EXTENDING INSTITUTIONALIZATION OF SERVICE-LEARNING

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BACKGROUND & HISTORY OF INSTITUTIONALIZATION OF SERVICE-LEARNING

What makes this case study unique
## 2010-11 Service Learning Course Inventory: Students by School and Course Level

<table>
<thead>
<tr>
<th></th>
<th>Business</th>
<th>Dentistry</th>
<th>Educ</th>
<th>EGTC</th>
<th>Grad School</th>
<th>Law</th>
<th>Herron</th>
<th>Info</th>
<th>Journalism</th>
<th>Liberal Arts</th>
<th>Honors College</th>
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<th>PETM</th>
<th>Science</th>
<th>Cont. Studies</th>
<th>Health/Rehab</th>
<th>SUS</th>
<th>SPEA</th>
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<td>0</td>
<td>8</td>
<td>7</td>
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“To institutionalize Service-Learning effectively, Service-Learning must be viewed not as a discrete “program” but as a means to accomplish other important goals for the campus.”

- Furco & Holland
Part of the academic culture of the institution
Aligns with the mission
Becomes an enduring aspect of the curriculum that is supported by more than a few faculty
Improves other forms of pedagogy, leads to other forms of civic scholarship

- Bringle, Hatcher, Hamilton, & Young, 2001
INSTITUTIONALIZATION

- Influences faculty roles and rewards
- Part of the experience of most students
- Has widespread support, understanding, and involvement of students, faculty, administration, and the community

- Bringle, Hatcher, Hamilton, & Young, 2001
### COMPREHENSIVE ACTION PLAN FOR SERVICE-LEARNING (CAPSL)

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>FACULTY</th>
<th>STUDENTS</th>
<th>COMMUNITY</th>
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<td>EXPANSION</td>
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<td>RECOGNITION</td>
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<td>EVALUATION</td>
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<tr>
<td>INSTITUTIONALIZATION</td>
<td></td>
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</tr>
</tbody>
</table>

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WHY INSTITUTIONALIZE SERVICE-LEARNING?

- Develop the **public purposes** of higher education
- Change the traditional assumptions about **faculty work**
- Change the way faculty **teach**
WHY INSTITUTIONALIZE SERVICE-LEARNING?

- Increase interdisciplinary work
- Contribute to the nature of first-year, major, honors, scholarships, capstones
- Promote democratic values in the academy and with the community
WHY INSTITUTIONALIZE SERVICE-LEARNING?

- Broaden assessment
- Broaden promotion and tenure/advancement
- Increase the salience of service in the campus culture
WHY INSTITUTIONALIZE SERVICE-LEARNING?

- Change campus/community relationships
- Change institutional accreditation and quality assurance
“The heart of institutionalization may be summarized in a few words: intentionality, coherence, and commitment”

- Furco and Holland, 2004, p. 38
Leadership at all levels

Service-Learning and student affairs are means to a set of ends

Answering the “why” question

Coaching faculty and staff to produce well-designed learning experiences

Role of assessment, particularly of the civic outcomes
COHERENCE

• Strategic versus ad hoc
• Centralized versus decentralized
• Across ALL facets of the campus
• Multi-level (grad & undergrad) versus single level
• Multi-modality versus one
COMMITMENT

- Funding
- Infrastructure
- Faculty and staff development
- Linking to other campus initiatives
THE CHALLENGE FOR CIVIC LEARNING

MUSIL, AAC&U

From elective to expected

From one time to progressive learning over time

From individually oriented civic action to collaboratively oriented action

From some faculty in some disciplines to all faculty in all disciplines

From parallel practices and programs to integrated ones
WHY SERVICE-LEARNING?
WHY SERVICE-LEARNING?

https://www.youtube.com/watch?v=TzLlaypl5_l&list=PLmzx_ZFdx60SGnC-XbNce--Er37eUx46&index=16&t=4s
DEFINITION OF SERVICE-LEARNING AT NP

MODULE-BASED, CREDIT-BEARING EDUCATIONAL EXPERIENCE

Students participate in an organized service activity that meets identified community needs.

Students reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility”

- Adapted from Bringle & Hatcher, 2009, p.38
5 KEY STRATEGIES FOR INSTITUTIONALIZATION
1 BUILDING THE NARRATIVE INTENTIONALLY

5 KEY STRATEGIES FOR INSTITUTIONALIZATION
BUILDING THE NARRATIVE INTENTIONALLY

GETTING SENIOR LEADERSHIP COMMITMENT

2014
Focus Group
4th NP Strategic Plan

2015
Agreement to adopt Service-Learning as Signature Pedagogy
GETTING SENIOR LEADERSHIP COMMITMENT

Senior Leadership Service-Learning Experiential Programme
GETTING STAFF BUY-IN
Aligning Service-Learning with NP’s strategic thrusts

1. BUILDING THE NARRATIVE INTENTIONALLY

- Graduate Outcomes
- Strategic Theme
- Core Values
- Skills Future
LAUNCH ON MARCH 2016

An awards ceremony to recognise & incentivise early adopters of Service-Learning
5 KEY STRATEGIES FOR INSTITUTIONALIZATION

1. BUILDING THE NARRATIVE INTENTIONALLY

2. BUILDING CAPABILITY EVERYWHERE
BUILDING CAPABILITY EVERYWHERE

OFFICE OF SERVICE-LEARNING
With 5 Key Thrusts (5CS)

- Capacity Building
- Curriculum Design
- Collaborations
- Communications
- Champs
IDENTIFYING MODULES, EARLY CHAMPIONS AND SERVICE-LEARNING COORDINATORS

- Glimpse of Service-Learning Sharing Sessions
- Service-Learning Community of Practice
EXTENSIVE TRAINING

EXTERNAL TRAINERS

2 SERVICE-LEARNING CONSULTANTS

4 IN-HOUSE MASTER TRAINERS

BUILDING CAPABILITY EVERYWHERE
5 KEY STRATEGIES FOR INSTITUTIONALIZATION

1. BUILDING THE NARRATIVE INTENTIONALLY
2. BUILDING CAPABILITY EVERYWHERE
3. ROADMAP REGULARLY
NGEE ANN’S SERVICE-LEARNING ROADMAP

THE NP GRADUATE
- Passionate Learner
- Big-hearted Person
- Global Smart Professional

S-L OUTCOMES
- Academic Learning
- Personal Growth
- Civic Learning

PHASE 1
- SET UP OF OSL
  5 Focus Areas (5Cs)
  Capacity Building, Curriculum Design, Collaboration, Communication, Champs

PHASE 2
- Deepening and broadening of Service-Learning
  Scaffolding for deeper impact and more holistic student development

PHASE 3
- Make Service-Learning pervasive and entrenched in NP’s ethos and culture

LAUNCH
Service-Learning as signature pedagogy
Module-based, credit-bearing

S-L 2016
MAY 2016
OCT 2016
PHASE 1 SERVICE-LEARNING

Set the Stage
A project to engage an elderly community

More importantly, the students are learning something.

https://www.youtube.com/watch?v=LnRpaQR6kao&list=PLmzx_ZFdx60SGnC_-XbNce--Er37eUx46&index=9&t=1s

Find more of our videos at
www.youtube.com/playlist?list=PLmzx_ZFdx60SGnC_-XbNce--Er37eUx46
ROADMAP REGULARLY

PHASE 2

Deepening and Broadening via Scaffolding

1. Semesters
2. Disciplines
3. Groups
4. Borders
5. Graduation
Students experience Service-Learning via:

- More Modules
- Final Year & Capstone Projects
- Civic Internships
- International Service-Learning Programmes
- S-L Passion Projects
PHASE 2 SERVICE-LEARNING

Find more of our videos at
www.youtube.com/playlist?list=PLmzx_ZFdx60SGnC-_XbNce--Er37eUx46

https://www.youtube.com/watch?v=qTa2fElm-c&list=PLmzx_ZFdx60SGnC-_XbNce--Er37eUx46&index=10&t=17s
5 KEY STRATEGIES FOR INSTITUTIONALIZATION

1. BUILDING THE NARRATIVE INTENTIONALLY
2. BUILDING CAPABILITY EVERYWHERE
3. ROADMAP REGULARLY
4. MEASURE DILIGENTLY
Impact of Service-Learning with Structured Reflections on Civic Responsibility, Academic Connections and Personal Growth in Polytechnic Students

First large-scale, systematic evaluation of Service-Learning in higher education in Singapore

The Service-Learning experience impacted students favourably

<table>
<thead>
<tr>
<th>CIVIC OUTCOMES</th>
<th>8 in 10</th>
<th>Students said they became more confident in being able to make a difference in the community</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC CONNECTION</td>
<td>7 in 10</td>
<td>Students reported that they • were aware of what can be done to meet community needs • planned to find time or a way to make a positive difference in the community • became more interested in participating in community service/volunteer activities</td>
</tr>
<tr>
<td>CAREER PREPARATION</td>
<td>8 in 10</td>
<td>Students felt S-L allowed them to apply what they had learnt in class to real issues/situations</td>
</tr>
<tr>
<td></td>
<td>7 in 10</td>
<td>Students said that their S-L experience • helped them make decisions about which career to pursue • allowed them to gauge their readiness for the workplace</td>
</tr>
</tbody>
</table>

800 Students
8 diplomas in School of Humanities & Social Sciences
Over 3 semesters

April 2017 to August 2018
Module Experience Survey 2017 & 2018

Over 4,000 students surveyed

1. Agreed that the S-L experience enhanced their understanding of the module content
   - 2017: 77%
   - 2018: 88%

2. Agreed that the S-L experience helped them realise that they can use what they have learnt to benefit the community
   - 2017: 82%
   - 2018: 91%

3. Agreed that the S-L experience motivated them to continue working with communities
   - 2017: 75%
   - 2018: 82%

4. Agreed that they received valuable life lessons from the community they worked with
   - 2017: 79%
   - 2018: 87%

5. Agreed that the reflection(s) helped them think more deeply to gain new insights
   - 2017: 78%
   - 2018: 86%

6. Agreed that they felt that their group's suggestions were valued
   - 2017: 78%
   - 2018: 87%
EVIDENCE OF INSTITUTIONALIZATION (FURCO’S DIMENSIONS)

Furco’s (2002) self-assessment rubric for the institutionalization of service-learning in higher education

106 RESPONDANTS
RESPONSE RATE OF 35%

4 MEASURE DILIGENTLY

S-L Course / Module leaders & Teaching Staff: 43
Senior Management: 28
Deputy Directors & Assistant Directors: 26
Support Staff: 9
4. MEASURE DILIGENTLY

Evidence of Institutionalization (Furco’s Dimensions)

Based on single-sample t-tests, survey results demonstrated that, in 3 years, the rapid institutionalization of Service-Learning significantly exceeded the Quality Building level (3.0) for all five of Furco’s components of institutionalization.
CONSISTENT FINDINGS

Bringle & Hatcher (2000)
CAPSL Model
based on 179 American campuses

Wong et al (2018) not yet published
Furco’s Dimensions
based on Ngee Ann Polytechnic

Same rank order

Institutional infrastructure and planning are important first steps in institutionalizing Service-Learning

Engaging in activities directed at faculty is a critical early step for developing Service-Learning and support
MEASURE DILIGENTLY

Service-Learning ≠ Volunteer Work

https://www.youtube.com/watch?v=dY8-PEPeUj0&list=PLmzx_ZFdx60SGnC-XbNce-Er37eUx46&index=17&t=35s
IMPLICATIONS AND RECOMMENDATIONS

- Provide support structures and recognition for faculty to strengthen and deepen Service-Learning.
- Integrate Service-Learning with other complementary and high impact pedagogy, and with continuing education.
- Develop key staff within each School/faculty to decentralise and embed expertise.
Scaffold projects across groups of students for greater community impact

Implement common channel of communication to all students

Develop co-curricular Service-Learning framework (for both local and overseas programs)
5 KEY STRATEGIES FOR INSTITUTIONALIZATION

1. Building the narrative intentionally
2. Building capability everywhere
3. Roadmap regularly
4. Measure diligently
5. Dream constantly
DREAM CONSTANTLY

NGEE ANN’S SERVICE-LEARNING ROADMAP

THE NP GRADUATE
- Passionate Learner
- Big-hearted Person
- Global Smart Professional

S-L OUTCOMES
- Academic Learning
- Personal Growth
- Civic Learning

PHASE 1
Every student experiences Service-Learning via at least 1 module
Make Service-Learning pervasive and entrenched in NP’s ethos and culture

LAUNCH
Service-Learning as signature pedagogy
Module-based, credit-bearing

PHASE 2
Deepening and broadening of Service-Learning
Scaffolding for deeper impact and more holistic student development

SET UP OF OSL
5 Focus Areas (5Cs)
Capacity Building, Curriculum Design, Collaboration, Communication, Champs

PHASE 3
Creating greater social impact
Develop community leadership and social entrepreneurship
DREAM CONSTANTLY

Possibilities for Phase 3 Strategies

- Meeting SDGs (Eg Local/Overseas Causes)
- Crowd Sourcing & Funding
- Social Impact Incubator & Venture Building
- Regional Hub
- Film & Social Media Advocacy
- Tech/Biz For Good