

## **Literature - General Higher Education:**

### **Title: North Carolina Central University Service Learning Faculty Guide**

URL: <http://www.nccu.edu/commserv/Service1.htm>

**Abstract:** Visit North Carolina Central University's Academic Community Service Learning Program website to view their well-done Faculty Guide. This institution has a community service/service learning requirement for graduation.

### **Title: A Service Learning Curriculum for Faculty.**

**Michigan Journal of Community Service Learning, Fall 1995., Article 12, p.112-122.**

**Author(s): Robert G. Bringle; Julie A. Hatcher**

See also whole journal "Michigan Journal of Community Service Learning". Fall 1995.

**Abstract:** This article describes a curriculum for a series of faculty workshops: Introduction to Service Learning, Reflection, Building Community Partnerships Students Supervision and Assessment, and Course Assessment and Research. Each module provides a synopsis of topics and suggested readings for participation.

Where to Obtain this Resource: Michigan Journal of Community Service Learning. Fall 1995. Article 12, p.112-122.; OCSL Press; University of Michigan; Center for Learning through Community Service ; 1024 Hill St.; Ann Arbor MI 48109-3310; PHONE: 313-763-3548; FAX: 313-936-9345;EMAIL: [OCSLP@umich.edu](mailto:OCSLP@umich.edu)

### **Title: Service Learning Tip Sheets: a Faculty Resource Guide.**

**Author(s): Julie A Hatcher**

**Abstract:** This resource is designed to assist faculty who wish to integrate community service into their courses. Topics include: Common Questions Faculty Ask about Service Learning; Connecting Service to Academic Learning; and Service Learning Outcomes. The Tip Sheets are presented in an easy-to-read folder format that make them an ideal companion to the Service Learning Curriculum Guide. Where to Obtain this Resource: Indiana Campus Compact; 850 West Michigan St; Suite 200; Indianapolis IN 46202; PHONE: 317-274-6500; FAX: 317-274-6510

### **Title: Linking Service with Learning In Liberal Arts Education by Robert L. Sigmon**

URL: <http://www.cic.edu/newspubs/pubs/sigmon94/>

**Abstract:** This paper explores ways liberal arts colleges and universities can conceptualize and design next generation service and learning programs that give more considered attention to the service dimension. The paper grows out of Rob Sigmon's over 30 years designing, managing, and learning from students, faculty and citizens in communities involved in service and learning programs.

### **Title: An Essay on the Institutionalization of Service-Learning: The Genesis of the Feinstein Institute for Public Service. Year: 1995**

**Author: Hudson, William E.; Trudeau, Robert H.**

Avail: Michigan Journal of Community Service Learning; v2, p.150-58, Fall 1995. ERIC No: EJ552438

**Abstract:** Providence College (Rhode Island) has institutionalized service-learning into

its liberal arts curriculum by creating an academic degree program in Public and Community Service Studies. The Feinstein Institute for Public Service administers this new major and minor, using the program as a catalyst for promoting service-learning throughout the curriculum. Lessons learned may assist other emerging programs.

**Title: To Serve and Learn: The Spirit of Community in Liberal Education.**

**Authors: DeVitis, Joseph L. Ed; Johns, Robert W. Ed; Simpson, Douglas, J. Ed.**

URL: <http://www.peterlang.com>

Available: Counterpoints: Studies in the Postmodern Theory of Education, Volume 37, Peter Lang Publishing, Inc., 275 Seventh Avenue, New York, NY 10001-6708; Tel: 800-770-5264 (toll free); Tel: 212-647-7706;

**Abstract:** The product of faculty, staff and students from 10 exemplary programs in service learning at selected liberal arts colleges across the country, this collection of essays addresses vital issues in liberal learning and education for community. The collection's focus is the creation of educational goals and strategies for developing a service curriculum and for assuring an integral role for service learning within distinctive institutional settings. It highlights intimate connections between theory and practice with a shared emphasis on critical/reflective inquiry, social responsibility, and empowerment.

**Title: Big Dummy's Guide to Service Learning: 27 Simple Answers to Good Questions on: Faculty, Programmatic, Student, Administrative, and Nonprofit Issues**

**Author: Mark Copper, Date Published: 1997**

URL: <http://www.fiu.edu/~time4chg/library/bigdummy.html>

**Abstract:** Cooper presents 27 simple answers to questions on faculty, programming, student, administrative, and non-profit issues that relate to service learning. Topics include service learning and liability, how to get faculty more involved, mandatory service learning, and recruiting and keeping volunteers.

Volunteer Action Center, Florida International University, University Park, GC331, Miami FL 33138; Phone: 305-348-2149

**Title: Institutional Support for Service-Learning.**

**Author: Serow, Robert C.; And Others**

Journal Citation: Journal of Research and Development in Education; v29 n4 p220-25 Sum 1996; ERIC\_NO: EJ535020

**Abstract:** This study identified factors associated with support for service learning (SL) among institutions of higher education. Surveys of SL programs in North Carolina indicated that institutionalization of SL was closely associated with such institutional characteristics as degree of faculty involvement and emphasis on academic goals in SL courses.

**Title: Service-Learning and Student Volunteerism: Reflections on Institutional Commitment.**

**Author: Ward, Kelly**

Journal Citation: Michigan Journal of Community Service Learning; v3 p55-65, Fall

1996

ERIC\_NO: EJ552444

**Abstract:** A study examined how five colleges and universities with stated commitments to public service incorporate volunteerism and service-learning into organizational structures. Results suggest that institutions that make centralized decisions and share governance are more apt to institutionalize service-learning than are more loosely coupled systems. Faculty participation, integration of service-learning into curriculum, presidential support, and adequate funding are key elements.

**Title: Academic Service-Learning: Faculty Development Manual.**

**Author(s): Kathleen Stacey; Dale Rice, Georgea Langer**

URL: [http://www.emich.edu/public/office\\_asl/home.html](http://www.emich.edu/public/office_asl/home.html)

**Abstract:** The manual guides college faculty by defining academic service-learning, listing benefits of it, showing how to adapt a course to include academic service-learning, providing a suggested time line that illustrates the integration of a academic service-learning with a course, and concrete suggestions for integrating academic service-learning with 13 academic disciplines. Appendices show sample forms to be used in academic service-learning settings as well as a reference list. Where to Obtain this Resource: Office of Academic Service-Learning (ASL); 232 Rackham; Eastern Michigan University; Ypsilanti MI 48197; PHONE: 313-487-6570 EMAIL: [dale.rice@emich.edu](mailto:dale.rice@emich.edu) ;

**Title: Increasing Faculty Involvement**

**From: "Part I: Practical Issues and Ideas: Faculty," Pages 137-160**

**Authors: Jane Kendall; John Duley**

**Abstract:** Faculty participation in service learning is essential for a successful program. They are needed to integrate service into the curriculum, control academic quality, gain familiarity with the approach. Faculty also have a great deal to gain from participating in service learning, including developing a new set of skills and presenting a program that will excite their students. This article explores obstacles and points to consider when instituting a service learning program. Also includes a check list of actions to increase faculty involvement, questions to assess faculty involvement, and faculty discussion items.

Where to Obtain this Resource: "Part I: Practical Issues and Ideas: Faculty," Pages 137-160. National Society for Experiential Education, 3509 Haworth Dr, Ste 207, Raleigh NC 27609-7229; Phone: 919-787-3263

**Title: Seven Steps to Getting Faculty Involved in Service-Learning: How a Traditional Faculty Member Came to Teach a Course on "Voluntarism, Community, and Citizenship."**

**Author: Levine, Myron A.**

Journal Citation: Michigan Journal of Community Service Learning; v1 n1, p110-14 Fall 1994

ERIC\_NO: EJ552421

**Abstract:** Outlines one Albion College (Michigan) faculty member's suggestions for encouraging faculty involvement in service-learning, drawing on his personal journey from traditional pedagogy to one that embraces service-learning. Guidelines focus on

providing support and opportunity for faculty to make connections between community service and scholarship in their field.

**Title: Service-Learning Faculty Manual, Colorado State University**

**URL:** <http://www.colostate.edu/Depts/SLVP/sipman.htm>

**Abstract:** The Service-Learning Faculty Manual was compiled and produced by the Service Integration Project, a program of the Office for Service-Learning and Volunteer Programs at Colorado State University. Its contents include the principles and standards of service-learning, programs and activities at Colorado State University, and effective practices in service-learning. The manual also contains various service-learning forms produced by the Service Integration Project. To receive your own copy of the manual, call the office (970-491-1682/fax: 970-491-2826) or email [siplink@vines.colostate.edu](mailto:siplink@vines.colostate.edu) .

**Title: Praxis I-III: A Faculty Casebook on Community Service**

**Series Editors: Joseph Galura and Jeffrey Howard. Ann Arbor: University of Michigan Press, 1993.**

**URL:** <http://www.umich.edu/~ocsl/MJCSL/>

**Abstract:** The series describes a variety of service-learning courses from the perspective of faculty. It also discusses issues of philosophy, design, implementation, and assessment of the strategy. Available from the University of Michigan, Office of Community Service Learning, 313-647-7402/ Email: [mjcsl@umich.edu](mailto:mjcsl@umich.edu) ,

**Title: Leadership Reconsidered: Engaging Higher Education in Social Change, Helen and Alexander Astin, editors. Published by the W.K. Kellogg Foundation, Sept. 2000.**

**URL:** [www.academy.umd.edu](http://www.academy.umd.edu)

**Abstract:** Written by a dozen prominent scholars and practitioners in the fields of higher education and leadership, this book calls on college presidents, faculty, staff, and students to rethink their roles, practices and beliefs with the explicit goal of producing future generations of effective leaders. The authors discuss ten qualities five group traits and five individual traits that define effective leadership. The group traits are collaboration, shared purpose, disagreement with respect, division of labor, and a learning environment. The individual traits are self-knowledge, integrity, commitment, empathy, and competence. Leadership Reconsidered offers examples of how the ten traits can be taught, modeled, internalized, and applied by students, faculty, student affairs staff, and college presidents. For a complete copy of the report, go to [www.academy.umd.edu](http://www.academy.umd.edu) or contact the James MacGregor Burns Academy of Leadership by phone at 301/405-6100 or via email at [academy@academy.umd.edu](mailto:academy@academy.umd.edu) .

**Title: Reaching Out to Children and Families: Students Model Effective Community Service. Rowman & Littlefield Publishers, Inc., November 2000, 288pp. Author: Dunlap, Michelle R.**

**URL:** <http://www.rowmanlittlefield.com/>

**Abstract:** This practical guide assists college students and other constituents as they psychologically prepare for volunteering, service-learning, fieldwork assignments, and

internships in a diverse and ever-changing world. Created with the novice community worker in mind, this book will also assist professors, teachers, administrators, and agency personnel in understanding and preparing workers for community service and service learning. Topics range from choosing a community service site to appropriate methods of bringing closure to the experience when it is time to say good-bye. Where to obtain this resource: Rowman & Littlefield Publishers, 1-800-462-6420, Softcover ISBN# 0-8476-9116-0, Hardcover ISBN# 0-8476-9115 20% Pre-Publication Discount may apply.

**Title: Rethinking Tradition: Integrating Service with Academic Study on College Campuses**

**Author: Tamar Kupiec, Denver: Education Commission of the States, 1993.**

**Abstract:** A great reference for every practitioner. Comprehensive coverage of the broad range of issues related to service learning including philosophy, models, technique, and evaluation. Representative course syllabi are included.

Martin, C. (1994). Faculty perceptions toward service learning within a large public university. Doctoral dissertation, Pepperdine University. UMI Order No. 9424188.

Bringle, R.G., & Hatcher, J.A. (1996). Implementing service learning in higher education. *Journal of Higher Education*, 67, 221-239.

Bringle, R. G., & Hatcher, J. A. (2000). Institutionalization of service learning in higher education. *Journal of Higher Education*, 71(3), 273-290.