



UNIVERSITY OF
CENTRAL
ARKANSAS™

SERVICE-LEARNING

Service-Learning Faculty Handbook

2025 Edition

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University of Central Arkansas: Vision and Mission

Vision

The University of Central Arkansas aspires to be a premiere learner-focused public comprehensive university, a nationally recognized leader for its continuous record of excellence in undergraduate and graduate education, scholarly and creative endeavors, and engagement with local, national, and global communities.

Mission and Core Values

The University of Central Arkansas, a leader in 21st-century higher education, is committed to excellence through the delivery of outstanding undergraduate and graduate education that remains current and responsive to the diverse needs of those it serves. The university's faculty and staff promote the intellectual, professional, social, and personal development of its students through innovations in learning, scholarship, and creative endeavors. Students, faculty, and staff partner to create strong engagement with the local, national, and global communities. The University of Central Arkansas dedicates itself to academic vitality, integrity, and diversity.

In carrying out this mission, the university is guided by the following core values:

Intellectual Excellence, Community, Diversity, Integrity

–Adopted by the UCA Board of Trustees, May 6, 2011

UCA's Service-Learning Program

In the spring of 2013 the UCA administration approved a proposal to begin a university-wide service-learning program. Initiated by the College of Liberal Arts in partnership with the Instructional Development Center (now the Center for Excellence in Teaching and Academic Leadership) and the Division of Outreach and Community Engagement, the proposal envisioned 2013-2014 as a pilot year with a full launch of the program in the fall of 2014.

UCA's Definition of Service-Learning

According to the National Service-Learning Clearinghouse, service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

A course is a service-learning course if it accomplishes all of the following:

- It involves collaboration between a faculty member and a community organization that meets a community need.
- The service-activity serves the course objectives by helping students to grasp the knowledge and skills essential to the course.
- The students participate in structured reflection on the service-activity that strengthens their understanding of course content.

Adapted from Seifer, S. D. and Connors, K., Eds. (2007). Faculty Toolkit for Service-Learning in Higher Education. Scotts Valley, CA: National Service-Learning Clearinghouse.

Advisory Committee

The Service-Learning Program is guided by an advisory committee. The names of current committee members and permanent members are available on the [Service-Learning Program website](#).

Service-Learning Faculty Fellows Program

UCA's Service-Learning Faculty Fellows Program is a campus-wide initiative that includes commitments from the Provost's Office and the Center for Excellence in Teaching and Academic Leadership.

The Faculty Fellows Program provides faculty an opportunity to learn how to successfully integrate service into their curricula and ultimately serve as advocates for service-learning at UCA. The faculty liaison and director facilitate the faculty fellows seminar and, in conjunction with CETAL, supports the growth of academic service-learning on campus.

What is the Service-Learning Institute?

- UCA's Service-Learning Institute is an intensive seminar held during a Summer session for faculty fellows. It includes readings, regular meetings, and work in the community related to service-learning course development.
- The seminar is designed to benefit faculty who wish to explore service-learning as a pedagogical tool in an intensive, in-depth manner, with the intent of implementing it onto a specific academic course.
- It is an opportunity for faculty to discuss teaching, learning, and application of service-learning and civic engagement at UCA in an interdisciplinary manner connecting faculty from all colleges on campus.
- Faculty who participate will receive a stipend.

What is Expected of Service-Learning Faculty Fellows?

- Attend all sessions of the Service-Learning Institute.
- Develop, design, or integrate service-learning pedagogy into a course.
- Teach designed service-learning course in the fall or spring semesters following the seminar.
- Work in partnership with a community, civic, or nonprofit organization in creation of the service-learning course.
- Promote service-learning on campus and share ways of utilizing service-learning pedagogy with fellow faculty.
- Participate in service-learning assessment and evaluation efforts by reporting all requested data in a timely manner.

What is the Process for application and selection?

- Submit application to CETAL by the deadline (typically mid-spring semester).

Information and deadlines can be found on the [CETAL website](#).

Infrastructure for Service-learning at UCA

Director of Service-Learning

The Director of Service-Learning at UCA

- Advocates for service-learning
- Develops, maintains, and coordinates relationships with community partners
- Maintains assessment data
- Interfaces with the public
- Seeks funding for service-learning initiatives
- Manages day-to-day activities of the service-learning program
- Manages resources
- Advance service-learning opportunities
- Maintains website, GivePulse, and other technical support for service-learning
- Plans award programs for service-learning participation

Center for Excellence in Teaching and Academic Leadership

Beginning in fall 2025, the Center for Excellence in Teaching and Academic Leadership (CETAL) houses the service-learning program and director. As an innovative experiential pedagogy, faculty development in service-learning is needed. Assisting with this professional development fits the mission of CETAL.

The mission of CETAL is to assist faculty in their continued improvement of teaching and learning. CETAL remains committed to three guiding principles: 1) faculty participation, 2) voluntary involvement, and 3) innovative teaching that enhances student learning.

CETAL has as its central purposes the following:

- To meet the needs of faculty in improving teaching and learning in their classes;
- To provide support for campus programs relating to teaching;
- To stimulate and support creative and scholarly activities connected to teaching;
- To assist faculty in becoming active members of the University community.

Service-Learning vs. Volunteering and Internships

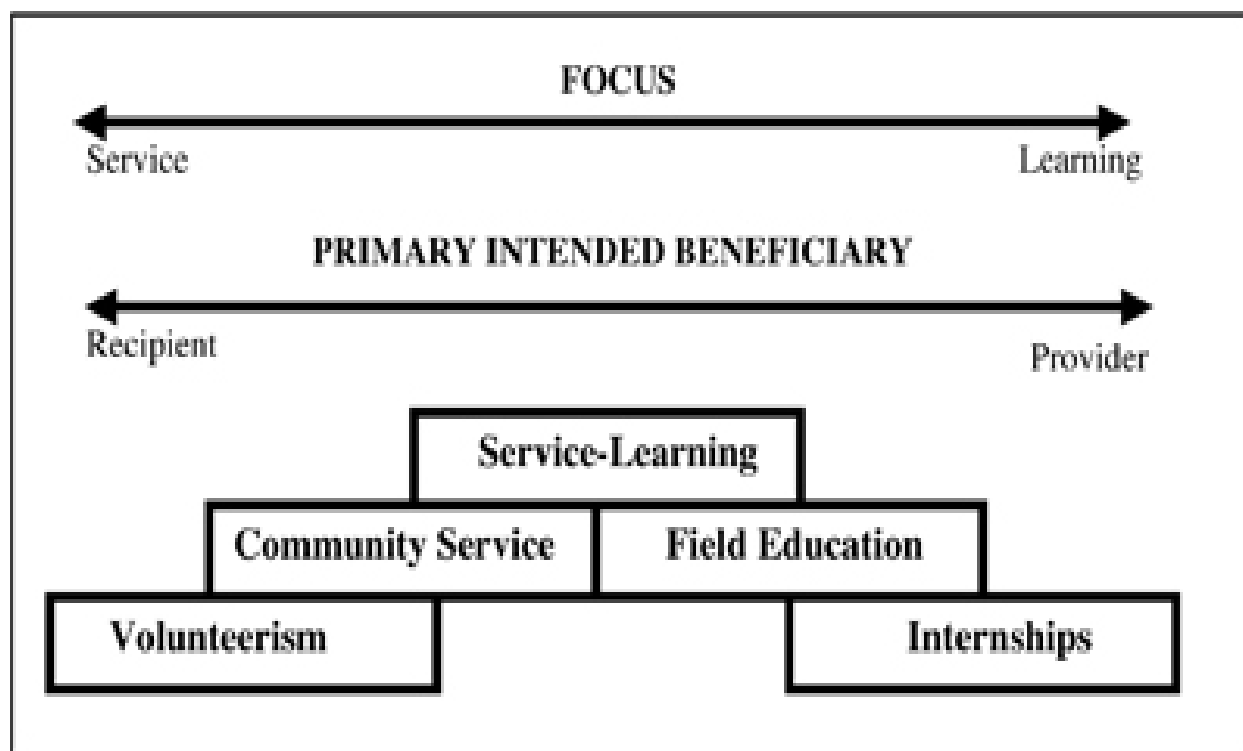
Service-learning can be different from volunteering or internships in that it deliberately links community engagement to educational outcomes of a particular course or educational program. Learning is assessed and measured through student reflections and other assignments, like essays, group discussion, projects, or portfolios.

Volunteers may commit to addressing community needs, but their work does not have to be explicitly tied to academic learning and reflection.

Interns may be required to demonstrate mastery of learning through their work experiences, but their experiences may or may not be focused around meeting a need identified by the community.

Adapted from George Washington University's Academic Service-Learning handout.

Table 1: Furco's Model of Service-Learning



Types of Service-Learning

The following list created by the National Service-Learning Clearinghouse provides a sense of the many ways students can apply instruction and practice needed skills through helping others. Full-scale projects include formal connections with coursework, and part of the student grade is tied to the service-learning activities.

Direct Service-Learning: person-to-person, face-to-face service projects in which the students' service directly impacts individuals who receive the service from the students. Examples include

- Tutoring other students and adults
- Conducting art/music/dance lessons for youth
- Giving presentations on violence and drug prevention
- Helping in a homeless shelter
- Creating life reviews for Hospice patients

Indirect Service-Learning: working on broad issues, environmental projects, or community development—projects that have clear benefits to the community or environment, but not necessarily to individually identified people with whom the students are working. Examples include

- Compiling a town history
- Restoring historic structures or building low-income housing
- Removing invasive plants and restoring ecosystems in preserve areas for public use

Research-Based Service Learning: gathering and presenting information on areas of interest and need—projects that find, gather, and report on information that is needed. Examples include

- Writing a guide on available community services and translating it into Spanish and other languages of new residents
- Conducting longitudinal studies of local bodies of water; water testing for local residents
- Gathering information and creating brochures or videos for non-profit or government agencies
- Mapping state lands and monitoring flora and fauna

Advocacy Service-Learning: educating others about topics of public interest—projects that aim to create awareness and action on some issue that impacts the community. Examples include

- Planning and putting on public forums on topics of interest in the communities
- Conducting public information campaigns on topics of interest or local needs
- Working with elected officials to draft legislation to improve communities

Impact of Service-Learning

Research indicates that service-learning has a positive impact on academic learning.

Service-learning students report

- Deeper understanding of course material
- Improved ability to apply material that they learn in class to real problems
- Increased motivation
- Increased connection to the college experience and stronger ties to students and faculty
- Increased connection to the community
- Improved leadership skills
- Reduction in negative stereotypes and an increase in tolerance for diversity
- Deeper understanding of the complexity of social issues
- Greater self-knowledge

Adapted from Eyler, J. & Giles, D.E. (1999). *Where's the Learning in Service-Learning?* San Francisco: Jossey-Bass.

In addition to impacting academic learning, service-learning projects offer benefits for all parties involved: community partners, students, and faculty.

Benefits for Community Partners

- Useful service from student volunteers
- Enhanced organizational capacity to achieve mission
- Exposure of students to mission and purpose, possibility creating a lasting interest in volunteering with the organization
- Enhanced relationships with the university
- Foundation for continuing partnerships with the university

Benefits for Students

- Positive effect on interpersonal development, the ability to work well with others, leadership and communications skills
- Positive effect on sense of social responsibility and citizenship skills
- Enhanced academic learning, when compared to similar courses that are not integrating service-learning
- Stronger relationships with faculty, when compared to students who are not involved in service-learning
- Improved satisfaction with college experience

- More likely to graduate, when compared to students who did not participate in service-learning
- Propensity to continue service and practice active citizenship following graduation

Benefits for Faculty

- Satisfaction with enhanced quality of student learning
- Connections with community organizations
- Efficacy and impact of course in the community
- Opportunities to develop scholarship related to community engagement
- Ability to demonstrate real world application of student learning
- Personal satisfaction
- Contribution to the university's strategic plan and mission

Adapted from Eyler, J. S., Giles, D. E., Stenson, C. M., and Gray, C. J. (2001). At a Glance: What We Know about The Effects of Service-Learning on College Students, Faculty, Institutions and Communities, 1993-2000. Third Edition. Vanderbilt University. <http://www.compact.org/wp-content/uploads/resources/downloads/aag.pdf>

Faculty Relationships with Community Partners

Effective service-learning programs are only as successful as the relationships and systems in place between community partners who host service-learning students and the UCA faculty and administrators who work with them to ensure that projects meet community needs. Strong, unified campus-community partnerships can change UCA and its community by building thoughtful, committed citizens.

Community partners are integral to the success of UCA's service-learning students. Community partners serve as co-educators who facilitate onsite learning and reflection for students. Their work, guidance, and expertise result in an integrative teaching approach that provides a foundation for student learning.

By building sustainable systems with community partners, students and faculty are able to

- connect and contribute to the community in which they live
- learn about the larger social, political, and cultural structures within their community
- develop civic and social responsibility
- examine and challenge their value and belief systems
- build leadership skills and professional networks

Collaborative partnerships are at the heart of successful service-learning experiences. Here are some guidelines to consider as you work to develop a collaborative partnership with your community partner.

All partners are teachers and learners. A basic assumption of service-learning is that all partners – faculty, students and community partners – are considered teachers and learners. Each partner brings experience, knowledge and expertise to the project. For example, community partners have knowledge and expertise in their fields and in the organizations for which they work and are considered co-educators in the service-learning process.

Clear, honest, on-going communication is essential. Consider setting aside some time before the semester begins to set project goals collaboratively with your community partner. Check in at regular intervals throughout students' service-learning experience to discuss progress towards your individual and mutual goals. Make sure that your community partner has opportunities to share with you what is going well with the project and what may need to change.

For help locating a community partner or managing your community partner relationship, contact the Director of Service-Learning.

Best Practices in Service-Learning

1. **Assign academic credit for learning, not for service.** Credit in academic courses is assigned to students for the demonstration of academic learning. It should be no different in service-learning courses. When community service is integrated into an academic course, the course credit is assigned for both the customary academic learning as well as for the utilization of the community learning toward realizing the course objectives.
2. **Uphold academic rigor.** The additional workload imposed by community service assignments may be compensated by an additional credit, but not by lowering academic learning expectations. Adding a service component may *enhance* the rigor of a course. In addition to having to master the academic material, students must also learn how to learn from a community experience and merge that learning with academic learning. These intellectual activities, if constructed correctly, are commensurate with rigorous academic standards.
3. **Set learning goals for students.** Integrating the community with the classroom offers a multiplicity of possible learning paradigms (e.g. experiential learning, inductive learning, participatory action research) and learning topics (e.g. the community, the public good). It is crucial to have a clear sense of the course objectives when designing the service-learning component.
4. **Establish criteria for the selection of community service placements.** There are three essentials to consider:
 - The range of service should be circumscribed by course content.
 - The duration of service must be sufficient to enable fulfillment of learning goals.
 - The specific service activities and service contexts must have the potential to stimulate course-relevant learning.
5. **Provide educationally sound mechanisms to facilitate community-based learning.** Course assignments and learning formats must be carefully developed to facilitate the students' learning from their community service experiences. Experience, as a learning format alone, does not consummate learning nor does mere written description of one's service activities. Discussions, presentations, and journal and paper assignments that provoke analysis of service experiences in the context of the course objectives are necessary.
6. **Provide support for students as they engage in community-based learning.** Acquiring knowledge from the community and using it on behalf of course objectives is a paradigm for which many students are under-prepared. Faculty can support students in their efforts to realize the potential of community-engaged learning by

helping them obtain the necessary skills and/or by providing examples of successful projects.

7. **Minimize the distinction between the student's community learning role and the classroom learning role.** Typically, classrooms and communities are very different environments, each requiring students to assume a different role as a learner. Classrooms generally provide a high level of learning direction and structure. In contrast, community-engaged learning tends to require greater leadership and initiative on the part of the student. A mechanism is needed that will provide learning direction for the students in the community (e.g. community agency staff serving as adjunct instructors). The more consistent the student's learning role in the classroom is with her/his learning role in the community, the better the chances that the learning potential within each context will be realized.
8. **Re-think the faculty instructional role.** The role of the educator must take a less conventional form in service-learning. Rather than emphasizing the dissemination of information, the educator must focus more on being a facilitator and guide to student learning. This means that some course content may be sacrificed.

Adapted from: Howard, J., Ed. (1993). *Praxis I: A Faculty Casebook on Community Service Learning*. Ann Arbor, MI: Office of Community Service Learning Press, University of Michigan.

Steps for Developing and Teaching a Service-Learning Course

This section describes steps involved in developing a service-learning course and provides you with information about how the Director of Service-Learning and the Service-Learning Faculty Liaison can support your service-learning work.

STEP 1: Consider service-learning as part of your course planning.

- Conceptualize the service-learning component of your course.
- Think about how service-learning can enhance the goals of your course.
- What do you want your students to learn from the service-learning experience?
- How does the service-learning experience help students apply and understand specific course concepts?
- Meet with the Service Learning Faculty Liaison to brainstorm ideas for service-learning projects and discuss other questions that may arise.

STEP 2: Establish a relationship with a community partner.

- If you already know a community partner with whom you'd like to work, you can contact her/him directly, but inform the Director of Service-Learning of your partnership.
- If you do not already have a community partner, contact the Director of Service-Learning for help connecting with a relevant community organization.
- See the [Community Partner](#) page of the Service-Learning Program website for a link to nonprofit community partner organizations that have an interest in partnering with UCA faculty and students.

STEP 3: Develop a service-learning project with your community partner.

The project should accomplish **two goals**:

1. It should help to advance the work of the community partner organization.
2. It should help the students to achieve specific academic learning goals of the course.

As you develop the service-learning project, you and your community partner will need to communicate frankly about the needs, goals, and limitations of the organization and about the needs, goals, and limitations related to you (the faculty partner), the students, and the course.

With your community partner, **negotiate the scope of the service-learning project**. In your planning, make sure you cover these topics:

- Determine length of commitment.
- Discuss the number of students needed for the project.
- Identify faculty and community partner liaisons.
- Discuss type and frequency of communication between you and your community partner.

- Provide contact information.
- Discuss expected time commitments for all involved (students, community partner, faculty).
- Determine important dates. It may be helpful to develop a timeline.
- Clarify final product(s) to be completed by the students.
- Discuss the student orientation plan.
- As the faculty partner, you should provide your community partner with an orientation to the course and course learning goals.
- Discuss the evaluation process.

Determine whether there will be **costs related to the service-learning project**, and decide with your community partner who will be responsible for those costs.

- Generally, community partner organizations have limited funds available to support service-learning expenses.
- If you have departmental or other funds available, you are encouraged to use these funds.
- The Service-Learning Program awards a limited number of seed grants each year to help cover costs of service-learning projects. Check the [Service-Learning Program website](#) or contact the Director of Service-Learning for information.

STEP 4: Introduce the service-learning project to your students.

When the course begins, provide your students with an orientation to service-learning, to the specific service-learning project, and to how service-learning will relate to the course and specific academic learning goals.

- It should be clear to you and your students how the service-learning project will help students to achieve specific academic learning goals of the course.
- Ask your community partner to provide students with an orientation to their organization. It will be important for students to have a basic understanding of
 - The mission and work of the community partner organization.
 - The issues and/or client population with which the organization works.
 - Any behavior, dress, or confidentiality requirements that the organization has for the students.
- Along with your community partner, make sure that each student has a specific task, role or piece of the project.
- Make students aware of transportation options. Some community partner organizations are within walking distance of the UCA campus, but many are not.

STEP 5: Maintain clear communication with community partners and students throughout the semester.

- Check in throughout the duration of the project to make sure that everyone is “on the same page” as the project develops.
- If problems or challenges arise, address them with the students and community partner so that they can be resolved.
- Encourage pre-reflection and reflection activities in class, out of class, and on site to maximize the impact of the service-learning experience.

STEP 6: Participate in Service-Learning Program data collection as needed.

For program assessment and reporting, the Director of Service-Learning may request copies of course syllabi, community partner evaluations and feedback, pictures of the service-learning project being implemented, and student reflections or other end products from the service-learning project.

STEP 7: Continue developing your service-learning project for future semesters.

We hope you will continue to develop your service-learning projects semester after semester, as well as encourage your colleagues to participate!

- Consider opportunities to collaborate with other faculty on multi-semester or interdisciplinary projects.
- Maintain communication with your community partner about ongoing needs if you are interested in continuing the partnership.
- Inform the Service-Learning Faculty Liaison of your intent to offer a service-learning course again in the future.

Service-Learning and the Course Syllabus

To be truly effective, service-learning must be well-planned and integrated into the course syllabus. The syllabus should define the service-learning assignment, identify the expectations for the students participating in the service-learning assignment, and connect the service-learning assignment to specific course learning goals. Some instructors also distribute a handout to describe the service-learning project in greater detail.

As you create your service-learning syllabus, consider the following elements.

A. Use course goals and objectives to connect the service-learning assignment to academic learning goals.

The course instructor should introduce the service-learning component and clearly articulate the relevance of service-learning to the course.

1. What specific course learning goals will service-learning help students attain?
2. How will service-learning effectively help them attain those outcomes?
3. What student behaviors will serve as evidence that those outcomes have been achieved?

B. Clearly identify the specific service-learning requirements of the course.

The syllabus should introduce the students to the service-learning project(s) assigned to them, as well as lay out the specifics of the service-learning component.

1. Is the service optional or mandatory? If it is optional, does it replace a paper or some other requirement?
2. What is the timeline for the semester?
3. When should the service-learning assignment be completed?
4. What are the required training and reflection activities?

C. Provide information about the community partner organization(s).

The syllabus should also introduce students to the community partner organization(s) with which they will be collaborating.

1. Include a description of the community partner organization(s), along with contact information and relevant information about orientation and training.
2. Students' responsibilities to the community agency should be mentioned in the syllabus and discussed in class. Their responsibilities will include demonstrating professional behavior, following through on commitments, maintaining communication with all involved in the service-learning project, and dressing appropriately at the site.

3. There might be specific requirements of the community partner organization (regarding dress, confidentiality, or other issues) that you also want to include in the syllabus.

D. Clearly describe how the service-learning project will be assessed and graded.

This section should include an overview of the grading policy.

1. Because service-learning is a pedagogy, or teaching tool, students should be evaluated primarily on demonstrated learning outcomes. (Grade the learning, not the service.)
2. Clearly indicate the portion of the grade that will be based on the graded service-learning project.
3. An assignment or reflection activity, such as a journal or class report, can provide evidence of learning and of students' on-going ability to connect the service to the course content.
4. A final product, such as a research paper or a community presentation, may also demonstrate students' achievement of learning outcomes.
5. Evaluations by the community partner may be considered in grading.

E. Include a section on the reflective components of the course.

Service-learning literature concludes that reflection about the experience is the aspect that most influences student learning.

1. Reflection is the key by which service-learning experiences are transformed into learning. Effective reflection
 - a. Integrates the service-learning experience with academic learning goals;
 - b. Occurs regularly throughout the course;
 - c. Includes components that can be evaluated according to well-defined criteria;
 - d. Provides opportunities for both public and private reflection;
 - e. Fosters a deeper sense of civic engagement.
2. Reflection can take a variety of forms. Consider these examples:
 - a. Writing (journals, directed writings, summary reports, essays)
 - b. Telling (end of semester presentations for your community partner, in-class presentations, class discussions)
 - c. Multimedia (collages, photo or video essays)
 - d. Activities (role-playing, interviewing classmates)
3. It is imperative that you set aside enough time for reflection, to allow for student processing of the service-learning experience. An explanation of the purpose and requirements for reflection should be conveyed clearly and prominently in the syllabus.

Adapted from Heffernan, K. (2001). Fundamentals of Service-Learning Course Construction. Providence, RI: Campus Compact.

F. Assessment of the service-learning component

UCA's Service-Learning Advisory Committee has adopted the following assessment objectives and rubric for all service-learning courses. The rubric will be used for program-wide data collection; faculty may choose to use different metrics for grading student work.

Goal	Benchmark	Milestone	Mastery
Student Understanding: Understand how this academic discipline can serve the needs of the community.	Students understand service-learning but are unable to articulate discipline specific connections	Students demonstrate awareness of how discipline-based knowledge can impact the community	Students analyze and evaluate how disciplinary expertise can impact the community
Diversity: Appreciate cultural and community diversity	Students articulate one's own cultural and/or community values and assumptions	Students compare cultural and/or community values across a range of contexts	Students respond to complex questions with answers that reflect multiple cultural and/or community perspectives
Civic Responsibility: Value their role as engaged and informed citizens	Students identify community issues	Students recognize their responsibility and research their role in addressing a community need	Students take responsible and informed action to address a community need
Communication, Collaboration and Community: Demonstrate the ability to work with others toward shared goals.	Students understand the need to work collaboratively with peers and/or community partners to address community needs	Students work collaboratively with peers and/or community partners to address community needs	Students work collaboratively with peers and/or community partners to produce positive outcomes to address community needs

Risk Management

All participating students should sign UCA's volunteer waiver and release form. This form can be found on the [Service-Learning Program website](#).

All service-learning courses must comply with the UCA's Non-Discrimination Policy found in the UCA Student Handbook.

UCA does not have general liability insurance for its students. Students are to be considered as volunteers and it is up to each agency to determine the need for volunteer insurance and limited criminal history checks.

Students need to be informed of potential risks before they volunteer. All faculty are responsible for ensuring that students sign the waiver and release form indicating they are aware of risks and will not hold the university liable in the case of an accident.

Student Expectations and Responsibilities

Consider sharing the following guidelines with students prior to their service-learning experience.

DO

- Determine the location of the site, where to park, and where to enter before your first visit.
- Know who will be providing initial on-site orientation and ask for this orientation when you arrive for your first visit.
- Follow any and all sign-in procedures of the site every time you visit.
- Educate yourself about the agency and population it serves.
- Know your site supervisor and his or her role.
- Become familiar with the layout of the site, such as location of office, restrooms, etc.
- Dress comfortably, neatly, and appropriately. If your agency has a dress code, follow it.
- Arrive and leave on time.
- Call if you will be late or absent.
- If you are working regularly with a small number of community partners (such as in tutoring), explain to them how frequently you will visit and how long your service will last.
- Be kind, courteous, and helpful.
- Try to be flexible.
- Respect the privacy and boundaries of clients. Don't ask questions that are too personal; be cautious when displaying affection.
- Respect the confidentiality of everyone you work with.
- Ask for help when you're in doubt.
- Act as if you are a guest in someone else's home, and respect their rules and traditions.

DON'T:

- Offer your home as a shelter.
- Give out your personal phone number or address.
- Leave your personal belongings where others may be tempted to take them.
- Wear excessive or expensive jewelry.
- Give or accept money or gifts.
- Engage in or tolerate verbal or non-verbal exchanges of a sexual nature (or that might be perceived as sexual).
- Give a client a ride in a personal vehicle.
- Report to your service site under the influence of drugs and alcohol.
- Form judgments quickly—you may not know the whole story.

Adapted from Alpena Volunteer Center (1990).

Using GivePulse to Track Service Hours

GivePulse is a web application that allows UCA students to locate and register for service opportunities, as well as log service hours for both service-learning courses and co-curricular volunteerism.

Students will enter their service hours into GivePulse following instructions provided on the [Service-Learning Program website](#).

Faculty may request a GivePulse group be set up to allow them to approve and/or view students' service hours. If you would like a group set up for your class, would like a GivePulse demonstration in your class, or need other assistance, please contact the Director of Service-Learning.

Curricular Resources for Service-Learning Pedagogy

A current list of resources is provided on the [Service-Learning Program website](#).

Selected Books and Other Resources

- Bringle, R. G., & Hatcher J. A. (2009, fall). Innovative practices in service learning and curricular engagement. *New Directions for Higher Education*, 147, 37-46. doi: 10.1002/he.356.
- Holland, B. A. (1997, Fall). Analyzing institutional commitment to service: A model of key organizational factors. *Michigan Journal of Community Service Learning*, 4, 30-41.
- Holland, B. A. (2005). Institutional differences in pursuing the public good. In A. Kezar, T. Chambers, & J. Burkhardt, (Eds.), *Higher education for the public good: Emerging voices from a national movement* (pp. 235-259). San Francisco, CA: Jossey- Bass.
- Norris-Tirrell, D., & Lambert-Pennington, K., & Hyland, S. (2010). Embedding service learning in engaged scholarship at research institutions to revitalize metropolitan neighborhoods. *Journal of Community Practice*, 18, 171–189. doi: 10.1080/10705422.2010.485850.
- The National Task Force on Civic Learning and Democratic Engagement. (2012). *A Crucible Moment: College Learning and Democracy's Future*. Washington, DC: Association of American Colleges and Universities.
- Thomson, A.M., Smith-Tolkein, A.R., Naidoo, A.V., & Bringle, R.G. (2011). Service learning and community engagement: A comparison of three national contexts. *Voluntas: International Journal of Nonprofit and Voluntary Organizations*, 214- 237. doi: 10.1007/s11266-010-9133-9.
- Zlotkowski, E. (1998). (Ed). *Successful service learning programs: New models of excellence in higher education*. Bolton, MA: Anker.