Title:
Leveraging Student Interest: Understanding Student Attitudes on Community Engagement and Contribution

Abstract:
How does what we know about Millennials and Emerging Adults influence the ways we engage students in civic involvement? This presentation will focus on research done at Lipscomb University on student attitudes on contribution, a term encompassing 16 different categories of civic engagement.

Understanding student attitudes toward contribution should inform work in community involvement, especially when we consider engaging diverse student populations.

Join this interactive session to discuss research findings and implications for our work.

Presentation Summary: (500 word maximum)
How does what we know about Millennials and Emerging Adults influence the ways we engage students in civic involvement? How can research on student attitudes inform our work in fostering civic awareness in students? This presentation will focus on research done at Lipscomb University on student attitudes toward the idea of contribution.

The term contribution comes from Positive Youth Development literature, and encompasses sixteen distinct forms of community involvement from political engagement to volunteerism to participation in religious activity. Presentation of this research on student contribution will examine how student attitudes, ideas and identity relate to civic engagement, community involvement and service-learning. By understanding this research on student attitudes, we can begin to uncover phenomena and behavior that inform student choices in civic involvement and community life.

This research was conducted at Lipscomb University, a small, liberal arts faith-based institution in Nashville, TN. Lipscomb is home to the SALT (Serving and Learning Together) Program, a campus-wide service-learning initiative. Since 2007, this program has engaged approximately 1000 students each year in service-learning projects and has included service-learning as an academic graduation requirement for undergraduate students.

Report on this research will look at attitudes on contribution from students who are military veterans, minority students, traditional undergraduates and other segments of student population. This generation of emerging adults is unique when it comes to contribution. By understanding the culture of this generation of students, colleges and universities are best positioned to create meaningful contexts to help emerging adults leverage their interest in making a difference in the community.

This presentation will be interactive in format where participants will have opportunity to discuss implications of this research. Participants will also share ideas about how these findings on student perceptions of contribution might impact our work in community engagement.
Christin, maybe you can fill out the above information???

This interactive session will accomplish four main tasks over four segments of the session. First, it will introduce the overarching concept of contribution and define 16 different types of contribution. The term contribution comes from the Positive Youth Development literature, but has yet to be well-defined beyond volunteering and service-learning. Broadening the scope of contribution to sixteen distinct categories is an effort to help push the field forward conceptually.

Second, it will focus on the state of contribution for millennials in their emerging adult years. This portion of the presentation will focus on how this generation of emerging adults is unique when it comes to contribution and how colleges and universities are best positioned to created meaningful context to help emerging adults leverage their contributive impulses.

Third, research results from a university study will both support and challenge some of the common beliefs about contribution among millennial emerging adults. The findings show how emerging adults on a college campus participate in contribution differently based on who they are and what group they may belong to.

Fourth, it will engage session participants in generating ideas about some of the more thought-provoking results of the research findings.