Campus Compact
Mid-Atlantic

ALAN G. PENCZEK SERVICE-LEARNING FACULTY AWARD
DEADLINE to be submitted via email: June 5, 2020

Award Information

The Alan G. Penczek Service-Learning Faculty Award recognizes and honors one faculty member in each of the three higher education sectors (public universities, community colleges, independent colleges and universities) for contributing to the integration of community engagement through service-learning into the curriculum. Applicants/nominees will be judged according to criteria expressed in the Michigan Journal of Community Service Learning (see attached *Principles of Good Practice for Service-Learning Pedagogy*). **All application/nomination packets and letters of recommendation must be received by 5:00pm, June 5, 2020.** Applicants/nominees will receive an email confirming their packet has been received.

Eligibility

- A full-time appointed, contracted, tenured, or tenure-track faculty member or a full or part-time, permanent or temporary administrative position directing community engagement/service-learning as a primary appointment that has emerged out of and is still associated with a faculty appointment.
- All applicants/nominees must be employed at a Campus Compact Mid-Atlantic member institution in good standing.

Requirements

1. A completed **application/nomination form**.
2. A **professional summary** addressing all professional activities, including innovative approaches to **Service-Learning** (connecting community service with students' academic study), **Engaged Scholarship** (community-based action research, scholarship on the pedagogy of service-learning, research on the impact of service-learning on students/campuses/communities, etc.), and/or **Institutional Impact** (promoting service-learning within one's campus, discipline, etc.). Please see attachment, "Principles of Good Practice for Service-Learning Pedagogy."
3. **Three letters of recommendation,** 1) from a community member or community partner 2) from a student, 3) from a campus administrator or faculty member. All letters should emphasize impact.
4. Sample **syllabus**.
5. **Curriculum Vitae** (please include all service-learning related publications and/or activities).

Application Instructions

- Professional Summary should be a maximum of 3 pages, and 11 point Calibri font. Photographs may also be included.
- Compile application/nomination form, professional summary, filled-out recommendation forms and recommendations, syllabus, and CV into ONE DOCUMENT, either Word or pdf.
- Recommendations and professional summary should be in 11 point Calibri font. Send in a Word or pdf document.
- Attach this document to an email with the subject: Alan G. Penczek Faculty Award: NAME OF NOMINEE IN ALL CAPS
- Send to awards@ccmidatlantic.org

For questions, please contact us at awards@ccmidatlantic.org or 301-696-3280.

Campus Compact Mid-Atlantic

ALAN G. PENCZEK SERVICE-LEARNING FACULTY AWARD
Application/Nomination Form
DEADLINE to be submitted via email: June 5, 2020

Last Name	First Name		

Title	Email		

Address	City	State	Zip

Phone	Fax		

University/College	Department/Discipline		

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ALAN G. PENCZEK SERVICE-LEARNING FACULTY AWARD
Recommendation Form
DEADLINE to be submitted via email: June 5, 2020

Faculty Applicant/Nominee's Last Name	First Name
Recommender's Last Name	First Name
Recommender's Title	Recommender's Email
Recommender's Phone	Fax
Campus/Organization Address	City State Zip

Letter of Recommendation

Please include this form with your letter of recommendation explaining why you believe the applicant/nominee deserves to be recognized for their work in the field of service-learning. In particular, please indicate how the applicant/nominee meets the criteria (Service-Learning, Engaged Scholarship, and Institutional Impact) for this particular award.

Note to Recommender: This award will recognize the most outstanding service-learning practitioners in the Maryland-DC-Delaware region. One award will be given in each of the three higher education sectors (public universities, community colleges, independent colleges and universities). Therefore, please carefully consider the selection criteria relative to the expertise and contributions of the applicant/nominee.

Please include this form and a one-page, 11 point font Calibri letter of recommendation within the full nomination packet to awards@ccmidatlantic.org with the email subject line: *Alan G. Penczek Faculty Award: NAME OF NOMINEE*, by 5:00pm, June 5, 2020.

For questions, please contact us at awards@ccmidatlantic.org or 301-696-3280.

Principles of Good Practice for Service-Learning Pedagogy
Adapted from Michigan Journal of Community Service Learning, Summer 2001, Page 16-19.

Principle 1: Academic Credit is for Learning, Not for Service
This first principle speaks to those who puzzle over how to assess students' service in the community, or what weight to assign community involvement in final grades. In traditional courses, academic credit and grades are assigned based on students' demonstration of academic learning as measured by the instructor. It is no different in service-learning courses. While in traditional courses we assess students' learning from traditional course resources, e.g., textbooks, class discussions, library research, etc., in service-learning courses we evaluate students' learning from traditional resources, from the community service, and from the blending of the two. So, academic credit is not awarded for doing service or for the quality of the service, but rather for the student's demonstration of academic and civic learning.

Principle 2: Do Not Compromise Academic Rigor
Since there is a widespread perception in academic circles that community service is a "soft" learning resource, there may be a temptation to compromise the academic rigor in a service-learning course. Labeling community service as a "soft" learning stimulus reflects a gross misperception. The perceived "soft" service component actually raises the learning challenge in a course. Service-learning students must not only master academic material as in traditional courses, but also learn how to learn from unstructured and ill-structured community experiences and merge that learning with the learning from other course resources. Furthermore, while in traditional courses, students must satisfy only academic learning outcomes. While in service-learning courses, students must satisfy both academic and civic learning outcomes. All of this makes for challenging intellectual work, commensurate with rigorous academic standards.

Principle 3: Establish Learning Outcomes
It is a service-learning maxim that one cannot develop a quality service-learning course without first setting very explicit learning outcomes. This principle is foundational to service-learning, and serves as the focus of sections four and five of this workbook. While establishing learning outcomes for students is a standard to which all courses are accountable, in fact, it is especially necessary and advantageous to establish learning outcomes in service-learning courses. The addition of the community as a learning context multiplies the learning possibilities. To sort out those of greatest priority, as well as to leverage the bounty of learning opportunities offered by community service experiences, deliberate planning of course academic *and* civic learning outcomes is required.
*Updated from the original: Howard, J. (1993). Community Service-Learning in the Curriculum. In J. Howard (Ed.), *Praxis 1: A faculty casebook on community service learning* (pp. 3-12). Ann Arbor: OCSL Press.

Principle 4: Establish Criteria for the Selection of Service Placements
Requiring students to serve in *any* community-based organization as part of a service-learning course is tantamount to requiring students to read *any* book as part of a traditional course. Faculty who are deliberate about establishing criteria for selecting community service placements will find that students are able to extract more relevant learning from their respective service experiences, and are more likely to meet course learning outcomes.
We recommend four criteria for selecting service placements:
1. Circumscribe the range of acceptable service placements around the content of the course (e.g., for a course on homelessness, homeless shelters and soup kitchens are learning-appropriate placements, but serving in a hospice is not).
2. Limit specific service activities and contexts to those with the potential to meet course-relevant academic and civic learning outcomes (e.g., filing papers in a warehouse, while of service to a school

district, will offer little to stimulate either academic or civic learning in a course on elementary school education).

3. Correlate the required duration of service with its role in the realization of academic and civic learning outcomes (e.g., one two-hour shift at a hospital will do little to contribute to academic or civic learning in a course on institutional health care).

4. Assign community projects that meet the real needs of the community, as determined by the community.

Principle 5: Provide Educationally-Sound Learning Strategies to Harvest Community Learning and Realize Course Learning Outcomes

Requiring service-learning students to merely record their service activities and hours as their journal assignment is tantamount to requiring students in an engineering course to log their activities and hours in the lab. Learning in any course is realized by an appropriate mix and level of learning strategies and assignments that correspond with the learning outcomes for the course. Given that in service-learning courses we want to utilize students' service experiences in part to achieve academic and civic course learning outcomes, learning strategies must be employed that support learning from service experiences and enable its use toward meeting course learning outcomes. Learning interventions that promote critical reflection, analysis, and application of service experiences enable learning. To make certain that service does not underachieve in its role as an instrument of learning, careful thought must be given to learning activities that encourage the integration of experiential and academic learning. These activities include classroom discussions, presentations, and journal and paper assignments that support analysis of service experiences in the context of the course academic and civic learning outcomes. Of course, clarity about course learning outcomes is a prerequisite for identifying educationally-sound learning strategies.

Principle 6: Prepare Students for Learning from the Community

Many students lack the skills of extracting and making meaning from their experiences. Along with this, students find it difficult to merge their experiences with other academic and civic course learning strategies. Therefore, even an exemplary reflection journal assignment will yield, without sufficient support, uneven responses. Faculty can provide: (1) learning supports such as opportunities to acquire skills for gleaning the learning from the service context (e.g., participant-observer skills), and/or (2) examples of how to successfully complete assignments (e.g., making past exemplary student papers and reflection journals available to current students to peruse). Menlo (1993) identifies four competencies to accentuate student learning from the community: reflective listening, seeking feedback, acuity in observation, and mindfulness in thinking.

Principle 7: Minimize the Distinction between the Students' Community Learning Role and Classroom Learning Role

Classrooms and communities are very different learning contexts. Each requires students to assume a different learning role. Generally, classrooms provide a high level of teacher direction, with students expected to assume mostly a passive learning role. In contrast, service communities usually provide a low level of teaching direction, with students expected to assume mostly an active learning role. Alternating between the passive learning role in the classroom and the active learning role in the community may challenge and even impede student learning. The solution is to shape the learning environments so that students assume similar learning roles in both contexts. While one solution is to intervene so that the service community provides a high level of teaching direction, we recommend, for several reasons, re-norming the traditional classroom toward one that values students as active learners. First, active learning is consistent with the active civic participation that service-learning seeks to foster. Second, students bring information from the community to the classroom that can be utilized on behalf of others' learning. Finally,

we know from recent research in the field of cognitive science that students develop deeper understanding of course material if they have an opportunity to actively construct knowledge (Eyler & Giles, 1999).

Principle 8: Rethink the Faculty Instructional Role
If faculty encourage students' active learning in the classroom, what would be a concomitant and consistent change in one's teaching role? Commensurate with the preceding principle's recommendation for an active student learning posture, this principle advocates that service-learning teachers, too, rethink their roles. An instructor role that would be most compatible with an active student role shifts away from a singular reliance on transmission of knowledge and toward mixed pedagogical methods that include learning facilitation and guidance. Exclusive or even primary use of traditional instructional models, e.g., a banking model (Freire, 1970), interferes with the promise of learning in service-learning courses. To re-shape one's classroom role to capitalize on the learning bounty in service-learning, faculty will find Howard's (1998) model of "Transforming the Classroom" helpful. This four-stage model begins with the traditional classroom in which students are passive, teachers are directive, and all conform to the learned rules of the classroom. In the second stage, the instructor begins to re-socialize herself toward a more facilitative role; but the students, socialized for many years to be passive learners, are slow to change to a more active mode. In the third stage, with the perseverance of the instructor, the students begin to develop and acquire the skills and propensities to be active in the classroom. Frequently, during this phase, faculty will become concerned that learning is not as rich and rigorous as when they are using the more popular lecture format, and may regress to a more directive posture. Over time homeostasis is established, and the instructor and the students achieve and environment in which mixed pedagogical methods lead to students who are active learners, instructors fluent in multiple teaching methods, and strong academic and civic learning outcomes.

Principle 9: Prepare for Variation in, and Some Loss of Control with, Student Learning Outcomes
For those faculty members who value homogeneity in student learning outcomes, as well as control of the learning environment, service-learning may not be a good fit. In college courses, learning strategies largely determine student outcomes, and this is true in service-learning courses, too. However, in traditional courses, the learning strategies (i.e., lectures, labs, and readings) are constant for all enrolled students and under the watchful eye of the faculty member. In service-learning courses, given variability in service experiences and their influential role in student learning, one can anticipate greater heterogeneity in student learning outcomes and compromises to faculty control. Even when service-learning students are exposed to the same presentations and the same readings, instructors can expect that classroom discussions will be less predictable and the content of student papers/projects less homogeneous than in courses without a service assignment. As an instructor, are you prepared for greater heterogeneity in student learning outcomes and some degree of loss in control over student learning stimuli?

Principle 10: Maximize the Community Responsibility Orientation of the Course
This principle is for those who think that civic learning can only spring from the community service component of a course. One of the necessary conditions of a service-learning course is purposeful civic learning. Designing classroom norms and learning strategies that not only enhance academic learning but also encourage civic learning are essential to purposeful civic learning. While most traditional courses are organized for private learning that advances the individual student, service-learning instructors should consider employing learning strategies that will complement and reinforce the civic lessons from the community experience. For example, efforts to convert from individual to group assignments and from instructor-only to instructor and student review of student assignments, re-norms the teaching-learning process to be consistent with the civic orientation of service-learning.