



# Institutionalization of Service-Learning in Higher Education

Chantal Jouannet  
Luis Arocha  
María Nieves Tapia  
Andrés Peregalli  
Andrew Furco  
Montserrat Alom Bartrolí  
Jay Brandenberger  
James Frabutt  
Bárbara Humphrey  
Donald R. McCrabb  
Amelia Blanton  
Pedro Pablo Rosso  
Sahaya G. Selvam  
Miguel Adasme

Alin Burgos  
Manuel Caire  
Rocío Fontana  
José Sepúlveda  
Maaïke Mottart  
Nicolas Standaert  
Almudena Eizaguirre  
Ariane Díaz-Iso  
Marian Aláez  
María García-Feijoo  
Marta Roldán  
Ulrike Brok  
Michael Winklmann  
Tom Kearney

Judith Pete  
Marietta Guanzon  
Lourdes Melegrito  
María Catalina Nosiglia  
Leticia López Villarreal  
Howard Rosing  
Irwin W. Steans  
Anna Escofet  
Laura Rubio  
Miquel Martínez  
Karen Venter  
Carol Ma Hok-ka  
Alfred Chan Cheung-ming  
Fanny Mak Mui-fong  
Alice Liu Cheng

Uniservitate Collection

Coordination of Uniservitate Program: María Rosa Tapia

General Coordination: María Nieves Tapia

Editorial Coordination: Jorge A. Blanco

Coordinators of this volume: Chantal Jouannet Valderrama and Luis Arocha

Proofreading and editing of texts in Spanish: Licy Miranda

Translation and editing of texts in English: Alejandra Linares

Design of the collection and of this volume: Adrián Goldfrid

© CLAYSS

CLAYSS, Centro Latinoamericano de Aprendizaje y Servicio Solidario

[www.clayss.org](http://www.clayss.org) / [www.uniservitate.org](http://www.uniservitate.org)



*Institutionalization of Service-Learning in Higher Education / Chantal Jouannet...*

*[et al.] ; adaptado por Luis Arocha ; coordinación general de Chantal Jouannet ;*

*Luis Arocha. - 1a ed. - Ciudad Autónoma de Buenos Aires : CLAYSS, 2023.*

*Libro digital, PDF - (Uniservitate ; 4)*

*Archivo Digital: descarga y online*

*Traducción de: M. Alejandra Linares.*

*ISBN 978-987-4487-46-9*

*1. Educación Superior. 2. Pedagogía. 3. Doctrina Social de la Iglesia. I. Jouannet, Chantal, coord. II. Arocha, Luis, adapt. III. Linares, M. Alejandra, trad.*

*CDD 378.002*

## TABLE OF CONTENTS

<b>About us</b> .....	6
<b>1. Introduction</b> .....	8
Chantal Jouannet Valderrama and Luis Arocha	
<b>2. Service-Learning Institutionalization processes in higher education</b> .....	15
María Nieves Tapia	
CLAYSS	
Andrés Peregalli	
CLAYSS-Uniservitate/Universidad Católica Argentina	
<b>3. Taking a future look at the Service-Learning Institutionalization Self-Assessment Rubric</b> .....	40
Andrew Furco	
University of Minnesota, EEUU	
<b>4. The Newman Framework and the Processes of Institutionalization of Service-Learning</b> .....	71
Montserrat Alom Bartrolí	
International Centre for Research and Decision Support (CIRAD), International Federation of Catholic Universities (IFCU)	
<b>5. As Learning becomes Service to Justice: A reflection on University of Notre Dame Efforts to Institutionalize Service Learning and Academic Community Engagement</b> .....	95
Jay Brandenberger and James Frabutt	
University of Notre Dame, EEUU	
<b>6. Living Identity and Mission through Service Learning</b> .....	121
Barbara Humphrey	
United States Conference of Catholic Bishops	
Donald R. McCrabb	
United States Catholic Mission Association	
<b>7. Links in a chain: Institutional Integration of Service Learning</b> .....	148
Barbara Humphrey	
United States Conference of Catholic Bishops	
Amelia Blanton	
Visitation Academy St. Louis, United States	

<b>8. The Leadership role of the President of the University in the Institutionalization processes of Service-Learning. The case of the Pontifical Catholic University of Chile</b> .....	184
Chantal Jouannet Valderrama	
<i>Director Center of Teaching Development Pontifical Catholic University of Chile Center of Teaching Development</i>	
Pedro Pablo Rosso	
<i>Rector emeritus Pontifical Catholic University of Chile</i>	
<b>9. The role of the University President in the Institutionalization processes of Service-Learning in Higher Education</b> .....	199
Sahaya G. Selvam	
<i>Marist International University College, Nairobi</i>	
<b>10. Institutionalization of Service-Learning: The case of the Pontifical Catholic University of Chile</b> .....	220
Miguel Adasme; Alin Burgos; Manuel Caire; Rocío Fontana and José Sepúlveda.	
<i>Pontifical Catholic University of Chile</i>	
<b>11. Towards Sustainable Institutionalization of Service-Learning: Strategies and Lessons Learned at Ku Leuven</b> .....	237
Maaïke Mottart and Nicolas Standaert	
<i>KU Leuven, Belgium</i>	
<b>12. Service-Learning as an Educational proposal at the University of Deusto: An Ignatian perspective</b> .....	251
Marian Aláez; Ariane Díaz-Iso; Almudena Eizaguirre; María García-Feijoo and Marta Roldán	
<i>University of Deusto, Spain</i>	
<b>13. Service Learning at the Catholic University of Eichstätt-Ingolstadt</b> .....	264
Ulrike Brok and Michael Winklmann	
<i>University of Eichstätt-Ingolstadt, Germany</i>	
<b>14. Service Learning a Pathway for spirituality life in Tangaza University College, Nairobi, Kenya</b> .....	280
Tom Kearney and Judith Pete	
<i>Tangaza University College, Nairobi, Kenya</i>	
<b>15. Institutionalizing Service-Learning in De La Salle University: “Bibingka Approach”</b> .....	293
Marietta Guanzon and Lourdes Melegrito	
<i>De La Salle University, Philippines</i>	

<b>16. Service-Learning at Universities: The case of Educational social practices at the University of Buenos Aires</b> .....	307
María Catalina Nosiglia	
<i>University of Buenos Aires, Argentina</i>	
<b>17. Other cases of Institutionalization</b>	
<b>A - University of Monterrey</b> .....	322
Leticia López Villarreal	
<i>University of Monterrey (México)</i>	
<b>B - University of Minnesota</b> .....	327
Andrew Furco	
<i>Profesor de Educación</i>	
<i>University of Minnesota, Twin Cities, EEUU</i>	
<b>C - DePaul University</b> .....	335
Howard Rosing, Ph.D.	
Irwin W. Steans	
<i>University DePaul, EEUU</i>	
<b>D - University of Barcelona</b> .....	339
Anna Escofet and Laura Rubio	
<i>University of Barcelona, Spain</i>	
<b>E - University of the Free State, Bloemfontein, South Africa</b> .....	347
Karen Venter	
<i>University of the Free State, Bloemfontein, South Africa</i>	
<b>F - University of Lingnan in Hong Kong</b> .....	351
Carol Ma Hok-ka-; Alfred Chan Cheung-ming; Fanny Mak Mui-fong and Alice Liu Cheng	
<i>Lingnan University, Hong Kong, China</i>	
<b>18. Appendix: Rubrics for Assessment and Self-Assessment of Service-Learning Institutionalization processes</b> .....	362
Compiler: Andrés Peregalli	
<i>CLAYSS-Uniservitate/Universidad Católica Argentina</i>	

## ABOUT US

### Uniservitate

*Uniservitate* is a global programme for the promotion of service-learning (SL) in Catholic Higher Education Institutions (CHEIs). It is an initiative of Porticus and is coordinated by the Latin American Center for Service-Learning (CLAYSS).

The programme's objective is to generate a systemic change through the institutionalisation of service-learning as a tool for higher education institutions to fulfil their mission of offering a comprehensive education to new generations and involving them in an active commitment to the problems of our time.

### Porticus

Porticus coordinates and develops the philanthropic endeavours of the Brenninkmeijer family, whose social engagement stretching back as far as 1841, when Clemens and August Brenninkmeijer founded the C&A company, starting a tradition of doing good while doing business.

Several businesses, charitable foundations and philanthropic programmes joined Porticus and expanded through numerous family initiatives.

Since its foundation in 1995, Porticus has grown to become one of the most committed institutions working to address the challenges of our time, to improve the lives of those most in need and to create a sustainable future where justice and human dignity flourish.

Porticus has two goals which guide their way it works: to listen and learn from the people they seek to serve, and to act on evidence that demonstrates what works.

### CLAYSS

The Latin American Center for Service-Learning—CLAYSS—is a leading organisation for the promotion of service-learning in Latin America, and a worldwide reference. It promotes the development of service-learning in both formal and non-formal education, and provides advice to policy makers, NGO leaders, communities, educators and students.



## Sahaya G. Selvam

*Is a Catholic priest with Salesians of Don Bosco. Originally from India, Selvam has been serving in religious and academic contexts in East Africa since 1992. He has separate undergraduate degrees in Philosophy, Sociology, and Religious Studies, and two master's degrees in Philosophy of Religion and Psychology of Religion. He completed his PhD in psychology at the University of London in 2012. He has contributed to several peer-reviewed academic journals, and written several books, the latest being Pastoral Psychology for Africa (Nairobi: Paulines, 2019). He is currently a member of a global research team on service learning and spirituality in Catholic universities worldwide. He defines himself as a Priest, Psychologist, and Pedagogue.*

## 9. THE ROLE OF THE UNIVERSITY PRESIDENT IN THE INSTITUTIONALIZATION OF SERVICE LEARNING IN HIGHER EDUCATION

Sahaya G. Selvam

Marist International University College, Nairobi

### Abstract

Service Learning (SL) is understood as a reciprocal relationship between the learners and the beneficiaries of a social engagement initiative run by the learners, in which the learners are accompanied by the lecturer to integrate the encounter into their mainstream learning by means of systematic reflection. This method of teaching and learning is becoming a common phenomenon in institutions of higher education across the globe. In order to make it sustainable, the initiatives and processes around SL need to be institutionalised.

The aim of this book-chapter is to reflect on the role of the University President in the implementation and institutionalisation of SL in institutions of higher education. Basing itself on existing literature, the chapter fulfils the aim of the chapter in six major sections.

It begins by listing three major pathways of introducing SL in an institution and the role of the University President in the pathways (Section 1). Introduction and implementation of SL are to be followed by institutionalisation. Using Furco's rubric of the three stages of institutionalisation, Section 2 briefly outlines the role of the President in each of these stages. Section 3 presents a 5D model of action plan for the President, and Section 4 presents the governance structure that can be established in institutionalising SL. Sections 5 and 6 discuss the challenges and advantages of the University President taking to heart the implementation of SL. It is envisaged that the chapter will provide a framework for University Presidents who might want to institutionalise SL in their own contexts.

### Introduction

Service Learning (SL) is understood as a reciprocal relationship (Sigmon, 1979) between the learner and the beneficiaries of service offered by the learner (Jacoby, 1996), in which, the learner is accompanied by the lecturer to integrate the encounter with the beneficiaries into their mainstream learning, by means of systematic reflection (Kolb, 2014). It is a structured programme that consists in linking the classroom learning to the world



of praxis and to evolve theories and models for social change from such experience. The action and reflection are academically assessed and graded. Thus, SL is distinct from sporadic community service and professional career-oriented internship, both of which are also common in universities.

Practically, service learning is implemented by selecting a certain number of courses/modules in an academic programme that lend themselves for SL, and training lecturers who are willing to integrate SL in their course on how to implement SL and assess the learning outcomes. Initially, in an institution, this might work on an experimental basis

*Ultimately, it would be good for every student in the university to have at least one course that integrates SL during the course of their degree programme.*

with a few courses, but eventually, the number of courses is scaled up. And ultimately, it would be good for every student in the university to have at least one course that integrates SL during the course of their degree programme.

For the sustainability of such an initiative, the SL process must be institutionalised. This is the subject of this volume. Institutionalisation of SL refers to the process of embedding the procedures and systems of carrying out SL such that it becomes a component of the educational institutional culture. Institutionalisation is a multifaceted process that involves several stakeholders: management, faculty members, students, hosting communities, among others (Morton & Troppe, 1996). The SL process may be considered not institutionalised if the University President is not yet fully involved in the process. In fact, the University President should lead the process of institutionalisation of SL, even if the micromanagement may be delegated to others.

The term, 'University President' is used in this chapter to refer to the top person who runs the daily affairs of the institution. This office is the equivalent of the CEO-Chief Executive Officer. With a wide range of variations globally, the executive head is referred as the 'Vice-Chancellor', 'President', 'Rector', 'Provost', or simply as the 'Principal'. For purposes of this chapter, 'University President' is used consistently to include all these terms.

Furco (1999) envisages that in the institutionalisation process several aspects are to be taken care of. I adapt his phrases here: ensuring the existence and acceptance of policy framework, integration of teaching and learning, staffing and formation of core-team, funding, support of the administration, and evaluation and assessment. Largely understood, the focus of this chapter is the role of administrative support in the institutionalisation of SL. The administration is led by the President.

Therefore, in precise terms, the aim of this book-chapter is to reflect on the role of the University President in the institutionalisation of SL in the institutions of higher education. What could be the role of the University President in the introduction, implementation, and institutionalisation of SL in their institution?

Basing itself on available literature and the personal experience of the author, the book-chapter attempts to provide possible replies to the above stated research questions. This is realised in six short sections. It begins by listing three major pathways in which SL can be introduced in the institution, and evaluates the role of the University President in relation to each of the pathways (Section 1). Introduction and implementation of SL are to be followed by institutionalisation. Using Furco's (1999) rubric of the three stages of institutionalisation – forming a critical mass of people who are passionate about SL, improving the quality of SL, and building a sustained institutionalisation, Section 2 briefly outlines the role of the President in each of these stages. Supported by a figure, Section 3 presents a 5D model of action plan for the President in the implementation and institutionalisation of SL. Section 4 presents in a diagram of a proposed governance structure that can be established in institutionalising SL. The President is seen to be at the apex of the structure, as it usually is the case in the organogram of any university. These models presuppose a system of delegation and feedback, from and to the President. Sections 5 and 6 discuss the challenges and advantages that emerges when the President takes to heart the implementation of SL in the institution of higher learning.

This chapter is also envisaged to be a practical guide for someone in management of an institution of higher education in understanding their role in the implementation and institutionalisation of SL in their institution. Therefore, at times, the writing style is likely to be directive rather than explorative. In this connection, the chapter makes a subtle but important distinction between introduction, implementation and institutionalisation of SL. Introduction refers to the entry point, and implementation is more related to putting mechanisms in place to make it take off. However, institutionalisation is the process of making SL an ingredient of the educative culture of the institution.

## **Models of Introduction of SL and the Role of University President**

The introduction of SL into a particular institution could take one of several pathways. Here I list three of them, focusing on the role of the University President and go on to discuss the pros and cons of each of the pathways.

*Top-Down Model - SL as an Initiative of the University President:*

In this model, the introduction of SL is the initiative of the Head of the institution. This situation happens when the President is an educational visionary and not just an administrative manager. Because SL is part of the vision of the institution, the Heads “*are willing to use their university’s resources to support community service projects, linking them with educational goals of the university. Where service-learning is led from the top, faculty members are likely to be rewarded for their work in service-learning*” (Berry & Chisholm, 1999, p.64).

One possible difficulty with this model is that the faculty members could take more time to embrace this initiative. However, this hurdle can be overcome by means of repeated training and reasonable incentives to the faculty members. Nevertheless, rarely does the University President, even if s/he is an educational visionary, have all the ideas about SL and the time to implement them. Therefore, as I will present in the organogram below, it is only proper that the task of implementation is delegated to the Deputy Head, with a directorate and the relevant personnel to coordinate the implementation.

*Faculty-Initiative Model - SL Acknowledged by the University President:*

Here SL is an initiative of a faculty member or a group of faculty members. Sometimes the idea could come from a group of students, especially if they are postgraduate students who have had some previous experience of SL. They may convince a faculty member to implement it. In whatever way it starts, in due course this initiative has to be acknowledged and supported by the Head of the institution in the process of institutionalisation.

The advantage of this model is that SL gets implemented at least in a small way. The challenge, however, is that in order to get it adopted by more faculty members and eventually by the management itself, it might take time. One factor that can make the process accepted by the larger body of the institution is for the faculty members who are implementing the SL to reflect on the impact of SL among the learners and in the larger society with data scientifically gathered. For instance, putting together a paper on the experience and the outcomes of the SL for presentation in a conference and/or for publication, is likely to put the institution in the limelight. Thus, the faculty and the management will warm up to the idea and embrace it. People take pride in being part of success stories. At this point, University Presidents might jump on this idea and make it their own.

*Faculty-Experiment Model - SL with no Involvement of the University President:*

The third possibility is that SL is an experimental initiative of a faculty member. It might scale-up to the level of the department and nothing beyond that. The University President might be hardly aware that there is such an initiative in the institution, therefore, the

SL does not get embraced as the agenda of the whole institution. In this case, SL would remain a side show with no serious impact on the life of the educative community of the institution. It does not get institutionalised.

Using the vocabulary of Morton (1995), this model could be referred to as “the thin SL” in contrast to “the thick SL”. In the thin type of SL, its components are not yet fully integrated into the system, and the implementation is very shallow. Individuals who initiate SL, might continue to carry out SL in their little domain, and because it is not institutionalised, SL might come to a natural death when the individuals move out of the institution or have been ill-disposed to continue with the project. Such a model is the least effective model in introducing and further implementing SL in the institution.

## Stages of Institutionalizations of SL and the Role of University President

In the above section, I have described the possible pathways in the introduction and implementation of SL. In order to make SL sustainable it has to become institutionalised. Institutionalisation is the process of embedding a practice as a norm or a convention among the group. When SL is institutionalised in an educational institution, it becomes part of its educative culture. It permeates the system of carrying out teaching and learning in that institution.

Furco (1999, p.3) envisages three stages in the process of institutionalising SL. I enumerate these stages and focus on the role of University President in each of these stages. First stage is “*the Critical Mass Building stage*”. At this stage, the different stakeholders within the institution – management, department heads, faculty member, and the students are beginning to recognise SL and are embracing the idea and its implementation strategies. The second stage is “*the Quality Building stage*”. At this stage the stakeholders focus on improving the quality of SL fine-tuning it according to the ideal models. This stage is achieved by consistent monitoring and evaluation of the process of SL, and implementing the lessons learnt. The third stage is “*the Sustained Institutionalization stage*”. At this stage, SL has become part of the institutional culture. Even newcomers get naturally inducted into the process. SL has the necessary resources at its disposal: infrastructural, human, and financial.

What is the role of the University President at each of the three stages of institutionalisation of SL? Furco (1999) himself uses the term ‘administrative leaders’ to refer to what we have referred to as the ‘University President’. However, since in this chapter we are discussing the role of the University President, I apply Furco’s rubric more specifically to the one who is ultimately in-charge of the daily running of the institution.

At the stage of Critical Mass Building, the University President might “*have little or no understanding of service-learning, often confusing it with other campus outreach efforts, such as community service or internship programs*” (Furco, 1999, p.10).

*At the stage of Building Quality, the University Presidents might have “a clear understanding of service-learning but they do little to make service-learning a visible and important part of the campus’ work”*

*vice-learning but they do little to make service-learning a visible and important part of the campus’ work”* (Furco, 1999, p.10).

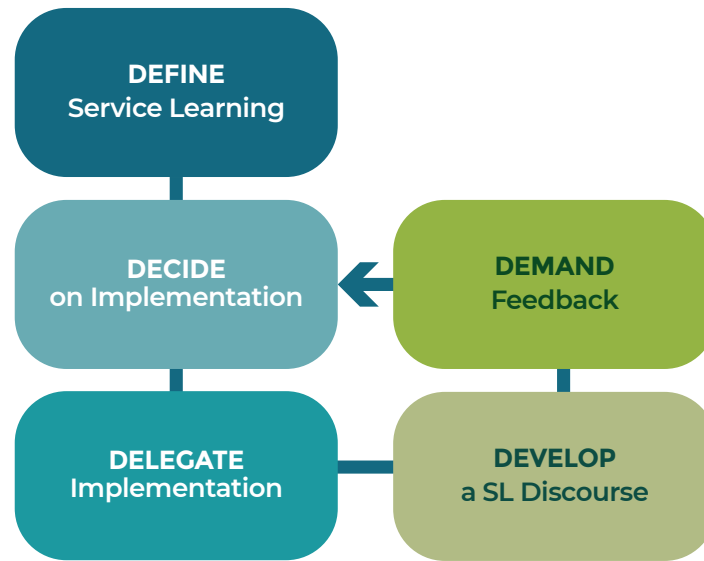
When the critical mass of people who identify themselves with the SL initiative is built, the next stage is to build quality. At the stage of Building Quality, the University Presidents might have “*a clear understanding of service-learning but they do little to make service-learning a visible and important part of the campus’ work*”

This is followed by the third stage of Building Sustained Institutionalisation. At this stage the University President understands and supports service-learning and actively implements SL to make it visible and important part of the educational institution. SL becomes part and parcel of the educative culture of the institution.

By the time an institution can claim that they have achieved sustained institutionalisation, there is a management structure that is established in the institution, with sufficient number of people running the programme at different levels; they have access to funds; and various academic departments have several courses of the curriculum that have adopted SL, in such a way that every student has an experience of SL at least in one of the courses of the academic programme.

In all these processes, presidential and executive level support is critical. The top-level leaders play key roles in fund-raising and protecting the initiative. “*Often, presidents, vice presidents or deans make critical decisions about the allocation of short-term, soft funds that make or a break an initiative*” (Morton & Troppe, 1996, p.27). The next section proposes a 5-step model as the action plan for the President in the institutionalisation of SL.

## 5D Model: President's Action Plan towards Implementation of SL



**FIGURE 1.** Action Plan of University President

*Define SL:*

*It is very important for the University President to understand what SL is before it is implemented.*

authors point out SL could be easily mistaken for social service or internship (Bringle & Hatcher, 2000; Erasmus, 2005; Wilczenski & Coomey, 2007). If SL is implemented without clarifying the nature of SL, it might become too difficult to correct it in due course.

*If SL is implemented without clarifying the nature of SL, it might become too difficult to correct it in due course. The questions to discuss at this stage are: what is the international understanding of SL? What are the models available? Who are the people within the institution who understand SL in the proper way?*

It is very important for the University President to understand what SL is before it is implemented. As many

The questions to discuss at this stage are: what is the international understanding of SL? What are the models available? Who are the people within the institution who understand SL in the proper way?

It will serve well for the process of institutionalisation of SL, if the President takes personal responsibility to understand what SL truly is. This can be achieved by personal read-

ing and research, or by consulting colleagues in similar institutions who have successfully implemented and institutionalised SL in their own institution. The President himself or herself could attend conference, or send a faculty member to a conference on SL and having that member return and brief everyone including the President, or listening others who might have experience of implementing SL. If the President has not achieved a good understanding of SL, in their speeches and reports s/he could commit avoidable gaff.

*Decide on the Implementation:*

Having understand what SL is, it is now time to implement. The President has the mandate to approve the implementation of SL. Some members of faculty or the middle management might think that if they wait for the decision of the President, it might delay the process of implementation. The temptation, therefore, is to implement new developments, including SL, by themselves not fully involving the President. Even if things might happen quickly, the limitation of such an approach would be that SL might not get fully institutionalised. It also runs the risk of being side-lined. On the other hand, if the President is in the loop right from the beginning, and SL is an outcome of the precise decision of the President, then the subsequent support is likely to be worth the wait.

If the President takes personal responsibility to understand the definition of SL, it follows then that the President decides whether SL should be adopted in the institution, what model of SL is adopted, and how it is going to be implemented. The next section presents a model of management structure (Figure 2) that could fit well into the organogram of the institution. The President also makes decision at this stage on the establishing the necessary structure in order to implement SL. In summary, these are some of the questions that need to be answered at this stage:

- ▶ Do we adopt SL as a flagship programme of our institution? What value does it add to the way we do things here?
- ▶ What structures do we need to put in place in order to implement it?
- ▶ Who are the people who will lead the process? What preparations do they need?
- ▶ What is the financial implication of this initiative? Where do we draw the funds from?
- ▶ What networking needs to be established, internationally and locally?
- ▶ How do we go about the implementation – what comes first? How do we involve the faculty members and students?

The answers to these questions and others, when systematised, could go into a policy document. This document will become the policy-framework (Furco, 1999) for the directorate of SL, and the committee of SL at the institution.

*Delegate the Implementation:*

Even if the President has understood well the model of SL to implement, has decided to go ahead with the implementation, and is personally passionate about it, the President cannot micromanage the process of implementation. Therefore, it is important to appoint a Director of SL at the institution who could report to one of the Deputies of the President (see Figure

*Depending on the size of the university and the volume of the SL projects, it might be necessary to add other members of staff to the directorate. Moreover, it might also be necessary to form a committee led by the Deputy President that oversees the working of the directorate.*

2). Depending on the size of the university and the volume of the SL projects, it might be necessary to add other members of staff to the directorate. Moreover, it might also be necessary to form a committee led by the Deputy President that oversees the working of the directorate.

Thus, through the delegated personnel, the Presidents,

*need to focus on process (e.g., faculty rewards for service-learning) in addition to achieving certain service goals (e.g., number of hours students engage in volunteer work; a general education requirement for service-learning) in order for service to be institutionalized and integrated throughout the campus culture (Ward, 1996, p.9).*

*Develop a Discourse:*

Since the contribution of the French philosopher Michel Foucault (1969/2002), social sciences have become conscious of the power of discourse within institutions and in the society at large. The analysis of discourse can offer us an understanding of the dynamics within a group (Elder-Vass, 2011). Discourse, in simple words, refers to the way language is used among a group of people. It portrays beliefs and systems that are operative within the group. It gives access to the worldview and identify of the institution. In the context of the institutionalisation of SL in an educational institution, if SL is part of the discourse of the educative community, it could be an indication that SL has become part of the worldview of that community.



*In this context, the discourse employed by the top management and faculty becomes a crucial unit of analysis. Particularly, if SL is part of the linguistic currency of the President of the university, it provides evidence for the institutionalisation of SL. When such a usage is spontaneous, it is likely to motivate the team leading the SL process and the faculty members who implement it.*

In this context, the discourse employed by the top management and faculty becomes a crucial unit of analysis. Particularly, if SL is part of the linguistic currency of the President of the university, it provides evidence for the institutionalisation of SL. When such a usage is spontaneous, it is likely to motivate the team leading the SL process and the faculty members

who implement it. Ward (1996, p.16) reporting the findings from a qualitative study among five university colleges in U.S.A on institutional commitment to SL, quotes one of the participants of the study, who is the student affairs administrator at a university, saying: *“The president is very supportive of service on campus. He is new to the campus and his whole inaugural speech was about service and community.”*

#### *Demand Feedback:*

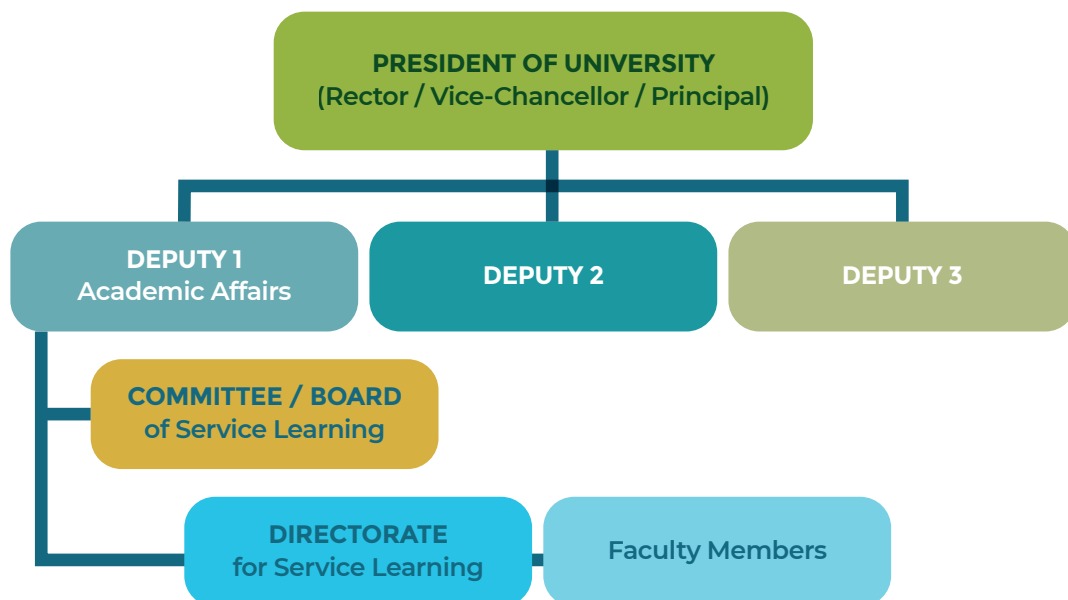
Delegation is a two-way process (Mathebula & Barnard, 2020). Delegation goes with feedback. And feedback itself is a two-way process – from the delegate to the supervisor and from the supervisor to the delegate. Despite the power dynamics which influence delegation and feedback, which in turn are likely to be affected by cultural differences (Zhang et al., 2017), efficient leaders rely on delegation and feedback.

In the context of the role of the University President in the implementation of SL, delegation is inevitable as we have said above. ‘Demand’ is a stronger word that features in the title of this step, it only brings out the inevitability of the integration of the feedback system. Eliciting feedback is not only an indispensable part of delegation, but it also becomes an expression of support and showing interest. Ideally, during the meetings of the top management that brings together the President and the Deputies, the Deputy President might report on all the departments that are under their docket. This will include the Directorate of SL. In practice, the President should have access to reports and minutes of the SL Committee (Figure 2); if the Director of SL is part of the Senate or its equivalent, then it becomes an opportunity for feedback in the form of reports at these meetings.

Based on the feedback received, the President makes further decisions on the direction of SL in the institution. That is why in the model (Figure 1), from Demand Feedback, the loop is fed back to Decide. And the process continues as the institutionalisation of SL in the institution grows in an upward spiral.

Having focused on the steps that the President may follow in introducing, implementing, and institutionalising SL, we now focus on a workable management structure for the implementation of SL while still highlighting the role of the President.

### Management Structure Capturing the Role of University President in SL



**FIGURE 2.** Simplified Organogram showing Position of Service Learning

Abes, Jackson, and Jones (2002, 16), as a conclusion to their study on factors that motivate and deter faculty members in the adoption of SL, recommend that institutions of higher learning,

*“Develop an infrastructure within the institution to support a centralized service-learning office to connect potential community partners with the university, provide funding, create incentives to try new approaches, assist faculty with logistical support, and provide developmental instruction to new or potential service learning faculty.”*

In the implementation of such a recommendation, for sustainable institutionalisation of SL, as we have mentioned above, there needs to be a SL management structure (Figure 2) that is integrated well into the organogram of the institution. In this section, we discuss

the dynamics among the different stakeholders of this structure with a special focus on the President. This structure has been largely inspired by Ward (1998) and by the author's personal experience in academic administration.

*President:*

We begin with the involvement of the President. Ward (1996, p.22) reiterates the role of the president in very succinct terms:

*"Presidential support has been essential to the introduction of service on all the campuses. On some campuses, the presidents not only set the tone for service, they are instrumental in personally carrying it forward by joining the Compact, allocating resources to either initiate or maintain an office and personnel, in addition to making service-learning central to the organization."*

In the previous section, we have delineated in some detail the steps that the President can follow in introducing, implementing and institutionalising SL. The President's role is crucial to the process, since they are at the apex of the management structure.

*Deputy President:*

However, this role could be delegated to one of the Deputies (See Figure 2). In larger institutions, the President is assisted by one or more Deputies. In these situations, SL might fall under the docket of the Deputy Head in-charge of academic affairs or the one with a similar portfolio. In the Commonwealth countries, this person is referred to as the 'Deputy Vice-Chancellor – Academic Affairs', in other countries, they may be referred to as the 'Vice-Rector for Academic Affairs'.

According to the stage of implementation of SL that the campus is in, there could be a dedicated Directorate led by a Director responsible for SL. In the proposed organogram, the Directorate is envisaged as a centralised office (Bringle & Hatcher, 2000) that coordinates the initiatives in service learning. This person could also be the liaison person between faculty members and the receiving communities. For the success of the implementation of SL in an institution there needs to development cordial partnership with community-based social service agencies (Siscoe, 1997). If the SL sector is very well developed, then there might be a need to separate the director of SL from the liaison person for community networking (Morton & Troppe, 1996). For this reason, if the campus has a Deputy President responsible for linkages and community engagement, then the Director of SL has to create a greater dialogue with this Deputy President.

*Committee of Service Learning:*

A meeting point for the internal coordination of the various related desks and offices could be achieved by setting up a Committee or an Advisory Board for SL. This Committee needs to include representatives from among faculty members and possibly even from among the students. It could be chaired by the Deputy President – Academic Affairs or by another member nominated to chair. The Director could act as the Executive Secretary of the Committee. The Committee could be mandated to have an advisory or a supervisory role over the Directorate for SL. The policy framework for SL in the university could capture the Terms of Reference (ToR) for the Committee. The Committee is also to be seen as a structure to ensure coordination and the involvement of the middle management staff, who could be represented with the Committee. As Ward (1998, 74-75) asserts,

*“Service learning depends not only on the support of senior-level administrators, but on other administrators as well. An expanded administrative vision includes involvement of those directly and actively involved in routine academic management and policy functions (that is, provosts, deans, department chairs). These administrators can promote service learning by creating and supporting an ethos of learning that includes community service experiences.”*

*Directorate for SL:*

*The Director of SL is a key person in the practical implementation of SL in an institution. The person should be capable of eliciting respect and esteem from the rest of the faculty, by means of their academic background, by way of research and publication in the area of SL (Ward, 1996), and even by their personal commitment to social transformation.*

The Director of SL is a key person in the practical implementation of SL in an institution. The person should be capable of eliciting respect and esteem from the rest of the faculty, by means of their academic background, by way of research and publication in the area of SL (Ward, 1996), and even by their personal commitment to social transformation.

While, as we have said several times earlier, the role of the “executive leadership can be counterproductive if faculty and/or students perceive it as too strong or too directive” (Morton & Troppe, 1996, p.27). That is why it is important to have moderate style of governance in relation to SL. This model presented in Figure 2 balances between too much centralisation and decentralisation of SL at the university or college level (Rego & Moledo, 2018, p.20).

*Faculty Members:*

There are two major approaches to getting faculty members involved in the implementation of SL. One is by coercion, and the other is by attraction. If involvement in SL is captured in the policy documents for promotion and tenure of staff, then they are likely to be coerced to come on board. On the other hand, one of the major issues voiced by the faculty members in qualitative studies on SL, such as the one reported by Ward (1996), is the lack of support from the management and insufficient incentives to the faculty members to be involved in the efforts towards SL. This situation shows up when SL is not recognised as an essential part of teaching and learning (Gray et al., 1999; Hammond, 1994). When it is recognised, support could come in the form of training, time-allotment, and providing infrastructural assistance – space and conveyance. Incentive could come in the form of financial allowances for transport and professional material, and also promotions. The provision of adequate support becomes a bridge between the plan of the institution in terms of its rhetoric and the concretisation of that rhetoric (Ward, 1996, p.16).

**Possible Challenges and its Mitigation in the Implementation of SL**

The introduction and institutionalisation of SL is not always a cakewalk. It comes with challenges and hurdles – some theoretical, others more practical (Butin, 2006). In this section, I list some challenges that are likely to be faced by the President in the process of institutionalising SL. They may arise from within the institution or from those who are not involved in the daily running of the institution but are somehow involved in it.

*The Board Fears Over-burdening the Students:*

The ultimate expression of institutionalisation of SL is when it receives the approval of the University Board or the Council in the integration of service learning in the educational system of the institution. However, sometimes this might be perceived by some of the members of the Board to be superfluous, burdensome, and implying burden on the budget.

This possible situation could be mitigated by the University President inviting an expert to address the Board on what is SL, and as far as possible linking it to the existing vision and mission of the institution. Another way is for the President to speak to members informally and individually before it is introduced into the agenda of the Board meeting so that at least some of the members may be in the know-how of the matter, making the decision-making process easier.

*President fears Extra Responsibility:*

Some Presidents fear additional responsibilities. This situation might arise from the fact that President is already overwhelmed by too many responsibilities, or because the President is minimalistic. It could also be possible that President is laid back, and is not a visionary.

There is no reason to fear additional responsibility if the President is smart enough to delegate responsibilities with feedback systems. If the President is minimalistic, s/he is not going to leave a legacy as leader, anyway. Initiatives such as SL is likely to make a great impact in the wider world, therefore, President should feel encouraged by the promise of impact.

*Lack of Funds:*

It is possible that SL does not have a budget line. It is also possible that the university is financially struggling. Or it is simply the case that the finance committee of the university is not convinced of allocating funds for SL.

*If teaching and learning, research, and social engagement are the vital pillars of a university. The budget of the university should also reflect these priorities in financial spending.*

If teaching and learning, research, and social engagement are the vital pillars of a university. The budget of the university should also reflect these priorities in financial spending. And SL is project

that combines teaching and learning with social engagement. It is as if you hit two birds with one stone. Another way of easing the problem of lack of funds is to seek donor funding (Burt, 1999). However, this requires some expertise and experience. The funding possibilities open up particularly when the university is part of larger networks.

*Faculty Members not Warming up to the introduction of Service Learning:*

Another nightmare to the President is the indifference of the faculty members to the introduction of SL. This reaction is more likely to be expected from among the older faculty members. Such situation arises from lack of continuous training of faculty members, which in turn has curtailed openness to new developments in the campus.

Besides holding trainings on SL for faculty members, it is crucial to be strategic in the appointment of the Director of SL. If the Director is a person who elicits respect and admi-

*It would also be a good strategy to invite willing faculty members to come for the initial trainings, and then using them as ambassadors to create a ripple effect among other faculty members. Moreover, the introduction of some incentives, we have said earlier, is likely to attract faculty members to come on board.*

ration from the faculty members, then it is not difficult to break the ice. It would also be a good strategy to invite willing faculty members to come for the initial trainings, and then using them as ambassadors to create a ripple effect among other faculty members. Moreover, the introduction of some incentives, we

have said earlier, is likely to attract faculty members to come on board.

These are but some challenges. There could be other challenges, some of them unforeseen. It is only natural that when something new is introduced in an institution, there is likely to be challenges and resistance. Efficient University Presidents are well-versed in the principles of managing change in an educational institution (Ghavifekr et al, 2017). Introduction and institutionalisation of SL is one such challenge of facing change.

### **Positive Outcomes of University President being involved in SL**

If the above challenges are well handled, and systems are put in place, then SL is not just an idea in the academy, but it gets “*hard wired*” (Butin, 2006) into institutional practices and policies. Out of such a situation, several possible positive outcomes emerge. Here are focus on the advantages that emerge out of the involvement of the University President being involved in SL. These advantages are for the university in general, and to the process of carrying out SL at the university.

#### *Enhancing the Mission of the University/College:*

Service Learning is a practical implementation of the three-dimensional mission of any institution of higher education: teaching and learning, research, and community engagement. Unless a university is led by neoliberal ideology that wants to be politically neutral, and indifferently aims to churn out masses of elitist graduates who do not care about social transformation, SL is an effective means of enabling graduates to challenge the *status quo* (Clifford, 2017; Kronick & Cunningham, 2013). Particularly, in the developing world institutions cannot indifferently embrace a neoliberalist agenda in education. SL is a powerful means of motivating graduates to be agents of social transformation.

The presence of SL creates a branding for the university. It prompts motivated students to self-select the university because these individuals – like typical youth – are dissatisfied with the current social inequalities and desire to do something about it. Once there is a critical mass of students and faculty who are inspired by the ideology of social transformation, the process of SL becomes very vibrant. Thus, teaching and learning is concretised in praxis, and the university becomes an agent of social change.

### *Resource Availability*

If the management of the educational institution adopts SL as an important part of institutional culture, then there is a need to make necessary resources available. Part of the financial resources could also come from grants, as we have said previously, if the institution has the credibility and the people to elicit such funding.

*“Heads who take the lead in service-learning are willing to use their university’s resources to support community service projects, linking them with educational goals of the university. Where service-learning is led from the top, faculty members are likely to be rewarded for their work in service-learning. From this entry point, the connection of service-learning to every aspect of the institution will be accomplished in the least amount of time” (Barry & Chrisholm, 1999, 64; see also, Morton & Troppe, 1996).*

## **Conclusion**

I conclude by pointing out some characteristics of this chapter. Based on these, I make some recommendations for future research. I end by reiterating that this chapter is a practical guide for people in management positions in educational institutions desiring to implement and institutionalise service learning.

The first invincible limitation that occurred in this chapter is that most of the literature that was traceable on the topic of this chapter came from the 1990’s, despite the search in renowned academic databases such as EBSCOhost which includes ERIC, and JSTOR. This shows a lack of focus on the topic among scholars of SL in the first two decades of the 21st century. The current trend in research in SL is the empirical approach, which is valuable. However, these empirical studies could also examine the role of the administration in the implementation and institutionalisation of SL. Highlighting of best practices is likely to be of great assistance to the new comers in the areas of SL.



This chapter has focused on the role of the University President in the institutionalisation of SL. Similar to the topic studied in this chapter, the role of the lecturers or the faculty members needs to be further studied. They play a crucial role. Some studies have examined their experiences, perspectives and motivations in using SL (Abes et al, 2002; Hammond, 1994; O'Meara & Niehaus, 2009; Ward, 1998). However, more studies are needed in enumerating their role in the implementation and institutionalisation of SL. More practically, how do they go about planning for, introducing and training students in their topic area and the methodology of SL, accompanying the students in the implementation, and finally assessing the outputs from the students and grading them.

As said in the introduction, this chapter is envisaged to be a practical guide for someone in top management of an institution of higher education in understanding their role in the implementation and institutionalisation of SL in their institution. Nonetheless, there are many initiatives of SL even at primary and secondary school levels, whose principals could also find some useful insights from the discussions in this chapter.

## References

- Abes, E. S., Jackson, G., & Jones, S. R. (2002). Factors that motivate and deter faculty use of service-learning. *Michigan Journal of Community Service Learning*, 9(1). Retrieved from <https://quod.lib.umich.edu/m/mjcsi/3239521.0009.101?rgn=main;view=fulltext>
- Berry, H. A., & Chisholm, L. A. (1999). *Service-Learning in Higher Education around the World: An Initial Look*. New York: International Partnership for Service-Learning. Retrieved from <https://eric.ed.gov/?id=ED439654>
- Bringle, R. G., & Hatcher, J. A. (2000). Institutionalization of service learning in higher education. *The Journal of Higher Education*, 71(3), 273-290. <https://doi.org/10.1080/00221546.2000.11780823>
- Burt, V. J. (1999). *Digging for Buried Treasure. Finding Funding for the Future in Service Learning. Linking Learning with Life*. Clemson, SC: Clemson University. Retrieved from <https://files.eric.ed.gov/fulltext/ED430129.pdf>
- Butin, D. W. (2006). The limits of service-learning in higher education. *The review of higher education*, 29(4), 473-498. Retrieved from [https://scholarworks.merrimack.edu/soe\\_facpub/14/](https://scholarworks.merrimack.edu/soe_facpub/14/)
- Clifford, J. (2017). Talking about Service-Learning: Product or Process? Reciprocity or Solidarity?. *Journal of Higher Education Outreach and Engagement*, 21(4), 1-13. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1163945.pdf>

Elder-Vass, D. (2011). The causal power of discourse. *Journal for the Theory of Social Behaviour*, 41(2), 143-160. <https://doi.org/10.1111/j.1468-5914.2010.00449.x>

Erasmus, M. (2005). Introduction: Community service learning and the South African research agenda. *Acta Academica* (sup-3), 1-23. Retrieved from <https://journals.co.za/doi/10.10520/EJC15198>

Foucault, M. (1969/2002). *The Archaeology of Knowledge*. London: Routledge.

Furco, A. (1999). Self-assessment rubric for the institutionalization of service-learning in higher education. Berkeley, CA: Service-Learning Research & Development Center University of California.

Ghavifekr, S., Afshari, M., Siraj, S., & Razak, A. Z. A. (2017). Managing change in educational organization: a conceptual overview. *MOJEM: Malaysian Online Journal of Educational Management*, 1(1), 1-13. Retrieved from <http://jummec.um.edu.my/index.php/MOJEM/article/view/6151>

Gray, M. J., Ondaatje, E. H. & Zakaras, L. (1999). Combining service and learning in higher education: Summary report. Santa Monica, CA: RAND.

Hammond, C. (1994). Integrating service and academic study: Faculty motivation and satisfaction in Michigan higher education. *Michigan Journal of Community Service Learning*, 1(1), 21-28.

Jacoby, B. (1996). *Service-Learning in Higher Education: Concepts and Practices*. San Francisco, CA: Jossey-Bass Publishers.

Kolb, D. A. (2014). *Experiential learning: Experience as the source of learning and development*. FT press.

Kronick, R. F., & Cunningham, R. B. (2013). Service-learning: Some academic and community recommendations. *Journal of Higher Education Outreach and Engagement*, 17(3), 139-152. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1018668.pdf>

Mathebula, B., & Barnard, B. (2020). The factors of delegation success: accountability, compliance and work quality. *Expert Journal of Business and Management*, 8(1). Retrieved from <https://business.expertjournals.com/23446781-805/>

Morton, K. (1995). The irony of service: Charity, project and social change in service-learning. *Michigan Journal of Community Service Learning*, 2, 19-32. Retrieved from <http://masonnonprofitfellows.pbworks.com/w/file/attach/86073145/Morton,%20The%20Irony%20of%20Service.pdf>

Morton, K., & Troppe, M. (1996). From the margin to the mainstream: Campus Compact's project on integrating service with academic study. *Journal of Business Ethics*, 15(1), 21-32. Retrieved from:

<https://www.jstor.org/stable/25072728>

O'Meara, K., & Niehaus, E. (2009). Service-Learning Is... How Faculty Explain Their Practice. *Michigan Journal of Community Service Learning*, 16(1), 17-32. Retrieved from <https://files.eric.ed.gov/fulltext/EJ888071.pdf>

Rego, M. A., & Moledo, M.L. (Eds.) (2018). *A Guide for the Institutionalization of Service-Learning at University Level*. Spain: Universidade de Santiago de Compostela.

Sigmon, R. (1979). Service-learning: Three principles. *Synergist*, 8(1), 9-11.

Siscoe, D. S. (1997). *Service-learning in 4-year public colleges and universities: Program profiles, problems, and prospects*. Unpublished doctoral dissertation, University of North Texas, Denton. Retrieved from

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.995.9680&rep=rep1&type=pdf>

Ward, K. (1996). *Service-Learning and Student Volunteerism: Reflections on Institutional Commitment*. Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996) Retrieved from <https://files.eric.ed.gov/fulltext/ED398807.pdf>

Ward, K. (1998). Addressing academic culture: Service learning, organizations, and faculty work. *New Directions for Teaching and Learning*, 1998(73), 73-80. <https://doi.org/10.1002/tl.7309>

Whitaker, B. G., Dahling, J. J., and Levy, P. (2007). The development of a feedback environment and role clarity model of job performance. *J. Manage.* 33, 570–591. <https://doi.org/10.1177/0149206306297581>

Wilczenski F.L., Coomey S.M. (2007) *Basics of Service Learning*. In: *A Practical Guide to Service Learning*. Springer, Boston, MA. [https://doi.org/10.1007/0-387-46540-5\\_1](https://doi.org/10.1007/0-387-46540-5_1)

Zhang, X., Qian, J., Wang, B., Jin, Z., Wang, J., & Wang, Y. (2017). Leaders' behaviors matter: The role of delegation in promoting employees' feedback-seeking behavior. *Frontiers in psychology*, 8, 920. Retrieved from <https://www.frontiersin.org/articles/10.3389/fpsyg.2017.00920/full>