



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.

DAVIS EDUCATIONAL FOUNDATION 

This grant was received from the Davis Educational Foundation, established by Stanton and Elisabeth Davis after Mr. Davis' retirement as chairman of Shaw's Supermarkets, Inc.