NC STATE UNIVERSITY

# Proposal to Establish the "Center for Excellence in Curricular Engagement"

"Curricular engagement" refers to teaching, learning, and scholarship that engages faculty, students, and community members in mutually-beneficial and respectful collaboration and that is intentionally designed to address community-identified issues, generate (through the use of critical reflection) academic and civic learning as well as personal growth, facilitate collaborative knowledge generation, and enhance individual and collective capacity for learning, critical thinking, and scholarship and for leadership and citizenship.

NC State's working definition (adapted from the Carnegie Foundation)

Submitted to Vice Chancellor John Gilligan
by Provost and Executive Vice Chancellor Larry Nielsen

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[Prepared by P. Clayton]

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# Executive Summary

This document proposes establishment of the Center for Excellence in Curricular Engagement in the Office of the Provost.

The vision for this unit, outlined in this Proposal, has been developed through a collaborative process during the past twelve months, including a campus-wide vision-crafting process that involved Executive Officers, Vice Provosts, Deans, Associate Deans, Department Heads, Faculty Senate, Student Senate, and the Extension Operations Council; a working session with approximately 60 student, faculty/staff, administrator, and community stakeholders; and input from national engagement scholars (See Appendix A for a summary of this visioning process).

This document provides the rationale for establishment of the Center for Excellence in Curricular Engagement as an important enabling mechanism for achieving our vision of becoming "the premiere engaged land-grant university of the 21st century." It outlines the Center's functions in the context of our institutional priorities and our substantial experience with curricular engagement and in terms of intra- and inter- institutional connections. To summarize three primary issues examined in this Proposal:

***Center Goals:***
The Center for Excellence in Curricular Engagement will both a) expand and deepen service-learning and related academic initiatives and scholarship at NC State and b) establish NC State as a national leader in the field. It will cultivate curricular engagement as an area of distinctive focus for NC State (at both the undergraduate and graduate levels, for both students and faculty, and in communities from local to international). It will help to fulfill the emerging institutional vision of NC State as "the cutting edge science-technology university that engages students in the world now."

The proposed Center will be:

- integral to the academic mission of the university
- led by experienced faculty/staff and students
- housed in the Office of the Provost and integrated in work with (a) Extension, Engagement, and Economic Development, (b) the Division of Student Affairs and (c) Colleges, Departments, and programs
- charged to build the capacity of the university community to integrate teaching, learning, and scholarship with engagement through service-learning and related academic initiatives
- positioned at the leading edge of state, national, and international efforts to advance civically-engaged teaching, learning, and scholarship

And it will have the capacity to:

- take strong models of curricular engagement to scale on this campus, such that students and faculty from all disciplines would have multiple opportunities for participation, leadership, and scholarship
- leverage campus and state/national collaborations so that each benefits the other
- establish and maintain long-term, sustainable, mutually-transformative partnerships across campus and between campus and community
- expand into new, relevant programming arenas (such as Research Service-Learning)
- connect systematically with related comprehensive initiatives on campus (such as Inquiry-Guided Learning, General Education, graduate education, international education, assessment, distance learning, LITRE, Undergraduate Research, and engagement)
- collaborate with faculty/staff, students, community members, and programs engaged in related forms of experiential, community-based teaching, learning, and scholarship, thereby helping to strengthen such efforts and generating new models for effective curricular engagement across a range of venues (e.g., internships, undergraduate research, honors/scholars programs, living/learning communities, etc.)
- garner substantial external funding in support of the teaching, learning, and scholarship activities associated with curricular engagement.

The proposed unit is, therefore, conceived as a "Center for Excellence," making an important distinction with respect to the designation "Center of Excellence," reserved for units that have achieved significant external recognition. While NC State does, in fact, have an emerging national reputation in this field, the Center's title does not claim national recognition; rather, it speaks to the central goal of the unit, which is to build capacity for excellence in the work of curricular engagement, across NC State and in higher education more generally.

***Center Funding:***
In support of this work, the Office of the Provost has committed $280,000 to the Center in its augural year (2007-2008), with an additional $50,000 (minimum) in permanent funds added to the unit's base budget for each of the subsequent four years; the Office of the Provost has also provided a physical home for the Center (on the third floor of the First Year College Commons Building) as well as furniture and equipment. The Center will solicit external funds to supplement the base budget through development efforts aimed at establishing an endowment, intra-campus collaborative grants (e.g., a Z. Smith Reynolds grant in collaboration with OEEED, the University Honors Program, and the Office of Undergraduate Research), and inter-institutional grants. As one leading example of the potential of the proposed Center to bring significant external resources to NC State in support of curricular engagement:

> The Director of the proposed Center has been appointed a Senior Scholar with the Center for Service and Learning at IUPUI, an ongoing position that provides a structure for inter-institutional collaboration with one of the nation's leading engaged campuses. The Center for Service and Learning has recently launched a Signature Center for Research on Service-Learning, and discussions are underway regarding potential collaborations with the Center for Excellence in Curricular Engagement on major grants in this area (e.g., Spencer Foundation).

***Center Administration*** (See Appendix B for organizational structure and Advisory Board)**:**

- Responsible administrator: Dr. Larry A. Nielsen, Provost and Executive Vice Chancellor
- Center Director: Dr. Patti H. Clayton
- Center Associate Director: Ms. Myra G. Moses
- Center Advisory Board Chair: Dr. Sarah L. Ash, Associate Professor, Food Science
- Center Advisory Board Co-Chair: Mr. Brent Henry, Director Wake County Cooperative Extension

NC State University is developing and disseminating models for institutional engagement centered on student learning; we are poised to take our commitment to engagement and the role of student learning in that process to the next level. The Center for Excellence in Curricular Engagement will be unique: focusing solely—and substantially—on service-learning and related academic initiatives and scholarship in the context of a research extensive, land-grant institution.

## Introduction

As a research-extensive university in the land-grant tradition, NC State has always had a unique mission to support the learning, well-being, and quality of life of the citizens of North Carolina. The Commission on the Future of NC State articulated the 21st century goal of becoming "one of the nation's best universities by integrating teaching, research, and service in order to better serve the citizens and communities of North Carolina." A systematic, comprehensive approach to curricular engagement can contribute in innovative and powerful ways toward this vision.

According to Chancellor Oblinger, one of the most important outcomes of an engaged university is "a young person's enhanced understanding of his or her potential as an agent of change in the world" (2005 Symposium on the Engaged University). Curricular engagement is particularly well-suited to generating this outcome, with its emphasis on connecting academic with civic learning and on helping students understand the public purposes of their disciplines and commit themselves to improving the human condition. Through curricular engagement, students and faculty critically examine the complex issues facing local, state, national, and international communities; with a collaborative approach and an eye toward problem-solving, they work closely with community organizations and with citizens, not only applying knowledge but learning to use their own experience and the expertise of the community to inform the ongoing construction of knowledge. This is one highly effective way by which the engaged university can fulfill its responsibilities to advance knowledge, educate citizens, and address issues facing the broader community. Curricular engagement is "innovation in action." It is, in the words of Provost Nielsen, "the epitome of what NC State is all about" (PRTM Spring Banquet, April 4, 2006).

Imagine, as just one example, NC State students from all disciplines working with faculty mentors, Extension agents, and community members to develop and implement academic service-learning projects (as appropriate with a research component) across 100 counties and the Cherokee reservation as part of the curriculum, building the students' connections to and investment in the state and its future. The NC State Service-Learning Program (the Center's precursor) has developed models to make just such undertakings possible, with over seven years of experience supporting students, faculty, and community partners in a wide range of collaborative projects—from local to international. In the judgment of national engagement scholar Dr. Edward Zlotkowski (Senior Faculty Fellow, Campus Compact), the NC State Service-Learning Program has **"the potential to help the university move to the most effective, most comprehensive level of engagement envisioned today"** (letter of review, May 2003). Building on this foundation and enhancing our institutional support for and commitment to service-learning and related academic initiatives and scholarship will contribute in tangible, visible ways to NC State's goal of becoming "the premiere engaged land-grant university of the 21st century." It will also position the university as a national leader in curricular engagement.

As the culmination of a year-long visioning process on the question of the future of service-learning at NC State, this document proposes establishment of a "Center for Excellence in Curricular Engagement," a unit that is:

- integral to the academic mission of the university
- led by experienced faculty/staff and students
- housed in the Office of the Provost and integrated in work with (a) Extension, Engagement, and Economic Development, (b) the Division of Student Affairs and (c) Colleges, Departments, and programs
- charged to build the capacity of the university community to integrate teaching, learning, and scholarship with engagement through service-learning and related academic initiatives
- positioned at the leading edge of state, national, and international efforts to advance civically-engaged teaching, learning, and scholarship

The Center for Excellence in Curricular Engagement will have the capacity to:

- take strong models of curricular engagement to scale on this campus, such that students and faculty from all disciplines would have multiple opportunities for participation, leadership, and scholarship
- leverage campus and state/national collaborations so that each benefits the other

- establish and maintain long-term, sustainable, mutually-transformative partnerships across campus and between campus and community
- expand into new, relevant programming arenas (such as Research Service-Learning)
- connect systematically with related comprehensive initiatives on campus (such as Inquiry-Guided Learning, General Education, graduate education, international education, assessment, distance learning, LITRE, Undergraduate Research, and engagement)
- collaborate with faculty/staff, students, community members, and programs engaged in related forms of experiential, community-based teaching, learning, and scholarship, thereby helping to strengthen their efforts and generating new models for effective curricular engagement across a range of venues (e.g., internships, undergraduate research, honors/scholars programs, living/learning communities, etc.)
- garner substantial external funding in support of the teaching, learning, and scholarship activities associated with curricular engagement.

The Center for Excellence in Curricular Engagement proposed in this document is a unit in which the potential of the Service-Learning Program and of other, related units across campus is more fully realized and, additionally, new possibilities are cultivated.

***Proposal Development Process***

This Proposal grew out of a white paper solicited by Provost Nielsen during the spring semester of the 2005-2006 academic year as part of the transition of the Service-Learning Program from within the Faculty Center for Teaching and Learning to the Office of the Provost. Crafted by the Service-Learning Program, that white paper ("Envisioning the Future of Service-Learning at NC State: A Proposal to Establish a 'Center for Excellence in Service-Learning") drew on previous thinking regarding service-learning on this campus, updated it with new insights and priorities, and extended it with input from select individuals on and off campus (including students, faculty, administrators, representatives from related programs on campus, national engagement scholars, and alumni – See page 24 of this Proposal for the Acknowledgement identifying these key contributors). That document was not designed to represent campus-wide consensus; rather, it was used to support conversations across campus as a basis for generating a more-widely shared vision. Provost Nielsen, Senior Vice Provost Katie Perry, and Service-Learning Program Director Patti Clayton engaged a wide variety of campus constituents in a 6-month vision-crafting process that involved:

- Meeting to discuss the emerging vision with Vice Provosts, Deans, Associate Deans, Student Affairs leadership, the Extension Operations Council, Student Senate, Faculty Senate, Department Heads, and Executive Officers
- Posting the white paper on the Provost's webpage for public review and comment
- Convening approximately 60 stakeholders (students, faculty, staff, community members, administrators, alumni, and a national engagement scholar) in September for a 5-hour workshop to examine and provide feedback on the emerging vision

See Appendix A for a summary document on the vision-crafting process (as presented to the Executive Officers in December 2006) and a list of the participants in the Stakeholders Workshop.

This visioning process informed the current Proposal. The proposed Center for Excellence in Curricular Engagement is envisioned as a capacity-building unit that is well-integrated with the work of units across campus and the priorities of the community; in order to fulfill that role, the Center will continue to engage in collaborative visioning with campus and community as its identity and functions evolve.

***Scope, housing, and primary goals of the envisioned Center***

This Proposal for a Center for Excellence in Curricular Engagement is positioned in the context of a continuum of possibilities regarding the scope of the unit, ranging from a narrowly-defined emphasis on service-learning per se to a broadly-defined, all-encompassing emphasis on civic engagement in general. The title of the Center has been carefully selected to represent the unit's optimal scope between these two extremes, as it came to be conceptualized through the campus-wide visioning process. The Center for Excellence in Curricular Engagement will be unique: focusing solely—and substantially—on curricular engagement (service-learning and associated academic initiatives and scholarship) in the context of a research extensive, land-grant institution.

Many service-learning programs across the country are conceptually and organizationally defined as components of multi-focused initiatives—housed alongside, for example, community service, leadership education, and/or community-based work study. Several units on this campus are engaged in work that is similar to, overlaps, or is connected with service-learning, thus raising the question of the envisioned Center's niche and scope. It is extremely important that the Center have strong connections with related units across the entire campus and that it function as a capacity-building unit in support of the full range of activities related to curricular engagement. A narrow focus on service-learning per se would limit the unit's ability to collaborate with and facilitate the work of related initiatives, which may have elements in common with service-learning but may not closely identify with the language of "service-learning." An all-encompassing focus on civic engagement in general would duplicate or intrude upon the work of related units and would not effectively capitalize on the particular strengths and emerging national reputation of the Center's precursor, the Service-Learning Program. "Curricular engagement" expresses the scope and focus of the unit along this continuum: the Center's working definition of curricular engagement (and thus the expression of its optimal scope) is as follows:

> "Curricular engagement" refers to teaching, learning, and scholarship that engages faculty, students, and community members in mutually-beneficial and respectful collaboration and that is intentionally designed to address community-identified issues, generate (through the use of critical reflection) academic and civic learning as well as personal growth, facilitate collaborative knowledge generation, and enhance individual and collective capacity for learning, critical thinking, and scholarship and for leadership and citizenship.

Thus, the Center will continue the Service-Learning Program's work and will do so in the context of the full range of experiential, community-based teaching, learning, and scholarship activities.

The case has been made by leading scholars that service-learning is best understood not so much as a "program" but rather as an "integrative strategy" to advance institutional mission (Furco & Holland, 2004); thus, while the organizational structure housing service-learning and related forms of curricular engagement can take a variety of forms, it is important that its conceptual focus be both integrative and customized to the particular institution. At NC State—given our distinctive research-extensive land-grant identity and our structural division into independent Colleges—appropriately enacting a commitment to curricular engagement requires defining it primarily in terms of scholarship; explicitly positioning it at the interface of teaching, research, and service; and administering it as a university-wide, cross-discipline, collaborative endeavor that also supports College-based work and the work of many related programs across campus (programs that engage students and faculty in experiential learning opportunities in the community and in collaborative scholarship related to engaged teaching and learning). Given these considerations, this document proposes establishment of an independent integrative Center housed in the Office of the Provost, not a broader umbrella structure encompassing multiple, extant units. See Appendix B for an overview of the Center's organizational structure and Advisory Committee.

This document proposes a Center <u>for</u> Excellence, not a Center <u>of</u> Excellence. While NC State does, in fact, have an emerging national reputation in this field, the Center's title does not claim national recognition; rather, it speaks to the central goal of the unit, which is to build capacity for excellence in the work of curricular engagement, across NC State and beyond, in the field more generally. The Center for Excellence in Curricular Engagement will both expand and deepen service-learning and related academic initiatives and scholarship at NC State and establish NC State as a national leader in the field. It will cultivate curricular engagement as an area of distinctive focus for NC State (at both the undergraduate and graduate levels, in terms of both student and faculty work, and in communities from the local to the international). It will help to fulfill the emerging institutional vision of NC State as "<u>the</u> cutting edge science-technology university that engages students in the world now."

The establishment and growth of the Center for Excellence in Curricular Engagement are of paramount importance in our efforts to achieve the goal of becoming the nation’s premiere engaged land-grant institution. It has been said that teaching and learning must be at the center of the engaged university (Bringle et al, 1999), suggesting that curricular engagement is central to enacting our commitment to engagement. Our students have articulated their own sense of the importance of this work in various ways, including at the Symposium on the Engaged University:

> “We have to keep striving, not only towards fulfilling the *hope* that all students will *become* active citizens, but the *intention* that they will *be* active citizens: that they will be engaged *while they are here* on our campus, that they will be committed to changing their own lives and the lives of those around them, both now and in the future.” [Erin Possiel, Class of 2006, Symposium Panel, April 2005]

The Center for Excellence in Curricular Engagement, as illustrated in this document, responds to this call.

# Section I: Introduction to Curricular Engagement

## What Is Curricular Engagement?

NC State's current working definition of curricular engagement is adapted from the Carnegie Foundation's elective classification in community engagement:

> "Curricular engagement" refers to teaching, learning, and scholarship that engages faculty, students, and community members in mutually-beneficial and respectful collaboration and that is intentionally designed to address community-identified issues, generate (through the use of critical reflection) academic and civic learning as well as personal growth, facilitate collaborative knowledge generation, and enhance individual and collective capacity for learning, critical thinking, and scholarship and for leadership and citizenship.

At the core of curricular engagement is service-learning. The NC State Service-Learning Program defines service-learning as "a collaborative teaching and learning strategy designed to promote academic enhancement, personal growth, and civic engagement. Students render meaningful service in community settings that present them with experiences related to academic material. Through guided reflection, students—individually and in groups—examine their experiences critically and articulate specific learning outcomes, thus enhancing the quality of their learning and of their service. Service-learning helps students to deepen their understanding of what they know, who they are, how the world around them works, and their place in it and responsibility to it." (Clayton et al, 2005).

The benefits of service-learning and other forms of curricular engagement extend to all participants:

- As **students** are guided through critical examination of experiences and issues in the broader community, they grow intellectually, personally, and in their capacities as citizens; and they learn how to learn, how to think critically, how to collaborate with diverse others, and how to problem-solve.
- The **faculty/staff** who mentor them are often rejuvenated and find new outlets for their work as scholars.
- **Community members** have a stronger voice in the education of future leaders as well as access to resources that can enhance their organizational capabilities and work as full partners in advancing institutional missions of knowledge generation and application.
- And the **university** builds new connections across disciplines, reform initiatives, and constituents and enhances both its commitment to its public purposes and its ability to carry them out.

Furco (1996) distinguishes service-learning from community service and volunteerism—in which the service recipient is the primary beneficiary and the focus is on service outcomes—and from field experiences and internships—in which the student in the primary beneficiary and the focus is on learning outcomes; service-learning occupies the middle ground of these two continua, such that all partners benefit and all outcomes are inter-dependent. The principles of best practice within service-learning are increasingly being valued for their relevance to and ability to enhance other forms of experiential, community-based teaching, learning, and scholarship:

- intentional design for integrated learning outcomes and community impacts
- use of critical reflection as a mechanism to generate, deepen, and document learning outcomes
- careful assessment of outcomes for all constituents (students, faculty, community, institution)
- mutually-transformative relationships among all constituents
- capacity-building among all constituents for problem-solving and systemic change agency; scholarship that integrates teaching, research, and engagement.

All forms of curricular engagement can be excellent opportunities to prepare students for lives as citizens, responsible disciplinary practitioners and professionals, and life-long learners.

## Implementing High Quality Curricular Engagement

The pervasive inter-dependence of learning processes and outcomes with service processes and outcomes not only renders service-learning and related forms of curricular engagement uniquely powerful as a vehicle for learning, organizational development, and social change but also makes them difficult to implement effectively. With its interdisciplinary, experiential, non-hierarchical, and unpredictable nature, service-learning is among the most non-traditional, indeed “counter-normative” (Howard, 1998) of pedagogies. Further, community organizations are not mere learning laboratories but rather realms of significant problem solving and human interaction, which means that much is at stake. Unless great attention is paid to quality implementation, students are all too likely to leave community-based experiences with stereotypes reinforced, with a false sense of disempowerment (or, an equally false sense of over-empowerment), with simplistic notions of solutions to complex issues, and/or with only limited learning. Similarly, the needs of community members and organizations may not be met and they may be disappointed in outcomes.

For all of these reasons, it is necessary to invest considerable time and effort into building the capacity of everyone involved—students, faculty, community partners, institution—to implement curricular engagement well. It involves learning how to teach, how to learn, and how to serve in new ways; and it should require bringing a scholarly approach to the work, so that practitioners continually reflect on and improve its quality. Rising to the challenge of implementing curricular engagement with excellence is thus both an end in itself and a means to the end of transformation among individuals, organizations, and communities.

# Section II: Curricular Engagement / Service-Learning and Higher Education

## The Emergence of the Engaged Campus

The "engagement" movement that has become central in higher education emerged, in many ways, in response to Ernest Boyer's (1996) call for the academy to "become a more vigorous partner in the search for answers to our most pressing social, civic, economic, and moral problems." Boyer and his colleagues issued a challenge to the academy—which they feared had become, in perception and too often in reality, a "private benefit, not a public good"—to reclaim a vibrant role in the civic life of the nation. This challenge has been brought to the very center of national discussion and action regarding the identity and function of higher education institutions in the twenty-first century, including, by way of examples, the Kellogg Commission on the Future of State and Land Grant Universities series of *Returning to our Roots* reports (1996-2000), the *Wingspread Declaration on Renewing the Civic Mission of the American Research University* (1999), the *Presidents' Declaration on the Civic Responsibility of Higher Education* (1999), and *Stepping Forward as Stewards of Place: A Guide for Leading Public Engagement at State Colleges and Universities* (2002). Campus Compact was founded by university presidents committed to the public purposes of higher education; dedicated to building civic engagement into campus and academic life, it currently includes over 1000 colleges and universities (including NC State) that value civic engagement as an important component of their institutional mission and is organized into 31 state-level compacts (including NC Campus Compact, of which NC State is a charter member). Most recently, in 2006 the Carnegie Foundation released a new elective classification for "Community Engagement" as a way for campuses to describe their identity and commitment with a nationally recognized classification (NC State is one of 76 campuses to have received this designation in its inaugural year, and one of 62 of those campuses to receive the designation with respect to both of the potential categories: "Curricular Engagement" and "Outreach and Partnerships").

## Service-Learning: The Heart of the Engaged Campus

"The engaged campus" has thus increasingly become the model for and the ambition of higher education institutions. Service-learning and other forms of (curricular and co-curricular) student civic engagement are emerging as central components of the engagement movement at the level of both individual campuses and higher education organizations such as AAC&U and various disciplinary associations. *Educating Citizens: Preparing America's Undergraduates for Lives of Moral and Civic Responsibility* (2003) by Thomas Ehrlich and colleagues and "How Civic Engagement is Reframing Liberal Education" (2003) by Rhoads are but two suggestive documents that speak to the possibilities for connecting the experience of students more closely with the civic mission of institutions and the ways in which student learning is central to the development of a truly engaged campus.

Service-learning is rapidly achieving a central position in the academy, both as a mechanism for engagement and as a cutting edge approach to teaching and learning. As it has grown, leading practitioner-scholars have recognized the need to improve the quality of implementation and have increasingly called for scholarship in the field. Recent years have seen increased investment in research on service-learning, including the establishment of an annual K-H Service-Learning International Research Conference and an associated annual volume *Advances in Service-Learning Research*. The peer-reviewed *Michigan Journal for Community Service-Learning* is in its twelfth year. There is a growing trend within many disciplines to devote journal and conference space to service-learning; the *Series on Service-Learning in the Disciplines* (launched by AAHE) includes volumes for over 20 disciplines. Emerging consensus on best practices in service-learning includes: integration with the curriculum, critical reflection focused on academic and civic learning and on personal growth, student leadership in design and delivery, support structures for faculty, and sustainable partnership processes between university and community.

## Institutionalizing Service-Learning

Legitimated by this growth of service-learning as a field of scholarly inquiry, there are widespread efforts to undertake what is commonly referred to as the "institutionalization of service-learning," or the establishment of service-learning as a core and well-supported function of the engaged campus; a forthcoming publication, *Institutionalizing Service-Learning in Higher Education* (Furco, 2007) will provide campuses with a self-assessment

rubric (draft available at present) and guidance in the institutionalization process. Campuses across the country organize in various ways to support the work of service-learning and related engagement activities, each ideally contextualizing its approach to its own institutional mission, history, internal operating dynamics, and external community. While service-learning operates uniquely on each campus, patterns are emerging across the country (Zlotkowski, 1998; Furco, 2006) that provide guidance in the process of institutionalizing curricular engagement at NC State:

- **Institutional relevance**—explicit connections between service-learning and the university's mission and inclusion of service-learning in institutional planning and policy-making processes
- **Academic legitimacy**—positioning of service-learning within the curriculum and implementation that generates assessable academic learning outcomes
- **Formal recognition of service-learning within promotion and tenure processes**
- **An adequately staffed central office**—with permanent staff who have expertise in service-learning, hold appropriate titles, and are positioned to exert influence
- **Administrative support**—executive leadership's understanding of and championing for service-learning as an important part of the work of the campus
- **A foundation of institutional funds, supplemented with external support**
- **Connections with related initiatives on campus**—through extensive committee and other networking structures, through the formation of over-arching units, through collaboratives, etc. and including connections among service-learning, undergraduate research, internships, capstones, etc.
- **Faculty participation and leadership**—through the allocation of funds for stipends and/or release time, through strong faculty development opportunities, and through support for faculty scholarship
- **Student leadership**—experienced service-learning students positioned as colleagues of faculty/staff and supporting program development, implementation, and assessment
- **Partnership development**—including the establishment of a range of partnership processes to accommodate varying needs for placements, short- and long-term partnerships, etc. and mechanisms for strong community voice in program development and governance
- **Developmental-sequencing of service-learning experiences**—different programming targeting first year students and upperclass students and with explicit design for ever-increasing outcomes.
- **Multi-constituent Advisory Committees**—with students, faculty, staff, administrators, and community partners participating as equal partners in program design and review
- **Systematic assessment**—accounting for both quantity and quality of service-learning activities across campus and driving program development for continuous improvement

More than service-learning per se is at stake in efforts to promote institutionalization. As Zlotkowski (1998) notes, a wide range of contemporary priorities in higher education are easily allied with—and advanced in conjunction with—service-learning, including: problem-based learning, collaborative learning, undergraduate research, critical thinking, multiculturalism and diversity, civic awareness, leadership development, and professional and social responsibility. Engaged institutions can capitalize on the synergistic possibilities of connecting service-learning with related initiatives.

## Benchmarking

Appendix C offers a (partial) high-level overview of service-learning at NC State's peer institutions, at UNC system schools, and at select engaged institutions; following the summary chart is discussion of select models. Among NC State's official peers, 8 are members of National Campus Compact and 10 appear to have a service-learning program; the University of Wisconsin-Madison has an endowed center. Among UNC system peers, 8 are members of NC Campus Compact and 9 appear to have a formal service-learning program; endowment solicitation is emerging as a strong interest among NCCC member schools. Duke University recently announced a new Center for Civic Engagement and the DukeEngage initiative, with a $30M endowment. Among institutions with model programs, the University of Utah, the University of Michigan, and Stanford University have endowed centers. The proposed Center for Excellence in Curricular Engagement will collaborate with the nation's premiere programs and establish NC State as a leader in curricular engagement.

## Section III: Institutional Context

NC State is one of many campuses across the country that is re-examining institutional priorities through the lens of engagement. Our successful application for the Carnegie Foundation's elective "community engagement" classification provides a significant context for progress toward our goal of becoming "the premiere engaged land-grant university of the 21st century."

Appendix D provides an overview of select moments in the recent history of engagement and service-learning at NC State. Executive leadership has articulated commitment to engagement as an important—perhaps even defining—element of the NC State experience for students. At the 2005 Symposium on the Engaged University Chancellor Oblinger offered as part of his vision for the future:

> "I would like us to be known to students as the university that invites their direct participation in its land-grant mission, the university that offers them … learning experiences through which they can contribute in meaningful ways to the community and the university."

Perhaps the most recent university-wide articulation of this emphasis is the 2006 strategic planning process. Examination of the April draft reveals the following concrete examples:

- **Mission**: NC State is "an engaged research university committed to advancing the public good" and a "leader in transforming the land-grant mission for the 21st century." This leadership is due to part to the integration of "outreach with relevant research and active teaching" in the context of innovative problem-solving within the state and throughout the world.
- **Vision**: NC State "will be known for providing an educational experience unique to an engaged research university, including opportunities to contribute in meaningful ways to communities," "the staff and administration will collaborate with faculty and students to … foster community engagement," and the culture of the campus community will be one that values "social responsibility."
- **Distinctive characteristics**: The Strategic Plan highlights NC State's "integrat[ion of] students' learning and living experiences" and its "develop[ment of] the entire individual through a rich variety of activities outside of the classroom that intersect with the academic experience."
- **Investment priorities**: The Strategic Plan targets (among other objectives) "reinvigorating the undergraduate experience" and "develop[ing] new models for university engagement"

> One of the nine arenas identified as investment priorities for the next five years is to "enrich undergraduates' educational experience through their active engagement with society," explained as giving students "a transforming educational experience and a foundation for a lifetime of continuous learning" and as developing their "critical thinking and communication skills, broad perspectives, and adaptability, which are needed to address the complex social and economic problems of their lifetimes."

Running throughout the draft Strategic Plan is the understanding that engagement includes student learning and the intention to allocate resources accordingly. The Center for Excellence in Curricular Engagement is an important vehicle for operationalizing the university's Strategic Plan.

Recent modifications in Reappointment, Promotion, and Tenure processes, including articulation of the "six realms of faculty responsibility," support a campus culture that increasingly promotes the scholarship of teaching and learning and the scholarship of engagement. Faculty within several Colleges (most notably, CNR and CHASS) are ready to intensify their individual and collective implementation of curricular engagement, if adequately supported and encouraged. A focus group of student leaders at the 2005 Symposium on the Engaged University clearly called for more widespread and more easily accessible service-learning experiences and for related opportunities to play an active role in the university's land grant mission. The Center for Excellence in Curricular Engagement will respond to this interest and add to NC State's momentum as an engaged institution.

## Section IV: Analysis of the NC State Service-Learning Program

This section presents an overview of the Service-Learning Program, which provides historical context for the proposed Center. The Center for Excellence in Curricular Engagement is a natural evolution of the NC State Service-Learning Program. The Center will capitalize on the Program's inter-institutional affiliations, its successful models of implementation, its relationships with other units across campus, and its culture of scholarship, as well as the emerging national reputation of its lead faculty/staff.

Appendix E summarizes key elements of the Service-Learning Program's development over the past seven years (# courses supported, # faculty trained, # publications, # conference presentations, # grants, budget, etc.).

As is discussed in more detail in Appendix F and summarized in this section, the Service-Learning Program has been defined primarily by five characteristic types of endeavor:

1. Collaboration across units
2. Faculty development and support
3. Student leadership
4. Learning outcomes focus, including critical reflection and assessment model
5. Scholarly collaborations / scholarship emphasis

Examination of each of these areas provided guidance in the development of a vision for the Center for Excellence in Curricular Engagement.

**1. *Collaboration across units*** – The Service-Learning Program has a strong orientation toward collaboration and has at its core a commitment to establish strong relationships across campus and to engage in community-building on campus around engaged teaching, learning, and scholarship. Appendix G provides a partial list of units on campus that are involved in work related to service-learning and civic engagement and a discussion of the work of the following programs whose activities are closely related to the Service-Learning Program:

- the Center for Student Leadership, Ethics, and Public Service
- the Faculty Center for Teaching and Learning
- the Institute for Nonprofits
- the Office of Extension, Engagement, and Economic Development
- the honors / scholars community

As the Center for Excellence in Curricular Engagement is launched, these units should be included in ongoing conversation regarding the evolution of the unit, as support from and strong relationships with them will be important to its effective operation. In a collaborative arrangement, the proposed Center will benefit immensely from the experience and expertise of these units—just as they will benefit from value added by the Center. The Center should help advance collective understanding of how best to capitalize on this rich mix of related programs and initiatives.

> *Goals:* In addition to strengthening extant collaborations, the Center will seek to formalize relationships with such units as the Study Abroad Office, the University Honors Program, the Office of Undergraduate Research, and the Kenan Institute and will explore collaborations with such units as the Teaching Fellows Program, the Small Business and Technology Development Center, and the Cooperative Extension Service.

**2. *Faculty development*** – The Service-Learning Program from its inception has been defined as a faculty development initiative and has devoted considerable attention to the creation of a strong model for faculty development and support, with the understanding that scholarship is a necessary element of such innovative teaching and learning, especially on a research-extensive campus like NC State. While the Program has supported over 50 faculty from 9 Colleges, it has lacked the funds to adequately implement its comprehensive faculty development model or to support faculty in undertaking significant curricular revision or scholarship.

> *Goals:* In addition to effectively and systematically implementing a comprehensive model for faculty development the Center will
>
> - expand the number of service-learning enhanced courses supported

- increase the quality of implementation and outcomes in those courses
- facilitate more faculty scholarship, including collaborative research, academic publications, and presentations at professional conferences
- expand its training and support offerings to encompass a wider range of approaches to curricular engagement (including, for example, research service-learning, engaged internships, etc.)
- work with faculty not only individually but also at the departmental and College level, which is a necessary step toward the institutionalization of service-learning

**3. *Student leadership*** –The Service-Learning Program has a fundamental commitment to faculty/staff/student "co-creation" across all dimensions of its work. The Program has piloted a nationally-recognized model of developmentally-sequenced student leadership roles that has demonstrated powerful results on a small scale and that has the potential to benefit more students if expanded.

*Goals:* In addition to establishing a systematic network across campus to provide a continuous stream of student leaders, the Center will formalize its developmental model and support the participation of more students. With greater capacity to work with more students in this developmental fashion, the Center will be able to provide more comprehensive and more consistent support to faculty and to related units across campus; it will also collaborate with other academic units to expand the model as they adapt it for their own purposes. The Center will also be able to provide leadership in state and national efforts to investigate and create best practices and infrastructure for student leadership in curricular engagement.

**4. *Learning outcomes focus, including critical reflection and assessment model*** – The Service-Learning Program early on articulated a definition of service-learning that, while not limited to course-based implementation, calls for the integration of service experiences with academic material through structured reflection. This definition and a corollary commitment to quality learning and quality service has driven the Program to develop academically sound, empirically-validated models for promoting student learning through the integration of critical reflection and assessment. Its ability to keep service-learning faculty at the leading edge of implementation of these models or to support use of these models in related experiential, community-based teaching and learning venues, however, has been limited.

*Goals:* The Center will

- expand faculty development offerings related to reflection and assessment (across and beyond service-learning faculty), e.g., through collaborative research on student learning outcomes
- provide faculty with electronic access to continually updated reflection and assessment tools for use with their students and in their own scholarship
- develop additional models for reflection and assessment that will further enrich faculty development, curriculum development, and student learning
- develop models for and conduct research on the involvement of all partners (community members as well as students and faculty) in reflection and assessment
- support faculty in investigating their own adaptations of its core models for reflection and assessment
- expand its outcomes assessment focus to include faculty, community, and institutional impacts
- increasingly expand the application of its model for reflection and assessment for curricular development more generally (e.g., for the design of course sequences)

**5. *Scholarly collaborations / scholarship emphasis*** – The Service-Learning Program from its inception has had a strong commitment to scholarship; this has fostered a culture of experimentation and assessment, which has in turn generated substantial learning and has earned the Program recognition on and off campus for its well-refined models of faculty development, scholarship, student leadership, and critical reflection/assessment. Appendix H lists some of the publications and presentations generated by service-learning students, faculty, and staff in the past five years, suggesting the leadership role in the field that NC State is primed for.

*Goals:* The Center will continue to leverage internally-focused and the externally-focused scholarship for the benefit of both campus and the field. More thorough implementation of the sequenced faculty development model and corollary expansion of the Faculty Fellow role to additional faculty are much-needed improvements. Additional funds are needed to support faculty and students in conducting research and in disseminating their work, including travel funds. Also needed are mechanisms for bringing community partners into this scholarship. With enhanced capacity in this area, the Center will be well-positioned to contribute to Scholarship of Teaching and Learning and Scholarship of Engagement initiatives on campus and beyond.

***Community partnership development*** has been less central in the evolution of the Service-Learning Program. The Center's future work in this area might effectively build on focus groups with community partners in 2003 and 2005, on the Institute for Nonprofits' study of partnership possibilities between the university and Southeast Raleigh, and on Gateway County / Cooperative Extension Service asset- and needs- assessments. Analysis of the Program's commitment to and need for strong partnerships with the community in the context of similar priorities in other units raises questions such as the following:

- As the Center for Excellence in Curricular Engagement grows, what mechanisms need to be put in place to operationalize a broad understanding of "community," at local, state, national, and international levels and across the range of understandings of "community" conceptualized in NC State's Carnegie application ("communities of interest, practice, place, and purpose")?
- How can the Center facilitate rich relationships with the community in which needs for both short-term placement models and long-term partnership models are met and in which community members have the strong voice in planning, implementation, and evaluation that true "partnership" requires?
- How might the Center conduct its partnership processes in a way that is coordinated with and mutually-supportive of other units on campus and of the community?

## Summary

The NC State Service-Learning Program offers a rich mix of carefully refined models that have given it a presence across campus and at the state and national level. Neither the models nor the presence have fulfilled their potential, however.

Arguably, the crux of the matter—both the potential and the failure to fully realize it—lies in what may well be the signature aspect of the Program: its commitment to mutual transformation through a process of co-creation in a mentoring community context. The Program has as a starting point for all of its work design for developmentally-progressive outcomes—whether within a single learning outcome or across a research agenda, whether within a single course or across a curriculum, whether in work with students or with faculty. Running through all of its activities, therefore, are mechanisms for collaboratively supporting and challenging participants so as to achieve these ever-greater outcomes. Student leaders in the Program—invited to co-author a book chapter on service-learning at NC State (Whitney et al, in press) after an international conference presentation—recently articulated their experience as a "**shared developmental journey**" and thus provided a core organizing principle for the Program's work:

> meeting people where they are and offering intentionally-designed opportunities for them to continue growing—into higher levels of reasoning, responsibility, ownership, contribution, etc.—all within a supportive community of learning and mentoring and therefore of mutual transformation.

This approach to operationalizing the Program's mission—focused on quality and transformation—is arguably its most important asset and the underlying reason for the success of its models.

Program leaders believe commitment to quality and to continuous improvement is a necessary component of responsible implementation of a pedagogy that is so counter-normative and that has the potential to do harm—to students and to community—when it is not done well. It is especially time and labor intensive to approach curricular engagement in this highly relational and scholarly way—and the pedagogy is, even in its minimal forms, resource intensive. The potential outcomes for students, faculty, community, and institution are well-established; what is required is the capacity-building to achieve them with respect to both quantity and quality.

In his 2003 letter of review of engagement at NC State in general and of the Service-Learning Program in particular, Zlotkowski noted that the Service-Learning Program has impressive models and great potential. He emphasized the need for substantially increased resource commitments if NC State is to realize engagement across the curriculum. He encouraged NC State to follow other engaged institutions in creating a center for service-learning and related work, concluding that:

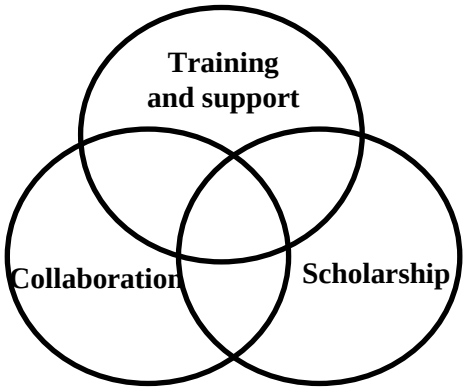
> “An endowed center is not a pipe dream. More and more schools are finding, once they have made a genuine commitment to ‘internal renewal through external engagement,’ there are many in the wider community prepared to support that commitment generously.”

The next section illustrates just such a genuine commitment, in the form of a vision for the Center for Excellence in Curricular Engagement.

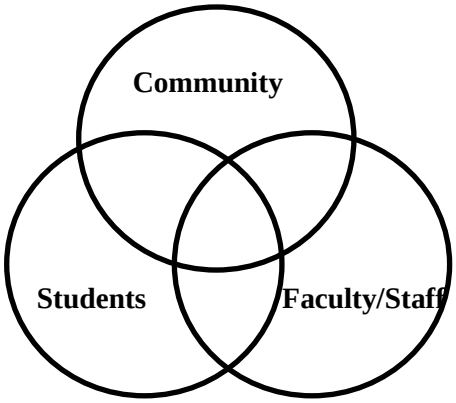
## Section V: Vision for the Center for Excellence in Curricular Engagement

This section offers a conceptual framework for the functions of the Center for Excellence in Curricular Engagement followed by a discussion of select functions (Appendix I includes a complete list of functions envisioned to date, with discussion of each).

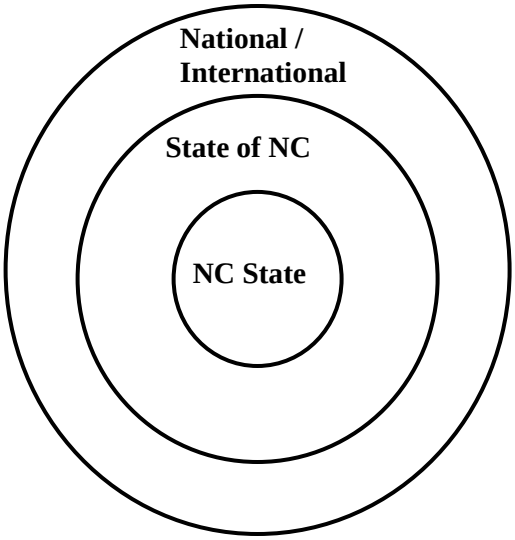
Three following three ***core functions*** would give the Center its identity, mission, and direction:




These core functions would be operationalized with each of the populations that comprise the ***partners*** in curricular engagement:




And each of these core functions would be operationalized across three distinct yet inter-related ***levels***:



## Three signature programs for faculty, students, and community partners

### Engaged Scholar-Teacher Program

This Program will formalize the developmental nature of the Center's work with faculty at NC State. This work with individual faculty and with academic units will be the primary means through which the Center will facilitate access to curricular engagement opportunities among the student body, across disciplines. The Program will consist of progressive levels of teaching and scholarship, with variable stipends:

- ***Engaged Faculty*** – faculty who have participated in any of the Center's faculty development opportunities and integrate service-learning and/or related learning opportunities into one or more courses; non-stipend
- ***Faculty Associates*** – faculty who have participated in the Center's comprehensive training, integrate curricular engagement into one or more courses, and participate in the Center's assessment process; stipend plus funds to support scholarship-related travel (linked to stages of training, implementation, and participation in assessment process)
- ***Faculty Fellows*** – experienced Faculty Associates who take on leadership roles within Colleges that have an interest in forming cohorts of faculty (responding to interest, the Center will build toward a cohort of 11 Faculty Fellows—one per College—and add non-College based Fellows as the need arises); stipend plus funds to support scholarship-related travel
- ***Senior Faculty Fellow*** – lead Faculty Fellow who serves on the Center's core leadership team with the Director, Associate Director, and Assistant Directors and who chairs the Advisory Committee; stipend plus funds to support scholarship-related travel
- ***Public Scholars*** – experienced Faculty Fellows who undertake complex scholarship projects at the interface of campus and community; stipend plus funds to support scholarship-related travel

### Engaged Scholar-Leader Program

This Program will formalize the developmental nature of the Center's work with students (undergraduate and graduate) at NC State. While the integration of service-learning and related opportunities into individual courses and across the curriculum in some departments will make such learning experiences available to more and more students, this Program will provide opportunities for students who wish to engage with the work of the Center in a more substantial and ongoing manner as leaders and scholars. The Program will consist of multiple levels of activity, with variable stipends:

- ***Leaders-in-Training*** – students who take the course "Changing Paradigms of Leadership, Learning, and Service"; non-stipend
- ***Leaders*** – experienced Leaders-in-Training who undertake leadership roles (for example, Upperclass Leader, Program Assistant, Community Liaison, Reflection Leader); stipend
- ***Scholars*** – experienced Leaders who serve as Research Associates, conduct Research-Service-Learning projects, undertake Self-Designed Capstone Projects, mentor Leaders, and / or serve on the Center's core leadership team and Advisory Committee; stipend plus funds to support scholarship-related travel

### Engaged Scholar-Partner Program

This Program will formalize the Center's community partner development and support initiative into a similar developmental process. Partners will self-select into one of three levels of engagement with the Center, as follows:

- ***Category A***: Short-term student placements
- ***Category B***: Long-term partnerships; access to a student Community Liaison
- ***Category C:*** Long-term and multi-faceted engagement partnerships (including community service, short-term student placements, and long-term partnerships); access to a student Community Liaison and to enrichment funds to support special projects; participation in scholarship projects; membership on Center's Advisory Committee

## Programs for faculty / Departments / Colleges

### Engaged College / Department Program

The Center will allocate funds and develop structures to support substantial curricular transformation, partnership development, and other multi-year projects at the College and Department level. The Center will work with units in a three-year process, supporting one year of self-assessment and project planning followed by two years of project implementation and assessment. Drawing on models developed by Campus Compact as well as on its own experience with College / Dept – based faculty development and curricular development, the Service-Learning Program is piloting this process with the College of Natural Resources during 2006-2007; this work will expand to additional units (potentially on a competitive basis) in the coming years. As has been the case on many campuses across the country, such work at the unit level rather than only the individual faculty level, will substantially advance institutionalization of curricular engagement. As the Center engages with more units in this manner, service-learning enhanced courses will become both more prevalent across campus and more ingrained in the curriculum.

### Civically Engaged Scholar Program

Each year, a select group of faculty/staff and administrators who have experience with curricular engagement will be invited to participate in this scholarly "think tank" Program, paralleling similar initiatives on other campuses that are generating significant institutional change and building their capacity to approach their work as scholarship. Civically Engaged Scholars will receive a stipend and convene regularly over the course of a year; each year their collaboration might be launched with an off-campus retreat. In collaboration with the Center's Director and Senior Faculty Fellow, they might select a focal topic for the year, develop a reading list accordingly, identify one or more experts (on- or off-campus) for consultation, and generate a final product (white paper with recommendations, scholarly article, grant proposal, etc.).

## Programs for students

### Students-to-the-State Program

Building on the momentum of the Gateway Counties Project, the structure of the HON 397 Extension and Engagement seminar, and the model of Self-Designed Service-Learning Capstone Projects, the Center will collaborate with OEEED (and potentially other units as well, such as the University Honors Program and the Office of Undergraduate Research) to develop infrastructure to systematically connect NC State students across all disciplines with Extension offices across NC's 100 counties and the Cherokee reservation. Students and faculty mentors will partner with Extension agents and community members to develop customized projects, with accompanying curricula and reflection strategies. Students might, for example, undertake such projects in their home counties during summer breaks.

### Research Service-Learning (RSL) Program

Building on the history of applied projects undertaken in the context of the Undergraduate Research initiative, the Center will work with the Office of Undergraduate Research to formalize a RSL Program (potentially in collaboration with the leading RSL Program at Duke University). This Program might support both individual and collaborative research projects, course-based and non-credit bearing projects, and student- as well as faculty- as well as community-initiated projects.

### Self-Designed Capstone Projects

The Center will formalize and better support the established model for student-initiated, student-designed intensive capstone projects. In these projects, students develop their own curriculum and reflection strategy and their own community partnerships, mentored by faculty and community members; the projects often include research, dissemination, and ongoing refinement of the capstone model and supporting materials and processes. The *Guidebook on Self-Designed Service-Learning Capstone Projects* might be published and disseminated (across campus and beyond) by the Center; and the Center will systematically support connections between students and faculty with related research interests.

### International Service-Learning

The Center will work with the Office of International Affairs, the Study Abroad Office, and CSLEPS as well as other international initiatives and programs with an interest in international education to formalize an International Service-Learning Program, modeled on similar work of other campuses across the state and nation. This effort was launched during the spring semester of 2007, with the Service-Learning Program organizing and supporting the participation of a team from several units at the February International Partnership for Service-Learning (IPSL) Institute; it might be significantly advanced through NC State's hosting of the ACC-IAC student conference in 2007-2008 (focused on international service-learning) and through collaboration with IUPUI and IPSL (in the context of the 3rd annual IPSL Institute and the Center for Service and Learning Signature Center's focus on research on international service-learning).

## Inter-institutional Collaboratives

### Consulting / Technical Assistance

The Center will offer consulting services to other institutions and organizations—generally on a fee-for-service basis—for example, providing faculty development and student leader training, supporting the creation of new service-learning / civic engagement programs, providing technical assistance in grant writing and assessment, and hosting capacity-building Institutes.

**National collaboratives—**The Service-Learning Program already has several inter-institutional projects underway at the national level, involving other campuses in ongoing development of its reflection and assessment model and collaborating in an effort to develop comprehensive frameworks and materials for civic learning across the disciplines; other campuses are interested in joining the current collaborations. Further, new collaboratives among the nation's leading scholars are forming to advance research on service-learning (including international service-learning, learning outcomes of service-learning, etc.). And there is increasing interest in forming a collaborative of service-learning practitioner-scholars from research-extensive universities.

***Center for Service and Learning, IUPUI—***The Director of the proposed Center has been appointed a Senior Scholar with the Center for Service and Learning at IUPUI, an ongoing position that provides a structure for inter-institutional collaboration with one of the nation's leading engaged campuses. The Center for Service and Learning has recently launched a Signature Center for Research on Service-Learning, and discussions are underway regarding potential collaborations with the Center for Excellence in Curricular Engagement on major grants in this area (e.g., Spencer Foundation).

### Visiting Scholar Program

- ***Senior Scholar*** – formalizing a relationship with a leading national service-learning / engagement scholar, who will be funded to collaborate with the Center on ongoing visioning processes and on strategic planning and who will have an associate role with the Service-Learning Executive Board
- ***Speaker Series*** – bringing a service-learning / engagement practitioner-scholar to campus every semester for a day-long Institute, including campus-wide general presentations and work sessions with faculty/staff, students, and community partners

**RTP Campus Collaborative—**Structured similarly to the Raleigh area campus collaborative, this collaborative will specifically build stronger connections among NC State, UNC-Chapel Hill, and Duke University in the arena of service-learning and associated scholarship. Leaders of programs on these three campuses have long articulated the need for structures to support close collaboration, including program development and implementation, grant writing, and strategic planning. UNC-Chapel Hill and Duke have begun to put in place a few such mechanisms, and the Center will bring NC State into the emerging collaborative as a full partner.

### K-20 Program

Building on years of experience in all four units, the Center would work with the Shelton Leadership Challenge Institute, the Kenan Fellows Program, and the Teaching Fellows Program to formalize a K-20 Program: supporting collaboration between NC State and K-12 teachers and students to advance service-learning practice and scholarship in the state of NC.

## Support Activities

The Center's operations will also include the following four categories of support activity, discussed briefly below and in more detail in Appendix I:

***1. Resource Development***

The Center will articulate and continually refine its priorities and design a resource development strategy accordingly. This strategy might best be three-pronged:

- *State funds:* The Office of the Provost has committed permanent funds to the Center, beginning with $280,000 for the 2007-2008 academic year and increasing by at least $50K over each of the subsequent four years. Additional funds for the next three years have been requested through the Compact Planning process but not yet approved.
- *Endowments / gifts:* The university might begin soliciting a core endowment and/or major gift in the short-term; the Center will develop a plan to solicit additional endowments / gifts to support particular programming areas / functions
- *Grants*: The Center will raise additional funds through an ongoing grant-writing process, including in collaboration with inter-institutional partners (such as IUPUI's Center for Service and Learning)

The Center will need to work closely with the Development Officer in the Office of the Provost and with the NC State Development Office.

**2. *Partnership Development***—The Center will establish and grow relationships with community members and organizations locally and state-wide, building a solid network of community partners. Working together, Center staff, community members, and other units on campus might identify thematic tracks of particular relevance to campus and community, organizing for partnership development within them, and create structures for community members to interact with the Center in a variety of intensity levels, depending on their needs and interests.

**3. *Instructional Technology*—**The Center will build a strong capacity to support its work and that of affiliated faculty and programs through distance learning technologies, including, as examples, faculty use of course management systems and electronic portfolios, online tutorials as a component of faculty development (e.g., for curricular integration of service-learning / syllabus design) and of student training (e.g., for orientation to community partnership processes), and communications networks for students, faculty, and community partners engaged in projects state-wide and for intra- and inter-institutional Faculty Learning Communities.

**4. *Publications*—**In support of its scholarly orientation, its resource development activities, and its partnership development processes (both within and across campus), the Center might include a small publishing arm, producing, for example electronic newsletters, a *Guidebook* series, and a journal for dissemination of student, faculty, and community partner work. The Center will also establish a close working relationship with one or more publishing houses interested in service-learning / curricular engagement as a niche; potentially through an arrangement to generate edited volumes, the Center will provide continual opportunities for affiliated faculty to publish their work.

## Governance

The Center will operate under the following three-part governance structure:

***Staffing***

The Center will be led by a Director and Associate Director; staffed by at least two full-time Assistant Directors, Special Projects Coordinators, and a full-time Administrative Assistant; and supported by several graduate assistants and undergraduate student leaders. It will liaison with particularly involved Colleges through "Faculty Fellows" (experienced service-learning instructors who have academic appointments in the Colleges). It might also partner with OEEED and Student Affairs through shared positions (each ½ time with the Center, building strong core collaborations and focusing on joint projects).

***Advisory Committee***

The Director will recommend and the Provost appoint a group of approximately 20 students (undergraduate and graduate), faculty, professional staff from related units, administrators, and community partners who, with the exception of the student members, will serve three-year staggered terms. The Advisory Committee will support the Center's core leadership team in strategic planning, in expanding to new initiatives, and in collaborating with other units across campus and in the community. In its inaugural years the Committee will be charged to:

- participate in the development of a Mission, Vision, Values statement and a Strategic Plan for the Center
- make recommendations regarding the development of thematic partnership tracks
- make recommendations regarding the establishment of an "SL" course designation and review process
- make recommendations regarding the development of a certificate program, minor, or other structure, in conjunction with the Engaged Scholar – Leader Program
- provide feedback on a Strategic Plan for the Center, including an assessment strategy
- support an inventory of service-learning and related teaching, learning, and scholarship activities and make recommendations for fully utilizing this data in strategic planning and future programming.

***Executive Board***

The Board will be chaired by the Provost and Executive Vice Chancellor and will consist as well of the Vice Chancellor for Student Affairs and the Vice Chancellor for Extension, Engagement, and Economic Development; and it will include as an associate the Center's Senior Scholar. The Board will convene annually or bi-annually to receive and review reports from the Center's Director. Under the leadership of the Provost, it will provide guidance for Center policies, strategic planning, and resource development initiatives.

## Assessment

Building on the Service-Learning Program's long-established, scholarly commitment to continuous improvement and to functioning as a learning organization, the Center will implement a comprehensive and multi-faceted assessment strategy. With input from the Advisory Committee and national engagement scholars, the Center will develop the particulars of its assessment strategy during its first year of operation. That strategy will include such elements as the following:

- periodic reports to the Advisory Committee and the Executive Board on Center operations per a Strategic Plan timeline (as outlined, for example, in Appendix J), as well as required reports to the Vice Chancellor for Research and Graduate Studies
- quantitative and qualitative descriptions of Center activities in accordance with its three functional areas (training and support, scholarship, and collaboration), against annual goals established in the Strategic Plan
- ongoing assessment of learning outcomes, expanded beyond students to include learning outcomes for faculty and potentially community partners and for the Center as an organization
- satisfaction surveys and outcomes assessment (beyond learning outcomes) among constituent populations (e.g., faculty, community partners, students, collaborating programs, partner institutions)
- participation in institutional assessment processes (e.g., inventories)
- use of institutionalization of service-learning / curricular engagement instruments
- external review (potentially by the Center's Senior Scholar), with a baseline established at the beginning of the 2007-2008 academic year and subsequent reviews conducted (perhaps at the end of years 1, 3, 5)

# Section VI: Funding, Timeline, and Next Steps

### Permanent Funds Committed by the Office of the Provost

| Year | 2006 - 2007 | 2007 - 2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|---|---|---|---|---|---|---|
| Total | $230,000 | $280,000 | $330,000 | $380,000 | $430,000 | $480,000 |

Resource commitments from the Office of the Provost to the Center beginning 2007 – 2008 also include office space on the third floor of the First Year College Commons building and furniture / equipment to outfit the space.

The Center will solicit external funds to supplement the base budget through:

- intra-campus collaborative grants – for example a Z. Smith Reynolds grant in collaboration with OEEED, the University Honors Program, and the Office of Undergraduate Research
- inter-institutional grants – for example a Spencer Foundation grant in collaboration with the Center for Service and Learning at Indiana University Purdue University Indianapolis (IUPUI)
- development efforts aimed at establishing an endowment

### Timeline

The vision for the Center for Excellence in Curricular Engagement illustrated in the preceding section will be enacted over the course of five years, as suggested in Appendix J. This five-year timeline will allow Center functions and activities to evolve carefully through five stages:

1. *conceptualizing*—will include multiple constituents across campus and in the community in defining and planning for programs / activities
2. *piloting*—will allow for initial experimentation in instances of programming that is new (e.g., Students-to-the-State Program)
3. *launching*—will formalize each program or activity, for initial small-scale implementation
4. *deepening*—will support a focus on quality through careful assessment and refinement
5. *expanding*—will expand the scope of the program / activity

### Next Steps

- Establish the Center for Excellence in Curricular Engagement (April 2007 Board of Trustees meeting)
    - Officially and publicly launch the Center for Excellence in Curricular Engagement early in the fall of 2007
    - Officially and publicly position the Center within the Strategic Plan and associated processes

- Build governance structure and network
    - Convene the Center's Executive Board, fall 2007
    - Appoint and convene the Center's Advisory Committee, fall 2007
    - Appoint Center Director to select university standing and other committees

- Strategize resource development
    - Articulate multi-pronged development strategy, including endowment and major gift solicitation and grant writing
    - Solicit core endowment(s)
    - Allocate portion of a grant writer's time to the Center

- Build out Center staff (Administrative Assistant, Assistant Directors, Special Projects Coordinators, Graduate Assistants) with state funds

- Follow-up the summer 2006 Carnegie engagement classification application with a campus-wide inventory and a self-assessment process, using established national rubrics for institutionalization

## Conclusion

The Center for Excellence in Curricular Engagement will be a powerful mechanism for engaging students (undergraduate and graduate) and faculty across campus with the state, the university, their disciplines and professions, and their own learning and growth processes. As alumni service-learning student leaders who have played significant roles in the growth of the Service-Learning Program suggest (see Appendix L for entire document):

> “service-learning was not just a unique experience on campus, but a defining one. Furthermore, service-learning continues to impact us in our graduate studies and careers … we carry forward with us important lessons about the value and importance of connecting our learning (or research) with service to our communities. We are better graduate students, better professionals and better citizens because of our involvement with the Program…. Service-learning produces graduates who understand the concept of trusteeship. It is a testament to the power of the current Program that we—and others like us—continue to stay involved to help ensure that future NC State students have access to the kinds of opportunities that service-learning has afforded us.”

In part because of just such student outcomes, NC State University—in line with higher education institutions across the country—has among its priorities service-learning and related teaching, learning, and scholarship opportunities for students and faculty. It is developing and disseminating models for institutional engagement centered on student learning, especially as undertaken in the context of research-extensive, land-grant institutions. With committed executive leadership, the university is poised to take its commitment to engagement and the role of student learning in that process to the next level.

On many campuses, service-learning is at the very heart of institutional change processes concerning engagement, is a primary agent in the solicitation of external resources to support engagement, and is a key liaison with both the broader community and the landscape of higher education. In the words of national civic engagement scholar John Saltmarsh, speaking at the 2005 Symposium on the Engaged University:

> “Focusing on teaching and learning to educate students for active participation in a diverse democracy, to build their capacity as democratic actors, to develop their skills in community-based public problem solving, to provide them with the civic learning opportunities—this has the potential to truly transform the university.”

NC State is primed for just such a transformation process, and the Center for Excellence in Curricular Engagement will be a strong facilitating mechanism.

## Acknowledgements

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Robert Bringle, Director, Center for Service and Learning, Indiana University Purdue University Indianapolis
Ellis Cowling, University Distinguished Professor at Large, NC State University
Mike Davis, Assistant Vice Chancellor for Extension, Engagement, and Economic Development
Mike Giancola, Director, Center for Student Leadership, Ethics, and Public Service
Jason Grissom, Stanford University (Class of 2002, NC State University)
Barbara Metelsky, Director, Institute for Nonprofits
Annette Moore, Lecturer, Department of Parks, Recreation, and Tourism Management
Myra Moses, Lecturer, Department of English and Service-Learning Program
John Saltmarsh, Director, New England Resource Center for Higher Education and formerly Campus Compact
Debbie Reno, Coordinator for Educational Programs and Training, Extension, Engagement, and Economic Development
Marshall Welch, Director, Lowell Bennion Community Service Center, University of Utah
Doug Wellman, Chair, Department of Parks, Recreation, and Tourism Management
Brandon Whitney, Yale University (Class of 2005, NC State University)

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## Appendix A: Overview of Center Visioning Process

- **Overview Presented to Executive Officers [December 19, 2006]**
- **List of Stakeholders Workshop Participants [September 18, 2006]**

**"Center for Excellence in Service-Learning"**
**Executive Officers Meeting - December 19, 2006**
**Presented by Larry Nielsen**

## Issue

Establishment of an official "Center for Excellence in Service-Learning" in the Office of the Provost [alternate title: "Center for Excellence in Curricular Engagement" (per Carnegie)]

*Vision*:

NC State as the cutting edge science-technology university that engages students in the world now

*Rationale*:

1. Service-learning / curricular engagement as an area of distinctive focus for NC State
2. National profile of the NC State Service-Learning Program's leadership / models / scholarship
3. 2006 Strategic Plan Investment Priority: "Enrich undergraduates' educational experience through their active engagement with society"
4. Opportunity to add value to related programs and to build capacity across campus to undertake related work
5. Importance of softening the "hard edges" between high school and college and between college and career and of producing "engaged alums"

*Goals*:

1. Expand and deepen service-learning and related academic initiatives and scholarship at NC State
2. Establish NC State as a national leader in the field

## Process to Date

| Date | Steps Taken |
|---|---|
| December 2005 | Solicited concept paper (Nielsen) |
| March 2006 | Conceptualized concept paper (Nielsen, Perry, Clayton) |
| April | Drafted white paper (Clayton, in consultation with 14 select faculty, directors of collaborating programs across campus, national service-learning scholars, and alumni student leaders) |
| April 28 | Submitted white paper, draft 1 (Clayton) |
| Early June | Reviewed draft of white paper (Nielsen, Perry, Clayton) |
| June | Refined draft white paper (Clayton) |
| July | Finalized draft white paper (Nielsen, Perry, Clayton)<br>Conceptualized campus-wide vision-crafting process |
| | |
| August 10 | Presentation / discussion with Provost's Office staff |
| August 14 | Presentation / discussion with Vice Provosts |
| September 18 | "Stakeholders Workshop"<br>(5 hours, N = 60 participants, national guest: John Saltmarsh) |
| October 19 | Presentation / discussion with Deans Council |
| October 19 | Presentation / discussion with Associate Deans |
| October 25 | Presentation / discussion with Student Affairs leadership team<br>(Dr. Stafford's direct reports) |
| November 8 | Presentation / discussion with Extension Operations Council |
| November 8 | Presentation / discussion with Student Senate Academic Committee |
| November 10 | Discussion with Vice Chancellors Stafford and Zuiches |
| November 15 | Presentation / discussion with Student Senate |
| December 5 | Presentation / discussion with Faculty Senate |

## Next Steps

| | |
|---|---|
| Spring 07: | Authorization to plan and to establish the "Center" |
| | Presentation / discussion with Department Heads and select other groups |
| Summer: | "Center" physically housed in new FYC building |
| Early fall: | "Center" launch event |

## Key Points Of Input In Vision-Crafting Process

*Representative perceived benefits*
**Note: Rich mix of internal benefits and enhanced external connections / perceptions*

- Help to better articulate and make visible work already happening across campus … help to bring together related work already in place while also finding and filling gaps
- Help build capacity across campus to design, implement, and conduct scholarship on a range of experiential, engaged learning experiences that have significant impacts on students, faculty, community, and institution … especially the use of critical reflection as a vehicle for student earning
- Enhance collaboration: across disciplines, among Programs / Departments / Colleges, between the people of NC and our students, among institutions in NC, between university and community
- Help students transition from high school and into graduate school / career
- Break down hurdles faculty face in doing engaged work
- Increase the resource base for this work

*Questions*

- Relationship of "Center's" work with that of Colleges, other experiential education programs, and other units … how to ensure that all approach this work in their own unique ways while also adhering to best practices so as to ensure quality … relationship of "civic learning" and economic development … appropriate role of "civic learning" in other forms of experiential education
- Assembling the needed resources to grow the "Center" and to support related work across campus
- How to help this work become part of faculty responsibility: rewarded and integrated not viewed as an add-on

*Suggestions*

- Inventory campus work in this area
- Establish connections to internships and other forms of experiential education / to Cooperative Extension / to entrepreneurial education / to internationalization / to living-learning villages
    - use established principles of service-learning in these other arenas to maximize outcomes (define and hold to the essence of S-L and then be flexible in implementation)
- Focus on changing the institution (transforming culture) not just individual courses and not just advocating for service-learning (especially through unit-level processes)
- Focus explicitly on graduate as well as undergraduate students

**Stakeholders Workshop Participants [September 18, 2006]**
]Note: As disseminated at the Workshop]

| Name | Designation |
|---|---|
| Adams, Zach | Senior, Industrial Engineering & Student Senate President |
| Ambrose, John | Associate Dean, Undergraduate Academic Programs & Chair, General Education Task Force |
| Ash, Sarah | Associate Professor, Food Science & Service-Learning Faculty Fellow |
| Barthalmus, George | Director, Undergraduate Research |
| Blanton, Larry | Director, University Honors Program |
| Bristol, David | Associate Dean and Director of Academic Affairs, College of Veterinary Medicine |
| Brown, Betsy | Associate Vice President, The University of North Carolina |
| Bullard, Lisa | Director of Undergraduate Studies, College of Engineering |
| Bullock, Bronson | Assistant Professor, Forestry and Environmental Resources |
| Callanan, Roger | Assistant Dean, Undergraduate Academic Program |
| Cassidy, Sean | Associate Director, University Scholars Program |
| Clayton, Patti | Director, Service-Learning Program |
| Cohen, Jo-Ann | Associate Dean, Physical and Mathematical Sciences |
| Cowling, Ellis | University Distinguished Professor at Large & Chair, Carnegie Task Force |
| Davis, Mike | Assistant Vice Chancellor for Extension, Engagement, and Economic Development |
| Davis, Shannon | Associate Dean, College of Management |
| Dixon, Karrie | Assistant Vice Provost, Diversity and African American Affairs |
| Doherty, Jeanette | Graduate Assistant, Teaching Fellows Program |
| Fortune, Janet | Assistant Director, Faculty Center for Teaching and Learning |
| Frye, Luz | Board of Directors, NC Society of Hispanic Professionals |
| Giancola, Mike | Director, Center for Student Leadership, Ethics, and Public Service |
| Gilligan, John | Vice Chancellor for Research and Graduate Studies |
| Griffith, Debbie | Associate Vice Chancellor for Public Affairs |
| Helm, Karen | Director, University Planning |
| Henry, Brent | Director, Wake County Cooperative Extension |
| Hess, George | Associate Professor, Forestry and Environmental Resources |
| Honeycutt, Barbi | Assistant Director, Faculty Center for Teaching and Learning |
| Hudson, Janet | Vice Chair, Academic Policy Committee, Faculty Senate |
| Jackson, Denis | Assistant Vice Chancellor for Extension, Engagement, and Economic Development & Director, McKimmon Center |
| Jameson, Jessica | Associate Professor, Communication |
| Jones, Ed | Associate Director, Agricultural Programs & State Program Leader, Cooperative Extension Service |
| Kirby, Barbara | Assistant Director, Academic Programs, College of Agriculture and Life Sciences |
| Kirkman, Adrianna | Associate Dean, College of Natural Resources |

| Name | Designation |
|---|---|
| Lilley, Amanda | Senior, Chemistry & Interdisciplinary Studies |
| McClure, Julie | Class of 2005, Biological Sciences & Graduate Student in Nutrition, UNC-Chapel Hill |
| Metelsky, Barbara | Director, Institute for Nonprofits |
| Miller, Alex | Director, University Scholars Program |
| Moore, Annette | Lecturer, Department of Parks, Recreation, and Tourism Management |
| Morris, Ted | Director, Economic Development Partnership |
| Moses, Myra | Associate Director, Service-Learning Program |
| Nielsen, Larry | Provost and Executive Vice Chancellor |
| Odom, Janice | Director, Caldwell Programs |
| Perry, Katie | Senior Vice Provost |
| Possiel, Erin | Graduate Student, Horticultural Science |
| Reiman, Evelyn | Associate Vice Chancellor for Student Affairs |
| Reno, Debbie | Coordinator Education Programs, Shelton Leadership Initiative, Extension, Engagement, and Economic Development |
| Respet, Alissa | Senior, Biomedical Engineering, Biochemistry & Service-Learning Program |
| Rowe, Traci | Graduate Student, Communication |
| Saltmarsh, John | Director, New England Resource Center for Higher Education |
| Scales, Keyana | Assistant Director, Admissions |
| Schmidt, Ingrid | Director, Study Abroad |
| Stafford, Tom | Vice Chancellor for Student Affairs |
| Stallings, Sandy | Lecturer, Communication & Assistant Head for Advising |
| Stuenkel, Elizabeth | Senior, Biomedical Engineering, STS & Service-Learning Program |
| Thomson, Randy | Assistant Dean and Director of Undergraduate Programs, College of Humanities and Social Sciences |
| Tomlinson, Jay | Assistant Dean & Director of Design Research Laboratory, College of Design |
| Usry, Bob | Extension Specialist and Lecturer, Agricultural and Resource Economics |
| Warren, Alice | Director, Assessment, Marketing, Partnership, and Program Development, McKimmon Center |
| Watts, Tierza | Associate Director, Center for Student Leadership, Ethics, and Public Service |
| Wellman, Doug | Chair, Department of Parks, Recreation, and Tourism Management |
| Zuiches, Jim | Vice Chancellor for Extension, Engagement, and Economic Development |

# Appendix B: Organizational Structure and Advisory Committee

***Responsible Administrator*** Larry A. Nielsen, Ph.D., Provost and Executive Vice Chancellor

***Director*** Patti H. Clayton, Ph.D.
***Associate Director*** Myra G. Moses

***Staff (3 – 5 year build out)***
Administrative Assistant
Assistant Directors
Special Projects Coordinators
Graduate Assistants
Undergraduate Program Assistants

***Advisory Committee:***
Faculty Chair Sarah L. Ash, Ph.D.
Community Co-Chair Brent Henry, Director Wake County Cooperative Extension
Membership categories

Student leaders: N = 3

- Representative from Student Senate
- Undergraduate Engaged Scholar-Leader
- Graduate student

Community partners: N = 3
Faculty: N = 4+, including

- Representative from Faculty Senate
- Representative from Engaged College(s)
- Representative from Civically Engaged Scholars
- Faculty Fellow(s)

Representatives from collaborating units

- Center for Student Leadership, Ethics, and Public Service
- Office of Extension, Engagement, and Economic Development
- Undergraduate Academic Programs
- Office of Undergraduate Research
- University Honors Program
- Office of International Affairs
- Faculty Center for Teaching and Learning
- Diversity and African American Affairs
- Other

Representative from Staff Senate
Administration: N = 2+, including

- Graduate School
- Division of Student Affairs

Subcommittees

- Academic Policy
- Campus and Community Collaboration

# Appendix C: Benchmarking

### Chart with summary data from NC State’s official peer institutions, UNC system schools, and select national models

### Discussion of select models

**NOTE 1:** The data in the attached chart is based on review of webpages and also incorporates some information from a similar study in 2002.

**NOTE 2**: The information recorded here is defined and reported in different ways on each campus. As one example, some programs count any course reported by an instructor while others count only those courses approved through an official designation process; relatedly, what constitutes a service-learning course, whether designated or not, varies from campus to campus (in some instances, a course with a volunteer service component attached is considered a service-learning course, for example).

| Institution | Formal Program | Location | Staffing | Courses | MISC |
|---|---|---|---|---|---|
| **PEERS** | | | | | |
| **Cornell University** | The Cornell Public Service Center<br><br>*Campus Compact Member* | Outreach and Student Services | | Currently over 55 service-learning courses on campus are sponsored by the Center | The Faculty Fellows-in-Service Program<br><br>*Funding Source:* Kaplan Endowment; external grants |
| **University of Florida** | Service Learning Program (within the Center for Leadership and Service)<br><br>*Campus Compact Member* | Dean of Students (originally in the Office of Student Activities) | • Associate Director<br>• Office Manager<br>• Office Assistants<br>• Graphic Designer | | |
| **Georgia Institute of Technology** | Some Service-Learning within the Office of Community Service | | | | |
| **Iowa State University**<br><br>***no data found*** | | | | | |
| **Michigan State University** | Center for Service-Learning and Civic Engagement<br><br>*Campus Compact Member* | Student Affairs and Services | • Director<br>• Associate Director =2<br>• Accounts Manager<br>• Graduate Assistant=3<br>• Research and Conference Assistant<br>• Office Manager<br>• Undergraduate Assistant = 3<br>• SW Intern | | |
| **Ohio State University** | The Service Learning Initiative | | | 45 courses | SL Scholars Roundtable<br><br>*Funding Source:* The Corporation For National and Community Service / Learn and Serve America |

| Institution | Formal Program | Location | Staffing | Courses | MISC |
|---|---|---|---|---|---|
| **Penn State University Main Campus** | No central program listed<br><br>*Campus Compact Member* | Service-learning activities in several units, including: College of Agricultural Sciences, University Center for Community Engagement and Partnerships, etc. | | | |
| **Purdue University Main Campus** | No central program listed<br><br>”Academic service learning programs … are thriving in several schools.”<br><br>*Campus Compact Member* | | | Many courses are supported by $5,000 Service Learning Faculty Fellow Awards provided by the Office of the Provost each year | |
| **University of California – Davis** | Service Learning Program listed as New on for Spring 2006 (but mention of past projects) | Honors Program? | 2 Coordinators<br>1 Staff Advisor | Weekly class that Honors students must attend. | |
| **University of Georgia** | The University of Georgia Office of Service-Learning<br><br>*Campus Compact Member* | | | 11 courses listed for Spring 2006 | Advisory Committee with Standing Members and Appointed Members<br><br>Faculty Fellow Program |

| Institution | Formal Program | Location | Staffing | Courses | MISC |
|---|---|---|---|---|---|
| **University of Illinois – Urbana/Champaign** | *Campus Compact Member* | Information listed under Office of Volunteers Program's webpage | | | 3 types of SL opportunities:<br>• ASB<br>• LINC (Learning in Community Course)<br>• Unit One (Residence Hall living/learning program) |
| **University of Maryland** | Community Service-Learning (curricular and co-curricular service) | Physically located in Student Union | • Senior Program Coordinator<br>• Position that directs leadership, community service learning and the student involvement area at the University of Maryland.<br>• Graduate Assistant for Student and Community Involvement.<br>• Graduate Assistant for Service Leadership.<br>• Graduate Assistant with the Coalition for Civic Engagement and Leadership.<br>• America Reads and America Counts training coordinator.<br>• 7 student assistants listed | 31 courses listed for spring 2006, with a disclaimer as to integration of service with course content | Weekly e-newsletter (UMServes)<br><br>ServiceLink database<br><br>Undergraduate Teaching Assistants in SL program (in collaboration with Center for Teaching Excellence |
| **University of Minnesota** | Community Involvement and Service-Learning (in the Career and Community Learning Center) | | 39 staff listed (between 2 halls) different titles including Peer Advisors | List of 37 “Courses Regularly Using Service-Learning”<br><br>course designation process | Community Engagement Scholars Program (includes SL course requirements & is noted on official transcript) |
| **Texas A & M University**<br><br>*No data found* | | | | | |
| **University of Wisconsin-Madison** | The Morgridge Center for Public Service<br><br>*Campus Compact Member* | | • Faculty Director<br>• Associate Director<br>• Program Advisor<br>• Community Service Coordinator<br>• AmeriCorps*VISTA<br>• Administrative Assistant | 45 courses listed for fall 2005<br><br>$1500 course development grants | Wisconsin Idea Undergraduate Fellowships support student / faculty / community partner projects<br><br>2002 data: $6M endowment |

| Institution | Formal Program | Location | Staffing | Courses | MISC |
|---|---|---|---|---|---|
| **Virginia Polytechnic Institute** | Service-Learning Center | Established in January 1995 in the College of Arts and Sciences.<br><br>In fall 2002, the Center became a unit in the Outreach Division of the Provost's Office. | • Director<br>• Assistant Director<br>• Program Support Technician | 58 courses listed for 2004-2005 | |
| **UNC SYSTEM** | | | | | |
| **Appalachian State University** | Appalachian & the Community Together (ACT)<br><br>*Campus Compact Member* | Student Affairs | • SL Coordinator<br>• Community Service Coordinator<br>• Community Partner Coordinator<br>• 2 Graduate Assistants<br>• 15 student leaders | | Faculty Fellows Program<br><br>SL Advisory Board<br><br>e-newsletter / journal |
| **East Carolina University** | Volunteer and Service-Learning Center<br><br>*Campus Compact Member* | Office of Academic Affairs | • Assistant Vice Chancellor for Service-Learning<br>• Director of the Volunteer and Service-Learning Center<br>• Volunteer Coordinator and Community Partner Liaison<br>• Student Engagement Specialist<br>• ECU~READS Coordinator<br>• Institutional and Community Development Consultant<br>• Student Coordinators | 25 per semester | Service Scholars Program<br><br>Community Advisory Board |
| **Elizabeth City State University**<br><br>*No data found* | | | | | |
| **Fayetteville State University** | The Honors Program has a service-learning component | University College Learning Center | | SL course designation process | |
| **North Carolina Central University** | Academic Community Service Learning Program<br><br>*Campus Compact Member* | Academic Affairs | | | |

| Institution | Formal Program | Location | Staffing | Courses | MISC |
|---|---|---|---|---|---|
| **North Carolina School of the Arts**<br><br>*No data found* | | | | | |
| **University of North Carolina at Asheville** | The Key Center for Community Citizenship and Service-Learning | | • Key Center Professor<br>• Associate Director of Student Activities and Integrative Learning<br>• 3 Key Center Interns | | |
| **University of North Carolina at Chapel Hill** | APPLES Service-Learning Program<br><br>*Campus Compact Member* | APPLES is both an academic program of the Office of the Provost and a registered student organization | • Student Organizers – 21<br>• Director<br>• Associate Director of Programs and Leadership<br>• Office Manager<br>• Student Development Coordinator<br>• Americorps VISTA | 65 courses during 2005-2006 (1,480 undergraduate students and more than 130 community partners)<br><br>16 courses listed for Fall 2006<br><br>$8000 course development grants | *Funding Source:* Student fees, state funds, and private donors |
| **University of North Carolina at Charlotte** | Office of Volunteer Services – there doesn’t seem to be service-learning program | | Coordinator of Learning Community | | Community Service Learning Community is a one year program for first year students living off campus (20 hours of service per semester + common courses) |
| **University of North Carolina at Greensboro** | Office of Leadership And Service-Learning<br><br>*Campus Compact Member* | Division of Student Affairs | • Director<br>• Assistant Director of Community Service and Leadership<br>• Assistant Director of Service-Learning | Fall 2005 – 9 listed<br>Spring 2006 – 12 listed | |
| **University of North Carolina at Pembroke** | Leadership and Community Service Program<br><br>*Campus Compact Member* | Office of Student Activities | Director | | |

| Institution | Formal Program | Location | Staffing | Courses | MISC |
|---|---|---|---|---|---|
| **University of North Carolina at Wilmington** | Center for Leadership Education & Service<br><br>[does not appear to include service-learning]<br><br>*Campus Compact Member* | | | | |
| **Western Carolina University** | Service Learning Department<br><br>*Campus Compact Member* | Division of Student Affairs | | | Faculty Fellowship Program – 5 faculty currently listed |
| **Winston Salem State University** | Office of Community Service (Community Service / Service Learning Office) | May be in Office of Provost? | Coordinator of Community Service | | |
| **MODELS** | | | | | |
| **IUPUI** | The Center for Service and Learning (CSL)<br><br>*Campus Compact Member* | Director reports to Chief Academic Officer<br><br>CSL is organized as a coordinating partner of the Office of Professional Development | • Director<br>• Associate Director<br>• 3 Senior Scholars<br>• 4 Program Coordinators<br>• 2 Graduate Assistants<br>• Project Coordinator<br>• Fiscal Coordinator<br>• Payroll/Purchasing Clerk<br><br>also 2 AmeriCorps VISTAs | | CSL is comprised of four offices:<br>• Service Learning<br>• Community Service<br>• Neighborhood Partnerships<br>• Community Work Study<br><br>Sam H. Jones Community Service Scholars Program (funded at $400,000)<br><br>2004-05: direct allocations for civic engagement through CSL totaled $1.5M |

| Institution | Formal Program | Location | Staffing | Courses | MISC |
|---|---|---|---|---|---|
| **University of Utah** | Lowell Bennion Community Service Center<br><br>*Campus Compact Member* | Student Affairs | • Director<br>• America Reads Coordinator<br>• Administrative Officer<br>• Service Learning Manager<br>• Manager<br>• Program Coordinator<br>• Service Learning Coordinator<br>• Office Assistant<br>• Development Director<br><br>also 40 student leaders | Spring 2006 - 68 courses listed | Operating budget of approx $500K<br><br>Multiple endowments, over $3M<br><br>$80,000 from Academic Vice Provost specifically for faculty development<br><br>Service-Learning Scholars Program<br><br>Comprehensive database of courses and partners |
| **Stanford** | Hass Center for Public Service<br><br>*Campus Compact Member* | | 27 staff, 2 interns | Courses categorized by<br>• Public Service Component in the Course<br>• Focus on Public Service<br>• Preparation for Public Service<br>• Departmental Internships | Endowment $10+ million dollars |
| **Arizona State** | The Service Learning Program (within Academic Success and Engagement Programs)<br><br>*Campus Compact Member* | Student Affairs | | Program supports 3-credit internships in a variety of disciplines that involve mentoring children | |
| **Louisiana State University** | Center for Community Engagement, Learning, and Leadership | | • Director<br>• Assistant Director<br>• Program Coordinator<br>• Graduate Assistant | approximately 67 courses in over 35 departments | |

| Institution | Formal Program | Location | Staffing | Courses | MISC |
|---|---|---|---|---|---|
| **University of Michigan** | Edward Ginsberg Center for Community Service and Learning<br><br>*Campus Compact Member* | | • 5 Directors<br>• 2 Program Directors<br>• 4 Associate Directors<br>• 1 Program Coordinator<br>• Faculty Director<br>• Development Officer<br>• Transportation Coordinator<br>• Administrative Assistant | | Several programs including:<br>• America Reads<br>• Tutoring Corps<br>• Michigan Community Service Corps<br>• Michigan Neighborhood<br>• AmeriCorps Program<br>• Project Community<br>• Detroit Initiative<br>• SERVE<br><br>Houses OCSL Press, which publishes the *Michigan Journal of Community Service Learning*<br><br>Faculty Initiatives Grants ($5000) and Small Faculty Development Grants ($500) |
| **University of California - Berkeley** | Service-learning Research and Development Center<br><br>*Campus Compact Member* | School of Education | • Director<br>• Staff Research Psychologist<br>• High school ACT Coordinator<br>• 3 Graduate Student Researchers<br>• Research Assistant<br>• Web Manager | Webpage indicates 150 courses in 45 departments | Faculty Policy Committee on Service-Learning<br><br>Junior Faculty Mentorship Program<br><br>$2500 mini-grants for course development<br><br>Center is home to the National Service-Learning and Civic Engagement Research Directory |

## Discussion of Select Models

### *Peer Institutions*

The **University of Wisconsin-Madison**'s Morgridge Center for Public Service includes as areas of emphases:

- "Engaging students in learning and leadership through service to local, regional, national and international communities
- Assisting faculty and other teaching staff in the design of service-learning and community-based research experiences
- Creating sustainable partnerships with community organizations, citizen groups, and local coalitions to meet identified community needs."

The Center is staffed by a Director, Associate Director, 2 program coordinators, an Administrative Assistant, and an AmeriCorps VISTA. Resources for faculty include undergraduate Service-Learning Fellows, one-on-one consultation, a resource library, regular Service-Learning Roundtables, $1500 course development grants, and a "University of Wisconsin-Madison Service-Learning and Community-Based Research Manual for Faculty and Instructional Staff." Wisconsin Idea Undergraduate Fellowships (WIF) support innovative projects in which undergraduate students, faculty/instructional staff and community organizations collaborate in service activities and/or research designed to meet a community need while enhancing student learning. Data from 2002 suggests that an endowment of $6M supports the Center.

### *UNC System*

The APPLES (Assisting People in Planning Learning Experiences in Service) Program at **UNC-Chapel Hill** is celebrating its 15th anniversary in 2006. The oldest student-initiated service-learning program in the nation, APPLES is led by students on a volunteer basis, within a structure that consists of an Executive Cabinet and a number of committees. The students plan, implement, and evaluate programs with the guidance of an Advisory Board and two full-time and three part-time staff members; APPLES is both housed in Academic Affairs and registered as a student organization in Student Affairs. APPLES reports that during the 2005-2006 academic year, 65 service-learning courses were offered, impacting 1,480 undergraduate students and including more than 130 community partners. Its Service-Learning Initiative brings first year students to campus early for a range of community-based activities, and its Internship Program is a credit-bearing and paid intensive experience for upperclass students. Faculty can apply for $8000 course development grants; these funds are drawn from the gift of a private donor. Student fees allocated to APPLES by Student Government also provide significant support. Recent initiatives of the APPLES program include international service-learning and a Service and Leadership House (a SL-based residential program).

#### *Additional leading NC institution*

Service-learning at **Duke University** has been a collaboration between the student organization LEAPS (Learning through Experience, Action, Partnership and Service) and the Kenan Institute for Ethics, which houses the full-time Service-Learning Coordinator and half-time Community Partnerships Coordinator and convenes the Dean's Advisory Committee. A recent initiative at Duke is "Scholarship with a Civic Mission," a program for Research Service-Learning (RSL) that links academic knowledge, ethical inquiry skills, and civic leadership capacities as students learn about or conduct research projects that address issues of concern for community organizations. Primary challenges include transitioning from grant funds to institutional funds to support the RSL program and inadequate staffing. In February 2007 Duke University announced a new Center for Civic Engagement and DukeEngage, an endowed ($30M) program that will support students in undertaking intensive summer and/or semester-long engagement projects.

### *National Models*

The Lowell Bennion Community Service Center at the **University of Utah**, which is a public research-extensive university, encompasses both community service and co-curricular as well as curricular service-learning. The Bennion Center is preparing to celebrate its 20th anniversary in 2007-2008. Housed in

Student Affairs and led by a tenured faculty member with 8 full-time staff members (including a Development Officer) and approximately 40 student program chairs, the Center is guided by several faculty / student / staff / community member committees and boards (including a Board focused solely on Development and a Committee that oversees designation of service-learning courses through a peer review process). The Center has a strong commitment to student leadership, which it operationalizes in all dimensions of its programming and governance. With an operating budget of approximately $500K / year, the Center is supported by multiple endowments totaling over $3M; the Academic Vice Provost also provides approximately $80,000 annually specifically for faculty development. The Center offers the "Service-Learning Scholars Program" for students who complete 400 hours of community service, 10 credit hours of service-learning courses, and an integrative service project (supported by a 1-hour seminar); it also supports the work of highly engaged faculty as Public Service Scholars. It produces a publication called "Reflections" and an elaborate DVD. Recent initiatives of the Bennion Center include a comprehensive database of courses and community partners, a focus on civically-engaged scholarship, and a Living-Learning Community called the "Service House," in which students integrate and promote service and civic engagement within residential life. Challenges facing the Center include the need to review its service-learning courses with an eye to enhanced quality and occasional tensions between its community service and service-learning foci.

The Center for Service and Learning at **Indiana University Purdue University Indianapolis (IUPUI)**, which is a large public university, has 9.5 FTE professional staff, 2 external and 1 internal Senior Scholars, 2 AmeriCorps members, and 2 Graduate Assistants. It is composed of 4 distinct sub-units: the Office of Service-Learning (which includes a SL teaching assistant program), the Office of Community Service (which includes the Sam H. Jones Community Service Scholars program with structured activities across 4 years -- funded at $400,000, one of the largest such programs in the nation), the Office of Community-Based Work Study (which houses America Reads and America Counts and accounts for 34% of campus Federal Work Study funds), and the Office of Neighborhood Partnerships (which coordinates a multi-faceted partnership process with a neighboring community). In 2004-2005, direct allocations to offices, initiatives, and activities related to civic engagement through the Center totaled approximately $1,500,000. The Center is not endowed. It runs an Engaged Department initiative, coordinates several faculty learning communities on engaged teaching and learning and participates in others across campus, and is a leader in several campus-wide initiatives related to student learning and engagement as well as in national activities to advance engagement (including the Carnegie classification). The Center recently launched a Signature Center for Research on Service-Learning.

The Service-Learning Research and Development Center at **UC – Berkeley** was founded in 1994 in the School of Education. Its staff consists of a Director, a Research Psychologist, a High School ACT Coordinator, a Research Assistant, 3 Graduate Student Researchers, and a Web Manager. Its "purpose is to bolster support for academic service-learning on campus, as well as to research and evaluate service-learning programs and issues nationwide." The Faculty Policy Committee on Service-Learning is the governing academic body for service-learning activities; it develops policies for academic-service learning activities and initiatives and reports directly to the Chancellor through the Executive Vice-Chancellor and the Provost. The Center collaborates with the UC Berkeley Cal Corps Public Service Center – which runs volunteer, community service, and co-curricular service-learning activities – and the Office of Educational Development – which provides materials for faculty interested in learning about teaching; it is a collaborating unit in the Council of Academic Partners – which is composed of units across campus that support teaching. The Center has a strong emphasis on service-learning K-12 service-learning and on research and scholarship. Its Junior Faculty Mentorship Program, for example, provides $2,500 grants to senior faculty to mentor junior faculty (who receive $1500 to attend a service-learning conference and/or workshops on the scholarship of engagement) who will be applying for tenure within the next two years, in order to help junior faculty connect service-learning to their scholarly work and receive tenure; the Center's research staff study the program and its impact.

# Appendix D: Engagement, Student Engagement, and Service-Learning at NC State

## Engagement at NC State

As at the national level, the engagement conversation at NC State has been rich, as suggested by the following select, recent examples:

- A campus-wide study conducted in 1998-99 documented widespread momentum toward enhanced education for professional and civic responsibility. From the Park and Caldwell Scholarship Programs (which recruit high school seniors and first year undergraduates, respectively) to the Graduate Research Ethics program, units across campus were clearly increasingly converging on education for leadership, ethics, and/or service as priorities, yet experiencing both disconnection from one another and lack of adequate resources to support their work. This grassroots investigation recommended mechanisms to better connect and sustain related initiatives, specifically, the formation of a division-transcendent "Academy" modeled after similar units on other campuses that have successfully solicited substantial external funding and supported institutional reorganization toward the end of enhanced capacity for civic-related work across the full range of institutional functions.
- The 2001 report, *The New NC State: Becoming the Nation's Leading Land-Grant Institution*, called for (among other enhancements):
    - re-conceptualizing the historic outreach mission for greater participation across colleges and other units
    - infrastructure to support an expanded understanding of outreach as engagement (e.g., the elevation of Extension and Engagement to the Vice Chancellor level)
    - incorporation of "innovative service through engagement with North Carolinians" as a component of RPT processes
    - expansion of programs "offering academic credit for intellectually stimulating service-learning opportunities."
- The first Vice Chancellor for Extension & Engagement supported a faculty-driven "engagement initiative" beginning 2002 – 2003 to investigate the meaning of engagement for the institution and the ways in which it was and was not flourishing and to drive policy change accordingly. The components of this initiative included, among others:
    - appointment of a Joint Committee on the Scholarship of Engagement to examine the institutional culture— including the RPT context— for scholarly work in this arena
    - launching of a new campus-wide event—the annual Symposium on the Engaged University and Celebration of an Engaged University—to examine and honor engagement in its many and varied forms across campus.
- Over the course of several years, University Distinguished Professor at Large Ellis Cowling has collected and analyzed perspectives on NC State as an engaged university from across campus, producing two white papers that make a comprehensive case for the importance of engagement and the need to better support it if NC State is to fully realize its potential as an engaged institution.
- Faculty roles and responsibilities have been re-articulated, for a stronger emphasis on engagement: the new guidelines for faculty work explicitly include "Extension and Engagement with Constituencies Outside the University" as one of "six realms of faculty responsibility."

## Student Engagement at NC State

NC State's inclusion in the 2005 Princeton Review publication *Colleges with a Conscience: 81 Great Schools with Outstanding Community Involvement* is a particularly important indicator of the extent to which our institution, across a wide range of units and functions prioritizes engagement, including in the experience of our students.

The Office of Extension, Engagement, and Economic Development explicitly included in the engagement initiative a sub-initiative on "student civic engagement." Highlights of this sub-initiative include:

- publication of an article in the *Bulletin* entitled "Undergraduate Engagement Vital to the NC State Experience"
- development of draft "Guidelines for Crafting Undergraduate Engagement Opportunities"
- production of two DVDs featuring a range of student engagement experiences entitled "Undergraduates in Action: Launching a Lifetime of Engagement" and "Civic Engagement: The Broad Perspective"
- publication of an issue of *Outreach* that documented a wide range of student engagement experiences
- collaboration of several units in supporting the new HON 397 Extension and Engagement Seminar
- a presentation at the 2005 Outreach Scholarship Conference on "Designing an Institutional Approach to Student Engagement"

### Service-Learning at NC State

Although many NC State faculty and curricula had involved undergraduate and graduate students in experiential, community-based instructional strategies for years prior, service-learning began to be formalized on this campus in 1999 when a team of 7 faculty, staff (from Academic Affairs and Student Affairs), and students were awarded a $15K mini-grant from what was then University Extension to examine the pedagogy and its relevance for NC State and to begin introducing it across campus through a new faculty development initiative. As a high level overview of its organizational history:

- **1999 – 2000**: The NC State Service-Learning Project was launched as a grassroots initiative
- **2001 – 2002**: The NC State Service-Learning Program was formalized within the Faculty Center for Teaching and Learning (FCTL) and a campus-wide strategic planning process was undertaken
- **2002 – 2003**: The Provost allocated a Program budget of $105K, a full-time EPA Coordinator was hired, and the Service-Learning Executive Committee—composed of the Provost and Executive Vice Chancellor for Academic Affairs, the Vice Chancellor for Extension and Engagement, and the Vice Chancellor for Student Affairs—was created; with the encouragement of the Program, NC State became a charter member of NC Campus Compact
- **2005 – 2006**: The Program operated with a budget of $150K and encompassed a wide range of intra- and inter-institutional collaborations. Provost Nielsen supported a title change from Coordinator to Director and the creation of a second full-time EPA position (Associate Director) and moved the Program out from FCTL into the Office of the Provost (with a direct reporting line to the Senior Vice Provost). He also solicited a vision for the future from Program leadership, specifically in the form of a white paper for the establishment of a "Service-Learning Center."
- **2006 – 2007:** Provost Nielsen led a campus-wide vision-crafting process that led to the creation of this Proposal to Establish the Center for Excellence in Curricular Engagement. The Program operated with a budget of approximately $230K and prepared to move into new office space in the First Year College Commons Building.

# Appendix E: History of the NC State Service-Learning Program

## History of the NC State Service-Learning Program (April 2006)

| | 1999 – 2000 | 2000 - 2001 | 2001 - 2002 | 2002 - 2003 | 2003 – 2004 | 2004-2005 | 2005-2006 |
|---|---|---|---|---|---|---|---|
| **Key Events** | | | | | | | |
| | | • Celebration of SL event launched | • Campus-wide planning process held<br>• "Program" created and assigned to FCTL<br>• Undergrad eng award launched<br>• Presentation on service-learning to the Board of Trustees | • Coordinator position created<br>• SL Exec Comm formed<br>• SL Center established in Clark<br>• NCCC charter membership<br>• First Annual Symposium / Celebration<br>• EOC appointment<br>• Engagement initiative; student civic eng sub-init | • Goodnight reception; endow solicitation strategizing w/ EZ<br>• Regional COE training event<br>• HON 397 seminar launched<br>• Draft Guidelines for Crafting Undergrad Eng<br>• Joint Comm on the Scholarship of Eng | • NCSU in *College with a Conscience*<br>• Senior Scholar appointment, IUPUI<br>• Faculty Fellow appointment, Campus Compact<br>• Ehrlich Finalist<br>• Nonprofit minor development<br>• Eportfolio initiative<br>• New RL training course approved<br>• NCCC Research & Scholarship launch | • Concept paper for "Center" developed for Provost Nielsen<br>• "Coordinator" position elevated to "Director"<br>• Assoc Dir position created and filled for 06-07<br>• Special Projects Coord shared pos<br>• 4-campus inter-institutional collaboration |
| **Curricular SL** | | | | | | | |
| # courses supported | 2 | 7 | 15 | 15 (expanded to year-round support) | 25 - 30 | 10-15 | ~15 |
| # new faculty "trained" | 6 | 10 | 11 (including COE cohort) | 12 (including CoED cohort) | ~6 | ~6 (also advanced training for current faculty) | ~3 (also advanced training for current faculty) |
| # new reflection leaders (RLs) | 2 | 7 | 7 | 6 | 4 | 0 | 0 |
| # students served | 42 | 140 (est) | 250 (est) | 250 (est) | 350 (est) | 200 (est) | 250 (est) |
| # community orgs | 8 | 20 | 25 (est) | 35 (est) | 40 (est) | 30 (est) | 35 (est) |
| **Intra-campus Collaborations** | | | | | | | |
| | 2 (FCTL, CSLEPS) | 2 (FCTL, CSLEPS) | 5 (FCTL, CSLEPS, E&E, KIETS, & COE) | Many, including projects in 4 colleges and with CES | Many, including projects in 3 colleges and with Shelton | Many, including collaborative projects | Many, including collaborative projects |
| **Scholarship** | | | | | | | |
| # conference presentations (SL staff, faculty, students) | | 4 (incl 1 national) | 6 (incl 1 keynote) | 8 (incl 3 national) | 10 (incl 2 national, 2 international) | 19 (incl 3 national, 6 international); N = 43 student/fac/staff attendance at off-campus events | 20 (incl 7 national, 1 international) |

| | 1999 – 2000 | 2000 - 2001 | 2001 - 2002 | 2002 - 2003 | 2003 – 2004 | 2004-2005 | 2005-2006 |
|---|---|---|---|---|---|---|---|
| Research projects | | | | • Reflection and assessment<br>• Inter-inst. study on reflection rubric with Univ of Utah | • Reflection and assessment<br>• SL Faculty Learning Community | • Reflection and assessment<br>• Shifts in perspective<br>• NCCC Research & Scholarship Init<br>• Inter-inst projects launched (IUPUI, Montclair) | • Inter-inst study on reflection and assessment w/ IUPUI, Montclair, and Mercer<br>• Student leadership in SL<br>• NCCC R&S Init |
| Publications | 0 | 1 | 0 | 1<br>+<br>Student/RL/Faculty Guidebooks | 7 (under review/ in press / published)<br>+<br>book prospectus<br>+<br>Student/RL/Faculty Guidebooks | 6 (under review / in press / published)<br>+<br>2 book contracts<br>+<br>Tutorial & Self-Designed Guidebook | 4 (under review / in press / published)<br>+<br>2 books (under dev)<br>+<br>Tutorial & Self-Design Guidebook |
| Interaction with national leaders and organizations | | | 1 - Eyler | 3 – Zlotkowski, Maki, Welch | 8 – Zlotkowski, Maki, Welch, Oakes, Giles, Bringle, Saltmarsh, & Driscoll | Many, including collaborative projects and formal appointments | Many, including collaborative projects and formal appointments |
| **Funding[1]** | | | | | | | |
| # grants submitted / collaborated on | 1 | 2 | 5 | 6 | 2<br>+ case statement | 2 | 2 |
| Budget | $15,000 (Extension grant) | $20,000 (Undergraduate Affairs) | $60,000 base (Office of the Provost)<br>+<br>grant $30,000 | $105,000 base (Provost)<br>+<br>grants $26,000 (+leftovers)<br>+<br>FCTL supplement [2] approx $20,000 | $105,000 base (Provost)<br>+<br>grants $8,500 (+leftovers)<br>+<br>FCTL supplement approx $20,000 | $135,000 base (Provost)<br>+<br>grant leftovers ($19,000)<br>+<br>FCTL supplement approx $40,000 | $135,000 base (Provost)<br>+<br>grant leftovers ($10,000)<br>+<br>FCTL supplement approx $20,000 |

[1] Costs for photocopying, materials, equipment, phone, Community Liaison, co-curricular trips, and significant staff support provided by FCTL and CSLEPS are not included
[2] Lapsed salary funds

# Appendix F: Analysis of the Service-Learning Program—Strengths, Challenges, and Goals

The Service-Learning Program has been defined primarily by five characteristic types of endeavor:

1. Collaboration across units
2. Faculty development and support
3. Student leadership development
4. Learning outcomes focus, including critical reflection and assessment model
5. Scholarly collaborations / scholarship emphasis

Examination of each of these areas suggests strengths, historic challenges, and goals for the future and thus provided guidance in the development of a vision for a Center for Excellence in Curricular Engagement.

1. ***Collaboration across units*** – The Service-Learning Program has a strong orientation toward collaboration and has at its core a commitment to establish strong relationships across campus and to engage in community-building on campus around engaged teaching, learning, and scholarship.

   ***Strengths***: The Program began as a grassroots collaboration among 2 CHASS faculty (Sociology and Multidisciplinary Studies), 2 professional staff (Faculty Center for Teaching and Learning and Center for Student Leadership, Ethics, and Public Service), and 3 undergraduates, supported by University Extension. It has retained and expanded this network of collaboration.

   - **Service-Learning Executive Committee**—The core partnership between Academic Affairs, Student Affairs, Extension and Engagement was officially acknowledged and supported through the creation of the Service-Learning Executive Committee (composed of the Provost and Executive Vice Chancellor for Academic Affairs, the Vice Chancellor for Student Affairs, and the Vice Chancellor for Extension, Engagement, and Economic Development), which has an advisory and oversight function.
   - **Student Affairs**—Collaboration has primarily involved the Center for Student Leadership, Ethics, and Public Service. Dimensions of this partnership include:
     - CSLEPS' housing of the SL Community Liaison function, connecting faculty with community partners through use of a database of local organizations
     - Service-learning student leaders supporting the ongoing refinement of the reflection component of Alternative Spring Break trips
   - **Extension, Engagement, and Economic Development**—Collaboration has been multi-faceted, including:
     - the appointment of the Service-Learning Program Director to the Extension Operations Council and the Joint Committee on the Scholarship of Engagement
     - the Program's leadership role in the creation and implementation of the university-wide Symposium on the Engaged University and Celebration of an Engaged University and in the "student civic engagement" sub-initiative of OEEED's "engagement initiative"
     - the Program's support for the Shelton Initiative, the Gateway County Project, and other initiatives
   - **Colleges**—The Program has trained and supported faculty in 9 of NC State's 11 Colleges and has undertaken collaborative projects with several of them, including:
     - **CHASS**—in particular, with the Institute for Nonprofits and its newly created SL-enhanced minor in Nonprofit Studies
     - **Engineering**—in particular, through an Alcoa-sponsored project to integrate diversity into the engineering curriculum via service-learning
     - **Agriculture and Life Sciences**—in particular, through the appointment of Associate Professor of Food Science Sarah Ash as SL Faculty Fellow and through a Kellogg-sponsored project on sustainable agriculture

    - **Education**—in particular, through the appointment of Assistant Professor of Curriculum and Instruction Billy O'Steen as SL Faculty Fellow and through a project to examine the vertical integration of SL across the curriculum
    - **Natural Resources**—in particular through the Department of Parks, Recreation, and Tourism Management and in the form of an emerging "engaged department" or "engaged College" process.
- **Other units**—Program staff and students have also collaborated with other offices on campus, including especially
    - the Kenan Fellows Program
    - the McKimmon Center for Extension and Continuing Education
    - the Caldwell Programs

***Challenges**:* With the exception of the multi-faceted relationship with OEEED, each of these collaborations has been limited, due primarily to the lack of personnel and time to invest in the establishment and maintenance of quality relationships and to the lack of resources to support collaborative program development, faculty training, or department- / College-wide efforts. Particularly troubling is that a critical mass of faculty has yet to be established, maintained, and organized for effective functioning as a cohort in any single college (CHASS and CNR come the closest), and 2 colleges (PAMS and Textiles) have yet to be involved with the Program at all beyond introductory conversations.

***Goals**:* In addition to strengthening extant collaborations, the Center will seek to formalize relationships with such units as the Study Abroad Office, the University Honors Program, the Office of Undergraduate Research, and the Kenan Institute and will explore collaborations with such units as the Teaching Fellows Program, the Small Business and Technology Development Center, and the Cooperative Extension Service.

2. ***Faculty development and support*** – The Service-Learning Program from its inception has been defined primarily as a faculty development initiative and has devoted considerable attention to the creation of a strong model for faculty development and support, with the understanding that scholarship is a necessary element of such innovative teaching and learning, especially on a research-extensive campus like NC State. While the Program has succeeded in training and supporting over 50 faculty from 9 Colleges, its lacks the funds to implement its comprehensive faculty development model or to support faculty in undertaking significant curricular revision or scholarship.

   ***Strengths***: The Service-Learning Program has a core commitment to supporting faculty ownership of service-learning and has developed comprehensive training and support mechanisms accordingly. In order to support NC State faculty who wish to incorporate service-learning into their courses and their scholarship, the Program has created a model that includes a wide, developmentally-sequenced range of training and support opportunities, including:
   - introductory presentations
   - one-on-one consultation
   - half-day workshops at introductory and advanced levels
   - a multi-day retreat complete with immersion in the SL process
   - ongoing Faculty Learning Community scholarship projects
   - Faculty Fellow roles as researchers, faculty developers, mentors, and College liaisons

   This developmental model is designed to meet faculty from any and all disciplines at varying levels of experience and interest and to support them in using service-learning and related strategies as comprehensively as they wish in their professional development. The strength and comprehensiveness of the Program's model led Campus Compact to solicit a chapter in a publication targeting service-learning professionals; it also led to a multi-author peer-reviewed publication on

cross-discipline integration of service-learning at NC State (including faculty from CNR, CHASS, CALS, Education, and Engineering).

The Program has developed and continues to refine a core understanding of service-learning and supports faculty in adapting it to suit their own disciplines and student populations. Further, the Program's focus on faculty development transcends the integration of service-learning per se into their courses and includes as well principles of good practice for reflective and/or engaged teaching and learning more generally.

***Challenges*:** The full model has not consistently translated into effective implementation. It has been over 2 years since the Program has been able to offer its 3-day training retreat, and the last open-enrollment workshop the Program offered was unattended. The Program lacks the personnel and time to systematically identify and recruit faculty who are likely to be interested in service-learning; and it lacks the funds to provide adequate stipends to support faculty who undertake the substantial work involved in integrating service-learning into their courses (at most, the Program has provided $1000 stipends, as compared to the $8000 stipends available to faculty at UNC-Chapel Hill). As a result, only 2 faculty members have followed the developmental sequence to the Faculty Fellow stage. In summary, the Program lacks infrastructure to support a critical mass of faculty in engaging with the pedagogy developmentally, such that they continue to refine their practice and connect it to their research agendas.

***Goals**:* In addition to effectively and systematically implementing a comprehensive model for faculty development the Center will

- expand the number of service-learning enhanced courses supported
- increase the quality of implementation and outcomes in those courses
- facilitate more faculty scholarship, including collaborative research, academic publications, and presentations at professional conferences
- expand its training and support offerings to encompass a wider range of approaches to curricular engagement (including, for example, research service-learning, engaged internships, etc.)
- work with faculty not only individually but also at the departmental and College level, which is a necessary step toward the institutionalization of service-learning

3. ***Student leadership development*** –From its inception, the Service-Learning Program has also been defined as co-created by students and faculty. The models the Program has developed for student leadership are among the strongest in the country, but implementation of them has been limited to a very select population of students (typically scholarship students).

***Strengths***: The initial service-learning "Project" began with three students on its seven-member leadership team, students who

- created and implemented the roles of Reflection Leader and Community Liaison
- undertook our first self-designed service-learning capstone projects
- co-developed and co-taught our initial rounds of faculty and Reflection Leader training
- served on the Program's core leadership team
- generally established a strong culture of student voice and leadership in the evolution of the Program

In the intervening years, students have come to serve as

- Project Coordinators—including, for example, SL Diversity Coordinator in the College of Engineering and Computer Literacy Project Coordinator

- Program Assistants in the Service-Learning Center—including, for example, implementing major components of the annual Symposium and Celebration, speaking at campus-wide events, and participating in strategic planning for the Program
- Research Associates—including, for example, serving on research teams, co-authoring book chapters, presenting and co-presenting at national and international conferences, and revising courses

In summary, the student leaders who have come in and out of the Program have left significant legacies in terms of key understandings and models. As is the case with the faculty development model, the Program's student leadership development model is designed to meet students at varying levels of experience and interest and to support them in using service-learning and related opportunities as comprehensively as they wish in their personal and professional development. The strength and comprehensiveness of the Program's model has led to two invited book chapters, both of them co-authored by student leaders.

***Challenges***: The Program has piloted a model of student-faculty co-creation that has demonstrated powerful results on a small scale and that has the potential to benefit more students if expanded. The afore-mentioned Self-Designed Service-Learning Capstone Project is a leading example: in our 7 year history, 5 student leaders have worked with faculty/staff to design customized, intensive, usually (but not necessarily) international SL projects and then worked with the Program to create the infrastructure needed to support others in similar undertakings and to do so as scholarship (including, for example, producing and disseminating a *Guidebook on Self-Designed Service-Learning Capstone Projects*). The Program has been unable to offer the training course for student leaders for the past 2 years and therefore unable to meet faculty demand for Reflection Leaders much less to develop the new support roles (such as SL Teaching Assistants) that faculty have expressed need for.

***Goals***: In addition to establishing a systematic network across campus to provide a continuous stream of student leaders, the Center will formalize its developmental model and support the participation of more students. With greater capacity to work with more students in this developmental fashion, the Center will be able to provide more comprehensive and more consistent support to faculty and to related units across campus; it will also collaborate with other academic units to expand the model as they adapt it for their own purposes. The Center will also be able to provide leadership in state and national efforts to investigate and create best practices and infrastructure for student leadership in curricular engagement.

4. ***Learning outcomes focus, including critical reflection and assessment model*** – The Service-Learning Program early on articulated a definition of service-learning that, while not limited to course-based implementation, calls for the integration of service experiences with academic material through structured reflection. This definition and a corollary commitment to quality learning and quality service drove the Program to develop academically sound, empirically-validated models for promoting student learning through structured reflection and assessment. Its ability to keep service-learning faculty at the leading edge of implementation of these models however, has been limited, as has its outreach to other faculty interested in improving teaching and learning through focused development of assessment mechanisms that are integrated with their various pedagogies.

   ***Strengths:*** The Program's core reflection model—called "DEAL"—was developed in explicit response to the common challenges of reflection (thinking at the level of description only, weak connections to course content, superficial reasoning, etc.), as was its adaptation of Bloom's Taxonomy and Paul's Standards of Critical Thinking into rubrics for formative and summative assessment. The full package (DEAL model and rubrics) has been carefully refined through research. It is being used and adapted by faculty on other campuses and beyond service-learning per se; and it is also being used to help structure NC State's new minor in Nonprofit Studies and as the starting point for a new inter-institutional project on civic learning across the disciplines. The Program has a strong set of materials, training opportunities, and tools to support faculty and students in using this

reflection and assessment model—all of which are to be published in two forthcoming texts (a student tutorial and an instructors' guide) with Stylus Publishing. The Program's work in this area provides a general framework of instructional design for critical thinking and higher order reasoning and for integrating teaching and learning with assessment that is of interest well beyond the field of service-learning (as attested to by a variety of invited conference presentations and by its inclusion in the work of leading scholars in teaching and learning and assessment as well as in engagement).

***Challenges***: The Program has been unable to offer adequate faculty development on this model, with the result that service-learning faculty are not all equally familiar with it or able to adapt it in their own disciplines. This work can and should be expanded in at least two important ways: developing alternative approaches to reflection and assessment and examining the role of community partners in generating student learning through reflection.

***Goals****:* The Center will

- expand faculty development offerings related to reflection and assessment (across and beyond service-learning faculty), e.g., through collaborative research on student learning outcomes
- provide faculty with electronic access to continually updated reflection and assessment tools for use with their students and in their own scholarship
- develop additional models for reflection and assessment that will further enrich faculty development, curriculum development, and student learning
- develop models for and conduct research on the involvement of all partners (community members as well as students and faculty) in reflection and assessment
- support faculty in investigating their own adaptations of its core models for reflection and assessment
- expand its outcomes assessment focus to include faculty, community, and institutional impacts
- increasingly expand the application of its model for reflection and assessment for curricular development more generally (e.g., for the design of course sequences)

5. ***Scholarly collaborations / scholarship emphasis*** – The Service-Learning Program from its inception has had a strong commitment to scholarship; this has fostered a culture of experimentation and assessment, which has in turn generated substantial learning and has earned the Program recognition on and off campus for its well-refined models of faculty development, student leadership, and critical reflection/assessment. Appendix H lists some of the publications and presentations generated by service-learning students, faculty, and staff in the past five years, suggesting the leadership role in the field that NC State is primed for.

   ***Strengths***: As expected at a leading research university, the Program was charged early on to establish the Program as a national leader and always understood that dissemination would necessarily be a central component of its work. An experimental mindset and a concern for continuous improvement have led Program leaders to approach the development of the Program as reflective practitioners, engaged in action research on its own models. This orientation was formalized into a research agenda in the Program's third year, in parallel with increasing recognition across campus of the Scholarship of Teaching and Learning and with increasing emphasis on assessment.

   Dissemination of its work through a variety of state, national, and international higher education conferences and through academic publications in the past several years has brought the Program both the acclaim of peers and important opportunities to collaborate with leading scholars in engagement, in teaching and learning, and in assessment. Program Director, Dr. Patti Clayton, was appointed a Faculty Fellow at National Campus Compact and a Senior Scholar at the Center for Service and Learning at IUPUI and now regularly collaborates with leading national scholars on projects at the cutting edge of the field; she and the Program's Senior Faculty Fellow, Dr. Sarah Ash,

have established themselves among the "second generation" of leading scholars in the field of service-learning. Service-learning faculty and staff on other campuses around the country have begun seeking out opportunities to collaborate with the NC State Service-Learning Program on inter-institutional research and publication projects. This dissemination has also provided a model for participating students and faculty, who have taken advantage of many opportunities to present on and publish their work, often collaboratively on panels or co-authored peer reviewed articles:

- In the past five years, at least five service-learning student leaders have presented at state, national, and international conferences—both with faculty/staff and on their own—and three have co-authored two invited book chapters; a group of student leaders launched the Program's research project on transitioning from traditional to engaged pedagogies.
- Among the faculty supported by the Program, more than 10 have co-authored articles and book chapters and/or presented at state, national, or international conferences.
- The Program has also begun collaborating with other units on campus, including OEEED and the Institute for Nonprofits, to generate and disseminate scholarship.

The Program's scholarly orientation has thus generated a rich mix of opportunities and the culture that is needed if this work is to flourish on this research-oriented campus.

***Challenges**:* The Service-Learning Faculty Fellow role was explicitly created to nurture and tap faculty leadership in advancing service-learning scholarship. As with the student leadership roles, the Program has piloted a model that has proven powerful on a small scale and that has the potential to benefit more faculty if expanded. To date, the Program has supported 2 faculty members as Faculty Fellows. Few faculty beyond the Program's core leadership team participate regularly in national and international conferences (although they do in state conferences), and there is untapped potential for cross-program scholarship (for example, on service-learning at the K-12 level with the Kenan Fellows and on international service-learning with CSLEPS and Study Abroad).

***Goals**:* The Center will continue to leverage internally-focused and the externally-focused scholarship for the benefit of both campus and the field. More thorough implementation of the sequenced faculty development model and corollary expansion of the Faculty Fellow role to additional faculty are much-needed improvements. Additional funds are needed to support faculty and students in conducting research and in disseminating their work, including travel funds. Also needed are mechanisms for bringing community partners into this scholarship. With enhanced capacity in this area, the Center will be well-positioned to contribute to Scholarship of Teaching and Learning and Scholarship of Engagement initiatives on campus and beyond.

# Appendix G: List of Related Units and Analysis of Program Collaborations

## List of related units

Center for Student Leadership, Ethics, and Public Service

Faculty Center for Teaching and Learning

Office of Extension, Engagement, and Economic Development
- Shelton Leadership Challenge Institute
- Gateway County Project
- HON 397 Extension and Engagement seminar
- “Engagement” initiative and “student civic engagement” sub-initiative
- Small Business and Technology Development Center (SBTDC)
- University Standing Committee on Extension and Engagement

Institute for Nonprofits

Honors / scholars community: The Caldwell Programs, Park Scholarships program, University Honors Program, University Scholars Program

Academy of Outstanding Faculty Engaged in Extension

Living-learning villages (WISE, SAY, other)

Pre-College Programs

Office of Undergraduate Research

Teaching Fellows Program

Preparing the Professoriate and other graduate student training and support programs

Study Abroad Office and Office of International Affairs

Kenan Fellows Program

Division of African-American Diversity

Multicultural Student Affairs

Centennial Campus Middle School

The William and Ida Friday Institute for Educational Innovation

Alpha Phi Omega (co-ed service) Fraternity

4-H Youth Development Department

Center for Urban Affairs and Community Services

## Discussion of relationships with five units that have related functions

The Service-Learning Program has a strong orientation toward collaboration and has at its core a commitment to establish strong relationships across campus and to engage in community-building on campus around engaged teaching, learning, and scholarship. This discussion considers the relationships between the Service-Learning Program and the following units or arenas whose activities are similar to, connect with, or overlap service-learning:

- the Center for Student Leadership, Ethics, and Public Service
- the Faculty Center for Teaching and Learning
- the Institute for Nonprofits
- the Office of Extension, Engagement, and Economic Development
- the honors / scholars community

As the Center for Excellence in Curricular Engagement is launched, these units should be included in ongoing conversation regarding the evolution of the unit, as support from and strong relationships with them will be important to its effective operation. In a collaborative arrangement, the proposed Center will benefit immensely from the experience and expertise of these units—just as they will benefit from value added by the Center. The Center should help advance collective understanding of how best to capitalize on this rich mix of related programs and initiatives.

***The Center for Student Leadership, Ethics, and Public Service (CSLEPS)***

*Relationship with Service-Learning*—CSLEPS was, with FCTL, CHASS, and University Extension, a founding partner of the original "Service-Learning Project" and has remained a primary collaborator throughout the Program's history. The initial role of CSLEPS in formalizing service-learning at NC State was to connect faculty with community organizations through the student-created role of Community Liaison and through access to an extensive database of local community organizations. In the intervening years, CSLEPS has also transitioned its Alternative Spring Break (ASB) service trips toward service-learning and has worked closely with the Service-Learning Program's student leaders in the refinement of its reflection mechanisms and its team leader training process.

*Points of overlap and distinction*: The boundaries between the two units and the distinctions between their program offerings are in some ways easy and in other ways difficult to articulate.

- CSLEPS is responsible for community service and volunteer activities, and the Service-Learning Program does not support service—as distinct from service-learning—activities.
- However, it is not accurate to say that CSLEPS handles co-curricular service-learning while the Service-Learning Program handles curricular service-learning. CSLEPS is moving toward integrating its ASB experience into a credit-bearing structure and includes faculty participation in those trips and in other programming. And the Service-Learning Program implements non-credit bearing one-time "service-learning immersion" experiences and supports self-designed service-learning capstone projects, which may or may not involve academic credit (but which always involve faculty mentors).
- Both units disseminate their models publicly, through conference presentations and publications; the Service-Learning Program also has a multi-faceted research agenda and allocates significant resources to faculty and student scholarship.

*Issues*: When the Service-Learning Program was formally assigned to FCTL, the two units did not give the necessary thought to implications for their formerly grassroots collaboration and have yet to fulfill their shared commitment to a strong, vibrant partnership in support of student engagement. An issue that needs to be examined in terms of the work of these two units is that of the locus of responsibility for the cultivation and maintenance of service-learning partnerships:

- Is it most effective for the function of a Community Liaison to be housed separately from the rest of the Service-Learning Program, or does this in fact hinder tight course integration and faculty responsibility for the partnership process?

- How does this function need to be re-examined and strengthened such that long-term, sustainable, mutually-transformative service-learning partnerships are established and maintained?

*Implications for adding value to both units*: The Center for Excellence in Curricular Engagement will include at least two Assistant Directors, one of whom might best have community partnering as a job responsibility—thus bringing the original Community Liaison function housed in CSLEPS into the Center. The Center might also partner with the Division of Student Affairs, specifically CSLEPS, to create a shared position which would support projects at the interface of the two units, thus building their individual and collective capacity to support student engagement at NC State.

***The Faculty Center for Teaching and Learning (FCTL)***
*Relationship with Service-Learning*—FCTL has for the past several years served as the incubator for the Service-Learning Program. Given the Program's defining identity as a faculty development initiative, FCTL was a logical and supportive "home" for the young Program as it grew. Convergence in terms of both faculty participants and pedagogical principles strengthened connections to FCTL's inquiry guided learning initiative, and a shared interest in paradigm shift for non-traditional pedagogies built connections with its instructional technology focus. The founding Director of FCTL, Doug Wellman, was an important advocate for service-learning and a mentor to the Program's Director; as two examples, he presented on service-learning to the Executive Officers and obtained an invitation for the Program to present to the Board of Trustees. The current Director, Alton Banks, supplemented the Program's budget with lapsed salary funds.

*Points of overlap and distinction*—The Program's connections with other faculty development initiatives run through FCTL (e.g., inquiry-guided learning and instructional technology) have been and will continue to be important catalysts for its development. Similarly, the Program supported FCTL's launch of a Scholarship of Teaching and Learning initiative, its thinking about assessment of student learning through reflection, its participation in the institutional conversation about engagement, and its convening of a campus-wide examination of electronic portfolios. It may well be the case that the Center for Excellence in Curricular Engagement can effectively continue to contribute to FCTL's mission, and vice versa. The Center for Excellence in Curricular Engagement will support faculty exploration of pedagogical and scholarship issues that transcend curricular engagement per se (e.g., assessment of student learning, transitioning from traditional to innovative pedagogies, scholarship of teaching and learning, technology-mediated instruction) and thus potentially augment the offerings of FCTL. In some cases it may be appropriate for the two units to collaborate in offering faculty development and support and in generating scholarship in areas of shared interest. Several of FCTL's professional staff have expressed interested in future collaboration with the Center.

*Issues*—Given the many arenas on campus in which faculty development occurs (e.g., FCTL, Campus Writing and Speaking, Learning Technologies Service, etc.) there is likely to be increased consideration of the connections between these various initiatives and the possibilities for greater communication among and coordination across them. The Center for Excellence in Curricular Engagement should be a collaborative participant in any such conversations.

*Implications for adding value to both units*—The Center's Associate Director might serve as a liaison with FCTL, and together the two units might develop a mutually-beneficial partnership structure, including collaborative projects.

***The Institute for Nonprofits***
*Relationship with Service-Learning*—The Service-Learning Program was a partner in the original Kellogg grant that launched the development of the SL-enhanced minor in Nonprofit Studies. A strong working relationship between the Program's Director and the Institute's founding Director generated a range of collaborations in recent years. The Institute and the CHASS faculty it supports in developing the minor have used the Program's model for reflection and assessment and have participated in a variety of service-learning faculty development and support opportunities as well as collaborative scholarship projects.

*Points of overlap*—There is much as of yet unexplored potential for the Center for Excellence in Curricular Engagement to collaborate with the Institute on other initiatives beyond the minor, including, for example, community-based research. The Institute is creating a network of community partners in the context of the minor and other initiatives, and the Center could potentially be informed by this work as it seeks to enhance partnership processes.

*Issues*—The Institute is currently undergoing a transition in leadership and will undertake a review process this spring, which will shape its future direction. The Center and the Institute will therefore be in a better position to identify and pursue specific opportunities for ongoing collaboration in the coming months.

*Implications for adding value to both units*—The Center anticipates ongoing collaboration with the Institute, at least in the context of the minor and potentially beyond. The Center will make efforts to provide faculty development opportunities that bring the nonprofit faculty together with other service-learning faculty, for mutual exchange of experiences, expertise, and questions. And the Center might be able to strategically target financial and other resources to the faculty development and scholarship that will be needed if the minor is to fulfill its potential as an institutional and national model.

***The Office of Extension, Engagement, and Economic Development (OEEED)***
*Relationship with Service-Learning*—The relationship between OEEED and the Service-Learning Program is multi-faceted and long standing.

- University Extension supported the original grassroots Service-Learning Project with a mini-grant and OEEED leadership has often spoken with pride of the Program that evolved from these seed funds.
- The first Vice Chancellor for Extension and Engagement was involved in the Service-Learning Program's 2002 campus-wide strategic planning process and then served on the inaugural Service-Learning Executive Committee.
- An important mentor to Service-Learning Program leadership, he appointed the Director to the Extension Operates Council, the Joint Committee on the Scholarship of Engagement, and the leadership team of the campus-wide "engagement initiative"—thereby significantly elevating the S-L Program into the realm of university policy.
- The S-L Program is a co-host of the Annual Symposium on the Engaged University and Celebration of an Engaged University and has provided leadership in the design and implementation of these events for the past four years.
- The two units collaborated to respond to Trustee Ann Goodnight's request for an event to introduce national engagement scholar Edward Zlotkowski to the Board of Trustees.
- The two units collaborated in the development of preliminary "Guidelines for Crafting Student Civic Engagement Opportunities," which are currently part of the process of developing projects in the context of the HON 397 Extension and Engagement seminar.

*Points of overlap*—The Director of the Service-Learning Program and the Assistant Vice Chancellor for Extension, Engagement, and Economic Development have co-facilitated the "student civic engagement" sub-initiative of OEEED's "engagement" initiative, which at this point might benefit from a more formal structure and charge and from broader participation. The S-L Program supports the integration of service-learning into the Shelton Leadership Challenge Institute The two units have for several years envisioned a statewide structure for curricular engagement that piggybacks the county-based Cooperative Extension Service network. This is but one instance of the programmatic overlap that has begun to be formalized, including through an experimental shared position between the S-L Program and the Shelton Initiative within OEEED.

*Issues*—OEEED is an important champion of service-learning and student engagement more broadly. It is unclear how widely OEEED is perceived among faculty and students as being actively involved in the university's teaching and learning mission—or, conversely, it is unclear how closely faculty and students see their work and interests as being connected to OEEED or to the university's extension, engagement, and economic development mission in general. Curricular engagement can serve as a concrete example of such integration. It is strongly recommended that conversations regarding the relationship between the Center for

Excellence in Curricular Engagement and other units occur in the context of—and be closely linked to—continued examination of the full range of engagement activities across the NC State community. These processes will likely raise questions regarding the role of the Center relative to OEEED.

*Implications for adding value to both units*—The two units might examine the pilot implementation of the Special Projects Coordinator position (shared between the Shelton Initiative and the Service-Learning Program) and strategize how best to maximize such a collaboration in the future. The Director of the proposed Center should participate as fully as is feasible in OEEED’s operations that are oriented toward students and faculty.

***Honors / Scholars Community***

The Park Scholarship Program, Caldwell Programs, University Honors Program, and University Scholars Program share with the Service-Learning Program a focus on student leadership development and a commitment to nurturing undergraduates as well-rounded scholars and citizens. The Service-Learning Program to date has drawn most of its student leaders from the Caldwell and Park programs, albeit without a formalized collaboration at the unit level. As a Caldwell alum, the Director of the Service-Learning Program has long served as an unofficial faculty advisor and mentor to student members of The Caldwell Programs, and the Program’s initial field-test service-learning courses included sections of the long-standing Caldwell leadership seminar. Undergraduate Caldwell Fellows have for several years tried to support a close relationship between the two Programs, which they correctly understand as having very similar commitments. The Service-Learning Program has been involved in the early implementation of the HON 397 Extension and Engagement seminar for students in the University Honors Program, and a student leader in both programs has begun to explore possible service-learning programming for the Honors Village. Several conversations have been held through the years with student and staff leaders of the University Scholars Program regarding service-learning as a potential element of their enrichment offerings, but that collaboration has yet to proceed beyond this preliminary stage. During the 2006-2007 academic year a partnership formed between the Service-Learning Program, the University Honors Program, the Office of Undergraduate Research, and OEEED to conceptualize “engaged undergraduate scholarship” and to design pilot programming in support of an explicit developmental sequence of opportunities.

# Appendix H: Select Publications and Conference Presentations (2002 – 2006)

### PUBLICATIONS: Reverse chronological order

Ash, S.L., Clayton, P.H., & Moses, M.G. *Learning Through Critical Reflection: A Tutorial for Students in Service-Learning.* Sterling, VA: Stylus Press. Under development.

Ash, S.L., Clayton, P.H., & Moses, M.G. *Teaching and Learning through Critical Reflection: An Instructors' Guide.* Sterling, VA: Stylus Press. Under development.

Whitney, B.C, McClure, J.D., Respet, A. and Clayton, P.H. Maximizing the Developmental Potential of Service-Learning: Student Perspectives on a Mutually-Transformative Journey. In McIlrath and MacLabhrainn (Eds). (2007). *Higher Education and Civic Engagement – International Perspectives*. Open University Press, Higher Education Series. In press.

Clayton, P.H. and O'Steen, W.L. Working with Faculty: Designing customized developmental strategies. In Jacoby and Mutascio (Eds). (2007). *Essential Information and Tools of the Trade for Community Service and Service-Learning Professionals.* Campus Compact. In press.

Bringle, R.G., Hatcher, J. and Clayton, P.H. (2007). The Scholarship of Civic Engagement: Defining, Documenting and Evaluating. *To Improve the Academy*. Professional and Organizational Development Network for Higher Education.

Clayton, P.H. and David, J.S. Advancing Engagement at NC State: Reflection Leader Training and Support. In Zlotkowski, Williams, and Longo (Eds.). (2006). *Students as Colleagues: Expanding the Circle of Service-Learning Leadership*. Campus Compact and Anker Press.

Clayton, P.H. and Ash, S.L. (2005). Reflection as a key component in faculty development. *On the Horizon*, 13(3).

Clayton, P.H., Ash, S.L., Bullard, L.G., Bullock, B.P., Moses, M.G., Moore, A.C., O'Steen, W.L., Stallings, S.P., & Usry, R.H. (2005). Adapting a core service-learning model for wide-ranging implementation: An institutional case study. *Creative College Teaching*. Vol 2, Spring.

Ash, S. L., Clayton, P.H., and Atkinson, M.P. (2005). Integrating Reflection and Assessment to Improve and Capture Student Learning. *Michigan Journal of Community Service-Learning*, Vol 11, No 2.

Clayton, P.H. and Ash, S.L. (2004). Shifts in perspective: Capitalizing on the counter-normative nature of service-learning. *Michigan Journal of Community Service-Learning*, Vol 11, No 1.

Ash, S.L. and Clayton, P.H. (2004). The articulated learning: An approach to reflection and assessment. *Innovative Higher Education*, Vol 29, No. 2.

Ash, S.L. & Clayton, P.H. Service-Learning: Integrating Inquiry and Engagement. In Lee, V.S. (Ed.) (2004). *Teaching and Learning through Inquiry: A Guidebook for Institutions and Instructors*. Sterling, VA: Stylus Publishing.

Bullard, L.G., Clayton, P.H., and Peretti, S.W. (2004). Service-Learning in Chemical Engineering Senior Design. *Proceedings*, 2004 ASEE Annual Meeting, Salt Lake City, UT.

## PRESENTATIONS: International

Sixth Annual K-H Service-Learning International Research Conference, October 2006: pre-conference workshop and 3 panel presentations

Fifth Annual K-H Service-Learning International Research Conference, November 2005: "The NC Campus Compact Research and Scholarship Initiative: Pitfalls and Possibilities in Statewide Collaboration on Service-Learning Scholarship"

International Conference on Civic Engagement & Service-Learning, National University of Ireland at Galway, June 2005 (student - faculty team)

- "Student leadership in service-learning: A powerful developmental trajectory for undergraduates"
- "Shifts in perspective and practice associated with service-learning"
- "Integrating reflection and assessment to enhance student learning"

Fourth Annual K-H Service-Learning International Research Conference, October 2004 (student - faculty – staff team)

- "Shifts in perspective and practice: Investigating the counter-normative nature of service-learning"
- "Integrating reflection and assessment to enhance personal, civic, and academic learning outcomes"

Third Annual K-H Service-Learning International Research Conference, November 2003 (student - faculty – staff team)

- "Development of Tools for Formative and Summative Assessment of Service-Learning Reflection Products"
- "Results of a Multi-Institutional Research Agenda Using A Guided Reflection Rubric"

## PRESENTATIONS: National

Benchmark 3 Nonprofit Education Conference: "Educating Undergraduates for Leadership in the Nonprofit Sector: The Use of Threaded Service-Learning in a Nonprofit Studies Minor," March 2006

"Engaging the World: Developing a Campus-Wide Approach to International Service-Learning," International Partnership in Service-Learning and IUPUI, March 2005: "Self-designed International Service-Learning Capstone Projects" (student – staff team)

AAC&U Conference "The Civic Engagement Imperative: Student Learning and the Public Good," November 2005

- Pre-conference workshop: "Reclaiming Reflection: Tapping the Academic and Civic Learning Potential of Service-Learning through Critical Reflection" (student – staff team, with Edward Zlotkowski - Bentley College and Campus Compact)
- "Civic Learning Across the Disciplines: Strategies and Tools for Fulfilling the Democratic Promise of Higher Education" (with John Saltmarsh - NERCHE and Nancy Wilson - Tufts)
- "Civic engagement: What does it mean and how can we promote it within our disciplines?" (with Steve Jones - IUPUI)
- "Civic engagement at Research-Extensive Institutions: Is It Really Possible?"

Assessment Institute, IUPUI, October 2005: "Critical Thinking by Design: An Integrated Approach to Assessment"

Outreach Scholarship Conference "Transformation Through Engagement," October 2005

- "Designing an Institutional Approach to Student Engagement" (with Mike Davis)
- "Using Critical Reflection to Tap the Civic Learning Potential of Engagement"

AAC&U "Pedagogies of Engagement Conference," April 2005: "Transitioning from traditional to engaged pedagogies" (faculty – staff team)

AAHE Assessment Conference, June 2004: pre-conference workshop: "When What You Say Isn't What They Do: The Development of Formative and Summative Assessment Strategies to Help Guide Teaching and Learning" (student – faculty – staff team)

AAHE "Learning to Change" conference, March 2003: Community of Practice on "Student-Faculty Partnerships in Teaching and Learning" (student – faculty – staff team)

## PRESENTATIONS: Regional

E.C. Moore Symposium, IUPUI, February 2005

- "Civic Learning Across the Disciplines: Conceptualizing, Promoting, and Assessing Similarities and Differences"
- "Transforming teaching by collaborative implementation of a model for generating, deepening, and documenting student learning"

Gulf South Summit on Service-Learning and Civic Engagement, April 2005 (student–faculty–staff team)

- "Reclaiming 'reflection': Tapping the academic and civic learning potential of service-learning through critical reflection" (with Edward Zlotkowski)
- "Advancing Service-Learning Scholarship through State-wide Collaboration: The North Carolina Campus Compact Research & Scholarship Initiative"
- "Creating Self-Designed Service-Learning Experiences"

Shelton Leadership Forum: Leading Organizations that Embrace Change, 2003: "Research on Engaged Students

Moral Education in a Diverse Society Conference, September 2003: "The Role of Service-Learning in Nurturing Moral Courage and Civic Responsibility in K-12 and University Classrooms"

Campus Compact Southeast Conference for Community Service and Service-Learning Directors, June 2003: "Anywhere and anyhow: Adapting Service-Learning Models to Fit a Range of Objectives and Constraints"

## PRESENTATIONS: State / Local

NC Campus Compact 8th Annual Service-Learning Conference, February 2006:

- "NCCC's Research & Scholarship Initiative"
- "Learning in the Deep End: Building Students' Capacity for Service-Learning" (faculty–staff team)

NC College Personnel Association fall 2005 conference, November 2005: "Civic Engagement as an Integrative Developmental Trajectory for the Undergraduate Experience" Keynote address

NC Campus Compact Community Service and Service-Learning Directors' Conference, June 2004: "Service-Learning: Current and Future Trends"

NC Campus Compact Community Service and Service-Learning Directors' Conference, June 2004: "If We Build It, Will They Come? Creating and Sustaining Effective Service-Learning Faculty Development"

North Carolina Campus Volunteers Service-Learning Institute, Elon University, February 2002: "Service-Learning in the 'Real World': The University" Keynote address

UNC Program in the Humanities and Human Values, Institute on Environment, Ethics, and Decision-Making, February 2002: "Educating for Sustainability in Rural Communities: Environment, Ethics, and Cvic Engagement in Siberia and Beyond" (student – staff team)

# Appendix I: Center Functions

## Three signature programs for faculty, students, and community partners

### Engaged Scholar-Teacher Program

This Program will formalize the developmental nature of the Center's work with faculty at NC State. This work with individual faculty and with academic units will be the primary means through which the Center will facilitate access to curricular engagement opportunities among the student body, across disciplines. The Program will consist of progressive levels of teaching and scholarship, with variable stipends:

- ***Engaged Faculty*** – faculty who have participated in any of the Center's faculty development opportunities and integrate service-learning and/or related learning opportunities into one or more courses; non-stipend
- ***Faculty Associates*** – faculty who have participated in the Center's comprehensive training, integrate curricular engagement into one or more courses, and participate in the Center's assessment process; stipend plus funds to support scholarship-related travel (linked to stages of training, implementation, and participation in assessment process)
- ***Faculty Fellows*** – experienced Faculty Associates who take on leadership roles within Colleges that have an interest in forming cohorts of faculty (responding to interest, the Center will build toward a cohort of 11 Faculty Fellows—one per College—and add non-College based Fellows as the need arises); stipend plus funds to support scholarship-related travel
- ***Senior Faculty Fellow*** – lead Faculty Fellow who serves on the Center's core leadership team with the Director, Associate Director, and Assistant Directors and who chairs the Advisory Committee; stipend plus funds to support scholarship-related travel
- ***Public Scholars*** – experienced Faculty Fellows who undertake complex scholarship projects at the interface of campus and community; stipend plus funds to support scholarship-related travel

### Engaged Scholar-Leader Program

This Program will formalize the developmental nature of the Center's work with students (undergraduate and graduate) at NC State. While the integration of service-learning and related opportunities into individual courses and across the curriculum in some departments will make such learning experiences available to more and more students, this Program will provide opportunities for students who wish to engage with the work of the Center in a more substantial and ongoing manner as leaders and scholars. The Program will consist of multiple levels of activity, with variable stipends:

- ***Leaders-in-Training*** – students who take the course "Changing Paradigms of Leadership, Learning, and Service"; non-stipend
- ***Leaders*** – experienced Leaders-in-Training who undertake leadership roles (for example, Upperclass Leader, Program Assistant, Community Liaison, Reflection Leader); stipend
- ***Scholars*** – experienced Leaders who serve as Research Associates, conduct Research-Service-Learning projects, undertake Self-Designed Capstone Projects, mentor Leaders, and / or serve on the Center's core leadership team and Advisory Committee; stipend plus funds to support scholarship-related travel

### Engaged Scholar-Partner Program

This Program will formalize the Center's community partner development and support initiative into a similar developmental process. Partners will self-select into one of three levels of engagement with the Center, as follows:

- ***Category A***: Short-term student placements
- ***Category B***: Long-term partnerships; access to a student Community Liaison
- ***Category C:*** Long-term and multi-faceted engagement partnerships (including community service, short-term student placements, and long-term partnerships); access to a student Community Liaison and to enrichment funds to support special projects; participation in scholarship projects; membership on SL Advisory Committee

## Programs for faculty / Departments / Colleges

### Engaged College / Department Program

The Center will allocate funds and develop structures to support substantial curricular transformation, partnership development, and other multi-year projects at the College and Department level. The Center will work with units in a three-year process, supporting one year of self-assessment and project planning followed by two years of project implementation and assessment. Drawing on models developed by Campus Compact as well as on its own experience with College / Dept – based faculty development and curricular development, the Service-Learning Program is piloting this process with the College of Natural Resources during 2006-2007; this work will expand to additional units (potentially on a competitive basis) in the coming years. As has been the case on many campuses across the country, such work at the unit level rather than only the individual faculty level, will substantially advance institutionalization of curricular engagement. As the Center engages with more units in this manner, service-learning enhanced courses will become both more prevalent across campus and more ingrained in the curriculum.

### Civically Engaged Scholar Program

Each year, a select group of faculty/staff and administrators who have experience with curricular engagement will be invited to participate in this scholarly "think tank" Program, paralleling similar initiatives on other campuses that are generating significant institutional change and building their capacity to approach their work as scholarship. Civically Engaged Scholars will receive a stipend and convene regularly over the course of a year; each year their collaboration might be launched with an off-campus retreat. In collaboration with the Center's Director and Senior Faculty Fellow, they might select a focal topic for the year, develop a reading list accordingly, identify one or more experts (on- or off-campus) for consultation, and generate a final product (white paper with recommendations, scholarly article, grant proposal, etc.).

### Curricular Engagement "Hub" in Interested Colleges

Modeled in some ways after the structures emerging to support institutionalization of international studies across the Colleges, the Center would move toward supporting the formation of a "hub" of curricular engagement in each interested College. The primary mechanism here would be the appointment of experienced service-learning faculty as "Faculty Fellows," who would, for example:

- liaison between the Center and the College
- serve as advocates for curricular engagement across the College
- help to adapt service-learning models for discipline-specific implementation
- recruit faculty and students within the College for participation in Center programs
- support College-based Faculty Learning Communities
- nurture College-based community partner networks

## Programs for students

### Students-to-the-State Program

Building on the momentum of the Gateway Counties Project, the structure of the HON 397 Extension and Engagement seminar, and the model of Self-Designed Service-Learning Capstone Projects, the Center will collaborate with OEEED (and potentially other units as well, such as the University Honors Program and the Office of Undergraduate Research) to develop infrastructure to systematically connect NC State students across all disciplines with Extension offices across NC's 100 counties and the Cherokee reservation. Students and faculty mentors will partner with Extension agents and community members to develop customized projects, with accompanying curricula and reflection strategies. Students might, for example, undertake such projects in their home counties during summer breaks.

### Research Service-Learning (RSL) Program

Building on the history of applied projects undertaken in the context of the Undergraduate Research initiative, the Center will work with the Office of Undergraduate Research to formalize a RSL Program (potentially in collaboration with the leading RSL Program at Duke University). This Program might support both individual and collaborative research projects, course-based and non-credit bearing projects, and student- as well as faculty- as well as community-initiated projects.

### Self-Designed Capstone Projects

The Center will formalize and better support the established model for student-initiated, student-designed intensive capstone projects. In these projects, students develop their own curriculum and reflection strategy and their own community partnerships, mentored by faculty and community members; the projects often include research, dissemination, and ongoing refinement of the capstone model and supporting materials and processes. The *Guidebook on Self-Designed Service-Learning Capstone Projects* might be published and disseminated (across campus and beyond) by the Center; and the Center will systematically support connections between students and faculty with related research interests.

### International Service-Learning

The Center will work with the Office of International Affairs, the Study Abroad Office, and CSLEPS as well as other international initiatives and programs with an interest in international education to formalize an International Service-Learning Program, modeled on similar work of other campuses across the state and nation. This effort was launched during the spring semester of 2007, with the Service-Learning Program organizing and supporting the participation of a team from several units at the February International Partnership for Service-Learning (IPSL) Institute; it might be significantly advanced through NC State's hosting of the ACC-IAC student conference in 2007-2008 (focused on international service-learning) and through collaboration with IUPUI and IPSL (in the context of the 3rd annual IPSL Institute and the Center for Service and Learning Signature Center's focus on research on international service-learning).

## Inter-institutional Scholarship Collaboratives

### Consulting / Technical Assistance

The Center will offer consulting services to other institutions and organizations—generally on a fee-for-service basis—for example, providing faculty development and student leader training, supporting the creation of new service-learning / civic engagement programs, providing technical assistance in grant writing and assessment, and hosting capacity-building Institutes.

**National collaboratives*:*** The Service-Learning Program already has several inter-institutional projects underway at the national level, involving other campuses in ongoing development of its reflection and assessment model and collaborating in an effort to develop comprehensive frameworks and materials for civic learning across the disciplines; other campuses are interested in joining the current collaborations. Further, new collaboratives among the nation's leading scholars are forming to advance research on service-learning (including international service-learning, learning outcomes of service-learning, etc.). And there is increasing interest in forming a collaborative of service-learning practitioner-scholars from research-extensive universities.

> ***Center for Service and Learning, IUPUI—***The Director of the proposed Center has been appointed a Senior Scholar with the Center for Service and Learning at IUPUI, an ongoing position that provides a structure for inter-institutional collaboration with one of the nation's leading engaged campuses. The Center for Service and Learning has recently launched a Signature Center for Research on Service-Learning, and discussions are underway regarding potential collaborations with the Center for Excellence in Curricular Engagement on major grants in this area (e.g., Spencer Foundation).

### Visiting Scholar Program

- ***Senior Scholar*** – formalizing a relationship with a leading national service-learning / engagement scholar, who will be funded to collaborate with the Center on ongoing visioning processes and on strategic planning and who will have an associate role with the Service-Learning Executive Board
- ***Speaker Series*** – bringing a service-learning / engagement practitioner-scholar to campus every semester for a day-long Institute, including campus-wide general presentations and work sessions with faculty/staff, students, and community partners

### *State collaboratives:*

### North Carolina Campus Compact (NCCC)

The Center and NCCC might work together on grant proposals, on program development, on training and technical assistance efforts, and on local and state-level initiatives, to name only a few possibilities. Through NCCC, currently encompassing 26 colleges and universities and reaching out as well to states across the southeast, the Center would also bring NC State into a range of new partnerships with other institutions.

#### *NCCC Research & Scholarship Initiative*

The Director of the proposed Center also coordinates this new state-wide initiative, which is designed to build the capacity of practitioner-scholars across the state to conduct high quality and collaborative research and scholarship on service-learning; the Center might continue to play a strong leadership role in the evolution and implementation of this Initiative. Faculty and students at NCCC member campuses, including NC State, will have a variety of opportunities to become involved in this Initiative—including access to speakers, publication in an online journal, participation in regional and topical reading and writing groups, and collaboration in research projects. If this Initiative proceeds as anticipated, the Center will support the participation of the NC State community and thus help to develop and maintain a wide range of scholarly collaborations, for the benefit of both the campus and the state.

### *Local collaboratives*:

**Raleigh Area Campus Collaborative—**Taking advantage of the density of college and university campuses in the Raleigh area and responding to their shared interest in collaboration around community-based work, including service-learning, the Center will participate in an emerging "collaborative" of area campuses. Periodic gatherings and shared programming will lay a foundation for inter-institutional scholarship in areas of mutual interest and need.

**RTP Campus Collaborative—**Structured similarly to the Raleigh area campus collaborative, this collaborative will specifically build stronger connections among NC State, UNC-Chapel Hill, and Duke University in the arena of service-learning and associated scholarship. Leaders of programs on these three campuses have long articulated the need for structures to support close collaboration, including program development and implementation, grant writing, and strategic planning. UNC-Chapel Hill and Duke have begun to put in place a few such mechanisms, and the Center will bring NC State into the emerging collaborative as a full partner.

### K-20 Program

Building on years of experience in all four units, the Center would work with the Shelton Leadership Challenge Institute, the Kenan Fellows Program, and the Teaching Fellows Program to formalize a K-20 Program: supporting collaboration between NC State and K-12 teachers and students to advance service-learning practice and scholarship in the state of NC.

## Other activities

### Resource Development

The Center will articulate and continually refine its priorities and design a resource development strategy accordingly. This strategy might best be three-pronged:

- *State funds:* The Office of the Provost has committed permanent funds to the Center, beginning with $280,000 for the 2007-2008 academic year and increasing by at least $50K over each of the subsequent four years. Additional funds for the next three years have been requested through the Compact Planning process but not yet approved.
- *Endowments / gifts:* The university might begin soliciting a core endowment and/or major gift in the short-term; the Center will develop a plan to solicit additional endowments / gifts to support particular programming areas / functions
- *Grants*: The Center will raise additional funds through an ongoing grant-writing process, including in collaboration with inter-institutional partners (such as IUPUI)

### Partnership Development

The Center will establish and grow relationships with community members and organizations locally and state-wide, building a solid network of community partners; partnership processes that are already in place on campus, including but not limited to the Cooperative Extension Service and the Gateway County Project, the relationships with the community formed by CSLEPS and by the Institute for Nonprofits, and HON 397 project might provide a strong foundation as might relationships cultivated in the past seven years by the Service-Learning Program and its affiliated faculty and students. Working together, Center staff, community members, and other units on campus might identify thematic tracks of particular relevance to campus and community and organize for partnership development within them. The Engaged Scholar – Partner Program would also provide a structure for community members to interact with the Center in a variety of intensity levels, depending on their needs and interests.

### Instructional Technology

The Center will build a strong capacity to support its work and that of affiliated faculty through distance learning technologies, including, as examples:

- Supporting faculty use of course management systems and electronic portfolios in the delivery of service-learning enhanced courses and other related learning experiences
- Developing online tutorials as a component of faculty development (e.g., for syllabus re-design) and of student training (e.g., for orientation to community partnership processes)
- Supporting Faculty Learning Communities
- Providing a communications network for students, faculty, and community partners engaged in projects state-wide

### Publications

In support of its scholarly orientation, its resource development activities, and its partnership development processes (both within and across campus), the Center will include a small publishing arm, producing, for example:

- Electronic newsletters
- A journal for dissemination of student, faculty, and community partner work
- A "Guidebook" series (e.g., *Guidebook for Self-Designed Capstone Projects, Faculty Guidebook. Student Guidebook, Community Partner Guidebook*)
- DVDs, brochures, and other educational and marketing materials

The Center will also establish a close working relationship with one or more publishing houses interested in service-learning / curricular engagement as a niche; potentially through an arrangement to generate edited volumes, the Center could provide continual opportunities for affiliated faculty to publish their work.

# Appendix J: Timeline

| | Year 1 (2007-08) | Year 2 (2008-09) | Year 3 (2009-10) | Year 4 (2010-11) | Year 5 (2011-12) |
|---|---|---|---|---|---|
| **Staff** | | | | | |
| | • Director<br>• Associate Dir<br>• Administrative Assistant (?)<br>• Special Projects Coordinator (?)<br>• Graduate Assistant | Add<br>• Assistant Director<br>• Graduate Assistant | Add<br>• Assistant Director<br>• Graduate Assistant | Add<br>• Special Projects Coordinator<br>• Graduate Assistant | |
| **Signature programs** | | | | | |
| *Engaged Scholar-Teacher Program* | Conceptualize | Launch | Deepen | Expand | |
| *Engaged Scholar-Leader Program* | Conceptualize | Launch | Deepen | Expand | |
| *Engaged Scholar-Partner Program* | | Conceptualize | Pilot | Launch | Deepen |
| **Programs for faculty / Departments / Colleges** | | | | | |
| *Engaged College / Dept Program* | Conceptualized and launched in first College 2006-07<br><br>Deepen in first College | Launch in second College / Dept<br><br>Expand in first College | Launch in third College / Dept<br><br>Deepen in second College / Dept | Launch in fourth College / Dept<br><br>Expand in second College / Dept<br><br>Deepen in third College / Dept | Launch in fifth College / Dept<br><br>Expand in third College / Dept<br><br>Deepen in fourth College / Depth |
| *Civically-Engaged Scholar Program* | Conceptualized and piloted in 2006-07<br><br>Deepen | Deepen and Expand | Expand | | |
| *Curricular Engagement “Hub” in Interested Colleges / Faculty Fellows* | Conceptualize and Launch with N = 2 Faculty Fellows | N = 4 Faculty Fellows | N = 5 Faculty Fellows | N = 6 Faculty Fellows | N = 7 Faculty Fellows |

| | Year 1 (2007-08) | Year 2 (2008-09) | Year 3 (2009-10) | Year 4 (2010-11) | Year 5 (2011-12) |
|---|---|---|---|---|---|
| **Programs for students** | | | | | |
| *Students-to-the-State Program* | Conceptualize | Pilot | Launch | Deepen | Expand |
| *Research Service-Learning (RSL) Program* | Conceptualize | Pilot | Launch | Deepen | Expand |
| *Self-Designed Capstone Projects* | Conceptualize | Launch | Deepen | Expand | |
| *International Service-Learning* | Conceptualize and pilot | Launch | Deepen | Expand | |
| **Inter-institutional Scholarship Collaboratives** | | | | | |
| *Consulting / Technical Assistance* | Conceptualize | Launch | Deepen | Expand | |
| *National collaboratives* | Conceptualize and Launch | Deepen and Expand | Expand | | |
| *Visiting Scholar Program* | Conceptualize and Launch Senior Scholar | Deepen Senior Scholar<br><br>Conceptualize Speaker Series | Launch Speaker Series | Deepen Speaker Series | Expand Speaker Series |
| *NCCC Research & Scholarship Initiative* | Conceptualize and Launch Center’s role | Deepen and Expand | | | |
| *K-20 Program* | Conceptualize | Launch | Deepen | Expand | |
| **Other activities** | | | | | |
| *Resource Development* | Conceptualize strategy<br><br>Solicit core endowment<br><br>Submit proposals | Solicit supplemental endowments and major gifts<br><br>Submit proposals | Continue | Continue | Continue |
| *Partnership Development* | Conceptualize and Pilot | Launch | Deepen | Expand | |
| *Instructional Technology* | Conceptualize and pilot | Launch | Deepen | Expand | |
| *Publications* | Conceptualize and pilot | Launch | Deepen | Expand | |

# Appendix K: Student Senate Resolution 51, 86th Session

[NOTE: At the time of this resolution, the working title for the proposed unit was "Center for Excellence in Service-Learning"]

**Service Learning Endorsement Act**

**R 51, 86th Session**

**Basic Information:**

| | |
|---|---|
| Primary Sponsor(s): | Foxx, Musick (Corresponding), Matthew Potter, and Tart |
| Current Status: | Adopted by Senate |
| Report(s): | None |
| Long Title: | AN ACT SUPPORTING THE NCSU SERVICE LEARNING PROGRAM AND ITS MISSION TO ESTABLISH A "CENTER FOR EXCELLENCE IN SERVICE-LEARNING" |
| Summary of Purpose: | Supports the Service Learning program and encourages the program staff to improve their outreach efforts to involve students |

**Consideration History:**

| | |
|---|---|
| 11-19-2006: | Filed for introduction |
| 11-29-2006 Senate: | *First Reading*<br>Fast Tracked by consent<br>Adopted by consent |

**RESOLUTION 51**

**A RESOLUTION TO BE ENTITLED**

## An act SUPPORTING THE NCSU SERVICE LEARNING PROGRAM AND ITS MISSION TO ESTABLISH A "CENTER FOR EXCELLENCE IN SERVICE-LEARNING"

**Short Title:** Service Learning Endorsement Act (Public)

**Sponsored by:** Senators MUSICK (corresponding), FOXX, POTTER, TART

**First Reading:** November 29, 2006 **Version Date**: November 19, 2006

**Referred to:** _____.

**WHEREAS,** the NC State Service-Learning Program was established in 1999 to "offer training and support for the implementation of curricular, co-curricular, and self-designed service-learning" ; and,

**WHEREAS,** Provost Larry Nielsen has sought to enhance the Service-Learning Program and establish a "Center for Excellence in Service-Learning," a process which began in March 2006; and,

**WHEREAS,** in actively seeking input from members of the Student Body on this endeavor, Program Director Patti Clayton presented a proposal to the Senate Committee on Academics on Wednesday, October 25, 2006; and,

**WHEREAS,** during that presentation, it was explained that the primary means of publicizing the Service-Learning Program is through educating members of the faculty, and in turn encouraging the faculty to incorporate service-learning into their course material and to involve students directly; and,

**WHEREAS,** the Committee on Academics strongly supports the Service-Learning objectives and programs, but also believes they would be more effective through refining their recruitment efforts to involve students in addition to faculty; now, therefore be it

**RESOLVED,** the Student Senate commends the NC State Service Learning Program staff for their efforts in enhancing the student experience and encouraging students to utilize the program to become better leaders in their communities; and be it further,

**RESOLVED,** the Senate strongly encourages the Service Learning program to make a more concerted attempt to proactively involve students in their efforts, including development of a more student-friendly web presence where interested students could obtain comprehensive information about the program; and be it further,

**RESOLVED,** the Senate urges all members of the Student Body to learn about and consider participating in the Service Learning programs available to them, including the various course and seminar offerings, individual and collaborative projects, alternative break options and other resources, to develop well-rounded future scholars and leaders.

"The NC State Service-Learning Program" info sheet, Office of the Provost

# Appendix L: Letter of Support from Alumni Service-Learning Student Leaders

[NOTE: At the time of this resolution, the working title for the proposed unit was “Center for Excellence in Service-Learning”]

August 12, 2006

Provost Larry Nielsen
North Carolina State University
Box 7101
Raleigh, NC 27695

Dear Provost Nielsen:

We are writing this letter in support of the creation of a Center for Excellence in Service-Learning at North Carolina State University. Each of us is not only an alum of NC State but—in a real sense—an alum of the Service-Learning Program. We each had the opportunity to take part in service-learning classes and experiences, and to provide leadership to the Program variously as reflection leaders, community liaisons, faculty workshop facilitators, trainers for other reflection leaders and members of the Program leadership team. Thus, through our variety of roles, we each had the opportunity to see first-hand how powerful service-learning can be in transforming the way that undergraduates learn, see themselves as members of the community and connect to the University. We believe without a doubt that the University should invest in this long-range plan to expand and develop service-learning on the NC State campus in order to more fully invest in the development of our future graduates and the University’s relationship with the broader community.

Service-learning positively impacted our education at NC State in a variety of ways, but in each of our individual encounters with the program, our involvement provided what we recall as some of the most enriching, engaging and transformative experiences of our undergraduate years; service-learning was not just a unique experience on campus, but a defining one. Furthermore, service-learning continues to impact us in our graduate studies and careers. Not only did we each come to better understand our future goals and paths for our involvement in service-learning, but we carry forward with us important lessons about the value and importance of connecting our learning (or research) with service to our communities. We are better graduate students, better professionals and better citizens because of our involvement with the Program.

It was our good fortune that service-learning helped us realize those outcomes, but it seems to us that many students are unaware of the Program and the opportunities available through it in part because the Program lacks the resources and infrastructure to have the appropriate reach and scope. The Center would allow more students from all areas of the University the opportunity to be systematically exposed to service-learning and the tremendous power that it can bring towards personal development, civic engagement, and academic enhancement. With increased resources, the Center could, by connecting more strongly with other programs and initiatives on campus, add value to a range of undergraduate experiences. Curricular, co-curricular and residential experiences in service-learning could help to promote a culture of engaged student learning on campus.

We are particularly aware that this is a unique moment in NC State’s history marked by a new campus-wide discussion surrounding the University’s changing role in extension, engagement and economic development. Currently the University is realizing just a small fraction of its potential for greatness in the engagement of students with the needs and challenges of the greater North Carolina community. It is in

this context, and with a desire to see students more deeply connect with the land-grant mission of the University, that we envision a newly created Center as an important positive force not just for NC State but for North Carolina.

NC State has already, in seven short years, become prominent in the service-learning community. Because more and more universities around the country are recognizing the value in service-learning and putting their resources behind service-learning programs on their campuses, creating the Center would give the University a real opportunity to become *the* pre-eminent leader in service-learning nationwide. We would really like to see NC State take on this national role.

Service-learning produces graduates who understand the concept of trusteeship. It is a testament to the power of the current Program that we—and others like us—continue to stay involved to help ensure that future NC State students have access to the kinds of opportunities that service-learning has afforded us. A new Center for Excellence in Service-Learning has the potential to impact an even larger number of students in even more profound ways. We look forward to continued involvement as the University moves forward in this endeavor.

Sincerely,

Jason A. Grissom ’01, ’02
PhD Candidate in Political Economics
Stanford University

Dana N. Hughes ’02, MPH
Prevention Education Coordinator
San José State University

Brandon C. Whitney ’05
MESc Candidate
Yale University

Julie David McClure ‘05
MPH Candidate in Nutrition
University of North Carolina

Mary Catherine Brake ‘03
Third Year Medical Student
Brody School of Medicine at East Carolina University