Orientation to Community-Engaged Learning
St. John Fisher College

Dr. Lynn Donahue
Assistant Director, Institute of Civic and Community Engagement
585-385-7342; ldonahue@sjfc.edu
Institute for Civic and Community Engagement
Lower Level Library

- College-wide Partnerships
- ROC the Future
- Global Service
- First Generation Scholars
- Service Scholars
- Community-Engaged Learning
Community-Engaged Learning (CEL) is the integration of community-based projects in academic courses to meet identified community needs, enhance student learning, and strengthen communities.

**Meaningful Service:**
Collaboration between College and Community to meet identified needs and enhance assets.

**Meaningful Implementation:**
Reflection and Assessment leading to deeper understanding of course content and civic engagement.

**Meaningful Learning:**
Applying Academic Knowledge and Critical Thinking Skills to meet course and learning goals.
• **Client Support:** Students have tutored children, taught budgeting to women in shelters, or created life stories for elders.

• **Capacity-Building Projects:** Students have created marketing plans, research reports, and videos as a type of student consultant.

• **Academic Assignment:** Found across the Schools and Majors; Is Optional or Required; Requires 15 to 30 hours on avg.
What are the Benefits of CEL?
Fulfilling the American Dream Report

In June 2018, Hart Research Associates conducted a survey of 1000 companies that have at least 25 employees on behalf of the Association of American Colleges and Universities (AAC&U). Results revealed that employers are more likely to hire recent graduates with:

- Real world experience like internships and service-learning (94%)
- Community-based projects interacting with individuals with different cultures (83%)
- Professional skills (85%-99%):
  - Good communication
  - Ability to work independently
  - Work effectively on a team
  - Ethical judgment
  - Critical thinking
Professional Skills Impact of Community-Engaged Learning
(~500 SJFC Student Impact surveys)

85%-99% indicated that CEL helped them:

- Apply their course learning to real world problem-solving
- Work with individuals from diverse backgrounds
- Develop strong communication and teamwork skills
- Learn how to take initiative, problem solve, and think critically
Academic Impact of Community-Engaged Learning

Increase Meaningfulness

On average, 95% of students report each semester that SL increases the meaningfulness of their course material.

"This wasn't just a project to get a grade like in other classes. It was a real-life project that will hopefully have a positive impact."

Increase Application & Understanding

On average, 95% of students report each semester that SL better understand course concepts and how they can be applied to everyday life.

“This project gave me meaningful hands-on experience with the data and how to use different types of analyses.”
Impact on the Community

“Over the past 10 years, I have developed a growing appreciation for the efforts of the College to engage the whole Rochester community. **Our work together is community collaboration at its best.**” (Sister Christine Wagner, St. Joseph’s Neighborhood Center)
How can you make the biggest impact (get the most out of it)?
Tips for Success and Professional Behavior

1. Participate in the initial training and orientation.; Learn about your partner's expectations and policies.

2. Challenge yourself to go outside your comfort zone.; Adopt a positive attitude.

3. Fully understand your assignment, role and responsibilities, and desired outcomes.

4. Use professional and clear communication.; Be on time and reliable.

5. Request feedback and be willing to make changes to best meet the needs.

6. Create a quality product or service
Cultural Sensitivity and Reciprocity

1. Take time to develop mutual trust, respect, and humility.

2. Listen to understand rather than listening to speak; Maintain an open mind and commit to learning from others.; Reduce barriers.

3. Focus on the strengths and assets of your partner, not just the deficits.; Know you will learn from each other.

4. Respect boundaries; Maintain safety.
What’s Next?

❖ **Market it!** Add your CEL experience **to your resume** and use it to promote your skills during an **interview**.

❖ **More CEL!** Consider **additional community-engaged learning** courses to expand your experiences and knowledge and gain work-ready skills (look for SLC Attribute on course registration page).

❖ **Go Further!** Consider applying for **Rochester Summer Urban Fellow or Rochester Youth Year** after graduation. [https://www.youthyear.org/](https://www.youthyear.org/)

❖ **Go Beyond!** Look into **CEL or internships abroad** through international service opportunities or study abroad programs.
Resources

- **CEL Website and Resources:**
  
  [https://www.sjfc.edu/major-minors/center-for-service-learning-and-civic-engagement/about-service-learning/](https://www.sjfc.edu/major-minors/center-for-service-learning-and-civic-engagement/about-service-learning/)

- **Civic Engagement Grants**

- **Civic Engagement Awards and Celebration**

- **Contact**
  
  Dr. Lynn Donahue  
  Assistant Director, Institute for Civic and Community Engagement  
  Lavery Library 104  
  385-7342  
  ldonahue@sjfc.edu
What Will CEL Look Like in Your Course?
Seeds of Success is a resiliency and social-emotional learning program offered through St. John Fisher College’s Institute for Civic and Community Engagement. Seeds of Success is designed to develop a resiliency mindset in young, underserved children (grades 1-3) residing in the city of Rochester, NY. Resiliency is defined as “a set of qualities that helps a person to withstand many of the negative effects of adversity” (Gilligan, 2000).

Steps to Wellness is a life skills education program using the Wellness Wheel to support the transition and self-sufficiency needs of adults in Rochester, NY. The program will focus on physical wellness, occupational wellness, and financial wellness.
Community Partners

Sojourner House

- Mission and Goals
- Programs and Services
- Self-sufficiency needs of the residents (financial, health, occupational)
- Strategies for facilitating sessions, for developing trust, for maintaining boundaries
- Strategies for partnership

http://www.sojournerhouse.org/

RCSD #57

- Mission and Goals
- Programs and Services
- Needs of the children
- Strategies for engaging children, for building trust, for handling behavioral challenge.
- Strategies for partnership

Community Partners

Ryan Recreation Center

- Mission and Goals
- Programs and Services
- Needs of the children
- Strategies for engaging children, for building trust, for handling behavioral challenge.
- Effective strategies for partnership

http://www.cityofrochester.gov/ryancenter/
**PSYCH 281: Learning**

**Seeds of Success** is a resiliency and social-emotional learning program offered through St. John Fisher College’s Institute for Civic and Community Engagement. Seeds of Success is designed to develop a resiliency mindset in young, underserved children (grades 1-3) residing in the city of Rochester, NY. Resiliency is defined as “a set of qualities that helps a person to withstand many of the negative effects of adversity” (Gilligan, 2000).
1. CP Rochester - Transitions Program and Children’s Center
2. RCSD #35 - Seeds of Success
3. SJFC Wellness Center - Wednesday Wellness
4. Pencils and Paper
5. Episcopal Home Valley Manor and RCSD #20
HRMG 483: Special Topics: Strategic Human Resource Management

• Students will conduct a human resource audit and needs assessment that analyzes organizational problems and challenges and develop a strategic mindset to turn organizational threats into opportunities.

• The team will apply theory, techniques, and knowledge derived from readings, research, and case studies to formulate recommendations and an implementation strategy—including solutions, communication plans, risk containment, and gaining leadership sponsorship.

• The team will critically evaluate each component of their process and develop a presentation for their key stakeholders.

Eugenio Maria De Hostos Charter School
EDUC 226: Foundations of Language and Literacy

- Teacher candidates will gain theory to practice connections by directly observing the natural and atypical variations in language development and early literacy that occur within a classroom of children.
- Teacher candidates will gain an increased understanding of cultural differences as they relate to language development and develop a plan for including children whose primary language is not English.
- Teacher candidates will conduct read aloud activities, and shared reading and writing activities with small groups of students.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-26-19 T</td>
<td>Service Learning Site Visit - meet and greet/ orientation</td>
</tr>
</tbody>
</table>
| 3-19-19 T | Service Learning Site Visit #2  
• get to know the classroom and students  
• informal read alouds if possible (individual or small groups) |
| 3-26-19 T | Service Learning Site Visit #3  
• Conduct wordless book reading  
• literacy strategies activity |
| 4-2-19 T  | Service Learning Site Visit #4  
• Conduct Shared Reading/Writing Activity |
| 4-11-19 Th | Service Learning Site Visit #5  
• Obtain language transcript  
• Language and Play Observations |
PHIL 230CC: Philosophy of Education

The course examines modern approaches to the philosophy of education, with emphasis on the work of thinkers such as Plato, Rousseau, Maritain, Whitehead, and Dewey. Topics include educational theory, the role of the school in society, the philosophical assumptions of curriculum development, and the problems of teacher accountability.
NURS 312 Palliative and End of Life Care with Comfort Care Homes

- Students will engage in 16 hours of hands-on, client support work at one of the listed comfort care homes. Work can include the following:
  - observing clients/staff/interactions
  - spending time with an identified client (reading, talking, playing an instrument)
  - identifying a need of the home and developing a project to meet that need
  - supporting programmatic needs including cooking, office help etc.
BIOL 108C Fundamentals of Nutrition with Foodlink

• Foodlink operations target the root causes of hunger by distributing food to a network of human service agencies, serving meals through our commercial kitchen, and offering more than 30 food-related programs such as Cooking Matters classes to children and adults.

• Students will provide support for the Cooking Matters program by transporting supplies, reviewing course instructor guide each week, helping to teach cooking stations, engaging participants in conversations about cooking and nutrition topics based on lesson topics at each class, doing dishes, and assisting with both set up and break down of class.
ENG 356: Editing and Publishing

- Fisher students will partner with students from the Teaching and Learning Institute at East High School through a literary publishing experience focusing on literature and identity representation.

- An anthology of students’ writing and a reading event in Rochester will be the final outcome. Students may focus on the I Am poems or Future of Rochester Essay for this anthology, or a new prompt developed together.

- A second team of students will work in developing ANGLES, Fisher’s national online publication for creative writing by college-aged writers.

- Meetings will occur at the East High campus, St. John Fisher, and potentially Writers and Books.
SOCI 322 Sociology of Aging and the Life Course with Episcopal Home

• Students and Episcopal Home seniors (and CPGR?) will participate in a shared experience to learn about issues related to ageing, engage in small and large group discussions, and reflect and write on personal relevance.

• Topics will include women, ageism, family, intergenerational relationships, peer networks, health and health care, aging in CCRC, end of life issues, religion and spirituality.

• Students will collect and summarize the elder’s responses and stories for a written document to be given to the elder and his or her family and staff, and will be used for those participating in the 2nd semester Aging Games.
CHEM 315L: Analytical Chemistry Lab

• Students will gather water from designated sites identified as important by Genesee River Watch.

• Students will test for the presence of total phosphorous and reactive phosphorous from the middle of the river

• Will explore if there are sediment points that need monitoring that are indicated in the Kodak study.

• Students may also work alongside citizen scientists during sampling day
COMM 363: Media Research and Analytics

It is time to put your web analytics & media research skills to test by taking on a new and previously unexplored research area for the client. You will need to combine research methods, inferential statistics, and client communication in order to:

1) Audit the company’s existing digital product portfolio
2) Develop a recommended communications plan for at least one of the company’s customer facing platforms.
Students will participate in collaborative discussions with seniors from St. John’s Meadows on pre-identified political science topics related to campaigns and elections. All will participate in discussion as both leader and follower – as both teacher and learner.

The primary goal of the discussions is to apply and discuss concepts and theories behind campaigns and elections to the 2018 midterms. Conversations will also focus on how and why individuals have come to form the beliefs they hold.

Topics will include the following:

- Political parties, gerrymandering
- Policy platforms and candidate traits
- Money in politics
- Forecasting, media coverage
- Vote choice and turnout
- Modern campaigns and elections in historical and international context
BIOL 406 Animal Natural History with Ganondagan Historic Site and Environmental Field Office

- Students will monitor the health of Great Brook and White Brook streams through electrofishing. Analysis will be added to the grant report for the Great Lakes Recreation Institute.

- Students can also continue the bird and raptor surveying project.

- Students from both projects can present their findings to Ganondagan staff.
BIOL 408 Ecological Field Methods with Genesee River Watch

- Students will research and gather information on biological qualities of the river including its organisms, biodiversity, and wildlife.

- Students will replicate the “cubic foot project” and focus their analysis on small areas of the river for broader application and education.

- Students will create a report of findings for GRW to use for the new Institute planning purposes and to provide raw material (photos and data) for GRW promotional materials and exhibits.
POSC 211 Introduction to Public Policy
with Genesee River Watch

• Students will examine the river as a case study for public policies and challenges with policy making.

• Students will propose ideas for how to engage stakeholders in the river as important data for the growth of the Institute.

• Students will also look at policy issues of other cities regarding how river policies came about and can they could be applied to Rochester.
EDUC 350 C, I & A Math, Science, Technology I with YMCA After-School Program

- Students will design science lesson plans and teach children enrolled in the Carlson Metro YMCA after-school program about STEM. A primary goal is to enhance comfort, interest, and engagement with science. Principles will be introduced from the perspective of the arts. Field trips to arts organizations may be integrated such as to RMSC, MAG, Fisher, Artisan Works, glass blowing.