Introduction

➢ Service-learning is one essential aspect of the Carnegie Designation – Community Engagement
➢ Service-learning is well supported as an engaged pedagogy for college students and is held out as a “High Impact Practice” by the Association of American Colleges & Universities (AAC&U; Kuh, 2008)
➢ In the spring of 2009 Oregon State University began the journey of creating a campus-wide service-learning initiative.
➢ Spring 2009, OSU explored the best and most promising practices found at comparator and inspirational institutions
➢ Mission: Build a strong and lasting Service-Learning initiative grounded in the wisdom of those already deeply engaged in service-learning.

Background:

➢ The Comprehensive Action Plan for Service-Learning (CAPSL; Bringle & Hatcher, 1996) suggests that the first three stages for implementing S-L programs at an institutional level should include:
  1. Planning: form advisory groups/resource assessment, etc.
  2. Awareness: inform stakeholders and engage in professional development
  3. Prototype: Identify and consult with exemplary programs in higher education
➢ Recent work by Strong, Green, Meyer, & Post (2009) updated this work and provided examples of S-L Program format for a few institutions.
➢ OSU’s question was more specific – “What are the key elements needed for success of Service-Learning Initiatives at Land-Grant Institutions with research intensive designations”

Conclusions/Recommendations:

➢ Centralize Community-Based/Service Learning Efforts in order to support community, faculty, and students (Golden Triad of Support)
➢ Partnering with Outreach & Engagement/Extension offers a unique opportunity for Land-Grant Institutions and the states they serve
➢ S-L needs to be a budgeted line-item to ensure sustained commitment
➢ Expand on any current research or engagement existing on campus
➢ Award and highlight engaged scholarship (i.e. Promotion and Tenure, Fellowships, mini-grants, etc.)
➢ Award community partners through recognition or other means
➢ Multiple reporting lines offer success – regardless of reporting you need faculty support and buy-in
➢ S-L can and should tie to the strategic plan of any Land-Grant Institution

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total Students (undergrad)</th>
<th>Reporting Line(s)</th>
<th>Staff</th>
<th>Economic Resources</th>
<th>Basic Elements</th>
<th>Unique Elements/ Lessons Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cornell University: Public Service Center</td>
<td>21,325 (13,846)</td>
<td>VP-Student Academic Support (Academic Affairs)</td>
<td>9 full-time staff</td>
<td>Approximately $700,000 operating budget</td>
<td>Faculty/Student/ Community Coordination</td>
<td>• Est. 1991 (Corp. for National Service Grant) • Approx. 6000 students and over 100 faculty participate • Annual faculty symposium increases interest • Mini-grants for course creation • Center seen as part of service community • Initial goal of transforming institutional culture shifted to simply wanting to create a meaningful program that crosses curricular and co-curricular bounds</td>
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<tr>
<td>Oregon State University: Service Learning Initiative for Curricular Engagement</td>
<td>21,969 (18, 067)</td>
<td>Workgroup charged by Associate Provost in Academic Affairs and Associate Provost in Outreach &amp; Engagement</td>
<td>Workgroup has been established</td>
<td>Unknown</td>
<td>Committed faculty from across campus</td>
<td>• Workgroup charged to develop a campus-wide S-L initiative • Numerous faculty and Student Affairs Professionals are currently involved in Service-Learning with no central support</td>
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<tr>
<td>Michigan State University: Center for Service Learning and Civic Engagement</td>
<td>48,648 (36,377)</td>
<td>Dual Reporting: VP for Student Services and Associate Provost for Outreach &amp; Engagement</td>
<td>7 full-time staff</td>
<td>Approximately $400,000 operating budget</td>
<td>Community Outreach/ Academic Specialist/ Student Services</td>
<td>• Est. 1968 (oldest/longest running nationally) • Academic, curricular and co-curricular opportunities • Approx. 16,000 student participants and 550 S-L courses annually • Co-administration under Student Services &amp; Outreach and Engagement highly effective • Credit in classes based on service learning – not simply on service hours</td>
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<td>Washington State University: Center for Civic Engagement</td>
<td>25,352 (21,149)</td>
<td>VP for Student Affairs</td>
<td>7 full-time staff 6 grad student 20-25 undergrad</td>
<td>Approximately $600,000 operating budget</td>
<td>Combined curricular &amp; co-curricular support for student civic engagement</td>
<td>• Est. in 1993 (Community Service Learning Center) • 14 sources of funding • Approx. 6500 students annually • Partner with WSU Extension for a statewide connection • Learning Outcomes Based: Self-Awareness, Community Knowledge, Civic Responsibility • Value and try to measure community impact</td>
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Eric Alexander
Oregon State University
Director, Student Leadership & Involvement

Melanie Brown
Washington State University
Director, Center for Civic Engagement

Leonardo Vargas-Mendez
Cornell University
Executive Director, Public Service Center

Karen McKnight-Casey
Michigan State University
Director, Center for Service-Learning & Civic Engagement