

CITATION

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Seifer SD and Connors K, Editors. [Community Campus Partnerships for Health. Faculty Toolkit for Service-Learning in Higher Education](#). Scotts Valley, CA: National Service-Learning Clearinghouse, 2007.

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Campus Compact
of the Mountain West



**Community-Campus
Partnerships for Health**
Promoting Health Equity & Social Justice



Campus Compact
California

INTRODUCTION TO THE ENGAGED FACULTY INSTITUTE CURRICULUM

Welcome to the Engaged Faculty Institute (EFI) Curriculum, originally authored by Community-Campus Partnerships for Health (CCPH) in 2007 and redesigned by California Campus Compact (CACC) and Campus Compact of the Mountain West (CCMW) in 2015 in collaboration with CCPH. Part of the broader Engaged Campus Initiative, this curriculum provides a thorough, updated roadmap for intensive, facilitated faculty development specific to service-learning course construction, implementation, and sustainability in a college or university setting. Each unit within the curriculum addresses a key component of service-learning, from basic definitions and an explanation of the pedagogy, to thinking about risk management in the design of service-learning courses, to deepening practitioners' understanding of cultural competency as it relates to the student experience in a service-learning course. To supplement the content, the curriculum also includes case studies, worksheets, research findings, and syllabi submitted through 46 colleges and universities from 61 academic disciplines and/or Centers for Service Learning and Community Engagement from across the Campus Compact and Community-Campus Partnerships for Health networks.

For campus administrators or other stakeholders looking to convene an Engaged Faculty Institute utilizing this curriculum, the following resources are available to identify a facilitator and get started. Campus Compact affiliates and CCPH provide train-the-trainer opportunities for faculty and staff interested in becoming EFI facilitators for high-quality and consistent faculty development using this curriculum and can help connect your institution with an EFI facilitator. We encourage all college and university stakeholders to contact us if they are interested in utilizing or modifying the curriculum or in designing their own Engaged Faculty Institute workshop. Links to all Campus Compact affiliates and Community-Campus Partnerships for Health are provided at the end of the curriculum for your convenience.

CURRICULUM LEARNING OBJECTIVES

- Understanding the foundation of service-learning as a teaching pedagogy
- Learning key principles for establishing and maintaining reciprocal community-campus partnerships
- Developing strategies for designing and implementing service-learning courses, from articulating student learning outcomes to assessing community-engaged learning experiences
- Creating safe spaces for student learning and community engagement through cultural competency and sensitivity preparation, meaningful critical reflection, and appropriate risk management
- Integrating service-learning practice into sustainable, campus-wide engagement efforts and into meaningful opportunities for faculty advancement

CURRICULUM RESOURCES

As you dive into the EFI curriculum, the following are tools and resources that will assist in delivering a high-quality training experience to faculty and will provide hands-on opportunities for faculty to integrate course content into their own course design or re-design:

- **Tips and in-depth content about the topic presented.** Within each unit, users will find helpful content about the topic and easy to follow “tips” to assist in implementing the concepts presented
- **Reflection questions.** Reflection questions are intended to prompt critical thinking and action. Space is provided below each question to record thoughts and ideas.
- **Case studies.** Case studies provide “real life” experiences as learning opportunities. Some cases are based on actual examples and contact information is provided. Some cases are composites of actual examples. Questions follow each case study and space is provided below each question to document responses.
- **Worksheets.** Worksheets are designed for users to practice and prepare for key concepts covered in the unit.
- **Selected websites and readings.** These are provided as a resource for additional learning.
- **Symbols highlight action or review by the user.** Throughout the curriculum, there are symbols or markers prompting review by participants. For example:

	indicates reflection questions
	indicates suggested texts and readings
	indicates suggested tools and workbooks
	indicates suggested websites and online resources
	indicates a case study from the field

COMMUNITY-CAMPUS PARTNERSHIPS FOR HEALTH

Community-Campus Partnerships for Health (CCPH) is a national non-profit membership organization that promotes health equity and social justice through partnerships between communities and academic institutions, including those that involve research. CCPH’s strategic goals are to leverage the knowledge, wisdom and experience in communities and in academic institutions to solve pressing health, social, environmental and economic challenges; ensure that community-driven social change is central to the work of community-academic partnerships; and build the capacity of communities and academic institutions to engage each other in partnerships that balance power, share resources, and work towards systems change. <http://ccph.info>

CALIFORNIA CAMPUS COMPACT

Since its founding in 1988, California Campus Compact has worked to build the collective commitment and capacity of colleges, universities and communities throughout California to advance civic and community engagement for a healthy, just and democratic society. Through innovative programs and initiatives, grant funding, training and technical assistance, professional development and powerful research studies and publications, California Campus Compact each year invests in and champions more than 500,000 students, faculty members, administrators and community members involved in diverse and ground-breaking activities that support and expand civic and community engagement throughout California.

As the only coalition that brings together the diverse collection of California colleges and universities together around a common commitment to higher education's civic purposes, California Campus Compact is a powerful ally in making the case for civic engagement, public service and student involvement in campus-community partnerships – and for sustaining the momentum for higher education's public service role in California. www.cacampuscompact.org

CAMPUS COMPACT OF THE MOUNTAIN WEST

Campus Compact of the Mountain West (CCMW) is a membership organization of 20 colleges and universities devoted to promoting civic learning and elevating higher education engagement in Colorado and Wyoming. CCMW is part of a larger national coalition of nearly 1,200 colleges and university presidents who are passionately committed to the value service-learning brings to higher education and the community. We believe that engaged learning is a powerful tool to prepare students to be active, committed, and informed leaders and citizens. At CCMW, we know that when students get involved in community-based projects, they're not just building houses, or tutoring kids, or cleaning trails, or registering voters. They're feeling what it means to be an active member of their community. And in the process, they see there is as much to learn as there is to give. Find out more about CCMW at www.ccmountainwest.org and visit www.compact.org to learn more about national Campus Compact or to find an affiliate near you.

SAMPLE AGENDA FOR AN ENGAGED FACULTY INSTITUTE (TWO-DAY VERSION)

For each of the agenda sections identified below, invite emerging and advanced practitioners from the field to share their lessons learned and key take-aways with participants. Include guest facilitators from diverse disciplines to demonstrate service-learning across the curriculum. Where appropriate, invite community partners and students to share their perspectives.

PRIOR TO DAY 1

- Complete pre-assessment. [Sample pre-assessment from CCMW](#).
- Identify a syllabus (your own, a colleague’s, or from an online source) to revise during the Institute. Visit [Campus Compact’s syllabi database by discipline](#) for helpful examples.
- Read two papers:
 - Saltmarsh, J., Hartley, M., & Clayton, P. (2009). Democratic engagement white paper. New England Resource Center for Higher Education.
 - McNall, M., Reed, C.E., Brown, R., & Allen, A. (2009). Brokering community-university engagement. *Innovations in Higher Education*, 33, 317-331.

DAY 1

NOTE: Each participant should bring a laptop to the Institute in order to work on a syllabus over the two day training.

TIME	ACTIVITY
9:00 am - 9:45 am	Coffee, Overview, and Introductions
9:45 am -10:15 am	Defining Service-Learning in Historical Context
10:15 am -10:30 am	Break
10:30 am - 11:30 am	Ways of Using Service-Learning: Interdisciplinary examples from successful S-L classes
11:30 am - 12:00 pm	Models of C-E Learning: Specific models of S-L (e.g., direct, indirect, advocacy, community-based research)
12:00 am - 12:30 pm	Lunch
12:30 pm - 1:30 pm	Practicing Culturally-Competent Service-Learning
1:30 pm - 2:00 pm	Risk Assessment & Mitigation in Service-Learning Course Design
2:15 pm - 2:30 pm	Break
2:30 pm - 3:45 pm	Developing Course Description, Goals & Objectives
3:45 pm - 4:45 pm	Developing Community Partnerships, Part I. Perspectives from “seasoned” instructors and community partners on lessons learned over time in building, maintaining, and evaluating partnerships
4:45 pm - 5:00 pm	Wrap Up for Day 1

DAY 2

TIME	ACTIVITY
9:00 am - 9:15 am	Welcome to Day 2
9:15 am - 10:45 am	Developing Community Partnerships, Part II. Perspectives from “new” instructors and community partners on lessons learned in their early efforts to build, maintain, and evaluate successful partnerships
10:45 am - 11:00 am	Break
11:00 am - 11:30am	Developing S-L Assignments
11:30 am - 12:00 pm	Student Perspectives on S-L
12:00 pm - 12:30 pm	Lunch
12:30 pm - 2:00 pm	Critical Reflection in S-L
2:00 pm - 2:30 pm	Assessment of Course Learning Objectives
2:30 pm - 2:45 pm	Break
2:45 pm - 3:15 pm	Coming Full Circle: S-L and Faculty Identity/T&P/Scholarship
3:15 pm - 3:45 pm	Sustaining Service-Learning Efforts on Your Campus
3:45 pm - 4:00 pm	Wrap-up

ACCESSING RESOURCES

All EFI participants will have access to resources, readings and examples included within the curriculum via the CCMW website at <http://www.ccmountainwest.org/resources>.

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