

Strategic Academic Initiatives Grant  
Service-Learning Faculty Workshop

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## Proposal Description and Goals

Developing socially responsible and active students is an important goal of higher education institutions. This is seen at University of Illinois at Springfield (UIS) through the recent adoption of the Engaged Citizenship Common Experience (ECCE) component of the new general education curriculum. Higher education institutions, such as UIS, contribute positively to local communities by encouraging student participation in service to address local problems and "relating the work of the academy more directly to the realities of contemporary life" (Boyer, 1990, p.13).

Service-learning is an important way to develop socially responsible students and contribute positively to local and global communities. Stanton, Giles and Cruz (1999) define service-learning as education through active service using the structure of courses and field seminars attached to curriculum and a grading system. Service-learning joins two complex concepts of academic knowledge and community action. Creating true service-learning experiences can prove to be difficult; understanding appropriate assignments to provide student learning opportunities, finding appropriate community service experiences with the ever changing needs and demands of the community, and providing a variety of reflection activities for various learning styles.

The proposed activity is a two-day service-learning faculty workshop. This workshop would educate UIS faculty across colleges and disciplines in specific practices of service-learning. The goal of this faculty workshop would be that participating faculty could develop new service-learning courses in their academic discipline to the highest standard or enhance current courses they teach to include necessary service-learning components. During this two-day faculty workshop, topics would include the definition and benefits of service-learning, service-learning pedagogy, possible assignments and texts used for service-learning, types of reflection and possible local community partners. This service-learning workshop will also provide an opportunity for faculty from across disciplines to gather and discuss how best to integrate service into curriculum. The creation of service-learning courses would support the ECCE component of the new general education curriculum. Currently, service-learning courses can be taken to fulfill the engagement and/or elective requirements of the ECCE curriculum.

The proposed service-learning faculty workshop clearly addresses Goal One: Academic Excellence and Goal Three: Making a Difference in the World of the UIS Strategic Plan and Strategic Goal Two: Intellectual Engagement with Ideas, Others and the World of the College of Liberal Arts and Sciences (CLAS) Strategic Plan. As stated in the UIS Strategic Plan under the goal of Academic Excellence within the Strategic Thrust of Excellence in Teaching and Learning, "At UIS, teaching remains the central function and student learning is the overriding goal... UIS will create an environment that promotes engaged, active learning with the ultimate goal of preparing students to be leaders and thinkers in the world." An increase in faculty participation in service-learning will promote engaged, active learning for students. Also stated in the UIS Strategic Plan, the goal of Making a Difference in the World "points to the way that UIS looks outward toward the betterment of society." Incorporation of service-learning into curriculum looks towards this betterment in both short-term and long-term ways. First, this is achieved by short-term betterment of society through students actually doing service and fulfilling immediate needs of the community through service-learning course requirements. Secondly, this goal is achieved by long-term betterment through students' possible learning on the importance of social responsibility and becoming life-long volunteers and positive contributors in society. As stated in CLAS vision

statement, "to teach students in a transformative environment that encourages imagination and intellectual engagement with ideas, each other, and the world," the Strategic Goal of Intellectual Engagement with Ideas, Others and the World directly reflects this vision. Within this goal, a Strategic Thrust of Enhance Field-Based Learning outlines an action step to "establish a faculty development program to incorporate/ establish service learning." This action step will be accomplished through the development of the proposed workshop.

The proposed two-day service-learning faculty workshop would be limited to 10 faculty and have some requirements to participate. One requirement would be after attending the workshop; faculty would need to develop a service-learning course to fulfill an ECCE requirement and offer it within two academic years after attending. After this two-day workshop, Kathy Guthrie, Coordinator of Service-Learning will be available for assistance in developing these courses. In this sense, the proposed workshop would provide direct contributions to student learning at UIS. Optional follow-up faculty workshops will also be provided in the Fall following the two-day workshop on topics requested by participating faculty.

#### **Tentative Proposed Program Timeline:**

**February 28<sup>th</sup>, 2007-** Prepare & confirm program logistics (including reserving rooms, promo items, etc)

**March-April, 2007-** Promote Service-Learning Faculty workshop to all full-time faculty

**April 30<sup>th</sup>, 2007-** Confirm faculty participants planning to attend

**May 2007-** 2-day Service-Learning Faculty Development Seminar takes place

**August-September 2007-** Kathy Guthrie will provide individual follow-up consultations with faculty, if needed

**October 2007-** Optional follow-up workshop for faculty participants provided

#### **Expected Results of Proposed Service-Learning Faculty Workshop**

Service-learning is a fairly new pedagogy. While some disciplines, such as education and sociology have been using service-learning pedagogy for years, many other disciplines have not. The likely benefits to faculty who attend this workshop would include education of a new pedagogy and practical tools to carry out this type of instruction.

As stated above, participating faculty will be required to create and offer a service-learning course in their discipline within two academic years. This course can be newly created or by enhancing a current course being taught as a special section or offering. These courses will directly contribute to student learning, especially in the ECCE component of the general curriculum.

The proposed service-learning faculty workshop will advance both the UIS campus and the College of Liberal Arts and Sciences (CLAS) strategic plans. The UIS campus strategic plan will be advanced in the areas of Goal One: Academic Excellence and Goal Three: Making a Difference in the World. As explained above, the workshop will increase faculty participating in service-learning, which will promote engaged and active student learning. Promotion of engaged and active student learning will help advance the goal of academic excellence, strategic thrust of teaching and

learning. Goal Three: Making a Difference in the World looks at betterment of society. Incorporation of service-learning into curriculum looks towards this betterment in the short-term through students actually doing community service and fulfilling immediate needs of the community and in the long-term through students' learning on the importance of social responsibility and becoming life-long volunteers and positive contributors in society. The proposed workshop will also advance the CLAS strategic plan through the Strategic Goal of Intellectual Engagement with Ideas, Others and the World. Development of the proposed workshop will advance the goal of enhancing field-based learning by accomplishing the action step to "establish a faculty development program to incorporate/ establish service learning."

Presentations and publications in this area would be possible. Since service-learning is a fairly new area, presentations and articles are always being encouraging. Some possible journals that encourage research in service-learning include Michigan Journal of Community Service Learning, Journal of Experiential Education, Journal of Public Service and Outreach and College Teaching.

Both internal and external communities will be benefited by the proposed service-learning faculty workshop. Internal communities of faculty and students will be benefited by the increased education of service-learning and the actual active learning that will occur in service-learning courses. External communities will benefit by increased partnerships with UIS and practical needs being fulfilled through community service and research.

**Estimated Budget**

<u>Item</u>	<u>SAIG Request</u>	<u>CLAS Contribution</u>	<u>Total</u>
<b>Salary Stipend</b>			
For participating faculty (10 @\$400)	\$4,000		\$4,000
<b>Contractual</b>			
Book allotment for participating faculty (10@\$100)	\$1,000		\$1,000
Stipend for workshop guest speakers		\$500	\$500
Service-learning resources (videos, books, etc) for faculty to utilize during and after workshop		\$500	\$500
Supplies- Resource material for participants/copying		\$200	\$200
Supplies- General office supplies		\$50	\$50
Food for workshop (participants and presenters)			
Breakfast (2 days)- 18 @\$10 x 2 days		\$360	\$360
Lunch (2 days)- 18@\$15 x 2 days		\$540	\$540
Snacks (2 days)- \$75 x 2 days		\$150	\$150
<b>TOTALS</b>	<b>\$5,000</b>	<b>\$2,300</b>	<b>\$7,300</b>