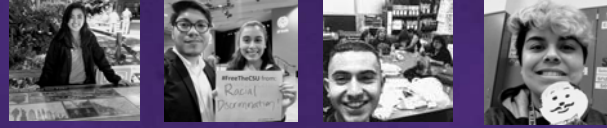


## CHSS Teaching Academy & Institute for Civic and Community Engagement



### Reflective Service Learning and Social Justice Pedagogy Workshop

Monday, Feb. 17<sup>th</sup> | 12:00pm-2:00pm



### Workshop overview

**Facilitators:**

Nina Roberts, Director, ICCE; Professor, RPT

Maria J. Veri, Faculty Director, CHSS TA; Associate Professor, KIN

- ✓ **Welcome & introductions**
- ✓ **ICCE & CHSS Teaching Academy: Overview**
- ✓ **SL & SJ: Sample definitions, outcomes, best practices**
- ✓ **Developing/designating service-learning courses**
- ✓ **Develop SJ-infused syllabi for SL course**
- ✓ **Discussion | Q & A**



**ICCE Mission**

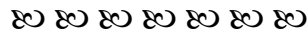
*“To connect SF State faculty, staff, and students with the Bay Area community through strategic partnerships that help develop civic & social responsibility leading to positive impacts in communities”*



**CHSS TEACHING ACADEMY**

**Mission**

“To support CHSS teachers at all ranks and levels of experience (Graduate Teaching Assistants, Instructional Aids, lecturer faculty, and tenured/tenure track faculty members), and to foster a communal culture of reflective, inclusive, and intentional teaching practices.”



These practices are aimed at creating CHSS teaching that is accessible, community-engaged, and informed by social justice pedagogy.

## CHSS Teaching Academy Goals:



- ✓ Cultivate faculty engagement, retention, and a sense of belonging within CHSS through teaching and learning
- ✓ Promote student engagement, retention, and a sense of belonging within CHSS through teaching and learning
- ✓ Develop a repository of resources and a sustainable structure to support inclusive and equitable teaching practices
- ✓ Develop systems by which critically engaged, inclusive excellence in teaching is deeply valued and supported by the CHSS community

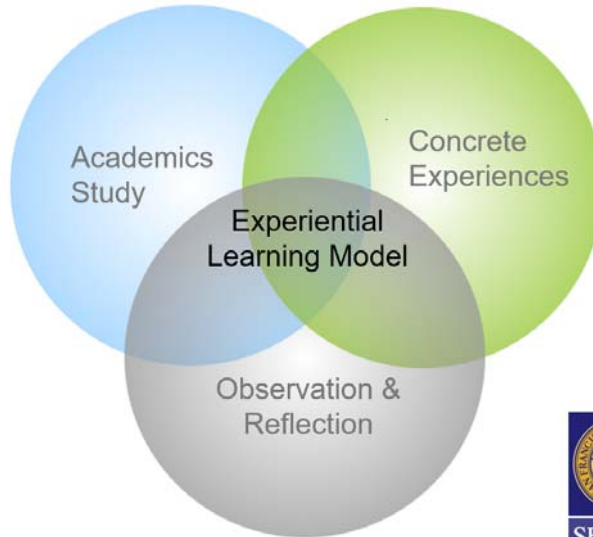
## Opportunities for Student Leadership

### Signature Programs

- **Work-Study**  
America Reads & America Counts
- **Internships**
  - Panetta Congressional Internship
  - JusticeCorps Internship
  - Golden Gate National Parks  
\* Academic Internship Program
  - Neighborhood Empowerment Network  
Internship
- **Fellowships**  
Civic Engagement Fellows



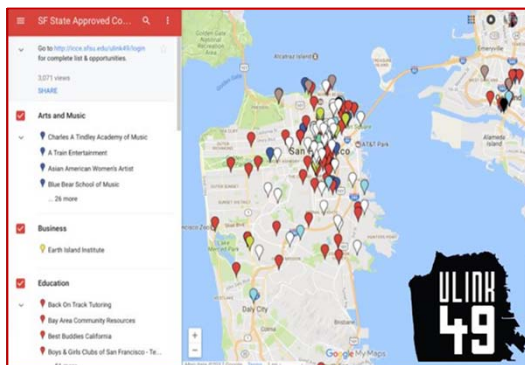
## Service-Learning



Source: Jacoby, B. (2014). *Service-Learning Essentials: Questions, Answers, and Lessons Learned*. San Francisco, CA: John Wiley & Sons.

## Community Service-Learning

### Student Opportunities



**“SF State ULink” Online Database –**

Brings the classroom to life...

- Academic & Professional Preparation
  - Service hours on transcripts
  - “Real world”, hands-on opportunities
- Intentional reflection on experience
- 200+ courses
  - 35 General Education Courses
- Over 250 partners
- Boost graduate school applications
- Resume builder

## Working with Community Partners

ICCE connects students with agencies through service learning opportunities while fostering long standing commitments and relationships with the local orgs/leaders -

**Goal:** Connect partners with our students in ways that build their capacity and help them fulfill their service projects, assignments and professional aspirations.

- ✓ Partner for the public good
- ✓ Ways to partner
- ✓ Where we serve
- ✓ Become a partner
- ✓ Calendar of events



[http://icce.sfsu.edu/comm\\_partners](http://icce.sfsu.edu/comm_partners)

ICCE staff can provide faculty with support, ideas, connections

## What does it mean?

### Community Service Learning (CSL)

“The combination of **academic study** with **community service** so that each is enhanced by the other. Through a process of structured reflection, the **service experience is integrated with the lessons of the classroom** to enrich learning outcomes.”

*(SFSU, Institute for Civic & Community Engagement)*

## Service Learning

A process through which students are involved in community work that contributes significantly to . . .

- 1) positive change in individuals, organizations, neighborhoods, and/or larger systems in a community
- 2) student's academic understanding, civic development, personal or career growth, and/or understanding of larger social justice issues



It's a process! Always includes an intentional and structured, educational and developmental component for students. . .

Will undoubtedly continue to play a critical role in campus-community collaboration

*(AAC&U, adapted for ICCE)*

## **Community service-learning is a form of experiential education that . . .**

- is developed, implemented, and evaluated **in collaboration with the community**;
- responds to **community-identified concerns**;
- attempts to **balance the service** that is provided and the **learning** that takes place;
- enhances the curriculum by extending learning beyond the classroom and allowing students to **apply what they've learned to real-world situations**; and
- provides opportunities for **critical reflection**

## SOCIAL JUSTICE TENETS

- Full & equal participation
- Equitable distribution of resources
- Physical & psychological safety
- Collective social responsibility
- Inclusive leadership
- Value, respect, & support for multiple identities of full community
- Democratically achieved society affirming of human agency



## SOCIAL JUSTICE PEDAGOGY

A framework for teaching that directly addresses power and privilege issues, reduces stereotype threat, uses a variety of pedagogical strategies that increase sense of belonging and communal values, models greater inclusivity and highlights the relevance of the content to students' personal lives.





## THE SYLLABUS

- First step in *doing* social justice in classroom
- First signal to students/Sets tone for class
- The syllabus is the “blueprint” of the course
- Conveys norms and assumptions
- Helps create sense of belonging for students

(Taylor, Veri, Eliason, Hermoso, Bolter, & Van Olphen, 2019)

## THE SYLLABUS (CONT'D)

### BEST PRACTICES

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Communal language</li> <li>• Learning-focused</li> <li>• Accessible</li> <li>• Promote relevance</li> </ul> | <ul style="list-style-type: none"> <li>• Promote growth mindset</li> <li>• Expectations for success</li> <li>• Inclusive representation</li> <li>• Student-centered</li> </ul> |
|--|--|



(Taylor, Veri, Eliason, Hermoso, Bolter, & Van Olphen, 2019)



## SOCIAL JUSTICE SYLLABUS DESIGN TOOL

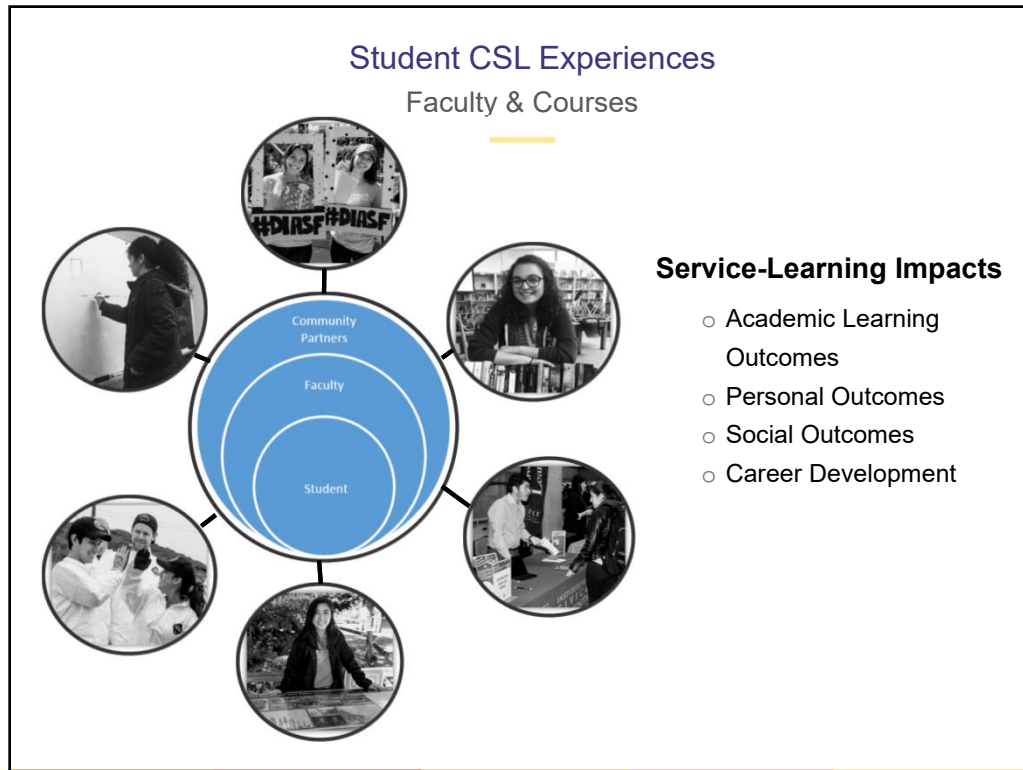
- Assessment strategy
- What does your syllabus say about you?
- What does your syllabus say to students about the likelihood that they will fit in and be successful in your class?

(Taylor, Veri, Eliason, Hermoso, Bolter, & Van Olphen, 2019)

### THE SYLLABUS DESIGN TOOL (CONT'D)

Question	Yes	No	Comments
1. Does it tell students how/why the course content is relevant to their lives and to their future careers?			
2. Does it tell students how research/statistics is used to improve the lives of individuals and/or communities? What are some of the social justice implications of research?			
3. Is grading described in a way that is success-oriented rather than failure-oriented?			
4. Are there low stakes assignments that allow students to practice new skills without much pressure?			
5. Is there any language that suggests that the content/skills of the class are learned qualities rather than fixed skills? (growth versus fixed mindset triggers)			
6. How are the assignments described? Is the rationale for each assignment clear, so that students understand why they are doing them? From a student's perspective, do any of the assignments seem like "busy work?"			
7. Do some of the readings come from authors who are women and people with diverse ethnic backgrounds? Can you foreground this by including full names and/or short bios or descriptions of some of the readings and authors?			
8. Have you included language from the ethical codes of your profession or statements about the social justice commitments of your field?			
9. Do you use communal language ("we") as opposed to individual language ("you" and "I")?			
10. Is there language that validates the students' experiences and feelings of anxiety about the course and offers assurances of resources to support student learning?			
11. Does the wording convey that you are available to students as a resource?			
12. Do you provide links to other resources that may support learning, such as videos, tutoring labs, study groups, etc?			

(Taylor, Veri, Eliason, Hermoso, Bolter, & Van Olphen, 2019)



### CSL STUDENT LEARNING OUTCOMES (SLO's)

*Upon completion of a CSL designated course, students will be able to:*



1. Analyze knowledge gained from their own academic study/field/discipline making **relevant connections** to community engagement and understand their civic responsibility based on experiential learning.
2. Articulate and critique the impact of their work in the community including discipline related reflection on **how their own attitudes and beliefs are different from those of other cultures and communities**. (e.g., exhibits curiosity about what can be learned from diversity of communities and cultures).
3. Identify and evaluate methods and best practices of community engagement of the related course discipline.
4. Improve their ability to link academic knowledge with community wisdom and expertise to **apply what they have learned about a real-world issue in a socially responsible way**.
5. Understand the effect of civic and/or community service learning on their interpersonal development, the **ability to work well with others**, leadership development, and communication skills.

## SF State ULink (Fundly/eduConnect)

<https://www.sfstateulink.org>

*ULink is SF State's official community engagement online portal*

- ✓ Promote & coordinate service learning projects/sites, co-curricular service & academic internships
- ✓ Showcase community engagement opportunities, research opportunities
- ✓ Track, manage & approve service hours
- ✓ Connect all stakeholders including faculty, students (teams) and community partners
- ✓ Collect and store various required forms and documents
- ✓ Risk Management: CSU EO 1064 compliant



## CSL Designation: OVERVIEW



### Academic Senate Policy, S03-224 (AY 2002-2003)

- CSL courses are to be identified in the University Bulletin and in Class Schedules to help students identify CSL courses
- Minimum criteria for designation of courses
- Procedures for approving designation as a service learning course

#### SAMPLE:

##### ECON 640 Health Economics Analysis and Research (Units: 3)

Prerequisites for ECON 840: Graduate standing; ECON 701, ECON 312; or equivalent.

Prerequisites for ECON 640: Upper division standing; ECON 301, ECON 311.

Introduction to health economics; why health care is different from other goods; analysis of the US health care market, health in development and health evaluation. (Plus-minus ABC/NC grading only) [CSL may be available]

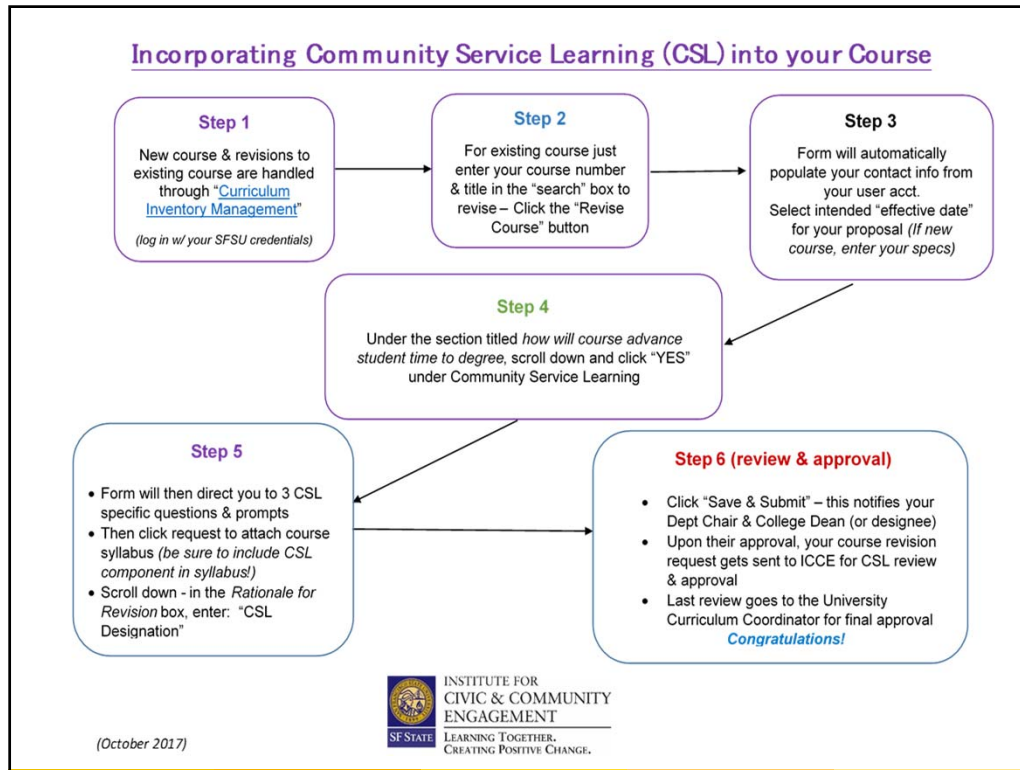
(ECON 840/ECON 640 is a paired course offering. Students who complete the course at one level may not repeat the course at the other level.)

### Benefits of CSL designation for students, faculty and university community

- Standard language for a service-learning appears on the SF State bulletin for your course
- Hours appear on student transcripts to document academic service-learning and community-based experiences
- It helps ICCE and the university track the prevalence of CSL courses and provide specialized support to instructors (e.g., access to service-learning assessment tools and faculty development opportunities)
- Allows faculty to document their time spent teaching service-learning courses
- Provides an opportunity for service assignments/projects to address a community-identified need and educate students about social justice issues addressing "real world" challenges

#### Session: Academic Regular Session

Course	Description	Units	Earned	Grade	Points
ISED 738	CRITICAL & POSTMDRN PEDAGOGIES	3.00	3.00	A	12.00
ISED 739	ED & COMM DEVL: EQUITY & DIVR	3.00	3.00	A-	11.10
Transcript Note:	20 Community Service Learning Hours				



### GROUPS OF 3-4 ~ LET'S CHAT ABOUT YOUR SYLLABI!

To infuse Social Justice and Service Learning consider a mock (or real) student project or assignment – how would you respond to the following:

1. **Quality:** What is the degree to which service, reflection, AND social justice are integrated into your course curricula? (*not as extra credit or a side project in the class!*)
2. **Community Needs/Engagement:** What is the extent to which the service component addresses some sort of community-identified needs and/or goals around social justice issues?
3. **Incorporating Social Justice:** How can you incorporate social justice principles into your syllabus for a service-learning project or assignment?
4. **Evaluation:** How will you evaluate impact and outcome of service-learning as an effective pedagogy? (*Remember, 5 SLOs have been created for CSL. Would you be willing to help pilot 1 or more in your class!?*)

## Resources for Faculty

### *Sample CHSS and/or ICCE services include:*

- Develop and screen academic internship and service-learning opportunities for appropriateness, safety, and University standards
- Promote service-learning, academic internships, and volunteer opportunities to our CHSS community and SF State campus as a whole
- Deliver classroom orientation about academic internships, service-learning, and community engagement database (ULink)
- Faculty service-learning small grants (including for research)
- Risk management process and procedures
- Library on experiential education books, journals, and other materials
- Faculty development opportunities (varied topics)
- Support for Review, Tenure, & Promotion process

**THANK YOU & GOOD LUCK!**

**Questions | Comments?**

