
Campus-Community Partnerships: A Study of Bloomington's Service- Learning Practices

Morgan Elizabeth Goepfrich
Nonprofit Management
Indiana University
SPEA Undergraduate Honors Thesis
Senior

Beth Gazley
Professor
School of Public and Environmental Affairs
Faculty Mentor

Table of Contents

Acknowledgements	3
Introduction	4
Research Question.....	5
Literature Review.....	6
Gaps in Literature.....	12
Methodology.....	14
Findings	17
Recommendations.....	24
Conclusion.....	28
Bibliography	29
Appendix A	32
Appendix B	33
Appendix C	34
Appendix D	35
Appendix E	36

Acknowledgements

The guidance and genuine shared interest in my thesis topic provided by my faculty mentor, Beth Gazley, was essential to the creation of a practical research topic I was passionate about and the completion of this thesis. Professor Gazley's expertise on service-learning and commitment to bringing out my best writing was crucial in developing this final product. Additionally, Michael Valliant, the director of the Indiana University Office of Service-Learning, aided in contacting faculty and community-based organizations to make interviews possible. His support and leadership was integral to the development and accomplishment of this thesis.

The data collection methodology utilized in this thesis relied upon Indiana University faculty members and Bloomington community organization staff members to sacrifice their limited available time. Their interview responses provided a critical insight into how faculty members approach service-learning partnerships in Bloomington, Indiana. Thank you to the anonymous Indiana University faculty members and community-based organization staff members who committed their time to participate in this study.

Introduction

In many American colleges and universities, service-learning courses have become a norm, integrated into degree requirements across all professions. Research promotes service-learning has a positive impact on students' grades, attitudes and sensitivities (Bailis & Granger, 2006; Blouin & Perry, 2009; Eyler, Giles, Stenson, & Gray, 2001; Holland & Gelmon, 1998; Stoecker, Tryon, & Hilgendorf, 2009; Ward & Vernon, 1999). It also aids colleges and universities in developing responsible citizens and future leaders (Clayton, Bringle, & Hatcher, 2013). To fully understand the extent to which service-learning can benefit students and higher institutions, there was a wide-spread growth of service-learning research (Bailis & Granger, 2006; Bringle & Hatcher, 1996; Holland, 1999; McIntyre, Webb, & Hite, 2005). By early 2000, academic researchers began to notice that while the definition of service-learning also emphasizes benefits to community-based organizations, little research had been conducted on the effects service-learning has on community organizations (Blouin & Perry, 2009; Cruz & Giles, 2000; Gazley, Bennett, & Littlepage, 2012; McNall, Reed, Brown, & Allen, 2005; Sandy & Holland, 2006; Stoecker, Tryon, & Hilgendorf, 2009; Swaminathan, 2007; Vernon & Foster, 2002; Ward & Vernon, 1999; Worrall, 2007).

As of today, we now have a strong understanding of what benefits service-learning can bring to students, higher education institutions and community-based organizations and what challenges it presents. However, there is an unbalanced amount of research conducted around faculty approaches to the service-learning partnership. While we have research that focuses on faculty motivations for integrating service-learning into curriculums, little is known about how service-learning courses get designed to follow the pedagogically established best practices.

Research Question

This thesis aims to understand how faculty members define successful campus-community partnerships and how they design their service-learning courses to follow the pedagogically established best practices. Through answering these research questions, a stronger understanding may be developed as to why effective faculty relationships are essential to the service-learning partnership.

Literature Review

This literature review focuses on past research and the benefits service-learning has on students, higher education institutions and community-based organizations as well as challenges it poses. To help ensure comprehension, a list of common terms is defined below.

Defined Terms

Service-Learning	“A course or competency-based credit-bearing educational experience in which students participate in mutually identified service activities that benefit the community and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and enhanced sense of personal values and civic responsibility” (Bringle & Clayton, 2012, p. 14).
Campus-Community Partnerships	“A two-way or three-way partnership between a university, service organization and the community which organizes around or synthesizes its course of work and development through a shared vision, mission, and common goals” (Green-Moton, 2003)
Community Based Organizations (CBOs)	A public or private nonprofit organization that provides activities at the community level aimed at improving the social well-being of individuals, groups and neighborhoods.
Convenience Sample	Also known as availability sampling, is a non-probability sampling method that relies on data collection from population members who are conveniently available to participate in the study (Dudovisky, 2018).
Advocates for Community Engagement (ACEs)	“Undergraduate students who serve as liaisons between service-learning students, local agencies and faculty. Each ACE is assigned to a local

	organization for the duration of their time at Indiana University. They also help students reflect on the connections between their coursework, service, and larger social issues” (IU Office of Service-Learning).
Reflection	“The intentional consideration of an experience in light of particular learning objectives. Reflection provides the bridge between the community service activities and the academic content of the course.” (IU Office of Service-Learning)

Goals of Service-Learning

To see the benefits service-learning can have on students, universities, and community-based organizations, it is important to first understand how service-learning is different from volunteering. Ultimately, the goals of service-learning and volunteering are unlike (Harrington, 2016). Service-learning is a more formalized process that focuses on enhancing students understanding of course content while during volunteering the learning is unstructured and unintentional (Harrington, 2016). Service-learning incorporates activities such as reflection for this purpose. Additionally, service-learning emphasizes mutual benefits to all partners (Clayton, Bringle, & Hatcher, 2013). Service-learning requires students to have certain skills whereas volunteering does not have any skills requirements (Harrington, 2016). Lastly, service-learning has a stronger focus on furthering students understanding of community issues while completing service activities (Harrington, 2016).

Campus-Community Partnerships

Campus-community partnerships are the broader space within which service-learning takes place. Successful campus-community partnerships feature reciprocity, shared planning, power, resources, good communication, and clear goals and expectations (Holland, 2003). Campus-community partnerships allow universities to serve the community in a variety of ways. Universities prepare students to become future leaders who are civically responsible, deliver education programs, and provide access to public libraries (Gazley, Bennett, & Littlepage, 2012). Faculty and students are also a sustainable source of volunteers and expertise for community organizations (Gazley, Bennett, & Littlepage, 2012). In return for these services, universities expect the community to act as willing participants for research and classroom service projects, create spaces for students to apply their learning and professional skills, and become contacts that could potentially lead to jobs for graduates (Gazley, Bennett, & Littlepage, 2012).

However, these mutual benefits are often assumed. Without the characteristics of a successful campus-community partnership, benefits may not be received or may even result in harmful outcomes to one or more partners (Bringle & Hatcher, 2002; Gazley, Bennett, & Littlepage, 2012). Therefore, it is important to incorporate the community voice into the curriculum design and objectives of service-learning courses and other forms of student experiential learning (Cruz & Giles, 2000; Gazley, Bennett, & Littlepage, 2012); Stoecker, Tryon, & Hilgendorf, 2009). When structured successfully, campus-community partnerships are a powerful force for revitalizing communities, fostering civic engagement and strengthening the core missions of higher education.

Benefits of Service-Learning

The integration of service-learning courses into major disciplines across universities is credited to their ability to be a win-win-win situation (Blouin & Perry, 2006; Eyler, Giles, Stenson, & Gray, 2001; Stoecker, Tryon, & Hilgendorf, 2009; Ward & Vernon, 1999). As an innovative instruction method, service-learning modifies the classroom and causes enhanced learning by changing traditional roles (Konwerski & Nashman, 2002). When constructed and managed with care, service-learning can benefit students, higher education institutions, and community-based organizations.

Academic research shows service-learning can increase students' grades, learning, civic engagement, enhance job skills, enhance personal development, and lead to a greater appreciation for diversity (Bailis & Granger, 2006; Blouin & Perry, 2009; Eyler, Giles, Stenson, & Gray, 2001; Holland & Gelmon, 1998; Stoecker, Tryon, & Hilgendorf, 2009; Ward & Vernon, 1999). Additionally, students are often designated as participants in the classroom, learning from the instructor (Konwerski & Nashman, 2002). However, service-learning allows students to play a part in the teaching role by leading classroom discussions on their service-learning experience and bringing new ideas and skills to community-based organizations (Sandy & Holland, 2006; Stoecker, Tryon & Hilgendorf, 2009).

For colleges and universities, the general public emphasizes their role in developing responsible citizens and future leaders. Incorporating service-learning in the curriculum is widely recommended for this purpose (Clayton, Bringle, & Hatcher, 2013; Holland & Gelmon, 1998). Service-learning also furthers faculty learning and areas of expertise by being able to learn from the student, other faculty members and their community partners (Konwerski & Nashman, 2002). In the end, changing the traditional roles of instruction allows for service-learning to close the loop of using education for a civic purpose and ultimately fosters a critical community exchange of values (Konwerski & Nashman, 2002).

Community-based organizations benefit from both student service learners and their partnership with faculty members. Students bring a new set of skills, commitment, energy and a fresh perspective to community-based organizations (Blouin & Perry, 2009; Eyler, Giles, Stenson & Gray, 2001). Bringing in student service learners also benefits community organizations by helping them build organizational capacity, positively impacting their clients and increasing their visibility in the community (Blouin & Perry, 2009; Cruz & Giles, 2000; Gazley, Bennett, & Littlepage, 2012; Sandy & Holland, 2006). Student service learners help not only fill volunteer slots to keep community programs running but free up organization staff to attend to import work or pursue new projects (Blouin & Perry, 2009; Cruz & Giles, 2000). The consistent help of service learners across multiple semesters can free up vital organizational resources and funds. Ultimately successful service learners have the ability to replace paid staff positions (Blouin & Perry, 2009; Sandy & Holland, 2006). Building community organizations capacity helps organizations reach more individuals throughout the community and advance their mission.

Research shows service learners have also a direct impact on community organizations' clients. Students bring enthusiasm and energy to organizations which improve their client relationships (Cruz & Giles, 2000; Gazley, Bennett, & Littlepage, 2012). Additionally, the use of student service learners increases community-based organizations visibility in the community. Students become advocates for the organizations mission and social issues on campus and throughout the community (Gazley, Bennett, & Littlepage, 2012). They also assist in the recruitment of additional volunteers, interns, and service learners (Blouin, & Perry, 2009).

Community-based organizations also benefit from their relationship with university faculty members. Faculty hold essential expertise, grant opportunities and access to potential board members, libraries and other facilities (Blouin & Perry, 2009; Eyler, Giles, Stenson, & Gray, 2001; Sandy & Holland, 2006; Ward & Vernon, 1999). Having an increased access to academic research and university facilities allows community organization staff to enrich the understanding of their community issue (Sandy & Holland, 2006). This can lead to the development of more effective programs to help achieve their organizational mission. Overall, the resources provided by universities and the skills provided by students in the service-learning partnership help community organizations achieve their mission.

Challenges of Service-Learning

As many academics began researching and understanding community-based organizations service-learning experience, they uncovered challenges to the service-learning partnership. These findings contradicted the assumption of service-

learning being a win-win-win relationship and unfortunately a majority of these challenges fall on community organizations.

Community-based organizations report frustrations managing service learners and with general challenges presented by the lack of flexibility service-learning courses have. Many organizations complain of students' unreliability, lack of motivation and commitment to their organization as well as challenges dealing with short term commitments, scheduling hassles, unprepared students and the time it takes to train service learners (Blouin & Perry, 2009; Sandy & Holland, 2006; Stoecker, Tryon, & Hilgendorf, 2009; Ward & Vernon, 1999). Students lack of professionalism and commitment can bring risks to community-based organizations. Many organizations invest time and resources into training, preparing job tasks, supervising and supporting service learners.

When students fail to produce quality results it drains vital community-based organization resources and ultimately diminishes their ability to achieve their mission (Blouin & Perry, 2009; Stoecker, Tryon & Hilgendorf, 2009; Ward & Vernon, 1999). Additionally, some service learners work directly with clients of community-based organizations. Unprepared and unprofessional service learners have been known to hurt clients feelings and breach confidentially agreements which not only hinders the organizations relationships with clients but also puts the community-based organization at risk of losing much needed resources (Blouin & Perry, 2009).

On top of frustrations in managing service learners, many community-based organizations report challenges with the design of general course-based service-learning. The duration of course-based service-learning is generally the length of one semester and in the eyes of community-based organizations this results in taking time and resources to train service learners who simply fill hours and then disappear when the semester finishes (Blouin & Perry, 2009; Stoecker, Tryon, & Hilgendorf, 2009; Sandy & Holland, 2006; Ward & Vernon, 1999). In addition to short-term commitments draining resources, many community-based organizations report it takes longer than one semester for a student to understand their organizational mission and culture, leaving service learners with an unclear view of the organization and often times leading to misrepresentation of the agency among the general public (Blouin & Perry, 2009). Many community-based organizations find these challenges arise due to a lack of communication between the organization and faculty members (Blouin & Perry, 2009; Clayton, Bringle, & Hatcher, 2013; Gazley, Bennett, & Littlepage, 2012; Sandy & Holland, 2006; Stoecker, Tryon, & Hilgendorf, 2009; Ward & Vernon, 1999).

Even with the challenges service-learning poses to community-based organizations, many are still committed to educating students and participating in service-learning programs. However, academic research suggests there are various

recommendations for maximizing benefits to community-based organizations in service-learning and it starts with strong relationships with faculty.

Theories of Good Service-Learning Practices

Determining the factors that lead to good service-learning partnerships for community-based organizations is the first step in creating service-learning courses that produce community-driven results. Research strongly agrees that a major factor in promoting good service-learning practices is collaboration between faculty and their community partners. Specific examples are outlined below.

Explicit Service-learning Goals

Historically, community-based organizations have found that service learners have inaccurate expectations of service-learning in terms of commitment, assigned projects, and roles within the organization (Blouin & Perry, 2009; Gazley, Bennett, & Littlepage, 2012; Stoecker, Tryon & Hilgendorf, 2009). This is likely due to miscommunications or a lack of communication between instructors of service-learning courses and their community partners. Collaborating with community-based organizations to develop service-learning goals allows for more explicit service-learning goals. The more explicit the service-learning goals, the more structured the education experience for the student. (Stoecker, Tryon & Hilgendorf, 2009). Knowing and understanding service-learning goals will allow community-based organizations to challenge and strengthen service learners abilities as well as allow faculty to highlight the importance of commitment and professionalism to students when serving at community-based organizations (Stoecker, Tryon & Hilgendorf, 2009).

Co-designing Curriculum and Projects

Service-learning introduces a series of changes to higher education instruction methods. As an innovative method of instruction, service-learning allows all parties play a part in the teaching role (Konwerski & Nashman, 2002). This model is unique compared to typical classroom settings of solely faculty teaching which can make more community involvement in co-designing service-learning curriculum and projects difficult (Sandy & Holland, 2006). Faculty must develop a course curriculum and projects that also meet the goals of the community-based organization.

While collaborating with a community partner to develop a curriculum that meets both partners goals requires more time and resources, research shows that in good service-learning practices, community-based organizations are treated as partners rather than recipients (Blouin & Perry, 2009; Clayton, Bringle, & Hatcher, 2013; Cruz & Giles, 2000; Gazley, Bennett, & Littlepage, 2012; Holland & Gelmon, 1998; Stoecker, Tryon, & Hilgendorf, 2009; Sandy & Holland, 2009). As partners,

community-based organizations and faculty should develop an agreed upon system for engaging in service-learning including co-planning, placing, training and orienting service learners (Sandy & Holland, 2006). When it comes to placing course-based service learners with community-organizations, these students are the most difficult to match because there's often something they need to do and it is not necessarily what the organization needs (Gazley, Bennett, & Littlepage, 2012). Co-designing course curriculum and projects will minimize the challenges of the service-learning partnership on community-based organizations.

Informal and ongoing Communication Methods

Currently in many service-learning partnerships, little to no communication with instructors exists (Blouin & Perry, 2009; Clayton, Bringle & Hatcher, 2013; Gazley, Bennett, & Littlepage, 2012; Sandy & Holland, 2006; Stoecker, Tryon, & Hilgendorf, 2009;). The lack of communication leads to unclear service-learning goals, expectations, and ultimately increases the difficulty of managing service learners for community-based organizations. Academic research shows that community-based organizations want regular communication with faculty to increase the benefits of service-learning for all partners (Blouin & Perry, 2009; Clayton, Bringle, & Hatcher, 2013; Sandy & Holland, 2006; Stoecker, Tryon, & Hilgendorf, 2012). Communication with community-based organizations should begin before service-learning starts to align goals between the institution and the organization (Sandy & Holland, 2006). Formal and informal communication channels should then be utilized throughout the service-learning partnership to hold regular conversations about the partnerships process and outcomes (Sandy & Holland, 2006).

On top of aligning goals, frequent communication among partners leads to greater flexibility and a more transparent partnership (Sandy & Holland, 2006). An good example is when a community-based organization feels they do not have the resources to successfully manage additional service learners, they will feel more comfortable saying no to faculty members without fear it might negatively affect their relationship with the higher education institution. Lastly, regular communication can also help meet faculty and student goals. Faculty can provide community-based organizations with feedback about if service-learning goals are being achieved, and if not what the organization can change to meet these goals (Blouin & Perry, 2009).

Gaps in Literature

This literature review displays the benefits and challenges service-learning presents to students, higher education institutions and community-based organizations. It suggests that to receive service-learning benefits and to overcome the challenges, faculty must increase their involvement in service-learning partnerships with community-based organizations (Blouin & Perry, 2009; Cruz &

Giles, 2000; Gazley, Bennett, & Littlepage, 2012; McNall, Reed, Brown, & Allen, 2005; Sandy & Holland, 2006; Stoecker, Tryon, & Hilgendorf, 2009; Vernon & Foster, 2002; Worrall, 2007). Building stronger community relationships will lead to enriched learning for students and allow community-based organizations to face fewer challenges (McNall, Reed, Brown, & Allen, 2005; Jacoby, 2003).

Despite extensive research, there is an unbalanced amount of research conducted regarding faculty benefits, motivations and obstacles to integrating service-learning into their course curriculum (Bringle, Hatcher, & Games, 1997; Holland, 1999). The research that has been conducted displays the following as faculty motivations for engaging in service-learning (Bringle, Hatcher, & Games, 1997; Holland, 1999)

- Fulfilling personal values
- Having a responsibility to apply their knowledge towards the betterment of society
- Linking their personal and professional lives
- Dependent on service-learning for the success of their discipline and the quality of their teaching (e.g. education, public health, social service professionals)

It also tells us faculty report several obstacles to integrating service-learning in their curriculum such as (Eyler, Giles, Stenson, & Gray, 2001; Holland, 1999)

- A lack of time in curriculum or course
- Lack of a common understanding around the language of public service (e.g. public engagement vs community service vs service learning)
- Lack of reward or recognition from university
- Lack of skills and techniques to reach out to community organizations

While some additional research has been conducted to form a consensus around these faculty motivations and limitations, there is still an unbalanced amount of research conducted on the faculty approaches to service-learning (McIntyre, Webb, & Hite, 2005). Additionally, the literature fails to explore how faculty members design service-learning courses to follow the pedagogically established best practices. Addressing the current gap in literature is important because in order to fully understand how to improve service-learning partnerships, we must first gain the perspective of service-learning instructors. Similar to how we looked to community-based organizations to understand what challenges service-learning poses, we must also look to faculty to understand how course design can minimize these service-learning challenges.

Methodology

Goals of Research

This research aims to expand on theories identified in the literature by addressing a critical gap, faculty member viewpoints of service-learning partnerships. The goal is to determine the nature of faculty relationships with community partners and how faculty members define successful service-learning partnerships. The primary source of information used to gather this data was interviews with faculty members currently instructing service-learning courses and community-based organizations currently managing service learners. Additional information came from interviews conducted with the director of the Indiana University Office of Service-Learning.

Participant Selection

Through completing the IRB process and CITI research training, the researcher was able to select five Indiana University faculty members currently instructing service-learning courses for interviews. The director of the Indiana University Office of Service-Learning who regularly works with instructors of service-learning courses and their community partners reached out to faculty asking for their interest in participating. Service-learning instructors at Indiana University are not required to contact the Office of Service-Learning prior to creating a service-learning course. Therefore, faculty currently instructing service-learning courses without the help of the Office of Service-Learning were not considered for this study. Selecting participants solely through the Office of Service-Learning was the chosen method because instructors who have contacted the office and developed a relationship with its staff have demonstrated a desire to understand how their course can benefit and challenge their community partners. To answer the research question of how faculty design service-learning courses around the pedagogically established best practices, faculty must first be aware of the implications of service-learning on community partners. Faculty who work with the office of service-learning have that knowledge.

Additionally, two community-based organizations were interviewed. These organizations were also selected through the Indiana University Office of Service-Learning. The original goal was to interview five Bloomington community-based organizations along with the five faculty members and compare both groups responses to how they approach the service-learning partnership. However, due to community organizations lack of availability and a short time frame for the completion of this thesis, the researcher was only able to meet with two community organizations. Instead of omitting the information gathered from these interviews completely due to the conflicts that arose, the information will be analyzed and reported in the findings below with the understanding that it is not representative of community-organizations in the Bloomington community.

Convenience Sample

Choosing to select study participants through a convenience sample poses several disadvantages and advantages. One disadvantage is faculty members and community-based organizations will not be representative of the whole population (Laerd, 2012). Faculty members may all be from the same schools within the university and community organizations selected may all be serving a similar mission within the nonprofit sector. This means it will be difficult to make generalizations from the selected sample (Laerd, 2012). A second disadvantage of a convenience sample is including unavoidable bias (Dudovisky, 2018; Laerd, 2012). Participants for this study may have been selected due to their relationship with the service-learning office and not solely because they currently instruct or manage service learners. This demonstrates inclusive bias which means results cannot be accurately generalized to fit an entire population (Shuttleworth, 2009). While inclusive bias was not controlled by the researcher, it does not severely impact the findings of the study because results are not being generalized for the broader population.

There are also advantages to using a convenience sample. First, it allows the researchers to gain more in-depth information (Dudovisky, 2018; Laerd, 2012). By selecting participants who have a developed relationship with the Office of Service-Learning, we can expect to obtain findings that help answer the research question of how faculty approach the service learning partnership and develop courses that mirror the pedagogically established best practices. Additionally, the research conducted can be viewed as a focus group prior to the large study. A convenience sample allows the researcher to test interview questions with participants and understand what crucial information can be gathered from the constructed questions and what crucial questions are still left unanswered.

Interview Methodology

Interviews with faculty members and community-based organizations were structured and meaningful questions were established before the interview process began. Topics for interview questions were drawn from the literature review and then restructured as open ended questions to help control interviewer bias (Shuttleworth, 2009). Examples of open ended questions asked to faculty members were:

- What prompted you to create a service-learning course?
- How do you prepare students for the service-learning experience?
- Can you describe how your relationship with your partner(s) community organization has changed the outcome of service learning for you, your students and the community organization?

Examples of open ended questions asked to community organizations were:

- Can you describe to me what it looks like to be a service learner at your organization in terms of training, service, reflection and evaluation?
- Has there been a time you can recall where communication with faculty was important and successful? What was happening?

All faculty participants were asked the same questions. Likewise all community-based organizations were asked the same questions. Because participants were asked personal questions about their service-learning practices, there is an increased chance for respondents to insert social desirability bias into this study. Social desirability is a type of bias where subjects consciously or subconsciously give responses they think the interviewer wants to hear instead of what is accurate (Shuttleworth, 2009). A structured interview with neutral worded questions can help control any response bias. (Clayton, Bringle, & Hatcher, 2013; Shuttleworth, 2009). To further ensure accurate responses to interview questions, prior to the interview the researcher stated there was no right or wrong answers because questions were designed to assess respondents judgements rather than facts (Clayton, Bringle, & Hatcher, 2013).

Focusing the interview sample only on faculty teaching service-learning courses poses limitations such as omitting the perspectives of how student interns, and student volunteers affect the service-learning partnership. These perspectives have the ability to affect the results of this study because interns and volunteers are not subject to the same challenges of scheduling, placement and overcoming short-term commitments that course-based service learners are (Blouin & Perry, 2009; Gazley, Bennett, Littlepage, 2012; Sandy & Holland, 2006; Stoecker, Tyron, & Hilgendorf, 2009). The absence of these challenges changes the partnership between community-based organizations and the higher education institution.

While the interview sample for this study is small, literature on comparative studies suggest rich data can still be collected through a small sample because the main goal is to analyze and synthesize the similarities, differences and patterns across two or more cases that share a common or focused goal (Goodrick, 2014). These patterns can be reached with a small sample size when the sampling is formulated to provide depth of experience with the topic in question (Clayton, Bringle, & Hatcher, 2013). Further research can expand these questions to a broader campus-community relationships and search for possible differences in the effects student interns and volunteers have the service-learning partnership.

Findings

This section presents the findings of the conducted interviews, including the development of several similarities among faculty approaches to the service-learning partnership and the design of their service-learning courses. These findings will be further analyzed and supplemented with conclusions and a recommendation section, which follows.

Faculty Motivations

Among the five interviewed faculty members, there were three emerging themes describing why Indiana University faculty members were motivated to create a service-learning course. These findings mirrored the research conducted over a decade ago regarding faculty motivations and limitations to integrating service-learning into course curriculum (Holland, 1999). Several faculty stated more than one reason for creating a service-learning course. Four of five faculty members explained creating their service-learning course was to benefit the students. In order to be successful in their profession, students in these major disciplines needed the field experience service-learning courses offer. Four faculty members also stated they started a service-learning course due to their own personal values. They felt the need to expand the walls of the classroom and serve the community. Additionally, two faculty members described their motivation as a responsibility to apply the knowledge they had. These faculty members saw a need in the community in which they had the knowledge to better society and fulfill that community need.

Services Provided by the Office of Service-Learning

While conducting interviews with Indiana University faculty members, all of them in some aspect referenced how the services provided by the Office of Service-Learning shaped the design of their course. This is due to study participants being selected through a convenience sample. However, faculty members utilized different services provided by the office.

To better understand the faculty approaches to designing service-learning courses, we must first look at what services they utilized. First, four faculty members stated when they began constructing their service-learning course curriculum, they sought out the help of the service-learning office on campus. The office helped provide them with resources such as examples of good reflection questions, and understanding what not to do. One example is helping the faculty see how service-learning impacts community-based organizations negatively and what they can do to avoid those partnerships. Four of the faculty members also used the office to help them select a community-based organization to partner with. This ensures that the goals of the faculty member match up with the mission of the community organization. Aiding in partner placement, the Office of Service-Learning helps avoid partnerships where community-based organizations are treated as recipients of service instead of partners. On top of helping faculty find community partners, the office also helps community-based organizations looking for service-learning opportunities partner

with a faculty member on campus. With the help of the advocate for community engagement (ACE), the Office of Service-learning assists in managing the campus-community partnership between Indiana University faculty members and community organizations in Bloomington.

Course Design

Through conducting interviews with five Indiana University faculty members currently instructing service-learning courses, it became clear all of them were actively searching for ways to minimize the challenges community-based organizations face in the service-learning partnership. Each faculty member addressed frequent service-learning challenges community partners face and through the design of their course demonstrated how they attempted to minimize or eliminate these challenges. Specific elements of the course curriculum such as preparation, reflection, tracking hours, developing projects, evaluation, and communication are highlighted below.

Student Preparation

All faculty members were aware of and concerned that community-based organizations reported frustrations managing service learners, and that some reported challenges with unprofessionalism, unclear expectations and an overall lack of student commitment to their service. While one faculty member stated they did not prepare students for the service-learning experience, they also acknowledged there should have been training or classroom preparation of some kind. The four other faculty members all prepared students for their service-learning experience in a variety of ways. Several faculty members prepared their students in more than one way.

One faculty member invited community organization staff into the classroom to explain to students the organizations mission, goals, and what was expected of them during their service-learning. Inviting the organization to speak helped students become aware of aspects in their daily routine that would not be appropriate in the community-based organizations environment. One example was communicating to students working with low-income families why it is important to not wear designer clothing brands when performing their weekly service-learning.

Similarly, two faculty invited the assigned ACE to come speak with students in their class. Both of these faculty members emphasized how having an ACE speak with students helped clarify the organizations mission and what tasks students would be performing during their service without having to take up community organizations staff/members valuable time. Additionally, four faculty members lead classroom training/preparation activities for the students themselves. Examples of preparation activities were reading articles about the need their community partner was fulfilling in the community, discussing the difference between service-learning

and volunteering, and holding informal discussions about what they should expect during their service-learning experience. Because many students may not have experience working in community-based organizations, preparing these students in the classroom and setting clear expectations about how these organization run helps students understand what is expected of them during their service-learning activities.

Reflection

All five faculty members were strong advocates for the importance of integrating reflection into their service-learning curriculum. Reflection can help students gain a new perspective of a community-organizations client base, connect their service-learning activities back to course content, and enhance their personal growth (Clayton, Bringle, & Hatcher, 2013). For this reason, each faculty member incorporated reflection into their service-learning course in a variety of ways throughout the entire semester. This included asking students to reflect before their service-learning, continuing to have them reflect during their service-learning experience as well as afterwards. Examples of reflection questions asked to students prior to their service-learning are:

- Why is service important?
- What do you perceive as the underlying issue, and why does it exist?
- Why is there a need for your service?

Examples of reflection questions asked to students during their service-learning are:

- What similarities do you perceive between you and the people you are serving?
- What do you think a typical day is like for the people you serve? What pressures do they confront?
- In what ways are you finding your involvement with your service program difficult?
- How does the service relate to class material?

Examples of reflection questions asked to students after their service-learning are:

- Did the experience contradict or reinforce class material?
- How did this experience challenge your assumptions and stereotypes?
- What have you learned about yourself?

Several faculty members emphasized their reflection questions were developed with the help of the Indiana University Office of Service-Learning. The office not only provides assistance to faculty who reach out to them but also has a list of possible

reflection questions that all service-learning instructors at Indiana University have access to. While all five faculty incorporated a written formal reflection asking students to address questions such as the ones listed above, three faculty also conducted informal reflection discussions in class. During these discussions students were asked to speak in detail about their service-learning experience and how it connected with course content. The use of informal reflection discussions allows students to hear how their peers are reflecting on the service-learning experience. This gives students additional perspectives to apply to course content.

Tracking Hours

Tracking service learners hours can be very intense and time consuming (Stoecker, Tryon, & Hilgendorf, 2009). All faculty members were aware of the burden asking community organizations to track students hours is and how it adds to the difficulty of managing service learners. For this reason, faculty members took two separate approaches when designing their courses to navigate the challenge. First, two faculty members chose to not track students hours at all. Students were asked to complete their service-learning activities and faculty trusted they would fulfill the requirement. Both faculty mentioned how even though they didn't specifically track hours of their students, through the completion of weekly reflections and frequent communication with their community partner, it would become clear if any students weren't meeting the service-learning requirements. The second approach the remaining three faculty used was seeking out the ACE to track service learners hours. Through the use of online tools, students were asked to record their weekly service-learning hours. Through observation of their own at the organization and communication with its staff members, the ACE would confirm these recordings were accurate and up to date. This allows students to remain accountable for completing their required hours without burdening the community organization.

Developing Projects

When it came to creating a final service-learning project for students, faculty took a variety of approaches. One faculty member chose not to have students complete any final project. They simply asked their students to turn in the semester long reflections. This faculty member felt that asking students to work on a final project was not effective in meeting the objectives of the class. Two faculty members asked students to complete a final reflection paper. The reflection paper was designed to help students make comparisons between their initial reflection on the service-learning experience and their perspectives by the end. Faculty stated a final project based on reflection was to help students understand the perspectives they gained through their service-learning. The remaining two faculty members had students complete a recommendation paper for their final project. While these two recommendation papers fulfilled different purposes, both were designed to further assist the community-based organization. In one instance, students were asked to

develop a final recommendation plan for a client they worked with throughout the course of the semester at the community organization. Another consisted of groups of students developing strategies for reaching more clients throughout the Bloomington community. These two faculty members felt they wanted to design a final project which benefited their community partner further.

Evaluation

Evaluation seemed to be the most unclear aspect of service-learning instructors course design. When asked what was included in the evaluation of service learners to calculate their final grade, only three faculty members referenced service-learning aspects of the course such as completing the required hours, and being professional when performing service-learning activities. Two faculty members did not include any aspect of the service-learning activities in the students final grades. This is an atypical practice because both of these faculty members reported they tracked students hours. These faculty calculated final grades based upon the completion of book reviews, reflections and final projects. Overall, there seemed to be a lack of understanding around how and if faculty members should incorporate aspects of the service-learning activities that take place outside of the classroom into the students final grades.

Communication with Community Partner

When asked to describe the relationship with their community partner(s), all faculty members emphasized how important clear and ongoing communication was to have service-learning programs that benefit their students, themselves and the community organizations. Four faculty members explicitly stated that while they maintain a good relationship with their community partner(s), most of the ongoing communication goes through the assigned ACE. The ACE works at the organization for up to 10 hours weekly, and deals with tracking students hours, ensuring students act professionally, reporting any students who fail to show up for their service-learning and manage any general challenges that arise throughout the semester.

While the ACE usually communicates the most frequently with the community-based organizations, all faculty members demonstrated they are committed to a reciprocal partnership. All five faculty members visited the organization prior to their service-learning partnership. This helped ensure the service-learning partnership was a good fit and both the goals of the faculty and community organization would be met. Additionally, all faculty continue to reach out to their community partner(s) before the beginning of the semester. Communicating with community partners early on gives them an opportunity to set clear goals and expectations for the upcoming semester and report any changes that need to be made for the agreed upon goals to be met.

On top of visiting their community partner(s), three faculty members went through the service-learning experience themselves along with their students for a least one semester. This helped faculty gain an understanding of what they were asking their students to complete, what need their community partner was fulfilling, and emphasized to students how important service in the community is. These three faculty members also said they are now more closely knitted to the community organizations staff because of their demonstrated commitment to their cause.

Faculty Motivations and Course Design

While the findings above illustrate the similar approaches Indiana University faculty members take when designing the elements of their service-learning courses, there are additional patterns you don't see from these initial findings. Through analyzing the recorded responses from interviews with faculty members, I found a connection between why faculty were motivated to create service-learning courses and how their courses were designed. Faculty who listed one of their motivations for creating a service-learning as a personal belief to help the community also

- Integrated the most student preparation
- Provided formal and informal reflection opportunities
- Included service-learning activities in the evaluation of their students
- Visited community organizations prior to their partnership
- Exemplified ongoing communication with community partners and,
- Two of these faculty went through the service learning themselves

There was no pattern between faculty motivations and how they structured tracking service learner hours or final projects. However, the identified connection between faculty motivations and the design of their service-learning course demonstrates how faculty members who are motivated by a personal belief, create a successful model of service-learning courses. These faculty integrated the most pedagogically established best practices of service-learning into their course design. While this is not the only successful model of a service-learning course, these faculty demonstrated course designs that more closely followed the best practices compared to their colleagues whose motivations were to apply their knowledge or benefit students.

Community Organization Findings

Through conducting two interviews with local community-based organizations, I found both were satisfied with the quality of service Indiana University student service learners produce. Both reported only experiencing very infrequent challenges dealing with unreliable or unprofessional students which never negatively impacted their relationship with a client or their ability to achieve their mission. Additionally, both organizations could recall instances of service-learners

continuing at their organization as a volunteer or intern after they fulfilled their service-learning required hours.

When it came to communication with faculty, both organization staff said frequent and ongoing communication with faculty was a high priority in their partnership. They each explained faculty reached out to them well before the beginning of each semester to begin planning. In addition, both organizations said they would feel comfortable turning down a faculty partnership if it didn't fit well with their organization or if faculty didn't communicate with them ahead of time. Similar to the faculty members, community-based organization staff also credited the support of the Indiana University Office of Service-Learning and their assigned ACE for making the service-learning partnership much less challenging on them. The office helped both organizations pair with their current service-learning courses and faculty on campus that help them fulfill their current need. Additionally, the assigned ACE for both organizations takes off most of the burden managing service learners.

Nonetheless, while these community organizations highlighted many strengths to their service-learning partnerships, they also showed its weaknesses. Between both organizations, they continue to experience challenges with the structure of service-learning courses. The table below illustrates the current form of service-learning delivery these organizations are experiencing and what would be more beneficial to their organization. These findings will be further explored in the recommendation section that follows.

Current Service-Learning Delivery	What Community Organizations Want
Partner with Indiana University service-learning courses the length of one semester	Partnerships with faculty and student service learners that last longer than one semester
New graduate instructor assigned to teach partner service-learning course each semester	Established curriculum
Faculty ensure course design and developed projects will meet organizational goals and fulfill a community need	Collaborated planning and project development
Inconsistent experience working with faculty from different schools on campus	Clear expectations for all Indiana University faculty who engage in service-learning

No formalized service-learning process	University resources to help faculty identify when they are incorporating service-learning activities into their curriculum
--	---

Recommendations

A synthesis of findings from the conducted interviews with Indiana University faculty members and two interviews with Bloomington community-based organizations, results in several actionable recommendations for improving service-learning partnerships at Indiana University. Successful implementation of these recommendations will result in more situations where service-learning benefits all partners. Any barriers to successful implementation are defined in each section below.

1. Service-Learning Course Length

The current design of service-learning partnerships prevents community-based organizations from developing important program based service-learning activities because students are only required to complete a certain amount of hours over the course of one semester. This short time frame inhibits students from building long lasting relationships with clients of community-based organizations. One Bloomington community organization explained to me their desire to start a mentor program where service learners from Indiana University work directly with one of their clients throughout an entire school year, both semesters. Unfortunately, they have not been able to make this program possible because service-learning courses are only one semester in length.

There is a clear barrier to successfully implementing this service-learning delivery method. Currently, university degree programs require students to meet a strict number of educational credits. To meet these requirements in a four year timeframe, students take courses only one semester in length. This makes it hard to design service-learning courses that are longer than one semester in length. One way community-based organizations could work around this barrier is developing a service-learning partnership with graduate students who typically engage in service-learning for longer periods of time than undergraduates (Stoecker, Tryon, & Hilgendorf, 2009).

2. Established Service-Learning Curriculum

One Bloomington community organization voiced their frustration of having to deal with their partner service-learning course on campus being assigned a new graduate instructor every semester. This means every semester a new

graduate instructor with their own curriculum takes over the service-learning partnership. These instructors rarely have any background on service-learning or how a service-learning should be designed. The community organization explained how this means every semester their organization has to watch while the new instructor makes the same mistakes as the previous one. Having little background on service-learning, these graduate instructors do not insert the community organizations voice into the design of their curriculum. It has become a large burden on the community organization.

Even with challenges, community organizations are still committed to educating Indiana University students. While ideally this challenge could be overcome by having a permanent faculty member instruct the service-learning course, it would require the university department to hire a paid full-time faculty member, which is out of the discretion of the community-based organization or the Office of Service-Learning. However, there are still several steps that can be made to increase the benefits to the community organization in this service-learning partnership. First, all incoming graduate instructors should be required to utilize the resources provided by the Office of Service-Learning to understand how the design of their course affects their community partner. Second, graduate instructors should be required to meet with a community-organization staff member prior to the beginning of their course. Similar to the expectations set for full-time faculty members, all graduate instructors should incorporate the pedagogically established best practices of service-learning into their course design. This starts with communicating with their community organization partner. Lastly, there should be an established service-learning curriculum for the course. The curriculum should build off mistakes made in the previous semesters to ensure they will not be made again. Having an established curriculum will allow the community organization to know what to expect each semester even with a changing faculty partner.

3. Collaborated Planning and Project Development

Bloomington community organizations spoke highly of their current service-learning faculty partners ensuring the course design and projects did not create additional challenges for them. However, both organizations also explained that while faculty worked to meet both their course goals and the organizations, neither community organization staff member had been approached by faculty partners to design the course together. While it is encouraging faculty members are concerned with not burdening community organization, the best service-learning practices emphasize co-designing projects and course curriculum. Currently, I have not seen evidence of this practice in Bloomington.

The first step to changing this service-learning delivery method is helping faculty understand they are not being successful. Through collaborating with the Office of Service-Learning, it seems most faculty feel they are demonstrating successful service-learning practices. Helping faculty understand why their current method is not following the pedagogically established best practices, may lead to improved co-planning and course design with community organizations. A barrier to integrating this delivery model is it will require more work and time from the university faculty member having to communicate and construct a course with an equal partner. One reason faculty might not be motivated to invest more time and work into building a true service-learning partnerships is that faculty report they are not incentivized or rewarded for the extra work (Eyler, Giles, Stenson, & Gray, 2001; Holland, 1999). For this reason, the next step to integrating this type of service-learning delivery model is determining what incentives, motivations and structures would lead to a true service-learning partnership.

4. Consistency Among Indiana University Faculty

Both Bloomington community organizations emphasized that while they generally have strong relationships with Indiana University faculty members, there seems to be inconsistency among service-learning instructors throughout different schools on campus. Not all service-learning instructors on campus have an understanding regarding the importance of approaching service-learning as a reciprocal partnership. Community organizations stated this makes it hard to develop service-learning activities with certain schools on campus even if when they want the skills of those university students.

Currently, Indiana University faculty do not have to go through the Office of Service-Learning to start a service-learning course. This is a main barrier to having consistency among faculty who instruct service-learning courses. Requiring faculty to develop a relationship with the office and its staff will mean all service-learning instructors on campus are aware of the challenges service-learning presents to community organizations. Helping certain schools on campus and faculty understand they are not being successful in their approaches to service-learning course design can result in moving away from models where community organizations are treated as recipients of service.

5. Formalizing the Service-Learning Process

It became clear through both of my interviews with community-based organizations that not all faculty at Indiana University formalize their service-learning process. This means that faculty throughout the university

ask students to complete some form of a service-learning activity without labeling it as such. The most common example I came across was instructors asking students to interview a staff member at a community organization for educational credit, which places a large burden on community organizations in Bloomington. They receive countless emails and unannounced visits from Indiana University students telling them they need their assistance for a class. During interviews both community organizations emphasized how vital their available time and organizational resources are. Attempting to meet with dozens of university students in the same week strains those resources and ultimately their ability to work towards their organizational mission.

While it is unclear whether Indiana University faculty are doing this unintentionally or not, the university must use its available resources to educate faculty members about service-learning activities. The Office of Service-Learning offers a variety of resources faculty members online about what service-learning is and how the courses affect community organizations negatively. Additionally, community organizations should communicate with the Office of Service-Learning to identify faculty who are engaging in ineffective delivery methods in order to prevent it from continuing to happen.

Conclusion

For years, researchers understood service-learning as an innovative instruction method in which students, higher education institutions and community-based organizations benefited. However, through adding the voice of community-based organizations we learned there are many instances where service-learning does not meet this standard. Community organizations report challenges managing service learners as well as frustrations with the overall lack of flexibility service-learning courses offer. The literature also identified a critical gap, an unbalanced amount of research had been conducted regarding faculty approaches to the service-learning partnership, specifically how faculty design service-learning courses to minimize challenges of service-learning to community organizations. Through the use of a convenience sample this thesis sought to answer this important research question.

Analysis of interviews revealed that Indiana University faculty members actively search for ways to minimize the service-learning challenges to their community organization partners. With the assistance of the Indiana University Office of Service-Learning, faculty members have designed their courses to incorporate key service-learning activities such as reflection, while also ensuring both the goals of the course curriculum and community organization are met. Furthermore, it was identified that faculty who are motivated to create service-learning courses due to personal values, incorporated more of the pedagogically established service-learning best practices than their colleagues who were motivated by other reasons. However, interviews with two Bloomington community-based organizations revealed that the current delivery of service-learning is not exactly what the organizations want. Faculty across Indiana University are inconsistent when it comes to the quality of service-learning partnerships, many faculty fail to formalize the service-learning process, and there is an overall lack of true collaboration between faculty and community-based organizations when designing service-learning curriculum.

If Indiana University is to create a campus-community partnership where community organizations voices are integrated into curriculum and course design, they must incentivize and reward faculty members for exceeding expectations to collaborate with a community partner. Additionally, to ensure all Indiana University faculty members represent the university well in the community when it comes to building and maintaining service-learning partnerships, all faculty who are motivated to create a service-learning course must go through the Office of Service-Learning to become aware of how service-learning courses can negatively affect their community partner. If we were to take this research a step further I would explore what incentives, rewards and motivations would lead to faculty members successfully collaborating with community-based organizations.

Bibliography

- Bailis, L.N., & Granger, T. (2006). A framework for further research: The community impacts of service learning. In *Growing to greatness 2006*. St. Paul, MN: National Youth Leadership Council.
- Blouin, D.D., & Perry, E.M. (2009). Whom Does Service Learning Really Serve? Community-Based Organizations' Perspectives on Service Learning. *American Sociological Association*(Vol. 37).
- Bringle, R. G., & Clayton, P. H. (2012). Civic education through service learning: What, how, and why? In L.McIlraith, A. Lyons, & R. Munck (Eds.), *Higher education and civic engagement: Comparative perspectives* (pp. 101-124). New York, NY: Palgrave Macmillan.
- Bringle, R. G., & Hatcher, J. A. (1996). Implementing service learning in higher education. *Journal of Higher Education*.
- Bringle, R. G., & Hatcher, J. A. (2002). Campus-community partnerships: the terms of engagement. *Journal of Social Issues*, 58(3), 503-516.
- Bringle, R. G., Hatcher, J. A., & Games R. (1997). Engaging and supporting faculty in service-learning. *Journal of Public Service & Outreach* 2(1), pp. 43-51.
- Clayton, P. H., Hatcher, J. A., & Bringle, R. G. (2013). *Research on service learning: Conceptual frameworks and assessment*(Vol. 2A: students and faculty). Sterling, VA: Stylus Pub.
- Clayton, P. H., Hatcher, J. A., & Bringle, R. G. (2013). *Research on service learning: Conceptual frameworks and assessment*(Vol. 2B: communities, institutions, and partnerships). Sterling, VA: Stylus Pub.
- Cruz, N. I., & Giles, D. E., Jr. (2000). Where's the Community in Service-Learning Research? *Michigan Journal of Community Service Learning, special issue*, 28-34. Retrieved February 26, 2018.
- Eyler, J., Giles, D. E., Jr., Stenson, C. M., & Gray, C. J. (2001). At a glance: what we know about the effects of service-learning on college students, faculty, institutions and communities 1993-2000. *University of Omaha Nebraska*, 3.
- Gazley, B., Bennett, T., & Littlepage, L. (2012) What about the host agency? Nonprofit perspectives on community-based student learning and volunteering. *Nonprofit and Voluntary Sector Quarterly*, 41(6), 1030-1051.

- Gazley, B., Bennett, T. A., & Littlepage, L. (2012). Achieving the partnership principle in experiential learning: the nonprofit perspective. *Journal of Public Affairs Education*.
- Goodrick, D. (2014). Comparative Case Studies. *Unicef: Office of Research-Innocenti*.
- Harrington, D. (2016). What's the Difference Between Service Learning and Volunteering? Retrieved April 15, 2018.
- Holland, B. A. (1999). Factors and strategies that influence faculty involvement in public service. *Journal of Public Service & Outreach*, 4(1), pp 37-43.
- Holland, B. A., Gelmon, S. B. (1998). The state of the “engaged campus”: what have we learned about building and sustaining university-community partnerships. *American Association of Higher Education*.
- Holland, B. A., Gelmon, S., Green, L. W., Green-Moton, E., & Stanton, T. K. (2003). *Community-University Partnerships: What Do We Know?*(Rep.). San Diego, CA: Community-Campus Partnerships for Health and HUD's Office of University Partnerships. Retrieved February 10, 2018.
- Indiana University Bloomington. Advocates for community engagement. *Center for Innovative Teaching and Learning*. <https://citl.indiana.edu/programs/service-learning/advocates-community-engagement/>. Retrieved April 17, 2018.
- Jacoby, B. (2003). Developing a theory and practice of campus-community partnerships. *Building Partners for Service Learning*, by Enos, S., Morton, K. pp. 20-42.
- Konwerski, P., & Nashman, H. (2002). Who Teaches Whom: The Varied Voices and Instructional Roles of Community Service-Learning Partners. *Journal of Nonprofit & Public Sector Marketing*(Vol. 10), 165-186. Retrieved March 10, 2018.
- Laerd Dissertation. (2012) Convenience Sampling. *Lund Research Ltd*.
- McIntyre, S. F., Webb, J. D., Hite, E. R. (2005) Service learning in the marketing curriculum: faculty views and participation. *Marketing Education Review* 15(1).
- McNall, M., Reed, S. C., Brown, R., Allen, A. (2008). Brokering community-university engagement. *Innov High Educ* 33: 317-331, pp. 35-45.
- Sandy, M., & Holland, B. A. (2006). Different Worlds and Common Ground: Community Partner Perspectives on Campus-Community Partnerships. *Michigan Journal of Community Service Learning*, 30-43. Retrieved January 30, 2018.

Seifer, S.D., & Carriere, A.W. (2003). *Community-University Partnerships: What Do We Know?* San Diego, CA: Community-Campus Partnerships for Health and HUD's Office of University Partnerships. Retrieved February 10, 2018.

Shuttleworth, M. (2009). Research Bias. Retrieved April 7, 2018.

Stoecker, R., Tryon, E. A., & Hilgendorf, A. (2009). *The Unheard Voices: Community Organizations and Service Learning*. Philadelphia: Temple University Press.

Swaminathan, R. (2007). Educating for the “real world”: the hidden curriculum of community service-learning. *Equity & Excellence in Education*, 40: 134-143.

Vernon, A., Foster, L. (2002) Nonprofit perspectives of higher education service learning and volunteerism. *Journal of Nonprofit & Public Sector Marketing*, 10(2), pp. 207-230.

Worrall, L. (2007). Asking the community: A case of community partner perspectives. *Michigan Journal of Community Service Learning*, 14(1), pp. 5-17.

Ward, K., Vernon, A. (1999). Campus and community partnerships: assessing impacts and strengthening connections. *Michigan Journal of Community Service Learning*, 6(1), pp. 30-37.

Appendix A

Figure 1: Abstract of study sent to Indiana University faculty members by the Director of the Office of Service-Learning asking for their interest in participating

“Community-based service learning is the term for student educational experiences that happen through community volunteering. Academic research suggests that good service-learning practices allow for community organizations and faculty to work together when designing service-learning course curriculum and maintain ongoing formal and informal communication throughout the duration of the course. Following these practices will not only enhance the benefits of service-learning to the faculty, community organization and enrich the student’s learning but also diminish or eliminate common challenges community organizations face when engaged in service-learning. For example, good service-learning design allows for more efficient student supervision and balances the managerial responsibilities of community organizations who are hosting students.

This study explores how Indiana University faculty and Bloomington community organizations are building and cultivating campus-community partnerships. How do service-learning courses get designed to follow these best practices and why do good faculty relationships with community partners produce service-learning community driven results? At the end of this study, I will display the findings in an honors thesis.

As Indiana University faculty, I am inviting you to take part in this study to help me identify what steps you took when designing your service-learning course and how you communicate with your community partner. I am also very interested in understanding how you define success for your service-learning course.

If you have 30-45 minutes to spare, I am hoping to conduct face-to-face interviews in the next couple of weeks. I will be documenting your responses to a series of interview questions related to service-learning practices. I do not intend to quote you in my thesis but rather use your responses to help me identify patterns. By understanding what makes service-learning courses the most successful we can improve both service to community organization and learning of university students going forward.”

Appendix B

Figure 2: Abstract of study sent to Bloomington community organizations by the Director of the Office of Service-Learning asking for their interest in participating

“Community-based service learning is the term for student educational experiences that happen through community volunteering. Academic research suggests that good service-learning practices allow for community organizations and faculty to work together when designing service-learning course curriculum and maintain ongoing formal and informal communication throughout the duration of the course. Following these practices will not only enhance the benefits of service-learning to the faculty, community organization and enrich the student’s learning but also diminish or eliminate common challenges community organizations face when engaged in service-learning. For example, good service-learning design allows for more efficient student supervision and balances the managerial responsibilities of community organizations who are hosting students.

This study explores how Indiana University faculty and Bloomington community organizations are building and cultivating campus-community partnerships. What does service-learning look like in Bloomington community organizations and why do good faculty relationships with community partners produce service-learning community driven results? At the end of this study, I will display the findings in an honors thesis.

As nonprofit organizations in the Bloomington community who currently manage service learners, I am inviting you to take part in this study to help me identify how service learners impact your organization, and what service-learning looks like at your organization. I am also very interested in learning how you currently communicate with Indiana University faculty and how this communication effects your service-learning experience.

If you have 30-45 minutes to spare, I am hoping to conduct face-to-face interviews in the next couple of weeks. I will be documenting your responses to a series of interview questions related to service-learning practices. I do not intend to quote you in my thesis but rather use your responses to help me identify patterns. By understanding what makes service-learning courses the most successful we can improve both service to community organization and learning of university students going forward.”

Appendix C

Figure 3: Faculty interview questions

Indiana University Faculty Questions

1. Tell me about your experience with service-learning
2. What prompted you to create a service-learning course?
 - a. Did you seek the help of the university service-learning office when constructing your course? Tell me about this experience
3. How did you select the community organization(s) to partner with?
 - a. Academic research shows a best practice of service-learning is intentionally placing service learners in their host organizations. In what ways does this happen in your classroom?
4. How do you prepare students for the service-learning experience?
5. What do you do during and/or after the service-learning such as a reflection or evaluation?
 - a. Why do you/don't track service learners hours?
 - i. If you don't, are you aware if the community organization tracks their hours?
 - b. Why do you/don't you include a reflection component? What does this look like?
6. Do you require students to complete a final project/paper/assignment on their service-learning experience? What does this look like?
7. Can you tell me what is included in the evaluation of your service learners to calculate the final grade?
8. Can you describe how your relationship with your partner(s) community organization has changed the outcome of service learning for you, your students and the community-based organization?

Appendix D

Figure 4: Community-based organization interview questions

Community-Based Organization Questions

1. Can you describe to me what service-learning means to you and whether it is different from volunteering?
2. Can you generally tell me in your volunteer programs how much you rely on service-learning?
 - a. Is this number consistent throughout most semesters?
 - b. Do you ever limit the number of service learners you take on each semester?
 - i. If yes, why?
3. How often do you know your students are service-learning?
4. Was there ever a time you experienced challenges with a service learner?
 - a. What did these challenges look like?
 - b. Could they have been prevented? By what?
5. How many service learners, if any, continue working in any capacity at your organization after fulfilling their credit?
6. Can you describe to me what it looks like to be a service learner at your organization in terms of training, service, reflection, and evaluation?
 - a. Are you responsible for any record keeping such as tracking hours or completing student evaluations?
7. Has there been a time you can recall where communication with faculty was important and successful? What was happening?
 - a. When does communication with faculty typically start, if at all, during the year?
 - b. How does this communication change the outcome of service-learning for you and your service learners?

Appendix E

Figure 5: Examples of reflection questions made available to service-learning instructors by the Indiana University Office of Service-Learning



Reflection Questions for Considering Service-Learning Experiences

Questions for Student Reflection on Service-Learning: Journals or Discussions

Choose a few as a springboard for your reflection

Issue-focused questions:

Why is there a need for your service?
What do you perceive as the underlying issue, and why does it exist?
What social, economic, political and educational systems are maintaining and perpetuating it?
Do you see connections to public policy at the local, state, or national level?
What can you do with the knowledge you gained from the experience to promote change?
How is what you study preparing you to address this issue?
How does this [profession/field] affect this issue?
How do your lifestyle choices affect this issue? Is there anything you are doing or are not doing that perpetuates the situations?
What is the responsibility of a person in this field to address this issue?
How has your orientation to or opinion about this issue changed through the service-learning experience?
What would it take to positively impact the situation (from the level of individuals, communities, education and government)?

Client-focused questions:

What similarities do you perceive between you and the people you are serving?
How are you perceived by the people you are serving?
What do you think a typical day is like for the people you serve? What pressures do they confront?

How does their situation have an impact on their life socially, educationally, politically, recreationally, etc.? What stereotypes are you confronting about the people you serve? Have you reconceptualized these stereotypes? What new information led you to do this? If you were in charge of the agency/organization in which you are serving, how would you improve the delivery of service to clients?

Self-focused questions:

In what ways are you finding your involvement with your service program difficult? What have you found that help you follow through despite the difficulties you encounter? What personal qualities (e.g. leadership, communication skills, compassion, etc.) have you developed through service-learning? In what ways do you anticipate these qualities will help you in the future? To help others in the future? How would you motivate others to become involved in service-experiences? What would you say to them? What happened during your service experience that made you feel you would (or would not) like to pursue this field as a career? What contributions can you bring to this field from your service experience?

Course-focused questions:

How does the service experience relate to class material?
Did the experience contradict or reinforce class material?
How did course material help you overcome obstacles or dilemmas in the service experience?
What aspects of your learning may have been due to your service experience?

Reflection Questions

This compilation is from the Bennion Center at the University of Utah

Why do you do service? For self-interest or altruism?
Describe the people you met at the service site.
Name three things that stuck in your mind about the service experience.
Describe the atmosphere of the service site.
Describe some of your interactions.
Why do you think (activity described in previous questions) happened)?
How were you different when you left the service location compared to when you entered?
What did the “body language” of the people tell you?
How did the people’s responses make you feel?
How did the service site make you feel (compared to other identifiable places)?
What brings people to the service site (both people seeking service and the volunteers)?
Are “strangers” welcomed at the service site? Why or why not?
How are you similar/different to the others (others in your service group? others seeking service? etc.)?
In what ways did being different help/hinder the group?

What have you learned about yourself?

If you were one of the people receiving services, what would you think of yourself?

How does this experience compare to others you've had?

What connections do you see between this experience and what you've learned in your college courses?

How has your service contributed to your growth in any of these areas: civic responsibility, political consciousness, professional development, spiritual fulfillment, social understanding, and/or intellectual pursuit? What have you learned about a particular community or societal issue?

How did this experience challenge your assumptions and stereotypes?

Do you think these people (or situations) are unique? Why or why not?

What public policies are involved and what are their implications? How can they be improved?

Who determines what's best for the community?

Describe what a typical day might be like for someone who uses the service of the organization where you worked.

How would you do this differently if you were in charge?

What was the best/worst/most challenging thing that happened?

Did you feel like a part of the community in which you were working?

How do you define community?

Describe an internal or external conflict that has surfaced for you during your service work.

Explain the factors that contribute to it and how you might resolve or cope with the conflict.

Discuss a social problem that you have come in contact with during your service work. What do you think are the root causes of this problem? Explain how your service may or may not contribute to its alleviation.

What could this group do to address the problems we saw at the service site?

What could each participant do on his/her own?

How can society better deal with the problem?

How can this experience apply to the situations in your life?

How can your solutions apply to the problem(s) of other groups?