



Q & A from the now Archived Webinar:
Redesigning Majors: Disciplinary Knowledge, Civic Learning, and Public Responsibility
presented on Tuesday, April 3, 2018 from 1:00 – 2:00 pm ET

Moderator

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Association of American Colleges & Universities

Civic Learning

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Peer Review Article: Community Engagement through an Environmental Studies Lens, by: Jane T. Costlow

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Online Case Study: University of Maine at Machias: Psychology & Community Studies

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On Community/Campus Partnerships

1. **Dave mentioned the resource limitations of community partners —I wonder if anyone has an assessment tool that looks at the success of civic engagement initiatives from the perspective of the community partners (needs, goals, impact) rather than primarily the needs of university programs (student learning outcomes)?**
 - a. **How did you engage community/public partners in the design of these programs, and how do they remain involved now? Have mutual goals been achieved?**

[Caryn McTighe Musil]: Many institutions and organizations (The Bonner Foundation) are investigating ways to surface more information that asks for partner voices and for impact on the community of student engagement. This article by Susan Waters and Karen Anderson-Lain, "Assessing the Student, Faculty, and Community Partners in Academic Service-Learning" (2-\014) from *Journal of Higher Education* offers an overview of concerns by partners. Below are some examples of instruments some have developed:

- Community-Campus Partnerships for Health: https://depts.washington.edu/ccph/pdf_files/tools-partner.pdf
- Community Impact Outcomes—Documents to Download from the Bonner Foundation: <http://bonner.pbworks.com/w/page/106093911/Community%20Impact%20Outcomes%20-%20Documents%20to%20Download>

- Virginia Commonwealth University *Service-Learning Community Partner Impact Assessment Report* (2017):
https://scholarscompass.vcu.edu/cgi/viewcontent.cgi?article=1074&context=community_resources
- Assessment Tools from Towson University:
<https://www.towson.edu/provost/initiatives/leadership/teaching/servicelearning/faculty/assessment.html>
- Washington Campus Compact Community Partner Survey 2014/15:
[https://www.wcu.edu/WebFiles/.../Community_Partner_Course_Assessment\(F\).doc](https://www.wcu.edu/WebFiles/.../Community_Partner_Course_Assessment(F).doc).
- *Addressing the Impacts of Service-Learning on Communities* by Keneisha Harrington, 2014, University of Georgia Costa Rica Campus:
https://servicelearning.uga.edu/sites/default/files/harrington_costa_rica_recommendation_report_2014.pdf

[Lois-Ann Kuntz]: Here is an example of a community partner assessment tool: [Methods and Strategies for Community Partner Assessment](#) I would also recommend this article that indicates areas left out of most assessments of community partners based on a review of a large number of community partner assessments: [Assessing the Community Partner in Academic Service-Learning: A...](#)

[Lois-Ann Kuntz]: We have an ad hoc Advisory Board of Community Partners, Alumni, and Current Students.

2. Have you explored opportunities for students to conduct service learning or civic engagement activities from their homes-neighborhoods (i.e. during the summer)? Another way of asking this is: in your civic learning programs, are students required to be in-residence? Related, do students have some agency around choosing the community organizations that they will do their work -- or are the organizations pre-determined by the College or Faculty member?

[Lois-Ann Kuntz]: Our students do not have to be in residence, see the section about online service learning for an extreme example of not being in-residence. :) Our introductory level SL/CE Curriculum does have pre-determined partner organizations by faculty teaching those courses though in some cases, students may offer suggestions. Some midlevel and certainly advanced levels of SL/CE students have more voice and agency in the partners and projects.

3. Do community partnerships ever span more than one semester? Are there multi-semester community engagements?

[From Francis Eanes]: We routinely have multi-dimensional projects with a partner that span multiple semesters. This can really be an ideal situation, as it allows faculty and community partners to build trust and familiarity, and really understand each other's needs, constraints, and expectations. Pedagogically, though, you have to make sure that each semester's project has its own discrete "deliverable" or "end point" (even when it's clearly part of a much larger endeavor), since students really want to feel like they accomplished something concrete. Examples of projects I've done in the past include having one semester's group work with community partner to develop and pre-test a theoretically informed survey instrument (e.g. on a topic related to applied environmental social science), have the next semester's group distribute the survey and analyze the data, and have a third semester's group write an education/outreach action plan for the partner, based on the survey results.

[From David A. Reichard]: Yes, we have many partners that faculty work with across two semesters--both in service learning and internships. The students may change, however, so if the question is about persistent placements, that's something a bit more challenging. We have occasionally had students who stay with a partner from service learning to an internship, or internship to a capstone project.

4. How do the institutions deal with risk management?

[From Lois-Ann Kuntz]: Various campuses deal with risk management differently. If you have a Service Learning Coordinator on your campus you can ask them, if not find out from your legal counsel.

5. How do your institutions manage transportation for students to the field of service? (Especially in rural areas with no public transportation)

[From Francis Eanes]: At Bates we manage this in two ways: (1) Our Harvard Center for Community Partnerships (on-campus center that coordinates civic engagement) provides several hundred dollars of funding for each course that has a significant civic engagement component, which supports travel reimbursement (among other things); and (2) the HCCP also has a 15-passenger van that makes regular trips to highly-frequented community organizations (e.g. schools, etc.). Others of our students will drive themselves to some of the more rural areas, and often will apply for mini-grants to support this work, especially if it occurs outside of a formal course. I recognize that this institutional financial capacity may not apply to many institutions, but it certainly helps a lot to have this sort of institutional commitment.

[From Lois-Ann Kuntz]: This can be a constraint. In a classroom groups who have members with vehicles willing to drive may canvas areas outside of walking distance. Internships are found within walking distance for students without vehicles. Community partners return to the campus for reports /updates rather than students going to them if transportation is an issue. Finally, faculty can secure a van(s) for taking students to sites.

[From David Reichard]: At CSUMB students generally find their own way to service sites but this can be a challenge. In the Legal Studies Internship class I spoke about during the webinar, we made this a priority of the placement process and asked students about their transportation needs. We then placed students at sites (in part) related to where they were able to travel.

6. "I apologize I missed the very beginning of the presentations - are all of the faculty in the departments working with the same community partners, or do different faculty work with different partners/projects?"

[From Francis Eanes]: Here at Bates in Environmental Studies, in any given year 3-5 faculty members will work with anywhere from 10-15 different community partners. Sometimes they overlap, but often they do not.

[From David Reichard]: In our major, faculty teaching service learning courses identify community partners that align with their course outcomes and focus. Some partners work with multiple faculty members and courses. Others have capacity issues and can only take a certain number of partners. Continuity is a great goal--if the partner is interested and available.

[From Lois-Ann Kuntz]: Similar answers to both my colleagues.

7. I guess I am curious about the pros and cons of both models - faculty working on individual projects vs departments aligning to support a particular partner."

[From Francis Eanes]:

- "Pros" of faculty working on individual projects: greater disciplinary variety, which increases the likelihood that any given project/partner will line up with any given student's interest and skill-set; this can result in higher-quality partnerships, and, ultimately better projects to support student learning. The obvious "con" in this scenario is the significant amount of work required to really develop the partnerships and projects, risks individual faculty feeling "spread thin", and requires a lot of communication and coordination among faculty members to make sure that projects and partnerships do not unintentionally overlap or conflict with each other.
- "Pros" of depts. aligning for a single partner include the possibility of accomplishing a significant amount of work. For example, my colleagues worked with an organization several years ago to

conduct a wide-ranging, mixed-method (i.e. interviews, focus groups, mapping, surveys) community food assessment.

On Content Delivery

1. Hi, I wonder if and how you are all translating this to the online environment? It is an initiative I am currently working on at my institution with faculty. Have any of you successfully accomplished this?

[From Lois-Ann Kuntz]: Absolutely possible. Our engaged department offers the same courses at a distance. I helped develop and deliver workshops for designing online service learning courses. I was one of the two faculty who helped Maine Campus Compact develop and deliver this specialized training to over 60 contingent and full-time faculty members between 2012-2015. The faculty completing this training with a blueprint/action plan for teaching their Service Learning / Distance course teach in a variety of disciplines at both the undergraduate and graduate level including anthropology, business, computer science, economics, education, English, geography, history, journalism, philosophy, psychology, public health, recreation, social work, statistics, theology, tourism, and veterinary education. The faculty members administered their own courses on a variety of distance platforms such as BlackBoard, Angel, Google+, Campus/WordPress, and Facebook.

- Here's a Distance Service Learning/Civic Engagement Toolkit - <http://bit.do/CEtoolkit>
- If you would like to discuss this further, please contact me - lkuntz@maine.edu with Engaged Department in the subject header.

2. How does the online experience work, when students are dispersed geographically? Do those courses “come together” electronically? If so, how often?

[From Lois-Ann Kuntz]: This depends on the design of the course and who the students are and where they are located. You can still have synchronous video conference meetings and bring in a community partner to discuss a project and answer questions and provide feedback on work. Not all projects require a physical space. Alternatively, students can work on projects in their own communities. An example from my own online course that included a SL/CE class project related to learning course content on domestic violence, students (introductory level) then went into their own communities and located a DV support service agency and asked what they might need. I have had students do clothing drives, “babysit” children while parents were attending group meetings, conduct personal care item drives, etc. They have to document their work, etc. and cell phone make that very easy these days.

3. How do distance learning students react to community engagement--going out to the community?

[From Lois-Ann Kuntz]: We did collect some data pre/post from a few online classes:

How the Students Responded

How engaging was this online course in comparison to other (non service-learning) online courses you have taken?				
Much More Engaging	A Little More Engaging	The Same	Somewhat Less Engaging	Much Less Engaging
53	31	14	6	2

How do you feel service-learning impacted the quality of your online course experience?

Greatly Increased Quality	Somewhat Increased Quality	No Impact	Somewhat Decreased Quality	Greatly Decreased Quality
46	46	9	2	2

Would you choose to take this course again (or another service-learning course) after having been through the experience?	
Yes	92
No	15

Of those saying that they would not take such a course again, the increased workload was the only qualitative response that was mentioned repeatedly.

Student Feedback:

"I enjoyed doing the service learning not just doing homework and exams online. I felt like I was more a part of the class."

"The professor is wonderful and I really enjoyed my project."

"It was a fantastic learning experience, and though I am not a fan of online classes, this brought a little life into the class."

"I learn more from hands on experience and I enjoy being able to give back to my community."

Here's a resource I highly recommend:

Strait, J. & Nordyke, K. J. (2015). *Eservice-Learning: Creating Experiential Learning and Civic Engagement Through Online and Hybrid Courses*. Sterling, VA: Stylus

On Curriculum

1. Do any you have service learning examples for a STEM oriented campus? For example, what might a math department do to incorporate service learning into the curriculum?

[From Francis Eanes] Yes! My two of my colleagues here at Bates had their students partner with a local brewery to build mathematical models of the yeast populations in the brewery's various fermentations. Read more about it [here](#).

[From Francis Eanes]: I have also supervised student projects that quantitatively measured and mapped soil lead concentrations in school and community gardens, using a handheld X-ray fluorescence detector and ArcGIS. Depending on how projects like this are set up, there are lots of opportunities for building in higher-level spatial statistics.

[From Francis Eanes]: Bates's Harvard Center for Community Partnerships publishes an [annual report](#) that lists the various civic-engagement course, listed by discipline. Check them out to see additional breadth of STEM-oriented projects.

2. Are the service learning/community engaged courses spread across a major at all levels, or are the primarily focused on introductory or capstone classes, for example?

[From Lois-Ann]: We have incorporated SL/CE at introductory, midlevel, and advanced level courses.

[From David Reichard]: At CSUMB these courses and opportunities are across all levels. Service learning is a university requirement--at both lower and upper division--and is both embedded in General Education and in major requirements. In the HCOM major, we also have community partnerships in particular classes (one-time projects, for example) or through senior capstone (internships, for example). So, there is a range.

[From Francis Eanes]: We have courses throughout the major that have community-engaged components (e.g., often projects that take the place of a term paper), but every ES major takes our community-engaged capstone course, which is often the most intensive CEL experience.

3. Are the S-L and Civic engagement approaches/assignments idiosyncratic to the faculty who are teaching the course, or are they integrated as a required component of the courses no matter which faculty or adjuncts are teaching it?

[From David Reichard]: At the moment at CSUMB, service learning courses have shared learning outcomes that all faculty teach to (see our GE area D3 and D4 learning outcomes). Note: we are undergoing a GE revision so these will be changing as of Fall 2019.

4. Do you allow service-learning classes to require more time outside of class than would be required if the course didn't have S-L? Do you ask faculty to "take something away" like a term paper or reading to free up time for students to do service-learning outside of class hours? If not, how do you justify the "extra effort" required for S-L to students.

[From Francis Eanes]: We will typically swap out a term paper in exchange for the community-engaged portion of the course, or in the case of our capstone course (which is entirely a community-engaged research project), the project deliverables and project are themselves the course "texts," and students have to do their own reading and literature-searching (i.e. we have no common/required readings). All in all, our students may spend a little more time outside of class compared to a "regular" course, but not appreciably more.

5. How did working on this area in specific majors related to efforts to strengthen civil learning and public responsibility in your general education program?

[From Lois-Ann Kuntz]: University of Maine Machias is a public institution and "community engagement" is part of our mission statement. Relatedly we do have a requirement of service in our general education program. While the requirement is in general education, departments/majors are responsible for ensuring that each of their students has a service experience related to their academic preparation. Being an Engaged Department sharpens the focus of our majors on civic engagement and public responsibility. We see this (anecdotally) with our alumni.

6. How are courses flagged as service learning courses so that students might easily find and register for them?

[From Francis Eanes]: Faculty "tag" courses as "community-engaged", which appears in the course catalog and is visible to students before and during registration.

[From Lois-Ann Kuntz]: Similarly, our course descriptions include a statement, "This course includes a Service-Learning and Community Engaged (SL/CE) component."

7. Are students aware of a service-learning requirement of a course prior to registration? Are these courses weighted the same?

[From Francis Eanes]: Due to the course tagging system that Bates uses (see comment above), students are aware of the requirements prior to registration.

8. How large are your courses? How many students per section?

[From David Reichard]: In our major, upper division service learning courses are currently capped at 26

[From Francis Eanes]: Our community-engaged courses in the ES major typically enroll between 12 and 25.

[From Lois-Ann Kuntz]: Ours are also capped at 25.

On Pedagogy

1. Can Lois speak a little bit more about effective strategies for reflective learning? We are finding that many students also struggle with ""getting it"" and I am wondering if you have any strategies or examples that have worked well for you?

[From Lois-Ann Kuntz]: Great examples in this resource - [Reflection Resources - UNC Chapel Hill](#)

- Great resource in general about scaffolding:
Howe, C. W., Coleman, K., Hamshaw, K. Westdijk, K. (2014). Student development and service-learning: A three-phased model for course design. *International Journal of Research on Service-Learning and Community Engagement*, 2(1), 44-62. ISSN: 2374-9466 <http://journals.sfu.ca/iarslce>

2. What is cooperative argumentation? (HCOM)

a. What does a course on cooperative argumentation cover?

[From David Reichard]: You can get a good sense of this approach from two colleagues--Josina Makau and Debian Marty--who created this model of teaching argumentation. They have published two books; *Cooperative Argumentation: A Model for Deliberative Community* and *Dialogue and Deliberation*, a follow up to the first book. Both texts, published by Waveland Press, are used widely at CSUMB in these classes. The course description for *Deliberation and Advocacy*, which employs these principles, and is required of all HCOM majors, suggests how the approach integrates into the major.

3. Can Lois-Ann give an example of "more scripted learning experiences" vs. "less-scripted"

[Lois-Ann Kuntz]: Here's a couple of examples going from more scripted to less-scripted:

More scripted - Faculty member selects the community partner and has decided on the project following course learning objectives like working with an agency supporting low income families with babies and the project is a community diaper drive.

Less scripted - Faculty member selects the community partner and the project is determined by faculty and community partner in advance. How to accomplish the project is part of the process such as designing a needs assessment tool and deploying it and reporting back. There are lots of design and implementation details to determine that is part of the learning process. Or a course where the project is well-defined like working with an elderly person to connect them with their family on social media and the student finds their own elderly person (not a relative) to work with.

Even less scripted - Faculty member has guidelines for the course learning outcomes and a structure for constraints of a project, reporting and trouble-shooting, and community presentation. At this point in their engagement curriculum now the student selects their own community partner and a project with the partner for that is within the guidelines. Examples include an event - *"Take Back the Night: Domestic Violence Solidarity Walk"*, a fundraiser/donation of types of goods for an agency program, an informational guide for schools about service dogs, a survey of students about school lunch preferences with options that meet federal guidelines, structuring and staffing soccer youth programs, or a series of filmed interviews about substance use from various community constituents - former users, counselors, support agencies, etc.

- 4. I'd like to jump back to a question that was posted in the chat box regarding critical service learning and working with students on diversity and inclusion and socially responsive pedagogy. I'm assuming that all of the model programs here are at predominantly white institutions.**

[Lois-Ann Kuntz]: Yes, the state of Maine is a very white state. The last IPEDs data I can access indicates our student population is 70% - 83% white. Our institution is located in a county that has two reservations so some of our department's students are indigenous, our county also has a relatively small but significant residential population of former migrant farmworkers and their families some of whom are our majors, and our department has had a 2+3 bachelor's degree MOU with Chengdu University of Traditional Medicine so we also have some students from China.

On Disciplinary Area

- 1. How do you get a group of faculty to agree on terminology such as civic engagement, civic learning, especially when there is no foundational understanding of such concepts?**

[Lois-Ann Kuntz]: Our campus as a whole has a very broad definition of what serving the community entails, in some majors simply having students offering discipline-related campus events to the community suffices and in other majors, the students work on projects with community partners. For our department faculty, they determine the projects and partners for their SL/CE courses. Some of these courses could be more service learning, community engaged, while some are more civic learning in practice. Our department values the range of experiences.

- 2. When thinking about including this kind of effort in a major is it about incorporating service learning/civic engagement across courses or more deeply grounding the understanding of the major itself in a larger democratic purpose? I teach in a Masters in Advocacy and Political Leadership at Metro State and am trying to re-envision the two year master's program in a way that is even more fundamentally grounded in a commitment to developing advocacy leaders.**

[From David A. Reichard]: This is a great question--and am not sure I can respond sufficiently, but would say that when crafting what we call our major learning outcomes for the HCOM major, we had in mind that students would, across the major, encounter these opportunities in multiple ways. And, each concentration area could develop those as appropriate. So, perhaps one way to think about it is to imagine where and how students are introduced to the civic learning outcomes you have in mind, when and how are they reinforced, and how to you assess them at the end. Our structure is a lot looser--but you have given me food for thought!

- 3. I'm curious how you see applying civic learning to programs and departments which, by their disciplinary focus, seem less easily connected to civic programs on a local level. For instance, a disciplinary program in Russian--how can this connect to a local civic engagement effort when there is no local presence of native speakers or logical way to link to civic entities within that discipline? It seems much easier to find connections from programs like sociology, psychology, and so forth.**

[Lois-Ann Kuntz]: I've worked with faculty from a wide variety of disciplines utilizing service learning/civic engagement practices and there is no end to the creativity in disciplinary thought and related civic engagement. One faculty member in a Spanish language department was responsible for a trip abroad that included working with an international community partner on various efforts needed in their community and the project varied each year. Even if there isn't a local presence of native Russian speakers, offering community presentations/dialogs hosted with students about Russia in a political climate where all Russian speakers may be painted with broad stroke as "enemy" is civic engagement. Alternatively, having students prepare related opinion pieces on Russian speaking people for local news toward the same end. Legal services for low income people may desire translations for their brochures into Russian even if there isn't a large population of native speakers or at local hospitals/health care centers. There may be local schools that would enjoy students coming to give short informational sessions that include K-12 students

learning a few Russian words, learning about a famous Russian poet, or architecture, etc. Museums and libraries may house materials by Russian speaking writers, historians, and artists and may welcome related presentations by students. Thinking about what students may ultimately do with knowledge from their specific discipline, the KSAs needed for those careers, and imagining potential partners and projects is exciting work.

4. **I am curious whether the panelists (or AAC&U) differentiate between civic education (which one might associate with political philosophy or knowledge of democratic/republican practices), as opposed to service learning or broader notions of public engagement. I recognize that the latter can support the former, but I wonder if these programs have devoted significant attention to the former?**
5. **I posed an earlier question that was not addressed: about whether anyone grounds their courses in political theory, and whether they see civic literacy (in a more traditionally academic sense) as an outcome?**

[Lois-Ann Kuntz]: We don't ground our coursework in political theory. While not an outcome of our department, incredibly important. Within our curriculum there are courses that stress policy and policy outcomes, especially in relation to our community so there is some focus on civic outcomes.

[Carol-lynn Swol, AAC&U]: James Madison University developed three distinct kinds of engagement: engaged learning, community engagement, and civic engagement. Please see the [IMU article](#) in AAC&U's *Peer Review* that shares examples of the policy work the nursing and the social work students engage in as part of their major.

On Institutions

1. **You all seem to come from fairly small institutions, any suggestions for scaling this up for large universities?**

[Lois-Ann Kuntz]: I think some of the early adopters may have been larger institutions and many larger institutions have SL/CE centers with staff. It would be useful to have a compiled list of Engaged Departments so information requests could be tailored! AAC&U?

Meanwhile, you may find some of these references helpful:

- Vogelgesang, L. J. & Misa, K. (2002). The Engaged Department Institute and the California State University: Progress, Process and Challenges. Final Report to the Community Service Learning Office, Office of the Chancellor, Interagency Agreement # A000184, UCLA Award #00709-001. Retrieved from http://www.calstate.edu/cce/initiatives/documents/full_report.pdf
- Weerts, D. J. and Sandmann, L. R. (2010). Community engagement and boundary-spanning roles at research universities. *The Journal of Higher Education*, 81 (6), 632- 657.
- Wergin, J. F. (Fall 2002). Creating the engaged department. *The Department Chair*, 13(2), 1-3.

[Caryn McTighe Musil]: Cal State Monterey Bay has over 7,000 undergraduates so it is a midsize university. You might want to check out other articles in the [Peer Review](#) issue on Civic Learning in the Major from larger institutions such as George Mason University (23,000), Texas Woman's University (10,000), and the University of Tennessee (22,000). Another larger institution in AAC&U's Online Case Studies to look at for scaling up is Illinois State University (18,600). <https://www.aacu.org/case-studies-civic-learning-major-design>

2. **Is there a sense of territoriality on your campus with respect to civic learning/engagement? Is it "owned" by a center or an academic department? How do you deal with this — or avoid the development of territoriality?**

[from Lois-Ann Kuntz]: There isn't a sense of territoriality. Our core curriculum includes a requirement for service and many of the other departments have infused SL/CE. We kind of have an attitude of "A rising tide lifts all boats."

3. Each institution seems to have a robust Civic Engagement culture. What have been the most important drivers of that?

[from Lois-Ann Kuntz]: It is part of the campus' mission. Administration supports and encourages SL/CE coursework. Many faculty engage in SL/CE projects and our general education requires service of all majors.

Faculty have been doing this sort of teaching and research for years at Bates, but the culture is/was very much influenced by a former college President, Don Harward, who really put some institutional "muscle" behind this through the creation of the Harward Center for Community Partnerships, which itself has been an incredible resource for introducing this sort of work to new faculty (and students), and helping them develop relationships with community partners.

4. How can I initiate these discussions on engaged department without any administrative clout or a leadership position?

[from Lois-Ann Kuntz]: It sounds like there needs to be some support from administration too. Research indicates that SL/CE increases both retention (administration likes) and student satisfaction (faculty likes). Maybe start a group that meets semi-regularly to brainstorm and share SL/CE ideas, research, resources and opportunities.

Again, here are a couple of resources:

- Weerts, D. J. and Sandmann, L. R. (2010). Community engagement and boundary-spanning roles at **research universities**. *The Journal of Higher Education*, 81 (6), 632- 657.
- Wergin, J. F. (Fall 2002). Creating the engaged department. *The Department Chair*, 13(2), 1-3.

On Faculty Development & Tenure/Promotion/Reward

1. What kind of professional development was provided to faculty to start introducing/strengthening civic engagement in their classes?

[from Lois-Ann Kuntz] Training was offered by consultants with Maine Campus Compact at our campus and there are lots of conferences and trainings are regularly offered on the Google group: *HE-SL listserv*.

2. How do you handle faculty who are resistant or feel this is a student life issue?

[from Lois-Ann Kuntz] This pedagogy is linked to course learning outcomes by the faculty member. Maybe find an article/ or book that showcases a service learning/civic engagement component for their discipline. Ironically, a colleague and I actually had a chapter proposal turned down that detailed a rich co-curricular experience with LGBTQ students because it wasn't considered "Service-Learning" without the course linkage. :) There are lots of resources at the national Campus Compact website: <https://compact.org/resource-posts/>

3. As a research-intensive institution, where faculty promotion is based on research, publications, and obtaining grants; how do you create buy-in and collaboration from the faculty?

[from Lois-Ann Kuntz]: This answer is very similar to an earlier question. Administrative support is very important. Research indicates that SL/CE increases both retention (administration likes) and student satisfaction (faculty likes). Maybe start a group that meets semi-regularly to brainstorm and share SL/CE ideas, research, resources and opportunities.

Former colleagues of mine at the University of Wisconsin-Madison have addressed this, in part, by going after large, multi-stakeholder research grants *in collaboration with* community partners. Examples include recent recipients of highly competitive grants funded through the Baldwin Wisconsin Idea Foundation.

4. How does the work you do, which seems very time-consuming, fit into the tenure process? For instance, does community work replace publication, etc.?

[from Lois-Ann Kuntz]: Our campus takes an approach more like Ernest Boyer's Scholarship Reconsidered: Priorities of the Professoriate

[David A. Reichard]: We use the Boyer model as well--and include an additional area for review--what we call "Professional Application" which can include partnership development.

[From Francis Eanes]: This has been and continues to be a thorny issue. At Bates, this kind of pedagogy is generally well-recognized under the broad umbrella of "high-impact" teaching approaches, and thus "counts" in the Teaching portion of our dossiers. We have a committee exploring the possibility of recognizing various research-related outputs that emerge from these sorts of projects in the Scholarship portion of our dossiers, but presently this remains an unresolved gray area. Many faculty I've worked with, both at Bates and at prior institutions (e.g. University of Wisconsin-Madison), have taken one of three approaches to community-engaged research and learning over the course of their careers: (1) thinking about community-engaged learning primarily as a pedagogical tool, and maintaining an active, separate, and more "conventional" research program to satisfy institutional requirements (obviously this is REALLY time-intensive); (2) adopting a "both/and" approach, similar to approach 1, in which any data (of any kind) generated in collaboration with a community partner is synthesized *both* into a product for the community partner(s) *and* into a product suitable for more traditional scholarly forums, such as peer-reviewed manuscripts (this is the approach I currently take, and is similarly time-intensive!); and (3) waiting until post-tenure (or post-promotion to full professor) to do this sort of teaching/learning/research. This may sound unsatisfying, but for me the takeaway is that our institutions (and higher ed in general) need to really think hard about how they value, "count", and ultimately reward this sort of teaching and research.

5. What are faculty incentives for civic service learning from the department and university? Often times, this is not rewarded by administration by the university.

[Caryn McTighe Musil]: This remains a big challenge at many research institutions. Colleges use a variety of strategies. The most important is to be sure that investing in civic engagement, community-based courses, and public scholarship is valued in an institution's and department's promotion and tenure expectations. See *Imagining America* partnership issue of Diversity & Democracy on Publicly Engaged Scholarship and Teaching. Others have created special summer stipends for faculty to create new community-based courses or student research partnership projects, offered faculty development opportunities through Teaching and Learning Centers, created awards for the best civic learning projects, named Action Scholars with released time, secured external grants that fund challenging interdisciplinary hands-on problem solving issues, and create campus-wide events in which student work and community partners are highlighted and recognized.