



Campus Compact
Minnesota

Ramp Up Impact with Academic Civic Engagement
St. Olaf College
February 28, 2018

MINNESOTA CAMPUS COMPACT

- Nonprofit coalition of college and university presidents
- Public and private, two-year and four-year institutions
- Dedicated to the public purposes of higher education
- Support institutional capacity building
 - Organize professional development and networking
 - Communities of Practice – apply to co-chair by 4/23
 - Leverage resources
 - Share information on resources and research in the field
 - Consult with campus leaders, and more
- Affiliated with national Campus Compact



ACTION STATEMENT COMMITMENTS

- “We empower our students, faculty, staff, and community partners to co-create **mutually respectful partnerships...**”
- “We **prepare our students** for lives of engaged citizenship...”
 - aligns with STOGGoals, including “responsible engagement”
- “We embrace our responsibilities as **place based institutions**, contributing to the health and strength of our communities...”
- “We **harness the capacity of our institutions** ... to challenge the prevailing social and economic inequalities...”
- “We foster an environment that consistently affirms **the centrality of the public purposes of higher education**”

Excerpted summary only. For full text see <https://compact.org/actionstatement/>

COMMUNITY-ENGAGED PEDAGOGIES

active, collaborative teaching and learning strategies
that integrate meaningful community work or service
with instruction, reflection, and critical analysis
to increase student engagement, enrich learning,
develop civic responsibility, and advance community goals

*may be called academic civic engagement,
community-based learning, civic work and learning,
service-learning*

ACE IS A HIGH-IMPACT PRACTICE

techniques and designs for teaching and learning that have proven to be beneficial for student engagement and successful learning among students from many backgrounds. Through intentional program design and advanced pedagogy, these types of practices can **enhance student learning** and work to **narrow gaps in achievement** across student populations. (AAC&U 2008)

particularly profound because they require students to **interact in educationally purposeful ways** with professors and peers, including those who are different from themselves, often over extended time periods. (Harper 2009)

they afford students **deeply reflective opportunities** to clarify their personal values and better understand themselves in relation to others. (Harper 2009)

it is **the only high-impact activity in which racial minorities are invariably more engaged** than white students. (NSSE data from 2008 – present)

STUDENTS ARE INTERESTED

20% of St. Olaf students participated in ACE classes last year, and the students reflect college demographics more closely than other HIPs.

Students entering college now give all-time high levels of priority to helping others in difficulty, understanding other countries or cultures, becoming a community leader, and participating in protest. Most students of color also consider promoting racial understanding very important or essential.

<http://www.heri.ucla.edu/monographs/TheAmericanFreshman2015.pdf>

Among University of Minnesota students responding to the SERU survey, 84% agreed that opportunities to connect their academic work with community-based experience are important to them.

<http://engagement.umn.edu/sites/default/files/SERU2013.pdf>

EMPLOYERS VALUE ACE

In AAC&U's most recent national employer survey:

- 96% agree that, regardless of their chosen field of study, all students should have experiences in college that teach them how to solve problems with people whose views are different from their own
- 87% agree that all students should gain an understanding of democratic institutions and values
- 86% agree that all students should take courses that build the civic knowledge, skills, and judgment essential for contributing to a democratic society
- 80% say that during the hiring process it is very important to them that recent college graduates demonstrate the ability to apply learning in real-world settings

<http://www.aacu.org/leap/public-opinion-research/2015-survey-results>

CIVIC AWARENESS VS. ACTION

A recent NSSE survey on civic engagement illustrates a discernible gap between civic awareness and civic action. Whether course-related or not, a much higher percentage of seniors shared they "often" or "very often" participated in civic experiences related to awareness. The percentages drop dramatically when asked if they "often" or "very often" participated in civic experiences related to action.



SOURCES:

1. AAC&U survey *Falling Short? College Learning and Career Success* by Hart Research Associates
2. *Democracy counts: A report on U.S. college and university student voting* (2017). Institute for Democracy & Higher Education, Tufts University's Jonathan M. Tisch College of Civic Life
3. The National Survey of Student Engagement, a project of Indiana University's Center for Postsecondary Research
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FOOTNOTES from the NSLVE (National Study of Learning, Voting, and Engagement) data:

- Field of study categorization is available for 39% of students in 2012 and 59% of students in 2016
- We were not able to remove all non-resident alien students from our sample, so the analyses includes some students who are non-resident aliens and thus ineligible to vote. This produces downward biased estimates of voting rates, particularly among groups that include a disproportionate number of non-resident aliens such as STEM students.

<https://www.aacu.org/whats-new/new-resources-civic-learning-major-design>

BENEFITS FOR FACULTY

- Lead to new publishing—research on ACE teaching and learning and/or research with a community partner
- Engage students with different learning styles
- Attract highly motivated and engaged students
- Advance institutional learning outcomes and/or disciplinary expectations and values
- Access more networking opportunities with engaged faculty in other disciplines or institutions
- Personal meaning and fulfillment as civic professionals (see <https://www.aacu.org/peerreview/2015/summer/Koritz> and <https://www.kettering.org/catalog/product/civic-aspirations-why-some-higher-education-faculty-are-reconnecting-their>)

MANY WAYS TO DO ACE WELL



Individual service / Team projects



On-site service / Activity done mostly away from partner agency



One course / Multiple courses partnering with one organization



Direct service / Contributions from fundraising, research, etc.

SOCIAL CHANGE WHEEL



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Minnesota

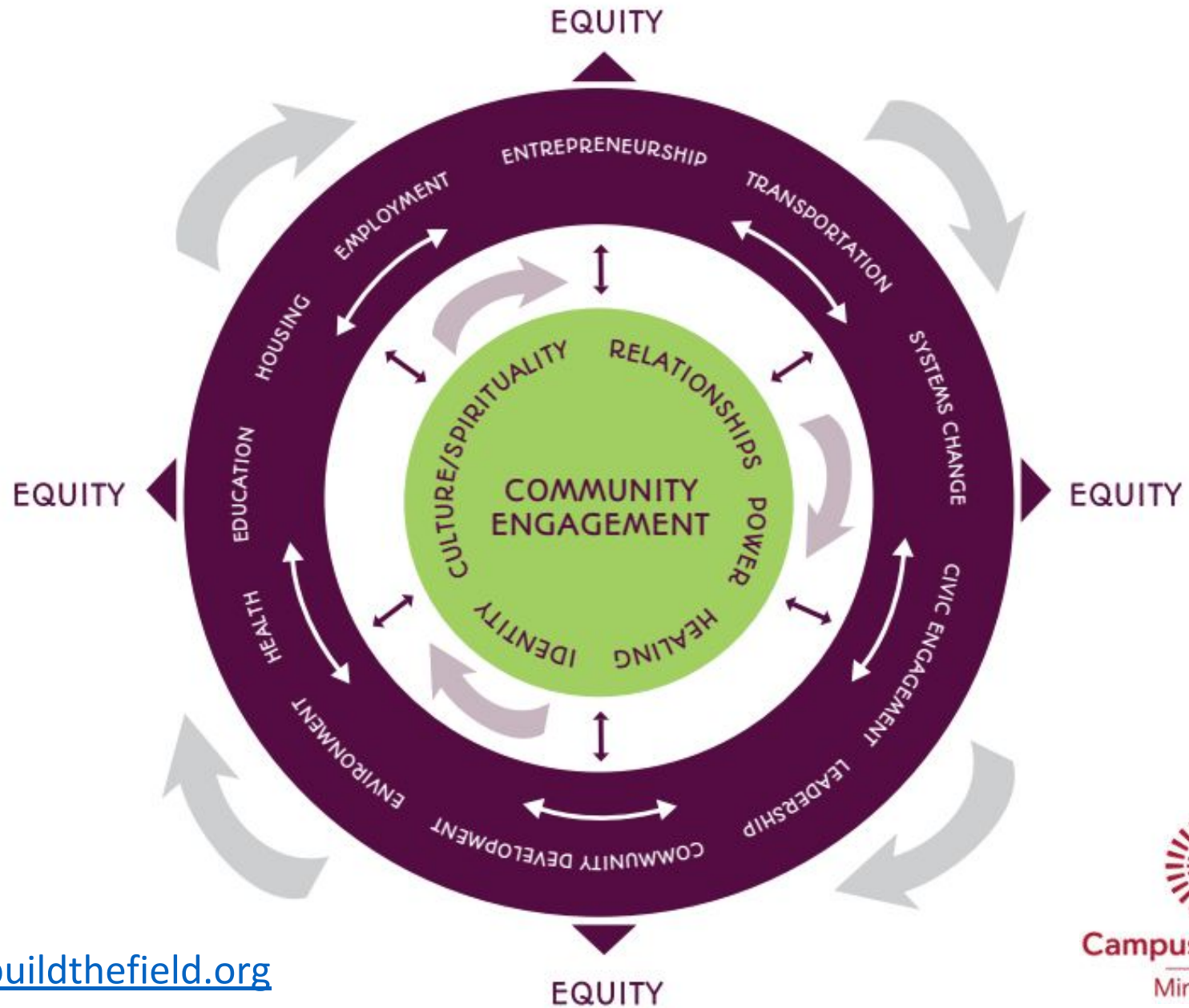
AN ETHICAL PROBLEM

In a pilot study of 50 CE syllabi considered exemplars at 24 institutions with the Carnegie Community Engagement Classification, the U of MN's Tania D. Mitchell found:

- 84% (n=42) of syllabi name community placements whose service base is marginalized (and usually people of color)
- Fewer than 20% (n=9) of syllabi mention race as a central concept or topic for discussion

This creates opportunity to ignore the realities of race in service relationships (i.e., individual problems rather than structural issues) and emphasizes constructions of pity and helping relationships rather than reframing community work as a tool for justice/change. People who raise/consider race as central to the issues encountered through service may be seen as “racist” or “playing the race card.”





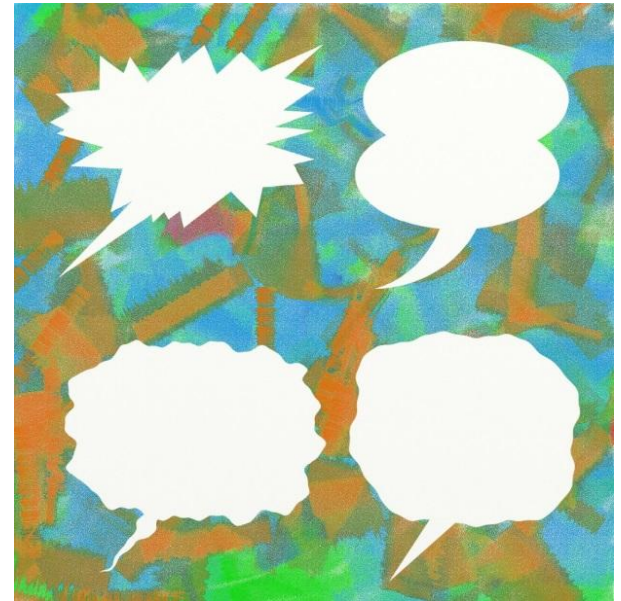
REFLECTION

- What are your goals (as scholar, as teacher, as person)?
- Your department's?
- Students'?
- The college's?
- The community's?

How do they overlap or diverge?

SMALL GROUP DISCUSSION

- What are the outcomes you care most about?
- What types of engagement could help you meet those goals?
- How do you communicate your goals to students?



UPCOMING OPPORTUNITIES

ACE Faculty Community of Practice – application deadline is March 5 – see

<https://wp.stolaf.edu/ace/for-faculty/community-of-practice/>

Second ACE CILA Lunch – "The Spectrum of ACE" featuring local examples – is April 25

ORGANIZATIONS IN THE FIELD

AAC&U Civic Learning and Democratic Engagement

www.aacu.org/clde

Bonner Network bonnernetwork.pbworks.com

Campus Compact www.compact.org

Center for Information and Research on Civic Learning and Engagement (CIRCLE) www.civicyouth.org

Community-Campus Partnerships for Health www.ccph.info

Imagining America www.imaginingamerica.org

International Association for Research on Service Learning and Community Engagement www.researchslce.org

Project Pericles www.projectpericles.org

ADDITIONAL RESOURCES

Civic Minded Graduate Scale, IUPUI,

<http://csl.iupui.edu/teaching-research/opportunities/civic-learning/graduate.shtml>

Engaged Faculty Institute Curriculum

https://ccph.memberclicks.net/assets/Documents/EFI/engaged_curriculum_9.22.15%20final.pdf

Engaged Scholarship Toolkit

<http://www.compact.org/initiatives/trucen/trucen-toolkit/>

Massachusetts Civic Knowledge and Civic Values Rubrics

<https://civiclearningrubric.wordpress.com/civic-knowledge-rubric/>

Spencer Foundation New Civics Initiative

www.spencer.org/content.cfm/the_new_civics

VALUE Rubrics <https://www.aacu.org/value-rubrics>

THANK YOU!

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