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The 4th Asia-Pacific Regional Conference
on Service-Learning
Lingnan University, Hong Kong, June 4-7, 2013

Service-Learning as a Bridge from Local to Global:
Connected World, Connected Future

CAMPUS COMPACT INDICATORS OF ENGAGEMENT
Workshop - June 6, 2013 - 11:05-12:15

Dr. Mani S. Hull, Founding Executive Director
Tennessee Campus Compact
mani.hull@lipscomb.edu
www.tncampuscompact.org
www.compact.org
www.servicelearning.org

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Build awareness of Campus Compact and its 35 State Affiliates as catalysts, conveners, and coordinators of civic engagement and service-learning in U.S. higher education.

Engage participants in a series of thought-provoking questions underlying each of the indicators of engagement themes to develop and evaluate service-learning program implementation.

Provide exemplary practices utilized by the Tennessee Campus Compact (TNCC), established in 2008, to mobilize engaged campuses to strengthen student learning and revitalize communities contributing to workforce and economic development.

- National Campus Compact (NCC), established in 1985, serves as the international association that challenges colleges and universities to uphold the civic purposes of higher education.

- Among other strategies, NCC utilizes five indicators of engagement themes, developed in 2002, to establish and sustain high impact educational practices.

- NCC provides professional development, networking, funding, research, and resources to support civic engagement and service-learning infrastructure for student learning through community engagement.

Campus Compact State Affiliates

- State Affiliate
- State Affiliate with VISTA Program
- No State Affiliate
- Affiliate Location
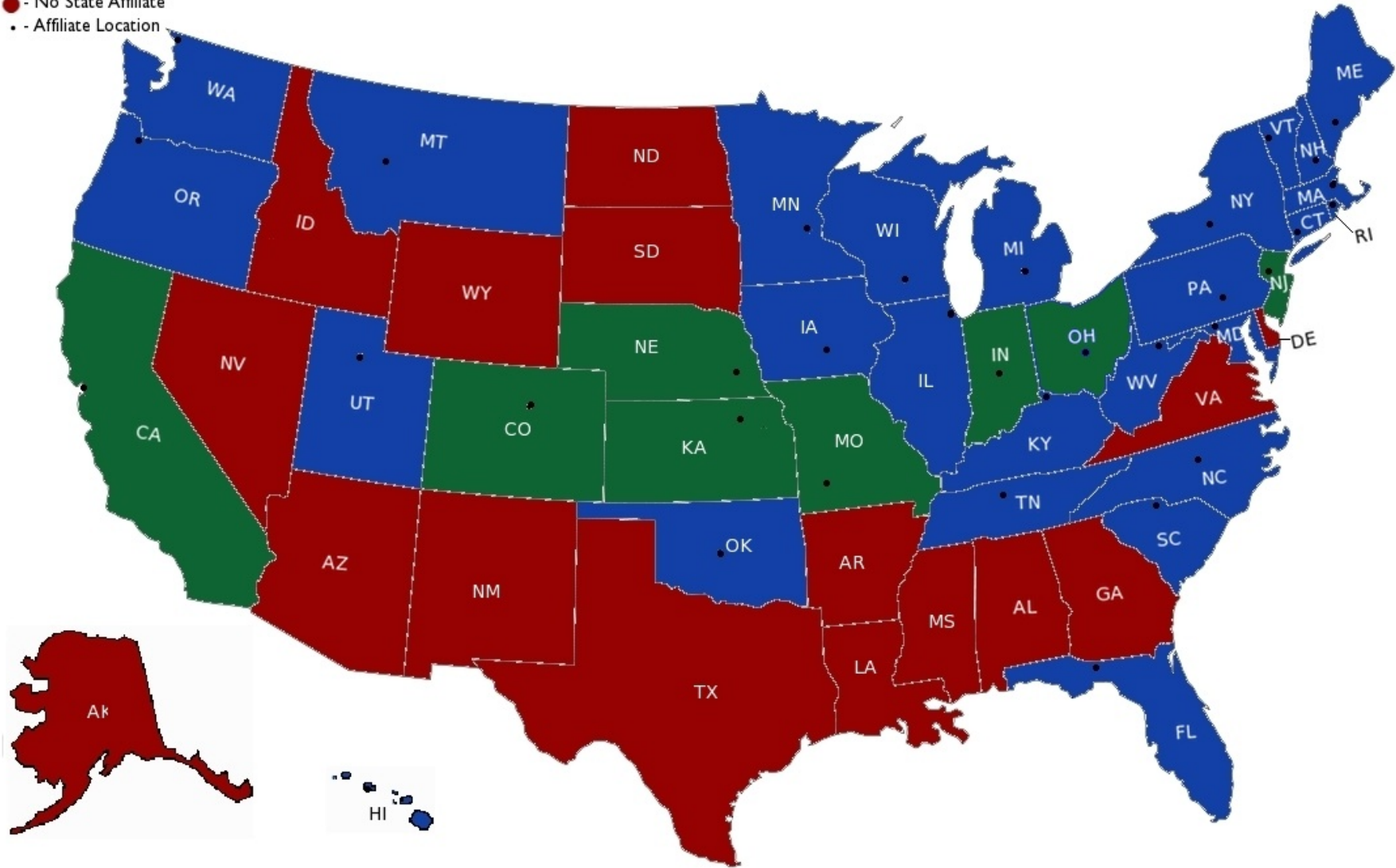
What Does Civic Engagement Mission Entail?

- Learning from others, self, and environment to develop informed perspectives on social issues;

- Recognizing and appreciating human diversity and commonality;

- Behaving, and working through controversy, with civility;

- Participating actively in public life, public problem solving, and community service;

- Assuming leadership and membership roles in organizations;

- Developing empathy, ethics, values, and sense of social responsibility; and

- Promoting social justice locally and globally.

  – Source: Dr. Barbara Jacoby, ANAC Summer Institute 2007

What is an appropriate definition for higher education academic service-learning?

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"Service-learning is a course-based, credit-bearing, educational experience in which students participate in an organized service activity that meets identified community needs, and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility."

- Source: Robert G. Bringle and Julie A. Hatcher, "A Service-Learning Curriculum for Faculty." Michigan Journal of Community Service (2) (1995): 112

What are relevant questions for higher education leaders?

1. In what ways does a civic learning or democratic engagement ethos complement your mission?

2. Which of your institutional priorities (e.g., rigorous educational offerings, student access and retention, professional preparation) enhance or support civic learning?

3. Who are the key stakeholders who must be involved in developing (or extending) a civic learning initiative across your campus?

4. How might your institution better meet the four elements of a civic-minded campus? Which of these elements is most challenging for your institutional context?

5. How might a civic learning ethos or initiative garner additional revenue for your campus?

What can we do to ensure that "entering students will graduate as individuals of character, more sensitive to the needs of community, more competent to contribute to society, and more civil in habits of thought, speech, and action?"

– Source: Wingspread Group Report on Higher Education (1993)

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Indicators of Engagement

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Institutional Culture

Curriculum and Pedagogy

Faculty Roles and Rewards

Mechanisms and Resources

Community-Campus Exchange

- The first theme--***institutional culture--***addresses ways in which stakeholders engage with campus goals and priorities.

- The second theme--***curriculum and pedagogy--***explores the extent to which civic engagement has become integrated into teaching and learning activities.

- The third theme--***faculty roles and rewards--***seeks to determine the extent to which faculty receive the support that they need to link their scholarship to the community.

- The fourth theme--***mechanisms and resources--***inquires whether concrete resources have been allocated to support civic engagement.

- The final theme--***campus-community partnerships--***assesses whether local communities are recognized as equal partners with the campus.

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1. Has a culture of engagement been established that demonstrably affects the way in which faculty, students, and community partners experience the goals and priorities of the institution?

2. Do the mission and purpose explicitly articulate a commitment to the public purposes of higher education?

3. Is the administrative and academic leadership (president, trustees, provost) in the forefront of institutional transformation that support civic engagement?

- Is civic engagement prominently featured in institutional mission and other key documents?

- Does the program have permanent funding?

- Are student learning outcomes clearly stated and well used?

- Do policies support civic engagement?

- Is institutional leadership strongly committed?

- Is student and faculty involvement recognized and rewarded?

- Does the program reflect strong community partnerships?

  – Source: Dr. Barbara Jacoby, ANAC Summer

- Is the program on the periphery?
- Is funding constantly in question?
- Do individuals involved feel marginal?
- Is the program widely understood?
- Are external relationships tenuous?

    – Source: Dr. Barbara Jacoby, ANAC Summer Institute 2007

IF Civic Engagement is located in Student Affairs:

- More flexible in response to student needs
- More open to student initiative and leadership
- May not have clear learning outcomes
- May not provide enough structured reflection
- May place more emphasis on service, not enough on learning
- May lack academic credibility
- May have lower institutional priority
- May have less stable funding
  - Source: Dr. Barbara Jacoby, ANAC Summer

- Know student development theory and learning styles

- Understand group process

- Have experience in program administration and logistics

- Possess networking skills

- Keep up with cutting-edge practice

- Energy
  - Source: Dr. Barbara Jacoby, ANAC Summer Institute 2007

IF Civic Engagement is in Academic Affairs:

- More connected to institutional mission

- Enable students to connect knowledge

- with practice

- Faculty more likely involved in community-based research

- May place more emphasis on learning, not enough on service

- Less flexibility

- Less open to student initiative

Contributions of Academic Affairs to Civic Engagement?

- Enables programs to be viewed as academically rigorous

- Secures support of senior administrators

- Engages faculty colleagues

- Modifies academic policy to support civic

- engagement activities

- Creates faculty development and support mechanisms

1. Is civic engagement directly linked to the curriculum ?

2. Has community related work become part of the institution's teaching learning activities?

3. Have disciplines, departments, and interdisciplinary work incorporated community based education allowing it to penetrate all disciplines and reach the institutions academic core?

4. Do pedagogy and epistemology incorporate a community based, public problem solving approach to teaching and learning?

1. Determine how community service might be helpful to enrich learning in your discipline.

2. Consider your goals and motives in the service.

3. Based on your motives, goals, and objectives, choose a course service option.

4. Review and alter your course objectives and syllabus to reflect the change.

5. On the first day of class, explain and promote the ideas behind including service-learning in your class.

6. Explain the benefits to the students and the community.

  - Source: Dr. Sharon Shields, Vanderbilt U, 2007

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7. Work with students to develop specific service and learning objectives for their service experiences.

8. Teach students how to harvest the service experience for knowledge.

9. Link the service experience to your academic course content through deliberate and guided reflection.

10. Evaluate your service-learning outcomes as you would any other product.

   – Source: Dr. Sharon Shields, Vanderbilt U, 2007

1. Independent 4th credit option
2. Required within a course
3. Option within a course
4. Disciplinary Capstone Projects

- Source: Dr. Sharon Shields, Vanderbilt U, 2007

1. Academic Rigor
2. Competence in Application of Strategy
3. Students' Ability to Contribute Meaningful Service
4. Time Constraints
5. Liability
6. Promotion/Tenure Rewards

Source: Dr. Sharon Shields, Vanderbilt U, 2007

1. Are course goals/objectives realistic?

2. Has advance planning taken place with the community agency to effectively integrate service-based learning with course goals and objectives?

3. What provisions have been made for evaluation and assessment?

   – Source: Dr. Sharon Shields, Vanderbilt U, 2007

What are some service-learning best practices?

1. Academic credit is for learning, not for service
2. Do not compromise academic rigor
3. Set learning goals for students
4. Establish criteria for the selection of community service placements/treat as team teachers
5. Provide educationally sound mechanisms to harvest the community learning
6. Provide support for students to learn how to harvest the community learning
7. Minimize the distinction between the students' community learning role and the classroom learning role
8. Re-think the faculty instructional role
9. Be prepared for uncertainty and variation in student learning outcomes
10. Maximize the community responsibility orientation of the course
   – Source: Dr. Sharon Shields, Vanderbilt U. 2007

What are some elements of quality service-learning?

1. Integrated Learning- clear outcomes
2. High Quality Service- actual community need
3. Collaboration- all partners benefit and contribute
4. Student Voice- students plan & participate
5. Civic Responsibility- impact community
6. Reflection- connect service & academic learning
7. Evaluation- measure learning & service goals

- Source: Dr. Sharon Shields, Vanderbilt U, 2007

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1. Are faculty given the support they need to assume the task of linking scholarship (discovery, teaching, application, and integration) to the community by preparing and rewarding them for their engaged work?

2. Are faculty development opportunities available for faculty to retool their teaching and redesign their curricula to incorporate community based activities and reflection on those activities within the context of the course?

3. Do faculty roles and rewards reflect a reconsideration of scholarship that embraces a scholarship of engagement that is incorporated into promotion and tenure guidelines and review?

- In building engaged campuses, one of the key lessons of the past decade has been the importance of connecting community engagement to the curriculum in order to make it an institutional priority and to sustain promising practices.

- Colleges and universities are fundamentally concerned with teaching and learning; therefore, engagement efforts must be connected to this core institutional focus if they do not want to risk being secondary priorities.

- As the primary group responsible for curriculum design and delivery, faculty are essential to any effort to link the curriculum to the community. Therefore, fostering faculty support and development is a critical strategy for realizing this effort.

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1. Are there sufficient, concrete, and specific resources allocated to support civic engagement that will survive the pressures of competing priorities and difficult economic times, and students have been empowered to support and guide engagement efforts?

2. Are there mechanisms in the form of visible and easily accessible structures (i.e., centers, offices) on campus to assist faculty with community-based teaching and to broker community partnerships?

3. Is internal resource allocation adequate for establishing, enhancing, and deepening community-based work on campus for faculty, students, and programs that involve community partners?

4. Are there integrated and complementary community service activities that weave together student service, service learning and other community engagement activities on campus?

5. Is student voice respected in institutional decision making processes and is recognized as a legitimate and essential means of fostering an active and engaged citizenry?

1. Are local communities recognized as complementary and equal partners, fully entitled to participate in all matters affecting the campus and the community?

2. Is external resource allocation made available for community partners to create richer learning environments for students and for community building efforts in local neighborhoods?

3. Does community voice deepen the role of community partners in contributing to community-based education and shaping outcomes that benefit the community?

4. Are forums for fostering public dialogue include multiple stakeholders in public problem solving?

Campus Compact Promising Practices

- Centralize faculty development resources and build engagement into development efforts

- Create a culture of service and a commitment to a well articulated, well defined "scholarship of engagement" through hiring and buy-in from key academic administrators

- Develop mechanisms to help faculty members mentor and support each other in learning to design and implement service-learning and other community-based courses

- Actively recruit adjunct and new faculty to participate in community-related activities

- Provide opportunities for students to support and co-create service-learning courses

- Seek external funding to support initial engagement efforts; fund initiatives from the operating budget to sustain efforts and institutional approach

- The development of the Tennessee Campus Compact (TNCC) was recommended in the 2005 Tennessee Board of Regents 20-year Vision of Excellence Plan and the 2006 Volunteer Tennessee State Service Plan.

- The TNCC was established as the 33rd State Campus Compact in the U.S. in March 2008 with funding support from the Corporation for National and Community Service, the National Campus Compact, Volunteer Tennessee, the Nashville Area Chamber of Commerce, and 30 founding member Tennessee colleges and universities.

- The TNCC is affiliated with the Campus Compact started in 1985, a national coalition of nearly 1,200 college and university presidents representing some 6 million students who are committed to fulfilling the civic purposes of higher education.

- $22,000 CNCS federal grant resource for graduates of member institutions to serve as standard AmeriCorps*VISTA Members to build infrastructure capacity for sustainable campus-community engagement through indirect service.

- $11,000 CNCS federal grant resource for graduates of member institutions to serve as cost-share AmeriCorps*VISTA Members.

- $4,000 CNCS federal grant resource for undergraduate students to provide up to 10 weeks of direct service as VISTA Summer Associates.

- Six annual faculty service-learning curriculum integration training and professional development forums, conferences, workshops.

- Day on the Hill legislative advocacy in support of the civic purposes of higher education.

- Annual service statistics reporting structures to document service activities and outcomes to reflect impact and enhance national rankings.

- Annual statewide conference to convene civic engagement and service-learning champions to celebrate and improve programs and services.

- National and regional recognition award opportunities for institutions, administrators, faculty members and students.

- Customized on-campus technical assistance to guide practice and increase effectiveness.

- Opportunities for research and publication in the scholarship of engagement.

- Media attention of campus service activities that impact community and contribute to workforce and economic development.

- Initiatives to better prepare students for the workplace through academic-community-business-government partnerships.

- Visibility for presidents, including national leadership opportunities, for promoting the public good of higher education.

- Website and newsletter to share resources and funding opportunities.

- Network best practice resources through affiliation with National

- For every $1 of member investment, TNCC returned $13.42 (ROI: 1,342%) to campuses.
- For each $1 TNCC invested in communities, an impact of $4.66 (ROI: 466%) was generated.
- Leveraged $3,000,000 in AmeriCorps VISTA resources and fielded 162 VISTA Members on 25 campuses and 10 schools to build capacity for service-learning to address identified community needs in the CNCS priority areas of education, economic opportunity, veterans & military families, and healthy futures.
- Mobilized over 83,904 community volunteers who provided 770,333.75 service hours for an economic impact of $16,785,572.
- Established nearly 1,000 partnerships between campuses and agencies to address community needs.
- Served 4,152 meals to address food security and access needs. Assisted 554 veterans and military families with various services.
- Mentored nearly 5,000 students for college access and success.
- Transitioned 10 VISTAs to permanent staff positions to sustain community engagement.
- Established 15 central coordinating units for service-learning and civic engagement.
- Provided professional development to nearly 3,000 faculty members in service-learning curriculum integration.
- Hosted five annual conferences with national speakers and other state partners for 1,000 participants.
- Developed nearly 900 service-learning courses and involved nearly 1,500 faculty members in service-learning and civic engagement efforts.

State Recognition:

In March 2012, the TN General Assembly House of Representatives Joint Resolution No. 662 was signed by the Speaker of the House of Representatives, Speaker of the Senate, and the Governor recognizing the Tennessee Campus Compact as a key state partner addressing college access and success and workforce development through service-learning and civic engagement.

- President's Higher Education Community Service Honor Roll: 2005-Five Institutions; since 2008, between 12-18 institutions

- Carnegie Community Engagement Classification: 2009–2010, Seven institutions

- In 2012, U.S. Department of Education Together for Tomorrow Recognition for the TNCC Achievement School District VISTA Project to foster effective community involvement to improve low-performing schools

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GLOBAL WORKFORCE EXPECTATIONS

1. Ability to make connections across the disciplines;

2. Ability to apply knowledge to complex situations;

3. Effective people skills in diverse group settings;

4. Capacity for higher order thinking in ways that enhance problem solving and analysis;

5. Knowledge about and facility with the global society (e.g. conversing in different languages, having intercultural competencies, etc.); and

6. Facility in organizing and utilizing increasing sources of knowledge and information effectively.

(New Commission on the Skills of the American Workforce, 2006)

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DISCUSSION