A Guidebook for Incorporating
Civic Engagement in Undergraduate Education

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Dedication

Project Pericles is deeply saddened by the loss of our Founder and Chair Emeritus, Eugene M. Lang on April 8, 2017. We will miss his intelligence, humor, and indomitable spirit. Gene was concerned about educating and preparing future generations of thoughtful and involved citizens long before these issues were prominent. Gene's vision, leadership, passion, and support have enabled Project Pericles, and civic engagement more broadly, to grow and thrive

As he said in 1999, "The philosophy of liberal arts is the philosophy of a democratic society in which citizenship, social responsibility, and community are inseparable. An educated citizenry is the essential instrument for promoting responsible social action and community well-being."

Through this guidebook and our many programs, we dedicate ourselves to bringing Gene's creative ideas to life. With deepest appreciation, we thank Eugene M. Lang for being a man ahead of his time and encouraging so many to help make the world a better place.

Periclean Colleges & Universities

Allegheny College * Bates College * Berea College
Bethune-Cookman University * Carleton College * Chatham University
Dillard University * Drew University * Elon University
The Evergreen State College * Goucher College * Hampshire College
Hendrix College * Macalester College * Morehouse College
New England College * The New School * Occidental College * Pace University
Pitzer College * Reed College * Rensselaer Polytechnic Institute
Rhodes College * St. Mary's College of Maryland * Skidmore College
Swarthmore College * Ursinus College * Wagner College
Whitman College * Widener University * The College of Wooster

About Project Pericles®

Project Pericles is a not-for-profit organization that encourages and facilitates commitments by colleges and universities to include and promote social responsibility and participatory citizenship as essential elements of their educational programs. Founded in 2001 by philanthropist Eugene M. Lang, Project Pericles works directly with its member institutions that, as Pericleans, individually and collaboratively foster the civic engagement and related learning experiences of students in the classroom, on the campus, and in the community.

Periclean colleges and universities across the country implement curricular and co-curricular activities that promote student understanding of civic problems and responsibilities and their capacity to "make a difference." Particularly significant in this regard have been three signature programs -- Civic Engagement Course (CEC) Program™, Periclean Faculty Leadership (PFL) Program™, and Debating for Democracy (D4D)™. Individually, collectively, and institutionally, these programs involve students, faculty, administrators, staff, trustees, alumni, and community members in a growing range of socially oriented enterprises and collaborations. By hosting meetings of presidents, faculty, and students, Project Pericles helps Pericleans share ideas and best practices to advance civic engagement as a primary element of higher education.

Pericleans and Their Programs

Project Pericles is a national consortium, currently consisting of 31 colleges and universities. As a Periclean, each college and university develops a comprehensive civic engagement program. Building on existing activities, the program reflects institutional characteristics and traditions – curricula, resources, student body, faculty interests, location, social concerns, alumni, and community relationships. Individually and cooperatively, Pericleans seek to engage the resources of the entire academic community in responding to the needs of society. Each institution has a campus-appointed Periclean Program Director who oversees its program. Programs include curricular and co-curricular activities in the classroom, on the campus, and in the community. Together, they provide students with a foundation for civic and social involvement.

The Periclean Commitment

Periclean Programs share these fundamental characteristics:
* *Formal Institutional Commitment*
Each Periclean's Board of Trustees commits its institution to prepare students for socially responsible and participatory engagement as part of its educational agenda. To that end, each Board establishes a formal board committee or sub-committee.
* *Constituency Involvement*
Periclean Programs invite the participation and contributions of all constituencies, recognizing that each— students, faculty, administrators, staff, trustees, alumni, and community members— have equity in fulfilling the institution's commitment.
* *Collaboration/Cooperation*
Project Pericles facilitates collaboration and cooperation among Pericleans. It encourages Pericleans to build relationships with other educational organizations and invites the exchange of information.

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Introduction

Project Pericles is a national consortium of colleges and universities that promotes civic engagement and social responsibility in the classroom, on the campus, and in the community. Since its founding in 2001, Project Pericles has witnessed the transformative effect that Civic or Community Engagement initiatives have had at all levels of its member institutions—impacting students, faculty, administrators, staff, alumni, and community members.

This guidebook is designed for faculty, staff, and administrators interested in developing or strengthening approaches to civic engagement on their campuses and in their communities. We view it as a living document that we will continue to add to as our knowledge deepens.

In the guidebook, the authors discuss five different approaches to integrating civic engagement and social responsibility (CESR) into the curriculum and co-curriculum: Pathways, Requirements, Certificates and Minors, Intensive Programs – Civic Scholars, and Entrepreneurial/Open Choice Models. Included are reflections on leveraging faculty recruitment opportunities, working with community partners, campus collaborations, and assessment.

Many of the insights from this guidebook draw from our shared experience with *Creating Cohesive Paths to Civic Engagement*. Project Pericles led this three-year initiative to reimagine the organization and integration of civic/community engagement across the undergraduate experience. On 26 participating campuses, teams inventoried, mapped, strengthened, and developed more cohesive curricular and co-curricular programs incorporating civic engagement. While supporting faculty leadership and curriculum development, the ultimate goal of the project was to promote an intentional approach to civic engagement that prioritizes coherent program design and the diffusion of civic engagement throughout the undergraduate experience. Participating campuses made significant improvements to their academic programs ranging from creating certificates to transforming their advising systems to developing new campus-wide approaches to civic engagement.

With support from the Eugene M. Lang Foundation and The Teagle Foundation, work commenced on the project in 2013. The initial goal was to gain an accurate picture of how civic engagement programs were organized on the 26 participating campuses as a necessary prerequisite for discussions about how one might want to shape programs. Using a survey instrument developed by Project Pericles, colleges and universities spent six months conducting an inventory of all curricular, co-curricular, and extra-curricular opportunities that incorporated civic engagement on their campuses and in their communities.

The second phase of the initiative involved intensive discussions of the findings, individually and collectively, from the campuses' inventories of all of their civic engagement opportunities. This entailed conversations among team members on individual campuses, a review of all material by Project Pericles staff, discussions between different campuses (they were paired by Project

Pericles), and extensive conversations at a July 2014 convening held at The Pocantico Center of the Rockefeller Brothers Fund.

During the third phase, participating campuses used the information gathered to strengthen the organization and structure of civic engagement programming. This work was facilitated by action plans that were created at the July 2014 convening and through mini-grants to 16 of the campuses that Project Pericles provided thanks to support from The Teagle Foundation. Finally, Project Pericles held a concluding convening at the Council of Independent Colleges (CIC) in January 2016.

One goal of the project was to better understand what civic engagement opportunities were already available to students on the 26 campuses and how these opportunities were organized. Questions that informed our thinking included:

- Were there common threads in the organization of civic engagement programs?

- Could one even talk about curricular programs or were they really individual courses?

- Were there programs, courses, and areas of expertise that were known only within departments or divisions, but not widely recognized across the campus? How could this information be more widely disseminated?

- What was the role of civic engagement centers on campus? What impact did they have on campus and on the organization of programming?

Moving beyond a basic understanding of the range of approaches to civic engagement, our goal was to integrate, expand, strengthen, and promote civic engagement opportunities and programs for students on our campuses.

Key Goals for *Creating Cohesive Paths* include:

- Use the knowledge gained from mapping to:
    - Further enhance existing programming for civic engagement and social responsibility (CESR).
    - Develop new courses and opportunities that address current gaps.
    - Ensure that sequences of courses have clear learning outcomes that build upon and support one another.

- Create clear avenues for students to integrate civic engagement and social responsibility into their courses of study, including certificate programs, formal minors, introductory seminars, concluding capstone seminars, thematic pathways with links to courses and co-curricular activities, and programs of study for majors in all disciplines (fine arts, humanities, natural sciences, and social sciences).

- Increase and promote awareness of and participation in civic engagement opportunities through these newly articulated avenues among students in a wide range of disciplines, and increase awareness among advisors and professors of these opportunities.

These goals continue to orient us as we undertake the work of strengthening civic engagement programs on the participating campuses and sharing our knowledge with others. Our commitment to reaching all students in all disciplines has grown over the course of the project. If we believe that civic engagement should be an essential element of the undergraduate experience, then we must advocate for approaches that reach all, not just some, undergraduates.

For a detailed discussion of the initiative, see our White Paper, *Creating Cohesive Paths to Civic Engagement: Five Approaches to Institutionalizing Civic Engagement* (Batten, Garret; Adrienne Falcón, and Jan Liss; 2017).

Five Models to Consider for Designing Coherent Approaches to Civic Engagement: Institutionalization and Much More

In 2017, Project Pericles released a White Paper on its multi-year civic engagement and higher education mapping project supported by the Teagle Foundation entitled *Creating Cohesive Paths to Engagement.*[1] The report is built around the presentation of five models for promoting curricular and institutional coherence and commitment to students' developing civic engagement and social responsibility understanding.

According to the findings from this multi-year project, institutionalization can take multiple forms and play many functions across a college. Bringing together data from 26 Project Pericles member colleges, the authors of the white paper propose five models including:

- The curricular and co-curricular pathways model for students which allows for ease of access for students and faculty to learn about options and connections between curricular and co-curricular programming;

- Community engagement and/or social responsibility as a graduation requirement which can help campuses achieve breadth in their efforts although not necessarily depth;

- The intensive program model, which can provide students opportunities for depth and development but which tend to serve a smaller subset of students;

- The certificate model, which institutionalizes recognition for student involvement in civic and/or community engagement; and

- The entrepreneurial/open choice model which allows for flexibility of all involved but is not necessarily sustainable.

These five approaches offer models that institutions can adopt or adapt for their culture and environment. Beyond any particular model, it is important – when creating a strategic plan, or revamping a college's approach to civic engagement – to consider the degree of institutionalization of civic or community engagement efforts a campus wants to incorporate and which approaches can strengthen individual campus' efforts.

To provide one example, at Carleton College in the Center for Community and Civic Engagement they have elements of several of the models within the curricular and co-curricular side. They support open choice models, but focus on the pathways model as their overarching structure, and within the Center they have sought to organize their efforts into issue areas to bring coherence for students, faculty, staff, and community partners.

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[1] Garret S. Batten, Adrienne Falcón, and Jan R. Liss. 2017. *Creating Cohesive Paths to Civic Engagement: Five Approaches to Institutionalizing Civic Engagement.* Project Pericles White Paper.

Pathways

Pathways are thematic ways of conceptualizing and organizing curricular and co-curricular offerings. As examples, themes could include education/access, food/sustainability, health, and human rights and humanitarianism. By design, pathways are interdisciplinary in nature, bridging departmental silos and helping students learn different perspectives on important issues. To varying degrees, the pathways present or organize courses, co-curricular opportunities, internships, student groups, and community partners under a single theme. Pathways models can help campus CESR development in a variety of ways: 1) they can be thought of as a means for a college to make its commitment to community engagement visible to students, 2) they can help faculty understand how their courses may be linked with other courses, 3) they can provide a vehicle through which campus partners can come together, and 4) they can help students engage in work with greater meaning and potential for social change. They also offer opportunities for thoughtful and reflective collaboration among community partners, departments, faculty, staff, and students, as well as alumni.

For example, the Carleton College Center for Community and Civic Engagement staff members conceptualize pathways on three levels:

- The institutional level where the pathways model is utilized as a method for organizing work;

- The issue level which pulls together different stakeholders (faculty, community partners, students) based on a shared concern; and

- The student level where meaningful CESR opportunities are made available and visible to all students.

At the issue and student levels, they emphasize the degree to which pathways provide an opportunity to cross multiple boundaries – between departments, between campus and community, and interpersonally.

The pathways model is very flexible and open to varying degrees of organization and structure. Pathways can simply be collections of courses and co-curricular opportunities on particular topics that a civic engagement center catalogs or they can be a series of sequential courses with cumulative learning goals and integrated co-curricular offerings. The pathways approach proved popular among colleges and universities participating in *Creating Cohesive Paths* and several campuses decided to adopt pathways as one of their approaches to CESR.

Pathways are an excellent place to start if an institution is interested in strengthening students' CESR opportunities. They do not necessarily require new resources. One way to start is to see what topics or issues are of particular interest to students, faculty, and community members. As an example, topics might include community health, sustainable energy, or K-12 education. A review of courses, co-curricular and extra-curricular activities, and college-community

partnerships that might be relevant to the particular topic should be carried out in order to determine if there are enough resources to offer a pathway on a chosen topic. The next step is to pull together opportunities and present them in a way that is visible and accessible to students. This could be as simple as a list on a website, handout, or poster. Faculty and staff need to communicate with students about the pathways and publicize the available opportunities. Adding coherence to what is already available makes the offerings more accessible to students.

A significant part of developing a successful pathway is bringing together existing constituencies for collaboration such as community partners or faculty members who may have an interest in linking their work with the pathway. While pathways can play to existing strengths or existing interests among students and/or faculty, this is a flexible model and the threshold for establishing a themed pathway is fairly low, perhaps with only a few courses and co-curricular or extra-curricular opportunities. With this scaffolding in place, additional components and courses can be added or developed.

Takeaways:

- **Pathways are an accessible approach to CESR. They allow institutions to extend the reach of existing courses, programs, and partnerships.**

- **Since they may initially rely on existing resources, pathways can be organized quickly. Depending on the institution, the approval process is likely to be faster than for a certificate or minor.**

- **Pathways may start out as collections of courses and co-curricular opportunities that are grouped and listed for students.**

- **Pathways may be more complex and structured with linked and sequential courses and community-based experiences.**

- **Pathways are a means for articulating/making visible the institution's commitment to CESR to students, faculty, staff, and community partners.**

- **Pathways help faculty see how their courses can be linked to courses in other departments and encourage interdisciplinary collaboration.**

- **The thematic nature of pathways fosters campus and community collaboration based on shared concerns and needs.**

Reflections on Pathways from Experiences at Carleton College

By Adrienne Falcón, Carleton College

In 2013, Carleton College restructured its Center for Community and Civic Engagement (CCCE) to emphasize our pathways model. For us, the pathways model serves as a means of organizing information for students and faculty by grouping activities and courses into issue areas so that students can explore their interests through a range of forms of involvement. We first began to explore pathways after two of us went to the 20th anniversary Bonner Program gathering at Berea College in Kentucky. There we learned about the ways in which the Bonner program supports a cohort of students in their co-curricular, work study, and internship civic engagement activities developmentally over the course of four years as an intensive program. The Bonner Program served as a model for us of one form of a pathway that links student employment experiences with their commitment to volunteering and civic engagement. However, this model did not seem to incorporate either an issue focus or the capacity for students to enter a pathway at any point in their college trajectory.

In our pathways model, we aim to link academics and co-curricular pathways in order to create a range of opportunities for students to explore their interests across the college. As we developed our model we sought to answer the following guiding question (which could help guide other campuses):

> If a student is interested in a particular issue, such as food, health, or education, how can a campus create opportunities for them to learn about their interest and the range of ways to work on this issue over the course of their four years in their courses and their outside-of-course activities?

In answer to this question, the CCCE began to organize and present opportunities through seven different pathways or issue areas at Carleton: arts and humanities, community development, education, energy and the environment, food, health, and political engagement.

Presenting alternatives for students in one issue area showcases how this approach is implemented. If a student is interested in food, nutrition, or hunger issues, when they come to Carleton, they can be involved in courses, independent studies, senior theses and a range of volunteer and policy related endeavors. Some examples of these forms of involvement include: volunteering in the Food Recovery Network, a program through which students gather uneaten food from the school cafeterias and share it with local not-for-profits; volunteering or working on the Carleton farm (which is led each summer by two Carleton student interns); conducting primary research in an environmental ecosystems class with local farmers on a new form of fertilizer, compost tea; conducting secondary research and analysis on chicken immune systems in an immunology class in collaboration with a local entrepreneur who is trying to transform the poultry industry by nurturing small immigrant sustainable poultry producers; gathering the data as a volunteer for the real food calculator (which seeks to track Carleton's food purchasing

power and direct it towards more long term sustainable endeavors); or analyzing this food data in a statistics class as part of the statistical consulting center at Carleton.

In the best case scenario, students move between their courses and their interests to bring together knowledge gained across their interest area to strengthen their learning, their development, and their contributions to bring about social change. All of these opportunities help prepare students for their senior theses and lives after Carleton. For example, a Carleton senior spent four years engaged in a range of these curricular and co-curricular activities. Along the way, she wrote a Letter to an Elected Official [as part of the Project Pericles Debating for Democracy (D4D)™ competition] about farming and policy that was a finalist letter. During her senior year, she conducted participatory research on tilling and farming practices to understand trends in farming techniques and environmental impact. As part of her senior thesis, she gave a presentation that was shared with local farmers. Over the summer, she lead the launch of a new small farming and policy internship program with seven college students from three liberal arts colleges. In the fall, she will be an Emerson National Hunger Fellow with the Congressional Hunger Center. As her example demonstrates, students are able to learn about their interests in courses and by volunteering or interning leverage that integrated experience into advanced study and employment, not to mention meaningful contributions to broader social change.

At times efforts in our issue areas overlap. Students connected to the food issue area have built educational programs on a local level such as a middle school gardening program or a program that integrates the teaching of science and cooking. Young Chefs was the brain child of another student who, with others, took several years of independent studies with a chemistry professor and an education professor where they designed an after school program built around cooking recipes combined with science lessons that has now spread across the country.[2] This overlap also allows our students to develop an understanding of the many ways that issues intersect and provides opportunities for them to move from one pathway to another.

In order to support pathways, we recommend having student workers dedicated to coordinating programmatic efforts and communication. Work study students create issue area sheets and posters of relevant courses so that participants can find their way through the opportunities offered by the CCCE. We also recommend shaping pathways out of current work in academic civic engagement courses and in co-curricular or on-going volunteering programs. We sought to build an easily accessible way for students to learn about their passions and the ways in which they could be involved at Carleton. See the attached sheets for examples of our issue pathways (Attachments A and B). Along the way, we realized that some of our pathways included more curricular offerings while others presented co-curricular opportunities.

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[2] See https://apps.carleton.edu/ccce/programs/young-chefs/ or https://youngchefsprogram.org/

Reflections and Takeaways:

- **As we have done our work, we have found strengths and challenges to this approach. The strengths include:**
  - o **Increased student involvement with opportunities for development over the course of their years in college.**
  - o **Flexibility for all involved.**
  - o **The opportunity for developing awareness of work in a sector combined with the possibility of trying out different forms of engagement with an issue a student wants to be involved with – from policy, to "doing" in the community, to conducting research.**
  - o **The possibility for faculty and students of locating their work within a larger context and involvement over time and across courses and volunteer programs to engage in efforts with impacts.**

- **At the same time, there are challenges with the model or work that remain:**
  - o **Recognizing that while the model has been successful with students, we have not yet incorporated as many faculty members into issue area meetings.**
  - o **The development of assessment tools which measure community outcomes. In other words, while individual projects may have clear goals, the overall impact of doing issue focused work has yet to be measured.**
  - o **Process questions around how to broaden our issue areas to incorporate other kinds of work in which faculty, staff, and students have expressed an interest such as prison reform or global engagement.**
  - o **Identifying how much structure to build into the issue areas vs. how much flexibility and fluidity, for example analyzing what is the best curricular and co-curricular balance.**

- **Thinking more broadly about pathways at your institution, you may want to ask yourself and your colleagues the following questions as you consider institutionalizing some form of pathways:**
  - o **How do pathways connect with the curricular arena at your college? Are the pathways connected with particular majors or minors?**
  - o **How can pathways serve to further a co-curricular student development model?**
  - o **How can pathways bring together curricular and co-curricular student experiences as we have done so as to support students linking their interests to their coursework and to their volunteer commitments?**
  - o **How can pathways contribute to bringing together faculty, staff, and students with shared interests?**

Requirements

Insights from Pace University: Institutionalizing Requirements and Supporting Faculty

By Mary Ann Murphy and Dan Botting, Pace University

In 2000, Pace University took the bold step of institutionalizing civic engagement and service learning by adding a three credit "Civic Engagement and Public Value" (CE) course requirement to its Core Curriculum.[3] Courses that are eligible for being offered under this rubric in the Core Curriculum must do the following: contain a service learning component of at least 20 hours in the community that meets a specific and identified community need, connect the service to the disciplinary content of the courses, and contain specified civic engagement learning outcomes. Because we had no real component of service learning courses on the books, we knew that we had to implement a series of initiatives that would support the development of new service-learning courses and ensure that the CE component of the course would move forward into the future. To that end, we set up a system for doing the following: developing community connections, risk management, faculty development, and financial incentives to support the development of CE courses. As of 2016, Pace had over 100 service learning sections of these courses being taught each year with faculty from all schools (Arts and Sciences, Business, Computer Science, Education, and Nursing) participating in the initiative.

Takeaways:
- **Seek diverse and active leadership. Vocal advocates are critical for success. This includes faculty and administrators. It helps to have a strong, respected, engaged point person with access to all these individuals, to share ideas on how to implement a vision into action.**

- **One of the most successful aspects of the implementation of this requirement was to build in flexibility. There are clear criteria, but they allow for different models on how courses meet it. This has led to an explosion of innovation and diversity.**

- **Academic oversight is essential for sustainability and respect. Evaluation can be found at the department and the school level.**

Designation of a Specific Office to Facilitate the CE Requirement

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[3] Note from the editors, Project Pericles uses the terms civic engagement, civic engagement and social responsibility, and community-based learning/research. As an organization with a diverse membership, we use broad and inclusive formulations, recognizing that each campus selects its own definitions and terms, and implements approaches and programs based on its own particular needs.

Dyson College of Arts and Sciences invested in developing the Center for Community Action and Research (CCAR) as the administrative unit that would take the lead on the CE mandate. Further, it was decided that the Director of the CCAR would have to be a faculty member and report directly to the Dean of Dyson College. At the same time that the CCAR was being developed, Pace joined, as a founding member, Project Pericles. The decision was made that Project Pericles would be run out of the CCAR, under the direction of the Director of the CCAR. Pace has the added complexity of having two campuses, one in New York City and one in Westchester County. The CCAR has worked to facilitate all aspects of the CE requirement. This includes developing all forms that students and community partners need in order to carry out student placements, risk management issues, the development of community partnerships, assisting faculty with the development of syllabi, and all administrative aspects of course enactment.

Takeaways:

- **Students looking for community service placements that fit with their CE course requirements need support. It is helpful to have an office that can assist them with finding well vetted and reliable placements.**

- **It is helpful to have a specific office where faculty can receive assistance and/or more information about CE courses and the CE course core requirement.**

- **Risk is often a concern for faculty when sending their students into the community to fulfill course requirements. It is important that this issue is addressed and that faculty are made aware of, and given assistance with, managing it in their CE course.**

- **Collecting information on community service placements from a course for the purpose of providing a resource for students in future sections of that course is a good way to create an institutionalized resource.**

Individualized, One on One Support for CE Course and CE Faculty Development

The CCAR Director works one on one with faculty to develop a relationship of trust whereby each faculty member interested in developing a CE course is interviewed by the Faculty Director of the CCAR to determine how the CCAR might best service the faculty member in his/her efforts to develop the course syllabus and community placements. Faculty usually meet with the Director of the CCAR many times before the course is completely developed. Once the course syllabus is completed, the faculty member submits the course to the Dyson College of Arts and Sciences Curriculum Committee for Core Curriculum approval. Once approval is complete, the CCAR staff begin the process of working with the faculty member to identify possible community placements.

The process of developing a course usually takes at least one semester and sometimes even a year. The CCAR staff is available to faculty at every step in this process, clarifying what financial and student support is available to the faculty member and ensuring a smooth transition for students to the community partner.

The CCAR also serves as a resource for faculty. We provide reflection resources, readings for consideration, documents for tracking student hours, and student release forms. In other words, our connection to the faculty member and the course does not end when the course design and approval process is completed.

Reflections and Takeaways:

- **Individualized mentoring of faculty members from course creation through course completion is crucial for developing successful CE courses.**

- **Access to experienced CE faculty and knowledgeable staff to assist in finding and securing community partnerships and available financial support; crafting syllabi and course community service components; securing course approval and CE designation is instrumental.**

- **Faculty often request assistance with the logistics of CE course community service components. It is helpful to have experienced faculty/staff who are able to assist in the crafting of these components and can give access to materials to help the faculty member create/facilitate their components.**

- **For courses where faculty allow students to find their own community service partner, a well thought out and step by step managed community service component can be significant.**

Financial Incentives for Faculty

To encourage faculty to take the extra step of incorporating the pedagogy of service learning into their courses, the University, under the rubric of Project Pericles, has developed the Project Pericles Faculty Fellowship Grants. These grants can be for developing a new course or retooling an existing course to fit the CE requirement. New courses are eligible for $1,000 and existing courses that are undergoing revision and retooling are eligible for $500. Further, the Dyson College of Arts and Sciences provides a $300 stipend for each Dyson faculty member teaching a CE course. Additional money, up to $1,000, is available to cover exceptional course costs like transportation, field trips, speakers, and the like. To receive the grants the faculty member must commit to teaching two sections of the course, require students to perform a minimum 20 hours of community work to pass the course, and to submit a summary report of their course once the semester is completed.

Takeaways:

- **Direct financial incentives to faculty, even if they do not fully reflect the added time and effort of teaching a CE course when compared to a standard course, are an effective way to recruit and secure the collaboration of faculty.**

- **Financial incentives to faculty are helpful in encouraging them to implement service learning best practices into their courses.**

- **Financial incentives to cover course expenses specifically related to community service components are instrumental as there are often no other funding sources to cover these costs.**

Student Assistants

The CCAR provides student assistants to faculty that are teaching Civic Engagement courses. This program, Faculty Assistant for Civic Engagement Series (FACES), connects students who are interested in assisting faculty who are teaching a CE course. Faculty must submit a request to the CCAR for an assistant. Once that request is processed, the CCAR staff work to identify a student to work with the class in question. Selected students are given training on what to expect, how to work with faculty, professional expectations, and goal setting. Students who are selected to serve in the FACES program receive a stipend of $300 per semester. There is no limit to the number of times that a student can participate in the program.

Takeaways:

- **Student assistants are typically best utilized to assist with the logistics of community service placements:**
  - **Collecting student legal releases;**
  - **Assisting students in finding and securing community service placements;**
  - **Assisting the professor in tracking student progress towards the community service hour requirement;**
  - **Verifying student service hours.**

- **Hiring student assistants can be tricky. It is important that they be well organized and responsive.**

- **The best student assistants tend to be students who already have a good track record and/or have a developed relationship with either the placing office or the faculty member.**

- **Student assistants who are taking the class that they are assisting also tend to be very effective.**

- **As the placing office, it is important that there is ongoing communication between both the student assistant and the faculty member for the purpose of assessing the placement.**

Certificates and Minors: Pros and Cons

Civic Engagement Minor at Wagner College

By Kevin Bott, Wagner College

Wagner College began to offer students a minor in civic engagement at the beginning of the 2016-17 academic year. The minor replaced a civic engagement certificate, which Wagner had been offering to students since the 2006-2007 academic year. The certificate program was created as part of a Learn and Serve Grant from The Corporation for National and Community Service. To earn the certificate, students were required to: commit to 270 hours of community service during their four years of undergraduate school; meet several times throughout the year; take a course in civic leadership; and participate in the college's alternative spring break. Approximately 100 students participated in the program over its 10 years of existence but only about a quarter of those students ultimately received the certificate. The Center for Leadership and Community Engagement, which administered the program, felt that the small number of students enrolling and completing the program did not justify the labor-intensive nature of the program. Staff discovered that completing the certificate was nearly impossible for students in professional majors (nursing, physician's assistant, business, education, and the theater conservatory) because of course scheduling conflicts. Also, students reported perceiving the certificate as lacking value in the job market. In retrospect, the greatest outcome from the program was that it created the infrastructure and the institutional knowledge needed to create what became the Civic Engagement (CE) minor.

In partnership with a key civically engaged faculty member and the Dean of Integrated Learning, the Center for Leadership and Community Engagement designed and implemented a more comprehensive program of study and engagement that was reflected on each student's college transcript. Faculty approved the minor in April 2016. At the end of the first academic year, 17 students have enrolled as civic engagement minors. Our goal is to graduate between 30 and 35 minors each year by 2021, which will be five years since the minor's inception.

All CE minors are shepherded through the program by the Dean for Civic Engagement (a new position created after the minor was conceived), the Dean of Integrated Learning, and a faculty member. These individuals select which courses will count toward the minor. They review course offerings each year and, if necessary or desirable, amend the course list. Courses are selected with the intention of providing students with theoretical, ethical, and experiential competencies for engaging the world as civic professionals. The sequence of courses gives students the opportunity to take classes across disciplines and departments while developing a breadth of knowledge from various but related fields.

- The minor consists of 6 units (classes), distributed as follows:
  - One required unit in a **policy** course
  - One required unit in a **methods** course
  - One unit in a **theory** course
  - Two additional units in two of the following:
    - Humanities
    - Modern Languages
    - Professional Studies
    - Social Sciences
    - Arts
    - Sciences
  - Finally, all minors must take the course, *Civic Engagement Leadership* (MDS206) for one semester, and the non-credit *Civic Engagement Leadership Lab* (MDS211) for two semesters. Each lab requires students to attend three events, on or off-campus, related to civic life. These events must be pre-approved by the Dean for Civic Engagement, who teaches both the MDS206 and MDS211 courses. After attending each event, students are required to write a reflective essay using the civic framework they are developing through their coursework and service placements.

Takeaways:

- **Though ultimately not as successful as originally hoped, the Certificate in Civic Engagement was a useful stepping stone toward the Civic Engagement Minor.**

- **It is important to have a committee in place to determine which courses should be included in the minor.**

- **Because professional schools often have a tradition of engagement, it was important to account for the schedules within those schools when developing a program that naturally seeks to draw from their students.**

- **As students are increasingly concerned with the concrete value of their degrees and courses of study, the formal minor – listed on the official transcript – has proven to be more attractive to students than the less formal certificate.**

Intensive Programs – Civic Scholars

Civic Scholars programs provide an intensive program for a select cohort of students. The Bonner Scholars model is the most recognized national model of this kind, with 61 campuses currently hosting Bonner Scholars programs. While their model also incorporates course and policy work, Bonner cohorts focus on the co-curricular whereas the Periclean model explored here emphasizes coursework as a central component of the cohort experience. The design of the Periclean colleges' cohort model commonly employs a group project that focuses the work and activity for each new, entering cohort. It is this cohort approach, with shared coursework and projects undertaken as a group, that differentiates the civic scholars model from other CESR models and approaches. Unlike majors that may provide some flexibility in terms of course selection and time of enrollment, these specialized programs largely proscribe both the courses and their timing so that all members of the cohort are simultaneously taking the same courses as well as working on the same projects.

Two Pericleans, Drew University and Elon University, have highly developed scholars programs for a subset of their students. According to Elon, "The program is unique in that it is a cohort based, multi-year, multidisciplinary service and engaged learning academic program that recruits select current first-year students who demonstrate a clear interest in and an ability to make a long term commitment under the mentorship of a faculty person who guides them through their three years as Periclean Scholars."[4]

Each cohort of Periclean Scholars is comprised of approximately 30 students. The program is selective, accepting between 50% and 75% of applicants depending on the year. Starting in their second year, the Periclean Scholars take a credit bearing seminar together each semester. As a group, they develop a service project. Many of the seminars are focused on the development of their service project. Their senior year includes a January term travel course to their region of study. Cohorts have undertaken projects in Appalachia, Ghana, Haiti, Honduras, India, Mexico, Namibia, and Sri Lanka. Projects have included HIV/AIDS awareness, pediatric malnutrition, rural development, environmental education, and the empowerment of adolescent girls.

Elon also has a Civic Engagement Scholars program with required courses and local service projects in contrast to the Periclean Scholars program that most often has an international focus and a three-year cohort model. The Civic Engagement Scholars program is open to all students. Civic Engagement Scholars are required to choose either "Social Issues and Problems in the Local Community (Sociology)" or "The Art and Science of Human Services" and complete a two-semester seminar in which they develop and implement a community engagement proposal in conjunction with a community partner. Additional co-curricular requirements include a service trip and 40 hours of additional community service.

The Drew Civic Scholars program is organized as a scholarship program with awards of $5,000 per student per year. Drew reports that, "It is the highest yielding scholarship program in the

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[4] Elon University (2013).

college, and retains students from their first to sophomore years at 10 to 12 percentage points higher than the general student body."[5] As at Elon, Drew's Civic Scholars program employs a cohort model with students taking seminars together and also engaging in service projects. The Drew program requires a minimum of 100 hours of community service per year. In the first year, the students take a seminar on community service and also a "year-long workshop class in which they plan and implement a team-based civic project."[6] The second year includes a 70-hour two-credit internship and three skills workshops. During their junior year, scholars participate in Leadership Teams that are responsible for helping to run the program. In their final year, as part of a senior civic project class, they undertake a project with a service, research, or advocacy focus. Topics have included sexual assault, the Syrian refugee crisis, the environmental impact of bottled water, and air quality.

These specialized programs offer a select group of students a highly focused CESR experience over the span of their college experience. From a design perspective, the programs offer a series of sequential courses in which students build competencies while also engaging in group community-based learning/service projects. In addition to the CESR exposure, students also gain experience designing, organizing, and managing extensive group projects.

Most CESR courses offer opportunities to cultivate important career skills. In addition to critical thinking skills, these courses develop the ability to relate academic knowledge to real world problems and the ability to work with a diverse range of individuals. Civic Scholars programs with their extended projects offer opportunities to develop the ability to work effectively with others and practice leadership skills. Students also have the opportunity to work over an extended period of time on tangible projects that allow them to demonstrate their problem-solving skills to employers. This aspect of CESR is something that deserves more attention, especially as an example of how the liberal arts can prepare students for careers.

Takeaways:

- **CESR courses and programs develop important job skills, including leadership skills, the ability to work as part of a group, the ability to work respectfully with a diverse range of partners, and active listening skills.**

- **CESR cohort models provide spaces and experiences for students to work collaboratively and over longer periods of time. The model utilizes high impact practices identified by AAC&U.**

- **By working on projects over time, cohorts are able to develop skills for reflection and a more nuanced and complex understanding of real world situations.**

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[5] Drew University (2013).

[6] Ibid.

Entrepreneurial/Open Choice Model

On many campuses, there are a large number of CESR courses that are offered as part of the overall curriculum without a specialized program. By generating many courses, the colleges and universities manage to reach a greater percentage of their students. On some campuses, individual faculty members or groups of faculty members in particular departments have been the main impetus behind the development of CESR courses. In other instances, there is strong support for the development of CESR courses either from a civic engagement center or from the administration. This model enables faculty to develop projects and programs that meet their needs and to respond to the interests of students and community groups.

There is a definite trend towards greater institutionalization among many of the campuses participating in *Creating Cohesive Paths*. Especially on campuses without formalized programs or approaches, faculty and staff realize that there are limits to what individual professors working with community partners can accomplish. Part of this is an issue of scalability. As demand grows for CESR opportunities, it becomes increasingly difficult for individual faculty members to respond without some coordination on the part of the college or university.

At Bates College, faculty in collaboration with the Harward Center for Community Partnerships developed over 50 community-based learning (CBL) courses for a total of over 75 CESR courses. These CESR courses are offered across 23 different departments. Each year, approximately 65% of Bates students take a CESR course, many of these with a CBL component. The Harward Center itself offers several different student fellowships designed to develop students' "knowledge of community-engaged research theory and practice while moving their community-engaged research projects forward."

The Bates example demonstrates that it is possible to have successful CESR programming without a pathway or specific requirement. Bates has created a culture of engagement. It should be noted that the Harward Center is very active on campus and in the community. The Center represents a clear commitment to an institutionalization of CESR.

Takeaways:

- **In an effort to institutionalize CESR programs, colleges and universities are shifting away from the Entrepreneurial/Open Choice model.**

- **The Entrepreneurial/Open Choice model may work well on a small scale. Without a coordinating structure, this approach is hard to scale.**

- **Strong civic engagement centers are a key component for campuses with Entrepreneurial/Open Choice approaches. These centers play important coordinating functions.**

Faculty Recruitment and Hiring
By Darby K. Ray, Bates College

A crucial factor in the creation of an ecosystem of higher education public engagement is faculty involvement. Without faculty investment, public engagement efforts will occur primarily at the periphery rather than at the core of student learning and institutional life. While important student development and learning certainly happen within the co-curricular and extracurricular spheres, it is the academic program that is the central undertaking in higher education, and it is the faculty that typically designs and implements that program. Thus, it is imperative that faculty development includes robust and systematic attention to the public purposes of higher education and to the singular role of the faculty in that pursuit. Ideally, faculty development for public engagement will be rooted in and supported by a college or university's mission and will touch faculty at multiple points across their career.

If civic learning and engagement are an institutional priority, then the hiring and support of faculty who have the appetite and skills for publicly engaged teaching and/or research should also be a priority. This process can begin during the faculty recruitment phase. For example, regardless of their specific content focus, position descriptions for new faculty can highlight the college's commitment to civic engagement, signaling to prospective applicants that the college takes its civic mission seriously. At Bates College in Lewiston, Maine, such signaling is reinforced during the interview process as all finalists for ongoing faculty positions meet with the director of the Harward Center for Community Partnerships during their campus interview. This meeting not only communicates the importance of the civic at Bates and the institutional resources designed to support it, but it also lays an early foundation for future relationship and consultation between Harward Center staff and new faculty. Harward Center staff also frequently consult with new hires (faculty and staff) as they contemplate local neighborhoods, schools, and partner employment options.

Faculty Orientation

New faculty orientation is another opportunity to bring faculty into an institution's civic ecosystem. Civic engagement staff and faculty advocates can play a vital role. At Bates, all new employees, including faculty, learn about the college's civic mission and the larger community of which it is a part during a program co-presented by the Harward Center director and a community partner (typically the mayor, who is a local history buff). In addition, the Harward Center hosts a session for all new faculty on community-engaged learning and research (CEL/R); this session features junior faculty, who share their experiences with CEL/R during their first years at Bates. Following this session, Harward Center staff lead new faculty in a walk from campus to a downtown location for dinner, which helps orient them to their new locale. Finally, during the first month of the school year the Harward Center hosts an informal dinner gathering for new faculty and their families, as well as a select number of current community-engaged faculty members interested in serving as resources to new faculty. This gathering allows Harward Center staff and key faculty to get to know their new faculty colleagues, and it plants seeds for further relationships. While specific faculty orientation practices will vary from campus to campus, the point is to provide an enthusiastic invitation into the institution's civic ecosystem,

including not only information about that ecosystem but also experiences that make it tangible and that connect new faculty to supportive others.

Faculty Capacity Building

To grow faculty members' understandings of and capacity for publicly-engaged work, a range of programs can be offered. Some of these programs might be geared toward junior faculty and others toward more experienced faculty practitioners. Some might target specific fields such as STEM disciplines or a particular academic department, or they might focus on an issue area such as literacy or public health. Still, other programs might intentionally combine issues and groups to foster cross-campus, multi-generational synergies. Developing effective capacity-building programs that meet faculty where they are and help them move to the next level of engagement should be a priority for civic engagement staff, who typically have considerable relevant expertise to share with faculty. As resources allow, occasional visits from outside experts in publicly engaged teaching, research, and leadership; or attendance at relevant conferences, can build knowledge and investment among faculty. Often, however, the most compelling advocates and exemplars are found on one's own faculty, so the key is finding ways to tap into that homegrown expertise.

At Bates, where civic engagement occurs first and foremost within the academic program, faculty development efforts address the ongoing need for course development or re-design as well as the continual cultivation of projects and partners. Such efforts include a lunchtime series, Public Works in Progress, in which recent participants in community-engaged learning or research share their experiences and insights. This is a great way for those who may be curious about CEL/R to get a window into its inner workings and to identify colleagues in diverse disciplines who might serve as points of information or support. For Bates faculty who are ready to take the plunge into CEL, either for the first time or in relation to a new course or a new community partnership, a fall semester Publicly-Engaged Pedagogy (PEP) Learning Community offers them a chance to move from the germ of an idea to a shovel-ready CEL course or project. PEP cohort and Harward Center staff members meet over a casual supper once a month during the fall semester, spending about an hour each time learning about and discussing CEL best practices and an hour work-shopping elements of their emerging CEL course, including the development of syllabus language and learning outcomes, CEL assignments and reflection exercises, and plans for evaluating students' CEL work. Between the monthly PEP meetings, each faculty participant meets one on one with Harward Center staff to work on issues like connecting to interested community partners, logistics including transportation and scheduling, and thinking about final outcomes for students and partners.

Building faculty capacity to be publicly-engaged teachers and scholars can take many forms, depending on campus culture and resources. Some institutions are able to provide internal grants for individual faculty and/or departments to support the development and implementation of publicly-engaged academic initiatives. Such grant programs are most effective when selection criteria emphasize projects with strong potential for sustained and noteworthy impact, and when the role of community partners as co-creators is explicitly recognized and supported.

Even when there are resources for faculty grants, however, such programs are less important for faculty capacity-building than the more people-centered programs mentioned above. Ultimately, it is human capital--role models, trusted advisors, support staff, and fellow travelers--that is the key to the successful engagement and retention of faculty in publicly-engaged academic work. Of critical importance, too, is the valuing of such work within an institution's faculty rewards system. If we want faculty to be publicly-engaged teachers and scholars, then such work must be recognized and valued as teaching and as scholarship. The particularities of such systems will vary by institution, but their importance cannot be overstated.

Working with Community Partners

Building and Maintaining Sustained Community Partnerships: Examples from Allegheny College

By Terrence Bensel and Dave Roncolato, Allegheny College

We would like to share three lessons learned from our work to develop transformational relationships with community partners in and with our Meadville, Pennsylvania community. The article, "Differentiating and Assessing Relationships in Service-Learning and Civic Engagement: Exploitative, Transactional, or Transformational" offers a foundational reference for best practices in building and sustaining these partnerships.[7] As the title suggests, there are three general categories that define relationships between the college community and the community beyond the campus. Transformational relationships have power and potential not possible with the other two. These authentically reciprocal and highly collaborative partnerships are time intensive and challenging on many levels. Yet, the authors conclude:

"Improving understanding of what it means to be in and to nurture such partnerships may be a central dimension of deepening the practice of service-learning and institutionalizing within the academy and the broader community the cultural norms underlying authentic engagement."[8]

Lesson I: Creating a shared mission statement with partners
Community members beyond the campus invited Allegheny College to co-create two ongoing collaborative structures. Following the 2006-2007 Crawford Central School District's (CCSD) strategic planning process, the then assistant superintendent suggested forming an ongoing partnership with the college. The response to this invitation led to monthly meetings over coffee in the spring of 2008 which led to the creation of Partners in Education (PiE). The original vision was to provide support for underserved youth in CCSD by combining the resources of higher education (Allegheny College) and the resources of public schools (CCSD). Many other community agencies and organizations have been a part of PiE since its formation. The structure of PiE includes a 90 minute monthly meeting and a half day summer retreat.

For another example, a relationship of trust between Allegheny College and the Meadville Medical Center developed over many years. The collaboration and shared projects during Allegheny's "Year of Health" in 2008-2009 exemplified this growing relationship. In the spring of 2010, the new hospital CEO, in communication with the new Allegheny College president, suggested creating an ongoing partnership between the two institutions. Quality of life was

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[7] Patti H. Clayton, Robert G. Bringle, Bryanne Senor, Jenny Huq, and Mary Morrison. "Differentiating and Assessing Relationships in Service-Learning and Civic Engagement: Exploitative, Transactional, or Transformational," *Michigan Journal of Community Service Learning* (2010).
[8] Ibid. p. 19.

recognized as an essential component to maintaining the quality of care, education, and services that each of these institutions could provide. Perhaps even more importantly, both institutions believed it was part of their mission to engage in community and service. Combining efforts to leverage the skills and capabilities of multiple institutions to address broad issues would benefit everyone. The Meadville Medical Center and Allegheny College Collaborative (MAC) was formed. Constituencies from the college and the hospital meet monthly in the board room of the hospital to promote a mission of building and sustaining a healthy community. Over the following two years, the City of Meadville and Crawford Central School District joined the collaboration. The MAC structure also includes a 90 minute monthly meetings and a half day retreat over the summer.

The process of establishing a shared mission statement for both PiE and MAC has been vital to the sustainability of the collaboratives. These mission statements need to be living documents. They are placed at the top of the agendas for the monthly meetings. A review and reaffirmation of the mission statement is on the agenda of the annual summer retreat for each of the groups. If the organization is truly transformational then the mission statements will need to periodically be transformed as well. Do they include everyone at the table? Do they focus the parameters of the collaborative's shared work?

Lesson II: Shared study groups
The Allegheny College Gateway hosted a lunchtime learning series in the fall of 2013. The two hour luncheons included community partners, students, faculty members and administrators. For each of the three lunches the group read four articles and pairs of participants volunteered to lead the discussions. Student and community partners co-led these discussions along with faculty and administrators. This initiative attempted to actualize the philosophy "don't talk about us without us." Notes were compiled and a full day final reflection took place in January. The group developed a consensus document that outlined eight core principles that would shape community-college partnerships and our shared work moving forward. The final principle is particularly appropriate to best practices in community partner development:

Principle 8: Value "every voice, equal voice." This core principle invites all involved to continually recognize and analyze assumptions, to foster deep and intentional listening, and to value collaboration over competition. It includes examining structures of power and influence in light of empowering full participation of all groups and recognizing diverse sources of expertise.

Lesson III: Shared decision making
Shared structures and shared study contribute to shared leadership and shared decision making. Authentic reciprocity requires shared structures of decision making. Program design and resource allocation, when imbedded in shared leadership structures, fosters broad based community support and impact. At its core, it models democratic citizenship. Traditionally

institutions of Higher Education have been reluctant to relinquish control of decisions that involve financial resources and personnel.

One small experiment challenging this tradition underway at Allegheny College is the Gateway's Network for Local Knowledge and Research. This program supports teams comprised of community partners, students and faculty to work on community-based projects over the summer months. The RFP's come from community agencies. They are reviewed by a committee that has equal representation from community partners and Allegheny College faculty members. The oversight of the network is shared by the Meadville City manager and an Allegheny College faculty member.

Campus Collaboration Across Departments and Centers at Goucher College

By Cass Freedland, Goucher College

This story of campus collaboration across departments began in fall 2012 when the co-directors of Goucher College's Project Pericles program received funding for a seminar grant from the Bringing Theory to Practice program. We invited faculty, staff, students, and community members to join us for a day-long retreat during our January break. The purpose of the retreat was to think about Goucher's commitment to civic engagement and our institutional relationship to the Baltimore community. Our work then turned to mapping all civic engagement and social responsibility (CESR) courses and activities on campus as part of the *Creating Cohesive Pathways* grant from Project Pericles, which was a natural next step in the collaborative process. Working with staff from across campus (curricular and co-curricular), we shared and consolidated information, ultimately leading us to think more deeply about how to create equitable access to these types of experiences for all students. Advising by faculty and staff seemed like a great place to start, as it provided one on one contact with the entire student body. This work continues today, evolving in wonderful and surprising ways as a result of campus cross-collaboration.

Takeaways:

- **When getting started, invite as many campus partners to the table as possible. Think outside the box and issue open invitations to the campus community. It may surprise you to discover who is committed to creating opportunities for students to develop civic values and habits.**

- **Be sure to use the "down" times in your academic calendar wisely. Some of our best collaborative work was done in short, intense bursts during breaks in the academic calendar when campus constituents didn't feel overwhelmed with their day-to-day responsibilities.**

- **Persistence pays off. Some of our ideas have not come to fruition as quickly as we would have liked, as midway through this process, our campus transitioned to a new president and new provost. Because we had cast our net widely with our campus collaborators, various stakeholders continued to raise the ideas we had generated along the way.**

- **Call your friends at other Periclean campuses and learn from their experiences. Goucher worked collaboratively with Carleton College, and the experience allowed us to reach innovative thinkers at that institution to ask very specific nuts-and-bolts questions.**

- **Even though each department or center has their own pressing lists of priorities, finding the concerns or goals that link everyone together (a common thread that is tied to the strategic plan) is essential to drive this crucial work forward. This common thread may "play out" in different ways in departments and centers, but by trusting the collaborative process and by maintaining clear communication, your initiative will be more structurally sound.**

Student Reflections and Other Tools for Promoting Civic Engagement

Student Reflection: Lessons Learned
By Laura Riehle-Merrill, Carleton College

- Our students share more and deeper reflections verbally when we first prompt them to write down their responses.
- The most powerful reflections occur after we have couched our engagement in our learning outcomes and been transparent about them.
- Having the incentive of a grade, a meal, or payment increases the likelihood that students will reflect on their engagement experiences.
- Faculty practitioners of Asexual Community and Education (ACE), community partners, and student leaders can all be powerful facilitators of reflection.
- Consider your goals for reflection before you determine the structure and method—for example, we've seen the benefit of having students from different courses and programs reflect together and also seen the benefit of reflection within a class or co-curricular program.
- We've had the best participation when we've created experiences that feel celebratory and when we've made these sessions no longer than an hour.

Challenges
- At Carleton, ongoing co-curricular engagement programs are run by volunteer student leaders—it has been challenging to get these leaders to facilitate reflection with their volunteers.
- Carleton students respond better to the term "critical thinking" than the term "reflection"; consider what language will work best for on your campus.
- The level and mode of reflection should be appropriate to the student's motivation for their engagement—for example, for students who volunteer at our local Humane Society because they love animals and want to relieve stress, it makes greater sense to have a casual conversation, not a reflective essay.

Examples
- Our Education fellows (paid students who work 10 hours/week in our Center) facilitate reflection dinners each term—they thoughtfully assign seats and provide discussion questions; these gatherings are well attended because they make volunteers feel special and valued. Here's a sample list of their questions (written by Celeste Koppe '16, Porter Truax '16, and Margot Manning '17):
    o How did you first get involved with this program? What has been your favorite experience?
    o What were your biggest challenges volunteering this year? What was your "worst day?"

- How, if at all, did your experience challenge your assumptions? Did this program push you to think differently about your positionality or social identities? How?
- Were there any conversations you had with a student, or any conversations you overheard among students, that you found surprising? Any that you will never forget?
- How would you like your program to grow this next year? What is your "dream" program? What can the Center for Community and Civic Engagement do better to support you?
- Are there any tools or strategies that have been particularly effective for your program that you think other programs could benefit from?
- When student evaluations from our winter retreat raised deep questions regarding students' positionality and their ability to honor community partners' voices, we used their comments as a launching point for a critical conversation during a staff meeting. Helping students talk through what might have led some students to privilege a faculty speaker's "authority" over that of a community partner's illuminated the depth and complexity of civic engagement work.

Student Reflection — Best Practices

By Ella Turenne, Occidental College

Each year, the Office of Community Engagement ensures that students involved in leading community projects receive training on reflection. As an essential part of the community work students do, we insist that reflection be a part of the entire experience. Our office offers students concrete tools to aid in their creation and facilitation of reflective practice. (see below).

Some basic thoughts about reflection:

Before You Engage with the Community:

- Do some research on the organization you are going to engage with. What is their mission? What is the social issue they are trying to address? How do they go about solving it?
- Why are you choosing this project? What do you intend to learn?

After You Engage with the Community:

- Describe your experience?
- What did you learn?
- Do you feel you made an impact?
- Did the experience meet your expectations? If they didn't, what was different?
- Do you think you will continue to engage in the community after this experience? In what ways would you like to do this?

We find that reflection allows students to synthesize their experience to really understand what they have just done and the impact it has had on them and the community.

Campus Collaboration

Community engagement has long been an integral part of the College's course and internship offerings. Specifically through the Center for Community-Based Learning (CCBL), and through community based research opportunities at the Urban and Environmental Policy Institute (UEPI) and finally in 2010 when the Office of Community Engagement (OCE) was created under Student Affairs. A strategic planning process occurred and community engagement was identified as one of the priority areas; and a task force on civic engagement identified the CCBL, OCE and UEPI as the three key units for the campus wide structure for community engagement.

Lead staff from the CCBL, OCE and UEPI worked together with faculty, staff and students through the task force to strategize and set College priorities for civic engagement on campus. In 2011, the Community Engagement Work Group (CEWG) was formed to develop an organizational structure for community engagement at the College. The current CEWG members are made up of staff from the CCBL, OCE, UEPI, the Office of Religious and Spiritual Life (ORSL) and several faculty members.

Staff in all three offices focus on collaborating and meet regularly to share updates, identify opportunities to work together on and off-campus, and collaboratively fundraise to support proposed projects with community partners. The structure for community engagement at Occidental College is primarily coordinated by the CCBL, the OCE and the UEPI. Each office continues to work under its own mission, but together they have developed a collective definition of community engagement to guide their work:

Community engagement at Occidental College strives for collaborative, long-term and community driven partnerships between faculty, students, staff and community partners. We define community to be local, national and global, and engage through curricular and co-curricular research, projects and activities. Our approach develops students who will commit to life-long learning and engagement for the sake of positive social change and the enactment of social justice. Community engagement efforts are coordinated by the Center for Community Based Learning, the Office for Community Engagement, and the Urban and Environmental Policy Institute.

Reflection
Guidelines for Group Discussion and Debriefing

The Purpose of **Reflection**:
- Group members have the opportunity to learn from one another
- Members of discussion have a chance to voice opinion and express
- Allows you and your organization to reflect on recent experience
- Gives group members a chance to collectively evaluated how the organization is doing as a whole
- Allows group to identify the weakness of the organization
- Allows group to identify the strengths of the organization
- Gives the organization a chance to brainstorm future events and programs
- Helps your organization establish or refine club goals
- Generates ideas of ways the organization can change or improve their work

Difference between Reflection and Debriefing
- Debriefing is done after an activity or event
- Debriefing gives club/organization opportunity to recap:
  - the progress made
  - what went well
  - what could have went better
- Debriefing gives the organization leader an opportunity to:
  - reconnect with groups members
  - address their concerns
  - gain the perspectives of the group members

How to Conduct a Reflection or Debriefing Session:

Invitation	1. Invite all members of group. 2. Provide enough time and notification that the session is taking place.
Setting:	1. It is important to acknowledge the place where you are having your group session 2. Be sure that you are in a quiet peaceful place so nothing/no one can disrupt the group meeting 3. Do not meet with students in a place where they can be easily

	distracted by active movement going on around them. 4. Examples of great places to meet include: a. a field/ grassy area b. a classroom c. a conference room d. a lounge area
Inclusivity:	1. When having a session, be sure to set group rules before the discussion begins. Examples include: a. what language can be considered inappropriate b. Making sure that nothing said is degrading/ dehumanizing
Timing:	1. Be a good steward of everyone's time. 2. Set the time expectation at the beginning of the meeting and stick to it. 3. Have a time-keeper

Example of great discussion questions:

1. What are your thoughts and perspectives on today's events/ activities?

2. What would you like to see more of next time?

3. What do you think was done well in today's activity/ event?

4. What do you think could be better next time?

5. How do you think we can improve our service next time?

6. Who do you think showed exceptional leadership quality today?

7. Do you believe the group worked to its full potential today?

Reflective Practice

Theory of Reflection

Experiencing

Sharing

Processing

Generalizing

Applying

Just do it!

What?

So What?

Now What?
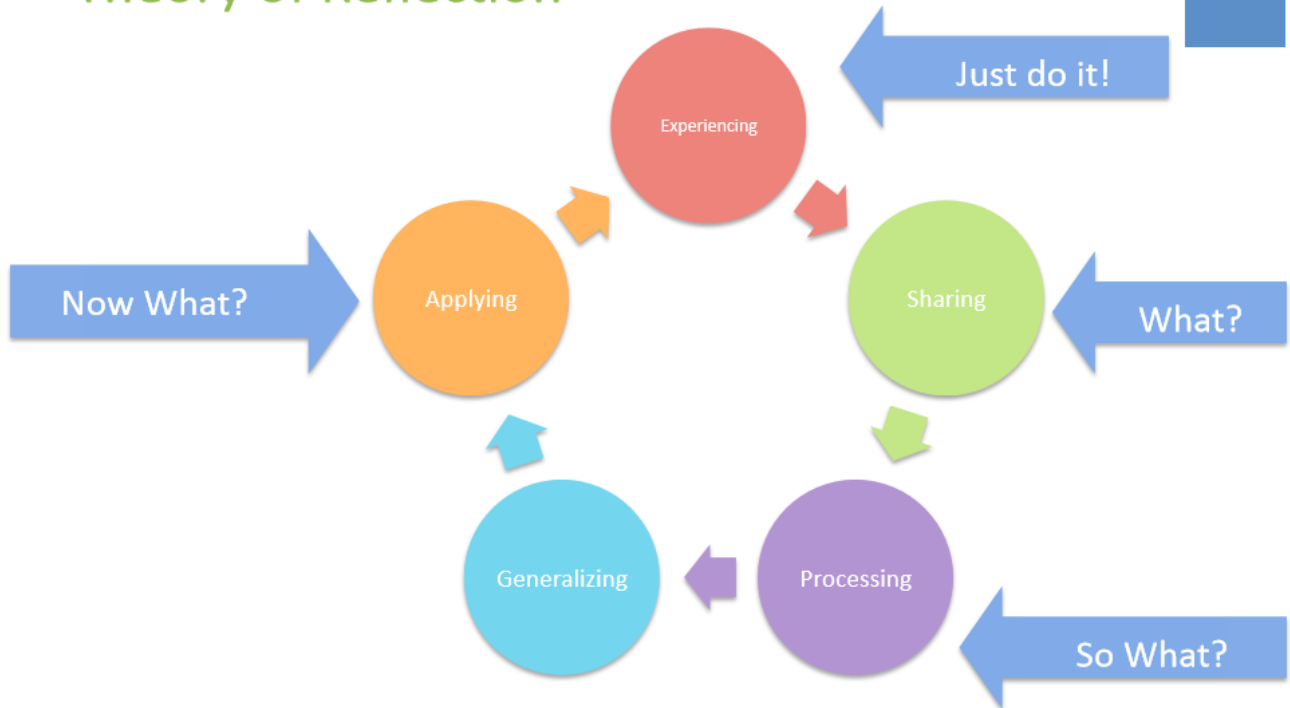
Reflective Practice

Methods of Reflection

- Journaling
- Essay Writing
- Presentations
- Small Group Discussion
- Portfolios
- Student Contracts or Logs
- Quotes in Songs

Story Circles
By Kevin Bott, Wagner College

The civic engagement movement in higher education is, at heart, a democracy project. When describing civic engagement, and perhaps even when thinking about it, we tend to foreground aspects of the work such as the social issues being addressed, the stakeholders involved, and the outcomes we hope to realize, both in the classroom and the community. But the common thread connecting all well-conceived civic initiatives is the creation of spaces and opportunities for diverse groups of people to practice the arts of democracy – things like deliberative dialogue, listening, negotiation, compromise, and the ability to place one's own self-interest in the context of a greater common good.

But how to get from syllabus review in the first week of the semester, to meaningful practice in the arts of democracy by the last week? Moreover, how to get there not only with a group of students but also with community partners? Knowing that robust democratic practice is predicated on mutual trust between social actors, what practices and traditions might we employ to cultivate it? In other words, how do we go deep quickly so that a foundation is laid upon which meaningful work can happen?

Story Circle[9] is a deceptively simple practice that can be very effective in building trust; developing empathy and compassion; surfacing key tensions, harmonies, and insights that might otherwise go unnamed; and tuning people into their own memories and the often overlooked events that shape their lives. Story Circles are also important in signaling to students and community members alike that, per Freire, all participants are experts in their own lived experiences, and that their stories are at least as important as any rational, critical, and analytical work that will ensue throughout the project.

Stories have been humans' tool for making sense of the world for tens of thousands of years. Starting with stories – a language that everyone can speak regardless of training or titles – is a great way to ensure that all participants enter the project feeling at ease and equal. Story Circles are effective whether working only with students, or with mixed groups of stakeholders.

Setting up and facilitating a Story Circle is fairly simple but requires care and clarity on the part of the facilitator.

- **Determine if there is enough time to complete a Story Circle.** Generally, participants are asked to share a 3 to 4 minute story. Some facilitators keep time and develop ways to signal that the storyteller should wrap up, while some feel strongly that because people are so infrequently invited to tell their stories, all should be allowed to continue until

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[9] Often traced back to the Free Southern Theater of the 1960s, Story Circle methodology has been formalized, with slight variations, by a number of different contemporary community arts companies in the United States. The Appalachia-based company, Roadside Theater, has online articles and a comprehensive resource guide for those hoping to facilitate a Story Circle. https://roadside.org/

they're finished. A safe bet is to leave 5 minutes per person or, if you have a hard stop such as the end of a class session, to tailor your Circle to that length of time and employ a timekeeping method.

- **Invite people to form a circle** of chairs and to put everything away except for beverages. Because most of the process involves deep listening, it is important that the space is free of distractions and clutter.

- **Talk about stories.** Ask the group what a story is and why humans tell them. Time permitting, you might have a discussion about how stories show up in their world. Do they tell stories or are stories (movies, T.V. shows, etc.) mostly told to them? Do they think social media supports rich storytelling? Also, ask them to name the parts of a story. This seems elementary but naming story components ahead of time does help participants shape their story, make sure there is a beginning, middle, and end, etc.

- **Say what a story is not.** A story is not an editorial about everything someone knows about an issue or everything that's wrong in the world. A story is not a bullet pointed list. A story is not a complaint or a feeling or a belief. It's not one's whole life story, nor does it require a lengthy prologue. A good story just plunges into the main action. And importantly, a good storyteller does not need to frame the story or give the lesson, or say what it meant. Let the story speak for itself and encourage people to be willing to have people hear other things than what the storyteller intended.

- **Explain what is about to happen.**
    - Say that after you explain all the rules, you will give a story prompt.
    - Tell them that after they hear the prompt, anyone in the circle can begin once they have thought of a story. Everyone will tell a 3 to 4 minute story, from their own lives, in the first person, in response to the prompt.
    - This would be a good time to tell the group if and how times will be kept.
    - While the storyteller speaks, everyone else simply listens. There is to be no interrupting. No commentary. No questions. No affirmations. Explain that if someone feels upset or angered by a story, their opportunity to respond is with a story of their own. This is to be a conversation that happens solely through stories.
    - After the first speaker finishes, the person to the left of that person is up next. If that person is not ready, they can "pass" but it will come back around to them eventually. To maintain a trusting space, there are to be no observers. If a person is in the room, they are required to tell a story.

- **Tell the group not to worry.** Explain that it will be natural, once the prompt is given, for them to immediately flip through their mental Rolodexes to come up with their story. It will also be natural for them to continue doing this even after the stories have started and, further, to try to mentally rehearse their story. Encourage everyone to put their full attention on listening, and trust that by listening attentively, the story will come when it is their turn. It is powerful when, through true listening, stories build upon one another and create a kind of group energy.

- **Encourage Boundaries.** Remind everyone that they are in charge of what story they tell and that they should in no way feel compelled to share stories that might make them feel exposed and vulnerable afterward.

- **Ask if there are questions.**

- **Give the Prompt.** This is probably the most important piece. A prompt is going to make or break the Story Circle. The prompt you choose will depend on the group you have and what your aims are. Is this a project about race relations? You might say, "Tell a story from your life about identity." Is it about some difficult community issue? You might say, "Tell a story about a time you realized you had power or could make a difference." Keep the prompts broad enough that are likely to have a number of different stories to choose from.

- **Tell Stories.**

- **Wrap up.** After everyone speaks, let there be silence for a moment. Ask everyone just to take a look around the circle and try to remember something about each person's story. Ask them if they can honor the lived experiences that were shared, even if there were aspects that made them uncomfortable or upset. Ask them to verbally agree not to share anyone else's story beyond this room. Keeping this agreement is important for the trust you're trying to build. Remind them that this includes approaching any storyteller uninvited, and talking to them about what they shared.

- **End the session.**

Personal storytelling can be an uncomfortable exercise to bring into academic spaces, because like emotion, song, poetry, and movement, personal stories are not rational or logical, nor can they be argued against very effectively. They are people's complicated understanding of given experience and, as such, exist as infinitesimally small strands of truth in the unimaginable vastness of reality. But democracy works best in miniature anyway, in contexts where people know and trust one another, and trust that all will work honestly and in good faith. Beginning by learning one another's stories is a great way to lay the foundation for the deeper – and harder – work to follow.

Takeaways

- **Story Circle is a process tool for helping groups quickly build trust, develop empathy, surface differences, and recall key memories.**

- **Story Circles are simple to facilitate but require great care in laying our the rules of the exercise. A strong set of parameters is important for a successful Circle.**

- **Story Circles exemplify a Freirean pedagogy that asserts that all people are experts and all have the capacity to teach and to learn.**

- **Stories are important vehicles for carrying ways of knowing beyond the purely intellectual, rational, and logical. As a uniquely human tool, stories encourage deeper humanity. As democracy is a human construct, bringing our full humanity to bear in its execution is vital for its sustainability.**

Assessment and Evaluation

Designing Assessment Approaches for Civic Engagement
By Adrienne Falcón, Carleton College

When designing an assessment model for your community and/or civic engagement's center, the first questions to ask are for whom are you gathering the data and why. In order to better respond to internal and external requests for data, at Carleton, we sought to strengthen our data tracking of student and faculty participation and our evaluation of programming at the Center for Community and Civic Engagement (CCCE). We began by comprehensively looking over what we were currently doing and considering the kinds of questions we were being asked (namely to track hours of participants and to understand impacts on students and community partners).

To help us redesign our assessment systems, we looked at external reports that we had to complete, including The President's Higher Education Community Service Honor Roll (https://www.nationalservice.gov/special-initiatives/honor-roll) which requires hours served by students in courses and co-curricular or volunteer activities. The Carnegie Foundation for the Advancement of Teaching Elective Community Engagement Classification also guided our overall thinking about institutionalization of assessment processes. While they include a series of questions in their application, one showcases the kind of approach they seek in effectively engaged campuses. "1.A3.b. Does the institution aggregate and use all of its assessment data related to community engagement?" (http://nerche.org/images/stories/projects/Carnegie/2015/2015_first-time_framework.pdf)

To effectively revamp our assessment, we found that it was critical to collaborate with several other key centers on campus, especially the Institutional Research and Assessment and the Information Technology System teams. Each helped further our understanding of what we sought to accomplish. Specifically, I worked with the administrative assistant in our office to revamp our tracking of numbers of hours and aggregate and centrally locate them. To provide additional support for this project on the assessment or impact side, partly funded with support from the Project Pericles mapping effort, we hired a part-time recent alumna who was invaluable. She focused on the qualitative end of the project, revamping all of our surveys and setting up mechanisms for gathering the evaluations and analyzing and sharing the results.

Tracking Numbers

Part of what is being asked of centers and programs is to track how much engagement is being done on campuses in a quantitative way. While these are notoriously hard numbers to obtain, each year we complete various external reports that require "hours" so we continuously deal with this struggle.

There are at least three approaches if one wants to track numerical data on student hours, community partners, participants etc.:

- Create some kind of informal, in-house tracking system;

- Purchase external programs like Noble Hour, Collaboratory, or Give Pulse

- Tweak internally used existing institutional data tracking systems to include your data.

After reviewing external packages, we decided to work with our information technology staff to add fields to our institutional data tracking systems to create ways to directly enter student data about hours spent on civic engagement projects in courses, on volunteer activities, in service internships that are funded by the college, and in community-based work study or other paid community engagement positions.

There are several key advantages to this system:

- All of our quantitative data is in one place (we track more qualitative data in one other program described below)

- Our community engagement data can be linked to other institutional data

- Based on a suggestion of an information technology staff person, we are now able to provide information to students (and their advisors) about how students are spending their time with regards to civic engagement with a field dedicated to community engagement that now appears on every students' institutional home page.

One of the challenges of this approach is that we are not able to include data about our community partners as easily because our campus data tracking system does not include them. While this data is able to provide information at an individual level, it still includes some approximations. For example at the course level, I calculate an average number of hours that a student spends per course rather than knowing exactly how many hours a student spends. At the volunteer program level, we have student volunteer coordinators who enter the hours that the volunteers spend in the community. Nevertheless, we feel confident that we are closer to accurate numbers than we were in the past.

We have already used the data to help us generate information for external reports like the Presidential Honor Roll, the Campus Compact Report, as well as for internal reports for the College.

While we have been pleased with the advances so far, in terms of data tracking at the individual and institutional level for reports, we have not yet put the system to full use. In the future, we plan to combine the data we are gathering with other institutional data, such as freshman, senior, and alum surveys to better understand who we are and are not serving and to observe how these patterns change over students' time in college.

Evaluating Outcomes

One of the largest challenges facing all community and civic engagement programs is to understand the effects of civic engagement upon all participants: students, faculty, and community partners. At Carleton, we have come up with six student learning outcomes that we are using as the basis for a qualitative assessment of what students feel they are learning through their participation.

Carleton's student learning outcomes for the CCCE include:

- Understanding issues in their real world complexity

- Recognizing and honoring different forms of knowledge that may reside in/with community partners

- Awareness of your positionality, or who you are as you seek to do civic engagement efforts (such as gender, race, and/or socio economic background)

- Doing – how can you take your course content and do something with it beyond the classroom while learning in the process

- Developing leadership skills

- Nurturing a commitment to life-long civic engagement

We survey students in courses at the end of each term and both community-based work study students and student volunteers at the end of the year. We use this information to improve our Center for Community and Civic Engagement programs.

In addition, we survey all of the faculty teaching a course with an academic civic engagement component. Faculty identify what they hope students gain from the civic engagement components of their courses while students describe what they have learned in terms of the six student learning outcomes listed above. We are thus able to match up faculty expectations with student experiences. We also share reports with faculty in case they want to change their project based on student feedback. To date, it has been exciting to see how closely faculty expectations match student experiences.

To better understand local impact, we have held focus groups with community partners who are either external in the community or internal to the college. The focus groups allow our partners to discuss their experiences, expectations for working with our Center, faculty partnerships, and effectiveness of student work. Given the challenge of gathering community impact data, we have also discussed with our partners how they would like to be assessed and what would be helpful information to receive from us so that together we can build an improved evaluation system.

Finally, we conduct an end of the year community partner survey. In recent years we have added new questions to these year-end surveys to reflect the ways that our own work has changed and to incorporate our new learning outcomes. Yet we have also maintained some of the original questions which allow us to compare our efforts over time and try to continually improve our center and program efforts.

With all of this data, we seek to institutionalize our tracking and understanding of our impact and use the data to improve our efforts, aiming to accomplish what the Carnegie classification identifies as a core practice of an effectively engaged higher education campus.

Adapting AAC&U's VALUE Rubrics for Assessment and Faculty Development: Supporting CESR Academic Requirement Pathway

By Terrence Bensel and Dave Roncolato, Allegheny College

The American Association of Colleges and Universities created a series of 16 VALUE Rubrics (Valid Assessment of Learning in Undergraduate Education). Each rubric focuses on a specific learning outcome with five or six "Performance Descriptors" listed in the left-hand column (see http://www.aacu.org/value/rubrics). Each Performance Descriptor row includes definitions of learning along a five-point scale that moves from zero (indicating not present at all) to four (capstone level). The rubrics are informative and insightful as they are written. What is less obvious is that they can be adapted and elements of different rubrics combined. They need not be static and unchangeable.

We would like to share Allegheny's experience connecting faculty development with the AAC&U's VALUE Rubrics

A priority initiative connecting student learning outcomes with assessment of learning developed out of Allegheny's last Middle States accreditation process. Relating to this, the faculty adopted a new core curriculum during the 2014-2015 academic year. The new curriculum included eight core requirements. The curriculum committee concretized a single learning objective for each of the new requirements. The description of the new Civic Learning (CL) requirement and its learning outcome is as follows:

Civic Learning develops the political, ethical, and social capacities citizens need to address the challenges facing local, regional, national, and international communities through community engagement and/or through the cultivation of civic knowledge, skills, motivations, and behaviors. Learning Outcome: Students who successfully complete this requirement will demonstrate an understanding of economic, political, legal, cultural, natural, historical, or social forces that affect public problems or civic issues.

Articulating the learning outcome is only the first step in implementing and assessing the curricular requirement. Allegheny College is participating in a Great Lakes Colleges Association (GLCA) assessment project focusing on the use of AAC&U's VALUE Rubrics. This project has assisted our civic learning assessment work in drilling down below the course level to the specific student assignment level.

A large component in developing assessable assignments has been a "bookend –structured" faculty development civic learning series offered by the Allegheny Gateway with the support of Project Pericles' *Creating Cohesive Paths to Civic Engagement*. The series began with a full day workshop prior to the beginning of the Spring 2016 semester and concluded with another full day workshop before the start of the Fall 2016 semester. In addition, a series of three lunchtime focused discussions took place during the fall. The goal was for each of the 10 faculty members to develop the civic learning component of a course taught in 2016-2017. The CL component aligns with the learning outcome of our new Civic Learning requirement. In valuing

transparency, the connection between assignments and learning outcomes are communicated to the students in the class via the syllabus and/or the assignment.

Here is our "new practice" that might develop into a "best practice." We needed to develop an Allegheny College-specific scaffolding for our new learning outcome. The challenge: our CL learning requirement does not directly fall under any one particular AAC&U rubric.   For example, the AAC&U Civic Engagement rubric is designed around the following definition:

Civic engagement is "working to make a difference in the civic life of our communities and developing 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." (Excerpted from Civic Responsibility and Higher Education, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

However, Allegheny's CL requirement can be fulfilled in a course that does not require engagement as defined above, thus making the AAC&U Civic Engagement rubric too restrictive to apply to all CL courses. Our solution to this challenge was to create an Allegheny College specific VALUE rubric for our CL courses.

Each VALUE Rubric is designed with five or six Performance Descriptors listed in the left-hand column. Each Performance Descriptor row includes definitions of learning along a five-point scale that moves from zero (not present) to four (capstone level). To create a rubric that would meet the need of our Allegheny-specific Civic Learning requirement, we first identified suitable performance descriptors from multiple rubrics including the Integrative Learning Rubric, the Global Learning Rubric, and the Problem Solving Rubric. Second, we modified the specific language in the various Performance Descriptors to suit our local context. Finally, we used the four-fold framework of Civic Learning and Democratic Engagement described in AAC&U's *Crucible Moment: College Learning and Democracy's Future* as a foundation for our own CL rubric.[10] These four domains of learning include Knowledge, Skills, Values, and Collective Action.

At this point, we have an Allegheny College-specific Civic Learning Rubric in draft form. It is shared with all faculty slated to teach a CL tagged course. The lesson is straightforward. To get traction with the AAC&U VALUE Rubrics, it is important to use them as adaptable and flexible instruments to meet the particular curricular and campus culture of individual schools.

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[10] National Task Force on Civic Learning and Democratic Engagement. *A Crucible Moment: College Learning & Democracy's Future*. Washington, DC: Association of American Colleges and Universities, 2012. Accessed June 1, 2017. https://www.aacu.org/crucible

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