



# Newman Civic Fellowship Mentor Manual

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*Supporting the next generation of public problem solvers.*

Campus Compact

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*Resource Guide for Newman Civic Fellow's Mentor*

*Thank you for serving as a mentor for a Newman Civic Fellow during their fellowship year. By serving as a mentor for a fellow, you are playing an important role in supporting the growth of an emerging public problem solver. We believe deeply that these students can change the world, because in many cases, they already are. Our Newman Civic Fellows make up a national network of community-committed college students active in addressing issues of political polarization and inequality. After completing their fellowship year, these fellows will enter into an even larger network of public problem solvers as members of our Newman Civic Fellows alumni community. Thank you for helping to support the next generation of community-oriented leaders through your role as a mentor.*

*This manual is meant to serve as a resource to you as you fulfill your mentor responsibilities during the academic year.*

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## What is Campus Compact?

**Campus Compact is a national coalition of 1,000+ colleges and universities committed to the public purposes of higher education. We build democracy through civic education and community development.**

Campus Compact advances the public purposes of colleges and universities by deepening their ability to improve community life and to educate students for civic and social responsibility. Campus Compact envisions colleges and universities as vital agents and architects of a diverse democracy, committed to educating students for responsible citizenship in ways that both deepen their education and improve the quality of community life. We challenge all of higher education to make civic and community engagement an institutional priority.

### **Our Network**

Our national office is in Boston, MA, with state and regional Campus Compact affiliates providing place-based support for member institutions located throughout the country. As the only national higher education association dedicated solely to campus-based civic engagement, Campus Compact enables campuses to develop students' citizenship skills and forge effective community partnerships. Our resources support administrators, faculty, staff, and students as they pursue community-based teaching, scholarship, and action in the service of public good.

## Our History

Campus Compact was founded in 1985 by the presidents of Brown, Georgetown, and Stanford Universities, along with the president of the Education Commission of the States. These higher education leaders shared a concern about the ongoing health and strength of democracy in the United States and believed that higher education could be a more effective contributor to the sustainability of democracy with more robust support structures. Campus Compact was created to help colleges and universities create such support structures. These include offices and staff to coordinate community engagement efforts, training to help faculty members integrate community work into their teaching and research, scholarships and other student incentives, and the institutional will to make civic and community engagement a priority.

# What is the Newman Civic Fellowship?

The Newman Civic Fellowship recognizes and supports community-committed students who have demonstrated an investment in finding solutions for challenges facing communities throughout the country and abroad. The fellowship, named for Campus Compact founder Frank Newman, provides training and resources that nurture students' assets and passions to help them develop strategies to achieve social change. Through the fellowship, Campus Compact provides learning opportunities focused on the skills fellows need in order to serve as effective agents of change in addressing public problems and building equitable communities.

The fellowship is a one-year experience for current undergraduate and graduate students at Campus Compact member institutions. Students are nominated for the fellowship by their college or university's president or chancellor. Fellows are selected in the spring each year and their fellowship term runs for the following academic year.

The primary goals of the Newman Civic Fellowship are:

- 1.** To support community-committed students from Campus Compact member institutions in their personal, civic, and professional development so as to prepare them for the long-term work of public problem solving and of building equitable communities
- 2.** To build a network of civically-oriented college student leaders and alumni characterized by vibrant and productive relationships

To advance these goals, Campus Compact provides a variety of virtual and in-person learning opportunities for fellows, all of which are focused on helping fellows build skills in the following areas:

- ➔ **Awareness of self:** An understanding of one's own identity and the manner in which one's identity impacts one's experience and relationships. Key elements of this competency include: a) understanding one's own social identities and how those identities relate to systems of power and inequity and b) being willing to receive constructive feedback and to engage in critical self-reflection.
- ➔ **Collaboration:** The ability to work with others to reach shared goals and mutually beneficial outcomes. Key components of this competency include: a) ability to share power within teams b) knowledge of potential strategies to address group conflicts and c) understanding of and attention to group dynamics.
- ➔ **Cultural competence:** An awareness of how individuals' backgrounds, environments, and social identities can shape their views of the world as well as their interactions with others and with social systems. Cultural competence also includes educating oneself about cultures, customs, and perspectives that differ from one's own and practicing empathy and humility when encountering situations or individuals whose cultural expectations, values, or norms differ from one's own.
- ➔ **Social intelligence:** Attention to the feelings and needs of oneself and others as well as an ability to navigate complex social situations.
- ➔ **Effective interpersonal communication:** The ability to communicate effectively and respectfully with others. Key elements of this competency include: a) listening deeply to others b) engaging thoughtfully with opposing viewpoints c) viewing issues from numerous perspectives and d) articulating clearly one's own perspective.
- ➔ **Networking skills:** The ability to build mutually beneficial professional connections and networks.
- ➔ **Asset mapping:** as described by John Hammerlink in his article "Asset-Focused Leadership" asset mapping is "systematically finding out what skills, talents, knowledge, relationships, and other assets currently exist in the community."<sup>1</sup>

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<sup>1</sup> Hammerlink, John. "Asset-Focused Leadership." *Leading Differently*. 10 February 2015. Web.

- ➔ **Attracting resources to advance a cause:** A grouping of skills that are involved in attracting and sustaining the human and material resources needed to advance a cause or an organizational mission. Key elements of this competency are: a) ability to craft messaging that speaks to target audiences and an understanding of how to disseminate that messaging b) knowledge of fundraising strategies and finance management, and c) understanding of how to build opportunities that attract and engage others in your movement/cause.
  
- ➔ **Community organizing:** Organizing people around a shared vision and goals in order to create change around a specific problem or set of problems. To do this effectively one must know how to move from vision to action and how to support others' development as leaders so as to build a network of people working collectively to solve a problem.
  
- ➔ **Design thinking (borrowed from IDEO):** a method for creative problem solving in which those who are developing potential solutions place human experience at the center of their process for designing solutions.
  
- ➔ **Root cause analysis:** Thoroughly exploring the complexities of a problem in order to identify the underlying cause(s) for that problem.
  
- ➔ **Systems thinking:** A method of analysis in which people examine an entire system rather than a single component of that system so as to develop more effective strategies for addressing a complex problem.

# Fellowship Mentor Responsibilities

- ❖ Meet quarterly with your fellow during the academic year of the student's fellowship
- ❖ Complete a brief survey from Campus Compact twice a year (one in the beginning of the academic year and one toward the end)\*
- ❖ Help fellow reflect on their experience in the fellowship and on their broader personal, professional, and civic development
- ❖ Connect fellow to relevant resources as opportunities arise to do so
- ❖ Participate in a virtual mentor orientation with Campus Compact during the summer prior to the fellowship year
- ❖ Communicate with Campus Compact as needed

## Suggested Timeline for Completing Quarterly Meetings between Fellows & Mentors

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**(between August 20 and November 2)** - Mentors and fellows should have met for the first time by this date

**(between November 12 and December 7)** - Mentors and fellows should have met for the second time by this date

**(between January 1 and February 28)** - Mentors and fellows should have met for the third time by this date

**(between March 4 and April 13)** - Mentors and fellows should have completed their fourth and final meeting for the year by this date

*\*Note: you can find links for each other the quarterly meeting surveys on the Campus Compact website on our [Newman Civic Fellow Mentors Page](#) under the “Mentor Tools” section.*

## Quarterly Meeting #1: (to occur between August and November)

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This first meeting is a great time to explore with your fellow what they are hoping to get out of the Newman Civic Fellowship experience and out of the academic year more broadly. Some potential questions to explore with your fellow during this first meeting include:

- What goals does your fellow have for their participation in the Newman Civic Fellowship?
- What goals does your fellow have for their personal or professional growth for this academic year?
- How can you in your mentor role help support your fellow in working toward those goals this academic year?

The first quarterly meeting is also a great time to set expectations between you and your fellow for your mentoring relationship. Setting clear expectations and parameters for the relationship can be particularly helpful if you and your fellow do not already have a preexisting relationship. Potential questions to consider in setting expectations with your fellow are:

- How will you and your fellow communicate during the year? Do you and your fellow have preferred communication styles that will help shape how you interact?
- What can you expect from one another during the year?
- How frequently will you and your fellow meet during the year? Are the quarterly meetings enough or do you want to establish a more frequent meeting schedule?

## Quarterly Meeting #2: (to occur in late November or December)

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The second meeting is a good time to check in on your fellow's progress. At this point in the year your fellow will likely have had a chance to participate in some of the Newman Civic Fellowship programming and to have tested out new ideas or projects in their community-based work. Potential topics to consider with your fellow during this meeting include:

- What new lessons has your fellow gained through their academic, extracurricular or professional engagements thus far this year?
  - How might those lessons apply to their future plans?
- How has your fellow made progress on the goals that you two established at the beginning of the year in your first meeting? Have those goals changed since when you first established them?
- Are there resources or types of support that your fellow needs in order to help advance their goals?

## Quarterly Meeting #3: (to occur in late January or February)

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The third meeting is a time to continue to check in on your fellow's progress. At this point in the year your fellow will likely have had a chance to participate in some of the Newman Civic Fellowship programming and to have tested out new ideas or projects in their community-based work. For many fellows this is also a point at which they might be reflecting on their experiences during the first half of the fellowship year. Potential topics to consider with your fellow during this meeting include:

- What new lessons has your fellow gained through their academic, extracurricular or professional engagements thus far this year?
  - How might those lessons apply to their future plans?
- How has your fellow made progress on the goals that you two established at the beginning of the year in your first meeting? Have those goals changed since when you first established them?
- Are there resources or types of support that your fellow needs in order to help advance their goals?

## Quarterly Meeting #4: (to occur in March or April)

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The fourth meeting is a good time to reflect on the year with your fellow. At this point in the year the fellowship will be coming to a close and fellows are likely starting to think about plans for next year. Potential topics to consider with your fellow during this meeting include:

- What has your fellow learned through their academic, extracurricular or professional engagements this year?
  - How has or will that learning impact their plans for next year?
- How did your fellow do in meeting the goals that they set for themselves at the beginning of the year?
  - Did those goals change at all as the year progressed? If so, how did they change?
- What type of civic or community-oriented commitments is your fellow thinking about making for next year? (are they continuing their existing community based work? starting something new? enrolling in a service-learning class? pursuing a public service oriented postgraduate opportunity?)

*Mentor Check in Form Questions*

- Where has your fellow been focusing their energy in addressing public problems so far this semester? (Is your fellow focused on environmental advocacy work in the local community? Is your fellow working to foster a more collaborative campus climate in the wake of political polarization? Is your fellow spending the majority of their time organizing volunteers for a local food pantry?)
- Are there any concerns you have about your fellow's participation or experience in the fellowship? If so, please feel free to share them below.
- If there are additional resources or types of support for mentors that you would like to see from Campus Compact please share that information in the space below.
- Is there anything else that you would like to share with Campus Compact about your, or your fellow's, experience with the Newman Civic Fellowship thus far?

*\*Note: you can find links for each other the quarterly meeting surveys on the Campus Compact website on our [Newman Civic Fellow Mentors Page](#) under the "Mentor Tools" section.*

*Have questions about the fellowship? Please contact Campus Compact at [fellows@compact.org](mailto:fellows@compact.org).*