Goal Two: Build Faculty Support for Community Service Learning

Step 1: Provide faculty training about experiential education in general and along a continuum of integration in community service learning specifically.

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<tr>
<th>Undeveloped</th>
<th>In process</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainings are not offered to faculty about experiential education and specifically community service learning.</td>
<td>A limited number of trainings are offered to faculty about experiential education and specifically community service learning.</td>
<td>Trainings are offered to faculty on a regular basis that cover experiential education and specifically community service learning.</td>
</tr>
</tbody>
</table>

Questions to consider:
1. Randomly select five or more faculty members of campus. How well can they articulate the definition of experiential education and community service learning?
2. Are there service-learning experts on campus within the faculty, administration and students who can offer workshops?
3. Are there offices/department that might be interested in co-sponsoring these workshops (i.e. faculty development center)?
4. Would a community partners be willing/able to host a workshop at their sites?
5. Are/should the trainings and workshops be discipline-specific, general, or a combination of both?

Undeveloped (if trainings are provided, # per year ____________)

In process (if trainings are provided, # per year ____________)

Accomplished (if trainings are provided, # per year ____________)

Rationale for Rating:

The California State University’s Service-Learning Assessment Plan Rubric was created by the Office of Community Service Learning at the CSU, Office of the Chancellor. For more information about the community service-learning initiatives in the CSU, visit [www.calstate.edu/csl](http://www.calstate.edu/csl) or call (562) 951-4749.
Goal Two: Build Faculty Support for Community Service Learning

Step 2: Provide curriculum development funds to assist in developing community service-learning courses.

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<td>In general, curriculum development funds are not available to faculty.</td>
<td>There are development funds provided to faculty; however, the funds are not comparable to the time involved in developing a community service-learning course.</td>
<td>Development funds adequately provide sufficient release time or stipend for faculty who develop a community service-learning course.</td>
</tr>
</tbody>
</table>

Questions to consider:

1. If development funds are provided, are the sources long-term and permanent?
2. What resources or innovative partnerships would ensure long-term and permanent funds?
3. What other resources can be provided to assist faculty with developing or teaching a service-learning course?

_____ Undeveloped
____ In process
_____ Accomplished

( if funds are provided, at what level $ ____________ )

( if funds are provided, at what level $ ____________ )

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Goal Two: Build Faculty Support for Community Service Learning

Step 3: Recognize faculty involvement in community service learning in retention, tenure, and promotion policies.

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<td>Service learning is not recognized at all in the RTP document.</td>
<td>The campus has discussed or is discussing how service learning can fit into the teaching, service, or research components of RTP.</td>
<td>Service learning is recognized in the RTP document; process is sound and has been tested. Majority of service-learning faculty are tenured or tenure-track.</td>
</tr>
</tbody>
</table>

Questions to consider:

1. In what ways are faculty encouraged and or rewarded by the campus for engaging in service learning?
2. How seriously are community-based learning and service-learning activities considered in the review, promotion, and tenure of faculty?
3. In the hiring process of faculty is service learning mentioned in the job announcement or interview process?
4. Has the campus utilized the resources of the East/West Clearinghouse and the National Review Board for Scholarly Engagement?
5. Is the RTP review committee familiar with service learning? If not, how can they be oriented to best review the documentation of service learning?

_____ Undeveloped  _____ In process  _____ Accomplished

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**Goal Two: Build Faculty Support for Community Service Learning**

*Step 4: Create department-based incentives for faculty involvement.*

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<td>There are no department-based incentives for faculty involvement.</td>
<td>Incentives exist at the department level to encourage faculty use of service learning in their courses. However, there is no coordination across the department nor specific commitments to always offer service-learning opportunities within the department.</td>
<td>Incentives exist at the department level and the department has made a thoughtful and planned commitment to offer service-learning courses and encourage and recognize faculty that teach them.</td>
</tr>
</tbody>
</table>

**Questions to consider:**

1. How many departments offer service-learning courses?
2. Which departments have thoughtful and planned commitments to service learning?
3. What does a department need to establish department-based incentives?
4. What faculty incentives currently exist for other initiatives that might be altered to include service learning?
5. How can service learning assist in addressing the goals of student learning outcomes of the department?

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# of departments

Rationale for Rating:

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**Goal Two: Build Faculty Support for Community Service Learning**

Step 5: Provide campus awards for outstanding faculty and student involvement in community service learning.

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<td>There are no formal campus awards for outstanding faculty and student involvement in community service learning.</td>
<td>Criteria for one award, faculty or student, needs to be developed. One award, either faculty or student, is in place for community service learning, or both awards are in process.</td>
<td>Criteria for both awards are established and individuals are recognized on an annual basis.</td>
</tr>
</tbody>
</table>

**Questions to consider:**
1. If community service awards are provided to students and faculty, how can this structure assist with the development of service-learning awards?
2. How will award recipients be recognized? Who will give the award?
3. How should the campus create an award that is prestigious and recognized by all?

______ Undeveloped ________ In process ________ Accomplished

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Goal Two: Build Faculty Support for Community Service Learning

Step 6: Provide workshops and other support arrangements for faculty interested in community service learning.

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<td>Funds are not available for faculty to attend or present at service-learning conferences; no workshops offered on campus specifically on community service learning.</td>
<td>Limited number of opportunities for conferences; workshops are offered in a few specific disciplines; introductory workshops offered.</td>
<td>Information and resources are provided at new faculty orientation; opportunities for faculty to attend and present at service-learning conferences; introductory and advance level service-learning workshops are provided. Other support arrangements are offered.</td>
</tr>
</tbody>
</table>

Questions to consider:
1. Are there opportunities for faculty to explore advanced issues in service learning?
2. Are there experts, mentors on the campus, who can facilitate workshops?
3. How can student leaders provide support to faculty?
4. How are faculty invited to submit proposals at conferences?

Undeveloped   In process   Accomplished

Rationale for Rating:

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Goal Two: Build Faculty Support for Community Service Learning  

*Step 7: Organize a community service-learning committee that includes strong faculty representation from all colleges.*

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<td>There is no task force or service-learning committee established.</td>
<td>An ad hoc committee has been established. There is no ongoing advisory committee.</td>
<td>An on-going service-learning committee is established composed of faculty from all colleges.</td>
</tr>
</tbody>
</table>

**Questions to consider:**

1. What is the ideal structure for a service-learning committee?  
   Who chairs? What is the primary charge of the committee? Formal or Informal committee?
2. How to ensure participation of all?
3. Where should this committee be "placed" within the organization structure of the university?

   _____ Undeveloped   _____ In process   _____ Accomplished

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Goal Two: Build Faculty Support for Community Service Learning

Step 8: Give regular reports about community service learning to the Academic Senate and other campus bodies to enhance awareness.

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<td>No reports are given to the campus Academic Senate or individual university leaders.</td>
<td>Periodic reports provided to the campus Academic Senate. Reports made to individual university leaders.</td>
<td>Regular reports provided to the campus Academic Senate and University Leaders.</td>
</tr>
</tbody>
</table>

Questions to consider:
1. Are reports to the Senate given through a standing committee of the Senate?
2. How can reports on SL be made consistent through the structures of the Senate (i.e. formation of a subcommittee)?

_____ Undeveloped   _____ In process   _____ Accomplished

How often? _________   How often? _________

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Goal Two: Build Faculty Support for Community Service Learning

*Step 9: Provide appropriate workload credit for designing and for offering community service-learning courses.*

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<td>Issue is not being studied to determine an appropriate workload level.</td>
<td>Issue is being studied to determine an appropriate workload level.</td>
<td>A policy on appropriate workload level is established and approved by appropriate faculty governance and administrative leadership.</td>
</tr>
</tbody>
</table>

**Questions to consider:**
1. What is the appropriate workload credit for designing community service-learning courses?
2. What is the appropriate workload credit for offering community service-learning courses?
3. What resources exist on the campus to help provide appropriate workload credit?
4. How might appropriate workload credit affect F.T.E. generation, if it was decided to add a unit to a service-learning course?

______ Undeveloped _______ In process _______ Accomplished

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