SALT LAKE COMMUNITY COLLEGE
ENGAGED DEPARTMENTS AND SERVICE-LEARNING GUIDE

Introduction

We welcome your interest in civic/community engagement and service-learning!

One of the historic responsibilities of higher education has been to prepare graduates for their public lives as citizens, community members, and professionals in society. Civic/Community engagement and service-learning combine to fulfill this responsibility.

According to the Association of American Colleges & Universities, "our nation's diverse democracy and interdependent global community require a more informed, engaged, and socially responsible citizenry. Both educators and employers agree that personal and social responsibility should be core elements of a 21st century education if our world is to thrive".

Service-learning is a research-based, high-impact practice focused on experiential teaching and learning. It is an academic pedagogy that combines community service with classroom instruction, focusing on critical, reflective thinking as well as personal and civic responsibility. Service-learning programs involve students in activities that address local needs while developing their academic skills and commitment to their community. (American Association of Community Colleges)

Service-learning and Community Engaged Departments support the mission of SLCC to "provide quality higher education… and to serve the needs of community".

> **"The scholarship of engagement means connecting the rich resources of the university to our most pressing social, civic, and ethical problems…**
> **- Ernest Boyer (1996), The Journal of Public Service and Outreach**

Two guides have been developed to provide academic departments and faculty with assistance and resources for their community engagement efforts.

Service-learning Guide

Assists faculty to:

1. Participate in professional development opportunities in order to stay current and active in the pedagogy of service-learning.
2. Designate a service-learning course.
3. Form and maintain community partnerships
4. Provide guidance in the creation of critical reflection assignments and assessments.
5. Involve students with curriculum and civic engagement in new and exciting ways.

Service-learning Guide

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What is Service-Learning?

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The core characteristics of service-learning include:

1. Advancement of community purposes, academic, and civic learning goals.
2. Collaboration between faculty staff, students, and community organizations in order to accomplish shared objectives and build capacity among all partners.
3. Incorporation of critical reflections and assessment processes designed and facilitated to create and authenticate meaningful service and learning outcomes. (Felton and Clayton, 2011)

Service-learning has been identified as a **High-Impact Practice:** Students who participated either in a service-learning experience or in student/faculty research reported levels of engagement in deep learning and perceived gains that were an average of 8.1 points higher on the standardized scale than those of students who did not participate in these practices. (Ashley Finley and Tia McNair, *Assessing Underserved Student Engagement in High Impact Practices*)

For additional information review, High-Impact Educational Practices by George Kuh.

Service-learning Benefits Students, Faculty and the Community

Benefits to students:
Eyler, Giles, Stenson, and Gray (2000), identify the following outcomes:

Personal: Service-learning has a positive effect on students' personal development in areas of sense of personal efficacy, identity, moral development and spiritual growth. Interpersonal development of the student is positively impacted in that the student's leadership and communication skills are strengthened as well as the ability to work well with others (Eyler et al, 2000).

Social: Service-learning has a positive effect on facilitating racial and cultural understanding and reducing stereotypes (Eyler et al, 2000). A sense of social responsibility and citizenship skills are positively influenced by service-learning. In addition, students participating in service-learning appear to have more commitment to service and continue to be involved with community service after graduation (Eyler et al, 2000).

Academics: Service-learning positively impacts students' academic learning.   Reports by student and faculty identify service-learning as improving students' abilities to apply what they have learned in the "real world" (Eyler et al, 2000). Participation in service-learning also has an impact on the academic outcomes of problem analysis, critical thinking, demonstrated complexity of understanding, and cognitive development. Quality feedback from professors to students has been found to contribute to learning course material and use of skills taught in the course.   The finding that service-learning contributes to career development is also reiterated by Eyler et al (2000).

In addition the study by Eyler et al (2000) addresses research in the area of students' relationships with higher education institutions. Service-learning has been shown to improve students' satisfaction with college. Students are more likely to graduate if they are engaged with service-learning (Eyler et al, 2000).

Eyler, J.S., Giles, D.E., Jr., Stenson, C.M. and Gray, C.J. (2000).*At a Glance:* What We Know about the Effects of Service-Learning on College Students, Faculty, Institutions, and Communities, *1993-2000.* (3rd ed.) Nashville, Tenn.: Vanderbilt University Press, 2001. Accessed December 4, 2014

Additional Resource: *How Service-learning Affects Students, Astin, Vogelgesang, Ikeda, Yee pdf.*

Benefits to faculty:
>	Supports the mission of SLCC
>	Builds collaborations with community and increases community capacity.
>	Motivates both faculty and students by providing real world context for learning.
>	Provides opportunity for research and publications.

Benefits to community:
>	Provides useful and meaningful service
>	Enhance relationships with SLCC
>	Fosters ethic of service

Westover, J., Palmer, A. Russell, E, Bye, C., Arendt, A., Carter, L. (2012). *Utah Valley University Academic Service-Learning Guidebook*. Orem, UT.

Definitions:

Volunteerism/Community Service
Volunteerism is the engagement of students in activities where the primary emphasis is on the service being provided and the primary intended beneficiary is clearly the service recipient.

Internships
Internship programs engage students in service activities primarily for the purpose of providing students with hands-on experiences that enhance their learning or understanding of issues relevant to a particular area of study.

Field Education
Field education programs provide students with co-curricular service opportunities that are related to, but not fully integrated with, their formal academic studies. Students perform the

service as part of a program that is designed primarily to enhance students' understanding of a field of study, while also providing substantial emphasis on the service being provided.

Service-Learning
Service-learning programs are distinguished from other approaches to experiential education by their intention to benefit the provider and the recipient of the service equally, as well as to ensure equal focus on both the service being provided and the learning that is occurring.

> Westover, J., Palmer, A. Russell, E, Bye, C., Arendt, A., Carter, L. (2012). *Utah Valley University Academic Service-Learning Guidebook*. Orem, UT.

> ***"The distinctive element of service-learning is that it enhances the community through the service provided, but it also has powerful learning consequences for the students or others participating in providing a service".***
> **— Eyler and Giles (From Where's The Learning In Service-Learning?)**

Designing a Service-learning Course

> **"No one is born a good citizen; no nation is born a democracy. Rather, both are processes that continue to evolve over a lifetime. Young people must be included from birth. A society that cuts itself off from its youth severs its lifeline."**
>
> **—Kofi Anun, United Nations Secretary-General**

Designing a service-learning course should include thought about purposeful civic learning, civic responsibility and civic engagement. You may want to review the [PowerPoint presentation entitled Purposeful Civic Learning: The Missing Link in Service-Learning,](#) Josh Young and Ossie Hanauer, Miami Dade College Center for Community Involvement Gulf South Summit – April 2005

*10 Characteristics of a Successful Service-learning Course***:**

As you begin to develop a vision of service-learning in your discipline, it will be helpful to measure project ideas and course organization against concepts and practices that have proven to be critical in the success of service-learning in higher education. The National Society for Experiential Education identified 10 principles of good practice in combining service and learning. Throughout your planning process, periodically review these concepts to ensure the success of your service-learning component.

1. An effective program engages people in responsible and challenging actions for the common good. Participants in programs combining service and learning should engage in tasks that they and society recognize as important. These actions require reaching beyond one's range of previous knowledge or experience. Active participation (not merely being a spectator or visitor) requires accountability for one's actions, involves the right to take risks, and gives

participants the opportunity to experience the consequences of those actions for others and for themselves.

2. An effective program provides structured opportunities for people to reflect critically on their service experience. This service experience alone does not ensure that either significant learning or effective service will occur. It is important that programs build in structured opportunities for participants to think about their experience and what they are learning. Through discussions with others and individual reflections on moral questions and relevant issues, participants can develop a better sense of social responsibility, advocacy and active citizenship. This reflective component allows for intellectual growth and development of skills in critical thinking. It is most useful when it is intentional and continuous throughout the experience, and when opportunity for feedback is provided. Ideally, feedback will come from those persons being served, as well as from peers and program leaders.

3. An effective program articulates clear service-learning goals for everyone involved. From the outset of the project, participants and service recipients alike must have a clear sense of: 1) what is to be accomplished, and 2) what is to be learned. These service and learning goals must be agreed upon through negotiations with all parties, and in the context of the traditions and cultures of the local community. These goals should reflect the creative input of both those providing the service and those receiving it. Attention to this important factor of mutuality in the service-learning exchange can help keep the "service" from becoming patronizing charity.

4. An effective program allows for those with needs to define their needs. The actual recipients of service, as well as the community groups and constituencies to which they belong, must have the primary role in defining their own service needs. Community service programs, government agencies and private organizations can also be helpful in defining what service tasks should be performed.

5. An effective program clarifies the responsibilities of each person and organization involved. Several parties are potentially involved in any service-learning program: participants (students and teachers, volunteers of all ages), community leaders, service supervisors, and sponsoring organizations, as well as those individuals and groups receiving the services. It is important to clarify roles and responsibilities of these parties through a careful negotiation process as the program is being developed. This negotiation should include identifying and assigning responsibility for the tasks to be done, while acknowledging the values and principles important to all the parties involved.

6. An effective program matches service providers and service needs through a process that recognizes changing circumstances. Because people are often changed by the service-learning experience, effective programs must build in opportunities for continuous feedback about the changing service needs and growing service skills of those involved. Ideally, participation in the service-learning partnership affects the development in areas such as intellect, ethics, cross-cultural understanding, empathy, leadership and citizenship. In effective service-learning programs, the relationships among groups and individuals are dynamic and often create

dilemmas. Such dilemmas may lead to unintended outcomes. They can require recognizing and dealing with differences.

7. An effective program expects genuine, active and sustained organizational commitment. In order for a program to be effective, it must have a strong, ongoing commitment from both the sponsoring and the receiving organizations. Ideally, this commitment will take many forms, including reference to both service and learning in the organization's mission statement. Effective programs must receive administrative support; be an ongoing part of the organization's budget; be allocated appropriate physical space, equipment and transportation; and allow for scheduled release time for participants and program leaders. In schools and colleges, the most effective service-learning programs are linked to the curriculum and require that the faculty become committed to combining service and learning as a valid part of teaching.

8. An effective service-learning program includes training, supervision, monitoring, support, recognition and evaluation to meet service and learning goals. The most effective service-learning programs are sensitive to the importance of training, supervision and monitoring of progress throughout the program. This is a reciprocal responsibility and requires open communication between those offering and those receiving the service. In partnership, sponsoring and receiving organizations may recognize the value of service through appropriate celebrations, awards and public acknowledgement of individual and group service. Planned, formalized and ongoing evaluation of service and learning projects should be part of every program and should involve all participants.

9. An effective program insures that the time commitment for service-learning is flexible, appropriate and in the best interests of all involved. In order to be useful to all parties involved, some service activities require longer participation and/or greater time commitment than others. The length of the experience and the amount of time required are determined by the service tasks involved and should be negotiated by all parties. Sometimes a program can do more harm than good if a project is abandoned after too short a time or given too little attention. Where appropriate, a carefully planned succession or combination of participants can provide the continuity of service needed.

10. **An effective program is committed to program participation by and with diverse populations**. A good service-learning program promotes access and removes disincentives and barriers to participation. Those responsible for participation in a program should make every effort to include and make welcome persons from differing ethnic, racial and religious backgrounds, as well as varied ages, genders, economic levels and those with disabilities. Less obvious, but very important, is the need for sensitivity to other barriers, such as lack of transportation, family, work, school responsibilities, concern for personal safety or uncertainty about one's ability to make a contribution.

Westover, J., Palmer, A. Russell, E, Bye, C., Arendt, A., Carter, L. (2012). *Utah Valley University Academic Service-Learning Guidebook*. Orem, UT.

Six Steps to Follow When Designing a Service-learning Course

Westover, J., Palmer, A. Russell, E, Bye, C., Arendt, A., Carter, L. (2012). *Utah Valley University Academic Service-Learning Guidebook*. Orem, UT.

1) Establishing learning objectives

2) Identifying community needs

3) Integrating learning objectives with service

4) Initiating partnerships

5) Planning course components

6) Evaluating/assessing successes and failures

1) Establishing Learning Objectives

The best place to begin your implementation of service-learning is to examine your course goals and objectives. What knowledge, skills and attitudes do you expect your students to develop? Taking the time to clearly identify these learning objectives will help you decide whether service-learning will enhance academic learning in a meaningful way. The following worksheet, created by The Michigan Journal of Community Service-learning, provides a great framework through which to consider the learning objectives of a service-learning course.

Course-Specific Academic Service-Learning
Learning objectives in this category include knowledge, skills, attitudes and behaviors that are particular to your course. Write your current course learning objectives on a separate piece of paper. Reflect on how service in the community might strengthen one or more of them or enable new ones.

Generic Academic Learning
Learning objectives in this goal category include knowledge and skills that are learned in and are instrumental for all college courses. Which objectives are important in your service-learning course?
      Critical thinking skills
      Problem-solving skills

Learning How to Learn
Learning objectives in this goal category include knowledge and skills that build learning capacity. Which of these (or similar ones) are important in your service-learning course?
      Learning to become an active learner
      Learning to be an independent learner
      Learning how to extract meaning from experience

Learning how to apply academic knowledge in the real world
Learning how to integrate theory and experience
Learning across disciplines

Community Learning
Learning objectives in this goal category include knowledge and skills that can only be learned in the community. Which of these (or similar ones) are important in your service-learning course?
Learning about a particular community or population in the community
Learning about a particular social issue (e.g., homelessness)
Learning about the provision of social service in a particular community
Learning about a particular agency or grass roots effort

Inter and Intra Personal Learning
Learning objectives under this goal category are critical to the development of the whole learner and are valued in a broad liberal arts education. Which of these (or similar ones) are important to include as learning objectives for your service-learning course?
Learning how to work collaboratively with others
Learning about other groups and cultures (diversity)
Exploring personal values, ethics and ideology
Learning about self
Strengthening personal skills (e.g. listening, assertiveness, etc.)
Developing a sense of appreciation, awe and/or wonder

2) Identifying Community Needs
Having completed the learning objectives worksheet, you may now effectively consider whether or not a community lead that might translate into a service activity that supports and reinforces your identified academic goals and objectives. In selecting a project, it is important for faculty members to consult with community members, businesses, government officials, school personnel and students to determine both the needs of the community and the available resources. Throughout this process it is critical that faculty allow the community to define the needs of the community, rather than the faculty defining the need for the community.
One way to discover the needs of the community is to consult a recent community assessment. These documents are produced through a collaborative partnership and provide information on the current strengths, concerns and conditions of children, families and the community. Using the needs identified in the assessment as a springboard, faculty can begin to brainstorm ways to connect academic study to community issues.

For example, Salt Lake County published a [community needs assessment in 2013](#).
In addition, a [community needs assessment](#) is published annually by the Salt Lake Community Action Program.

The Thayne Center for Service & Learning also produces a similar needs assessment in the form of a program review. This review assesses the departments' strengths, concerns, needs and goals for the future. This impacts both the institution and how the institution affects and interacts with the community.

3) Integrating Learning Objectives with Service

Using the previous information as a guide, a faculty member might envision a service-learning component that:

> Offers tutoring services or enrichment programs for overcrowded and underfunded schools.
>
> Addresses language competency or facilitates business, medical or education activities of individuals who speak English as a second language.
>
> Provides financial training to low-income families.

4) Initiating Partnerships

Vision. Make sure that you and the community partner have the same vision and goals and that this relationship is a good fit.

Guidelines. Create general guidelines for your community partner. Additionally, provide your students with guidelines on working with community partners.

Relationship building. Meet with your community partner in person if you can. By taking a personal interest in a community partner they are more likely to take a vested interest in your students.

Syllabus. Supply your community partner with your syllabus. Many placement sites have no idea as to why the student is at their organization. Allowing the site to have the syllabus will encourage the community partner to take an active role in providing the student with a meaningful service experience. Campus Compact provides an introduction to their Syllabi project that includes a Syllabi Example Database

Communication. Maintain regular communication with participating community partners. Ask about students' performance, learning and the community partner experience.

Celebration. Invite your community partner to any celebration or end of the semester reflection.

Evaluation. Administer community partner evaluations. Encourage your community partner to provide you with any feedback.

Power and reciprocity. Allow the community partner to feel empowered to speak with you if they need to or to take the initiative to address problems with students. In addition, let community partners have the opportunity to give back to the students.
— Adapted from: Torres, J. (2001). *Benchmarks for campus/community partnerships*. Providence, RI: Campus Compact. www.compact.org

Thayne Center for Service & Learning. Use the Thayne Center to help you in creating and sustaining community partnerships. We strongly encourage you to work with the Thayne Center's Community Partners. They have all completed an MOU called the Community Partnership Agreement serving as a foundation for strong service-learning partnerships. If you have relationships with community organizations, they can become a partner by visiting the Thayne Center's website. A database of community partners has already been set up. You may also contact the Thayne Center or the Service-learning Coordinator for individual support.

Community Partner, Faculty and Student Resources: The following resources for community partners and students are recommended to assist you:

Service-Learning Agreement (Student & Community Partner Organization Agreement)

Highly recommended reading: Leiderman, S., Furco, A., Zapf, J., & Goss, M. (2002). *Building Partnerships with College Campuses: Community Perspectives*.

5) Planning Course Components:

Having chosen your community partner and identified the service-learning project, it is time to plan the logistics. The following is a list of some of the main considerations in mapping out the course:

Reflection

One of the most important components of your planning is reflection. Many students do not immediately see the tie between the vivid, complex experiences of their service and the important ideas and concepts discussed in the classroom. Reflection is the means by which the students bridge that gap. Subtract reflection from the service earning equation and you eliminate an integral learning component. Many great ideas for meaningful service-learning have faded away through lack of reflection and documentation of the learning that has occurred.

The reflection process elevates community service to a point where students can make cognitive and affective connections to learning, create linkages to prior learning and experiences, and make new sense of the world. In addition, reflection guards students against inaccurate perceptions or biases and helps them clarify their own values as they confront new people and new situations.

The work of Dewey provided a philosophical basis for the role of reflection in the learning process in that reflection connects experience and theory. When reflection activities aid examination of learning opportunities gained by personal experience through service-learning, theory acquires deeper meaning. Theory in context of information presented in the classroom or assigned readings is often viewed by students as having no personal relevance. The active learning that takes place during service-learning helps students connect theory and personal experience, thus strengthening learning. When students practice reflection, new perspectives leading to development immerge and service-learning experiences then become educational experiences.

Bringle, R.G., & Hatcher, J. (1999). Reflection in service-learning: Making meaning of experience, *Educational Horizons, 77*, 179-185.

The following resources will aid you with reflection:

> **Methods of Reflection Overview**
> **Gardeners Reflection: Seven Intelligences**
> **SLCC ePortfolio**

Orientation

Orientation is another important component of a service-learning course. During the first week of class, plan to introduce your students to service-learning. What can they expect? What's the value of participating in service-learning? What is expected of them? You might consider inviting a staff member from the Thayne Center or the Service-learning Coordinator to provide information about service-learning. Additionally, it may be beneficial to invite a representative from the partner organization to present. What is the purpose of the organization? What are their challenges? In completing such an orientation, students understand the value of what they will accomplish, what is expected of them and what they can expect from others.

Liability

Risk is always an issue when it comes to taking students outside of the classroom. The Service-learning Coordinator can discuss risk management issues with you and how to reduce your liability. SLCC also has a risk management director.

One key tool that can reduce your liability is to use an official Thayne Center Community Partner. The community partners found in the database have signed an agreement form stating that they will carry adequate liability insurance to cover issues that might arise with student volunteers and/or service-learning students.

Media

Take the time to celebrate your students' work in the community. See feedback from students and community partners and provide it, along with your own to us for posting on this site!

> "The service-learning classes I have taken have allowed me to learn first-hand about the social issues in my community, and the classes have integrated concepts from my fields of study (urban planning and political science) into what was more than just volunteerism. My service-learning classes have combined academic knowledge and community engagement into educational real-world experiences. Service-learning has taught me that I can start making a positive difference while I am still in college, and it has inspired me to continue doing important work in the community after I graduate". Service-learning Student Christianna Johnson

For more information about community opportunities, success stories, and awards go to: Thayne Center Blog

6) *Evaluation and Assessment*

Evaluation and assessment of a service-learning course is arguably one of the most important component of the planning process.

How will you determine the positive or negative impact of the service-learning pedagogy on your course and your teaching success? Done correctly, the evaluation process not only provides a measurement of the pedagogy's effectiveness in your discipline, but the evaluation process can feed directly into the satisfaction of professional advancement criteria, providing proof of innovative teaching, increased student learning and proactive research.

When it comes to evaluating student learning, faculty should grade only academic performance, not hours of service completed. Did the student master the course material? The answer to this question is the only means by which to measure the academic integrity of the service-learning strategy. By reviewing student journals and incorporating various reflective techniques, faculty can successfully determine the extent to which students have understood course materials and concepts.

The logistical and organizational success of a service-learning course is another area to be considered in the evaluation process. The Bennion Center at the University of Utah suggests that faculty should consider the participants, the institution and the community in their evaluation of service-learning success. According to its Service-learning Curriculum Guide, the Bennion Center suggests that participant goals relate to what you want the student to gain from the service-learning experience. These might include civic development, academic knowledge, or personal and social development.

In addition to the consideration of Criteria for Service-learning Evaluation, faculty might consider utilizing formative and summative research techniques to measure the success of the service-learning component. The information gathered could easily be compiled and published.

A formative assessment could be conducted by reading student journals with an eye toward achievement of learning goals. Are the students learning the course material thoroughly? Are they making meaningful connections between their service and the academic material? An end-of-semester questionnaire completed by students and the related community organization could

provide useful information as to how effective the service was and what changes can be made to improve the course.

Summative techniques are successful in comparing the learning outcomes of service-learning courses and that of regular, non-service related courses. A summative assessment might be organized in an experimental design that includes a prequestionnaire, post-questionnaire and control group. Statistics can help compare the knowledge and attitudes assessed by the questionnaire before and after the service activities. It could also contrast the academic and social growth of your class with that of another non-academic service-learning group.

Faculty might also consider a qualitative assessment design that focuses on describing the experiences of a small representation of service-learning students as they complete the semester coursework. Data might include interviews, journals and so forth.

Criteria for Service-learning Evaluation

Points to Consider in Evaluating the Achievement of Participant Goals Might Include:
> The effectiveness of the integration of the service experience with the academic curriculum
> The extent to which the service-learning experience enhanced the student's understanding of the course work
> The extent to which service-learning experiences fostered a sense of civic responsibility in the student
> The quality and kind of structured experience students encounter in reflecting on their service activities

In addition, SLCC's student learning outcomes should be considered as criteria for the evaluation.

Community goals usually involve meeting a need in the community. Successful service-learning courses satisfy these goals by:

> Reducing or eliminating a community problem
> Creating a deeper understanding in students and faculty of the issues that organizations address in the community
> Developing a higher quality of volunteering to assist public benefit organizations in serving their clients
> Helping students and faculty develop a better understanding of the populations served by different community organizations

Please note that newly designated service-learning courses are evaluated when they are designated and existing courses are evaluated semi-regularly. The student learning outcome focused on civic engagement is also evaluated college-wide.

Service-learning Grant & Designation

The *Service-learning Grant & Designation program* **(SLG&D)** seeks proposals for the development of new service-learning courses, the modification of existing service-learning courses and/or Engaged Department/program designation.

Professional Development, Networking

Join us for our Service-Learning mixers! Enjoy refreshments, network with other faculty and community partners. Discover why service-learning is a high- impact practice. Discuss how to incorporate service in your academic curriculum and how to utilize the community as a living text.

Service-Learning 1000

Service-Learning 1000 is a hybrid professional development course for PT/FT faculty and administrators. The course provides an introduction to service-learning pedagogy. Faculty and administrators will benefit from the course because they will gain an understanding of service-learning as a cutting-edge teaching methodology and will learn how to integrate it into their classroom, department and/or program.

Service-learning Speed Dating

Join us for an upcoming speed dating event where faculty and administrators meet eligible community partners! Gain resources for your department, program or course in a fun and efficient manner.

Designated Service-Learning Classes

See our list of SLCC designated service-learning classes in a wide variety of disciplines, from Math to English, Nursing to History.

Service-Learning Student Project Fund Request for Proposals

The Service-Learning Student Project Fund (SLSPF) is designated for students enrolled in designated service-learning classes and select other programs, as managed by the Thayne Center for Service & Learning. These students may request funding to offset costs directly related to their service-learning projects.

Additional Resources:

Websites

The Thayne Center has a list of resources covering a range of service related topics.

Campus Compact

Corporation for National & Community Service's Epicenter for Effective Practices

Michigan Journal of Community Service-Learning

The National Service-Learning Clearinghouse

Community Engaged Department Guide:

Assists academic departments to
1. Identify the components of an engaged department.
2. Conduct a self-assessment to measure capacity of community engagement and service-learning within the department.
3. Develop a broad and adaptable array of opportunities to increase community engagement, service-learning activities and civic engagement.
4. Support the overall integration of community engagement into departmental mission, climate and culture. Provide intentional, focused faculty, student and community partner support.

Engaged Department Guide

Definition: "An engaged department is one that regularly collaborates for the express purpose of leveraging disciplinary expertise toward positive public or civic ends". *Kecskes, K. (2008). Engagement in the Disciplines. The Department Chair, Vol 18, No 3, 16 – 18. Wiley InterScience.*

The Engaged Department Toolkit published by Campus Compact provides the following explanation regarding engaged departments:

The major distinction between the typical academic department and the engaged department is the degree of cooperation and collaboration that leads to community benefits. "Collaborative work requires dialogue about what is taught, how it is taught, and why it is taught." Engaged departments consider these issues in the context of community-based public problem solving.

This guide is by no means intensely comprehensive. It provides a basic overview of engaged departments and then contains a self-assessment in hopes that academic departments will begin conversation and assessment that may result in departments engaging in community engagement.

It is designed to grow as SLCC academic departments morph into engaged departments, providing examples of strategies and outcomes.

Kecskes' Creating Community Engaged Departments Self Assessment Rubric is being used at SLCC to evaluate and designate Engaged Departments.

Components of an Engaged Department (developed by and adapted from California State University, Center for Community Engagement)

An engaged department provides the following resources that may not be available to a faculty member who is working on his/her own:

Curricular resources
Intellectual resources
Service resources

An academic department as a whole has the cohesive ability as well as the systematic coordination to provide greater resources. When working with the community, departments can target issues for a longer length of time and develop structures that facilitate long term benefits thus addressing deeper civic issues rather than just skimming them.

The components of mission, policy and actions should be developed to create an Engaged Department:

MISSION: Begin with a Mission Statement. Example: to connect the rich resources of the department to our most pressing social, civic, and ethical problems…

POLICY: **Civic Learning Outcomes**
RTP Policies: Teaching Assignments (workloads, hiring plans) One of the most difficult commitments to make in an Engaged Department is to re-examine policies regarding faculty engaged in community scholarship. The following questions are important for a department to consider:

1. Does the department recognize the workload involved in teaching service-learning courses?
2. Are course assignments rotated so that the Service-learning courses are not taught by only a few individuals?
3. Does the Department mention Service-learning in their hiring announcements?
4. Does the Department's Retention, Tenure, Promotion (RTP) policy fully recognize and reward community scholarship?
5. Do faculty know how to document their community work for their committees?

Characteristics of an Engaged Department

Unit Perspective
Mission: The academic unit has a mission statement that includes civic engagement as a goal.
Leadership: The chair or other faculty leaders in the unit provide advocacy and support for engagement activities.
Visibility: The department publicly displays the collective commitment to civic engagement (on web sites, in promotional brochures, etc.).
Collaboration: The unit plans collectively and shares best practices.
Resource development: The unit pursues external resources to fulfill collectively determined, community-based, or civic engagement goals.
Inventory: The unit maintains an inventory of faculty members' community-based research and service-learning teaching activities.
Assessment: The unit tracks students' civic learning outcomes.
Faculty Perspective
Common understanding: Faculty in the unit individually and collectively understand why the department is involved in community-based activities.
Rewards: Faculty in the unit are rewarded for their civic engagement efforts.
Research: Faculty in the unit are encouraged to pursue research initiatives that are applied or that have a clearly defined application in a community setting.
Articulation to student/community partners: Faculty in the unit regularly articulate to students (in courses, catalogues, and during advising) and to community partners why the department is involved in community-based activities.
Student Perspective
Common understanding: Students in the major understand why the faculty/unit is involved in community-based work or other engagement activities.
Clarity of purpose: Students in the major understand why they are involved in community-based work and other civic or political engagement activities.
Inclusion: Students in the major have (some) regular and structured opportunities for providing input into unit-related decisions (e.g., faculty/staff hiring, curricular changes, etc.).
Leadership: Students in the major have multiple formal and informal opportunities (e.g., service-learning courses and community-based research) to develop civic leadership skills.
Community Perspective
Common understanding: Community partners understand why the faculty/unit is involved in community-based activities.
Clear expectations: Community partners understand their role in relation to the academic unit.
Interaction: Community partners interact with the unit by visiting classes, serving as adjunct faculty members, and so on.
Connection: Community partners attend departmental meetings.
Collaborative planning and action: Community-based projects, including service-learning courses and community-based research efforts, are designed with community partner input.

Note. Adapted from Battistoni et al., 2003; Kecskes, Gelmon, and Spring, 2006; Wergin, 2003.

Resources:

Northern New England Campus Compacts

Boyer, Engaged Scholarship and Models for RTP

California State University Engaged Departments