

Community Knowledge: Learning About Diversity, Inclusion, and Equity Through Service-Learning

UW-Stevens Point

Thursday, January 18, 2018

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Wisconsin Campus Compact



1100+ Member Institutions

Representing 1.8 million students involved in community engagement

Investing 6.6 million hours in improving communities

WHAT DOES IT MEAN TO HAVE A COMPACT?

Syllabus Resources: <http://compact.org/resource-posts/> (on left)

About WiCC

- To strengthen civic engagement and service-learning partnerships between Wisconsin's postsecondary institutions and the communities they serve.
- ❖ Wicampuscompact.org
- ❖ [@wicampuscompact](https://www.facebook.com/wicampuscompact/)
- ❖ Facebook.com: Search "Wisconsin Campus Compact" (<https://www.facebook.com/wicampuscompact/>)
- ❖ Host: Edgewood College



Outline

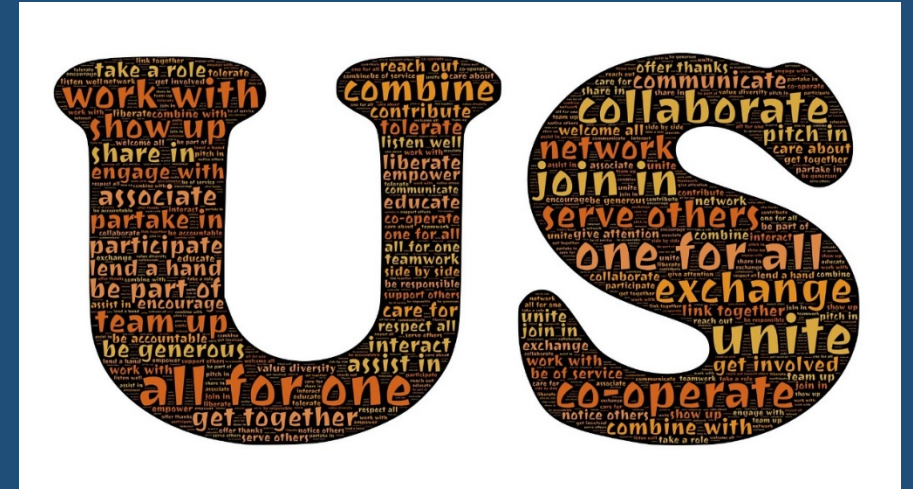
- Introductions / boundaries
- Agreements
- Equity, diversity, inclusion, & racism
 - UWSP
 - Fishbowl exercise
 - Overall
- Community engagement (broadly)
- Service-learning (specifically)
- Intercultural competency and service-learning
- Campus climate
- Commitments
- Discussion



Agreements

- Stay engaged
- Speak your truth
- Experience discomfort
- Expect/accept non-closure
- Step up/step back
- Confidentiality

Adapted from Glen Singleton's Courageous Conversations



Equity, diversity, inclusion @ UWSP

- Campus climate survey
- Hate/Bias Response Team
- Cultural Sensitivity/Inclusivity Training modules at Center for Inclusive Teaching and Learning
- Diversity and College Access effort (including new Director, student ambassadors, and student interns)
- Diversity Council
- One New Effort (institutional focus)
- Faculty & student government land acknowledgement statements

Other ways to be involved in a sustained way?

Your Fishbowl

Who were the people outside of your group?

Who were you aware of?

How did you become aware of them?

How did you feel toward them?

What experiences influenced your feelings?



Who were you not aware of?

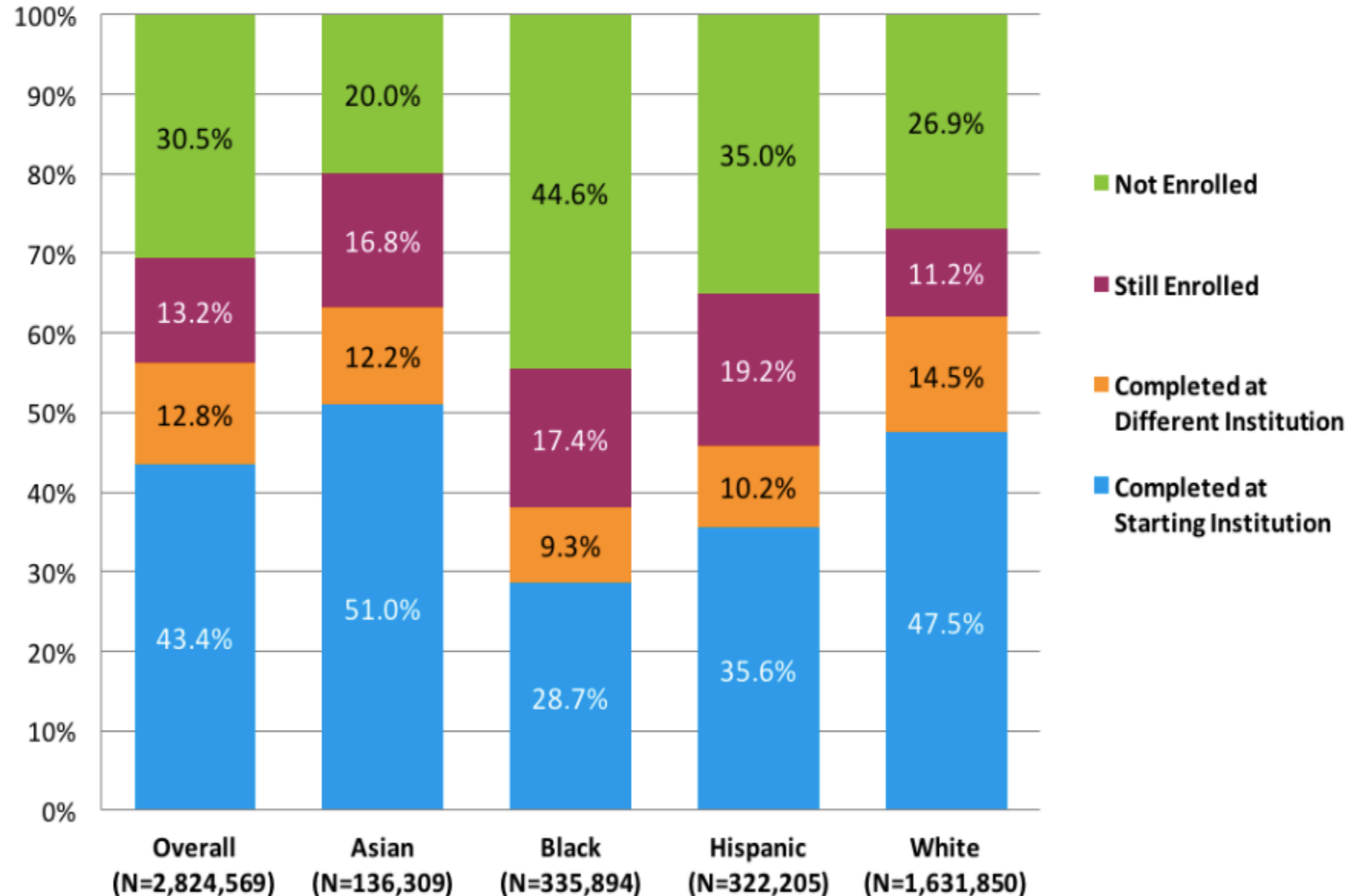
6-Yr Graduation Rates

- Overall: 54.8
- Asian: 63.2
- White: 62
- Hispanic: 45.8
- Black: 38

(National Student Clearinghouse, 2017)

<https://nscresearchcenter.org/signaturereport12-supplement-2/>

Figure 6. Six-Year Outcomes by Race and Ethnicity (N=2,824,569)*

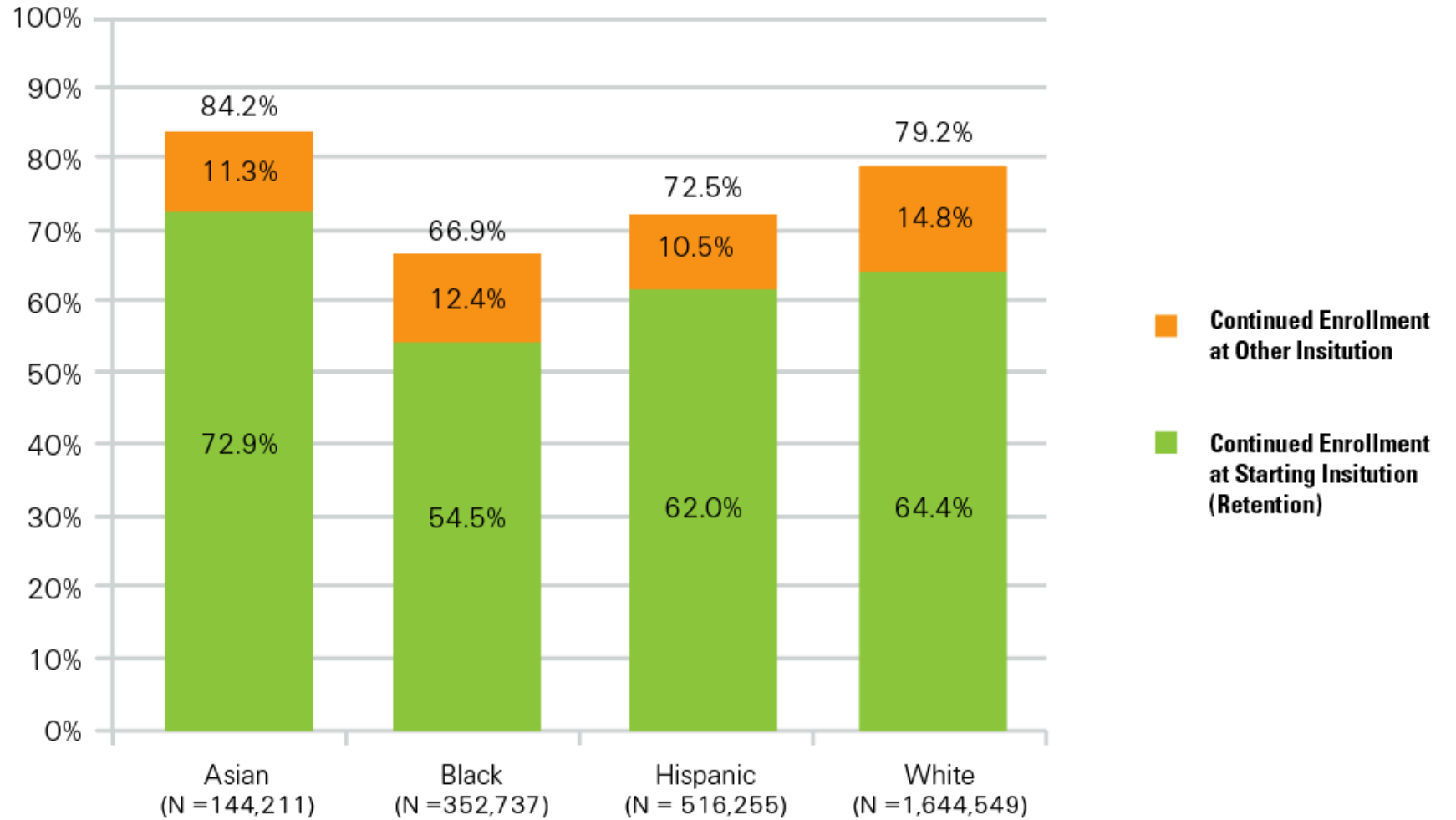


1st Year Persistence

(National Student Clearinghouse, 2017)

<https://nscresearchcenter.org/snapshotreport28-first-year-persistence-and-retention/>

Figure 2. First-Year Persistence and Retention by Race and Ethnicity Fall 2015 Entering Cohort, All Sectors



Refer to the last page of this report for additional definitions and notes on cohort selection. Data tables for this snapshot may be downloaded from the NSC Research Center website: https://nscresearchcenter.org/wp-content/uploads/NSC_SnapshotReport28_PersistenceRetention_Data_Tables.xlsx.

Employers Say Colleges Should Place Varying Degrees Of Emphasis On Selected Learning Outcomes

	More %	Less %	Same %
Critical thinking and analytical reasoning skills	82	7	11
The ability to analyze and solve complex problems	81	6	13
The ability to effectively communicate orally	80	8	12
The ability to effectively communicate in writing	80	8	12
The ability to apply knowledge and skills to real-world settings	78	6	16
The ability to locate, organize, and evaluate information from multiple sources	72	9	19
The ability to innovate and be creative	71	9	20
Teamwork skills and the ability to collaborate with others in diverse group settings	67	11	22
The ability to connect choices and actions to ethical decisions	64	9	27
Knowledge about science and technology	56	9	35
The ability to work with numbers and understand statistics	55	10	35
Proficiency in a language other than English	43	18	39
Knowledge about global issues and developments and their implications for the future	40	15	45
Knowledge about the role of the United States in the world	35	18	47
Knowledge about cultural diversity in America and other countries	33	22	45
Civic knowledge, civic participation, and community engagement	30	18	52
Knowledge about democratic institutions and values	27	20	53

Employers Want It!

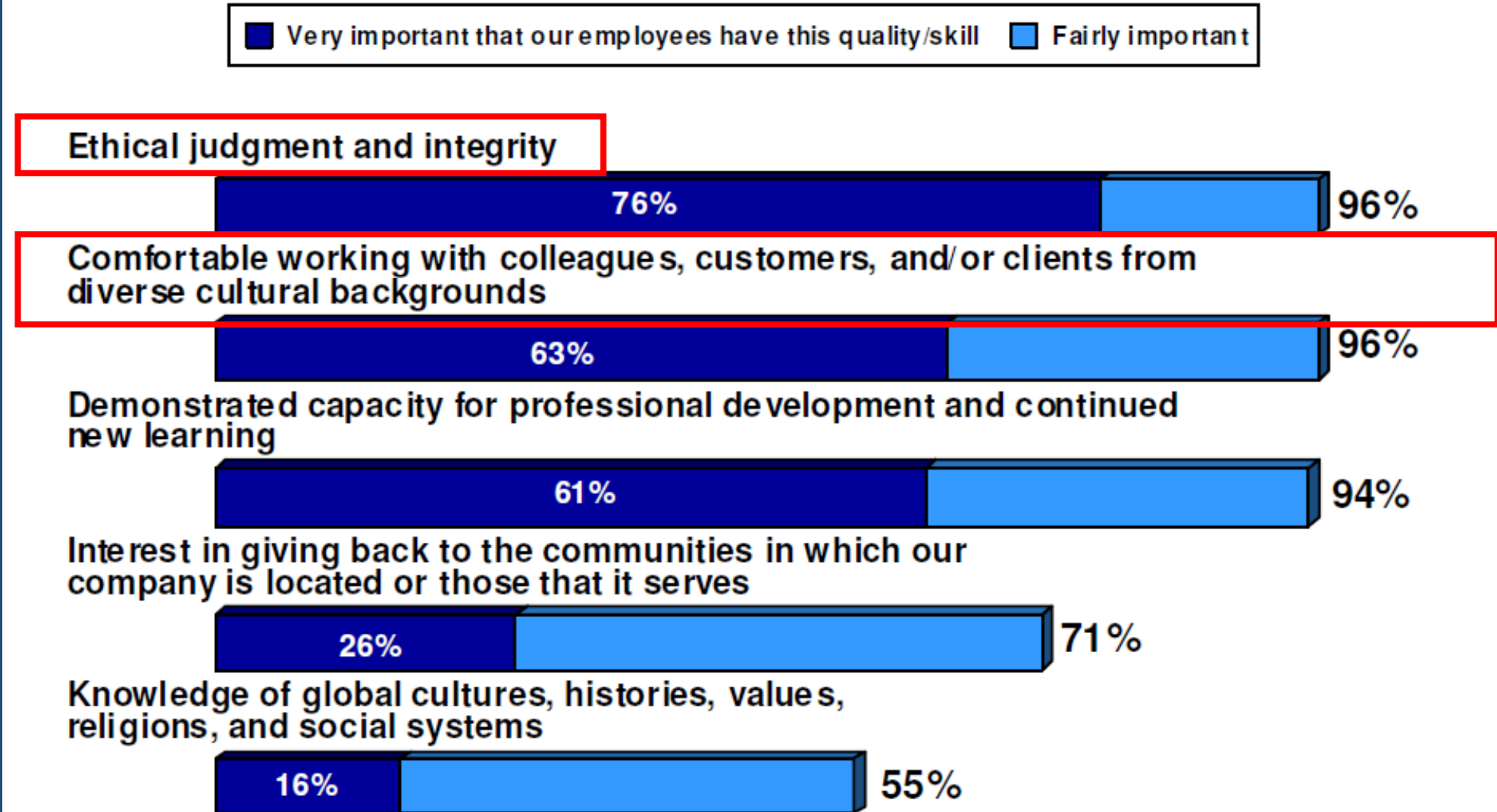
(Hart Research Associates, 2013)

https://www.aacu.org/sites/default/files/files/LEAP/2013_EmployerSurvey.pdf

Employers Want It!

(Hart Research
Associates, 2013)

https://www.aacu.org/sites/default/files/files/LEAP/2013_EmployerSurvey.pdf



WHAT PREVENTS DIVERSITY? BIAS

- Conscious-unconscious divergence
 - People don't always speak their minds
 - People don't always know their minds
- Implicit social cognition
 - Preferences: racial, ethnic, gender, age
- www.implicit.harvard.edu
 - Multicultural v. Unicultural



Invisibilia podcast, The Culture Inside:

<http://www.npr.org/programs/invisibilia/532950995/the-culture-inside>

Patricia Devine, Prejudice reduction (DETECT, REFLECT, REJECT),

<https://psych.wisc.edu/faculty-devine.htm>



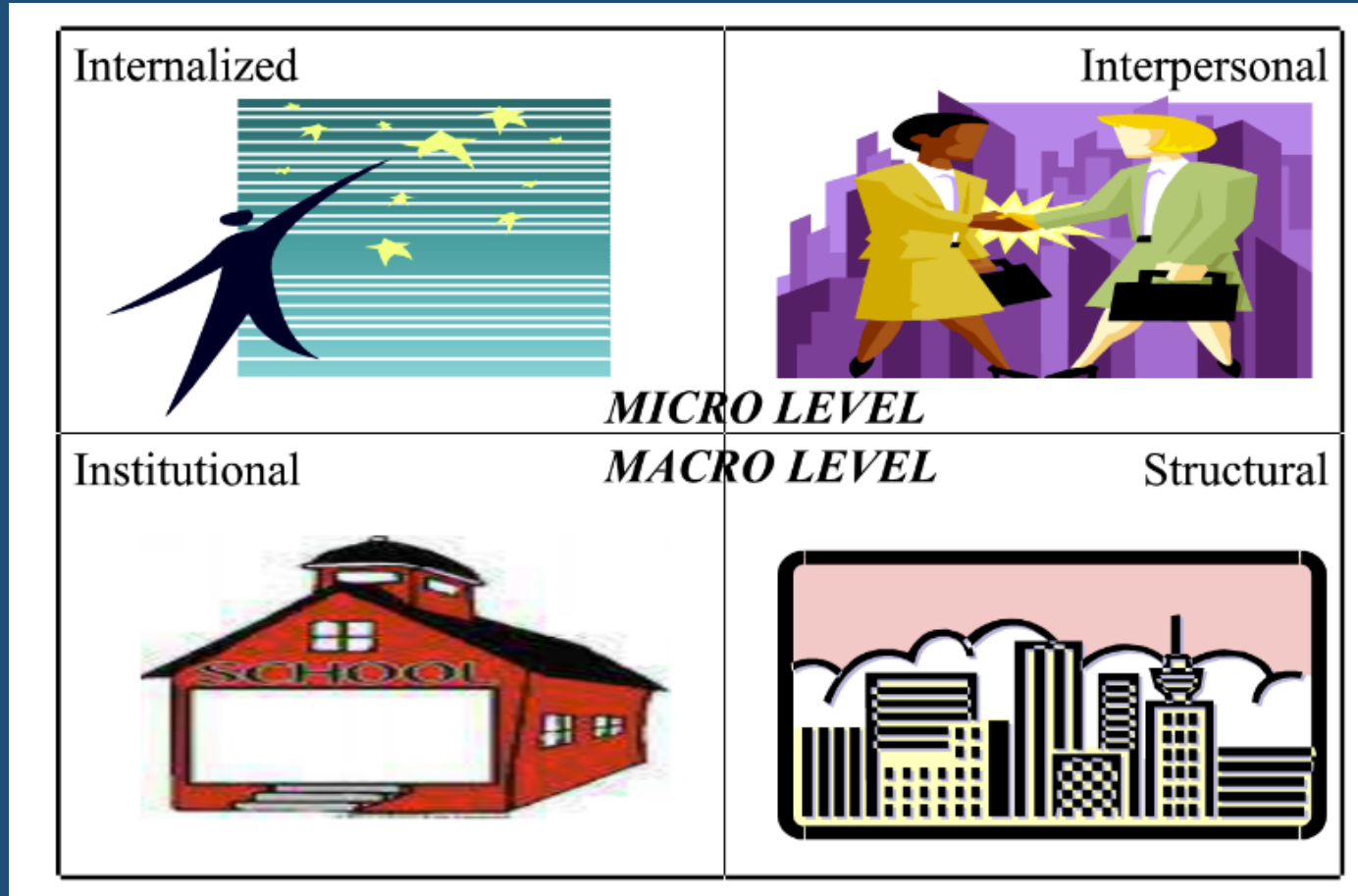
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WHAT PREVENTS DIVERSITY? RACISM

“I hope my child doesn’t date someone from a different race”

- (1) Red lining
- (2) School tracking
- (3) Mass incarceration



“Doesn’t it seem like all the black people on campus know each other?”

- (1) White is usually good; black, bad
- (2) Emojis
- (3) Native American experience

EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Defining Community Engagement

Carnegie Foundation for the Advancement of Teaching and Learning:

Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.



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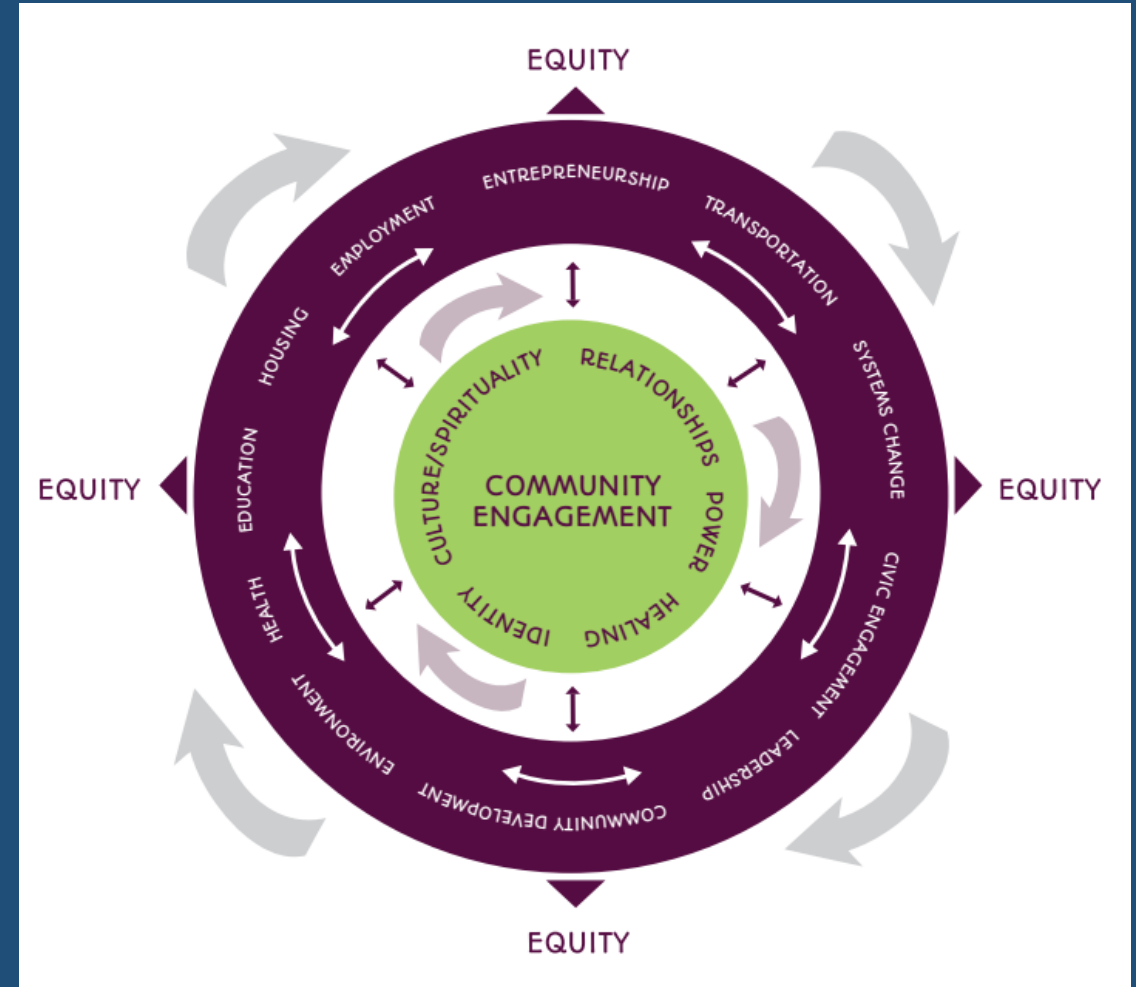
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Defining Community Engagement, 2

Building the Field:

Community engagement is a process that includes multiple techniques to promote the participation of residents in community life, especially those who are excluded and isolated, by engaging them in collective action to create a healthy community.

www.buildthefield.org



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Defining Service-Learning

Service-learning is a **teaching method** offering students an “experience in which students participate in an organized service activity that meets identified community needs and students reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility” (Bringle & Hatcher, 1995).

FROM STUDENTS TO PARTICIPANTS – Service-Learning makes students an active part of the learning process.

- Volunteerism?
- Community Service?
- Where students are the only beneficiaries?
- A course add-on?



What does Service-Learning have to do with intercultural competence?

Service learning is associated with increased...

- Knowledge of self and others
- Change in knowledge (of people from different races & cultures)
- Civic awareness
- Social agency
- Political engagement
- Cultural competence (awareness, knowledge, skill, encounter, desire to engage in the process of becoming competent)

(Amerson, 2010; Chen et al., 2012; Flannery & Ward, 1999; Hurtado & Guillermo-Wann, 2013; Hurtado, Ruiz, & Whang, 2012; Musil, 2009; O'Grady, 2000)

Decreased racism (Myers-Lipton, 1996)



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REFLECTION IS CRITICAL, or else...

- Reinforce stereotypes
- Deficit thinking
- Reinforce power structures
- Students of color in your courses have different experiences that may (or may not) mirror service sites. They have reported extra burdens in the classroom.

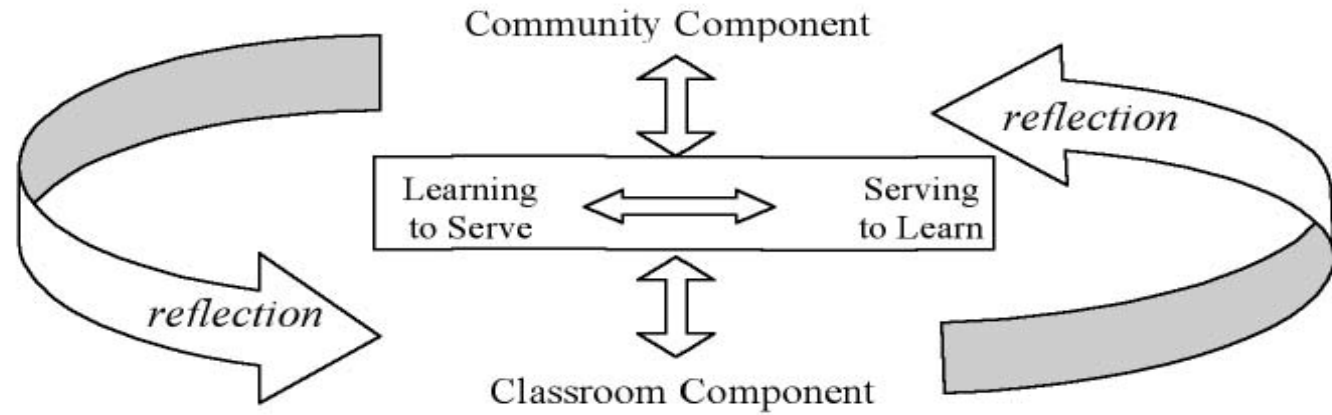


Describe experience, **E**xamine experience, **A**rticulate **L**earning

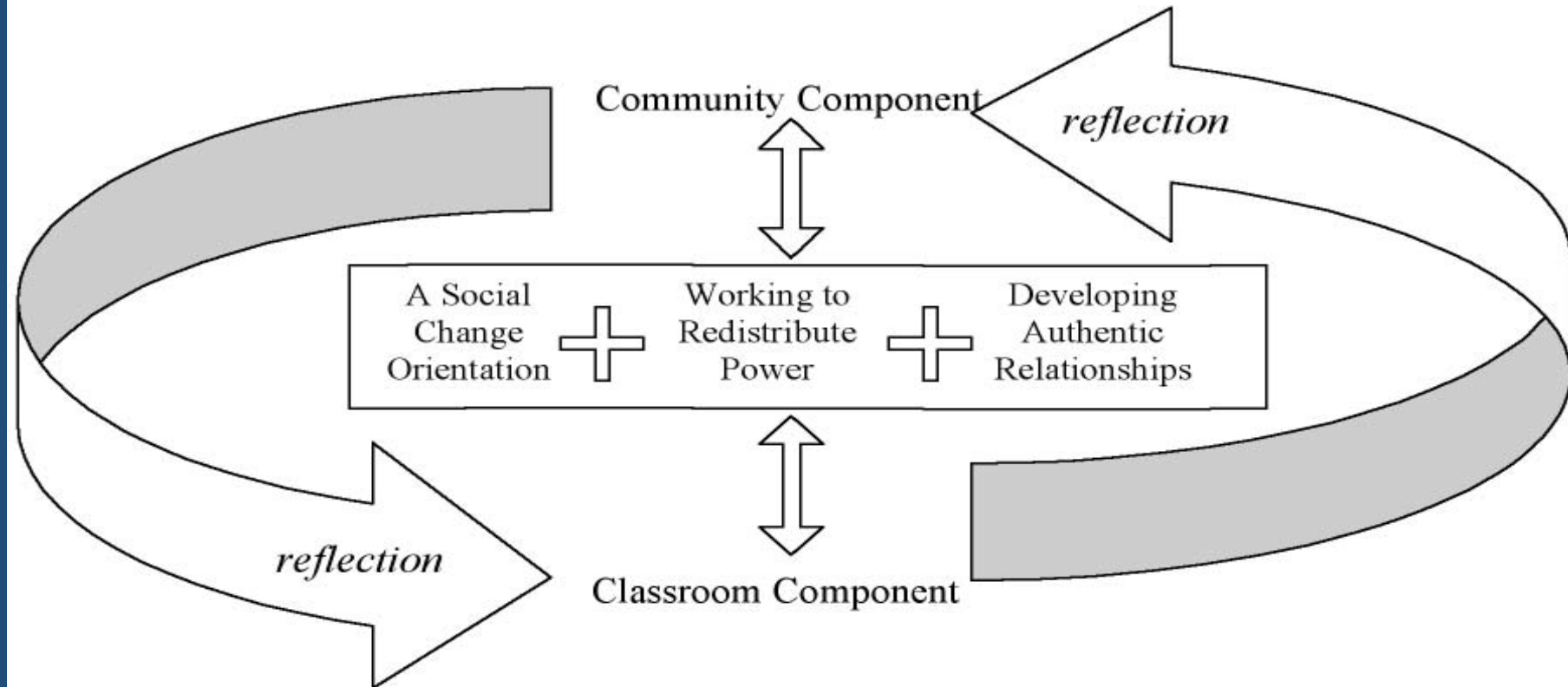
Critical Service-Learning

(Mitchell, 2008)

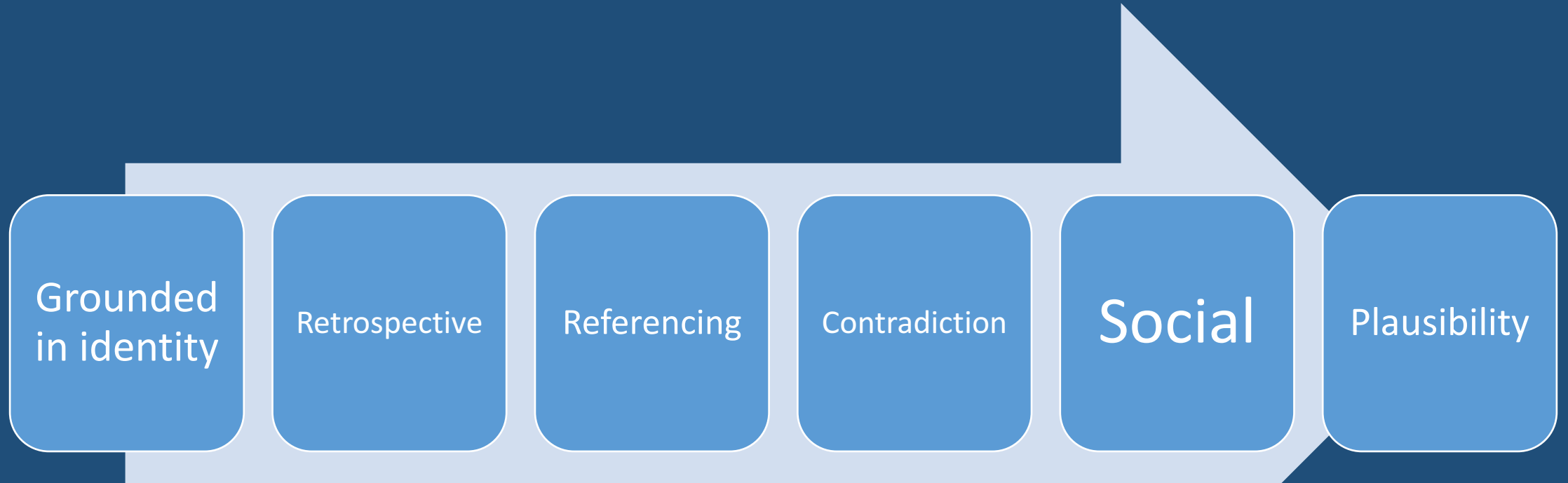
Traditional Service-Learning



Critical Service-Learning

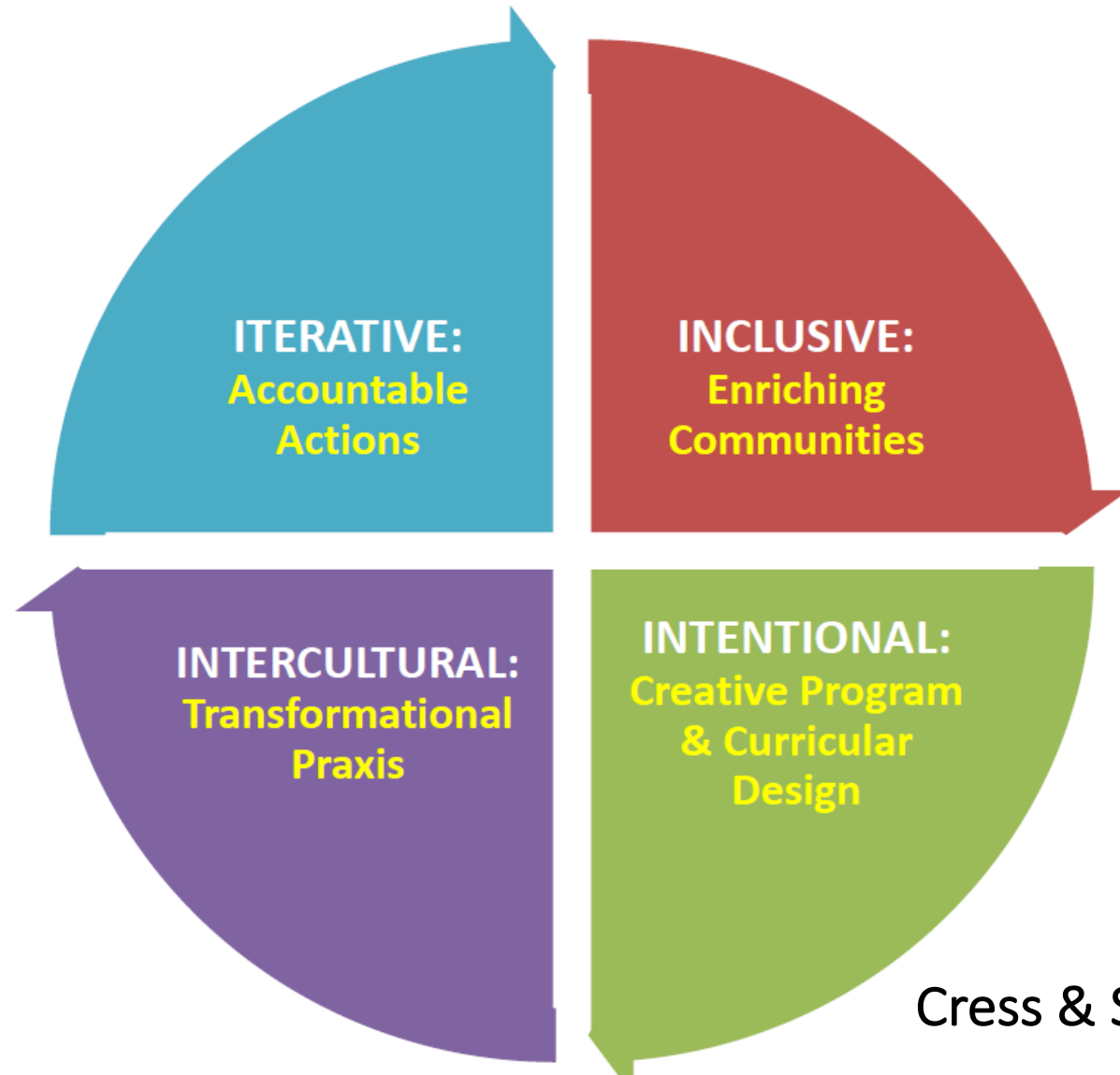


Social Justice Sense-Making (Mitchell, 2014)



Property	Description
Grounded in Identity	Sensemaking begins with self-awareness (Weick, 1995). Identity ground sensemaking allows students to understand themselves and their relationship to the concept of social justice. Who we think we are (identity) shapes our actions and our interpretations (Weick et al., 2005).
Retrospective	Social justice sensemaking is based in experience (Weick, 1995). Individuals reflect on their experiences to reconsider their thoughts on and action towards social justice. This process allows individuals to evaluate their views and (re)align their actions to be consistent with their beliefs.
Referencing	Based in the notion of self-authorship (Kegan, 1994), referencing looks at the sources (reading, individuals, experiences) a person includes in her conception of social justice. Referencing is either isolated or integrated: isolated meaning the description of justice includes sources without benefit of the persons voice and/or perspective; integrated meaning outside sources inform the conception of justice but an individual's understanding is primary.
Contradiction	The discrepancy between the actual condition (Jasso, 1998) and an individual's expectations of community/society/the world triggers sensemaking (Glanz, Williams, & Hoeksema, 2001). The uncertainty and discomfort fostered by contradiction encourages and inspires a reconstruction of meaning and action.
Social	Sensemaking is based in our interactions with others (Kegan, 1994; Weick, 1995). The process of dialogue and relationship building allows for the introduction and integration of multiple perspectives as well as the collaborative construction of meaning which often brings validity to the process.
Driven by Plausibility	Plausibility relies on confidence more so than accuracy (Weick, 1995). Rather than dependence on the "right answer," social justice sensemaking pushes individuals to develop a conception in which they are confident enough to take action on these beliefs (Eckel & Kezar, 2003).

Service-Learning Equity Empowerment Model



Handouts



Inclusive

Reciprocal Relationships

Awareness: community agencies are aware of campus goals for civic engagement and the range of opportunities available.

Mutual Understanding: campus and community representatives understand each other's needs, timelines, resources, and capacity for implementing activities and there is general agreement regarding mutual goals.

Leadership and Voice: agency representatives are encouraged to advocate on campus for civic engagement, express their community's needs, and recruit faculty and student participation.

Critical reciprocity: Charity (I have, you need) vs solidarity (seeking to empower everyone)



Intentional

- **Community Partner/Site Description**
 - Service Project Description Hours/Outcomes
 - Activities/Responsibilities
 - Professional Expectations/Ethics
- **Community Clients/Population**
 - Readings, Research, Lectures
- **Clarity of Instructor Role**
- **Clarity of Class Community**
- **Explicit learning outcomes related to diversity and inclusion**

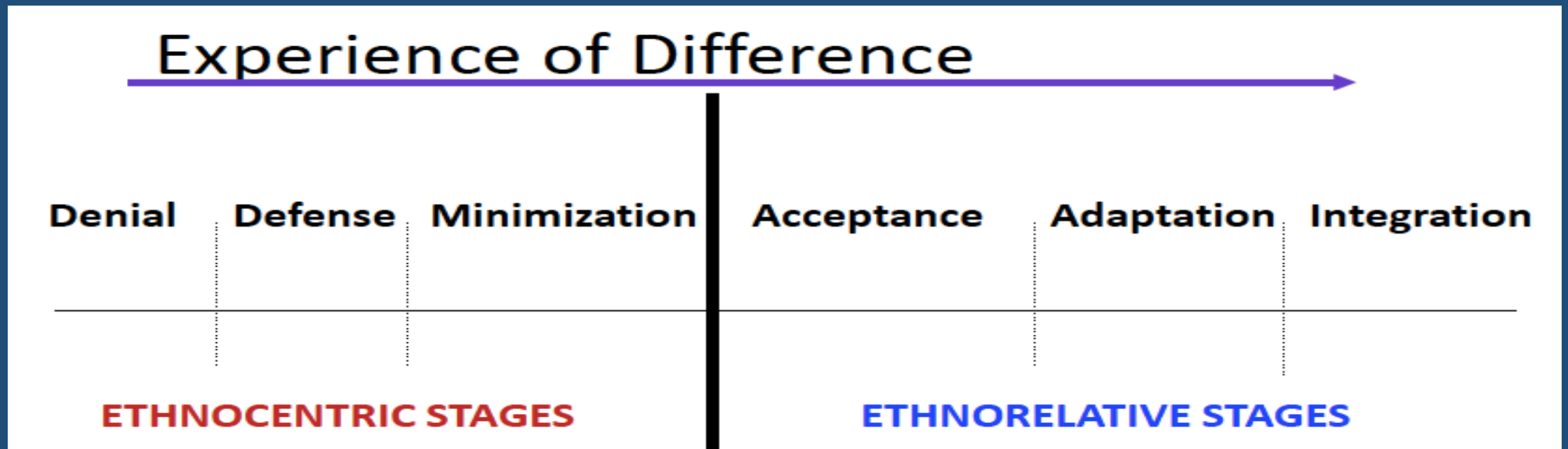


Intercultural

- Golden Rule: Do unto others as you would have them do unto you.
- Platinum Rule: Do unto others as they themselves would have done unto them. (Bennett & Bennett, 2004)

Critical Reflection (DEAL Model)

Questioning values, beliefs, and assumptions (think – outside the fishbowl)



Iterative - Assess and Reflect!

- A. Did our efforts make a difference?
- B. Why did our efforts make a difference?
- C. How can we make a bigger difference?

Engage students (performance assessment) + community partners

- AAC&U Value Rubrics
 - Civic Knowledge and Engagement
 - Ethical Reasoning
 - Global Learning
 - Integrative and Applied Learning



RUBRIC TO ASSESS ACADEMIC SERVICE-LEARNING REFLECTION PAPERS
Adapted from Rubric Developed by Dr. Barrett Brenton, St. John's University (NYC) and Campus Compact

Graded	Dimensions of Quality (Criteria)	NOVICE [Grade Range F – D]	APPRENTICE [Grade Range C]	PROFICIENT [Grade Range B]	DISTINGUISHED [Grade Range A]
Yes	AWARENESS OF PURPOSE OF SERVICE	Student demonstrates limited awareness of the purpose of service and obtaining AS-L credit.	Student expresses awareness of the purpose of service and a one-on-one connection with the experience, but it is not applied.	Student expresses empathy and/or awareness of personal role in service and applies it to a connection with solutions and the bigger picture.	Student expresses and acts out personal role in service and applies the experience to developing solutions.
Yes	CRITICAL THINKING	Student accepts things at face value, as if all opinions were created equal. Opinions are stated without argument.	Student accepts most things at face value, as if most opinions were created equal. Opinions are stated with limited argument.	Student begins to argue for conclusions based on objective evidence that express concrete arguments.	Student expresses an abstract level of responding which requires objective evidence. They demonstrate awareness of different perspectives, and weigh evidence to successfully argue for a conclusion/opinion.
Yes	APPLYING THE AS-L EXPERIENCE TO THE ACADEMIC KNOWLEDGE BASE AND OBJECTIVES OF THE COURSE	Student does not apply the academic knowledge base and objectives of the course to the service experience.	Student expresses some connection between the academic knowledge base and objectives of the course and the service experience.	Student develops a perspective built upon the academic knowledge base and objectives of the course that is linked to the service experience.	Student creates their own academic perspective infused with the knowledge base and objectives of the course and applies it to the service experience beyond the curriculum.
Optional	RESPONSIBILITY TO COMMUNITY	Student demonstrates a limited awareness of personal responsibility to community.	Student expresses insight into community issues pertinent to the service project and integrates a personal sense of responsibility to participating in a solution but does not apply that knowledge.	Student acknowledges a responsibility to community regarding issues pertinent to the service and expresses a commitment to working towards specific solution(s).	Student acknowledges a responsibility to community regarding issues pertinent to the service and expresses a commitment to working towards specific solutions. In addition, student gets others involved.
Optional	IMPACT ON STUDENT'S PERSONAL LIFE	Student expresses very limited or no connection between service and self.	Student expresses a connection between service and self.	Student expresses how they could change as a result of the service.	Student expresses change(s) in self because of the service.
	[INSTITUTIONAL VALUES AND MISSION]	Student demonstrates a limited connectedness of the service experience to [institutional values]	Student expresses some connection between [institutional] values and service.	Student expresses empathy and awareness of personal role in [public engagement and problem-solving as related to institutional mission].	Student fully incorporates the [institution's mission of public leadership] through application of reflection on the service experience and creates their own perspective based on both theory and experience

Not service-learning alone!

Campus Climate matters, too!

- Are experiences like service-learning expected? In and out of the classroom?
- Are students expected to have contact with people who are different than them?
- Are structures in place to support all students?
- Are all voices welcomed?
- Are people from the community welcomed on campus?



What can you do?

What's 1 commitment you can make to improve equity / inclusion / diversity on campus?

How can you be a part of ensuring UWSP is community engaged?

Discussion
Questions & Answers



THANK YOU

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