



## INDIANA CAMPUS COMPACT | CUSTOMIZED ASSISTANCE

Indiana Campus Compact staff members are available to speak at events and lead workshops at your institution. We can work with you and others on your campus to deliver workshops and training designed for beginning practitioners to experienced engaged-scholars.

our staff has over 80 years of experience in the field of service engagement in higher education.

Some of our most popular workshop topics are listed below. If you don't find a topic list that fits your needs, please contact Laura Weaver, Director of Professional Development and Engaged Learning at [laura@incampuscompact.org](mailto:laura@incampuscompact.org).

### GENERAL TOPICS

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#### *Service-Learning Movement in Higher Education / Welcome to Indiana Campus Compact*

Engagement in and with communities is at the core of most university missions, including language around public service, the creation of knowledge in order to solve problems both locally and globally, as well as preparing students as democratic citizens (Ward, 1996). This session will give a brief overview of the engagement movement in higher education and focus on how Indiana Campus Compact can support the institutions across Indiana through professional development for staff, faculty and students. Available funding opportunities will be highlighted and the presenter will be available to answer questions on the types of projects typically funded.

*Delivery Method:* Face-to-Face or Virtually

60 – 90 minutes

#### *Framing Our Work: Key Terms and Concepts of Service-Learning and Community Engagement*

This workshop is designed for faculty new to service-learning and will cover basic definitions, history of the field, and planning course construction.

*Delivery Method:* Face-to-Face or Virtually

60 – 90 minutes

### COMMUNITY-BASED LEARNING CURRICULAR DESIGN FOCUSED TOPICS

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#### *Community-Based Learning Curriculum Development*

This workshop is a follow up to the introductory community engagement workshops. It explores the development of service-learning course objectives, finding the right community partner, and preparing students for their service-learning experience. It also provides a brief introduction to the concept of reflection and the importance of assessing community-based learning methods. This session includes some interactive components.

*Delivery Method:* Face-to-Face

90 – 120 minutes

*Delivery Method:* Virtually

120 – 160 minutes

### *Campus-Community Partnerships*

Finding the right community partner can be tricky. Is the relationship mutually beneficial, transactional, or transformational? This workshop will help attendees discover the right path for engagement in and with the community, and what it looks like to have a co-educational process with community partners.

*Delivery Method:* Face-to-Face or Virtually

90 – 120 minute

### *Creating Meaningful Reflection*

This presentation will discuss various reflection techniques that can be used to generate authentic evidence of students' learning from a community engagement experience. The presentation will allow participants to discuss if reflection activities are public or private, written or oral, and expressive or dialogic and plan for how reflection must be connected the content/curriculum with the service/volunteerism, be ongoing, and allow for some cognitive dissonance or “troubling” of the students current knowledge, skills, or attitudes.

*Delivery Method:* Face-to-Face with interactive components

90 – 180 minutes

*Delivery Method:* Virtually with limited interactive components

60 – 90 minutes

### *Fundamentals of Assessing Civic Learning- Beginning with the End in Mind*

This intensive workshop is designed to introduce attendees to the often hidden, if not forgotten, outcomes associated with community-based or –engaged learning practices: civic learning and democratic engagement. Participants will be given the time to create a thorough assessment plan for measuring students civic outcomes during college and improving your teaching practices. This is an interactive session designed for experienced community engagement practitioners. This session will be customized for your stakeholders.

*Delivery Method:* Face-to-Face

3 – 8 hours

*Delivery Method:* 2 or 3 Virtual Session

120 – 180 minutes each

### *Preparing Students for Community-Based Learning Experiences*

Preparing students for work with and in the community is an essential aspect of high-quality community-based learning experiences. This session will focus not only on important topics to cover as you prepare your students, but how to include your community partner and other on-campus resources.

*Delivery Method:* Face-to-Face or Virtually

75 – 90 minutes

### *Identifying Community Assets and Needs*

In this session participants will explore the various tools available when working with community organizations to identify the organization's (or community at large) needs. Participants will also be introduced to the concept of asset-based community development and how it can be utilized to strengthen both community partnerships and enhance service-learning courses. This is an interactive session that can be customized with your campus and community in mind.

*Delivery Method:* Face-to-Face

90 – 180 minutes

*Delivery Method:* 2 Virtual Sessions

120 – 180 minutes each

### *An Introduction to Critical Service-Learning*

This session examines service learning through the lens of producing social change and working toward the redistribution of power. Starting with the definitions of traditional service learning and critical service learning, this session will also provide a survey of sociocultural theories of power, intersectionality, and positionality. Attendees will be encouraged to question assumptions and perspectives they bring to their service learning work.

*Delivery Method:* Face-to-Face or Virtually

90 – 180 minutes

## ENGAGED SCHOLARSHIP FOCUSED TOPICS

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### *Community Engagement and Faculty Reward Systems*

We will explore the intersection of community engagement and faculty reward systems, tips for engaged scholars, and suggestions for creating new campus culture that is inclusive of community engagement.

*Delivery Method:* Face-to-Face or Virtually

90 – 120 minutes

### *Principles for Creating Quality Engaged Scholarship*

This session will discuss approaches to examining engaged scholarship and methods available for disseminating engaged work through traditional and non-traditional outlets. Success stories from the field will be shared along with considerations on finding the time and individuals who can support your work.

*Delivery Method:* Face-to-Face or Virtually

90 – 120 minutes

### *Becoming an Advocate for Service-Learning and Community Engagement*

This session will discuss ways to support other on their community-engagement journey. It will include ways to share your knowledge and expertise across your institution and beyond, support others in doing the same, and examining the various organizations to become in engaged with and dissemination outlets available across the field. Success stories will be shared.

*Delivery Method:* Face-to-Face or Virtually

75 – 90 minutes

## STUDENT FOCUSED TOPICS

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### *Student Engagement and Leadership Development*

This presentation will help faculty and staff develop a comprehensive plan for working with students as colleagues.

*Delivery Method:* Face-to-Face or Virtually

90 – 120 minutes

### *Finding Funding for Your Community-Based Service Project*

This student-focused session will focus on finding funding for your community service projects (both one-time, on-going, and course-based). It will cover the principles of grant writing and use the Indiana Campus Compact Service Engagement-Student Community Service Grant application as a starting point.

*Delivery Method:* Face-to-Face or Virtually

90 – 120 minutes

### *Planning Meaningful Days of Service*

This student-focused session will focus on HOW to plan meaningful days of service ranging from one-day projects connected to events such as Martin Luther King Day of Service, Cesar Chaves Day of Service and Learning, and Global Youth Service Day, to week-long events such as Spring Break experiences—both locally and beyond. It will include a discussion on project ideas, logistical concerns, and how and why to incorporate reflection into the experiences.

*Delivery Method:* Face-to-Face or Virtually

60 – 75 minutes

### *Now What do I do? Dealing with the Unexpected*

So you have spent the last several months working with your community partner to plan the best community-based project. You have more volunteers signed up than you ever could have hoped for, but you get to the service site only to have THIS happen! Now what do you do? This session will cover some of the most common, yet unexpected things that can go wrong during a community-based project and give you tips on how to deal with them and where to turn for help.

*Delivery Method:* Face-to-Face or Virtually

60 – 75 minutes

### *The Power of Reflection*

You want to make sure those participating in your service project not only have a great time, but also understand the societal concern, community connection, or mission of the organization they are supporting. But how do you ensure this happens? Reflection is the key! Taking time to plan how participants are going to reflect on their experiences and connect those experiences to action is an important step, which can lead to many new “Ah-Ha Moments.” This session will focus on how to help participants make those connections.

*Delivery Method:* Face-to-Face or Virtually

75 – 90 minutes

### *Telling the Story through a Unique Lens*

How you tell the story of your service experience can be an important one. It can help to shed light on important issues within the community, encourage others to get involved, and it can even connect you with those that can help fund your projects. This session will help you to identify what information from your project to capture, ways you might assess your project outcomes, and avenues for sharing your story.

*Delivery Method:* Face-to-Face or Virtually

60 – 75 minutes

### *The Job Connection: Including Your Service Experiences on Your Resume*

Current and past jobs aren't the only things that are of interest to your future employer, so too are the ways in which you are engaged within your community. This session will discuss how you can incorporate service projects and related experiences on your resume in order to make the biggest impact with potential employers.

*Delivery Method:* Face-to-Face

75 – 90 minutes

### *#socialmediaforservice*

Twitter. Facebook. Instagram. These and many other social media apps can be helpful when promoting your service events. This session will discuss the ins and outs of ensuring your event is utilizing them to the fullest. It will also engage participants in conversations on the common pitfalls to using social media and how to implement an effective and appropriate social media policy for your community-based projects.

*Delivery Method:* Face-to-Face or Virtually

60 – 75 minutes

## INSTITUTIONAL / STRATEGIC PLANNING FOCUSED TOPICS

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### *Carnegie Community Engagement (Re)Classification Guidance & Preparation*

Indiana Campus Compact fully supports its partner campuses as they prepare to submit their application for the Elective Carnegie Community Engagement Classification in 2024 and beyond. We strongly recommend that campuses intending to apply or reapply during the 2024 application cycle participate in Indiana Campus Compact's ACCE Experience during the 2020–2021 or 2021–2022 academic years in order to best prepare. More information is available at <https://indianacampuscompact.org/acce/>.

## SERVICE-LEARNING INSTITUTE ON THE GO

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This 2.5-day intensive, customized training is designed to meet the needs of your institution's faculty and community engagement staff. With a mix of plenary sessions and small-group learning communities, the Institute offers participants an opportunity to redevelop a course into a community-based learning experience while simultaneously getting feedback from peers and the experts at Indiana Campus Compact.

A Service-Learning Institute (SLI) typically covers best practices of service-learning course design including:

- identification of course specific civic learning outcomes;

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<https://indianacampuscompact.org/events-6/customizedasstnc/> 4

- discussion of reciprocal and sustainable community partnerships and how to create them;
- importance of reflection and review of multiple types of reflection activities;
- how to assess service-learning activities; and
- the importance of, and ways to, document and disseminate any new knowledge generated from service-learning and community engagement projects or pedagogy.

The Service-Learning Institute can be completely customized to fit the needs of your institution and can include a wide array of the workshop offered by Indiana Campus Compact staff. Contact Laura Weaver, Director of Professional Development and Engaged Learning at [laura@incampuscompact.org](mailto:laura@incampuscompact.org) to find out more.

#### ITEMS OF NOTE

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**View all the Terms and Conditions for Customized Assistance at <https://indianacampuscompact.org/events-6/customizedasstnc/>.**

Please be aware of the following when considering any Customized Assistance options.

- The host institutions will be responsible for all on-site logistics and marketing efforts.
- Customized Assistance events must be scheduled and confirmed a minimum of 8-weeks prior to the event.
- Scheduling of Customized Assistance events is based on staff availability and preference will be given to Indiana Campus Compact partner institutions.
- Service-Learning Institute On-The-Go events must be scheduled and confirmed a minimum of 12-weeks prior to the event.
- Indiana Campus Compact foresees having the capacity to schedule 3 to 4 Service-Learning Institute On-The-Go events per academic year.
- Scheduling of Service-Learning Institute On-The-Go events is based on staff availability and preference will be given to Indiana Campus Compact partner institutions.
- Service-Learning Institute On-The-Go events are typically scheduled between May and August and during other campus breaks, but adjustments can be made based on staff availability.