

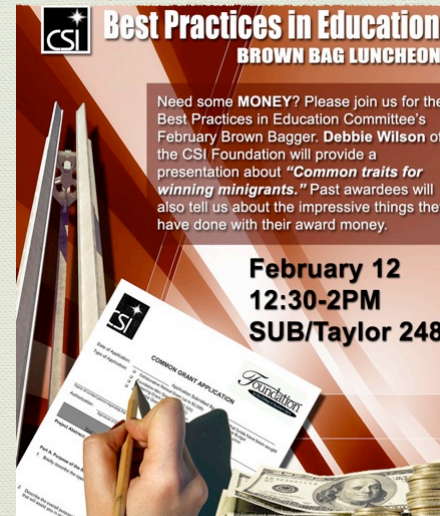


## Strategies for Faculty Engagement

*Building Academic - Service Connections*

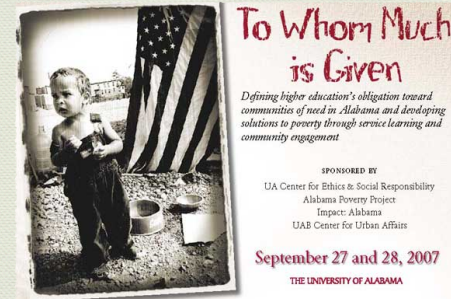
## Faculty or Staff Driven: Mini-Grants

- ◆ Faculty course development grants or stipends
- ◆ Created and led by office of civic engagement / service-learning or department
- ◆ Small sums (\$500-\$1500) yield results



## Faculty or Staff Driven: Training / Professional Development

- ◆ Campus-based conferences, trainings, and workshops—often catalyze departments and outside partners
- ◆ National conferences (Campus Compact, NYLC, Learn & Serve, Bonner Foundation)
- ◆ Fellowship programs





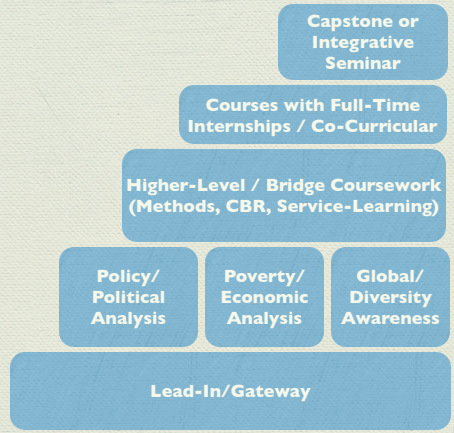
*Faculty or Staff Driven:*  
Colloquia / Learning Circles

- ◆ Semester or year-long faculty workshops or cohort model
- ◆ Can involve experienced, interested, and newbie faculty
- ◆ Led by one faculty or staff member — grow over time



# Faculty or Staff Driven: Developmental Course Sequences

- ◆ First Year Seminars / Freshmen Writing Courses
- ◆ Developmental / Multi-semester CBR or Service-Learning Courses
- ◆ Capstone Seminars
- ◆ Departmental and interdisciplinary sequences



# Faculty or Staff Driven: Civic Engagement Academic Program

- ◆ Bonner Foundation's FIPSE funded initiative to create a Civic Engagement Minor / Certificate program
- ◆ 14+ institutions piloted, now spreading nationally
- ◆ Intensive, integrated, multi-year, developmental

Colleges and Universities Involved in the FIPSE Initiative	
Colorado College	Certificate or Thematic Minor in Civic Engagement
Concord University	Minor in Civic Engagement
Lynchburg College	Minor in Civic Engagement
Mars Hill College	Certificate in Civic Engagement
Morehouse College	Minor in Civic Engagement
Portland State University	Minor in Civic Leadership
Rutgers University	Certificate in Women's Leadership
Saint Mary's College of California	Justice and Community Minor
The College of New Jersey	Concentration in Civic Engagement
University of Alaska	Certificate in Civic Engagement
UCLA	Minor in Civic Leadership
Wagner College	Certificate in Civic Engagement
Washington & Lee University	Minor in the Interdisciplinary Study of Poverty
West Chester University	Honors Program (Civic Engagement focus)

*Monograph published by AAC&U captures model and lessons learned (provided to you here!)*





## Student Driven: Engaging Faculty in Service

- ◆ Can start as day of service or immersion trip
- ◆ Faculty design preparatory course or education (can involve credit)
- ◆ Begin building projects and course connections
- ◆ Leads to other roles

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### Alumni, faculty help restore Biloxi

BY LUKE MANN-O'MALLORAN, THE DARTMOUTH STAFF  
PUBLISHED ON TUESDAY, JUNE 26, 2007

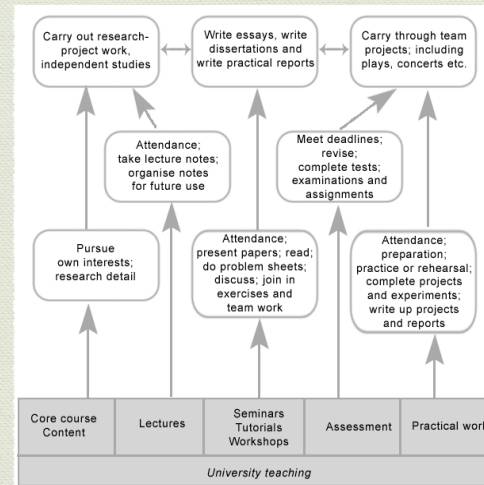
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Nearly two years after Hurricane Katrina devastated the Gulf Coast, the Tucker Foundation sent another two service trips to Biloxi, Miss., during interim. While Tucker regularly sponsors programs for Dartmouth students to volunteer and participate in hurricane-related relief efforts, this trip marked the first time that a trip comprised of Dartmouth alumni, faculty and staff worked there. Associate Provost and Dean of the Tucker Foundation Stuart Lord, Frederica Chesquiere '04 and Stan Colla '66 Tu'86 led that



# Student Driven: Independent Study

- ◆ Students seeks opportunity for independent study, honors theses, research project
- ◆ Can lead to creation of new faculty champion — or academic program (Allegheny VESA Minor)





## *Student Driven:* Added Credit Options & Internships

- ◆ Students undertake additional service-learning project linked to course content (Example: Waynesburg)
- ◆ Alternative: special departments in which students/partners can design courses (Stanford's IAC, Duke's House courses)
- ◆ Students seek credit for internships



# *Student Driven:* Course-based Leadership Roles

- ◆ Students help faculty members plan and manage service projects
- ◆ Students lead sections, discussions, or special seminars
- ◆ Students may work to design new courses



## *Student Driven:* Students as Colleagues

- ◆ Campus Outreach Opportunity League (COOL)  
Teaming Up Service and Curriculum (1990's)
- ◆ Campus Compact (Raise Your Voice, Students as Colleagues publication)
- ◆ Pedagogical models that question 'teacher as expert' model (Highlander)

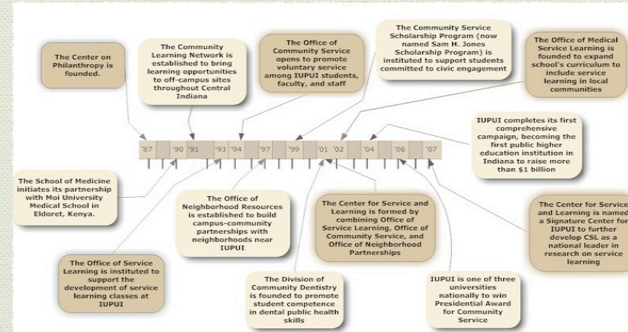




# Institution Driven: Core Committees / Leadership Teams

- ◆ Cross-functional team with strong faculty representation
- ◆ Helps to have Presidential support / mandate
- ◆ Long-term strategic and visionary process
- ◆ Asset mapping; data collection; tell the story

*A team from IUPUI helped articulate the institution's 20 year history with civic engagement*



# Institution Driven: Accreditation/QEP Plans

- ◆ Opportunity to connect civic engagement with broader institutional mission & resources
- ◆ Connects student learning with community engagement
- ◆ Broad institutional involvement

## Quality Enhancement Plan

### Executive Summary

Rice University has identified the "Intellectual Development of Rice Undergraduates in Urban Houston" as the theme of its Quality Enhancement Plan (QEP), part of the university's reaccreditation by the Southern Association of Colleges and Schools (SACSCS). Rice views the QEP as an opportunity to develop and implement a carefully designed and focused course of action that will enhance student learning. This QEP represents a broad institutional commitment by the university to improve the undergraduate experience in a meaningful and measurable way.

Undergraduate education at Rice has long been distinguished by the rigor and intensity of its classroom work and a dedication to excellence in undergraduate research. While the value of undergraduate research is well-established and widely-understood<sup>1</sup>, there is a growing consensus in higher education that the benefits of research are enhanced when research intersects with real-world experience through service learning<sup>2</sup> and community-based research.<sup>3</sup> Indeed, the complex challenges facing our world will be solved by students who have such real-world experience: students who understand the potential and limits of knowledge they are given in the classroom; students who are capable of applying standard theories in nonstandard settings in search of creative solutions; students who can tackle open-ended and ambiguous problems that require original thought and analysis; and students who can effectively communicate what they have learned in their research to academic, professional, and lay audiences alike.

Rice's QEP will prepare students to meet these challenges through structured civic engagement<sup>4</sup> and community-based research a design focused on the city of Houston.<sup>5</sup> The QEP will enhance student learning in the following specific and measurable ways:

### Cognitive Learning Goals

- ▶ Goal #1: Undergraduate students will acquire rigorous, discipline-specific inquiry skills.
- ▶ Goal #2: Undergraduate students will be able to apply theories to, or construct models for, solving real-world problems.
- ▶ Goal #3: Undergraduate students will acquire enhanced ability to interact with, and present their work effectively to, audiences beyond the academic community.

### Experiential Learning Goals

- ▶ Goal #4: Upon graduation, undergraduates will consider a vital connection to urban Houston to be a distinctive feature of their Rice education.
- ▶ Goal #5: Undergraduates will better understand the roles that larger communities play in their education and life after graduation.

While enhancing student learning is the driving force and focus of Rice's QEP, the Plan's implementation will also advance the following institutional and community goals:

### Community and Institutional Goals

- ▶ Goal #6: Develop a culture of civic engagement across the Rice academic community.



## Institution Driven: Tenure / Promotion

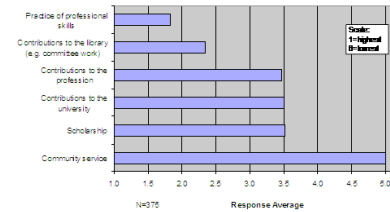
- ◆ In most rubrics, evidence of community service in tenure/promotion guidelines is hallmark of strong levels
- ◆ Find and utilize examples
- ◆ Strategic process, involving institutional and faculty leadership

*At the University of Guelph (Canada), faculty take seriously their community engagement, which is reflected in tenure decisions*



"Behind one door is tenure - behind the other is flipping burgers at McDonald's."

Ranking of Activities in Order of Perceived Importance for Tenure or Promotion





# Institution/Externally Driven: National Partnerships

- ◆ AACU (Essential Learning Outcomes, VALUE, conferences, general education)
- ◆ AASCU (American Democracy Project)
- ◆ American Humanics
- ◆ Campus Compact
- ◆ Strong student-organized chapters and programs (Oxfam, Circle K, SEAC, Amnesty International)
- ◆ Bonner Foundation



**AA**  
**CU**

Association of American Colleges and Universities

MEETINGS

**The Civic Engagement Imperative: Student Learning and the Public Good**

**Conference Description, Program, and Resources**

The Civic Engagement Imperative took place November 10-12, 2005 in Providence, Rhode Island. The conference focused on the pressing question of the role of higher education in promoting civic engagement. Over 500 faculty, student affairs educators, academic administrators, students, and community leaders came together to:

- clarify definitions and outcomes for civic engagement;
- explore new kinds of research and scholarship for the creation of coherent and developmental civic engagement programs; and
- consider and enact innovative collaborations among educational and community leaders.

RESOURCES ON:  
LIBERAL EDUCATION  
GENERAL EDUCATION  
CURRICULUM  
FACULTY  
TITUTIONAL CHANGE  
ASSESSMENT  
DIVERSITY  
CIVIC ENGAGEMENT  
SCIENCE & HEALTH  
WOMEN

# Institution/Externally Driven: National Recognition & Networks

- ◆ Carnegie Classification for Community Engagement (2008)
- ◆ DEEP (Documenting Effective Educational Practice) Work & NSEE
- ◆ Learn & Serve America

The image shows two screenshots. The top screenshot is a report titled "The Benchmarking Potential of the New Carnegie Classification: Community Engagement" from the "Carnegie Classification for Community Engagement" project. It includes a table of contents and a list of authors: Amy Orsini, Associate Senior Scholar, Carnegie Foundation for the Advancement of Teaching, DC. The report discusses benchmarking practices and the development of the new Carnegie classification.

The bottom screenshot is the homepage of the "Learn and Serve America" website. It features a navigation menu with "About Us", "For Organizations", "For Individuals", and "Our Programs". The main content area highlights the "President's Higher Education Community Service Honor Roll" and includes a link to "View 'A Profile of the Average College Student Volunteer' fact sheet (654 KB PDF)".

# Picking your strategies

*Let's map what would work for you...*

STRATEGY	STUDENTS COULD BE MORE ENGAGED BY...	CO-CURRICULAR STAFF COULD SUPPORT ENGAGEMENT BY...	FACULTY (FROM INDIVIDUALS TO COHORTS) COULD...	OUR INSTITUTION COULD...
Simple				
More complex				
Structural				





## The Bonner Program

Access to Education,  
Opportunity to Serve.

A program of:

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