

# The Five R' s of Service-Learning as Engaged Scholarship

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# Developing your agenda: Teaching, Service and Scholarship

- **Personal and Passion?**
- **Philosophical?**
- **Professional?**
- **Pedagogical?**
- **Practical?**

....Liberally educated students must be taught to analyze problems, evaluate data, critically appraise arguments and beliefs and, most importantly, weigh alternatives. In a sense, the object of the liberal arts is to prepare young people to cope with problems and challenges that do not yet exist....

(Pontuso & Thornston, 2008)

*“Learning, discovery, and engagement* may be more appropriate descriptors of faculty work, than the current triad of teaching, research, and service.”

# *Engagement: Pedagogy and Scholarship*

Engagement is the *partnership of university knowledge and resources* with those of the public and private sectors to:

- Enrich scholarship, research, and creative activity,
- Enhance curriculum, teaching and learning,
- Prepare educated, engaged citizens,
- Strengthen democratic values and civic responsibility,
- Address critical societal issues,
- And contribute to the public good.

# Engagement is *SCHOLARLY*

A scholarship-based model of engagement involves both the *act of engaging* (bringing universities and communities together) **WITH** the *product of engagement* (the spread of discipline-generated, evidence-based practices in communities).

Engagement is *reciprocal and mutually beneficial*. There is mutual planning, implementation, and assessment among engagement partners.

## *Practice of Engagement:*

### *Scholarship Reconsidered (Dr. Ernest Boyer)*

- The scholarship of *discovery* (original research that advances knowledge),
- The scholarship of *integration* (synthesizing and interpreting knowledge),
- The scholarship of *application* (both applies knowledge and contributes to understanding),
- The scholarship of *teaching* (examined or reflective practice of teaching).

# Fundamental Basics: Is engagement valued?

- What are the premises, principles and practices of Nazareth College?
- Are the premises, principles and practices of engaged teaching and engaged scholarship valued within our institution?
- How does the practice of engaged teaching, scholarship and service connect with Nazareth College's promotion and tenure criteria?



- Nazareth College, founded in 1924, is a coeducational, independent college located on 150 scenic acres near Rochester, N.Y., offering undergraduate and graduate studies. *Nazareth has a strong commitment to experience-based learning and civic engagement.*

# Nazareth College's Mission

The mission of Nazareth College is to provide a learning community that educates students in the liberal arts, sciences, visual and performing arts, and professional fields, fostering commitment to a life informed by intellectual, ethical, spiritual, and aesthetic values; to develop skills necessary for the pursuit of meaningful careers; and *to inspire dedication to the ideal of service to their communities.* Nazareth seeks students *who want to make a difference in their own world and the world around them*, and encourages them to develop the understanding, commitment, and confidence to leadfully informed and actively engaged lives.

# Vision

- Nazareth College will be nationally and internationally recognized as a comprehensive educational institution, which provides its students with transformational experiences and integrates liberal arts, sciences, visual and performing arts, and professional education at the undergraduate and graduate levels and *which places special value on student success, diversity, inclusion, civic engagement, and making a difference in local and global communities.*

# Statement of Respect & Diversity

- We, the Nazareth community, embrace both respect for the person and freedom of speech. The College promotes civility and denounces acts of hatred or intolerance. The free exchange of ideas is possible only when concepts, values and viewpoints can be expressed and challenged in a manner that is neither threatening nor demeaning. It is the policy of Nazareth College, in keeping with its efforts to foster a community in which the diversity of all members is respected, not to discriminate on the basis of race, religion, color, sexual orientation, gender identity or expression, national or ethnic origin, sex, age, marital or veteran status, disability, carrier status, genetic predisposition or any other protected status. Respect for the dignity of all peoples is an essential part of the College's tradition and mission, and its vision for the future.

## *Nazareth College's Strategic Plan*

- **Goal 1:** Clearly articulate Nazareth's distinctive identity as a comprehensive college that integrates liberal and professional education, offers unique programs at both the undergraduate and graduate level, and places special value on *student success, diversity, inclusion, civic engagement, leadership, and making a difference in local and global communities.*
- **Goal 2:** Enhance the entire campus community's commitment to *the highest standards of learning, discovery, scholarship, and creative activity.*
- **Goal 3:** Expand and strengthen the sense of community and our commitment to diversity and inclusion.
- **Goal 4:** *Define and strengthen the College's commitment to civic engagement, an essential ingredient of an education that prepares students for their civic responsibilities at the local and global levels.*
- **Goal 5:** Enhance and enrich the quality of student life on campus in order to realize our core commitment to student success.
- **Goal 6:** Ensure that Nazareth has the financial and human resources to attain its vision and further its mission.
- **Goal 7:** Develop a culture of strategic planning and assessment.

*Scholarship of Engagement*  
*The goals of Nazareth College*  
*and YOU!*

**...As the name implies, professors are not merely attempting to transfer knowledge to students...**

**Instead, they are trying to liberate them from the tyranny of the merely conventional....**

**(Pontuso & Thornston, 2008)**

# *Fundamental Basics: YOUR....*

- Premises
- Principles
- Practices

What do you believe, think, act upon  
as an educator, as a faculty member  
and as a citizen of the community?

# *Fundamental Basics: Integration*

Integration of your **pedagogical premises, principles and practices with:**

- Mission of Nazareth College,
- Outcomes of your department,
- Student learning outcomes of your courses,
- Salient research on scholarship of engagement and the best practices of service-learning,
- Mission statement and service delivery methods of community partner,
- Assessment and evaluation documents,
- Your reflective self-assessment,
- Criteria for promotion and tenure.

Dr. Marie Watkins, 2011

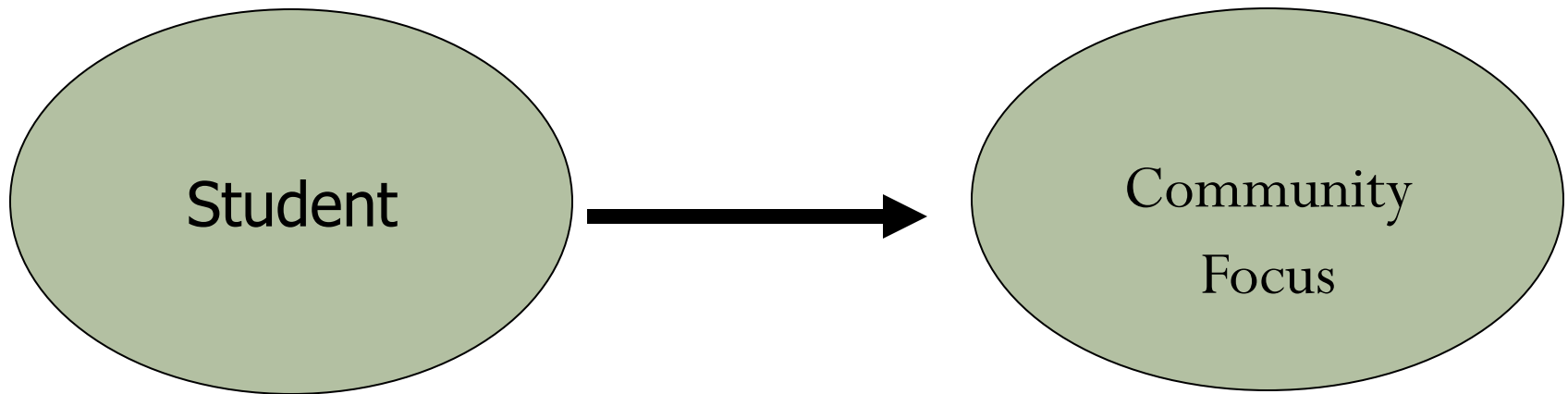


# *Nazareth College's Forms of Civic Engagement*

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- Community Service
- Internships
- Service-Learning

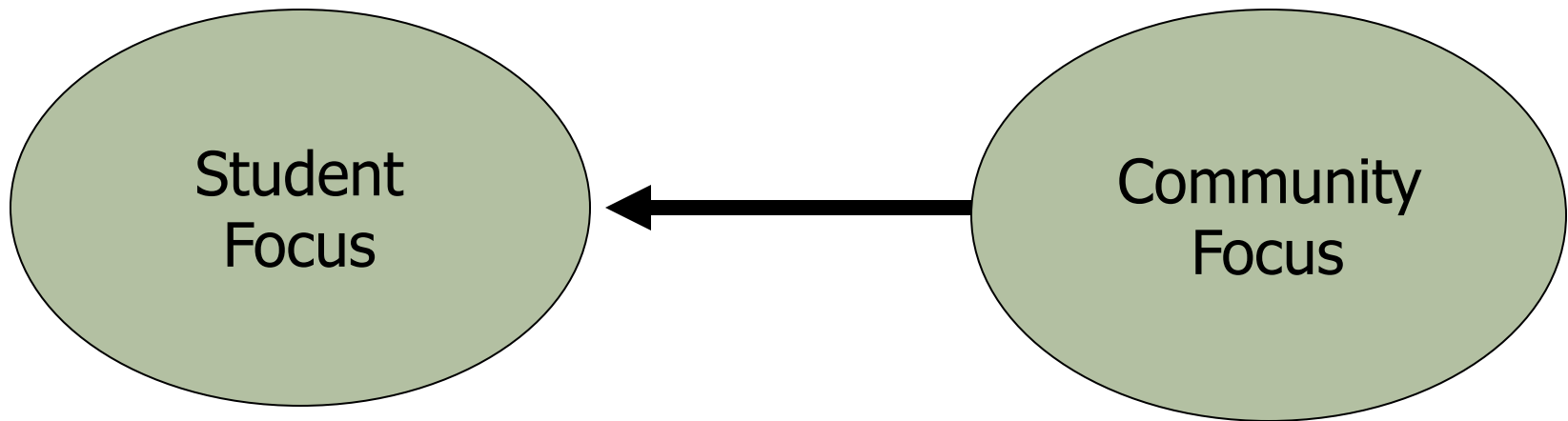
# *Community Service*



The community is the primary consideration and the context of service.

*Source: Academic Service-Learning: Faculty Development Manual, Kathleen Stacey, et al., 1997*

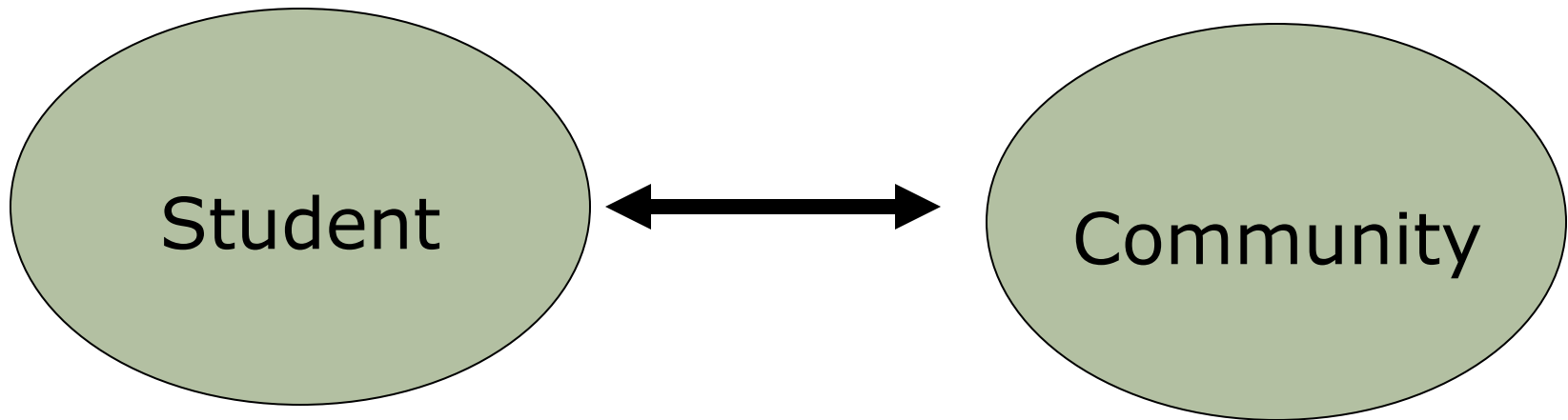
# *Professional Development Internships*



The student's professional development is primary and the context is the professional program.

*Source: Academic Service-Learning: Faculty Development Manual, Kathleen Stacey, et al., 1997*

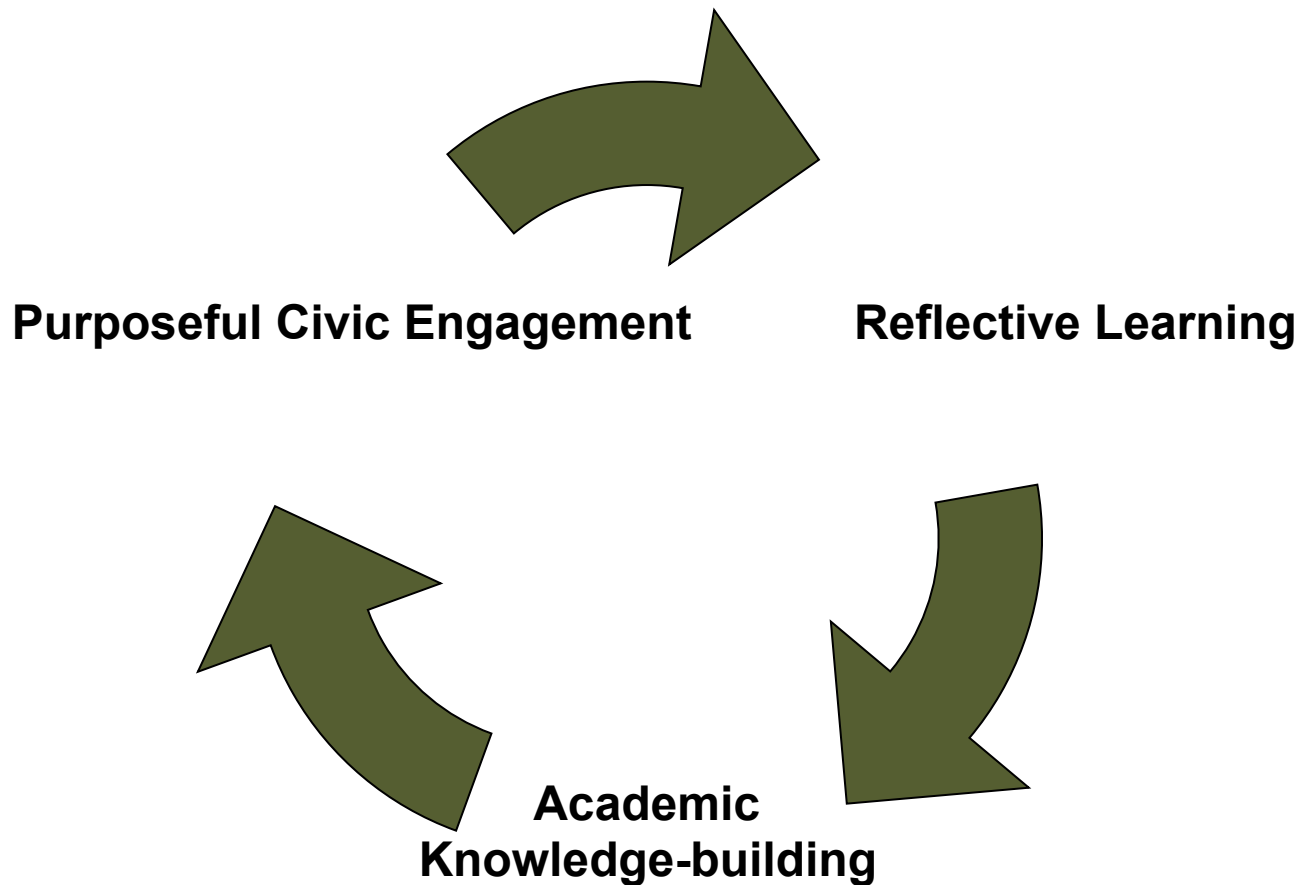
# *Academic Service-Learning*



The student and community share primary considerations and the context is the academic course **WITH** the community.

*Source: Academic Service-Learning: Faculty Development Manual, Kathleen Stacey, et al., 1997*

# *Service-Learning: One example of Engaged Scholarship and Pedagogy*



# *Service Learning Is:*

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- A credit-bearing educational experience,
- An organized service activity,
- Able to meet identified community **needs**,\*\*\*
- An opportunity to enhance civic responsibility,
- Able to incorporate course content into relevant experience (Bringle & Hatcher, 1996)

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- Watkins: Rather than deficit language of needs, I use the language of shared interests and resources

## *A thought to ponder....*

In recent years the question “how can I help?” has become meaningful to many people. But perhaps there is a deeper question we might consider. Perhaps the real question is not how can I help, but

*how might I serve?*

*Rachel Naomi Remen, reprinted from the Noetic Sciences Review, Spring, 1996*

# *Components of Service-Learning*

- Rigorous and Relevant Learning,
- Responsible and Value-added Service,
- Reciprocity and Relationships,
- Reflection that is Embedded, Organized and Intentional,
- Recognition and Celebration.



# *Rigorous and Relevant Learning with Curriculum Integration*

- Enhanced academic success when service-learning project has explicit outcomes that are connected with classroom content, instructional methodology and student learning outcomes.

(Dr. Marie Watkins, 2011)

# *Responsible and Value-Added Service*

- Connects a variety of premises, principles and practices,
- Sharing resources to build on each others' interests and strengths—rather than focus on needs and problems,
- Service are relevant and valuable,
- Service project will have demonstrable impact of importance,
- Efforts make a difference for all partners.

# *Reciprocity and Relationships*

Sustain service-learning experience through authentic partnerships between students, educators and members of the community-based organizations by developing and sustaining

- a shared vision and mutually determined outcomes,
- **respectful relationships,**
- clarity around roles, responsibilities, timelines and budgets,
- ongoing communication.

# *Reciprocity and Relationships*

## *A Service-Learning Project Checklist*

- Teambuilding
- Communication
- Determining
- Deciding
- Planning
- Connecting
- Preparing All Participants
- Reflecting
- Celebrating and Recognizing
- Evaluating and Documenting

*Reciprocity and Relationships*  
*Reciprocally Defined Assessment Criteria Based*  
*Upon:*

- Academic Content
- Service-Learning Knowledge and Skills
- Mission-driven, departmentally-based, CAS standard oriented criterion
- Faculty, student and community: engaged assessment
- Incorporation of assigned reflection components

*Student Learning Outcomes: Connect with Nazareth College's Core and Council for the Advancement of Standards in Higher Education (CAS)*

16 learning and development domains that are core components of academic programs identified by CAS:

1. Intellectual growth
2. Effective communication
3. Enhanced self- esteem
4. Realistic self-appraisal
5. Clarified values
6. Career choices
7. Leadership development
8. Healthy behavior

# *Council for the Advancement of Standards in Higher Education (CAS)*

- 9. Meaningful interpersonal relationships
- 10. Independence
- 11. Collaboration
- 12. Social responsibility
- 13. Satisfying and productive lifestyles
- 14. Appreciating diversity
- 15. Spiritual awareness
- 16. Personal and educational goals

# *Reciprocity and Relationships*

## *Phases of Service-Learning*

- Pre-onsite Jitters
- Getting to know you
- Service-learning is different and new
- Why don' t they just...
- Now I get it...
- I have learned more than I thought



# *Reflection that is Intentional and Organized*

- The most effective reflection is EMBEDDED reflection!
- Opportunities are varied, on-going, and elicit deeper thinking,
- Connects personal with educational learning,
- Serves as the bridge between experiences and learning.

(Dr. Marie Watkins, 2011)

## *Faculty Supports Available Through The Center For Service-Learning Include:*

- Curriculum development assistance
- Project development assistance
- Reflection/assessment materials
- Resource acquisition
- An opportunity to be heard, a shoulder to lean on, and a nonjudgmental “guide on the side.”

## *Selected Works:*

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