

Additional resources and references that may be of interest:

The goal of this seminar is to explore institutional structures for CSL that can facilitate the sustainability and institutionalization of CSL and university-community engagement. This may include creating CSL centres or offices, dedicating staff or faculty positions, and establishing advisory councils. Presenters from the University of Alberta will describe how their CSL programs have evolved in two different campuses, what has worked and not worked, and guide participants through some key questions to consider when thinking through implementing CSL in a post-secondary institution.

Links

Service Learning: Challenges and Opportunities (by Patricia Hutchison)

<http://www.newfoundations.com/OrgTheory/Hutchinson721.html>

This article outlines areas of consideration in institutionalizing service learning.

Strategic Planning Worksheet for Institutionalizing Service-Learning in Higher Education

<http://www.hawaii.edu/servicelearning/hipicc/downloads/files/strategicPlanningWorksheet.pdf>

A tool created by the Western Region Campus Compact Consortium members to assist institutions in a strategic planning activities with the goal of greater integration of service learning within the institution.

National Service Learning Clearinghouse's Bibliography on "Sustainability of Service-Learning in Higher Education Selected Resources"

http://www.servicelearning.org/instant_info/bibs/he_bibs/sustain_he/index.php

Institutional Structures for Service-Learning In Higher Education

Source: Sarena D. Seifer, Community-Campus Partnerships for Health, May 2002; updated by Pam Mutascio and Julie Plaut, Campus Compact, September 2008.

http://www.servicelearning.org/instant_info/fact_sheets/he_facts/inst_structure/index.php

Resources

Bringle, Robert G. and Julie A. Hatcher. (2000). Institutionalization of Service Learning in Higher Education. *The Journal of Higher Education*, Vol. 71, No. 3.

This article explores features of greater institutionalization including centralized offices and funding.

Campus Compact. (2000). *Establishing and Sustaining an Office of Community Service*. RI: Campus Compact.

This book aims to assist new and experienced campus staff in institutionalizing their community service and service-learning programs through establishing a campus operation to house their programs.

Chapter one provides an introduction to community service outlining the benefits, key aspects, different program options (i.e. service-learning, curricular, short-term projects, long-term projects, etc.), and the first steps in building a program. Subsequent chapters outline the development of a strategic plan, creating campus/community partnerships, operational logistics, student recruitment, reflection, liability and risk management, funding and program assessment.

Finally, the book concludes with an extensive appendix including examples, templates, tools and samples such as surveys for community organizations, faculty, and institutional self-assessments; organizational charts; objectives and measurable outcomes; job descriptions; application forms; contracts; budgets; activities for faculty development; checklists; log sheets; evaluation forms; and reflection forms.

Furco, Andrew. *Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education*. Berkeley, CA: Service-Learning Research and Development Center, University of California. Revised 2002.

http://staging.servicelearning.org/filemanager/download/Furco_rubric.pdf

This resource is designed to support practitioners in assessing the institutionalization efforts on their campus.

Holland, Barbara (1997). *Analyzing Institutional Commitment to Service: A Model of Key Organizational Factors*. Michigan Journal of Community Service Learning, Fall 1997, pp. 30-41.

<http://www.compact.org/advancedtoolkit/pdf/holland-all.pdf>

This article explores issues related to institutionalizing service learning and proposes a matrix that links organizations factors to levels of commitment to service as a tool to set institutional goals.

Holland, Barbara A. (2000). *Institutional Impacts and Organizational Issues Related to Service-Learning*. Michigan Journal of Community Service Learning, Special Issue, Fall 2000, 52-60.

Abstract: The implementation and sustainability of service-learning depends in large part on our better understanding of the institutional impacts of service-learning, and of the organizational changes that are often needed to make service a central element of academic work and study. Recent literature has outlined the features of an "engaged" institution, and identified organizational characteristics that seem to contribute to the success of service-learning. Future research must tell us more about the comparative forms these characteristics may take in different institutions, explore the possibility of stages of implementation, and clarify our language regarding service as scholarship. Research on institutional change processes, strategies and policies is especially urgent.

Underwood, Charles, et al. *Learning at the Edges: Challenges to the Sustainability of Service-Learning in Higher Education*. Berkeley, CA: University of California. 2000.

http://www.uclinks.org/reference/research/underetal_01.html

This article examines the UC Links program to demonstrate some of the challenges and successes in the process of integration service learning activities in higher education.

Western Region Campus Compact Consortium. *Getting Past Go: Successful Strategies and Tools for Institutionalizing Service-Learning in Higher Education*. Bellingham, WA: Western Region Campus Compact Consortium. 1998

Abstract: The Western Region Campus Compact Consortium (WRCCC) investigates the institutionalizing service-learning in higher education. Materials from the study include the following: WRCCC's Institutional self-assessment benchmark worksheet and background materials, initial analyses of institutional movement in WRCCC's 44 subgranting partners, summary of institutional type-specific tips for institutionalizing service-learning, and summary of institutional type-specific and developmental level-specific best practices, advice for the field and contributing factors for success. Includes the papers "Institutionalizing Service-Learning in Higher Education" and "Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher

Education" by Andrew Furco. Also includes "Institutionalizing Service-Learning in Higher Education: Emerging Vision and Strategies" edited by Atina Pascua and Kevin Kecskes.

Shrader, E., Mary Anne Saunders and Sam Marullo (2008). Institutionalizing Community-Based Learning and Research: The Case for External Networks. *Michigan Journal of Community Service Learning*: v.14(2), Spring 2008, 27-40.

<http://quod.lib.umich.edu/cgi/t/text/pageviewer-idx?c=mjcs!;cc=mjcs!;rgn=full%20text;idno=3239521.0014.203;didno=3239521.0014.203;view=image;seq=00000001>

This articles explores how community-based learning and research (CBLR) can be most effectively integrated into institutional activities.

Chadwick, Scott A. and Donna R. Powlowski (2007). Assessing Institutional Support for Service-Learning: A Case Study of Organizational Sensemaking. *Michigan Journal of Community Service Learning*, v.13(2), Spring 2007, 31-39.

<http://quod.lib.umich.edu/cgi/t/text/pageviewer-idx?c=mjcs!;cc=mjcs!;rgn=fulltext;idno=3239521.0013.203;didno=3239521.0013.203;view=image;seq=00000001>

Abstract: This paper provides an example of how institutional service-learning assessment data can be used to drive organizational change. Furco's (1999) self-assessment rubric for the institutionalization of service-learning in higher education is used in modified form as the instrument through which organizational-level assessments were made. The process of organizational change over time is reported through the lens of Weick's (1995) Organizational Information Theory and specifically the double interact, comprised of act, response, and adjustment as organizational members reduce their uncertainty and make sense of organizational action and communication.