

Introducing Service-Learning During the Pandemic: Lessons Learned

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The COVID-19 pandemic has been one of the most disruptive phenomena the world has witnessed in the past 100 years. It has significantly hampered our public and private health systems, commercial enterprises, financial markets, and educational systems. The number of lives lost, and families and relationships touched in its wake have not only severely impacted our collective physical health but have also thrown a dark shroud over our psychological wellbeing. Both of these facts have never been more evident than with respect to their impact on our educational system which was nearly brought to a standstill through its contagion. Yet, due to the resilience of our educational administrators, faculty, and staff working together along with our governments at all levels, there was a concerted, collaborative effort to not be overcome by the challenges of the pandemic but to overcome them through new and innovative educational methods and approaches that will work despite the circumstances. These key players in the workings of our educational systems recognized that despite the challenges wrought by the pandemic, their responsibility was not only to bolster student learning but to ensure its continuous improvement regardless of the circumstances.

This paper is a case study of how a small college on the West Coast, the California Institute of Advanced Management (CiAM), made similar adjustments to the challenges created by the pandemic by enriching student learning through the pilot testing of a service-learning curriculum addition to its MBA program. The case begins with a description of the purpose and rationale for introducing a service-learning pedagogy. There is a significant connection to the institute's vision, and mission which are a reflection of the principles of Peter Drucker, whose philosophies are the foundation of the management principles taught at the institute.

A discussion will follow of how the events of the pandemic forced a shift from working with one community

Abstract

This case study describes the elements and methodology in developing and pilot testing a new service-learning pedagogy at the California Institute of Advanced Management (CiAM) that took place during the pandemic. A description of its purpose and rationale ties the pedagogy to the institute's vision, and mission and its alignment with the philosophies of Peter Drucker taught at the institute. Supported by current literature, the theoretical underpinnings of service-learning and its application are examined and presented in light of the challenges created by the pandemic, impacting administrators, faculty, community providers, and students alike. To overcome or adapt to these challenges, concepts of change leadership and their applications are analyzed, and an in-depth examination is made of critical reflection's vital role in the teaching and learning processes. Service-learning outcomes and assessments are explored in detail at each level of the organization, including the institute, the faculty, and the student, as well as the community partner. This case study also includes a description of two semester-long service-learning pilots conducted at CiAM during the pandemic, the resulting outcomes, and the proposed next steps.

organization on-ground to another using an online-only approach. The process of change needed to make service-learning a reality is addressed by describing the application of change management theories to developing an approach and strategy for implementation. This is followed by a description of the selection process of assessment approaches with the purpose of incorporating inclusion and equity in their design. Lastly, the service-learning pilots introduced during the Fall of 2020 and the Spring of 2021 in a quantitative-based course will be described, including the selection of the community partner, the process of engaging student volunteers, oversight of the pilots, a summary of the results, and the lessons learned.

Description of Institutional Setting

The school is a small non-profit college located in the metropolitan area of Los Angeles. It offers an MBA program that draws from the wisdom of Peter Drucker in delivering its teaching and learning pedagogy of leadership and management principles. According to Drucker, these principles should be taught and practiced as a liberal art, which was contrary to “management as a science” popularly espoused in his day (Alderton, 2019; Choudhary, 2018; Veiga, 2005). Service-learning connects well with the concept of Management as a Liberal Art (MLA), which promotes human dignity and social awareness in every aspect of life and particularly in the leadership and management of organizations, as well as oneself.

Moreover, the strength of such a program is experiential learning, where high-impact practices such as consulting projects, case studies, and capstones are systematically integrated with the curriculum. In fact, its curriculum is differentiated from most MBA programs by requiring its students to participate in at least three consulting projects with businesses that are experiencing authentic challenges. The challenges and how to solve them have a direct relationship to the curriculum in a student's course or program and, therefore, help relate the theory to reality. As a team assignment, these consultation projects create a high-impact learning environment where students are required to collaborate with each other as they work with the client to resolve the agreed-upon issue or issues with which the client is dealing.

These projects are facilitated by faculty with consulting experience, and in addition to assessing the team members' progress throughout the project, they also coach the students, as needed, to help ensure their success, as well as the satisfaction of the client. Through this process, students learn how to a) communicate effectively with one another using technology, b) collaboratively problem-solve, c) formulate solutions, and d) visually present their analyses and recommendations through a written report and an oral presentation that adds value to the client. Outcomes achieved by most students who engage in this process are critical thinking, collaborative problem-solving, ethical decision-making, social relationships skills, as well as writing and oral communication. Thus, the curriculum and pedagogy offer an ideal setting in which to introduce service-learning.

However, despite the favorable setting, challenges were inevitable, for example, the cultural shift service-learning required of the students is significant, moving from “for-profit” bottom-line thinking to a deep consideration for the social needs of others. Also, the relationships with community partners would necessitate a more collaborative

approach at the administrative level than with consulting clients, and there were budgetary issues that needed to be addressed as well. If that was not enough, the pandemic created unforeseen challenges to the timing and approach of introducing service-learning at the institute.

First, the negative impact of the pandemic not only reduced the number of available community partners but for those that remained, loss of personnel and budgetary constraints forced most to refocus their priorities to more survival-related issues. Second, students' lives were also impacted, many of whom as internationals, were struggling with not only friends and family health issues at home, but also the threat of their status as students in the U.S. Third, like so many other colleges and universities, the institute had to adjust to the mandate to shift from on-ground to online instruction which left some faculty groups struggling with this new kind of pedagogy. All these issues combined to make the realization of the scholarship of service-learning that much more difficult; however, its alignment with the curriculum and existing practices supported the effort.

The Rationale for Service-Learning at CiAM

Service-learning, an established high-impact practice, would provide CiAM students another experiential learning opportunity with additional learning gains. It would allow student volunteers to earn course credits for serving a community-service partner at a designated physical location or in a virtual environment. Such service personifies the institute's vision and mission and extends its options for high-impact practice (HIP) of experiential learning and serves as an appropriate alternative to our current consulting projects.

The vision and mission both support the introduction of service-learning to the institute. The institute's vision is "A world where our graduates promote the public good and serve humanity." The mission states, "Building upon the philosophy of Peter F. Drucker, through classroom and online learning, we produce successful, responsible, globally oriented leaders who are rooted in practice" (CiAM, 2020). Service-learning is a direct reflection of Drucker's philosophy who once wrote, "It is not enough for business to do well; it must also do good" (Drucker, 1974), and recognizes that businesses are comprised of people working with and serving people. Moreover, service-learning aligns with one of the institute's program learning outcomes (PLO) to integrate concepts of societal impact and human dignity through the application of management as a liberal art in business settings.

So, a CiAM service-learning assignment has the potential for a high-impact learning experience for its students by offering real-world, hands-on practice. It is also an opportunity to instill in the students MLA principles through their service to select community organizations, agencies, and associations. Furthermore, if the selected community partner's purpose and vision align with the student's interest or passion, the experience could also prove to be a transformative one not just in impacting their career but their entire life.

A Different Approach from Consulting

Unlike CiAM's consulting projects where student teams seek to solve specific business issues identified by the clients, the service-learning student works *collaboratively* with the community partner. Learning occurs through a series of service activities and tasks as students work with community participants through a process of applying what they are learning in their course to community needs or problems. This process includes reflecting upon these experiences while they seek to address the needs of the community partner and acquire a deeper understanding and skills for themselves. Hence, *critical reflection* is a key component of service-learning (Ash et al., 2005; Jacoby, 1996; Maphalala, 2012).

Although the literature supports critical reflection as an essential component to ensuring the success of the service-learning experience, it is the component that demands a greater degree than normal of faculty-student interaction (Eyler et al., 1996; Jacoby, 2015; American Council on Education Oryx Press, 2000). It is also the most challenging component of service-learning since it demands an effective structure to guide it as well as meaningful strategies to assess and deepen its associated learning outcomes (Rogers, 2001).

Moreover, these faculty-student interactions serve as a means for assessing student progress, and they create opportunities for transformative student experiences. Eyler et al. (1996) argue, "It is critical reflection...that provides the transformative link between the action *servicing* and the ideas and understanding of *learning*" (p. 14). This transformational aspect is what Dirkx (1997) refers to as "soul work," which goes beyond the pedagogy of course materials and textbook concepts. It requires the faculty to challenge the student with reflective prompts – written or oral - for effecting in-depth self-examination and reflection. According to Ash and Clayton (2004), these prompts are used to coach students into articulating and even demonstrating a) what they learned, b) how they learned it, c) why it matters, and d) how they are better now and, in the future, for having learned it, which leads us to assessment strategies for service-learning.

Furthermore, service-learning intentionally seeks to strike a balance between student learning outcomes and community outcomes where "community" can be local, state, regional, national, or global. One of the foundational principles of service-learning is that "Service, combined with learning, adds value to each and transforms both" (Porter-Honnet & Poulsen, 1989, p. 3). So, reciprocity is another key concept of service-learning pedagogy (Jacoby, 1996).

Lastly, as an *alternative* to a CiAM consulting project, a service-learning opportunity adds another dimension of outcomes to student learning not necessarily available through the business consulting process. In addition to those previously mentioned, there are also personal growth outcomes including "moral development, spiritual growth, empathy, efficacy, sense of personal and social responsibility, and a commitment to service during and after college" (Jacoby, 2015, p. 11). So, service-learning gives students the opportunity to pursue their interests and passions while contributing to our communities' needs as well as the whole of society. Here again, this is reflective of Drucker's philosophy who felt a functioning society is one that required the freedom *and* responsibility of individuals – especially those who are overseers

(lawmakers, CEOs, managers, etc.) - to decide and act for a purpose greater than their own (Drucker, 1993).

Service-Learning and the Impact of the Pandemic

The process of introducing the service-learning pedagogy to CiAM began in the summer of 2020, through the introduction of a local community non-profit organization by the Chief Academic Officer who knew its founder. The non-profit organization provides support to former foster youths to help prepare them to become independent, successful contributors to society. As a result of several meetings, a conference was held between me, and the organization's department heads to determine how student volunteers could help in achieving the organization's mission. We identified two areas of need, one in marketing and the other in advocacy. We were in the process of defining the roles of the students when it became obvious that the California Governor's mandate of distance learning for the Fall Term along with other complications caused by the pandemic, were having such a toll on both of our organizations; an on-ground service-learning experience was not going to be possible as planned. We agreed to shelve the idea until the summer of 2021, when we anticipated things would be "back to normal."

However, to maintain momentum, I sought to connect with other non-profits and was reminded that a company of data scientists with whom I worked to develop our business analytics concentration also operated a non-profit organization. It served to bridge the knowledge gap between industry and academia by promoting conferences and workshops to share knowledge and exchange information for the purposes of advancing technology and promoting innovation. I had previously attended their annual international conference in 2019 at a convention center, but this year would be the first time the conference would be conducted virtually, and they needed volunteer students to help in the preparation of the conference as well as the subsequent analysis of the conference attendees and participants. They would provide the necessary training online so the students would be able to effectively utilize their proprietary software to carry out the necessary tasks.

Now, with an appropriate community partner selected, I focused my efforts on the process of introducing service-learning to the CiAM administration and faculty. As the change agent, and recognizing that *change* is usually accompanied by resistance, I set out to apply the concepts of change management theory to eliminate that resistance, even though I expected it to be minimal.

Applying Change Management Theory

Using Kezar's (2018) multi-theory approach to change and analyzing the type of the proposed change – the addition of service-learning as an alternative to consulting – I concluded that *first-order change* was applicable in this case. The pedagogy, though new to our program, is a curriculum modification and easily aligns with our learning outcomes, course design, and teaching model. Therefore, the most effective strategy for this change will likely involve scientific management, social cognitive, and political theories. That said, I applied these three theories to the process and content of the

change, which included establishing internal service-learning advocates, modification of course content, appending of faculty responsibilities and compensation, and creation of appropriate assessment approaches.

With an understanding of the previously mentioned challenges, including those created by the pandemic, I began forming a leadership team, starting at the top of the organization for the purposes of obtaining advocacy and expertise. My reason was that the senior officers – the President and the Chief Academic Officer - were not only prominent in the development of the institute's vision and mission but also had a history of community involvement. In the context of Bolman and Deal's (2017) four-frame model, this represents the *political* frame where advocacy at the top of the organization is gained along with the necessary moral and financial support. The *symbolic* frame is also represented since the principles and benefits of service-learning are a direct reflection of CiAM's vision and mission, and therefore, its culture. Therefore, their support was anticipated, and was received.

Next, the Director of Assessment and Educational Effectiveness, along with the Academic Dean, was presented the concept. Both have experience with service learning and also the expertise to help create the best infrastructure for student learning and assessment. These two key positions in the organization address Bolman and Deal's (2017) *structural* frame, as does the Consulting Institute, of which another full-time faculty member and I are co-directors responsible for the administration of consulting projects and case studies. It is the Consulting Institute that I believe will best serve as the central function for administering service-learning throughout the institute. Of course, since the pandemic made meeting face-to-face impossible, all of these aforementioned meetings, which would have normally taken place in the administrative facility, had to now be managed electronically.

Once I had obtained general approval from these senior administrators and reflected upon the best approach to solidifying service-learning as our next best experiential learning practice, an additional opportunity presented itself. By introducing High Impact Learning Practices (HIP) as the driver of experiential learning, I could increase the opportunity for change beyond service-learning and enhance the strength of our program at the same time. So, I prepared a presentation about HIP and its benefits and how we could expand our offering of experiential learning through them, first with service-learning and then with others over time. I proposed that the Consulting Institute would remain the center for administering these new pedagogies but recommended its name change to The Center for High Impact Learning (CHIL) to be better aligned with the strategy going forward. The proposal was overwhelmingly received and approved.

Returning to Bolman and Deal (2017), I realized that the *human resource* frame is where lies another potential challenge. The institute's administrators and faculty responsible for the recruiting of clients for the consulting projects, and those responsible for the collaborative creation of the statements of work for each project, recognize a possible scaling dilemma of the consulting projects as the organization grows. For this reason, the proposal for offering alternative high-impact learning practices was well received, and it is why the Administrative Office was already exploring alternatives. At the time, a redesign of one of our current courses, Managing Oneself and One's Career, was taking place to inject a service-learning component whereby the student is urged to

find a non-profit organization to serve as a course project. Though this approach differed from what I was proposing, I felt the topic of service-learning was benefiting by getting more attention within the institute, which was good.

Orienting the Student to Service-Learning

Despite the positive reception from all those who were presented the concept, there was caution not to be surprised by the “low level of student interest in service-learning.” Perhaps this concern was because we are wanting to institute service-learning at the master’s level where it is less established, or possibly that MBA students are thought to be less inclined to social needs than they are to their for-profit interests. In any case, before going further, I felt the need to challenge this hypothesis of a low level of student interest by presenting service-learning to our incoming students. So, my next step was to contact the front-line administrators who interact daily with the students – Admissions, Student Services, and the Registrar’s Office – and make my presentation to them, which was also well received. Then I requested to be included in the next series of student orientations for the approaching Fall Term, where I would test the “lack of interest” theory and the pandemic influence.

I attended three student orientations and presented the concept of service-learning to the students explaining what it is, how it benefits them, and how it would be integrated into their courses. A poll was taken prior to each presentation to determine their level of knowledge about service-learning, which, in all three orientations, showed that approximately 80% of the students *had little or no knowledge* of what service-learning was. Then, following each presentation, another poll was taken, which showed about 75% to 80% of the students indicated they *wanted to do it* or were *interested in it and wanted more information*. Therefore, I concluded that resistance to or rejection of a new concept may be high among students due to their lack of understanding or knowledge about it, but with understanding often comes acceptance and support. Thus, I was encouraged by the responses.

The Institutionalization of Service-Learning

At this point, I felt I was ready to begin the development of the service-learning content and processes. My proposal for service-learning encompasses the entire institute as it integrates this pedagogy into most of the courses as an alternative to consulting projects or case studies. This can be problematic, especially with adjunct faculty who do not have service-learning experience. Rethinking their pedagogical strategies to be more active and inquiry-based may be reasonable to some, yet others may be less motivated to do so. One aspect previously mentioned is the faculty's responsibility to guide the student through the service-learning process and to assist them in practicing *critical reflection*. Therefore, the selected faculty must be knowledgeable in these matters, comfortable with their application, and preferably experienced.

Nevertheless, the need for structured guidance in the service-learning process necessitates a more active role of faculty interaction with the student that is not normally required in the management of consulting products and case studies. The success of an

otherwise well-designed service-learning project depends on the guidance provided by the faculty member to a) establish expectations and accountability, b) encourage students to be creative and proactive, c) assist them in practicing critical reflection, and d) recognize student achievement (Jacoby, 2015). These activities are what Eyer and Giles (1999) refer to as establishing a balance between the challenge and support of the student. They are needed to ensure growth occurs when students are confronted with difficult issues and have the support to work through them.

Part of the solution is to incorporate into the adjunct faculty recruitment process criteria that test for faculty interest and experience in service-learning, and also develop training for those who have an interest but no experience. However, another requirement is the establishment of a department engaged in expanding service-learning as a pedagogy campus-wide to achieve desired learning outcomes. As mentioned earlier, I proposed the Center for High Impact Learning to serve as that department with responsibilities including:

- building mutually beneficial partnerships with community-based organizations
- developing policies and procedures for the quality management of community engagement
- acquiring and allocating adequate resources to facilitate quality delivery of the service-learning experience for faculty, community partners, and students.
- promoting community-based research by students and faculty
- regularly assessing the effectiveness of service-learning and the quality of the arrangements for community engagement (Maphalala, 2012).

Ensuring adequate resources includes providing equitable compensation to faculty who facilitate service-learning projects. And while the department also provides support systems for service-learning students, one aspect of that support is developing students with service-learning experience to the extent that they might coach other students through the process.

Service-Learning and Assessment

Service-learning is a community partner-dependent pedagogy unlike student consulting, and therefore, differs significantly in its administration and assessment. From an administrative standpoint, the securing and assigning of consulting clients to the relevant courses are a term-driven activity. It is not likely the clients from one term will be used the next. Although there is always the possibility that a client may return with a new problem to solve, such is more the exception than the rule. Hence, there is an ongoing need to find and screen new consulting clients each term. With service-learning, community partners become just that, partners, with ongoing and often unmet needs.

In terms of assessment, CiAM has been assessing student collaborative work of consulting projects since its inception. The consistent quality of assessment, despite the variety of projects and clients, has been ensured through the development of a

uniquely crafted set of experiential learning exercises (EEs). These exercises test group-level problem-solving knowledge and skills as well as the relational skills of the individual. And while some faculty involve themselves more than others in overseeing the consulting projects as a means of maintaining stricter quality control, the design of the EEs mitigate the need for such involvement in most cases. Furthermore, assessment by the client of the students' work is limited to the value-add acknowledged by the client during and immediately following the students' final presentation. Given the busy nature of these entrepreneurs and business owners, none have expressed any interest in a more formal assessment process.

With service-learning, administratively, the number of community providers grows over time as more of them become partners with CiAM in a collaborative arrangement to serve their respective community needs. With the demand of community needs normally outstripping the supply of social currency to fill them, these partnerships represent long-term endeavors where a whole population of students will have the opportunity to contribute once or multiple times if they so choose. Furthermore, the effort to create these partnerships differs greatly from that of identifying consulting clients since, with the community partner, emphasis is on the reciprocity of the relationship and how one can help the other achieve their respective missions. Such partnerships must be nurtured and assessed over time to ensure the goals of each are being realized.

Also, while there may be, at times, a group component of service-learning, the overarching objective is that each student has a transformational experience from their service in the community. Therefore, each student must be assessed with regard to their unique experience as opposed to the group assessment developed with the EEs for the consulting projects. As mentioned earlier, this requires assessment by the faculty using multiple methods that encourage reflective practices, which hopefully lead to that desired transformational experience.

All the previously mentioned aspects of service-learning led me to conclude the effective assessment of the service-learning pedagogy needs to be multi-level. I found that Gelmon et al. (2001), who emphasize a multi-level approach to measuring the impact of service-learning do so by addressing the student, the faculty, the community partners, and the institute. While each of these levels of assessment is addressed individually, it is the integration of them that ensures student success and campus-community engagement.

To accomplish these assessments, the authors recommend seven methods: "surveys, interviews, focus groups, observations, documentation, critical incidence reports, and journals" (Gelmon et al., 2001, p. 76). Assessment methods employed by the institute include content analysis of student work using rubrics to ensure consistency and a systematic assessment process, and *surveys* that can measure such constructs as perceived learning, the skills gained, and satisfaction levels experienced. For service-learning, I would add *interviews*, which allow for gathering more in-depth information than the previous two methods and can be conducted with the student in person or online. Such interviews would include not only the student volunteers but the community partner participants as well.

Assessing Institutionalization

Jacoby (2015) states, "successful, sustainable service-learning should be institutionalized so that it becomes an ongoing, legitimate, and valuable element of the institution's organizational culture" (p. 174). Without the support and commitment of the institute, the benefits for the students, the faculty, and the community service providers will not be realized.

There exist several frameworks for assessing the degree of institutionalization of service-learning. Campus Compact (2016) has an annual national survey against which the summarized results may be benchmarked by the institution. The Council for the Advancement of Standards in Higher Education (2019) also produces national standards for institutional self-assessment. However, I believe The Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education (Furco, 2002) appears to be the best approach for our institute's needs.

First, the rubric is comprehensive in that it offers five dimensions that cover every aspect of the institute, from its mission and vision to its service functions. For each dimension, three stages of institutionalization are measured, which allow for our institute to develop and gauge our progress as we integrate service-learning into our curriculum. This, in turn, enables the institute to measure its actual growth over time and inform decisions as to action plans for advancing service-learning. Lastly, the rubrics may be used by multiple individuals independently, and the results are then compared for similarities and differences.

However, given the comprehensive nature of the rubric allowing for so many options for its use and because it is best adapted to the institute's culture and infrastructure, I felt it important to involve others in determining how to best utilize it. This could only be done effectively through a variety of meetings, most effectively conducted in person, among academic and administrative departments throughout the institute, a feat not possible in this pandemic strained environment. So, I determined to table this option until we returned to our facility.

Moreover, Furco (2002) requires each dimension to be addressed sequentially, that is, Dimension I must be mastered before Dimension II is tackled, and Dimension II is then mastered before Dimension III is tackled, and so on. That said, since our school is only beginning to study service-learning for its program and culture, the first dimension is the institute's obvious focus, meaning that while there is consensus regarding the definition of service-learning with the administration and key faculty, there is much work needed regarding its formalization. In fact, upon further exploration of service-learning assessments with the Director of Assessment and Educational Effectiveness, I identified the need to modify one of our PLOs to address high-impact practices, which would include service-learning. Finally, after considering service-learning's institutionalization, it was important to now examine assessment appropriate for the community partner, service-learning faculty, and students, especially in terms of changes prompted by the pandemic.

Analyzing the Community Partner

The benefits of service-learning to communities is less documented in the literature as compared to benefits to institutions and students, but some benefits are consistent with most community-based organizations and include:

- new energy and assistance to expand existing services or launch new ones,
- innovative approaches to problem-solving,
- enhance capacity to conduct and use research,
- opportunities to participate in the institute's teaching and learning process, and
- access to the institute's resources.

These can be used to strengthen the relationships and networks among community organizations, provide information for leveraging grants and other funding, impact the prominence of the organization, produce fiscal economies, educate students about the community, and advance the overall goals of the organization (Jacoby, 2015). Although assessing the impact of service-learning on the community partners is desirable, I believe that the activity or process should not be burdensome to them.

When possible, the assessment instrument(s) or approaches should be those the community partners are familiar with and are even a part of their system for self-assessment, thereby collecting data that is normally needed to regularly gauge their organization's performance or those of their volunteers. Furthermore, resources for assessments beyond that are likely to be in short supply within these organizations. So, one must be realistic and carefully prioritize what information is needed, for what purpose, and when.

That said, it is recommended that an agreement be reached at the outset of the partnership as to what outcomes the community partner expects from the service-learning experience. Then an examination should take place as to what data is easiest to collect for measuring the achievement of the outcomes, followed by a discussion of what role the community partners are prepared to play in collecting and reporting the data. The institute should be prepared to offer assistance if resources permit. As an example of this process, the service-learning pilot, to be described later in this article, involves a community partner devoted to furthering scholarship and innovation in the data engineering and science industry by bringing together academics and business professionals. We determined the service-learning purpose is to provide the community partner with:

- New energy and assistance through our students with the expressed desire to perform needed tasks in helping the community partner achieve its goals.
- Opportunities to participate in the CiAM teaching and learning process.

Determining the achievement of these outcomes will be through a "self-report survey" conducted conversationally between the participating faculty member and the

point of contact (POC) of the community partner. Different approaches to assessment may be necessary with other community organizations depending on their willingness to participate, available resources, and so on, and will be determined on a case-by-case basis.

Considering the Service-Learning Faculty

Previously I argued the need for a greater degree than normal of faculty-student interaction in service-learning pedagogy to support and challenge the student through the process and to coach the student in the practice of critical reflection. These additional responsibilities imply not only a level of motivation by the faculty member toward service-learning but also certain necessary skills to perform what is required. Moreover, the stress put upon some faculty by the pandemic, for example, having to switch from on-ground to online instruction, makes the identification of these motivation levels and skills that much more important. This, in turn, implies the need to integrate elements of service-learning into the hiring, training, evaluation, and professional development processes of the faculty to equip and motivate them. The approaches for each of these human resource elements are described in the following paragraphs. In the hiring of faculty for certain courses, we must screen for those who have the knowledge, if not experience, of service-learning; for those that do not, during the interview process, determine if they are motivated by the opportunity to teach it. Research supports the fact that there are priority differences between the two types of faculty. Abes et al. (2002) found that service-learning faculty ranked professional services (as defined by their institution) of higher personal importance than did non-service-learning faculty and ranked research and publication of less personal importance than did their non-service-learning counterpart. However, the researchers found little difference between the two faculty types regarding personal importance to teaching graduates and advising students.

Training new service-learning faculty is required to inform them of their responsibilities for interacting with their service-learning students and the students' community providers. When asked about factors that would increase the likelihood of their teaching service-learning, Abes et al. (2002) said numerous non-service-learning faculty indicated a need for greater knowledge of its pedagogy. In addition to fulfilling this need, a formal training program could also promote the importance of service-learning as part of the institute's curriculum and help avoid a deterrent to faculty participation in service-learning: the perceived lack of academic stature or worth of service-learning to the school (Abes et al., 2002). Lastly, mentors may be developed and assigned to monitor and encourage "first-timers."

The faculty evaluation process must also be modified to measure the performance of their service-learning responsibilities and can best be accomplished by examining the quality of teaching service-learning. A method for this purpose includes feedback by the students and could be facilitated by the use of the students' mobile devices to report their experiences immediately following a class or faculty-student session. Another method is the end-of-course faculty survey containing a service-learning section. Additionally, classroom observations using a checklist or rating scale

enable the collection of quantitative data relative to the characteristics, frequency, or absence of specified behaviors related to service-learning pedagogy.

Finally, the professional development process must be designed to motivate and incentivize faculty for their commitment to service-learning and their desire for self-improvement in the field. This may be accomplished by financially supporting and encouraging service-learning faculty to attend and participate in related workshops, webinars, and conferences, as well as utilizing other instructional resources for continuous learning.

Attending to The Student

Student learning is at the heart of the institution's vision, and mission and assessing student learning is a key element of institutional assessment to ensure institutional effectiveness (Suskie, 2018). I have also demonstrated how CiAM's learning outcomes are aligned at all levels with the school's vision and mission. Continuing with the outcomes-based approach to assessing the student service-learner requires first establishing the purpose for service-learning for the institute, the community provider, and the student:

To realize CiAM's vision of a world where our graduates promote the public good and serve humanity, and its mission to produce successful, responsible, globally oriented leaders who are rooted in practice, the following purposes were developed. Enable the students to:

- Gain knowledge in the workings of a community service provider through meaningful participation in its operation.
- Apply various concepts learned in the course in performing aspects of their service to the community.
- Through guided reflection, express the knowledge and skills gained, as well as the thoughts and emotions experienced by their serving capacity.

Assessment Instruments and Methods

As previously mentioned, multiple methods were chosen for measuring student performance. This is partly because student issues due to the pandemic aided in emphasizing the importance of not only inclusion and equity in the process of developing effective assessment instruments but also sensitivity to students' needs. With over 95% of the CiAM student population being international and Asian specifically, problems began to arise that required consideration for engaging the students more often and giving them opportunities to do so. Therefore, published assessment instruments along with one-on-one interactions between the community provider and the student and between the faculty and the student were integrated into the assessment process.

The primary assessment relies on published instruments, and the VALUE rubrics seemed to be the most appropriate for assessing the experiential exercises (EEs):

- EEs 1 and 2 assess the student's "connection" with the community service provider, its work, and the student's role in that work, as well as the student's ability to provide credible evidence of their experience. As an example, these are determined by requiring the student with regard to their new learning experience to:
 - Briefly summarize the values, mission, vision, and goals of the organization in which you will serve.
 - Describe the target demographic the organization serves and explain the value the organization brings to that target.

And by asking:

- How do you see yourself contributing to the organization?
 - What knowledge and skills do you bring to the organization that will help them achieve their goals?
 - How is your assigned task(s) related to the vision and mission of the organization?
 - How are you progressing with your assigned task(s)?
- EE3 assesses the student's ability to relate their assigned tasks of service to the course content as well as their ability to demonstrate leadership in the performance of their service duties and draw reflective insights from those duties as they relate to their personal growth and career.
 - EE4 assesses the student's ability to draw reflective insights from the totality of the service experience and provide credible supporting evidence.
 - EE5 is the culmination of the service-learning experience with a final written report and oral presentation. The student will be assessed for their ability to assemble a compelling message of their experience with credible supporting material and, in the case of the presentation, deliver that message in an engaging and professional manner.

Throughout all the EEs, although the written form for describing one's experience is unavoidable, to effect inclusion and equity, assessment of the student's written communication skills is deemphasized in favor of other forms of expressing what they learned. This may be achieved through the use of *mobile ethnography* where the students are encouraged, throughout their service-learning experience, to use their mobile devices to record relevant experiences and events and collect them in an ePortfolio designed for that purpose. The ePortfolio would serve as a depository for the student to accumulate a variety of artifacts – recorded interviews, conversations, screenshots, sketches, relevant video clips, self-photos (selfies), artwork, and so on - along with reflections, providing a rich account of the learning that has taken place which could also be expressed as voice-to-text.

Used in this way, in addition to the previously mentioned high utility value they offer, ePortfolios have been found to effectively document applied and collaborative

learning (Singer-Freeman et al., 2016). The assessment of these artifacts is accomplished with the Supporting Evidence of Service and Learning criteria in the rubric as highlighted in Figure 1. Also, note that the written communication criteria, Control of Grammar and Mechanics, is given less weight, which favors those students who have less of a command of the English language in written form.

Figure 1

Highlighting the Supporting Evidence of Service-Learning Criteria

Criteria	Excellent	Good	Needs Improvement	Does Not Meet Requirement
Community service Action and Reflection 45%	Demonstrates independent experience and <i>shows initiative in leadership</i> of complex or multiple community service engagement activities, <i>accompanied by reflective insights or analysis</i> about the aims and accomplishments of one's actions.	Demonstrates independent experience and <i>leadership of</i> community service action, <i>with reflective insights or analysis</i> about the aims and accomplishments of one's actions.	Has clearly <i>participated</i> in community service focused actions and <i>begins to reflect</i> or describe how these actions may benefit individual(s) or communities.	Has <i>experimented</i> with some community service activities but shows little internalized understanding of their aims or effects and little commitment to future action.
Supporting Evidence of Service and Learning 45%	A variety of types of supporting materials (explanations, examples, audio/video recordings, illustrations, self-made photos (Selfies), statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, audio/video recordings, illustrations, self-made photos (Selfies), statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, audio/video recordings, illustrations, self-made photos (Selfies), statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, audio/video recordings, illustrations, self-made photos (Selfies), statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Control of Grammar and Mechanics 10%	Engages in written communication that is free of grammatical and stylistic errors; sentence structure is used effectively; sentences are varied and precise; prose style is appropriate to the subject. No spelling errors.	Engages in written communication that has one to three grammatical and stylistic errors; sentence structure is generally effectively; sentences are varied but awkward at times. No more than three spelling errors.	Engages in written communication that has more than three grammatical and stylistic errors; paper requires additional proofreading, as some errors impede the flow of the reading; sentences are not varied. More than three spelling errors.	Engages in written communication that has substantial errors in grammar and style so that the basic ideas are lost; the writing lacks clarity and sentence structure is confusing; errors in spelling are frequent enough to be a major distraction to the reader.

In addition to the rubrics, one-on-one interactions between the community provider and the student and between the faculty and student are integrated into the assessment process as well. These are 20 to 30-minute sessions where prompts may or may not be used to challenge or support the student as needed and will serve as a form of informal assessment. In fact, the faculty's knowledge of the student gained from these personal interactions helps in assessing student performance (Singer-Freeman et al., 2019).

These interactions are the responsibility of the student to schedule, and they take place either before or after the submission of the student's EE deliverable. It will be important to remember that student lives are seriously impacted by the pandemic with loss of employment, family issues, lack of face-to-face interactions, and safety cautions as they form new relationships with the community partner and faculty. Lastly, a final assessment by the service provider is completed to gain their perception of the students' performance and the service experience in general. Other faculty communications regarding the student will serve as informal assessments such as phone calls or emails.

The CiAM Service-Learning Pilot

The service-learning pilot projects were launched at the beginning of the Fall Term in 2020 and then the Spring Term of 2021. The course for both pilots is a hybrid (on-ground and online sessions) course: BUS501, Quantitative Analysis for Decision Making, and prepares the student in the application of descriptive and inferential statistics, time-series forecasting, inventory modeling, decision theory, Markov analysis, queuing theory, simulations, linear programming, and other quantitative techniques utilized in business today. The course designers for our Business Analytics Concentration volunteered their non-profit organization for the pilots. The organization's mission is to bridge the gap between academia and the data engineering and science industry by bringing them together through online resources, conferences, webinars, job opportunities, and so on, and connecting real-world business leaders, professionals, academics, and promising students to further scholarship and innovation.

During the first class session (on Zoom) of each term, the service-learning presentation was introduced to the students where they learned what it is, the benefits to them, how it would be administered throughout the term as an alternative to the course case study. The non-profit organization was also introduced to them, and they were informed that if they were interested, they needed to contact the instructor by email and include their resume, which would be forwarded to the organization. In the Fall Term, one response was received, and two responses were received in the Spring Term. In both cases, the students were interviewed over the phone to make sure they understood what would be required and to assure them of having the support of the instructor and that of the organization for their success. The link to the non-profit's website was provided and they were sent a description of the pilot along with the expected learning outcomes and assessment instruments. Furthermore, they were given a confidentiality statement to sign and give to the point of contact (POC) for the organization. Lastly, the students were encouraged to contact the POC for their initial orientation, and ultimately statements of service were developed describing what their assigned responsibilities and tasks would be.

The Follow-up to the Pilots

The pilots ran to completion, and the students prepared final reports and gave their presentations via Zoom at the end of their respective terms. As a result of follow-up sessions with the students and the community partner, several conclusions were drawn:

- Service-Learning as an addition to CiAM's curriculum has broad support throughout the institution from the administration to the faculty and staff, but their knowledge of it and what is required is limited. Many more details regarding the necessary resources and the effort needed to launch and maintain a quality service-learning program on a long-term basis must be formulated and presented; this includes developing a budget.
- The student orientations elicited an overwhelmingly positive response to the *concept* of service-learning from most of the students, yet only one student volunteered to participate. Although a single volunteer may be understandable at a first-time launch, this also indicates that more is needed to better inform the student population of the "What's in it for Me" factor to service-learning.
- Although the Fall Term student volunteer appeared to accomplish what was asked of her, there is evidence of her occasionally being overwhelmed, such as being consistently late. Although this issue will be addressed in more detail with her at the end of the project, it became evident that no student should undertake this endeavor by themselves unless they have had previous experience. A peer support group is necessary for "first-timers." So, it is only recommended to proceed with first-timers in a service-learning project when there are two or more volunteers who could offer support to one another. This was confirmed in the second pilot in which the two students agreed the peer support was very helpful.
- Along with the enthusiasm for this type of curriculum at CiAM, comes the realization that teaching service-learning is time-consuming and labor-intensive, much more so than other pedagogies. That said, most faculty members will have to be motivated to adopt service-learning. The different forms of support to motivate faculty will need to be explored, such as an incentive system, faculty development, policies that promote service-learning, and perhaps even teaching assistance, which will take considerable time given our limited resources and other priorities.

Next Steps

Given the above observations, there is much more to be accomplished before service-learning becomes a reality at CiAM. Another pilot may be necessary to evaluate the design of service-learning at CiAM after some modifications are made based on what was learned from the first two. Therefore, it will be proposed that another pilot involving at least two other courses, increasing the possibility of having more than one student participate. It is important to study a service-learning *cohort* to allow for peer interactions, sharing of experiences, exchanging information, and generally supporting one another. This approach is encouraged regardless of whether they are in different courses or even serving at different community organizations. This will also give us the opportunity at the end of the project to form a focus group to gain insight into their experiences as part of the assessment process.

Second, the details have to be worked out as to how service-learning will be integrated into the curriculum and who will be responsible for its administration. The current Director of the Consulting Institute is the likely candidate to head the proposed Center for High Impact Learning (CHIL) but is currently a full-time faculty member whose job responsibilities need to be modified to allow him time to manage the transition and ongoing operation. Even then, he will need help in qualifying faculty members for service-learning, forming community partnerships, and developing faculty incentives, a faculty development policy, and other policies that promote service-learning along with determining the budgetary needs. Finally, the roles of the support functions – marketing, student services, admissions, and the Registrar's Office must be clearly defined.

Nevertheless, the primary constraint to the success of this program is the lack of funds. Being as small as we are, COVID-19 has had a significant impact on our organization, which began with delays in the hiring for needed positions, then layoffs followed, and finally, across the board salary cuts were issued. So, getting back to where we were pre-COVID is our first priority, and although we are confident we will recover, the timeline is unsure, but most believe a full recovery will not be realized until the second half of 2022.

By that time, it is expected all the major questions about service-learning at CiAM will be answered, the support systems defined (if not developed), responsibilities assumed, and functional roles understood. Perhaps then we can begin hiring the service-learning personnel we need, and the hope is that the institute's enthusiasm for service-learning remains high until then, and we will be positioned to launch and manage this exciting curriculum.

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