. Additionally, they want to acquire job skills, add to their resume, network, and meet people with similar work interests. Students are more likely to be satisfied with the service experience if they do not have to find an agency on their own and make the initial contact. Presenting clear

and concise service expectations and methods of assessment also contribute to successful involvement in service opportunities.

In summary, the 2-year process of collecting and synthesizing data was lengthy, but it contributed valuable information to the people responsible for institutionalizing service learning at UNCG. What once seemed insurmountable due to limited resources and minimal institutional support ended up as the primary academic initiative for the 2002-2003 academic year. Not only was the Office of Leadership and Service-Learning ahead of its own plan by almost a year, but the Provost funded a division of academic service-learning for the 2003-2004 academic year. Six courses were approved to receive a service learning course designation, effective Spring 2004. Service learning has been successfully institutionalized at UNCG.

LIST OF REFERENCES

- Boss, J. A. (1994). The effect of community service work on the moral development of college ethics students. Journal of Moral Education, 23 (2), 183-190.
- Boyer, E. (1994). Creating the new American college. The Chronicle of Higher Education (March 9), A 48.
- Bringle, R. G., & Hatcher, J. A. (2000). Institutionalization of service learning in higher education. Journal of Higher Education, 71 (3), 273-290.
- Bringle, R. G., & Kremer, J. F. (1993). An evaluation of an intergenerational service-learning project for undergraduates. Educational Gerontologist, 19. 407-416.
- Campus Compact. (2003). Retrieved February 26, 2003, from Campus Compact's web site: <http://www.compact.org/advancedtoolkit>
- Checkoway, B. (2001). Renewing the civic mission of the American research university. Journal of Higher Education, 72 (2), 125-147.
- Chickering, A. W. (1969). Education and identity. San Francisco: Jossey-Bass.
- Chickering, A. W., & Reisser, L. (1993). Education and identity (2nd ed.). San Francisco: Jossey-Bass.
- Colby, A., Ehrlich, T., Beaumont, E., & Stephens, J. (November/December 2003). Educating undergraduates for responsible citizenship. Change, 40-48.
- Cohen, J., & Kinsey, D. (Winter, 1994). Doing good and scholarship: A service-learning study. Journalism Educator, 4-14.

- Delve, C. I., Mintz, S. D., & Stewart, G. M. (1990). Promoting values development through community service: A design. In New Directions for Student Services, 50. San Francisco: Jossey-Bass.
- Erickson, E. H. (1980). Identity and the life cycle. New York: Norton.
- Erickson, J.A., & Anderson, J.B. (Eds.). (1997). Learning with the community: Concepts and methods for service-learning in teacher education. Washington, D.C.: American Association for Higher Education.
- Gray, M. J., Ondaatje, E. H., Fricker Jr., R. D., & Gerschwind, S. A. (2000). Assessing service-learning. Change, 32 (2), 30-39.
- Heffernan, K. (2001). Fundamentals of service-learning course construction. Providence: Campus Compact.
- Hinck, S., & Brandell, M. (2000). The relationship between institutional support and campus acceptance of academic service learning. American Behavioral Scientist, 43 (5), 868-881.
- Jacoby, B. (1996). Service-learning in today's higher education. In Service-Learning in Higher Education. San Francisco: Jossey-Bass.
- Keith, K.M. (1998). The responsive university in the twenty-first century. In W. G. Tierney (Ed.), The responsive university: Restructuring for high performance. Baltimore: Johns Hopkins University Press.
- Kendall, J.C. (1990). Combining service and learning: An introduction. In J. C. Kendall (Ed.), Combining Service and Learning: A Resource Book for Community and Public Service, Vol. 1. Raleigh, N. C.: National Society for Experiential Education.

- Kezar, A., & Rhoads, R. A. (2001). The dynamic tensions of service learning in higher education. Journal of Higher Education, 72 (2), 148-171.
- Kolb, D. A. (1981). Learning styles and disciplinary differences. In A. W. Chickering and Associates, The Modern American College. San Francisco: Jossey Bass
- Kozeracki, C. A. (2000). ERIC review: Service learning in the community college. Community College Review, 27 (4), 54-70.
- Levine, A., & Cureton, J. (1998). When hope and fear collide: A portrait of today's college student. San Francisco: Jossey-Bass.
- Lucas, A. F. (2000). A teamwork approach to change in the academic department. In Leading Academic Change. San Francisco: Jossey Bass.
- Marcus, G. B., Howard, J. P. F., & King, D. C. (1993). Integrating community service and classroom instruction enhances learning: Results from an experiment. Educational Evaluation and Policy Analysis, 15, 410-419.
- McCarthy, A. M., & Tucker, M. L. (1999). Student attitudes toward service-learning: Implications for implementation. Journal of Management Education, 23 (5), 554-573.
- McKenna, M. J. (2000). Students, agencies, and faculty sign on for academic service learning: A natural partnership for teacher education. Teacher Education Quarterly, 27 (3), 89-102.
- Mintz, S. D., & Hesser, G. W. (1996). Principles of good practice in service-learning. In B. Jacoby (Ed.), Service-Learning in Higher Education. San Francisco: Jossey-Bass.

Models of Good Practice. (2001). Retrieved August 14, 2001, from the AAHE

web site: <http://www.aahe.org/service>

Nichols, A. H., & Monard, K. (2001). Designing intergenerational service-learning

courses based on student characteristics. Educational Gerontology, 27

(1), 37-48.

North Carolina Central University Academic Community Service Learning Faculty

Guide (2003). Retrieved February 26, 2003, from North Carolina Central

University's web site: <http://www.nccu.edu/commserv/Service1.htm>

Payne, C. A., & Bennett, E. B. (1999). Service learning and changes in

involvement preferences among undergraduates. NASPA Journal, 37 (1),

337-348.

Pfeiffer University Service-Learning Guide (2003). Retrieved February 26, 2003,

from Pfeiffer University's web site:

<http://www2.pfeiffer.edu/~servantleadership/Service-learning>

Roschelle, A. R., Turpin, J., & Elias, R. (2000). Who learns from service

learning? American Behavioral Scientist, 43 (5), 839-848.

Rudolph, F. (1962). The American college and university: A history. Athens:

University of Georgia Press.

Schneider, M. K. (June 1998/9). Models of good practice for service-learning

programs. AAHE Bulletin, 5-11.

UNCG 1998-2003 Plan for the Division of Academic Affairs. (1998). Retrieved

April 2, 2001, from The University of North Carolina at Greensboro,

Provost's Web site: <http://www.uncg.edu/pvt/publicat.html>

**APPENDIX A
STUDENT SURVEY**

COMMUNITY SERVICE SURVEY

Spring, 2002

Dear Students,

Please take a few minutes to fill out this questionnaire before class begins today. I would like to know how you feel about the possibility of being required to participate in course-related community service projects while attending UNCG. Your opinion is important to me, and all responses will remain confidential. Participation is strictly voluntary and you may choose to return the survey blank. Thank you for your time!

Sincerely,
Donna Jeffers-Brown,
Lecturer & Fieldwork Coordinator



TELL ME ABOUT YOURSELF

1. Are you: Female Male
2. Are you a: Freshman Sophomore Junior Senior
3. Do you live: On campus Off campus
4. What is your age? 18-21 22-25 26-29 30 or older
5. What is your major? _____

TELL ME ABOUT COMMUNITY SERVICE

6. When you see the words "community service", what is the first thing you think of?

7. How often do you currently perform any type of work as a volunteer? (Check one)
 every week once or twice a year
 a few times each semester never (If never, go to question # 9)
8. Who has coordinated your volunteer service activities? (Check all that apply)
 my high school/teacher a relative
 my college/professor a friend
 a club or organization a neighbor
 a religious group/church I did
 a government agency other: (write in) _____
 a business other: (write in) _____

9. If you were asked to volunteer for a community service project next semester, would you do it?

- Yes No

A. If yes, why would you do it? (Check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> to help others | <input type="checkbox"/> to learn something new |
| <input type="checkbox"/> to feel better about myself | <input type="checkbox"/> to develop leadership skills |
| <input type="checkbox"/> to acquire job skills | <input type="checkbox"/> to feel a sense of accomplishment |
| <input type="checkbox"/> to add to my resume | <input type="checkbox"/> to get involved in campus activities |
| <input type="checkbox"/> to meet people my age | <input type="checkbox"/> to do something important |
| <input type="checkbox"/> to develop future job contacts | <input type="checkbox"/> to be a part of the local community |
| <input type="checkbox"/> to explore future careers | <input type="checkbox"/> other: (write in) _____ |

B. If no, why wouldn't you volunteer? (Check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> no transportation | <input type="checkbox"/> I wouldn't be paid for my time |
| <input type="checkbox"/> no time in my schedule | <input type="checkbox"/> I don't know where to go |
| <input type="checkbox"/> it's not important to me | <input type="checkbox"/> I won't be here next semester |
| <input type="checkbox"/> none of my friends will do it | <input type="checkbox"/> other: (write in) _____ |

10. Would you sign up for a course if you knew it had 10-20 hours of community service as part of the course requirements?

- Yes No

11. Would you sign up for a course with a 25-30 hour service requirement if you volunteered in the community instead of coming to class for 10 of the 15 weeks?

- Yes No

12. If you decided to perform service hours as part of a class, what populations would you like to work with? (See below)

✓ Check level of interest

Population	Extremely Interested	Very Interested	Somewhat Interested	Not Interested
13. At-risk youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Battered girls/women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Culturally diverse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Grades K-5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Homeless	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Low-income groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Middle-school children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. People with physical disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Pre-school children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Senior citizens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TELL ME WHAT YOU THINK

Please read each statement below and check your response to each one in the space provided.

	Strongly Agree	Agree	Disagree	Strongly Disagree
26. I think community service is an important activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. I think community service work will help me learn more.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. I plan on doing some type of volunteer work this year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. I would do some volunteer work each semester if it was a graduation requirement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. I would be willing to participate in a volunteer project if it was part of a class assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. I would be willing to take a class that focused on learning by volunteering in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. A community service-learning course should be required in my major.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. A community service-learning course should be offered at UNCG as an elective course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. If I took a service-learning course, I would prefer to perform my hours as part of a small group of classmates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. I would prefer do my service hours on my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**THANK YOU FOR COMPLETING THIS SURVEY!
THEY WILL ALL BE COLLECTED WHEN EVERYONE IS FINISHED.**


**APPENDIX B
FACULTY SURVEY**

THE UNIVERSITY OF NORTH CAROLINA
GREENSBORO

Office of the Provost

DATE: September 19, 2002

TO: Department/Division Heads/Chairs
Program Directors

FROM: A. Edward Uprichard 
Provost

RE: Academic Service-Learning Faculty Survey

The UNCG Service-Learning Advisory Committee seeks your help in conducting a campus-wide faculty needs assessment as a follow-up to Dr. Edward Zlotkowski's luncheon meeting and presentation this week. The enclosed survey has been designed to measure UNCG's current level of use of community and volunteer service in credit courses. It will also be used to identify future faculty development needs.

Please distribute these surveys to **full-time** faculty during your next department meeting, if one is scheduled in the next month, asking faculty to fill them out and return them as part of the meeting agenda. If no meeting is planned, please distribute them to full-time faculty via department mailboxes.

Please ask for completed surveys to be returned to your office by **Friday, October 4**. **Retain the envelope of this mailing** and use it to send all completed surveys to your Dean's Office. A representative from the Department of Leadership and Service-Learning will pick up the envelopes from each Dean's Office the week of October 7.

If you have any questions you may contact Anne Powers, Director of Leadership and Service-Learning, at 256-0538, or by email aspowers@uncg.edu. Thanks!

C: College and School Deans
Carol Disque

Enclosure


THE UNIVERSITY OF NORTH CAROLINA
GREENSBORO

Leadership and Service Learning

October 30, 2002

TO: Department Chairs

Chemistry	Philosophy
Classical Studies	Religious Studies
Counseling	Romance Languages
Educational Leadership	Sociology

FROM: Anne Powers, Director 
Office of Leadership and Service Learning

RE: Faculty Service-Learning Survey

About five weeks ago you received a packet of UNCG Faculty Service-Learning surveys (purple paper). A letter from the Provost was enclosed encouraging you to distribute the surveys to your full-time faculty. Completed surveys would then go to your Dean's office, and my office would collect them.

To date we have not received any surveys from your department and at this point many of your faculty may need a second copy to complete. Therefore, we are doing a second mailing. Please ask your full-time faculty members to complete the survey and return it to you by **Friday, November 7**. Someone from my office will be in touch to arrange a time that is convenient for you for pick-up.

Two hundred and eight-seven faculty members have already responded (46%). I hope to hear from you and your faculty also regarding the current use of service hours in courses and what your faculty development needs may be.

Thank you for your assistance.

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO ACADEMIC SERVICE-LEARNING SURVEY - FALL 2002

Dear UNCG Faculty,

Please take a few minutes to complete this questionnaire regarding your use of service-learning and/or community service in your classes. ***Service-learning is defined as a teaching method that combines course content with service that meets a community need by integrating reflection, civic engagement, and specific learning objectives.*** Your responses will help us quantify the level of service currently being provided to our community. Also, the survey results will enable us to identify your professional development needs for future support and training. Please return completed surveys to your Department Head by **October 4**. Thank you for your input.

Yours truly,
UNCG Service-Learning Advisory Committee

Service-Learning Opportunities

1. While at UNCG, have you ever asked students enrolled in your courses to perform any community or volunteer service hours?
 Yes No (If no, go to #7)

2. Was this service: (Check all that apply)
 Required as part of an assignment
 Optional in lieu of another assignment
 Extra Credit
 Other (specify): _____

3. Do you include an opportunity for students to intentionally reflect upon their service to the community?
 Yes No
If yes, what reflection method(s) do you use?
 Written (journals, papers, portfolios)
 Oral (discussion groups, presentations)

4. Which courses have you taught at UNCG that included service hours?

Course #	Course Title	Semester/Yr.	Type of service performed
		/	
		/	
		/	
		/	

5. On the average, how many hours of service did you ask a student to perform in one semester?
 1-5 6-10 11-15 16-20 21-25 >25 hours

6. On the average, how many students do you have participating in community or volunteer service hours each semester?
 1-20 21-40 41-60 61-80 81-100 >100 students

7. Have you taught at another institution and asked students to perform service hours?
 Yes (indicate school name): _____
 No

(Turn Over)

Professional Development

8. Are you interested in learning more about how to incorporate academic service-learning requirements into one or more of your courses?

Yes (go to #10) No

9. Why are you uninterested in utilizing service requirements in your courses?

(Check all that apply)

- Not sure how to incorporate and assess service requirements
- Need help making community contacts to place students
- No time to supervise students outside of the classroom
- Do not think students would learn anything new from performing service hours
- No recognition from department head/dean for this type of teaching pedagogy
- Just not interested
- Other (specify): _____

10. If support services and activities became available to assist you in developing new or existing service-learning courses, which types of support would help?

(Please rank all ten items, with #1 indicating what would help you the most)

- a. Orientation to service-learning (definition, theory, application)
- b. Informal discussion to share ideas and experiences with other UNCG faculty
- c. Instruction on how to incorporate service-learning into an existing course
- d. Instruction on how to develop a new course that includes service-learning
- e. Informal assignment to a UNCG faculty mentor who has done service-learning
- f. Funds to attend a state, regional, or national service-learning conference
- g. Release time from one course for one semester
- h. In-house grant funds to support service-learning development and assessment
- i. Graduate assistant support for at least 5 hours/week
- j. _____ (specify)

General Demographics

11. What is your gender? Female Male

12. What is your age? 21-30 31-40 41-50 51-60 >60

13. What is your rank?

Full Professor Associate Prof Assistant Prof Instructor Lecturer
 AP: _____ (specify) Other: _____ (specify)

14. What is your tenure status?

Tenured Not tenured, on tenure track Not tenured, not on a tenure track

15. How many years have you been a full-time faculty member at UNCG?

new-5 6-10 11-15 16-20 21-25 >25

16. What is your primary assignment at UNCG?

Administration (dean/head/chair) Faculty Other (specify): _____

17. What department do you teach in? _____ (specify)

THANK YOU! PLEASE RETURN TO YOUR DEPARTMENT HEAD BY OCTOBER 4.

**APPENDIX C
RETURNED FACULTY SURVEY DISTRIBUTION**

Returned Survey Distribution by Academic Department

Department	# of Faculty	# of Responses	Department	# of Faculty	# of Responses
Accounting	10	4	Hum Dev Fam Stu	16	12
African American	1	0	ISOM	17	6
Anthropology	8	4	Interior Arch	8	2
Art	22	12	Library & Info	8	5
Biology	27	13	Math	30	12
Broadcast/Cinema	10	9	Music	45	24
Business Admin	30	12	Nursing	37	22
Chemistry	12	7	Nutrition	10	9
Classical Studies	7	7	Philosophy	7	0
Communication	11	11	Physics	6	6
Comm Sci & Disor	8	4	Political Science	11	11
Counseling	7	7	Psychology	22	5
Curriculum & Instr	17	7	Public Health	11	6
Dance	11	5	Rec Parks & Tour	9	8
Economics	14	10	Religious Studies	8	2
Ed Leadership	8	2	Romance Lang	27	9
Ed Research	5	2	Social Work	12	8
English	36	13	Sociology	14	7
Exercise & Sp Sci	19	15	Special Ed	13	3
Geography	12	5	Textiles	7	7
German & Russ	6	4	Theater	14	6
History	23	8	TOTAL	626	331

APPENDIX D
UNCG SERVICE-LEARNING COURSE FORMS

SERVICE-LEARNING COURSES

Steps to Receive an "svl" designation:

Faculty member must submit a completed Request for Service-Learning Course Designation Form (the purple sheet; see Section IV) and course syllabus to the Academic Service-Learning Director before advancing to the Undergraduate Curriculum Committee Process.

Process for amending an existing course to make it a service-learning course

In order to receive an "svl" designation, a faculty member should take the following steps:

1. Submit a proposal to the proposing faculty member's Department Chair/Head.
2. With the prior approval of said Department Chair/Head, submit the course proposal to the Service-learning Committee by sending it to Ben Ramsey, Director of Academic Service-Learning.
3. The Service-Learning Committee shall review and recommend or reject the proposed course as a designated service-learning course.
4. If approved, the Service-Learning Committee shall then recommend the course to the University Undergraduate Curriculum Committee. No approval is needed by the School Committee.

Creating a new service-learning course

For a service-learning designation as part of approval of a new course proposal, the purple sheet and blue sheet proposals can be coordinated, as follows:

1. When a blue sheet proposal for a new course is developed by a department, the purple sheet proposal for service-learning designation can be prepared at the same time.
2. With the approval of the Department Chair/Head, the syllabus and the purple sheet can be sent directly to the Academic Service-Learning Director for review by the Service-Learning Committee.
3. The Service-learning Committee shall review and recommend or reject the proposed course as a designated service-learning course.
4. The approval of the Service-Learning Committee, if forthcoming, can be added to the blue sheet proposal by the department as it moves for approval to the appropriate School or College Curriculum Committee.
5. The School or College Curriculum Committee will review the course for other necessary components and recommend or reject the course.
6. If approved, the School committee will send the proposal to the University Undergraduate Curriculum Committee for approval.

REQUEST FOR SERVICE-LEARNING COURSE DESIGNATION

This form is to be completed by an instructor planning to teach a course or a section of a course with a service-learning component. Send the completed form to Ben Ramsey, Director of Academic Service Learning, 108 Foust.

Department: _____ Phone: _____

Name of person completing request: _____

Course number and title: _____

SVL designation is sought for all times the course is offered according to the provision submitted through this proposal.

On average, students will be engaged in their service _____ hours per semester.

Attach to the form a brief description of the kinds of assignments to be used, examples of community sites, proposed service activities, and strategies for integrating service and classroom work.

Acknowledge by checking that this proposed course will meet each of the following service-learning criteria:

- Students in the class provide a needed service to individuals, organizations, schools, or other entities in the community.
- The service experience relates to the subject matter of the course.
- The course requires reflective strategies and other appropriate assignments for the student to integrate the service with the classroom instruction.
- Academic credit is given for the completion of required class assignments as detailed on the class syllabus and not for the service alone.
- The service opportunities aim at the development of the responsible community citizenship.
- The class offers a way to learn from other class members (e.g. through reflection sessions) as well as from the instructor.
- Course options ensure that no student is required to participate in a placement that creates a religious, political, and/or moral conflict for the student.
- Faculty member will assess how community needs were met as a result of student participation.

Attach a syllabus that follows the format noted on page 6 of the Curriculum Guide.

Definition of academic Service-Learning:

Service-learning links community action and academic study so that each strengthens the other. Students, faculty, and community partners collaborate to enable students to address community needs, initiate social change, build effective relationships, enhance academic skills, and develop civic literacy. Service-learning encourages critical consideration of the ethical dimensions of community engagement.

: Please follow the routing shown on the back of this page.

SERVICE-LEARNING APPROVAL FORM

I. Department

Course Number and Title _____

Department/Program _____

Submitted by _____ Date _____

Department Head/Chair _____ Date _____

Send to Ben Ramsey, Director of Academic Service-Learning (108 Foust Building)

II. Service-learning Committee

Approved for Service-Learning designation whenever offered as proposed.

Comments:

Chair _____ Date Approved _____
Service-Learning Committee

Send to Secretary, UCC, 201 Mossman.

III. School or College Curriculum Committee (Needed for new course proposals only.)

Chair _____ Date Approved _____
School or College Curriculum Committee

IV. Undergraduate Curriculum Committee

Chair _____ Date Approved _____

APPENDIX E
UNCG OFFICE OF LEADERSHIP AND SERVICE-LEARNING INFORMATION

STEPS TO TAKE IF INTERESTED IN SERVICE-LEARNING CLASS

1. CALL OFFICE OF LEADERSHIP AND SERVICE-LEARNING

2. OFFICE WILL PROVIDE:

Course development tools

- Course development guide
- Training Dates for developing service-learning course (assuming funds are available)
- If available, information on TLC course development grant opportunities (note need to discuss with TLC)
- Sample syllabi
- Consult on appropriate balance of service versus other requirements in course
- Sample small group and journal reflection exercises

Communication suggestions

- Sample letters to community partners, students, etc.

Community Partner suggestions

- Possible community partners (note faculty is ultimately responsible)
- Dates for community partner fair (once a semester)

Assessment guidance

- Faculty, student and community partner post class assessment forms
- Form for hours worked at agency
- Pre and post test assessment ideas

Risk management

- Legal agreement
- Leader's guide for service orientation for students ("What to do if..")

Ongoing Support

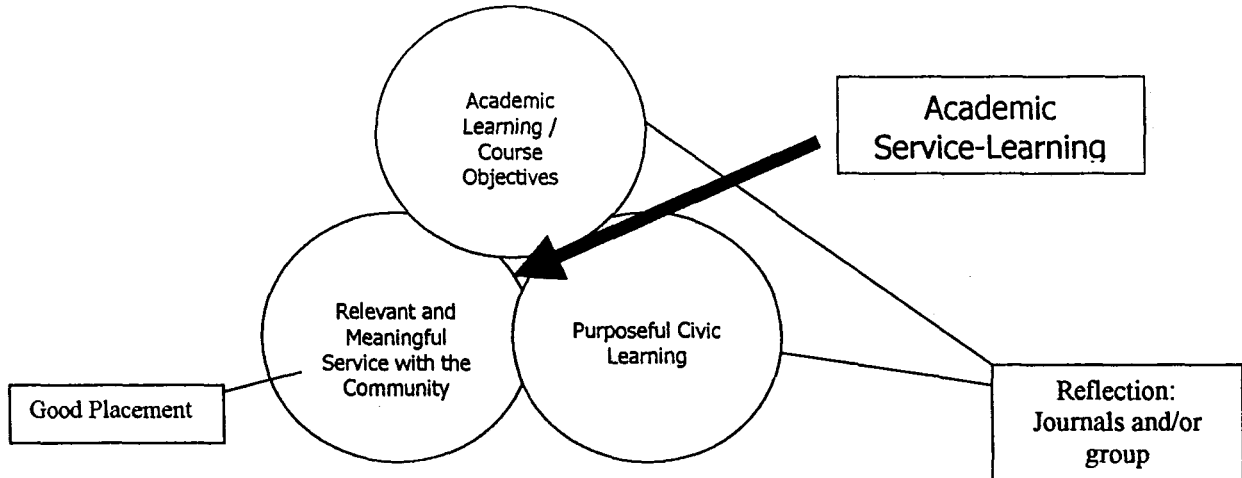
- Public Relations / Publicity
- Service-learning interest group
- UNCG Service-learning list-serv
- Other faculty doing service-learning
- Grant recommendations

3. FACULTY MEMBER:

- Develops syllabi
- Establishes community partner connections
- Conducts service orientation and collects legal form and objective form
- Conducts course with reflection
- Distributes assessments and sends to OLSL

4. OLSL COMPILES ASSESSMENTS AND SENDS REPORT

SERVICE-LEARNING MODEL¹



DISTINGUISHING CHARACTERISTICS OF COMMON STUDENT COMMUNITY-BASED EXPERIENCES¹

	Community Service	Enhanced Academic Learning	<i>Purposeful Civic Learning</i>	<i>Reflection</i>
Volunteering or Community Service	Yes	No	No	Not usually
Co-Curricular Service-Learning	Yes	Some (It depends)	Yes	Yes
Academic Service-Learning	Yes	Yes	Yes	Yes
Internship	Yes*	Yes	No	Yes(in the best models)

*Not all internships involve service to the community

¹Adapted from Michigan Journal of Community Service-Learning Course Design Workbook

Four Myths About Service-Learning*

Myth #1 – The Myth of Terminology: *Academic service-learning is the same as student community service and co-curricular service-learning.*

Academic service-learning is not the same as student community service or co-curricular service-learning. While sharing the word "service," these models of student involvement in the community are distinguished by their learning agenda. Student community service, illustrated by a student organization adopting a local elementary school, rarely involves learning agenda. In contrast, both forms of service-learning – academic and co-curricular – make intentional efforts to engage students in planned and purposeful learning related to the service experiences. Co-curricular service-learning, illustrated by many alternative spring breaks and dance marathon programs, is concerned with raising students' consciousness and familiarity with issues related to various communities. Academic service-learning, illustrated by student community service integrated into an academic course, utilizes the service experience as a course "text" for both academic learning and civic learning.

Myth #2 – The Myth of Conceptualization: *Academic service-learning is just a new name for internships (or student teaching or practicum)*

Many internship programs, especially those involving community service, are now referring to themselves as service-learning programs, as if the two pedagogical models were the same. While internships and academic service-learning involve students in the community to accentuate or supplement students' academic learning, generally speaking, internships are not about civic learning. They develop and socialize students for a profession, and tend to be silent on student civic development (in most cases – not all - depending on internship). *They also emphasize student benefits more than community benefits, while service-learning is equally attentive to both.*

Myth #3 – The Myth of Synonymy: *Experience, such as in the community, is synonymous with learning.*

Experience and learning are not the same. While experience is a necessary condition of learning (Kolb, 1984), it is not sufficient. Learning requires more than experiences, and so one cannot assume that student involvement in the community automatically yields learning. Harvesting academic and/or civic learning from a community service experience requires purposeful and intentional efforts. *This harvesting process is often referred to as "reflection" in the service-learning literature.*

Myth #4 – The Myth of Marginality: *Academic service-learning is the addition of community service to a traditional course.*

Grafting a community service requirement (or option) onto an otherwise unchanged academic course does not constitute academic service-learning. While such models abound, the interpretation marginalizes the learning in, from, and with the community, and precludes transforming students' community experiences into learning. *To realize service-learning's full potential as a pedagogy, community experiences must be considered in the context of, and integrated with, the other planned learning strategies and resources in the course.*

*From Michigan Journal of Community Service-Learning Course Design Workbook