



## Resources on Service-Learning and Faculty

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### Course syllabi examples

The following places have syllabi examples listed by disciplinary areas.

On the Campus Compact website, "service-learning" is a discipline, and there are examples of syllabi for general and capstone service-learning courses.

Campus Compact

URL: <http://www.compact.org/resources/syllabusindex.html>

University of Colorado Service-Learning Website

URL: <http://csf.colorado.edu/sl/syllabi/index.html>

### Literature - General Higher Education:

**Title:** [A Service-Learning Curriculum for Faculty](#)

[Michigan Journal of Community Service-Learning. Fall 1995., Article 12, p.112-122.](#)

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

(See the entire issue "Michigan Journal of Community Service-Learning," Fall 1995.)

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

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

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

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

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

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

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

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

**Year: 1995**

Availability: Michigan Journal of Community Service-Learning; v2, p.150-58, Fall 1995.

Eric No: EJ552438

**Abstract:** Providence College (Rhode Island) has institutionalized service-learning into its liberal arts curriculum by creating an academic degree program in Public and Community Service Studies. The Feinstein Institute for Public Service administers this new major and minor, using the program as a catalyst for promoting service-learning throughout the curriculum. Lessons learned may assist other emerging programs.

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

**Author: Mark Copper**

**Year: 1997**

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

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

Volunteer Action Center, Florida International University, University Park, GC331, Miami FL 33138;

Phone: 305-348-2149.

**Title: Increasing Faculty Involvement**

**From: "Part I: Practical Issues and Ideas: Faculty,"**

**Authors: Jane Kendall; John Duley**

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

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

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

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

Journal Citation: Journal of Research and Development in Education; v29 n4 p220-25 Sum 1996; Eric No: EJ535020

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

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

**Year: 2000.**

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

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

**Title: Linking Service with Learning In Liberal Arts Education**

**Author: Robert L. Sigmon**

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

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

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

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

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

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

**Series Editors: Joseph Galura and Jeffrey Howard.**

**Year: 1993**

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

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

**Title: Reaching Out to Children and Families: Students Model Effective Community Service. Rowman & Littlefield Publishers, Inc.**

**Author: Dunlap, Michelle R.**

**Year: 2000**

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

**Abstract:** This practical guide assists college students and other constituents as they psychologically prepare for volunteering, service-learning, fieldwork assignments, and internships in a diverse and ever-changing world. Created with the novice community worker in mind, this book will also assist professors, teachers, administrators, and agency personnel in understanding and preparing workers for community service and service-learning. Topics range from choosing a community service site to appropriate methods of bringing closure to the experience when it is time to say good-bye. Where to obtain this resource: Rowman & Littlefield Publishers, 1-800-462-6420.

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

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

**Year: 1993**

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

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

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

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

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

**Author: Levine, Myron A.**

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

Eric No: EJ552421

**Abstract:** Outlines one Albion College (Michigan) faculty member's suggestions for encouraging faculty involvement in service-learning, drawing on his personal journey from traditional pedagogy to one that embraces service-learning. Guidelines focus on providing support and opportunity for faculty to make connections between community service and scholarship in their field.

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

**Author: Ward, Kelly**

Journal Citation: Michigan Journal of Community Service-Learning; v3 p55-65, Fall 1996

Eric No: EJ552444

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

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

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

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

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

**Authors: Julie A Hatcher**

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

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

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

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

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

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

**Literature - Community Colleges:**

**American Association of Community Colleges Service-Learning Resources**

URL: <http://www.aacc.nche.edu/initiatives/SERVICE/project.htm>

All of the following resources are located at this site:

**Abstract:** 1. Best Practices in Service-Learning: The American Association of Community Colleges helped develop campus-based programs that became a nucleus for a growing community college service-learning

network. A variety of "best practices" evolved from the strategies and resources developed at the ten colleges that participated in a national Learn and Serve America program of the Corporation for National Service from 1994-1997. This document is available in pdf format.

2. [Community Colleges Broadening Horizons Through Service-Learning, 1997-2000](#)

Broadening Horizons was developed to increase the number, quality and sustainability of service-learning programs in community colleges nationwide. Among the features it offers: model programs, national data collection and dissemination, an information clearinghouse, professional development opportunities and technical assistance. This document is available in pdf format.

3. [Project Descriptions 1995-97](#): Read about different service-learning projects.

4. [Horizons Model Programs](#): A research brief about the fourteen community colleges that participated in AACC's Horizons project.

**Title: Building Sustainable Programs: A Guide to Developing & Maintaining Service-Learning at Community Colleges**

**Author: Bucco, Diana Ed.**

**Eric No: ED405043**

URL: [www.mc.maricopa.edu/academic/compact/toc.html](http://www.mc.maricopa.edu/academic/compact/toc.html)

**Abstract:** Service learning is a pedagogy that combines community service with academic instruction, focusing on critical, reflective thinking and civic responsibility. This guide is designed to foster the development of service-learning programs at community colleges and presents experiences, ideas, and lessons learned from existing programs. Availability: Campus Compact National Center for Community Colleges, 1833 W. Southern Avenue, Mesa, AZ 85202.

**Title: Campus-Community Collaborations: Examples and Resources for Community Colleges.**

**Author: Terry Pickeral and Karen Peters**

URL: <http://www.mc.maricopa.edu/academic/compact/PubFrames.htm>

**Abstract:** A resource guide chockfull of examples of community college partnerships with K-12, social agencies, four-year institutions, business and industry, and national service. It includes an extensive bibliography on collaborations, and examines models from more than a dozen community colleges. Availability: Campus Compact National Center for Community Colleges, 145 N. Centennial Way, Suite 108, Mesa Arizona 85201.

**Title: Disciplinary Pathways to Service-Learning**

URL: <http://www.mc.maricopa.edu/academic/compact/PubFrames.htm>

**Abstract:** A collection of essays by community college faculty who integrate service-learning into their courses. This sourcebook explains the rationale for service-learning, provides several integration models, and identifies service-learning resources.

Availability: Campus Compact National Center for Community Colleges, 145 N. Centennial Way, Suite 108, Mesa Arizona 85201.

**Title: Faculty Guide to Service-Learning, Miami-Dade Community College**

URL: <http://www.mdcc.edu/servicelearning/facinfo.html>

**Author:** David B. Johnson, Faculty Consultant/Advisor, [djohnson@mdcc.edu](mailto:djohnson@mdcc.edu)

**Abstract:** This handbook is designed to offer the basics for integrating service-learning with teaching. Check out the Center for Community Involvement web site for more complete information: <http://www.mdcc.edu/servicelearning/>

**Title: From the Margin to the Mainstream: The Faculty Role in Advancing Service-Learning on Community Colleges: Models, Lessons from the Field, Case Studies.**

**Author: Pickeral, Terry, Ed.; Peters, Karen, Ed.,**

**Eric No: ED405046**

URL: <http://www.mc.maricopa.edu/academic/compact/mtm/toc.html>

**Abstract:** Prepared as part of a project to promote service-learning activities at community colleges, this sourcebook presents essays by college faculty detailing service-learning models and strategies. The final section provides the following five case studies detailing individual faculty.

**Problems, Politics, And Possibilities of a Progressive Approach to Service Learning in a Community College: A Case Study.**

**Author: Kevin Burr.**

Availability: Journal of Industrial Teacher Education v36 n3, Spr 1999.

URL: <http://scholar.lib.vt.edu/ejournals/JITE/v36n3/burr.html>

**Abstract:** This study revealed that progressive service-learning concepts can be ideally utilized in a community college environment. These learning methods lend themselves most specifically to technical career options in community colleges and are in line with the emphasis in the community college mission statement which focuses on career preparation and community involvement.

**Title: Service-Learning: Why Community Colleges?**

Author: Barnett, Lynn

Availability: New Directions for Community Colleges (Spring 1996) v.24, n. 1, p. 7-15

Eric No. EJ524854

**Abstract:** This journal article describes various national initiatives that provide community colleges with grants and technical assistance to develop community building and service-learning programs. The article suggests that the objectives of service-learning (i.e., integrating community service with academic instruction, emphasizing critical reflection and civic responsibility) match the colleges' mission as teach and community-serving institutions.

**Title: Tensions Inherent in Service-Learning: Achieving Balance**

URL: <http://www.mc.maricopa.edu/academic/compact/PubFrames.htm>

**Abstract:** A resource for community colleges to understand the tensions inherent in the integration of service-learning into community and technical colleges. Faculty discuss the tensions encountered in moving service-learning from a marginal pedagogy to an authentic method of teaching and learning.

Availability: Campus Compact National Center for Community Colleges, 145 N. Centennial Way, Suite 108, Mesa Arizona 85201.

**Title: Three Years After: Lessons Learned from a National Service-Learning Project at Community Colleges.**

URL: <http://www.mc.maricopa.edu/academic/compact/PubFrames.htm>

**Abstract:** A resource which gleans the best practices from the perspective of engaged faculty members. Faculty identify several lessons from the field that can assist others in designing effective processes to motivate and education faculty in service-learning pedagogy.

Availability: Campus Compact National Center for Community Colleges, 145 N. Centennial Way, Suite 108,

Mesa Arizona 85201.

**Title: Where is the Common Ground? Insights into Service-Learning Collaborations Between Community Colleges and Universities.**

URL: <http://www.mc.maricopa.edu/academic/compact/PubFrames.htm>

**Abstract:** A sourcebook which describes in depth the partnership, the community served, the challenges faced, and the relationships fostered during the collaborative efforts of 2 and 4-year institutions. The partnerships described in this sourcebook provide both ideas and insights so that you may be encouraged to pursue such an endeavor.

Availability: Campus Compact National Center for Community Colleges, 145 N. Centennial Way, Suite 108, Mesa Arizona 85201.

**Title: Yesterday It Was Called Civics: Today It Is Service-Learning.**

**Author: Christiansen, Larry K.**

**Eric No: ED383380**

**Abstract:** In the fall of 1992, Mesa Community College (MCC), in Phoenix, Arizona, established the Center for Public Policy and Service to promote community service and active participation in the social and political process as integral parts of a community college education. Through the Center, students are provided with educational opportunities in community service through service-learning internships and in-course options in government agencies, educational entities, civic organizations, and citizen advocacy groups.

**Resources on Reflection**

The Reflective Practitioner: How Professionals Think in Action. Basic Books. 1983.

Bingle, R. G., & Hatcher, J. A. (1996). Reflection activities for the college classroom. Paper Presented at the National Gathering, June 21, 1996.

Hatcher, J.A., & Bingle, R.G. (1997). Reflections: Bridging the gap between service and learning. Journal of College Teaching, 45, 153-158. [Reprinted in NSEE Quarterly, 1999, 24(3), 12-16.]

Bingle, R. G., & Hatcher, J. A. (1999). Reflection in service-learning: Making meaning of experience. Educational Horizons, 77(4), 179-185.

**Title: Dialogue Groups: A Practical Guide to Facilitate Diversity Conversation**

**Author: Sally Huang-Nissen**

**Availability: Medicine Bear Publishing**

ISBN #1-891850-22-9 \$15.00

**Abstract:** The book describes the transformative learning experiences of successful dialogue group programs in four different organizations. Individuals from diverse backgrounds engage in "deep dialogue" about "differences", examine their assumptions, explore their "hot buttons" (sensitivities) and "blind spots" (out of awareness), remove barriers and build relationships. It draws from theoretical concepts of dialogue, group dynamics and intercultural learning. The book also includes the practical aspects of how to establish a dialogue group program, recruit and prepare participants to join dialogue groups, train group leaders, begin and end groups, monitor group process, and assess learning.

**Facilitating Reflection: A Manual for Leaders and Educators**

**Authors: Reed, Julie and Koliba, Christopher.**

URL: [http://www.uvm.edu/~dewey/reflection\\_manual/](http://www.uvm.edu/~dewey/reflection_manual/)

Abstract: This manual was designed for educators and leaders of service groups who have an interest and a commitment to provide reflection opportunities for students and community partners alike. The entire manual is available on the web from the John Dewey Project and describes the rationale and importance of reflection in service-learning. The manual also contains chapters on how to facilitate reflection activities.

**Title: Multiple Methods of Student Reflection in Service-Learning Classes**

**Authors: Collier, Peter & Driscoll, Amy**

Year: 1999

Availability: The Journal of General Education, v. 48, n.1, pp. 280-292.

Abstract: This article describes two different methods used to record student reflections in one service-learning class taught at Portland State University during the 1995-96 academic year. The two methods utilized were written journals and videotaped group discussions. The authors describe the usefulness of each method and advocate the use of multiple reflection approaches in order to capture a richer and wider range of data.

**Service-Learning in Disciplines**

**American Association for Higher Education (AAHE) Monograph Series**

URL: <http://www.aahe.org/>

AAHE has undertaken publishing a 22 volume monograph series entitled AAHE's Series on Service-Learning in the Disciplines. As its title implies, the distinguishing characteristic of the Series is that the contributors to each volume are scholars writing for peers in their own discipline. This disciplinary context is critical to making service-learning work -- and to interesting faculty in trying the pedagogy. Across the volumes, theoretical essays illuminate issues of general importance to educators interested in a service-learning pedagogy; pedagogical essays discuss the design, implementation, and outcomes of specific service-learning programs. <http://www.aahe.org/service/series.htm>

**Title: Applied Scholarship in the Community Service Link: From Classroom Texts to Classroom as Text.**

**Author: Fischer, Ruth Overman**

**Availability: Eric No: ED410573**

Abstract: Students entering the university have to create a space for themselves, not only in the writing classroom, but in their relationships with faculty, other students, and their evolving selves. A curricular support mechanism helps students enlarge their educational process. Such a support system, the Linked Courses Program, has been in operation at George Mason University since the fall of 1992. Designed primarily to provide comprehensive support for first-semester freshmen, the program links various introductory courses in disciplines such as sociology, psychology, anthropology, government, philosophy, communication, and biology with designated sections of first-year composition.

**Title: Combining Service and Learning on Campus and in the Community.**

**Author: Checkoway, Barry**

**Availability: Phi Delta Kappan; v77 n9 p.600, 602-06, May 1996.**

**Eric No: EJ524360**

**Year: 1996,**

Abstract: Student workshops can complement coursework in the academic disciplines and provide field training for public health, social work, urban planning, and other professions. This article describes three community-planning workshops for college students: a community planning workshop in rural east central

Illinois, a neighborhood revitalization project in Chicago, and a University of Michigan-sponsored voter participation workshop.

**Title: Curriculum Integration and the Disciplines of Knowledge**

**Author: James A. Beane**

**Availability: Phi Delta Kappan, v 76 n 8, p. 616-622, Apr 1995.**

Abstract: Curriculum integration, in theory and practice, transcends subject-area and disciplinary identifications without abandoning them. The goal is integrative activities that use knowledge (to pursue new meanings) without regard for subject or discipline lines. As boundaries disappear, curriculum integration may engage knowledge not easily ascribed to particular disciplines.

**Title: Disciplinary Pathways to Service-Learning.**

**Author: Droge, David**

**Eric No: ED405047**

URL: <http://www.mc.maricopa.edu/academic/compact/PubFrames.htm>

Abstract: The second in a series on service-learning in the community college, this monograph presents 14 essays by community college faculty, chronicling their experiences in developing service-learning activities.

**National Council of Teachers of English**

**Service-Learning in Composition**

**URL: <http://www.ncte.org/service>**

This site provides resources and information for teachers, researchers and community partners interested in connecting writing instruction to community action. The highlights of this site include program descriptions of service-learning writing initiatives; teaching resources including syllabi, assignments and advice; examples of student projects; bibliographies and research in progress. NCTE also hosts a listserv to encourage dialogue among service-learning educators.

**Title: Snapshots of Service in the Disciplines**

**Author: Campus Compact**

**Year: 1996**

**Availability: Campus Compact, Box 1975, Brown University, Providence RI 02912-1975; Phone: 401-863-1119.**

Abstract: This book highlights over 70 service-learning projects from the 1994-95 Corporation for National Service (CNS) grants awarded to faculty by Campus Compact. Covers a wide range of disciplines, from accounting to urban studies.

**Faculty Rewards, Promotion and Tenure (RPT) Resources**

**Buena Vista University, Storm Lake, Iowa**

**Abstract:** Faculty at Buena Vista University approved a three-year "trial" Faculty Appointment Policies and Procedures Policy that expires at the end of Spring Semester 2002. The tenure and promotion process at Buena Vista University supports faculty development in two ways. First it seeks to encourage the individual faculty member in efforts to improve skills and grow professionally. Second, it attempts to guarantee that the Buena Vista faculty is of the highest possible quality and demonstrably dedicated to teaching, academic advising, professional engagement, and service. It is under the heading of Professional Engagement that the University recognizes that professional growth, scholarship, and other kinds of creative activity can take a

variety of forms. Because Buena Vista University is a New American College, its faculty members are rewarded for contributions to the scholarship of engagement and integration which helps like work in the disciplines both to the classroom and to society at large. To learn more about Buena Vista's RTP process, please contact Dr. Christopher Johnson, Assistant Professor of Religion (712-749-2179, ([johnsonc@bvu.edu](mailto:johnsonc@bvu.edu))), or Dr. Karen Halbersleben, VP for Academic Affairs & Dean of Faculty (712-749-2400, [halbers@bvu.edu](mailto:halbers@bvu.edu)).

### **East/West Clearinghouses for the Scholarship of Engagement**

**Abstract:** The East/West Clearinghouses for the Scholarship of Engagement are designed to support planning, implementation, evaluation and documentation of engagement, outreach and professional service for faculty and administrators in higher education. The Clearinghouses will support universities who have achieved changes in their faculty reward system and will encourage those campuses who are contemplating such change. In addition, the Clearinghouses sponsor the National Review Board for the Scholarship of Engagement and provide external peer review and evaluation of faculty's scholarship of engagement. For more information, please contact: Lorilee R. Sandmann, Vice Provost, Institutional Effectiveness and Strategic Partnerships, Cleveland State University, RT 1217, 1860 East 22nd Street, Cleveland, OH 44114-4435, Phone: 216-687-6915; Fax: 216-687-9290; Email: [l.sandmann@csuohio.edu](mailto:l.sandmann@csuohio.edu)

or Amy Driscoll, Director, Teaching, Learning, & Assessment, California State University Monterey Bay, 100 Campus Center, Seaside, CA 93955-8001, Phone: 831-582-4517; Fax: 831-582-4545; Email: [amy\\_driscoll@monterey.edu](mailto:amy_driscoll@monterey.edu).

Coppola, B. P. (2000). "Learning to Play a Rigged Game" National Teaching and Learning Forum online newsletter: <http://www.ntlf.com/html/ti/toc.htm>

**Abstract:** Brian Coppola, University of Michigan-Ann Arbor - A Pew Scholar who won tenure on the strength of his teaching says you don't win by bucking the rules, only by reframing your understanding of their possibilities.

### **Four Dimensions of Quality Outreach, Michigan State University**

URL: <http://www.msu.edu/unit/outreach/publications.html>

**Abstract:** As a professional university responsibility, an outreach project is assessed according to commonly held values and familiar measures that are applied to teaching, research, and service. These, as well as additional measures and values specific to the success of an outreach project are discussed in various sections of Points of Distinction: A Guidebook for Planning and Evaluating Quality Outreach and suggested in the matrix contained in this booklet. Copies can be ordered from: MSU Bulletin Office, 10-B Agriculture Hall, Michigan State University, East Lansing, MI 48824-1039 (request UO-02).

### **Making Outreach Visible: A guide to Documenting Professional Service and Outreach.**

Author: Amy Driscoll and Ernest A. Lynton.

Year: 1999

URL: <http://www.aahe.org>

**Abstract:** This guide addresses the "how to" issues and needs of faculty and administration in the context of institutional change. Copies are available from the American Association for Higher Education, 202-293-6440 x 11, Email: [pubs@aahe.org](mailto:pubs@aahe.org)

### **Montclair State University, Upper Montclair, New Jersey**

Author: Faculty Scholarship Incentive Program (FSIP)

**Abstract:** Shortly after the publication of Ernest Boyer's now classic *Scholarship Reconsidered: Priorities of the Professoriate*, Montclair State University undertook a reconceptualization of the meaning of scholarship and of the roles of and rewards for faculty. When Provost Richard Lynde announced willingness to examine both teaching load and the meaning of scholarship in the Fall, 1990 he signaled the beginning of four years of negotiations leading to the Faculty Scholarship incentive Program (FSIP). The program was intended to provide faculty with the option of reducing the teaching load from twelve to nine credits per semester and to allow them to use the other three credits to pursue scholarship defined within the scope of their career interests. For more information, please contact Richard A. Lynde, Academic Affairs, 973-655-4382.

### **Service at Indiana University: Defining, Documenting, and Evaluating**

**Abstract:** Provides an intellectual model for service, examples of documentation that respond to criteria for evaluating service, and descriptions of campus activities that stimulate campus discussion. The guidebook provides an important resource that can be used as campuses revise promotion and tenure guidelines, reshape the assessment of scholarship, and develop criteria for service awards. It is also useful to faculty as they prepare documentation for professional development, annual review, promotion and tenure, and awards. Available from: Center for Public Service and Leadership, Indiana University-Purdue University Indianapolis, 815 West Michigan Street, UC 3116, Indianapolis, IN 46202-5164; 317-278-2662; Price: \$15.00.

### **Publishing Opportunities**

The following list of journals (in which you can publish articles/research on service-learning, identify colleagues who share your research interests related to service-learning, and augment your knowledge about service-learning resources used by other faculty in your discipline) was compiled by Shari Galiardi, Service-Learning Coordinator at Appalachian State University, with additions from the Higher Education Service-Learning Clearinghouse.

### **Academe Online**

URL: <http://www.aaup.org/aca/home.htm>

This bimonthly publication of the American Association of University Professors (AAUP) analyzes higher education issues from faculty members' perspectives. The magazine begins with an incisive round-up of news affecting professors. Feature articles examine tenure, affirmative action, part-time faculty appointments, distance education, intellectual property, and other timely academic issues. Investigative reports on violations of academic freedom and tenure are regular components. Columns cover legal trends, legislative developments, and new scholarly books.

### **Academic Exchange Quarterly,**

URL: <http://members.theglobe.com/stevepec/>

AEQ, is an excellent publication outlet for anyone, whether you are in the "publish or perish" tenure track or not. AEQ is not an electronic journal. It is a traditional, paper format, refereed, about 80 pages, quarterly. It is read in thirty seven states plus Australia, Canada, and England. For more info, please, see our info web page at

### **Active Learning in Higher Education**

URL: <http://www.sagepub.co.uk/journals/Details/j0350.html>

This new journal of the Institute for Learning and Teaching in Higher Education (ILT) is an international,

refereed publication. As the journal of the Institute, Active Learning in Higher Education supports this mission and is devoted to all aspects of development, innovation and good practice in higher education, including the use of Information and Communications Technologies (ICTs). The journal seeks to share practitioner experience through case studies, action research reports and accounts of changing practice and theoretical perspectives. Active Learning in Higher Education embraces academic practice across all curriculum areas in higher education.

### **American Journal of Education**

URL: <http://www.journals.uchicago.edu/AJE>

This journal seeks to bridge and integrate the intellectual, methodological, and substantive diversity of educational scholarship, and to encourage a vigorous dialogue between educational scholars and practitioners. To achieve that goal, papers are published that present research, theoretical statements, philosophical arguments, critical syntheses of a field of educational inquiry, and integration of educational scholarship, policy, and practice.

### **The American Behavioral Scientist**

For over forty years, this journal has been a valuable source of information for scholars, researchers and professionals, providing in-depth coverage of fields of study throughout the social and behavioral sciences. Each issue offers a comprehensive analysis of a single topic, examining such important and diverse areas as marketing, medicine and public service. The journal's interdisciplinary approach stimulates creativity and, occasionally, controversy within the emerging frontiers of the social sciences, exploring the critical issues that affect our world and challenge our thinking.

### **The American Psychologist**

URL: <http://www.apa.org/journals/amp.html>

This publication is the official journal of the American Psychological Association and, as such, contains archival documents. It also publishes articles on current issues in psychology as well as empirical, theoretical, and practical articles on broad aspects of psychology. Based in Washington, DC, the American Psychological Association (APA) is the largest scientific and professional organization representing psychology in the United States. With more than 159,000 members, APA is also the largest association of psychologists worldwide. APA works to advance psychology as a science, a profession, and a means of promoting human welfare.

### **Assessment & Evaluation in Higher Education**

URL: <http://www.tandf.co.uk/journals/carfax/0260293.html>

An established, international, refereed journal, which publishes, papers and reports on all aspects of assessment and evaluation within the various disciplines representative of higher education. The purpose of the journal is to help advance understanding of assessment and evaluation practices and processes, particularly in the contribution they make to student learning and to course, staff, and institutional development. Assessment & Evaluation in Higher Education welcomes pragmatic research-based or reflective studies which help to illuminate the everyday practice of assessment and evaluation in higher education. The journal is aimed at all higher education practitioners, irrespective of discipline, and sets out to provide readily accessible, up-to-date information about significant developments within the field, with a view to the sharing and extension of evaluated, innovative practice. Suggestions about particular themes or special issues are welcomed.

### **Assessment in Experiential Education**

Articles on the theme of "Assessment in Experiential Education," for possible publication in a collection of articles on evaluation and assessment in experiential education. The publication will examine various best practices and techniques which are being used to evaluate the progress and performance of students engaged in experiential education activities.

Pre-article queries and abstracts are welcome and encouraged. For more information, please contact Kyle Farmbry, Director of Diversity Leadership Programs, The Washington Center for Internships and Academic Seminars, 1101 14th Street, NW #500, Washington, DC 20005-5622; (202) 336-7564, [kylef@twc.edu](mailto:kylef@twc.edu) .

### **Business Communication Quarterly**

URL: <http://bcq.theabc.org>

A refereed journal devoted to the teaching of business communication, which is a broad, interdisciplinary field. It is also international, and thus the journal aims to present the field from that international perspective. The journal publishes the following types of articles: discussions of issues and methods for teaching business communication in a variety of settings (two-year college, technical institute, four-year college, university, corporate or agency training program, etc.), case studies of specific classroom techniques, tutorials on business communication processes or products, especially innovations in electronic technology that need to be introduced into the classroom, research on classroom teaching or assessment, summary reviews of literature on teaching business communication, book reviews of both textbooks and other items of interest to teachers, and reports on strategies for program development.

### **Change: The Magazine of Higher Learning**

URL: <http://www.heldref.org>

Well known and respected as an opinion magazine dealing with contemporary issues in higher learning, the award-winning Change spotlights trends in, provides new insights about, and analyzes the implications of educational programs. Articles cover influential institutions and individuals, new teaching methods, curriculum, finances, governance, and public policy. Change is published six times a year with editorial leadership provided by the American Association for Higher Education. Editorial content includes special departments, regular columnists, a wide-ranging book review section, and in-depth analytical features on current issues in higher education.

### **The Chemical Educator**

URL: <http://journals.springer-ny.com/chedr>

A peer-reviewed journal serving the needs of all chemical education professionals at an affordable cost. Its publication on the World Wide Web allows for quick dissemination of material, timely information on current topics, and internet access to supporting material. Full search capabilities for all issues are provided online. Featured tutorial articles on modern instrumentation, techniques, and theory provide educators access to the most current information in a format immediately usable in their classrooms and laboratories. These articles provide an instant resource for the inclusion of topics and techniques that are too current to appear in standard textbooks. Studies published in this area provide concrete evidence and conclusions about techniques that improve teaching effectiveness.

### **College Composition and Communication**

URL: <http://www.ncte.org/ccs>

The editorial staff of this journal invites submission of research and scholarship in composition studies that

supports college teachers in reflecting on and improving their practices in teaching writing. The field of composition studies draws on research and theories from a broad range of humanistic disciplines- English studies, linguistics, literacy studies, rhetoric, cultural studies, gay studies, gender studies, critical theory, education, technology studies, race studies, communication, philosophy of language, anthropology, sociology, and others-and within composition studies, a number of subfields have also developed, such as technical communication, computers and composition, writing across the curriculum, research practices history of composition, assessment, and writing center work. The usefulness of articles to writing teachers should be apparent in the discussion, but articles need not contain explicit sections detailing applications to teaching practices. In writing for CCC, you should consider a diverse readership for your article, a readership that includes at least all teachers of college-level writing.

### **Community College Journal**

URL: <http://www.aacc.nche.edu/books/journal/journalindex.htm>

The Journal features articles by leading experts, opinions that put the news in perspective, coverage of higher education issues, and profiles of the field's leaders. Every issue covers news and information from a national network of colleges, providing the latest surveys, practices, and innovations.

### **Community College Review**

URL: <http://www.ncsu.edu/cep/acce/ccr/abspr2k.htm>

### **Educational Leadership**

URL: <http://www.ascd.org/frameedlead.html>

This journal is intended primarily for leaders in elementary, middle, and secondary education but is also for anyone interested in curriculum, instruction, supervision, and leadership in schools.

### **The Generator: Journal of Service-Learning and Service Leadership**

URL: <http://www.nylc.org/sec.pubs.Generator.html>

This national journal of service-learning and youth leadership provides NYCL members with the most up to date information on service-learning methodologies, programs, and initiatives. Contributors are leaders in the field from throughout North America who share their experience and perspectives implementing service-learning and youth leadership programs in academic and community-based settings.

### **Harvard Educational Review**

URL: <http://gseweb.harvard.edu/~hepg/her.html>

A scholarly journal of opinion and research in education with the mission to provide an interdisciplinary forum for discussion and debate about education's most vital issues. Since its founding in 1930, the Review has become one of the most prestigious journals in education, with paid circulation of over 10,000 policymakers, researchers, administrators, and teachers. Each year, the Review covers a wide range of topics of current concern in education. Each quarterly issue of the Review book length, containing a variety of articles, essays, and book reviews.

### **Higher Education Perspectives**

Faculty, graduate students, scholars, researchers, policymakers, and administrators in Higher Education and related fields are invited to submit research articles, theoretical papers, literature, book and essay reviews, or revised conference papers that analyze, challenge, and/or create Higher Education theory, history, philosophy, policy, and Practice.

Higher Education Perspectives is a peer-reviewed journal published by The Higher Education Group, Department of Theory and Policy Studies, at the Ontario Institute for Studies in Education of the University

of Toronto.

Submit manuscripts to The Editor, Higher Education Perspectives, HEG/TPS, OISE/UT, 252 Bloor Street West, Toronto, ON M5S 1V6, Canada. For further information contact [hep@oise.utoronto.ca](mailto:hep@oise.utoronto.ca) or the Department Secretary at (416) 923-6641 x2203.

### **Higher Education Policy**

URL: <http://www.elsevier.com/inca/publications/store/3/0/9/1/0/>

### **Innovative Higher Education**

URL: <http://www.isd.uga.edu/ihe/ihe.htm>

The goals of this journal are to present descriptions and evaluations of innovations and provocative new ideas with relevance for action beyond the immediate context in higher education, focus on the effect of such innovations on teaching and students, be open to diverse forms of scholarship and research methods by maintaining flexibility in the selection of topics deemed appropriate for the journal, and strike a balance between practice and theory by presenting manuscripts in a readable and scholarly manner to both faculty and administrators in the academic community.

### **International Journal of Education and the Arts**

URL: <http://ijea.asu.edu>

Editors: Tom Barone, Arizona State University and Liora Bresler, University of Illinois

The International Journal of Education and the Arts is a new peer-reviewed online scholarly journal to be launched in 2000. The journal will serve as a forum within the fields of aesthetics and arts education. These fields include, among others, art theory, music education, visual arts education, drama education, dance education, education in literature and narrative. Holistic, integrated studies that cross or transcend these fields are also welcomed. A Book Review section contains thoughtful essays on current, recent, and classic works in arts education.

Because IJEA is published electronically, a wider array of representational formats is possible than in print journals. These include musical, pictorial, and videographic, as well as verbal/print. Multi-media formats are especially welcome. Whatever the mode employed, articles (as examples of good art) should provide important insights into, or suggest provocative questions about, the phenomena of arts education. It is a particular aim of the journal editors that all contributions be accessible for people who are not researchers. Please see the journal web page for fuller submission details

### **Journal of Adolescence**

URL: <http://www.academicpress.com/adolescence>

An international, broad based, cross-disciplinary journal that addresses issues of professional and academic importance concerning development between puberty and the attainment of adult status within society. It provides a forum for all who are concerned with the nature of adolescence, whether involved in teaching, research, guidance, counseling, treatment, or other services. The aim of the journal is to encourage research and foster good practice through publishing both empirical and clinical studies as well as integrative reviews and theoretical advances. The Journal of Adolescence is essential reading for psychiatrists, psychologists, social workers, and youth workers in practice, and for university and college faculty in the fields of psychology, sociology, education, criminal justice, and social work. The following research areas are: adolescent development with particular emphasis on personality, social, and emotional functioning, effective coping techniques for the demands of adolescence, disturbances and disorders of adolescence, and treatment approaches and other interventions.

### **Journal of Adolescent Research**

<http://www.sagepub.co.uk/journals/details/j0153.html>

This journal is the primary source for the latest analysis on how adolescents develop, behave, and are influenced by societal and cultural factors as they enter their second decade. The Journal of Adolescent Research brings you empirical research and theoretical papers on all aspects of adolescent development. Each issue explores a range of diverse and relevant topics concerning adolescents, such as: Sexual Behavior, Drug and Alcohol Abuse, Affect and Emotion, Adolescent Pregnancy, Adolescent Medicine, Community and Environmental Contexts, Delinquency, Identity Formation, Rites of Passage, Parenting Styles, and Coping Styles.

### **Journal of Business Education**

URL: <http://www.abe.villanova.edu/jbe.html>

A multi-disciplinary journal seeking the following kinds of papers: Educational research (empirical research that test teaching practices, student performance and learning environments), Pedagogy (papers offering interesting or unique approaches to teaching or delivering business education-general or specific), Curriculum (papers addressing interesting or unique approaches to curriculum development and discipline integration), Literature Reviews (papers that offer extensive reviews of current relevant research and thought), Multi-disciplinary (papers emphasizing multi-disciplinary approaches to business education), and Ethics and Moral Values (papers offering guidance in the integration of ethics and moral values in business education).

### **Journal of Career Development**

URL: <http://tiger.coe.missouri.edu/jcd/index.html>

This journal provides the profession, the public, and policy makers with the latest in career development theory research and practice, focusing on the impact that theory and research have on practice. Among the topics covered are career education, adult career development, career development of special needs populations, career development and the family, and career and leisure.

### **Journal of Career Planning and Employment**

URL: <http://www.jobweb.org/pubs/journal>

This journal covers the entire scope of career planning, placement, recruitment, and employment of college-educated persons. This journal is published by the National Association of Colleges and Employers, the national professional association for the career planning, placement, and recruitment of the college-educated work force.

### **Journal of College and Character and the Character Clearinghouse**

URL: <http://CollegeValues.org/articles.cfm>

We are currently working to develop an e-journal and resource clearinghouse called, to go "live" on the internet in May. The general focus of the journal and clearinghouse is character development at the college level and the development of social and moral responsibility in college students.

### **Journal of College Student Development**

URL: [http://www.appstate.edu/www\\_docs/jcsd/welcome.htm](http://www.appstate.edu/www_docs/jcsd/welcome.htm)

Writers are encouraged to submit manuscripts concerning student development, professional development, professional issues, administrative concerns, and creative programs to improve student services. Manuscripts may focus on recent original research, replication of research, reviews of research, or essays on theoretical, organizational, and professional issues. Manuscripts should address one of the following: support for the extension of knowledge in the area of developmental theory, support for increasing sophistication in the assessment of developmental change and the factors contributing thereto, support for practitioner efforts to

apply theoretical developmental constructs to programs in the field, support for increasing our knowledge of organizational behaviors so that effective tactics and strategies might be applied to the implementation of developmentally focused programs on the campus.

### **Journal of Excellence in College Teaching**

URL: <http://ject.lib.muohio.edu>

A peer-reviewed journal published at Miami University by and for faculty at universities and two- and four-year colleges to increase student learning through effective teaching, interest in and enthusiasm for the profession of teaching, and communication among faculty about their classroom experiences. The Journal provides a scholarly, written forum for discussion by faculty about all areas affecting teaching and learning, and gives faculty the opportunity to share proven, innovative pedagogies and thoughtful, inspirational insights about teaching.

### **Journal of Experiential Education**

URL: <http://www.aee.org/publications/journal/aeejournal.html>

A professional journal that publishes a diverse range of articles in subject areas such as outdoor adventure programming, service-learning, environmental education, therapeutic applications, research & theory, the creative arts, and much more. An invaluable reference tool for anyone in the field of experiential education, and a must for your library, school, or organization's collection.

### **Journal of Family and Consumer Sciences**

URL: <http://www.aafcs.org/products/jfcs.html>

This journal has been the official publication of American Association of Family Consumer Sciences since the Association was founded in 1909. The Journal contains the following: scholarly peer-reviewed articles, practical information geared toward family and consumer sciences, professionals, and AAFCS news and information

### **Journal of General Education**

URL: [http://www.psu.edu/dept/psupress/titles/jnrl\\_titles/jge.html](http://www.psu.edu/dept/psupress/titles/jnrl_titles/jge.html)

For faculty, administrators, and policymakers, JGE is the professional forum for discussing issues in general education today. It addresses the general education concerns of community colleges, four-year colleges, universities, and state systems. Along with perspective essays on the role of general education today, JGE features articles on: Innovative methods in teaching and assessment, Profiles of exemplary general education programs, Case studies of successful curriculum development efforts, and Reviews of books and monographs related to general education.

### **Journal of Health Education**

URL: <http://www.aahperd.org/aahperd/publications-johe.html>

The only refereed journal of its kind to cover today's health education and health promotion issues head on with timely, substantive, and thought provoking articles for professionals working in the following areas: medical care facilities, professional preparation, colleges and universities, community and public health agencies, public and private schools, and business and industry.

### **Journal of Higher Education**

URL: <http://www.jstor.org/journals/00221546.html>

Through full-length articles, commentary, and book reviews, the JHE encourages creation of effective policy solutions and enhancement of professional development in all areas within the university, the four-year college, and the community college.

### **Journal of Moral Education**

URL: <http://www.tandf.co.uk/journals/carfax/03057240.html>

Provides a unique interdisciplinary forum for consideration of all aspects of moral education and development across the lifespan. It contains philosophical analyses, reports of empirical research and evaluation of educational strategies, which address a range of value issues and the process of valuing, not only in theory and practice, but also at the social and individual level. The Journal regularly includes country based state-of-the-art papers on moral education and publishes special issues on particular topics.

### **Journal of Nursing Education**

URL: <http://www.slackinc.com/allied/jne/jnehome.htm>

Provides a forum for original articles and new ideas for nursing educators in various types and levels of nursing programs. The Journal enhances the teaching-learning process, promotes curriculum development, and stimulates creative innovation and research in nursing education.

### **Journal of Public Service and Outreach**

URL: <http://www.uga.edu/~jpso>

A peer-reviewed journal that is published three times per year (fall, spring, summer). Contributions solicited include applied research, case studies, and professional reports. JPSO welcomes submissions from a wide variety of scholars and professionals. Articles will be accepted from researchers and practitioners at post-secondary educational institutions, community colleges, community outreach, and other public-service programs.

### **The Journal of Qualitative Research**

URL: [www.sagepub.co.uk](http://www.sagepub.co.uk)

This journal will provide a much needed forum for the discussion of research methods, in particular qualitative research, across the social sciences and cultural studies. It will feature papers with a methodological focus, discussed in relation to specific empirical studies and research problems and papers raising philosophical, theoretical, historical or ideological debates about qualitative Research.

### **Journal of Social Issues**

URL: <http://www.spssi.org/jsi.html>

### **Journal of Statistics Education**

URL: <http://www.amstat.org/publications/jse/>

### **Liberal Education**

URL: <http://www.aacu-edu.org/Publications/lib-ed.html>

This quarterly journal of the Association of American Colleges and Universities, brings the best thinking concerning liberal learning as it is translated into practice and about research in action. It makes connections between principles that underlie a theory and the actions that result from those principles.

### **Michigan Journal of Community Service-Learning**

URL: <http://www.umich.edu/~mjcsl>

This journal seeks papers that pertain to research, theory, pedagogy, and other matters related to academic service-learning in higher-education that: pertain to the development, implementation, and refinement of service-learning courses and initiatives in higher education, extend the knowledge base in the field, support and increase the sophistication of practitioners' work go beyond mere description.

### **NASPA Journal** (the Journal of Student Affairs Administration, Research, and Practice)

URL: <http://www.naspa.org/marketplace/index.htm>

## **Planning for Higher Education**

URL: <http://www.scup.org/phe.htm>

## **PS: Political Science and Politics**

URL: <http://www.apsanet.org/PS>

The Association brings together political scientist from all fields of inquiry, regions, and occupational endeavors in order to expand our awareness and understanding of political life.

## **Reflections on Community-Based Writing Instruction**

This new publication provides a forum for scholarship on service-learning in college composition courses. Articles reporting on research, describing and reflecting on curriculum or teaching practices, or exploring the practical, theoretical, political, and ethical implications of community-based writing instruction are accepted. Abstracts describing current research projects, book reviews, and announcements are also accepted. Published three times a year; Reflections is edited by Barbara Roswell of Goucher College. To submit a paper, request more information, or subscribe, please write to [broswell@goucher.edu](mailto:broswell@goucher.edu).

## **Review of Higher Education**

URL: [http://www.bc.edu/bc\\_org/avp/soe/cihe/direct1/Review.html](http://www.bc.edu/bc_org/avp/soe/cihe/direct1/Review.html)

## **Social Policy Report**

URL: <http://www.srkd.org/report.shtml>

Published four times a year by the Society for Research in Child Development, this publication's purpose is twofold:

- 1) to provide policymakers with objective reviews of research findings on topics of current national interest, and
- 2) to inform the SRCD membership about current policy issues relating to children and about the state of relevant research.

Email Lonnie Sherrod ([lsherrod@wtgrantfdn.org](mailto:lsherrod@wtgrantfdn.org)) or Jeanne Brooks-Gunn ([jb224@columbia.org](mailto:jb224@columbia.org)) for more information about submitting an article.

## **Teaching Sociology**

URL: <http://www.lemoyne.edu/ts/tsmain.html>

A quarterly publication of the American Sociological Association, this journal publishes articles, notes, and reviews intended to be helpful to teachers of sociology. Articles range from experimental studies of teaching and learning to broad, synthetic essays on pedagogically important issues. This journal also shares theoretically stimulating and practically useful information and advice among teachers.

**Theory into Practice** (the journal of Ohio State University's College of Education). For information, e-mail the TIP office [tip@osu.edu](mailto:tip@osu.edu).

## **Conducting Service-Learning Faculty Workshops**

**Title: Orientation to Service-Learning. Workshop Materials (March 3, 1994, Albuquerque, NM)**

**Author: National Youth Leadership Council**

URL: <http://nylc.org>

How to Obtain this Resource: National Youth Leadership Council ;1910 W County Rd B; Roseville MN 55113-1337; Phone: 612-631-3672; FAX: 612-631-2955.

**Title: Pima Community College Service-Learning Handbook, 1997**

Author: Solys, Frank W.

Eric No. ED405930

**Abstract:** This handbook was intended to promote and describe service-learning at Arizona's Pima Community College and reviews the roles of teachers and students. It provides tips for incorporating service-learning into the curriculum.

**Title: Service-Learning Faculty Manual, Century Community and Technical College, 1996-1997.**

Availability: Eric No. ED407035

**Abstract:** This manual reviews service-learning and provides strategies for developing components. This manual was originally prepared to assist faculty implement service-learning at Minnesota's Century and Technical College.

**The Service-Learning Faculty Manual - Colorado State University**

URL: <http://www.colostate.edu/depts/SLVP/>

The Service-Learning Faculty Manual was compiled and produced by the Service Integration Project a program of the Office for Service-Learning and Volunteer Programs. Its contents include the principles and standards of service-learning, programs and activities at Colorado State University, and effective practices in service-learning. The manual also contains various service-learning forms produced by SIP. To receive your own copy of the manual visit their site at <http://www.colostate.edu/depts/SLVP/> or call 970-491-1682.

**Title: Service-Learning: Theory and Practice. A Workshop Led by the Northeast Tennessee Consortium for Service-Learning.**

**Conference held July 25, 1997, in Greenville, Tennessee.**

URL: [www.tusculum.edu/service.htm](http://www.tusculum.edu/service.htm)

**Abstract:** The folder includes materials from the 1997 conference Service-Learning: Theory and Practice, such as the agenda, list of participants, and handouts from speakers' presentations. The keynote address, "Overview of Service-Learning," was delivered by Dwight Giles.

Where to Obtain this Resource: Service-Learning Programs; PO Box 5041; Tusculum College; Greeneville, TN 37743; Phone: (423) 636-7300 x254;

**Title: Service-Learning Workshop Curriculum Guide - Indiana Campus Compact**

**Authors: Cathy Ludlum Foos and Julie A. Hatcher**

**Abstract:** The editors note that because service-learning is a curricular issue and is contingent on creative work of faculty to provide meaningful experiences for students, its fate is in faculty hands. Hence, the guide serves as a tool to get faculty "up to speed" in service-learning by providing a definition and rationale for service-learning; a course revision process to make courses more service-learning ready; building of community partnerships; guides to help instill reflection; tips on student orientation, training, and monitoring; advice on assessment and evaluation of service-learning; and help in faculty taking clear ownership in service-learning.

Where to Obtain this Resource: Indiana Campus Compact, 850 West Michigan St; Suite 200, Indianapolis IN 46202; Phone: 317-274-6500; Fax: 317-274-6510.

**General Faculty References:**

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