

FACULTY GUIDE

For Service Learning / Community-Based Learning



The Center for
community engagement
EDUCATION • ENGAGEMENT • EMPOWERMENT

Updated: 6/2019

The Center for Community Engagement (CCE)

What We Do

Support Faculty

...in developing & incorporating quality community-based learning experiences for students

Develop Community Partnerships

...to foster mutually beneficial collaborations and projects.

Promote & Assess Community Engagement

...to showcase and better understand impact.

Coordinate Pioneers for Change

...a paid service learning student leadership program

Facilitate Freshmen Day of Service

...exposing first year students to service in the local community.



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Important Terms

COMMUNITY ENGAGEMENT

An umbrella term that encompasses the variety of ways the campus collaborates with the community to strengthen and improve the quality of life in communities and contribute to the public good.

SERVICE LEARNING

A teaching method that promotes student learning through active participation in meaningful and planned experiences in the community that contribute to the public good and are directly related to course content. Through reflective activities, students enhance their understanding of course content and sense of social responsibility.

FIELDWORK COURSES

(Field Instruction or Field Practicum) Place students in supervised community-based learning experiences. Fieldwork courses are traditionally strongly connected to discipline learning, required in sequential courses for a major, require discipline-specific expertise and a large number of hours.

INTERNSHIPS

From Executive Order 1064, "It is an off-campus activity designed to serve educational purposes by offering experience in a service learning, business, non-profit, or government setting. For the purpose of this executive order internship' does not include teacher preparation placements or clinical placements such as for nursing, counseling, physical therapy or occupational therapy."

The essential differences between an internship and service learning are:

- *internships generally require more hours and/or expertise;*
- *students may seek out internships independent of courses for pre-professional experience or pay;*
- *students may or may not be asked in any formal way to connect experience with discipline learning or social responsibility.*

Service learning refers to a variety of off campus learning experiences and activities that students engage in that contribute to the public good. The recommendations and requirements in this handbook are meant to apply to the following variety of off campus learning activities that contribute to the public good.

Guiding Principles of Service Learning

ENGAGEMENT

Does the service component meet a public good? Has the community been consulted?

RECIPROCITY

Is the relationship mutually beneficial to the university (our students) and the community?

REFLECTION

Is there a mechanism that encourages students to link their service experience to course content and to reflect upon why the service is important?

PUBLIC

DISSEMINATION

Is service work presented to the public or made available for the community to enter into a public dialogue?

6 Models of Service Learning

“Pure” Service Learning

The community is the central focus of the class. Students go out into the community to serve. The intention of the course is to foster community awareness and civic engagement. These courses are generally not housed in any one discipline.

Discipline Based Service Learning

Course content drives the area of service and works as a guide for reflecting upon student experiences. Students have a strong presence in the community.

Problem Based Service Learning

Students work individually or in groups to understand and develop a solution for a specific community problem. Students work closely with community members as they involve themselves in the problem and its solution.

Capstone Courses

These courses offer students in their final year the opportunity to transition from theory to practice, to see their studies come to life. Students generally draw upon the knowledge they have obtained through their studies and apply it in the community.

Service Internships

These courses usually require a large time commitment, sometimes 10 to 20 hours per week and differ from traditional internships in that students have on-going reflective experiences throughout the term in small groups or one-on-one with the instructor.

Community Based Action Research

This course works best when students are already familiar with community work. Students work closely with a faculty member to learn research methods while serving as advocates for the community. The reciprocity must be evident in that the findings somehow benefit and are channeled back into the community.

Service Learning Course Design

In an online seminar, **Service-Learning Course Design: What Faculty Need to Know**, Barbara Jacoby provides a step-by-step guide to help faculty design a service-learning course from scratch, or revise a current course. What follows is a brief outline of these steps, along with a few key questions to answer along the way:

Step I: Consider How Service Learning Will Help Students Achieve Your Desired Learning Outcomes.

- What are your desired learning outcomes for the course?
- What pedagogies align with the desired learning outcomes (e.g., research papers, lecture, demonstration, problem based learning, class discussions, service learning)?
- What desired learning outcomes are best achieved through service-learning? Why?

Step II: Determine How The Combination Of Service And Academic Content Will Enable Students To Achieve The Learning Outcomes.

- What types of service are appropriate for the course? How frequently? What duration?
- What readings and other materials will complement the service?
- What kinds of reflection activities will students engage in?

Step III: Initiate Community Partnerships.

- How will you identify community organization partner(s)?
- Who will be responsible for initiating and developing the partnership?
- How many students does the organization need? With what knowledge and skills? To do what tasks?

Step IV: Establish Assessment And Evaluation Standards.

- How will students demonstrate learning from their service experiences and other assignments
- What measures will you use?
- At what points during the term will you assess learning?
- What will be the community organization's role in evaluating students' performance at the service site?

Step V: Develop The Syllabus.

- Prepare a draft syllabus detailing rationale for service-learning, students' roles and responsibilities, how the service experience will be assessed, readings, course materials, and reflection activities.
- Visit the community partner to discuss the draft syllabus.
- Based on community partner input, revise the syllabus as needed.

Step VI: Prepare To Manage The Process.

- What logistical issues need to be addressed?
- Have you addressed appropriate dress and behavior, transportation, and safety issues?
- What campus resources are available to assist you along the way?

Dr. Barbara Jacoby is the author of *Service-Learning in Higher Education: Concepts and Practices* (Jossey-Bass, 1996), *Building Partnerships for Service-Learning* (Jossey-Bass, 2003), and *Looking In / Reaching Out: A Reflective Guide for Community Service-Learning* (with Pamela Mutascio, Campus Compact, in press).

The Service Learning Syllabus

The Service Learning Syllabus

As with any new course, the initial curriculum development may take some time. However, once a routine is in place, service learning takes no more time and effort than grading a stack of papers or exams. Initially, some faculty offer service assignments as an option to a longer research paper. The Center for Community Engagement can help you shape service projects and related assignments for your course.

The Syllabus Should Include:

- A course description which includes description of community-based learning experiences, approach for the course, and student responsibilities
- A statement of the learning objectives for students that are directly related to the community service component
- A statement of the specific need the service meets and anticipated outcomes for students and community partners
- Nature of projects/assignments related to the community service experience including opportunities for reflection, both structured and unstructured, in the form of assignments, journal writing, discussions, and other mechanisms explicitly described
- Readings/discussions/presentations/speakers related to the community service experience
- Direct and deliberate connections between the academic content and the community service experience
- A statement of assessment criteria of community service experience as an explicit component of determining course evaluation and grade

SPAN 609
Seminar in Style: Academic Writing
Fall 20XX

"Start writing no matter what. The water does not flow until the faucet is turned on."
Louis L'Amour (1906-1988), escritor americano.

WHAT IS THIS COURSE ABOUT?
In graduate school we write almost every day, from class notes, discussion comments, peer reviews to lengthy essays and reports. Many of us write daily in more than one language. For some, writing is a breeze, for others, not so much. You may have wondered, is there a way writing can become easier, especially the *academic writing*? How can I be more efficient at it? How can I overcome the fear of academic writing? This course will address these questions. Together we will explore the ways of approaching the academic writing and its requirements, we will look into the efficient use of primary and secondary sources, discuss the MLA guidelines for citations and bibliography and explore the types of documents you may have to create when looking for jobs.

THE FORMAT OF THE COURSE

- This is an *online course with 4 in-person meetings*.
- This course also has a *Service Learning* component.
- This course requires active online and in-person participation and extensive class discussion of reading materials and problematic issues.

WHAT WILL YOU LEARN IN THIS COURSE? By the end YOU WILL be able to...

- Explore your local community to uncover the connections with Latin America and bilingual writing.
- Acquire broader knowledge about the steps of the writing process.
- Analyze critically, evaluate and edit the written text in Spanish.
- Develop an ability to select, analyze and cite the critical and literary sources.
- Improve understanding of conceptually abstract texts that may treat unfamiliar topics and situations.
- Integrate literary and cultural analysis into the context of oral and written assignments.
- Develop the ability for self-assessment and critical reflection of your perception and understanding of literary works and cultural phenomena.
- Take responsibility for identifying, evaluating, and using practical experience, primary and secondary sources and resources needed to prepare for assignments in this class.

HOW YOU WILL BE GRADED

Weekly Online Participation and Preparation (including in-person session attendance)	35%
Annotated Bibliography for the Final Project	10%
CRIT Essay	10%
Conference Abstract and Bio	10%
LinkedIn Profile	10%
Research Practicum Preparation (including preparing required paperwork, shadowing and translation sessions)	10%
Final Essay based on Research Practicum	15%

***Late assignments policy:** You can turn in your assignments late (except Discussion Forums) for any reason, but each subsequent day will **drop the grade by 20%** (please, let me know if you need to turn in the assignment late due to extenuating circumstance, such as medical emergency, etc.).

GRADING SCALE (%)**

94-100 A	87-89 B+	77-79 C+	67-69 D+
90-93 A-	83-86 B	73-76 C	63-66 D
	80-82 B-	70-72 C	60-62 D-
			0-59 F

****Grade of Incomplete:** The grade of IN usually indicates that the course work could not be finished due to unforeseen dramatic circumstances. The professor, at her discretion and with adequate proof will consider these circumstances.

EVALUATION CRITERIA

Research Practicum Preparation (10%): As a part of your *service learning* project, you will be observing and translating at the LA Superior Court. In order to be able to carry out this project, you will be required to submit mandatory paperwork, attend the required number of sessions where you will observe court proceedings or shadow an interpreter, work with legal vocabulary, etc. *It is key to complete all these required steps, as failure to do so will result in NOT being able to participate in this required project.*

Final Research Essay (based on Research Practicum) (15%): Your capstone project for this course *will be based on* the independent Research Practicum you will be conducting during the semester. After completing all the required sessions, you will draft and submit an essay based on your critical analysis of any topic related to Spanish in court interpreting and your own experience. The essay *may be focused* on a variety of aspects: language, culture, literary companions, professional training and language education, but regardless of the focus, it should demonstrate thorough analytical skills and the ability to work with the secondary sources (you will have a chance to identify these sources while working with the annotated bibliography). As in a real-life situation, you will be responsible for identifying the problem, formulating the thesis, and looking for appropriate secondary critical sources to support your argument. I will assist you at all stages of the process, but you are ultimately responsible for the success of this assignment. Your final essay will be 8-10 pages with at least 10 critical secondary sources. **Rubric available in Canvas.*

ABOUT YOUR SERVICE LEARNING PRACTICUM

To apply your theoretical knowledge on practice and enhance your professional CV, during this semester you will have an opportunity to observe and shadow court proceedings and interpreters (AT LEAST 2 SESSIONS), and ultimately, translate for the judges (pre-trial proceedings). Several class assignments will guide you in preparation for this experience: at the beginning of the semester you will sign *up and observe the proceedings* and critically analyze your experience; then you will participate as a volunteer interpreter in the pre-trial proceedings **ON NOVEMBER 6-8, 2018 (AT LEAST 1 SESSION). Don't forget to include this experience in your CV!**

In order for you to be able to participate in this Practicum, you will have to submit some paperwork. You will receive more information about the Practicum during the week 1 and 3 class meetings. **NOTE that failure to submit all required documentation for Practicum** (i.e., surveys, timesheets, volunteer agreement, etc.) will result in **DENIAL of the participation in this project.**

The main goals of this *research practicum* are: 1) *To observe and practice Spanish written and oral skills in a non-traditional non-academic environment;* 2) *To acquire an ability to conduct independent research (formulating the thesis, conducting the observation, collecting the data, analyzing the sources, etc.);* 3) *To analyze critically your experience and apply the theoretical material covered in class to produce a research paper.*

This is the first time the MCCLL department is working with the LA Superior Court, so your patience with the process and your constructive feedback are greatly appreciated!

For this Research Practicum I will guide you through these steps:

- Sign up for a specific time to observe court proceedings (at least 1 session) and to shadow an interpreter (at least 1 session). You can and are encouraged to observe more.
- Submit all the required paperwork in order to *be allowed* to attend said sessions.
- Obtaining a parking permit and badge (to *be discussed* in class).
- Attend *2* in-person class meetings with the LA Superior Court Judges (2 and 3 in-person classes tentatively).
- Prepare for the interpreting sessions.
- Sign up for an interpreting session **ON NOVEMBER 6-8, 2018.**
- Complete your interpreting assignment.
- Draft a research paper analyzing your experience and any issue related to Court interpreting and Spanish.

Preparing Students for Service Learning

What to Expect from Students

As you begin to think about how service learning might work in one of your courses, it is also helpful to think about what you can expect from students in terms of their readiness to participate in the community based on grade level. An understanding of student readiness to participate in community-based learning will help you create a positive learning experience



Freshman Year

Students are ready to **explore**, community service should be well supervised and structured. In the classroom, pre-service reflections might facilitate discussion of values/identity, community, and social awareness.



Sophomore Year

Students are ready to gain **experience** and should be encouraged to take initiative in their community service assignments. In the classroom, students might be asked to make explicit connections between their service and learning/discipline-based knowledge.



Junior Year

Students can lead by **example**; projects should offer the opportunity to demonstrate learning; students can reflect on social responsibility within disciplines/careers and project outcomes from engagement with the community.



Senior Year

Students are ready to let personal **expertise** guide their service: reflections should focus on connections between student's personal beliefs, community commitments, and career/major choices.

Tips for Integrating Service into the Curriculum

- Talk about the service on the first day of class, perhaps even inviting a representative from a community agency to visit. Address student fears, concerns, and expectations.
- Feel free to contact the community partner to seek feedback.
- Have a backup plan for students with special needs. Some instructors may offer students the option to do support work for their service group. This works best in group projects where two students may go to a senior home to organize activities and the third who works full time will print flyers, organize agendas, research activities, and prepare the group report from their notes.
- Prepare students with the appropriate skills and brief them on their responsibilities regarding professionalism, commitment, and follow-through. Students will also need a specific timeline for contacting agencies, returning the student learning plan, and starting and finishing their service.

Guidelines for Off Campus Learning

Each community-based organization must have entered into a contract with the university to ensure that the organization holds sufficient liability insurance and to ensure the site is appropriate and safe for our students.

Process for Community Partnerships and Curricular Student Placements through the Center for Community Engagement

1. All partners with whom students are placed must have a current contract on file with the Center for Community Engagement.
 - a. A list of our contracted partners can be found here:
<https://app.calstates4.com/csueastbay/sites>
 - b. If a student would like to be placed with a non-contracted Community partner, it can take over a month to have a contract fully executed. The first step in the process to becoming a contracted community partner is for the community partner to complete the Center for Community Engagement's Community Partner [Request to Initiate Partnership Form](#).
2. Once students have selected and confirmed placement at a site on our list of contracted partners, they must log their placement in CalStateS4, our web-based system that manages student placements. Within this placement process, students will complete the Off Campus Learning Waiver. Faculty may view and manage placements by logging on to Cal State S4.
3. At the end of the semester, students may be asked to evaluate their placement site in an effort to improve the effectiveness of partnerships.

All students participating in off campus learning activities, projects, or experiences for credit or as part of a course must complete a waiver of liability.

CalStateS4

Student Placement System

<https://app.calstates4.com/csueastbay>

Welcome to CalStateS4 for CSU East Bay

CalStateS4 is an online platform hosted by the CSU Chancellor's Office to manage student placements, facilitate on or off-campus learning experiences, acknowledgement of safety and liability, and lists community partnership information.

Faculty may use CalStateS4 for their internship and or service learning courses. Students may use CalStateS4 to find and place with approved sites.

If you are not sure if your site is an approved site please search under our site list [HERE](#).

To become an approved site complete our [Request to Initiate Form](#).

Please email calstates4@csueastbay.edu if you have any questions.

Cal State S4 is a system to track sites, collect forms, review student placements, and illustrate your campus' impact on your community.

Introduction

As a faculty member with a course connected to off-campus learning opportunities, you are involved in helping students successfully make a placement. You have the ability to control which sites are connected to your course, see where students have placed, or make placements on behalf of students.

Enrolled Students

Operations

Place student(s)

<input type="checkbox"/>	First Name	Last name	Last login	Forms Completed	Signatures Completed	Placements	Place
<input type="checkbox"/>	Isaac	Arellano	03/05/2019 - 1:52pm	Yes	Yes	• Monument Crisis Center	Place
<input type="checkbox"/>	Matthew	Cheng	01/29/2019 - 11:33am	N/A	N/A	No current placements.	Place
<input type="checkbox"/>	Evelyn	Corado	05/09/2019 - 1:04pm	Yes	Yes	• La Familia Counseling Service	Place
<input type="checkbox"/>	Victoria	Culwell-Hernandez	02/21/2019 - 11:39am	N/A	N/A	No current placements.	Place
<input type="checkbox"/>	Gioconda	Mirra	05/03/2019 - 1:43pm	Yes	Yes	• Reading Partners	Place
<input type="checkbox"/>	Evelyn	Navarro	02/15/2019 - 11:25pm	N/A	N/A	No current placements.	Place

Please contact the CCE if you would like the CalstateS4 Faculty Guide, a CalstateS4 student placement presentation for your class, or to get more information.

Guidelines for Reducing Risk

The Dos & Don'ts

- **DO** build a working relationship with your Center for Community Engagement Community Partnerships Coordinator.
- **DO** be aware that special insurance policies for professional coverage are available for specific students and programs (ex: nursing, social work).
- **DO** conduct site reviews before, during, and after a service-learning course is offered.
- **DO** understand that faculty members can be individually named in lawsuits and should play an active role in ensuring safe and positive service-learning experiences for their students.
- **DO** know that faculty members will be indemnified and protected by the university in the case of a lawsuit, so long as the faculty member was acting within the scope of his or her work.
- **DO** offer alternative placements and /or opportunities for students in service-learning courses to avoid potential risks.
- **DO** meet the special safety needs of any student.
- **DO** be aware that there are state and federal regulations regarding fingerprinting and background checks for those students whose service-learning placements are in organizations that works with children, the elderly, or persons with disabilities.
- **DO** know when each student is scheduled to provide service and be able to verify that the student did provide the service at the community-based site. This will help to determine who holds liability for student behavior or student injury at any given time.
- **DO** know where emergency contact information for students is kept as well as what the procedures are at the university and at the community-based organization site if an emergency occurs. If the community-based organization asks the student for emergency contact information, a copy should be kept at the university for the duration of the service-learning experience.
- **DON'T** assume that students are automatically covered for liability through the university or community-based organization when they enroll in courses and participate in service-learning activities.
- **DON'T** assume that campus and site orientations are consistent; they vary among courses, campuses, departments and community-based organizations.
- **DON'T** assume departments are aware of the students' whereabouts or activities while performing their service learning.
- **DON'T** assume that students are aware of issues such as liability or sexual harassment policies. Both campus and site orientations are necessary to familiarize students with any potential risks involved with service-learning activities.
- **DON'T** assume that student fees will automatically absorb incidental costs for fingerprinting and background checks, or that the community-based organization will pay these fees. They can be an additional financial burden for a particular placement.
- **DON'T** arrange travel for students. Liability is greatly reduced if students are responsible for their own transportation to and from the service site.

Reflection

What do we mean by reflection?

Academic reflection, if properly constructed, can lead students to high-level abstract thinking, as well as aid in comprehension and absorption of classroom learning. Service learning pedagogy relies upon the reflective process as the vehicle for 'learning.' Rigorous academic reflection can transform the student learning experience from passive to active.

The 4 Cs

Continuous

Pre-service reflection or prefection, helps to prepare students for their experience, including an introduction to necessary discipline knowledge, problem-solving skills, and an understanding of the community. Preflection activities can include case studies, site orientation, journals that ask students to write about expectations, fears, questions, assumptions.

During the service activity, communication is important in order to guide the student in making connections with classroom learning.

Post-service reflection requires students to connect their service to discipline-based knowledge and explore possible implications and future applications. Integrative papers and formal presentations foster a 'scholarly' approach to community-based learning.

Challenging

Reflective assignments must be structured in a way to challenge students yet provide appropriate support. Students' value systems and assumptions of the world are frequently challenged by the realities these service experiences. Class discussion can offer support in terms of de-mystifying the thinking process and engaging in-group problem-solving exercises to frame the experience in classroom learning.

Connected

The 'learning' in service learning results from making explicit connections between service activities and course learning outcomes. Therefore, the reflection activities must reflect and reinforce established course goals. Students may not see service learning as well-integrated if their other exams and assignments do not ask students to demonstrate the skills addressed through service learning, such as high-order thinking/synthesis.

When attempting to connect community-based learning to classroom learning it may be helpful to think about the following questions:

- What are the public policy issues related to this discipline?
- What current events are related to this discipline?
- What role does this discipline play in the support or advancement of the 'common good'?
- What is the social history of this discipline?

Contextualized

To maximize the learning potential from assignments and activities, the reflection component should be constructed with three factors in mind: student, course, and service characteristics.

Planning Questions for Student Characteristics:

- What is the level of student preparation ? Do students have prior service experience?
- What are students' motivation/goals?
- What are the constraints on student participation in the service learning project and reflection activities?
- What do we know about students' learning styles?
- What do we know about students' intellectual development?

Planning Questions for Course & Service Characteristics:

- What type of course is the service-learning project being incorporated in?
- What course knowledge is required for completing project tasks?
- What skills are required for completing project tasks (information-gathering, oral presentation, teamwork)?
- Are projects completed in teams?
- Do different teams work on similar tasks for different organizations? Do different teams work on varying tasks for the same organization?
- What is the weight assigned to the service-learning project in grading?
- To what extent are community agency personnel able to participate in activities designed to support educational goals of students?

Successful Reflection

College students move from: **believing** that knowledge is certain and experts provide all answers;

to recognizing that knowledge is uncertain; supporting beliefs with reasons & evidence, but having difficulty understanding other perspectives;

to understanding multiple viewpoints and qualitatively assessing evidence, still finding problem-solving a challenge;

to analyzing complex problems, but challenged by open-ended problems that need reexamination based on changing information

Reflection Suggestions

Group Discussions	<p>In small or large groups ask students to exchange ideas on the synthesis of service and course content or have them answer specific questions (problem-solving) that link to course content using their service experiences to inform their answers.</p>
Written Analysis	<p>Analytical papers give students the opportunity to formally reflect upon their experiences and do further research that may either support or contradict these experiences.</p>
Portfolios	<p>Students may be asked to compile any materials they created for their service: flyers, activity agendas, daily logs, brochures, pictures of events. Portfolios enable students to provide specific documentation for their experiences. Often students are asked to use a portfolio as part of a presentation on their service.</p>
Current Events	<p>Have students keep a folder of newspaper clippings or notes from the daily news of events and happenings locally or nationally that affect the area of service. These clippings are great catalysts for class discussions, reflective papers, and journals, helping students to keep a broad perspective.</p>
Journals	<p>Journals are an effective tool to help students remember daily experiences, to spark ideas for further research, to offer subjective and objective observations.</p> <p>One way to structure student responses is through the ORID model:</p> <ul style="list-style-type: none"> • Objective (What did I do, see hear, experience?); • Relational (What do I think about these experiences/observations?); • Informational (What do I know, based on course material, that can help me understand these experiences or contextualize them?); • Decisional (What public policy practices or social theory would I suggest to help resolve this community issue?). <p>It is helpful to give written guidelines and check the journals at least once before they are due.</p>
The Triple-Entry Journal	<ol style="list-style-type: none"> 1. Describe a situation or critical event at the service site. 2. Connect course material to the described situation. 3. How does the combination of course material and service experience aid to your understanding or thinking about this incident?

The Merits of Service Learning for Faculty Development

The scholarship of engagement is a field ripe for faculty creativity and input. You have many options for research, publication, and professional development. This section of the handbook provides specific suggestions on research and inclusion in your dossier.

How to Include the Scholarship of Engagement in Your Dossier

The information below is excerpted from the campus Retention, Tenure, and Promotion Policy and Procedures

4.2 Instructional Achievement:

- Creativity in course work as demonstrated by innovative techniques...reflect the change and progress in the subject area
Think about:
 - What has changed in the subject matter?
 - How can and does service reflect this change?
 - How can and does service learning affect the major?
 - What new or innovative approaches can you take to the subject matter you teach?
 - Can service be that innovation or creativity to approaching the subject?
- Ability to develop and present new courses or activities
Think about:
 - Why service learning?
 - What is the connection of service learning to the course/discipline?
- Ability to relate the discipline to other disciplines and fields of endeavor
Think about:
 - How can you collaborate with other disciplines?
 - How can you do co-curricular activities?
 - How can you do cross-curricular activities?
 - With what allied departments can you work?
 - Can inter, intra department, college, university collaboration help relate course work to other discipline/allied fields?
- Advising and counseling effectiveness
- Successful supervision of service-learning internships
Think about:
 - How will your advising impart information and impact the careers of students as it relates to civic engagement?
 - How will service enhance the employability of students?
 - Will service help students focus on traditional professions or broaden their perspective to include allied professions as career choices and options?
- Student achievement and recognition
Think about:
 - How will service learning enhance student learning and application processes to graduate school, careers and other post-secondary experiences?
 - Have your students received recognition for service performed?
 - Have your students received grants, scholarships as it relates to service, admission to graduate school?
- Supervision of undergraduate independent study students...project reports
Think about:
 - What kind of reflective activities will/have students completed?
 - How are service hours recorded and reported?

4.3 Professional Achievement

- Publications in professional journals
- Contributions on the scholarship of teaching
Think about:
 - The list of publications relevant to the scholarship of engagement

4.5 Community Service

- Service on local or state government councils, private/public agencies, councils, boards, committees, task forces, etc.;
- Presentations, classroom participation, and professional services in local schools;
- Supervision of student community service projects;
- Presentations to public and private civic organizations.
Think about:
 - What skills did you bring to the collaboration?
 - What evidence of impact or outcome can you share?

Helpful Hints

- Do clearly explain the service learning connection to the discipline, courses you instruct and how it benefits the students both academically and professionally
- If there are terms that may be up to the reader's interpretation, define the terms to avoid confusion
- Do explain the benefit of the service activity to the clients, students, and the community
- Do discuss how the service activity enhances "the university's ability to serve the needs of a multicultural and non-traditional student body" (4.1.4.c)
- Do discuss how service "enhances the community well-being and the relationship between the university and the community." (4.1.5)

This material was initially developed by Dr. Doris Yates, Professor of Leadership in Recreation and Community Services, as Faculty in Residence for Service Learning, February 2005 and updated September 2010 by Mary D'Alleva.

The Scholarship of Engagement

captures scholarship in the areas of teaching, research, and/or service	incorporates community issues which can be within or integrative across teaching, research and service
engages faculty in academically relevant work that simultaneously meets campus mission and goals as well as community needs	community is broadly defined to include audiences external to the campus that are part of a collaborative process to contribute to the public good

Evaluating the Scholarship of Engagement in Faculty Dossiers

Teaching Community-Based Projects

Evidence:

Course Syllabus/Materials should include:

- Explicit connections between academic content and the community-based learning (CBL) experience: description of activities; student responsibilities; nature of assignments related to community service; reflective assignments (journal writing, discussions); readings/presentations/speakers related to CBL; other mechanisms explicitly described.
- Learning objectives directly related to CBL.
- Statement of specific community need the CBL experience meets & anticipated outcomes.
- Assessment criteria of CBL activity as an explicit component of determining course evaluation and grade.

Questions to ask:

Does the faculty member:

- Demonstrate to how the community-based learning project impacts society as a whole?
- Demonstrate that he/she has broadened student's understanding of discipline-specific social connections or the importance of civic engagement?

The Scholarship of Engagement

Evidence:

- Presenting papers.
- Publishing findings in higher education publications.
- Leading community discussions.
- Submitting grants to fund community-based projects.
- Measuring the effectiveness of community-based teaching & learning and discussing the results in the context of a broader subject matter.

Questions to ask:

- Is there an "academic fit" with the scholar's role, department and university mission?
- Does the scholar state the basic purpose of the work and its value for public good?
- Is the scholar involved in a local, state and national dialogue related to the work?

Community Service

Evidence:

- Work within community that responds to defined community needs.
- Activities carried out in partnership with community-based organizations.
- Increased visibility of the university within the community.
- External letters from community organization describing how project affected individuals, groups, or community.
- Dissemination of scholarship/work through service learning presentations to the campus and surrounding communities.

Questions to ask:

- Does the scholar bring the necessary skills to the collaboration?
- Does the scholar's work achieve impact or change? Are those outcomes evaluated? By whom?
- Is the scholar involved in a local, state, or national dialogue related to the work?
- Does the scholar disseminate to appropriate academic and public audiences?

Suggested Venues for Publication

Active Learning in Higher Education Published three times per year by the Institute for Learning and Teaching in Higher Education, this international journal focuses on all aspects of developments, innovations and good practice in higher education teaching and learning worldwide.

Community Development Journal Published four times a year and circulated in over 80 countries, the Community Development Journal provides an international forum for political, economic and social programs, which link the activities of people with institutions and government. Articles of between 3,000 and 6,000 words, letters, news items and 'Fieldnotes' up to 1500 words are invited.

The Generator: Journal of SL and Service Leadership This national journal of SL and youth leadership provides NYCL members with the most up-to-date information on SL methodologies, programs, and initiatives. Contributors are leaders in the field from throughout North America who share their experience and perspectives implementing SL and youth leadership programs in academic and community-based settings.

Innovative Higher Education The goals of this journal are to present descriptions and evaluations of innovations and provocative new ideas with relevance for action beyond the immediate context in higher education.

The Journal of Cooperative Education and Internships is dedicated to the advancement of work-integrated learning, to a strong focus on research associated with work-integrated learning, and the development of a global view of work-integrated learning through the publication of thoughtful and timely articles.

The Journal of Education and Work is an international forum for academic research and policy analysis, which focuses on the interplay of the education and economic systems. The journal examines how knowledge, skills, values and attitudes both about and for work and employment are developed within the education system, with a particular interest in comparative studies of skill formation and the transition from education to employment, how this process is structured and managed, and its effects on the young people, schools, colleges, universities and employers.

Journal of Experiential Education This is a professional journal that publishes a diverse range of articles in subject areas such as outdoor adventure programming, SL, environmental education, therapeutic applications, research & theory, the creative arts, and much more. It is an invaluable reference tool for anyone in the field of experiential education.

Journal of General Education Intended for faculty, administrators, and policymakers, the Journal of General Education is the professional forum for discussing issues in general education today. Along with perspective essays on the role of general education today, JGE features articles on innovative methods in teaching and assessment,

Journal of Higher Education Outreach and Engagement Formerly known as the Journal of Public Service and Outreach, this journal serves as a forum to promote the continuing dialogue about the service and outreach mission of the University and its relationship to the teaching and research missions and to the needs of the sponsoring society.

Metropolitan Universities Journal Each issue reports in-depth on both the theoretical and applied aspects of a current theme affecting colleges and universities. Authors come from diverse institutional perspectives, and include top scholars and administrators who share a wealth of experience and knowledge about best practices and effective strategies. Past issues have focused on community-university partnerships and service learning.

Michigan Journal of Community Service-Learning This is a peer-reviewed journal consisting of articles written by faculty and SL educators on research, theory, pedagogy, and issues pertinent to the SL community.

National Society for Experiential Education Quarterly Articles from the field of experiential education, including research related to the effectiveness of experiential education techniques, are featured in this quarterly journal. Service learning is one of the many experiential education methods featured in this journal.

Reflections: A Journal of Writing, Service-Learning, and Community Literacy This peer-reviewed journal, published three times a year, provides a forum for scholarship on community-based work in college writing courses and related issues. Articles reporting on research, describing and reflecting on curriculum or teaching practices, or exploring the practical, theoretical, political, and ethical implications of community-based writing instruction are accepted. Abstracts describing current research projects, book reviews, and announcements are also accepted.

The Public Historian is a quarterly journal sponsored by the National Council on Public History and published by University of California Press, is the voice of the public history movement. They are seeking articles, which make a significant contribution to the definition, understanding, and/or professional and intellectual progress of the field of public history.

Teaching Sociology This quarterly publication of the American Sociological Association publishes articles, notes, and reviews intended to be helpful to teachers of sociology. Articles range from experimental studies of teaching and learning to broad, synthetic essays on pedagogically important issues. This journal also shares theoretically stimulating and practically useful information and advice among teachers.

CCE Directory

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