Service-Learning and Community Engagement:
Promising Practices for High-Impact Faculty Engagement within Student Learning

Micki Meyer, Rollins College
Becca Berkey, Northeastern University
Cara Meixner, James Madison University
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Re-conceptualizing Faculty Development in Service-Learning/Community Engagement
Exploring Intersections, Frameworks, and Models of Practice

We express deep gratitude to the many educational developers and S-LCE professionals, and their institutions, who contributed to this edited volume; please refer to the handout for a complete listing of chapter titles and contributors.
Session Outcomes:

Participants will:

1. Identify research-informed themes from the intersection of faculty development and S-LCE;
2. Engage in dialogue around research-informed practices, models, and frameworks emerging from the themes;
Who’s in the Room?

① A faculty member?
② An academic administrator?
③ A service-learning professional?
④ A faculty developer
⑤ All of the above
⑥ A mix of the above
⑦ None of the above
But first, what is S-LCE.....?

▶ A distinctive pedagogy, seminally described by Bringle and Hatcher (1995) as “a course-based credit-bearing educational experience in which students:

▶ (a) participate in organized service activity that meets identified community needs, and

▶ (b) reflect to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility” (p. 112).

▶ A practice that “clearly ‘raises the pedagogical bar’” (Howard, 1998, p. 23), though relatively little is known about the faculty experience of S-LCE.
... and who are S-LCE Professionals and Educational Developers?

- May (or may not) be one in the same & often are also faculty;
- Serve as “third space” professionals (Witchurch, 2013);
- Inhabit the margins or interstices (Green & Little, 2012, 2013);
- Act as arbiters of the 6 cultures of the academy (Bergquist & Pawlak, 2008);
- Facilitate “faculty development and support” (Dostilio, 2017, p. 50).
... AAC&U Intersections
Interlude:

1. **Think** (on your own)
   - As you think about S-LCE on your campus, what are the successes? What are the tensions?

2. **Pair** (briefly, with someone at your table)

3. **Share & Consider** research-informed practices that mitigate tensions and highlight pride points *(with the full community)*
Pride and Dissonance:
Recognizing the “messy” and complex S-LCE Context
(Welch & Moore, Ch. 1)

"S-LCE professionals need to account for a variety of push and pull factors, not only those directly related to faculty, but also to other stakeholders like students, administrators and community partners..."

*Welch and Moore* (n.p., in press).
Pride and Dissonance: Navigating the institutional context 
(Stokamer, Ch. 9)

Table 9.1. Overview of institutional context for S-LCE faculty development

<table>
<thead>
<tr>
<th>Element of Institutional Context</th>
<th>Considerations for Faculty Development</th>
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</thead>
<tbody>
<tr>
<td>Institutional characteristics</td>
<td>• Carnegie Classification</td>
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<td></td>
<td>• Mission</td>
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<td></td>
<td>• Location</td>
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<td>Institutional priorities</td>
<td>• Strategic plan</td>
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<td>• High-impact practices</td>
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<td></td>
<td>• Initiatives and commitments</td>
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<td></td>
<td>• Curricular emphases</td>
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<tr>
<td>Institutional culture</td>
<td>• Campus climate and faculty morale</td>
</tr>
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<td></td>
<td>• Tenure and promotion practices</td>
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<td></td>
<td>• Student body</td>
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<td>• Leadership</td>
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</tbody>
</table>

“Community engagement in higher education necessitates mindful integration of the needs and interests of multiple stakeholders. By attending to an institution’s characteristics, priorities, and culture, S-LCE professionals are better positioned to orient their work toward what makes sense for their institutional context, which fosters the credibility essential to effective S-LCE programming. Ultimately, doing so has the potential to increase their achievement of desired outcomes.”

Stokamer, n.p., in press.
Pride and Dissonance:
Seeing faculty as co-learners in a complex, multivariate system
(Eatman, Ch. 2)

“One may argue that faculty development writ large is a critical aspect of strategic institution building in that it provides channels for faculty to be involved and contribute to the development of institutional vision, mission, values, and goals, beyond strengthening teaching, to policy, governance, strategic planning, and other aspects of institutional life. This is to say that the principle of agency lies at the core of faculty development.”

*Eatman* (n.p., in press).
Pride and Dissonance:
Considering reciprocity and partnerships
(Barreneche, Meyer, & Gross, Ch. 10; Kiely & Sexsmith, Ch. 12)

[Developers] are advised to assist faculty in understanding how to design an asset-based approach to building partnerships in S-LCE, such as learning how to develop a stakeholder map, assess relations of power, listen eloquently, embrace humility encourage voice, and develop relationships with community members based on trust, fairness, inclusion, voice, and mutual benefit of both service and learning. Kiely & Sexsmith

<table>
<thead>
<tr>
<th>Table 10.1. Principles of promising practice for campus-community partnerships</th>
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</thead>
<tbody>
<tr>
<td><strong>Shared Goals and Outcomes</strong></td>
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<tr>
<td>S-LCE faculty and community partners come to the table with the desire to create shared goals for both students and the community that are grounded in the missions of the institution, organization, and course curriculum.</td>
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<tr>
<td><strong>Equal Distribution of Both Teaching and Learning</strong></td>
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<td>S-LCE faculty fully recognize community partners as co-educators in the relationship. They empower community partners to be an integral part of the educational experience, inviting them to share lived experiences and expertise in the field. Faculty understand that they, like their service-learning students, are co-learners in the S-LCE process.</td>
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<tr>
<td><strong>Mutual Benefit</strong></td>
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<tr>
<td>S-LCE faculty seek to identify opportunities for synergy between community interests, academic goals, and student learning outcomes</td>
</tr>
<tr>
<td><strong>Open and Fluid Communication</strong></td>
</tr>
<tr>
<td>S-LCE faculty make exceptional efforts to create environments for open, honest, and continuous feedback between all participants during the course or project. Faculty work alongside community partners to develop communication strategies at the inception of the relationship, and reevaluate strategies frequently.</td>
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<tr>
<td><strong>Assessment and Feedback</strong></td>
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<td>S-LCE faculty collaborate with community partners to develop metrics to evaluate shared goals and outcomes, methods of communication, and the impact on student learning and the community. In addition, S-LCE faculty and community partners assess the relationship’s strengths, challenges, and future opportunities for growth and/or improvement.</td>
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To Kiely & Sexsmith (Ch. 12), key FLOs include the ability to:

- Describe diverse program and community partnership models;
- Conduct site visits;
- Design a plan for risk management;
- Explain the history and meaning of community from multiple perspectives; and,
- Identify key elements to nurturing a healthy and sustainable community-campus relationships (Jacoby, 2015).
Pride and Dissonance:
Contemplating special pedagogical considerations... like the large classroom experience
(Variawa, Ch. 8)

“My perspectives as an engineering instructor lend to my experience designing a learning environment, in that I examine inputs and outputs inherent in designing a product, device, or process. This perspective affords a unique vantage point where we can understand how to systematically optimize a teaching and learning experience. Understanding the context, framing the challenges present, and using a combination of divergent and convergent strategies to solve these challenges are at the basis of engineering design thinking.”

Variawa, n.p., in press.
Discussion: Campus Applications
Navigating and reconciling situational factors
(see handout)

• What are the complexities, dynamics or obstacles that exist for faculty to engage in service-learning and community engagement?
• What have been the moments of surprise liberation, i.e.: unanticipated favorable outcomes at your institution to advance the work?
Tying it all together:
A theory of change

Figure 12.1 A transformative S-LCE model
Richard Kiely and Kathleen Sexsmith

Figure 12.2. A transformative S-LCE model for faculty development
Thank you