

The Spectrum of ACE

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Assistant Director for ACE

A dark blue diagonal graphic that starts from the bottom left corner and extends towards the top right corner, covering the lower half of the slide.

Unpacking ACE: Definitions



Definition of *Civic Engagement*

A large, umbrella term that denotes activities and experiences that “work to make a difference in the civic life of our communities and develop the combination of knowledge, skills, values and motivation to make that difference.

It means **promoting the quality of life in a community**, through both political and non-political processes.”¹

¹ AAC&U VALUE rubric for Civic Engagement. Emphasis mine

Definition of *Civic Engagement*

Civic engagement may occur in:

- curricular settings
- co-curricular settings
- institution-wide initiatives and policies.

Civic & Community Engagement at St. Olaf

Looking Beyond "The Hill"



Internships & Social
Entrepreneurship Program

Academic Civic Engagement
(ACE)

International and Off-
Campus Studies (IOS)

Volunteer Network
(student organization)

Collaborative Undergraduate
Research & Inquiry (CURI)

Community-Based Work
Study (CBWS)

Public Events

Licensure programs

Facilities Sharing

Honors Houses

TRIO programs

Community Philanthropy

Place-Based Initiatives
(locally sourced food and
contractors, environmental
sustainability, STO wetlands)

Umbrella of Civic & Community Engagement at St. Olaf College

Definition of *Academic Civic Engagement*

A high-impact educational practice

through a for-credit course or
mentored public scholarship

that enables students to apply
academic knowledge and skills within
a real-world context

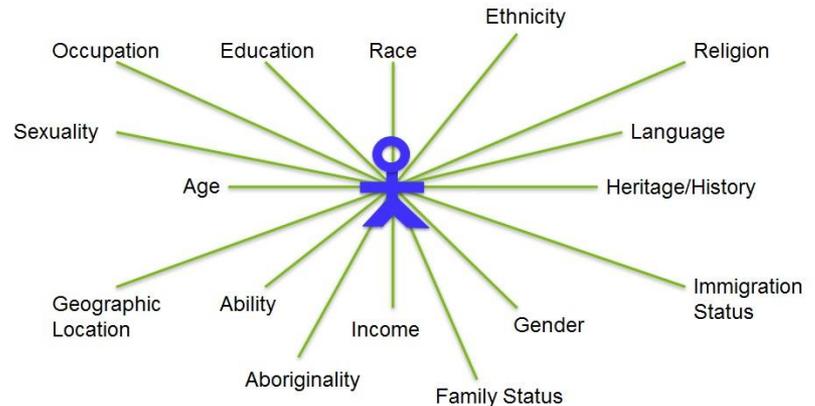
to address community issues and build
the civic identity of all participants.

Definition of *community*

Place-based levels of community

- * St. Olaf
- * Local
- * County
- * State
- * National
- * International

Identity Communities



Unpacking ACE: Philosophy



Mission-related

“The first and most essential charge upon higher education is that at all levels and in all its fields of specialization, it shall be the *carrier of democratic values, ideals, and process.*”

President's Commission on Higher Education, Higher Education for American Democracy (1947)

Mission-related

Select St. Olaf Mission in Practice Statements (stolaf.edu/about/mission):

- We celebrate learning and creativity in classrooms and labs, in concert halls and studios, in **community settings** and internships, in residence halls and on athletic fields.
- The liberal arts also call us to direct our skills and knowledge **toward the good**.
- We help students envision their futures and **develop their talents to address the needs of their many communities**.
- We emphasize learning in global contexts, and in **direct relationships with people around the world**.
- We hear...a summons to use the gifts of reason, creativity, and empathy to their fullest; **to live in community with all people; to steward carefully the resources on which we depend; and to respond in good will to the needs of neighbor and planet**.

The 3 Rs for ACE

- **Relational**
 - Levels of relationships
 - Transparency of expectations
- **Reciprocal**
 - Asset-based approach
 - Challenges “expertise”
 - “With” or “a part of” community
- **Reflective**
 - WHERE LEARNING OCCURS
 - Impact Assessment

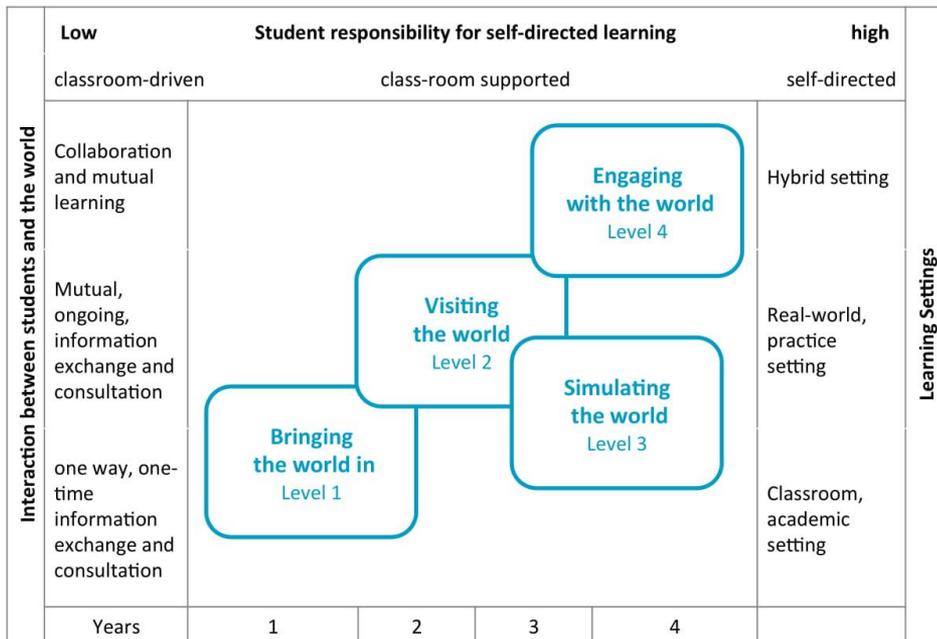
Unpacking ACE: The Spectrum of Activities



The Spectrum of ACE: Activity Types

- Direct-service
- Community-based research and consulting
- Advocacy and policy change
- Community organizing and activism
- Digital-scholarship
- Dialogue and relationship building among diverse participants
- Internships
- Practicums, field experiences, etc.
- Social Entrepreneurship
- Creative Placemaking and Public Art

The Spectrum of ACE: Duration and Intensity



- **What's the "right size" for ACE?**
 - One time v several semesters
 - Hours to administer v hours of engagement (ROI)
- **How can civic development be scaffolded for students?**
 - 100 level v 300 level courses
 - First year v senior
 - Progression through course of study

Figure 4: The staircase model of applied learning experiences. Adapted from Brundiers, et al., 2011.¹⁰

Case Study #1: Exercise Science

Jenny Holbein, Instructor in Exercise Science

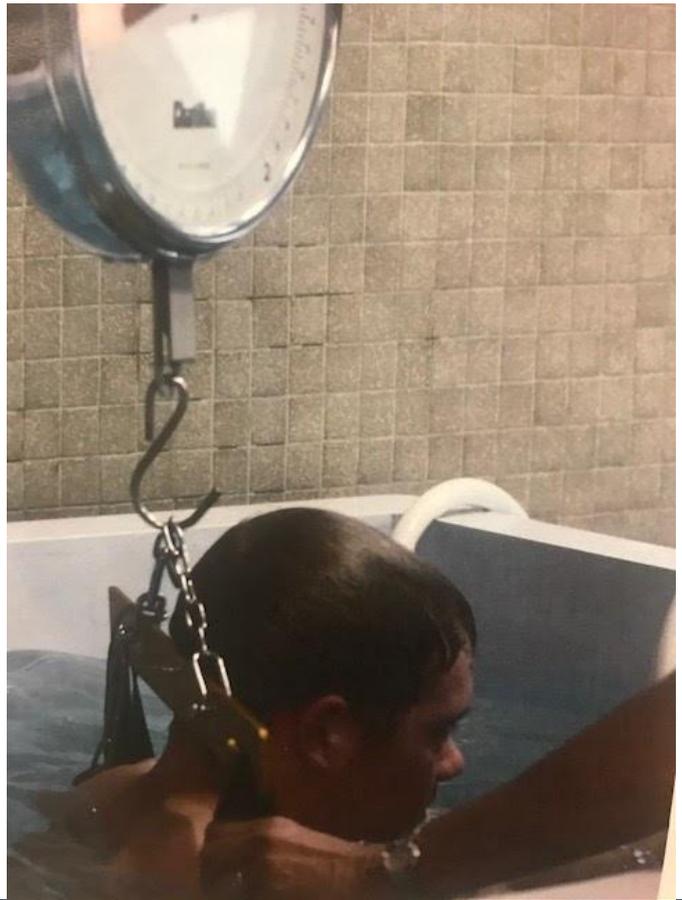




BodPod Test



Cardiovascular Endurance Test



Hydrostatic Weighing

Case Study #2: Aging, Brain & Cognition

Jessica Petok, Assistant Professor of Psychology
Anna Linden, Student '18

ACE and aging

A black and white close-up photograph of an elderly man's face. The man has a weathered appearance with deep wrinkles on his forehead, around his eyes, and on his cheeks. He is wearing a textured, possibly woven, hat. The lighting is dramatic, highlighting the texture of his skin and the hat. The background is out of focus, showing another person's face in profile.

Jessica Petok

April 25, 2018



FiftyNorth

Where Active Adults Gather.

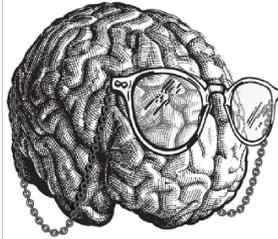




The Aging Brain: 101

- Snapshot of the Aging Mind
 - *What declines?*
 - *What stays the same?*
 - *What improves?*
- Is Cognitive Aging Inevitable?
 - *Adaptation*
 - *Compensation*
- Discussion
 - *Your turn to ask questions...*
 - *What is on your aging mind?*

Would you like to participate in our research?



PETOK AGING LAB



Email: petokaginglab@stolaf.edu

1. What is the ideal age?

2. To what age would you like to live?

1. What is the ideal age?

- 20 - 24 , young but functional
- For me, the ideal age is 17. I loved being in high school, still exploring what I wanted to do, when all the doors were still open to me w/o too much responsibility.

2. To what age would you like to live?

1. What is the ideal age?

- 20 - 24, young but functional
- For me, the ideal age is 17. I loved being in high school, still exploring what I wanted to do, when all the doors were still open to me w/o too much responsibility.

2. To what age would you like to live?

- 70, I don't like the idea of living long enough to see friends start dying

Planning Process & Timeline

- 1. Conduct research with older adults** [Fall 2014 - present]
 - Established relationship with older adult community
 - Built student interest
- 2. Taught seminar on aging** [Fall 2014]
 - Younger adults missing “older adult experience”
- 3. Met with Alyssa to describe goals of course** [Oct 2017]
 - Reigned in ideas!
 - Worked out logistics (e.g., transportation)
- 4. Collaborative brainstorming with 50 North** [Nov 2017]
- 5. Test it out!** [Jan 2018]

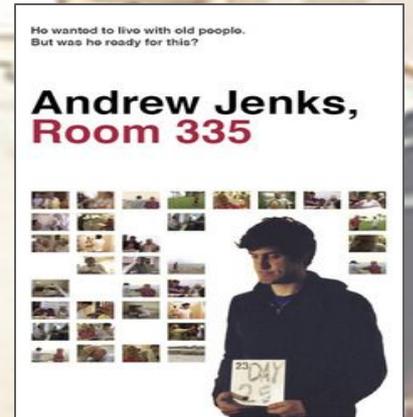
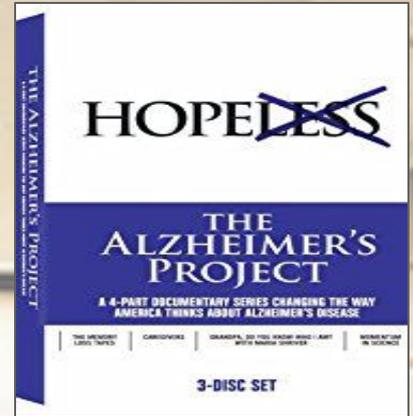
ACE funding for logistics



Volunteering “ad” examples

- **Thursday’s Table:** Thursday’s Table offers a hot, healthy meal to everyone, offering opportunity to meet people of diverse ages and backgrounds. Help set up tables, prepare and serve food, and clean up while spending time visiting with and welcoming people from the community.
- **Fitness classes:** The Wellness Program at 50 North offers nearly 60 fitness classes a week. Come participate in “Relaxation Yoga,” “Silver and Fit,” “Aqua Fitness” or “Barre” to help seniors with equipment and movement.
- **Ping-Pong:** Wait until you see the table-tennis games at 50 North! Join the ping-pong groups and interact with the players. Watch out, they’re good!
- **Ask-A-College-Student:** Want to offer technical assistance to older adults? Come teach digital skills to older adults, helping them set-up and use smart phones, tablets and computers. While you’re at it, offer older adults a glimpse into Millennial Culture (e.g., Twitter, Facebook, Spotify).
- **Card Tables:** See the active card tables at 50 North! Try your hand at playing cards with the older adults, including Bridge, Euchre, and Cribbage (you must already have experience with these card games).

Movie Nights





What older adults said:

The course & format was great -
I love the interaction between students
and seniors. I hope we can have more
classes like this in the future.

I loved the interaction with the students &
hearing their views on aging

My best experience to date in taking senior
classes.

What students said:

Engaging with the seniors has enriched my experience immeasurably!

Interaction w/ Senior
Center is Super Cool

ACE Component was incredible, I learned a lot from the older adults

Love that we can interact w/ older adults

The student experience



Anna Linden
(Psychology '18)

What was the impact
of this course on
your learning and
growth, both
personally and
academically?

Case Study #3: AmCon Sequence Revision

L. DeAne Lagerquist, Professor of Religion; American Studies Program
Director; American Conversations Program Director

American Conversations

Academic Civic Engagement



Early effort

First year partnership with the TRIO programs

Individual students paired with HS students

Letter exchange

Group visits

Not well integrated

Perhaps too soon



Stand alone projects

In AmCon, we're committed to educating our students to become thoughtful citizens – regardless of what country they call home. And we believe that citizenship is learned, in large, part, through practice and reflection. This is why every AmCon sequence includes at least one – and often several – experiences in Academic Civic Engagement. We combine academic study, of the theory and history of citizenship in America, with hands-on activities aimed at engaging directly in the various communities in which we live.

- Project Friendship [Podcasts](#)
- League of Women Voters: [Civic Stories](#)
- [Historyopolis: Mapping Prejudice](#)
- Citizen Journalism [blog](#)

Leadership from Eric Fure-Slocum
Staff support.



Standard, repeated

Voting and the Practice of Citizenship



“In Amcon, we believe students learn the meaning of citizenship by combining academic study with hands-on civic engagement in their various communities. In this project, students involve themselves in local, state-level and presidential elections. They can volunteer for a political campaign of their choice, serve as a trained election judge for the city of Northfield, register voters, or help out at one of several voter information meetings sponsored by the local League of Women Voters.”

American Conversations

Redesign launches in 2018-19

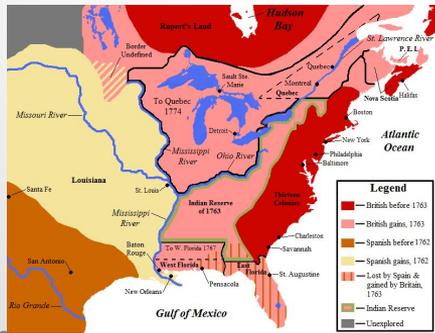
110: American Stories



210: Journeys & Encounters



111: Borders & Empires



211: Fear & Hope



Looking Forward

- Integrated through all four courses
- Scaling from smaller to larger
- ? contributing to an on-going digital ‘product’



Campus-Community Speed Dating

Group Process

Lightning Intros--Name and department/org

1-minute elevator speech from each org about their mission and research questions/opportunities for ACE

1-minute popcorn connections

Hand out materials and community partners move on!

Participant Instructions

Be open to the possibilities

Listen and learn

StO Folks challenge: Find a connection to each org

Reflection

How has your view of ACE changed today?

What do you still want to know more about?

What was a connection you made today?

What is one follow-up action that you will do as a result of today's lunch?

Wrap up & THANK YOU!

- Visit ACE website: stolaf.edu/ace
- Come see me!
- Get on ACE Faculty mailing list--quarterly newsletter
- Interested in pursuing a project you've heard about?
 - Contact me if new partner to you or if you'd like to brainstorm first or
 - Contact partner directly only if you've worked with them before (please cc me!)

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