



# **Campus Civic Engagement Inventory**

**2008-09**

Report for May 27, 2009 Meeting with Administration

Submitted by Christine Olson, Nic Redig and Nate Heggeseth

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# ACKNOWLEDGEMENTS

We wish to express our appreciation for the support provided by the MN Campus Compact Office and the MN Office of Higher Education. We are also grateful for the contributions of members of the core Civic Inventory Team (listed below). Members of the Civic Engagement, First Year Experience and LAC Committees provided useful feedback along the way, as did many members of the campus community---administrators, faculty, staff and students--who took the time to provide us with information through completion of surveys and/or participation in interviews.

## Campus Inventory Team

- **Dr. Christine Olson**, Associate Professor of Psychology/Faculty Coordinator for Civic Engagement
- **Dr. Emily Deaver**, Associate Professor of Environmental Science/Coordinator for SMSU UG Research Conference
- **Dr. Scott Peterson**, Associate Professor of Psychology
- **Dr. Mary Hickerson**, Associate Dean, Office of Provost/VP for Academic Affairs and Student Affairs
- **Nic Redig**, VISTA Staff Coordinator for SMSU Center for Civic Engagement and the First Year Experience
- **Nate Heggeseth**, Graduate Research Assistant, Center for Civic Engagement and the First Year Experience
- **Miriam Shultz** and **Amelia Pagel**, Undergraduate Research Assistants
- **Faculty Advisory Committee for Civic Engagement** (faculty representation from 10 academic disciplines)
- **First Year Experience Committee** (representation from Student Affairs and Academic Affairs units)
- **Liberal Arts Core Transformation Committee**

## INTRODUCTORY REMARKS

SMSU Civic Inventory Meeting- May 27, 2009

First of all, thank-you for taking the time to review outcomes identified thus far from the SMSU 2008-09 Campus Civic Engagement Inventory. We welcome your input and hope that these initial findings may serve as a springboard for further discussion on the topic of SMSU as an engaged campus, including (in part) an intentional commitment to furthering students' sense of themselves as citizens of their local and global communities. The outcomes to this point focus mainly upon information gained from faculty and students and we recognize that there is a good deal more insight to be gained from a number of different sectors of our campus. Your input today will help us to fill in these gaps and hopefully contribute to a more comprehensive, rich consideration of "next steps" for SMSU in our effort to strengthen our infrastructure of support for civic engagement.

As a means of getting on the same page (or somewhere in the same vicinity anyway!) with respect to what we mean by the notions of "civic engagement" and the "engaged campus", we thought we would draw from insights offered by Judith Ramaley, President of Winona State University, at the recent Minnesota Campus Compact Regional Forum on Civic Engagement hosted by SMSU. We had the very good fortune of hearing Dr. Ramaley's thoughts on the value of campus endeavors that are directed at creating challenging civic learning opportunities for students while strengthening campus-community relationships. Dr. Ramaley has served as President of Winona State University since 2005 and currently serves as the Chair of the Minnesota Campus Compact Board of Directors. Among many leadership positions that she has assumed in higher education, she was President and professor of biology at Portland State University for seven years and played a critical role in making PSU the model campus that it currently is with respect to campus-community engagement. Dr. Ramaley continues to serve as a national leader in the exploration of civic responsibility and the role of higher education in promoting good citizenship. As a means of defining key concepts related to this campus inventory and gaining some historical perspective on the topic, we include here excerpts of her reflections on campus-community relationships at the November 2008 MCC-SMSU Regional Forum on Civic Engagement

### Reflections on Campus-Community Relationships

(Judith Ramaley, Nov 26, 2008)

- The history of Campus Compact carries a story of the changing nature of the interactions between institutions of higher education and the communities with which they interact. At the beginning [late 1980s] the emphasis of Campus Compact was on *volunteerism* and early programs were designed to match up student interests with the needs of community organizations and agencies. As it became clear that these experiences could, with appropriate time for reflection, be powerful educational opportunities, faculty began to design community experience into their courses. A new pedagogical model called *experiential learning* or *service-learning* was adopted by faculty across a broad range of disciplines, in both the liberal arts and in professional study.

- As more service-learning courses were incorporated into the curriculum, *campuses began to invest in an infrastructure to support the campus-community relationships, partnerships and collaborations required to support and sustain service-learning.*
- For some institutions, contributions to the life of the community through campus-community partnerships grew to be a central aspect of institutional mission and purpose. About a decade ago, the term **campus-community engagement** was coined to capture the *concept of long-term, mutually beneficial collaborations, generally focused on centrally important issues in a community, in which an exchange of knowledge and a mutuality of purpose and value were expected.*
- All of these forms of interacting with the community continue today (volunteerism, service-learning, campus-community engagement) and each has merit.
- Engaged work can bring the diverse members of a community together to work on an issue of common concern. This kind of “**public work**” (a term used by Harry Boyte) explores those aspects of our lives that are lived in common with others, what John Dewey called “associated living.” The relationships and connections that result from engagement can open the way to a different and more profound kind of learning. This different kind of learning has several elements:
  - The ability to talk about deeply felt issues and to be an effective advocate for ways to improve daily life while showing respect for and openness to ideas and perspectives different from one’s own.
  - The capacity to attract people to a cause and move a group to consider and undertake responsible action.
  - The ability to work on unscripted problems that continue to change in unpredictable ways
  - The ability to trust others and to be trustworthy.
- It is becoming clear from the examples offered in the MCC Civic Engagement Forums that students who participate in engaged forms of learning and community-based action make different choices, react to their experiences in more thoughtful ways and become more confident in their own ability to respond effectively to new challenges that they encounter in other aspects of their lives.
- Why does this happen? Students who participate in community-based or public work acquire a deeper sense of agency---their work matters not only to themselves but also to others. Responsible action requires a shared vulnerability, a willingness to explore the underlying assumptions that shape another people’s responses to the environment in which they find themselves and the values and principles that guide the choices they make. The special conditions that engagement sets up are the presence of others and the shared nature of the experience combined with a clear responsibility for the consequences of one’s actions. Other forms of pedagogy and learning offer these elements in one form or another but only engagement extends beyond the boundaries of a particular classroom or laboratory to encompass a broader community.
- Engagement builds new kinds of capacity and competence as students move from formal knowledge or “content” to a more complex knowledge gained from a combination of direct experience and reflection. They progress from simply knowing things about another culture (“cultural competence”) to a deep respect for the insights and wisdom contained in different traditions (“inclusive excellence”); from passive observation to action; from uncertainty to a willingness to take risks; from reluctance to move beyond their personal comfort zones to an eagerness to explore the unfamiliar.
- At its best, engaged learning and the experience of working closely with others on issues of shared importance can lead to a greater clarity of purpose, intentionality, coherence and efficacy in a world more often characterized today as noisy, over-stimulating and superficial. The growing emphasis on individual voices and advocacy for special interests can overwhelm our sense of shared commitments.

# OVERVIEW

## SMSU Civic Engagement Inventory: Bridging Academic Affairs and Student Affairs through Campus Inventory of Civic Engagement

### Consortium of MN Campuses

In May 2008, SMSU was one of seven Minnesota campuses to be awarded a grant by the Post-Secondary Service-Learning and Campus-Compact Collaboration Grant Program. MN Campus Compact (MnCC) and the MN Office of Higher Education have coordinated these higher education institution efforts to conduct comprehensive civic engagement inventories on their respective campuses. These grants are intended to help MCC member campuses to strengthen the infrastructure of campus-community collaborations. Consortium campuses include the following:

- **Carleton College** - Building Academic Civic Engagement (BACE): Collaborations between Carleton College and the City of Northfield. Adrienne Falcon, Project Director
- **Metropolitan State University** - Metropolitan State Community-Based Learning and Civic Engagement Evaluation. Susan Shumer, Project Director
- **Minneapolis Community and Technical College** - Identifying and Strengthening Civic Engagement and Service-Learning in Career, Technical and Occupational Programs: An Inventory Building Toward Formal Assessment. Greg Mellas, Project Director
- **Minnesota State University, Mankato** - Civic Engagement and Service-Learning at Minnesota State University, Mankato: Conducting a Team-Based Campus Audit. Brenda Flannery, Project Director
- **St. Cloud Technical College** - Civic Engagement at SCTC. Kevin LaNave, Project Director
- **Southwest Minnesota State University** - Bridging Academic Affairs and Student Affairs through Campus -Wide Assessment of Civic Engagement, Christine Olson, Project Director
- **University of Minnesota** - Building a System-Wide Strategy for Assessing and Benchmarking Public Engagement at the University of Minnesota. Andrew Furco, Project Director

### Engaged Campus Model (Campus Compact)

Jointly, these campuses have used the following multi-faceted models of the “engaged campus” to guide their efforts. Provided below is a model that MnCC has adapted from Edward Zlotkowski. The Campus Compact *Indicators of Engagement* (among other “institutionalization of civic engagement” heuristics) have also been used to guide inventory processes. Drawing from these guides, SMSU has a means of becoming increasingly clear about ways in which we are modeling (or are not modeling) civic mindedness as a campus. By developing mutually enriching campus-community collaborations, functioning in an environmentally sustainable manner, and creating opportunities for students to act and reflect on various forms of civic involvement, SMSU works toward fulfillment of its stated mission of helping students to view and experience themselves as “...engaged citizens of their local and global communities.”



## Campus Compact Indicators of Engagement

Campus Compact's *Indicators of Engagement* were created to help campuses achieve broader institutionalization of civic and community engagement. The indicators were developed by visiting colleges to identify best practices of civic engagement that demonstrate successful strategies for particular types of institutions.

### THEME ONE: INSTITUTIONAL CULTURE

A culture of engagement has been established that demonstrably affects the way in which faculty, students, and community partners experience the goals and priorities of the college.

- 1.1. **Mission and purpose** that explicitly articulates a commitment to the public purposes of higher education.
- 1.2. **Administrative and academic leadership** (president, trustees, provost) that is in the forefront of institutional transformation that supports civic engagement.

### THEME TWO: CURRICULUM & PEDAGOGY

Civic engagement is directly linked to the curriculum and community-related work has become part of the institution's teaching-learning activities.

- 2.1. **Disciplines, departments, and interdisciplinary work** have incorporated community-based education allowing it to penetrate all disciplines and reach the institutions academic core.
- 2.2. **Pedagogy and epistemology** incorporate a community-based, public problem-solving approach to teaching and learning.

**THEME THREE: FACULTY ROLES & REWARDS** Faculty are given the support they need to assume the task of linking scholarship (discovery, teaching, application, and integration) to the community by preparing and rewarding them for their engaged work.

- 3.1. **Faculty development** opportunities are available for faculty to retool their teaching and redesign their curricula to incorporate community-based activities and reflection on those activities within the context of the course.
- 3.2. **Faculty roles and rewards** reflect a reconsideration of scholarship that embraces a scholarship of engagement that is incorporated into promotion and tenure guidelines and review.

**THEME FOUR: MECHANISMS AND RESOURCES** Sufficient, concrete, and specific resources have been allocated to support civic engagement that will survive the pressures of competing priorities and difficult economic times, and students have been empowered to support and guide engagement efforts.

- 4.1. **Enabling mechanisms** in the form of visible and easily accessible structures (i.e., centers, offices) on campus to assist faculty with community-based teaching and to broker community partnerships.
- 4.2. **Internal resource allocation** is adequate for establishing, enhancing, and deepening community -based work on campus — for faculty, students, and programs that involve community partners.
- 4.3. **Integrated and complementary community service activities** that weave together student service, service-learning and other community engagement activities on campus.
- 4.4. **Student voice** is respected in institutional decision-making processes and is recognized as a legitimate and essential means of fostering an active and engaged citizenry.

**THEME FIVE: COMMUNITY-CAMPUS EXCHANGE** Local communities are recognized as a complementary equal, fully entitled to participate in all matters affecting the campus and the community.

- 5.1. **External resource allocation** made available for community partners to create richer learning environments for students and for community-building efforts in local neighborhoods.
- 5.2. **Community voice** that deepens the role of community partners in contributing to community-based education and shaping outcomes that benefit the community.
- 5.3. **Forums for fostering public dialogue** are created that include multiple stakeholders in public problem-solving.

## Definition of “civic engagement” used in this inventory

Activities that connect an individual, institution, or community to a larger whole, building on the resources, skills, expertise, and knowledge of the campus and community to improve the quality of life in communities and build relational trust among all parties. (MN Campus Compact)

## Useful Resources from MN Campus Compact

Listed below are resources that provide examples—largely from campuses in Minnesota---of a variety of forms of campus-community engagement. Review of these resources (and many others that you may find on the MnCC website ([www.mncampuscompact.org](http://www.mncampuscompact.org)) and the National Campus Compact website ([www.compact.org](http://www.compact.org)) may help to maintain a comprehensive yet concrete perspective on notions such as the “engaged campus” and “practice of sustainability in higher education”.

- Campus Compact Indicators of Engagement  
[Campus Compact Indicators of Engagement](#)
- Carnegie Foundation Indicators of Civic Engagement  
[http://www.carnegiefoundation.org/dynamic/downloads/file\\_1\\_614.pdf](http://www.carnegiefoundation.org/dynamic/downloads/file_1_614.pdf)
- Engaged Campuses: Sustainability  
Engaged Campuses is a series of briefs exploring higher education’s engagement in, and contributions to a wide variety of issues of public interest.  
[Engaged Campuses Sustainability.pdf](#)
- Engaged Campuses: Local Food  
Engaged Campuses is a series of briefs exploring higher education’s engagement in, and contributions to a wide variety of issues of public interest.  
[issue local food.pdf](#)
- Engaged Campuses: Healthcare Access  
Engaged Campuses is a series of briefs exploring higher education’s engagement in, and contributions to a wide variety of issues of public interest.  
[issue health access.pdf](#)
- Engaged Campuses: Community Investment  
Engaged Campuses is a series of briefs exploring higher education’s engagement in, and contributions to a wide variety of issues of public interest.  
[issue community investment.pdf](#)
- Engaged Campuses: Economic Development  
Engaged Campuses is a series of briefs exploring higher education’s engagement in, and contributions to a wide variety of issues of public interest.  
[issue economic development.pdf](#)
- Engaged Campuses: Entrepreneurship  
Engaged Campuses is a series of briefs exploring higher education’s engagement in, and contributions to a wide variety of issues of public interest.  
[issue entrepreneurship.pdf](#)

## **CONTEXT FOR THE CURRENT CAMPUS INVENTORY FOR CIVIC ENGAGEMENT**

Provided below is a brief historical context for civic engagement at SMSU. Our campus has a long history of engaging in a wide variety of ways with Marshall and the Southwestern Minnesota region. At the same time, it parallels national developments in higher education by having-- in recent years-- become more intentional with its attempts to identify what is currently being done and to assess the quality of those activities from student, faculty, staff and community member perspectives. Highlighted below are some of highlights (not comprehensive) in this regard taken from our relatively recent history. (The following overview is taken from the grant proposal submitted in May 2008 to MnCC for funding this project.)

### **Articulation of Current Strengths**

Since Southwest Minnesota State University's (SMSU) involvement in Minnesota Campus Compact's (MCC) 2002-03 State Campus Audit of Civic Engagement, SMSU has made substantial inroads toward making civic engagement an integral part of students' learning experience. Consistent with SMSU's long standing mission to serve the needs of rural Southwestern Minnesota communities, civic engagement has become increasingly visible as a core commitment of the institution. Amidst significant budgetary constraints over the past several years, the SMSU administration, faculty, and staff have been innovative in their use of human and fiscal resources to create a strengthened infrastructure for civic engagement. This can be seen in numerous ways.

*Civic engagement visible as priority for the campus.* President Danahar identified in his *2010 Plan* the development of programs related to civic engagement and service-learning priority areas. Toward that end, the SMSU mission has been revised to include a specific reference to facilitating students' sense of themselves as "...engaged citizens of their local and global communities". Substantial changes to our general education requirements have been proposed, including "the practice responsible citizenship" as one of ten learning outcomes. In addition, full integration of the First Year Experience (FYE) -which has a significant civic engagement focus- into the curriculum, has been identified as a strategic priority. Civic Engagement was highlighted in the 2007 Annual President's Report, including a specific focus on a 5-year service-learning water quality monitoring program that won the 2008 Innovative Partnering and Collaboration Award from MnSCU. There are regular references to SMSU civic engagement programs in the local paper. Finally, for the past five years, civic engagement has been regularly considered in annual campus-wide strategic planning day events and other campus-wide discussion forums (e.g., All University Meetings) throughout the year.



***Increased internal and external resources for civic engagement.*** Acquisition of external funding and allocation of internal human and fiscal resources has increased over the past five years. Numerous grants that focus upon civic engagement programming in curricular and co-curricular areas have been acquired by faculty and staff (largely from MnSCU, Corporation for National and Community Service, and MN Campus Compact funding sources). The President and Provost Offices have increased funding for First Year Experience events, including keynote lectures that address civic engagement (e.g., Dennis Donovan lecture on “public achievement” and George McGovern lecture on “Ending Hunger in Our Time”) and relevant follow-up events throughout the year. Other sources of support from the administration include release time for the Faculty Coordinator for Civic Engagement, support for teams of faculty and staff to attend national conferences on civic engagement in higher education, student staff support (i.e., mentee, work study, and graduate assistant support), increased space allocation for the Center for Civic Engagement and the First Year Experience, and maintenance of relevant campus memberships in professional organizations that support civic engagement in higher education (e.g., MN Campus Compact, AASCU, AACU).

***Enhanced faculty and staff capacity building to support civic engagement initiatives.*** Faculty development workshops related to development of service-learning courses and incorporation of civic engagement learning outcomes into course instruction have been conducted regularly over the past five years. Mini-grant support for faculty involvement in the workshops has helped to gain participation across many academic disciplines. Faculty and staff development efforts have involved explicit consideration of “civic engagement” in a broad way, to include service-learning and community-based research as well as activities such as voting, writing letters to the editor, student participation in local advisory boards, volunteerism, and staying up on current events.

***Civic engagement a focus of campus-wide assessment efforts.*** The SMSU administration has allocated funding for faculty and student participation in national surveys related to student and faculty engagement (e.g., National Survey of Student Engagement and the HERI Faculty Survey). Results from these surveys, along with results from locally developed measures, enabled us to get a “snapshot” of civic engagement attitudes and activities when we joined other American Democracy Project (ADP) campuses in conducting a campus audit of civic engagement in 2003-2004. Learning outcomes from our FYE *Making a Difference* course and various FYE events have been evaluated over the past two years. More recently, we have partnered with Indiana University-Purdue University at Indianapolis (IUPUI) to gather data from graduating seniors through use of their IUPUI *Civic Minded Graduate* scale.

***National reference point and enhanced campus visibility through involvement in professional organizations that address civic engagement in higher education.*** Teams of faculty and staff have attended all AASCU sponsored American Democracy Project conferences. In addition, several faculty have visited campuses that serve as national models for “institutionalizing” civic engagement (e.g., Metro State, Portland

State, University of Pennsylvania) in a public university setting. Faculty have also attended numerous other higher education conferences that focus up civic engagement programming and assessment. The Faculty Coordinator for Civic Engagement has regularly presented at these conferences and was a contributing author in the recently published *Quick Hits for Civic Engagement* (Jones & Perry, 2006).

***Enhanced program coordination between academic affairs and student affairs and strengthened campus-community connections related to civic engagement.*** Partly because the two programs developed nearly simultaneously (beginning in 2003) and partly because the two are a natural fit, the First Year Experience and Civic Engagement (CE) programs and activities are inter-related and inextricable, having the common goal of increasing first-year student awareness and involvement. Each fall, SMSU kicks off the annual FYE program with a convocation and follow-up presentation featuring speakers whose messages address the theme “making a difference” and the importance of involvement both on and off campus. In addition, there is an interdisciplinary learning theme (e.g., “sustainability” for 2008-09). Faculty and student affairs staff are asked to consider ways in which they may connect their program development efforts and/or course instruction to this learning theme. Overall, there is increased campus integration of the “making a difference” FYE theme, with a consistent message conveyed via posters, admission/recruitment information, curriculum development, the mission statement, strategic planning, and revision of the LAC curriculum.

### **Timeliness and Potential Value of Campus Inventory of Civic Engagement**

This has been a particularly useful time to conduct a campus-wide inventory of civic engagement at SMSU. We have baseline data acquired between 2002-2004 in which we gathered various sources of quantitative and qualitative data from faculty and students about attitudes, values, and activities related to civic engagement (with a primary focus on volunteer, service-learning, and internship activities). It has been helpful to see where we are at this five year point as we continue with strategic planning. In addition, after four years of revising our general education requirements (referred to as our Liberal Arts Core), we are nearing the point at which we will be implementing our proposed changes. As we begin implementation of the new LAC general education requirements in 2009-10, we will be able to thoughtfully plan for creating and evaluating civic engagement learning opportunities across the curriculum and throughout students’ co-curricular experiences.

Finally, the comprehensive nature of the campus civic engagement inventory process fits with SMSU’s current strategic planning emphasis on “...giving projects with joint development, cooperation, and implementation a priority” (Brown and Gold Strategic Planning Taskforce Priorities, 2007). A good example of this kind of collaboration across various units of campus is the previously mentioned First Year Experience, which has substantial civic engagement focus. Over the past four years in particular, we have fine-tuned and expanded the FYE so that we are in a good position to identify current strengths and areas for

growth. The products (i.e., data from faculty, staff and students) and the process of doing this campus-wide, comprehensive inventory of civic engagement can hopefully enhance buy-in for collaboration across campus units in relationship to civic engagement programming and allow for more informed decision-making as we continue with our strategic planning. The reports derived from this campus-wide inventory may thus be used for generating increased “ownership” of civic engagement as integral to students’ learning experience, enhancing long-range planning processes, and providing evidence of our campus commitment to civic engagement for accreditation purposes.

### **Process of Campus Inventory**

A combination of surveys, interviews and group discussions have been used, beginning Fall 2008 and concluding by June 2009. We have tried to make use of venues which allow for gaining insight from as many sectors of campus as possible. For example, gathering information and discussing matters related to civic engagement and sustainable living practices was the focus of the Jan 2008 Strategic Planning Day. Likewise, the meeting today includes SMSU members representing a variety of campus entities. Insights gained from groups discussion forums such as these and individual interviews with faculty and staff have enhanced our capacity to interpret information survey data. A final report, including input from participants at this meeting, will be written and submitted to the sponsors of this project within the next month.



**FACULTY**  
**Civic Engagement**



## FACULTY SUMMARY

- 2003-04 Focus mainly on service-learning (completed individually) (n=65)
- 2008-09 Focus on service-learning, community based research/service, and other forms of civic engagement encouraged, e.g., reading newspaper, active involvement in group or organization, writing letter to print media (most faculty completed surveys at Strategic Planning Meeting on Jan 30, so need to assume some self-selection effect) (n=50)

### Ways faculty encourage civic engagement (2009)

- *Talking about current events* and encouraging students to *become aware of current events/public affairs* through use of various media sources, encouraging *voting*, prompting students to be actively involved with service as *members of clubs/associations* and encouraging *community problem solving* are the most frequent ways in which faculty encourage civic engagement.
  - About 1/3 of faculty require reading newspaper(s) in course instruction, with approximately four faculty/semester requiring student subscription to *The New York Times*.
  - Fewer faculty encourage contacting print media, broadcast media, and public officials (~20%).
- Approximately 1/3 of faculty encourage *regular volunteering*, becoming *knowledgeable of government and electoral processes*, participation in service-related *fund raising events*, and participation in *social justice/human rights* initiatives, and enrolling in *service-learning courses*.
- Using *one's purchasing power to make a social statement* (“buy-cotting” or “boy-cotting”), becoming *directly involved with political organizations* or (e.g. displaying buttons, volunteering for a political candidate, contacting government leaders, and making campaign contributions), and *more activist forms of involvement* such as leading a protest march were less likely to be encouraged (less than 20%).
- Regarding *sustainable living*, while about half of faculty encourage student to *enhance their awareness* of sustainable living practices, encouraging students to become aware of their *day-to-day decisions* in this regard and to *initiate sustainable living projects* was less frequently noted (~1/3 and 1/5 of faculty respectively).
- With certain forms of civic engagement there are fairly significant discrepancies between what faculty say they encourage and what *current students* say they are doing. These include (all have at least a 15 percentage point difference between faculty and students): *Talking about current events* and *following government affairs*; active, *service-oriented group/club membership*; taking a *service-learning course*; engaging in *community problem-solving*; and becoming more knowledgeable, self-aware and active with respect to *addressing sustainability concerns*.
- Likewise discrepancies exist between what faculty say they are doing and what *current graduates* indicate they have done or feel inclined to do in the future. These include: *being aware of and talking about current events*; *following government affairs*; and active, *service-oriented group/club membership*. Graduates were “moderate” in their responses to all forms of civic mindedness measured—knowledge, skills, dispositions, and behavioral intentions.

## Ways faculty involve students in community-based activities, including service-learning (2004 and 2009)

- **Forms of community engagement.** Currently, about 2/3s of faculty connect students with the community by inviting *guest speakers* to class and involving students in *internship or practicum* experiences. About 1/3 involve students in the community through partnerships with the *P-12 education settings* and working with *non-profit entities*. Finally, about half of current faculty indicate that, over the past two years, they have involved students in *service and/or research* related to addressing community or campus needs.
- **Service-learning courses.** Over the past five years, there has been an increase in the number of faculty incorporating service into their course instruction, with approximately 27 traditional *service-learning* courses currently being taught. This is about a 20% increase since 2004 in the number of traditional service-learning courses offered, not including several courses incorporating community-based research/service. (Note: This is an approximate figure because more work needs to be done with determining the exact structure of these courses.)

**Definition of SERVICE LEARNING:** Service-learning combines community service with academic instruction, and focuses on critical reflective thinking and personal and civic responsibility

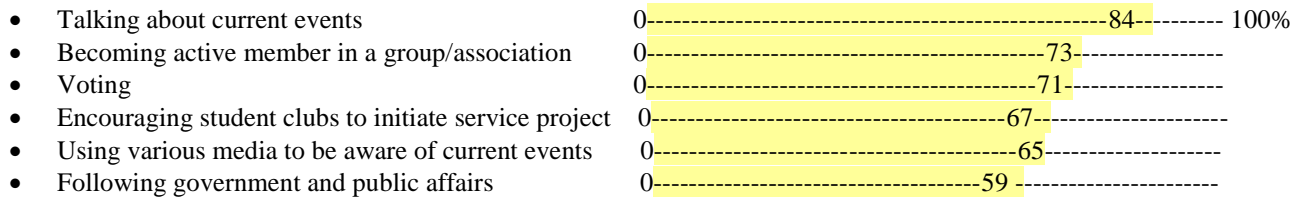
- **Currently teaching SL or interested in learning more about SL.** About ¾ of faculty are either currently involved with service-learning or are interested in learning more about it.
- **Plan to continue teaching SL courses.** Of those faculty from 12 academic disciplines who are currently teaching SL course, a large majority plan to continue incorporating service into their courses.
- **Why faculty teach SL courses.** Primary motives for teaching SL courses related to *improving student learning* and creating a *richer classroom learning environment*. *Preparing students for lifelong commitment to community engagement* and providing a *service to the community* also ranked high as motives, while receiving monetary resources and professional recognition ranked very low as motivating factors.
- **Ways faculty encourage critical reflection on applied service experiences.** *Class discussion*, *writing exercises*, and *class presentations* continue to be the main means of helping students to critically reflect upon their SL experiences. Completion of SL evaluation forms in the Center for Civic Engagement also prompt students to reflect upon the impact of the service experience on their personal and professional development.
- **Barriers to involvement in SL.** Lack of *time*, lack of *knowledge* (about relevant community partners and how to create an SL course), and *relevance to one's academic discipline* were primary barriers to instruction of SL course(s), which were similar to concerns expressed in 2004.
- **Useful resources.** Compared to 2004, faculty are more interested in having an *opportunity to connect with other faculty actively involved with SL* and continue to perceive *funding* (e.g. mini-grant), *resource material*, *workshops/training in SL*, and *logistical assistance* (e.g., placing students at relevant service sites, set-up, evaluation) as useful resources. Practical assistance offered by the Center for Civic Engagement with the logistics of setting up, tracking and evaluating service-learning experience was viewed by some SL faculty as a key determinant of their capacity to effectively teach SL courses.
- **Valuing of service-learning pedagogy and perception of adequacy of SMSU's infrastructure of support for service-learning.** Faculty continue to view service-learning as a valuable pedagogy, particularly with respect to enhancing students understanding of other ethnic, socioeconomic, age, religious, gender, etc. groups. They have a slightly increased (by 15% since 2004) perception of the adequacy of SMSU's infrastructure of support for service-learning, though it continues to be viewed as moderately adequate.

## Faculty Civic Engagement Survey: Ways in which faculty encourage civic engagement (2009, n= 50)

“As you consider instruction of your courses and the other roles you have with students-- club advisor, advisor/mentor, coach, for example--please indicate various ways in which you have encouraged students to be civically engaged.”

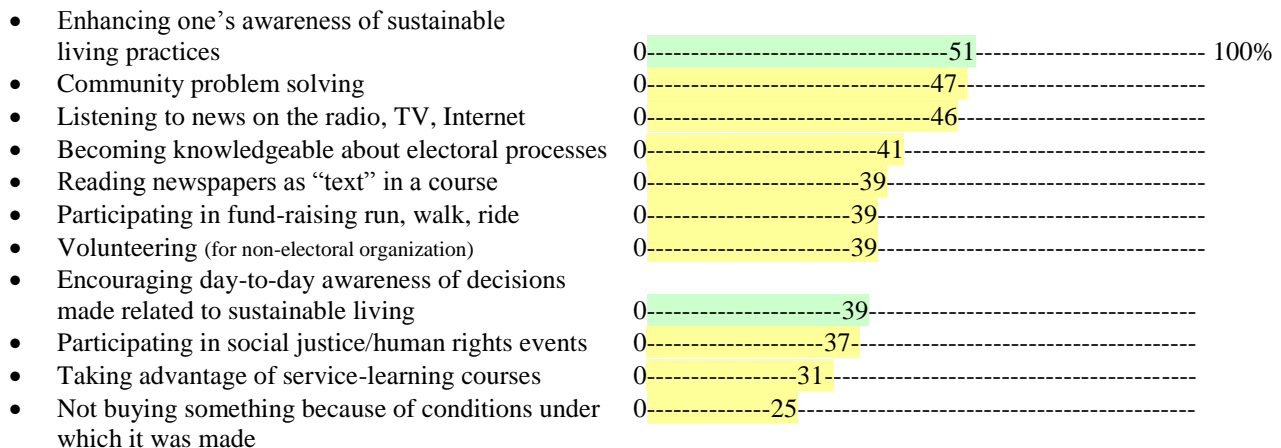
### Frequently....

(~55-85% faculty)



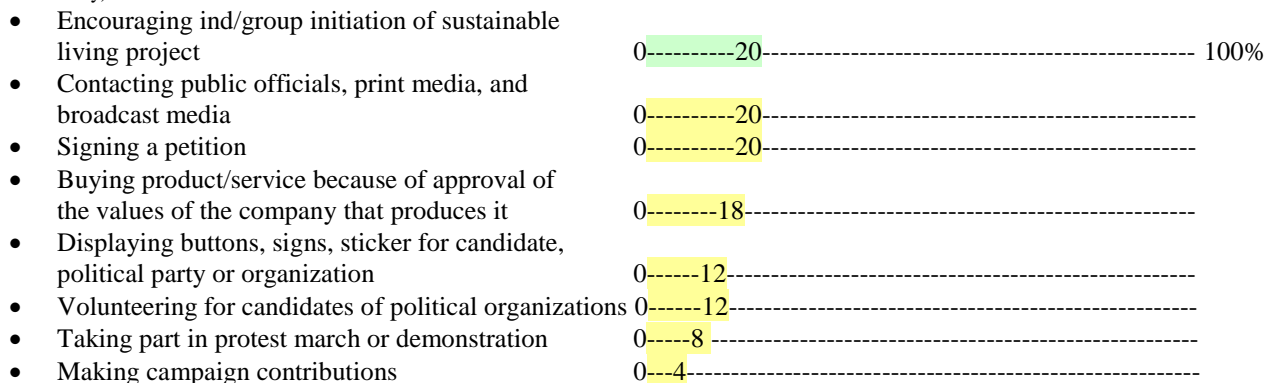
### Moderately...

(~25%-54% faculty)



### Infrequently...

(~5-24% faculty)

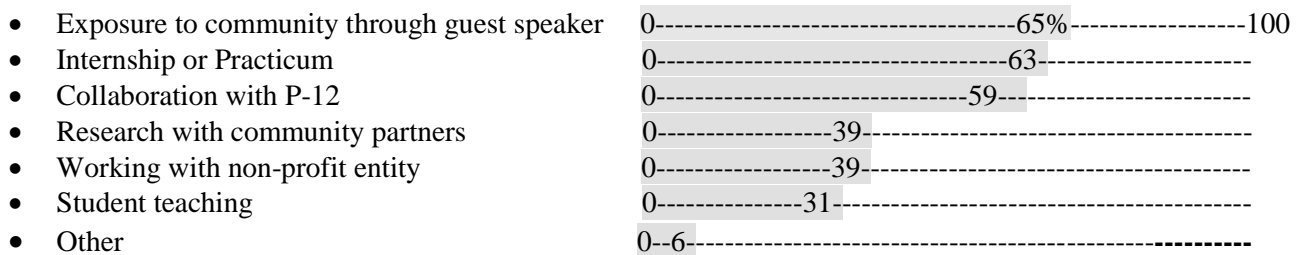


## Faculty Civic Engagement Survey: Comparison of 2004 and 2009

- 2003-04            Focus mainly on service-learning (completed individually) (n=65)
- 2008-09            Focus on service-learning, community based research/service, and other forms of civic engagement encouraged, e.g., reading newspaper, active involvement in group or organization, writing letter to print media (most faculty completed surveys at Strategic Planning Meeting on Jan 30, so need to assume some self-selection effect) (n=50)

### COMMUNITY-BASED ACTIVITIES

#### Ways in which faculty have involved student in the community (2009)



### SERVICE-LEARNING (2004)

### (2009)

Definition of SERVICE LEARNING: Service-learning combines community service with academic instruction, and focuses on critical reflective thinking and personal and civic responsibility

#### Motives for doing SL (most to least)

- Improve student learning            90%
- Richer classroom environment        72
- Prepare students for lifelong community engagement... and Support for community        60
- To produce knowledge                50
- To improve teaching                 45
- Receive monetary resources         10
- Professional recognition             2

#### Number of faculty interested or involved with SL

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• <b>Have incorporated service into course instruction</b> (~33% of faculty in past 2 years)</li> <li>• <b>Faculty currently involved or interested in incorporating service into instruction:</b> (68% “Currently SL” or “Interested”)</li> <li>• <b>Total courses w/ service component</b> (~23 traditional service-learning)</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Have incorporated service into course instruction</b> (~54% of faculty in past 2 years, including courses w/ community based research/service focus)</li> <li>• <b>Faculty currently involved or interested in incorporating service into instruction:</b> (77% “Currently SL” or “Interested”)</li> <li>• <b>Total courses with service component</b> (~35 Total: ~27 traditional service-learning &amp; ~ 8 community research/service courses)</li> <li>• <b>Plan to continue</b> (Yes 83%; Maybe 11%; No 6%)</li> </ul> |
|---|---|



## 2004

### Barriers to SL (What prevents you from incorporating service into courses?)

- **Lack of time** 51%
- **Relevance to my discipline** 43
- **Lack of knowledge** 28  
(combines lack of knowledge re: how to incorporate into discipline w/ lack of knowledge of area needs)
- **Not interested** 5
- **Tenure and promotion are not rewarded** for SL as much as other activities 3

### Useful Resources

(in order, most to least)

- **Resource material** 28%
- **Funding (e.g., mini-grant to redesign course)** 22
- **Student placement/assistance w/ logistics** 20
- **Chance to connect w/ other faculty** 20
- **Means of efficiently informing about service activities to campus/community** 18
- **Workshops and training opportunities** 17
- **Assistance with course design/redesign** 13

### How assist w/ critical reflection upon SL experiences

- **Class discussion** 50%
- **Writing exercises** 50
- **Class presentations** 48
- **Journals** 30
- **Supplemental reading** 20
- **Case Studies** 20
- **Portfolios** <10

### Perceptions of level of institutional support for service-learning and civic engagement

(Mean on 1 "strongly disagree" to 10 "strongly agree")

- **Service-learning is valuable pedagogy**  
1-----8.0-----10  
○ SL increases student understanding of other ethnic, socioeconomic, age, religious, gender, etc. groups. (8.2)
- **SMSU offers adequate infrastructure** to support faculty efforts to incorporate service into academic and co-curricular activities (4.8)  
1-----4.8-----10  
○ Faculty SL efforts are sufficiently weighted for tenure/promotion (5.2)

## 2009

- **Lack of time** 49%
- **Relevance to my discipline** 39
- **Lack of knowledge** 22
- **Tenure and promotion are not rewarded** for SL as much as other activities 6
- **Not interested** 4

- **Chance to connect w/ other faculty** 47%
- **Funding (e.g., mini-grant to redesign course)** 45
- **Resource material** 37
- **Workshops and training opportunities** 34
- **Student placement/assistance w/ logistics** 33
- **Assistance with course design/redesign** 24
- **Means of efficiently informing about service activities to campus/community** 19

- **Class discussion** 50%
- **Writing exercises** 50
- **Class presentations** 40
- **Supplemental readings** 24
- **Journals** 23
- **Case studies** 20
- **SMSU Undergraduate Research Conference** 18
- **Portfolios** 8

- **Service-learning is valuable pedagogy**  
1-----8.6-----10  
○ SL increases student understanding of other ethnic, socioeconomic, age, religious, gender, etc. groups. (8.14)
- **SMSU offers adequate infrastructure** to support faculty efforts to incorporate service into academic and co-curricular activities (5.4)  
1-----5.4-----10

## Service-Learning and Community-based Research/Service Courses

### Service-Learning Courses

Definition of SERVICE LEARNING: Service-learning combines community service with academic instruction, and focuses on critical reflective thinking and personal and civic responsibility

#### ACCOUNTING

- Accounting Senior Capstone – ACCT 445

#### BIOLOGY

- Ecology Lab –BIOL 311

#### CHEMISTRY

- General Chemistry – CHEM 231
- Advanced Chemistry Lab- CHEM 470

#### EDUCATION

- Introduction to Special Needs – EDSP 290

#### ENGLISH

- Contemporary Composition Theory and Pedagogy - ENG 490
- Tutoring Writing - ENG 480

#### ENVIRONMENTAL SCIENCE

- Introduction to Environmental Science – ENVS 180
- Hydrology Lab – ENVS 310
- Redwood River Monitoring – ENVS 115

#### HONORS PROGRAM

- Introduction to Honors –IDST 140

#### MARKETING

- Marketing Research – MKTG 441
- Professional Selling – MKTG 331

#### PHILOSOPHY

- Feminist Philosophy – PHIL

#### PSYCHOLOGY

- General Psychology – PSYC 101
- Child and Adolescent Development- PSYC 341
- Counseling and Psychotherapy – PSYC 337
- Developmental Psychology – PSYC 340

#### WELLNESS AND HUMAN PERFORMANCE

- Introduction to Adaptive PE – PE 210
- Concepts of School Health – HLTH 230
- Wellness, Safety, and Nutrition – HLTH 290
- Community Health – HLTH 350

\*Only listed courses that had clear description of a total of 27 SL courses taught over past two years (2007-09).

### Community-Based Research/Service

Definition: Community-based research involves collaboration between trained researchers and community members in the design and implementation of research projects aimed at meeting community identified needs.

#### AGRIBUSINESS

- Farm and Ranch Management – AGBU 366

#### CHEMISTRY

- Advanced Chemistry Lab- CHEM 470

#### ENVIRONMENTAL SCIENCE

- Research Methods in Environmental Science – ENVS 390
- Environmental Data Analysis and Presentation Capstone – ENVS 400
- Redwood River Monitoring – ENVS 115

#### MARKETING

- Marketing Research – MKTG 441

### ENGAGED LEARNING COURSES

(e.g., making use of SMSU History Center as resource; walking through steps of getting a agriculture business loan; students working as team on hypothetical problem solving task)

#### AGRIBUSINESS

- Agriculture and Food Policy Capst –AGBU 475

#### HONORS PROGRAM

- Honors Seminar II – IDST 486

#### PHILOSOPHY

- Environmental Ethics – PHIL 107

## Faculty Responses to “Barriers to Service Learning” Question

(N = 26 comments)

### TIME CONSTRAINTS

#### Student time constraints:

- Sometimes time is the biggest obstacle—given demands on students’ time, my time, and time needed for course content
- Creating/allocating time to include in the course, adjusting course to incorporate service-learning
- Student time conflicts (We really need paid internship opportunities so students can devote more time, since students have to work.)
- Juggling students’ schedules around the community needs, time is a factor
- Time involved for students
- Time for students, time for instructor, coordinating schedules
- Coordinating schedules between SMSU students and community, especially with public schools (high school and middle school)
- Scheduling conflicts with students’ classes and work schedules

#### Faculty time constraints:

- It is sometimes difficult to find time to cover both service-learning opportunities and essential course content
- It seems like much more effort than traditional classroom practices and would also take time away from other kinds of learning experience I consider important
- Time to organize
- Time and other resources—Sorry, it’s the old resource issue
- Time and planning, advance notice of timing to set it up
- Not enough time or money

### LOGISTICS: FINDING COMMUNITY PARTNER/ASSIGNING STUDENTS TO SITES

- Planning/finding community partner
- Knowing the right person
- Coordinating class preparation with community organizations
- Making initial contacts/assignments to service learning sites
- Making sure students are accountable to their time commitments
- Finding quality volunteer activities for students

### MOTIVATING STUDENTS

- Getting students interested in enrolling in the course
- Students do not wish to participate. They do not like the idea of working for free.

### RELEVANCE TO MY DISCIPLINE

- Types of courses I teach
- Matching service with specific course requirements


### RESOURCES

- Institutional resources

### OTHER


- The response of the ISO which involved charging the volunteers the price of a ticket, created a conflict which required me to end that type of work





# **STUDENTS**

## **Civic Engagement**



## STUDENT SUMMARY

### Service-learning and Community-based Research

- *Close to 15% of students report having taken a service-learning course in 2004 and 2009, though service learning was defined in a more restricted way in 2009 (so may suggest that a somewhat higher percentage of current students had taken SL courses in 2009).*
- *About 2/3s of graduating seniors (2008) report having had a course with a community involvement (not specifically addressing “service-learning”).*
- *A substantial number of current students “have or are interested” in taking a service-learning course (about half) and close to that number (40%) are interested in taking a community-based research course. Fewer - about 6% of current students- indicate that they have taken a community-based research course.*
- *Students in 2004 and 2009 believe that faculty moderately value service-learning (once again, with service-learning being defined in a more restricted way in 2009).*

### Current student involvement in various forms of civic engagement

- *Voting, use of various media to be aware of current events, and talking about current events were the most frequent forms of civic involvement for current students (over half of students indicate doing these things). Between ¼ and ½ of students report becoming an active member of a group/association, reading newspaper as “text” in course, volunteering, participating in a fund-raising event, and becoming knowledgeable of government affairs. Fewer current students (less than ¼ of students) report being actively involved with sustainable living initiatives, taking advantage of service-learning courses, participating in social justice/human rights events, active involvement with political campaigns, using purchasing power to make a social statement, assuming an activist/ leadership role with a social concern, and community problem solving.*
- *Overall, current students indicate higher levels of civic involvement than students in 2004 with respect to the following: voting, awareness of current events, being an active member of a group or association, reading newspapers as “text” in their courses, volunteering, and initiating a service project through student club(s).*

### Graduating Seniors (2008) and Civic Engagement

- *Graduating seniors indicate moderate to moderately low levels of involvement in some forms of civic engagement---involvement in club/organization, volunteerism, and participation in fund-raisers---which is lower than the involvement of current students. (Note: It is difficult to know how many graduating seniors have taken a course with a service component because of the broad definition of this type of course.)*
- *About 42% of graduating seniors report some involvement with First Year Experience events.*
- *Females, students involved with religious activities, and students involved with clubs/organizations appear to be more likely to become involved with service.*
- *Overall scores on various dimensions “civic mindedness”---knowledge, skills, dispositions, and behavioral intentions---were in the moderate range for graduating seniors.*

## Civic engagement and students enrolled in the FYE *Making a Difference* courses

- Post-test scores on a majority of indicators of civic engagement measured were *higher* after taking the course.
- Recognizing that it is tricky to compare response to questions about **current activities** versus **motivation to act** (i.e., motivation to act does not often translate into action), it may be useful to note the following outcome. Compared with what current students in general (i.e., the *Student Survey* sample) report *doing*, students enrolled in the FYE course expressed a *higher valuing and willingness to act* in the following areas: *volunteering and making an effort to enrich one's community; voting; addressing environmental sustainability concerns; becoming knowledgeable and influencing political structures; and assuming a leadership/activist role.*
- At least half of students enrolled in the *Making a Difference* course *value the importance of helping people* in their community and *believe that they have the capacity* to effectively address challenging problems. Half or more also *value cleaning up the environment, influencing political structures, and being aware of current events.* A large majority *recognize the importance of voting* and a smaller percentage (40%) express a willingness to assume a leadership role (e.g., student govt role).

## Discrepancies between faculty and students

- With certain forms of civic engagement there are fairly significant discrepancies between what faculty say they encourage and what **current students** say they are doing. These include (all have at least a 15 percentage point difference between faculty and students): *Talking about current events and following government affairs; active, service-oriented group/club membership; taking a service-learning course; engaging in community problem-solving; and becoming more knowledgeable, self-aware and active with respect to addressing sustainability concerns.*
- Likewise discrepancies exist between what faculty say they are encouraging and what **current graduates** indicate they have done or feel inclined to do in the future. These include: *being aware of and talking about current events; following government affairs; and active, service-oriented group/club membership.* Graduates were “*moderate*” in their responses to all forms of civic mindedness measured—knowledge, skills, dispositions, and behavioral intentions.

# Student Civic Engagement Surveys

2004 and 2009

Method and Sample (2004): The *Student Survey of Civic Engagement-2004* was distributed in a cross-section of twelve undergraduate courses (n = 204). It was also distributed to students in a central location on campus over the lunch hour (n=81) and to students in the Office of Cultural Diversity (n = 15). A total of n= 300 students were surveyed. The sample was characterized by the following: gender mix of 56% female and 44% male students; ethnic minority status 17%; and fresh/soph 54% and junior/senior 46%. Descriptive statistics were run on quantitative items. Responses to qualitative items were coded for key themes

Method and Sample (2009): A *Student Survey of Civic Engagement-2009* was distributed to n = 178 students enrolled in a cross-section of lower and upper-division undergraduate level courses from eight academic disciplines. The sample was characterized by the following: students majoring in Arts and Sciences 55%, Business 26%, and Education 19%; gender mix of 59% female and 41% male students; fresh/soph 52% and junior/senior 48%; and, ethnic minority status 11%. Descriptive statistics were run on quantitative items. Responses to qualitative items were coded for key themes. In addition, the *Civic Minded Graduate Scale* was administered online to graduating seniors (n= 168) in April 2008. (Results for 2008 are described below, while 2009 data is in the process of being gathered.)

## Have taken service-learning course 2004

\*Broad definition of service-learning used in 2004 survey.

- **Have you taken service-learning courses at SMSU?**

1-----13%-----100%

## 2009

Definition of SERVICE LEARNING: Service-learning combines community service with academic instruction, and focuses on critical reflective thinking and personal and civic responsibility

\*Specific, more narrow definition of SL in 2009 survey.

- **Have you taken service-learning courses at SMSU?**

1-----14%-----100%

- **Interested in taking service-learning course?**  
("Yes, have taken" or "No, but I am interested in SL")

1-----50%-----100%

Definition: Community-based research involves collaboration between trained researchers and community members in the design and implementation of research projects aimed at meeting community identified needs.

- **Have you taken community-based research courses at SMSU?**

1-----6%-----100%

- **Interested in taking community-based research course?**

("Yes, have taken" or "No, but I am interested in CB research course")  
1-----40%-----100%



**Barriers to being involved service and other forms of civic engagement? 2004**

(From largest barrier to least)

- Time constraints
- Lack of information about service opportunities
- Other commitments (e.g., family, live off campus, athletics)

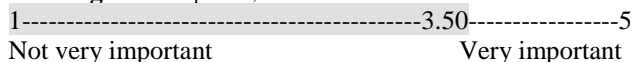
**2009**

(From largest barrier to least)

- Time constraints (77%)
- Lack of info (51%)
- Live off campus (36%)
- Course related commitments (35%)
- Do not like to be alone when attending/participating in service event (26%)
- Family commitments (24%)
- Athletic commitments (21%)
- Work commitments (9%)
- Just not interested in SL (9%)

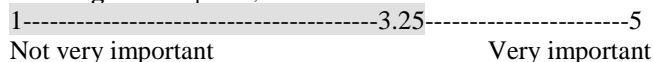
**Perception that faculty value service-learning and civic engagement 2004**

**To what extent do you believe faculty value service-learning?** \*More specific, narrow definition of SL in 2009



**2009**

**To what extent do you believe faculty value service-learning?** \*More specific, narrow definition of SL in 2009



**Forms of involvement in civic engagement 2004**

- Voting 0-40-100%
- Awareness of current events 0-41-----
- Active member in a group/association 0-20-----
- Reading newspapers as “text” in a course 0-15-----
- Volunteering (for non-electoral organization) 0-33-----
- Student club initiation of service project 0-16-----
- Taking part in protest march or demonstration 0-5-----

**2009**

- Voting 0-75-----100%
- Awareness of current events 0-58-----
- Active member in a group/association 0-50-----
- Reading newspapers as “text” in a course 0-42-----
- Volunteering (for non-electoral organization) 0-40-----
- Student club initiation of service project 0-26-----
- Taking part in protest march or demonstration 04-----

## Civic Minded Graduate Scale (2008)

### Method and Sample:

A total of 168 graduating seniors completed the survey online in the last semester of their senior year:

- 70 males, 95 females, 3 not reported
- Ages ranged from 19 to 54 (Mean age = 23.8)
- Of those reporting race, most were Caucasian (93%)
- Hours worked per week:
  - Less than 20 hours per week: 52%
  - More than 20 hours per week: 48%
- Marital status:
  - Single: 83%
  - Married: 14%
  - Divorced: 2%
  - Other: 1%
- Attendance at church, synagogue or religious activities:
  - Do not attend: 18%
  - Once or twice a year: 24%
  - Once or twice a month: 33%
  - Weekly or more than weekly: 24%

### FORMS OF CIVIC ENGAGEMENT

- Involvement in campus organization or club **1-----40-----100%**
- Volunteerism **1-----35-----**
- Fundraising support **1-----25-----**

### SERVICE-LEARNING

- “Have taken courses that have included community involvement, such as volunteer service, community-based learning, one-time service projects, or other service activities.” (\*SL is defined *very* broadly.) **1-----63-----100%**

## FYE EVENT PARTICIPATION

- Attendance at FYE keynotes (42% Convocation; average of 18% over 2 years—McGovern/Loeb)
- Attendance at FYE follow-up events (14%)

## GENDER

Females more likely than males to participate in:

- volunteering for campus events (p=.045)
- political activities (p=.050)
- community activities sponsored by SMSU (p= 0.30)

## RELIGIOUS ACTIVITIES

Students more actively involved in religious activities were also more likely to volunteer (.013) for campus events and participate in community activities sponsored by SMSU (p=.005).

## STUDENT CLUBS AND ORGANIZATIONS

Students clubs appear to be an effective means of involving students in service activities, with 40% reporting that they become involved with the community through student clubs and organizations.

## CIVIC MINDENESS (Summary)

- Moderate scores on 5 measures: (Overall Average – 3.38 on a 5 pt scale 1 low/5 high)
  - Knowledge (3.28)
  - Skills (3.41)
  - Dispositions (3.42)
  - Behavioral Intentions (3.41)

### CIVIC MINDEDNESS (Specific Scales) Scale of 1 (strongly disagree)-----5 (strongly agree)

- **Knowledge**
  - Aware of volunteer opportunities (3.13)
  - Academic knowledge and technical skills needed to address community issues (3.49)
  - Awareness of contemporary social issues (3.23)
- **Skills**
  - Enhanced ability to listen, even when people’s opinions differ from mine (3.57)
  - Ability to work with diverse groups (3.31)
  - Consensus building (3.36)
- **Disposition**
  - Value community engagement (3.34)
  - Efficacy (feel confident my ability to have an impact on community problems) (3.51)
  - Social trustee of knowledge (have a responsibility to use knowledge gained to serve others) (3.42)
- **Behavioral Intentions**
  - Examples: stay current on local/national news; participate in advocacy gp; volunteer (3.41)

## CIVIC ENGAGEMENT and SUSTAINABILITY

### Faculty vs. Student Perspectives

**Primary Conclusion: Substantial gap between faculty perception of how they encourage civic engagement and what current students say they are actually doing.**

00= discrepancy between faculty, students and recent graduates

<b>FACULTY</b> (n = 50, Faculty Survey 2009)	<b>CURRENT STUDENTS</b> (n = 178, Student Survey 2009)	<b>GRADUATES</b> (n=168, Civic Minded Graduate Scale 2008)
<b>Awareness of current events</b>		
Talk about current events (84%), Become aware of current events (65%), Follow government affairs (59%)	Talk about current events (57%), Become aware of current events (58%), Follow government affairs (26%)	Graduates feel <b>moderately</b> (3.32 on 5pt scale) motivated to “ <i>stay up on political issues in the community</i> ”, moderately (3.41) motivated to “ <i>stay current with local and national news after I graduate</i> ”, and moderately (3.78) “ <i>prepared to listen to others and understand their perspective on controversial issues.</i> ”
<b>Use of various media to increase awareness of current events</b>		
Read newspaper as “text” for course (39%) and  Listen to news on radio, TV or Internet (46%)	Read newspaper as “text” for course (42%) and  Listen to news on radio (46%), TV or Internet (64%)	Graduates feel moderately (3.41) motivated to “ <i>stay current with local and national news after I graduate</i> ”
<b>Active group membership</b>		
Become active member grp/org (73%),  Encourage student clubs to initiate service (67%)	Become active member of grp/org (50%),  Encourage student clubs to initiate service (26%)	About (40%) of graduates have been involved with community through <i>campus organization or club</i> and are moderately (3.17) “ <i>familiar with clubs/org that encourage and support community involvement</i> ”
<b>Volunteering</b>		
Volunteering (33%)	Volunteering (40%)	About 35% of graduates have <i>volunteered</i> at least “time-to-time” and they feel moderately (3.41) motivated “ <i>to be involved in volunteer service after I graduate</i> ”
	Participating in fund raising run, walk, etc. (36%)	About 25% of graduates have <i>participated in fund raiser</i> at least “time-to-time”

<b>FACULTY</b> (n = 50, Faculty Survey 2009)	<b>CURRENT STUDENTS</b> (n = 178, Student Survey 2009)	<b>GRADUATING SENIORS</b> (n=168, Civic Minded Graduate 2008)
<b>Voting, following &amp; participating in govt affairs</b>		
Voting (84%),  Following govt affairs (59%),  Become knowledgeable of electoral processes (41%),  Displaying buttons, signs, etc. (12%)  Volunteering for political candidate or organization (12%)  Making campaign contribution (4%)	Voting (75%),  Following govt affairs (26%),  Become knowledgeable of electoral processes (29%),  Displaying buttons, signs, etc.(19%)  Volunteering for political candidate or organization (6%)  Making campaign contribution (5%)	Graduates <b>moderately</b> (3.53) “realize that it is important for me to vote and be politically informed” are minimally motivated (2.42) “to participate in advocacy or political action groups after I graduate”
Contacting public officials, print media, and broadcast media (20%)	Contacting public officials, print media, and broadcast media (6%)	Graduates feel minimally (2.45) “prepared to write a letter to the newspaper or community leaders about a community issue”
<b>Community problem solving</b>		
Community problem solving (47%)	Community problem solving (9%)	Graduates feel moderately (3.71) confident that “I am able to apply what I have learned in my classes to solve real problems in society”, moderately (3.56) “confident that I can contribute to improving life in my community”, moderately motivated (3.17) to “dedicate my career to improving society” and moderately (3.59) “believe that I have a responsibility to use the knowledge I have gained at SMSU to serve others”
<b>Have taken service-learning course</b>		
Encourage service-learning (31%), Have taught course with service component (~54% trad sl course or service/research course-broadly defined)	Have taken service-learning course (10%) (Note: Specific SL course versus broad definition re: being involved in community of CMG Scale)	About 63% have taken a “course that has included community involvement such as volunteer service, community-based learning, one-time service projects, or other service activities.” (Note: SL is very broadly defined.)





# **First Year Experience: Sustainability**



## First Year Experience “Sustainability” Theme 2008-2009: OUTCOMES

### SUSTAINABILITY: Definition and Parameters

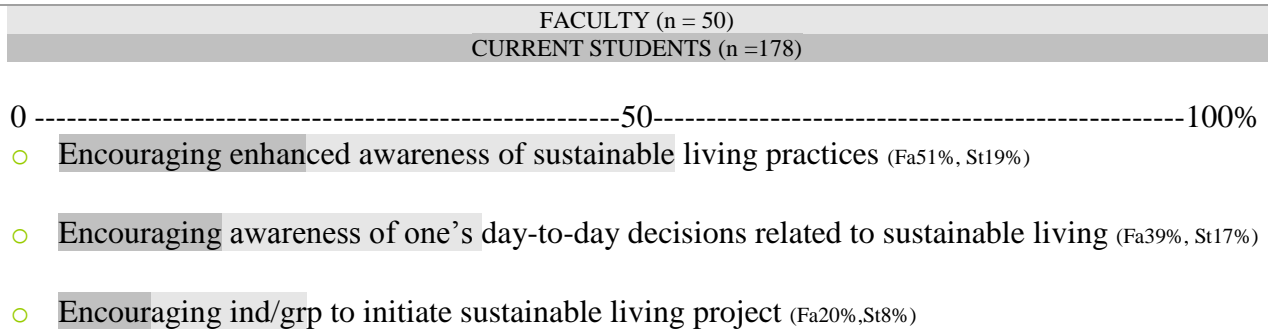
The FYE committee has adopted the Bruntland Commission definition of *sustainability*.

**Sustainability is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.**  
(Bruntland Commission, 1987)

The following areas fall under this general definition of sustainability:

- the world's ability to feed itself;
- water resources;
- zero population growth and family planning;
- social responsibility;
- consumer choices;
- day-to-day life-style choices;
- conservation and preservation of natural resources;
- using renewable resources;
- alternative transportation methods; and more...

### What faculty and students say they are doing with respect to sustainability?





## First Year Experience Event Outcomes

### PRESENTATIONS:

- Keynote: Winona LaDuke  
*Indigenous Perspectives on Sustainability*
- Karl Schmidt  
*Permaculture Basics: Designing for Sustainability*
- Barbara Luikkonen  
*Minnesota Water Resources: Treasures Worth Protecting*
- Craig Howe  
*Indigenous Perspectives on Sustainability*
- Omoyele Sowore  
*Oil Exploration, Human Rights, and Global Governance*
- Earthrise Panel  
*An Organic Farming Panel: Featuring the Fernholz Family*

(*Total Participants* (assuming estimated 75% completed evaluation form): ~620 *Completed evaluations*: n = 465)

### OUTCOMES:

- ✿ Responses to the Winona LaDuke Keynote address and follow-up FYE presentations were generally positive (3.9 and 4.0 on 1 – 5 scale, 1= low, 5 = high).
- ✿ Juniors and Seniors tended to perceive attending the FYE event as a more positive experience compared to Freshmen and Sophomore, with faculty, staff and community members expressing the most positive reactions to the events (4.3, 3.5, and 4.5, respectively).
- ✿ Participant responses to “*I learned something new about sustainability*” and “*The event was a good experience*” were rated somewhat higher than ratings for confidence in one’s ability to address sustainability concerns- “*I feel like I can contribute to sustainability efforts*” (4.19, 4.05, and 3.82, respectively).
- ✿ Events that were perceived as most directly related to sustainability (as defined above) and those that provided concrete suggestions for action tended to receive higher evaluations (e.g., Schmidt presentation on “permaculture”, Earthrise presentation on “organic farming” and Luikkonen presentation on “water resources”)

## FYE Making a Difference Course: Outcomes

Method and Sample: Students enrolled in 12 sections of Fall 2008 FYE *Making a Difference* courses were asked to complete online (D2L).

- Course sections taught from 10 different disciplinary perspectives
- Number of students enrolled N= 104
- Pretest n = 62 (60% of students enrolled) Posttest n = 43 (41% of students enrolled)

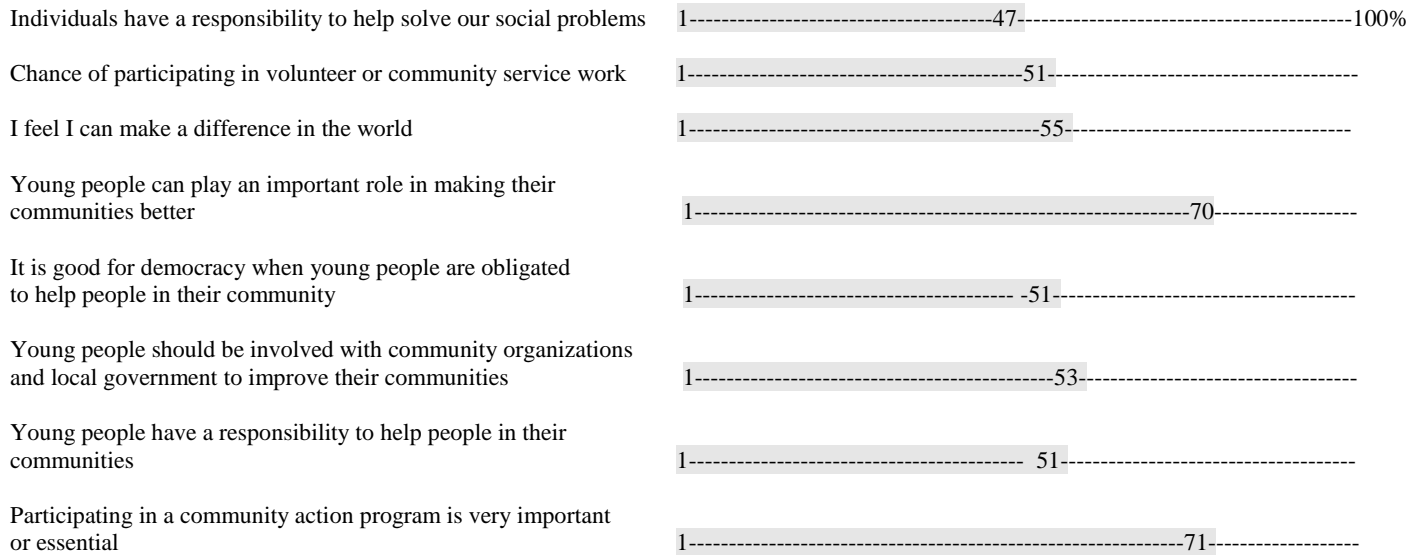
### Course Instructors:

Maria Brandt, Dave Christiansen, Peg Furshong, BC Franson, Chris French, Paul LaMantia, Donna Nieckula, Rick Robinson, Pam Sanders, Will Thomas, Tom Williford, and Tanya Yerrigan

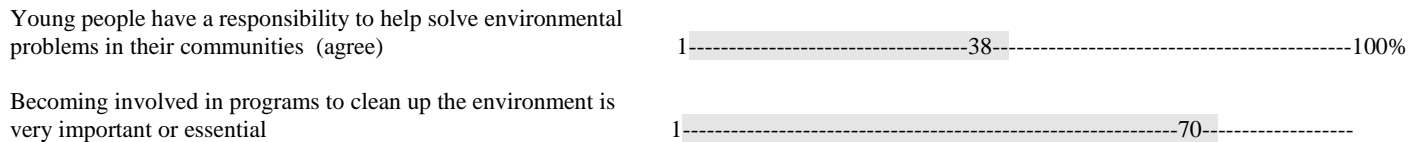
## IDST 186 Making a Difference Post-test Assessment Results in Graphical Form (Fall 2008)

Note: Overall, students' post-test scores on most indicators of civic engagement measures were higher at post-test than at pre-test. Reported below are post-test scores only.

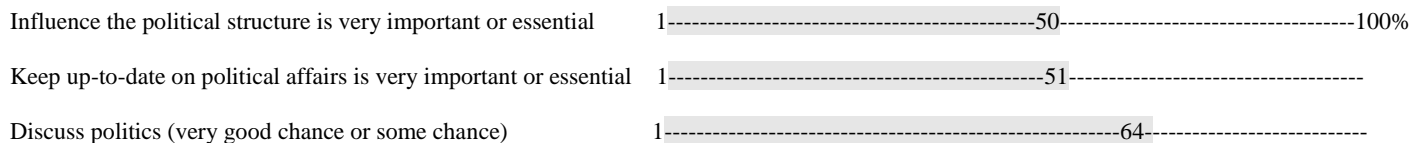
### RESPONSIBILITY AND MOTIVATION TO VOLUNTEER AND HELP SOLVE SOCIAL PROBLEMS



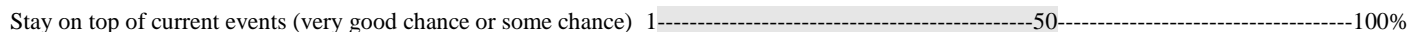
### RESPONSIBILITY AND MOTIVATION TO HELP SOLVE ENVIRONMENTAL PROBLEMS



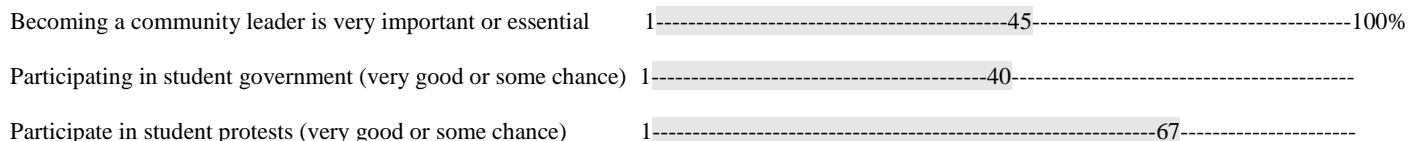
### RESPONSIBILITY AND MOTIVATION TO INFLUENCE POLITICAL STRUCTURES



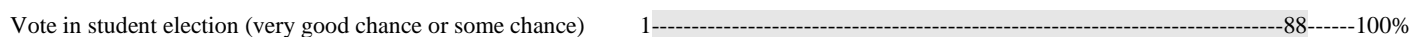
### RESPONSIBILITY AND MOTIVATION TO BE AWARE OF CURRENT EVENTS



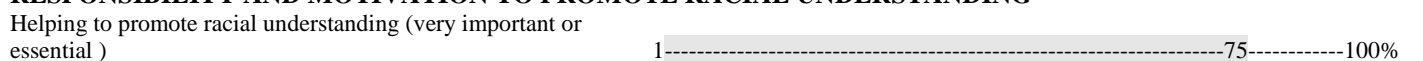
### RESPONSIBILITY AND MOTIVATION TO ASSUME A LEADERSHIP ROLE



### RESPONSIBILITY AND MOTIVATION TO VOTE



### RESPONSIBILITY AND MOTIVATION TO PROMOTE RACIAL UNDERSTANDING



## Sustainability Theme and Sustainability House

The SMSU First Year Experience program aims to create an environment in which students engage around a particular learning theme and have an opportunity to serve. The FYE program has typically gone about doing this by arranging for a series of speakers and events on the chosen learning theme. Though there will continue to be a variety of speakers associated with this learning theme in 2009-2010, more energy will be directed into the Sustainability House project.

The SMSU Sustainability House will consist of co-ed students interested in living in such a way as to minimize their personal carbon footprint. Residents will live in the Aquarius House. Although the Sustainability House may not actually be sustainable in all respects, it will give students the opportunity to contribute their vision to the house in order for it to become a model for the rest of the SMSU campus. Students in this house will be made aware of national initiatives, will coordinate sustainability efforts on campus and in the community, and will create meaningful relationships through a desire to act in a manner consistent with the natural world. This Living & Learning Community is new for the Fall of 2009. Residents of the Sustainability House are not academic specific, they will be asked to sign a Living and Learning Community Contract that commits them to the activities and programs initiated by the house.

Sustainability House instruction will be environmentally friendly, interesting, useful, fun, and open to all community members, on-campus and off. It is critical to the sustainable movement that relationships form throughout all communities and between all people. The aim of the house will not only be to guide students through pertinent life skills, but also that they, themselves, become teachers/leaders in the broader community. Through applying sustainable practices on-campus, it is hoped that much energy will be generated around the theme of “sustainability” at SMSU and in the Marshall community.

In addition to the Sustainability House, another way in which the “sustainability” theme may be experienced on our campus in the 2009-2010 year is through enrollment in one or more 1-credit sustainability courses. A few example course offerings in Fall 2009 include the following:

- IDST 186 Sustainability: Historical Perspective
- IDST 186 Sustainability: Literature of Wendell Berry
- IDST 186 Sustainability: Using Multimedia Projects to Promote Campus Sustainability
- IDST 186 Sustainability: What can be done NOW at SMSU?

The Sustainability House and other sustainability theme related events are sponsored by the Center for Civic Engagement and the First Year Experience. For more information about the programming in the house, please call 507-537-6423 or email at [redign@southwestmsu.edu](mailto:redign@southwestmsu.edu) [civicengagement@southwestmsu.edu](mailto:civicengagement@southwestmsu.edu) .

**Civic Inventory  
Sustainability Card Responses**  
(n= 51 cards completed)

**“Please not any thoughts/ideas you have about planning for “sustainability” at SMSU.”**

Responses grouped into the following categories:

<ul style="list-style-type: none"> <li>▪ <b>Focus on waste reduction and use of alternative energy</b> <ul style="list-style-type: none"> <li>• Improve on-campus recycling...</li> <li>• Invest in more efficient lighting...</li> <li>• Improve transportation...</li> </ul> </li> <li>▪ <b>More info needed/create awareness</b></li> <li>▪ <b>Need for creating committee/coordinating efforts</b></li> <li>▪ <b>Day-to-day awareness of consumer/lifestyle decisions</b></li> <li>▪ <b>Effort to engage the community</b></li> <li>▪ <b>SMSU is doing a fine job with sustainability</b></li> </ul>	<p>41%</p> <p>25</p> <p>10</p> <p>6</p> <p>35</p> <p>10</p> <p>6</p> <p>6</p> <p>2</p>
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**Waste reduction/Use of alternative energy sources (41%):**

- ✿ Efficiency toilet flushing
- ✿ In some way reduce the use of plastic bottles
- ✿ Continuing making things electronically available to cut down on paper
- ✿ Product efficiency should be touched on.
- ✿ Renewable energy sources... more
- ✿ Turn off lights when not in use, and keep the heat at a comfortable level, instead of cranked on.
- ✿ Use less electricity and be outside more than we are now.
- ✿ Become more involved in wind energy
- ✿ Not as much bottled water and more in a reusable bottle
- ✿ Water stations—See Star Tribune article about the stations at St. Cloud State University—would cut down on bottled water being purchased
- ✿ Sensor lights everywhere
- ✿ Only hand dryers
- ✿ Automatic water/toilets (everywhere)
- ✿ In Student Center, during day only use windows (they provide enough light in main area)
- ✿ Have things unplugged that are not being used.
- ✿ SMSU should get wind turbines for wind energy. It would be excellent to get upper-level students to help design/build them→for more experience, etc.
- ✿ Replace paper towels in the bathrooms with electric hand dryers on-campus:
  - Reduce paper towel waste
  - Cleaner bathrooms, less work to clean
  - Initial cost will eventually offset by means #1 and #2
- ✿ SMSU should do more for “going green” in all aspects of the university. We should do more with the community so that there is more retention.
- ✿ Invest in on-campus windmills, will produce our own electricity and may be able to sell electricity! Mo’ money! Mo’ money!
- ✿ From “simple” (recycling)→ more involved (wind turbine)
- ✿ Be realistic about what projects require—start small pilot projects

## Waste reduction cont....

- **Recycling (25%):**
  - From “simple” (recycling) → more involved (wind turbine)
  - More recycling bins by eating areas.
  - Recycling, don’t leave water running while brushing teeth, don’t use lights when not needed and don’t leave them on when not in the room
  - Encourage more recycling, have a campus transportation to various places around town.
  - Recycling and car pooling seem like good ideas to me. Each offer benefits that reduce the amount of fossil fuels we use. It will make our resources last longer and create a “healthier” environment to live in now and in the future.
  - Recycling more
  - I think the alternate transportation methods are good... recycling.
  - Recycle
  - Recycling, turn out the lights
  - Recycle, turn out the lights when leaving
  - Being more active in my community, recycling.
  - More recycling bins
  - Take a greater effort in going green--- recycling more, educating students about reusable resources, common/everyday examples to save energy, water, etc.
- **Lighting (10%):**
  - Turn off lights when not in use, and keep the heat at a comfortable level, instead of cranked on.
  - From “simple” (recycling) → more involved (wind turbine)
  - Recycling, don’t leave water running while brushing teeth, don’t use lights when not needed and don’t leave them on when not in the room
  - Recycle, turn out the lights when leaving
  - Recycling, turn out the lights
- **Transportation (6%):**
  - School could have a more complete transportation system that goes around other places besides Marshall. Like take students to neighboring towns if that is where they live.
  - Transportation
  - I think the alternate transportation methods are good... recycling.

## More information needed/ Create awareness for sustainability (35%):

- ✿ Make it well known, get awareness and advertisements out there and heard about.
- ✿ I think we need to get more information out there to students about sustainability. It is definitely something I am interested in, but not something I know a lot about.
- ✿ There should be more information posted about it.
- ✿ Have more info regarding this subject
- ✿ Help students be more aware through lectures and activities.
- ✿ Use fliers, have workshops
- ✿ Maybe have fliers about being a smarter consumer.
- ✿ We can talk about it at RHA and Senate meetings. There should also be a sustainability group on-campus.
- ✿ \*Put sustainability updates on the SMSU daily info email.
- ✿ Keeping many activities on-campus for students to attend.
- ✿ Sustainability has to be pleasing to the present generation. The coming generation has to have what we had...
- ✿ SIFE Team Sustainability is a goal of mine while I’m at SMSU.
- ✿ Participate in every program
- ✿ Take a greater effort in going green--- recycling more, educating students about reusable resources, common/everyday examples to save energy, water, etc.
- ✿ Encouraging a lot of participation and community oriented students... by forming church groups.
- ✿ Show some results... Involve students in planning/execution
- ✿ (include in Ag. Bowl)- informational activities to explain what sustainability really is → clear up misinformation and show practical solutions that help area community.
- ✿ Be realistic about what projects require—start small pilot projects

### **Need for creating committee/ coordinating efforts (10%):**

- ✿ Need a person to be the main “shepherd”/leader/contact to help guide and set priorities and organize the broad efforts- lots going on in different places that need to coordinate.... For example, the Green Bistro and “green” plans for greenhouse renovations (ideas pertaining to a possible garden--- need to make use of expertise around campus)
- ✿ Show some results... Involve students in planning/execution
- ✿ Task force/ action groups
- ✿ Work with President to join campus climate commitment
- ✿ Be realistic about what projects require—start small pilot projects

### **Day-to-day awareness of consumer/lifestyle decisions (6%):**


- ✿ Maybe have fliers about being a smarter consumer.
- ✿ Day-to-day lifestyle choices... Healthy choices on choice of food and healthy choice in exercise.
- ✿ People’s day-to-day lifestyle choices. If they recycle and throw their trash away stuff it will make the community a better place. No garbage laying around.

### **Effort to engage with community (6%):**

- ✿ Being more active in the community.
- ✿ Encouraging a lot of participation and community oriented students... by forming church groups.
- ✿ SMSU should do more for “going green” in all aspects of the university. We should do more with the community so that there is more retention.

### **SMSU is doing a fine job with sustainability (2%)**

- ✿ I think our campus is doing a good job of promoting sustainability on the SMSU campus.



**ALL SECTORS OF CAMPUS:  
What are we doing?  
What more can we do?**



(Note: This section includes information gathered at Professional Development Day and is a work in progress.)

## President's, Provost and Deans' Offices

What we currently are doing with respect to civic engagement and/or sustainability?

- Provide support with student staff (mentees, grad assistants), conference and other professional development support, allowing use of regular annual meeting time (e.g. Strategic Planning Day, All University Meeting times, Professional Development days), support for physical space, operating budget, valuing service-learning and other forms of encouraging civic engagement with tenure/promotion decisions, Faculty Coordinator reassigned time
- Call for relevant taskforce/committees (e.g., Brown and Gold Taskforce) and use of insights from those groups/efforts
- Keeping civic engagement at SMSU at forefront of minds of various campus and community constituencies----students, faculty, staff, administration, alumni, community partners
- Active membership and participation in relevant professional organizations (e.g., MN Campus Compact and AACU)

What more we could do?

## Academic Department (Department as unit vs. Individual Faculty)

What we currently are doing with respect to civic engagement and/or sustainability?

- Coordinated departmental and inter-departmental efforts to address need of selected service sites (e.g., Psychology and Education majors working with Lynd tutoring and MECLA career mentoring program, Wellness and Human Performance coordinating with several other disciplines for Mustang Rodeo)
- Environmental Science coordinating multiple involvement of multiple disciplines to highlight undergraduate research, including the “engaged scholarship” (community-based service/research) of the Redwood River Monitoring Project and the annual analysis of the Civic Minded Graduate Scale completed by graduating seniors (coordinated effort between Psychology, Registration Office, and Institutional Research Office).

What more we could do?

## Admissions

What we currently are doing with respect to civic engagement and/or sustainability?

- Admissions/Orientation Staff include Center for Civic Engagement/FYE on orientation route through campus
- Include Center for Civic Engagement/FYE and specific example of engaged partnerships at recruitment/orientation day events
- Requested (and have) list of specific things to highlight with Center for Civic Engagement/FYE

What more we could do?



## Athletics

What we currently are doing with respect to civic engagement and/or sustainability?

- Coordinated comprehensive campus-community AgBowl events (recently received award for extent to which numerous local/regional vendors, SMSU students, Marshall area children, etc.) were involved
- Encourage volunteerism (e.g., reading to elementary school children, helping out as after-school coach at Lynd)
- Wide variety of volunteerism in a given year. See website for more information.

What more we could do?

## Advancement/Development/Foundation Office (s)

What we currently are doing with respect to civic engagement and/or sustainability?

- Highlight civic engagement activities in annual reports and other publications
- Create Foundation account to support civic engagement activities (in the works)

What more we could do?

## Advising Center

What we currently are doing with respect to civic engagement and/or sustainability?

What more we could do?

## ARAMARK (Campus Dining)

What we currently are doing with respect to civic engagement and/or sustainability?

- Highlight “sustainability” efforts---e.g., reuse of coffee cups
- “Trayless” in Dining Services (not sure if that is correct way to phrase it)

What more we could do?

## Barnes and Noble Bookstore

What we currently are doing with respect to civic engagement and/or sustainability?

- Books available for sale include those related to civic engagement and sustainability
- Assist with FYE event (e.g., sale of books authored by Keynote Speakers)
- Coordinate use of NYTimes as “text” for course instruction

What more we could do?

## Business Services

What we currently are doing with respect to civic engagement and/or sustainability?

What more we could do?

## Career Services

What we currently are doing with respect to civic engagement and/or sustainability?

- Governmental Job Fair (October)
- Internship and Full-time Job Fair
- Promote Idealist Job Fair (Non-profit Job Fair in Twin Cities)
  - Director of Career Services serves on state level MCUCSA Executive Board, which assists with sponsoring Idealist Job Fair)
  - At MN Job Fair, offer price reductions for non-profit agencies
- Focus on getting up to date on Peace Corps and AmeriCorps opportunities
- Keep Mustang Jobs (full time and part-time job options) updated, including non-profit sector jobs
- Trying to get funding for access to comprehensive online career development resource called VAULT (includes online career library, 24 hour/day access; streaming videos related to various professions; employee database of 2000+; possibility of non-profit “thread”)
- SUSTAINABILITY—Highlight internships such as Go Green internship experience in Washington
- In individual counseling with students, cover emerging “green energy” jobs

What more we could do?

## **Center for Civic Engagement /First Year Experience**

What we currently are doing with respect to civic engagement and/or sustainability?

(See previous section in report.)

What more we could do?

## **Computer Services**

What we currently are doing with respect to civic engagement and/or sustainability?

What more we could do?

## **Counseling and Testing**

What we currently are doing with respect to civic engagement and/or sustainability?

What more we could do?

## **Culinology**

What we currently are doing with respect to civic engagement and/or sustainability?

- Green Bistro
- In process of coordinating Local Foods Symposium

What more we could do?

## Cultural Diversity Office

What we currently are doing with respect to civic engagement and/or sustainability?

What more we could do?

## Disabled Student Services

What we currently are doing with respect to civic engagement and/or sustainability?

What more we could do?

## Duplicating Services

What we currently are doing with respect to civic engagement and/or sustainability?

What more we could do?

## Facilities

What we currently are doing with respect to civic engagement and/or sustainability?

- Intentional efforts by Director of Facilities to seek information from building contractors involved with construction of new structures and Facilities staff about environmentally sustainable practices, for example:
  - DLR Group (architecture/engineering firm), hired to construct Stadium, input (for example): site water flowing to retention pond and naturally filtered prior to entering existing wetlands; sensor operated low flow toilets, sinks, urinals reduce water use; native prairie grasses plants; carpets have high recycled content and are adhered with low VOC adhesives; occupancy sensors control lights (and more)

- Hay/Dobbs (architecture/engineering firm) , hired to construct Residence Hall input (for example): native prairies grass will be planted; alternative transportation in form of bike racks encourage cycling; vegetated open space adjacent to the building that exceeds the building footprint bio diversity; lighting turns off at peak hours; high efficiency motors and other mechanical units; planning for recycling areas; site stone cut from local quarry; variety of indoor environmental quality controls (and more)
- Staff input re: Stadium/Student Center and “green practices”: plantings identified by Jeff Jennings are drought tolerant, disease resistant requiring little or no pesticides and very low maintenance overall; mulch in bedding areas; Student Center design included a clerestory which allows for daylighting of the SC spaces; Other windows provide pleasing spaces within the SC/CC; used existing footings of the Student Center – and added a 2<sup>nd</sup> floor to the Student Center; replaced large windows on the north and south sides of the Conference Center with more energy efficient glazing (glass); roof for the SCC is designed to meet MnSCU standards which provides for a high R-value of insulation; SMSU uses hydro electric power and has been since the campus was built. Our power is generated in the Missouri River Basin; local concrete supplier provided concrete for the project and there was a lot of concrete in the SCC; regarding windows---capacity to maintain 55-degree temperature with only five industrial space heaters, outstanding insulation properties (SMSU “stands out” for its use of electricity for heating and cooling -versus natural gas- and for its efforts to save energy)
- Other input from staff (for example): use of recycled metals from local firm; cylinders from library used in Fine Arts for rekeying of Fine Arts; pulled some lights out of lounges in F Hall

What more we could do?

## Financial Aid Services

What we currently are doing with respect to civic engagement and/or sustainability?

- Portion of work study funds is allocated for service related work by students (what percentage? \_\_\_)

What more we could do?

## Fitness Center

What we currently are doing with respect to civic engagement and/or sustainability?

What more we could do?

## Foundation

What we currently are doing with respect to civic engagement and/or sustainability?

- Create Foundation account to support civic engagement activities (in the works)

What more we could do?

## History Center

What we currently are doing with respect to civic engagement and/or sustainability?

What more we could do?

## Honors Program

What we currently are doing with respect to civic engagement and/or sustainability?

- One (or more?) course in past two years has involved some students in service (need to clarify nature of course structure)

What more we could do?

## Housing/Residential Life

What we currently are doing with respect to civic engagement and/or sustainability?

- Assisting with coordinating the Sustainability House in 2009-2010 (as part of Living/Learning Community programming)
- Requirements for RA Staff to create engagement opportunities for residents (which could include service)

What more we could do?

## **Institutional Research**

What we currently are doing with respect to civic engagement and/or sustainability?

- Coordinate gathering and analysis of Senior Survey, which includes item related to community engagement activities
- FIG funds have supported faculty efforts to learn more about service-learning through conference/workshop attendance

What more we could do?

## **International Student Services**

What we currently are doing with respect to civic engagement and/or sustainability?

What more we could do?

## **Learning Resources**

What we currently are doing with respect to civic engagement and/or sustainability?

What more we could do?

## **Library Services**

What we currently are doing with respect to civic engagement and/or sustainability?

- Some library staff serve (have served) on FYE and Civic Engagement Committees
- Have put together book/other publication displays for “sustainability” events, Constitution Day, etc.
- Make space available for groups to use to discuss FYE and Civic Engagement efforts
- Collection of books related to civic engagement in higher education (one of largest in MNSCU system, when combined with resources located in the Center for Civic Engagement)
- Could develop resource sheets related to civic engagement and sustainability
- Considering various means of enhancing campus “information literacy” related to sustainability

What more we could do?

## Registration

What we currently are doing with respect to civic engagement and/or sustainability?

- Have included the Civic Minded Graduate scale as required questionnaire to be completed by graduating seniors in 2008 and 2009

What more we could do?

## Religious Center

What we currently are doing with respect to civic engagement and/or sustainability?

- Campus Pastor serves on FYE committee (with particular interesting environmental sustainability efforts), coordinated panel on organic farming, and taught FYE Making a Difference course focused on sustainability
- Has begun to transform Campus Religious Center—in terms of physical space and programmatically-- in way that makes it a more welcoming place to gather (creates greater sense of “community” among students in that sense)

What more we could do?

## Senior College

What we currently are doing with respect to civic engagement and/or sustainability?

What more we could do?



## Southwest Marketing Advisory Center

What we currently are doing with respect to civic engagement and/or sustainability?

- Students provide low cost marketing and other business development services to area business

What more we could do?

## SPUR

What we currently are doing with respect to civic engagement and/or sustainability?

- Have regularly published articles related to civic engagement (over past several years)

What more we could do?

## Student Center/Student Activities

What we currently are doing with respect to civic engagement and/or sustainability?

- Encourage service to campus and the community through its student club fund allocation process
- Have collaborated with other units of campus to support speakers, bands, and other events related to FYE
- SALink creates capacity for systematically tracking service activities of clubs on annual basis

What more we could do?

## Theatre

What we currently are doing with respect to civic engagement and/or sustainability?

What more we could do?

## University Relations

What we currently are doing with respect to civic engagement and/or sustainability?

- Regularly highlight civic activities and sustainability related events in local paper, via radio, and distribution to regional “AP” network

What more we could do?



