December 1, 2010

QEP and SACS Reaffirmation Review
Attention Co-Chairs: Dr. Deanna Sellnow and Dr. Diane Snow
203C Main Building
Campus 0032

Dear Dr. Sellnow and Dr. Snow,

We are excited to submit the QEP proposal for the Center for Service-Learning and Engaged Citizenship. This process has provided a genuine opportunity to enjoin a collaborative work team inclusive of faculty, professional staff, and student contributors to develop this submission.

While one author is identified as a part of this process, credit is to be given to all individuals participating including [REDACTED] our QEP liaison, was very helpful in meeting with us at the onset. There are many others to be credited who have expressed interest and support across the University and in the community. This input was invaluable as we reached out to identify partners and stakeholders.

This spirit of cooperation is reflective of the proposal’s intent and spirit of integration of service-learning and engaged citizenship endeavors throughout the University in partnership with the Commonwealth and beyond. It impacts students, faculty, staff, and community partners in a very authentic and intentional manner.

We appreciate the time and interest of the reviewers in advance. Please note the workgroup welcomes any feedback. If there are questions, please do not hesitate to contact me at [REDACTED] or

On behalf of the work team, thank you for the opportunity to be selected to bring this proposal forward.

Sincerely,
UNIVERSITY OF KENTUCKY QEP SUBMISSION

DEDICATED TO THE CIVIC-MINDED GRADUATE (CMG):

CENTER FOR SERVICE-LEARNING AND ENGAGED CITIZENSHIP PROPOSAL

Authors:
Problem Description and Rationale

Universities have begun to re-examine their connections to community; how they educate and support undergraduates as scholars and citizens; how they promote student scholarship in their graduate and professional programs; and the manner in which they provide technical assistance, consultation, and life-long learning experiences for members of the community. Nowhere is this voice stronger than at land-grant institutions including the University of Kentucky.

The proposal for a Center for Service-Learning and Engaged Citizenship is built upon the premise that collaboration across administrative units draws together the theoretical expertise, critical analysis, teaching applications, assessment, evaluation, and visioning from among multiple units which are committed to service-learning pedagogy and community-based learning, but are currently acting independently. The University has a number of existing resources, including dedicated faculty, professional staff, engaged students, and an array of curricular and co-curricular programs working directly with community partners. However, these efforts are isolated and lacking an administrative support network reflective of a synergistic approach to identifying and elevating service-learning and community-based learning institutionally.

The Center is designed to be responsive to multiple University interests related to student success, including but not limited to, student retention. Service-learning has been identified as a high impact activity which has a demonstrable effect on student persistence, satisfaction, and learning outcomes (Kuh, 2008). Educational practices, highlighted in research, that increase the likelihood of student success include: high expectations that students will succeed, curricular and behavioral integration, pedagogies involving active learning and collaboration, frequent feedback, time on task, respect for and engagement with diverse groups, frequent contact with
faculty, connections between academic and non-academic experiences, and an emphasis on the first year of study (Ewell & Wellman, 2007). Service-learning pedagogy and its integration across the academic curriculum and co-curriculum encompasses each of these high-impact educational practices in very defining contexts.

Called to promote systemic long-lasting change and support the growth and development of our citizens, the academy must reach out to the community (i.e., Carnegie Center for the Advancement of Teaching, Kellogg Foundation). Faculty, professional staff, administrators, and students must situate their work within authentic contexts, must use their knowledge to help solve problems within these real-world contexts, and integrate this process of engaged learning within the day-to-day learning experiences of the campus. There is an increasing demand that institutions of higher education work more closely with citizens to elevate the quality of life of each citizen (Glassick, 1997) and to promote the public good. It is incumbent upon higher education institutions to make intentional efforts to connect research to real-life experiences and contexts (i.e. the University’s Commonwealth Collaboratives). The Center is directly responsive to this call for the University of Kentucky to “reach out” to the Commonwealth and beyond.

Overview

The purpose of the Center is to increase the number of civic-minded graduates through the establishment of a clear university-wide agenda to promote and support community engagement and community-based learning experiences. It provides a centralized entry point for facilitating and training faculty, staff, students, and community partners in service-learning applications and resources. These efforts will sustain and grow the University’s interest in promoting community-based learning experiences, supporting student development as current and future citizens, and serve the citizens of the Commonwealth and beyond. The Center is a dedicated focal point to
match faculty, staff, students, and community partners in using the resources of the University to meet community needs while promoting student learning. At its fullest capacity, it will support scholarship and research as the University reinforces service-learning and community-based learning in teaching, research, and service.

**Relationship to University Strategic Plan.** This proposal aligns with the UK Business Plan and recent efforts in undergraduate curricular reform, which directly reflect a more engaged perspective and includes language specific to engagement and citizenship. Specifically, one of the General Education learning outcome states: “Students will demonstrate an understanding of the complexities of citizenship and the process for making informed choices as engaged citizens in a diverse, multilingual world.” An even stronger linkage is found in the UK Strategic Plan - four of the five strategic goals contain language that supports a more engaged professoriate and university (through both community and international efforts). Goal Five is specific: “Improve the Quality of Life of Kentuckians Through Engagement, Outreach, and Service”.

**Relationship to QEP Themes.** The Center’s mission and functions address all six QEP themes. At its core, service-learning pedagogy and practice results in developing engaged citizenship and expanding global awareness and involvement. This is the primary intent and outcome of service-learning and community-based learning experiences: disciplinary, inter-disciplinary, and co-curricular. The interactive nature of service-learning and engagement of the faculty/staff/students/community partners establishes a relationship across all interests that fosters a supportive and vibrant campus culture through genuine communication, problem-solving, and service dedicated to elevating the success of all involved in the process - internal and external to the classroom. Service-learning presents an opportunity to enhance scholarship in a manner which encourages students to critically assess authentic problems and identify
authentic solutions while negotiating the diverse needs of multiple stakeholders within community settings. These experiences often require exploration of place-based moral and ethical dilemmas. Furthermore, research in engagement (student and faculty/staff) is a key factor in fostering understanding and identifying solutions to community-based issues.

Service-Learning is an innovative pedagogy for the 21st century with research on its effects in the classroom revealing a constructive impact on each member of the service-learning ecology. Service-learning has a positive effect on students’ interpersonal development, ability to work with others, and leadership and communication skills (Astin & Sax 1998; Dalton & Petrie, 1997; Keen & Keen, 1998). Service-learning also has a positive effect on reducing stereotypes and facilitating cultural and racial understanding (Astin, Sax, & Avalos, 1999; Boyle-Baise, 1998; Boyle-Baise & Kilbane, 2000; Eyler & Giles, 1999, Potthoff, Dinsmore, Eifler, Stirtz, Walsh & Ziebarth, 2000). Faculty report that service-learning has a positive impact on students’ academic learning (Balazadeh, 1996; Eyler, Root, & Giles, 1998; Vogelgesang & Astin, 2000, Ward, 2000). Service-learning also has demonstrated a positive influence on the students’ relationship with the institution. The University seeks to provide an environment for students where there is an affinity and connection ensuring students have the support and resources to successfully navigate transitions as they join the University community and throughout their collegiate tenure. For example, students engaged in service-learning report stronger faculty relationships than their peers who are not involved in service-learning (Astin & Sax, 1998; Eyler & Giles, 1999). Service-learning also improves student satisfaction with their college (Berson & Younkin, 1998). Furthermore, institutions using service-learning as a dominant pedagogy report enhanced community relations (Driscoll, Holland, Gelmon & Kerrigan, 1996; Gray et al, 1998). Finally, community members see the University through a focused lens of collaboration across multiple
units and stakeholders. In summary, this Center provides a unique opportunity to maximize student learning, institutional effectiveness, and community-based outcomes.

**Benchmark Programs.** Centers for service-learning are a significant part of the institutional fabric of a number of our benchmark institutions (i.e., Michigan State, North Carolina State, Ohio State, University of Wisconsin – Madison, University of Maryland, and University of North Carolina – Chapel Hill). The support they provide is evidenced by their inclusion in the U.S. News and World Report rankings of the Top 25 Service-Learning Institutions (see [http://colleges.usnews.rankingsandreviews.com/best-colleges/service-learning-programs](http://colleges.usnews.rankingsandreviews.com/best-colleges/service-learning-programs)). Other benchmark institutions such as Penn State and the University of Minnesota also have active engagement and service-learning agendas. *(See aspirational program links in appendix p.15).*

**Priority as a QEP.** This proposal directly addresses the University’s commitment to innovation, accountability, and efficiency in its utilization of existing resources to enjoin to create the foundation for, and membership of, the Center. The Center is unique in its collaborative partnership of Undergraduate Education, University & Community Engagement, the Division of Student Affairs Center for Community Outreach, and the Center for Enhanced Learning and Teaching. This collaborative approach does not duplicate University services but bridges existing resources to address the unique needs of those served through the Center (faculty/staff/ student/community). While these four entities provide a foundational support for the Center’s development, the intent of the cooperative is to engage with multiple stakeholders representing a broad sweep of the University community; recognizing that the applications for service-learning are far reaching in curricular, co-curricular, and community settings.
## Personnel, Activities, and Timeline

The Center is built upon a model of inclusiveness across the University and seeks to develop and maintain partnerships and connections that may include, but are not limited to:

<table>
<thead>
<tr>
<th>Academic Colleges</th>
<th>Informational Technology</th>
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<tbody>
<tr>
<td>Community &amp; Economic Development Initiative of Kentucky</td>
<td>Institutional Diversity</td>
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<tr>
<td>Community &amp; Leadership Development</td>
<td>Institutional Research</td>
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<td>Community Partners</td>
<td>Registrar</td>
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<td>Cooperative Extension Service</td>
<td>Residence Life</td>
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<td>Education Abroad</td>
<td>Student Financial Aid</td>
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<tr>
<td>Faculty Service-Learning Community</td>
<td>Student Involvement</td>
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<tr>
<td>Gaines Center for the Humanities</td>
<td>Sustainability</td>
</tr>
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While the Center is built upon a holistic model of inclusion of these units, the foundational partners (University and Community Engagement, Undergraduate Education, Division of Student Affairs Center for Community Outreach, and the Center for the Enhancement of Learning and Teaching) are strategic and promote a comprehensive, effective, and efficient center. Dedicated staff time in each area has been identified to fulfill the initial operation of the Center. Each area offers the following:

Contributions from the academic units including Undergraduate Education and the Center for the Enhancement of Learning and Teaching include academic substance, connections to faculty, tailored teaching and training resources, and the organizational structure necessary to support academic policies and faculty development. These contributions result in facilitating the inclusion of service-learning activities within the academic curriculum including the promotion of engagement-based scholarship and research. Identified personnel are [redacted] and [redacted], staff and faculty with extensive experience in faculty development and community partnerships. [redacted] holds the James W. & Diane V. Stuckert Endowed
Professorship in Service-Learning. is an Educational Research Specialist with expertise in faculty development and service-learning.

Center for Community Outreach staff and colleagues in Student Affairs bring their knowledge of student development theory, learning styles, and long standing history in service-learning and leadership education teaching and training applications within the curricular and co-curricular realms. They understand group and collaboration building processes and have experience in program administration, logistics, and resource building. Personnel from these units are (Director of Student Involvement), (Program Director for Leadership and Service), and (Center for Community Outreach Program Advisor). These professional staff have dedicated years of experience in directing leadership education and community-based learning experiences at UK and other institutions.

University and Community Engagement staff contributes understanding of partnership development both internal and external to the University and serve as a natural gateway for identifying and tracking service-learning and community-based partnerships. They bring strength in training and identification of internal and external sources to meet the unique needs of the community and University and a broad view of institutional resources which can be responsive to addressing these needs. (Assistant Vice President for Community Engagement) and (Director of the Office for Community Engagement) will provide expertise and support for the Center through their extensive backgrounds in working with community and student partners.

In addition to personnel, each of the partnering units brings resources to support the work of the Center. A number of units and programs across campus are supportive of this proposal and will enhance the efforts of the working partners. These units would constitute members of an
Advisory Board to refine outcomes, identify assessment procedures, determine criteria, utilize assessment data to evaluate the success of the Center, provide feedback toward the accomplishment of the goals and plan the next steps and future goals.

The Center will evolve through a phased approach over three years beginning in 2010-2011.

Phase I (2010-2011):
- Clarify specific roles and intersections of Undergraduate Education, University and Community Engagement, the Center for Community Outreach, and the Center for the Enhancement of Learning and Teaching (in progress);
- Conduct universal audit of current community-based learning and service-learning programs across curricular, co-curricular, and community engagement units;
- Review current/existing needs statements from community programs and organizations;
- Present to key stakeholders and partners to gather support and identify needs and interests;
- Identify funding dedicated toward initial staffing support and IT resources for the development, design, and promotion of a virtual website to provide centralized access to community-based learning and service-learning resources for faculty, staff, students, and community entities;
- Convene standing schedule of work group to incorporate partner collaboration in ongoing development of the Center;
- Develop and deliver training for faculty, staff, student, and community partners;
- Develop assessment mechanism to evaluate responsiveness to the Center and identify directional indicators for continued program development.

Phase II (2011-2012):
- Continue with Phase I initiatives as determined through assessment and review by key stakeholders;
- Identify dedicated funding source for functioning Center for Service-Learning and Engaged Citizenship including physical space allocation, human resources, and operational budget on a recurring basis.

Phase III (2012-2013):
- Have in place fully functioning Center for Service-Learning and Engaged Citizenship.
  Includes human resources, operations and incorporation of Advisory Board.

Learning Outcomes and Assessment

Outcomes and accompanying assessment strategies are identified for each group of stakeholders. Criteria, data sources, and measures are included where appropriate. However, baseline information for a number of the outcomes (i.e., number of S-L courses) has yet to be
collected. Data collection points are anticipated to occur each semester for review. Much of the data is extant and available through the Registrar and academic units. Center staff will canvas benchmark institutions for service-learning and engagement rubrics and assessment tools.

**Student learning outcomes:**

- **Apply critical thinking and problem solving skills to various social, political, and environmental issues facing communities.** **Criteria:** Students will be expected to complete assignments that demonstrate competencies in critical thinking, problem solving, communication, and self-reflection as part of meeting course/program requirements.

- **Generate reflective inquiry to document an awareness of the perspectives of self, others, and the world.** **Criteria:** Students will be expected to fulfill assignments (i.e., journaling, discussion, other written or verbal products) that demonstrate reflective inquiry and perspective-taking as part of the course/program requirements.

- **Describe moral and ethical dilemmas resulting from experiences with authentic community needs and interests.** **Criteria:** Students will be expected to fulfill assignments that demonstrate competencies in negotiating and recognizing moral and ethical dilemmas as part of the course/program requirements.

- **Express appreciation and value for diverse people and communities.** **Criteria:** Students will be expected to fulfill assignments that demonstrate appreciation and value of diversity as part of the course/program requirements.

- **Demonstrate leadership skills (such as the ability to work with others and oral and written communication skills).** **Criteria:** Students will be expected to fulfill assignments that demonstrate leadership as part of the course/program requirements.

- **Express a commitment to lifelong learning and service, and a sense of civic responsibility as citizens of the world.** **Criteria:** Students will be expected to fulfill assignments that demonstrate a commitment to lifelong learning, service, and civic responsibility as part of the course/program requirements.

- **Constructing meaningful relationships with faculty, staff, and peers, and significant connections to the institution and the community.** **Criteria:** Students will express commitment and increased significant relationships through various sources such as individual reflections, student evaluations, and focus group interviews.

**Faculty learning outcomes:**

- **Implement teaching strategies that support service-learning experiences into curriculum.** **Criteria:** Courses/programs that include service-learning as an instructional strategy will be documented and publicized on the Center’s website.

- **Identify resources for community partnerships to integrate with service-learning course(s).** **Criteria:** Faculty members will identify community partnership resources as part of the course design and program development process.

- **Articulate the needs of community partners in developing an effective partnership.** **Criteria:** Faculty members will describe (in publications, syllabi) how the service component is expected to address needs of the community partner and explain how those needs were identified as part of the course design and program development process.
Community learning outcomes:
- Explain how University resources can be used to support community-based needs. **Criteria:** Community members will describe how University resources are used to support their own (and other) community-based needs.
- Define and promote differing types of institutional/community partnerships. **Criteria:** Community members will identify and promote community partnerships.
- Identify sources and methods to connect with the University depending upon identified needs. **Criteria:** Community members will identify sources, personnel, and methods to connect with the university.
- Describe the needs of University partners in developing an effective partnership. **Criteria:** Community partners will explain how the University-Community partnership was identified, how the resources provided by the university supported their need, and how the partnership met the needs of University partners.

Budget

The budget for the Center is evolving as there is foundational support through the partners to begin formulating the operation which speaks to efficiency of current resources. Following is an initial start-up budget to meet the timeline proposed. The possibility exists for external funding through grants to support curricular/co-curricular programming, course mini grants, etc.

Committed University resources to sustain the Center’s operation, including expanded human resources, would be pursued. IT may be reduced for maintenance status. Dollars are recurring.

<table>
<thead>
<tr>
<th>Category</th>
<th>Description/Comments</th>
<th>Budget</th>
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<tbody>
<tr>
<td>Human Resources</td>
<td>Director, Administrative Staff Support, Graduate Assistant, Part-Time Professional (includes benefits)</td>
<td>$150,000</td>
</tr>
<tr>
<td>Operational Support</td>
<td>Computing, communications, work space, etc. for staff</td>
<td>$35,000</td>
</tr>
<tr>
<td>IT Database/Web Development</td>
<td>Partnership with UK/Vendor</td>
<td>$10,000</td>
</tr>
<tr>
<td>Program Development/Delivery</td>
<td>Training, consultants, guest lecturers, professional development seminars, assessment, etc.</td>
<td>$50,000</td>
</tr>
<tr>
<td>Course/Program Support</td>
<td>Mini-grants for courses; seed money for program development</td>
<td>$20,000</td>
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<tr>
<td>Marketing/Promotions</td>
<td>Print, tabling, special events for University &amp; Community</td>
<td>$10,000</td>
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<tr>
<td>Professional Travel</td>
<td>Presentations, conferences, benchmarking, etc.</td>
<td>$10,000</td>
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<tr>
<td><strong>TOTAL BUDGET</strong></td>
<td></td>
<td><strong>$285,000</strong></td>
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References


Appendix

Michigan State University Center for Service-Learning and Civic Engagement:

http://www.servicelearning.msu.edu/

The Ohio State Service-Learning Initiative: http://service-learning.osu.edu/

University of Maryland: http://www.csl.umd.edu/