I. Statement of Intent
This Compact of Service-Learning was developed to provide University of Tampa faculty, students, staff and community partners (e.g., non-profit organizations and local businesses) with an understanding of the University’s service-learning framework and procedures.

II. Definition of Service-Learning
The University of Tampa adopts the Council for the Advancement of Standards in Higher Education Standards for Service-Learning Programs’ definition of service-learning, “Service-learning is a form of experiential education in which students engage in activities that address human and community needs, together with structured opportunities intentionally designed to promote student learning and development” (Council for Advancement of Standards in Higher Education, 2009, p. 349).

III. Types of Service-Learning
For the purpose of The University of Tampa, service-learning incorporates a curricular (academic) service-learning component and a co-curricular (community) service-learning component.

Co-curricular community service-learning programs are primarily designed by the Office of Student Leadership and Engagement and the PEACE (People Exploring Active Community Experiences) Volunteer Center. Opportunities for community service are frequently available within the Tampa Bay community, other Florida communities, the United States and internationally.

Not all community service projects qualify for designation as a “community service-learning” project/program. Those projects/programs that qualify must meet the following outlined standards and expected outcomes and be submitted for approval for this designation.

Please contact the Service-Learning Committee for a copy of the Compact for Academic Service-Learning if you are interested in incorporating a service-learning component in an academic course.

IV. Standards of Service-Learning
All service-learning programs at the University of Tampa must include the following essential components, as adopted by the CAS Standards for Service-Learning Programs:

- Be intentional and coherent
- Guided by theories of learning and development
- Be reflective of UT students' developmental and demographic profile
- Incorporates reflection and reciprocity
- Responsive to the needs of individuals, the community, diverse and special populations, and relevant constituencies
- Assesses relevant and desirable student learning outcomes (p. 351).

V. Role of Service-Learning Committee
The Service-Learning Committee is a subcommittee of the University’s Experiential Education Steering Committee.

The Service-Learning Committee:

- Develops and maintains positive partnerships with area non-profit organizations and local businesses
- Determines the direction of University-wide service-learning initiatives
- Serves as a service-learning resource for students, faculty, staff and community partners
Develops and promotes guidelines for academic departments regarding service-learning initiatives
· Gathers and reports service-learning assessment results

The specific role of the Service-Learning Committee within the context of the University is:
· To provide opportunity to connect academic theories with hands-on experience
· To provide students with knowledge of a social issue within their college community
· To (aid) meet a societal need within the community
· To establish and maintain relationships with community partners

VI. Models of Service-Learning
Students, faculty, staff and community partners seeking models of community service-learning programs are encouraged to contact the Service-Learning Committee or the PEACE Volunteer Center.

VI. Process of Submission
Departments and organizations interested in seeking a community service-learning designation for a program/project are encouraged to submit a Community Service-Learning Request form to the Service-learning Committee. This form is accessible at www.ut.edu/civic/service-learning. The form will inform the committee of the project/program’s student learning outcomes, community need to be met and the anticipated assessment procedures. Upon receipt of the Community Service-Learning Form, a member of the Service-Learning Committee will contact with the department or organization with the Committee’s decision. If approved, the community service learning program/project will be eligible for notation on the student’s co-curricular transcript.

VII. Expected Outcomes for Community Service-Learning

As stated in the CAS Standards for Service-Learning Programs, “the formal education of students, consisting of the curriculum and the co-curriculum, must promote student learning and development outcomes that are purposeful and holistic and the prepare students to satisfying lifestyles, work, and civic participation” (p. 351). Expected student learning outcomes for academic service-learning include the following outcome domains:
· Knowledge acquisition, integration, construction and application
· Cognitive complexity
· Intrapersonal development
· Interpersonal competence
· Humanitarianism and civic engagement.
· Practical competence

(p. 351).

Student learning outcomes must:
· Allow all participants to define their interests
· Engage students in responsible and purposeful actions to meet community-defined needs
· Enable students to understand needs in the connect of community assets
· Articulate clear service and learning goals for everyone involved
· Ensure intellectual rigor
· Establish criteria for selecting community service sites to ensure productive learning
· Educate students regarding the philosophy of service and learning, the service site, the work they will do and the people they will be serving
· Establish and implement risk management procedures to protect students, the University and community partners
· Offer alternatives to ensure students are not required to participate in service that violates a religious, cultural or moral belief
· Engages students in reflection designed to enable them to deepen their understanding of themselves and the societal issue

(p. 351–352).
VIII. Process of Assessment Reporting
Service-learning programs, curricular and co-curricular, should report assessed student learning outcomes.

Academic departments, student organizations and individuals that develop a community service–learning project should report their service–learning activities to the PEACE Volunteer Center (Vaughn Center, room 206). Projects coordinated by the PEACE Volunteer Center are assessed annually.

All service–learning programs are reported nationally to the Corporation for National and Community Service through the President’s Higher Education Community Service Honor Roll and state–wide to Florida Campus Compact through its reporting mechanisms.

IX. Incentives
Incentives for faculty, staff and students include:

- On–campus resources for developing and enhancing service–learning programs
- Experience developing experiential education programs
- Professional development opportunities
- Potential financial support of service–learning programs
- Recognition of achievements accomplished through service–learning

Incentives for community partners include:

- Educating college students on societal needs
- Promotion of organization and its mission
- Utilizing on–campus tools to enhance organizational programs and projects
- Establishing a continuous relationship with The University of Tampa

The Service–Learning Committee is always pursuing additional incentives for all constituents.

X. University of Tampa Service–Learning Contacts
Service–Learning Committee Co–chairs
Patty O’Grady, assistant professor of education, pograndy@ut.edu or 813–258–7371
Megan Frisque, assistant director of civic engagement, mfrisque@ut.edu or 813–257–3363

PEACE Volunteer Center
Vaughn Center, room 206
peace@ut.edu or 813–253–6263

XI. References