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Other cases of Institutionalization

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17. OTHER CASES OF INSTITUTIONALIZATION

A. SERVICE-LEARNING INSTITUTIONALIZATION PROCESS AT THE UNIVERSIDAD DE MONTERREY (MEXICO)

Leticia López Villarreal

Director, Center for Solidarity and Philanthropy of Universidad de Monterrey (UDEM), Mexico

The Universidad de Monterrey (UDEM in its acronym in Spanish) was founded on September 8, 1969 by five religious congregations: the Daughters of Immaculate Mary of Guadalupe, the Sisters of the Sacred Heart of Jesus, the Sisters of Charity of the Incarnate Word, the Marist Brothers, and the Brothers of La Salle. It is established after the recommendation issued by the Second Vatican Council to use educational activities as a means of disseminating Catholic principles. In other words, these religious congregations promoted by Catholic citizens and businessmen of Nuevo León, started this educational proposal based on three founding principles: humanism, openness and service.

This university is located in the metropolitan area of Monterrey (*ZMM* in its acronym in Spanish), which is characterized by producing development indicators higher than those of most cities in Mexico, while presenting households in poverty conditions similar to those observed in the poorest regions of the country. An example of this situation is reflected in the fact that two out of five people are poor, two more are vulnerable due to their low income, and only one is neither poor nor vulnerable. According to the latest poverty measurement in the country, 52.4 million poor people were registered, out of which 9.3 million lived in extreme poverty (CONEVAL, 2018).

Since its foundation, the UDEM has been characterized as a university aimed at improving the living conditions of the community it is embedded on, through service and social action, “Man is perfected in the service of man” (UDEM Principles, 2019). The consequence of this humanistic orientation has been the creation of institutional projects geared towards contributing to the reduction of the conditions of vulnerability and poverty of their neighboring communities from an academic perspective, for example: Universidad de Barrios, KIMAKUL, Center for Health and Development, Reconstruction of the Social Structure, Polytechnic High Schools, Train to Transform, etc. (UDEM, 2020). These projects aimed at raising awareness and social responsibility among students, with the purpose of building social transformation in response to the country’s social, economic and environmental issues.

The process to implement Service-Learning started in 2012 at the undergraduate level, by training 40 university professors at the Latin American Center for Learning and Solidarity Service (CLAYSS in its acronym in Spanish). Ongoing support to these teachers was provided by the creation of the Service-Learning area at the Center for Solidarity and Philanthropy (CESYF in its acronym in Spanish) in the Vice-Chancellor's Office for Comprehensive Training.

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Later on, in 2013, UDEM High Schools integrated Service-Learning as the central core of a full professor's course during the 3rd, 4th, 5th and 6th semesters. In this context, the full professor becomes the advisor because he accompanies the development and implementation of the students' projects, this course is taken by 100% of the students. During the 3rd semester they work individually on a social project, then in the 4th semester the project is handled by the whole group to prepare students for the specific Service-Learning project that will be carried out by teams during the year and will be evaluated for accreditation at the end of the 6th semester as a graduation requirement. During the last year they work with a single organization, from the diagnosis to the assessment for implementation. People who are part of civil society organizations are called supervisors because they evaluate the impact of the project and finally students receive support from the coordinator for solidarity actions and they are in every High School unit.

In 2014, teachers have received an award in recognition of the implementation of this methodology by students, teachers and communities/organizations, and the promotion of the consolidation of this learning approach. This award was granted by the Academic Vice Chancellor to demonstrate the value entailed by this methodology in the course contents.

During 2015, the CESYF, in collaboration with the Center for Innovation and Development (CID in its acronym in Spanish), designed the Service-Learning course to be delivered at the UDEM. The objective was to provide teachers with the knowledge and tools necessary for an adequate adaptation and implementation of the strategy, thus allowing

the opportunity to redesign the course. By establishing this course, the methodology will be considered as one of the five learning methods that are envisaged for the Pedagogical Model of the University. The total of the university's teachers that lead professional courses must be certified in this model, since it defines the student's learning experience and the humanistic profile that is desired upon graduation.

During 2016, the Vice-Chancellor's Office for Comprehensive Training began the implementation of a session in the Introductory Seminar to Undergraduate Courses, attended by all first-year students, where they learn about Service-Learning and how they can promote it among their teachers.

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Also in 2016, an important boost was given to the implementation of Service-Learning at UDEM by including it in the Quality Improvement Program (QEP) as the methodology through which one of three learning outcomes of students will be achieved. This program establishes the commitment met by the university before the Southern Association of Colleges and Schools (SACS COC), one of the main accreditations by UDEM, to improve the quality of student learning. The inclusion of Service-Learning as a key methodology to obtain this accreditation, encouraged the Academic Vice-Chancellor's Offices to strongly promote its institutionalization process within the university and to include a higher number of human, material and economic resources for anchoring this approach.

Within the framework of this accreditation process, in August 2016, the QEP Committee for Service-Learning was established, made up of representatives from each of the six academic schools, the Center for Innovation and Development and the Center for Solidarity and Philanthropy. This committee is part of the QEP Executive Committee, which reports directly to the rector of the university.

This Committee has two objectives: first, that at least two courses in each academic program are delivered under the Service-Learning methodology; second, that all UDEM students implement a community or environment improvement project, where they apply the knowledge and skills of the course taken. These objectives are currently being complied with.

In 2020, a virtual social engagement process was established, to accompany teachers in pinpointing the needs of civil society organizations that can be addressed by their courses through Service-Learning using a technological platform that allows to combine the needs in the community and the academic offerings.

Currently, the promotion of Service-Learning has continued within the UDEM at two levels (high school and undergraduate), with the purpose of increasing the value that both students and teachers may contribute to communities and organizations through the knowledge acquired in their academic and co-curricular courses.

The institutionalization process that the university is undergoing, offers several challenges. Perhaps the most important one is to continue raising awareness among authorities, teachers and students of the potential of this methodology to build a better society in a most direct and tangible way, and to avoid being regarded as a requirement that must be met to achieve accreditation or as a graduation requirement.

The institutionalization process that the university is undergoing, offers several challenges. Perhaps the most important one is to continue raising awareness among authorities, teachers and students of the potential of this methodology to build a better society in a most direct and tangible way, and to avoid being regarded as a requirement that must be met to achieve accreditation or as

a graduation requirement. Another challenge is to generate further incentives that motivate its implementation, beyond the current mandatory nature within the university, and to create a community where social innovation and learning outside the classroom are the elements that generate a sense of belonging among the scholarship in charge of it.

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After 9 years of promoting Service-Learning within UDEM, over 8,000 students have taken at least one course under this methodology, through 870 projects and 117 teachers, that have succeeded in benefiting 330 civil society organizations. Also, the

process has been documented in annual reports and 12 academic contributions have been

made in different scientific journals and a University Service-Learning Seminar (SASU in its acronym in Spanish) is held annually as an opportunity for the exchange of experiences and learning within the university among teachers, students and managers. An award is also granted to the best research project for the implementation of Service-Learning.

The amount of effort of different areas committed to the development of society and the discussions presented in the different university areas where Service-Learning projects are carried out, provide us with elements to suppose that it will be possible to comply with the rationale of this methodology and UDEM: to address the problems faced by the society through knowledge and skills at the service of the community, from an integral, ethical and co-responsibility perspective with ourselves and the future generations.

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B. SERVICE-LEARNING AS A STRATEGIC AGENDA TO INSTITUTIONALIZE COMMUNITY ENGAGEMENT AT A PUBLIC RESEARCH UNIVERSITY

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The University of Minnesota serves as one of the United States' public land-grant research university systems. Established in 1851, the University of Minnesota system is composed of five campuses. Its flagship research campus, the University of Minnesota-Twin Cities, is based in three locations in the cities of Minneapolis and Saint Paul. The campus is composed of more than 50,000 bachelor, masters, doctoral, and professional degree students who are enrolled across 17 colleges and schools that provide a comprehensive array of academic programs across more than 140 departments (faculties). As a public land-grant university, campus-community partnerships and public service have always been of the institution's central mission. Land-grant universities were instituted nationally through the federal Morrill Act, signed by U.S. President Abraham Lincoln in 1862. This law granted to each state acres of federally controlled land that could be used to raise money or be put up for sale in order to establish high-

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er education institutions that would be more responsive to shifting societal needs due to the emergence of the industrial revolution. This goal would be achieved by providing a more practical education that connected the work of university to the needs of the state and the broader society.

Over the years, much of the responsibility for achieving land-grant universities' public service and outreach mission has been shouldered by extension-focused departments. Extension units became more central to land-grant universities with the passage of the Smith-Lever Act in 1914, which charged extension units with educating members of the community about current developments in a variety of subjects, including agriculture, public policy, economic development, and home economics. The extension agenda included establishing university-sponsored place-based centers in counties and regions across the state as way to bring university knowledge to communities.

With the public service and outreach agenda relegated primarily to extension units, the other departments and academic faculties focused their attention on advancing research and teaching. As the research and teaching agendas of public land-grant universities advanced over the years, student enrollments increased and research activities proliferated. Indeed, by the middle of the 20th Century, the research profiles of many state-funded public land-grant universities—University of California, University of Wisconsin, the Ohio State University and others—rivalled those of private research universities such as Stanford, Harvard, and John Hopkins. Although, commitments to serving communities remained essential and important to the identities of land-grant universities—delivered primarily through extension units—the prestige and lucrative nature of having a strong research profile and a selective student body overshadowed these universities' commitment to their outreach and public service mission. As Roper and Hirth (2005) describe, what was initially a core and central feature of higher education's mission, outreach and public service had become the “third mission”, playing a subordinate role to the missions of research and teaching (p. 10).

Throughout the latter part of the Twentieth Century, government officials and the general public became more critical of the public land-grant universities, concerned that these institutions, which were originally established to serve societal needs, were instead promoting elitism and were conducting research and other work that had little relevance or benefit to external communities (Lucas, 2006). In response to this criticism, several public land-grant research universities, including the University of Minnesota, established bold agendas focused on renewing their commitment to advancing the public good through stronger engagement with communities (Kellogg Commission, 1999).

This time, however, the approach and focus of community engagement would be different. Rather than setting up a set of extension departments that would have primary

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This led the University to launch a new student community service program by establishing the Office of Community Services Activities in 1988, making the University of Minnesota one of the first public land-grant universities in the United States to establish an office for student community-based service.

The University of Minnesota-Twin Cities' effort to recommit to its initial mission to advance the public good began with a focus on finding ways to engage students more fully in community-engaged learning experiences and to integrate community engagement into students' academic courses. This led the University to launch a new student community service program by establishing the Office of Community Services Activities in 1988, making the University of Minnesota one of the first public land-grant universities in the United States to establish an office for student community-based service. Supported by a federal grant from the United States Department of Education, and receiving strong support from the University's Senior Vice President for Academic Affairs and Provost and the Assistant Vice President for Undergraduate Education and Outreach, the new office paved the way for campus-wide discussions about the importance of integrating community service experiences into academic courses. While the first two years of the community services office operations focused on supporting co-curricular community service activities, the office was offering credit-bearing service-learning courses just two year later.

Throughout the 1990s, the work of the office grew substantially as the practice of service-learning gained popularity in the United States and as more universities took advantage of the growing federal government support for service-learning programming. In acknowledgment of its early commitment to service-learning, the federal agency, Corporation for National Service, selected the University of Minnesota to host the country's National Service-Learning Clearinghouse, which for several years served as the nation's repository for service-learning curricula and other resource materials.

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At the University of Minnesota, service-learning has played (and continues to play) a critical role in furthering the institution's recommitment to advance the public good and build a more engaged university. Over the years, service-learning opportunities and academic courses have increased substantially.

This growth in service-learning has helped increase the number of faculty who identify as community-engaged scholars. It also has brought more institution-wide attention to the importance of community engagement as a critical and essential strategy for strengthening the impact and value of the University's academic work. With this growth and evolution also catalyzed changes for the Office of Community Services. In 1993, the office transitioned into the Office of Special Learning Opportunities (OSLO). In 2000, it became the Career and Community Learning Center, and subsequently the Community Service-Learning Center (2005) to reflect the deeper integration of community engagement into the academic agenda. The changes in the office's name and scope of responsibilities reflect not only the evolving and maturing nature of the campus's service-learning agenda, but also the deeper centralization and importance of community engagement that was occurring within and across academic units.

Today, the office operates as the Center for Community-Engaged Learning. It supports not only the advancement of service-learning, but it also facilitates students' engagements in other types of community-partnered learning experiences (i.e., internships, community-engaged research, field practica, etc.) that are integrated with students' academic curricula.

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center works with faculty to design and implement service-learning courses and facilitates community partnership development. The center is housed within the University's Office for Public Engagement, which is a senior-level administrative office charged with furthering the institutionalization of community-engaged research, teaching, and outreach across the University's five campuses. Led by the Associate Vice President for Public Engagement, the office reports to the University's chief academic officer (Executive Vice President and Provost). The Center for Community-Engaged Learning's position within this central, senior-level administrative office reflects and symbolizes the value and importance that service-learning and other community-engaged learning experiences play within the University's overall public engagement advancement agenda. Currently, the center facilitates and supports more than 200 academic service-learning courses each year, engaging more than 5,000 students in a variety of community-based learning experiences. Students and faculty who are affiliated with the center partner with community members to co-develop strategies to

address critical local, regional, and global issues affecting society.

Currently, the center facilitates and supports more than 200 academic service-learning courses each year, engaging more than 5,000 students in a variety of community-based learning experiences.

The early success of the campus's service-learning efforts catalyzed a broader, institution-wide public engagement agenda. In many ways, it paved the way for the University to build a more engaged university. Its successes

during the early 1990s inspired the University leadership to set into motion an ambitious campaign to build a more engaged university. Launched in 2001, this campaign sought to: 1) make community engagement a more integral to research and teaching; 2) integrate community engagement more intentionally and fully with academic programming; 3) make community engagement a part of everyone's work, not just the work of those who work in extension or outreach-focused units; 4) emphasize mutually beneficial partnerships; and 5) focus on working "with" as opposed to doing work "to", "for", or "in" the community.

This campaign resulted in important institutional policy and cultural changes that have deepened the institutionalization of public engagement. Some of these policies changes have included: the establishment of the central administrative Office for Public Engagement; revision of promotion and tenure guidelines to support faculty engaged scholarship; establishment of an annual President's Award for Community-Engaged Scholarship; redesign of the academic agendas in 21 department (faculties) to more fully integrate community engagement in students' academic programs and faculty research; and the launch of a directory that now profiles more than 500 faculty members who identify as community-engaged scholars. These and other policy changes and institutional advancements efforts have produced important cultural and infrastructure shifts that have allowed service-learning and other community engagement opportunities to grow and thrive.

The journey in advancing service-learning and building a more engaged university has provided several valuable lessons. Firstly, service-learning is critical and essential to building

Service-learning plays an important role because it connects the community engagement to teaching.

the engaged university. Had it not been for the early successes of service-learning, it is unlikely the University of Minnesota-Twin cities would have been able to realize the

academic policy changes it has achieved. Service-learning plays an important role because it connects the community engagement to teaching. Teaching is a core and central component of every faculty member's responsibility. Not only does service-learning provide a means to engage students in service to the public through their academic experiences, but it is the perfect way to help faculty members see and understand better how the university's mission to advance the public good is not just the responsibility of extension units. In addition, because service-learning has the potential to improve student learning, faculty members can see the academic value of advancing the public good.

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Secondly, to build an engaged university, there must be strong buy-in from the faculty (professors) (Furco, 2001; Lewing & Shehane, 2017; Lewing, 2019). They are ones who are at the university the

longest. They are the ones who shape the curricula, lead the research, and teach the students. The more that they are interested in and passionate about conducting community-engaged work, the more an institution's engaged university agenda can grow and develop. If they resist such work, it is very difficult to make progress in advancing service-learning and other community engagement practices. Getting faculty members engaged in service-learning early in their careers can help build a broader, sustained community engagement agenda.

Lastly, among all the areas of community engagement practice, service-learning has one of the most developed and mature research bases. There is now a broad understanding of the best practices for securing high quality service-learning activities (Jacoby, 2014). Many of these practices—reflection, community voice, student voice, meaningful service, integration of learning and service—are applicable and generalizable to broader community engagement practices. Much can be learned from the history and literature of service-learning as efforts are made to implement broader community-engaged learning, research, and outreach efforts. Anchoring the community engagement agenda in service-learning can help ensure the incorporation of best practices into the broader set of engagement offerings and opportunities.

Therefore, in building engaged university agendas, universities should have in place a robust service-learning agenda in order to help build a strong foundation for broader and deeper institution engagement. As was experienced at the University of Minnesota, and at many other universities, a strong service-learning program establishes the incorpora-

As was experienced at the University of Minnesota, and at many other universities, a strong service-learning program establishes the incorporation of best practices for engagement and can help open the door for involving more faculty members and their academic departments in making community engagement a central component of their teaching and research agendas.

tion of best practices for engagement and can help open the door for involving more faculty members and their academic departments in making community engagement a central component of their teaching and research agendas. In turn, attitudes regarding serving and advancing the public good and engagements with communities can shift away from being

seen primarily as the responsibility of extension units and more toward being viewed as everyone's responsibility and everyone's work. This shift can move service-learning and community engagement from the margins to the mainstream and guide the institution's journey in securing its status as an engaged university.

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C. STUDIES FOR COMMUNITY LEARNING AND SERVICE

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Located in the City of Chicago, DePaul University identifies as Catholic, Vincentian and urban. By enrollment, it is the largest Catholic university in the United States. The institution models its mission after the life of seventeenth century priest and Catholic saint Vincent de Paul. Since 1898, service has been the primary *ethos* of DePaul, the core of what it means to attain a DePaul education. This mission is well understood by, and permeates the minds and actions of, students, faculty and staff. The latter include senior administrators who since its inception in the curriculum have been in full support of integrating service-learning pedagogy across the curriculum in ten colleges and schools. Service-learning aligns well with DePaul's Vincentian mission, the teaching orientation of faculty, and the demand for mutually reciprocal college student engagement throughout Chicago communities.

DePaul's service-learning model was developed during the 1990s as the pedagogy evolved within US higher education. As a faith-based, mission-driven university, DePaul was naturally inclined to adopt the pedagogy and develop a support structure that aligned with the university's longstanding teacher-scholar model of instruction. This structure was established in 1998 with the creation of the Office for Community-based Service Learning. The Office and its staff became a necessity to support new curriculum for delivering experiential learning opportunities to all undergraduates. The University's Experiential Learning Requirement was established as part of the Common Core of DePaul's undergraduate Liberal Studies Program. One way to fulfill this requirement is for students to enroll in an approved course that integrates service-learning pedagogy

In 2001, DePaul received an endowment from the Steans family to establish the Irwin W. Steans Center for Community-based Service Learning and Community Service Studies. The new Center remained under the Provost's Office and the director reports to an Associate Provost.

and that requires 25 hours of service during the term. Given its work tied to curriculum and teaching, the Office for Community-based Service Learning was housed within the Academic Affairs division under the Provost's Office or chief academic officer. The provost, in turn, reports to the president of the university.

The Office for Community-based Service Learning received seed funding from the family of the late Harrison Steans, a Chicago area philanthropist and trustee of the university. Subsequently, in 2001, DePaul received an endowment from the Steans family to establish the Irwin W. Steans Center for Community-based Service Learning and Community Service Studies. The new Center remained under the Provost's Office and the director reports to an Associate Provost. The endowment allows the university to allocate considerable financial resources toward the goal of promoting and supporting service-learning across the curriculum. Staff of the Center work with faculty to design service-learning components in

Staff of the Center work with faculty to design service learning components in an average of 200 undergraduate and graduate courses per year which amounts to approximately 3800 students annually. These courses are partnered with community organizations primarily in Chicago and some in surrounding suburbs. The Center also supports four international service learning programs in Mexico, Dominican Republic, Germany and Italy

an average of 200 undergraduate and graduate courses per year which amounts to approximately 3800 students annually. These courses are partnered with community organizations primarily in Chicago and some in surrounding suburbs. The Center also supports four international service-learning programs in Mexico, Dominican Republic, Germany and Italy linked to short-term and term-long study abroad programs.

Faculty at DePaul decide on whether to employ service-learning pedagogy within curriculum. Academic units can submit courses to the Liberal Studies Experiential Learning (EL) Committee for approval to meet the EL requirement. About 20 of the 60 or so courses supported each academic quarter meet the EL requirement. The others are spread out across a variety of academic programs. These courses are roughly divided by type or service-learning modality. These include direct service, project-based, community-based research, advocacy or activist learning, and solidarity. The solidarity modality consists of courses taught at two prisons where students from campus learn alongside incarcerated students. Faculty are trained as part of an international program known as the Inside-Out Prison Exchange Program. The Center promotes the community-based research modality through an annual Community-based Research Faculty Fellowship program where faculty fellows integrate CbR directly into curriculum engaging students in research with community partners.

To support courses, the Steans Center manages collaboration agreements with community partners and ensures that all students comply with policies established to protect

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minors (youth under 18). The Center also has a comprehensive evaluation process that applies measurements of the impact of service-learning on students, faculty and community partners on a quarterly basis.

The results of the evaluation process are published in an annual summative evaluation report.

In addition to support of service-learning pedagogy, the Steans Center houses numerous funded internship and scholarship programs that allow students to further advance their work in communities. These include the Community Service Scholarship that supports 70-80 students annually who serve 90 hours per year and complete a six-course Community Service Studies Minor degree, a program co-administered in partnership with the College of Liberal Arts and Social Sciences. The Center also houses the Egan Office for Urban Education and Community Partnerships, a unit that focuses specifically on building long-term partnerships with public and Catholic schools and community organizations throughout Chicago. The Egan Office hosts teams of graduate and undergraduate interns who work with school administrators and teachers to develop projects that connect the schools to local community development efforts. The Egan Office also hosts parent engagement and veterans initiatives. These activities are in turn integrated with courses by connecting faculty and students for service-learning assignments to the Office's community and school partners.

The work of the Steans Center and the Egan Office is informed by an asset-oriented approach to community engagement. Since 2016, the Center has housed the Asset-based Community Development (ABCD) Institute, a nonprofit that provides trainings, consultation, and publications. The institute promotes a strengths-based approach to community development that begins with the gifts and talents of individuals and their capacity to organize into local associations. Staff of the Center are trained in ABCD and Institute trainings are free to all DePaul faculty and staff. Throughout its various curricular and co-curricular programs, the Steans Center also seeks to educate students on ABCD as an approach to community engagement.

The mission of the Steans Center is to develop mutually beneficial relationships with community organizations to engage DePaul students in educational opportunities grounded in Vincentian values of respect for human dignity and the quest for social justice. The work of the Center embodies the principal purposes of DePaul University. In a sense, the Center

supports all aspects of the university's work-teaching, research, and community or public service. The extent to which service-learning has become part of many academic programs across DePaul reflects how the mission of the university has become entrenched in the fabric of teaching and learning. Moreover, because of the institution's extensive support service-learning, faculty can apply their expertise not only in teaching, but in scholarship and in other forms of expertise that benefit communities. As an urban and metropol-

As an urban and metropolitan university located on two campuses in the heart of Chicago, DePaul's deep commitment to service learning and community engagement has consequently contributed to the institution's broader Catholic identity locally, regionally, nationally and internationally.

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D. SERVICE-LEARNING AND UB INSTITUTIONAL POLICY

Dr. Anna Escofet and Dr. Laura Rubio²⁰

Service-Learning Office, Faculty of Education

University of Barcelona, Spain

SL has been introduced at the beginning of the year 2000 in the pedagogical literature of our country by Josep María Puig, a scholar and member of our research group on moral education (GREM in its acronym in Spanish)

The first steps on Service-Learning at the University of Barcelona started at the beginning of this century and have been growing all along these years. SL has been introduced at the beginning of the year 2000 in the pedagogical literature of our country by Josep María Puig, a scholar and member of our research group on moral education (GREM in its acronym in Spanish)²¹ at the University of Barcelona. In the middle of the first decade of 2000, we started to develop some studies and experiences in the university context and to establish alliances and network with other universities in Spain that were also developing similar initiatives. Specifically, the *Framework Plan UB Horizon 2020* was established at the University of Barcelona as an objective to integrate teaching and learning activities that combine academic knowledge and community service in the different courses. The University influence the development of the Statute of the University Student, published as a Royal Decree in the Spanish Official Gazette in December 2010, introducing an extensive reference to the importance of service-learning activities in future graduates' training. In 2009, the Faculty of Pedagogy that later became the Faculty of Education, created the Service-Learning

Office under the Dean of the Faculty and appointed Dr. Josep María Puig as the academic responsible and later on Dr. Anna Escofet and Dr. Laura Rubio.

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Dr. Miquel Martínez. Scholar from the University of Barcelona.

Member of the Academic Advisory Council of *Uniservitate*

²⁰ Laura Rubio passed away on November 26, 2021, while this work was in the making. Besides enriching this book, her invaluable contribution to the dissemination and research into service-learning continues to accompany us and enlightens our ongoing commitment to follow her legacy.

²¹ GREM: Grup de recerca en Educació Moral: <http://www.ub.edu/GREM/inicio/>

INSTITUTIONAL INCORPORATION PROCESS. SERVICE-LEARNING IN THE FACULTY OF EDUCATION, UNIVERSITY OF BARCELONA

Dr. Anna Escofet and Dr. Laura Rubio

Service-Learning Office, Faculty of Education, University of Barcelona

During the years 2009-2010, the Faculty of Pedagogy of the University of Barcelona supported various service-learning initiatives developed by several members of the teaching staff, expanded the offer of experiences and made them available to all the undergraduate courses. The Service-Learning Office was established with the purpose of promoting and managing this project. This whole process was carried out in agreement and in close cooperation with the Faculty of Teacher Training.

The team behind the project, together with the dean team of the Faculty of Pedagogy, argued that the university could not be disconnected from society or submitted to the demands of the market. They considered that a responsible university has to work together with the society to criticize what does not work and seek solutions to the problems that affect it. And they thought that service-learning made it possible for the university to open up to its milieu and collaborate with the social organizations ingrained in the community, in such a way that joint efforts help better understand problems and social challenges and participate with more intelligence and strength.

The establishment of the Faculty of Education, as a result of merging the Faculty of Pedagogy and the Faculty of Teacher Training during the years 2014-2015, allowed the Office to continue with the task of incorporating service-learning to the Faculty courses, with the purpose of institutionalizing service-learning and consolidating a minimum sustainable infrastructure to encourage its implementation.

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Therefore, it was necessary for the university education community to identify service-learning as an education practice with specific pedagogical importance in the training of future graduates. It was also necessary to evidence the value of service-learning beyond teaching.

It was a path that had to be explored: looking for teacher involvement, working to get institutional recognition, establishing alliances with social organizations and also conducting research projects to support with scientific evidence all that service-learning may contribute to university education.

Thus, a service-learning dissemination campaign started in the Mundet Campus: exhibitions in the library, celebrations in different areas, presence in the classroom and presence and identity on social networks. The 2014-2015 course was also a turning point, when a contest to choose a logo for the Service-Learning Office was organized among students and alumni that had participated in former service-learning projects.

The Service-Learning program is established in different spaces where service-learning projects are developed:

- ▶ Service-Learning projects with credit recognition for students from any Faculty undergraduate course, who have the possibility to live a training and civic experience in connection with their studies, according to their interests or training needs, valued and with ECTS credit recognition.
- ▶ Service-learning oriented Bachelor's Degree Final Project and Curricular Practices, with the aim of increasing the social benefit of such research and interventions.
- ▶ Service-learning within the framework of courses. Several graduate and master's course teachers of the faculty have incorporated service-learning as a training element in their teaching methodology.

The service-learning organizational and implementation model at the Faculty of Education has been trying to include the best of both dominant trends in this field. On the one hand, the creation of centers operating together with the university, aimed at every undergraduate course, the organization of activities apart from the courses themselves and the recognition of the work of students by granting recognition credits accepted by university. On the other hand, the creation of units incorporated in faculties.

The service-learning organizational and implementation model at the Faculty of Education has been trying to include the best of both dominant trends in this field. On the one hand, the creation of centers operating together with the university, aimed at every undergraduate course, the organization of activities apart from the courses themselves and the recognition of the work of students by granting recognition credits

accepted by university. On the other hand, the creation of units incorporated in faculties that are made exclusively available to students within the Faculty and tend to combine service-learning activities with coursework.

We consider that the Service-Learning Program is one of the most valuable training contributions for its symbolic, epistemological and civic effects. The increasing number of students involved in service-learning activities should be part of a policy aimed at ensuring that all of them have the opportunity to gain practical experience related to their profession. You have to be careful with the quality of the proposals, ensuring that students receive a varied offer, so as to cover different educational fields of activity and that the adequacy of the service efforts carried out by students in each proposal is improved.

In this sense, the most relevant actions carried out in each course focus on:

- ▶ Building a partnership network. The commitment to learning-service in the Faculty of Education is based on how to understand the relationship with the society, specifically with organizations, institutions and centers that work on a daily basis to improve the social and educational situation. The principles of the partnership network that makes it possible for service-learning projects are as follow:
 - » Acknowledgment: improving the task of organizations as educational agents in the students training process.
 - » Reciprocity: ensuring that service-learning projects provide mutual benefits to the different participants and other stakeholders involved.
 - » Co-responsibility: stressing the need for a shared and coordinated work from the design of the project to the end of the course and its assessment.
 - » Communication and care: stressing the need for a smooth and respectful exchange among the different stakeholders involved throughout the course.

- ▶ Promoting involvement and generating a service-learning culture in the Faculty. The Service-Learning Office develops a series of advancement efforts throughout the course, as well as the dissemination of service-learning projects for the Faculty community and especially for students, among which are:

- » Service-Learning Office website. Apart from explaining the meaning and objectives of SL, it also informs about the different course projects.
 - » Project catalogue. From diversity and quality criteria, different proposals are offered that have been previously designed and agreed upon by social organizations. The catalogue, updated in every course, is published on the web and distributed in classroom billboards with the purpose of motivating students.
 - » Fair of organizations and service-learning projects. At the beginning of the course, a fair is organized where organizations and centers have the opportunity to present their project directly to students. It is an ideal space to disseminate the proposals, assess the offer and resolve doubts about project participation.
- ▶ Preparing to start a service-learning project. Involving in service-learning projects is an ideal way of understanding learning, university training and the institution's relationship with the environment from a responsibility and social commitment viewpoint. It is important that students understand the meaning of the proposal and that they are in a position to address it from the very beginning. To ensure this, the Service-Learning Office plans the following actions:
- » Pre-service training sessions. Students involved in service-learning projects participate in a training session that introduces the idea of service-learning, why doing this at the university and what the benefit is for their training as future education professionals. Reinforcing the initial motivation of the project, comparing expectations and grasping an overall perspective of the different proposals offered by the faculty are also the key objectives of this pre-service training.
 - » Project academic framework. Also, before starting the experience it is important to inform students about the aspects inherent to this kind of projects and to transmit the rights and responsibilities entailed in their participation. This is also the right moment to fill in and sign the necessary administrative documentation.
- ▶ Carrying out the service at organizations. The most valuable thing for students is the opportunity they have to collaborate in a social organization or in an education center, to test their skills in a real context and have

The most valuable thing for students is the opportunity they have to collaborate in a social organization or in an education center, to test their skills in a real context and have the feeling that they are contributing with their work.

the feeling that they are contributing with their work. To make this possible, the Service-Learning Office ensures that the service offered involves the following:

- » Continuity and commitment throughout the course. During one semester or during the whole course, students are constantly involved in an education and/or social reality. Normally, the service is provided on a weekly basis, but the volume of hours depends on each project and on the need it is addressed to.
 - » Relationship with the skill profile of undergraduate courses at the Faculty of Education. Tasks carried out by students during the project have to be related to their future professional work. Defining these tasks so that they fit the environment and at the same time represent a civic and training challenge for students, is key to ensure the quality of projects.
 - » Support from the organization. Each project should have a referral at the closest social organization or education center where the service is carried out, to solve possible doubts and to accompany the whole process during the activity.
- ▶ Learning about the experience from the reflective journal notes. From the very beginning, the Service-Learning Office uses the journal as a reflective instrument. The journal is a living document that is prepared individually all along the experience with the purpose of analyzing the situations experienced, identifying and assessing learning outcomes, self-evaluating during the task performed and anticipating their transfer during and after the project. To achieve these goals, a reflective journal is committed to:
- » Starting from a script containing core areas of reflection. To overcome a merely descriptive approach to the experience, the journal establishes a series of aspects to reflect upon.
 - » Including generating questions. Every core area of reflection in the journal is accompanied by several questions that aim to encourage think-

- ing about the situations experienced, to ponder on their performance throughout the service and to extract learning elements.
- » Complementing with evocative readings. Also, for every core area of reflection, an evocative reading envisages to widen one's vision, to inspire the analysis of the experience and to contribute different perspectives for reflection.
 - » Providing the basis for follow-up tutoring discussions. Both at an individual and a group level and based on the text previously written on the journal, tutoring contributes to exchanging experiences, providing responses to situations emerging from the service, delving into reflection and recognizing lessons learned.
- ▶ Closing the project and incorporating future improvements. It is important to treasure this last stage in order to make the most of its training and transforming potential. The Service-Learning Office pretends to address the end of the project both in connection with students and participating organizations or centers. From this viewpoint, different spaces and moments are envisaged:
- » Final reflection session: Students from the different projects get together at the end of the course to share final reflection made all along the project. By conducting a game oriented dynamic, it is the moment to systematize the most relevant aspects of the project, to thank for and celebrate student involvement and open a space to think about lines of improvement.
 - » Student evaluation. With the purpose of recognizing service-learning projects as training activities, it is fundamental to evaluate students by their attendance and participation in service tasks and lessons learned explained through the reflective journal notes.
- ▶ Coming back to organizations. It is also important to reserve a space to share with participating social organizations and education centers to close project experiences all along the course. In a joint reflection session, organizations receive a feedback on the most relevant aspects of each course. It is also useful to strengthen their key training role as agents in service-learning projects.

For more information, please visit: <https://www.ub.edu/portal/web/educacio/oficina-aps>

Publications related to SL at the UB and publications produced by members of the Office of Service-Learning:

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E. UNIVERSITY OF THE FREE STATE (UFS), BLOEMFONTEIN, SOUTH AFRICA

Karen Venter

University of the Free State (UFS), Bloemfontein, South Africa

Place of SL in institutional / organizational structure

The UFS Community Engagement Directorate maintains structured initiatives with focus on research, teaching-learning and community engagement to address socio-cultural, economic and environmental development in greater society. Multiple partnerships are established through diverse engagements which inspire collaborative learning and inquiry initiatives.

Brief description of service-learning implementation process as institutional policy

The Service-Learning Office holds a post for the Head of the Division and one support staff member. The Office provides various forms of support for academic lecturers who offer service-learning modules.

The Service-Learning Office holds a post for the Head of the Division and one support staff member. The Office provides various forms of support for academic lecturers who offer service-learning modules and thus endeavours to liaise closely with

Portfolio Committees for Community Engagement in the different Faculties and Departments at the UFS.

The UFS defines service-learning as an educational approach involving curriculum-based, credit-bearing learning experiences in which students participate in contextualised, well-structured and organised service activities aimed at addressing identified service needs in a community; and reflect on the service experiences in order to gain a deeper understanding of the linkage between curriculum content and community dynamics, as well as achieve personal growth and a sense of social responsibility. Service-learning requires a collaborative partnership context that enhances mutual, reciprocal teaching and learning among all members of the partnership (lecturers and students, members of the communities and representatives of the service sector) (Community Service Policy, 2006 – 3.17).

Service-learning is infused into various modules/programmes across faculties and departments, as depicted in Table 1.

Table 1: Service-learning modules presented in Faculties / Departments

FACULTY	NUMBER OF MODULES INVOLVED	TOTAL STAFF MEMBERS INVOLVED
Economic & Management Sciences	5	4
Education	2	2
Humanities	14	30
Health Sciences:		
School of Allied Health Professions:		
Dietetic & Nutrition	4	3
Occupational Therapy	5	3
Optometry	1	3
Physiotherapy	2	2
School of Medicine	3	3
School of Nursing	8	13
Law	3	3
Natural & Agricultural Sciences	8	11
Theology	5	5
Service Learning Office		
Total	60	81

The implementation of these modules are mostly compulsory, with only about four of the modules which serve as elective modules. The implementation of the modules are supported with strategic funding.

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The following are regarded as the key tasks of the Service Learning Office:

- ▶ Facilitation of the budgeting process with regard to service-learning modules.
- ▶ Co-chairing of the Community Engagement Management Committee, taking overall responsibility for the agenda and the minutes.
- ▶ Liaison with UFS staff and external partners (non-profit organisations in particular).
- ▶ Staff development and individual support with regard to service-learning.
- ▶ Working towards the inclusion of service-learning in performance management and promotion criteria.
- ▶ Developing mechanisms for quality management (including evaluating the impact of service-learning on students and communities).
- ▶ Utilisation of a web-based database for service-learning for reporting purposes.
- ▶ Running a service-learning and community engagement mini-library.
- ▶ National and international liaison with relevant service-learning stakeholders.
- ▶ Exploring funding opportunities for research and projects.
- ▶ Promoting service-learning as a scholarly activity.
- ▶ Amendment and updating of the Service-Learning Risk Management Guidelines with the input from service-learning and community engagement contributors.
- ▶ Participating in and supporting student activities such as exhibitions and presentations.
- ▶ Providing the necessary information about modules, reports, policies and upcoming conferences on the service-learning website.

Capacity building and research

A credit-bearing Service-Learning module for staff members forms part of a Postgraduate Diploma in Higher Education Studies. Post graduate supervision for Master and Doctorate study is provided by the Office. Various workshops and symposia are provided on a continuous basis.

Service-Learning contribution to mission, vision and strategy

In alignment with the UFS Strategic Plan 2018–2022, the UFS is a research-led, student-centred and regionally-engaged university that contributes to development and social justice through the production of globally competitive graduates and knowledge. The vision embraces the commitment of the UFS to engage with the society through community engaged academic service-learning.

National and International Networking

The Head of Service-Learning represents the UFS on the Board of the South African Higher Education Community Engagement Forum (SAHECEF), and networks with international networks such as the Taillores Network, Campus Compact, CLAYSS, ASLN, UNESCO Chair for Social Responsibility and Community Based Research in the Knowledge for Change initiative (K4C HUB)²².

22 <http://unescochair-cbrsr.org/wp-content/uploads/2019/07/MTP4.pdf>

F. GROUNDBREAKING IN VARIOUS WAYS: DEBATE ON THE SERVICE-LEARNING MODEL AT LINGNAN UNIVERSITY IN HONG KONG²³

Carol MA Hok-ka-; Alfred CHAN Cheung-ming; Fanny MAK Mui-fong and Alice LIU Cheng
Lingnan University-Hong Kong-China

Lingnan University, which is the only liberal arts university in Hong Kong, has a long history in both Chinese and Western learning. Focusing on the comprehensive development approach of Whole-Person Education, Lingnan University is committed to establishing students' civic awareness; cultivating their knowledge, skills, and observation power; allowing them to pursue their goals; and developing their abilities to think, judge, and care about the world as well as take responsibilities in the ever-changing social, cultural, and economic environment. Lingnan's teaching objectives are not only about nurturing scholars, but also fostering future pillars who know how to take from the society and give back to the society. The concept that service-learning advocates, which is a combination of "formal academic studies," "meaningful service," and "reflection," fully embodies the teaching philosophy of liberal arts education and the motto of our university, "Education for Service." Through active participation in social services, students apply what they learn, use knowledge and skills in real life, and deepen their grasp of knowledge to witness their growth and accomplishments. In the process, students build their sense of social responsibility, learn about different social issues, and enhance their whole-person development.

From 2004 to 2005, with support from the Kwan Fong Charitable Foundation, Lingnan University launched a service-learning pilot scheme, which formed the basis for the development of the university-wide service-learning programs. After receiving support from a donor and the university, the Office of Service-Learning (OSL) was officially established in 2006.

From 2004 to 2005, with support from the Kwan Fong Charitable Foundation, Lingnan University launched a service-learning pilot scheme, which formed the basis for the development of the university-wide service-learning programs. After receiving support from a donor and the university, the Office of Service-Learning (OSL) was

officially established in 2006 and, to this day, remains committed to integrating the concept of service-learning into the liberal arts curriculum among institutions in Hong Kong. Over the years, the OSL has successfully launched a series of local and international service-learning programs, each of which provide students with opportunities to apply aca-

23 In: Carol MA Hok-ka, Alfred CHAN Cheung-ming, Alice LIU Cheng, and Fanny MAK Mui-fong 2018:131-139.

ademic theory to service. In addition, under the guidance of course instructors and community agency representatives, these service-learning projects allow Lingnan students to cultivate active and positive attitudes and practical working skills. We insist on working on the following four missions: 1) manifest Lingnan University's motto "Education for Service"; 2) promote interactive learning and district service activities; 3) provide whole-person development learning environments to students; and 4) enhance learning and teaching efficiency and quality through applications of service-learning. Although the concept of service-learning was initiated

Although the concept of service-learning was initiated in the West, its core ideas are very similar to those of Chinese traditional Confucian culture.

in the West, its core ideas are very similar to those of Chinese traditional Confucian culture. In correspondence with the core thinking of Confucianism, Lingnan University has adopted the core values of *ren* (benevolence), *yi* (justice), *li* (propriety), *zhi* (wisdom) and *xin* (integrity) into service-learning. While Lingnan University as a whole focuses on students' whole-person development, various service-learning projects also aim to promote the core values and to make positive impacts on students' development.

Characteristics of Lingnan's Service-Learning Model

The primary responsibilities of the OSL, besides simply organizing projects, include investigating community's needs, organizing training for students, developing reflection activities, organizing collaboration between professional subjects at the university and community service agencies, and ensuring the quality of the projects and the students' learning outcomes

Four Service-Learning Models: Lingnan University's service-learning-related courses and activities are directly organized by the OSL and various academic departments. The primary responsibilities of the OSL, besides simply organizing projects, include investigating community's needs, organizing training for students, developing reflection activities,

organizing collaboration between professional subjects at the university and community service agencies, and ensuring the quality of the projects and the students' learning outcomes together with the course instructors. Currently, there are four service-learning models at Lingnan University.

- ▶ Departmental Service-Learning courses offered by departments:

This model integrates service-learning into academic courses by encouraging students to apply the theory and contents learned in a course to a service-learning project. Students who participate in service-learning as a part of an academic course not only gain credits, but are also given an opportunity to deepen their understanding of theory and academic knowledge through application. This model is a core part of Lingnan's service-learning and its promotion has successfully reached the entire university. Currently, fifteen out of eighteen academic departments: Faculty of Arts: 1) Department of Cultural Studies, 2) Department of English, 3) Department of History, 4) Department of Visual Studies, 5) Department of Philosophy, 6) Department of Translation, 7) Department of Chinese; Faculty of Social Sciences: 8) Department of Economics, 9) Department of Sociology and Social Policy, 10) Department of Political Sciences, 11) Department of Applied Psychology; Faculty of Business and Administration, 12) Department of Marketing and International Business, 13) Department of Management, 14) Department of Accountancy, and 15) Department of Computing and Decision Sciences—from all faculties at Lingnan (Faculty of Arts, Faculty of Social Sciences, and Faculty of Business) offer academic courses with service-learning components.

- ▶ Service-Learning courses co-taught by the Office of Service-Learning and departments:

This model, which emphasizes the multi-disciplinary characteristics of service-learning, allows different course instructors and OSL staff to co-teach credit-bearing service-learning courses. By having OSL staff and an academic instructor co-teach, the courses enhance the students' understanding of community service skills along with their professional knowledge, both of which are combined in their application project. This model eliminates the limitations of service-learning in a course because it allows teachers and students to investigate and address social problems from different perspectives holistically. Higher demand for coordination between different departments and the OSL needs to be considered. "Service Leadership Practicum through Service-Learning" is the first joint service-learning course between OSL and Department of Management. Service leadership involves serving society and/or contributing to the well-being and development of others by taking initiative in collaboration with service recipients and other stakeholders while also meeting the service leaders' personal needs. Through this course, students are able to explain how they have attempted to practice a range of service leadership attributes; evaluate their own effectiveness in practicing service leadership to diagnose and meet the needs of service recipients through service-learning; explain the organizing

principles that facilitate and support effective service-learning and service leadership; initiate and deliver services that are perceived to be of value to the host community organization; and develop realistic plans for self-improvement in relation to salient attributes of service-learning and service leadership.

- ▶ Service-Learning courses offered by the Office of Service-Learning:

This model designs independent credit-bearing courses according to service-learning concepts and theories. The courses fully integrate service-learning into teaching, allowing students to understand topics like social structure, policies, and welfare through activities. Through this integration and understanding, the course enhances students' civic awareness, sense of social responsibility, and ability to discover and solve difficult problems in addition to providing local and overseas service-learning opportunities to students.

- ▶ Service-learning courses offered by overseas institutions and approved by the Director of Office of Service-Learning and heads from departments:

This model provides recognition for students who enroll in courses with service-learning components offered by overseas institutions which are on the list of Lingnan University's exchange partners. If students participate in service-learning related projects and/or courses during their exchange programs, they can gain credits through credit transfer at Lingnan University by getting approval from either their department head or Director of Service-Learning. Recognition and approval of diverse and internationalized service-learning experiences improves students' active participation and strengthens sharing and exchanges of local and overseas service-learning experiences; thus this model also helps achieve the goal of not only learning local community knowledge, but also learning from each other, including course instructors, fellow students, and community partners. The four service-learning models of Lingnan's service-learning programs emphasize the combination of teaching and learning. Each project abides by standard procedures and principles, such as the systematic planning, preparation, training, application, reflection, and conclusion stages. Combining theoretical knowledge and community service distinguishes this advanced pedagogy from simple volunteerism. Through participating in activities such as training, consultation, reflection, presentation, and exchanges/cooperation with community partners, students gain diversified learning experiences in addition to enhancing their abilities in a variety of learning outcomes. Throughout the service-learning process, the involvement of course instructor is very important, as he/she needs to design the linkage between service-learning and academic learning. With the deliberate

design of course instructor, project arrangement, course learning outcomes, and the service targets are interrelated. There are also corresponding assessments to evaluate course effectiveness and student learning outcomes in designated periods of time. From 2006 to 2016, more than 6,000 students, or 600 students per annum on average, participated in credit-bearing service-learning courses at Lingnan University. Below is a brief introduction of the important elements, standard procedures, and steps in Lingnan's model of service-learning projects, as a reference for institutions interested in developing service-learning for mutual exchange and sharing.

Organization Structure: The organization structure of a service-learning project consists of four stakeholders, namely the course instructor, the program coordinator, the agency supervisor, and the students. Each participating stakeholder has different tasks in the preparation, implementation, and evaluation process, as stated in Table 1.

Implementation of the Service-Learning Project: The implementation includes four main stages: preparation, orientation, practicum and conclusion. These four stages are closely related. Table 2 illustrates process and framework.

Assessment Design: In order to assess the effectiveness of service-learning, as well as learning and teaching plans, all stakeholders are required to complete specific evaluation tasks (see Table 3).

Lingnan University Service-Learning Outcomes

Lingnan's model of service-learning successfully entered its tenth year in 2015–2016. In the previous ten years, we seized every opportunity to develop the Service-Learning and Research Scheme as a whole, expand the social network to strengthen local and overseas partnerships, and design influential service-learning programs for the students, the university, and the community. We yielded fruitful results in these ten years.

Table 1. Responsibilities and Tasks of Different Stakeholders in a Service-Learning Program

UNIT	CORE TASKS	WORK AND TASKS
Course Instructor	The core role of course instructors is to develop close working relationships with the program coordinator and service agency, make suggestions, organize suitable training workshops, and fulfill student needs in learning. Course instructors are required to create continuous learning opportunities, give students practical advice, and assess students' overall performance.	<ol style="list-style-type: none"> 1. Design courses (both tutorials and lectures) to accommodate service-learning project (please see attached course outline for this mode for reference). 2. Identify and communicate with potential service agency and prepare a list of tasks that specific organizations will require students to undertake. 3. Draft a simple guideline (a guideline for a tutorial, for example) for students interested in service-learning. 4. Integrate service-learning approach into the course outline. 5. Set a participant limit for service-learning project. 6. Inform students about the option to choose servicelearning project in the first class and allow them to decide whether to participate. Arrange a second guiding meeting and a visit to at least one of the service agencies, letting them know about their responsible tasks. 7. Confirm the schedule of service practicums and arrange students to form groups (four to five students) to prepare for the service. 8. Supervise students' process of the service. 9. Conduct assessment: reflective assessment essays, group report and presentation. 10. Fill in evaluation questionnaire.
Students	Students' primary task is to provide service for service agencies under the guidance of the agency supervisor and course instructor. Students are required to apply knowledge of their majors, follow service agency's general practice, respect service recipients' privacy and personal data, participate in all assigned training workshops, guiding lessons and reflective meeting, and submit all assessment doc.	<ol style="list-style-type: none"> 1. Participate in training workshop 2. Participate in service practicum 3. Assessment: journals, reflective assessment essays and group report and presentation 4. Evaluation: questionnaire, focus groups with specific topics.
Agency Supervisor	Agency supervisors' primary responsibility is to provide suitable service-learning for students. Supervisors provide suitable practicum opportunities and professional guidance according to students' learning needs. They are required to build a close working relationship with program coordinator and course instructor, supervise service-learning quality and assess students' overall performance.	<ol style="list-style-type: none"> 1. Supervise service practicum. 2. Conduct assessment: assessment form. 3. Conduct evaluation: questionnaire survey and in-depth interview.
Program Coordinator	Program coordinators' role includes participation of all three major stakeholders: coordinate course guiding meeting, training workshops, and service-learning classes. Program coordinators are responsible for planning and acting as a liaison, coordinating and assessing the service-learning programs' effectiveness and outcomes. They are required to stay in contact with different partnering units and are responsible for student enrolment, student participation and assessing students' performance. If the number of students participating in service-learning scheme is relatively low (normally speaking, four students form a group, less than twenty students in total), the program coordinator will assume the role of course instructor.	<ol style="list-style-type: none"> 1. Coordinate different units (provide consultation, if necessary). 2. Arrange preparation and consultation meetings.

Table 2. Service-Learning and Research Scheme Implementation Procedures

MAIN STAGES	SPECIFIC PROJECTS	RESPONSIBLE STAKE-HOLDERS
Preparation Stage	1. Identify course instructors and service agencies interested in the project.	Course instructors, program coordinators, and agency supervisors.
	2. Integrate service-learning into the course, prepare outline for students, and revise pre-test and post-test questionnaires for all participants (optional).	Course instructors and program coordinators.
	3. First lecture: debriefing and student enrollment. Students have to decide preliminarily in the first week of the semester and visit at least one service agencies. In the second week of the semester, confirm the final list of students participating in service-learning and the practicum list	Course instructors, program coordinators and students.
	4. All participants are required to fill in pre-test questionnaire (optional).	Course instructors and program coordinators
Orientation Stage	5. Arrange a site visit to the service agency for students, help students familiarize with service agency background and meet with supervisors.	Course instructors and program coordinators
	6. Provide training workshops that allow students to understand suitable techniques. Arrange topic training workshop for students to help them complete practicum tasks.	Course instructors and program coordinators
	7. Organize consultation meetings related to practicum and activity plan for students. Discuss feasibility of activities which are required to comply with course concepts and theories.	Course instructors and program coordinators and students
Practicum Stage	8. Students undertake community service practicum. Primary mode includes one-on-one tasks (interviews and family visits), group activities (students organize group activities and service target exchanges), community projects (large-scale activities such as exhibition and studies group), and indirect service (helping social enterprises design promotion and development strategies, enabling them to better serve the society)	Course instructors, program coordinators, agency supervisors, and students.
Conclusion Stage	9. Hold reflection meeting on service and conduct field assessment (journal).	Course instructors, program coordinators, and students
	10. The end of practicum Assessment (Reflection)meeting	Course instructors, program coordinators, and students
	11. Administer post-test questionnaire assessment (survey questionnaire, personal assessment report, and all participating stakeholders' assessment report) and conduct in-depth interview with service agency.	Course instructors, program coordinators, agency supervisors, and students
	12. Conduct student focus groups with specific topics (optional)	Program coordinators and students
	13. Collect practicum group report, individual reflective essays.	Students.
	14. Hold in-class presentations by students.	Course instructors, program coordinators, and students.
	15. Have a report-back ceremony (optional).	Program coordinators.

Table 3. Assessment Tasks of All Units in a Service-Learning Program

RESPONSIBLE STAKEHOLDERS	ASSESSMENT	TASK INTRODUCTION
Students	Pre-test and post-test questionnaire Journals Practicum group reports Reflection essays/selfevaluation reports. Groups with specific topic	In order to assess students learning outcomes during the service-learning scheme, students are required to fill in pre-test and post-test questionnaires. These questionnaires assess students' subject-related knowledge, communication skills, organization skills, problem-solving skills, studies skills, civic awareness, and social competence. Other assessment methods include journals, practicum group reports, reflection essays, and self-evaluations. The purpose of the journals is to understand how students organize their practicums, understand their feelings and thought-process, and their learning situation in the practicum. Practicum group reports assess students' application of knowledge in real life situation and the ability to identify service target's needs and project planning. Reflection essays are the students' complete evaluation for each tasks. They are effective for understanding the students' ability to integrate what they have learned to their service. For Mode 3 students, self-evaluations may assess students' learning experience and performance strengths and weaknesses. At the end of each semester, an optional session with students from different groups units may be arranged in order to encourage sharing about their teaching, guiding and practicum experiences.
Course instructor	Conclusion questionnaire In-depth interview Groups with specific topics	Course instructors grade students' service-learning proposals and reports and suggest ways in which they can improve. For Model 3 students, course instructors assess their service-learning performance by learning attitudes, application abilities, knowledge expansion, and ability to integrate theory and practice, and their mid-term and final assessments. Course instructors are required to fill in conclusion questionnaires at the end of the course to assess students' learning outcomes during service-learning program.
Agency supervisor	Conclusion questionnaire. Group with specific topics (optional)	Agency supervisors supervise students and provide practical guidance to students according to their specialties and experiences. Since they coordinate and lead the practicum services in the field, they can therefore assess students' performance in the areas of participation, working attitudes and responsibility. When the practicum ends, agency supervisors are required to fill in a conclusion questionnaire to assess students' learning outcomes. In addition, agency supervisors are required to conduct in-depth interview with students to assess the students' performance in practicum and learning experience, and improvement methods in preparation, coordination and execution.
Program coordinator	Collect opinions Conclusion questionnaire Group with specific topics (optional)	Program coordinators assist the course instructor to assess students' performance during service-learning by evaluating their service-learning proposals, practicum reports, reflective essays, and journals. In addition, they collect opinions and feedbacks from social service agency supervisors and course instructors. Program coordinators are required to fill in conclusion questionnaire to assess preparation, execution, students' learning quality assurance, students' learning efficiency and impacts to the community. In addition, program coordinators also arrange reflection meetings to facilitate students' learning during <i>practicum</i> .

Table 4. Learning Outcomes of Pre-Test and Post-Test Comparison of Students Who Participated in Service-Learning during Academic Years 2006 to 2014 (local credit-bearing service-learning courses)

	NO. OF PARTICIPANTS	PRE-TEST		POST-TEST		IMPROVEMENT RATIO	P-VALUE*
		M	SD	M	SD		
Subject-Related Knowledge	2268	6,29	1,59	7,15	2,40	13,65%	0,00
Communication Skills	2272	6,43	1,33	6,78	1,33	5,47%	0,00
Organization Skills	2272	6,67	1,32	7,14	1,26	7,03%	0,00
Social Competence	2272	6,74	1,35	7,36	1,20	9,20%	0,00
Problem-Solving Skills	2272	6,61	1,28	7,19	1,19	8,84%	0,00
Research Skills	2272	6,06	1,48	6,76	1,44	11,55%	0,00

* $p < 0.05$; when the p-value is smaller than 0.05, a statistical significance is observed in results between pre-test and post-test.

Over the years, service-learning has developed rapidly at Lingnan University. Not only are the forms of service-learning programs becoming more diverse and innovative, but the number of participants and interest and support from faculty grows every year. We have been closely tracking the “Service-Learning and Research Scheme” and its associated outcomes in order to ensure improvement in students’ learning outcomes and the effectiveness of service-learning. The learning outcomes mainly include seven main categories: subject-related knowledge, communication skills, organizational skills, social competence, problem-solving skills, research skills, and civic orientation (Chan, Lee & Ma, 2009). Pre-test and post-test questionnaires indicate positive feedback in all areas in self-evaluation from students who participate in service-learning. The results are encouraging, as shown in Table 4. Since the student learning outcome assessment area “Civic Orientation” was not included until 2011, no relevant results are shown in Table 4.

In the university, the number of student participants in service-learning grew from 284 in 2006 to 1,320 in 2015. By the academic year 2014–2015, Lingnan University had successfully launched thirty-nine courses that have service-learning elements and four large-scale local and overseas service-learning programs. One thousand, three hundred and twenty

In the university, the number of student participants in service-learning grew from 284 in 2006 to 1,320 in 2015. By the academic year 2014–2015, Lingnan University had successfully launched thirty-nine courses that have service-learning elements and four large-scale local and overseas service-learning programs. One thousand, three hundred and twenty students have served more than 19,400 people in the community, with more than 46,300 service hours in total (OSL, 2015).

as a whole. After this advanced pedagogy was established at Lingnan University, other institutions in Hong Kong actively engaged and started launching service-learning programs of their own. As a result, many higher education institutions in Hong Kong have started vigorously promoting service-learning. Lingnan University also organized the first “Asia-Pacific Regional Conference on Service-Learning” in 2007, which led to extensive

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students have served more than 19,400 people in the community, with more than 46,300 service hours in total (OSL, 2015). Starting in 2016–2017, service-learning will become a graduation requirement at Lingnan University; all students will be required to participate in at least one service-learning course/project before graduation. It is apparent that service-learning has not only become an educational focus, but also a symbol of Lingnan University

discussions among higher education institutions in Hong Kong about local development and opportunities in service-learning. The OSL at Lingnan University initiated the Higher Education Service-Learning Network (HESLN) in Hong Kong. Participating institutions include the University of Hong Kong, Chung Chi College from The Chinese University of Hong Kong, Lingnan University, Hong Kong University of Science and Technology, City University of Hong Kong, the Hong Kong Institute of Edu-

cation, Hong Kong Shue Yan University, Hong Kong Polytechnic University, Hong Kong Baptist University, and Hong Kong College of Technology. HESLN serves as a platform for sharing service-learning experiences and resources in order to facilitate mutual support among institutions and develop partnership schemes. Studies' results include successful establishment of the "Common Outcome Measurement," which standardizes measurement for learning outcomes of students from different institutions participating in service-learning and hopefully serves as an important policy to seek support from the University Grants Committee to implement service-learning.

Lingnan University has also actively promoted service-learning ideas to Mainland China in the recent years. In the 2012–2013 year, the university organized and launched a promotion plan for service-learning in China, providing grants and training to six higher education institutions in Mainland China and assisting them in successfully completing service-learning pilot projects schemes.

Lingnan University is not only a member of HESLN, but also one of the members of ServiceLearning Asia Network. The network members consist of twenty-three higher education institutions from twelve countries and regions. They are all committed to facilitating regional collaborations and promoting development of service-learning in Asia. Since Lingnan University remains the role model for

initiating and promoting service-learning in Asia, the university was elected as the secretary-general of the network. In addition to facilitating sharing and exchanges among higher education institutions in the Asia-Pacific region where service-learning has already been developed, Lingnan University has also actively promoted service-learning ideas to Mainland China in the recent years. In the 2012–2013 year, the university organized and launched a promotion plan for service-learning in China, providing grants and training to six higher education institutions in Mainland China and assisting them in successfully completing service-learning pilot projects schemes. It has received positive feedback, and some universities in China have also started to set up OSLs; for example, Sun Yet-sen University has established the first OSL in the Guangdong region.



In support of the Global Compact on Education

Uniservitate is a global programme for the promotion of service-learning in Catholic Higher Education. Its objective is to generate a systemic change in Catholic Higher Education Institutions (CHEIs) through the institutionalisation of service-learning (SL) as a tool to achieve its mission of offering an integral education and training of agents of change committed to their community.

“We will not change the world, if we do not change education”

Pope Francis

4 Institutionalization of Service-Learning in Higher Education

This work aims to discover and highlight all the wealth within the perspectives of the different actors participating in the institutionalization processes of service-learning in Higher Education. Through the description of various global cases of service-learning institutionalization, the book presents reflections, actions and experiences that outline conceptual elements and key features, seeking to contribute to the great global debate on how and to which purpose processes allowing for the integration of service-learning into the identity and culture of Higher Education institutions are launched and developed.

We introduce this fourth volume of the Uniservitate collection with the firm intention of allowing readers to experience, through its pages, a journey across the different continents and cultures, exploring stories as diverse as the contexts and actors behind them, and to take on the challenges and dreams that we believe the book suggests, with a forward-looking approach, for those interested in a Higher Education that is more engaged with the world in which it unfolds its actions.

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