



# Maine, Massachusetts, New Hampshire and Vermont Campus Compacts

*Campuses for Environmental Stewardship*

Today's students live in a time of unprecedented change. They will be facing complex issues, like environmental stewardship, in their communities, and entering a highly competitive global workforce that demands a diverse skill set. Recognizing that these challenges cannot be solved through one discipline alone, a four-state Campus Compact consortium aims to engage teams of faculty *from a wide variety of disciplines* in collaborative efforts to integrate environmental service-learning projects into the curriculum.

**This Campus Compact consortium is soliciting proposals for sub-grants of up to \$4000** from member campuses that commit to creating institutional change by embedding service-learning projects into courses, and strengthening teaching and curriculum, student learning outcomes, and interdisciplinary approaches to education. Selected campuses will be required to deliver a minimum of 4 related service-learning courses, each partnering with community organizations to address environmental challenges. Teams will receive training in service-learning pedagogy and apply this interdisciplinary model to environmental stewardship challenges as a part of their participation in the grant. Training will take place at a Faculty Development Institute in June or November 2015.

This initiative will not end with the culmination of the environmental community projects in these courses, but will continue through cross-campus, state-wide, and regional collaboration to further define and move forward the role of higher education in addressing this region's most pressing issues.

## Program Goals:

- To complete service-learning projects that enhance student learning outcomes, and to tie this learning to issues of civic importance and real world application;
- To create and sustain changes in campus delivery of courses for experiential and environmental education for students in all fields of study; and
- To create a strengthened and replicable model for interdisciplinary approaches to service and problem-based learning.

## Benefits of Participation

### Campuses:

- Receive resources (time, expertise, and sub-grants) to support the development of courses which embed environmental community projects.
- Expand the reach of your campus through community-campus partnerships.
- Increase retention and engagement in courses.

### Faculty:

- Receive resources to support the design and delivery of high quality community engaged courses which embed environmental projects.
- Learn techniques and strategies for engaging students, working with community partners, managing student projects, and achieving course and community environmental goals.
- Have the opportunity to present curricula and outcomes to peers after delivery of environmental service-learning courses and share best practices.

### Students:

- Develop new skills including critical thinking, problem-solving, communication and teamwork, and learn how this knowledge can be used to address real-world problems.
- Gain greater appreciation and motivation for community/civic engagement and environmental stewardship.
- Improve leadership and public speaking skills and diversify their skills set for a greater chance of post-graduation job placement.

### Community:

- Increased capacity for community organizations to achieve goals/mission through student volunteers.
- Raise awareness of organization and community issues, particularly involving environmental stewardship, by connecting with the college community.

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