COMMUNITY ENGAGEMENT HANDBOOK

COLLEGE OF
Human Sciences
Extension and Engagement
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INTRODUCTION TO COMMUNITY ENGAGEMENT
Introduction to Community Engagement

What is community engagement? While there are many definitions, in its simplest terms, community engagement at Oklahoma State University seeks to build long-term partnerships between OSU and community organizations and individuals. These collaborations focus on achieving long-term sustainable outcomes and relationships that benefit all partners involved.

More specifically, OSU endorses the following definition of community engagement from the Carnegie Foundation for the Advancement of Teaching:

“The collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in the context of partnership and reciprocity. It can involve partnerships and coalitions that help mobilize resources and influence systems and serve as catalysts for initiating and/or changing policies, programs, and practices."

Serving the public by engaging in community engaged projects for the greater good is one of the tenets of Oklahoma State University’s historic land-grant mission. OSU Extension, community engagement and outreach efforts take many forms and cross all disciplines. In all its forms, Oklahoma State University takes seriously its calling to engage and partner with individuals across Oklahoma and the world.

Community engagement is generally considered a framework of principles, strategies, and values. This framework includes the following points:

- Respect for the right of all community members to be informed, consulted, involved, and empowered in decisions and actions that affect their lives.
- Acknowledgement of every university’s responsibility to improve lives, especially in the communities in which the university resides.
- Recognition that universities and off-campus communities frequently share many goals, but often have distinctly different resources and knowledge to achieve them with.
- Understanding of the value of resources developed away from academic environments.
- Focus on efforts that build on each partner’s unique resources to accomplish ends neither can on their own.
- Commitment to trust as a critical element of long-term, sustainable, mutually beneficial partnerships.

The community engagement framework described here may be broadly applied across disciplinary, institutional, and geographic settings. As used here, for example, “community” refers to groups of people that share a common characteristic such as an interest, experience, goal, or geographic location. A community
partner may therefore be defined by its geographic location (community of place), main interest (community of practice), goal (community of action), or demographic characteristics (community of identity).

Community engagement is therefore a strategic, intentional process focused on working with groups of individuals to identify and address issues affecting their well-being. Adding the term “community” to “engagement” broadens the scope of university partnerships, demonstrating a commitment to inclusiveness and a recognition of the impact that university research can and should have on residents’ lives.

In practice, community engagement is a blend of science and art. Engaged projects are based in the science of the technical knowledge and skills of university and other partners. These skills may be based in chemistry, child development, public policy, hospitality, nutrition, building and interior design, political science, business, cultural anthropology, organizational development, or many other disciplines. Further, successful engaged projects are generally based in the science of organizing concepts drawn from the literature on community participation, community development, constituency building, and community psychology. Engaged projects pair the expertise of science with the art of understanding, skill, and sensitivity used to apply and adapt technical knowledge and skill in ways that fit the community and the purposes of specific engagement efforts. The results of these efforts may be defined differently and can encompass a broad range of structures (e.g., coalitions, partnerships, collaborations), but can be grouped under a general rubric of community engagement.

Projects based in the community engaged framework and principles described above have been frequently examined in published research literature. These studies have found a variety of benefits often found in community engaged activities, including the following:

**Student Benefits of Community Engagement**

*Learning Outcomes*
- Positive impact on students’ academic learning
- Improves students’ ability to apply what they have learned in “the real world”
- Positive impact on academic outcomes such as demonstrated complexity of understanding, problem analysis, problem-solving, critical thinking, and cognitive development
- Improved ability to understand complexity and ambiguity

*Personal Outcomes*
- Greater sense of personal efficacy, personal identity, spiritual growth, and moral development
- Greater interpersonal development, particularly the ability to work well with others, and build leadership and communication skills
Social Outcomes
• Reduced stereotypes and greater inter-cultural understanding
• Improved social responsibility and citizenship skills
• Greater involvement in community service after graduation

Career Development
• Connections with professionals and community members for learning and career opportunities
• Greater academic learning, leadership skills, and personal efficacy can lead to greater opportunity

Relationship with the Institution
• Stronger relationships with faculty
• Greater satisfaction with college
• Improved graduation rates

Faculty Benefits of Community Engagement
• Satisfaction with the quality of student learning
• New avenues for research and publication via new relationships between faculty and community
• Providing networking opportunities with engaged faculty in other disciplines or institutions
• A stronger commitment to one’s research

College and University Benefits of Community Engagement
• Improved institutional commitment to the curriculum
• Improved student retention

Enhanced community relations Community Benefits of Community Engagement
• Satisfaction with student participation
• Valuable human resources needed to achieve community goals
• New energy, enthusiasm and perspectives applied to community work
• Enhanced community-university relations

Finally, note too that while many pedagogies and methodologies include one or more elements of the community engagement framework without fully qualifying as community engagement. While these, more limited programs may not produce the same range or type of benefits often associated with community engaged projects, they recognize at least in part the value and importance of collaborating with off-campus communities. The following table reviews and compares four pedagogical and research models that include some type of community involvement or experience.
### Examples of Forms of Engaged Pedagogy and Scholarship

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Experiential Education</th>
<th>Professional Preparation</th>
<th>Community Involvement</th>
<th>Civic/Community Engagement</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Working in a Community</td>
<td>Working among a Community</td>
<td>Working for a Community</td>
<td>Working with a Community</td>
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<tr>
<td>Who</td>
<td>Undergraduate students</td>
<td>Preprofessionals (teachers, social workers, counselors, health care providers)</td>
<td>Students, faculty, and community partners</td>
<td>Citizen-students, citizen-scholars, and community partners</td>
</tr>
<tr>
<td>What</td>
<td>Student-centered learning</td>
<td>Student-centered assimilating and demonstrating mastery of specific skills</td>
<td>Working to address community issues while learning and teaching</td>
<td>Empowering community, educating students, and contributing new knowledge</td>
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<tr>
<td>Where</td>
<td>Labs and authentic settings</td>
<td>Clinical and authentic settings</td>
<td>Community settings and anchor institutions</td>
<td>Community settings and anchor institutions</td>
</tr>
<tr>
<td>When</td>
<td>Semester(s)</td>
<td>Semesters throughout academic year</td>
<td>Academic year or summer</td>
<td>Academic year or summer</td>
</tr>
<tr>
<td>Why</td>
<td>Earn a degree</td>
<td>Earn a license, certificate, or credential and a degree</td>
<td>Promote common good while meeting educational goals and earn a degree</td>
<td>Promote agency, develop citizen professionals, create, earn a degree, and disseminate new knowledge</td>
</tr>
<tr>
<td>How</td>
<td>Curriculum or objectives defined and outlined by expert faculty for students to experience</td>
<td>Supervised practicums/clinicals in authentic settings and internships for students to practice professional skills</td>
<td>Service-learning, community-engaged research, immersion experiences, and internships through place-based education</td>
<td>Democratic co-creation of goals, content, process based on sound theory; community organizing; knowledge base</td>
</tr>
</tbody>
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**ADAPTED FROM:**


Introduction to Being a Practitioner-Scholar
The SAGE Sourcebook of
Service-Learning and
Civic Engagement

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SAGE reference
Los Angeles | London | New Delhi
Singapore | Washington DC | Boston
As you read this sourcebook for faculty and service-learning centers, I challenge you to move beyond being a reader and a practitioner. Your role as a scholar is vitally and equally important to this field. Will you consider embracing a larger vision of yourself as a practitioner-scholar? Will you shift from the consumption of knowledge and implementation of theory-based practices to the level of full engagement in the field through scholarship? Just as you challenge students, faculty, and community partners to take a leap into service-learning and civic education, I hope you also challenge yourselves in the area of scholarship.

This chapter is written in a different format and style from some of the other chapters in this volume. As you read it, it is my hope you feel like we are sitting together at a conference with a cup of coffee and challenging each other to grow, stating, “Do not be a bystander practicing or reading pedagogical approaches. Be an informed reflective advocate in the field!” The nature of service-learning and civic education demands this democratic shift in the minds of its practitioners (Langseth & Plater, 2004; Saltmarch, Hartley, & Clayton, 2009). It calls us to engage in our work and approach it as holistic beings. We are practitioners of service-learning and civic education and scholars of the field. These are equal in our minds: interrelated and mutually beneficial. Regardless of your background, you can no longer stand on the sidelines and coach: You must step out onto the field and practice the execution of scholarship and contribution.

As a valuable player in the field of scholarship, each individual is responsible to support the future of service-learning and civic education. You could say, “Why would I spend my time doing this?” or “Who me? I am not qualified” or “I am just thinking about service-learning and civic education.” Like the iconic American photograph of Uncle Sam, I point to you and say: “I want you!” Regardless of one’s role—from senior administrator to support staff, tenure track faculty member to community partner, or doctoral student to first-year undergraduate student—each has a remarkable wealth of contributions to offer the field (Felten & Clayton, 2011; Hutchings, Huber, & Ciccone, 2011; Stoecker & Tryon, 2009; Zlotkowski, Longo, & Williams, 2006).

This chapter describes a practitioner-scholar, addresses barriers to becoming one, and provides resources to advance practitioner-scholar contributions. It is crafted based on my own practitioner-scholarship reflections. Resources include reflective questions and table guides. Each serves as a map to guide your personal journey toward becoming a practitioner-scholar in the field of service-learning and civic engagement.

WHAT IS A PRACTITIONER-SCHOLAR?

Charles McClintock (2004) defined the scholar-practitioner as “an ideal of professional excellence grounded in theory and research, informed by experimental knowledge, and motivated by personal values, political commitments, and ethical conduct” (p. 393). This professional model is used in teacher education (Wunder & Macintyre Latta, 2012), clinical psychology (Stoltenburg et al., 2000), nursing (Peterson & Jones, 2013), and management (Salipante & Aram, 2003). Practitioner-scholars have the unique ability to perceive deficiencies in current theories and practices.
Their research and best pedagogical knowledge are needed to challenge and drive the development of a stronger academy (Bringle & Hatcher, 2009; Ospina & Dodge, 2005). In this chapter, the term “practitioner-scholar” intentionally uses a hyphen not to describe two different individuals with distinct roles relating to one another in research and field practice. Instead the term is similar to the typology of service-learning (Sigmon, 1997), where practitioner-scholar is designed to be one word describing the equal and mutually beneficial role of both professional responsibilities. Ascribing the concept of the practitioner-scholar to service-learning and civic education, we must examine the difference between the two and seek common ground on the continuum of practitioner versus scholarship.

As illustrated in Table 1.1, the work of a scholar is dependent on the work of a practitioner. Conversely, the work of a practitioner is dependent on the work of the scholar. Although the output and focus of the work are distinctive, each is interrelated (Bartunek, 2007; Bushouse et al., 2011; Hughes, Bence, Grisoni, O'Regan, & Wornham, 2011). As you move to practitioner-scholar status, ask yourself where your work falls within these dimensions. When you begin your practitioner-scholar journey, reflect on the following questions:

<table>
<thead>
<tr>
<th>Practitioner</th>
<th>Scholar</th>
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<tbody>
<tr>
<td>Apply theory-based concepts</td>
<td>Develop theory-based concepts</td>
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<tr>
<td>Generalist</td>
<td>Specialist</td>
</tr>
<tr>
<td>Dissemination of knowledge through informal environments with colleagues, students, networks, and community partners</td>
<td>Dissemination of knowledge through formal peer-reviewed academic structures such as journals, white papers, conferences presentations, and books</td>
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<tr>
<td>Advances the professional practice</td>
<td>Advances forms of knowledge</td>
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<tr>
<td>Focused on short-term best practice results and assessment</td>
<td>Focused on long-term research results and analysis</td>
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<tr>
<td>Collaborative in nature</td>
<td>Singular in nature</td>
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Table 1.1 Practitioner-Scholar Comparison
find a presentation for a conference or training required four to eight hours of preparation, and preparing the manuscript for a journal, resource tool, or book chapter took around 15 to 20 hours, depending on the length and subject matter. At the end of the calendar year, I had completed two draft manuscripts, two chapters for a book, three conference presentations, and one training for the Iowa Department of Education. My total time devoted to scholarship as a practitioner was 75 hours. As you think about your own scholarship or contribution to the field, I challenge you to think about what is doable. Set a realistic goal for what you feel you can accomplish in this next calendar year.

At the beginning of my practitioner-scholarship journey, I did not plan to be the major researcher in the field. My goal was to advance the field through case studies, trainings, and resource development. As you review your own professional goals and strengths, utilize Table 1.2 to determine what type of scholarship or contribution would work for you. You may have to explore options to build time into your schedule for your practitioner-scholarship agenda. It may require you to apply for a course release or a sabbatical, or to redefine your administrative job to include a percentage of time devoted for scholarship.

**Barrier #2: My supervisor or dean does not support service-learning or civic education.**

**Solution:** Infuse and use the practitioner side of your work for scholarship and contribution to the field. What are you already doing that could be used to support the field? Could any of your pedagogical practices in a course, programs, annual reports, donor reports, assessments, grant applications, resource tools, or award applications be repurposed to generate new knowledge or advance current practices in service-learning and civic education?

<table>
<thead>
<tr>
<th>Type of Scholarship and Contribution to the Field</th>
<th>Does my current work match this outlet? If so, what part?</th>
<th>What is my estimated amount of time to prepare this work of scholarship or contribution?</th>
<th>When in my schedule are small chunks of time I could devote to this scholarship or contribution?</th>
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<td>Conference presentation</td>
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<td>Professional organization blog writer</td>
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<td>Information and news outlets</td>
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<td>Journal article</td>
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<td>Training or Workshop</td>
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<td>Literature review</td>
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<td>Digital media outlets</td>
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<td>Resource guide</td>
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<td>Website</td>
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<td>Book review</td>
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<td>Book chapter</td>
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<td>Online discussion</td>
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<td>Webinar</td>
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<td>Peer reviewer for conference proposals</td>
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<td>Peer reviewer for manuscripts</td>
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<td>Peer reviewer for grants or scholarships</td>
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<td>Other:</td>
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<td>Other:</td>
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*Table 1.2 Contribution to the Field Concept Guide*
Barrier #3: I am not a/an (fill in the blank with good writer, excellent public speaker, etc.).
Solution: Play to your strengths. Start at the point where you are passionate and embrace being able to grow in your competencies. My journey as a practitioner-scholar began with conference presentations and trainings. With a speech communication background, this was an easy transition for me to make; it did not take a lot of time or energy to prepare.

However, after several trainings and presentations, individuals asked me where they could find my publications. I laughed and replied, listing all the barriers from this chapter such as finding the time, not having a scholarship network, or it not being my top priority. At one such conference, a practitioner-scholar in the field said to me, “If you don’t write, you are not helping your peers—you are only a resource to those who can attend a conference or training. As an advocate for civic engagement, social justice, and service-learning, I suggest you consider your responsibility to share your knowledge with everyone. You are a practitioner-scholar. Embrace being one and write.” So I did, taking a year off from presenting and focusing only on writing. My professional development time was spent developing my research and manuscripts. It was not easy. Some days, I just wanted to give up and go back to presenting. It took more energy and effort to write. I would see “wilting block” on my calendar and cringe. I did not like the revision phase or being rejected by reviewers.

Despite those feelings, I forced myself to take the time to diversify my scholarship, which made me a better supervisor, educator, service-learning coordinator, and overall grant writer. The personal and professional benefits paid off in the end. If you have been just writing or just presenting for a while, I encourage you to step forward. The moment is now to develop a new competency. If you are just beginning, step forward: Your journey starts today. The field of service-learning and civic engagement is built on reflection as a cornerstone of experiential learning (Eyler, Giels, & Schmied, 1996; Howard, 2001). Practitioner-scholars should implement reflection throughout their scholarship development (Rice, 2010). The 5 M reflection guide in Table 1.3 can help determine if the scholarship you are considering is a good fit. If you answer, “yes” to four of the questions, then practitioner-scholarship is worth pursuing at this time.

Barrier #4: I was rejected for a conference presentation or journal article.
Solution: Try again. Review any feedback provided. If feedback was given, then carefully consider it in order to strengthen your submission. If none is provided, then ask for feedback. One of my writing mentors shared with me that his first article was rejected eight times before it was published. As a seasoned scholar, he reminded me not to take rejection personally and to keep submitting. Make adjustments and seek another outlet for publication or presenting. Perhaps you simply needed to make a few adjustments—or perhaps it was just the wrong outlet for your content. Remember that audience, purpose, and fit are important for acceptance.

Barrier #5: Funding is not available for me to attend conferences or workshops to present.
Solution: Begin in your own backyard and volunteer to share or submit your work. I have worked for institutions with limited funding for professional development. It does not have to be a barrier. My first practitioner-scholar contribution was developing a professional development experience for academic and student affairs members at my institution. After presenting at my institution, I was at the local association meeting for Leaders in Volunteers. The professional development committee was looking for speakers

<table>
<thead>
<tr>
<th>5 M Reflection Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>Is it meaningful to my work as a practitioner at this time? Will this support me in developing a new competency or advance a current professional competency?</td>
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<tr>
<td>Is it “missional”? Does it support my personal, professional, department, or institutional mission statement?</td>
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<tr>
<td>Is it manageable with my time and commitments?</td>
<td></td>
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<tr>
<td>Is it momentous? Will it contribute to the advancement of the field and/or serve best practice for other practitioners?</td>
<td></td>
</tr>
<tr>
<td>Is it memorable? Will this presentation, article or best practice be what you wished you shared with others?</td>
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</table>

Table 1.3 5 M Reflection Guide
on various topics, I shared an abstract of my current research and presentation. They thought it was a good fit and invited me to present to their association. I drove less than five miles from my home and was able to share my scholarship with a respected group of practitioners interested in the topic. The next month, I received an email from another association who heard about my presentation from a colleague who attended the Leaders in Volunteers session. They paid for my mileage and travel expenses to present my research at their volunteer association meeting. None of these opportunities cost me or my institution. Take a risk and tell others about what you are doing. Remember, the news of your practitioner-scholarship can travel through others and open doors for other opportunities.

Outside of your institution and local community, strive to invest in state or regional associations. I found working with local groups such as Iowa Campus Compact, Iowa Student Personnel Association, Iowa Commission on Volunteer Service, and local volunteer manager associations as some of the most rewarding and inexpensive outlets for sharing ray scholarship. You can receive conference discounts, scholarships, or a waived conference fee if you are a keynote speaker, presenter, board member, or committee volunteer. Most opportunities to share your work can be within a short driving distance, or you could offer to host a conference or workshop at your institution.

To build a national or international presence, consider submitting a proposal for a webinar or virtual conference. In addition, it could be an exceptional point in time to begin writing. With the Internet, phone, and a computer, these national and international outlets exist in your own backyard. Do not let the lack of funding discourage you from beginning your journey.

Barrier #6: I am the only one who does this kind of work at my institution. I have no one to network with about my scholarship or review my work.

Solution: Create your own network. Early on in my career, I joined the Upper Midwest Campus Compact peer-coaching circle. It was the best low-cost professional development experience. Once a month, I joined a facilitated conference call with five peers from across the upper Midwest. Consulting fees and conferences can be expensive. The coaching circle allows you beneficial time to network and consult with colleagues in other regions. Together, you can map solutions and expand resources beyond just a conference session or a two-day consultant. The monthly calls allow you to dig deeper into various issues, go to your campus and try out solutions, and come back and assess the development a month later with peers. After this experience, I started calling other practitioners in my area and asked if they would like to get together quarterly for coffee. Although it was not an official peer-coaching circle, it functioned like one. Better yet, the cost was only $5 for coffee. I broadened the vision for what a coaching circle could be through the informal construction of a practitioner-scholar circle. Today, I invite colleagues who know little about service-learning but who are experts in academic publishing to review and provide feedback on my writing. Because of their feedback, I obtained the skills needed to become a better academic writer. In addition, remember to consider the field of civic engagement and service-learning (already in your network). Students and community partners can serve as excellent coauthors, presenters, and coaching circle participants.

Barrier #7: Every time I try to do scholarship, I get interrupted by emails, meetings being scheduled, a student needing to meet, child care responsibilities, or (fill in the blank). It just is not my top priority.

Solution: I can relate. I am a wife, mother, daughter, sister, volunteer, supervisor, student advisor, administrator, instructor, project manager, and fundraiser. I receive, on average, 100 to 150 emails each day. Interruptions are a fact of life and can be a real barrier.

Today, I am writing this chapter at a coffee shop. I had planned to write at home in peace and quiet with no kids, no spouse, no work, and no emails. I was going to pull out my laptop, sit in my big comfy brown chair, and enjoy a fresh brewed cup of my favorite coffee. Unfortunately, my spouse's basement construction project drastically changed my plans. As toxic fumes emanated from our basement, I had to relocate. A coffee shop is not my ideal environment. However, I had to adapt. As you schedule your chunks of time to devote to scholarship, use the time no matter what the environment. Whether at my office, in the passenger seat of a car, in the airport, or waiting for a meeting to start, I read background literature, write outlines, prepare presentations materials, free write, or review edits. Remember, any movement forward is movement forward. If you are waiting for the perfect time and place to start developing scholarship on service-learning and civic education, then you are going to wait for an eternity. Table 1.4 is designed to guide you through thinking about the environments you can work in and what could be accomplished in short amounts of time dedicated to your scholarship. Strive next week to map out four different time periods for your scholarship. Three time periods should be 15 to 20 minutes in length, and one time period should be 1 hour in length. Chart your course and begin to see your scholarship journey move forward.
ACTION PLAN

You may have constructed a few ideas for possible contributions you could make to the field. You should also be aware of the possible barriers to the work and potential solutions. Use Table 1.5 to note each of your major barriers and potential solutions for your practitioner-scholar journey. Spend some time cultivating actions steps in a third column to help you move forward in your scholarship (i.e., set up a meeting with supervisor, join networking association, block writing time on calendar, etc.). In the references and further readings section, I have recommended a few readings I felt were helpful to me when I began my journey and may help you develop your action plan. Each allowed me to reflect on my current practice and prepared me for how to cultivate practitioner-scholarship in my teaching and administrative work.

CONCLUSION

Your journey as a practitioner-scholar begins today. Each of us has a responsibility to advance the field of service-learning and civic engagement. The field’s future can only begin to move forward with a centralized model of professionals infusing their practice with scholarship, so that their scholarship benefits their practice and their practice benefits from their scholarship.
Table 1.2
Contribution to the Field Concept Guide (supplement)

<table>
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<tr>
<th>Type of Scholarship and Contribution to the Field</th>
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<td>Literature review</td>
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<td>Digital media outlet content</td>
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<td>Resource guide</td>
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<td>Type of Activity</td>
<td>Match with Current Work</td>
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<td>Book review</td>
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<td>Book chapter</td>
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<td>Online discussion</td>
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<td>Peer review for manuscripts</td>
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<tr>
<td>Peer review for grants or scholarships</td>
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<tr>
<td>Other:</td>
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</table>
REFERENCES AND FURTHER READINGS


Peterson, K., & Jones, S. (2013). Integrating the scholarship of practice into the nursing academician portfolio. Journal of Nursing Education and Practice, 3(11), 84-92.


Best Practices for Community Engagement at Oklahoma State University
Suggested Best Practices for Building and Maintaining Relationships with Community Partners

Creating and maintaining partnerships with off-campus groups and organizations can be challenging. As institutions, universities often operate at a unique pace and style, different from potential off-campus partners. Even the most community-oriented faculty, staff member, or student may therefore encounter unanticipated roadblocks in their community-engagement efforts. With that in mind, as you begin to explore off-campus partnerships, please consider the following recommendations from a community-engaged faculty member at Oklahoma State University.

• Learn to see us through their eyes. To many Oklahomans, OSU is a big institution with deep pockets that always gets what it wants. For some people, OSU therefore presents exciting opportunities for collaboration, but for others, OSU may be a bully, hoarding resources and crowding out others’ views. No matter your own view, be sensitive to how others see OSU.

• Don’t have meetings, build relationships. You can often get more done over a beer at 5:30 pm than you can in many meetings. Many community groups are small organizations of passionate people who are used to working in both formal and informal settings. Help group members trust you by meeting and working with them in ways they are familiar with.

• Be sincerely interested in your potential partners’ passion. Most community groups have clear, practical, and often difficult goals that powerfully and personally motivate their members. Talk with group members about those goals and how you and others at OSU can help the group succeed. Share in the joy of a community’s successes as well as the distress of a community’s challenges.

• Let others take credit whenever possible. Letting a community member or group take all or part of the credit for a partnership activity will likely make them more enthusiastic about and committed to your partnership. Look for opportunities to share credit in ways that will not affect your larger professional goals such as future journal articles or tenure documents.

• Teach people how to “breach” OSU. Help community members and groups know how to begin a conversation with OSU. Identify faculty and staff members with interests similar to the community’s and arrange a conversation.
• Find a local guide. When you first enter a new community, recognize and respect its preexisting structure and practices. Find a group member who is willing to introduce you to key community members, expected behavior, and common ideas.

• Don’t make promises you can’t keep. Community groups are often small, have relatively few resources, and face firmer deadlines than are common in academic settings. Such groups therefore often have little room for error.

• Create enduring communication channels. Establish regular communication patterns with all stakeholders. Even after major partnership activities have ended, share updates with one another. Maintain your community partners’ connection to and confidence in OSU as an institution.

• Create partnerships to last. Many campus-community partnerships are grounded on one or a few personal relationships and can break down when a key member moves to another organization or institution. Avoid this by creating deep, multilayered relationships between OSU and your community partner(s). Whenever possible, include colleagues at OSU in partnership activities and conversations. Help ensure the partnership’s work can go on without you.
Suggested Best Practices for Community Engagement

What is Community Engagement?

Oklahoma State University is a Carnegie Community Engagement Classified University and as such works towards meeting the Carnegie Foundation’s definition of community engagement:

“Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of collaboration and reciprocity.”

Tips for Faculty/Staff/Students Collaborating with Community Partners

1. Identify potential community partners – Who works on related issues?
2. Respect, honor, and learn about community partners – Get to know in detail three aspects of potential partners:
   a. Their organizational structure and practices, especially regarding scheduling and communication;
   b. What forms the core of the communities they work with; and
   c. The cultures their members identify with.
3. Connect with potential community partners – Spend time with each organization/group on their terms, help them achieve their goals.
4. Propose an equitable collaboration – Do not bring a fully formed project to an organization. Instead, propose a relationship through which a mutually beneficial project can grow.
5. Identify all stakeholders and communities that should know or be a part of your project – Ask: “Who’s missing?”
6. Clarify expectations in writing – Very early in the relationship, create a memorandum of understanding (MOU) addressing all collaboration elements.
7. Share leadership and expertise – Include each partner in all major decisions at all points of the project, but jointly distribute tasks according to each partner’s expertise—including those from OSU.
8. Be honest and open – Clearly communicate goals, motivations (e.g., a journal article), and expected timeline for the project.
9. Honor the wisdom and perspective of community members – Remember that they have likely lived through the issues/topics the project addresses, potentially for an extended period of time.
10. Continuously reflect and adjust – Always be aware of what your impact is on the community and be willing to make changes to ensure that you have a positive impact.
11. Share and translate broadly – Be sure each partner has relevant, specifically useful results and products at the end of the collaboration. Translate any jargon or difficult academic language/data for them.

---

**Tips for Community Partners Collaborating with OSU Faculty/Staff/Students**

1. Clarify expectations in writing – Very early in the relationship, create a memorandum of understanding (MOU) addressing all collaboration elements.

2. Share leadership and expertise – Include university partner(s) in all major decisions at all points of the project, but jointly distribute tasks according to each partner’s expertise.

3. Be honest and open – Clearly communicate with university partners your goals, motivations, and expected timeline for the project.

4. Address power dynamics – Share with university partners your perspective of the power distribution and decision making dynamics in your collaboration as well as any other university collaborations you have previously been a part of.

5. Provide explicit timelines – Recognize that faculty, staff, and students all have somewhat different schedules and pre-existing deadlines—and that they each may be different than yours. Be clear about what your needs and calendar are.

6. Provide communication guides – Specify the form and frequency of communication that best supports your organization’s efforts. Again, your needs may not be the pre-existing standard among your university partners; help them see the differences.

7. Clarify your resources and availability – Help university partners fit into your established workflow and procedures.

8. Discuss your supervision capacity – Clearly communicate with university partners your capacity to work with students, faculty, and staff.

9. Introduce your partners to your community – Share relevant information about community members and history with university partners.

**Further Reading**

For more on best practices in community-engaged teaching and research, visit the following organizations’ online resources:

- Campus Compact (http://compact.org/initiatives/trucen/research-university-engaged-scholarship-toolkit/)
- Michigan Journal of Community Service Learning (https://sites.google.com/a/umich.edu/mjcsl/)
- Michigan State University’s Center for Service-Learning and Engagement (http://www.servicelearning.msu.edu/upload/Service-Learning-Toolkit.pdf)
INTRODUCTION TO STILLWATER, OK
A Brief History of Stillwater

Located at the junction of State Highways 51 and 177, sixty-five miles northeast of Oklahoma City and sixty-four miles west of Tulsa, Stillwater is the seat of Payne County. Town and county history formally began with the Boomer movement. On December 8, 1884, Capt. William L. Couch led a caravan of Boomers across the Cherokee Outlet to a stream just inside the future Oklahoma Territory. As they settled in dugouts and tents, they called the stream the Still Water and their settlement Stillwater. Surrounded by the U.S. Cavalry and cut off from supplies, the Boomers returned to Kansas.

Stillwater was settled officially during the run into the Unassigned Lands of central Oklahoma on April 22, 1889, and its name became official when a post office was established on May 28, 1889. Robert A. Lowry donated eighty acres of his claim, and two other pioneers, David Husband and Sanford Duncan, each donated forty acres to meet the requirements for a townsite. Survival became the settlers’ first concern. The creek that had attracted them, now called the Stillwater, could not supply water for a population that quickly reached six hundred. Water wells were dug on many lots, including three on Main Street, with troughs for horses. The city dug four cisterns for fire protection and then purchased a secondhand fire wagon from Wichita, Kansas. The first city water system was setup in 1892 as a dam was built across Boomer Creek. Afterward, the city purchased a new horse-drawn fire wagon and borrowed a team from Myers’s livery when fires occurred.

Residents first settled in tents, small shacks, and dugouts, but these were quickly replaced as three sawmills produced wood for home construction. Wild game provided much of the food supply. Most of the settlers were experienced hunters and daily brought home quail, prairie chickens, turkeys, and opossums. Community life centered on Amon Swope’s two-story building at Ninth and Main streets. His Bank of Stillwater and a grocery store were on the first floor. The first Sunday schools, church services, and town meetings were held upstairs. On September 30, 1889, thirty children climbed the outside stairs and the first school began. In 1891, the city erected a two-room, frame school on Lewis Street. As eighty Main Street buildings were completed by August 1889, citizens celebrated by erecting a flagpole seventy-six feet high. Attached to it were a huge flag and lantern to guide travelers to Stillwater.

Organic Act on May 2, 1890. To mollify Payne Center, Stillwater leaders agreed to name the county Payne for David L. Payne, the Boomer leader. Another success came when the territorial legislature approved Stillwater as the land-grant college site in December 1890. When the Arkansas Valley Telephone Company

established a telephone system in Stillwater in August 1899, one phone was installed to serve Oklahoma A&M College (now Oklahoma State University). Pres. Angelo C. Scott said the college needed two phones, one for his office and one for faculty and staff. Manager Paul Boone agreed, climbed a pole, and installed a second line. At that time, the entire college was located in Old Central.

The Stillwater Gazette estimated that seven hundred citizens turned out on Sunday morning, March 25, 1900, as the Eastern Oklahoma Railway brought the first train to Stillwater. Cotton was the major county crop, and soon two cotton gins were operating near the tracks. Nearby, William W. Abercrombie established the town’s first electric power plant. An outside steam engine served as a generator. The plant could light up Main Street only for a short time. In 1905, the city established its own power plant.

After an estimated ten thousand homesteaders, including some of its own citizens, made the 1893 run from Stillwater into the Cherokee Outlet, Stillwater remained a quiet agricultural community for many years. Its principal economic base became Oklahoma A&M College. The population more than doubled between 1910 (3,444) and 1930 (7,016), and grew to 16,007 in 1940. These were known as the “country years” when Main Street businesses were home owned, doctors’ and lawyers’ offices were upstairs in downtown buildings, and children walked to Jefferson and Lincoln schools or to South High. The number of residents surged to 20,238 by 1950 and reached 36,676 in 1990.

Concerned about the decrease in the college’s enrollment during World War II, leaders in 1951 formed the Industrial Foundation to expand the city’s economic base. This profoundly changed Stillwater. By 1995 thirteen manufacturing plants were providing 5,321 jobs to the area. These enterprises were on or near Perkins Road. They brought about extensive retail business development, and in the 1990s Perkins Road became the city’s dominant business street. In 2000 Oklahoma State University–Stillwater and Meridian Technology cooperated to create a seventy-acre Oklahoma Technology and Research Park, which gave impetus to commercial development west of the city. At the beginning of the twenty-first century Stillwater had a manager-commission type of town government. The city’s population increased to 39,065 in 2000 and to 45,688 in 2010.
## Stillwater City Details
### Demographic Overview

<table>
<thead>
<tr>
<th>Population</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Total Population</td>
<td>45,668</td>
</tr>
<tr>
<td>Median Age</td>
<td>23.7</td>
</tr>
<tr>
<td>Population 20-25 years</td>
<td>28%</td>
</tr>
<tr>
<td>Population 25+ years</td>
<td>46%</td>
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<tr>
<td>Population 65+ years</td>
<td>8%</td>
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</table>

<table>
<thead>
<tr>
<th>Economy</th>
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</thead>
<tbody>
<tr>
<td>Total Companies</td>
<td>3,338</td>
</tr>
<tr>
<td>Median Household Income</td>
<td>$30,799</td>
</tr>
<tr>
<td>Civilian Employed Pop (16+)</td>
<td>22,275</td>
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<tr>
<td>Below Poverty Level (w/ full time, 12 month job)</td>
<td>12%</td>
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<tr>
<td>Below Poverty Level</td>
<td>33%</td>
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</table>

<table>
<thead>
<tr>
<th>Education</th>
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<tbody>
<tr>
<td>Grad/Professional Degree</td>
<td>23%</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>26%</td>
</tr>
<tr>
<td>Some College/AA Degree</td>
<td>29%</td>
</tr>
<tr>
<td>High School Grad or More</td>
<td>95%</td>
</tr>
<tr>
<td>No College</td>
<td>18%</td>
</tr>
<tr>
<td>Less than High School</td>
<td>5%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Demographics</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Nonwhite</td>
<td>23%</td>
</tr>
<tr>
<td>Foreign Born Population</td>
<td>4,435</td>
</tr>
<tr>
<td>Speak Other than English</td>
<td>10%</td>
</tr>
</tbody>
</table>

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2 Source: U.S. Census Bureau, American Community Survey. Available at: factfinder.census.gov.
## Employment (2012)

<table>
<thead>
<tr>
<th>Industry</th>
<th>Employees</th>
<th>Percent</th>
<th>Change 08-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Services</td>
<td>9724</td>
<td>30%</td>
<td>1%</td>
</tr>
<tr>
<td>Retail Trade</td>
<td>4005</td>
<td>12%</td>
<td>+1%</td>
</tr>
<tr>
<td>Accommodation and Food Services</td>
<td>3559</td>
<td>11%</td>
<td>+1%</td>
</tr>
<tr>
<td>Health Care and Social Assistance</td>
<td>3201</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Manufacturing</td>
<td>1814</td>
<td>6%</td>
<td>-3%</td>
</tr>
<tr>
<td>Mining</td>
<td>1293</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Construction</td>
<td>1243</td>
<td>4%</td>
<td>-1%</td>
</tr>
<tr>
<td>Professional, Scientific, and Technical Services</td>
<td>931</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Admin. And Support; Waste Management</td>
<td>919</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Other Services</td>
<td>872</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Finance and Insurance</td>
<td>792</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Wholesale Trade</td>
<td>574</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Arts, Entertainment, and Recreation</td>
<td>428</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Real Estate and Rental Leasing</td>
<td>379</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Transportation and Warehousing</td>
<td>364</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Information</td>
<td>297</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Utilities</td>
<td>265</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Management of Companies and Enterprises</td>
<td>80</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Agriculture</td>
<td>49</td>
<td>0%</td>
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</tr>
</tbody>
</table>
Stillwater in Context
The State of the Family in Payne County and the State of Oklahoma
Nonprofit Organizations in Stillwater

Overview

The following tables and charts report the total number, type, and activity of organizations in Stillwater that filed as a 501(c)(3) with the IRS in 2014. Nearly 100 such organizations existed in Stillwater in 2014 and reported more than $225 million in revenue. As the table below indicates, however, the largest and most active of these organizations were associated with OSU.

<table>
<thead>
<tr>
<th>OSU-Related</th>
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</thead>
<tbody>
<tr>
<td>Organizations</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Revenue</td>
<td>$197,520,256</td>
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</tr>
<tr>
<td>Avg. Revenue</td>
<td>$39,504,051</td>
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</table>

<table>
<thead>
<tr>
<th>Non-OSU</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Organizations</td>
<td>88</td>
<td></td>
</tr>
<tr>
<td>Revenue</td>
<td>$28,044,837</td>
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<tr>
<td>Avg. Revenue</td>
<td>$318,691</td>
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</tr>
</tbody>
</table>

These organizations can also be grouped by the main focus of their activities. The following figures present the total number of non-OSU nonprofit organizations in Stillwater and the total revenue they reported in 2014, grouped by each organization’s main focus. The main focus categories used are defined as follows:

- **Children & Youth** nonprofits work on issues that primarily affect individuals younger than 18 years old.
- **Culture & Recreation** groups work to maintain and grow opportunities for local residents to engage in non-employment related activities and expression.
- **Economy, Housing, & Food** nonprofits focus their energy and resources on matters related to the economic well-being, broadly construed, of Stillwater residents.
- **Education** organizations work to address matters related to preK-graduate school education as well as continuing education within and beyond local schools.
- Groups labeled as **Environment & Animals** primarily act to improve the long and short-term sustainability of plants and animals.
- **Health Care** nonprofits work to advance the quality and accessibility of health care broadly construed, including mental health and nutrition.
- **Philanthropy** groups are largely fundraising entities, working to collect funds that are subsequently distributed to other groups.
- **Community Services** organizations address a variety of issues related to the health and well-being of local residents and, as such, are not included in any other category.

---

4 Source: Organization IRS Form 990 filings. Available at: https://projects.propublica.org/nonprofits/.
An Example Challenge and Opportunity: Housing in Stillwater

Quick Facts (as of June 2014)

- The Stillwater housing market is greatly impacted by the large proportion of students in the local population, this affects the demand for housing and skews income and affordability measures.
- Housing in Stillwater is becoming scarcer and more expensive because new units have not been constructed fast enough to meet demand.
- Rent has increased 40 percent since 2000, 1 percent faster than the rate of inflation, while income has only increased 22 percent.
- The housing crunch should ease in the future as additional housing is completed.
- Stillwater will need an additional 2,000-2,500 housing units by 2020.
- Most sites for multi-family housing needed by 2020 have already been zoned in preparation for development.
- More than half of the renters in Stillwater live in housing that is not affordable.
- The number of households paying rent and mortgages greater than 35 percent of their gross income is 40-50 percent higher than the Oklahoma state average.
- Home ownership is currently not possible for many who would like to purchase a house.

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Housing Demand Forecast

The facts above demonstrate some of the difficulties facing the current housing market in the Stillwater area. Both single and multi-family housing have cost and availability issues that make it difficult for some Stillwater residents to find a home. The following figures indicate that these challenges may only become worse if action is not taken to expand the local housing market. By 2020, for example, United States Census estimates indicate that nearly 55,000 people will live in Stillwater, requiring nearly 22,000 housing units, approximately 1,500 more units than currently exist in the Stillwater area. The lack of quality, affordable housing options—and the attendant issues that come with it—for many local residents represent an opportunity for collaboration between community organizations and OSU faculty, staff, and students.
The State of Families in Payne County and Oklahoma
The State of Families in Payne County

Countywide Statistics:

The Oklahoma Cooperative Extension Service and its Family & Consumer Sciences Educators provide research-based programs to improve on these socio-economic indicators. Our goals for 2017 are listed below, along with some challenging statistics for the county.

Health & Hunger

Working toward increasing the number of Oklahomans maintaining or improving their health through safe and healthy food and physical activity choices.

- 385 newborns (6% of live births in 2015) had low birthweight
- 12% had limited access to healthy food

Safety & Environment

Working towards helping Oklahomans reduce risks that could harm their health, well-being, and safety in their homes, homesteads, and communities.

- 165 violent crimes (212 per 100,000 population) were committed in 2015
- 247 deaths (63 per 100,000) resulted from injury in 2015
- 22% of homes in the county had severe problems such as overcrowding, high cost, or lack of plumbing
- Average air pollution was higher than 51 other counties in Oklahoma
- One of 63 counties in Oklahoma with severe drinking water violations

For information about our educational programs, contact your local county extension office and visit:

http://www.fcs.okstate.edu


Approved: 1/31/17
Finances, Jobs, & Employment
Working towards Oklahomans increasing personal and community life and financial readiness for employment and economic opportunities.

- 43% of children were eligible for free school lunch\(^1\)
- 22% of children lived in poverty\(^1\)
- 24% of adults and 11% of children did not have health insurance\(^1\)
- 6.2% of high school students dropped out\(^2\)
- The unemployment rate was 3.5%\(^4\)

![Unemployment Rate Graph]

- 70.3% of adults had at least some college education\(^1\)
- 0.8% of county residents were not proficient in English\(^1\)
- 316 homes (3.1%) entered foreclosure, the 75th highest rate in the state\(^5\)
- Median household income was $41,037, the 45th highest of all 77 counties in Oklahoma (the statewide average was $47,524)\(^1\)

Family & Child Resilience
Working towards helping Oklahoma’s parents, youth, and children reduce high-risk behaviors, avoid negative behavioral outcomes, and strengthen their relationships.

- 28% of households with children were single parent households\(^1\)
- 243 cases of child abuse and/or neglect were confirmed during 2015 (15.7 per 1,000 children)\(^2\)
- 56 births to mothers aged 15-19 years old\(^2\)
- 14% of adults reported drinking excessively\(^1\)
- 20% of driving deaths included alcohol impairment\(^1\)
- 254 divorces (3.1 per 1,000 residents) were finalized in 2015\(^6\)

2015 County Demographics\(^3\)
- Population: 80,264
- Native American Population: 5.3%
- Hispanic Population: 4.5%
- African American Population: 3.7%
- Non-Hispanic White Population: 77.3%
- Rural Residence: 33.7%

![County Residents by Age Pie Chart]
Statewide Statistics:

The Oklahoma Cooperative Extension Service and its Family & Consumer Sciences Educators provide research-based programs to improve on these socio-economic indicators. Our goals are listed below, along with some challenging statistics for the state.

Health & Hunger

Working toward increasing the number of Oklahomans maintaining or improving their health through safe and healthy food and physical activity choices.

- 386 children died in infancy in 2015 (7.3 per 1,000 births)²
- 53,132 babies were born in Oklahoma in 2015²
- 3,446 babies had low birth weight in 2015, 6.5% of live births during that time²
- 11% of Oklahomans were diagnosed with diabetes¹
- 21% of Oklahomans were active smokers in 2016¹
- 32% were classified as obese in 2016¹
- 31% of Oklahomans were found to be physically inactive in 2016¹
- 17% of Oklahomans did not have access to a reliable source of food¹
- 9% of Oklahomans had limited access to healthy food¹

Safety & Environment

Working toward helping Oklahomans reduce risks that could harm their health, well-being, and safety in their homes, homesteads, and communities.

- 17,748 violent crimes (468 per 100,000) were committed in 2016¹
- 16,636 deaths resulted from injury (88 per 100,000 residents) in 2016¹
- 14% of Oklahoma homes had severe problems such as overcrowding, high housing costs, or lack of kitchen or plumbing features¹
- Residents of 63 counties were potentially exposed to water with a health-related violation¹
- 907 magnitude 3+ earthquakes occurred in Oklahoma in 2015, up from 585 in 2014 and 109 in 2013⁸

For information about our educational programs, contact your local county extension office and visit: http://www.fcs.okstate.edu

The State of Oklahoma Families ~ 2017

Strengthening Oklahoma Families

The State of Families in Payne County and Oklahoma
Finances, Jobs & Employment

Working toward Oklahomans increasing personal and community life and financial readiness for employment and economic opportunities.

- $47,524 was the median household income
- 5.1% unemployment in Oklahoma
- 16.7% of Oklahomans lived below the poverty level
- 22% of children lived below the poverty level
- 51% of children were eligible for free school lunch
- 11% of children did not have health insurance
- 25% of adults did not have health insurance
- 2.1% of Oklahomans were not proficient in English
- 84,000 Oklahomans (12%) spoke a language other than English at home
- 7.8% of high school students dropped out in 2015
- 58.9% of adults had attended at least some college
- 26,873 homes were foreclosed (4% of all homes with mortgages)

Family & Child Resilience

Working toward helping Oklahoma’s parents, youth, and children reduce high-risk behaviors, avoid negative behavioral outcomes, and strengthen their relationships.

- 34% of families lived in single parent households
- 4,802 births to 15-19 year old teens
- 17,000 12-17 year olds reported using marijuana at least once during the last 30 days in 2014
- 19,000 12-17 year olds reported binge drinking at least once during the last 30 days in 2014
- 14% of adults reported drinking alcohol excessively
- 31% of driving deaths involved alcohol
- 14,172 (15 per 1,000 population) cases of confirmed child abuse or neglect
- 17,528 (4.5 per 1,000 population) divorces were finalized
- 96,000 children have a parent who has been incarcerated
- 28,328 Oklahomans were incarcerated in 2014

This figure shows the distribution of the total 2016 Oklahoma state budget. Cooperative Extension is funded by federal, state, and county dollars and in turn helps reduce state and local government costs by helping Oklahomans improve their choices on matters from health care and public safety to personal finance and education, among others.
## ASSESSING THE QUALITY OF SERVICE-LEARNING (SL) COURSES

*Adapted from Duhan and Seligsohn (2013)*

<table>
<thead>
<tr>
<th>SL Element</th>
<th>Developing</th>
<th>Effective</th>
<th>Exemplary</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integration of experience with learning goals and other course elements</td>
<td>Course's stated learning goals do not directly address the experiential component of course or are not related to the expectations for the experiential component</td>
<td>At least one stated learning goal addresses the experiential component of the course and relate to the expectations for the experiential component</td>
<td>Multiple stated learning goals address the experiential component of the course and are deeply embedded into the expectations for the experiential component</td>
<td>• Learning Goals/Objectives</td>
</tr>
<tr>
<td>Opportunity for analysis of and/or reflection on experience</td>
<td>Faculty member’s assignments do not directly require students to actively reflect on the experiential component of the course or opportunities for reflection in other stated assignment are not actively sought.</td>
<td>At least one assignment requires students to reflect on experiential component of the course or reflection is encouraged in many or all assignments. Opportunities to reflect include in-class discussion, online discussion boards, written assignments, or creative expression.</td>
<td>All assignments are designed with reflective opportunities used to reinforce experiential learning and provide students with multiple forms for reflecting on experience through in-class discussion, online discussion boards, written assignments, and/or creative expression.</td>
<td>• Learning Goals • Assignment List • Online Discussion Boards • Journals / Field Notes • Reflective</td>
</tr>
<tr>
<td>Substantial community engaged component in which all students are required to participate</td>
<td>Experiential component is less than 10 hours over the semester and/or has no pedagogical relationship to the learning goals of the course OR experiential component is not a required component of the course</td>
<td>A required experiential component is between 10 and 15 hours over the semester and has a pedagogical relationship to the learning goals of the course</td>
<td>A required experiential component is more than 15 hours over the semester and is substantially related to the learning goals of the course</td>
<td>• Learning Goals • Assignment List • Description of SL Assignment</td>
</tr>
<tr>
<td>Appropriate student preparation for experiential activity (e.g. training, orientation, etc.)</td>
<td>No expectations for students to participate in any preparatory activities or expectations are limited to community partner requirements</td>
<td>Faculty member considers the expectations of community partners’ needs for students prepared for their community experience. To that end, the expectation is explicit for students’ participation in preparatory activities</td>
<td>The faculty member, community partner, and Office of Extension and Engagement collaborate to prepare students for engaged civic learning as part of the clearly outlined expectations of a course</td>
<td>• Description of SL Assignment • Class Policies • Discussions between Faculty member and Community Partner</td>
</tr>
<tr>
<td>Appropriate partnership</td>
<td>Ideal partner types are identified by the faculty member and shared with the students who must identify their own partners; or faculty identifies partners and students are expected to arrange their own scheduling</td>
<td>Faculty member collaborates with Office of Civic Engagement to identify partner(s) (or identifies partners separately) and works directly with partner(s) to develop scheduling that reasonably meets the needs of students and partner(s)</td>
<td>Faculty member collaborates with Office of Civic Engagement to identify partner(s), provides opportunities for partner(s) to act as co-educators within classroom and during work that is scheduled with the needs of the partner(s) and students in mind</td>
<td>• Description of SL Assignment • Instructor Information • Discussions between Faculty member and Community Partner</td>
</tr>
<tr>
<td>Appropriate distribution of benefits</td>
<td>Little consideration of the benefits for students or partner(s) is considered before placement</td>
<td>Benefits for community partners and students are considered as part of the placement process</td>
<td>Consideration of benefits is recognized through selection of placements, in collaboration with partner(s), and detailed through well-designed learning goals</td>
<td>• Description of SL Assignment • Learning Goals • Discussions between Faculty member and Community Partner</td>
</tr>
<tr>
<td>Integration of SL component into student assessment</td>
<td>Little evidence of SL component in student assessment strategies and student grading</td>
<td>The SL component has a clear assessment strategy linking one or more learning goals to one or more graded assignments</td>
<td>Strategies for both formative and summative assessment of student learning related to the SL component are clearly outlined in the syllabus and addressed in the classroom</td>
<td>• Assignment List • Description of SL Assignment • Assignment Grading Rubrics • Grading System</td>
</tr>
<tr>
<td>Sharing of information or findings with community partners and/or others</td>
<td>Little or no evidence of plan to share findings or new knowledge with community partners or their clients</td>
<td>Plan to share information is separate from learning goals of the course or is an incidental benefit of the course</td>
<td>Sharing information with community partner and/or its clients is a form of summative assessment or is planned outside of the learning goals of the course but is a shared expectation between faculty member and community partner.</td>
<td>• Description of SL Assignment • Assignment List • Discussions between Faculty member and Community Partner</td>
</tr>
</tbody>
</table>
WORKSHEET 1 – ESTABLISHING ACADEMIC LEARNING OBJECTIVES

Adapted from Howard (2001)

Course-Specific Academic Learning

Course-Specific Academic Learning objectives include knowledge, skills, attitudes, and behaviors that are particular to your course. Write your current course learning objectives in the numbered spaces below, reflect on how engagement with the community might strengthen one or more of them or enable new learning objectives. Compose new or revised learning objectives in the space below the numbered spaces.

Current Academic Learning Objectives

1.

2.

3.

4.

Revised Academic Learning Objectives for Service-Learning
WORKSHEET 2 – DESIGNING A SUBSTANTIAL COMMUNITY-ENGAGED COMPONENT IN WHICH ALL STUDENTS PARTICIPATE

Requiring students to participate in any community-focused assignment as part of a community-engaged course is equivalent to requiring students to read any book as part of a traditional course.

Being deliberate about designing your community-engaged assignment and establishing criteria for selecting community partners leads students to glean more relevant learning from their experiences and they are more likely to meet course learning objectives (Eyler & Giles, 1999; Schnitzer, 2005).

Look at the Learning Objectives you listed in Worksheet 1. Then consider the following questions:

1. What kind of community partner might connect to your learning objectives? Where is the partner located (e.g., a school, a child-care facility, a soup kitchen/homeless shelter, a low-income neighborhood, a community garden)?

2. Who would the student work with (e.g., directly with students at a school, with staff at an organization, with adults served by an agency, attendees at a series of city council meetings)?

3. How many “contact hours” do you think would be necessary for students to authentically engage with the community to achieve course learning goals?1
There are two forms of learning assessment: formative and summative (Marzano, 2006).

**Formative assessments** are those that enable you to gauge a student’s understanding of course content over time. It provides substantive opportunities for you to provide feedback to students to further their comprehension of a topic. In engaged civic learning, it includes assessing their perspectives and attitudes regarding the experience in the community.

**Summative assessments** are those that enable you to judge the quality of learning at the end of a course. These assessments may be final projects, essays, exams. They may also take the form of a final determination of a grade. In engaged civic learning, summative assessment should demonstrate how the student integrated their learning from experience and applied it to classroom theories and concepts.

Introducing formative assessments into your teaching will enable you and your students to track their learning. It also permits students to continuously construct their understanding that will be demonstrated in a summative assessment.

Use the space below to write your learning objectives and then determine appropriate evidence to assess learning.

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Formative Assessment Strategies</th>
<th>Summative Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
**WORKSHEET 4 – DEAL FRAMEWORK FOR CRITICAL REFLECTION**

*Adapted from Ash and Clayton (2009)*

Part I: Choose 2 or 3 key experiences to focus the reflection on - What were the most significant or reflection-worthy experiences over the last [week, two weeks, semester]?

<table>
<thead>
<tr>
<th>Describe Experience(s) Objectively</th>
<th>Examine Experience from the Perspective of Academic Enhancement</th>
<th>Articulate Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Where was I?</td>
<td>• What specific elements of our course materials relate to this experience?</td>
<td>• What did I learn?</td>
</tr>
<tr>
<td>• Who else was there?</td>
<td>• How was I able to apply a skill, perspective, or concept related to our academic material?</td>
<td>• How, specifically, did I learn it?</td>
</tr>
<tr>
<td>• When did this experience take place?</td>
<td>• What similarities and differences are there between the perspective on the situation offered by our academic material, and the situation as it in fact unfolded?</td>
<td>• Why does this learning matter, why is it important?</td>
</tr>
<tr>
<td>• What was said?</td>
<td>• How does this experience enhance my knowledge of a specific reading, theory, or concept? Does it challenge or reinforce my prior understanding?</td>
<td>• In what ways will I use this learning, what goals shall I set in accordance with what I have learned in order to improve myself and/or the quality of my learning and/or the quality of my future?</td>
</tr>
<tr>
<td>• What did I/others do?</td>
<td>• Based on analysis of the experience in light of course material, is the material (or my prior understanding of it) adequate? What reasons might there be for any differences or inadequacies? What questions should I ask to put myself in a better position to judge the adequacy of the material?</td>
<td></td>
</tr>
</tbody>
</table>

Use this space and the resource from Wolcott & Lynch (2006) to develop specific course-related questions:
<table>
<thead>
<tr>
<th>Less Complex Skills</th>
<th>More Complex Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1—Identifying</strong></td>
<td><strong>Step 2—Exploring</strong></td>
</tr>
<tr>
<td>Identifying Relevant Information:</td>
<td>Interpreting Information From Multiple Viewpoints:</td>
</tr>
<tr>
<td><em>List data or types of information relevant to ___________</em>*</td>
<td><em>Describe the pros and cons (advantages/ disadvantages) of ___________</em>*</td>
</tr>
<tr>
<td>*Identify relevant information in ___________ (a textual passage such as a case, article, or piece of literature)</td>
<td><em>Analyze the costs and benefits of ___________</em>*</td>
</tr>
<tr>
<td><em>Identify factors or issues related to ___________</em>*</td>
<td><em>Interpret _____ from the viewpoint of ___________</em>*</td>
</tr>
<tr>
<td><em>Identify various potential points of view or solutions to ___________</em>*</td>
<td><em>Appropriately analyze ___________</em>*</td>
</tr>
<tr>
<td><em>Describe arguments in favor of ___________</em>*</td>
<td><em>Objectively evaluate ___________ information</em>*</td>
</tr>
<tr>
<td><strong>Identifying Uncertainties:</strong></td>
<td><em>Explain how ambiguities affect your analysis of ___________</em>*</td>
</tr>
<tr>
<td><em>Describe uncertainties concerning ___________</em>*</td>
<td><em>Identify assumptions associated with point of view</em>*</td>
</tr>
<tr>
<td><em>Identify risks associated with ___________</em>*</td>
<td><em>Interpret _____ from the viewpoint of ___________</em>*</td>
</tr>
<tr>
<td><em>Describe why there is no single, “correct” way to ___________</em>*</td>
<td><em>Identify the effects of ___________ on ___________</em>*</td>
</tr>
<tr>
<td><em>Identify reasons why ___________ might change or vary</em>*</td>
<td><strong>Organizing Information:</strong></td>
</tr>
<tr>
<td></td>
<td><em>Develop meaningful categories for analyzing ___________</em>*</td>
</tr>
<tr>
<td></td>
<td><em>Organize the various aspects of ___________ to assist in decision</em>*</td>
</tr>
<tr>
<td><strong>Prioritizing and Concluding:</strong></td>
<td><strong>Step 3—Prioritizing</strong></td>
</tr>
<tr>
<td></td>
<td><em>Develop and use reasonable guidelines for drawing conclusions regarding ___________</em>*</td>
</tr>
<tr>
<td></td>
<td><em>Assess the amount of uncertainty (or degree of risk) of ___________</em>*</td>
</tr>
<tr>
<td></td>
<td><em>Consider ___________ in reaching a conclusion</em>*</td>
</tr>
<tr>
<td></td>
<td><em>Objectively consider ________ when making decisions about ___________</em>*</td>
</tr>
<tr>
<td></td>
<td><em>Prioritize ___________</em>*</td>
</tr>
<tr>
<td></td>
<td><em>Develop reasonable recommendation for ___________</em>*</td>
</tr>
<tr>
<td></td>
<td><em>Address the costs and benefits of ___________ in reaching a conclusion about ___________</em>*</td>
</tr>
<tr>
<td></td>
<td><em>Develop reasonable policies for ___________</em>*</td>
</tr>
<tr>
<td></td>
<td><em>Develop an effective plan for addressing ___________</em>*</td>
</tr>
<tr>
<td><strong>Effectively Involving Others in Implementation:</strong></td>
<td><strong>Creating and Monitoring Strategies:</strong></td>
</tr>
<tr>
<td><em>Take actions to implement solutions to ___________</em>*</td>
<td><em>Develop and monitor strategies for ___________</em>*</td>
</tr>
<tr>
<td><em>Organize ________ (communication) so it is meaningful to recipients</em>*</td>
<td><em>Implement appropriate corrective action for over time ___________</em>*</td>
</tr>
<tr>
<td><em>Communicate ________ effectively for given setting and audience</em>*</td>
<td><em>Acknowledge changing circumstances and reconsider ___________ (a solution) as appropriate</em>*</td>
</tr>
<tr>
<td><strong>Step 4—Re-Visioning</strong></td>
<td><strong>Continuously monitor and update ___________ as needed</strong></td>
</tr>
<tr>
<td>Acknowledging Limitations:</td>
<td><strong>Develop strategic uses of</strong></td>
</tr>
<tr>
<td></td>
<td><em>Manage ___________ under changing or unusual demands</em>*</td>
</tr>
<tr>
<td></td>
<td><em>Apply continuous improvement principles to ___________</em>*</td>
</tr>
</tbody>
</table>

Adapted from Wolcott and Lynch (2006)
Partnerships are premised on these principles:

**Communication:** Open communication is critical to the success of the partnership and SL course.

**Articulated Mission:** A shared mission that guides the actions of the partnership is developed and measurable outcomes of the partnership are defined.

**Mutual Trust, Respect, Genuineness and Commitment:** The values of trust, respect, genuineness and commitment characterize the partnership.

**Reciprocal Benefit:** The benefits for all parties will be outlined in advance of a course, in this agreement between the community organization and the faculty members teaching the SL course and will be agreed to by students enrolled in the course.

**Joint Ownership:** The work process and product of students, faculty, community partners and the Office of Extension and Engagement will be shared. To the extent possible and reasonable, this partnership should engage partners democratically in terms of power relationship and attention to the voices of all stakeholders are considered in the design and implementation of projects, courses and partnerships.

**Clear Expectations:** All stakeholders will participate in setting the expectations for success in this partnership. In addition, responsibilities related to all work with of the partnership will be clear to all stakeholders in advance of the work. Faculty will clearly detail their learning outcomes with both the students and the community partners to ensure clear expectations.

**Reflective Action:** Each person involved in the partnership will participate in a reflective process that will serve multiple purposes that benefit the partnership “in situ” as well as any ongoing partnership activities for the future. These purposes might include: to achieve or reinforce course learning outcomes (benefiting student and faculty); provide assessment evidence of partnership effectiveness (benefiting community partner and Office of Extension and Engagement); provide feedback to inform future decision making regarding a course’s design (benefiting faculty and Office of Extension and Engagement).

**Plan for Closure:** This agreement will delineate the process of closure that details what happens after an SL course ends or when things don’t go as planned.

1. What steps should faculty consider to incorporate these principles into their course?

2. What are the potential challenges of using principles to guide partnership development?

3. What are the potential benefits of engaging students and communities in developing partnerships based on these principles?
References


SERVICE-LEARNING REFLECTION HANDBOOK
Introduction

Service-learning (SL) courses combine traditional, in-class instruction and learning objectives with structured opportunities for students to apply course concepts in real-world settings. A large body of research has found evidence that this process is uniquely beneficial for students when it includes structured reflection activities that link service experiences and course content (e.g., Eyler, Giles, and Schmiede 1996). These studies indicate that when part of a larger SL experience, structured reflection activities can help students improve their attitudes toward and support of their peers, school, and communities (e.g., Furco et al. 2016; Astin et al. 2000). In some cases, SL courses may also foster improved academic performance, although these data are less conclusive (Novak, Markey, and Allen 2007; Celio, Durlak, and Dymnicki 2011). In each case, however, structured reflection activities are considered key to students realizing potential benefits. More broadly, Ash and Clayton (2009) argue that reflection activities can generate learning (articulating questions, confronting causality, contrasting theory with practice), deepen learning (challenging assumptions, inviting alternative perspectives), and document learning (producing expressions of applied understanding).

To achieve these goals, however, reflection processes must be carefully and intentionally designed. Welch argues that instructors cannot simply tell students “it is now time to reflect” and expect to see meaningful results (1999, p 1). Though successful reflection strategies may be simple, they must be purposeful and strategic (Eyler, Giles, and Schmiede 1996). This is due in part to the fact that many students are unfamiliar with “learning through reflection on experience, they need a structure and guidance to help them derive meaningful learning when they are outside the traditional classroom setting, otherwise reflection tends to be little more than descriptive accounts of experiences or venting of personal feelings” (Ash and Clayton 2009).

Additionally, instructors must be aware that relatively few reflection activities have been rigorously evaluated (see Molee et al. (2010) for an exception). Indeed, Harvey et al. (2010) note that while most reflection activities described in the published literature are well-grounded in accepted theory, their efficacy in the classroom to foster, evaluate, and document academic, personal, and civic growth cannot always be assured. Eyler (2002) argues, however, that existing studies in multiple disciplines have documented a number of the components of high quality reflection assignments. She contends that instructors may therefore construct useful reflection assignments from basic principles and strategies.

Ultimately, then, meaningful reflection activities can take many forms depending on, among other things, the nature of a course’s content, assignments, schedule, instruction style, and service experience. This packet therefore provides an introduction to some of the most common existing models of reflection as well
as strategies for creating reflection assignments that will meet the needs and goals of a given course. A variety of different kinds of reflection activities are also provided. These activities should be considered examples of types of structured reflection assignments that an instructor may draw from as they create their own assignments.

To discuss reflection assignments and how they can be adapted to your course, please contact College Global & Community Engagement Coordinator, Dave Lassen at dlassen@okstate.edu or 405.744.6288.

Models of Reflection

Many models of reflection exist. Many emphasize different aspects or goals of the reflection experience, but the overall objective in each is similar: help students who have engaged in an off-campus, mutually beneficial service experience link that experience to course content and personal development. In other words, to facilitate “the intentional consideration of an experience in light of particular learning objectives.” Molee et al. (2010) note that reflection is meant to foster and assess academic growth in a framework that encourages personal development and increased civic responsibility. Similarly, Rogers (2001) found that the most common element of existing reflection models is that they allow the learner to “integrate the understanding gained into one’s experience in order to enable better choices or actions in the future as well as enhance one’s overall effectiveness” (p 41).

The following section introduces five of the most widely used models of reflection in the current literature on SL. Each is based on published research and is well grounded in accepted theoretical frameworks of learning. Each may be used to inform and construct both formative (i.e., ongoing feedback to monitor and stimulate student learning) and summative (i.e., evaluation of student learning at the end of a term or instructional unit) assignments.

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1. Experiential Learning Cycle

One of the most frequently cited models of reflection, the Experiential Learning Cycle is based on the work of John Dewey (1938) and David Kolb (1984). The model includes four steps:

1. Concrete Experience – students experience a mutually beneficial, off-campus project
2. Reflective Observation – students relate their experience to previous experiences and course concepts
3. Abstract Conceptualization – students think critically, distilling their perceptions and experience into abstract concepts that they can relate to course content and personal choices
4. Active Experimentation – students test new ideas and hone skills gained from the off-campus experiences

In 1995, the Virginia Campus Outreach Opportunity League suggested further developing the model by focusing reflective activities on three questions: “What?”, “So What?”, and “Now What?” The following figure combines these elements.

ADAPTED FROM: Kolb (1984)
2. **ABC Model**

The ABC Model of Reflection focuses students on three potential ways to reflect on service activities. Ideally, students will incorporate all three types of reflection in each activity:

- **Affective**
  - Students express their thoughts and emotions, putting them in the context of their service experience.

- **Behavioral**
  - Students examine their actions through the context of their service experience.

- **Cognitive**
  - Students connect their service experience back to course concepts and content, specifically identifying relevant theories and/or readings.

*ADAPTED FROM: Welch (1999)*

3. **Bradley’s Levels of Reflection**

Bringle and Hatcher (1999) present a model of reflection that guides students through reflective levels that combine service activities and course content successively more closely.

1. **Level One – Egocentric Reflection**
   a. Common statements include: “I did...” and “I learned...”

2. **Level Two – Limited Recognition of Alternative Viewpoints**
   a. Common statements include: “I began to see...” and “I realized that not everyone...”

3. **Level Three – Broad, Effortful Recognition and Incorporation of Alternative Viewpoints**

*ADAPTED FROM: Bringle and Hatcher (1999)*

4. **The 4 C’s of Reflection**

Others argue that effective reflection is characterized by the following four distinct characteristics:

4. **Continuous** – Reflection is used throughout the service-learning experience. Thus, reflection should take place before, during, and after students’ service experience.

5. **Connection** – Reflection combines theoretical concepts and real-world service experience, in part to enhance understanding of course content.

6. **Challenging** – Reflection should push students to consider new viewpoints and question their perceptions.

7. **Contextualized** – Reflection should meaningfully connect with course concepts.

*ADAPTED FROM: Eyler, Giles, and Schmeide (1996)*
5. **DEAL Model**

More recently, the DEAL model of reflection has become popular. This model requires that students participate in the following three step sequence after completing some portion of an off-campus service experience:

- **Describe**
  - Students begin the DEAL model by noting the specific details of their experience.
  - Example questions include: What occurred during your experience? Where was your experience located? Who participated? Who was the beneficiary of the work done during the project? When did it occur? What was the motivation behind the project?

- **Examine**
  - Using reflection prompts, students are then asked to consider the ways their service experience affected their personal growth, sense of social responsibility, and understanding of course content.
  - Example Questions: What strengths/weaknesses emerged? What are we trying to accomplish? What systemic change needs to occur? What academic concepts apply? Does my service experience support or challenge my understanding of these concepts?

- **Articulate Learning**
  - Finally, students must articulate the learning that took place related to course learning objectives.
  - Example questions include: What did I learn? How did I learn? Why is what I did important? What else should be done?

The DEAL Model can be represented graphically in this manner:

![DEAL Model Diagram](image)

*ADAPTED FROM: Ash and Clayton (2009)*
Constructing Reflection Activities

The reflection models described in previous sections suggest the following set of best practices that instructors should refer to when constructing reflection assignments. The best reflection activities should be:

- Integrated into course content
- Structured (e.g., through prompts, questions)
- Related to student experience and course content
- Transparent, including related instructions, expectations, and assessment
- Ongoing, part of a cycle of repeated reflection and instructor feedback
- Objective, avoiding student self-reports

These points can also be phrased as a series of questions to guide instructors through the process of creating a reflection assignment:

1. **Who are my students creating/writing for?**

   The product of student reflection assignments can carry value for multiple audiences beyond an instructor’s evaluation to assign a grade. A reflective essay, for example, may have important implications for a community partner’s policies and procedures. Students’ perspectives can provide valuable insight for local organizations, especially when grounded in academic concepts. Instructors may therefore consider designing one or more reflection assignments to provide value for additional populations.

2. **Who are my students creating/writing with?**

   Reflection activities can involve one or more students or additional authors. A variety of the example activities offered in this handbook are group activities where students collectively discuss their service experiences and course content. Students may also be asked to collaborate with community partners, potentially creating resources of the type discussed in Question 1 above.

3. **What form of reflection fits my course?**

   Reflection activities can take many forms, not all of which may fit well with the topic or style of a specific course. Fully integrating a reflection assignment with course content may therefore make some types of reflection more useful than others. Students in a math or engineering course, for example, may resist a creative or arts-based assignment, while a reflective essay with a research component may seem out of place in an acting class. Instructors will likely find more success with assignments that are similar in style and scope to the other components of their course and teaching style.
4. **How will I ensure students understand the purpose and design of each reflection activity?**

One of the most challenging aspects of reflection activities for students can be how foreign they are. Before enrolling in a service-learning class, it is unlikely that a student will have been asked to engage in reflection of the type described here. Instructors should therefore take great care to precisely and fully describe each reflective assignment, including how it will be graded. As part of this process, be sure that students understand why you are asking them to engage in reflection and the benefits they will likely receive if they participate in the process in good faith. During the class, provide as much feedback on students’ reflective activities as possible, refining their understanding of the process and improving the benefits they are likely to receive.

5. **When will students engage in reflection?**

Existing research suggests that students are most successful in their reflective activity when they reflect multiple times during the course of a semester. These reflections may take before, during, and/or after they have completed their off-campus service activity. Significant value can be found in reflection in each period. Eyler (2002) refers to reflection activities that students undertake before completing their service activity, for example, as “preflection.” Preflection assignments can help students gain more from subsequent service by foregrounding otherwise subconscious cognitive models that may then be enhanced by off-campus experiences.

6. **What is the purpose of each assignment?**

Because reflection assignments may take many forms and include multiple elements, they may be designed for a variety of purposes. Two major goals of reflective activities are to either motivate learning or to assess learning. Assignments that motivate learning are generally formative assessments that are relatively more frequent efforts to monitor student learning during a course. Assignments of this type can also motivate learning by making plain the limitations of a student’s existing mental models of the world. Assignments that more fully evaluate a student’s mastery of course concepts are generally summative assessments. Summative assignments are generally completed less frequently than formative assignments, often at the end of a term or instructional unit.
This section offers a variety of example reflection assignments that instructors may use in whole or part when creating a SL course. These activities should be considered examples of types of reflection. As such, they require students to engage a diverse array of concepts and features of a service experience. A number of the following assignments therefore require some form of expressive creation, while others invite students to consider their emotional state during service, and still others focus on traditional research writing and analysis. Instructors should therefore consider which aspect(s) of the following activities are most appropriate and useful for their class.

Note that because of the expressive nature of many of the following activities, grading may only be appropriate based on students’ good faith efforts to complete the exercise. Instructors should also keep in mind the total weight activities of this type should have on students’ course grades. Reflection activities that do not directly assess course learning objectives are often a relatively minor part of a student’s final grade.

The following reflection activities are among some of the most frequently used in colleges and universities across the United States. Again, however, this is not an exhaustive list; many other reflection activities exist. Instructors should also consider designing their own assignments (potentially with elements from one or more of the following examples) to better fit the content, style, and goals of their course.

The activities in this section are generally organized by the type of reflection they entail and the amount of time students typically take to complete them. Activities are divided into three major sections:

- Journaling, Reading, and Research Essays
- Creative and Interactive
- Student and Group Portfolios/Presentations

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Adapted from “Reflection Activities: Service-Learning’s Not-So-Secret Weapon” at https://sites.duke.edu/responsibleengagement/files/2015/04/Reflection-Activities-for-All-Classrooms.pdf.
1. **Personal Journal:**

   Individual journaling is one of the most common ways for students to reflect on a service experience. Journals are an easy way for students to regularly review their time out of the classroom and its implications for their understanding of course concepts. Students can be asked to journal about a range of different aspects of service-learning and course content, but should always be encouraged to avoid making entries simple reports of activities. Journals should not be a simple log of events. Journaling is most effective when students are required to explore the thoughts, observations, and feelings that are stirred by a service experience.

   Most often, students are asked to complete weekly journal entries. These journals may then be submitted to the instructor for feedback. Because most students are unfamiliar with the type of reflection practiced in service-learning classes, instructor feedback can be a key resource to connect their service experiences and course learning objectives. Journals can also be additive. Instructors may ask their students to compile their entries at the end of a term as a starting point for a final, reflective essay. The DEAL Model presented earlier in this handbook often uses student journal entries in this regard.

   Note also that several of the following styles of journal assignment may be combined in a single reflective assignment. A student tasked with completing weekly journal entries, for example, may be asked to complete one week’s entry as a Highlighted Journal, the next as a Key Phrase Journal, and the next as a Double Entry Journal.

   ADAPTED FROM: Hatcher and Bringle (1997)

2. **Dialogue Journal:**

   Instructors can formalize a student feedback mechanism by assigning Dialogue Journals that are structured as a conversation between a student and the instructor. In each entry, both students and their instructor are encouraged to both respond directly to what the other has most recently written as well as explore new ideas, questions, or experiences. Dialogue Journals can therefore be an excellent resource in a service-learning class where the connection between course concepts and service experiences may relatively more difficult to identify. Additionally, because this type of reflection activity is unusually labor intensive for the instructor, many instructors require entries be submitted at most bi-weekly.

   ADAPTED FROM: Goldsmith (1995)
3. **Highlighted Journal:**

At designated points during the term, students completing a Highlighted Journal reread their entries and mark sections that directly relate to concepts discussed in class texts or discussion. In this way, instructors can quickly identify if students are adequately integrating their in-class and out-of-class experiences. This activity also ensures that students reflect on previous experiences in light of additional course content.

ADAPTED FROM: Gary Hesser, Augsburg College

4. **Key Phrase Journal:**

Key Phrase Journals require students to integrate key terms and phrases from course content within their journal entries. An instructor may provide a list of terms or may require students to identify their own from readings and lectures. In either case, students are required to write using the perspective and language of course concepts. Journal entries thereby become evidence of how well students are identifying course concepts in applied settings.

ADAPTED FROM: Hatcher and Bringle (1999)

5. **Double Entry Journal:**

This type of journal is both a compilation of personal observation and a summary of course content in preparation of a more formal assessment (reflection assignment or otherwise) at the end of the semester.

- Step 1: Students completing a Double Entry Journal are asked to write two one-page entries each week.
- Step 2: The first entry each week focuses on the student’s thoughts and personal reactions to their service experience.
- Step 3: The second entry each week identifies and explores key issues from class discussions or readings that relate to the content of that week’s first entry.
- Step 4: Students then indicate the passages in each entry that relate to one another.

ADAPTED FROM: Angelo and Cross (1993)

6. **Three-Part Journal:**

Three-Part Journals help guide students through elements of the most useful reflection.

- Step 1: Students divide each journal entry into three equal parts.
- Step 2: In the first section, students describe their most recent service experience.
- Step 3: In the middle section, students analyze how course content relates to the service experience they related in the top section.
- Step 4: In the last section, students explore how their service experience can be applied to their personal or professional life.

ADAPTED FROM: Bringle and Hatcher (1997)
7. Reflection Essays:

Reflective essays are a more formal, systematic example of journal entries. Students are provided with writing prompts at the beginning of the term and are asked to submit two to three essays at specified points during the class. Reflective essays can focus on personal development, academic connections to the course content, or ideas and recommendations for future action. As with any essay, criteria can be clearly stated to guide the work of the students.

ADAPTED FROM: Chris Koliba, Georgetown University

8. Directed Writings:

Directed writings ask students to consider their service experience within the framework of course content. Students are given a writing prompt based on a class content (e.g., excerpt from a reading, quote, statistic, etc.). For example: “William Gray has identified five stages of a mentor-protégé relationship. At what stage is your mentoring relationship with your protégé at this point in the semester? What evidence do you have to support this statement? In the following weeks, what specific action can you take to facilitate the development of your mentoring relationship to the next stage on Gray’s continuum?” Instructors may provide students a list of prompts at the beginning of the semester, or may distribute them as the semester progresses. Directed writings provide opportunity for application and critical analysis of the course content.

ADAPTED FROM: Diane Sloan, Miami Dade College

9. Experiential Research Paper:

An experiential research paper, based on Kolb’s experiential learning cycle, is a formal paper that asks students to identify a particular experience at their service site and analyze it within the broader context of course content in order to make recommendations for change. Experiential Research Paper assignments are generally (but not always) structured in the following way:

• Step 1: Mid-term, students are asked to identify a social issue they have encountered at their service site.
• Step 2: Students research the issue they have identified, reading the relevant peer-reviewed literature on the topic.
• Step 3: Based on their experience, course content, and literature review, students are assigned to write a paper on the issue, including one or more recommendations for future action by nonprofit organizations, city government, or other organization.

This reflection activity is useful in interdisciplinary courses and provides students with flexibility within their disciplinary interests and expertise to pursue issues experienced at the service site. Instructors may require students to present their papers to the class.

ADAPTED FROM: Julie Hatcher, IUPUI
10. Directed Readings:

Directed Readings are a way to prompt students to consider their service experience within a broader context of social responsibility and civic literacy. Since many textbooks rarely challenge students to consider how knowledge within a discipline can be applied to current social needs, instructors should consider assigning one or more readings that center on social change and/or community engagement. Directed readings can be used as the basis for class discussion or a directed writing.

ADAPTED FROM: Diane Sloan, Miami Dade College

11. Ethical Case Studies:

Ethical case studies give students the opportunity to analyze a situation and gain practice in ethical decision making as they choose a course of action. This reflection activity can foster student exploration and clarification of their personal values.

- Step 1: Students identify an ethical dilemma that they have confronted at their service site.
- Step 2: Students write a case study of the dilemma they identify, including a description of the context, the individuals involved, and the controversy or event that created an ethical dilemma.
- Step 3: Students conclude their paper by recommending one or more changes in policy at their service site to prevent ethical dilemmas of this type from occurring again in the future.
- Step 4: Students present their case studies in class, discussing other potential responses to the situation.

ADAPTED FROM: David Lisman, Colorado College

12. Critical Incident Journal:

This type of journal entry focuses students on analysis of a recent service experience. By answering a prompt like one of the following, students are asked to consider their thoughts and reactions and articulate the action they plan to take in the future. Sharing these in class after students complete the assignment can be a useful learning experience for all students.

- Prompt 1: Describe a significant event that occurred as a part of your service-learning experience. Why was it significant to you? What underlying issues (e.g., societal, interpersonal) surfaced as a result of the experience? How will this incident influence your future behavior?
- Prompt 2: Describe an incident or situation that created a dilemma for you in terms of what to say or do. What is the first thing you thought of to say or do? List three other actions you might have taken. Which of the above seems best to you now and why do you think this is best response?

ADAPTED FROM: Brookfield (1990)
Creative and Interactive

1. **Structured Class Discussions:**

Structured reflection sessions can be facilitated during regular class time if all students are involved in a service experience. It can be helpful for students to hear experiences and success stories from one another. Students can also offer each other advice and collaborate to identify solutions to problems encountered at the service site. The following exercise is an example of structured reflection discussion:

- Step 1: Ask students to list phrases that describe their actions at their service site.
- Step 2: Ask students to list phrases that describe their thoughts at their service site.
- Step 3: Ask students to identify contradictions between their thoughts and their actions at the service site.
- Step 4: Ask students to identify connections between their service and course content.

ADAPTED FROM: Nadinne Cruz, Stanford University

2. **E-Mail Discussion Groups:**

Through e-mail, students can create a dialogue with the instructor and peers involved in service projects. Students write weekly summaries and identify critical incidents that occurred at the service site. Students can rotate as a moderator of the discussion every two weeks. Instructors can post questions for consideration and topics for directed writings. A log can be printed to provide data about group learnings that occurred from the service experience.

ADAPTED FROM: Diane Sloan, Miami Dade College

3. **Professional Goals:**

Ask students to respond to one of the following prompts:

Think about the work you are doing for your Service-Learning experience. What are your future professional goals? What are you doing in this experience right now that you think will be important for your professional life after graduation?

Pretend that you’re in an interview and your potential employer asks you what you learned during your Service-Learning experience. How would you respond? (Instructors may want to remind students that their service experience provides an opportunity to practice soft-skills as well as reinforcing course content.)

ADAPTED FROM: Katie Halcrow, Inver Hills Community College
4. Preflection & Postflection:

- Step 1: Before students begin their service-learning experience, pass out one notecard to each student.
- Step 2: Ask students to write their fears, anticipations, and questions related to their upcoming service experience. They should NOT put their names.
- Step 3: Throughout the service-learning experience, use notecards to help guide class discussion.
- Step 4: At the conclusion of the service project, bring out the notecards and pass them around, at random, to students. Discuss the growth students experienced over the semester.

5. Free Association Brainstorming:

- Step 1: Give each student 10 – 20 medium sized sticky notes (e.g., Post-it Notes) and ask them to write down all the feelings and thoughts they had when they first heard about their service-learning requirement (one feeling or thought on each note). Clearly explain to the students that you will be asking them to share their feelings and thoughts with their peers. Encourage them to be as honest and open as possible, but remind them that they should only share the things they are comfortable having other people know. Tell students to not write their name on their sticky notes.
- Step 2: Next, ask them to write down all of the feelings and thoughts they had when they experienced their first “field encounter” (again, one on each note).
- Step 3: Next, ask them to write down all of the feelings and thoughts they are having “right now” regarding their service-learning experience.
- Step 4: Attach three, large pieces of paper to the walls around the classroom. Have one with a happy face, one with a sad face, and one with a bewildered/confused face. Ask the students to now place their words on the paper that best fits each of the feelings and thoughts they recorded.
- Step 5: Have students stand next to the paper where they posted the majority of their sticky notes.

This exercise involves both writing and speaking and can be a non-threatening way to get students to explore the personal aspects of service-learning in a group setting.

NOTE: This activity should take place no earlier than the end of the first 1/3 of the project experience.
ADAPTED FROM: Bowen (2007)

6. Think, Pair, Share:

- Step 1: Ask students a question related to their service experience.
- Step 2: Give students time to think about the question on their own.
- Step 3: Ask students to discuss the question and their thoughts about it with a partner.
- Step 4: Ask each discussion pair to share their thoughts with the class.
- Step 5: After all pairs have reported back, discuss the questions and reports as a class.
Example questions:

• Beginning of Semester Questions:
  - What is the identified problem/community need?
  - How is your community partner site addressing that need?
  - Why are you needed?
  - What are some of your perceptions or beliefs about the population you will be serving?
  - What fear, if any, do you have about working in the community?
  - What do you hope to gain from this experience?

• During the Semester Questions:
  - How does your service learning experience relate to the learning objectives of the course?
  - What did you do at your site since the last reflection discussion?
  - What did you observe?
  - What did you learn?
  - What has worked? What hasn’t?
  - What do you think is (will be) the most valuable service you can offer at your site?
  - Is there something more you could do to contribute to the solution?

• End of Semester Questions:
  - What have you learned about yourself?
  - What have you learned about your community?
  - What have you contributed to the community site?
  - What values, opinions, beliefs have changed?
  - What was the most important lesson learned?
  - How have you been challenged?
  - What should others do about this issue?
  - What impact did you have on the community?

ADAPTED FROM: Center for Community Engagement, California State University Channel Islands

7. Graffiti:

• Step 1: Hang several pieces of poster paper in different places around the room. Set out markers for students to write with.
• Step 2: On top of each piece of paper, write a topic that relates to students’ service-learning experiences. The topic can be a course concept, emotion, thought, question, quote, etc.
• Step 3: Give students 10 minutes to walk around the room and write at least 2-3 thoughts/feelings/experiences on the papers. Students should do so anonymously.
• Step 4: As a class discuss the responses (again, without identifying the author of any comment) on each paper. Identify major themes and discuss the implications those themes have for students’ experiences as well as the relative success of each community partner.
8. **Snowball Fight:**

Similar to the exercise above, this provides students an anonymous way to answer a question, ask a question, or bring up some concern they have about the experience.

- **Step 1:** Give each student a piece of paper and ask them to write down a question, thought, or feeling related to their off-campus experience. Be sure that students do not write their name on their paper.
- **Step 2:** Have students crumple up their paper and have a 2-3 minute “snowball fight” with their peers, throwing as many crumpled papers as they like.
- **Step 3:** After the throwing, have students each pick up a piece of paper and read it. Use this to start a discussion either as a class or in small groups.

ADAPTED FROM: Stan Rothrock, Inver Hills Community College

9. **Quotes:**

Brief quotes from well-known figures can be a useful way to initiate reflection. Select quotes that both speak to a certain topic or issue related to your students’ service-learning experience and are likely to capture your students’ attention. Examples include:

- “If we do not act, we shall surely be dragged down the long, dark and shameful corridors of time reserved for those who possess power without compassion, might without morality, and strength without insight.” (Dr. Martin Luther King, Jr.)
- “A different world cannot be built by indifferent people.” (Horace Mann)
- “I believe that serving and being served are reciprocal and that one cannot really be one without the other.” (Robert Greenleaf, Educator and Writer)
- “Never doubt that a small group of thoughtful, committed citizens can change the world: indeed, it’s the only thing that ever has.” (Margaret Mead)
- “Unless you choose to do great things with it, it makes no difference how much you are rewarded, or how much power you have.” (Oprah Winfrey)

Quotes may be used in a variety of ways. You might give each student a page of quotes and ask them to pick one that fits their feeling about their service-learning project. Then you could ask them to explain why this quote represents their feelings. The best results often occur when students are given time outside of class to prepare their reflective responses. This gives students time to put their thoughts together and explore the implications of each quote as well as how it speaks to their service experience. You may consider requiring students to complete short papers that they then share with the class.

ADAPTED FROM: Diane Sloan, Miami Dade College
10. **Small Group Week:**

- Step 1: In an effort to maximize the time students have to speak with their peers and instructor about their service experience, schedule a series of small group (no more than 8-10 students if possible) activities during a given week. These activities can take the place or supplement regularly scheduled class periods.
- Step 2: Have an interactive discussion with each small group, encouraging each student to speak up early and often. Ask questions directly related to students’ service experience.

ADAPTED FROM: Prof. Dave Johnson, Miami Dade College

11. **Four-Part Table:**

Hand each student a piece of paper divided equally into sections as shown to the right (or ask students to divide a blank piece of paper in this manner). Instruct students to identify a recent event at their service placement and fill in each section as it relates to that event. Doing so can help students:

- Differentiate between thought and feeling
- Construct new knowledge
- Ask questions about their experience
- Think critically for the development of analytical essays.

This table can also be adapted using different figures/concepts within each box.

ADAPTED FROM: Lake and Jones (2008)

12. **Truth is Stranger than Fiction:**

This is an exercise that is best used toward the middle or end of a student’s experience.

- Step 1: Have students break into groups of two or three.
- Step 2: Ask students to share with their group members the most unusual experience of their service-learning placement. Caution students to protect the privacy and life of those they are working with by avoiding too many personal details. Encourage students to share something, even if they are hesitant or have a difficult time doing so. Students need not share their own story, but should share something from their service-learning experience.
- Step 3: After all students have shared in their small group, invite each group to share their stories with the class. This will help students feel ownership of their experience and forge stronger connections with their classmates.

If you happen to have a class that’s filled with interesting stories, you might want to save these stories and submit them to the service-learning program for future use.

ADAPTED FROM: Diane Sloan, Miami Dade College
13. **Thought Progression:**

Ask students to respond to one or more of the following prompts.

**New Eyes:**

- Step 1: Choose a picture that relates to students’ service experience.
- Step 2: Instruct students to look at the picture and write what they see.
- Step 3: Have students look at the picture again and find something they had not seen before.
- Step 4: Finally, have students look again and find something they didn’t see the first two times.
- Step 5: Ask students to review their responses to steps 2-4 and ask them to respond to the following questions: What had they missed at first? Why? How does this relate to what they’re learning in their service experience?

**Times Change:**

- Step 1: Ask students to respond to the following prompt – “Think about the first day of your service-learning experience. What was your biggest challenge? What was your biggest challenge mid-way through the semester?”
- Step 2: Ask students to respond to the following additional prompt – “Now, at this point in your experience/at the end of your experience, what is your biggest challenge? Explain.”

ADAPTED FROM: Katie Halcrow, Inver Hills Community College

14. **Empathy Work**

**Journal:**

- Have students write a journal entry from the point of view of one or more client they are working with off-campus. The journal entry can be about a specific topic that concerns the client, about the client’s experience working with students (in a service-learning capacity), or just about a day in the life of that individual.

**Story the Experience:**

This is a guided writing assignment that helps students challenge their own subconscious biases and assumptions.

- Step 1: Ask students to remember someone they observed during their most recent service-learning activity.
- Step 2: Ask students to write a story about the experience.
- Step 3: As students write, give them periodic instructions (about once a minute), to add a component to their story such as a color, sound, weather element, emotion, question, short sentence, element of dialogue, or specific word.
- Step 4: After students finish writing, ask them what they learned about their own perceptions through their writing. What thoughts/feelings about their service-learning experience did they have?

ADAPTED FROM: Katie Halcrow, Inver Hills Community College
15. Short-Takes:

Give your students one or more of the following discussion/writing prompts and ask them to respond.

**Sports Analogies:**

- Baseball, Volleyball, and Soccer each have their own set of rules of the game. What’s one rule of your Service-Learning experience? What would happen if someone broke this rule? (Write a rulebook of your Service-Learning experience. Include penalties/consequences.)
- Each of those sports also has a playbook. What’s the best play you’ve seen while participating in this Service-Learning experience? Why? (Write a playbook of at least five “plays” that are (1) sure to help you/your group perform well in your Service-Learning experience OR (2) important to know for the profession.)

**Bumper Sticker:** Create a bumper sticker that captures what you learned and/or speaks to the community need you saw in your experience. (Create an ad campaign that addresses this community need.)

**Dinner Guest:** If you could have one person from your Service-Learning experience over for dinner, who would you invite and what would you serve? Why? (Depending on the assignment, this could be a short or long response).

ADAPTED FROM: Katie Halcrow, Inver Hills Community College

16. It’s Your Thing/Express Yourself:

Tell students that they will have the opportunity to express their feelings and ideas about their service-learning project in the form that most makes sense for them. Instruct them that while the content of the creation must be linked to course content, the form does not. Instead, encourage students to select a mode of expression that best allows them to fully express themselves.

Service-learning experiences can stir difficult and confusing thoughts and emotions with students. This activity can allow them to more fully process and better understand what they are experiencing. This activity also allows an instructor to signal to students their understanding of the complex nature of each student’s service experience. Clearly allow students to explore their own form of expression, potentially including one of the following:

- Draw/paint/sculpt the most important person/place/object of your experience. Include an artist’s statement.
- Create a photo album (with captions) of your experience.
- Create a collage that captures the various emotions you felt and work you did during your service-learning experience.
- Write a haiku (or series of poems) that captures your experience and/or describes the community need and/or describes someone with whom you had meaningful contact during your experience.
• Make a music video or write a song/rap that captures your experience.
• Write a short script and/or create a play that captures your experience.
• Write about your experience in the form of a business memo/email correspondence.
• Create a blog that shows your experience and what you learned.

ADAPTED FROM: Michael and Donna Lenaghan, Miami Dade College

17. Quotes in Songs:

• Step 1: Ask each student to find a song where the singer uses lyrics that describe the student’s thoughts and feelings about their service-learning project. Emphasize that the student can focus on a portion of a lyric and need not discuss an entire song.
• Step 2: Next, if they have access to the song, tell them to bring it to play at the end of the reflection session. Even if they do not have the song, ask them to share the lyric that describes their feelings.

Given the right set of students, this can be a fun way to explore the service-learning experience in a casual atmosphere that can foster a bond among class members. Playing and producing music together can create a celebratory atmosphere. You might consider building on the festive spirit by sharing food.

ADAPTED FROM: Dr. Gwen Stewart, Miami Dade College

18. Creative Questions:

Consider asking your students to more fully explore their service experience by asking them to describe it in unexpected ways. Surprising your students with these kinds of questions can get them to think abstractly, critically, and/or creatively about their service experience – especially about the emotions they may be experiencing and the implications of those feelings for themselves and others. It is therefore critical that you ask follow-up questions to ensure that students are fully exploring the implications of the thoughts, emotions, and/or understanding they discover in this process. Example questions to start with include:

• What is the color of your service-learning experience? Explain.
• Look at this chart of faces at this website (http://2.bp.blogspot.com/_TT9hGUvIsCA/TNsmPtdQFAI/AAAAAAAAB8/Asi5sByIouk/s1600/howfeel.GIF). What is the face of YOUR Service-Learning experience? Why?
• Put yourself anywhere in nature that you like to go. What in that visual connects with__________? (Insert part of the Service-Learning experience.)
• Based on your Service-Learning experience, choose the one community concern you think is most important. Which superhero and/or cartoon character is most up to the job of fixing this issue? (Afterward: Who are real-world people that can help?)

ADAPTED FROM: Katie Halcrow, Inver Hills Community College
1. Student Portfolios:

This type of documentation has become a vital way for students to keep records and learn organizational skills. Encourage them to take photographs of themselves doing their project, short explanations (like business reports), time logs, evaluations by supervisors or any other appropriate “proof” which could be used in an interview. Require them to make this professional. Keep reminding them that submitting it at the end of the term is only one reason for doing this. “The real reason is to have documentation to present at future interviews. This could be a major factor in distinguishing them from other candidates.” Student portfolios could contain any of the following: service-learning contract, weekly log, personal journal, impact statement, directed writings, photo essay. Also, any products completed during the service experience (i.e., agency brochures, lesson plans, advocacy letters) should be submitted for review. Finally, a written evaluation essay providing a self-assessment of how effectively they meet the learning objectives of the course is suggested for the portfolio.

ADAPTED FROM: Diane Sloan, Miami Dade College

2. Class Presentations:

A way for students to share their service-learning experience with peers is to make a class presentation through a video, slide show, bulletin board, panel discussion, or a persuasive speech. This is an opportunity for students to display their work in a public format. A similar presentation can be offered to the community agency as a final recognition of the students’ involvement.

ADAPTED FROM: Diane Sloan, Miami Dade College
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COMMUNITY ENGAGEMENT SERVICES
OFFERED IN THE COLLEGE OF
HUMAN SCIENCES
Introduction to the Global & Community Engagement Coordinator

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What is Community Engagement?

Oklahoma State University is a Carnegie Community Engagement Classified University and as such works towards meeting the Carnegie Foundation’s definition of community engagement:

“Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of collaboration and reciprocity.”

What is the Purpose of the Global & Community Engagement Coordinator?

The Global & Community Engagement Coordinator works to support college faculty, staff, and students in mutually beneficial, community-engaged projects and activities. As part of this work, the coordinator provides the following resources for college faculty:

- Service-Learning Course Development
  - Identifying Community Partners
  - Designing Guided Reflection Activities
  - Assessing Student Community-Engaged Assignments

- Community-Engaged Research
  - Identifying Community Partners
  - Presenting Results in Academic Outlets
  - Presenting Results in Community Contexts

- Telling the Story of Community Engagement
  - To the College and University Community
  - To Recognition and Funding Committees
  - To the Legislature

- Intercultural Competency Assessment and Development
  - Assessing Students’ Current Intercultural Competency
  - Identifying Changes in Intercultural Competency
  - Developing Instructive Intercultural Experiences for Students

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