

*The following is an excerpt of Barbara Holland’s PowerPoint presentation given at the 2004 CSU Colloquium. Dr. Holland presented a series of slides during her discussion and interspersed these with a number of activities. We encourage you to use these slides and activities in any way that you find useful. You may want to use the questions as a vehicle for developing and deepening partnerships between universities (and, in some cases, faculty members) and community partners. For example, you might give each stakeholder a few minutes to reflect on the question and ask them to write about their responses; you could then facilitate a discussion based upon these responses. You may mix up the structure and ask for people to share in pairs, trios, and so forth.*

### **Understanding and Strengthening the Community Role in Service-Learning Partnerships**

Presented at the 2004 CSU Colloquium on Community Service Learning

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### **Why Community-University Partnerships?**

Partnerships:

- Enhance quality of life in the region
- Increase relevance of programs & services
- Add public purposes to research agendas
- Attract new resources for campus & community
- Link campus and community in common purpose

### **Common Partnership Themes**

- Education through the lifespan (technology, literacy, English language, etc.)
- School improvement
- Youth development
- Community planning and capacity
- Workforce quality
- Economic development
- Health

- Livability (environment, safety, culture, conflict resolution, etc.)

### **The Role of Higher Education in Society**

- Universities are all resources for:
  - Economic benefit
  - Innovation and creativity through research
  - Social opportunity through student learning
- The Engaged University also addresses:
  - Community development
  - Social concerns and opportunities
  - Development of future citizens
  - Community capacity and quality of life
- UNIVERSITIES ARE COMMUNITY ASSETS

#### **Activity 1**

Community:

- What are the University’s goals for partnering with you? What do they really want?

University:

- What are the Community’s goals for partnering with you? What do they really want?

#### **Activity 2**

Community:

- What do you believe the University thinks you want from them? How do they see your interests/goals?

University:

- What do you believe the Community thinks you want from them? How do they see your interests/goals?

#### **Activity 3**

- What is your ONE greatest fear/concern regarding the future of your community-university partnership?
- What ONE thing do you most wish your partner organization would do differently?

### **Why do Academics Want to Partner with Community?**

- Enhance student learning
- Increase local student enrollment
- Contribute to quality of life in the region
- Increase relevance of programs & services
- Add public purposes to research agendas
- Attract new resources for campus & community
- Link campus and community in common purpose
- Build public understanding and support

### **Why do Communities Partner with Universities?**

- Motivate students to link education and community
- Tap into academic expertise; university as resource for progress
- Promote economic stability/growth
- Improve schools and youth outcomes
- Gain new perspectives on program services
- Build a responsive workforce
- Create new community networks

### **Civic Engagement**

Civic engagement refers to the many ways an academic institution demonstrates through mutually beneficial partnerships the alignment between the teaching and research agenda of the university and the self-identified interests of the communities of its region. Service learning is one example of a civic engagement strategy.

### **Engaged Campus Characteristics**

- Articulates engagement in mission and strategy
- Involves community in continuous, purposeful, and authentic ways
- Links learning to engagement
- Links engagement to every aspect of campus organization; accountability to community; listens!
- Develops and sustains necessary infrastructure for

partnerships

- Demonstrates leadership at all levels of organization
- Supports interdisciplinary work; reflects community priorities
- Makes engagement visible internally and externally
- Assesses engagement within the context of faculty, students, and community

### **The Engaged Community Partner**

- Articulates their specific goals for collaboration
- Values student/faculty involvement in the work of the organization
- Understands university's goals and capacity
- Prepares staff and clients for interactions with campus
- Provides necessary supervision/support for students
- Communicates limitations/expectations clearly
- Participates in planning of activities
- Provides critique and participates in assessment activities

### **Characteristics of Effective Partnerships**

- Joint exploration of goals and interests
- Creation of a mutually rewarding agenda
- Emphasis on positive consequences for each partner
- Identification of opportunities for early successes
- Focus on knowledge exchange, shared learning, and capacity-building
- Attention to communication, cultivation of trust
- Commitment to continuous assessment of the partnership itself, as well as outcomes

### Sustaining Partnerships

- Invest the time to build understanding
- Create formal partnership structures
- Articulate substantive roles for all partners
- Meet regularly and often
- Involve/employ citizens in projects from the start
- Collaborate in identifying funding
- Create a timeline; short and long goals
- Take time to assess and reflect together
- Celebrate
- Focus on LEARNING

#### Activity 4

- Thinking about the “Characteristics of Effective Partnerships” as they apply to your own partnership experiences, on what factors do you believe the partnership was strong or weak?
- List 3-5 strategies you might use to more fully realize the characteristics of effective partnerships.

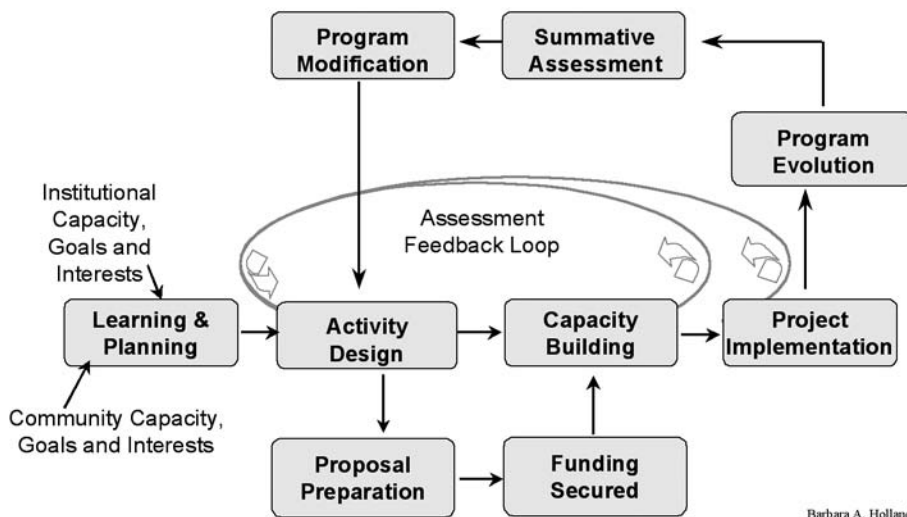
### Learning is the Connection

- Learning:
  - About each other’s capacity
  - About each other’s goals
  - To develop students through SL
  - To exchange expertise
  - To share control and direction
  - Through assessment and documentation
  - To experiment; to fail; to try again—To Trust!

### Service Learning and Students

- Increases retention
- Makes learning relevant
- Influences career and major selection
- Develops social responsibility and leadership
- Personalizes educational experiences
- Encourages students to be participants in community
- Promotes exploration of values
- Demonstrates the link between work and service

### University/Community Partnerships



Barbara A. Holland  
2003

### Service Learning and Faculty

- Promotes innovation and creativity in teaching approaches
- Renews love of teaching
- Suggests new lines of research
- Links personal values with profession
- Links knowledge to action
- Leads to multidisciplinary activities

### Service Learning and Community

- Develop role as co-teachers
- Influence student goals & attitudes
- Gain capacity to serve clientele
- Participate in research/assessment
- Gain new perspectives on services
- Build new community networks
- Gather evidence for policy and fund support
- Potential for future collaborations

#### Activity 5

- Thinking of your service-learning course, discuss the learning goals for students as expressed by faculty and by community partners.
- Community: What do you want students to learn about your Mission? Clients? Programs? Their own values, careers, etc.
- University: What course goals are you connecting to the service-learning experience?

#### Activity 6

- Identify 1-2 service-learning activity strategies that would serve both course and community learning objectives.

OR

- Discuss how the community partner could participate in preparing students for their service-learning experience.

### Elements of Course Design

FOR PARTNERSHIP DISCUSSION:

- What are the expected learning outcomes?
- What are community expectations?
- How does SL help us reach those outcomes/goals?
- What behavior/action will be evidence of mastery of content by students?
- How will we measure impact on community and students? (positive/negative; intended or not)
- How will the relationship be sustained?

### Exemplary Service-Learning Syllabi

- State the goal(s) for including service and specific learning objectives related to course content
- Describe how and what will be evaluated
- Describe the service placement
- Specify skills, roles and responsibilities of students
- Describe the community’s goals and roles; provide contact information
- Specify how students will demonstrate learning
- Describe reflection strategies and purposes

### Partners as Co-teachers

- Discuss learning objectives for the course
- Link course objectives to partner organization objectives
- Identify essential skills/attributes needed
- Design learning activities, schedules
- Plan/co-lead orientation
- Supervision on-site; feedback; reflection
- Evaluation of student from both perspectives

### **Challenges and Needs**

- Dependency on early leaders; need to build critical mass and broad involvement in both campus and community
- Redesign academic work to include community expertise and participation
- Dependency on external funding; need to invest institutional assets; seek joint funding
- Lack of a common language across partners
- Better tools for assessing the quality of this work, its impacts, its effectiveness
- Time!! Patience! Time! Did I mention Time?

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