**Appendix 1**

**Service Learning/Student Engagement Task Force**

**Appendix 1**

**Service Learning/Student Engagement Task Force**

Jessica Arends, Doctoral Candidate and Instructor, Intensive English Program—University Outreach

Babs Bengtson, Program Manager—Penn State Public Broadcasting

Barry Bram, Senior Associate Director, Union and Student Activities—Student Affairs

Neil Brown, Research Associate—University Office of Global Programs

Charles Brua, Instructional Consultant—Undergraduate Education

Philip Burlingame, Associate Vice President—Student Affairs

Heather Chakiris, Director, Advising and Learner Success, World Campus and Continuing Education—University Outreach

Jeremy Cohen, Associate Vice President and Sr. Associate Dean—Undergraduate Education

Janet Conner, Director of Strategy, Planning, and Faculty–Student Engagement—University Outreach

Heather Fennessey, Director, Small Business Development Center—University Outreach

William Kleiner, Regional Extension Director—Agricultural Sciences

Peggy Lorah, Director, Center for Woman Students—Student Affairs

Mark McLaughlin, Director, Shaver’s Creek—University Outreach

Khanjan Mehta, Director, Humanitarian Engineering and Social Entrepreneurship—College of Engineering

Ruth Mendum, Director, University Fellowships Office—Undergraduate Education

Karen Pollack, Director, Undergraduate Academic Affairs, World Campus—University Outreach

Marian Walters, Associate Dean for Outreach—Penn State Harrisburg

Careen Yarnal, Administrative Fellow to the Provost (2011–2012); Associate Professor, Department of Recreation, Park, and Tourism Management; Director, Leisure and Culture Lab; Healthy Aging Center Faculty Affiliate

Michael Zeman, **Director of Outreach—**Eberly College of Science

**Appendix 2**

**Task Force Process**

**Appendix 2**

**Task Force Process**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity/Task/**  **Outcome** | **Institution** | **Faculty** | **Students** | **Community** |
| **Planning** | Faculty, staff, student task force charged by VPs of Undergraduate Education, Student Affairs, and Outreach; tied to Priorities for Excellence, PSU Strategic Plan; included UP and campus representation. Definitions Subcommittee defined service learning terms for Penn State. Established ANGEL site as resource library and communication tool | Contacted Faculty Senate and determined that Penn State is unable to identify existing courses with service learning component | Invited students currently enrolled in courses with service learning component to present to Task Force. Reviewed results of University Park NSSE survey | Interviewed Extension directors currently serving as community connectors in urban and rural areas of Pennsylvania |
| **Awareness** | Met with ACUE, COE, UPCADs. Provided sponsors with preliminary report in February, 2012. Discussed potential of the initiative with several Deans | Introduced Task Force work to Faculty Senate Committee on Outreach; follow-up presentation recommended for 2012–13 | Conducted Student Roundtable to gauge awareness and interest | Presentation scheduled for June to all nineteen Extension directors to gather additional input on boundary-spanner role |
| **Prototype** | Benchmark Sub-committee researched exemplary programs; consulted with selected peer programs: MSU, UGA, Cornell | Faculty Sub-committee reviewed syllabi from selected current service learning courses | After discussions with Task Force—Students Consulting for Non-profits (SCNO) grounded their theoretical basis in continuum model | Discussed with selected Extension directors the role of the community connector in service learning projects now underway and their untapped potential to upscale the initiative |
| **Resources** | Obtained preliminary commitment from UGE, Student Affairs, Outreach; explored external funding with Sr. VP for Development. Met with Directors for the Center for Sustainability and PSIEE to explore potential ties | Identified existing Penn State awards that recognize service. Identified national awards for community-engaged teaching and research, e.g., Lynton Award | Identified potential for sponsoring annual undergraduate and graduate research exhibit awards |  |
| **Expansion** | Peer institutions recommend institutional membership in Campus Compact and The Research University Community Engagement Network (TRUCEN) | Conducted numerous faculty interviews and a faculty focus group | Reviewed currently offered minor in Civic and Community Engagement/other proposed minors as learning pathways | Spoke with Director, Philadelphia Higher Education Network for Neighborhood Development2 |
| **Recognition** | Submitted proposal on Task Force work to National Outreach Scholarship Conference (soon to be renamed Engagement Scholarship Conference); identified opportunity to be recognized nationally for service learning and student engagement through the President’s Higher Education Community Service Honor Roll | Current service award winners recognized at President’s Faculty/Staff event: Faculty Outreach Award, Community Engagement & Scholarship (CE&S) Award; CE&S Award becomes PSU nominee for national Magrath Community Engagement Award (APLU) | Discovered that service learning courses must be identified in the Registrar’s system to recognize student engagement that is credit-based. Peer institutions also recommended consideration of a co-curricular transcript |  |
| **Monitoring** | Identify Sub-committee collected existing data, recommended additional survey |  |  |  |
| **Evaluation** | Results of Task Force and sub-committee work analyzed and reported in final report | Rigorous assessment across the continuum determined to be essential to success of effort |  |  |
| **Research** | Thoroughly reviewed existing research | Invited faculty presentations on current service learning projects |  |  |
| **Institutionalization** | Commitment articulated in Penn State Strategic Plan |  |  |  |

1 Adapted from Comprehensive Action Plan for Service Learning (Bringle, Hatcher, 1996); 2 Philadelphia Higher Education Network for Neighborhood Development is a consortium of thirty-two institutions of higher education in the Greater Philadelphia region that seeks to help campuses connect to their communities through mutually beneficial service and service learning partnerships.

**Appendix 3**

**Definitions Sub-committee Report**

**Appendix 3**

**Definitions Sub-committee Report**

**Definitions of Terms for Student Engagement**

Definitions Sub-committee—Final Report

Submitted to the Service Learning/Student Engagement Task Force

April 13, 2012

The following Definitions Sub-committee report is the result of researching and developing appropriate definitions for terms used to describe various forms of student engagement in higher education. These definitions are offered to the Service Learning/Student Engagement Task Force and possibly the wider University and partnering communities to provide for common understanding and shared meaning when discussing student engagement and its objectives.

Definition Sub-committee Members:

Jessica Arends: jha10@psu.edu (Chair)

Philip Burlingame: pvb7@sa.psu.edu

Heather Chakiris: hlc2@psu.edu

Bill Kleiner: wck4@psu.edu

Marian Walter: mrw16@psu.edu

**Definitions of Student Engagement**

Student Engagement: A broad term to describe learning in which students are authentically engaged, intrinsically motivated, and play an active role in their own learning. Knowledge is not seen as transmitted, but co-constructed by students in collaboration with faculty, other students, and possibly community members. Often student engagement is supported by the use of authentic materials or by conducting projects with or for authentic audiences. Distinguished from traditional classroom-bound forms of learning, student engagement allows opportunity for possible reciprocity, collaboration, and student-led initiatives.

Forms of engagement:

Volunteerism: An individual’s act of reaching out with talents, skills, and interests to help organizations or communities meet needs, solve problems, and assist others. Volunteers exercise free-will behavior or demonstrate an ability to act beyond his or her basic commitments and obligations.

Community Service: Comprises acts of service that principally benefit the public, either as a general benefit or as an act directed toward a specific community entity, often a governmental or not-for-profit organization. Community service may also be mandated service in response to an academic requirement or the breaking of a rule or law—however, community service may or may not be done in response to a need identified by the community stakeholders. Other than a personal sense of pride or accomplishment, the benefits are generally directed toward the community.

Community-Based Learning: A learning and teaching strategy that gives students opportunities to apply what they are learning to issues outside of the classroom. Through engagement with community members, community-based learning develops reciprocal learning and prepares students to be responsible participants in both their field and their communities. This is accomplished by intentionally connecting all of the environments that affect students’ lives both in and outside of the classroom.

Project-based Learning: Course objectives are met through a structured teacher- or student-led project that requires student collaboration. Both the process and product of the collaboration are educationally valuable. Outcomes of the project may be for an authentic or purpose outside of the classroom, but may not necessarily serve a community need.

Experiential Education: The intentional engagement of students in discovery, hands-on learning activity, and/or direct encounter with new learning situations. A key component of experiential education is an opportunity for students to reflect on learning experiences as part of the assimilation of that new learning. Experiential education occurs in both the curriculum and co-curriculum, allowing students to validate, transform, integrate, and make meaning of their ways of knowing.

Service learning is a form of experiential education that incorporates intentional learning through community engagement, academic rigor as a component of a credit-bearing course, and student reflection. Service learning further involves a project defined in partnership *with the* community partner to address a *specific* need, and results in mutually beneficial results and reciprocal learning for both the student and the community partner. Service learning differs from community engagement in that it is tied to a specific credit-bearing course and results specifically in learning by both students and the community partner. Reflection synthesizes community experiences with academic learning and distinguishes service learning from other forms of student engagement such as internships, volunteerism, and field work. At best, service learning experiences explicitly communicate intended learning course-related outcomes and community objectives to the student participants. They also enable students to respond critically to the needs of society.

According to the National Commission on Service Learning, service learning:

• links to academic content and standards;

• involves young people in helping to determine and meet real, defined community needs;

• is reciprocal in nature, benefiting both the community and the service providers by combining a service experience with a learning experience;

• can be used in any subject area so long as it is appropriate to learning goal;

• works at all ages, even among young children.

Service learning is NOT:

• an episodic volunteer program;

• an add-on to an existing school or college curriculum;

• logging a set number of community-service hours in order to graduate;

• compensatory service assigned as a form of punishment by the courts or by school administrators;

• only for high school or college students;

• one sided: benefiting only students or only the community.

Public Scholarship: The scholarship of the university supports the democratic endeavors of the public by connecting academic work and research to public issues. In carrying out public scholarship, both teachers and students recognize the public implications and responsibilities of their academic work.

Social Entrepreneurship: Social entrepreneurship refers to the development of practical, innovative, and sustainable solutions to social problems. The focus of such potentially high-impact ventures is to build equitable reciprocal relationships with diverse partners, creating sustainable and scalable value for communities and to generate and disseminate knowledge and lessons learned.

**Student Engagement Spectrum**

Curricular Student Engagement-------------------------------------------------------------Co-Curricular Student Engagement

|  |  |  |
| --- | --- | --- |
| Engagement experience is central to the course | Students earn credit | Learning is informal, |
| and responsive to a public need | and apply knowledge | no connection to credit- |
|  | outside of classroom | bearing coursework |
| Service Learning  Public Scholarship  Community-based Learning  Social Entrepreneurship | Internships  Fieldwork  Project-based Learning | Volunteering  Community Service |

**Arends 3.24.12**

**Student Engagement At-A-Glance**

|  |  |  |
| --- | --- | --- |
|  | **Type of**  **Engagement\*** | **In Practice** |
| Co-Curricular  Student Engagement | Volunteering | Students pick up litter in a neighborhood stream on their own volition, may or may not be with  an organization |
| Community Service | Students spend a designated amount of time picking up litter in a neighborhood stream with an organization as volunteers or as mandated by the university. |
| Curricular  Student Engagement | Project-based  Learning | Students collaborate to design and produce something for practical use such as a water filter to help decrease litter in a neighborhood stream. If this product is in response to a community need, this is community-based learning. |
| Public Scholarship | Students work with the local township to analyze polluted water samples and publish research findings that connect and/or are accessible to the public. |
| Service Learning | Faculty and/or students consult with local community members or organizations to determine a local need such as addressing pollution in stream water. Students collaborate with the community to identify the causes of the pollution and reflect and/or act on eliminating those causes. |
|  | Social Entrepreneurship | Faculty, students, and communities partner to identify a local need—such as addressing pollution in stream water—and work in an equitable manner to develop a sustainable solution. The outcome is documented and shared with other academic and nonacademic communities. A self-sustaining organization with a sound business model is set up to proactively address the problem in other communities. |

\*Any of these forms of student engagement could be considered Experiential Learning if reflection, be it formal or informal, is occurring among the students. **Arends 3.24.12**

**Student Engagement Objectives**

As for the purpose of student engagement, the sub-committee endorses the co-curricular objectives previously outlined by Penn State. These objectives speak to the goals of student engagement as it is conducted at the University and throughout the communities in which we teach, learn, and research. These objectives can be found at the following link and are listed below: http://edge.psu.edu/cocurr.shtml

Knowledge Acquisition/Application

Students will:

* develop an understanding of knowledge from a range of disciplines/areas;



* demonstrate the ability to integrate and apply ideas and themes across the curriculum and co- curriculum.

Cognitive Competency

Students will:

* acquire learning skills to assist in their academic success;



* develop critical- and reflective-thinking abilities;
* apply effective reasoning skills.

Life Skills and Self-Knowledge

Students will:

* determine their career interests;
* acquire career-management skills;



* develop the ability to manage and resolve interpersonal conflicts;
* cultivate a propensity for lifelong learning;
* develop personal health, fitness, wellness, and leisure habits, and identify health risks;
* improve self-understanding and awareness by developing an integrated personal identity (including sex, gender, sexual orientation, race, ethnicity, culture, and spiritual);
* exhibit responsible decision making and personal accountability.

Personal Integrity and Values

Students will:

* acquire ethical reasoning skills;



* improve their ability to manage their emotions effectively;
* develop a sense of personal integrity and clarify their personal values;
* appreciate creative expression and aesthetics;
* demonstrate compassion and empathy for others.

Intercultural Development

Students will:

* possess multicultural awareness and knowledge;



* develop sensitivity to and appreciation of human differences;
* exhibit the ability to work effectively with those different from themselves;
* demonstrate a commitment to social justice.

Leadership and Active Citizenship

Students will:

* communicate effectively with others, both verbally and in writing;



* demonstrate an understanding of group dynamics and effective teamwork;
* understand leadership theory and styles;
* identify their own leadership style when working with others;
* develop a range of leadership skills and abilities such as effectively leading change, resolving conflict, and motivating others;
* develop a deep understanding of sustainability (locally, nationally, globally) and be prepared to lead others in the implementation of strategies for sustainable-resource use on campus and in their communities;
* assume a sense of civic responsibility and a commitment to public life.

Approved by the Pennsylvania State University Coordinating Committee on University Assessment, May 2006

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**Appendix 4**

**Benchmarking Sub-committee Report**

**Appendix 4**

**Benchmarking Sub-committee Report**

**Executive Summary**

Online Learning Perspective

“The World Campus seeks to deliver a full collegiate experience to students via distance education, not just the delivery of courses. We are unique in trying to do this. We are in discussions now about offering the minor in Civic Engagement through the World Campus. Certainly service learning fits with what we are trying to do in terms of providing a full Penn State experience. We have no doubt that we can figure out how to make such experiences work in a distance context given everything else we do at a distance. Indeed, we would welcome the opportunity to do so.” *Wayne D. Smutz, Associate Vice President for Academic Outreach, Executive Director, World Campus*

The benchmarking sub-committee was able to survey a small sample of relevant universities where Service Learning/Student Engagement (SL/SE) is an important component of undergraduate education. SL/SE is popular with students, enjoys strong support from a portion of the faculty, and enhances the service and outreach functions of the universities surveyed. Some barriers were identified to adapting these approaches on Penn State’s scale. We, therefore, recommend substantial support for SL/SE in tandem with commensurate support for undergraduate research and with the understanding that the program will grow over time and in parallel with appropriate fundraising support.

Successful programs are tied directly to university missions and strategic plans, especially those located in economically depressed urban areas. An appropriate adaptation of SL/SE to Penn State could provide a mode for encouraging internationalization, providing campus-based summer instructional options for UP students, and potentially connect World Campus students to residential students. Currently, no institution we surveyed integrates online distance students into service learning. We believe including these students deserves an independent taskforce[[1]](#footnote-1). Such a taskforce would include both administrators and faculty to consider how we might initiate this unique form of SL.

Measuring success is an ongoing challenge for service learning, student engagement, and undergraduate research programs. SL/SE tracking methodology is uneven nationally, while undergraduate research tracking is virtually nonexistent. Improving SL/SE metrics and initiating rigorous UG research tracking and analysis mechanism would be an area where Penn State could make a substantial and unique contribution.

**Scalability**

**Service Learning**

* All existing programs are limited in size, although there is considerable variability in number of participants tied primarily to size of the university. For academic SL programs the range is from 950 at Carnegie Mellon to 17,892 at Michigan State (see Fig. 1).
* The number of students who participate is constrained by three factors:
  + an institution’s administrative resources;
  + faculty availability;
  + availability of community partners with whom to work
* Urban campus locations use SL as an integrated part of their town/gown initiatives. Penn State could use its statewide campus system as SL locations toward the same goals.
* Some practitioners of SL are uncomfortable with the term “service,” especially in regard to working with disenfranchised communities. “Experiential learning” might be a better term in some cases.

Figure 1. Data reflects numbers of students participating. Data based on percentage of entire school population.

**Student Engagement**

* Student engagement, defined as co-curricular service opportunities, accommodates additional students (see Fig-2).
* Student interest can be anticipated to be very high. One institution holds a lottery for SE placements. An effective process for equitably providing access to SE must be part of any new initiative.
* Number of students who can participate is constrained by same factors as SL programs; however, staff can facilitate SE activities more readily than SL activities.

Figure 2. Number of students participating in student engagement activities, AY 2010–11.

**Service Learning and Student Engagement**

* SL and SE require low student/faculty ratios. Existing Penn State programs cite ratios as low as 7:1 or 15:1.
* SL and SE are much more compelling to faculty who can publish based upon their SL/SE experiences and programs. While students from all disciplines participate, lab sciences and non-applied humanities fields are examples of fields where faculty research interests and SL/SE-generated research overlap less.
* Top fields for SL and SE include: Engineering, Education, Business, Urban Studies, Social Work and Applied HHD, and Theater. Architecture and Landscape Architecture at Penn State have successful SL programs already.
* The number of students participating in SL/SE at the schools we studied is illustrated in Figure 3.
* The percentages of students involved in SL/SE versus the schools’ entire student population at the schools we studied are illustrated in Figure 4.

Figure 3. Number of students at each school and the number of students participating in service learning and student engagement.

Figure 4. Percentages of students participating in service learning and student engagement where the numbers were provided. Numbers calculated for AY 2010–11.

**Undergraduate Research**

* Undergraduate research, which is not service learning but which provides parallel educational benefits to undergraduates, can provide an additional outlet for students interested in intensifying their learning experience.
* Support for UG research should parallel any SL or SE engagement support.
* To see all the numbers of students involved in the various pedagogies at the schools we studied, please see the table in Appendix A.

Clearly the scalability issue warrants further study.

**Faculty Incentives**

Faculty Incentives can be classified into two categories: Foundational Factors and Facilitation Factors

* Foundational factors explore the motivations for faculty to participate.
* Facilitation factors provide ways in which the institution can support faculty to build and maintain SL and SE programs.

**Foundational Factors**

We found three factors that resonated across all of the schools we studied:

* Senior Faculty Leadership
* Discipline-Specific Approaches
* Natural Draw

**Senior Faculty Leadership: How Leadership Happens**

Three of the schools use faculty mentors to encourage the adoption of service learning. Three examples of senior leadership are:

* From UPenn—“Probably the biggest incentive is peer-to-peer faculty encouragement. Senior, well-respected faculty advocate this particular form of pedagogy and the junior faculty accept their word, as senior faculty are renown scholars in their discipline.”
* At James Madison University, two senior, well-respected faculty members started the Office of Community Service Learning. Because they were held in high esteem by their peers, and due to the high level of their enthusiasm, service learning was readily adopted as a viable teaching and learning methodology.
* An MIT Engineering professor saw a shift with 95 percent of his students disinclined to continue in mechanical engineering when they graduated prior to integrating SL. A voluntary SL component to his capstone course ensures that now 95 percent of his students plan to stay in the profession.

**Discipline Specific**

Leadership must match the discipline. Senior leadership is within departments and disciplines. Cross-disciplinary leadership is rare.

* Purdue, a Big Ten institution, has a 15–30 percent participation rate in most disciplines. In Engineering, there is a 100 percent participation rate for SL.
* There are institutions that have changed their P&T for some disciplines to include SL/SE activities. This makes sense for certain areas more than others; we would be cautious about advocating an across-the-board P&T shift for Penn State.
* At a minimum, if P&T includes SL/SE, UG research should be given equal standing for those disciplines where UG research is more appropriate.

**Natural Draw**

* Once faculty are convinced, they become advocates for the methodology. The MIT faculty member mentioned above is now an advocate with his colleagues.
* Universities report junior faculty are entering their positions predisposed to SL/SE pedagogy. They learned through service learning experiences while they were gaining content knowledge in high school and undergraduate experiences.
* Four universities cited SL/SE as part of their culture.
  + At MIT, “the desire to teach students well is the driving force for building service learning into courses.”
  + Portland State claims, “Service Learning is our institutional identity. Other schools are land grants or strong STEM schools. Our identity is in service learning, student, and community engagement. Because of that, we attract a particular type of faculty.”
  + So deeply aligned to the university’s mission, James Madison’s Office of Community Service Learning used the University’s mission statement as their own.
  + Michigan State University’s Mission Statement also points to their land-grant and service learning culture: “Spartans work every day to advance the common good in uncommon ways. Together, we tackle some of the world’s toughest problems to find solutions that make life better—from alternative energy to better food safety to breakthrough medical and environmental applications achieved through rare isotope research.”

**Facilitation Factors**

The most common supporting mechanisms were

* Administration
* Logistics
* Instruction
* Finances

**Administration**

* IRB processed as quickly as possible
* Help with risk-management protocols
* Screen community partners to ensure they are legitimate businesses and nonprofits
* Pay for clearances and conduct background checks
* Basic research and statistics
* Graduate assistants to faculty who are designing or conducting service learning courses

**Logistics**

* Partnership database searches
* Establish initial contacts with potential project or community partners
* Assist with travel and meals
* Arrange for the necessary equipment to be on site

**Instruction**

* Online tools for faculty to use when designing or redesigning their courses
* Workshops and research articles on the pedagogy of service learning
* A connector role, assisting experienced faculty members to help beginning faculty members develop discipline-specific syllabi that incorporates service learning
* Some centers have skilled instructional designers who assist faculty in designing their courses to include student-reflection assignments and other key program elements

**Finances**

* Financial support to faculty who are redesigning courses to include service learning or creating new service learning courses
* Ongoing financial support beyond course development
* Funding to attend training workshops or to present at conferences based on their SL experiences
* Cash awards to both faculty and students in an annual competition for service learning projects

**Funding**

**Faculty Incentives (tenure and non-tenure track)**

* Summer salaries
* Graduate student support
* Discretionary funds
* Travel support for international service learning programs (for faculty and students)
* Travel support for faculty and students to attend academic conferences
* Recognition process—provide a lot of publicity around service learning courses by using skilled PR professionals
* Remove potential penalties for faculty in the P&T process who participate in service learning projects

**Potential Modes of Funding**

* Support from central administration either for a discrete center or for programming/faculty support
* Endowed funding for specific aspects of SL/SE support, i.e., student travel scholarships
* Student fees and tuition
* Federal work study or federal programs like VISTA
* External grants

**Levels of Funding**

* $30,000 to $5.6 million in direct funding to centers
* Additional funds, difficult to track, distributed through Students Affairs or academic units

**Development Goals**

* Scholarships for SL/SE students, especially those doing work internationally
* Targeted appeals to international alums who would support SL/SE activities by students from their home countries or students going to their home countries
* Support for campus-based summer SL/SE programs by regional businesses or alums
* Most SL/SE centers had a high-profile alumni name, i.e., the Netter Center at UPenn or the Schriver Center at U of Maryland, Baltimore County

**Note of Caution**

External grants are the least-important source of funding because they are generally too short term and too specific. Successful SL/SE programs are inherently long term and must be tied to community- and student-learning needs. External grants tend to support pilot and early-stage projects only.

**Administrative Structure of Freestanding SL/SE Centers**

Support from the President’s Office was often cited as a key factor in promoting SL/SE either as independent centers or as a university priority.

**Reporting Lines for SL/SE Centers**

Reporting lines tend to be split between Academic Affairs and Student Affairs. Some universities combine the roles and reporting lines into one office.

**Staffing**

* Executive directors of centers were overwhelming staff, not faculty. The “honest broker” “cross disciplinary” requirements of the job favored those with extensive central administrative experience
* Temporary faculty fellows worked for a semester or year in some centers
* Some units had a faculty advisory board
* Graduate and undergraduates served as staff
* Two universities reported faculty directors; in those cases, the faculty in question had direct research interests in SL/SE

**Note of Caution**

From the benchmarking data it was evident that the funder after whom the center is named is high profile. Directors tend to be career staff with lengthy administrative careers, not necessarily high-profile faculty members.

**Boards**

* UPenn has four boards: faculty, students, community partners, and a national alum board
* Purdue has a Service Engagement Advisory Board comprising university leadership and community partners. No students or staff are part of this board.
* Texas A&M has a Service Advisory Team composed of community partners, faculty, and staff.

**Metrics**

Measuring success is an ongoing challenge for service learning, student engagement, and undergraduate research programs. SL/SE-tracking methodology is uneven nationally, while undergraduate research tracking is virtually nonexistent. Improving SL/SE metrics and initiating rigorous UG research tracking and analysis mechanism would be an area in which Penn State could make a substantial and unique contribution.

**External Tracking**

* President’s Higher Education Community Service Honor Roll (see Appendix B)
* Top 10/25 lists
* Sometimes driven by individual grant-reporting requirements
* Association of American Colleges and Universities (AACU) High Impact Practices document can be used as a guide for faculty to use in assessing student-learning outcomes in service learning courses.

**Internal Tracking**

* Registration course designators
* SL/SE awards
* Number of partnerships
* Satisfaction surveys
* Student-learning assessments, electronic portfolios
* Length of the project and related community benefits
* Number of students participating
* Number of student hours spent
* Amount of grant money raised

**Conclusion**

Given the limited time of task force members, the sample size of the benchmarking study was small, but selective. In the areas where more study is warranted, a larger sampling of schools may help with the discovery process. Service learning and student engagement with an expanded Undergraduate Research agenda would enhance the undergraduate student experience.

**University Awards/Honors**

**President’s Higher Education Community Service Honor Roll 2012**

|  |  |  |  |
| --- | --- | --- | --- |
| **School** | **Awardee** | **Distinction** | **Honor** |
| Carnegie Mellon University |  |  | **X** |
| Cornell University |  | **X** |  |
| James Madison University |  | **X** |  |
| Massachusetts Institute of Technology (MIT) |  |  |  |
| Notre Dame University |  | **X** |  |
| Ohio State University |  | **X** |  |
| Portland State University |  |  |  |
| Purdue University |  |  | **X** |
| Texas A&M University |  |  | **X** |
| University of Minnesota, Twin Cities |  |  | **X** |
| University of Michigan |  |  | **X** |
| University of Pennsylvania | **X** |  |  |

**Top 10 Metroversity Areas 2012**

1. Boston—MIT

3. Baltimore—University of Maryland, Baltimore County

5. Philadelphia—University of Pennsylvania

9. Pittsburgh—Carnegie Mellon

**2011 Best Innovations of the Year**

*Wall Street Journal* cited MIT’s approach to service learning as one of the Best Innovations in 2011.

**2010**

*Popular Mechanics* cited MIT’s approach to teaching engineering students as the Best Innovation in 2010.

**10 Colleges with the Best Community Service Record**

2. University of Pennsylvania

**Best Neighbor 2009 (Top 25)**

1. University of Pennsylvania

9. Portland State University

19. Carnegie Mellon

**Savior of Our Cities 2006 (Top 25)**

2. University of Pennsylvania

12. University of Chicago

16. Carnegie Mellon

17. Portland State University

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Size & Setting** | **Basic** | **Ivy** | **STEM** | **Land Grant** | **Big 10** | **Model** | **Report** | **SL** | **SE** | **UR** | **Faculty** |
| L4/HR | RU/VH |  | X |  |  |  | AA, SA | 950 | 4,352 | Unk | 30-50 |
| L4/HR | RU/VH | X |  | X |  |  |  | Unk | Unk | Unk | Unk |
| L4/R | Master's L |  | X |  |  |  | B | 1,500 | 600 | Unk | 30-50 |
| L4/HR | RU/VH | X | X |  |  |  | SA | Unk | 3,000 | 80% | Unk |
| L4/R | RU/VH |  |  | X | X | X | AA, SA | 17,892 | 11,768 | Unk | Unk |
| L4/HR | RU/VH |  | X |  | X |  |  | Unk | Unk | Unk | Unk |
| L4/NR | RU/VH |  |  |  | X | X | AA | 4,056 | 24,530 | Unk | 83 |
| L4/NR | RU/H |  |  |  |  | X | SA | 8,200 | 3,750 | Unk | 500 |
| L4/R | RU/VH |  |  |  | X |  | N | 6,000 | Unk | Unk | 15-30%; 100% Eng'rg |
| L4/NR | RU/VH |  | X |  |  |  | AA, SA | 1,098 | 18,000 | 6,000-8,000 | 1,000 |
| L4/R | RU/VH |  |  |  | X |  | SA | 10,227 | 14,766 | Unk | Unk |
| L4/NR | RU/VH |  |  |  | X | X |  | Unk | Unk | Unk | Unk |
| L4/HR | RU/VH | X |  |  |  | X | N | 1,900 | Unk | Unk | 40-50 |
|  |  |  |  |  |  |  |  |  |  |  |  |
| L4/R | RU/VH |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | Report - Reporting line(s) | |  |  |  |
|  |  |  |  |  |  |  | AA = Academic Affairs | |  |  |  |
|  |  |  |  |  |  |  | SA = Student Affairs | |  |  |  |
|  |  |  |  |  |  |  | B = Both; N = Neither | |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | SL = Student Learning | |  |  |  |
|  |  |  |  |  |  |  | SE = Student Engagement | | |  |  |
|  |  |  |  |  |  |  | UR = Undergrad Research | | |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | Unk = Unknown | |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | Eng'rg = Engineering | |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

**Benchmarking Interview Schedule**

**2012**

|  |  |  |  |
| --- | --- | --- | --- |
| **School** | **Interviewed** | **Title** | **Date/Time** |
| Carnegie Mellon | Judy Hallinen | Assistant Vice Provost for Educational Outreach | 2/27/12, 12:30 p.m. |
| James Madison | Rich Harris | Director of Community Service Learning | 3/5/12, 11:00 a.m. |
| MIT | Sally Susnowitz | Assistant Dean & Director, Public Service Center | 3/1/12, 9:00 a.m. |
| Notre Dame | Rachel Tomas Morgan | Assistant Director, Center for Social Concern | 2/27/12 2:30 p.m. |
| Ohio State | Harmony Cox | Program Coordinator, The Service Learning Initiative | 2/28/12 3:00 p.m. |
| Portland State | Amy Spring | Assistant Director, Community-University Partnerships | 3/6/12, 1:00 p.m. |
| Purdue | Juan Velasquez | Director, Center for Service Learning | 2/28/12, 2:00 p.m. |
| Texas A&M | Suma Datta | Executive Director, Honors & Undergraduate Research | 3/14/12, 10:00 a.m. |
| Texas A&M | Pamela Matthews | Vice Provost for Academic Affairs | 3/6/12, 2:00 p.m. |
| Texas A&M | Melissa Shehane | Student Development Specialist | 3/9/12, 10:00 a.m. |
| University of Michigan | Maria Mora | Administrative Assistant, The Ginsberg Center | 3/21/12 11:00 a.m. |
| University of Minnesota - Twin Cities | Laurel Hirt | Director, Service learning and Community Involvement, Community Service Learning Center | 3/21/12 1:00 p.m. |
| UPenn | Joann Weeks | Associate Director, The Netter Center for Community Partnerships | 3/16/12, 11:00 a.m. |
| UPenn | Anne Schwieger | Academically Based Community Service (ABCS) Coordinator | 3/16/12, 11:00 a.m. |
|  |  |  |  |

**Appendix 5**

**Identification Process   
of Service Learning and Student Engagement   
Best Practices and Scalability at Penn State**

**Appendix 5**

**Identification Process   
of Service Learning and Student Engagement   
Best Practices and Scalability at Penn State**

**April 13, 2012**

**Charge**

The Vice Presidents’ Task Force on Service Learning–Student Engagement was asked to determine how to coordinate and extend the full spectrum of curricular and co-curricular student engagement experiences available at Penn State for undergraduate students. The Identify sub-committee was asked to assess what is currently being done well at Penn State, and how to make those efforts scalable.

**“Identify” Sub-committee Members**

* Chas Brua, Undergraduate Education, Schreyer Institute for Teaching Excellence
* Heather Fennessey, Outreach, Small Business Development Center and PennTAP
* Khanjan Mehta (chair), College of Engineering, Humanitarian Engineering and Social Entrepreneurship (HESE) Program
* Michael Zeman, Director of Outreach, Eberly College of Science

**Introduction**

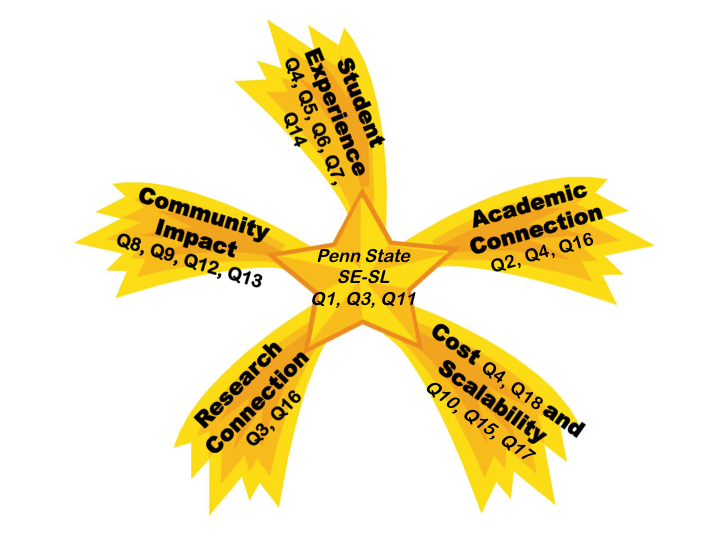
On September 28, 2011, Student Affairs, Outreach, and Undergraduate Education gathered to discuss a new partnership to understand, support, identify, and scale service learning and student engagement of undergraduate Penn State students. As part of that larger partnership, sub-committees formed to assist with this process. This report discusses the results of the “identify” committee which was formed to determine a process to identify current practices at Penn State, and how to make those efforts scalable. The task force was not charged to perform the actual data collection, which is expected to be able to be performed by a central unit that is focused on this effort.

The first meeting of the Identify sub-committee was on October 31, 2011. The committee has worked closely to fulfill the charge by the Task Force over the past five months. The five focus areas of the sub-committee work were:

1. Develop a survey/interview instrument that can be used by a designated unit to identify programs, categorize them, and determine their resource needs and barriers to scalability. Provide recommendations on how this data might be aggregated and utilized to build a stronger ecosystem for student engagement, while creating more awareness of the initiative itself.
2. Study the strategic plans of various colleges across Penn State, as well as the University as a whole, in order to align the mission and operations of a proposed center with the common strategic thrusts of the various units.
3. Identify opportunities for collaboration between the center and University-wide initiatives such as STEM and Entrepreneurship education.
4. Identify opportunities and barriers to scalability of various engagement opportunities.
5. Provide suggestions on diverse issues related to startup, operations, costs, and scalability of a robust Service Learning–Student Engagement initiative.

The results of each of these five focus areas are discussed in subsequent sections of this report.

**Focus Area 1. Survey/Interview Instrument to Identify SL–SE Programs Across Penn State**



The survey is currently hosted at: <https://pennstate.qualtrics.com/SE/?SID=SV_6hESWCUYSWFU2k4> and is included in **Attachment 1** of this report.

In an effort to identify and develop a typology of student engagement programs across Penn State, the “Identify” sub-committee recognized five areas that require further examination.

* Student Experience
* Academic Connection
* Research Connection
* Community Impact
* Cost and Scalability

These five areas will help to categorize and differentiate between programs. An understanding of the existing diverse programs will help coordinate and synergize efforts, understand the program’s unique resource requirements and identify the barriers and opportunities for scalability. We address each of these areas briefly here, and recommend that the University-wide SL–SE initiative gather this data through in-person interviews using the instrument as a guide. Interviewing faculty and program directors will allow for more accurate data acquisition and building trust with the center director at the same time.

**Student Experience**

The center will be challenged to ascertain what type of student experience is appropriate for each individual student. Students have their own learning trajectories and it is inappropriate to compare them with other students who have their own learning tracks. Since student perceptions of engagement and service learning can vary significantly and engagement opportunities also vary in terms of their outcomes, a typology of engagement opportunities is essential. For example, does the program emphasize teaching, research, outreach, or inreach? Are students typically participating in this program as a self-selected engagement? Or is the motivation extrinsic (core class or mandatory requirement?) and how does it impact the nature and quality of engagement?

**Academic Connection**

The center will have to differentiate between academic, co-curricular, extracurricular, paid employment, and internship/co-op experiences. It is important to understand the nature of faculty engagement that the program has and develop rigorous assessment instruments to measure impact on students’ knowledge, skillsets, competencies, and mindsets. Assessment of corresponding outcomes of engagement, such as community impact, entrepreneurial activity, and research publications, must also be evaluated. Careful analysis of the nature of faculty engagement, and the specific philosophies and operating models of faculty champions will be very helpful in understanding what makes the program tick, and what Penn State can learn from the program.

**Research Connection**

Some student-engagement opportunities might be explicitly focused on undergraduate research. These opportunities need to be clearly differentiated from service learning and public scholarship initiatives. The research connection may also tie back to student coursework and academic efforts (i.e., be required to graduate). While research must be encouraged and more undergraduate research opportunities must be made available, it is essential to realize that the focus of the center is on engaged scholarship. It is essential for the students to be able to relate their research experience with the real world. The convergence of participatory research and public scholarship uncovers and emphasizes the community's self-determined needs, resources, and aspirations and helps leverage them to create sustainable value. We believe that teaching, research, and outreach should be intricately connected, so as to optimize venture accomplishments and provide rigorous educational experiences at the same time. Students should be encouraged and mentored to publish their original work in peer-reviewed journals and conference proceedings. Additional resources will be needed to accomplish this.

**Community Impact**

The center will need to acknowledge the importance of how well local, state, national, and international communities need Penn State faculty and student assistance. Is the relationship mutually reciprocal? Can or will local communities handle large numbers of students each year, year after year, attempting to complete service learning obligations? What is the change or measurable outcome as a result of the partnership? The center may choose to identify the level of reciprocity with the target community. To what extent are co-engagement, equity, and collaboration expected to exist? To what extent is a program entrepreneurial? By identifying and understanding the level to which these programs are innovative, the center will be able to move forward with scalability concerns.

**Cost and Scalability**

The center will be challenged to identify the number of students, staff, and faculty involved in various student-engagement opportunities each year and the net value created for various stakeholders. It would benefit to recognize who stands to gain and who is intricately involved in these partnerships. Whether a program is restricted to a few students, is university-wide, or exists at all Commonwealth Campuses, the center should consider the cost effectiveness and impact in addition to the issues mentioned earlier. What is the likelihood that this program can scale its ability to address community needs? Or handle more faculty/student involvement? Or the degree to which it can have the same impact it has now if it was a University-wide program and larger? Will the efficacy of the program be reduced if it is scaled up? There are a myriad of such questions that need to be addressed for every single program. Until a comprehensive evaluation and classification of current engagement opportunities is conducted, it will be difficult to develop strategies for scalability. Overall, the task to identify current SE opportunities is a critical step to understanding and communicating scale and experiential effectiveness in the education of Penn State students. Faculty and directors of current programs will play a crucial role in the aggregation of this information.

Several academic and co-curricular programs at Penn State strive to develop students as engaged and versatile professionals by involving them in real-world service learning programs. The aim of service learning programs is generally two-fold: a) to provide students with compelling educational experiences, and b) to address the needs of marginalized communities, whether they be at the so-called “base of the pyramid (BOP),” or others domestically, who are simply constrained to meet their basic needs on their own. These endeavors are usually well meaning, creatively designed, and enthusiastically deployed; however, for many of them, the sustainable impact does not match the vision set forth at the outset. This is due, in part, to an imbalanced valuation of immediate educational experiences for students over the long-term sustainable impact for partnering communities. Building long-term relationships with multisectoral partners and leveraging their local knowledge to foster social change must form the foundation of initiatives. There must be a realization that successful, sustainable projects are largely determined by local people, with outsiders playing only a limited role. External actors like Penn State students, staff, and faculty while well intentioned, may fail to understand the community dynamics and identify the most significant barriers to realizing the ventures.

Common strategic goals for colleges across Penn State are to emphasize public scholarship, innovation and entrepreneurship, internationalization, and multidisciplinary teamwork. This presents a phenomenal opportunity for faculty to build and integrate high-impact service learning programs into the academic landscape. It is imperative that Penn State develops a myriad of such programs, ranging from initiatives focusing on community inreach, low-impact service activities to rigorous collaborative design, and entrepreneurship ecosystems that nurture sustainable self-determined development. Engaged public-scholarship initiatives being designed for larger community impact can significantly benefit from a multifaceted convergence of:

* concepts, disciplines, and epistemologies;
* cultures and countries;
* teaching, research, and outreach;
* multisectoral partners that share a common vision and purpose.

One of the primary challenges to realizing this multifaceted convergence in the academic arena is a host of institutional obstacles to student and faculty participation. Often these obstacles take the form of a required vertical integration of coursework and lock-step synthesis of knowledge over the four years of college education. For example, freshmen might be dissuaded, or even forbidden, from taking senior-level classes until they are in their junior year, or students from one discipline may be forbidden from taking courses in another discipline. Tacit prerequisites refer to cultural, socioeconomic, or political norms, perceptions, and biases that preclude the development of open forums for collaboration. Some international educational opportunities might be too expensive and beyond the reach of certain student groups. While these situations cannot always be prevented, conscious efforts need to be made to create accessible student-engagement opportunities.

**Focus Area 2. Alignment of a University-wide SL–SE Initiative with the Strategic Plan for Penn State and Various Colleges**

In an attempt to contextualize public scholarship, we examined strategic plans of fourteen Penn State colleges and schools, as well as the overall Penn State Strategic Plan, for explicit mention of ten themes that occur frequently in Penn State’s discourse around undergraduate learning. In particular, we looked at these themes as they applied to student learning. The themes are public scholarship (local and global); student success (active learning); fostering diversity; global awareness and engagement; interdisciplinary engagement; innovation; ethics; undergraduate research; sustainability; and entrepreneurship.

As shown in Table 1, ten of the fifteen strategic plans explicitly mention public scholarship or closely related concepts such as service learning or community engagement. This number illustrates recognition of the importance of public scholarship, but it also suggests that more could be done to make public scholarship a core component of the academic life of the University. A strong argument can be made that further developing a culture of public scholarship at Penn State will lead to increased student engagement and learning gains in relation to the other themes on the list. For instance, well-designed public-scholarship projects involve students in active learning and have a great potential to contribute to student success. Many public-scholarship projects require students to ponder issues of diversity or global awareness that they had not previously considered, as well as the ethics of involvement with off-campus communities. Likewise, many public-scholarship projects involve students in undergraduate research and innovation; depending on the learning goals, a project may also involve interdisciplinary engagement and a focus on sustainability or entrepreneurship.

We draw a number of conclusions from the strategic plans:

* While public scholarship has made some inroads as a strategic priority at Penn State, more could be done to increase students’ opportunities to learn and contribute to the larger community through public scholarship.
* Conceptually and pedagogically, public scholarship is closely connected with and supportive of other strategic priorities at Penn State.
* Increasing the profile of public scholarship at Penn State—a goal best achieved by a center dedicated to that effort—will have wide-ranging positive impacts on undergraduate engagement and learning.
* In attempts to attain these objectives, a common approach is to offer formal programs (e.g., the myriad leadership and entrepreneurship programs) that seek to develop student competencies in many of these areas. Such programs often limit and constrain students already burdened with overcrowded schedules. For those that do seek to broaden their traditional education, they find themselves part of a small band who are intrinsically motivated and engaged due to their passion to acquire such breadth in their education. For example, at Penn State, many students want to participate in public-scholarship initiatives but do not want to sign up for the minor in Civic and Community Engagement or the certificate program in Engineering and Community Engagement, both of which have been formally instituted within the University. The proposed center can help Penn State determine how to expand these educational experiences from a select few to the vast majority of the students. Embedding engagement opportunities into regular credit classes and providing more rigorous yet non-travel-based experiences is essential to scale-up student engagement.

**Table 1: Public Scholarship in Context of Strategic Plans[[2]](#footnote-2)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Public Scholarship  (Local / Global) | | Student Success (Active Learning) | Foster Diversity | Global Awareness  & Engage-ment | Interdisc. Engage-ment | | Innovation | | Ethics | | Undergrad  Research | | Sustain- ability | | Entrepre- neurship | | |
| PSU plan | x | | x | x | x | x | | x | | x | | x | | x | | x | | |
| Ag Sci | x | | x | x | x | x | | x | | x | | x | | x | | x | | |
| A&A | x | | x | x | x | x | | x | |  | |  | | x | |  | | |
| Bus | x | | x | x | x | x | | x | | x | |  | | x | | x | | |
| Comm | x | | x | x | x | x | | x | | x | | x | | x | | x | | |
| EMS | x | | x | x | x | x | | x | | x | | x | | x | | x | | |
| Edu | x | | x | x | x | x | | x | | x | | x | | x | |  | | |
| Eng |  | | x | x | x | x | | x | | x | |  | | x | |  | | |
| H&HD | x | | x | x | x | x | | x | |  | | x | |  | |  | | |
| IST |  | | x | x | x | x | | x | | x | | x | | x | | x | | |
| Intl. Affairs | ­- | | ­- | ­- | ­- | ­- | | ­- | | ­- | | ­- | | ­- | | ­- | | |
| Law | ­- | | ­- | ­- | ­- | ­- | | ­- | | ­- | | ­- | | ­- | | ­- | | |
| Lib Arts | x | | x | x | x | x | |  | | x | | x | | x | |  | | |
| Med |  | | x | x |  |  | | x | | x | | Not applicable | |  | |  | | |
| Nurs |  | | x | x | x | x | | x | |  | |  | |  | |  | | |
| Sci |  | | x | x | x | x | | x | | x | | x | | x | | x | | |
| Honors | x | | x | x | x | x | | x | | x | | x | |  | | \* | | |
| **Total** | **10** | | **15** | **15** | **14** | **14** | | **14** | | **12** | | **10** | | **11** | | **7 or 8** | | |
|  | |  | | | | |  | |  | |  | |  | |  | |  | | |  | |  | |  | |
|  | | -No strategic plan available | | | | |  | |  | |  | |  | |  | |  | | |  | |  | |  | |
|  | | \* Strong intent in operations, but not highlighted in current Strategic Plan. | | | | | | | | | | | | | | | |  | | |  | |  | |  | |

**Focus Area 3A. Linking the Center to the STEM Initiative**

How might the Center for Student Engagement connect to the ongoing STEM initiatives outlined in the University strategic plan? The center can or may serve as a primary resource for Penn State faculty and students interested in accessing information on coursework, programs, partnerships, and community groups that help them meet the goals and objectives of the center (i.e., the goals of engagement and service learning yet to be outlined by the center). For any group or individual interested in either fulfilling engagement requirements or participating in service learning, the center can facilitate and communicate available STEM resources, including a user-friendly “how to” guide to creating program goals, locating support staff, preparing a budget, and understanding time commitment, course requirements, and various logistics involved.

By actively participating in STEM-engagement opportunities supported by the Center for Student Engagement, Penn State students and faculty may produce several desirable outcomes. Although the measurable outcomes of the center have yet to be determined, there are effective ways in which the University strategic plan STEM initiatives may tie in to the goals and utility of the center:

First, Penn State students who engage K–12 students with informal science education experiences (i.e., teaching hands-on, inquiry-based science) may stimulate recruitment, matriculation, bench skills training, and retention of scientists and science educators at both secondary and postsecondary levels. Service learning modalities in the STEM disciplines may improve teacher-training programs, teaching skills, and theory application. Teaching informal STEM content to K–12 students—particularly underserved minorities and girls—at campus events, community events, during field placements, at study abroad locations, within student-group activities, or within credit-bearing coursework, internships, co-ops, and other various service requirements within a chosen major has been shown to increase confidence and participation in future STEM programs/opportunities and advanced STEM coursework, increasing college readiness.

Second, the possibility of cross-discipline research collaborations with other students and faculty that create and utilize interdisciplinary relations and collaborations can promote the creation of new knowledge for the STEM community. The application of and communication of new, exciting research concepts by the University to the community, within industry, and at the K–12 level can generate interest in the STEM fields. Moreover, creating positive and effective change in a partnering community using Penn State STEM programs and research may further serve as a tool to recruit underrepresented minorities and women into the STEM disciplines. This will enable Penn State to connect entrepreneurial, sustainability, agricultural, and health sciences within STEM engagement opportunities.

The Center for Student Engagement can also assist faculty and graduate students in research funding/grant acquisition by providing resources and institutional support of broader-impact opportunities. By assisting faculty in writing more effective and innovative broader-impact sections in NSF proposals; for example, the rate of funding for research may increase, also creating the opportunity for new outreach programming.

**Focus Area 3B. Linking the Center to the Campus-wide Entrepreneurship Initiative**

A campus-wide minor in entrepreneurship and innovation is currently being developed. This intercollege minor will have three “core” courses that will be designated as General Education classes. Several specialized 9-credit clusters like technology-based entrepreneurship, social entrepreneurship, and new-media entrepreneurship will be offered to students. A key goal is to maintain the multidisciplinary nature of entrepreneurship education while providing problem-based learning opportunities for students to develop entrepreneurial and innovation skills in their area of interest. Table 2 summarizes the current learning outcomes for two of the proposed “core” classes for the Intercollege Minor. The Center for Student Engagement can develop an excellent reciprocal relationship with the minor. If students across Penn State can start taking entrepreneurship core courses in their sophomore year, they have more time to develop their innovation skills, form teams, and actually launch new ventures and engage in service learning programs to create sustainable value for partnering communities.

**Table 2: Learning objectives of the proposed core courses for the intercollege minor:**

|  |  |
| --- | --- |
| **MGMT 297F—Entrepreneurial Mindset** | **ENGR310—Entrepreneurial Leadership** |
| Self-efficacy | Personal inventory of strengths and weaknesses |
| Leadership | Personal vision statement (short and long term) |
| New opportunity recognition | Problem solving and decision making in business context |
| Resourcefulness (bootstrapping) | Build and lead teams |
| Creativity | Professional presentations |
| Comfort with ambiguity | Understand business success factors |

Opportunities for collaboration include:

1. Students in the Entrepreneurial Mindset and Entrepreneurial Leadership courses would benefit from engagement opportunities coordinated by the center. Successful graduates of these courses could serve as student leaders and ambassadors for the center while being excellent recruits for the more advanced SL–SE opportunities.
2. Entrepreneurship is a contact sport and students in the various clusters in the minor will exemplify the most engaged students at Penn State. Public-scholarship opportunities offered through the center would provide additional experiential-learning opportunities to these students.
3. Curricula and learning activities developed for these courses could be used by the center to conduct more ad-hoc team-building, trust-building, and leadership activities with students, faculty/staff, and communities.

Essentially, the intercollege minor in entrepreneurship and innovation as well as the Center for Student Engagement are both in the planning phases. We strongly recommend that the two entities coordinate and collaborate to foster engaged scholarship and entrepreneurship.

**Focus Area 4. Opportunities and Barriers to Program Scalability**

The committee identified a few barriers to the scalability of SL–SE projects at Penn State. Each of these presents both a challenge and an opportunity for positive change.

1. *Awareness of existing opportunities.* Many students and faculty do not have information about current SL–SE programs, a situation complicated by Penn State’s large size and distributed system of campuses. One result is that students who may be interested in SL–SE opportunities often cannot find them. Another result is that some faculty labor in isolation on SL–SE projects that might benefit from collaboration or intellectual exchange with other Penn State faculty. We envision communication and marketing efforts as a crucial role of the proposed SL–SE center.
2. *Faculty expectations.* Faculty face intense demands in terms of time and productivity, and as a result, many might be skeptical of adding SL–SE projects to their repertoires. Two barriers to scalability present themselves in this regard:
   1. Penn State’s promotion and tenure process generally does not strongly reward SL–SE work and, in some departments, may actively discourage it. While large-scale changes to the promotion and tenure (P&T) process are unlikely to happen quickly, sustained conversations at the college and departmental levels might result in small, incremental changes that would improve faculty perceptions of the scholarly value of SL–SE work.
   2. Non-tenure-track faculty members currently have few incentives for undertaking SL–SE projects. One task of the Center for Student Engagement will be to identify feasible incentives for faculty. One possibility might be to coordinate a corps of high-performing undergraduates who would receive internship credit for providing TA-like support to the faculty members.
3. *Student priorities.* Students may not perceive SL–SE projects as personally doable or as an important part of academic life.
   1. Some students—juggling academics, jobs, and social activities—may perceive that they have no time during the fall/spring academic year for SL–SE. Options for addressing this barrier could include educating students about better time management or making more SL–SE opportunities available during summer sessions.
   2. Students may also have difficulty seeing how SL–SE supports learning or skills development. It seems important to address this barrier both through education efforts and through communicating very clear academic outcomes for SL–SE projects.
4. *University Infrastructure*. The University might not necessarily provide essential infrastructural resources for sustaining and scaling up programs.
   1. The University Park campus is in a rural area and coordination across programs will be needed to ensure that a community is not overwhelmed by outreach activities by various groups. An engagement map and schedule would be helpful.
   2. While most students participating in academic service learning programs are engaged in credit-bearing preparatory and reflection courses, students involved in noncredit activities rarely receive adequate preparation to engage in the local or global community. Since these students do receive support from, and travel under, the Penn State umbrella, some form of preparation is needed.
   3. A portal with instructional resources like learning modules, assessment rubrics, and community-engagement methodologies would help lower the startup barriers for faculty that want to engage in SL–SE activities. While several resources are available on the Internet or through various Penn State units, an active translator is needed.

**Focus Area 5. Overall Recommendations about a University-wide SL–SE initiative**

1. Build relationships with current University programs and faculty, and develop a means to identify and understand what they do and how their programs/courses operate successfully to provide engaging experiences. Implement an interview process and schedule participant observations to obtain accurate information. Student support to analyze and visualize data would be helpful.
2. Coordinate and provide clear, efficient marketing of existing programs. The proposed center would ideally function in part as a clearinghouse that could achieve these goals.
3. Find faculty champions from every college across the University and incentivize them to develop their programs. Since the faculty champions have primarily been intrinsically motivated and these programs have grown organically, we suggest avoiding a “command and control” model of operation for the center. Explore levels of intrinsic motivation for faculty.
4. Build SE (of various flavors) into the formal student graduation requirements. Perhaps the most helpful model would be a “menu” approach in which students must accomplish one of the following: service learning/community engagement, study abroad, or undergraduate research. Investigate the scalability and utility of this requirement concept through benchmarking efforts.
5. Provide infrastructural support, including the possibility for increased staff support, travel funding, assessment support, and other resources.
6. Clarify risk management and other regulatory policies that may impact University personnel (e.g., if the partnering community has youth) and have Web-based tools to track requests and impact.
7. Investigate designing an inreach mechanism to source real problems and challenges from proximal or distal communities through Extension workers and into the center to faculty classrooms and programs.
8. Remain cognizant that local communities may be inundated with service learning partnerships. Identify ways to maximize positive impact for all parties involved. This may be on a case-by-case basis.
9. Identify ways to build in academic rigor while treating the community stakeholders as partners in the project, not as recipients or research subjects. To an important degree, it is the community’s project, based on community-perceived needs, and we cannot totally dictate how the project evolves.

**Attachment 1. SL–SE Data-Gathering Tool**

**Index of Student Engagement (SE) Opportunities**

**Community Sub-committee**

**January 2012**

The College of Science Retention Committee is seeking information regarding programs, courses, and College of Science opportunities, whatever they may be, that engage students. We are gathering information to identify and examine the efforts made by individuals, programs, and departments that encourage public engagement, public service, and community-based learning as transformative experiences for students. Those who complete this survey support academic success through engaged and experiential learning, and strive to strengthen both student and faculty member involvement in respective fields.

Please complete the following survey about your program to the best of your ability. The information from this survey will be used to clarify and characterize current College of Science student-engagement opportunities.

Department

(drop down text box)

Program Name

(text box)

Program Director

(text box)

Program Director Email

(text box)

Program Website

(text box)

(1) What kind of engagement opportunity is this? (select all that apply)

□ Academic (Credit-bearing)

□ Co-Curricular (related to academic content, but non-credit bearing)

□ Extra curricular (not related to academic content, non-credit bearing)

□ Paid Employment

□ Internship/COOP

If more than one, please explain how. (text box)

(2) If you selected ‘ACADEMIC (Credit-bearing)’ in question 1 how many courses are associated with you curricular engagement opportunity?

(text box, number only)

What is the course number of the first course offered?

(text box)

How many credits are offered for this course?

(text box, number only)

Is this a one time course or a permanent course?

(text box)

What is the course number of the next course?

(text box)

How many credits are offered for this course?

(text box, number only)

Is this a one time or a permanent course?

(text box)

Are there any other courses? (If so, please list them here and explain if they are permanent or one time, and number of credits)

(text box)

(3) What does your student engagement program emphasize most? (select all that apply)

□ Teaching

□ Research

□ Outreach (bringing lessons from the classroom and applying them to the outside world)

□ In reach (bringing lessons back from the outside world and applying them in the classroom)

How are these categories integrated, if at all? (text box)

(4) What time commitment does this program demand?

□ Hours per week dedicated by students to the effort

□ Faculty role and engagement

Please explain level of engagement. Specifically, how many hours do students spend conducting service outside of the classroom? How much time does the faculty member spend working with the community partner?

(text box)

(5) To what extent does this program integrate student engagement (SE) with academics? (select all that apply)

□ Student Engagement (SE) opportunity directly relates to student academics.

□ SE opportunity develops both hard (major-related) and soft skills (professional development and assessed content) across disciplines.

□ SE opportunity develops both hard (major-related) and soft skills (e.g., skills related to career path such as leadership, communication, teamwork, global awareness, etc.)

□ SE opportunity develops primarily just soft skills (organized professional development)

□ SE opportunity is unrelated to the student’s academics (e.g., unorganized and un-assessed volunteering, paid positions, repetitive work, etc.)

(6) Students typically participate in this program based on which type of motivation?

□ Intrinsic (self-selected engagement)

□ Extrinsic (core class, mandatory, required for graduation)

□ Independent Study or other combination (Please explain below) – text box

(7) Every program has a unique and different way to assess or measure student impact. Please comment on how your program measures and/or reports student impact. (Select all that apply)

□ Increased participation (in numbers)

□Retention in the major or related fields

□Test Scores

□Community Change

□Transformative/behavioral change in the student

□Other - please explain below.

(text box)

(8) Please mark the level of external (net) community gain your program achieves.

□ No Community Gain

□ Service provided to community, no known long-lasting effect on community

□ New equilibrium reached and maintained after Penn State student engagement

(9) What is the level of reciprocity with the target community?

Please comment on the extent to which co-involvement, equity, and collaboration with all targeted communities (e.g., any or all partnerships, including industry, community groups, professional organizations, etc.) is expected?

(text box)

(10) Scale of the program

Number of students involved per year? (text box)

Partnerships (who stands to gain from this experience?) (text box)

(11) To what extent is this program multi-/cross-disciplinary?

□ Activities are unrelated to student academics

□ One major involved

□ Several majors from one college

□ Several colleges involved

(12) To what extent is this program innovative and entrepreneurial? (i.e., Does it launch and develop more ventures for sustainable profit or not-for-profit organizations to solve real problems?)

Focus on Innovation

□None □Low □Moderate □High □Very High □NA

Explain how it is innovative (text box)

Focus on Entrepreneurship

□None □Low □Moderate □High □Very High □NA

Explain how it is entrepreneurial (text box)

(13) Extent to which the program operates on a geographic scale? (check all that apply)

□ On-campus engagement

□ Local community

□ Pennsylvania

□ United States and Canada

□ Global – Europe and Australia

□ Global – Asia/Africa, Middle East, Latin America

□ Other, please explain (text box)

(14) What is the level of student preparation for this program? (Select all that apply)

□ No preparation

□ Short duration in-house training prior to engagement

□ Semester-long training prior to engagement

□ On-the-job training

□ Professional Certifications required

(15) Scalability – The degree to which your program can handle more student involvement if students are available.

□NA □Very Low □Low □Slightly □Moderately □High □Very High

What is the likelihood this program budget can be scaled up?

□NA □Very Low □Low □Slightly □Moderately □High □Very High

Please explain (text box)

What is the likelihood this program can scale its ability to address community needs?

□NA □Very Low □Low □Slightly □Moderately □High □Very High

Please explain (text box)

What is the likelihood this program can handle more faculty involvement?

□NA □Very Low □Low □Slightly □Moderately □High □Very High

Please explain (text box)

To what degree can this program have the same impact it has now if it was a University-wide program and larger?

□NA □Very Low □Low □Slightly □Moderately □High □Very High

Please explain (text box)

(16) What is the opportunity for (publishable) research within the scope of this program?

□NA □Very Low □Low □Slightly □Moderately □High □Very High

Please explain typical research that has been published by this program (text box)

(17) What percent of students apply for this program and are admitted?

□10% □20% □30% □40% □50% □60% □70% □80% □90% □100%

(18) How do you assess cost for this program?

Please explain (text box)

(19) Do you have any outside funding to support your activities? If so, approximately how much and what are your sources?

(text box)

(20) How could Penn State expand support for your experiential learning activities? Are there any specific barriers? Please explain (text box)

**Appendix 6**

**Faculty Incentives Sub-committee Report**

**Appendix 6**

**Faculty Incentives Sub-committee Report**

Our sub-committee examined the ways in which several model institutions offer incentives to faculty for engaging in service learning experiences. This focus came from several broader task force discussions about the effects of lack of institutional support for service learning, particularly at many Research 1 universities. It was clear from these discussions that without institutionalized incentives, tenured and tenure-track faculty do not have career-enhancing reasons to engage in service learning activities. We examined the service learning practices at four institutions with a demonstrated commitment to faculty participation in service learning. Those institutions were Tulane University, the University of Illinois, California State University at Monterey Bay, and Michigan State University. In addition, we examined the Schreyer Honors College at The Pennsylvania State University as a way of gauging the extent of incentivizing at this institution. We will briefly discuss the ways in which institutional support is evident in each of these institutions, and we will discuss commonalities and differences in practice. We will then address ways in which Penn State can enhance its efforts to provide faculty incentives.

**Tulane**

On Tulane’s Web site, “Public Service” appears on the menu on the first screen when either the “Faculty” or “Students” tab is clicked. When “Public Service” is clicked, the viewer is immediately taken to the Center for Public Service, which is responsible for “Tulane Empowers.” This information is accessible and inviting. The Center for Public Service indicates that it “promotes and coordinates various opportunities to recognize faculty who successfully integrate teaching and research with public service.” The center offers details about its Faculty Scholar Program, wherein each semester one faculty member is selected because of “exemplary public service” and “community involvement expertise.” Faculty members receiving this honor work within the larger Tulane community and provide expertise regarding their experiences in service learning. This program seeks to recognize the achievements of the recipient and to disseminate knowledge to the broader Tulane community. The selected scholar is responsible for proposing, developing, and completing a public-service project; for leading a workshop for other faculty; and co-facilitating one session of a ten-week seminar that introduces faculty to the pedagogical theory that underpins service learning and that helps them to develop a service learning syllabus.

**University of Illinois**

On the Web site for the University of Illinois, “Public Engagement” is highlighted on a menu on their home page. When this tab is clicked, the viewer is taken to an inviting and well-done page entitled “Institutional Commitment,” and faculty involvement is highlighted in the first sentence. There is both a Civic Commitment Task Force and a Senate Committee on Public Engagement, and the site describes a campus Award for Excellence grant process. In addition, the public-engagement site connects the viewer to an engagement portal and to information about an annual public-engagement symposium.

**California State University at Monterey Bay**

The Web site for this institution identifies itself as having been established on the principle of service, and service is listed on the home page as one of the institution’s ideals. The other ideals include diversity, innovation, partnership, sustainability, community, excellence, and vision. This campus has a Service Learning Institute, housed in the College of University Studies and Programs, made up of two components: academic programs and support programs. The institute Web site has a faculty guide that addresses:

* What is service learning at Monterey Bay
* Service learning outcomes
* Syllabus development
* Community partnerships
* Critical reflection guide
* What is service?
* Social justice and diversity resources
* Risk management
* Placement into service learning courses
* Evaluation by faculty

**Michigan State University**

This institution has a tab entitled “Engagement” on its home page. From that tab, it is easy to navigate to the University Outreach and Engagement site. From here, one can proceed to a page entitled “The Engaged Scholar,” which houses a magazine, newsletter, and information about a speakers’ series.

This institution also has a Center for Service Learning and Civic Engagement, which has been in existence for more than forty years and which is a collaboration with Student Affairs. The Center (CSLCE) helps faculty“todevelop best practices regarding curriculum integration and reflection. CSLCE provides support for faculty interested in the scholarship of engagement and maintains a library of resources related to service learning and civic engagement.” The center offers annual awards that “recognize individuals who have demonstrated innovative and/or sustained effort in the area of academic, curricular, or co-curricular service learning/civic engagement that is specifically linked with the mission and efforts of their colleges.” It is important to note that award recipients are selected by the deans of each college.

**Schreyer Honors College**

The home page for this college does identify “creating opportunities for leadership and civic engagement” as part of its mission statement, but the material available to faculty on the site does not include any information about incentives for engaging in service learning. All of the information included on the faculty page is about what honors courses are and the mechanics of student work. The college does make money available to students who are interested in studying abroad and/or engaging in international service learning experiences, but there is no discussion about similar arrangements for faculty.

**Commonalities in Institutions that Offer Faculty Incentives**

In comparing the four institutions (Tulane, University of Illinois, California State University at Monterey Bay, Michigan State University) described above, what is most evident is that each highlights the importance of service learning and community engagement in materials that are most commonly accessed by those looking for basic information about them. Seeing tabs such as service, public service, engagement, and public engagement in prominent positions provides a clear message that this is a strong commitment for each institution. In addition, having these key phrases further highlighted on the menus of “faculty” tabs underscores both the expectation that faculty will engage in service learning and that they will be acknowledged for doing so.

Each of the institutions honors faculty for service learning and civic-engagement activities, and these honors typically come in the form of financial awards and institutional support. The fact that deans of colleges are involved in the selection of award recipients underscores the value that is placed on this work.

In addition, a theme of sharing scholarship and best practice appears. There is the expectation that those who are acknowledged will share their expertise with others and that a vibrant academic community will result from this mentoring. Support for developing course materials and syllabi are also indicated at these institutions.

**Collaboration with Student Affairs**

Service learning and civic engagement are greatly enhanced when colleges and academic departments collaborate with Student Affairs. Faculty members are experts in their academic fields and disciplines, and their expertise is focused on subject matter. Their training is directed toward theoretical exploration and research in a specific area. Student Affairs is also a specific discipline, and its theoretical sphere is student development and co-curricular learning. Student Affairs professionals are intentional in their development of learning outcomes that are based on student-development theory, and they have much to offer faculty in this regard.

**Recommendations for Incentivization at Penn State**

It is clear that many faculty members at Penn State are engaged in excellent service learning initiatives. These initiatives are often invisible to anyone who is not directly involved in them. It is important that there be a mechanism to ensure that these efforts are acknowledged and appreciated. We recommend that Penn State demonstrate its commitment to service learning and engagement by highlighting it on the University home page in much the same way that the institutions we discuss here have done. In addition, we recommend that each college and department include easily accessible information about service learning on their home pages.

If the institution clearly indicates its expectations about faculty involvement in service learning, we believe that faculty will respond. We recommend that there be acknowledgement of, and reward for, service learning activity in the P&T process. We further recommend that the University provide funding for faculty participation in service learning in budgets for each college and that each college in turn provides financial support for each academic department initiative.

**Appendix 7**

**Institutionalization of Service Learning**

**at Penn State**

**Appendix 7 (See annotations at end of document)**

**Institutionalization of Service Learning at Penn State**

|  |  |
| --- | --- |
| Dimension | Components |
| Institutional Philosophy about and Mission of Service Learning | * Institutional definitions of service learning/other types of student engagement, absent; * Institutional support for service learning/other types of student engagement, uneven; * Strategic plan for advancing service learning and other forms of student engagement, absent; * Advocacy leadership for service learning and other types of student across the institution, uneven |
| Faculty Support for and Involvement in Service Learning | * + Faculty awareness of service learning/other types of student engagement, uneven;   + Faculty involvement in service learning/other forms of student engagement, uneven;   + Faculty incentives to engage in service learning/other types of student engagement uneven, barriers significant;   + Faculty partnerships with other professionals engaged in service learning/other types of student engagement, uneven |
| Student Support for and Involvement in Service Learning | * + Student opportunities to learn about/engage in service learning/other forms of student engagement, uncoordinated;   + Student incentives to/rewards for participation in service learning/other forms of student engagement, ill-defined;   + Student awareness of differences in types of student engagement/associated learning outcomes, limited;   + Student recognition that non-credit extra-curricular activities/community service offer gateways to progressively challenging service learning-student engagement experiences, limited |
| Community Participation and Partnerships | * + Community agency awareness of Penn State’s goals for service learning/other types of student engagement, extensive at limited locations;   + Community interest in service learning and student engagement, significant, scalability opportunities, untapped;   + Community professionals opportunities to express agency needs, limited |
| Institutional Support for Service Learning | * + Coordinating entity for service learning/other forms of student engagement, absent;   + Recognition of service learning as an essential educational goal for Penn State, absent;   + Number of permanent stuff who understand service learning/other types of student engagement/who hold titles that can influence and advance the institutionalization process, insufficient; * Assessment of service learning/other forms of student engagements’ contributions to student recruitment, retention, and success, untapped; * Service learning/other types of student engagements’ collaboration with important initiatives, limited;   + Research funding opportunities for service learning/other types of student engagement, untapped;   + Philanthropic opportunities for advancing service learning/other types of student engagement, considerable. |

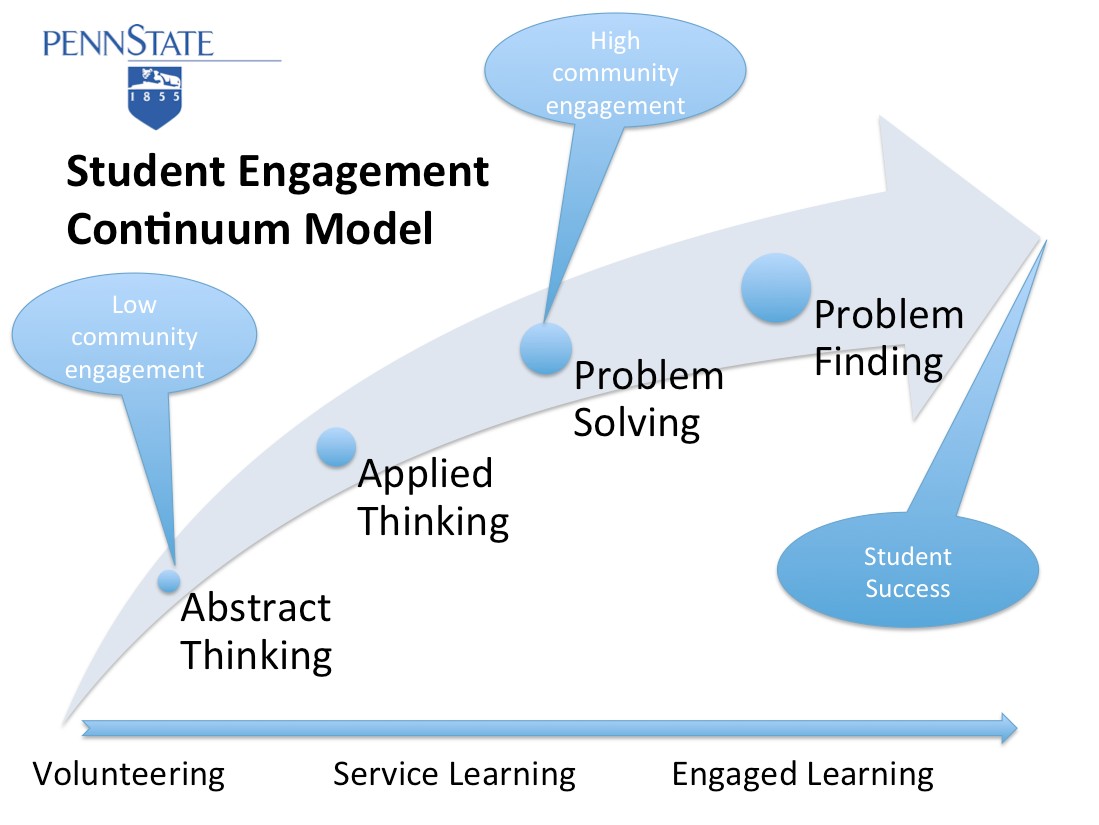
Adapted from Furco, A. (2002). A self-assessment rubric for the institutionalization of service learning. University of California, Berkley.

**Appendix 8**

**Student Engagement Continuum Model**

**Appendix 8**

**Student Engagement Continuum Model**



For success, students need classroom-based knowledge. They also need to be creative thinkers—problem solvers ready to work with others to improve quality of life for all. Some institutions use single service requirements or disparate service learning courses to teach these complex qualities. The Student Engagement Continuum model presented here, however, demonstrates that when what occurs in the classroom is married with what is reinforced through student engagement, and when this reinforcement is done through multiple, progressively challenging service learning or other engagement opportunities, the uniqueness of a Penn State education catapults undergraduate students to pioneering levels of success.

**Appendix 9**

**Proposed Structure**

**Appendix 9[[3]](#footnote-3)**

**Proposed Structure**

**Student Engagement Continuum Framework**

Center for Student Engagement

Volunteer & Community Service

Internships

Service

Learning

Study

Abroad

Undergrad Research

Public

Scholarship

Student Engagement Advisory Committee

**Service Learning Personnel**

Director

Center for Student Engagement

Associate Director Center for Student Engagement/

Director Service Learning

Faculty/ Community/ Student Affairs Fellows (3)

Staff

Assistant (1)

Technology Assistant (1)

Graduate/

Undergraduate Assistants (3)

**Appendix 10**

**Center for Student Engagement**

**Director Responsibilities**

**Appendix 10**

**Center for Student Engagement Director Responsibilities**

|  |  |
| --- | --- |
| Timeline | Director Responsibilities |
| Year 1 and ongoing  *Year 2–5* | * Establishing direction, aligning resources, and generating motivation * Establishing five-year strategic plan to advance student engagement including short- and long-term institutionalization goals * Instituting Student Engagement Advisory Committee. Committee will advance synergies among the various forms of student engagement, and provide oversight to center (see Appendix 9) * Managing center budget (see Appendix 10) * Promoting student engagement in ways that contribute to the overarching teaching, research, and service mission of Penn State, including through collaboration with other important initiatives * Harnessing technological and pedagogical opportunities to achieve competitive distinction in student engagement, including collaborating with World Campus, IST, Schreyer Institute for Teaching Excellence, and others * Partnering with key individuals to establish systemic focus on student engagement, including leveraging support from Admissions, Registrar’s Office, Financial Aid, Student Affairs, DUS, Chancellors, DAA’s, Deans, Colleges, Departments, Outreach, and senior Administration * Collaborating with public- and private-sector employers, government agencies, communities, and alumni to raise awareness about and expand opportunities for student engagement * Working with the Development Coordinator to secure multilevel philanthropic support for student engagement, including “champions” to enhance public awareness and to deepen long-term relationships with Penn State * Working with Associate Director of Student Engagement/Director for Service Learning and others to institute measureable research, teaching, and institutional protocols and their assessment that highlight the unique contribution of service learning to Penn State including defining differences between **kinds** of service learning experience**, levels** of student responsibility, **scale** of issues addressed, **learning outcomes** sought, and **engagement outcomes** for community partners and Penn State * Co-Chairing Service Learning Fellows Selection Committee with Associate Director of Student Engagement/Director for Service Learning (see Appendix 12) * Working with Associate Director of Student Engagement/Director for Service Learning to recruit Staff Assistant and Technology Assistant * Working with Associate Director of Student Engagement/Director for Service Learning to capitalize on synergies among the forms of student engagement * Evaluating the Associate Director of Student Engagement/Director of Service Learning |

**Appendix 11**

**Center for Student Engagement**

**Associate Director Responsibilities**

**Appendix 11**

**Center for Student Engagement Associate Director Responsibilities**

|  |  |
| --- | --- |
| Timeline | Associate Director/Director of Service Learning Responsibilities |
| Year 1 and ongoing  *Year 2–5* | * + - * Managing day-to-day operations of the Center for Student Engagement       * Hiring staff, the Technology Assistant, and student assistants       * Evaluating staff, the Technology Assistant, and student assistants       * Managing staff, the Technology Assistant, and student and workload distributions       * Providing oversight for the center Web home page and “Student Engagement” button on University home page       * Raising undergraduate student awareness of service learning, including coordinating with departments, advisers, majors, and minors to strengthen participation in service learning       * Incentivizing faculty involvement in service learning, including providing centralized resource, collaboration, development, and funding opportunities (Appendix 7)       * Organizing center opportunities for students, faculty, and community and industry professionals to learn from and collaborate with each other       * Chairing the Student Awards Committee * Working with Associate Director of Student Engagement/Director for Service Learning and others to institute measureable research, teaching, and institutional protocols and their assessment to highlight unique contribution of service learning to Penn State, including defining greater nuances between kinds of service learning experiences, levels of student responsibility, scale of issues addressed, learning outcomes sought, and the impact of engagement on community partners   + - * Working with the Director of Student Engagement and with Fellows to capitalize on synergies among the forms of student engagement |

**Appendix 12**

**Fellow Responsibilities**

**Appendix 12**

**Fellow Responsibilities**

**Introduction**

Community Connector Perspective

“When an individual is embedded in a community as a boundary spanner/community connector, access to that community by faculty interested in enriching their student’s learning experiences through real world experience becomes much easier. The ability to provide logistical, relational, and community understanding for the benefit of the local experience facilitates the process and significantly reduces the amount of preparation time and effort necessary for faculty or staff at University Park. Having a stature of trust in the community allows that trust to be extended to visiting faculty and students.” *Deno DeCiantis, Ed.D., Director, The Penn State Center: Engaging Pittsburgh*

A key supportive factor in community–higher education partnerships is the role of individuals who build commitment, enthusiasm, and excitement around a vision, and who inspire dedication to the vision. At a research university as large and geographically dispersed as Penn State, these individuals must both be centralized and dispersed throughout the community.

Appointed to a prestigious one-year position,[[4]](#footnote-4) the Faculty, Community and Student Affairs Fellows will collaborate with Center for Student Engagement staff to develop and promote unmatched engagement experiences for Penn State undergraduate students. With unique combinations of expertise from Undergraduate Education, Student Affairs and the community, Fellows are key players in:

* advancing institutionalization of service learning and student engagement in ways that contribute to student success;
* enhancing sustainable University–community partnerships that are rigorously assessed, achieve desired outcomes, and foster measurable advances for the community, undergraduate students, and the institution.

**Responsibilities of the Academic, Student Affairs, and Community Fellows:**

Fellow responsibilities and outcomes overlap, but can approximately be divided into student, faculty, and community related.

**Student-related Responsibilities**

* Plan, implement, monitor, and refine student-engagement developmental pathways from gateway opportunities (e.g., volunteerism) to credit service learning and community-based research to engaged public scholarship (e.g., minor in Civic and Community Engagement)
* Participate in the Service Learning and Student Engagement Course Review Committee for courses seeking curricular designation
* Review and assess non-credit-based co-curricular transcript designations for community, civic, and leadership development
* Inspire student advocacy leadership of service learning and student engagement
* Facilitate increased student participation in the Undergraduate Research Exhibition and at regional and national conferences
* Promote student participation in service learning and student-engagement research publications (e.g., *Journal for Undergraduate Service learning Research*, *Journal for Social Entrepreneurship*, *Journal of College and Character*, *Journal of Community Engagement and Scholarship*)

**Faculty-related Responsibilities**

* Leverage relationships with colleges, faculty, and communities to build a network of student engagement scholars and professionals
* Harness the student engagement network to provide logistical, relational, and community support for student-engagement learning experiences
* Identify learning goals and assessment of outcomes for student-engagement projects (student outcomes, faculty-research goals, and community needs and goals)
* Develop assessment tools coordinated across the continuum of student engagement, including reflective learning, leadership development, and relationship-building skills
* Design and implement faculty-development programs to ensure that projects enhance the goals of the student-engagement initiative
* Inspire faculty to present service learning research and programs at local through global conferences

**Community-related Responsibilities**

* Leverage Penn State’s community connectors[[5]](#footnote-5) expertise locally through globally to enhance pioneering student-engagement learning experiences
* Capitalize on Penn State’s community-connector knowledge to tap into local, state, federal, and international funding opportunities
* Collaborate with community connectors to establish an annual forum on best practices for community engagement
* Assist in designing, hosting, and promoting the annual Center for Student Engagement Speaker Series
* Design, implement, and present findings from a group yearlong project that promotes Fellows’ student-engagement scholarship and furthers the mission of the Center for Student Engagement

**Appendix 13**

**Student Engagement Advisory Council**

Community Partner Perspective

“Community engagement in many ways is border-crossing work and a coordinated center on the university side, serves as a welcome mat for community partners. At a place the size of Penn State, there are dozens of entities involved in civic engagement; it is too much to ask the average local nonprofit director to navigate that maze on their own. Similarly, to increase and expand the institution’s impact in the community, those dozen or so entities can’t be operating in their own individualized silos—the sum needs to be greater than the individual parts—and a university center can go a long way toward bringing disparate efforts together. Finally, you cannot do work for the community authentically without them having a seat at the table in the planning and creation of such a center. As the disability rights movement used to say, ‘nothing for us or about us without us’.” *Hillary A. Kane, Director, Philadelphia Higher Education Network for Neighborhood Development*

**Appendix 13**

**Student Engagement Advisory Council**

The Student Engagement Advisory Council will support a culture of student engagement at Penn State. The council will ensure that Penn State maintains and enhances its reputation as a premier institution for student engagement. The council is charged to:

* share information and plans concerning the goals, activities, and progress of the Center for Student Engagement;
* encourage the participation of faculty, students, and administrators in achieving the mission of the center;
* represent and communicate the educational value and practical needs of community-engaged scholarship programs to campus and external audiences;
* review significant policy or mission changes for the student-engagement continuum;
* ensure alignment of student-engagement efforts with major University initiatives (e.g., sustainability);
* support and guide activities related to endowments, grants, and other fundraising activities that will build the capacity of the center;
* facilitate community–University student-engagement collaborations in Pennsylvania, across the nation, and around the world;
* provide institutional leadership and support for the collection and assessment of data on University-wide student-engagement efforts for internal use and external reporting requirements.

Potential membership of the Student Engagement Advisory Council:

* Representatives from University Park Undergraduate Association and Council of Commonwealth Student Governments
* Representative, Board of Trustees Committee on Academic Affairs and Student Life
* Director, Center for the Study of Higher Education, College of Education
* Executive Director, Office of Planning and Institutional Assessment
* Associate Vice President, Student Affairs
* Associate Vice President, Academic Outreach
* Associate Vice President, Commonwealth Campuses
* Associate Vice President, Undergraduate Education
* Associate Vice President, Extension
* Chair, Faculty Senate or Chair, Faculty Senate Committee on Undergraduate Education
* Executive Director, Schreyer Institute for Teaching Excellence
* Chair, Academic Council on Undergraduate Education
* Executive Director, Study Abroad, Global Programs
* Director, The Penn State Center: Engaging Pittsburgh
* Director, Penn State Center for Sustainability, and other Center Directors as appropriate
* Executive Director, Pennsylvania Campus Compact
* Director of the Philadelphia Higher Education Network for Neighborhood Development (PHENND)

**Appendix 7—Annotations**

**Institutional support for service learning/other types of student engagement, uneven.**

Weerz & Sandmann’s 2008 study of community engagement at research-intensive universities, examined barriers and enablers, institutional mission, history, setting, and role within a state system of higher education institutions. One of their conclusions is that land-grant universities struggle with community engagement more than their more urban counterparts, mostly due to the language they use. Extension and technology transfer are often terms used by these universities to describe their type of community engagement, which focuses on delivery, which is one-way from the university outward. Service learning and student engagement are two-way models, where reciprocal relationships with community organizations are part of the pedagogical methodology.

Weertz, D., & Sandmann, L. (2008). Building a Two-Way Street: Challenges & Opportunities for Community Engagement at Research Universities, *The Review of Higher Education,* 39(1), 73–106.

See also, Holland, B. (2005). Institutional Differences in Pursuing the Public Good. In A. Kezar, T.C. Chambers, & J.C. Burkhardt (Eds.), Higher education for the public good: Emerging voices from a national movement. San Francisco: Jossey-Bass. And, Hefferlin, J. (1969). Dynamics of academic reform. San Francisco: Jossey-Bass.

**Strategic plan for advancing service learning and other forms of student engagement, absent.**

Many of the schools interviewed for the benchmarking study indicated that support from the top (i.e., President and Provost levels) was essential to the success of any service learning, student-engagement center. Service Learning/Student Engagement must be a key part of the University’s mission if the initiative is going to be successful. [James Madison University, Massachusetts Institute of Technology, Portland State University, University of Pennsylvania]

See also, Mutascio, P., & Plaut, J. (2008). Institutional Structures for Service learning in Higher Education, Campus Compact, September issue; and, Furco, A. (2006). Self-Assessment Planning Guide for Institutionalizing Service learning in Higher Education, Campus Compact Engaged Scholar Report.

**Advocacy leadership for service learning and other types of student engagement across the institution, uneven.**

Schools within our benchmarking study illustrate how advocacy and leadership can be scattered, even at institutions where service learning and student engagement are what attracts students and faculty to their campus. At Carnegie Mellon, one professor in the History Department includes service learning as part of his teaching methodology because he wants his students to be “making change instead of reading how others did it.” He remains alone in his approach. At James Madison, many disciplines claim only one faculty member who engages in service learning, despite the fact that James Madison claims service learning as its university’s identity. At Purdue, three disciplines (Engineering, Health & Human Studies, and Education) regularly sponsor service learning courses. The rest do not require them to be part of the curriculum. (Caveat: College of Agriculture has an engagement requirement equivalent to Penn State’s Extension program.)

Interview with Judy Hallinen, Assistant Vice Provost for Educational Outreach, Carnegie Mellon University, February 27, 2012.

Interview with Rich Harris, Director of Community Service Learning, James Madison University, March 5, 2012.

Interview with Purdue University

In a study of twenty higher education institutions across America, the institution’s mission was found to be the key factor, rather than institutional type, in student and faculty involvement in service learning or student engagement. One institution that had undergone the transition to a focused student-learning effort stated, “The mission is an area that the campus had focused resources, both human and financial; therefore, we realize we can make more powerful experiences by focusing our efforts.” At another institution, a faculty member stated, “The mission has been a lightning rod for our efforts to improve the learning experience of students. You can go in so many different directions and there are so many different ideas right now—learning communities, service learning, collaborative learning, civic learning, cooperative learning, multicultural approaches, active learning—the list goes on. But, we found a way to hone our efforts and it has really paid off—we hear it from our students. They like that the programs are focused on the themes that brought them to this campus in the first place” (p.159).

Kezer, A. J., & Kinzie, J. L. (2006). Examining the Ways Institutions Create Student Engagement: The Role of Mission, *Journal of College Student Development*, 47(2), 149–172.

**Faculty incentives to engage in service learning/other types of student engagement uneven, barriers significant**

Abes and her colleagues conducted research that obtained information from both practicing and non-practicing service learning faculty members. Questions were posed to both groups to determine what enablers and what barriers existed among the groups to determine motivational factors and institutional impediments. They studied more than 500 faculty from the 43 schools that are part of the Ohio Campus Compact. The most frequently cited variable for those nonparticipating faculty members was “time intensive” followed closely by “logistics.” Only faculty from research institutions cited “not rewarded in tenure and promotion” as a barrier to participation (p. 11).

Abes, E., Jackson, G., & Jones, S. (2002). Factors that Motivate and Deter Faculty Use of Service Learning, *Michigan Journal of Community Service Learning*, Fall, 5–17.

See also O’Meara, K. A., & Jaeger, A. (2006). Preparing Future Faculty for Community Engagement: Barriers, Facilitators, Models, and Recommendations, *Journal of Higher Education Outreach and Engagement*, 11(4), 81–93 for information on graduate students and service learning; and, Serving Adult Learners in Higher Education: Findings from CAEL’s Benchmarking Study (1999), Council for Adult and Experiential Learning.

**Student incentives to/rewards for participation in service learning/other forms of student engagement, ill-defined**

Kuh (2009) cites a landmark report, *“Involvement in Learning”* (1984) by the National Institute of Education, upon which a slew of studies for the next thirty years emerged. The original report, according to Kuh, indicated that involvement was key to student achievement, persistence, and educational attainment. Despite the number of studies, initiatives, and efforts, benefits for service learning, student engagement, and volunteerism in the form of co-curricular activities are not well understood among Student Affairs professionals.

Kuh, G. D. (2009). What Student Affairs Professionals Need to Know about Student Engagement, *Journal of College Student Development*, 50(60, 683–706.

**Community agency awareness of Penn State’s goals for service learning/other types of student engagement, extensive at limited locations**

“…concrete information about existing relationships between higher education and community organizations is slim.” (p.468)

“…studies of various forms of experiential learning have completely ignored both how students who participate might either benefit collective organizations and how the organization affects their values.” (p.469)

The consensus of community leaders seemed to be that most people do participate in civic life but only in a narrow range of activities related to their family’s life. Because the community leaders perceived that public support is slipping for nonprofit agencies that provide broad-based support for the community’s welfare or the public schools, such as United Way, volunteer fire departments, Rotary, or Parent–Teacher Associations, they find that the “trend has not been positive” for civic engagement. As one civic leader stated at a focus group, there is “definitely less” engagement today than in his past experience. Also, they saw a need to remedy this trend. (p. 471)

Brisbin, R. Jr., & Hunter, S. (2003). Community Leaders’ Perceptions of University and College Efforts to Encourage Civic Engagement, *The Review of Higher Education*, 26(4), 467–486.

**Community interest in service learning and student engagement, significant, scalability opportunities, untapped**

The consensus of community leaders seemed to be that most people do participate in civic life but only in a narrow range of activities related to their family’s life. Because the community leaders perceived that public support is slipping for nonprofit agencies that provide broad-based support for the community’s welfare or the public schools, such as United Way, volunteer fire departments, Rotary, or Parent-Teacher Associations, they find that the “trend has not been positive” for civic engagement. As one civic leader stated at a focus group, there is “definitely less” engagement today than in his past experience. Also, they saw a need to remedy this trend. (p. 471)

As one public official stated, in resource-poor communities, the lack of public money means that they require a “high level of citizen participation . . . to make [the community] work.” Public officials, therefore, desire linkages to higher education and other nonprofit civic organizations; value the attendance of citizens at public meetings about improving the physical environment, safety, and quality of public schools; and appreciate citizen observation and commentary on the work of public employees and contractors. When these linkages and forms of participation occur, they believe that people become “more comfortable in dealing with [community] issues.” (p.473)

Brisbin, R. Jr., & Hunter, S. (2003). Community Leaders’ Perceptions of University and College Efforts to Encourage Civic Engagement, *The Review of Higher Education*, 26(4), 467–486.

Kretzmann and McKnight (1993) studied cities in economic crisis that looked to the organizations and institutions to capitalize on the strengths within their communities. The approach is referred to as “asset-based community development” and describes the circumstance in which the community approaches the university for help in economic and social development rather than the university reaching out to the community first.

Kretzmann, J., & McKnight, J. (1993). *Building communities from the inside out: A path toward finding and mobilizing a community’s assets*Chicago, IL: Urban Affairs and Policy Research Neighborhood Innovations Network, Northwestern University.

See also, *A Guide to Reciprocal Community-Campus Partnerships*, Proceedings from Portland State University’s Partnership Forum, March 6–8, 2008.

**Philanthropic opportunities for advancing service learning/other types of student engagement, considerable**

Seifer and Holmes (2002) researched many ways of funding a center or initiatives for service learning. A Kellogg Foundation Report by Larson and Barnes-Moorhead (2001) provides information about establishing a Service Learning Center within academia. The report includes raising funds.

Seifer, S., & Holmes, S. (2002). Raising Funds for Service learning in Higher Education, *Campus-Community Partnerships for Health*, June 2002.

Larson, R., & Barnes-Moorhead (2001). *How centers work: Building and sustaining academic profit centers*, Battle Creek, MI: W.K. Kellogg Foundation.

See also, Brown, A., Garguilo, S., & Mehta, K. (2011). The Relentless Pursuit of Financial Capital for Micro-enterprises: Importance of Trust and Social Capital, *International Journal for Service Learning in Engineering*, 6(2), 78–97.

1. While our benchmarking efforts did not identify any current examples of service learning and student engagement activities implemented online, or in settings that target nontraditional students, we recognize that this is an important growth area for Penn State and an opportunity for Penn State to distinguish itself. In conjunction with the Office of Undergraduate Education, the World Campus is pursuing online delivery of a minor in Civic and Community Engagement. Additionally, we recommend the formation of a sub-committee charged with identifying additional opportunities for adult and nontraditional students to engage in meaningful service-learning experiences. [↑](#footnote-ref-1)
2. The term *public scholarship* is used broadly to include related concepts such as service learning and community engagement. [↑](#footnote-ref-2)
3. The Task Force acknowledges that there are robust, scholarly initiatives and programs to enhance undergraduate learning at Penn State and that some of these efforts have procured funds and/or are involved in significant fundraising efforts. Such enhancement activities can help students become more career ready. A recent example of the kinds of positive impact that enhancement programming can yield is the Senate Task Force report on internships (April 2012) that indicated students who hold internships are more career ready when they graduate.

   Other examples of existing effective programs at Penn State include: humanitarian engineering and social entrepreneurship, undergraduate research, study abroad, experiential and service learning, and a range of co-curricular activities (see Appendix 9). The Task Force is concerned, however, that the financial burdens of such programs may deny participation to students of all income levels, especially those who are out-of-state or international.

   We, therefore, suggest that one of the priorities of the Center for Student Engagement is to work closely with the Student Engagement Advisory Council to capitalize on synergies between existing programs to secure endowment and research funds for the various types of student engagement (see Appendix 9). Both in the literature and in the evidence collected by the Benchmarking Sub-committee, it was clear that a dedicated center is the model of choice to promote service and experiential learning and related co-curricular activities. Other entities would work in parallel to the center, dispensing scholarship funds, providing assistance to faculty (SITE can provide some additional training) and administrative programming assistance. For example, undergraduate research support would be channeled through Undergraduate Education while Study Abroad support would be managed by Global Programs and various international offices in the colleges and campuses; co-curricular scholarships would be managed by Student Affairs and online initiatives would be directed by Outreach and the relevant departments.

   We also suggest that the next Penn State development campaign highlight raising funds to support direct scholarships for students who participate in the specified kinds of enhancement programming. Individuals and corporations who have a particular disciplinary connection could fund named scholarships or activity interests and international graduates could be tapped to support undergraduates from their countries of origin. Some corporate sponsors might be inclined to support students who are gaining language skills in countries where those companies need employees. [↑](#footnote-ref-3)
4. The Task Force envisions a competitive selection process modeled after the Center for Rural Pennsylvania’s selection process, with targeted topics selected annually by the Student Engagement Advisory Committee. Fellows would submit a proposal application based on one of the topics and be selected on the merits of the proposal and other additional factors deemed important by the center and the State Engagement Advisory Committee. [↑](#footnote-ref-4)
5. Community connectors are embedded in local communities, have longitudinal history, and understand target communities. The community connectors have, over time, established a relationship with community leaders and others based on trust, mutual respect, honesty, and acceptance. For example, current Extension directors who are serving as community connectors seek alignment between teaching and research interests (university) and local challenges (community). They serve on numerous community boards and organizations, have strong relationships with, for example, local and regional school and hospital administrators, and have facilitated local community-based research projects. A major criticism of university–community work is that communities are treated as “subjects” and often feel used in the research and teaching process. With an embedded community connector, the longer-term relationship with communities allows for a balance between research/teaching needs and value delivered to the community (Jacoby, et al., 2003).

   The ability of the community connector to provide logistical, relational, and community understanding to improve the local experience facilitates, and often accelerates, the engaged learning experience as well as significantly reduces the amount of preparation time and effort on the part of the faculty. Given Penn State’s statewide presence, there is potential to engage Extension directors and educators as well as campus faculty and staff in the role of community connectors.

   The profile of the institution in the community can also be elevated with the presence of faculty and students working in partnership with the locality. The goodwill garnered for the institution can be realized in a number of tangible ways including: institutional support from elected and other public officials; local, state, and national funds are accessed more easily through collaborative grant processes; and improvement of student recruitment.

   Through partnership, the Community Fellow and community connectors can contribute to achieving measurable progress towards the 2009–2014 Penn State Strategic Plan, Priorities for Excellence. [↑](#footnote-ref-5)