The 3rd Asia-Pacific Regional Conference on Service-Learning

Make a Difference: Impacts of Service-Learning

Lingnan University
Lingnan Foundation
United Board
STRENGTHENING SERVICE LEARNING AND ENGAGEMENT SCHOLARSHIP IN HIGHER EDUCATION: FACULTY ROLES AND REWARDS

Dayle M. Smith, PhD
Professor of Management & Org’l Behavior
University of San Francisco
Visiting Fulbright Scholar, HKBU (2010-11)
Consider these ideas about education....
“Education is not the filling of a pail but the lighting of a fire...”

-- William Butler Yeats
“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it’s the only thing that ever has.”

--Margaret Mead, Anthropologist
• “In an engaged institution, an ideal education lies between the two poles of experience and purpose, thought and action, self-realization and social responsibility. An education is meaningful when it liberates the spirit and feeds the soul and at the same time, prepares us to make good decisions, contribute to public life, and live as responsible citizens of our democracy.

To foster a society in which learning has consequences, our colleges and universities must direct themselves to bringing public purposes and private benefits together.”

“conducted in a spirit of free inquiry undertaken without concern for topical relevance or vocational utility. “A liberal education is useful” in equipping students with the tools they need to engage with forces of change—cultural, religious, political, demographic, technological, planetary” and to “assess empirical claims, interpret cultural expressions, and confront ethical dilemmas in their personal and professional lives.”

(Harvard Univ. Taskforce on GE, Apr 2007)
“At one level, the scholarship of engagement means connecting to our most pressing social, civic and ethical problems. Campuses should be viewed by both students and professors not as isolated islands but as staging grounds for action....

but at a deeper level...what’s also needed is is not just more program, but a larger purpose, a larger sense of mission....

...the scholarship of engagement also means creating a special climate in which the academic and civic cultures communicate more continuously and more creatively with each other, helping to enlarge what anthropologist Clifford Geertz describes as --the universe of human discourse and enriching the quality of life for all of us.”

### Mission and Practice of Higher Education

- **See students** not as empty vessels to be filled with knowledge but as active learners who build meaning through context.

- **See community** service not as charity, but as reciprocal process with reciprocal benefits.

- **See education** not as a value-free venture, but as a directional process cultivating public virtues and meeting public needs.

- **See the campus** not as an ivory tower, but as a socially engaged institution.

- **See teaching and research** not only as the domain of faculty, but also as the work of students and community partners.

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--Adapted from Goodwin Liu, Service Learning Educator
TOWN & GOWN

- Historic
- Economic
- Education
- Digital
WHY WE RESIST “TOWN”

• Faculty Engagement in Service Learning takes too much time and puts too much pressure on course load.

• Faculty perceive that Service Learning is not rigorous and academic in nature.

• Faculty and departments or disciplines resist curricular change.

• Minimal support for engaged faculty at the institutional level.
BARRIERS TO STRENGTHENING SCHOLARSHIP OF ENGAGEMENT

• Narrowly defining our discipline

• Failure to consider a different kind of role for faculty

• Lack of Institutional Support

• Fear of the Unknown
  • Community partners
  • Confidence to manage ambiguity and uncertainty
# New Pedagogical Roles

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<thead>
<tr>
<th>Classroom Engagement</th>
<th>Community Engagement</th>
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<tr>
<td>Teacher Centered</td>
<td>Student Centered</td>
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<td>Text-book Based Construction of Knowledge</td>
<td>Community-Based Construction of Knowledge</td>
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<td>Lecture</td>
<td>Experiential</td>
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<td>Classroom as Center for Learning</td>
<td>Community as Center for Learning</td>
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<td>Faculty following Tradition</td>
<td>Faculty as Institutional Change Agent</td>
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FROM CLASSROOM TO COMMUNITY: THE FACULTY ROLE
DEVELOPING A NEW GENERATION OF LEADERS
“Service learning is a teaching method that connects meaningful community service with academic learning, personal growth and civic responsibility…

…from a global perspective, helps students recognize that they are connected to and affected by the larger world right in their own local communities. Through research and volunteering in their town’s community agencies, they learn that they can make the world a better place.”

(Education for Global Involvement, Inc.)
USF Mission for the Office of Service Learning and Community Engagement:

...helping the university community develop the knowledge, skills, and sensitivities to be effective agents of social change...
Faculty Roles: Service Learning as both Platform and Process

• SL provides for experiential learning that engages students in course-relevant, community-focused service that connects the academic discipline to community action.

• SL is intentional in meeting the needs of a community partner, as defined by that partner in dialogue with faculty; and, in engaging the student in well-articulated community service.

• SL is built on a reciprocity principle where students learn from their community partners and from each other.

• SL enables students to take action and reflect whereby action informs reflection and reflection encourages further action.
## A Faculty Role for Service Learning Curricular Components

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<tr>
<th>Participation and Interaction</th>
<th>Academic Connection</th>
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<tr>
<td>Value-Added Service</td>
<td>Reflection</td>
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<td>Assessment</td>
<td>Feedback</td>
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THE CAMPUS COMPACT PYRAMID

- **Introductory** (Few do SL)
  - Early stage adoption; seeking advice/guidance

- **Intermediate/Advanced Intermediate** (10-24%)
  - Beginning to redefine faculty roles and rewards (incentives, faculty development, rewards for teaching SL)
  - Building Infrastructure to institutionalize SL culture
  - Beginning OBTL

- **Advanced Practice** (25%)
  - Full institutionalization; mission tied to civic responsibility
  - Widespread and valued
  - Fully integrated OBTL
  - Recognition in Hiring, Tenure
  - Aligned with Mission
Revisiting The Experiential Cycle in SL Pedagogical Design

Learning Outcomes

Concrete Experience linked to course learning goals

Observations and Reflection helping students make connections

Form abstract concepts and make generalizations

Test implications of concepts in new situations
A CONTINUUM OF ENGAGEMENT: ROLES & REWARDS

One assignment

One project

Theme Based Course

Building Strategic Alliances

- Faculty-Community Partner (F-C)
- Faculty-Student (F-S)
- Community Partner-Student (CP-S)
- Student-Student (S-S)
- Faculty-Administration (F-AD)

Source: D. Smith, Working papers on SL and managing expectations
A FRAMEWORK FOR UNDERSTANDING SL ALLIANCES

- **Relationship Types**
  - F-Ad
  - F-CP
  - F-S
  - S-CP
  - S-S

- **Nature of the Alliance**
  - One-night stand
  - Just Friends
  - Dating
  - Marriage
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# SUSTAINING SCHOLARSHIP OF ENGAGEMENT-A FACULTY PERSPECTIVE

## Faculty Rewards
- Intrinsic
- Extrinsic

## Faculty Development
- Teaching
- Research
- Service

## Faculty Roles
- Aligned to university mission
- Redefining comfort zone
We challenge you to assure that the next year’s entering students will graduate as individuals of character more sensitive to the needs of community, more competent to contribute to society, and more civil in habits of thought, speech, and action.

• Campus Compact
www.compact.org

• National Service-Learning Clearinghouse
www.servicelearning.org

• National Service-Learning Exchange
www.nslexchange.org

• Community College National Center for Community Engagement
www.mc.maricopa.edu/other/engagement/

• American Association of Community Colleges
www.aacc.nche.edu/servicelearning

• Cathryn Berger Kaye, service-learning consultant
www.abcdbooks.org