

Quality Enhancement Plan Proposal:
Community-Based Learning for Engaged Citizenship and Sustainable Communities

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By

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On behalf of

Community Engagement QEP Development Working Group

Title: Community-Based Learning for Engaged Citizenship and Sustainable Communities

Position Statement: Kennesaw State University is positioned to advance community engagement initiatives to elevate student learning and preparation for engaged citizenship.

Focus of the Plan

The results of the 2014 Gallup-Purdue Index released this week further substantiated the impact of engaged learning on the long-term success of students. The report indicates that those graduates who had the opportunity to apply classroom learning within their communities had a higher likelihood for attaining “a good life”. The focus of this QEP proposal is to create a graduation requirement ensuring that all KSU students participates in either a service learning activity, an undergraduate research project, a study abroad program or a coop/internship. These activities connect students to our larger community and provide them with meaningful experiences. The Association for Public and Land-Grant Institutions Council on Community Engagement stated in a recent report “the engaged university is one that produces research of significance that benefits the society and educates students for productive roles in a modern and diverse world” (Fitzgerald, Bruns, Sonka, Furco, and Swanson, 2012). The report, later published by the Journal for Higher Education Outreach and Engagement, addresses the growing concern that institutions of higher education must renew their commitment as anchor institutions whose central purpose is to serve the public good. Graduates who are equipped to provide leadership and engagement in society are the central product of an engaged, comprehensive university. Hence, universities are responsible for elevating community-engaged priorities and allocating resources to the myriad elements of a comprehensive community engagement agenda. Kennesaw State University is positioned to advance community engagement initiatives in order to improve student learning and preparation for engaged citizenship through its 2018-2028 Quality Enhancement Plan.

Situational Context and Supporting Literature

Community engagement is both the outcome and means by which students are prepared for engagement citizenship that sustains democratic society, and therefore a fundamental priority for the university. As a Carnegie classified Engaged Institution, we have completed a comprehensive self evaluation providing us with a more comprehensive understanding of our areas of strength and areas for growth. The Department of Education, the American Association of Colleges and Universities, the Carnegie Foundation for the Advancement of Teaching, and multiple research and professional organizations have endorsed the institutionalization of community engagement among universities in response to evidence of its positive impact on student learning (Pasque, Smerek, Dwyer, Bowman, & Mallory, 2005). Community-based learning is an instructional approach that supports students' retention of course content, ability to integrate learning across curricular and co-curricular experiences, development of critical thinking skills, and development of both cognitive capacities as well as the social and emotional aspects of learning (Villani and Douglas, 2000). Many manifestations of experiential learning integrate elements community-based learning.

As a public institution in higher education, Kennesaw State University serves as an anchor institution within the communities it serves. In this capacity, the university is responsible for supporting the development of sustainable communities through student learning, scholarly outreach, and serving as an educational hub and conduit for change for the community. A Carnegie Classified Community Engaged Institution, KSU's initiatives reflect community engagement as an outcome as well as the means by which sustainable communities are developed. The university plays a fundamental role in equipping engaged citizens through education and skill development.

The Committee on Institutional Cooperation's Committee on Engagement defines engagement as "the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good" (Fitzgerald, Smith, Book, Rodin, & CIC Committee on Engagement).

Implementation Plan

A projected plan for implementation can be found in the appendices of this document. A strength of this proposal is that the responsibility for implementation of the graduation requirement will not rest in one area but be shared with the various academic departments in an attempt to institutionalize this work across disciplines. A steering committee made up of representatives from all areas of the University will be developed to provide support for the effective implementation of this plan.

Resources

A projected budget by year is included the appendices of this document. Funding will be requested to support the addition of personnel to support the expanded demand that will be created with this requirement. These expansions will be phased in over the 5 to 10 year scope of this project. In addition, funding will support the hiring of support personnel who will provide logistic and operational support for the implementation of these initiatives a request made by faculty who participated in the various focus groups held as a part of the development of the Office of Community Engagement's Strategic Plan. Funds will also be requested to support scholarships for student participation and potential travel. In addition, funding will be requested to support grants and incentive funds to support faculty/staff/community member ideas for the

development of new and innovative programs supporting community based learning (CBL). Funds will also be requested to support the purchase of a community engaged data base system that will serve as the primary system for recording all CBL activities (Information for this program can be accessed in the appendices) Finally, to ensure the success of this work, resources will be allocated to support recognition of outstanding work in this area as well as for a comprehensive beginning of the year kick off and an end of the year reflection/celebration series of activities that will provide the opportunity for expanded reflection and connection of our communities.

Mission Alignment

KSU's mission is to offer "high-quality and productive undergraduate, graduate, continuing education, and co-curricular programs" while engaging in "research, scholarship, creative activities, and public service initiatives [that] expand and apply knowledge, contribute to economic development, and improve the quality of life in local communities, Georgia, the nation, and the world." While different in many ways, our institution's dedication to student success motivates toward a continuous improvement practice to identify and adopt innovative practice in supporting teaching and learning.

KSU is dedicated to student success, which motivates and supports a culture of continuous improvement. While KSU has always been a visible partner in the community, the recent consolidation and expanded programs in athletics have contributed greatly to the visibility of the University, In addition, the recent consolidation has allowed the opportunity for KSU to redefine its governance structure with the creation of Vice Presidential position to focus on University Research as well as Economic Development and Community Engagement. Finally, because the previous QEP focused on global learning, this proposal will allow for the continued

development of our global work KSU is both ready and well positioned to successfully implement this work and support student success.

Core Competencies Student Learning Outcomes

Once this proposal is confirmed as the QEP, the university-level core competencies applicable to all KSU graduates will be developed collaboratively with representation from each degree granting college. Specific learning and programmatic outcomes will be developed at the program-level to ensure discipline specific alignment is achieved and mitigate duplication of existing outcomes. At the program level, the central unit responsible for the QEP will be available as a resource to faculty who are developing major-level learning and programmatic outcomes. It is noteworthy that approximately 70-75% of graduates participate in experiential learning during their tenure at KSU (Moodie, 2016). As indicated previously, many of activities categorized as experiential learning also include community-based learning elements. However, it is unclear how these educational experiences and associated learning outcomes are monitored and assessed systematically at the university level. Institutional competencies for community-based learning will help to ensure each KSU graduate meets the community-based learning expectations established by the university. Furthermore, these data indicate the KSU community's existing commitment to community-based learning that will be deepened and expanded through this proposed QEP

Implementation

A draft plan is located in the appendices for the effective implantation of this plan. With that said, it will be essential to create a centralized office for Community Based Learning will be

developed to provide support for the service learning component of this plan. **Impact and Measures for Success**

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Appendices

General Timeline

A sketched timeline for implementing the QEP is outlined below. This timeline was generated as a means for identifying the various activities that will support the successful implantation of this plan. As with any projection, there may be changes when and if this project is selected.

Pre-Planning Work and Initial Steps:

- Meetings will be coordinated with those who have direct oversight for service learning, undergraduate research, student abroad and COOPs/Internships. This four (4) person team will serve as the core planning and oversight chairs for the QEP,
- The creation of a council to include representatives of all key stakeholders, including faculty, students, and staff from multiple units at KSU, as well as community partners. This group will provide initial support and ensure the timeliness of this timeline.
- Work with various departmental representatives to finalize student-learning outcomes connected to specific majors.
- Work with KSU Administration to identify a centralized center to serve as hub for materials related to developing community based learning programs
- Identify criteria and outline a process for identifying service learning courses at KSU
- Finalize planning for specific grants, certifications and other support the development of community based learning initiatives across the curriculum

Year #1: Hire necessary personnel and develop new ideas by advancing this work through incentive funds and organizational support

- Establish the Office of Community Based Learning and hire a Director to lead this unit community partners to publicize the QEP and seek feedback
- Conduct a self-study to: (1) determine current resources and available organizational/institutional structures for implementing the QEP and providing administrative oversight, and (2) identify existing KSU courses and programs (including Core and Study Abroad) that align with the QEP
- Based on the self-study, develop a QEP mission statement; revise program and learning objectives; finalize QEP activities/programs and conclude evaluation plan.
- Purchase and develop an effective strategy for the implementation of the Collaboratory data base system
- Provide recommendations to the KSU administration regarding the need for additional resources needed for QEP implementation
- Select an external consultant with extensive expertise in service-learning pedagogy and potentially with engaged research skills

YEAR TWO: QEP Planning and Organization

- Contact faculty teaching core courses regarding adoption of community engagement as action step
- Develop criteria for evaluating student and faculty grant applications
- Recruit faculty to apply for Faculty Fellows and Mentor Program
- Develop syllabus for introductory course for Certificate/Minor
- Collaborate with CTE to develop professional development activities
- Explore new opportunities for local, national, and global Issue-Based Trips for students
- Create advertising information for the requirement

YEAR TWO: QEP Program Implementation Phase I - Laying the Foundations

- Implement Faculty Fellows and Mentor Programs
- Announce and Award Faculty Grants
- Implement Community Engaged Internships Program
- Develop Issue-Based Seminars
- Introduce new Issue-Based Trips
- Work with DGA to develop consistency with the Global Certificate and a potential Certificate in Community Engagement
- Gather documentation to apply for Carnegie Classification of Engaged Institutions
- Hold first annual Community Engagement Kick off and End of the year events at KSU

YEAR THREE: QEP Program Implementation Phase II – Building Blocks

- Implement undergraduate & graduate student Community-Based Fellowship Programs
- Lay groundwork for minor in Community Engagement
- Launch Introduction to Community Engagement training program the KSU and larger communities
- Introduce new service-learning courses
- Implement Certificate in Community Engagement
- Assess progress
- Identify needs and create an action sheet for steps to be taking to continue the success of this plan

General Budget needs for each Year;

Year #1:	\$200,000
Year #2:	\$200,000
Year #3:	\$75,000

Kennesaw State University

Official Glossary of Engagement Terminology

Context and Overview

The on-going need to define Community Engagement terminology:

“Language is a place of struggle.” It is through the struggle that we arrive at a place of greater understanding and clarity. This glossary serves to articulate a framework and establish a level of common understanding for this work. We fully believe this document is merely a draft and hope that as we deepen our work we may update these terms and provide increased clarity for how they accurately fit within the KSU context.

Community and/or Community Partner

KSU is a community comprised of faculty, staff, administrators, students, alumni and retirees who work together to realize the mission of the University. While we value and must take the necessary steps to ensure that authentic relationships are maintained within the KSU community, for this document and within the context of this work, “community” and/or “community partner” identifies those entities outside KSU that we work with to meet the world’s challenges. Our reference to community refers to the local, regional, national and global world around us.

Outreach & Community Engagement

KSU encourages and supports connection with the community in all forms. This interaction often manifests in one of the following categories:

1. Community Outreach:

Outreach refers to the provision of programs, services, activities, or expertise to those outside the traditional university community. Outreach is one-way, with the university providing contact or a service on a reduced or no-fee basis.

<http://talloiresnetwork.tufts.edu/wp-content/uploads/OutreachandEngagementTerminologyinHigherEducation.pdf>

2. Community Engagement:

Community engagement (also referred to as civic engagement) is the “collaboration (among) institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.”

Through community engagement, community and university knowledge and resources are brought together in and out of the classroom, as well as on and off campus to “enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.” The “community” in community engagement is not defined by sector, such as private or public, for-profit or nonprofit; rather, community is broadly defined to include individuals, groups, and organizations external to campus that use collaborative processes for the purpose of contributing to the public good.

http://classifications.carnegiefoundation.org/descriptions/community_engagement.php

Outreach is when you start with the answer. Engagement is when you end with the answer.

Glossary of Terms

Action Research

Social research carried out by a team that encompasses a professional action researcher and the members of an organization, community, or network ("stakeholders") who are seeking to improve the participants' situation.

(Greenwood, D., & Levin, M. Introduction to Action Research. Sage Publications, Inc. 2007).

Assessment

The process of gathering information in order to make an evaluation. An evaluation is a decision or judgment about whether an effort is successful and to what extent that effort has or has not met a goal. Assessment may be descriptive or evaluative; involve conventional Likert-type items or narrative reports; and should be directed toward the following stakeholders: students, community organizations, faculty, and institution.

(http://www.communityservicelearning.ca/en/welcome_glossary.htm)

Authentic Relationships

Civic Engagement

Civic engagement refers to the ways in which citizens participate in the life of a community in order to improve conditions for others or to help shape the community's future.

(Adler, Richard, and Judy Goggin. What Do We Mean By Civic Engagement? Journal of Transformative Education. 3.3 (2005): 236-253.)

Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.

(Ehrlich, Thomas. Civic Responsibility and Higher Education. Onyx Press, 2000)

Civic Engagement promotes a lifelong commitment to active citizenship and social responsibility.

(<http://www.engage.northwestern.edu/about/index.html>)

Civic Responsibility

The commitment of a citizen to his or her community to take responsibility for the well-being of the community. Service-learning and community engagement are often cited as developing students' civic responsibility. (http://www.communityservicelearning.ca/en/welcome_glossary.htm)

Co-Curricular/Extra-curricular

Signifies a campus program where students learn and develop through service, although it is not explicitly connected to an academic course for credit. (http://www.communityservicelearning.ca/en/welcome_glossary.htm)

Community

A body of individuals linked together by any mix of geography, policy, law, interests, knowledge, characteristics, kinship, history, social structure, economics, politics, or other bonding (though not necessarily unifying) forces.

(<http://www.elr.cornell.edu/resources/engagement-glossary>)

Community-Based Learning

An academic pedagogy that links traditional classroom learning to real, hands-on experiences and learning in the larger community.

<http://www.fandm.edu/ware/community-based-learning-courses>

Community Development

Community members working together to achieve long-term benefits for the community and an overall stronger sense of community. Effective development has four important characteristics:

- It is predicated upon the importance of social and economic institutions in the lives of community members.
- It is planned and achieved with representation, input, and guidance from a cross-section of community members.
- It builds efficient, self-sustaining, locally controlled initiatives to address social and economic issues in the community.
- It promotes the economic self-reliance of community members and of the community as a whole

http://www.communityservicelearning.ca/en/welcome_glossary.htm

Community Engagement

Community Engagement is the application of institutional resources to address and solve challenges facing communities through collaboration with these communities. These resources include, for example, the knowledge and expertise of students, faculty, and staff; the institution's political position; campus buildings; and land. The methods for community engagement of academic institutions include community service, service-learning, community-based participatory research, training and technical assistance, coalition-building, capacity-building, and economic development.

<http://depts.washington.edu/ccph/toolkit-glossary.html>

Community engagement (also referred to as civic engagement) is the “collaboration (among) institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.”

Through community engagement, community and university knowledge and resources are brought together in and out of the classroom, as well as on and off campus to “enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.” The “community” in community engagement is not defined by sector, such as private or public, for-profit or nonprofit; rather, community is broadly defined to include individuals, groups, and organizations external to campus that use collaborative processes for the purpose of contributing to the public good.

http://classifications.carnegiefoundation.org/descriptions/community_engagement.php

Community Engaged Research and Creative Activity (CERCA)

Community Engaged Research and Creative Activity (CERCA) is the research and creative activity-based collaboration between the university and external communities that:

- Is informed by the scholar's and partner's areas of expertise
- Utilizes appropriate and rigorous methods
- Is visible and shared with community stakeholders
- Results in identifiable benefit to the external community

Community-Engaged Scholarship (CES)

Scholarship is teaching, discovery, integration, application and engagement that has clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique that is rigorous and peer-reviewed. Community-engaged scholarship is scholarship that involves the faculty member in a mutually beneficial partnership with the community. Community-engaged scholarship can be transdisciplinary and often integrates some combination of

multiple forms of scholarship. For example, service-learning can integrate teaching, application and engagement, and community-based participatory research can integrate discovery, integration, application and engagement.

<http://depts.washington.edu/ccph/toolkit-glossary.html>

Community Engaged Scholarship is the product of research and creative activity-driven collaboration between the university and the external community that:

- Is informed by the scholar's and partner's areas of expertise
- Utilizes appropriate and rigorous methods
- Is Visible and shared with community stakeholder
- Results in identifiable benefit to the external community
- Is made available for informed critique and evaluation

Community Engaged Service

Community-engaged service describes those activities that:

1. Honor principles of community engagement (reciprocal partnerships, public purpose), and
2. "Enable the University to carry out its mission, contribute to the function and effectiveness of the individual member's profession and discipline, and reach out to external communities and constituencies, such as government agencies, business, and the arts.

Faculty who use their academic knowledge, skills, methods, and paradigms to address practical affairs and problem-solving in the context of collaboration and reciprocity build their own capacity, as well as the capacity of the academy and community members, groups, and organizations to understand and collaboratively address issues of public concern.

Community Engaged Teaching

"Community-Engaged Teaching" at KSU denotes curricular and co-curricular instruction that is intentionally designed to meet learning goals while simultaneously fostering reciprocal relationships with the community. In addition, community-engaged teaching is assessable and requires structured reflection by learners. Community-engaged teaching encompasses pedagogical practices such as community-based learning, service-learning, experiential learning, and civic engagement.

It should be noted that community-engaged teaching and learning is distinguished from volunteerism and community service by its intentional linkage to articulated learning goals of a course or program. Many describe the spirit in which community-engaged learning should be enacted as one of solidarity with the community rather than charity for a community.

Community Needs Assessment

A process of involving citizens in both problem-solving and the development of local goals. This process is important because it not only allows people to learn more about the current state of their community, but also to feel like they have a voice in shaping its future.

http://www.communityservicelearning.ca/en/welcome_glossary.htm

Community Partner

An individual, group, non-profit or for-profit entity that joins in partnership with KSU's staff and students in order to exchange resources, knowledge and expertise.

http://www.communityservicelearning.ca/en/welcome_glossary.htm

Community Service

Action taken to meet the needs of others and better the community as a whole.

<http://depts.washington.edu/ccph/toolkit-glossary.html>

Community Service-Learning (CSL)

A powerful vehicle for experiential education that has clear objectives for both the learning that occurs by the involved students and the service being provided in the community organization setting. There is a strong emphasis on inclusive partnerships with non-profit agencies through their direct involvement as co-educators, providing community expertise in all phases of the learning process from planning through to the experiential and evaluation. CSL programs are most effective when including key elements drawn from experiential education theory, especially developing critical thinking skills and implementing intentional reflection components.

(http://www.communityservicelearning.ca/en/welcome_glossary.htm)

Culture

A social system of meaning and custom that is developed by a group of people to assure its adaptation and survival. These groups are distinguished by a set of unspoken rules that shape values, beliefs, habits, patterns of thinking, behaviors and styles of communication.

(<http://www.evaluationtoolsforracialequity.org/termRacial.htm>)

Cultural Competence

The integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services; thereby producing better outcomes.

(<http://www.evaluationtoolsforracialequity.org/termRacial.htm>)

Cultural Pluralism

Recognition of the contribution of each group to the common civilization. It encourages the maintenance and development of different life styles, languages and convictions. It is a commitment to deal cooperatively with common concerns. It strives to create the conditions of harmony and respect within a culturally diverse society.

(<http://www.evaluationtoolsforracialequity.org/termRacial.htm>)

Diversity

Diversity is a commitment to recognizing and appreciating the variety of characteristics that make individuals unique in an atmosphere that promotes and celebrates individual and collective achievement. Examples of these characteristics are: age; cognitive style; culture; disability (mental, learning, physical); economic background; education; ethnicity; gender identity; geographic background; language(s) spoken; marital/partnered status; physical appearance; political affiliation; race; religious beliefs; sexual orientation.

(http://www.lib.utk.edu/diversity/diversity_definition.html)

Empowerment

When target group members refuse to accept the dominant ideology and their subordinate status and take actions to redistribute social power more equitably.

(<http://www.evaluationtoolsforracialequity.org/termRacial.htm>)

Engaged Campus

An Engaged Campus is one that is consciously committed to reinvigorating the democratic spirit and community engagement in all aspects of its campus life: students, faculty, staff and the institution itself.

(<http://www.compact.org/advancedtoolkit/defining.html>)

The Engaged Campus is a college or university that emphasizes community involvement through its activities and its definition of scholarship. The Engaged Campus is involved in community relationships, community development, community empowerment, community discourse, and educational change. Some of the benchmarks for the Engaged Campus include: campus-community partnerships, careful reflection, and sustained impact.

(http://www.communityservicelearning.ca/en/welcome_glossary.htm)

Engaged Research

Community-engaged research enables faculty to strengthen the links between research and practice and enhance translational results. To practice community-engaged research, one needs to reflect upon the relationship of research and researchers to communities. In a classroom context, students learn research methodology while serving as advocates for communities and the issues important to communities.

(<http://swearercenter.brown.edu/faculty>)

Ethnicity

A social construct which divides people into smaller social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interests, history and ancestral geographical base.

(<http://www.evaluationtoolsforracialequity.org/termRacial.htm>)

Experiential Education

Engaged learning in which the learner experiences a visceral connection to the subject matter. Good experiential learning combines direct experience that is meaningful to the student with guided reflection and analysis. It is a challenging, active, student-centered process that impels students toward opportunities for taking initiative, responsibility, and decision-making.

(http://www.communityservicelearning.ca/en/welcome_glossary.htm)

Participatory Action Research

A process of systematic inquiry, in which those who are experiencing a problematic situation in a community or workplace participate collaboratively with trained researchers as subjects, in deciding the focus of knowledge generation, in collecting and analyzing information, and in taking action to manage, improve, or solve their problem situation.

(Park, P., Brydon-Miller, M., Hall, B., and Jackson, T. *Voices of Change; Participatory Research in the United States and Canada*. Bergin & Garvey, Westport Connecticut, 1993.)

Pedagogy

The study of the teaching and learning process.

(http://www.communityservicelearning.ca/en/welcome_glossary.htm)

The method and practice of teaching, especially as an academic subject or theoretical concept.

(<http://oxforddictionaries.com/definition/english/pedagogy>)

Reciprocity

A central component in community service-learning and community engagement that suggests that every individual, organization, and entity involved in service-learning functions as both a teacher and a learner.

(http://www.communityservicelearning.ca/en/welcome_glossary.htm)

Reciprocity is a key characteristic of community-engaged teaching, one that differentiates community-engaged pedagogy from community service or volunteerism. Reciprocity refers to the idea that community-engaged experiences provide an equal benefit to students and to the community.

(Adapted from the Office of Civic Engagement, University of Minnesota, Duluth, 2012.)

Reflection

The process by which students think and talk critically about the nuances of the diverse experiences inherent to engagement, throughout the entire process of an engaged project. The reflective process helps students relate their experiences to their education, as well as to the community.

The critical component of successful service-learning programs is "reflection". Reflection describes the process of deriving meaning and knowledge from experience and occurs before, during and after a service-learning project. Effective reflection engages both teachers and students in a thoughtful and thought-provoking process that consciously connects learning with experience. It is the use of critical thinking skills to prepare for and learn from service experiences.

(http://www.communityservicelearning.ca/en/welcome_glossary.htm)

Reflective Journaling

Forms of pedagogy that use journaling, as an intentionally designed space, wherein students can explore links between course materials and activities, and issues of life experience, personal interest and perspective. Reflective journaling often serves to address complexity, inherent to topics of study, and the multiple ways one can know about or study those topics.

(<http://www.stlawu.edu/elp/highlights.html>)

Scholarship

Scholarship is teaching, discovery, integration, application, and engagement that has clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique that is rigorous and peer reviewed.

(<http://depts.washington.edu/ccph/toolkit-glossary.html>)

"Scholarship is demonstrated when knowledge is advanced or transformed by application of one's intellect in an informed, disciplined, and creative manner. The resulting products must be assessed for quality by peer review and made public."

(Fincher et al. (2000). *Scholarship in Teaching: An Imperative for the 21st Century*. *Acad. Med.* 75;9: 887-894).

Scholarship of Teaching

"Teaching becomes scholarship when 'it demonstrates current knowledge of the field and current findings about teaching invites peer review, and involves exploration of students' learning. Essential features of teaching as scholarship include the teachings being public, being open to evaluation, and being presented in a form that others can build upon.'"

(p. 888). (Fincher et al. (2000). *Scholarship in Teaching: An Imperative for the 21st Century*. *Academic Medicine*, 75;9: 887-894). Fincher cites Hutchings P, Schulman LS. The scholarship of teaching new elaborations and developments. *Change*. 1999; Sept/Oct: 11-15.

Service-Learning

A pedagogy in which service projects are incorporated into the academic curriculum. As a form of experiential education, service-learning connects theory to practice by applying classroom academic learning to "real-world" social, economic, and environmental problems in the community. As a pedagogy for democracy, service-learning contributes to building and revitalizing communities at the school, neighborhood, city, or even global level, while students learn about democratic participation, leadership, and active citizenship.

(<http://www.tc.columbia.edu/pcfellows/index.asp?Id=Service-Learning&Info=What+is+Service-Learning%3F>)

Service-learning has been defined as "a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. Reflection and reciprocity are key concepts of service-learning."

(Jacoby, *Service-Learning in Higher Education*, 1996).

In essence, service-learning is "a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities."

(<http://educationprogram.duke.edu/service-learning>)

“A structured learning experience that combines community service with preparation and reflection. Students engaged in service-learning provide community service in response to community-identified concerns and learn about the context in which service is provided, the connection between their service and their academic coursework, and their roles as citizens.”

(Seifer SD. (1998). Service-learning: Community-campus partnerships for health professions education. *Academic Medicine*, 73(3):273-277)

Sustainability

Sustainability creates and maintains the conditions under which humans and nature can exist in productive harmony. These conditions must permit the fulfillment of the social, economic and other requirements of present and future generations.

(<http://www.epa.gov/sustainability/basicinfo.htm>)

Sustainability “implies meeting the needs of the present without compromising the ability of future generations to meet their own needs.”

(United Nations Plenary Meeting, 11 December 1987, <http://www.un.org/documents/ga/res/42/ares42-187.htm>)

Truly sustainable actions must be environmentally, economically, and socially sustainable. This is often referred to as the ‘triple bottom line.’

Volunteerism

The performance of formal service to benefit others or one's community without receiving any external rewards; such programs may or may not involve structured training and reflection. Effective community service-learning experiences are not considered to be the same as volunteerism.

(http://www.communityservicelearning.ca/en/welcome_glossary.htm)



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The Creators

Emily Janke, Ph.D.

**Director, Institute for Community & Economic Engagement
University of North Carolina Greensboro**

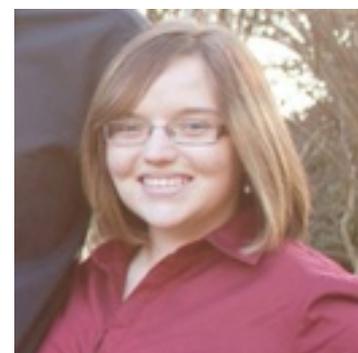
Emily M. Janke is the founding director of the Institute for Community and Economic Engagement (ICEE) and an associate professor in the Peace and Conflict Studies department at the University of North Carolina at Greensboro. Dr. Janke has held key leadership roles to support the fair treatment of community engaged scholarship in promotion and tenure policy and practices, track and monitor community engagement and public service, develop a university-wide website and Referral Desk to advance communication and potential for collaboration, and support department-level community engagement partnerships. Janke served as chair of the Community Engagement Metrics Task Force for the University of



North Carolina General Administration. Her teaching and scholarship explore multiple aspects of community and economic engagement, including community-university relationships and partnerships, institutional culture and change strategies, and the role of reciprocity, communication and tension in collaborative relationships for public good. Janke is a member of the National Advisory Panel for the 2015 Elective Community Engagement Classification process. She is a visiting fellow with the New England Resource Center for Higher Education (NERCHE) where she is a member of The Next Generation Engagement Project, a collaboration between NERCHE, the American Association of State Colleges and Universities (AASCU), and Imagining America. She received the Early Career Researcher Award (2012) and the Dissertation Award (2008) given by the International Association for Research on Service-Learning and Community Engagement. She received the John Saltmarsh Award for Emerging Civic Engagement Leaders (2012) given by the American Democracy Project of AASCU, and the Sustainer Award (2014) given by North Carolina Campus Compact.

Kristin Medlin, MPA

**Communications & Partnerships Manager, Institute for Community & Economic Engagement
University of North Carolina Greensboro**



Kristin Medlin is the Communications & Partnerships Manager in the Institute for Community & Economic Engagement at UNCG. In this role, Kristin supports the collection, analysis, and dissemination of UNCG's community engagement metrics for multiple reports and purposes, and leads ICEE's communication efforts, including the Referral Desk Initiative. Kristin's current work explores technology-assisted engagement, cross-sector partnerships, and tracking and assessment of community engagement. She hopes to deepen understanding of the barriers to, tools for, and facilitation of communication between the nonprofit sector and the business or higher education communities. Kristin is a recent graduate of the Master of Public Affairs Program, with a concentration in nonprofit management at UNCG. She is an alumna of Appalachian State University, where she earned her bachelor's degree in Biology. She was one of twelve national PAGE Fellows with the nonprofit Imagining America, and is actively involved in supporting engaged graduate education at UNCG.

Barbara A. Holland, Ph.D.

**Senior Scholar, Institute for Community & Economic Engagement
University of North Carolina Greensboro**

Barbara A. Holland is recognized internationally for her scholarship and expertise on



organizational change in higher education with a focus on institutionalization of community engagement. As an academic leader, she held senior administrative positions at Portland State University, Northern Kentucky University, University of Western Sydney and University of Sydney. In government-related roles, she was Director of the Learn and Serve America National Service-Learning Clearinghouse for seven years and Visiting Director of the U.S. Department of Housing and Urban Development's Office of University Partnerships for two years during the Clinton and Bush administrations. As a researcher and consultant, she has been an on-campus adviser to more than 100 higher education institutions in the USA and internationally regarding community engagement institutionalization and leadership of change, and she has authored many publications of note, including the creation of the Holland Matrix for Institutionalization.

As a scholar and leader, Barbara was a founding board member and 2011-12 Chair of the International Association for Research on Service-Learning and Community Engagement (IARSLCE), and also was a founding member of the National Review Board for the Scholarship of Education, the National Advisory Panel for the Carnegie Elective Classification for Community Engagement, and the Australian Universities Community Engagement Alliance (now called Engagement Australia) which in 2008 named her one of their first two Honorary Fellows. In 2006, she received the IARSLCE Award for Research Achievement. She is Executive Editor of Metropolitan Universities journal and serves in editorial roles for five other refereed journals. Barbara had been a lead faculty member for the Engagement Academy for University Leaders, sponsored by four major higher education associations, since it began in 2008.

Her current research and practice interests include the design of national and international frameworks for professional development of academic leaders, analysis of the strategic importance of community engagement to teaching, learning and research quality, and the development of comprehensive data systems for monitoring and measuring engagement's impacts and outcomes. Barbara's Bachelor and Master's degrees are in Journalism from the University of Missouri and her Ph.D. is in higher education policy from University of Maryland. She resides in Portland, Oregon.

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"We created the Collaboratory, initially, because of an institutional need to tell our story better and to collaborate more easily. In the process of using it, we discovered that we had the opportunity to establish a platform that, when used widely, can advance practice, administration, understanding, and outcomes of community engagement and public service."

- Emily Janke, Director, ICEE at the University of North Carolina Greensboro

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