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2013 Service-Learning Faculty Survey Results Report

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2013 Service-Learning Faculty Survey Results Report

Abstract

Service-learning is an important teaching pedagogy that has been proven effective in enhancing student learning and promoting both academic and civic engagement. As civic engagement continues to gain prominence as an integral aspect of higher education, it is increasingly important that engagement metrics are consistently measured to demonstrate outcomes. This is especially true of service-learning as it strongly correlates with student learning, academic performance, and retention rates. Feedback and suggestions from service-learning faculty members are useful for gaining insights into how service-learning quality can be enhanced at the classroom level and understanding the resource needs of faculty members.

The purpose of the Service-Learning Faculty Survey was to assess (a) the level of support that faculty members receive for their service-learning/community engagement activities and (b) the impact they believe their service-learning/community engagement work has had.

The evaluation asked questions on the following dimensions: 1. Perceived support, 2. Usefulness of supports provided and received, 3. Partnerships, 4. Scholarship, and 5. Impact.

The results will serve two purposes. First, information gathered will be utilized in VCU's renewal of its Community Engagement Classification through the Carnegie Foundation for the Advancement of Teaching. In addition, the results will help the Service-Learning Office improve the services and supports it provides to meet the needs of service-learning instructors. Data was collected from faculty members who had taught at least one service-learning course during the 2011-2012 academic year. Appropriate faculty members were identified by VCU's Service Learning office (n=69). These individuals were sent a confidential, online survey using Qualtrics (a secure, web-based application designed to support data capture for research studies). Faculty members were sent an invitation and two follow-up reminders to complete the survey.

Keywords

service-learning, community engagement, faculty, civic engagement

Disciplines

Higher Education

Virginia Commonwealth University

2013 Service-Learning Faculty Survey Results Report Initial Data Summary

2013

*Prepared by:
Office of Service-Learning
Division of Community Engagement*



VCU

VIRGINIA COMMONWEALTH UNIVERSITY

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Summary

Introduction

Service-learning is an important teaching pedagogy that has been proven effective in enhancing student learning and promoting both academic and civic engagement. As civic engagement continues to gain prominence as an integral aspect of higher education, it is increasingly important that engagement metrics are consistently measured to demonstrate outcomes. This is especially true of service-learning as it strongly correlates with student learning, academic performance, and retention rates. Feedback and suggestions from service-learning faculty members are useful for gaining insights into how service-learning quality can be enhanced at the classroom level and understanding the resource needs of faculty members.

Purpose

The purpose of the Service-Learning Faculty Survey was to assess (a) the level of support that faculty members receive for their service-learning/community engagement activities and (b) the impact they believe their service-learning/community engagement work has had.

The evaluation asked questions on the following dimensions:

1. Perceived support,
2. Usefulness of supports provided and received,
3. Partnerships,
4. Scholarship, and
5. Impact.

The results will serve two purposes. First, information gathered will be utilized in VCU's renewal of its Community Engagement Classification through the Carnegie Foundation for the Advancement of Teaching. In addition, the results will help the Service-Learning Office improve the services and supports it provides to meet the needs of service-learning instructors.

Data was collected from faculty members who had taught at least one service-learning course during the 2011-2012 academic year. Appropriate faculty members were identified by VCU's Service Learning office (n=69). These individuals were sent a confidential, online survey using Qualtrics (a secure, web-based application designed to support data capture for research studies). Faculty members were sent an invitation and two follow-up reminders to complete the survey. Data collection began November 5, 2013 and ended November 22, 2013 with a 77% response rate (n=53).

Key Findings *

- Faculty members (n=52) perceived the following as very or extremely supportive for service-learning and/or community engagement: 88% cited the VCU president & Provost then students (79%) followed by department chairs (76%), deans (67%) and colleagues (58%).

- The most commonly used VCU Service Learning Office and/or Division of Community Engagement supports were consultation (75%), professional development (73%), publicity (71%) and advocacy (65%). Funding (63%), research assistance (60%), mentoring (60%) and teaching assistants (56%) were the least commonly used supports.
- Received supports that were very or extremely helpful were funding (93%, n=28), consultation (92%, n=33), professional development (91%, n=32), research assistance (86%, n=25), and mentoring (86%, n=25). Less faculty members reported the following as very or extremely helpful: advocacy (84%, n=26), publicity (82%, n=28), and teaching assistants (81%, n=22).
- Most 2011-2012 partnerships (n=45) were not new (82% had prior history). The average length of partnerships was 3.7 years (SD=2.96), ranging from 4 months to 11 years.
- 22% of faculty members (n=45) had grant funding associated with their service-learning course, totaling \$288,200.
- Approximately half of faculty members (53%, n=24) had generated a total of 70 scholarly products from their service-learning/community engaged activities. Conference presentations (83%) were the most common form of scholarship.
- 71% (n=15) of faculty members who had not developed scholarship reported that it was likely or very likely that a scholarly/research product could develop from their work.
- Faculty members (N=45) agree or strongly agree that they have been impacted by their service-learning/community engaged activities in the following ways: 98% (n=43) felt the classroom experience was enriched, 91% (n=41) had a strengthened sense of community, 89% (n=40) were more satisfied with their jobs, 82% (n=37) saw their teaching improve, 62% (n=28) had increased innovation in their scholarship & research, and 47% (n=21) felt their research had increased relevance.
- Faculty members' qualitative responses indicated that they perceived transformative impacts with their students' learning and their own teaching resulting in civically-engaged communities using service-learning and community-engaged approaches.
- Faculty members largely perceived the VCU environment and the specific resources provided by VCU Service Learning Office and Division of Community Engagement as supportive. However, faculty members also indicated that more "buy-in" in the form of hard support (i.e., tenure policies) are needed to address remaining challenges for these collaborative projects.

* Percentages represent percentage of faculty members who responded to each question.

Recommendations

The response from faculty members in the service-learning survey was very positive overall. This was evident in the survey ratings, comments, and high response rate. Based on faculty members' insights, several key recommendations to improve and augment services provided by the service-learning office are included below.

- Increase the level of funding provided to faculty members through the service-learning project awards and travel grants programs.
- Continue sharing information on pertinent conferences and publication outlets that provide faculty members with opportunities to disseminate their work on research and teaching service-learning.

- Serve as advocates for faculty members within their units and departments to assist with obtaining administrative support and recognition for their service-learning work.
- Continue to make personal interaction through face-to-face consultations a priority to support faculty members' service-learning efforts and professional development.
- Conduct similar faculty members feedback surveys every 2-3 years and share results with service-learning instructors.

Methodology

A brief online survey was constructed to assess (a) the level of support that faculty members receive for their service-learning/community engagement activities and (b) the impact they believe their service-learning/community engagement work has had.

The evaluation asked questions on the following dimensions:

1. Perceived support,
2. Usefulness of supports provided and received,
3. Partnerships,
4. Scholarship, and
5. Impact.

Data was collected from faculty members who had taught at least one service-learning course during the 2011-2012 academic year. Appropriate faculty members were identified by VCU's Service Learning Office (n=75). The original list indicated 75 instructors; however, upon review 5 were identified as no longer with the university. These individuals (n=69) were sent a brief online survey using Qualtrics (a secure, web-based application designed to support data capture for research studies). Faculty members were sent individualized surveys (i.e., university emails used); thus, the survey was not anonymous. However, the process is confidential since the raw data is secure and the results reported are aggregated and de-identified.

Faculty members were sent an invitation and two follow-up reminders to complete the survey. Data collection began November 5, 2013 and ended November 22, 2013 with a 77% response rate (n=53). (See Appendix A for survey.)

Completed surveys were merged with VCU's Service Learning Office records to connect responses with some demographics already available. This was done to reduce the burden on faculty members. Available data merged were 1) the number of service-learning courses taught in 2011-2012 and 2) the number of times faculty members taught a service-learning course in 2011-2012.

Results

Out of the 69 eligible faculty members, 53 responded to the survey. There was no significant difference between responders (53) and non-responders (16) in terms of the number of service-learning courses taught and the number of times they have taught a service-learning course. In addition, out of the 53 responders, only 44 had complete data. Similarly, there was no difference between complete data sets (44) versus non-complete data sets (9) in terms of the number of service-learning courses taught and the number of times they have taught a service-learning course.

The appropriate sample size is indicated per question and all percentages are based on the valid percent (i.e., excludes missing values).

Demographics

Faculty members (N=44) taught an average of 1.5 (SD=0.8) service-learning courses, with a range from one to four courses for 2010-2012. However, faculty members may teach a service-learning course for multiple semesters as well as several times within a semester. The average number of times faculty members taught a service-learning course was 1.9 (SD=1.3), with a range from one to seven times for 2011-2012.

Table 1. Demographics (N=44)

Variables	Total
	M(SD) / N(%)
Service-Learning	
# of Courses Taught	1.5 (0.8)
# of Times Taught	1.9 (1.3)
Years at VCU	9.9 (7.2)
Faculty Position	
Assistant Professor	12 (27%)
Associate Professor	11 (25%)
Professor	3 (7%)
Instructor, collateral/non-tenured earning	6 (14%)
Adjunct Faculty member	10 (23%)
Other Faculty member	2 (5%)
Tenured	
Yes	12 (27%)
No	32 (73%)

Faculty members had been with VCU on average for 10 years (SD=7), ranging from one to 39 years. Approximately half of the faculty members were assistant professors (27%) and associate professors (25%). The majority of faculty members were not tenured (73%). (See Table 1.)

Service-Learning & Community Engagement Support

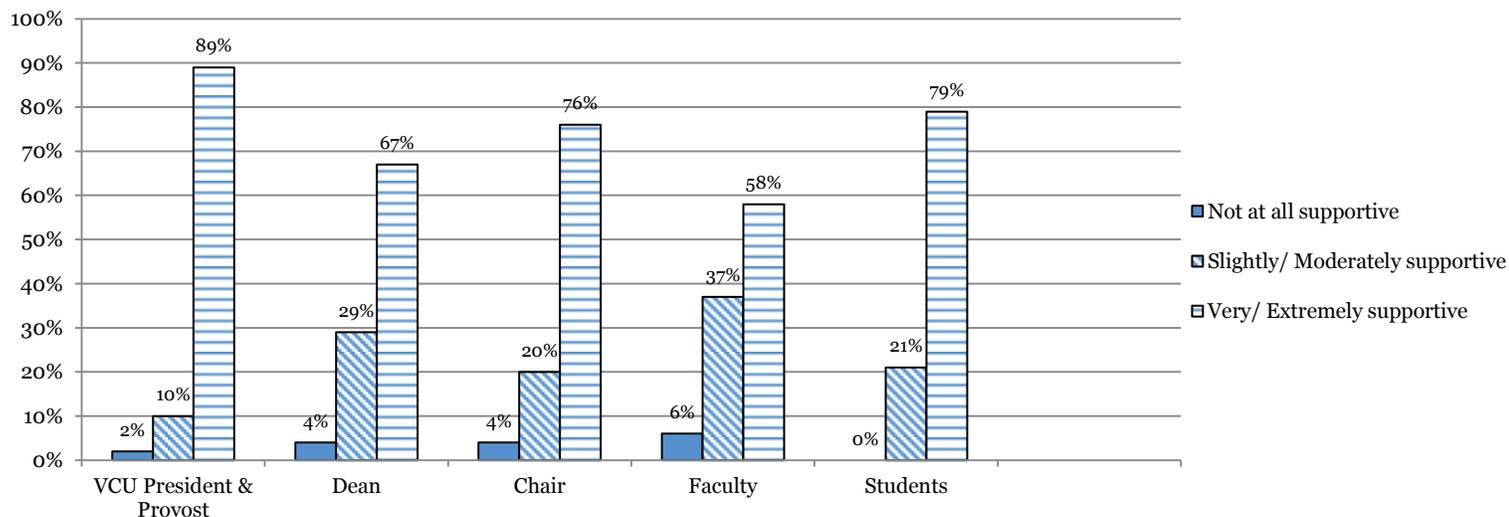
Faculty members were asked, “To what degree do you perceive support for service-learning/community engagement from the following?” Out of 52 responses*, faculty members perceived the following as very or extremely supportive: 88% (n=46) cited the VCU president & Provost, 67% (n=35) of deans, 76% (n=39) of department chairs, 58% (n=30) of colleagues, and 79% (n=41) of students (Table 2 and figure 1).

Table 2. Perceived Support for Service-Learning/Community Engagement (N=52)

	Not at all supportive	Slightly/ Moderately supportive	Very/ Extremely supportive
VCU President & Provost	1 (2%)	5 (10%)	46 (89%)
Your school’s/college’s Dean	2 (4%)	15 (29%)	35 (67%)
Your department chair*	2 (4%)	10 (20%)	39 (76%)
Your department faculty colleagues	3 (6%)	19 (37%)	30 (58%)
Your students	0 (0%)	11 (23%)	41 (79%)

*N=51, M=2 for this response item

Figure 1. Perceived Support for Service-Learning/Community Engagement (N=52)



Faculty members were asked, “*To what degree have the following supports from the VCU Service-Learning Office or the VCU Division of Community Engagement been helpful to you?*” See Table 3 below for the tabulation of the 48 responses.

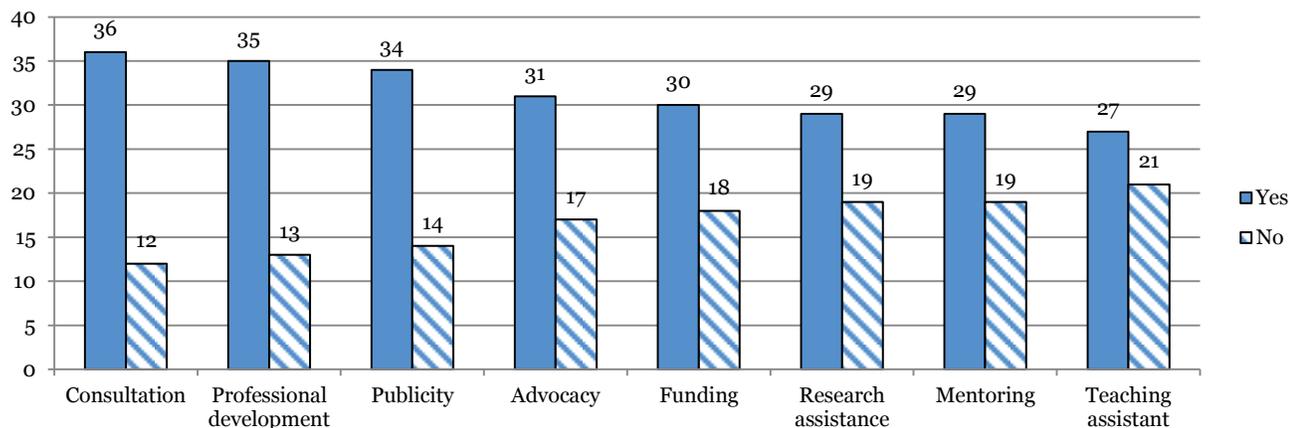
Table 2. Perceived Usefulness of Supports Provided (N=48)

	Not at all helpful	Slightly/Moderately helpful	Very/Extremely helpful	NA (did not use)
Advocacy (e.g. assistance with on-campus or community stakeholders)	1 (2%)	4 (8%)	26 (54%)	17 (35%)
Assistance with scholarly/research activities	1 (2%)	3 (6%)	25 (52%)	19 (40%)
Consultation	1 (2%)	2 (4%)	33 (69%)	12 (25%)
Funding (e.g. Service-Learning Project Award, CCE Grant Award)	0 (0%)	2 (4%)	28 (59%)	18 (38%)
Mentoring (formal or informal)	0 (0%)	4 (8%)	25 (52%)	19 (40%)
Professional development (e.g. SLAP, Mini-Institute, Service-Learning Spring workshop)	1 (2%)	2 (4%)	32 (67%)	13 (27%)
Publicity for/Celebration of your community engagement work	1 (2%)	5 (10%)	28 (59%)	14 (30%)
Teaching Assistant	4 (8%)	1 (0%)	22 (36%)	21 (44%)
Other (please specify)	0 (0%)	0 (0%)	2 (100%)	0 (0%)

Of the 2 respondents who selected ‘Other’, only one specified that “identifying potential community partners” was extremely helpful for them.

Based on Table 3 figures and excluding ‘Other’ (N=48), the most commonly used supports were consultation (75%), professional development (73%), publicity (71%) and advocacy (65%). Funding (63%), research assistance (60%), mentoring (60%) and teaching assistants (56%) were the least commonly used supports (figure 2).

Figure 2. Number of Faculty members who utilized specific types of support (N=48)

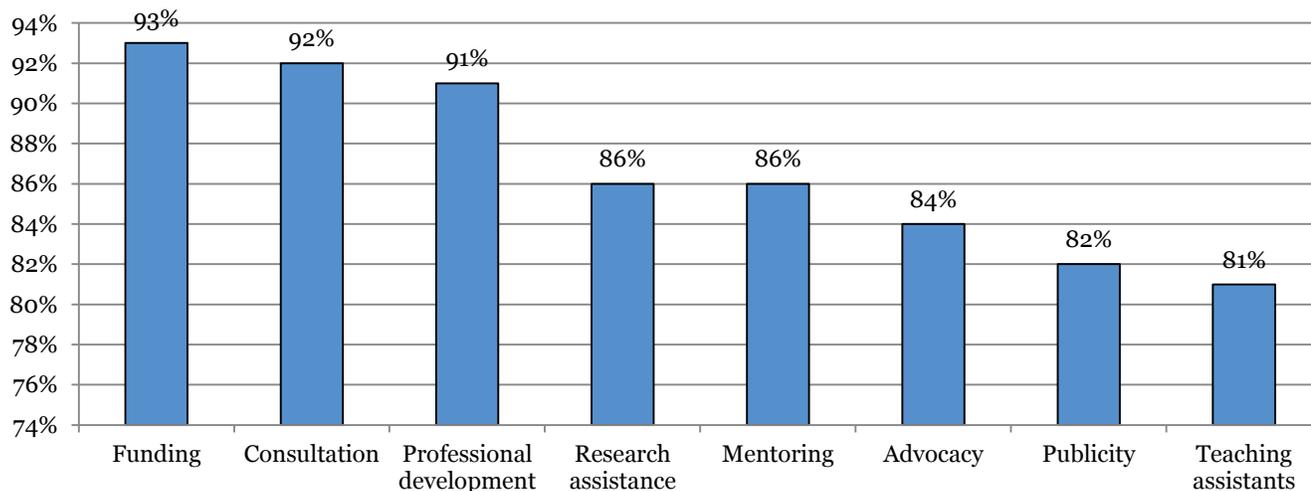


To calculate the how helpful were the supports actually received, Table 3 was re-calculated to exclude 'Not Applicable' as well as 'Other' (Table 4). The following percentages are based on the individual totals for each received support. Received supports that were very or extremely helpful were funding (93%, n=28), consultation (92%, n=33), professional development (91%, n=32), research assistance (86%, n=25), and mentoring (86%, n=25). Fewer faculty members reported the following as very or extremely helpful: advocacy (84%, n=26), publicity (82%, n=28), and teaching assistants (81%, n=22). (See figure 3.)

Table 3. Perceived Usefulness of Received Supports (N=varies)

	Not at all helpful	Slightly/Moderately helpful	Very / Extremely helpful	N
Advocacy (e.g. assistance with on-campus or community stakeholders)	1 (3%)	4 (12%)	26 (84%)	31
Assistance with scholarly/research activities	1 (3%)	3 (10%)	25 (86%)	29
Consultation	1 (3%)	2 (6%)	33 (92%)	36
Funding (e.g. Service-Learning Project Award, CCE Grant Award)	0 (0%)	2 (7%)	28 (93%)	30
Mentoring (formal or informal)	0 (0%)	4 (13%)	25 (85%)	29
Professional development (e.g. SLAP, Mini-Institute, Service-Learning Spring workshop)	1 (3%)	2 (6%)	32 (91%)	35
Publicity for/Celebration of your community engagement work	1 (3%)	5 (15%)	28 (82%)	34
Teaching Assistant	4 (15%)	1 (4%)	22 (81%)	27

Figure 3. Percentage of faculty members who rated support extremely/very helpful



Partnerships

Faculty members were asked to name the most significant community partner that they have worked with through one or more service-learning courses (see Appendix B for full listing). The following partner questions were in reference to the partner they named.

Faculty members were asked, “*Is this the first time you have partnered with [partner reference] for a service learning course?*” Out of 44 responses, 82% (n=36) indicated no while 19% (n=8) indicated yes.

Faculty members were asked, “*How long have you maintained a service-learning partnership with [partner reference]?*” Out of 45 responses, the average partnership length was 3.7 years (SD=2.9), ranging from 4 months to 11 years.

Faculty members were asked, “*Is there grant funding associated with your service-learning partnership with [partner reference]?*” Out of 45 responses, 22% (n=10) indicated yes while 78% (n=35) indicated no. The total amount of funding associated with service-learning courses was \$288,200 (N=10).

Service-Learning & Community Engagement Scholarship

Faculty members were asked, “*Have you presented or written anything about your service-learning teaching or related community-engagement work? (Examples are professional journal articles, newsletter articles, workshop presentations, professional presentations, blogs, etc.)*” Out of 45 responses, 53% (n=24) indicated yes while 47% (n=21) indicated no.

If faculty members responded yes, they were asked to, “Please list (i.e., copy and paste from your curriculum vita) those scholarships.” A total of 70 scholarly products were generated, as reported by 23 faculty members. Conference presentations (83%) were the most common form of scholarship (see Table 5). Forty-three percent (n=30) of the scholarship generated was directly related to the pedagogy or reflections of service-learning and community engagement. (Please see Appendix C for full listing.)

Table 4. Number of Scholarship Developed (n=70)

Articles	6 (9%)
Books or book chapters	2 (3%)
Conference/Presentations	58 (83%)
Newsletters	1 (1%)
Other	3 (4%)

If faculty members responded no, they were asked, “If not, what do you think is the likelihood that a scholarly/research product could develop from your service-learning teaching or related community-engagement work?” Out of 21 responses, 71% (n=15) stated that it was likely or very likely that scholarly/research products could develop (Table 6).

Table 5. Likelihood of developing a research product (N=21)

Very Unlikely	0 (0%)
Unlikely	1 (5%)
Undecided	5 (24%)
Likely	7 (33%)
Very Likely	8 (38%)

Impact

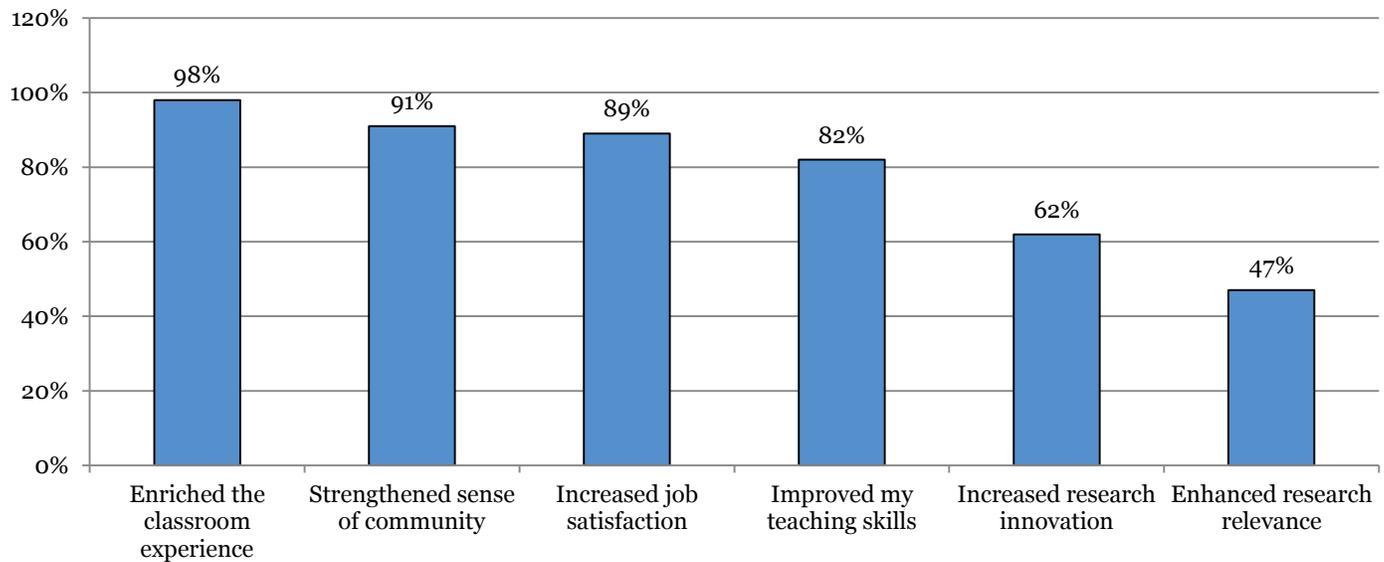
Faculty members were asked, “Since you have been involved with service-learning, please describe how your community engagement work has impacted you as a VCU faculty member in the following areas.” Faculty members (N=45) agree or strongly agree that they have been impacted in the following ways: 98% (n=43) felt the classroom experience was enriched, 91% (n=41) had a strengthened sense of community, 89% (n=40) were more satisfied with their jobs, 82% (n=37) saw their teaching improve, 62% (n=28) had increased innovation in their scholarship & research, and 47% (n=21) felt their research had increased relevance. (See Table 7 and figure 4.)

Table 6. Perceived Impact of Community Engagement on Faculty members (N=45)

	Strongly Disagree/ Disagree	No Change	Agree/ Strongly Agree
Improved my teaching skills	0 (0%)	8 (18%)	37 (82%)
Enriched the classroom experience*	0 (0%)	1 (2%)	43 (98%)
Increased innovation in my scholarship & research	2 (4%)	15 (33%)	28 (62%)
Enhanced the relevance of my research	3 (7%)	21 (47%)	21 (46%)
Increased my job satisfaction	1 (2%)	4 (9%)	40 (88%)
Strengthened my sense of community	0 (0%)	4 (9%)	41 (91%)

*N=44, M=9 for this response item

Figure 4. Percent of faculty members who agree/strongly agree with perceived impact (N=45*)



*N=44 for 'Enriched classroom experience' response item

Lastly, faculty members were asked, “*Is there anything else you would like to share about how you have been impacted?*” Only 17 responded to this question.

Faculty members responses ranged from brief positive comments such as, “I love service learning!” to ones that noted that the meaning and the doing of service-learning and community engagement was dependent on the context. For instance, one faculty member reported that, “My experience with my community-engaged research, which I conduct in South Africa, is different from the service learning course I taught that involved a local partner.”

Overall, faculty members responses can be categorized into the 3 themes: 1) transformative impacts on multiple stakeholders, 2) positive perceptions of support from VCU and 3) increasing support for service-learning/community engagement to address remaining challenges for these collaborative projects (see Appendix D for full listing).

Impact on Students: Transformative Learning (Representative Responses)

- I teach one course at VCU and I was fortunate enough to have taken the course as an undergraduate in 2005. As a student, the class changed the course of my life; it is what inspired me to join the violence against women movement. I even collected research and presented a paper at an international conference in the UAE on my experience with the course. Most of the students who take this course have a personal connection to the issue, and service-learning provides an outlet for them to feel empowered, connected, and engaged in a meaningful way. This course changes their lives, and I know this because they tell me in their journals and during their presentations at the end of class. I am honored to teach this class and to be part of these students' journeys. Thank you for reading and providing me the opportunity to share this with you.
- The service-learning partner agencies for the course I teach emphasize services for aging adults. These partnerships have supported my professional growth as a social work practitioner and educator. The combination of guest-presenters and classroom discussion about students' experiences has served as cross training for me. And the linkage of service learning and teaching of course concepts (related to professional communication) has supported my growth significantly as an Instructor.
- Service-learning is a perfect complement to my program and has facilitated the students' roles and responsibilities to engage the community in order to facilitate positive health behaviors to enhance overall health and well-being.
- While I have not produced scholarly activity, I have mentored four students to submit scholarly reflective articles. One student's work was published.
- In addition to James River Park, Maymont Park, Lewis-Ginter Botanical Garden and Shalom Farms have been wonderful. Several students continued their service with at least one of these community partners. This service-learning course has provided essential "hands on" learning opportunities for students interested in insect-plant interactions, horticulture, and sustainable agriculture. Several of the participants have recently or will soon begin graduate study in one of these areas. Thank you for making this possible!

Impact on Faculty Members: Transformative & Innovative Teaching (Representative Responses)

- Observing students changing their minds as a result of working with community has made me think if I should consider spending more time or change my career and focus on community development.
- This is a great learning opportunity for the students and I and I would be sharing the results in a seminar that I plan to organize in February 2014.
- I have benefited most from learning more about reflective practice and the textbook Learning Through Serving.
- My involvement in service learning and the relationships that I fostered in the community opened the door to out-of-the-box thinking about using the allocated class time for two courses to permit an intervention study to be conducted, with time in the beginning and end of the semester for research.

Impact: Transforming into Civically Engaged Communities (Representative Responses)

- The community benefits from the students' engagement effort.
- We are teaching students how to become engaged in the community.

Faculty members felt supported in their service-learning/community engaged work at VCU (Representative Responses)

- I've never felt more supported than I have with the Service-Learning folks here at VCU. What an amazing group of people to work with! I will continue my work with them as long as I'm at VCU. My experience has changed me as an academic, activist, AND activist forever.
- I have particularly enjoyed working with my Service-Learning Teaching Assistants.

However, challenges in obtaining "buy-in" in the form of hard support remain... (Representative Responses)

- My department asked me not to do service learning with a similar course in the future.
- I struggle with the limits on my time because service-learning courses draw me into community work that I would like to spend more time on, but sadly cannot due to other responsibilities. My community-based experiences have made me want to rearrange my work priorities to make more time for community engagement, but I have not been terribly successful yet!
- The issue of support is a tricky one. There certainly is verbal support at every level for doing community engaged work of all types. However, when it comes down to it, I am evaluated on how many articles I publish per year. Thus, until community engaged work is actually VALUED as part of scholarship in and of itself, rather than just the publications that result from it, it will remain additional work for faculty members.

Virginia Commonwealth University

Appendices

Appendix A: Service-Learning Faculty Survey

Service-Learning Faculty Survey

Thank you for participating in our short survey.

The goals of this survey are to assess (a) the level of support you have received for your service-learning/community engagement activities, and (b) the impact you believe your service-learning/community engagement work has had.

Results will be used to inform us how we can better meet your needs. We will also aggregate the results to report to the Carnegie Foundation for the Advancement of Teaching as part of VCU's application to review its Community Engagement Classification.

Service-Learning & Community Engagement Support

Please use the following definitions when answering the survey.

Community engagement is defined as 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.

Service Learning at VCU is a course-based, credit bearing educational experience in which students participate in an organized service activity that meets community-identified needs. Students reflect on the service activity to increase understanding and application of course content and to enhance a sense of civic responsibility.

1. To what degree do you perceive support for service-learning/community engagement from the following?

	Not at all supportive	Slightly supportive	Moderately supportive	Very supportive	Extremely supportive
VCU President & Provost	<input type="radio"/>				
Your school's/college's Dean	<input type="radio"/>				
Your department chair*	<input type="radio"/>				
Your department faculty colleagues	<input type="radio"/>				
Your students	<input type="radio"/>				

2. To what degree have the following supports from the VCU Service-Learning Office or the Division of Community Engagement been helpful to you?

	Not at all helpful	Slightly helpful	Moderately helpful	Very helpful	Extremely helpful	NA (did not use)
Advocacy (e.g. assistance with on-campus or community stakeholders)	<input type="radio"/>					
Assistance with scholarly/research activities	<input type="radio"/>					
Consultation	<input type="radio"/>					
Funding (e.g. Service-Learning Project Award, CCE Grant Award)	<input type="radio"/>					
Mentoring (formal or informal)	<input type="radio"/>					
Professional development (e.g. SLAP, Mini-Institute, Service-Learning Spring workshop)	<input type="radio"/>					
Publicity for/Celebration of your community engagement work	<input type="radio"/>					
Teaching Assistant	<input type="radio"/>					
Other (please specify)	<input type="radio"/>					

Partnerships

The next set of questions asks you describe the community partnerships in which you are involved.

Partnerships are defined as sustained collaborations between institutions of higher education and communities for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources. Examples are research capacity building, or economic development.

3. Please name the most significant community partner that you have worked with through one or more service-learning courses.

Partner Name _____

4. Is this the first time you have partnered with [partner reference] for a service-learning course?

- Yes
- No

5. How long have you maintained a service-learning partnership with [partner reference]? (Please round to highest number of years or months if less than 1 year.)
 Years (if applicable) _____
 Months (if applicable) _____
6. Is there grant funding associated with your service-learning partnership with [partner reference]?
 Yes (Enter estimated amount) _____
 No

Service-Learning & Community Engagement Scholarship

7. Have you presented or written anything about your service-learning teaching or related community-engagement work? (Examples are professional journal articles, workshop presentations, professional conference presentations, blogs, etc.)
 Yes _____
 No _____
8. (If yes) Please list (i.e., copy and paste from your curriculum vita) those scholarly products here.
9. (If no) If not, what do you think is the likelihood that a scholarly/research product could develop from your service-learning teaching or related community-engagement work?
 Very unlikely
 Unlikely
 Undecided
 Likely
 Very Likely

Impact

10. Since you have been involved with service-learning, please describe how your community engagement work has impacted you as a VCU faculty member in the following areas.

	Strongly Disagree	Disagree	No Change	Agree	Strongly Agree
Improved my teaching skills	<input type="radio"/>				
Enriched the classroom experience	<input type="radio"/>				
Increased innovation in my scholarship & research	<input type="radio"/>				
Enhanced the relevance of my research	<input type="radio"/>				
Increased my job satisfaction	<input type="radio"/>				
Strengthened my sense of community	<input type="radio"/>				

11. Is there anything else you would like to share about how you have been impacted?

Demographics

Lastly, please tell us a little about you.

12. How long have you been employed at VCU? (Please round to highest number of years or months if less than 1 year.)

Years (if applicable) _____

Months (if applicable) _____

13. What is your home department? _____

14. What is your faculty position?

Assistant Professor

Associate Professor

Professor

Instructor, collateral/non-tenured earning

Adjunct faculty member

Other faculty member

15. Are you tenured?

Yes

No

Thank you for completing the survey.

Please click on "NEXT" below to submit your response.

Appendix B: List of Respondent's Partners

Partner Organization	Partner Organization
1 A Grace Place	23 Paul Manning
2 Beth Shalom Life Care Center	24 Richmond City Jail
3 Binford Middle School	25 Richmond City's Sheriff's Office
4 Carver Promise	26 Richmond Public Schools
5 CBS 6	27 Richmond Public Schools
6 Central VA Waste Management Authority	28 Richmond Public Schools
7 Chesterfield County Public School System	29 Richmond Public Schools
8 Engineers without Borders project in Bolivia	30 Sacred Heart Center
9 Fan Free Clinic	31 Sacred Heart Center
10 Free Clinic of Ventral Virginia, Lynchburg	32 Sinomlando, University of KwaZulu Natal, South Africa
11 Gateway Homes	33 Special Olympics
12 Hands Up Ministries	34 Special Olympics
13 Hands Up Ministries	35 St. Andrew's School
14 Higher Achievement	36 St. Andrew's School
15 Highland Support Project	37 The Daily Planet
16 James River Park	38 Virginia Department of Emergency Management
17 James River Park System	39 Virginia Department of Health
18 Make-A-Wish Foundation & Alzheimer's Association	40 Virginia Friends of Mali
19 Mary Munford Elementary School	41 World Pediatric Project
20 Maymont Park	42 YWCA
21 Metro Cash	43 YWCA of Greater Richmond
22 Minority Health Consortium	

*One partner response did not indicate a partner. Instead they replied that, "We have approximately 16 community partners who are very supportive." The remaining 9 in the sample did not answer this question.

Appendix C: Scholarship (n=70)

Articles (n=6)

- *Brown, E., Pelco, L. E., Kirk, S., Houtz, H., Wright, A., & Speich, J. (2013). Stone soup anyone? Using service-learning pedagogy to promote STEM. *Virginia Journal of Science Education*, 5(1), 44-52.
http://www.vast.org/docs/Journal9_FullVersion-1.pdf
- *Coe, J.M., Best, A.M., Isringhausen, K.T., Warren, J.J., McQuistan, M.R., Kolker, J.L. (under review). Service-learning's impact on dental students' attitudes toward community service. *Michigan Journal of Community Service Learning*, under review.
- *Coogan, D. (in press). Cultivating agency: A Classroom sanctuary for prisoners and college students. *Community Literacy Journal*, forthcoming 2013.
- *Dockery, D. J. (2011). A guide to integrating service learning into counselor education. VISTAS. Retrieved from http://counselingoutfitters.com/vistas/vistas11/Article_34.pdf
- Gendron, T., Pelco, L., Pryor, J., Barnsness, S., & Seward, L., (2013). A Telephone support program for adult day center caregivers: Early indications of impact. *Journal of Higher Education, Outreach and Engagement*, 17(1), 47-60.
- Messner, M. (2013). Reporting with the iPadJournos: Educating the next generation of mobile and social media journalists. *Teaching Journalism and Mass Communication*. Retrieved from <http://aejmc.us/spig/2013/reporting-with-the-ipadjournos-educating-the-next-generation-of-mobile-and-social-media-journalists/>

Books or book chapters (n=2)

- Coogan, D. (2013). Writing your way to freedom: Autobiography as inquiry in prison writing workshops. In S.J. Harnett, E. Novek, & J.K. Wood (Eds.), *Working for Justice: A Handbook for Prison Teaching and Activism* (chapter 3). Chicago, IL: University of Illinois Press.
- *Coogan, D. (under review). *Civic engagement in the system: Teaching, writing, and organizing with prisoners*. Book manuscript under review at Utah State University Press.

Conferences & Presentations (n=58)

- *Bailey, N. & Slade, M. (October, 2012). *Developing community partnerships through VCU ASPiRE*. Emerging Nonprofit Leaders, Richmond, VA.
- *Buffington, M. (November, 2013). *Food landscapes project*. Presentation at the Virginia Art Education Conference in Richmond, VA.

- Coogan, D. (November, 2013). *The Bonds of race, the bonds beyond race*. Presentation at the Virginia Universities & Race Histories Conference in University of Virginia, Charlottesville, VA.
- Coogan, D. (May, 2012). *Reluctance to rhetorical interventions*. Paper presented at The 15th Biennial Conference of the Rhetoric Society of America in Philadelphia, PA.
- *Coogan, D. (March, 2012). *Rhetorical reaches: A Forum on pedagogical projects that break the boundaries of our rhetoric classrooms*. Paper presented at The 15th Biennial Conference of the Rhetoric Society of America in Philadelphia, PA.
- Coogan, D. (March, 2012). *How to make a middle space*. Paper presented at The 63rd Annual Conference on College Composition and Communication. New Orleans, Louisiana.
- Coogan, D. (March, 2009). *The Right to recover in a prison writing workshop*. Paper presented at the 95th Annual National Communication Association Conference in Chicago, IL.
- Coogan, D. (March, 2009). *The World I used to live in*. Paper presented at the 60th Annual Conference on College Composition and Communication in San Francisco, CA.
- Coogan, D. (March, 2008). *Waiting on the world to change*. Paper presented at the 59th Annual Conference on College Composition and Communication in New Orleans, LA.
- Coogan, D. (May, 2008). *Writing your way out*. Paper presented at the 13th Biennial Conference of the Rhetoric Society of America in Seattle, WA.
- Coogan, D. (March, 2007). *Seizing social movements in the public turn*. Paper presented at the 58th Annual Conference on College Composition and Communication in New York, NY.
- Corey, A., Faison, R., Hall, E., Wright, A., Hountz, H., & McCallister, L. (April, 2012). *Assessing carbon processing differences in environmentally varied aquatic mesocosms: Results from the Carbon Awareness Partnership 9CAP) program at the VCU Rice Center*. Presentation at the Ecological Society of America, Mid-Atlantic Chapter Annual Conference in Blackburg, VA.
- Dockery, D. J. (March, 2013). *Promoting Cultural Competence: Results of a Study Comparing Multicultural Training Models*. Presentation at the American Counseling Association Conference in Cincinnati, OH.
- *Dockery, D. J. (March, 2009). *Using Service Learning to Enhance Cultural Competence in Counselor Education Students*. Presentation at the American Counseling Association Conference in Charlotte, NC.
- *Dockery, D. J., & Cannon, E. A. (March, 2010). *Using Community Partnerships to Transform Counselor Education*. Presentation at the Association for Counselor Education and Supervision Conference in San Diego, CA.

- Faison, R., Hall, E., Wright, A., Houtz, H., Corey, A., & McCallister, L. (April, 2012). *Carbon Awareness Partnership (CAP)*. Presentation at the Ecological Society of America, Mid-Atlantic Chapter Annual Conference in Blackburg, VA.
- *Faison, R., Hall, E., Wright, A., Houtz, H., Corey, A., & McCallister, L. (May, 2012). *Carbon Awareness Partnership (CAP): A problem based approach to teaching and learning about carbon*. Presentation at the Fourth Annual Research Symposium at Virginia Commonwealth University's Rice Center, Charles City, VA.
- *Garthe, R. (in progress). The use of service learning in an experimental methods course. *Teaching of Psychology*, paper in progress.
- HaetNim, K., Vance, L., Tamesgen, R., Cooper, R., Koren, L., & Hall, E. (January, 2012). *Dissolved organic carbon (DOC) consumption by bacteria in various aquatic environments at the VCU Rice Center*. Poster presented at the Vernal Pool mini-Symposium at Virginia Commonwealth University Rice Center. Richmond, VA.
- *Isringhausen, K.T. (March, 2011). *Service-learning in medical and dental education: Innovative models for school-wide implementation*. Presentation for the Gulf Summit for Service-Learning and Civic Engagement Through Higher Education. Roanoke, VA.
- *Kim, J.M., Best, A.M., & Isringhausen, K.T. (March, 2013). *Service-learning's impact on dental students' attitude toward community service*. Paper presented at the American Dental Education Association 90th Annual Session and Exhibition in Seattle, WA.
- Kissel-Ito, C. (February, 2010). *Global Conversations*. Presentation at the 2010 Colonial Academic Alliance Global Education Conference in Virginia Commonwealth University, Richmond, VA.
- Leibowitz, S. (April, 2013). *VCU Health Sciences Academy*. Presentation at the Southern Association of Advisers for the Health Professions in Louisville, KY.
- Leibowitz, S. (November, 2013). *VCU Health Sciences Academy*. Presentation at the Virginia Counselors Association in Yorktown, PA.
- *Pelco, L., Lockeman, K. S., Dockery, D. J., & McKelvey, S. (October, 2010). *A Mixed-Methods Study of First Generation College Students' Service Learning Experiences*. Presentation at the International Research Conference on Service Learning and Community Engagement in Indianapolis, IN.
- *Pelco, L. E., & Lockeman, K., & Dockery, D. J., (November, 2011). *Service-Learning Impacts on First-Generation Students: Setting a National Research Agenda*. Presentation at the International Association for Research on Service-Learning and Community in Chicago, IL.
- *Pelco, L. & Slade, M. (October, 2012). *Live, learn, and engage: VCU ASPiRE*. Presentation at Virginia Engage Annual Conference in Winchester, VA.

- *Pelco, L. & Bailey, N. (September, 2012). *An overview of VCU ASPiRE*. Presentation at Greater Richmond Association of Volunteer Administration (GRAVA) in Richmond, VA.
- *Richardson, K. (March, 2013). *The 'Wild' classroom: Service-learning, four walls, and the digital frontier*. Presentation at Virginia's Humanities Conference in Christopher Newport University, Newport News, VA.
- Richardson, K. (May, 2013). *Venture Education*. Presentation at the 2013 Online Summit at Virginia Commonwealth University in Richmond, VA.
- *Richardson, K. (March, 2011). Three-Tiered approach to incorporating service opportunities and service-learning in the freshman learning-centered classroom. Panel participant at the Gulf South Summit Conference in Virginia Tech, Roanoke, VA.
- Sadler, K., Patton, R., Wilson-McKay, S., Cohen, R. (November, 2012). Middle school big ideas: How art can change our world. Presentation at the Virginia Art Education Association Conference, Norfolk, VA.
- Simons, D. (October, 2012). *A Pilot Study on the Use of Apple iPod Touch Technology with 5 Individuals with Allen Cognitive Levels Ranging from 4.0 to 5.8 Living in a Community-Based Mental Health Residential Treatment Program*. Presentation for The Cognitive Disabilities Symposium. San Diego, CA.
- Simons, D. (October, 2013). *The Use of iPod Touch Technology for Cognitive Assistance with Daily Living for Clients with Major Mental Illness*. Presentation for The Virginia Occupational Therapy Association. Norfolk, VA.
- Slade, M., Blundin, J. (November, 2013). Keynote for student research conference. Presented at the School of Global Studies in Virginia Commonwealth University, Richmond, VA.
- *Slade, M. & Bova, S. (September, 2012). *Sustainable community engagement: Why and how?* Presented at Virginia Commonwealth University's Honors College, Berglund Seminar Series in Richmond, VA.
- *Slade, M. (October, 2013). *Sustainable community engagement: Why and how?* Presented at Virginia Commonwealth University's Honors College, Berglund Seminar Series in Richmond, VA.
- Slade, M. L. (September, 2013). New student program panel. Presented at Virginia Commonwealth University's Parent Weekend in Richmond, VA.
- *Slade, M. L. (April, 2013). *Why serving matters*. Presented at Phi Eta Sigma Honor Society Annual Induction Ceremony in Virginia Commonwealth University, Richmond, VA.
- Slade, M. L. (February, 2013). *The leadership compass*. Emerging leaders program meeting. Virginia Commonwealth University, Richmond, VA.
- *Slade, M. (November, 2013). *The use of reflective practice to study the impact of community engagement on undergraduate students*. Presentation at the Virginia State Assessment Conference in Blacksburg, VA.

- *Slade, M., & Pelco, L. (November, 2013). *The use of reflective practice to study the impact of community engagement on undergraduate students*. Presentation at the IARSCLE in Omaha, NE.
- *Slade, M. & Sowuleswki, S. (October, 2013). *Using reflective practice to study the impact of community engagement*. Presentation at the Eastern Region Campus Compact in Philadelphia, PA.
- *Slade, M., Pelco, L., & Gendron, T. (March, 2013). *The impact of community engagement as measured through reflective practice*. Presentation at the SoTL Annual Conference in Savannah, GA.
- *Sleeth, R. (June, 2013). *Exploring the objectives and roles of undergraduate teaching assistants to support collaborative course designs*. Seminar presentation at the Eastern Academy of Management International Conference in Seville, Spain.
- Sleeth, R. (August, 2013). *Teaching with technology: Empowering students to collaborate in the capitalist marketplace*. Workshop for hands-on demonstration, discussion, and training in the uses of technology in teaching Organizational Behavior, Academy of Management in Lake Buena Vista, FL.
- Sleeth, R. (June, 2012). *Exploring the role(s) of undergraduate teaching assistants*. Presentation at the 2012 Organizational Behavior Teaching Conference for Management Educators in St. Catharines, Ontario, Canada.
- *Sleeth, R. (June, 2008). *Organizational haberdashery: An Evolving model for the classroom as a project organization*. Presentation at the 2008 Organizational Behavior Teaching Conference for Management Educators in Wellesley, MA.
- Sleeth, R. (July, 2007). *Building your course around a conceptual framework: Experiencing leadership theories in practice*. Presentation at the Eastern Academy of Management International in Amsterdam, Netherlands.
- Sleeth, R. (January, 2007). *Strategic leadership in a volunteer organization: I got them here, now what?* Keynote address to PMI Region 5 Leadership Conference in Williamsburg, VA.
- Sleeth, R., & Herman, S. (June, 2006). *How can students experience/learn about organizational hierarchy?* Presentation at the 2006 Organizational Behavior Teaching Conference in Rochester, NY.

Other Scholarly Products (n=1)

- Hountz, H., Kirk, S., Wright, A., & Pelco, L. (2012, March). GreenSTEM@VCU = STEM Education + 21st Century Skills + Environmental Awareness. *VAST Newsletter*, 60(3), 12. Retrieved from <http://www.vast.org/MARCHNews2012Fin.pdf>

Other Scholarly Products not suitable for citations (n=3)

- Drs. Anne Wright & James Vonesh co-organized the Vernal Pool mini-Symposium in January 2012 hosted at VCU's Rice Center. Presenters were from Virginia Commonwealth University, University of Maine, J. Jones

Ecological Center and Paul Smith College of the Adirondacks. See

http://www.chesterfieldobserver.com/news/2013-02-27/Family/In_search_of_life_in_the_countys_vernal_pools.html

- Dr. Coogan organized and chaired panels for the 58th & 60th Annual Conference on College Composition and Communication and the 13th Biennial Conference of the Rhetoric Society of America.
- Dr. Karen Kester in collaboration with service-learning students and partner organization, James River Park, are developing the “Bug Garden” at James River Park. Supporting educational and outreach materials (i.e., pamphlets, videos, activities) were developed by prior and current BIOL 309 students and will be posted on the Bug Garden page on the James River Park website. See <http://www.jamesriverpark.org/documents/enews/enews-june7-2013.htm>

*Denotes scholarship that directly pertains to the pedagogy or reflections of service-learning and community engagement (n=31).