

A Meeting of Minds

- **A Handbook for Community-Campus Engagement**

Nola L. Freeman

**Fellow, Community-Campus Partnerships for Health
June 2003**

- A Meeting of Minds**
• **A Handbook for Community-Campus Engagement**

Table of Contents

Introduction

Why this handbook?
Three definitions of service-learning
What is meant by ‘community’?

Part I - Embarking on the Partnership

Why service-learning?

The benefits for education
The benefits for communities

Service-Learning in Your Organization/Agency

The service-learners
The contributions of service-learners to the community
Community partners as co-educators
The service-learner and the community partner reflect together
The costs of engaging in service-learning

The Campus Partners

Finding a potential campus partner
Cultural differences between the community and campus partners.

Three Phases of the Service-learning Project

Community and campus partners talk to one another
The community partner welcomes the service-learner
Oversight of the service-learning project

The Project Evaluation

Part II – Deepening the Partnership

Working Toward the Ideal Service-Learning Partnership

The Principles of strong, healthy community-campus partnerships
Expanding the Role of the Community Partner
An Engaged Community

Acknowledgements

Bibliography

Part III—Supplement *Service-Learning Activity Models*

A Meeting of Minds Introduction

Why This Handbook?

Partnerships between higher education learning institutions and the public agencies and community organizations within their reach are flourishing throughout the United States and within other world countries. These partnerships, designed to benefit both the students and the community, are the outer manifestation of a new consciousness arising within cities and on campuses: that education does not happen in a vacuum; that public and even private learning institutions have a responsibility to the communities in which they are located; that students can attach service experiences in community organizations, agencies and K-12 schools to course work, thus enhancing their education; that communities can benefit from the knowledge and expertise of student learners; that higher education curricula can be better informed through contact with the knowledge and expertise within the adjoining community.

As higher education changes through engagement with communities, so will society change. Graduates will be re-introduced to the community with a greater sense of civic responsibility. When the community reaches into the classroom to partner in this change in education there ensues a true “meeting of minds”.

This handbook will focus on that form of community-campus partnering called *service-learning*. Service-learning is only one type of partnership – but it is arguably the best known and the easiest to access. It is important to note that service-learning in higher education takes many forms. This handbook is designed for persons engaging in service-learning in the academic departments. It does not discuss the very important work being done throughout the nation through co-curricular models – that is, service-learning that is not explicitly tied to an academic course.

It is hoped that this guide to service-learning will be helpful to community organizations, agencies or schools, and by associations of these groups, who are new to service-learning. It is also hoped that this guide will aid members of the higher education community who are working with community partners, either for the first time, or who have ongoing relationships with the nearby community.

It is important to note that today there are thriving partnerships throughout the nation and around the world between, not only public and private higher education institutions and the community, but also between primary/secondary (K-12) public and private schools and the communities surrounding them. This guide is offered primarily for the higher-education partnerships, but can be useful to the community partners who work with K-12 schools. The definitions and principles of good service-learning apply to all service-learning projects and partnerships.

Three Definitions of Service-Learning

As previously stated, service-learning is only one type of partnership – but it is arguably the best known and the easiest to access. Most campuses today – whether two or four-year institutions – have involved themselves to some degree in the service-learning movement. There follows three definitions of service-learning. Note that although not explicitly stated, the service-learner is not a volunteer.

The Definitions

“Service-learning is a form of experiential learning where students and faculty collaborate with communities to address problems and issues, simultaneously gaining knowledge and skills and advancing personal development. There is an equal emphasis on helping communities and providing valid learning experience to students.

Service-learning requires that faculty members be actively engaged as teachers/mentors with students. Students learn new knowledge and skills that contribute to their education. Students have the opportunity to reflect critically upon their experiences. The service provided meets a need identified by the community to be served. Those receiving the service have significant involvement and control over the activities engaged in by students and faculty.” (National Service-Learning Clearinghouse)

“ . . . 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 the course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. Unlike extracurricular voluntary service, service-learning is a course-based experience that produces the best outcomes when meaningful service activities are related to course material through reflection activities such as directed writings, small group discussions, and class presentations. Unlike practica and internships, the experiential activity in a service-learning course is not necessarily skill-based within the context of professional education” and, “To be sure, at institutions where many students come from under-served populations, service activities often include on-campus as well as off-campus activities. However, few (service-learning) programs provide assistance to for-profit enterprises – except where those enterprises themselves can be regarded as serving more than proprietary interests.” (Bringle, R.G. , & Hatcher, J.A.; *Implementing Service-Learning in Higher Education*)

“Service-learning is a structured learning experience that combines community service with preparation and reflection. Students engaged in service-learning provide community service in response to community-identified concerns and learn about the context in which service is provided, the connection between their service and their academic coursework, and their roles as citizens. Service-

learning differs from traditional clinical education in the health professions in that:

Service-learning strives to achieve a balance between service and learning objectives - in service-learning, partners must negotiate the differences in their needs and expectations.

Service-learning places an emphasis on addressing community concerns and broad determinants of health

In *service-learning*, there is the integral involvement of community partners - service-learning involves a principle-centered partnership between communities and health professions schools.

Service-learning emphasizes reciprocal learning - In service-learning, traditional definitions of "faculty," "teacher" and "learner" are intentionally blurred. We all learn from each other.

Service-learning emphasizes reflective practice - In service-learning, reflection facilitates the connection between practice and theory and fosters critical thinking.

Service-learning places an emphasis on developing citizenship skills and achieving social change - many factors influence health and quality of life. The provision of health services is not often the most important factor. In service-learning, students place their roles as health professionals and citizens in a larger societal context” (Community- Campus Partnerships for Health)

What is meant by “community”

From the moment of initial involvement with the service-learning movement one constantly hears the term “the community”. Of course, we know that there can be communities of faculty, students or others working within the campus boundaries. And we know that there is no such thing as “THE community” – we see diversity and heterogeneousness wherever we look. What, within the service-learning movement do we generally mean by “the community”. Edward Zlotkowski, in “*Pedagogy and Engagement*” offers that “the community referred to primarily consists of (1) off-campus populations under-served by our market economy and (2) organizations whose primary purpose is the common good.”

Care is suggested in defining “common good”. The “good” of any population, or group, can only be defined by persons within that population, and these definitions may differ from individual to individual. The handbook is using a broad term simply as a tool in the conversation that follows.

Part I - Embarking on the Partnership

Why service-learning?

The Benefits for Education.

A faculty member who creatively combines service-learning with other teaching modalities is enlarging on the traditional teaching methods of lectures, assigned readings and research papers – thus making learning more realistic. The student service learner arrives at the service-learning site with a learning objective that is related to the course work. The student incorporates the new knowledge into the service provided. The service-learning site, the individuals who either work or receive services there, become co-educators. The student, when returning to class asks questions and contributes observations that bring fresh knowledge to classroom discussions and shares perspectives that could mould the curriculum – thus making the education experience participatory and enlightened by the real world. The student makes reflective comparisons between knowledge gained in course work and knowledge gained in service activities. Through service-learning the student is offered new perspectives on civic engagement and democracy.

The Benefits for Communities

The benefits of service-learning to the community service learning site, if viewed creatively, are manifold. Partnering with a nearby campus in providing service-learning opportunities for under-graduate or post-graduate students can bring additional resources, energy, new ideas, and positive challenges to the accomplishment of the mission of the organization/agency/school. These partnerships will increase the community organization's name recognition; add the elements of racial, cultural and age diversity and will often provide much needed technical assistance. Because this handbook is designed from the community partner perspective, other benefits will be speckled throughout its pages.

Service-Learning in Your Organization/Agency

The service-learners

Whether viewed from the campus or the community perspective the educational development of the student service-learner is at the heart of service-learning. The student engages in this learning opportunity in various ways. Most commonly he/she may choose it as an optional track offered within a course, may take a course where service-learning is required or may enroll in an independent study service-learning course. Increasing numbers of under-graduates have experienced service-learning in the lower

grades – for others, though, this may be his/her first experience with any form of community service.

In addition to engaging in service-learning to enhance course work, students commonly have additional motivators. Service-learning may be viewed by the student as a way to re-connect with the community; a way to help others or to support a social/environmental/educational/civic issue to which they are committed; a way to enliven their education; a way to add to the education vitae.

The contributions of service-learners to the community

The community organization/agency/ school that embarks on a partnership with a campus is opening its door to an energy-rich resource. Most are under-funded and are trying to serve increasing numbers of individuals or see a growing need for the work they do. Most continually seek renewal and need more time to accomplish goals. Most continually look for new ways to accomplish their mission.

Service-learners arrive at the community site ready to put their time and ability toward assisting the staff and population being served or issue being addressed. If well-oriented to the site, they will be able to add their skill and energy to the work being done. They bring with them a lifetime of experience, their own special diversity and perspective, fresh ideas, questions, appreciation and support. They want to succeed – they want the organization or school to succeed. They want to learn, they want to teach. They form a bridge between the community and the campus. They bring to the community the ideas they are gathering from the course work. They carry back to the campus the values, intelligence and expertise of the community. The service-learners can, if the role they play is well understood by the community organization, be a partner in the accomplishment of its mandate.

The scale on which this happens will vary from school to school, organization to organization. One service-learner spending 20 hours doing a service activity in an organization or school will accomplish a finite goal. It is up to the site supervisor to make sure the activities are focused, useful and connected to the service-learning objective. This goal should be related to the core mission of the organization or school. If well organized the 20 hours of directed service activities are activities that would not otherwise have happened. Through engaging in service learning, five organizations each hosting one student over the period of an academic quarter will see 20 or more additional hours each of relating to clients, tutoring young readers, marketing events, planting vegetables, providing groceries to AIDS patients. Through this service new initiatives may be developed.

Community partners as co-educators

In the service-learning relationship the community partner's role, if well understood, is equal to that of the campus partner. As co-educator, the community partner will

demonstrate intelligence and expertise that will be essential to what the student is learning in class through text and lecture. He or she has been educated for the role that is played in the organization/agency/school. He or she has had years of practical experience. The community organizations/agencies/schools have assets and strengths upon which the campus partner can build a solid learning experience for the student.

Upon welcoming the service-learner to the site, the community partner matches the learning objective with service activities that will both serve the learner and the community mission. The community partner can then, through comprehensive orientation, hands-on supervision and opportunities for reflection turn the service activity into a genuine learning experience for the student.

The thoughtful community partner is acquainted with the class syllabus. This is commonly acquired through the instructor, the student, the service-learning director/coordinator, or campus web site. If a student is vague about the learning objective, the community partner can help to direct the student through speaking to the instructor, looking at the syllabus, or contacting the campus director or coordinator.

Whether the community partner is involved with work that provides human services, cares for the environment, promotes good health, empowers students and communities – or the myriad of other not-for-profit missions, he or she can provide students with experiences that will teach. No matter what the mission of the organization/agency/school, the student can, through the service activity, learn to communicate, organize, think critically and assess; the student can learn specific skills that will one day be used in the chosen field or profession. The community partner can, by keeping the learning objective in mind and checking in with the student at each visit, function in the role of co-educator.

Avoiding too narrow a perspective of who the co-educator is, is important. This role can be assumed by the staff at the community organization/agency/ school, AND by the recipients of services; by a specific issue and its causality; by a young tutee; by the structure of the organization itself. The student learns from what they observe with their senses, what they hear from everyone in the environment, what they read. They learn from successes and challenges.

A few examples of mutually beneficial service-learning opportunities are:

- English Communication students who assist the staff at a community center where they can interact with persons they would not otherwise encounter.
- Marketing students who hone skills by promoting an organization's identity or who write copy to advertise a fund-raiser.
- Geography students who learn about hunger and resource development through working in a community food bank, meal program or community garden.
- Anthropology students who learn about the cultural aspects of death and dying from senior center members.
- Future educators who learn to teach by tutoring K-12 learners.

In addition to the areas discussed above, the service-learner also learns about citizenship and civic engagement. In the Community Campus Partnerships for Health definition of service-learning, we read, “Students engaged in service-learning provide community service in response to community-identified concerns and learn about the context in which service is provided, the connection between their service and their academic coursework, and their roles as citizens.” Zlotkowski says further that: “No longer can the teaching mission of colleges and universities – as ratified by and articulated in the curriculum- be adequately described in terms of professional and self-contained academic practice . . . service learning possesses such enormous potential to move higher education in the direction of civic involvement” (*“Pedagogy and Engagement”*) Throughout the student’s education he or she will encounter definitions of citizenship. The student who chooses to engage in service-learning engages actively in a civic society. In the community, the student has the opportunity to see what happens with public policy.

The Service-Learner and the Community Partner Reflect Together

Reflection is an essential component of service-learning. As the student experiences the connection between the service activity and what is learned in class, he or she takes time to formally reflect on the “what, so what, now what” aspects of the learning outcomes. “What am I seeing, hearing, feeling, experiencing or contributing? So, what difference does this make to my education, or my class work? Now - what am I going to do with this new knowledge?”

Reflection is an integral part of service-learning, and normally takes place as a course assignment. Commonly, reflection happens through journaling, directed writing and classroom discussions. To support this reflection component the community partner should take a few minutes each time the student visits to ask about the experiences the student is having, how these experiences are impacting his/her education. Ask if the service project is meeting the learning objective, how the student is feeling about the service, have there been any surprises, what could improve the service experience? Pose the “what, so what, now what” questions.

The costs of engaging in service-learning

To the person who works in a community organization that is under funded, under staffed and attempting to meet the burgeoning needs of clients, young learners and critical issues - becoming a co-educator, a model of civic engagement, and a reflection partner may, at first, be not at all attractive.

It is the perspective of this handbook that the benefits to communities engaged in service-learning far outweigh the time it takes to work with service-learners. The tasks of orienting, supervising, reflecting-with and evaluating students can be accomplished in a way that is both beneficial to the student and time well spent for the community partner. The community partner is in control of the number of students with whom he/she works. Working with just one student can be a starting point. Keeping the scale of the service-learning project to a manageable size will benefit all partners.

If the site is hosting more than one student, orientation can be accomplished with groups of students. Orientation packets and presentations can be prepared ahead of time and be used with each new group of service-learners. Quality exchanges and reflections with students can take place informally. Check-ins can take place by email. If the campus partner asks the community partner to evaluate the service-learner the form they use is usually quite simple. If not, the community partner can offer suggestions to make the form user-friendly.

It is a common experience that students who select service-learning as an option have a high degree of motivation, and are most often very bright. If they see that the service activity is vital to the mission of the organization/agency/school, they will quickly engage and their time will be spent productively.

The cost of engaging in service-learning will be felt mostly in the early stages of the partnership – it is argued that as time passes this cost will seem miniscule in comparison to the benefits to the community. This investment in social capital will pay off far beyond imagination.

The Campus Partners

Finding a campus partner

The community organization/agency/school inviting the campus into service-learning partnership should, before contacting the campus clearly define the need, identify possible service activities, have at least an initial plan for supervising the student, develop the orientation, and expect to take part in an evaluation process. It is also beneficial for the organization/agency/school to prepare a descriptive paragraph of its mission, population served, programs and services offered, current activities directed at the issues it supports, location, hours of operation, contact information, name of service-learning site supervisor. This information will be needed by all stakeholders on the campus.

Finding the campus partner is fairly straightforward. Search the web sites of the closest two and four-year campuses for established service-learning programs and contact the service-learning director or coordinator. Service-learning is organized and managed by varying systems throughout higher education. Most commonly, It will have it's own center or office, or share the offices of student volunteer programs. A very helpful way to learn about the scope, scale and management of service-learning is to look at two web sites: The National Service-Learning Clearinghouse, www.servicelearning.org, and National Campus Compact, www.compact.org

Faculty can also be contacted directly. Once you have determined which department has a course that will meet your need, make contact by letter and phone. Emails can be used later in your partnership. Campus faculty are most often recipients of many, many emails daily – this new service-learning partnership proposal may not be noticed.

This process is being presented rather matter-of-factly but in some instances, it may be necessary to knock on the door of the campus several times – depending on where in the service-learning continuum the campus finds itself. Is it just starting to build a program, or is the campus fully engaged? Are just a few faculty using service-learning or is it an option for every discipline or department? And, like community organizations, the service-learning centers are often under-funded with a very busy staff – they might be very happy to hear from a new, perspective community partner but have little time to incorporate the new partner into the program. When contacting the campus it is important to remember that they are on quarterly, trimester or semester schedules. Planning must be done well of ahead of these time units.

Cultural Differences between the Community and the Campus Partners

The staff members of a community organization embarking on a partnership with a campus may be years away from their own higher-education experiences – therefore may find the campus environment and culture somewhat “other” to their organizational environment and culture.

This handbook will not attempt to discuss all the differences that might be encountered when community and campus come together to organize a service-learning project. That these differences have historically created challenges or possibly even derailed projects in the tapestry that is the national service-learning movement is true, but it is equally true that the differences can be overcome through asking questions, not making assumptions, mutual respect and adherence to good communication skills.

The most talked-about differences in the two cultures are the speed and autonomy of decision-making, expectations about results and views of power. Community and campus operate on different calendars, with community organizations usually dividing work evenly throughout the year and campuses operating on the academic calendar by quarters, trimesters or semesters. Students engage in service-learning projects for these units of time

Four resources that discuss differences between the cultures in community organizations/agencies/schools that might be helpful to the community partner are: The magazine, “Partnership Perspectives” published by Community Campus Partnerships for Health, www.ccpsh.info; The publication “Swinging Doors”, New England Resource Center for Higher Education (NERCHE) www.nerche.org; “Benchmarks” a publication of National Campus Compact and a glossary of service-learning terms published by The National Service-Learning Clearinghouse and National Campus Compact, as referenced above. All of these resources can be viewed on the web sites.

Service-learning faculty, directors and coordinators are in various stages of self-awareness and assessment vis-à-vis working with community partners. The community partner can model for its campus associate good communication, respect for a busy schedule, timely assessment of a project, desire to overcome cultural differences.

Three phases of the service-learning project

Community and Campus Partners Talk to One Another

After identifying a campus partner the phase of planning the project can begin. Ideally, this will happen at a face-to-face meeting - although, at this time in the growth of service-learning, it is a common thing for planning to take place by phone or email. The two partners should talk about the real needs of the community organization, the educational needs of the prospective service-learner, the time line and the evaluation process. They should discuss what success looks like. Each should know his or her role as viewed through the eyes of the other.

The campus partner will communicate the course syllabus and define the learning objectives. The community partner will match service activities to the learning objective. Each will have at heart the benefit of these objectives and activities to the service-learner.

The Community Partner Welcomes the Service-Learner

When students register for a course they commonly know that service-learning is an option. When they select this option it is also common for them to be given a list of sites from which to choose. After learning the course requirements and selecting the site, the new service-learner will contact the community partner.

The next step is the orientation. This could include discussion of the organization's: history, mission, population served, funding, governance, programs/ services/ issue-based-activities, chain of authority, policies/customs/dress code. This orientation should include tips on dealing with situations where the student experiences disrespect. It does happen that service-learners accept behaviors from persons whom they identify as vulnerable, that they would not otherwise accept. The students must be encouraged to maintain their expectations of being treated respectfully at the service-learning site, and be urged to report any incident that makes them feel uncomfortable.

After the student has been introduced to the big picture of the organization the conversation can go to the specifics of the service-learning project. Both student and supervisor should discuss the learning objective, the expectations for the project, how they will communicate, what to do if challenges arise. The evaluation process can be discussed at the beginning of the project. The evaluation should be two-way. It is good to ask the student to evaluate the service-learning site.

The orientation should not be one-sided. This first meeting with the student presents the site supervisor with the opportunity to get to know the student. This important person brings a life-time of experience and knowledge to the organization/agency/school. Is the student a resident, in what level are they, what is the area of focus, what are the future plans? What are the extra-curricular activities? Allowing the student to address these

questions is a way of getting to know them without being too personal – and knowing these few things can help the supervisor better work with the student.

Oversight of the service-learning project

Due to the myriad of potential service-learning projects the only points that will be discussed here will be the interactions between the partners during the service-learning project and the successful meeting of the student's learning objective.

Frequency and quality of communication between partners can vary immensely. It is possible to hear not a word from the instructor or the service-learning director during the entire project. In other settings and at other times there may be frequent contact or even a personal visit from the campus partner. To communicate at the beginning and the end of the quarter, trimester or semester is most common. The project can be effective no matter how frequently the communication takes place. It will be optimally effective if the partners communicate throughout. The community partner should certainly take the initiative in contacting the campus partner during the project if need arises, or simply to keep the campus partner aware of the progress of the project. The more contact the two partners have during the project the better the quality of the service-learning experience for the student.

As stated previously, with simple, informal check-ins the site supervisor can keep abreast of the student's experience. Adjustments can be made to the activity if the learning objective is not being met. It is valuable for the supervisor to be flexible and the activity somewhat fluid. Trust the student to be able to make the adjustments. Recognize that if the student is too embroiled in busy tasks, he/she may not be able to interact with satisfaction with clients, students or study the issues at hand.

The Project Evaluation

There is available, for the use of community partners, technical guides for evaluating a service-learning project, but simply stated, for the service activity to be worthwhile to the organization/agency/school there has to have been a positive contribution to the mission of the organization – otherwise, it isn't worth the time of the organization and the site supervisor to host the student. The partners shouldn't wait until the end of the student's time commitment to find out if the experience is satisfactory. The community partner has an obligation to the student.

As mentioned previously, most campus partners have a simple-to-use evaluation form that they send the community partner. If possible, these evaluations should be discussed with the student before submitting.

The student should have an opportunity to evaluate the service-learning experience. Many campuses do provide the student with this opportunity, but the information is not always shared with the community partner. This information can always be requested.

Summary

This handbook has so far discussed the initiation of service-learning by a community organization, agency or school. This process, somewhat like *courtship* in human relationships, requires on the part of the community: self-assessment, vision, willingness to incorporate the other into the life of the organization. The community organization that defines a need that could be addressed by a campus service-learning program must be willing to welcome the fresh energy of the service-learner. This new relationship will bring challenges – but it will always introduce zest, fresh perspectives, new ideas. The benefits to the organization are well worth the dance of courtship.

In the Part II we will look at the *engagement* phase of the service-learning relationship.

Part II – Deepening the Partnership

Working Toward the Ideal Service-Learning Partnership

The Principles of strong, healthy community-campus partnerships

A great deal of research has been done on developing ideal, mutually beneficial service-learning partnerships. Community-Campus Partnerships for Health (CCPH) a nonprofit organization that promotes health through partnerships between communities and higher educational institutions, has developed nine principles of strong, healthy community-campus partnerships. Partners new to service-learning, the persons for whom this handbook was developed, should remember that they are goals toward which to strive. It wouldn't hurt to read the last principle before reading the others.

- Partners have agreed upon mission, values, goals and measurable outcomes for the partnership.
- The relationship between partners is characterized by mutual trust, respect, genuineness and commitment.
- The partnership builds upon identified strengths and assets, but also addresses areas that need improvement.
- The partnership balances the power among partners and enables resources among partners to be shared.
- There is clear, open and accessible communication between partners, making it an on-going priority to listen to each need, develop a common language, and validate/clarify the meaning of terms.
- Roles, norms, and processes for the partnership are established with the input and agreement of all partners.
- There is feedback to, among and from all stakeholders in the partnership, with the goal of continuously improving the partnership and its outcomes.
- Partners share the credit for the partnership's accomplishments.
- Partnerships take time to develop and evolve over time.

The mutuality and power sharing reflected in these Principles of Partnership are the reason for the efficacy of service-learning. On campuses where service-learning thrives the stakeholders no longer see themselves as separate from the city surrounding them. The voice of the community partner is heard in the classroom.

In this progressive learning atmosphere community organizations/agencies/schools can expect to form strong, lasting, effective partnerships with campuses. The new community partner can dare to ask that service-learning projects be developed to support the work they are doing. The community partner can influence the course curriculum by informing the campus partner of the realities found in the world to which the student will be returning to work and serve.

Expanding the Role of the Community Partner

If the service-learning movement is to expand, and take its rightful place in higher education, the community partners MUST have a voice strong enough to be heard in the classroom. Service-learning is like a bird, with the campus and community the two wings. If the bird is to soar, both wings must be equally strong. Education programs with strong service-learning components will then graduate students who will become leaders in their chosen professions, and who take seriously their civic responsibilities.

Community partners can rise to roles of leadership in the service-learning movement. This may be the last thing on the mind of a partner new to service-learning, but there is great benefit to the movement, to the community and yes, to the campus, when community partners become engaged in service-learning. There are many ways to do this. The handbook will list a few.

- Joining existing advisory groups on campus made up of service-learning directors, faculty, community partners and students. – if none exist, suggest that they be formed
- Attending service-learning workshops, institutes, colloquiums and conferences. Taking an active part in these gatherings. Ask your campus partner to assist with the fees for these events.
- Subscribing to list-serves to receive information about service-learning in the region
- Reading about new research and best-practices. These can be found by doing an on-line search.
- Consider writing journal articles about the service-learning that is happening in the organization/agency/school.

An Engaged Community

It is the vision of the service-learning movement that institutions of higher education become *engaged* – an engaged college or university is one “which emphasizes community engagement through its activities and its definition of scholarship. The engaged campus is involved in community relationships, community development,

community empowerment, community discourse, and educational change.”(National Service-Learning Clearinghouse)

If, for service-learning to progress it is important for campuses to be engaged, it is also important that communities be engaged. At present, all too often, the sustainability of a service-learning project in the community is tied directly to one or two personalities. In the future service-learning will be institutionalized at the community level.

For this institutionalization to take place policies, boards of directors, associations of organizations will need to see the benefits of service-learning. The community visionary who has worked successfully within a service-learning partnership can, through talking to policy makers, boards, and the associations they work with, promote to efficacy of service-learning so that this involvement can be sustained.

Summary

In this section there has been discussed the process by which communities and campuses strengthen and sustain the service-learning partnership. Strengthening this partnership necessitates equal participation by the community.

Conclusion

This handbook is offered to those persons who are just embarking on the journey that is service-learning. It is hoped that as this movement grows and more and more communities form partnerships with institutions of higher education societies great challenges will be addressed and communities and campuses will become stronger, healthier.

Acknowledgements

The development of this handbook was influenced by many individuals – over many years.

Community Campus Partnerships for Health

Serena Seifer, Executive Director

Rachel Vaughn, Program Coordinator.

Washington Campus Compact

Jennifer Dorr, Executive Director

Julie Muyllaert, Continuums of Service Conference Coordinator

Erin Swezey, Consulting Advisor

Members of the Working Group of the Western Washington Service-Learning Roundtable:

Patti Gorman, Service-Learning Coordinator, Seattle Central Community College

Michaleann Jundt, Director, Carlson Leadership and Public Service Center, University of Washington

Joe Brown, Assistant Director for Community-Based Learning, Carlson Leadership and Public Service-Center, University of Washington

Amy Hilzman, Volunteer Coordinator, Lifelong Aids Alliance

Susan J. Lerner, 4-H Youth Development Faculty, Washington State University Extension King County

Lois Brewer, Community Liason, Seattle Public Schools; K-12 Service-Learning Network

Jennifer Dorr and Erin Swezey (see above under Washington Campus Compact)

Other individuals who have contributed to the development of the handbook

Marilyn Zucker, Instructor of English, Humanities Division, Seattle Central Community College

Kevin Kecskes, Director of Community-Based Learning, Portland State University,

Ilka Bailey, VISTA Coordinator, American Red Cross, Portland OR

Kim Bogart Johnson, Assistant Dean Undergraduate Education, University of Washington

Bibliography

National Service Learning Clearinghouse, a national site for service-learning information that is a project of ETR Associates, funded by the Corporation for National and Community Service. www.servicelearning.org

Bringle, R.G. & Hatcher, J.A. *Implementing Service-Learning in Higher Education*; Journal of Higher Education, Vol.67, No. 2 (March/April 1996)

Community-Campus Partnerships for Health (CCPH), a nonprofit organization that promotes health through partnerships between communities and higher educational institutions. www.ccph.info

Edward Zlotkowski, *Pedagogy and Engagement*, Campus Compact Introductory Toolkit, section 3, Pedagogy.

Campus Compact, a national coalition of more than 900 college and university presidents committed to the civic purposes of higher education. www.compact.org

A Meeting of Minds:
A Handbook for Community-Campus Engagement

Supplement

Service-Learning Activity Models

The service-learning projects briefly described below demonstrate the partnering of one community organization with two campus partners using a multi-disciplinary approach to service-learning.

Community Partner: *Pike Market Senior Center* – Seattle, WA.

Campus Partners: *University of Washington* - Seattle, WA.

Seattle Central Community College - Seattle, WA.

Service-learning site: The Pike Market Senior Center is a culturally/ethnically diverse gathering place for low-income and homeless older adults, which offers a daily hot meal, social services, employment program, wellness program and an activity program. PMSC was founded in 1978, is located in downtown Seattle in the Pike Place Market and is a private 501(c)(3) organization.

Model A

Course: *Geography of World Hunger and Resource Development*, University of Washington

Service Activity: Oral History Project

Activity Description: Service-learners are partnered with Pike Market Senior Center elders for the purpose of exploring relevant life anecdotes and experience of the elder against the background of the student's course work. The service-learner, while participating in this activity provides: an intelligent, interested, listening ear; feedback based on his/her life experience and the course-work; an opportunity for the elder to demonstrate his/her knowledge and experience with topics or issues addressed in the course. These interviews take place during the student's 2-3 hour weekly visit to the senior center.

The oral history project provides the senior center member with the sense of pride and accomplishment of being a co-educator. The student completes the project by writing a paper that combines course readings and notes with the information obtained from the interviews with the senior center members. This activity closes in the 10th week with a visit to the campus by the senior center members, where the elders and the service-learners have the opportunity to say thank you and good-bye.

Model B

Course: *Anthropology: Comparative Study of Death*, University of Washington

Service Activity: A panel discussion exploring cultural aspects of death and dying.

Activity Description: Service-learners spend 2-3 hours a week for 6 weeks interacting with elders of diverse cultures for the purpose of eventually learning their views on death and dying. The next weeks are spent organizing the panel that will take place during the 10th week of project at the senior center. The panel is advertised throughout the senior center, and the elders *not* participating in the panel become the audience.

The service aspect of this activity is the opportunity given to the elder to voice her/his cultural perspective on this important topic, and the interested companionship provided by the student.

Model C

Course: *English Composition: Social Issues*, University of Washington

Service Activity: To interact with senior center members for the purpose of learning their experience with important social issues.

Activity Description: Service-learners develop interview questions that will give elders the opportunity to speak about important social issues. The service to the elder is to provide her/him with an attentive listening ear and an opportunity to be a co-educator. The student uses research and the perspectives gained in the interviews with the senior center members as material for writing for the course.

Model D

Course: *Women's Studies*, University of Washington

Service-Activity: To provide support to the Pike Market Senior Center Women's Group.

Activity Description: Service Learners attend the twice-monthly Women's Group gatherings for the purpose of sharing in the activities of the group, learning from the experiences of the women and contributing new ideas gained from their course work and their own experience. On alternate weeks the students spend time with individual women, listening to their stories and anecdotes. They also help to get the word out about the women's group gatherings.

Model E

Course: *Photo Illustration II*, Seattle Central Community College

Service Activity: To photograph people and activities at the Pike Market Senior Center in order to provide images to the organization that can be used for website, brochures and other publicity needs.

Activity Description: The service-learner creates a portfolio of photos and graphics that can be used to communicate the organization's identity when fund raising and marketing. This is accomplished by studying the mission and services of the organization, interviewing the staff and observing life at the senior center. The student thus gets practice using the following skills: interview, organization, communication, computer graphics and techniques of photography. These skills will be used in professional photography.

Model F

Course: *Sociology; Introduction to American Culture*, Seattle Central Community College

Service Activity: To discuss American culture with a diverse group of senior center members.

Activity Description: Equal numbers of students and elders gather for a roundtable discussion of American culture. Elders have the opportunity to share their life experiences and viewpoints gained while living in the United States. The roundtables also offer the elders the opportunity to interact with students from all over the world. International students have the opportunity to enhance the course work by listening to and interacting with a diverse group of elders. The roundtables take place both at the senior center and in the classroom.