

# ACU AND DEPAUL UNIVERSITY

## COMMUNITY ENGAGEMENT AND SERVICE LEARNING

### OUTPUT PACK

JULY 2019



# WORKSHOP APPROACH : DESIGN THINKING

Over the course of the three day conference, a Design Thinking approach was used to capture the key themes from presentations and roundtable discussions

## What is Design Thinking?

Design Thinking is about designing for change. It's about putting **people at the centre**, **creating new values**, and **working together** to co-create and innovate together. It involves people with diverse perspectives collaborating to drive creativity and allow breakthroughs to emerge.

As part of this, the presentations and roundtable discussions were observed and **key themes** synthesised from discovery and different points of view.

## Affinity Clustering

This Design Thinking method provides a quick way to make sense out of information by organising single data points into clusters that have internal meaning and relationships to one another.

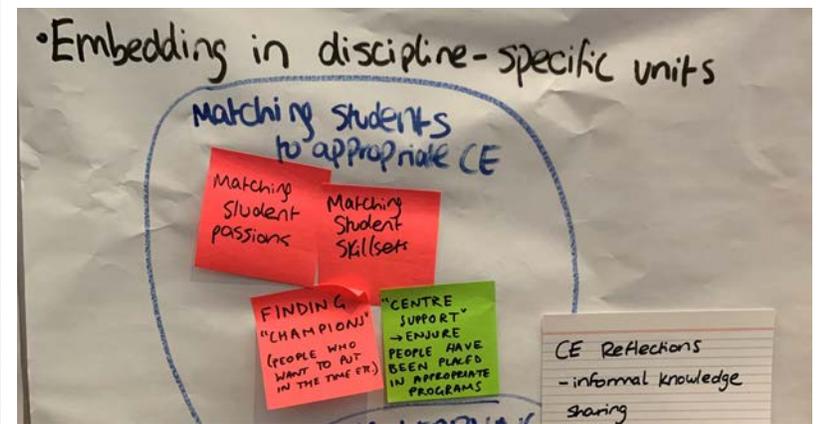
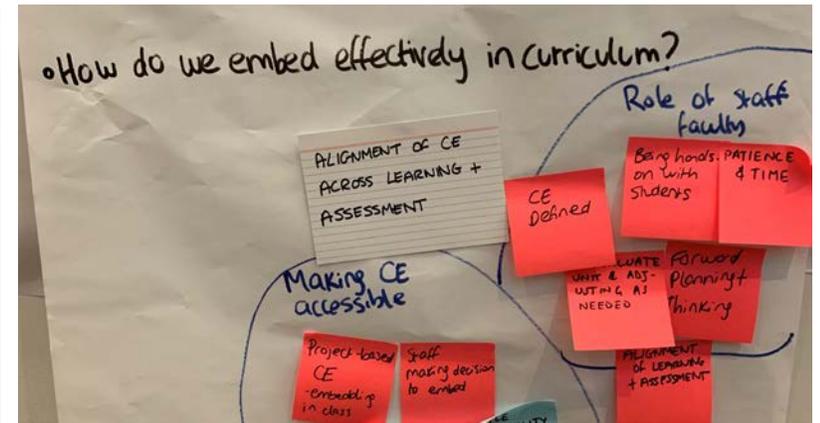
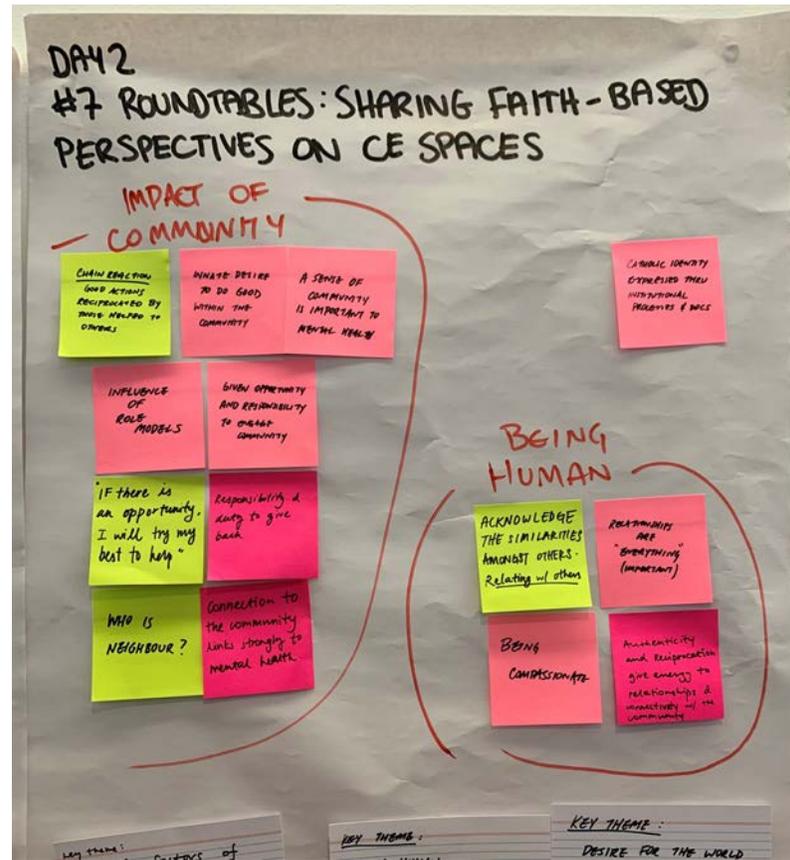
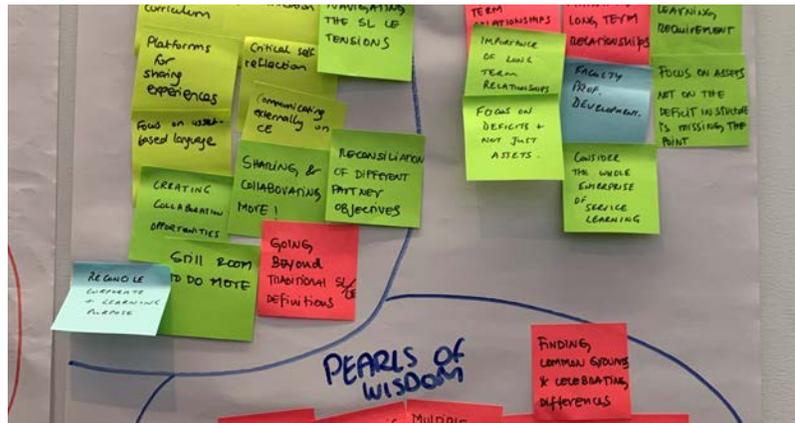
As part of this, all the information captured on post-its was read through and grouped into **rose** (benefits), **bud** (opportunities) and **thorn** (challenges) categories. Similar ideas were then grouped into clusters of related themes.

## How Might We (MHW)

This technique was used to **reframe the problem statement** and shape bold ideation questions using insights from discussion. The aim of this exercise is to help users to think outside the box when addressing issues.

# WORKSHOP OUTPUTS: KEY THEMES

The following slides outline the key themes emerging from each presentation / roundtable discussion. These themes are entered into more detail in the Appendix



# POST WORKSHOP : DAY 1 THEMES

Celebrating community engagement and service learning

Contemporary challenges in community engagement (CE) and service learning (SL) for Catholic institutions

Importance of meaningful partnerships

Staff are central to delivery & leadership

CE role in addressing long term challenges

How might we work together to share & learn on CE?

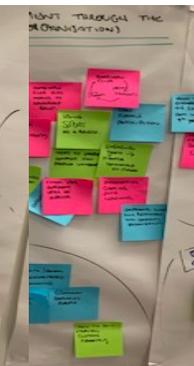
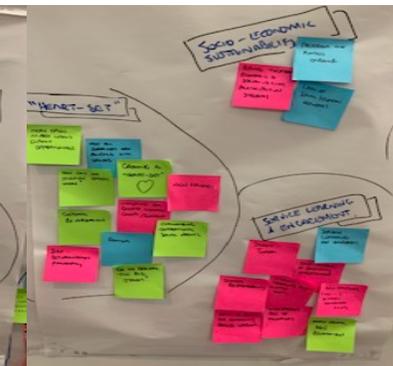
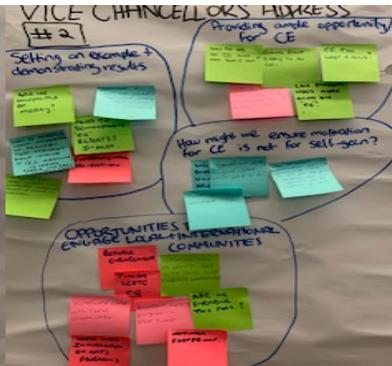
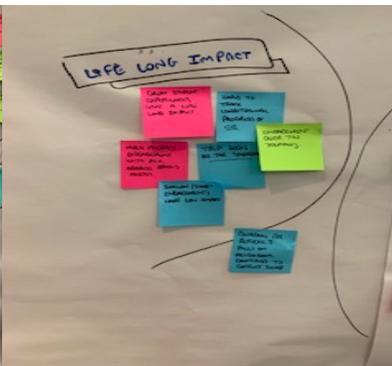
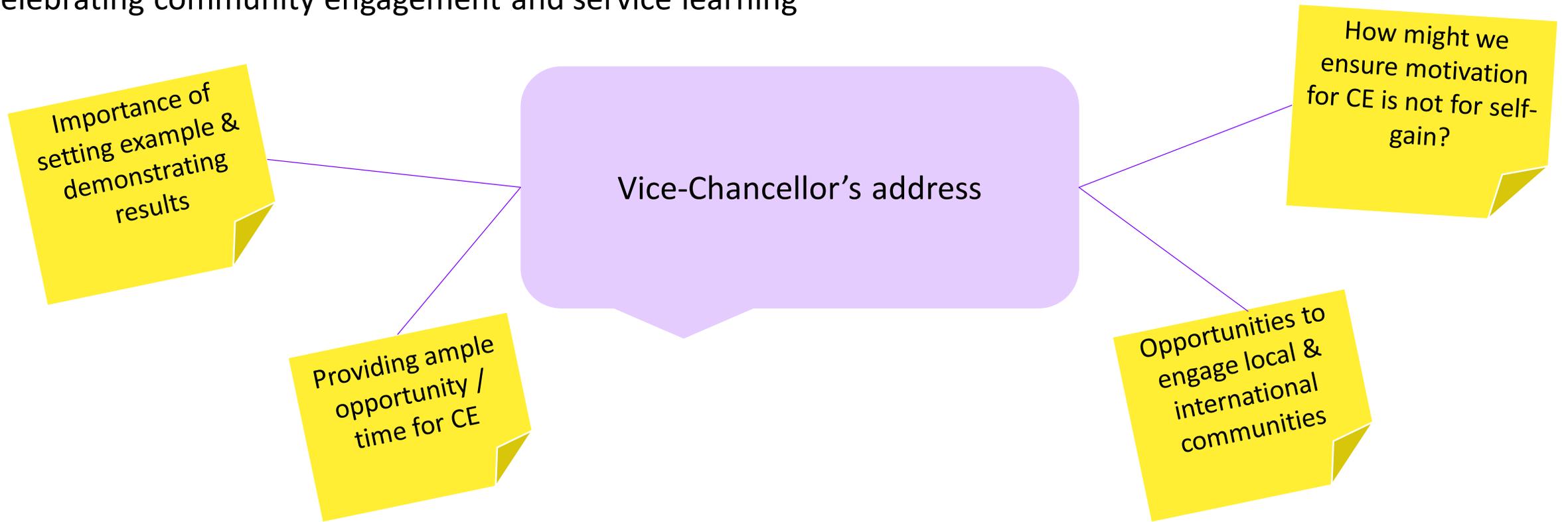
CE developing future student leaders

Life-long impact of CE



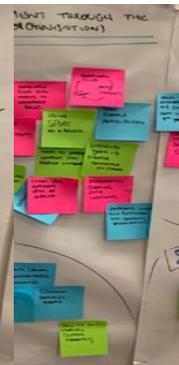
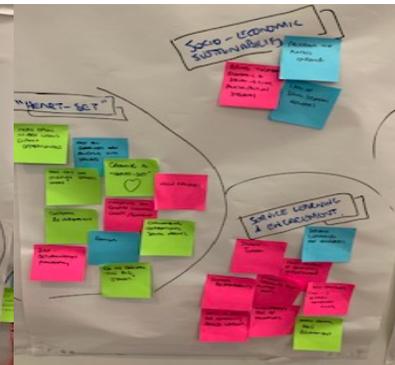
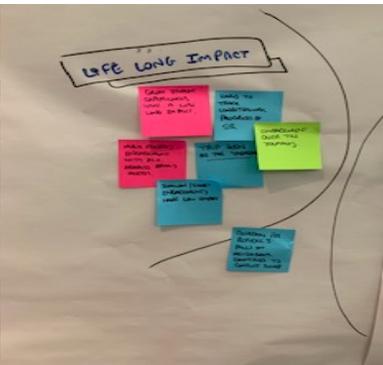
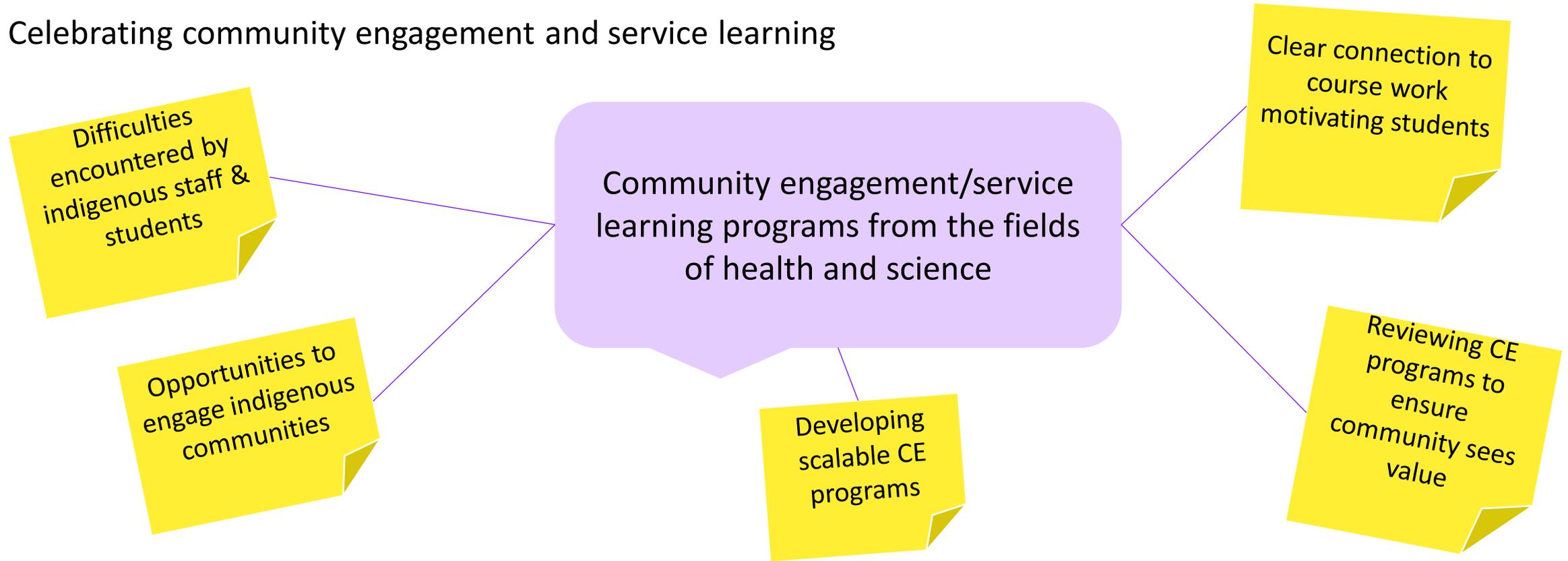
# POST WORKSHOP : DAY 1 THEMES

Celebrating community engagement and service learning



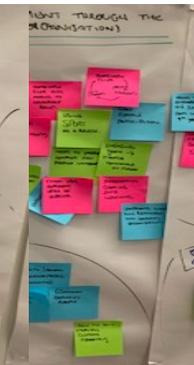
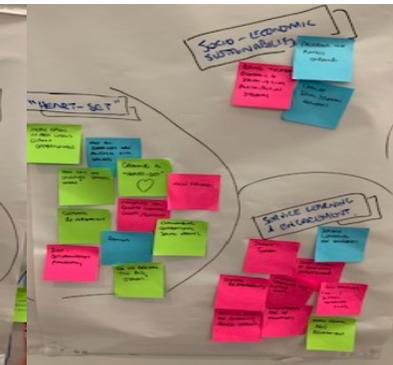
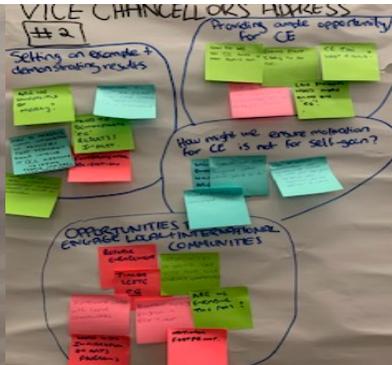
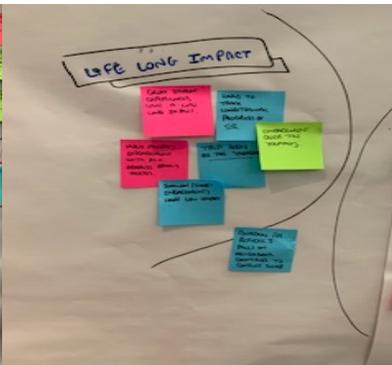
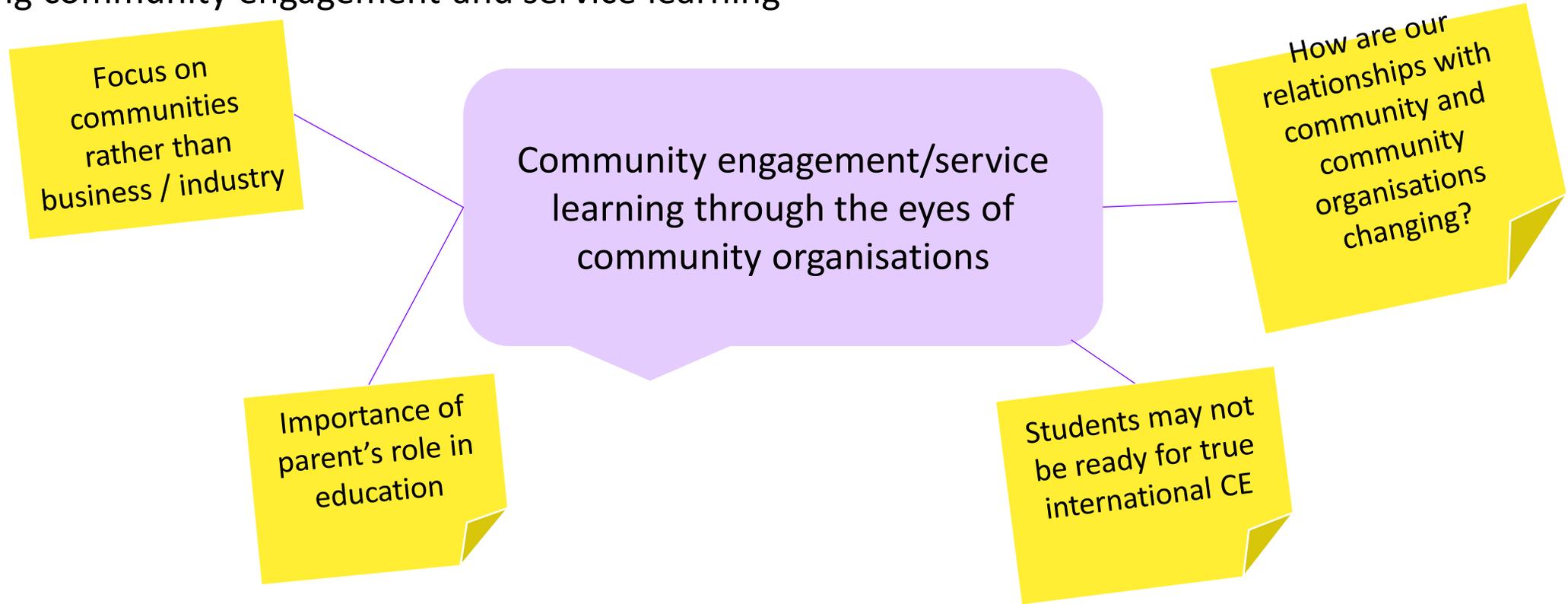
# POST WORKSHOP : DAY 1 THEMES

Celebrating community engagement and service learning



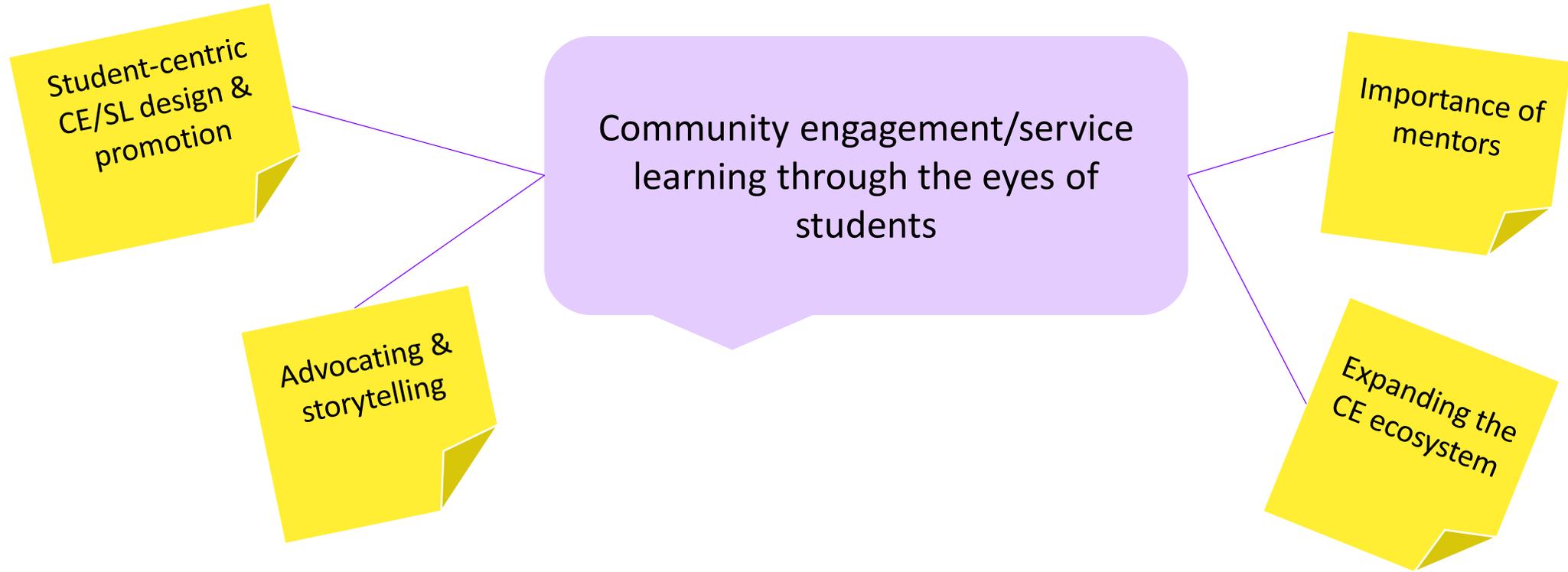
# POST WORKSHOP : DAY 1 THEMES

Celebrating community engagement and service learning



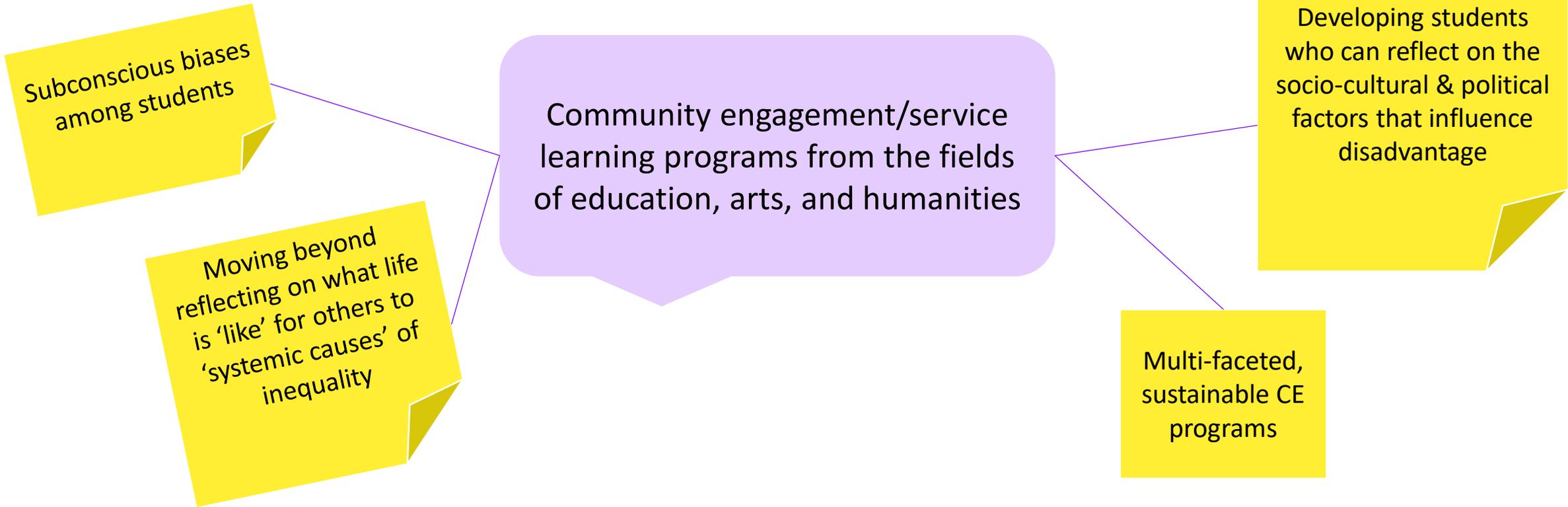
# POST WORKSHOP : DAY 1 THEMES

Celebrating community engagement and service learning



# POST WORKSHOP : DAY 1 THEMES

Celebrating community engagement and service learning



# POST WORKSHOP : DAY 1 THEMES

Celebrating community engagement and service learning

Difficulties teaching with rapidly changing laws

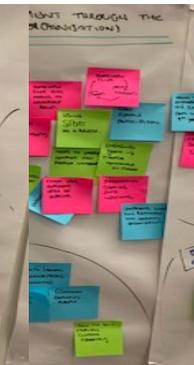
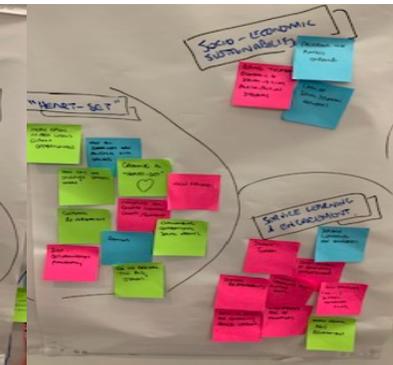
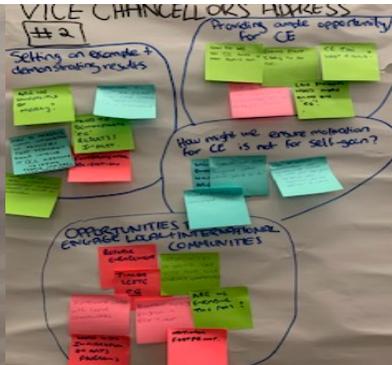
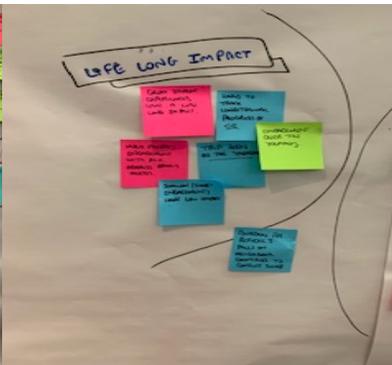
We can do more to support student self-care & well-being in the CE/SL process

Community engagement/service learning programs from the fields of business, law, and social sciences

Risk of pro-bono experience being oppressive for students

Pro-bono experience in every law course (Thomas Moore)

Open forum at beginning of every class (Consulting Skills)



# POST WORKSHOP : DAY 2 THEMES

Developing our community engagement and service learning praxis

Using the wisdom of others and our own experiences to design an ethical and responsive model for institutional community engagement

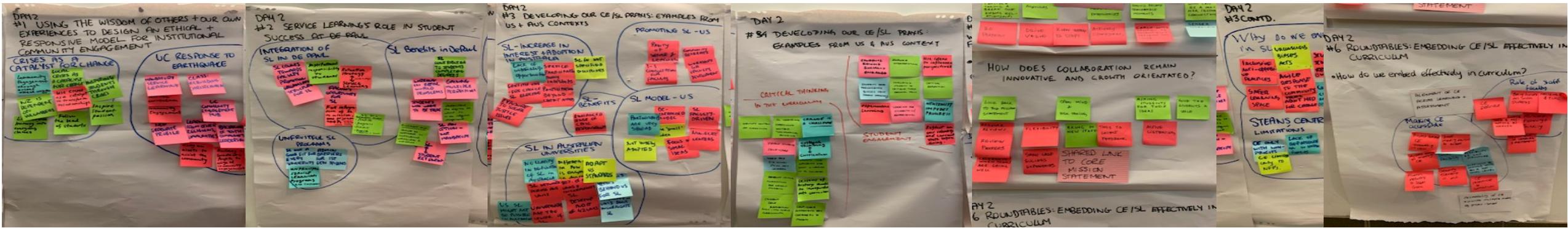
Crises as a catalyst for change

Inspiring students through crises

Mandatory CE/SL classes

Focus on embedding SL frameworks and models into curriculum

Using uni assets to assist the community



# POST WORKSHOP : DAY 2 THEMES

Developing our community engagement and service learning praxis

Service learning's role in student success at DePaul

Full integration of SL into DePaul's mission

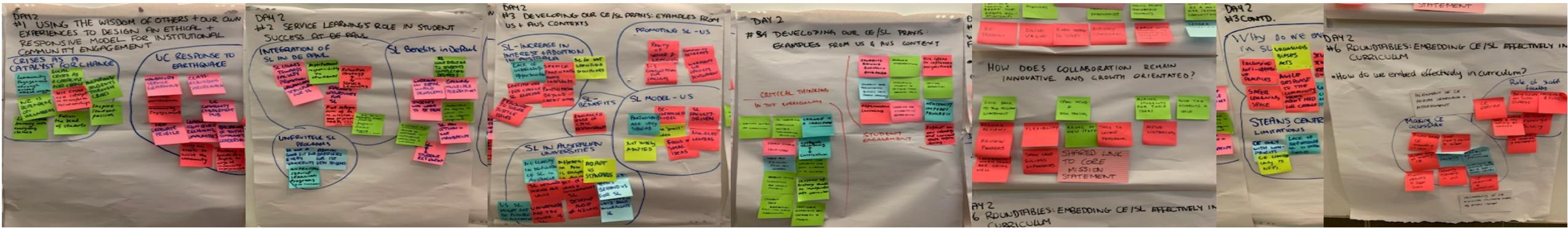
Students working on real-world problems

SL counting towards faculty promotion

SL directly related to student retention

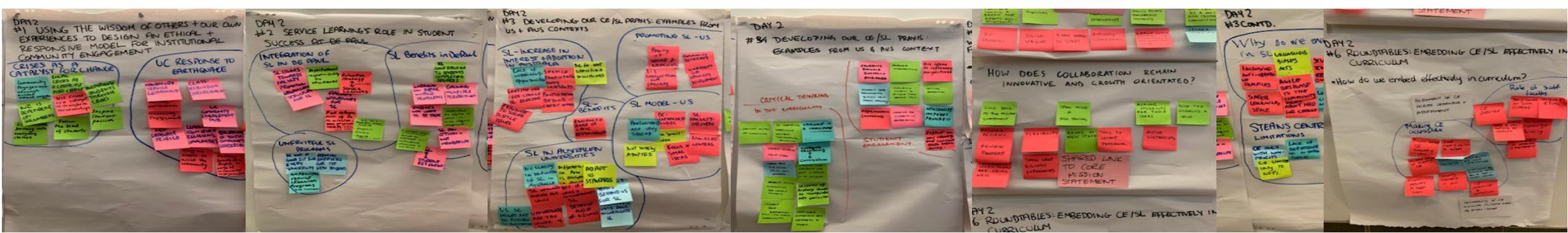
Platforms for students sharing their own experiences (beyond the classroom)

Unfruitful SL programs leading to bad student experiences



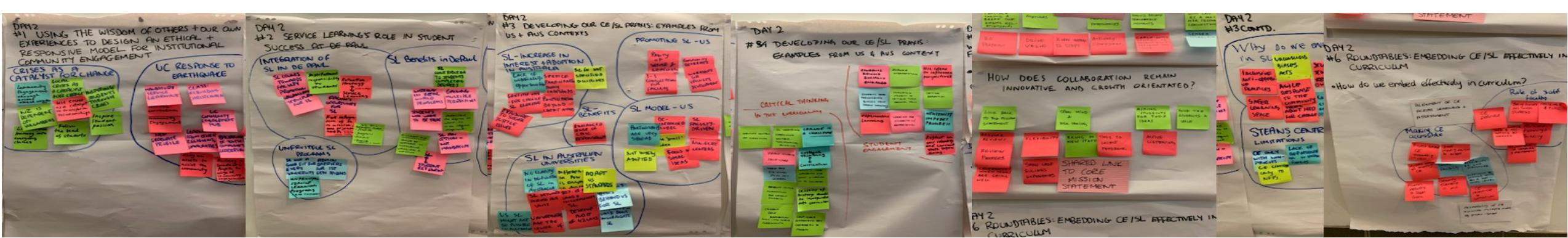
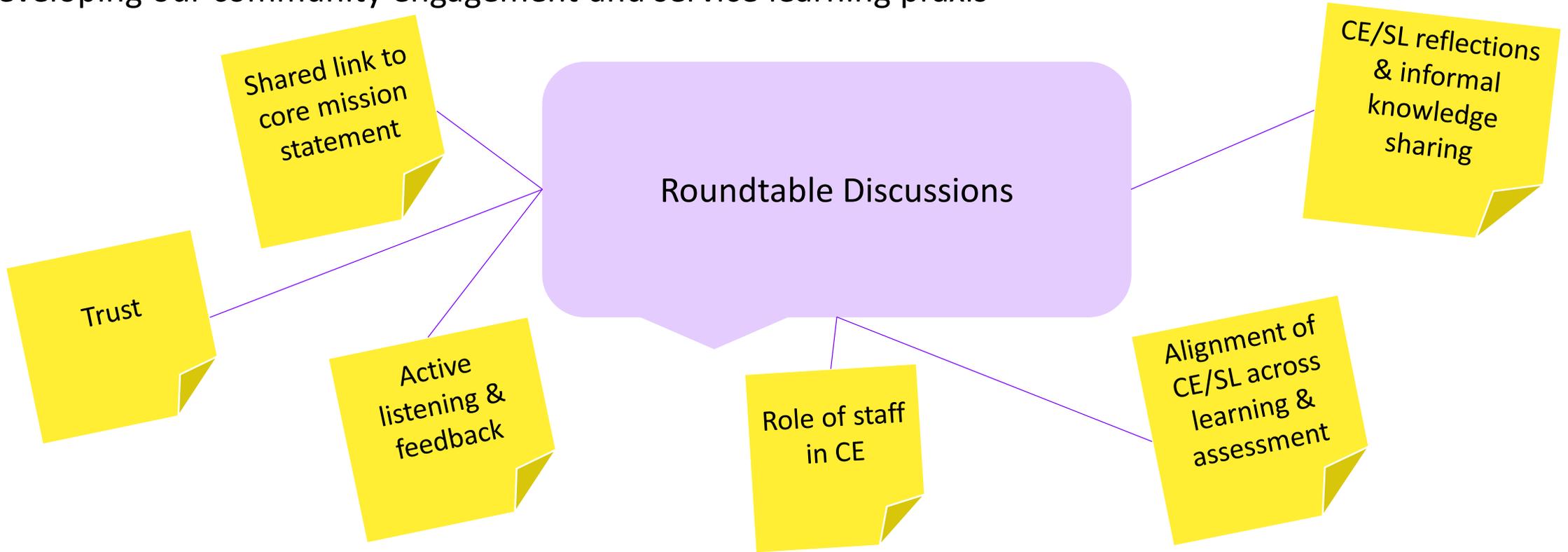
# POST WORKSHOP : DAY 2 THEMES

Developing our community engagement and service learning praxis



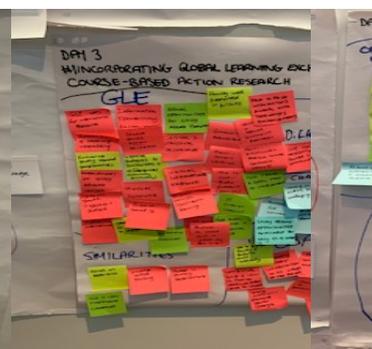
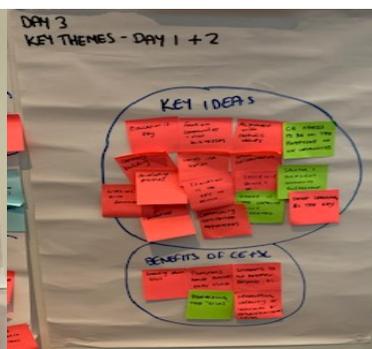
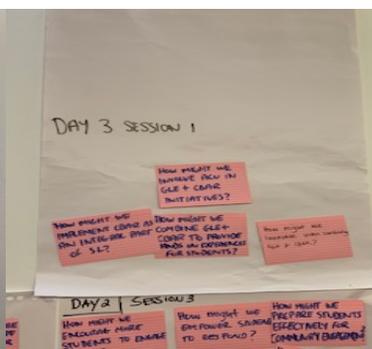
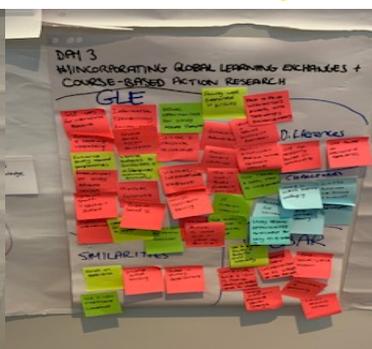
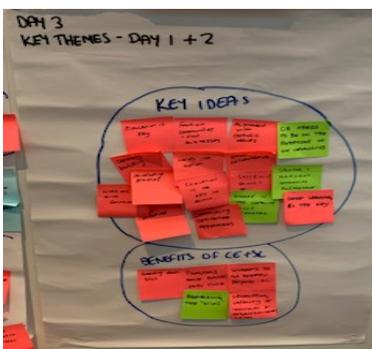
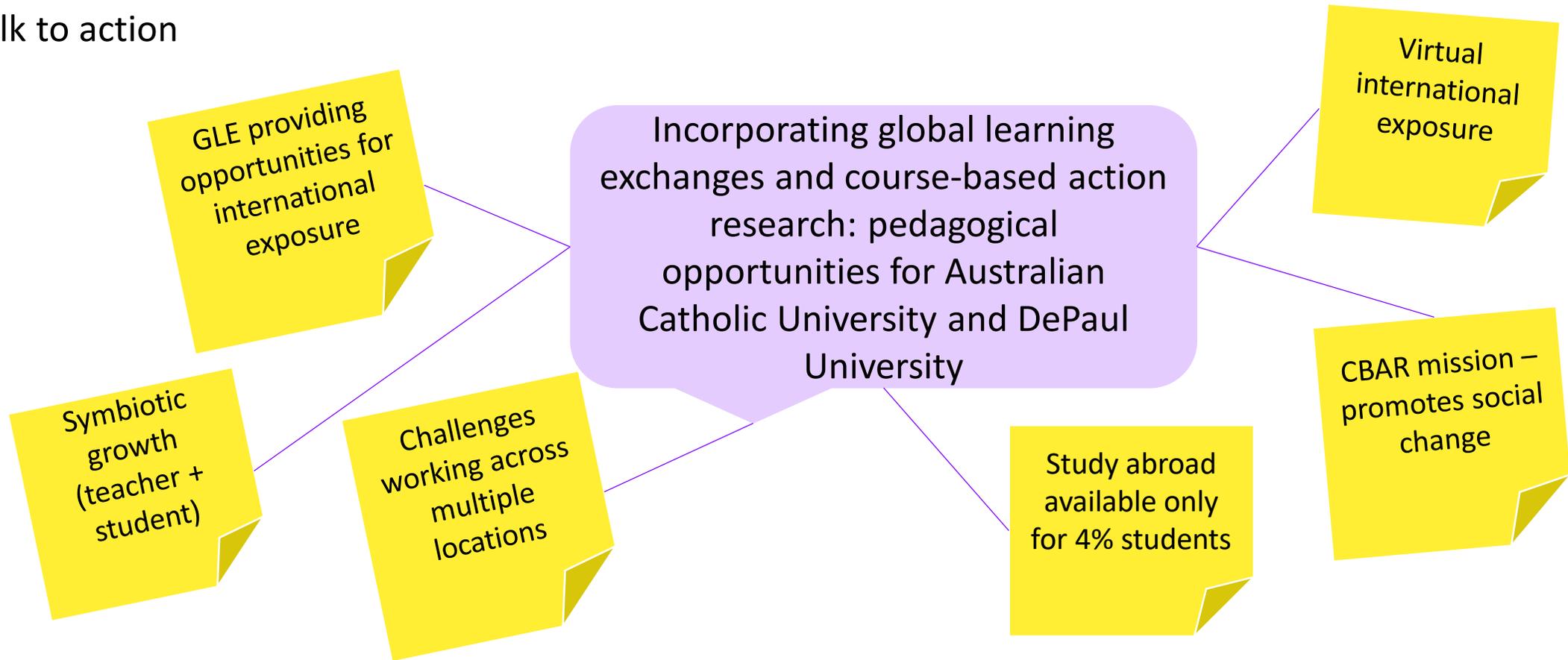
# POST WORKSHOP : DAY 2 THEMES

Developing our community engagement and service learning praxis



# POST WORKSHOP : DAY 3 THEMES

Talk to action



# SUMMARY: WHAT DOES THIS MEAN?

A sum up of the discovery key findings and subsequent next steps

There is an overarching theme for **breaking down the 'silos'**, **ideas sharing** to promote learning on CE/SL and **collaborating** between the two universities; the conference marked the start of this.

Common themes across the affinity clustering and "how might we" statements suggest there is a need to:

Have a greater integration of **assets-based language** and focus in CE/SL relationships and courses

Promote **staff engagement** in CE & SL through time release policies and institutional recognition

Do more to support **student self-care** and well-being in the CE/SL process, particularly through fully integrating CE/SL into the universities' mission

Better **align CE/SL** across learning & assessment, while providing students with **ample opportunity and time** to engage in CE/SL



# APPENDIX



# APPENDIX 1: AFFINITY CLUSTERING – DAY 1

Rose (Benefits)	Thorn (Challenges)	Bud (Opportunities)	Statement Starter	Themes
Connected and engaged with one's community	Difficult to ensure continued engagement after students complete their studies	Regular evaluation of programs	<p><b>How might we continue to develop meaningful partnerships with community partners?</b></p>	<p><b>Sustainable, Meaningful Partnerships</b></p>
Mutually beneficial work – CE benefits students and community partners, i.e. it is not “charity work”	CE sites lacking meaningful opportunities	Encourage community members to come forward with regards to what they would like to see out of ACU's CE program		
Asset-based community engagement	Managing study load and CE/SL	Build trust to ensure partnerships are mutually respectful		
Partners considered “co-educators”	Surplus of volunteers	Working with local schools, police departments, veterans		
ACU set of principles underpins relationships with community partners	Schedule difficulties	Sustaining partnerships by keeping regular “time slots” for CE		
	Decreased engagement in CE in semester 2	Review programs to ensure community partners still see the value		
Students write letter of closure when finishing work with community partner	Students may discontinue CE after graduating	Experienced students training new students	<p><b>How might we create a sustainable volunteer base?</b></p>	
Reflecting on a program's success before, during, and after		Students staying with particular CE partners throughout their degree → greater retention rate		
		Use of Facebook groups to maintain communication between past and present students involved in particular CE programs		
		Important for new programs to be scalable		

# APPENDIX 1: AFFINITY CLUSTERING – DAY 1

Rose (Benefits)	Thorn (Challenges)	Bud (Opportunities)	Statement Starter	Themes
Crises is often used as a catalyst for change	Students involved in a crises may cut back on CE – communities need consistency	University assets used to assist community in the midst of crises	How might we encourage continued CE among students following crises?	Sustainable, Meaningful Partnerships (cont.)
Self-determination philosophy	Scheduling issues	Important for students to actively look around to identify social issues	How might CE affect students long-term?	
Making new friends	Hard to track longitudinal progress of CE	Breaking down subconscious biases by pairing ACU students with students in community facilities – e.g. students who are sick, in prison/correctional facilities, public housing etc.		How might we demonstrate our CE impact?
Students' priorities are changing – CE work puts things in perspective	Shallow, brief engagement with community – low impact			
CE restores hope/has created a sense of community at ACU			How might we use CE to address long-term socio-political challenges?	
Setting an example for other universities		Data collection to demonstrate CE results/impact		
High percentage of “first in the family” students				
Internships/scholarships for disadvantaged students		Equity and justice – recognising past injustices in order to move forward		
CE work focussed around human dignity		Developing an understanding of inequalities (e.g. gender inequality) <i>prior</i> to CE		

# APPENDIX 1: AFFINITY CLUSTERING – DAY 1

Rose (Benefits)	Thorn (Challenges)	Bud (Opportunities)	Statement Starter	Themes
Two core subjects undertaken to prepare for community engagement	Difficult to engage students who aren't interested in CE	Matching students to the right program for them → if CE work is particularly demanding emotionally (e.g. in high security prisons), it's important for students to be interviewed to ensure they will be able to cope	How might we develop future student leaders through CE?	The Impact of CE (cont.)
CE contributes to fulfilling lives → great future leaders	Student dissatisfaction with program	A greater integration of assets-based language and focus in CE/SL relationships and courses		
	Students may lack skills required to engage with community		How might we make CE more student centric from design and promotion perspectives?	Enhancing CE for Students
CE is motivation for students	Takes time for students to see and appreciate the value of CE – hence importance of engaging them in their first year	More time for CE in first year of studies – establish relationships early		
Broad range of engagement opportunities	Need to promote more CE “success stories”	Ask students what CE makes the most sense to them	How might we ensure adequate CE opportunities (for both students and staff)?	Enhancing CE for Students
Community is creating a demand for CE				
CE built into workload – opportunities are available to all staff and students	Risk of burning out		How might we ensure adequate CE opportunities (for both students and staff)?	Enhancing CE for Students
Ethical training for students	Students stressed and under pressure			
Pro bono experiences (e.g. in every law course)	CE budget reached			

# APPENDIX 1: AFFINITY CLUSTERING – DAY 1

Rose (Benefits)	Thorn (Challenges)	Bud (Opportunities)	Statement Starter	Themes
	To a degree, self-gain may be necessary to motivate students and staff	Students and staff asking themselves what they give to the community, aside from what they are paid to do	<b>How might we ensure that CE motivation is not for self-gain?</b>	<b>Enhancing CE for Students (cont.)</b>
CE built into curriculum – currently 21 CE units available to students	Students not studying health/sciences may be less inclined to do health-related community work	Opportunity for students to build leadership skills	<b>How might we improve student motivation for CE?</b>	
Recognising benefits (beyond grades, subject completion, etc.) e.g. self-worth		Clarify connection between course and CE work		
CE committee to address challenges				
Homework clubs with local schools and communities	Many sport/school programs, but are we engaging the poor, the sick, the elderly?	Engaging with the youth → stronger communities in future	<b>How might we better engage our local communities?</b>	<b>Expanding CE Programs</b>
Use of cultural ambassadors	Need more CE partners	Using sport as a bridge between communities		
Parents play an active role in education		Focus on community members' strengths and assets when creating CE programs		
		Community groups may already have programs underway – ask how ACU can work with those running these programs		
		Involvement in CE programs that have multiple effects e.g. The Big Issue benefits vendors, the community (money is reinvested), and educates individuals		

# APPENDIX 1: AFFINITY CLUSTERING – DAY 1

Rose (Benefits)	Thorn (Challenges)	Bud (Opportunities)	Statement Starter	Themes
Refugee engagement e.g. Barefoot Nursing Program in East Timor	21 million refugees, 65 million displaced people	ACU to join climate advocacy group	How might we increase the scale, reach, and impact of CE?	Expanding CE Programs (cont.)
Programs in 21 countries – many of them sport programs (which improves mental and physical wellbeing)	Low female participation in sport programs	Multifaceted CE programs (i.e. that address more than one social issue) e.g. homework clubs can incorporate sessions where job seeking skills are built		
Students to conduct studies to determine gaps in the system e.g. housing programs for domestic violence victims don't take pets (which can deter victims), so DePaul students developed a pet foster-care program		Connect with past students and staff to broaden CE opportunities		
Teaching of Australian culture → increasing migrants' sense of belonging		Important to consider all aspects of an event when planning e.g. dietary requirements	How might we create a culture of welcome for migrant communities?	Enhancing CE for Partners
Improved inter-cultural understanding				
Skill-up program – networking opportunities				
Safe environment for multi-cultural communities				

# APPENDIX 1: AFFINITY CLUSTERING – DAY 1

Rose (Benefits)	Thorn (Challenges)	Bud (Opportunities)	Statement Starter	Themes
	Tension between cultures	Looking at how other universities have addressed indigenous engagement	How might we address difficulties in indigenous communities?	Enhancing CE for Partners (cont.)
	Society's demands and employment opportunities	Improving participation of students who don't have a western background		
	Culture conflict in western universities	Scholarships to enable indigenous leaders		
	Loss of cultural identity	Introducing indigenous scholars to students		
		Improving education on history of Aboriginal and Torres Straight Islanders		
		Input from indigenous communities with regards to what they would like to see out of ACU's CE program		
CE experience has a life-long impact		CE "time release" policy for staff/faculty	How might we support and encourage staff to continue CE?	Staff and CE
Staff are allocated days for participation in community engagement		Staff/faculty role in the classroom		
Events held throughout the year where staff and students can contribute e.g. clothing donations		CE to count towards staff/faculty promotion		
Critical reflection is a part of the ACU culture				

# APPENDIX 1: AFFINITY CLUSTERING – DAY 2

Rose (Benefits)	Thorn (Challenges)	Bud (Opportunities)	Statement Starter	Themes
Committed staff that are eager to contribute		Accountability: sharing photos with one another (e.g. via Facebook page) when at CE events	How might we ensure accountability between staff and students for commitment to CE?	Staff and CE (cont.)
Extensive support for staff and students				
Students exposed to minority groups		Do more to support student self-care and well-being in the CE/SL process	How might we grow CE within our own environment?	
Conducting surveys				
Recognising alumni who continue CE engagement after their studies		Rephrasing “community service” → “professional experience”		
Community sport to improve health → create a culture of teamwork		Build CE into degree structure		
Focus on embedding SL frameworks and models into curriculum		“Mates 4 Mates” program		

# APPENDIX 1: AFFINITY CLUSTERING – DAY 2

Rose (Benefits)	Thorn (Challenges)	Bud (Opportunities)	Statement Starter	Themes
SL network across Australian universities	No clarity in the definition of SL in Australia	ACU and other Australian universities should adopt US standards	How might we increase interest and adoption of SL in Australian universities?	The Role of Service Learning in Student Success
Universities are the centre of SL	Australia is years behind US in SL			
One-on-one consultation for staff	Majority of Australian universities don't incorporate SL			
Community retreats	US SL structure may not be possible in Australia			
US uses a de-centralised model				
Matching student passions	Over-reliance on metrics	"Centre Support" → ensure people have been placed in appropriate programs	How might we ensure that students are the right fit for their SL program?	
Matching student skillsets	Lack of change and improvement in an ever-changing environment			
Student conference to celebrate SL and exchange SL experiences				

# APPENDIX 1: AFFINITY CLUSTERING – DAY 2

Rose (Benefits)	Thorn (Challenges)	Bud (Opportunities)	Statement Starter	Themes
Service participation through internships	SL not a good fit for every university	Institutional responsibility to students	How might we create better SL experiences for students?	The Role of Service Learning in Student Success (cont.)
SL contributes to students completing degrees	Administrative barriers for “first in the family” students	4 Ps for retention model: Profile, Progress, Process, Promise (establish a brand)		
Students are working on real-world problems	Unfruitful SL programs → bad experiences	SL changing curriculum content – “sociological thinking”		
As SL is an option, SL students want to be there	Lack of internship opportunities	Faculty have influence over what is learned in SL courses		
Exposure to social justice issues	Conflicting curriculums at university	Lessons of history should be incorporated into curriculum		
Enhanced sense of civic responsibility		Self-care component very cathartic for students		
Safer learning space		Breaking down unconscious biases		
Students’ sense of ownership		Student self-reflection build into course curriculum		

# APPENDIX 1: AFFINITY CLUSTERING – DAY 2

Rose (Benefits)	Thorn (Challenges)	Bud (Opportunities)	Statement Starter	Themes
Students become socially engaged	Students have preconceived biases about service opportunities	Explore interpretations of SL	How might SL influence ACU students?	The Role of Service Learning in Student Success (cont.)
Use ideas to influence perspectives	Neutrality impedes progress	Critical reflection		
Experiential learning	SL promotes “saviour” complex	Challenge students to critique their personal views		
Looking for students with experiences	Everyone has the ability to contribute; everyone has a passion	Transform and resolve societal issues with community-based SL courses		
Everyone has the ability to contribute; everyone has a passion		SL should not just be about volunteering		
Building strong foundations	CE limited to not-for-profits	Important to raise awareness	How might a STEANS-like centre benefit ACU?	
Direct community impact	Lack of representation in certain fields	Tools integrated into assignments		
Students see the impact of their involvement in the community	SL usually involves one-way dialogue	Asset-based approach to service		
Staff development	SL usually only addresses symptoms – not factors – of inequality	Engaging in critical self-reflection		
Students excited about their subjects	Majority of impacted ethnic groups are underrepresented			
Transformational learning	Dominance of western logic – individualism over utilitarianism			

# APPENDIX 1: AFFINITY CLUSTERING – DAY 3

Rose (Benefits)	Thorn (Challenges)	Bud (Opportunities)	Statement Starter	Themes
Opportunities for international exposure	Challenging to work in multiple locations	More hands on experience	How might we incorporate GLE and course-based action research (CBAR) initiatives at ACU?	Opportunities for CE and SL to Improve
Students from differing locations interacting	Limited GLE opportunities - Study Abroad opportunities only available to 4% of students	IT enhanced learning		
Enhancement of Study Abroad courses by combining GLE and CBAR	GLE not necessarily focussed on communities → GLE is focussed on international experiences	Importance of exposing students to similarities and differences (culturally and politically)		
Opportunity to engage staff and students cross culturally	GLE and CBAR timeframe challenges			
Symbiotic growth between teacher and student	GLE takes a long time to implement			
Ethical research methods				
Finding common grounds and celebrating differences	Reconcile corporate and learning purpose	Harness passion, but have a balance to prevent burnout	How might CE/SL at ACU improve further?	
Going beyond traditional SL/CE definitions	Lack of student support and follow up could be damaging to CE/SL programs	Create collaboration opportunities		
There are multiple ways of implementing CE/SL	Require more platforms for student sharing	Embedding CE/SL into curriculum		
Regular reminders of the importance of human dignity		Build a suite of resources		
Education through raising consciousness		Focus on asset-based language		

DAY 2  
 #5 ROUNDTABLES: COLLABORATING EFFECTIVELY WITH COMMUNITY PARTNERS: WHAT CAN WE LEARN FROM EACH OTHER'S EXPERIENCES?

• Key behaviours + actions that establish strong relationships:

**TRUST**

- Respect privacy Trust
- LONG TERM SUSTAINED RELATIONSHIPS
- Establish Trust
- IDENTIFY TALENTS IN COMMUNITY
- MISSION STATEMENT ABANDONMENT
- ADAPTIVE RESEARCH
- AWARENESS OF SHARED VALUES
- DETERMINE WHAT WE HAVE IN COMMON TO SHARE VALUES
- COMMUNICATE EXPECTATIONS
- KEEP COMMUNICATIONS OPEN & ONGOING

DAY 2 | #5 CONT.

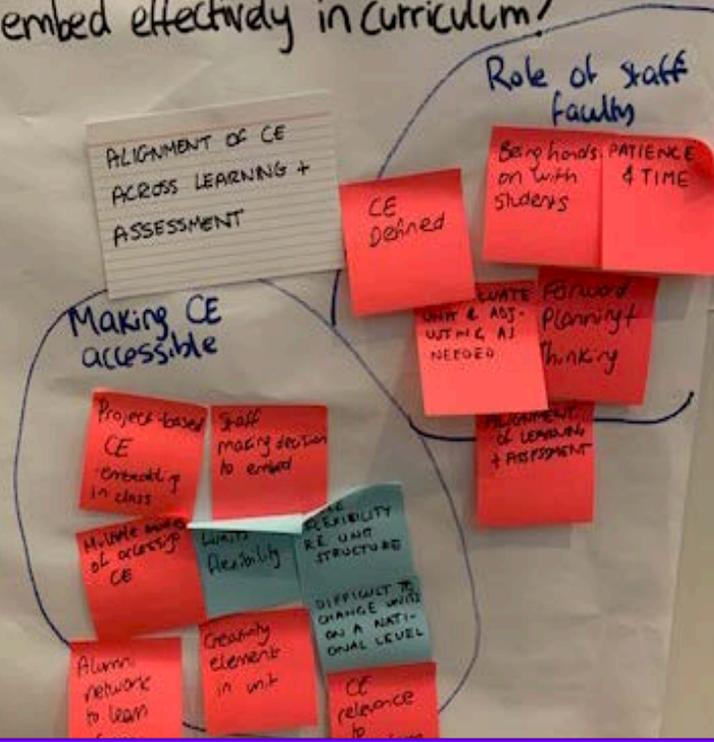
• WHEN CAN THINGS GO WRONG & WHAT SHOULD WE DO WHEN THEY GO WRONG?

**ACTIVE LISTENING + FEEDBACK**

- WHEN THINGS GO WRONG, CONSIDER TAKING A BREAK (NOT FINING RECOMMENDATIONS)
- BIASES IN AGENDAS
- SMALL EVENTS SHOULD BECOME TEACHABLE MOMENTS
- IDENTIFY WHO CAN BE A PARTNER (BEFORE CONNECTING)

DAY 2  
 #6 ROUNDTABLES: EMBEDDING CE/SL EFFECTIVELY IN CURRICULUM

• How do we embed effectively in curriculum?



DAY 2  
 #6 ROUNDTABLES: CE/SL FROM PERSPECTIVE OF CATHOLIC HIGHER EDUCATION

**CATHOLIC IDENTITY**

**COMMUNITY IDENTITY**

- Are all communities equal? How do we all contribute? What are our shared values? What are our community values?
- MISSION STATEMENT: COMMUNITY IDENTITY
- Service Learning is not limited to religion. It depends on the individual program.
- Identity of the Catholic Institution
- Do they stay and create values? Mission, identity, and community values?
- Support to ensure community identity. Forward planning thinking.
- NO CLEAR DEFINITION AND VISION OF COMMUNITY IDENTITY
- Community identity and culture include in the curriculum.
- Case Studies: Values, Leadership, ROI's Connection
- LINE OF OPERATIONAL PRINCIPLES
- NO ADDITIONAL ACTIVITIES ARE IMPACTING ON ABILITY TO DO COMMUNITY ENGAGEMENT
- GET CLARITY ON WHAT THINGS ARE COMMUNITY IDENTITY
- Alignment of community identity with the identity of the institution.
- COMMUNITY ENGAGEMENT AS "LAYERED NUMBER" TO REACH COMMUNITY IDENTITY
- REAFFIRMATION OF COMMUNITY IDENTITY
- COMMUNITY ENGAGEMENT AS "LAYERED NUMBER" TO REACH COMMUNITY IDENTITY

Key theme: Identity of the Catholic education institution.

Key theme: COMMUNITY IDENTITY IN AN INDIVIDUALISTIC WORLD THAT IS SHARED.

Appendix 2: Roundtable Discussions

# APPENDIX 2: ROUNDTABLE DISCUSSION (1/4)

Collaborating effectively with community partners: What can we learn from each other's experiences?

Question	Discussion Points	Key Themes*
What key behaviours and actions establish strong relationships?	<ul style="list-style-type: none"><li>○ Respect &amp; honesty</li><li>○ Trust</li><li>○ Identifying talents in community</li><li>○ Adequate research</li><li>○ Awareness of shared values</li><li>○ Communicate expectations</li><li>○ Open &amp; ongoing communication</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Trust</li><li><input type="checkbox"/> Shared values</li></ul>
When can things go wrong and what should we do when they do go wrong?	<ul style="list-style-type: none"><li>○ Take a break (not ending relationship)</li><li>○ Biases in agendas</li><li>○ Be present</li><li>○ Drive value</li><li>○ Know when to stop</li><li>○ Active strategising</li><li>○ Small events becoming teachable moments</li><li>○ Early intervention</li><li>○ Gender imbalance</li><li>○ Identify who can become a partner early</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Active listening &amp; feedback</li></ul>

\*Key themes comprise discussion points that came up multiple times among groups

# APPENDIX 2: ROUNDTABLE DISCUSSION (1/4)

Collaborating effectively with community partners: What can we learn from each other's experiences?  
(contd.)

Question	Discussion Points	Key Themes*
How does collaboration remain innovative and growth orientated?	<ul style="list-style-type: none"><li>○ Link back to mission statement</li><li>○ Regular reviews</li><li>○ Celebrate when things go well</li><li>○ Flexibility</li><li>○ Showcase success experiences</li><li>○ Open-mindedness &amp; risk-taking</li><li>○ Bring in new staff with fresh perspectives</li><li>○ Tools to collect feedback</li><li>○ Ask students for ideas</li><li>○ Active listening</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Active listening</li><li><input type="checkbox"/> Student voice</li></ul>

\*Key themes comprise discussion points that came up multiple times among groups

# APPENDIX 2: ROUNDTABLE DISCUSSION (2/4)

Embedding community engagement / service learning effectively in curriculum

Question	Discussion Points	Key Themes*
How do we embed community engagement / service learning effectively in curriculum?	<p>Making CE / SL accessible:</p> <ul style="list-style-type: none"><li>○ Project-based CE embedded in class subjects</li><li>○ Multiple modes for accessing CE</li><li>○ Alumni network to learn from</li><li>○ Creativity element in unit</li><li>○ Make CE relevant to curriculum</li></ul> <p>Role of staff/faculty:</p> <ul style="list-style-type: none"><li>○ Define CE</li><li>○ Be hands-on with students</li><li>○ Patience &amp; time</li><li>○ Forward planning &amp; thinking</li><li>○ Alignment of learning &amp; assessment</li><li>○ Staff have limited flexibility re unit structure<ul style="list-style-type: none"><li>○ Difficult to make change at a national level</li></ul></li></ul>	<ul style="list-style-type: none"><li>☐ Accessibility of CE/SL (multiple modes)</li><li>☐ Alignment of CE/SL across learning &amp; assessment</li></ul>

\*Key themes comprise discussion points that came up multiple times among groups

# APPENDIX 2: ROUNDTABLE DISCUSSION (2/4)

Embedding community engagement / service learning effectively in curriculum (contd.)

Question	Discussion Points	Key Themes*
How do we embed community engagement / service learning effectively in discipline-specific units?	<p>Matching students to appropriate CE/SL:</p> <ul style="list-style-type: none"><li>○ Matching student passions</li><li>○ Matching student skillsets</li><li>○ Finding CE/SL “champions” i.e. people who want to put time in</li><li>○ “Centre support” to ensure people have been placed in appropriate programs</li></ul> <p>Staff learning &amp; development:</p> <ul style="list-style-type: none"><li>○ Importance of working as a team</li><li>○ Student feedback in real-time (not end of term)</li><li>○ CE/SL knowledge sharing</li><li>○ Staff &amp; CE team at ACU meeting regularly</li><li>○ Inter-disciplinary communication to identify what is working well</li><li>○ Train-the-trainer workshops</li><li>○ Professional learning for staff</li></ul>	<input type="checkbox"/> <b>CE/SL reflections – informal knowledge sharing</b>

\*Key themes comprise discussion points that came up multiple times among groups

# APPENDIX 2: ROUNDTABLE DISCUSSION (3/4)

## Community Engagement & Service Learning from the perspective of Catholic Higher Education

Question	Discussion Points	Key Themes*
<p>Defining community engagement and service learning from the perspective of Catholic higher education: What exactly do we mean (and not mean)?</p>	<p>Catholic Identity:</p> <ul style="list-style-type: none"> <li>○ Core Catholic values underpinning ACU’s curriculum</li> <li>○ Look at instilling Catholic principles</li> <li>○ DePaul still has Catholic values &amp; mission despite lack of upfront Catholic display</li> </ul> <p>Community Identity:</p> <ul style="list-style-type: none"> <li>○ Are all communities equal? How do we get conceptual alignment on what/who our community stands for?</li> <li>○ Individual rights vs community rights</li> <li>○ Difficult to define CE amongst universities</li> <li>○ No institutional mandate for students / faculty to do CE/SL</li> <li>○ Clarity needed on what “servicing the community” means</li> <li>○ Misappropriation of the concept of community</li> <li>○ SL not limited to religious influence</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> General mandate for students to participate in CE/SL</li> <li><input type="checkbox"/> CE in an individualistic world that is complex</li> <li><input type="checkbox"/> No clear definition and vision of CE</li> </ul>

\*Key themes comprise discussion points that came up multiple times among groups

# APPENDIX 2: ROUNDTABLE DISCUSSION (4/4)

Sharing faith-based perspectives on community engagement/service learning spaces

Question	Discussion Points	Key Themes*
<p>How do we effectively share faith-based perspectives on community engagement spaces?</p>	<p>Community impact:</p> <ul style="list-style-type: none"> <li>○ Chain reaction – good actions reciprocated by those helped by others</li> <li>○ Influence of role models</li> <li>○ “If there is an opportunity, I will try my best to help”</li> <li>○ Innate desire to do good within the community</li> <li>○ A sense of community is important for mental health</li> <li>○ Responsibility and duty to give back</li> </ul> <p>Being human:</p> <ul style="list-style-type: none"> <li>○ Acknowledging similarities amongst others               <ul style="list-style-type: none"> <li>○ Reflecting with others</li> </ul> </li> <li>○ Relationships are “everything”</li> <li>○ Authenticity and reciprocation give energy to relationships and connectivity with community</li> <li>○ Being compassionate</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Being “truly human”</li> <li><input type="checkbox"/> Having commonalities with others</li> <li><input type="checkbox"/> Importance of sense of community for mental health</li> <li><input type="checkbox"/> Vision for the world to look different</li> </ul>

\*Key themes comprise discussion points that came up multiple times among groups

# THANK YOU FROM THE ACCENTURE TEAM



**accenture**



**Ben Tulloch**  
Managing Director,  
Accenture Intelligent Operations  
[ben.tulloch@accenture.com](mailto:ben.tulloch@accenture.com)