



CHANGEBUILDERS

***Developing Excellent Students & Graduates
Committed to Engaging with Their Local Communities***

A High Impact Project by:



Campus Compact
New Jersey

DR. SAUL PETERSEN, DIRECTOR
SARAH DJIE MONOSIET, ASSOCIATE DIRECTOR

- Page 2. Introduction & Mission
- Page 3. Structure
- Page 5. Pathway
- Page 9. Recognition
- Page 9. Financial Requirements

Funding Partner



Business Association

Partner
NJBIA

NEW JERSEY BUSINESS &
INDUSTRY ASSOCIATION

2019 – 2020 Changebuilder Campuses (4 SLOTS AVAILABLE)



We all play a crucial role

in making New Jersey THE civically engaged state

Introduction & Mission

Continuing in Fall of 2020, New Jersey Campus Compact (NJCC) and our partners are striving to dramatically increase opportunities for college-going students of all backgrounds to demonstrate excellence while engaging with issue-driven projects in communities, thereby enabling them to make a measurable difference in their local communities as *Changebuilders*. This will see a surge in the number of young socially responsible graduates with the skills required to be successful – both in achieving their own work-life goals and in their efforts to be a part of change for the better. The *Changebuilders* mission is designed to achieve the following outcomes at minimum:

- 1. Develop sequences of community engagement project opportunities** throughout students' educational experience so as to deepen knowledge of and commitment to local community issues, including those who intend to transfer from community colleges to baccalaureate institutions
- 2. Increase employability by developing 21st century workplace skills** through high quality community engagement sequences of experiences and through career pathway mentoring. These local experiences will also contribute to these *Changebuilders* staying in New Jersey upon graduation and supporting our collective economic prosperity
- 3. Increase student retention by offering a greater range of community engagement experiences and partnerships with community colleges and baccalaureate institutions.** This will also improve positive transfer pathways for a more diverse population of student volunteers
- 4. Significantly increase equity and overall college student community engagement in New Jersey,** a state struggling near the bottom on national statistics of community service for citizens (46th out of 50) and specifically for postsecondary students (49th out of 50). We will grow the number of community engaged students each year by 500+, ultimately helping to develop thousands of engaged citizens, especially those representing marginalized populations, ready to graduate and address pressing local community issues through their work and through their civic participation
- 5. Ensure that a significant number of nonprofits and community service agencies increase their capacity** to develop and deliver impactful services and programs for populations struggling at the margins of society. Efforts will include college access and success, educational equality, access to healthy lifestyle options, alcohol and substance abuse reduction, and neighborhood safety

----- *we ALL play a crucial role* -----

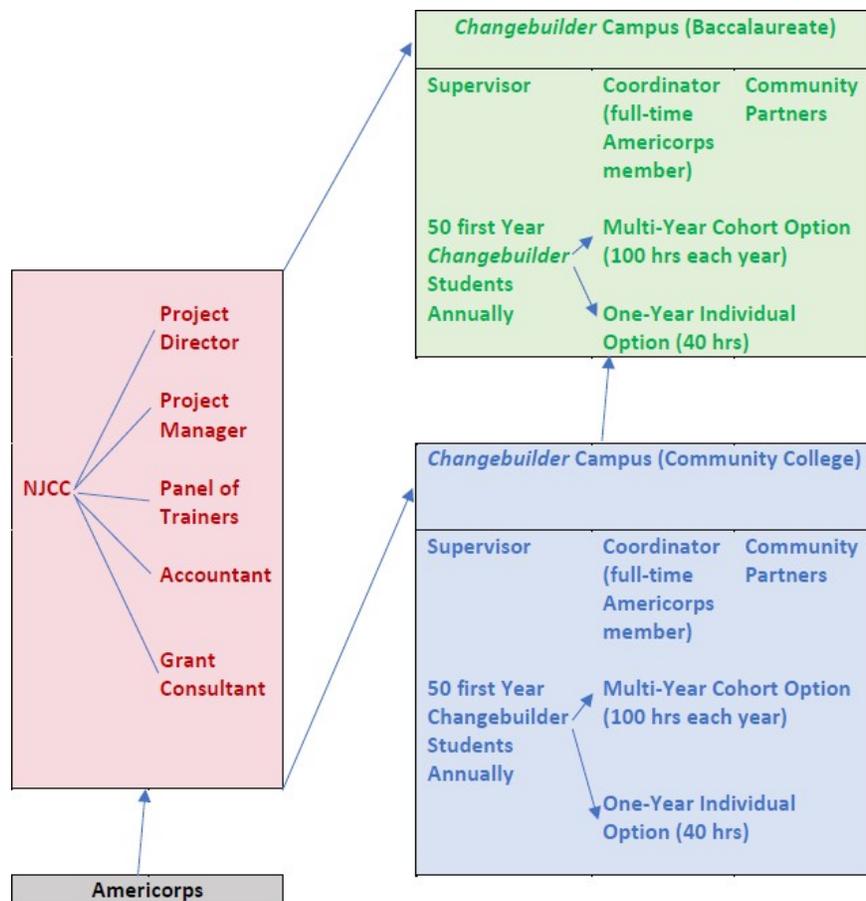
Changebuilder Project Structure

New Jersey Campus Compact (NJCC) operates as a higher education president’s coalition guided by a mission to further community prosperity by generating both commitment and access to civic engagement initiatives. *Changebuilders* represents a massive statewide partnership between NJCC, AmeriCorps, the New Jersey Commission on Volunteerism, our partner campuses, expert practitioners from each campus, community partners representing numerous nonprofit and community agencies, as well as regional businesses acting as advisors and career connectors. NJCC manages all requirements from the service funder - AmeriCorps.

Changebuilders Coordinator: Through our partnership with AmeriCorps, NJCC will offer each partner campus one trained full-time coordinator to help run an increased number of community engagement programs. NJCC will recruit, train and pay these full-time campus-based coordinators. Graduating seniors offer a great talent pool for possible recruitment for one-year as a coordinator. The position can serve as a one-year stepping stone in this young professional’s career in public service or higher education.

Supervisor: Each *Changebuilders* Coordinator will work under the direct supervision of an existing full-time staff or faculty member whose salary is paid by the college or university. The supervisor must, as a significant part of their role, be charged with directing campus-community partnerships/outreach.

Figure 1. Organizational Chart Representing one Baccalaureate Institution and one Community College



Three program models are briefly laid out below. Regardless of which model is chosen, campus partners must recruit a **minimum of 50 new student *changebuilders* per year** while involved in the program.

One-Year Individual Model

In this model, students are required to commit to the community engagement experience for a period of one year minimum. As the model suggests, campuses are not required to connect these students' experiences to one another in any way. Their distinct efforts are tracked as individuals. Campuses must ensure completion of an average of **40 hours community engagement per student for a minimum of one academic year**. Of those 40 hours annually, 8 hours will be devoted to cohort-based reflection. Campus partners should make an effort to retain these 50 students the next year, for example, by offering them further community engagement and incoming group leadership opportunities.

Multi-Year Cohort Model

This cohort-based model is also an option for participating campuses. The differences between the one-year model and the multi-year cohort model is that these students must commit to **100 hours of community engagement per year for the entire duration of their undergraduate education**. The cohort's experience will include working together and ***learning from one another's experiences***. Of those 100 hours annually, 20 hours will be devoted to cohort-based reflection. In this model, a new first year cohort per year are selected and they develop together for the duration of their undergraduate education whether that be at a community college or baccalaureate institution.

Combined Model

Campuses are encouraged to consider developing a combination of the one-year and multi-year models, thereby recruiting **50 students minimum per year and recruiting a portion of them as a multi-year *changebuilder* cohort**.

The combined approach might then result in the following **example**:

First Year

50 total students minimum recruited: 20 students in a multi-year cohort (100 hour commitment per year throughout undergraduate education) PLUS 30 other students completing individualized volunteer experiences (one-year 40 hour commitment)

Second Year

- In the second year, the 20 students in the multi-year cohort continue with their 100 hour commitment throughout their undergraduate education (whether at a community college or four-year institution).
- **50 new students minimum are again recruited**, with a portion serving as a multi-year cohort.

This continues like this with 50 recruited *student changebuilders* annually for the duration of participation in the project.

Overleaf in *Table 1* is a visual summary of the *Changebuilder* approach, followed by a more detailed description of this project.



Changebuilders
Leadership Pathway for the Community Engaged Graduate



Growth Area	Year 1 (40 or 100 hr min.) <i>Direct Community Engagement</i>	Year 2 (40 or 100 hr min.) <i>Coordination</i>	Year 3 (40 or 100 hr min.) <i>Team Leadership</i>	Year 4 (40 or 100 hr min.) <i>Walking Your Changebuilder Path</i>
DISTINCT EXPERIENCES <i>"The Building Blocks of Change"</i>	Write a Vision Statement: <i>Looking Forward</i> CO-CURRICULAR (examples): - Volunteer in a pantry or soup kitchen - One on one Tutoring and mentoring - Joining in National Days of Service and Alternate Spring Breaks - Joining in voter or policy action, eg. knocking on doors	Revise Vision Statement: <i>Looking Back - Looking Forward</i> CO-CURRICULAR (examples): - Coordinate Food Drive - Help coordinate National Days of Service and Alternate Spring Breaks - Help coordinate voter or policy action, eg. analyzing SM campaign effectiveness	Revise Vision Statement: <i>Looking Back - Looking Forward</i> CO-CURRICULAR (examples): - Lead a Food Drive - Help lead National Days of Service and Alternate Spring Breaks - Help lead voter or policy action, eg. build a SM campaign with goals	Revise Vision Statement: <i>Looking Back - Looking Forward</i> CO-CURRICULAR (examples): - Evaluate previous year's leadership roles and set goals for current year, eg. research food pantry services, identify needs such as coat drives, build new NDS or ASB partnership opportunities
DEVELOPMENT OF IN-DEMAND SKILLS <i>"The Skills To Make Change"</i>	- Demonstrate 1-2 completed and successful projects with tracked steps taken TRACK IN CMG AND/OR DIGITAL BADGE: - Discover differences of perspective, background, and opinion from students and campus and community leadership about the difficulties involved in making change in communities - Be aware of and improve listening, questioning, self-awareness through reflection, and knowledge of community	- Demonstrate 1-2 completed and successful projects with tracked steps taken TRACK IN CMG, Vision Statement, and/or DIGITAL BADGE: - Understanding multiple perspectives from campus and community leadership about the difficulties involved in making changes in communities - Develop a level of critical thinking, showing use of evidence and perspective	- Demonstrate 1-2 completed and successful projects with tracked steps taken TRACK IN CMG, Vision Statement and/or DIGITAL BADGE: - Communicating your own perspective on the difficulties involved in making change in communities - Actively show critical thinking – through deep review of multiple sources and opinions to develop a solution to a community challenge	- Demonstrate 1-2 completed and successful projects, including the capstone "teac" with tracked steps taken TRACK IN CMG, Vision Statement, and/or DIGITAL BADGE: - Developing and communicating your own efforts to put in place the building blocks of change in communities - Show ability to solve complex problems - Carry out and evaluate a proposed solution to a community challenge
LEADERSHIP & CAREER DEVELOPMENT <i>"Building a Mindset for Career and Society"</i>	- Observe leadership in action - Act on direction from leaders TRACK IN CMG AND/OR DIGITAL BADGE: - Set goals and improve task organization, analysis, and reflection - Improve group discussion related to project completion OPTIONAL - Integrate civic engagement readings into CEL courses	- Show successful project coordination - Identify professional's advisory cohort TRACK IN CMG AND/OR DIGITAL BADGE: - Project-planning and running meetings - Showing timely and clear communication - Understanding the challenges of consensus-building and conflict resolution OPTIONAL - Integrate civic engagement readings into CEL courses	- Take on low risk leadership roles with established partners - Maintain Professional Advisory Cohort and involve them in capstone experience (teac) proposal TRACK IN CMG AND/OR DIGITAL BADGE: - Project management and delegating tasks - Project managing and public speaking - Successfully navigating conflict and building consensus OPTIONAL - Successfully go through civic transfer path	- Demonstrate leadership capabilities on low risk projects with established partners - Present capstone experience "teac" TRACK IN CMG AND/OR DIGITAL BADGE: - Advocacy and public education - Communicating your own story as a Changebuilder, and inspiring others - Career networking and liaise with Professional Advisory Cohort on post-graduation plans

Partner campuses are required to intentionally recruit students that mirror the diversity of communities in which projects will take place, and to design partnerships and sequences of experiences that are guided the following principles at minimum.

The SIX Key Elements of a Changebuilder Campus:

1. ***Place the highest value on diversity, equity and inclusion*** – by intentionally recruiting students that mirror the diversity of communities in which their experiences will take place
2. Focus on ***Project Goal Accomplishment*** - results achieved through intentional behavior and change in practices
3. Emphasize ***Tracking to Success*** - having built-in points of reflection and learning in order to make the changes necessary for end goal success as part of the program
4. Tie community engagement to ***Multi-Year Sequences of Courses & Experiences*** – refining and improving students’ own practices in making change
5. ***Tie Experiences to a Career Pathway*** - invite the support of local professionals to offer mentoring and co-volunteering throughout these experiences
6. Seek to develop ***Civic Transfer Pathways*** – concrete incentives for community college graduates transferring to a baccalaureate institution

1. Place the Highest Value on Diversity, Equity, and Inclusion

Connecting civic engagement to education leads to greater commitment to completing your education, to committing to local communities, to enhancing academic attainment, and to being a better co-worker. The gift of supporting the engaged graduate - ready to thrive in the workplace and help in their communities - is that this work cares nothing for privilege. In fact, the more variation in race, culture and lived experiences among our civically engaged college graduates, the better for everyone. This is because success in the 21st century comes from being adaptable to different experiences, from understanding differing perspectives, from innovating, and even from struggle. In a supportive environment, struggle builds resilience.

Disparities by race exist that civic engagement actively plays a role in mitigating. Engaging in issues of concern is a human instinct and therefore automatically of interest to all races - so different races, cultures and experiences ARE VITAL ingredients in building towards change and equality.

By committing to providing *changebuilder* students with access to professional mentoring and networking (#5 below), as well as *workstudy* funding for 100 hours civic engagement annually, we remove barriers to engagement by increasing the overall perceived value of engagement and, in essence, a return on students’ investment in their own professional and social growth.

2. Project Goal Accomplishment

A focus on achieving project goals, both individually and in teams, is essential in developing students’ abilities to deliver during their undergraduate education and in the workplace. By committing to an end point or product within a relatively small timeframe such as a semester, each contributor to the partnership can track to success (see next point for more on this), including faculty, community partners, mentors, and students

themselves. This is especially important for students learning in real life contexts because their growth as *changebuilders* will necessarily be informed by significant struggles, recalibrations, changing contexts, and even by significant failures along the way. Once students plan a practice or behavior – and then witness the associated results – they can more quickly gain critical self-awareness and competence.

Renowned corporate coaches such as Hal Williams, along with a great weight of research, highlight the need for students to demonstrate competence working on outcome-based projects. Showing this to employers on a resume and in an interview enables graduates to stand out.

3. Tracking to Success

There are multiple reflection points all along the *changebuilder* experience, allowing students to gather and assess evidence of growth in their demonstrated excellence, leading to students adapting their efforts in order to achieve the outcomes desired. As outlined in the previous point, each project that students undertake and complete allows them to evaluate progress under the guidance of faculty, peers, community partners and advisors.

Changebuilders is using the **Civic Minded Graduate** (CMG) assessment developed by Bob Bringle at IUPUI to track students' growth in their knowledge, skills, dispositions and intentions to make positive contributions to society. Given that each student brings unique lived experiences and merits, there is no prescribed baseline or final target score for *changebuilder* students. Instead, there is demonstrated self-reflected progress in these competencies over time. CMG is designed to assess evidence of a variety of students' civic learning across a variety of learning experiences. This will be used in conjunction with questions that prompt self-reflections on students' own emerging critical thinking and analytical reasoning skills.

4. Sequences of Courses & Experiences

The process of refining and improving students' own practices in making change is one that requires a level of personal and institutional commitment to a multi-year process. It requires both rigorous coursework and deeply engaging community experiences. When students spend significant time engaged in issues facing communities, they develop an understanding of how their education applies to the real world and, in so doing, they become an ally to their own educational process. This increases the likelihood that they will finish their degree and commit to those communities upon graduation. These students not only deepen their understanding of context and complexity, but they forge relationships that can prove valuable upon graduation.

Sequencing courses and experiences means providing students with multiple opportunities for learning, experience, and reflection that are planned so as to produce a cumulative effect. While *Table 1* gives a sketch overview of sequencing, *changebuilder* campuses are intimately aware of assets and opportunities available to inform their own distinctive program design.

Beyond NJCC's monthly professional development opportunities, we have developed our [WIKI](#) and *Virtual Campus* that cumulatively deliver professional development in support of program and event design

5. Tying Experiences to a Career Pathway

The very skills that students develop through community engagement are the same skills that enable employees to thrive in the workplace; and are the same workplace habits that boost employee morale. This investment of time is *not* just about staying in school - it's not just about giving back to communities and serving others - it's about getting ahead in the job search and standing out to employers by being engaged - it's about increasing employee morale and building a thriving workplace. However, college students and professionals need to work together in order to help uncover and then translate these experiences into marketable workplace skills. Many of the student *changebuilders* need the guidance of local professionals in the form of mentoring and networking in order to fully capitalize on their investment in changing society for the better. Specifically, this guidance from local professionals from business and government includes:

- a) *Uncovering with college students the value of volunteer experiences in developing persistence, leadership skills, communication and analytic reasoning, team work skills, and flexible critical thinking skills*
- b) *Providing valuable networking exposure for college students who might not otherwise have access to this type of support and inspiration*
- c) *Articulating the pathway from
volunteering → in-demand skills → competitive recruitment
→ a thriving workplace & resilient community*
- d) *Building alliances with higher education that focus on strategies for recruiting student civic leaders, given their unique abilities to demonstrate 21st century workplace skills; how to demonstrate these skills on resumes and in interviews; and how businesses can and should uncover these attributes in the application-submission and interview processes*

6. Civic Transfer Pathways & Cohorts

New Jersey is leading the nation in the development of *Civic Transfer Pathways* – these are strategies for encouraging transfer students' academic persistence and excellence through community engagement. These are concrete incentives to community college student civic leaders who wish to transfer to a baccalaureate institution upon completion of their Associates degree.

Actions associated with this strategy include:

- *Tracking student community-based experiences while gaining an Associate's Degree (for example, through academic transcripts) and the associated knowledge, skills, and attributes developed that will forecast success beyond the two-year degree*
- *Articulating the pathways for these experiences to be recognized while gaining a Bachelors or equivalent degree (for example by providing tuition scholarships; removing disciplinary and course prerequisites; and counting experiences in ePortfolios)*

To date, New Jersey Campus Compact has facilitated the development of 2 such pathways at *Campus Compact member* campuses - firstly between **Bergen Community College** and **William Paterson University** and, secondly, between **Raritan Valley Community College** and **Drew University**. Incentives include counting volunteer experiences in digital badge tracking, removal of costly prerequisites, and inclusion in special scholarship cohorts (valued at \$2,500 per year).

Recognition

Table 2. Recognition Pins for Projects and Hours Completed Annually

One-Year Individual Model	Required 40 hrs.+ 1 project minimum	80 hrs / + 2 projects (optional)	120 hrs / + 3 projects (optional)	160 hrs / + 4 projects (optional)		
Recognition Pins & Certs	Red	Orange	Yellow	Green	Blue	Indigo
Multi-Year Cohort Model	Required 100 hrs / +2 projects minimum		200 hrs / +4 projects min.		300 hrs / +6 projects min.	400 hrs / +8 projects min.

Pins & Certs: NJCC will co-sponsor the annual process of recognizing student *changebuilders* with pins and certificates for the projects completed and hours dedicated to a local community. As can be seen in *Table 2*, these are color-coded and reflect the number of projects and community engagement hours accomplished.

Changebuilders Award: Each *changebuilder* campus will nominate one student finalist annually, from which a single winner from each campus will be selected by a panel. **The winner will receive a \$1,000 grant to complete a community engagement project or to use toward future studies.**

Each institution should consider additional ways to tailor a distinctive form of recognition for their college or university.

Financial Requirements

New Jersey Campus Compact (NJCC) will direct the *Changebuilder* project, involving a project director, project manager, accountant, and grant and assessment consultants.. **NJCC will recruit, train and pay full-time and partial full time campus-based coordinators who will receive a very modest allowance and are eligible for health insurance through NJCC**, along with an education award following completion of their year of service.

Campus Partners: Annually, we will partner with a number of Campus Compact member campuses representing public and private 2-year and 4-year Campus Compact member institutions, each **paying an annual program fee of \$14,000 payable to New Jersey Campus Compact prior to the program's commencement**, following the signing of a Memorandum of Understanding and the successful recruitment of a one-year full-time *Changebuilder Coordinator*. Partners must provide their coordinator with office space, computer and printing facilities, telephone, parking, and full access to campus resources such as library and gymnasium, with an option to offer housing, meal plan, travel vouchers, and access to academic courses.

Also, many *changebuilder* campuses are signing commitments to **provide coordinators an education award match** if the coordinator applies to return to that institution as a graduate student. This refers to the education award coordinators receive upon completion of their year's work. This option will be included in the MoU.

Students in the multi-year *Changebuilders* cohort model (100 hours per year including 20 hours cohort-based learning) should have the opportunity, when eligible, to avail of **Federal Work-Study funding as part of the 7 percent institution's community service commitment**. This is a common practice at dozens of multi-year community engagement programs across the country. It is also the case that institutions provide other forms of remuneration such as modest tuition scholarships, given the significant commitment of the students to local communities AND the fact that cohort-based community engagement programs tend to demonstrate higher retention rates than the average student population.

Student in the one-year *Changebuilders* individual model (40 hours per year not as a cohort) should not be eligible for financial incentives other than being eligible to win the annual \$1000 award from New Jersey Campus Compact.

We ALL pay a crucial role

in making New Jersey THE engaged state