

SELF-ASSESSMENT RUBRIC FOR THE INSTITUTIONALIZATION OF SERVICE-LEARNING IN HIGHER EDUCATION *(Revised 2003)*

DIMENSION I: PHILOSOPHY AND MISSION OF SERVICE-LEARNING

A primary component of service-learning institutionalization is the development of a campus-wide definition for service-learning that provides meaning, focus, and emphasis for the service-learning effort. How narrowly or broadly service-learning is defined on your campus will effect which campus constituents participate/do not participate, which campus units will provide financial resources and other support, and the degree to which service-learning will become part of the campus' institutional fabric.

***DIRECTIONS:** For each of the four categories (rows), place a circle around the cell that best represents the CURRENT status of the development of a definition, philosophy, and mission of service-learning.*

	STAGE ONE <i>Critical Mass Building</i>	STAGE TWO <i>Quality Building</i>	STAGE THREE <i>Sustained Institutionalization</i>	NOTES
DEFINITION OF SERVICE-LEARNING	There is no campus-wide definition for service-learning. The term "service-learning" is used inconsistently to describe a variety of experiential and service activities.	There is an operationalized definition for service-learning on the campus, but there is some variance and inconsistency in the application of the term.	The institution has a formal, universally accepted definition for high quality service-learning that is used consistently to operationalize many or most aspects of service-learning on campus.	
STRATEGIC PLANNING	The campus does not have an official strategic plan for advancing service-learning on campus.	Although certain short-range and long-range goals for service-learning have been defined for the campus, these goals have not been formalized into an official strategic plan that will guide the implementation of these goals.	The campus has developed an official strategic plan for advancing service-learning on campus, which includes viable short-range and long-range institutionalization goals.	
ALIGNMENT WITH INSTITUTIONAL MISSION	While service-learning complements many aspects of the institution's mission, it remains on the periphery of the campus. Service-learning is rarely included in larger efforts that focus on the core mission of the institution.	Service-learning is often mentioned as a primary or important part of the institution's mission, but service-learning is not included in the campus' official mission or strategic plan.	Service-learning is part of the primary concern of the institution. Service-learning is included in the campus' official mission and/or strategic plan.	
ALIGNMENT WITH EDUCATIONAL REFORM EFFORTS	Service-learning stands alone and is not tied to other important, high profile efforts on campus (e.g., campus/community partnership efforts, establishment of learning communities, improvement of undergraduate teaching, writing excellence emphasis, etc.)	Service-learning is tied loosely or informally to other important, high profile efforts on campus (e.g., campus/community partnership efforts, establishment of learning communities, improvement of undergraduate teaching, writing excellence emphasis, etc.)	Service-learning is tied formally and purposefully to other important, high profile efforts on campus (e.g., campus/community partnership efforts, establishment of learning communities, improvement of undergraduate teaching, writing excellence emphasis, etc.)	

DIMENSION II: FACULTY SUPPORT FOR AND INVOLVEMENT IN SERVICE-LEARNING

One of the essential factors for institutionalizing service-learning in higher education is the degree to which faculty members are involved in implementation and advancement of service-learning on a campus (Bell, Furco, Ammon, Sorgen, & Muller, 2000).

***DIRECTIONS:** For each of the four categories (rows), place a circle around the cell that best represents the **CURRENT** status of faculty involvement in and support for service-learning on your campus.*

	STAGE ONE <i>Critical Mass Building</i>	STAGE TWO <i>Quality Building</i>	STAGE THREE <i>Sustained Institutionalization</i>	NOTES
FACULTY KNOWLEDGE AND AWARENESS	Very few members know what service-learning is or understand how service-learning is different from community service, internships, or other experiential learning activities.	An adequate number of faculty members know what service-learning is and understand how service-learning is different from community service, internships, or other experiential learning activities.	A substantial number of faculty members know what service-learning is and can articulate how service-learning is different from community service, internships, or other experiential learning activities.	
FACULTY INVOLVEMENT & SUPPORT	Very few faculty members are instructors, supporters, or advocates of service-learning. Few support the strong infusion of service-learning into the academy or into their own professional work. Service-learning activities are sustained by a few faculty members on campus.	While a satisfactory number of faculty members is supportive of service-learning, few of them are advocates for infusing service-learning in the overall mission and/or their own professional work. An inadequate or unsatisfactory number of KEY faculty members are engaged in service-learning.	A substantial number of influential faculty members participates as instructors, supporters, and advocates of service-learning and support the infusion of service-learning both into the institution's overall mission AND the faculty members' individual professional work.	
FACULTY LEADERSHIP	None of the most influential faculty members on campus serve as leaders for advancing service-learning on the campus.	There are only one or two influential faculty members who provide leadership to the campus' service-learning effort.	A highly respected, influential group of faculty members serves as the campus' service-learning leaders and/or advocates.	
FACULTY INCENTIVES & REWARDS	In general, faculty members are not encouraged to engage in service-learning; few if any incentives are provided (e.g., minigrants, sabbaticals, funds for conferences, etc.) to pursue service-learning activities; faculty members' work in service-learning is not usually recognized during their review, tenure, and promotion process.	Although faculty members are encouraged and are provided various incentives (minigrants, sabbaticals, funds for service-learning conferences, etc.) to pursue service-learning activities, their work in service-learning is not always recognized during their review, tenure, and promotion process.	Faculty who are involved in service-learning receive recognition for it during the campus' review, tenure, and promotion process; faculty are encouraged and are provided various incentives (minigrants, sabbaticals, funds for service-learning conferences, etc.) to pursue service-learning activities.	

DIMENSION III: STUDENT SUPPORT FOR AND INVOLVEMENT IN SERVICE-LEARNING

An important element of service-learning institutionalization is the degree to which students are aware of service-learning opportunities on campus and are provided opportunities to play a leadership role in the development of service-learning on campus.

***DIRECTIONS:** For each of the four categories (rows), place a circle around the cell that best represents the **CURRENT** status of student support for and involvement in service-learning on your campus.*

	STAGE ONE <i>Critical Mass Building</i>	STAGE TWO <i>Quality Building</i>	STAGE THREE <i>Sustained Institutionalization</i>	NOTES
STUDENT AWARENESS	There is no campus-wide mechanism for informing students about service-learning courses, resources, and opportunities that are available to them.	While there are some mechanisms for informing students about service-learning courses, resources, and opportunities that are available to them, the mechanisms are sporadic and concentrated in only a few departments or programs (e.g., course flyers).	There are campus-wide, coordinated mechanisms (e.g., service-learning listings in the schedule of classes, course catalogs, etc.) that help students become aware of the various service-learning courses, resources, and opportunities that are available to them.	
STUDENT OPPORTUNITIES	Few service-learning opportunities exist for students; only a handful of service-learning courses are available.	Service-learning options (in which service is integrated in core academic courses) are limited to only a certain groups of students in the academy (e.g., students in certain majors, honors students, seniors, etc.).	Service-learning options and opportunities (in which service is integrated in core academic courses) are available to students in many areas throughout the academy, regardless of students' major, year in school, or academic and social interests.	
STUDENT LEADERSHIP	Few, if any, opportunities on campus exist for students to take on leadership roles in advancing service-learning in their departments or throughout the campus.	There is a limited number of opportunities available for students to take on leadership roles in advancing service-learning in their departments or throughout the campus.	Students are welcomed and encouraged to serve as advocates and ambassadors for institutionalizing service-learning in their departments or throughout the campus.	
STUDENT INCENTIVES AND REWARDS	The campus has neither <u>formal</u> mechanisms (e.g., catalogued list of service-learning courses, service-learning notation on students' transcripts, etc.) or <u>informal</u> mechanisms (news stories in paper, unofficial student certificates of achievement) that encourage students to participate in service-learning or reward students for their participation in service-learning.	While the campus offers some <u>informal</u> incentives and rewards (news stories in paper, unofficial student certificates of achievement) that encourage students to participate in service-learning and/or reward students for their participation in service-learning, the campus offers few or no <u>formal</u> incentives and rewards (catalogued list of service-learning courses, service-learning notation on students' transcripts, etc.)	The campus has one or more <u>formal</u> mechanisms in place (e.g., catalogued list of service-learning courses, service-learning notation on students' transcripts, etc.) that encourage students to participate in service-learning and reward students for their participation in service-learning.	

DIMENSION IV: COMMUNITY PARTICIPATION AND PARTNERSHIPS

An important element for service-learning institutionalization is the degree to which the campus nurtures community partnerships and encourages community agency representatives to play a role in implementing and advancing service-learning on campus.

***DIRECTIONS:** For each of the three categories (rows), place a circle around the cell that best represents the CURRENT status of community participation and partnership on your campus.*

	STAGE ONE <i>Critical Mass Building</i>	STAGE TWO <i>Quality Building</i>	STAGE THREE <i>Sustained Institutionalization</i>	NOTES
COMMUNITY PARTNER AWARENESS	Few, if any, community agencies that partner with the college or university are aware of the campus' goals for service-learning and the full range of service-learning opportunities that are available to students.	Some, but not the majority of community agencies that partner with the college or university are aware of the campus' goals for service-learning and the full range of service-learning opportunities that are available to students.	Most community agencies that partner with the college or university are aware of the campus' goals for service-learning and the full range of service-learning opportunities that are available to students.	
MUTUAL UNDERSTANDING	There is little or no understanding between the campus and community representatives regarding each other's needs, timelines, goals, resources, and capacity for developing and implementing service-learning activities.	There is some understanding between the campus and community representatives regarding each other's needs, timelines, goals, resources, and capacity for developing and implementing service-learning activities, but there are some disparities between community and campus goals for service-learning.	Both the campus and community representatives are aware of and sensitive to each other's needs, timelines, goals, resources, and capacity for developing and implementing service-learning activities. There is generally broad agreement between the campus and community on the goals for service-learning.	
COMMUNITY PARTNER VOICE & LEADERSHIP	Few, if any, opportunities exist for community agency representatives to take on leadership roles in advancing service-learning on campus; community agency representatives are not usually invited or encouraged to express their particular agency needs or recruit student and faculty participation in service-learning.	There are a limited number of opportunities available for community agency representatives to take on leadership roles in advancing service-learning on campus; community agency representatives are provided limited opportunities to express their particular agency needs or recruit student and faculty participation in service-learning.	Appropriate community agency representatives are formally welcomed and encouraged to serve as advocates and ambassadors for institutionalizing service-learning on the campus; community agency representatives are provided substantial opportunities to express their particular agency needs or recruit student and faculty participation in service-learning.	

DIMENSION V: INSTITUTIONAL SUPPORT FOR SERVICE-LEARNING

In order for service-learning to become institutionalized on college and university campuses, the institution must provide substantial resources, support, and muscle toward the effort.

***DIRECTIONS:** For each of the six categories (rows), place a circle around the cell that best represents the **CURRENT** status of your campus' institutional support for service-learning.*

	STAGE ONE <i>Critical Mass Building</i>	STAGE TWO <i>Quality Building</i>	STAGE THREE <i>Sustained Institutionalization</i>	NOTES
COORDINATING ENTITY	There is no campus-wide coordinating entity (e.g., committee, center, or clearinghouse) that is devoted to assisting the various campus constituencies in the implementation, advancement, and institutionalization of service-learning.	There is a coordinating entity (e.g., committee, center, or clearinghouse) on campus, but the entity either does not coordinate service-learning activities exclusively or provides services only to a certain constituency (e.g., students, faculty) or limited part of the campus (e.g., certain majors).	The institution maintains coordinating entity (e.g., committee, center, or clearinghouse) that is devoted primarily to assisting the various campus constituencies in the implementation, advancement, and institutionalization of service-learning.	
POLICY-MAKING ENTITY	The institution's official and influential policy-making board(s)/committee(s) do not recognize service-learning as an essential educational goal for the campus	The institution's official and influential policy-making board(s)/committee(s) recognize service-learning as an essential educational goal for the campus, but no formal policies have been developed.	The institution's policy-making board(s)/committee(s) recognize service-learning as an essential educational goal for the campus and formal policies have been developed or implemented.	
STAFFING	There are no staff/faculty members on campus whose primary paid responsibility is to advance and institutionalize service-learning on the campus.	There is an appropriate number of staff members on campus who understand service-learning fully and/or who hold appropriate titles that can influence the advancement and institutionalization of service-learning throughout the campus; however their appointments are temporary or paid from soft money or external grant funds.	The campus houses and funds an appropriate number of permanent staff members who understand service-learning and who hold appropriate titles that can influence the advancement and institutionalization of service-learning on campus.	
FUNDING	The campus' service-learning activities are supported primarily by soft money (short-term grants) from sources outside the institution.	The campus' service-learning activities are supported by both soft money (short-term grants) from sources outside the institution as well as hard money from the institution.	The campus' service-learning activities are supported primarily by hard funding from the campus.	
ADMINISTRATIVE SUPPORT	The campus' administrative leaders have little or no understanding of service-learning, often confusing it with other campus outreach efforts, such as community service or internship programs.	The campus' administrative leaders have a clear understanding of service-learning, but they do little to make service-learning a visible and important part of the campus' work.	The campus' administrative leaders understand and support service-learning, and actively cooperate to make service-learning a visible and important part of the campus' work.	
DEPARTMENTAL SUPPORT	Few, if any, departments recognize service-learning a formal part of their formal academic programs..	Several departments offer service-learning opportunities and courses, but these opportunities typically are not a part of the formal academic program of the department and/or are not primarily supported by departmental funds.	A fair to large number of departments provide service-learning opportunities that are a part of the formal academic program and/or are primarily supported by departmental funds.	

EVALUATION & ASSESSMENT	There is no organized, campus-wide effort underway to account for the number and quality of service-learning activities taking place.	An initiative to account for the number and quality of service-learning activities taking place throughout the campus has been proposed.	An ongoing, systematic effort is in place to account for the number and quality of service-learning activities that are taking place throughout the campus.
------------------------------------	---	--	---