



Building Faculty Capacity for Community Engagement Teaching

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The Steans Center develops mutually beneficial relationships with communities to engage DePaul in transformative experiences grounded in Vincentian values and the quest for social justice.

Student from Professor Jennifer Finstrom's Writing, Rhetoric, and Discourse Class Introduces his group member who will read her poem for On-Campus "Poetry Slam"



Community-based Service Learning Influences

- **Religious**—“God allows us to give rise to the practice of two beautiful virtues: perseverance, which leads us to attain the goal, and constancy, which helps us to overcome difficulties.” Solidarity, social justice (St. Vincent DePaul, 500 years ago)
- **Civic education--rooted in turn of the century egalitarianism, experience, progressivism:** “The settlement is a protest against a restricted view of education.” (Jane Addams, 1906; revived 1990s. Steans Center is founded in 1998)
- **Public education**--“People are fulfilled to the extent that they create their own world; resisting the banking model of education.” Reflection (Paolo Freire, 1960s on)
- **Asset-Based Community Development**—“Systems use relationships to produce products and services. Associations create relationships for their own sake, bringing forth the properties of kindness, generosity, and the rest.” (John McKnight, 1950s on)
- **Critical Service Learning**--“Practitioners interrogate systems and structures of inequality, question the distribution of power, and seek to develop authentic relationships among students, faculty, and community partners” (Tania Mitchell, 2008)
- **Buddhism**--“Tend to the world and one tends to oneself; tend to oneself and one tends to the world” (Jack Kornfield, 2009)



Progressive Era

- By the end of the 19th century more women were looking beyond their home and into the public sphere.
- By 1900 there were over 500 women's clubs with over 160,000 members.
- Many of these organizations focused on supporting libraries, hospitals, schools, settlement houses, compulsory education and child labor laws.



Service Learning Overview

- Emerges as a field in the 1990s—distinct from volunteerism, internships
- Faculty-driven courses
- Social Sciences and Humanities, but all disciplines
- Scholarship of Teaching and Learning; Research
- Campus Compact and other associations
- Mission-centered institutions; will lean toward female faculty and students
- Rise of 1- to 20- staff person Centers
- Domestic primarily, until more recently
- The Hyphen

Service Learning

- Form of experiential education in which students engage in activities that address human and community needs together with opportunities intentionally designed to promote student learning development. Reflection and reciprocity are key concepts of service-learning.

Purposes for and Significance of Service Learning (faculty view)

- A model of teaching and learning
- An expression of personal identity
- An expression of institutional context and mission
- Embedded in a specific community partnership
- [Central to one's discipline]

Forbes, et al



Faculty Development Resources— Steans Center

- Certificate Credentialing Program
- 1-1 Consultations
- Five Workshops
- Community Conversations on Topical Issues
- Two Community—Based Institutes
- Extensive Partnership Development Assistance
- Evaluation and Assessment Help
- Funding for Community Based Research and Scholarship of Teaching

Challenges-Assets:

Time

Challenge

- Difficult to find time to develop working relationship with staff and community partner, design learning activities, manage them, and to reflect on and assess meaning.

Building Capacity-Assets

- “Centralized” center: One-one consultation, workshops, Faculty Institute, Community Conversations
- Asset-Based Community Development
- Repeat relationships with staff and community partners where possible
- Overlapping scholarship and research agenda (mentoring, discipline)

Challenges-Assets:

Ensuring Student Learning

Complexities of preparing and sharing syllabus, co-educating with center and community, logistical constraints

- Weave content throughout course—robust critical thinking
- Collaboration agreement between participants
- Orientation to community partner
- “Teaching moments”



Challenges-Assets:

Ensuring Positive Community Impact

- Desire mutual benefit and “do no harm”
- Desire maximum learning and “do no harm”
- Desire social change or social justice
- Additional student experiences (internships, scholarships)
- Listen for challenges, need—The “Small Idea?”
- Build trust
- Creative and flexible service or project design
- Manage **own**, community expectations
- Ensure continuity, consider possible additional commitments (board membership, volunteering, etc.)

Challenges-Assets: *Institutional Structures*

- Unsupportive power and reward systems
- Departments and Schools—Siloed
- Disciplines--Uneven
- Marginalized faculty—adjuncts, lecturers, women, indigenous peoples
- Data, benchmarks on value (Carnegie Foundation)
- Coordinating vehicles across faculty, staff, students such as the Council on Community Engagement
- Cultivate Provost, President support
- Financial supports
- Students as colleagues, alumni
- Community partner databases
- Community resources
- Sharing stories



Challenges-Assets:

Students, Community Partners, Staff, and Faculty Caring for the World

Stress, Siloes, Not Knowing One Another, Distance.

A more holistic approach: “Tend to the world and one tends to oneself; tend to oneself and one tends to the world” Jack Kornfield, *The Wise Heart*



Contemplative Prompts for entering the community:

- How are you breathing?
- How are you feeling?
- What is your posture saying?
- What is your voice saying?

- What is your passion?
- How can we find others who share our passion for change?
- How can we model healthy classroom and community relationships for our students?

A Relational Network.