THE CORELLA & BERTRAM F.
BONNER FOUNDATION

Professional Development for Community-Engaged Learning and Scholarship
Workshops for a Cohort of Faculty, Student Leaders, and Co-Educators
#8: Engaging Students as Colleagues

Overview

This session will provide faculty with an opportunity to consider how they can engage student leaders as colleagues in their coursework. Grounded in literature from the field, "students as colleagues" represents an approach where students act as valuable co-educators in community engaged learning. Students can play a role with project planning and management (i.e., transportation, supplies, site orientations, etc.), education and reflection (i.e., during the project and in class), and partners in research. Working through the concept, participants will work through how to engage student leaders (especially Bonner Scholars and Bonner Leaders) in these roles. This session also includes rich information on designing and leading reflection as one specific role for students, but in ways that may also build faculty members' toolkit.

In this facilitator's guide, you will find:

I.   Session Introduction and Outline
II. Materials Needed (Articles, Handouts, etc.)
III. Suggested Facilitator's Guide
IV. Additional Resources
V.   Credits and Citations

Please note that this session is designed to use participatory practices which support the creation and growth of learning communities. Use of AV and technology are minimal or optional. You may download related slides, but all handouts can also be presented without this equipment.

Session Introduction and Outline

This session is intended to be used in conjunction with guiding a cohort of faculty who are involved in building community engaged teaching and learning into their coursework. This session is designed to provide an opportunity for faculty to consider how they might support student leaders as co-educators in their courses and for their projects. Many campuses may be building small stipends and formal roles for these experienced students. Looking at literature and models, the cohort will have a chance to develop their own practices. Feel free to invite student leaders to be a part of this session.

Suggested Agenda (60-90 minutes):

I.   Students as Colleagues: Introduction and Format
II. Students as Staff
III. Students as Education and Reflection Leaders
IV. Faculty-Student Research Partnerships
V.   Takeaways, Next Steps, and Meeting Announcement

Materials Needed

Share these documents electronically with participants before the session. You may also print and handout copies, but the format of this session will be more applied, providing participants with an opportunity to work through some of the concepts:

- Origins, Evolution, and Progress: Reflections on a Movement by Goodwin Liu, for the Feinstein Institute for Public Service at Providence College, 1995
- Putting Students at the Center of Civic Engagement by Rick Battistoni and Nick Longo (2011). In *To serve a larger purpose: Engagement for democracy and the transformation of higher education*, edited by John Saltmarsh and Matthew Hartley, pp. 199-216.
- Handouts included in this guide (with concepts and ideas for discussion)

Suggested Facilitator's Guide

I.   Students as Colleagues: Introduction and Format (suggested time 10-15 minutes)

This session is designed to introduce cohort participants (particularly faculty) to the concept of Students as Colleagues, providing them with time for them to apply these ideas within their own coursework and community-engaged learning projects. The session is designed to be highly interactive, drawing on the (scant) literature but also providing best practices and program models.

Welcome participants and start with a check in on how projects are going. Ask participants to share a highlight. You can also ask participants if anyone can share an example about a significant role that student leaders have played to date in the course and/or project development.

Then, read (or invite a participant to read) the following paragraph from the Battistoni and Longo article:

> In this chapter, we argue that in order for civic engagement to successfully address second-order changes, practitioners must reframe the way they think about and collaborate with their students in community-based work. This involves not only including students in conversations about the engaged academy but also changing the way civic engagement is conceptualized, taught, and practiced on campus. In short, democratic-minded practitioners who care deeply about the civic engagement agenda in higher education must now focus on putting students at the center of their efforts.

Ask participants to brainstorm or describe what it might look like for faculty in this cohort and the institution more broadly to put students at the center of the way that civic and community engagement is conceptualized, taught, and practiced. Hopefully, they will say some things like:

- Students play a leadership role in setting up and leading the service project
- Students act as peer leaders in class
- Student help provide the training and orientation for the project or even for a course component
- Students help teach class

- Students plan and run reflection
- Faculty and students work in partnership on the project
- Students meet with the partners directly and help negotiate how the project will be implemented
- Students do scholarly research

And so on. Then pass out Handout 1: Students as Colleagues. Walk through the two examples provided, included below for your reference.

Engaged Learning Facilitators (ELFs) at Saint Mary's College of California serve as liaisons between faculty members teaching community engagement (CE) courses, the students enrolled in those courses, and the community partners with whom students serve. The ELF team consists of 6 - 7 students. Each ELF supports 4 - 5 community engagement (CE) courses per semester, and also promotes a culture of service and social justice education by planning and participating in CILSA events. In supporting courses, ELFs engage in the following activities:
- Coordinate and conduct in-class orientations and check-ins
- Facilitate in-class reflections
- Assist students with initial contact with partners to begin their service experiences
- Maintain contact with students throughout the term, providing a clear channel of communication, logistical support, and problem-solving assistance

The Community-Based Research Fellowship Program as Stanford University supports teams of faculty, students and community partners in conducting research that addresses community-identified needs. Community-based research (CBR) is defined as "a partnership of students, faculty, and community members who collaboratively engage in research with the purpose of solving a pressing community problem or effecting social change" (*Community-Based Research and Higher Education*, Strand et al., 2004, p.3). The CBRFP has three primary goals:
- Provide resources for community-based research teams that comprise faculty, undergraduate students and community partners.
- Deepen the connection between faculty and undergraduate students engaged in community-based research.
- Create a support network for undergraduate students that facilitates their research, develops their research skills, and connects them with similarly motivated peers.

Then use the questions to begin surfacing ideas from the participants. You'll be able to keep circling back to these questions and ideas throughout the session:

- **What students as colleagues roles could students take?**
- **What training and support would students need, and who could provide it? What structures and programs might we tap to find those students?**
- **What benefits would there be for students in my courses taking these roles or for other students attending the courses?**
- **What barriers and challenges must I (we) address to do this?**

Explain the structure for the rest of the session, explaining that participants will have the chance to think through and apply these concepts to their own coursework and projects:

- Students as Staff

- Students as Education and Reflection Leaders

- Faculty-Student Partnerships

Walk through the next page of the handout that provides an overview of model programs so that participants become better acquainted with what these ideas might look like in practice. Explain that participants will have an opportunity in this session to go deeper, including applying these ideas to their own work.

II. Students as Staff (suggested time 15-20 minutes)

If you shared the Goodwin Liu article, you can spend a few minutes discussing its themes. Liu, writing in 1995 as a ten-year retrospective of the service movement in higher education, credits student leaders and especially the organization Campus Outreach Opportunity League (COOL) with helping to catalyze the development of campus infrastructure that eventually led to professionalized roles for faculty and staff through service-learning. (Note: this is also significant for Bonner because its leadership is connected to the work of COOL). To anchor this section, you want to make sure that participants have an understanding of the components of an effective off-campus community engagement experience. Use the text on Handout 2: Students as Staff to present these ideas:

Campus Outreach Opportunity League (COOL), an organization that championed student leadership for building community service, activism, and engagement in higher education, in 1984 articulated *Five critical Elements of Effective Community Service* and the roles of students in mobilizing peers and volunteers. These principles are very helpful to anyone designing and implementing CEL in any context. To be well designed and done service (even when embedded in a course) must include:

- Community voice
- Orientation and training
- Meaningful action
- Reflection
- Evaluation

One of the challenges for community engaged learning is that involves more work, at least initially, to set up and manage CEL projects. Students can play critical roles as peer leaders in the context of the community-engaged learning (or service-learning) coursework for each of these. For instance, they can:

1. Meet with the community partner to ensure that they are invested in and providing voice and direction to the work that is happening at the site/organization through the course

2. Do research to design an effective orientation and training for the students who will be at the site

3. Discuss the roles that students will play, especially to ensure that they are appropriate and meaningful in the context of the course and assignment, as well as the mission and program of the partner

4. Design and lead reflection activities and address issues of diversity, equity, leadership, work style and other topics that come up

5. Research and help to design evaluation surveys, forms, and facilitated processes

Students playing staff roles can also help with:

- Logistics
- Scheduling
- Transportation
- Peer management
- Handling issues that arise

4

Depending on group size, have faculty work in pairs, triads, or small groups to discuss these ideas, focusing on the question:

- *What could you, as a faculty member, do now to build student leadership as staff members into your CEL courses and projects?*

You may want to work through some of the following ideas, if faculty members need more support:

- *How can faculty identify and link their CEL courses with student leaders (such as junior and senior Bonners or site leaders) with relevant experience to play these roles?*

- *What incentives and rewards can be provided to student leaders (i.e., link with Bonner Program positions or other cohort programs, Work Study, stipends, course credit, leadership recognition, etc.)?*

- *What roles centers and staff can or already do play to train and support student leaders?*

Help the participants to arrive at a realistic plan for themselves, given your context. Plans may start soon after or be extended to a longer term for implementation. In other words, if you are currently not pairing faculty with student leaders, but can't do so immediately, consider making this a plan for the following term or year.

III. Students as Education and Reflection Leaders (suggested time 15-20 minutes)

In this section, the aim is to go a bit deeper into ways that student leaders and faculty might design and build in meaningful reflection throughout CEL courses and off-campus experiences.

Use Handout 3 to introduce (or reintroduce, as this may have been seen in an earlier session) Kolb's Cycle (1984) from experiential learning. The handout presents the cycle and some of the ways in which students interpret the cycle (concrete experience, reflective observation, abstract conceptualization, and active experimentation) in simpler terms, often using these types of questions:

- What?: *What happened during the service work? What was learned? What was felt?*
- So what? *How did you interpret what happened? How did it connect to the course? What factors influenced what happened?*
- Now what? *What can we take from these experiences? What could be done differently next time?*
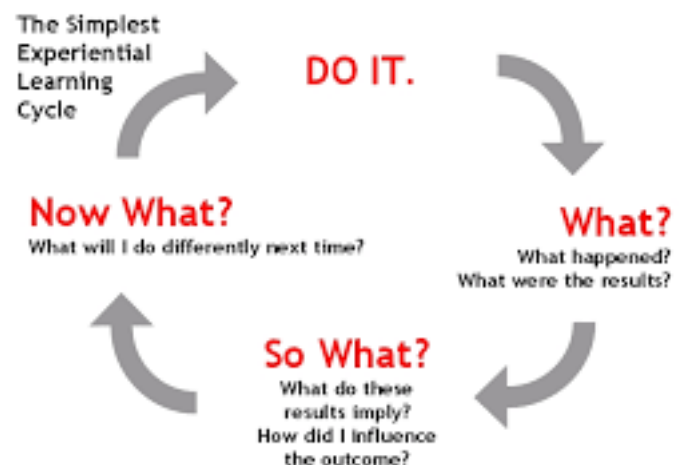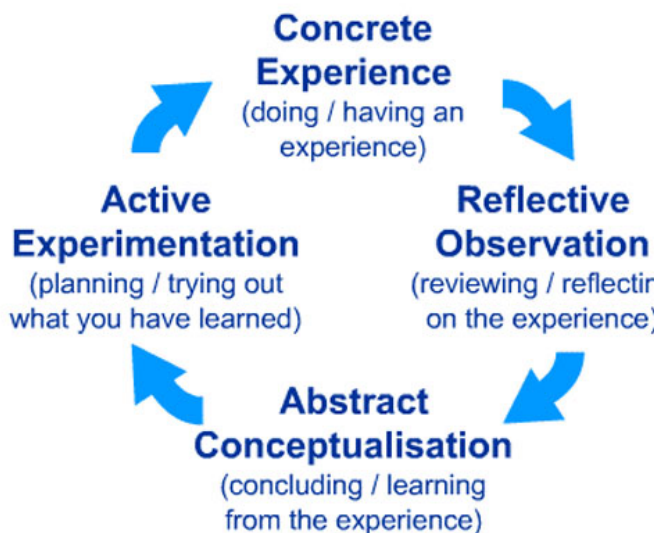
Have participants think about whether and if they are using these principles in their own reflection and how they might also be a space for more complex questions to be addressed (which builds on the themes of the session #7 Critical Perspectives and Inclusive Voices if you did it with your cohort). **Walk through those questions and have participants discuss how "what, so what, and now what" might apply for the CEL experiences that come up in their courses, community contexts, and projects.**

Then, turn to Handout 4, which provides a list of frequently used Methods of Reflection assignments and exercises**,** including:

- Personal Journals
- Dialogue Journal
- Experiential research papers
- Online discussion
- Ethical case studies
- Community engagement portfolios
- Personal narratives
- Exit cards
- Class presentations
- Weekly log

It also includes several which are excellent for in-person (class or community) contexts, and can easily be led by students including:

- Arts & Crafts
- Playlists
- Group Story
- Letters
- Nature Walk or Walking Meditation
- One Word or Phrase
- Personal Map or Drawing
- Quotables
- Social Action or Revolution

These methods can also be very effective to allow students to bring up more complex themes about their CEL experiences, such as about their own identity, issues of power and privilege, issues of finding gaps between theory and practice, and so on. These are issues that may have come up in your cohort's discussion or in the last session on critical perspectives. Have participants jot down ideas for two questions:

1) *Which student leaders might you tap to help to design and lead reflection?*

2) *Which methods might work best for your course and context?*

Then, ask a few individuals to share their ideas. Note ways that you can support the faculty and other participants by linking them with student leaders or other resources for reflection.

IV. Student Faculty-Partnerships (suggested time 10-15 minutes)

A final, more sophisticated form of Students as Colleagues is when students work directly with faculty on research. In the case of CEL, this often means Community-Based Research and Community-Engaged Scholarship projects. Have participants look at Handout 5, which is a verbatim editorial written by Shari Lanning and Mark Brown (June, 2019) entitled "Undergraduate Research as a High Impact Practice in Higher Education." Have people read the few paragraphs (it is less than one page), which provide a great summary of positive evidence of undergraduate research for student learning and retention.

If you know of examples of mentored undergraduate research that has been done in partnership with a community agency, school or constituency, share some including:

- Needs assessments
- Food security studies
- Surveys of community partners
- Environmental or STEM surveys or assessments (like of water or stream quality, pollution, etc.)
- Program evaluations
- Qualitative surveys of community health (often using interviews)
- Bonner Community-Engaged Capstones

Then, use the questions at the bottom of the handout to provide participants with some time to consider:

- ***Could your CEL project and course provide an opportunity for some students to work in partnership with you on mentored participatory community-engaged research?***

- ***Could you think about publishing with a student? What ideas come to mind?***

After giving people a chance to think and talk in pairs or small groups, invite some sharing.

IV. Take-Aways, Next Steps and Meeting Announcement (suggested time 5 minutes)

Review that you have covered three prominent types of engaging Students as Colleagues:

- Students as Staff
- Students as Education and Reflection Leaders
- Faculty-Student Partnerships

Ask participants to takeaway 1-2 that are most realistic for their course, partner, and project at this time to keep working on. Wrap this session with some open reflection (i.e., what did people think, requests for next time, etc.). Remind people when the cohort is meeting next and what will be happening.

Credits and Citations (APA):

This workshop and the series of Professional Development for Community-Engaged Learning and Scholarship has been developed by Ariane Hoy, Vice President, and Rachayita Shah, Community-Engagement Scholarship Director, and the Bonner Foundation staff team for use by colleges and universities. It integrates scholarship including:

Battistoni, R. M., & Longo, N. V. (2011). Putting students at the center of civic engagement. *To serve a larger purpose: Engagement for democracy and the transformation of higher education*, 199-216.

Hoy, A. (2018) for the Bonner Foundation. Leading reflection: A train-the-trainers approach. Available at: http://bonner.pbworks.com/w/file/fetch/109073728/BonCur2013.LeadingServiceReflectionTTT.pdf

Lanning, S., & Brown, M. (2019). Undergraduate research as a high impact practice in higher education. Retrieved at: https://www.mdpi.com/2227-7102/9/3/160

Liu, G. (1996). "Origins, evolution, and progress: Reflections on the community service movement in American higher education 1985-1995." In R. Battistoni and K. Morton (eds.) *Community service in higher education: A decade of development.* Providence, RI: Providence College.

Vanderbilt University Center for Teaching and Learning (2019). Best Practices in Community Engaged Teaching: Reflection. Available at: https://cft.vanderbilt.edu/guides-sub-pages/best-practices-in-community-engaged-teaching/

Additional Resources

If you are interested in delving more deeply into the literature about the roles and interests of students in community service and engagement and how this work connects with social action, political engagement, and civic engagement more broadly, consider these sources for another session. They might especially be appropriate for faculty who are working on developing and/or teaching a social action course or program:

Barnhardt, C. L., Sheets, J. E., & Pasquesi, K. (2015). You expect what? Students' perceptions as resources in acquiring commitments and capacities for civic engagement. Research in Higher Education, 56(6), 622-644.

Boyte, H. C. (2008). Public work: Civic populism versus technocracy in higher education. Agent of Democracy: Higher Education and the HEX Journey, 79-102.

Hollander, E., & Longo, N. V. (2008). Student political engagement and the renewal of democracy. Journal of College and Character, 10(1).

Kliewer, B. W., & Priest, K. L. (2016). Creating the conditions for political engagement: A narrative approach for community-engaged scholarship and civic leadership development. In *Civic Engagement and Community Service at Research Universities* (pp. 47-62). Palgrave Macmillan, London.

Longo, N. V., & Meyer, R. P. (2006). College Students and Politics: A Literature Review. CIRCLE Working Paper 46. Center for Information and Research on Civic Learning and Engagement (CIRCLE), University of Maryland.

Soria, K., Snyder, S., & Reinhard, A. P. (2015). Strengthening college students' integrative leadership orientation by building a foundation for civic engagement and multicultural competence. *Journal of Leadership Education*, 14(1), 55-71.

You may also want to consult the Bonner Wiki for additional resources about the Social Action course developed by Scott Myers-Lipton at San José State University and being replicated with support from the Bonner Foundation at colleges and universities across the United States.

Handout 1: Students as Colleagues

While the pedagogies of community-engaged learning call for moving to a student-centered and even collaborative approach to teaching, the relationships between students and faculty tend to reinforce teacher-centered or "sage on the stage" approaches. In "Putting Students as the Center of Civic Engagement," Richard Battistoni and Nicholas Longo frame the concept of *Students as Colleagues*, arguing faculty must reframe the way they teach and collaborate with their students in community-based work "in order for civic engagement to successfully address second-order changes" in culture. Strategies for doing this including involving students in the collaborative pedagogy of CEL courses and projects from the outset.

Here are a few program models that exemplify the *Students as Colleagues* approach:

Engaged Learning Facilitators (ELFs) at Saint Mary's College of California serve as liaisons between faculty members teaching community engagement (CE) courses, the students enrolled in those courses, and the community partners with whom students serve. The ELF team consists of 6 - 7 students. Each ELF supports 4 - 5 community engagement (CE) courses per semester, and also promotes a culture of service and social justice education by planning and participating in CILSA events. In supporting courses, ELFs engage in the following activities:
- Coordinate and conduct in-class orientations and check-ins
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The Community-Based Research Fellowship Program as Stanford University supports teams of faculty, students and community partners in conducting research that addresses community-identified needs. Community-based research (CBR) is defined as "a partnership of students, faculty, and community members who collaboratively engage in research with the purpose of solving a pressing community problem or effecting social change" (*Community-Based Research and Higher Education*, Strand et al., 2004, p.3). The CBRFP has three primary goals:
- Provide resources for community-based research teams that comprise faculty, undergraduate students and community partners.
- Deepen the connection between faculty and undergraduate students engaged in community-based research.
- Create a support network for undergraduate students that facilitates their research, develops their research skills, and connects them with similarly motivated peers.

Your institution, even as part of its CEL Initiative, may be working on strategies to engage students as colleagues through approaches like these and others. Use these questions to surface ideas for your course and campus:

- **What students as colleagues roles could students take?**
- **What training and support would students need, and who could provide it? What structures and programs might we tap to find those students?**
- **What benefits would there be for students in my courses taking these roles or for other students attending the courses?**
- **What barriers and challenges must I (we) address to do this?**

Handout 2: Students as Staff

Campus Outreach Opportunity League (COOL), an organization that championed student leadership for building community service, activism, and engagement in higher education, in 1984 articulated *Five critical Elements of Effective Community Service* and the roles of students in mobilizing peers and volunteers. To be well designed and done service (even when embedded in a course) must include:

- Community voice
- Orientation and training
- Meaningful action
- Reflection
- Evaluation

One of the challenges for community engaged learning is that involves more work, at least initially, to set up and manage CEL projects. Students can play critical roles as peer leaders in the context of the community-engaged learning (or service-learning) coursework for each of these. For instance, they can:

1. **Meet with the community partner** to ensure that they are invested in and providing voice and direction to the work that is happening at the site/organization through the course

2. **Do research to design an effective orientation and training** for the students who will be at the site

3. **Discuss the specific roles that students will play,** especially to ensure that they are appropriate and meaningful in the context of the course and assignment, as well as the mission and program of the partner

4. **Design and lead reflection activities** and address issues of diversity, equity, leadership, work style and other topics that come up

5. **Research and help to design evaluation** surveys, forms, and facilitated processes

Students playing staff roles can also help with:

- Logistics
- Scheduling
- Transportation
- Peer management
- Handling issues that arise

Handout 3: Students as Reflection Leaders

To plan and lead effective reflection for experiential, community-engaged learning projects, a helpful framework is Kolb's Cycle (1984) from experiential learning. Often, to make creative, meaningful, and fun activities, it's useful to extrapolate from the cycle, using the simple questions:

- What?: *What happened during the service work? What was learned? What was felt?*
- So what? *How did you interpret what happened? How did it connect to the course? What factors influenced what happened?*
- Now what? *What can we take from these experiences? What could be done differently next time?*
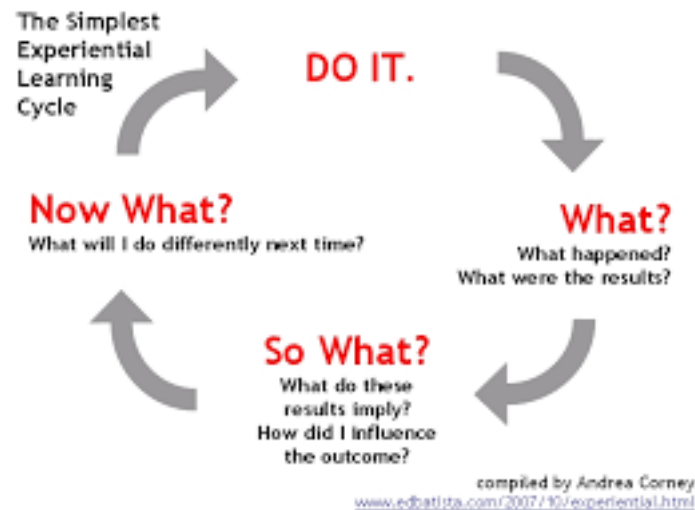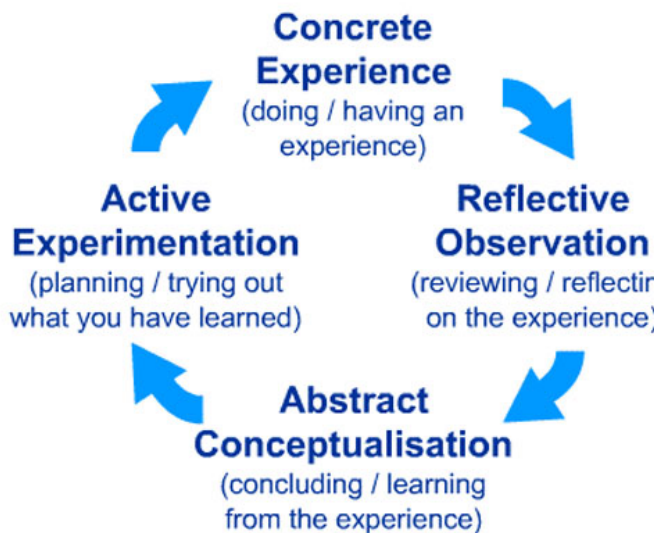
More complex questions can be built into the reflection, such as:

- What?: *Gender, race, ethnicity, age, status, power, privilege, difference, etc.*
- So what? *How do you know? Subjectivity, bias, interactions, words, sharing of experiences*
- Now what? *Application of course concepts, new learning, connections, adaptations in approach, etc.*

Envision and discuss how you might apply these frameworks and concepts for reflection during your course.

Handout 4: Methods of Written and In-Person Reflection

Below are some reflection exercises or assignments that are particularly helpful in community based projects. Think about which work best for your course, community context, and projects. Then also consider the mort direct forms (on page two) of in-person reflection that can be led by you and student leaders in class or at the projects themselves. Share this information with your Students as Colleague leaders to involve them in the process of designing and leading reflection.

- **Personal Journals** provide a way for students to express thoughts and feelings about the community experience throughout the semester. Structured journals provide guidance so that students link personal learning with course content. Some types of journaling include: Critical Incident Journal; Three-part Journal; Highlighted Journal; Key-phrase Journal; Double-entry Journal; and Dialogue Journal. You can find out more about each of these at: https://cft.vanderbilt.edu/guides-sub-pages/best-practices-in-community-engaged-teaching/
- **Directed writings** ask students to consider the community experience within the framework of course content. The instructor identifies a section from the text book or class readings (e.g., quotes, statistics, key concepts) and structures a question for students to answer in 1-2 pages. A list of directed writings can be provided at the beginning of the semester.
- **Experiential research papers** ask students to identify an underlying social issue they have encountered at the community site. Students then research the social issue. Based on their experience and library research, students make recommendations to the agency for future action. Class presentations of the experiential research paper can culminate semester work.
- **Online discussion (including blogging)** is a way to facilitate reflection with the instructor and peers involved in community projects. Students can write weekly summaries and identify critical incidents that occurred at the community site. Instructors can post questions for consideration and topics for directed writings. A log of the e-mail discussions can be printed as data to the group about the learning that occurred from the community experience.
- **Ethical case studies** give students the opportunity to analyze a situation and gain practice in ethical decision making as they choose a course of action. Students write up a case study of an ethical dilemma they have confronted at the community site, including a description of the context, the individuals involved, and the controversy or event that created the ethical dilemma. Case studies are read in class; students discuss the situation and possible responses.
- **Community engagement portfolios** contain evidence of both processes and products completed and ask students to assess their work in terms of the learning objectives of the course. Portfolios might contain any of the following: community engagement contract, weekly log, personal journal, impact statement, directed writings, photo essay, products completed during the community experience (e.g., agency brochure, lesson plans, advocacy letters). Students write an evaluation essay providing a self-assessment of how effectively they met the learning and community objectives of the course.
- **Personal narratives** are based on journal entries written regularly during the semester. Students create a fictional story about themselves as a learner in the course. This activity sets a context for reflection throughout the semester with attention directed to a finished product that is creative in nature. Personal narratives give students an opportunity to describe their growth as a learner.
- **Exit cards** are brief note card reflections turned in at the end of each class period. Students are asked to reflect on disciplinary content from class discussion and explain how this information relates to their community involvement. Exit cards can be read by instructors in order to gain a better understanding of student experiences. Instructors may want to summarize key points and communicate these back to students during the next class.
- **Class presentations** might be three-minute updates that occur each month, or thirty minute updates during the final two class periods during which students present their final analysis of the community

activities and offer recommendations to the agency for additional programming. Agency personnel can be invited to hear final presentations.
- **Weekly log** is a simple listing of the activities completed each week at the community site. This is a way to monitor work and provide students with an overview of the contribution they have made during the semester.

<div align="right">Source: Vanderbilt University, 2019</div>

Creative In-Person Reflection
These are terrific for students to help design and lead.
- **Arts & Crafts:** No matter how artistically inclined or gifted your participants may perceive themselves to be, everyone can benefit from and enjoy creating. Have students come up with an artistic or creative expression of the experiences in the CEL project that have been most powerful.
- **Playlist:** Music can be a great way for students to reflect on and process their learning and experiences. Have students contribute a song to the "Playlist" that represents something they learned, felt, or were challenged by during the CEL experience.
- **Group Story:** The Group Story challenges participants to construct a story one line at a time to describe the events that have occurred during the CEL experience.
- **Letters:** Have participants write letters to themselves after the CEL experience. Ask participants to share highlights from their letter in class and discuss the themes.
- **Nature Walk or Walking Meditation:** Ask students to spend a few minutes searching the environment for something that symbolizes one thing they will remember about the CEL experience. Let students share what they brought and discuss what it means or symbolizes for them.
- **One Word or Phrase:** Have participants come up with one word that symbolizes the day for them. Then discuss why that word is important and how it connects with the course, its learning outcomes, and the CEL project.
- **Personal Map or Drawing:** Give everyone a large sheet of newsprint or drawing paper and some markers and time to work individually or in groups from their CEL projects. Ask students to write or draw a sort of representation of the place, people, events, interactions, learning, etc. Ask students to post the maps on the walls and allow plenty of time for sharing.
- **Quotables:** Write quotes on flip chart paper. First, read the quotes out loud and ask for immediate responses from the group, in the form of words or phrases blurted out. Then, post the flip chart sheets on the wall so that everyone can now see the quotes. Ask them to think about and share the ways in which these quotes apply to the day's activities and experiences and to their own personal commitment to community involvement.
- **Social Action or Revolution:** Ask students to draw on their CEL experiences to address this question: What kind of change or revolution does the community/the campus/the state/the nation/the globe need?

<div align="right">Source: Hoy, 2018 Leading Reflection Workshop
Note: this training for students is also available on the Bonner Wiki.</div>

Let's discuss these frameworks and how they apply to our own institutional practice. Can we name examples of courses, projects, and programs that illustrate these ideas? How can we apply these to our work now?

Handout 5: Faculty-Student Research Partnerships

This editorial below, by Shari Lanning and Mark Brown, provides some summative research about the powerful impact of mentored undergraduate research for students. CEL provides a rich opportunity for such work. You can find many excellent examples from the Council for Undergraduate Research. For information on the Special Issue and to find more, visit: https://www.mdpi.com/journal/education/special_issues/Undergraduate_Research

Abstract: Higher education research indicates that student engagement is the most critical factor in retention programs for undergraduate students (Upcraft, Gardner and Barefoot, 2005; Tinto, 2012; Pascarella, Seifert, and Whitt, 2008). These studies illustrate that if students do not feel engaged, they are at high risk for leaving their institution prematurely. Among high impact practices, undergraduate research has been shown to have the most positive effects with regard to promoting student engagement (Kuh, 2018; Kuh, 2008). Herein we highlight the use of mentored research as a high impact practice in undergraduate education, Further, we call upon the education community to share their models, approaches, observations, and research findings related to undergraduate research initiatives.

1. Introduction: Student engagement has been repeatedly underscored as an essential element in undergraduate retention initiatives [1–3]. Specifically, if students do not feel engaged, there is a greater chance that they may precipitately leave their institution. Mentored research is considered to be a high impact practice and imparts the most positive outcomes among such practices that emphasize the engagement of undergraduates [4,5].

2. Discussion: Undergraduate research provides students with practical problem-solving skills [6–8]. The interplay between theory, provided through formal training in the classroom, and practice, offered through mentored research experiences, enhances both student learning and students' early definition of career goals [6]. With undergraduate research, the students' direct exposure and response to real-world problems and reflection upon the outcomes of their actions serve as means for the development and evolution of knowledge related to their subjects of interest [9]. Undergraduate research is particularly suitable for bridging difficult subjects across multiple disciplines [9,10]. The importance of faculty mentor contact for students, within a context of active student engagement through tasks that require strategies such as research, is being increasingly emphasized in models for student engagement and retention [2]. Thus, we call upon the community of higher education researchers to share their views, experiences, and findings related to undergraduate research in this Special Issue of Education Sciences titled, "Undergraduate Research as a High Impact Practice in Higher Education."

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Could your CEL project and course provide an opportunity for some students to work in partnership with you on mentored participatory community-engaged research?

Could you think about publishing with a student? What ideas come to mind?