

University of Wisconsin-Madison

**Service-Learning**  
and  
**Community-Based Research**  
Manual for Community Partners

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# **I. INTRODUCTION TO SERVICE-LEARNING AND COMMUNITY-BASED RESEARCH**

- What is Service-Learning?
- Models of Community Involvement
- Service-Learning Philosophy
- Three Criteria for Academic Service-Learning
- Principles of Good Practice for Service-Learning Pedagogy
- Morgridge Center Perspective on Service-Learning
- Service-Learning Models
- Definition of Community-Based Research
- Principles of Good Practice for Community-Based Research
- Differences Between Community-Based Research and Traditional Academic Research
- National Trends and Activities in Public Service and Academic Service-Learning
- Benefits of Service-Learning and Community-Based Research

## WHAT IS SERVICE-LEARNING?

Over the past two decades educators have developed a definition that best describes service-learning, and how it differs from other forms of experiential education. In the introduction to Combining Service and Learning (1990), Jane Kendall identified 147 definitions, including both curricular and co-curricular examples. Even more exist today.

Here at the UW-Madison, we embrace a curriculum-based approach to service-learning:

“Service-learning is a credit bearing, educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline and an enhanced sense of civic responsibility.”

*Robert Bringle & Julie Hatcher, “A Service-Learning Curriculum for Faculty”  
The Michigan Journal of Community Service-Learning, Fall 1995, pages 112-122*

In essence, service-learning is a form of experiential education which utilizes “service to the community” as its operating method. As a method of teaching and learning, it emphasizes hands-on experiences to address real world issues as a venue for educational growth. The service experience provides a context for observing and testing discipline-based theories and/or concepts, while the classroom lectures, required readings, and discussions enrich and inform the service by raising questions about real world issues and provide a forum for an in-depth examination of those issues.

Service-learning is at times equated with internships and field/clinical placements and is often confused with volunteerism/community service. Because it gives equal weight to both service and learning goals, service-learning is **different** from other forms of experiential education as well as pure volunteerism/community service.

The chart on the next page highlights some of the differences among various forms of community outreach available to UW-Madison students:

## MODELS OF COMMUNITY INVOLVEMENT

<b>Experience/ Method</b>	<b>Focus of Effort</b>	<b>Time Commitment</b>	<b>Supervised By/ Graded By</b>	<b>% Of Grade Involved</b>
<b>Volunteerism/ Community Service</b>	Volunteer service; meeting identified agency or community needs; any work may be done, as long as it helps someone.	Varies according to desires of volunteer and needs of agency.	Supervised by agency personnel, no grade given.	None
<b>Service- Learning</b>	Both service and learning; meeting community needs while focusing on goals for learning in the course.	Averages about 2-3 hrs per wk, based on agency/school needs.	Supervised by agency personnel; graded by professor based on a tangible demonstration of learning submitted by service learner (e.g., paper, oral presentation or portfolio).	Varies according to desires of professor.
<b>Fieldwork/ Clinical Placements</b>	Learning; practicing skills for a profession, usually in helping fields such as nursing and social work.	Varies according to discipline (e.g., 16-20 hrs/wk for Social Work) almost always more hrs/wk than service-learning.	Supervised and graded by UW-Madison clinical staff.	Usually clinical work plus some class work and/or research equals 100%.
<b>Internships</b>	Learning; practicing skills for future work, e.g., public relations, counseling psychology.	Varies according to department; usually at least 20 hrs/wk. Can be paid or unpaid; for credit or not for credit.	Supervised by agency personnel; graded by supervising professor if sponsored by an academic department.	100%

*Adapted from Service-Learning at Marquette Faculty Handbook (1998)*

## SERVICE-LEARNING PHILOSOPHY

Service-learning is a form of experiential learning that can facilitate understanding the concepts presented in traditional lectures. In addition, service-learning helps to solidify concepts in a way that traditional coursework alone may not.

The service-learning students at your site are not operating as volunteers and are not performing an internship or practicum. The service-learning experience differs from these in the following ways:

- **Links to Course Content** – The content base that students gain within their UW course and the service experience should relate to one another.
- **Addressing an Actual Need** – Your site exists to address actual needs that have been identified by the community, and students should be committed to these same goals. The combination of the service experience and the disciplinary knowledge that students achieve combine to make them more effective citizens and better prepares them for their careers.
- **Reciprocity** – Understanding reciprocity is a key component to forming mutually beneficial relationships. It is appropriate to expect more commitment of a service-learning student than a UW student volunteer.
- **Reflection** – The student is expected to reflect upon their experience frequently and with depth. Instructors may ask students to keep weekly journals, facilitate discussion, or engage in any number of activities designed to promote reflection. As a site supervisor, you may choose to facilitate reflection as you see the opportunity arise. Significant learning opportunities develop when students have the opportunity to reflect upon their experiences.

There are several ways that a service-learning experience may develop within a community organization. Both direct and indirect service are appropriate for service-learning. Students serving directly may have contact with the population served by your organization. Students serving indirectly, through grant-writing, advocacy, or research efforts, may perform behind the scenes work that is just as vital to the operation of any nonprofit organization.

Finally, evaluation and public dissemination of the information learned at and about the site are important components of a service-learning experience. You will be asked to evaluate the student's performance on many levels. The relationship that you develop with the student may encourage them to stay on with your organization, and they will undoubtedly ask you questions related to experiences they have had at the site. Please arm students with the knowledge of your mission statement and a site orientation – this initial investment of time will pay off when students understand the greater importance of the work being done on a small scale.

# MORGRIDGE CENTER PERSPECTIVE ON SERVICE-LEARNING

The roots of the service-learning movement can be traced back to John Dewey, an early 1900's advocate for experiential education. Over the past two decades it has emerged as a highly effective teaching method within higher education. Today, service-learning is embraced by hundreds of colleges and universities. The Morgridge Center believes:

## **Service-learning is an effective teaching pedagogy because:**

1. It extends the classroom into the community, be it local, regional, national, or international. The Wisconsin Idea is embedded in it.
2. Academic credit is for **learning**, not for service.
3. It integrates service with learning.
4. The service experience is as integral to the course as class lectures, required readings, and library research.

## **High quality service-learning characteristics include:**

1. High academic rigor.
2. Meaningful service.
3. Active student engagement.
4. Powerful **reflection** that integrates service and learning.

## **Core elements of service-learning include:**

1. A meaningful out-of-class learning experience.
2. An opportunity for students to test and apply knowledge and skills, as well as generate more questions.
3. Use of **reflection**.
4. **Partnership** among students, faculty, and community organizations.
5. Service is intentional.

## **Research on service-learning shows:**

1. Positive impact on academic learning.
2. Positive effect on interpersonal development and the ability to work well with others, leadership and communication skills.
3. Positive effect on reducing stereotypes and facilitating cultural and racial understanding.

Service-learning exists in different forms across campus. The model a professor chooses to use will relate to the type of course being taught and the academic goals of the professor. **The types of service performed by students also vary:**

- **Direct** – Students work directly with the clients of the community organization.
- **Indirect** – Students work behind the scenes, providing administrative or other support.
- **Community-Based Research (CBR)** – Students conduct research to answer a question posed by the community organization.

## SERVICE-LEARNING MODELS

Model	Description	Service Project	Hours	UW-Madison Examples
<p><b>Individual Placement (Optional or Required)</b></p>	<p><b>Optional:</b> Students choose service experience as a partial fulfillment of course credits. Those students not electing the service-learning option fulfill an alternate course learning activity.</p> <p><b>Required:</b> Similar to the optional placement model, except that service is required of all students.</p>	<p>Students may select service sites from a list of opportunities offered by the course instructor. Some instructors work with multiple sites, some work with only one.</p>	<p>Typically, students complete between 15 and 25 hours of service work throughout the semester, in addition to the required placement forms and integrative writing or presentation activities. Students are encouraged to volunteer on a weekly basis.</p>	<p><b><u>Library and Information Studies 620 (Field Project in Library &amp; Information Agencies):</u></b> The topic of this course was the “digital divide.” Students were placed in community organizations where they were able to see how community and technology intersect.</p> <p><b><u>Educational Policy Studies 560 (Gender and Education):</u></b> Students work with children and the community in various organizations to experience the relationship between gender and education.</p> <p><b><u>African-American Studies 151 (Introduction to Contemporary Afro-American Society):</u></b> The service-learning component of this course involved working with a selected set of community organizations in which the students got experience with some aspect of life for people of color and working class/poor people.</p>
<p><b>Group Project/ Consulting</b></p>	<p>The Group Project Model engages a small class group or an entire class in a community project. Typically, these are advanced level courses where service-learners apply technical expertise to community needs.</p>	<p>Students work in teams or as an entire class to produce a product or provide technical consultation to a community organization or school.</p>	<p>There may be no time requirement. Rather, the product is the major outcome. A small portion of time is spent on site; the remaining time is spent working as a group toward the product.</p>	<p><b><u>Inter-SOHE 375 (Communicating With Key Audiences):</u></b> Students in this course developed communication strategies for nonprofits in the areas of constituents, funders, and general media.</p>

<p><b>Partnership</b></p>	<p>Various arrangements exist for the Partnership model. They can range from, <b>(a)</b> learning in a seminar format with the service project as the main content area, to, <b>(b)</b> a relationship formed between a professor and an organization, where all of the students in a class devote their services to the same cause, issue or problem.</p>	<p><b>(a)</b> In this format, the Partnership consists of students and faculty collaborating with community or school representatives on the project goals and objectives. Usually, the project is not subject to the semester format. <b>(b)</b> This model is similar to the Group Project model, but differs in that the service is generally done individually, and the service is done on-site.</p>	<p>The time commitment in this model is variable, depending on the demands and format of the partnership.</p>	<p><b><u>Spanish 319 (Medical Spanish):</u></b> This course teaches students vocabulary and skills necessary for medical interpreters. The students work in conjunction with the Madison Community Health Center and United Way, in partnerships where the students both provide a service, and learn from the experience.</p>
<p><b>Independent/ Directed Study</b></p>	<p>An individual student, in conjunction with a faculty advisor, carries out this model. The student selects a community issue or need, and conducts a project in which they attempt to find solutions to this problem. This is not an established course, but rather an individual project, which the students and faculty plan and execute.</p>	<p>There is a wide range of possibilities for service projects in this category, as the individual student invents the project.</p>	<p>Due to the nature of this model, the time commitment is also variable, and is most likely determined by the faculty advisor.</p>	<p><b><u>Zoology 699:</u></b> This course allows students to receive credit for working in a lab or doing service-learning with an ecological organization. The students work with a professor as well as a project supervisor. The course has a rule that each credit equals 3 hours per week spent on the project.</p> <p><b><u>WIF</u></b> (Wisconsin Idea Undergraduate Fellowships): This program enables students to work with faculty, instructional staff, and community organizations on an issue. The activities and results benefit all those involved.</p>

<p><b>Service-Learning Internship</b></p>	<p>Students attend a class, as well as working for a significant amount of time each week in a community organization. The internship component is essential to the understanding of the rest of the course material.</p>	<p>The service-learning internship is intended to give students a broad view of issues which are salient within their field. Together with the coursework, the internship provides the student with an experience which helps prepare them for work in that field.</p>	<p>There is not a fixed or uniform time commitment for the service-learning internship. It varies from internship to internship.</p>	<p><b>Women's Studies 660:</b> This internship program is designed to provide students with opportunities for learning and working in organizations in ways that connect their course work in Women's Studies to specific issues in community settings. This course consists of 2 ½ hours per week in class, and an additional 10-12 hours of work per week spent at the internship.</p>
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## DEFINITION OF COMMUNITY-BASED RESEARCH

Paralleling the growing recognition of service-learning as an effective teaching and learning methodology has been the emergence of Community-Based Research (CBR) as a more comprehensive and participatory approach to research. Community-Based Research, also known as Participatory Research, Action Research, Participatory Action Research and Community-Based Participatory Research, is a particular research model *found under the umbrella of service-learning* in which community organizations, community members, activists and civic leaders join forces with academic researchers (faculty, academic staff and students) to produce knowledge that is used for the benefit of the community. In contrast to earlier community research practices in which community members were simply “human subjects” and passive recipients of information, Community-Based Research values the local community’s perspectives and seeks active engagement from all facets of the community at each phase of the research process.

*Taken from University-Community Research Partnerships Initiative  
Edward Ginsberg Center for Community Service and Learning  
University of Michigan*

# PRINCIPLES OF GOOD PRACTICE FOR COMMUNITY-BASED RESEARCH

While every university-community partnership will be unique, there are certain steps that partners can take to ensure that the research partnership yields positive results for all parties involved. The following characteristics were identified by Barbara Israel of the University of Michigan School of Public Health as critical elements of successful university-community partnerships.

## **1. Recognizes community as a unit of identity**

The concept of community as an aspect of collective and individual identity is central to community-based research. Units of identity, for example, membership in a family, friendship network, or geographic neighborhood, are all socially constructed dimensions of identity, created and recreated through social interactions. Community is characterized by a sense of identification and emotional connection to other members, common symbol systems, shared values and norms, mutual influence, common interests, and commitment to meeting shared needs. Communities of identity may be centered on a defined geographic neighborhood or a geographically dispersed ethnic group with a sense of common identity and shared fate. A city or other geographic area may not be a community in this sense of the term, but rather an aggregate of people who do not share a common identity, or may contain several different and overlapping communities of identity within its boundaries. CBR endeavors attempt to identify and to work with existing communities of identity, and/or strengthen a sense of community through collective engagement.

## **2. Builds on strengths and resources within the community.**

Community-based research seeks to identify and build on strengths, resources, and relationships that exist within communities of identity, and seeks to support or expand social structures and social processes that contribute to the ability of community members to work together to improve health.

## **3. Responds to needs identified by the community itself.**

Miles Horton, founder of the Highlander Folk School, was fond of saying, “The people with the problem are the people with the solution.” Successful university-community research partnerships must address needs that the community itself sees as pressing, rather than addressing the questions developed within the university.

## **4. Facilitates collaborative, equitable involvement of all partners in all phases of the research.**

Community-based research involves a collaborative partnership in which all parties participate as equal members and share control over all phases of the research process. These partnerships focus on issues and concerns identified by community members, and create processes that enable all parties to participate and share influence in the research and associated change efforts.

**5. Integrates knowledge and intervention for mutual benefit of all partners.**

Community-based research seeks to build a broad body of knowledge related to health and well being while also integrating that knowledge with intervention efforts that address the concerns of the communities involved. Information is gathered to inform interventions, and new understandings emerge as participants reflect on the interventions conducted. CBR may not always incorporate a direct intervention component, but there is a commitment to the translation and integration of research results to intervention and policy efforts, with the intention that all partners will benefit.

**6. Promotes a co-learning and empowering process that attends to social inequalities.**

Community-based research is co-learning and an empowering process that facilitates the reciprocal transfer of knowledge, skills, capacity, and power. For example, researchers learn from the knowledge and “local theories” of community members, and community members acquire further skills in how to conduct research. This process involves giving explicit attention to the knowledge of community members, and an emphasis on sharing information, decision-making power, resources, and support among members of the partnership.

**7. Involves a cyclical and iterative process.**

Community-based research involves a cyclical, iterative process that includes partnership development and maintenance, community assessment, problem definition, development of research methodology, data collection and analysis, interpretation of data, determination of intervention and policy implications, dissemination of results, intervening (as appropriate), specification of learning, and establishment of mechanisms for sustainability.

**8. Disseminates findings and knowledge gained to all partners.**

Community-based research seeks to disseminate findings and knowledge gained to all partners involved, in language that is understandable and respectful, and “where ownership of knowledge is acknowledged.” The ongoing feedback of data and results to inform interventions are integral to this approach. This dissemination principle also includes researchers consulting with participants prior to submission of any materials for publication, acknowledging the contributions of participants and, as appropriate, developing co-authored publications.

**9. Involves a long-term commitment by all partners.**

CBR requires a long-term commitment by all the partners involved. Establishing trust and skills and infrastructure needed for conducting research and creating comprehensive interventions necessitates a long time frame. Furthermore, communities need to be assured that outside researchers are committed to the community for the long haul, after initial funding is over.

## DIFFERENCES BETWEEN COMMUNITY-BASED RESEARCH AND TRADITIONAL ACADEMIC RESEARCH

	<b>Community-Based Research</b>	<b>Traditional Academic Research</b>
<i>What is the purpose of the research?</i>	To provide the community with the tools and information necessary to enact change.	To contribute to the body of knowledge on a given topic.
<i>Who is the research intended to serve?</i>	The local community <i>and</i> the academic community.	The academic community.
<i>Whose knowledge counts?</i>	That of both community members and academic experts.	Academic experts
<i>Who determines what topics are researched?</i>	Members of the local community.	Funders' interests, academic interests, professional interests, and personal interests.
<i>What is the rationale for choosing the research methodology?</i>	Community empowerment and mutual learning.	Academic conventions; the pursuit of "truth" and "objectivity".
<i>Who controls the research process?</i>	Community members <i>and</i> the researcher	Researcher
<i>Who has ownership over the results of the research?</i>	Community members <i>and</i> the researcher	Researcher
<i>What aspect of research is emphasized?</i>	Process	Outcomes

**Please note: Community-based research is not intended to be the opposite of academic research, but should rather be viewed as an *extension* and *expansion* of academic research.**

*Taken from the Edward Ginsberg Center for Community Service and Learning*

## NATIONAL TRENDS AND ACTIVITIES IN PUBLIC SERVICE AND ACADEMIC SERVICE-LEARNING

*“What you hear, you forget; What you see, you remember; What you do, you know.”  
– Ancient Chinese Proverb*

Academic credit-based service-learning and community-based research are emerging locally and nationally as strategic teaching methods to increase civic participation by high school and college students during their formal educational experience and to foster a lifelong commitment to service. How do we know this? Here are a few examples:

- Percent of UW-Madison undergraduate students who volunteered on campus or in the community in the past year: 27% in 1996; 37% in 2000 (UW-Madison Student Satisfaction “Sweet” Survey, 1996 & 2000; broader definition in 2000).
- Number of UW-Madison students who registered on VolunteerYourTime.org since its launch in spring 2003: approximately 700; 180 students participated in the Wisconsin Union Directorate’s Alternative Breaks trips during the 2003-04 academic year.
- Percentage of seniors nationwide who have volunteered on campus or in the community: 66%. Percentage of seniors nationwide who have participated in a community-based project as part of a course: 44% (National Survey of Student Engagement, 2003).
- The national Campus Compact organization was founded in 1985 by three college presidents. “Campus Compact is a national coalition of college and university presidents committed to the civic purposes of higher education. To support this civic mission, Campus Compact promotes community service that develops students’ citizenship skills and values, encourages collaborative partnerships between campuses and communities, and assists faculty who seek to integrate public and community engagement into their teaching and research.”
- To date, over 900 colleges and university presidents and chancellors have joined Campus Compact, and 80% of Campus Compact member campuses say that administrators and faculty actively support community programs, demonstrating a commitment both to their surrounding communities and to student learning (2003 Campus Compact Annual Membership Survey). This survey also reported that an average of 36% of students participate in service activities, a record high level of engagement.
- In 1989, the first state Campus Compact was formed in Pennsylvania. Wisconsin formally launched a state Campus Compact (WiCC) in October 2002. Tom Schnaubelt, the executive director of WiCC, said WiCC supports civic engagement initiatives by providing monetary grants for faculty and students, offering a variety of faculty development activities, and offering civic leadership programs for students. Thirty Wisconsin colleges and universities, including UW-Madison, hold memberships in WiCC.

# BENEFITS OF SERVICE-LEARNING AND COMMUNITY-BASED RESEARCH

UW-Madison Emeritus Professor Mona Wasow, who taught Service-Learning courses in the School of Social Work for 30 years, describes Service-Learning as a “Four Way Win”:

## *For Community Agencies*

- Supports the work of agencies which are often understaffed and under-budgeted by providing resources and time given by students, faculty, and staff.
- More consistency and sustainability during the semester and semesters to follow if the course is repeated.
- Creates new alliances and partnerships with the University; demystifies a large and complex institution.
- Creates opportunities to learn about the latest research in their areas and work to test that research.
- Creates opportunities to ask for more research on practical questions for staff and clients.
- Infuses agencies with the excitement, enthusiasm, and energy of young college students, as well as older and more students who can “hit the ground running” based on their previous educational and employment history.
- Garners wider support for the work that agencies do.
- Allows agencies to work with students and decide whether there are some future recruits among them.
- Fosters connections across generations.
- Instills a lifelong commitment to service in students.

## *For Clients*

- Provides clients with direct or indirect services which might not otherwise be available to them.
- Gives clients the opportunity to teach students about the many aspects of their lives.
- Clients can provide direct feedback about the services and the research being done in the agencies.

## *For Students*

- Academic content of course comes to life through the practical application of learning in the community.
- Strengthens their understanding of course material.
- Improves critical thinking skills and recognition of the complexity of problems.
- Requires students to assume more responsibility for their learning.
- Introduces students to current societal issues.
- Broadens students’ perspectives by connecting them with the larger world.
- Increases the value placed on public service.

- Helps them understand the difference between assisting an individual and becoming involved in public policy to foster change.
- Increases their multicultural fluency and understanding of differences between socio-economic classes.
- Aids students in making an impact on the community where they live.

*For Faculty and Staff*

- Strengthens and renews teachers because students are more engaged in learning.
- Serves as a catalyst for faculty to review their teaching methodologies and experiment with the progressive pedagogy of Service-Learning and Community-Based research. (Community agencies and clients will challenge them.)
- Extends the classroom into communities for the development of mutually-beneficial knowledge, such as new community-based research projects which test current theories and practices.
- Demonstrates faculty commitment to the community by awarding academic credit for research and service directly related to course content.
- Increases opportunities for professional recognition and rewards.
- Provides opportunities for faculty to introduce the latest research to the community, i.e. the Scholarship of Engagement.
- Places faculty in alignment with the institutional mission derived in part from the Wisconsin Idea (see Chancellor Wiley's "Connecting Ideas: Strategies for the University of Wisconsin-Madison" booklet published in 2001, especially Section II, Advance Learning on p. 6-8, and Section IV, Amplify the Wisconsin Idea, p.10).

## **II. USING SERVICE-LEARNING AND COMMUNITY-BASED RESEARCH AT YOUR AGENCY**

- Will Service-Learning Work for Your Agency?
- Steps to Developing a Service-Learning Project
- Developing a Job Description
- Identifying and Managing Risk
- Informed Consent for Service-Learners
- Student Orientation Checklist
- Service-Learning Contract
- Service-Learning Project Time Log
- Reflection and Community Agencies
- Evaluation and Service-Learning
- Service Learning Experience Evaluation Forms (Agency and Student)
- Will Community-Based Research Work for Your Agency?
- Steps in the Community-Based Research Process
- Human Subjects Guidelines for Community-Based Research
- Keys to Retention
- Expectations for All Parties When a Service-Learning or Community-Based Research Project is Undertaken
- When Issues Arise: Who to Call

## WILL SERVICE-LEARNING WORK FOR YOUR AGENCY?

Several factors seem to make a big difference in whether an agency's efforts in service-learning are effective. When deciding if service-learning will thrive in your agency, please consider the following aspects of successful programs:

**Agency-wide commitment.** An organization's commitment to service-learning often starts with one person advocating for the approach and bringing other people to share his or her perspective. But once a commitment to service-learning permeates the organization, it will become much simpler to sustain a quality program.

**Students serve & lead.** Effective service-learning efforts see students as key members of the planning team, not just service participants. Giving students opportunities to assess needs, develop plans, and implement projects contributes to their development. Teaching them to assess services, coordinate or organize programs, and communicate with diverse populations gives them important skills they can use now and later in life.

**Community & constituent participation.** Constituents being served need a role in identifying and defining needs, in developing the effort, and then in evaluating the effectiveness. This way, you avoid the resentment that can come from people who feel "used" by those who served them in condescending or unhelpful ways.

**Clear learning & service goals.** Not every service opportunity is exciting or glamorous. Students will need to do their share of monotonous work that can be part of any assignment. But by working with students, faculty, constituents, community members, and other partners to set goals for learning and determine how those goals will be accomplished through service, the students' activities will be more meaningful and productive. In addition, it's important to evaluate the efforts in light of these goals. A rigorous evaluation not only helps to improve future programs, but also is important for ongoing support and acceptance of service-learning in the agency, schools, and community.

**Developmentally appropriate, meaningful service.** Just as you would match anyone's skills and strengths with a particular service area, the same is essential in working with college students. Projects or assignments should take into account the student's physical and intellectual skills and emotional development so that she or he is stimulated, challenged, interested, and engaged by the service experience.

**Effective program management.** Most people who have experience in introducing service-learning into an organization say that it is most successful when it builds on a well-managed volunteer program with established procedures for recruitment, screening, training, supervision, feedback, recognition, and retention. In these cases, the basic processes and procedures are already in place and can be adapted to the particular needs of students and service-learning. Others have found that a service-learning partnership can become the impetus for introducing new and effective practices throughout their volunteer program.

**Reflection.** Reflection is an essential component of service-learning. It completes the learning cycle, as students think about what they did, what it means, and what they will do because of their experience. This component not only benefits the students, but it also strengthens the service they provide. As the students become more knowledgeable and sensitive about issues, more skilled in activities, and more aware of the organization's needs and challenges, they become more effective in their service.

*Adapted from: A Practical Guide for Developing Agency/School Partnerships for Service-Learning; a "Communities as Places of Learning" resource from The Points of Light Foundation.*

# STEPS TO PLANNING A SERVICE-LEARNING PROJECT

## I. Communicate With Your Faculty Partner

The most important element of any service-learning partnership is communication among partners. This is especially the case at the beginning of a partnership, when you and your faculty partner are planning the service-learning project that students will undertake at your site. It is critical at this juncture that you discuss your expectations with the faculty member, that your faculty partner lay out his/her expectations, and that you both agree on the nature of the project. Make sure the project you develop is one that students will be *qualified* to complete. Also, make sure that your agency has the organizational capacity to accommodate service-learners.

Both the community and faculty partners have set responsibilities during this initial dialogue. It is your responsibility to assure that the project meets the needs of your organization. It is the faculty partner's responsibility to make sure the service project helps meet the learning goals of the course. If you have an idea for a service-learning project, please feel free to contact the Morgridge Center. We will be happy to make this information available to faculty who may wish to integrate your service project into the learning goals of their courses.

In the early stages of planning with your faculty partner, consider the following questions:

- What *kind* of service project will this be?
- How will the service be supervised and evaluated?
- How much time will the service project require?
- Will the service be required or optional?
- Will students work individually or in groups?

## II. Determine the Specific Details of the Service-Learning Project

### A. What *Kind* of Service Project Will This Be?

In general, there are two types of service projects. For both types, students should be able to relate their work directly to the mission of your organization. See the chart on pages 10-12 for detailed examples of each type of project.

- **Group/consulting projects** are service projects that require the completion of a defined project as the service goal. An example of this sort of service project would be students in a business writing course writing grant proposals for a local nonprofit organization. It is the end product—the finished grant proposal—that is required for the completion of the project, rather than a certain number of service hours. Projects must be well defined. Students should be provided with information and access to a knowledgeable individual who can answer their questions.
- **Direct and indirect service projects** are service projects that require students to complete a set number of hours of service at the site over the course of the semester. These projects should have consistent hours so that students can serve regularly throughout the academic semester. Faculty usually require students to write about or reflect on their experiences throughout the semester, so serving at the last minute is generally not acceptable. Agencies should allow for an average of two to three hours per week per student visit, so that the students spend enough time for the service to be

meaningful, and not so much time that they complete their service in two or three visits. (Reflection in between service visits is often critical to the learning goals of the course.) Finally, students need ample opportunities to complete 20-25 hours of meaningful work over the course of the semester, per their agreement with you and the faculty partner. **Do not accept more students than you are sure you will need. If students cannot complete their assignments, or find themselves bored, they may not return.**

**B. How Will Students Be Supervised and Evaluated?**

In many cases, it is optimal to establish a minimum number of service hours students must serve. In other cases, this is not practical, and student service is evaluated based on the satisfactory completion of a service project. For example, English composition students who tutor in elementary schools might be required to serve a minimum of 20 hours. However, a service project for technical writing students might be to write a grant for a nonprofit, so those students would only participate for the time it takes to write the grant.

If you believe the success of your service project would be best guaranteed by requiring a minimum number of service hours you and the faculty partner should devise a way to keep track of student service hours (see the Student Service-Learning Project Log, p. 39).

**C. How Much Time Will the Project Require?**

Time is always a consideration when designing a service-learning project. Even if you and your faculty partner decide on a *consulting* project for which it is not practical to establish a minimum number of student service hours, it is still important to consider how much time the service project will require. Students must have time to complete the project within the semester. Consider how much time you believe students will take to complete your service project, and discuss this number with your faculty partner.

**D. Will Service Be Required or Optional?**

Service-learning courses at UW-Madison may have either required or optional service-learning components, as designated by the faculty member. Courses in which service-learning is required are ones in which all students are required to participate in the service project as partial fulfillment of the course requirements. Courses in which service-learning is optional are ones in which students may choose to complete either the service project or an alternate assignment. If your faculty partner makes service-learning an optional component of the course, some students enrolled in the course may opt *not* to participate in your service project. All service-learning courses at UW-Madison are indicated as such in the Timetable (schedule of classes) each semester through a footnote.

**E. Will Students Work Individually or in Groups?**

You and your faculty partner may choose to have service-learners work individually or in groups. In making this choice, consider the nature of the service project and the learning goals of the course. What would be the most effective way to simultaneously complete the service project and fulfill the learning goals of the course?

On the following pages, you will find more specific instructions for developing, implementing, and evaluating successful service-learning and community-based research projects. The elements discussed are as follows:

- Developing a Job Description
- Identifying and Managing Risks
- Informed Consent for Service-Learners
- Student Orientation Checklist
- Reflection and Community Agencies
- Evaluation and Service-Learning

Sample forms are also included where deemed necessary.

*Adapted from the Louisiana State University Center for Academic Success Service-Learning Manual for Community Partners*

## DEVELOPING A JOB DESCRIPTION

Providing students with a job description during orientation will help them understand how they will help fulfill your organization's needs. Equipped with this understanding, they will have a stronger sense of purpose, and will find their service-learning experience to be more meaningful. You should think of the job description that you develop for students as the equivalent of the course syllabus that they receive from their professor. It should summarize the project goals and explain how the student is expected to help fulfill them.

### Sample Job Description

<b>Organization Name</b>	Give the name of the organization or site and specific site
<b>Mission Statement or Program Purpose</b>	Give your organizational mission statement or a description of your program's purpose, function, intended benefit, and population served.
<b>Student Role</b>	Lay out how service-learning students will contribute to your mission or program purpose by performing their assigned tasks.
<b>Service Project</b>	Include a detailed description of the service project or assignment.
<b>Examples of Past Projects</b>	If you have worked with service-learning students in the past, relate examples of tasks undertaken by students. Challenging and meaningful activities are more conducive to recruiting and retaining students.
<b>Training, Orientation, and Other Requirements</b>	<ul style="list-style-type: none"> <li>• Dates and times of training</li> <li>• Consequences of missing training</li> <li>• Discussion of any required screenings</li> </ul>
<b>Time Requirements</b>	Days and times needed; hours during which student can provide service; evening/weekend hours if available.

*Adapted from the Louisiana State University Center for Academic Success Service-Learning Manual for Community Partners*

# IDENTIFYING AND MANAGING RISKS

Risk is always present, to some degree, in service-learning activities. The following information will help you assess the potential risks of your service project and to take steps to minimize it. Once you have decided on your service project, consider the risks that may be inherent in the work you plan for UW-Madison service-learning students. Inform your faculty partner of these risks, and discuss ways to minimize them.

## I. Identify Risks

Create a list of things that could go wrong with your service project. No matter how far-fetched some concerns may be, include them on the list. Consider the following risk categories when you imagine what could go wrong: people, property, income, and boundary issues. Examples of identified risks are:

- A student is injured during a service-learning activity,
- A student molests a child during a tutoring session,
- Confidential information is disclosed by a student working in a social service agency,
- Equipment is lost, stolen or broken by a student, and
- A student speaks to the media about an incident occurring at a partner agency.

Make a list of all the risks you have identified. Then, evaluate them.

## II. Evaluate and Prioritize Risks

Consider each identified risk. How frequently could the event occur? If the event occurs, how much will it cost—personally, socially, politically, and economically? Rate the level of each risk: very high, high, medium, low, or very low. In analyzing the level of each risk, consider the following questions about the work your students will be doing in the community:

- If your students are working with clientele of community agencies, how vulnerable are the clients? How vulnerable are the students?
- What is the setting for service-learning activities?
- What are the tasks and responsibilities of the service-learner?
- What level of supervision is provided?

Once you have a clear idea of risks and risk factors, you are better prepared to manage these risks.

## III. Manage risks

**Avoid** any activity that is too risky. **Retain** low risk activities or **develop** modified versions of higher risk activities to reduce the chance of harm and/or the impact of damage. **Prepare** for any consequences for the activities you decide to retain. The following are examples of actions that would modify risks:

- Define students' roles and responsibilities in written position descriptions. Discuss these job descriptions with the students *before* they begin working with your organization.
- Provide training and supervision for students prior to and during service.
- Open lines of communication between faculty and students, faculty and agencies to report problems.
- Evaluate student skills and judgment before service assignment.
- Have students sign an Informed Consent Statement.
- Get insurance coverage (health, accident, auto).
- Screen applicants.
- Have students sign work agreements/contracts.
- Encourage students to use public transportation instead of driving.
- Encourage working in pairs or groups.
- Review risk management and emergency protocols with students and faculty.

*Adapted from Sinton, R. and Torres, J., Eds. (2000). Establishing and Sustaining an Office of Community Service. Liability and Risk Management. Providence, Rhode Island: Campus Compact. 54-63.*

## INFORMED CONSENT FOR SERVICE-LEARNERS

The Morgridge Center recommends that all community partners develop an Informed Consent Statement and review it with all of their student partners. An Informed Consent Statement is a document that outlines all of the conditions and potential risks that a service-learning student might encounter while volunteering at your site. Students' signatures on these documents indicate that they are fully aware of these conditions and risks and, in light of this information, are prepared to enter into a service agreement.

The following questions are intended to assist you in preparing an Informed Consent Statement. You may think of other questions that pertain more directly to the nature of your site.

### **Will the students be exposed to physical risk by:**

1. Engaging in physical labor that requires lifting heavy objects or climbing scaffolds?
2. Handling equipment typically used in construction, maintenance or landscaping that might require safety training?
3. Driving a vehicle as a part of their service work?
4. Traveling in areas where they might encounter unsafe road or trail conditions, poisonous plants or insects/snakes, uncovered ground wells or mines, or wildlife?
5. Engaging in work that requires lifting or moving adults?
6. Being exposed to persons with infectious diseases?
7. Being exposed to bodily fluids?
8. Being exposed to toxic materials of any kind?
9. Serving in a high crime area? A high traffic area? A remote, isolated area?
10. Serving in private homes or other unsupervised locations?
11. Working with clients who are prone to violent or erratic behavior?
12. Working with clients who may make sexual advances?

### **Will the students be exposed to emotional or psychological risk by:**

- Encountering random verbal abuse?
- Encountering harassment as a result of their association with your organization?
- Encountering situations of extreme human suffering?
- Working with clients who are prone to make sexual overtures or other kinds of inappropriate remarks?
- Working with clients who are prone to manipulate, panhandle, or in any other way exploit?

Once you have identified all the risks, discuss them with your faculty partner(s). We strongly suggest that you consider creating an informed consent statement for students to sign during orientation.

# STUDENT ORIENTATION CHECKLIST

If your service project will involve students coming on-site, the Morgridge Center advises that your agency provide an orientation for students before they begin serving. The suggestions below are simply that—suggestions. You should tailor your orientation based on the workings of your agency.

## I. Prepare Your Organization for the Students' Arrival

- Assign a specific staff person the task of supervising the service-learning students.
- Orient staff so they are prepared to work with student volunteers.
- Explain the role service-learners will play in your organization to co-workers.
- Prepare a folder or notebook with information for students, particularly about what students are and are not authorized to do. Have this ready for the first day on the job and easily available throughout the semester.
- As the site supervisor, you have the right to refuse placement to any student who you feel would not be a good fit with your organization. In order to determine whether a student is a good fit or not, make time to get to know the students who intend to work with your organization *before* orientation.
- If appropriate (when students will be working with children or other vulnerable populations), conduct background checks of the service-learners who will be working at your site.

## II. Hold an Orientation Session

- Tell students about the history of your organization.
- Provide the students with the context surrounding their service work. Talk to them about the population that your agency serves, the issues faced by that population, and the issues that your agency encounters when working with that population. Identifying common hurdles from the beginning will make the success of the service-learning project much more likely. Be sure to consider and address issues relating to: ethnicity, geographic home, age, education, clothing, environment, and commonly held stereotypes. Prepare the students for these diversity issues during orientation.
- Give students a list of your agency's rules of conduct.
- Inform students of the dress code that you expect them to adhere to.
- Emphasize the importance of confidentiality as it relates to your organization.
- Inform students of all potential risks associated with volunteering at your organization.
- Inform students about their liability with regards to sexual harassment, child molestation, unsupervised one-on-one situations, and physical and mental abuse.
- Train students to handle emergency situations.
- Explain the students' duties and responsibilities and how their assigned tasks relate to others in the organization. Provide students with a job description, and review it with them.
- Determine students' service schedules and establish a policy for covering absences.
- Provide students with emergency/after hours contact information.

- Compare your holiday/event schedule with the students' academic calendar for the entire semester and determine how disparities between the two calendars will be worked out.
- Explain your agency's telephone procedures, extensions, and so forth if the students' responsibilities include phone use.
- Ascertain whether there are any special accommodations that need to be made in order to assist students in their volunteer efforts.
- Give students a tour of the organization. Point out the location of the nearest fire alarm, exits, extinguisher and staff alarm code numbers. Point out the location of the restrooms. Introduce students to staff members.
- Give students ample feedback and invite them to ask any questions they may have about policies and procedures specific to your site.

*Adapted from the Louisiana State University Center for Academic Success Service-Learning Manual for Community Partners*

## STUDENT SERVICE-LEARNING CONTRACT

The purpose of this agreement is for you [the student], along with your instructor and your community partner, to specify the goals, activities, and learning objectives for your Service-Learning experience. Please be as explicit as possible when completing the following agreement (answer the questions on a separate sheet of paper if you prefer).

Student Name \_\_\_\_\_ Sex \_\_\_\_\_ Class \_\_\_\_\_

Address \_\_\_\_\_

Email \_\_\_\_\_ Phone \_\_\_\_\_

Instructor Name(s) \_\_\_\_\_

Campus Address \_\_\_\_\_

Email \_\_\_\_\_ Phone \_\_\_\_\_

Course Title and # \_\_\_\_\_

Community Partner \_\_\_\_\_

Supervisor \_\_\_\_\_ Position \_\_\_\_\_

Address \_\_\_\_\_

Email \_\_\_\_\_ Phone \_\_\_\_\_

### **Service-Learning Project**

What is the organization's mission?

Describe in what your role and responsibilities will be at the community agency. List your duties, projects that you will be involved in, deadlines, etc.

Using your course syllabus as a guide, explain how this experience will connect to the course teaching objectives.

Describe in detail the supervision that you will receive at the organization. Describe the type of training and assistance that you will receive. Who will provide this for you? Who will you speak to if any problems arise at the organization?

What criteria will be used to evaluate your performance at the agency? How will this evaluation be conducted? Who will complete this evaluation?

Number of service hours that you will complete: \_\_\_\_\_ Start Date \_\_\_\_\_ End Date \_\_\_\_\_

### **Learning Objectives and Activities**

What do you hope to learn through this experience? How will you evaluate whether or not you have met your learning objectives?

How will your service-learning activities enable you to meet your learning objectives? Please list projects, research, conversations, etc. that you partake in and relate them to your learning objectives. In addition, list readings, writing assignments, etc. that you do and connect them to your learning objectives.

What criteria will be used to evaluate your academic performance with this project?

### **Agreement**

1. Student: By signing this form, you agree to the conditions above.

Name \_\_\_\_\_ Date \_\_\_\_\_

2. Supervisor at the Site: By signing this form, you acknowledge that service work is being done for course credit. You will provide the normal training and supervision provided for any service and complete an evaluation at the conclusion of the agreed service-learning time.

Name \_\_\_\_\_ Date \_\_\_\_\_

3. Professor: By signing this form, you acknowledge all of the above as meeting the requirements specified in the syllabus.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Please Note: Other sample service-learning contracts are available at the Morgridge Center. Contact Randy Wallar (jrwallar@wisc.edu) for details.**

## SERVICE-LEARNING PROJECT TIME LOG

Student Name \_\_\_\_\_ Phone \_\_\_\_\_ email \_\_\_\_\_

Professor Name \_\_\_\_\_ Phone \_\_\_\_\_ email \_\_\_\_\_

Course Name and # \_\_\_\_\_

Community Agency \_\_\_\_\_ Phone \_\_\_\_\_

Supervisor Name \_\_\_\_\_ Position \_\_\_\_\_

Student's Proposed Schedule (Dates/Days/Hours) \_\_\_\_\_

Total Service-Learning Hours \_\_\_\_\_ Completion Date \_\_\_\_\_

WEEK	MON	TUES	WEDS	THU	FRI	SAT	SUN	TOTAL	VERIFIED
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
<b>TOTAL SEMESTER HOURS</b>									

Please sign and date:

Student \_\_\_\_\_

Date \_\_\_\_\_

Professor \_\_\_\_\_

Date \_\_\_\_\_

Supervisor \_\_\_\_\_

Date \_\_\_\_\_

# REFLECTION AND COMMUNITY AGENCIES

## **What is reflection?**

Reflection is an integral component of service-learning. The process of reflection connects one's service experiences to both the learning objectives of the service-learning course and broader social issues that are relevant to the community. Reflection can occur in various forms, some of which are described below. Critical reflection activities provide a place for students to actively engage the deeper meaning behind the service they have done. Reflection is also what makes the service something more than just "community service" or "volunteering". It is an active *learning process* that allows students to digest their service experiences in a unique way.

## **When does reflection occur?**

Reflection occurs constantly throughout the semester or year. Depending on the service-learning course, reflection may occur at specific times or during every class session.

Many students engage in structured reflection in two ways: assignments and classroom discussion. With regards to assignments, for example, students are frequently required to write journals. Journals usually contain a number of entries that correspond with the number of visits to the community agency. In these journals, students describe their experiences and connect the experiences to course content or broader issues in the community. A journal is only one form of a reflection assignment. Other assignment examples that involve reflection include: research papers, portfolios, ethical case studies, and online discussion groups.

Reflection is also common during classroom discussion. Usually the faculty member facilitates a discussion based on a certain topic and students reflect by sharing their experiences and comparing the relevance of the experiences to the topic. The more opportunities for in class reflection faculty provide throughout the semester, the better. Students have a chance to interact with other students and hear different points of view that may lead to greater understanding.

Students also are beginning to utilize opportunities for reflection at community agencies. This is done through orientation sessions to the community agency, discussions with fellow volunteers, interactions and discussion with the population served at the agency, and experiences with community agency staff. Community agencies have a unique and untapped role in the reflection process. Most agencies do not have structured reflection activities for service-learning volunteers. However, reflection does not need to be structured in order to occur. When students reflect in the environment that the service is performed, they are empowered to reflect on their experiences from many different perspectives. Community agency staff can also greatly benefit when reflection occurs 'on-site'. Staff develop a better connection with the volunteer, generate helpful suggestions or comments, and understand student perspectives on important issues that affect the organization and the greater community. Reflection also makes students better volunteers to the community. Through reflection, students understand more clearly the goals and needs of the community agency and the population served by the agency. Reflection, thus, allows students to understand their unique role in the community and can give students a feeling of community outside of the traditional university community bubble.

## What are the benefits of reflection?

Some of the countless benefits that students receive from high quality reflection are:

- Enhancing self-awareness
- Developing a sense of community
- Better problem solving skills
- Incorporating multiple perspectives into the critical thinking process
- Greater cultural competency and sensitivity
- Empowers students to continue to serve community after service-learning experience concludes
- Stronger sense of civic responsibility

The benefits of reflection include an opportunity to experience learning in a radically different, empowering framework. Reflection inspires students to be more inclusive thinkers; instead of analyzing their role within the university environment and thinking about university needs, students get in touch with community issues and needs. Reflection encourages students to think as community citizens instead of just university students.

## What is on-site reflection, and how can it be conducted?

On-site reflection is a frequently overlooked aspect of service-learning. Many opportunities for reflection during a student's service-learning experience are dictated by reflection in the classroom. Ideally, reflection at **BOTH** the classroom and community agency will enhance the service learning experience for all parties and allow community agencies to fully participate in each step of the learning process. Below are some examples of on-site reflection activities that the community agency can facilitate.

- **On-site journal:** students can keep a written journal at the community agency and spend a certain amount of time before, during, or after service at the agency. Ideally, both the site supervisor and professor would read the student's journal. Both parties could also provide constructive feedback in writing or discuss certain parts of specific entries with the student to encourage further reflection.
- **One-on-One Sessions (includes structured questions for site supervisors):** Site supervisors may also provide on-site reflection through one-on-one discussion sessions with the student volunteer. Supervisor and student could meet every other week at the agency and briefly reflect on the overall service learning experience. Here are some sample questions that supervisors can use when facilitating reflection with students:
  - How has your experience differed from your expectations?
  - How does volunteering at this agency benefit you?
  - Describe a person you've encountered at the community agency that has made a strong impression on you.
  - How has your understanding of the community changed as a result of your service learning experience?

- What are the most difficult or satisfying parts of your service experience at the agency?
  - Did you have any assumptions or stereotypes before you began service at the agency? If so, what were they and how were they reinforced or challenged?
  - Are there things that you saw or experienced that surprised you?
  - How do you feel after a typical day of volunteering at the agency?
  - Use one or two words to describe your service experience at the agency.
- **Agency Orientation Session:** Site supervisors can encourage students to develop an orientation session to present to students and community members on campus and in the city. During the campus orientation, students would give a debriefing of the agency's mission and goals, discuss their service learning experiences, and use the orientation as a means for recruiting more volunteers to the community agency.
  - **Policy Action Project:** Students could work with community agencies to develop social action projects that help the agency achieve their goals. Some of these projects could include a letter writing campaign to local representatives, help building a coalition or task force of community agencies on a certain issue, or helping to develop, hold, or evaluate a large agency fundraiser or program.

## Helpful Resources

Campus Compact: Using Structured Learning to Enhance Learning from Service

<http://www.compact.org/disciplines/reflection/>

*For community agencies interested in developing on-site reflection activities or even learning more about reflection in the service learning experience, this is an excellent site.*

University of Minnesota Career and Community Learning Center: Community Partner Guide to Service Learning. [www.clcc.umn.edu](http://www.clcc.umn.edu)

*This guide is full of resources for community agencies. More information on reflection is available in this Guide along with many other relevant topics.*

Morgridge Center Resource Library

*The Resource Library has a multitude of resources on reflection available for perusal.*

Information adapted from:

*Campus Compact: [www.compact.org](http://www.compact.org)*

*Colorado State University Faculty Service Learning Manual: [www.colostate.edu/Depts/SLVP/sipfacmanual.pdf](http://www.colostate.edu/Depts/SLVP/sipfacmanual.pdf)*

*"The Importance of Reflection." Ohio State University: [www.ohiounion.com/2Serv/service/reflection.asp](http://www.ohiounion.com/2Serv/service/reflection.asp)*

*"Get Up, Get Into It, Get Involved!!" A Pre-Community Involvement Training for Students of the University of Minnesota. University of Minnesota.*

*"Student Guide to the Academic Community Service-Learning Experience." Career and Community Learning Center, University of Minnesota.*

*"Reflection Handbook." Civic House, University of Pennsylvania.*

## EVALUATION AND SERVICE-LEARNING

### **Why should a service-learning experience be evaluated?**

The Campus Compact states “an effective partnership builds the capacity of each partner to accomplish its own mission while also working together.” Through service-learning, we are aiming to build effective partnerships. An examination of the ways in which University and community goals are being achieved is important to the sustainability of these relationships.

The University would like every partner to benefit. Asking for honest feedback ensures that the assets of this partnership are recognized and maintained.

### **How should a service-learning experience be evaluated?**

There are many ways to evaluate a service-learning experience. It is commonly recommended that an ecological approach be taken to evaluation. This means that attempts are made to take into account cultural, political and social factors representative of an institution. No blanket form can assess every service-learning experience, as the range of community organizations and courses varies widely. One form of evaluation involves interviewing every partner. A form of evaluation that is less time consuming is a survey that asks respondents to rate various parts of their experiences.

Please see the following pages for examples of evaluations that you may use, or see used when you have service-learning students from UW Madison.

# SERVICE-LEARNING EXPERIENCE EVALUATION (AGENCY)

**Course:** \_\_\_\_\_

**Instructor:** \_\_\_\_\_

**Student Name(s):** \_\_\_\_\_

Dear Community Partners,

The Morgridge Center and the University of Wisconsin-Madison, would like to sincerely thank you for your participation in this service-learning course. Please take a few minutes to fill out this evaluation. Your honest and constructive feedback is vital in making improvements and maintaining the strengths of this program. Again, thank you for your time and effort in forming these bonds between university, community and individuals.

\*This survey continues on the back of the page

Please use the following evaluation scale:

- 1- No, Needs Improvement
- 2- Fair, Could Improve
- 3- Good
- 4- Absolutely

1. Did the student present a positive image while at your site?	1	2	3	4
2. Was the student on time for all pre-arranged visits?	1	2	3	4
3. Did the student demonstrate resourcefulness and take initiative at your site?	1	2	3	4
4. Was the student conscientious when working with diverse populations?	1	2	3	4
5. Did the student understand your mission statement?	1	2	3	4
6. Was your organization benefited by the work done by the student?	1	2	3	4
7. Was the student's presence a positive force in your organization?	1	2	3	4
8. Did the student maintain an open dialogue with the site supervisor	1	2	3	4

throughout the course of the experience?

9. Was the student clear about her or his expectations of the experience?            1       2       3       4

10. Were project goals achieved?            1       2       3       4

Please share your thoughts about the following:

11. Would you like to continue to have service-learning students at your organization?

12. Do you have any recommendations (for the Morgridge Center, professors, or students) for a more successful experience?

13. Do you have additional comments?

Thank you again. We value your feedback and appreciate your time and effort in the creation and maintenance of these partnerships.

# SERVICE-LEARNING EXPERIENCE EVALUATION FORM (STUDENT)

**Course:** \_\_\_\_\_

**Instructor:** \_\_\_\_\_

**Student Name(s):** \_\_\_\_\_

Dear Student,

The Morgridge Center and the University of Wisconsin, Madison, would like to sincerely thank you for your participation in this service-learning course. Please take a few minutes to fill out this evaluation. Your honest and constructive feedback is vital in making improvements and maintaining the strengths of this program. Again, thank you for your time and effort in forming these bonds between university, community and individuals.

\*This survey continues on the back of the page

Please use the following evaluation scale:

- 1- No, Needs Improvement
- 2- Fair, Could Improve
- 3- Good
- 4- Absolutely

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. Were you provided with an orientation to the site at which you worked?                      | 1 | 2 | 3 | 4 |
| 2. Did your supervisor prepare you to work with the diverse populations served at the site?    | 1 | 2 | 3 | 4 |
| 3. Were staff at the site available to answer questions?                                       | 1 | 2 | 3 | 4 |
| 4. Was communication with your supervisor open enough to allow for discussion of course goals? | 1 | 2 | 3 | 4 |
| 5. Did the work that you performed feel meaningful?  | 1 | 2 | 3 | 4 |
| 6. Did your experience at the site inform course content?                                      | 1 | 2 | 3 | 4 |

- |   |   |   |   |   |
|---|---|---|---|---|
| 7. Did you understand the mission statement of the community organization?            | 1 | 2 | 3 | 4 |
| 8. Were you comfortable approaching your site supervisor if & when problems occurred? | 1 | 2 | 3 | 4 |
| 9. Would you recommend this placement site for another student?                       | 1 | 2 | 3 | 4 |
| 10. Overall, how would you rate your experience at this site?                         | 1 | 2 | 3 | 4 |

Please share your thoughts about the following:

11. Would you like to see this type of experiential learning more frequently at the university level?

12. Do you have any recommendations (for the Morgridge Center, professor or community organization) for a more successful experience?

13. Do you have additional comments?

Thank you again. We value your feedback and appreciate your time and effort in the creation and maintenance of these partnerships.

## WILL COMMUNITY-BASED RESEARCH WORK FOR YOUR AGENCY?

Key questions to ask before entering into a community-based research partnership:

1. Do the questions and issues that you are seeking to investigate require the community-based research model?
2. Do the research and community partners have shared goals and timeline?
3. Have norms been set for collaborative work and decision-making?
4. Where will the data that is collected be housed? Who owns the data?
5. Have roles and responsibilities been clearly delineated for all partners?
6. What is the understanding about sharing and using knowledge produced from the research?
7. How will conflicts about the research be addressed or resolved?
8. How will community participants be compensated for their time?
9. Which partner will manage grants, and how will grant money be used?
10. Have important political considerations been addressed?

# STEPS IN THE COMMUNITY-BASED RESEARCH PROJECT DEVELOPMENT PROCESS

## **1. Identify your goal(s)**

- What are the goals of the agency?
- What are the goals of the researcher?
- How does research fit with these goals?

## **2. Identify the issue or problem of interest**

- What do you want to know?
- What do you already know?
- How do the staff, clients, and community understand / explain the problem?

## **3. Translate the problem of interest into a researchable question**

- Example: What are the (demographic) factors that predict participation in a particular program?

## **4. Review the research literature**

- What does the literature say about this topic?
- What is missing from the literature?
- What about the existing literature does not fit your particular population / community?

## **5. Develop a research design**

- What are your research goals: description, explanation, evaluation?
- Who will be the participants in the study?
- How will participants be recruited?
- How will information be gathered?

## **6. Operationalize the research question**

- What are the relevant concepts and variables?
- How are they defined?
- How will they be measured?

## **7. Collect the data**

- How will data be collected? By whom?
- Where will data be collected?

## **8. Analyze and interpret the data**

- How will the team collaborate to review and interpret the findings of the study?

## **9. Report the findings**

- Who will do the writing, reporting?
- How will authorship be determined?
- Where and to whom will reports / manuscripts be submitted?
- How will sensitive / controversial findings be handled?

## **10. Make use of the findings**

- How will the findings be used for program development, grant writing, and community outreach/education?

# HUMAN SUBJECTS GUIDELINES FOR COMMUNITY-BASED RESEARCH

If a student or group of students are doing research at your agency, please make sure they are following the UW-Madison guidelines for human subjects research. In most cases, the faculty member with whom the student is working will be able to provide you with information about the student's project. If you do not feel comfortable with how the student is conducting research, or do not want to participate in the project, *do not hesitate* to contact the faculty member or the Morgridge Center.

In accordance with federal regulations and UW–Madison policies, all research involving human subjects that will be disseminated beyond the classroom must be reviewed and approved by an Institutional Review Board (IRB) prior to any research intervention with a participant. An IRB is a committee of faculty and staff from a variety of disciplines, including at least one member whose primary concerns are nonscientific and one member who is not affiliated with the University. There are four IRBs on campus: one for Educational Research, one for Social and Behavioral Sciences, one for Health Sciences, and a supervisory All-Campus IRB. Research projects must be approved by the appropriate IRB, with appeals going to the All-Campus IRB. Each group has its own policies and approval process, so it is important for students to consult with a faculty member to determine the appropriate IRB.

All UW–Madison undergraduate and graduate students engaged in any kind of research project (including independent study, research credits, senior thesis projects, Hilldale Awards, etc.) involving human subjects must obtain approval of a campus IRB *before* beginning the research.

## **Obtaining Informed Consent**

A key process in conducting research with human subjects is obtaining informed consent from participants. It is important for agencies to be aware whether researchers at their site are following the correct procedures for obtaining consent from study participants. Informed consent is a process, not just a form. The researcher must present information in a way that lets a potential subject voluntarily decide whether to participate. The procedures used in obtaining informed consent should be designed to educate the potential subjects in terms they can understand. Therefore, a consent form (especially the explanation of the study's purpose, duration, experimental procedures, alternatives, risks, and benefits) must be written in lay language. The researcher should adjust the language to a level that is appropriate for the subject population. Researchers should have documentation (typically, a signed form) of each subjects' consent for all aspects of the research process.

**If you have any questions about Human Subjects approval, please get in touch with the Morgridge Center!**

*Compiled from the UW-Madison Office of Research & Sponsored Programs, Protection of Human Subjects in Research: <http://www.rsp.wisc.edu/humansubs/index.html>*

## KEYS TO RETENTION

The lists below outline the reasons why students enrolled in service-learning and community-based research courses remain committed and why they sometimes lose interest. These ideas may be familiar to you as keys to volunteer retention. When planning your service project and preparing your organization for service-learning students, try to keep these issues in mind. Being aware of the reasons why volunteers remain committed will help you retain your service-learners throughout the semester.

### **Why Students Remain Committed**

- They feel appreciated.
- They can see that their efforts make a difference.
- There are opportunities to increase their level of involvement.
- There are opportunities for personal growth.
- They receive recognition for their work.
- They feel capable of handling tasks assigned to them.
- They feel a sense of collegiality with their co-workers.
- They have the opportunity to talk with co-workers about how the topic of study in their service-learning course relates to the work they are doing at the site.
- They are involved in work integral to the functioning of the organization, such as problem solving.
- They recognize the significance of the organizations work.
- Their personal needs are met.

### **Why Students Lose Interest**

- There is a disconnect between the expectations that were outlined for them and the reality of their serving situation.
- There is no one easily available to offer support, leadership, or guidance.
- They receive little or no recognition for their efforts.
- They cannot see the significance of their efforts.
- The tasks assigned to them are too routine or monotonous.
- Their relationship with their co-workers is not a supportive and friendly one.
- There are no opportunities for personal growth.
- There are few opportunities to express creativity or demonstrate initiative.

*Adapted from the Louisiana State University Center for Academic Success Service-Learning Manual for Community Partners*

## EXPECTATIONS FOR ALL PARTIES WHEN A SERVICE-LEARNING OR COMMUNITY-BASED RESEARCH PROJECT IS UNDERTAKEN

### **Community Partners are expected to:**

- Orient students to the agency's mission and goals, as well as expectations about the student's duties, so that they can better understand their role within the agency.
- Provide work that is significant and challenging to the student.
- Provide the training, supervision, feedback, and resources necessary for student success in the service-learning experience.
- Ensure a safe work environment and reasonable hours for the student to perform service.
- Have an organizational commitment to involving volunteers and service-learning students in your agency.
- Be aware of and respect the fact that the service-learning student has agreed to a specific assignment and may not be open to other volunteer duties.
- Update any changes in your agency's volunteer coordinator/ contact person, address, phone number, or other pertinent information related to the volunteer opportunities you have available on the Volunteer Your Time database, [www.volunteeryourtime.org](http://www.volunteeryourtime.org).

### **Students are expected to:**

- Be prompt, willing, respectful, and positive at their placement site.
- Complete the necessary paperwork as directed by the instructor.
- Fulfill all agreed upon duties and responsibilities at the community agency.
- Provide feedback about the service experience and its relevance to the course material; participate in course discussions.
- Be open to learning about cultures and lifestyles different from their own.
- Speak with their supervisor and/or instructor if uncomfortable or uncertain about what they are to do.
- Respect the confidentiality of the clients served.
- Participate in the evaluation process.

### **Faculty members are expected to:**

- Describe the service-learning activity and its relation to the course objectives in the course syllabus, and facilitate activities that will prepare students for their service-learning experience.
- Familiarize themselves with the service sites and monitor student progress through discussions, journal assignments, progress reports, or individual consultations.
- Have students complete all necessary paperwork.
- Provide individual and/or group forums for students to reflect on their learning.

### **The Morgridge Center is expected to:**

- Serve as an advisor on logistical, risk management, and troubleshooting issues.
- Connect new faculty with faculty mentors, and work to strengthen the community of service-learning faculty.
- Maintain and share a current roster of service-learning faculty and courses.

- Be familiar with the purpose and programs of community agencies.
- Promote volunteerism, volunteer opportunities, service-learning, and community-based research on campus and in the community.
- Strive to continually improve our services by evaluating the effectiveness and appropriateness of those services and involving all stakeholders in that process.
- Inform agencies of any feedback we get from students and faculty who have worked with them through the Center.

## WHEN ISSUES ARISE: WHO TO CALL

### **Contact the faculty member if:**

- A service-learning student is frequently late or absent, **and** you have already talked to the student about the problem.
- A service-learning student is not behaving in a professional manner, **and** you have already talked to the student about the problem.
- You are unsure of the course topic and/or requirements.
- You have an outstanding service-learning student.
- You would like to visit the class.

### **Contact the Morgridge Center if:**

- A service-learning student is frequently late or absent, **and** you have already talked to the faculty member about the problem.
- A service-learning student is not behaving in a professional manner, **and** you have already talked to the faculty member about the problem.
- You are unsure of how to supervise service-learning students.
- You have trouble communicating with the faculty member.
- You have a new project idea.
- You have an outstanding service-learning student.
- Agency staff or programs have changed.
- You have feedback about your experiences.
- You would like to access resources (journals, books, etc.) about service-learning.

**It is very important for all parties (the agency, the student, the faculty member, and the Morgridge Center) to maintain communication. Please do not hesitate to contact someone if you are having a problem! The earlier someone knows about an issue, the sooner it can be resolved.**

### **III. RESOURCES FOR AGENCIES INTERESTED IN BRINGING SERVICE-LEARNING AND COMMUNITY-BASED RESEARCH TO THEIR SITE**

- Mission & History of the Morgridge Center
- Morgridge Center Staff
- Morgridge Center Informational Resources
- Community Service Work-Study Program
- Campus Resources for Community Agencies
- University Calendar
- Service-Learning and Community-Based Research Bibliography
- Service-Learning Resources on the Web

## MISSION & HISTORY OF THE MORGRIDGE CENTER

The Morgridge Center for Public Service advances the Wisconsin Idea\* by developing and promoting civic engagement, strengthening teaching and learning, and facilitating collaborative partnerships through public service, service-learning, and community-based research.

The Center provides campus leadership and resources to:

- Engage the diverse community of students in learning and leadership through service to local, regional, national and international communities.
- Assist faculty and other teaching staff in the design of service-learning and community-based research experiences.
- Collaborate with other campus units, community organizations, citizen groups, and local coalitions to identify and meet the needs of various communities.
- Promote a life-long commitment to public service and active citizenship in a diverse democratic society.

\* The Wisconsin Idea is a tradition of service that originated with University leaders over 100 years ago when they declared, “the boundaries of the campus are the boundaries of the state.” Today, the Wisconsin Idea calls us to extend the knowledge and resources of the university beyond the state to the global community.

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As a land-grant institution, the University of Wisconsin-Madison has a long history of public service; service for the greater good of society has been a longstanding goal. The UW has taken many specific steps over the years to fulfill this goal, especially beginning in the 1960s when the Wisconsin Union added student volunteer activities to its portfolio. By 1972, the Volunteer Services Office (VSO) was established at Union South as student activism and leadership called for more organized and intentional programming. The initiative in 1994 to create the Morgridge Center for Public Service further strengthened this rich history and better-integrated student and academic affairs. A generous endowment was given by John and Tashia Morgridge in May 1994 to expand the scope of the VSO into a UW center for community service. When the historic preservation and adaptive use of the Armory and Gymnasium (Red Gym) was completed in 1998, the Morgridge Center moved to the first floor, a highly visible and centrally located space. The Morgridge Center is linked to both academic affairs and student affairs through its relationship with the Provost’s Office and the Wisconsin Union. The connection to the Provost’s Office encourages the use of service-learning and community-based research as progressive teaching and learning methods by faculty and instructional staff. The connection to the Wisconsin Union ensures broad student participation in a myriad of volunteer activities through the Wisconsin Union Directorate student-led committees, namely the Community Services and the Alternative Breaks Committees. It is noteworthy that today’s students are volunteering here and elsewhere in larger numbers than in decades past and that they often understand service as an alternative politics. That is, students’ connection to politics is often not through direct affiliation with established political parties or participation in elections, but rather through a particular interest in an issue, such as cleaning up a stream or reading to a child in an elementary school.

## MORGRIDGE CENTER STAFF

The Morgridge Center staff is dedicated to promoting service-learning and community-based research at the University, and to supporting the efforts of faculty, students, and staff in those areas. There are several professional and student staff members who can serve as resources for you.

### **Professional Staff**

- Provide training to faculty, both one-on-one and in groups.
- Provide logistical support for service learning efforts.
- Serve as liaisons between the University and Community.
- Assist in the identification and selection of appropriate serve placements.
- Develop effective solutions to transportation issues for students enrolled in service-learning courses.

Michael Thornton, Faculty Director of the Morgridge Center for Public Service  
mkrouse@wisc.edu                      262-0787

Randy Wallar, Associate Director of the Morgridge Center for Public Service  
jrwallar@wisc.edu                      262-5781

### **Student Staff (Service-Learning Fellows)**

Each year, the Morgridge Center hires Junior or Senior students to serve as Service-Learning Fellows. Students in this position provide logistical support to professors/instructional academic staff developing and/or implementing Service-Learning courses. They also work with students enrolled in Service-Learning courses helping them with orientation and reflection exercises. Community agencies can expect Service-Learning fellows to be involved with coordinating student site placements, keeping track of student progress throughout the semester, and assessing the success of Service-Learning classes from the perspective of community partners. Simply stated, a Service Learning fellow is a liaison among professors, students and community organization working to ensure a successful Service-Learning experience for each partner.

## MORGRIDGE CENTER INFORMATIONAL RESOURCES

The Morgridge Center is the first stop for faculty, staff, and students in search of information on service-learning and community-based research, practical guides to designing and implementing S-L courses and CBR projects, ideas for service projects, contact information for community agencies, and a whole range of other items. Two facets of the center are especially relevant here:

1. The Service-Learning Resource Center is a library of resources that contains:
  - Sample service-learning syllabi from UW-Madison as well as other universities
  - Guides, texts, and journals relating to service-learning and community-based research
  - Sample service-learning contracts, evaluations, and other forms
  
2. The Volunteer Clearinghouse:
  - In partnership with the United Way, Madison Area Technical College (MATC) Volunteer Center, and Retired Seniors Volunteer Program (RSVP), the Morgridge Center maintains VolunteerYourTime, a web-based Volunteer Database listing approximately 300 community organizations and their volunteer needs (semester-long, year-long, one-time only, group). The database is available at [www.volunteeryourtime.org](http://www.volunteeryourtime.org)
  - Morgridge Center sponsors a Volunteer Fair each semester, with over 100 campus and community organizations participating. Contact the Morgridge Center for specific dates.
  - Maintains resources focusing on national and international service and service-learning opportunities.

## COMMUNITY SERVICE WORK-STUDY PROGRAM

“The Federal Work-Study Program (FWSP) publicizes jobs to undergraduate and graduate students with financial need, allowing them to earn money to pay education expenses” (Financial Aid 1999-2000 Student Guide, U.S. Department of Education). The value of work-study lies in its financial benefits and professional experiences, which can guide the student into a more secure and informed future.

**Students with Federal Work-Study (FWS) eligibility may work in positions in local community service agencies. Community service positions are those usually found in local nonprofit, government and community-based organizations. The federal government pays a significant percentage (50% for 2002-03) of the student wages and the agency covers the remaining cost.**

Community Service FWS jobs are designed to engage a student in improving the quality of life for community residents, particularly low-income individuals, or to address issues such as: literacy training, social services, housing and neighborhood improvement, public safety, recreation, “at-risk” youth, and community improvement.

An organization may become a participating member of the FWSP by contacting the Work-Study office and requesting, completing and returning an agency contract to the FWSP.

Students who decide to work at a community agency will bring a Federal Work-Study Student and Employer Information Form (SIF) to their employer for completion. Students then return the form to the Work-Study office so they can be certified for the position. For off-campus employment, SIF's must be renewed at the beginning of each period (summer and academic year), even if the student is continuing a job he or she already has.

For more information, contact the UW-Madison Office of Student Financial Service's Federal Work-Study Program at 608-262-3801.

*Adapted from Portland State University Career Center; UW-Madison Office of Student Financial Services.*

## CAMPUS RESOURCES FOR COMMUNITY AGENCIES

If you have an idea for a project or program, here are some offices that could work with you:

### Posting for Internships/Jobs

#### **Letters & Science/School of Human Ecology Career Services Office**

1305 Linden Dr.

Madison, WI 53706

608-262-3921; [careers@lssaa.wisc.edu](mailto:careers@lssaa.wisc.edu)

<http://www.lssaa.wisc.edu/careers>

#### **College of Agriculture & Life Sciences Career Services**

116 Agricultural Hall, 1450 Linden Dr.

Madison, WI 53706

608-262-3460; [asa@cals.wisc.edu](mailto:asa@cals.wisc.edu)

<http://www.cals.wisc.edu/students/careerServices>

#### **School of Human Ecology Internship Coordinator**

120 Human Ecology Building, 1300 Linden Dr.

Madison, WI 53706

608-262-2608; [acadaffairs@mail.sohe.wisc.edu](mailto:acadaffairs@mail.sohe.wisc.edu)

#### **School of Journalism & Mass Communication Internship Coordinator**

5115 Vilas Hall, 821 University Ave.

Madison, WI 53706

608-263-4858

<http://www.journalism.wisc.edu/career/employers.html>

### Outreach to Student Organizations

#### **Student Organization Office**

239 Red Gym, 716 Langdon St.

Madison, WI 53706

608-263-0365; [soo@redgym.wisc.edu](mailto:soo@redgym.wisc.edu)

<http://soo.studentorg.wisc.edu>

#### **Multicultural Student Center**

2<sup>nd</sup> Floor, Red Gym, 716 Langdon St.

Madison, WI 53706

608-262-4503

<http://msc.wisc.edu/>

#### **Center for Biology Education**

1271 Genetics/Biotechnology Bldg, 425 Henry Mall

Madison, WI 53706  
608-263-0478; ICBE@icbe.wisc.edu  
<http://www.wisc.edu/cbe>

**University Housing/Residence Life**

Student Community Service Coordinators for individual residence halls can be contacted through the Morgridge Center.

Community Service Work-Study Program

**Office of Student Financial Services**

**Federal Work Study Office**

432 N. Murray St., Room B8  
Madison, WI 53706  
608-262-3801; [uwstudent.workstudy@finaid.wisc.edu](mailto:uwstudent.workstudy@finaid.wisc.edu)  
<http://www.finaid.wisc.edu/fwsp.html>

Campus "Gateway" Contacts

**Morgridge Center for Public Service**

154 Red Gym, 716 Langdon St.  
Madison, WI 53706  
608-263-2432; [morgridge@union.wisc.edu](mailto:morgridge@union.wisc.edu)  
<http://www.morgridge.wisc.edu>

**University Health Services**

**Campus Community Partnerships**

1552 University Ave.  
Madison, WI 53726  
608-263-5714  
[http://www.uhs.wisc.edu/home.jsp?cat\\_id=106](http://www.uhs.wisc.edu/home.jsp?cat_id=106)

*For information about offices or departments not listed here, a search of the UW-Madison website can be done at <http://www.wisc.edu/directories>; or call Campus Directory Assistance at 608-262-1234.*

# UNIVERSITY CALENDAR

## Spring 2007

Martin Luther King, Jr. Day	Jan 15 (M)
Instruction begins	Jan 22 (M)
Spring recess	Mar 31-Apr 8 (S-N)
Passover*	Apr 3 (T)
Good Friday*	Apr 6 (F)
Classes resume	Apr 9 (M)
Last class day	May 11 (F)
Exams begin	May 13 (N)
Commencement weekend	May 18-20 (F-N)

## Summer 2007

Memorial Day	May 28 (M)
3-week session begins	May 29 (T)
8-week session begins	Jun 18 (M)
Independence Day	Jul 4 (W)
8-week session ends	Aug 10 (F)

## Fall 2007

Labor Day	Sep 3 (M)
Instruction begins	Sep 4 (T)
Rosh Hashanah*	Sep 13 (R)
Yom Kippur*	Sep 22 (S)
Thanksgiving recess	Nov 22-25 (R-N)
Last class day	Dec 14 (F)
Exams begin	Dec 16 (N)
Commencement	Dec 16 (N)

\* Although not official UW-Madison holidays, many students celebrate these religious observances.

To reference academic calendars, go to <http://www.secfac.wisc.edu/acadcal/>

### Service-Related Campus Events:

Fall Volunteer Fair	Mid-September
Homecoming Week	Late October
Spring Volunteer Fair	Early February
Community Plunge	Late April

**To learn more about specific service-related events and dates, please contact the Morgridge Center at 263-2432.**

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## SERVICE-LEARNING RESOURCES ON THE WEB

### *Campus Compact*

<http://www.compact.org>

Resources for service-learning practitioners. Includes extensive links to web resources, job listings, news, model programs, sample syllabi, and more.

### *The Big Dummy's Guide to Service-Learning*

<http://www.fiu.edu/~time4chg/Library/bigdummy.html>

Frequently asked questions about service-learning answered. Addresses both faculty and programmatic issues and includes a list of "101 Ideas for Combining Service and Learning" in various disciplines.

### *The National Service-Learning Clearinghouse*

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

A searchable database of K-12 and higher education service-learning literature, information about Learn & Serve American efforts, links to service-learning information resources.

### *Community-Campus Partnerships for Health*

<http://www.ccpsh.info/>

CCPH is a growing network of over 1,200 communities and campuses that are collaborating to promote health through service-learning, community-based participatory research, broad-based coalitions and other partnership strategies.

### *Michigan Journal of Community Service-Learning*

<http://www.umich.edu/~mjcs/>

The Michigan Journal provides a venue to intellectually stimulate educators around the issues pertinent to academic service-learning in higher education, as well as a venue to publish scholarly articles specifically for a service-learning audience.

### *Community Organizations & Service-Learning*

<http://comm-org.wisc.edu/sl>

This site is the result of a spring 2006 project facilitated by Randy Stoecker, advised by seven Madison community organization representatives, and carried out by 15 students at the University of Wisconsin-Madison. The goal of the project is to understand how community organizations react to service learning, and to develop recommendations for service learning based on those reactions.