



Connecticut, Maine, Massachusetts, New Hampshire and Rhode Island 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 five-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.

Sixteen campuses will be selected to receive a sub-grant of up to \$4,500 each to create institutional change by embedding service-learning projects into courses, thereby strengthening teaching and curriculum, student learning outcomes, and interdisciplinary approaches to education. Campuses will be required to deliver a minimum of 3- 4 related service-learning courses, each partnering with community organizations to address environmental challenges. A limited number of sub-grants will also be awarded to teams focused on other interrelated critical issues such as STEM education and food insecurity. 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 of 2018.

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;
- To create a strengthened and replicable model for interdisciplinary approaches to service and problem-based learning; and
- To improve faculty motivation and to further institutionalize support for community-engaged teaching.

Benefits of Participation

Campuses:

- Receive resources of time, expertise, and dollars (including \$4,500 sub-grant per campus, training for faculty and administrators, some limited travel funds for trainings, access to a faculty coach/TA support, \$250 per campus for CE Recognition Event, and \$500 stipends for selected Faculty Fellows) to help create institutional change by strengthening teaching/curriculum, student learning outcomes and interdisciplinary approaches to education.
- Expand the reach of the campus and the ability to address community needs through community-campus partnerships.
- Expand skill sets, civic participation and employment connections for students.
- Increase retention and engagement in courses.
- Receive opportunities for administrators to increase incentives and recognition for community-engaged teaching, including the development of a feasible CES Campus Commitment Plan to further incorporate institutional support for community-engaged teaching.
- Host a Campus CE Recognition Event.

DAVIS EDUCATIONAL FOUNDATION 

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Faculty:

- Receive resources (time, expertise, and dollars) to support the design and delivery of high quality environmental service-learning courses.
- Learn techniques and strategies for engaging students, working with community partners, managing student projects, and achieving course and community environmental goals.
- Have opportunities to present curricula and outcomes to peers after delivery of environmental service-learning course and share best practices.
- Have an opportunity to apply to participate in the CES Faculty Fellows Program.

Students:

- Develop new skills including critical thinking, problem-solving, communications 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 through the required community presentation.
- Expand their network and diversify their skill 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.