Title of Session:_____Service Learning and Outreach_____

Faculty Facilitator(s)__Diane Kern & Shanna Pearson-Merkowitz_____

Note taker name_____Brittany Durgin_____

Check one:

_____ Morning Breakout 1   _____Morning breakout 2

___ ___Afternoon breakout 1   _____Afternoon breakout 2

Ideas proposed/Recommendations

Engaged Scholarship

   a. Consists of both academic service learning and community based research, with the goal of becoming advocates of social justice
   b. Discuss the possibility of creating an Office of Engaged Scholarship to unify the outreach effort and engage in ongoing, sustainable relationships with community partners

Interdepartmental Communication

   a. It is difficult to ensure equity of community outreach when different departments are unaware of all of the different outreach and service learning projects going on
       i. Might be hitting a certain community several times, and never reach other communities
   b. Proper service to the community requires understanding of the needs that are out there - must be a dialogue between outreach programs and community contacts
       i. Community is a resource to the University as much as we are to them - mutual reciprocation is vital
   c. Consensus: Enhanced collaboration between different departments of the University, as well as contacts in the community will improve our ability to identify community needs and ensure equality and efficiency in addressing them
       i. Having an Office of Engaged Scholarship would facilitate tying this all together

Sustainability of Outreach Programs

   a. Many service learning and outreach projects are "one and done" - dependent on one or two individuals and only supported by temporary funding - if the person in charge is transferred and/or the funding runs out, the project dies
       i. Damages trust with the community, and damages our reputation as a University dedicated to equity in education
   b. Must focus on creating programs with sustainability - consistent funding, and structure that facilitates continuation of the project even with shifting personnel roles

Course Buyouts

   a. Provost could provide limited number that people could apply to

Notable Issues, Questions, Challenges:

Involvement of Faculty in Service Learning

a. Feinstein Center of Service Learning consists of all staff and no faculty - this is true for many outreach and service learning programs
b. More faculty should be involved in organizations like this (again, potential for Office of Engaged Scholarship)

Outreach Center

a. Website outdated, projects no longer relevant - needs to be updated
b. Need a comprehensive list of funding opportunities and service learning/outreach program ideas to determine what can be sustainably funded

Accessibility

a. Programs like Talent Development greatly enhance accessibility of higher education to minority demographics and/or those of lower socioeconomic status
b. Would like to see more outreach to adult students (e.g. Changing Lives through Literature) of different populations in RI, and not just for tuition dollars
c. TED-Ed: providing greater access to education for a wider range of students

Title of Session:_____Service Learning and Outreach_____

Faculty Facilitator(s)__Diane Kern & Shanna Pearson-Merkowitz_____

Note taker name_____Brittany Durgin_____

Check one:

_____ **Morning Breakout 1** _____**Morning breakout 2**

_____**Afternoon breakout 1** ___ ___**Afternoon breakout 2**

Ideas proposed/Recommendations

Take academics, knowledge, community service and do community service projects which intertwine all of these concepts to solve real-life problems

Program Evaluation

a. Students can help with program evaluation (e.g. for MTI Program)
b. Can help translate research into a format that others in the community can read, understand, comment on, and thus benefit from

Increased Intercommunication

a. With K-12 System

      i. State Department of Education currently doesn't value ideas from URI enough to start influencing education in RI overall - this is where we need to start

      ii. We do have the brain power and political power (if we have the will) to turn this around - networking is how RI works. We also need to add racially diverse members to this initiative as well to improve equal access of education to all races/socioeconomic statuses

      iii. Better communication on the Board of Education to smooth the transition between K-12 and higher education, and exchange ideas and information between environments (what we've learned through Colloquium, as well as what they know about the learning trends of the next generation)

          1. K-12 system is with the next generation of students on a daily basis - we need to learn from this sort of information in order to close the circle and create a dialogue of ideas instead of a one-way conversation

      iv. In the current K-12 system, Special Education is only applied to students who are already 2 grade levels behind (they aren't given help until they are already in a hole) - should be addressed

  b. <u>With Partners in the Community</u>

      i. Need strategic partnerships and to build relationships over time - particularly with marginalized populations

          1. Take scientific/academic knowledge and merge it with tacit knowledge of the community through partner collaboration

      ii. Current disconnect with preceptors in terms of how to engage students as well as enable them to provide service to the community

          1. Need increased communication and collaboration with preceptors to determine expectations of the experience from both sides, as well as potential projects and ideas

  c. <u>Between University Departments</u>

      i. Not enough communication between departments as to which projects are being initiated

      ii. Increased collaboration could help pool university resources for optimal efficiency

Notable Issues, Questions, Challenges:

Mutual Beneficence

  a. Struggle to find place with true synergy - providing services to the community AND the community providing education to students - is it helpful both ways?

  b. We need to do a better job of providing something valuable to the community when we do these programs in addition to ensuring students got useful experience out of it as well

Inequality of Working vs. Non-Working Students

  a. Students who work outside of class have significantly less time to devote to coursework than non-working students

  b. Most likely encountered a culture of not asking for help in grades K-12 - seen as a weakness

  c. Should discuss increased leniency/understanding of different working situations - e.g. in terms of legitimacy of potential for extensions on work

Easier Access to Assistance

a. Academic Enhancement currently housed in Roosevelt, but the students are student in the library - possibility of academic help in the library and/or commons?

Supports for Outreach Programs

What is the current level of service-learning in course curricula/ should it be increased, and if yes, what supports are needed?

a. Currently nowhere near enough support for basic needs of outreach programs, let alone trying to improve sustainability
b. Need more support to enhance quality of existing programs (e.g. high quality supervision, regular visits to sites, networking with community partners, unification of university resources/efforts)
c. What do you feel like you need for support for service learning programs? What would encourage more engaged scholarship?
    i. Smaller class sizes would facilitate learning process, but finding placements for 130+ students individually paired with preceptors is a logistical nightmare - need more resources/staff available
d. <u>Tenure Track Credit for Outreach Projects:</u> Single-student projects are usually great ideas that have potential, but they come at a cost to the professors who aren't supported at the institutional level
    i. Should get academic credit, credit towards tenure and promotion despite the research element

Office of Engaged Scholarship c