

A TOOL KIT FOR CRAFTING COMMUNITY ENGAGEMENT:

A Companion Guide for Professional Development

Marshall Welch and Star Plaxton-Moore

This Tool Kit was developed to support your professional development as you carefully craft an engaged learning course. You are invited to use the Tool Kit in one or two ways. First, you may print a hard copy of it and place it in a three-ring binder. Second, consider downloading the PDF format and enter your responses directly into the document. Either way, we believe the intentional interaction with the exercises will enhance your individual or collective experience. Lastly, we encourage you to download a QR scanner on to your smart phone and/or tablet to view the video clips interspersed throughout the text and tool kit workbook.

INTRODUCTION**Tool Kit i.1 - Introduction Exercise**

Take a moment to critically reflect on the concept of a “craft” and jot those ideas in your workbook. What is a craft? What does it consist of? How is it different (if at all) from the general idea and practice of construction or building?

Tool Kit i.2 - Introduction Exercise

What does the word “competency” mean to you? What does that word or meaning connote? Regardless of your level of knowledge or experience, speculate and list possible skills and tools that are necessary to be competent as an engaged scholar.

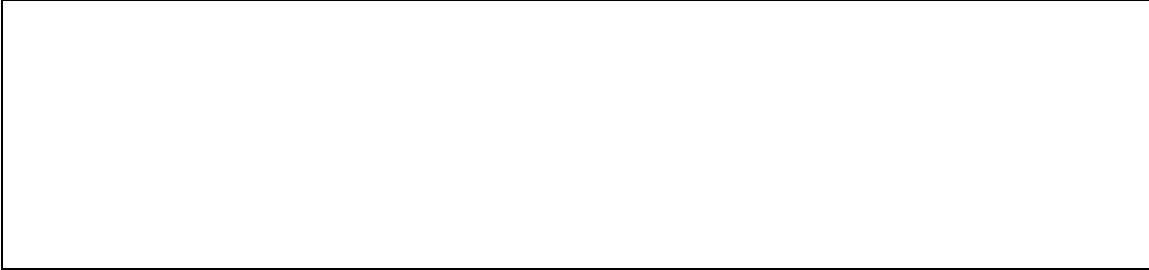
Tool Kit i.3 - Introduction Exercise

Review Parker Palmer’s notion of “craft.”

The growth of any craft depends on shared practice and honest dialogue among the people who do it. We grow by trial and error, to be sure—but our willingness to try, and fail, as individuals are severely limited when we are not supported by a community that encourages such risks.

(Palmer, 1998, p. 144 as cited in Cox, 2004).

To what extent do you think or feel these conditions or dispositions currently exist in higher education as a whole or at your institution specifically? Does Parker Palmer's remarks resonate with you? Why or why not? Are you ready and willing to enter into a setting and experience with others to collectively craft your engaged scholarship?

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PART I

Cognitive Assessment: Pre-test

A key component of all professional development is assessing assimilation of information and cognitive growth. In this way, you can chart the progress of your own understanding of key concepts presented in this section of book and tool kit. We invite you to complete this short measure of your knowledge before and after proceeding through Part I of the book and tool kit.

1. Traditional forms of experiential education such as student teaching and internships reflect the basic tenets and principles of community engagement.
 True False
2. Community engagement falls under “service” within the academic trilogy.
 True False
3. The work of John Dewey is often considered to be the cornerstone in the theoretical foundation of community engagement while Ernest Boyer was the champion for “engaged scholarship.”
 True False
4. Critical reflection is a major component of community engaged teaching and learning.
 True False
5. Community engagement is based on a singular theory within the Scholarship of Teaching and Learning (SOTL).
 True False
6. The triadic framework for engaged teaching and learning is represented by integrating these three basic words or components:

a.
b.
c.

7. Community engaged pedagogy consists of several foci – what is at least one of these foci?

8. Community is defined as a monolithic setting off campus.

True False

9. The goal of community engagement is for students and faculty to use their intellectual expertise to work for the community in solving critical social issues.

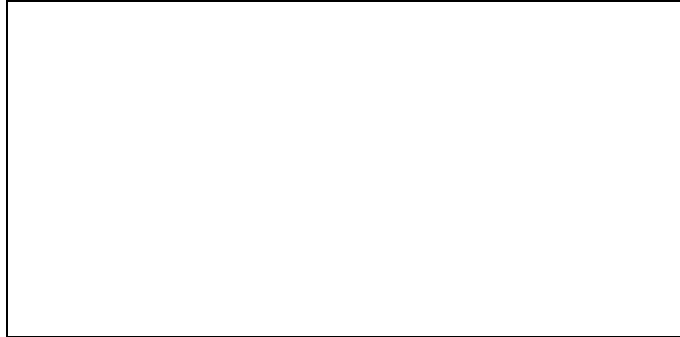
True False

10. What type of competence is required of faculty when working with community partners in community settings?

CHAPTER 1: BEING AN ENGAGED SCHOLAR AND DOING ENGAGED SCHOLARSHIP**Tool Kit 1.1**

History and Public Purpose of Engaged Teaching and Learning

What are your thoughts about Boyer's remarks? Do they resonate with your own ideas of the role and purpose of higher education? Why or why not? How does his remarks reflect your own institution's mission and view of higher education?



What are your feelings about Boyer's vision and comments? Does it make you uncomfortable? Would his remarks make your colleagues and/or administrators comfortable or uncomfortable? Why or why not?



To what extent have you approached your own teaching and scholarship that reflects Boyer's vision? If so, how? If not, why? To what extent does your institution approach or view teaching and scholarship and does that align with Boyer's ideas?



**As a footnote and precursor of things to come - the questions posed here incorporate the ABCs of Reflection (Welch, 1999) that will be described and explored in more detail in a later chapter.*

Tool Kit 1.2

Find your institution's mission statement. To what extent or which portions of it align with Boyer's concept of engaged teaching and learning and to the public purpose of higher education? To what extent does this mission exist or manifest itself on your campus?

Tool Kit 1.3

What does engagement mean or look like to you?

Tool Kit 1.4

What new insights do you have about engagement after you've read more about it in your book?

Tool Kit 1.5

Reflect on and identify your values as a scholar. Check the values that you hold and carry into your work as a scholar. List additional values that may not be included in this list.

**Adapted from Taproot.org and incorporated by Carnegie Mellon University Career Center.*

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| <input type="checkbox"/> Abundance | <input type="checkbox"/> Excellence | <input type="checkbox"/> Recognition |
| <input type="checkbox"/> Acceptance | <input type="checkbox"/> Expressiveness | <input type="checkbox"/> Risk Taking |
| <input type="checkbox"/> Accountability | <input type="checkbox"/> Fairness | <input type="checkbox"/> Safety |
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| <input type="checkbox"/> Commitment | <input type="checkbox"/> Joy | <input type="checkbox"/> Security |
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| <input type="checkbox"/> Collaboration | <input type="checkbox"/> Leadership | <input type="checkbox"/> Simplicity |
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| <input type="checkbox"/> Contribution | <input type="checkbox"/> Love | <input type="checkbox"/> Success |
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| <input type="checkbox"/> Daring | <input type="checkbox"/> Motivation | <input type="checkbox"/> Trustworthiness |
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| <input type="checkbox"/> Empathy | <input type="checkbox"/> Passion | <input type="checkbox"/> Vision |
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| <input type="checkbox"/> Encouragement | <input type="checkbox"/> Personal Development | <input type="checkbox"/> Wealth |
| <input type="checkbox"/> Enthusiasm | <input type="checkbox"/> Proactive | <input type="checkbox"/> Well-Being |
| <input type="checkbox"/> Equity | <input type="checkbox"/> Professionalism | <input type="checkbox"/> Wisdom |
| <input type="checkbox"/> Ethics | <input type="checkbox"/> Quality | <input type="checkbox"/> Zeal |

Additional values:

Now reflect on and identify descriptive roles that define you as a scholar. Check the descriptive roles that you hold and carry into your work as a scholar. List additional roles that may not be included in this list.

** Adapted from Price (2017)*

- | | | |
|---------------------------------------|--|--|
| <input type="checkbox"/> Entrepreneur | <input type="checkbox"/> Organizer | <input type="checkbox"/> Activist |
| <input type="checkbox"/> Researcher | <input type="checkbox"/> Community-based | <input type="checkbox"/> Administrator |
| <input type="checkbox"/> Scholar | <input type="checkbox"/> Community-engaged | <input type="checkbox"/> Artist |
| <input type="checkbox"/> Intellectual | <input type="checkbox"/> Servant | <input type="checkbox"/> Advocate |
| <input type="checkbox"/> Public | <input type="checkbox"/> Translational | <input type="checkbox"/> Policy-wonk |
| <input type="checkbox"/> Educator | <input type="checkbox"/> Practitioner | <input type="checkbox"/> Leader |

Additional roles:

Some possible combinations include:

- | | | |
|-----------------------|---------------------|----------------------|
| Activist Researcher | Public Intellectual | Practitioner-Scholar |
| Educational Organizer | Servant-Leader | Scholar-Activist |
| Policy Maker | Applied Researcher | Scholar-Practitioner |

Share and discuss your values and roles as a scholar with your learning community, or colleague, or director of your campus center on community engagement. How does your identity as an engaged scholar align with your field/discipline and institution's definition of being a scholar?

How do these values and descriptive roles align with your plans for engaged teaching and learning? Use these to help define and map your engaged scholarship agenda and activities.

**Adapted from Price (2017).*

Tool Kit Exercise 1.6

Reflect and respond to as many of these questions as you can in each context of the academic trilogy to map your present academic identity.

WHO – Who do I work with? For? To whom am I accountable? Who works with me?

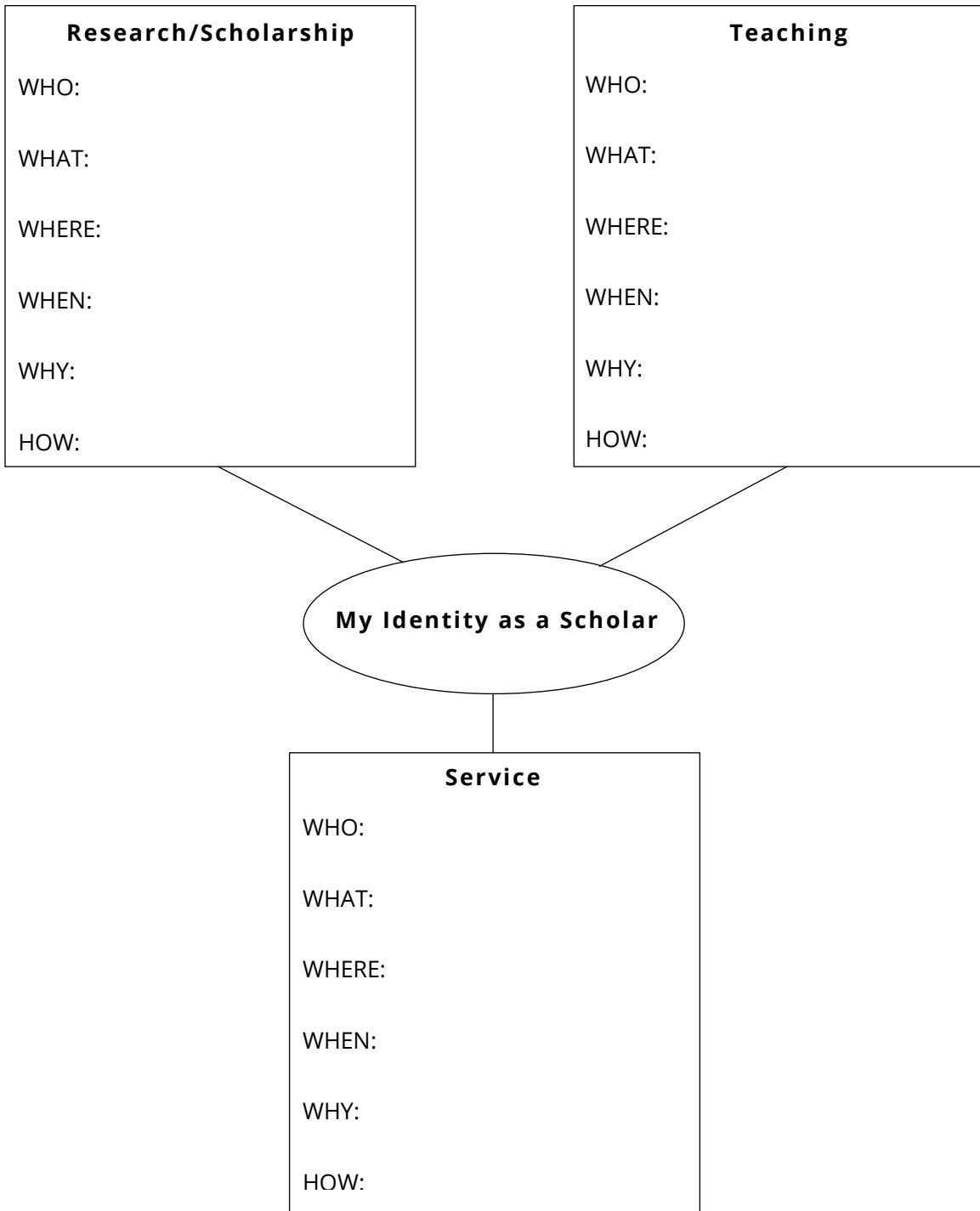
WHAT – What do I do in this context? What does it look like to take on this role/identity? What is/are the products/impact of my work in this context?

WHERE – Where do I do this work in this context? Where does the impact/evidence of my work manifest itself?

WHEN – When do I do this work? When is the impact/evidence of my work manifest itself?

WHY – Why do I do this work? Why is important and to whom?

HOW – How do I go about doing this work? What tools/approaches do I use?



Review your responses in each of the boxes representing the academic trilogy. To what extent is the community included? Why or why not? How might you shift your thinking to include the community into your emerging identity as an engaged scholar?

Tool Kit Exercise 1.7

Read the case study below and identify how the engaged scholar effectively integrated their research, teaching, and scholarship to reflect engaged epistemology. Finally, imagine/envision a “product” or “activity” related to what you teach and research that could integrate the academic trilogy while impacting all four contexts/settings.

Case study

Dr. Nightingale is an assistant professor in the School of Nursing specializing in geriatrics. He teaches four courses a year; two per semester. He has adapted his course on Geriatrics to be a service-learning course that is taught once a year in which students form teams of two to become “companions” to “elders” (not patients or clients) at nearby assisted living centers or served by social service agencies. The idea of the course came out of a conversation with the director of the county aging services and a director at a nearby assisted living facility who lamented the need and articulated the desire for “enlightened young people entering the nursing profession to work with senior citizens.” The pre-professional nurses do not provide any medical service during their visits other than to practice their skills at taking basic vital signs such as pulse and blood pressure. The students spend one to two hours every other week with their elders reading or writing letters, helping with minor chores (changing light bulbs, assisting with technology) and other activities such as playing cards while engaging in conversation. Through the visits, students reflect on their experience and observations of their elders’ behaviors and conditions in the context of topics (e.g. dementia, physical mobility, nutrition, medicinal regimens, expressive/receptive language, emotional health, etc.) from class and how these experiences will inform their practice as a nurse as well as gain insight on cultural and political/systemic issues that contribute to and impact services to the elderly. Included in the reflection process, nursing students contemplate the impact of aging on the families of their “elder companions” to consider family ecology and dynamics, as well as cultural values that influence family dynamics. Directors, social workers, and head nurses

at the community partner agencies are invited to make classroom presentations and conduct reflection discussions. Each supervising professional assesses the students' conduct in terms of professionalism, communication, timeliness, attendance, and following protocol as 10% of the grade.

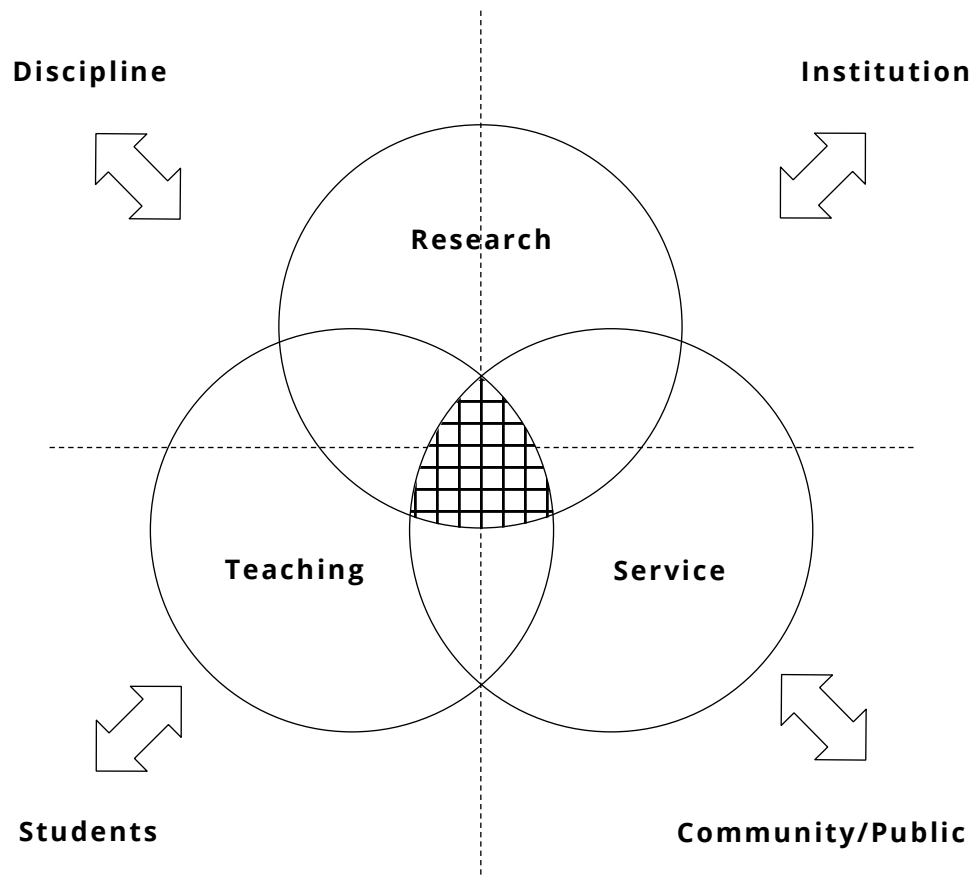
The instructor administers a pre/post measure with his nursing students to assess their cognitive development and attitudes. Student scores reflect significant gains in the post-course of both cognitive and attitudinal measures. Similarly, Dr. Nightingale, his doctoral student, and the county director of geriatric social services conduct content analysis of the students' reflection journal entries. More importantly, the reflection entries and accompanying in-class reflection discussions have revealed a number of factors impacting students as both cognitive dissonance related to cultural values and current policy toward senior citizens coupled with an increased sensitivity to the issues and personal needs of the elderly. The results of this mixed methodology are published in refereed journals and presented at professional conferences. The instructor includes his doctoral student and community partner as co-authors. Those same results have been slightly modified as a report to the county social service agency he has been working with. The report findings have been reviewed and incorporated in policy and procedures manuals and have garnered significant interest in the local professional community. Dr. Nightingale is now serving on the county board of directors for aging services in addition to serving on his department's curriculum committee and an editorial review board of a professional nursing education journal.

The combined recognition from Dr. Nightingale's publications and presentations coupled with his work with the county agencies has resulted in receiving a national award for innovative teaching from a prestigious nursing association. This has led to a number of inquiries, interviews, and site visits by other nursing instructors from around the country to learn more about the program with the goal of replicating it at their own institutions. The course was favorably reviewed during the programs accreditation review as it met specific accreditation standards emphasizing community engagement and partnerships. The course was even featured on a local news broadcast. A handful of Dr. Nightingale's students shifted their emphasis to geriatrics and two have been employed at some of the participating community partner locations upon graduation.

What do you observe to be examples and evidence of an engaged scholar incorporating engaged epistemology in this case study?

In what ways was the academic trilogy integrated and how did this intersect with the four stakeholders of students, discipline, institution, and community?

In what ways (if at all) did the case study suggest the instructor was not meeting their roles and responsibilities as a scholar?



Note: Figure adapted from Engaging Higher Education: Purpose, Platforms, and Programs, by M. Welch, 2016. Reprinted with permission from the publisher.

Tool Kit Exercise 1.8

Now identify and list the roles, values, behaviors, and products/impact Dr. Nightingale demonstrated as an engaged scholar in each of the following contexts and settings.

Research	Discipline/Field	Students	Institution	Community
Role				
Value				
Behavior				
Product/Impact				

Teaching	Discipline/Field	Students	Institution	Community
Role				
Value				
Behavior				
Product/Impact				

Service	Discipline/Field	Students	Institution	Community
Role				
Value				
Behavior				
Product/Impact				

Tool Kit 1.9

Honing Your Craft

Reflect on the standards of engaged scholarship below. To what extent are these known and implemented in your setting? To what extent do you already meet these standards? Are these new concepts to you? How do or could you envision these as not only a standard for assessing engaged scholarship but as possible benchmarks for scholarly identity and behavior?

1. Clearly articulated academic and community goals.
2. Adequate preparation in disciplinary content area and grounding in engaged public scholarship.
3. Appropriate methods that reflect and include rigor and tenets of community engagement.
4. Significant results that impact the field and the community.
5. Effective presentation and dissemination to both scholarly and community audiences.

6. Reflective critique to identify and articulate insight to improve scholarship and community engagement.
7. Demonstrate and promote leadership and scholarly contributions coupled with agency and parity by all participants and stakeholders.
8. Consistent ethical behavior coupled with cultural competence and socially responsible conduct.

CHAPTER 2: THEORETICAL FRAMEWORKS FOR ENGAGED TEACHING

Tool Kit 2.1

Reflect on Russell Edgerton's statement and consider to what extent the "teaching as telling and learning as recall" approach was your experience as a student and to what extent the "teaching as telling and learning as recall" is used on your campus.

To what extent did you receive any preparation on the dynamics of teaching and learning during your graduate studies? Where and how did you learn how to teach in a college classroom?

Tool Kit 2.2

Review and identify specific theoretical constructs presented thus far that resonate with you and/or that you have intentionally or unintentionally implemented in your teaching. Which, if any, of these concepts were new to you? Which, if any are you already incorporating, either knowingly or unknowingly?

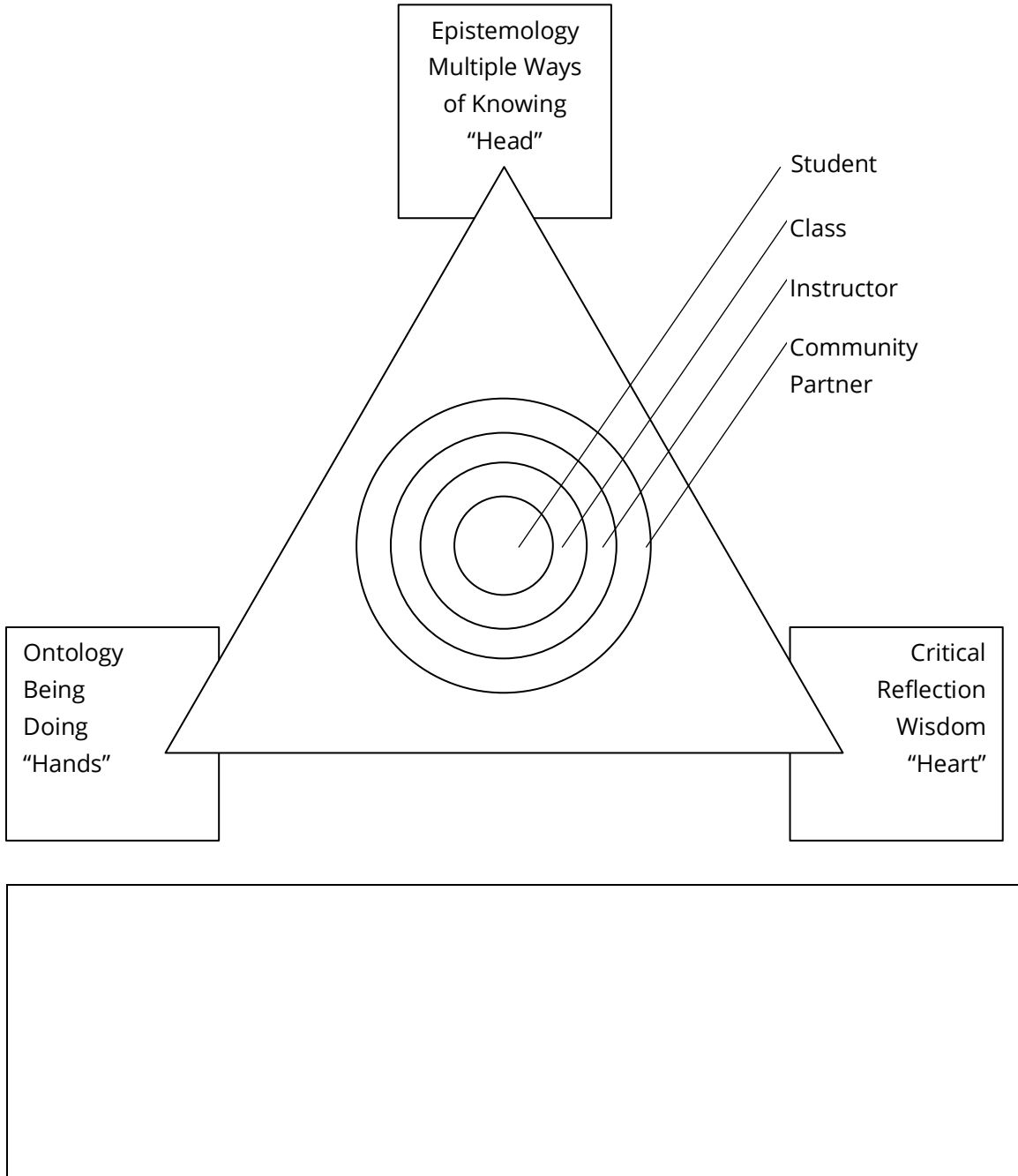
Tool Kit 2.3

Reflect on and discuss the premise and constructs of the theoretical frameworks presented in the text. Which ones resonate with you and why? Are there any that do not resonate or apply to you, your course, and your discipline? Which, if any, of these constructs were new to you? Are any of these applicable to the engaged course you are teaching or plan to teach? We will revisit this in Chapter 13 when preparing for promotion and tenure review.

A large, empty rectangular box with a thin black border, intended for the user to write their reflections on the theoretical frameworks discussed in the text.

Tool Kit 2.4

What are your thoughts about the triadic theoretical framework of engaged teaching and learning?



Tool Kit 2.5

Honing Your Craft

Have you ever explicitly articulated any kind of theoretical framework that informs your teaching to your students? Why or why not? How or would it make a difference? How would you go about explaining and presenting a theoretical framework if you were to explicitly share it with your class?

Which, if any, of the theoretical constructs presented in Chapter 2 challenge you? Why and how? What are your thoughts, feelings, and reactions to the notion that education is and/or can be a political action? To what extent can the political dimension of engaged teaching and learning be applied to your class and/or discipline?

How might you approach balancing your disciplinary expertise with the expertise of community partners who represent a form of public scholarship to promote and practice parity?

CHAPTER 3: FORMS OF COMMUNITY-ENGAGED PEDAGOGY

Tool Kit 3.1

Take some time to write down how you define community-engaged pedagogy based on your current knowledge of the topic.

How has your understanding of the topic been developed? Is your knowledge based on conversations with colleagues? Observations of the pedagogy in practice? Your own implementation of the pedagogy? A review of the scholarship?

Tool Kit 3.2

Scan your smart phone or tablet over the QR code to see and hear faculty describing their definitions of community-engaged learning. Based on what you hear, develop your own description of community-engaged learning. How does it differ from other forms of pedagogy with which you are familiar?

**Tool Kit 3.3**

Review the essential elements of each dimension of community-engaged learning below. Put a check mark next to the elements that you feel confident you can integrate into your course. Put a question mark next to any elements that are confusing or hard to understand. Put a star next to the elements that are most challenging- either because you disagree with them or because you think they will be difficult to implement. Come together with peers to discuss the elements and support each other in developing deeper understanding of what they mean, what they could look like, and how to make them relevant to your course.

Purpose

- Develop students' knowledge, skills, and dispositions for informed engagement in civic life and positive social change endeavors
- Contribute to building the capacity of community members and institutions to achieve a public purpose and foster the common good

Process

- Draw upon student and community voices to shape learning and engagement activities
- Infuse content and pedagogical practices that foster student learning about social justice issues, personal values development, and mechanisms for positive social change
- Integrate guided critical reflection before, during, and after engagement to help students make meaning of intersections between academic content and community experiences
- Include formative and summative assessment of student learning and community outcomes to improve current and future community engagement

Relationships

- Foster reciprocal and authentic relationships that honor community partners as co-educators
- Reflect shared leadership and solidarity with community over transactional relationships
- Prioritize sustained community relationships
- Communicate expectations, limitations, ongoing feedback, and plans for addressing interpersonal and institutional challenges

Notes:

Tool Kit 3.4

Consider which foci of community-engaged learning will be integrated into your course. Check all that apply:

- Civic Focus: Students participate in service and/or civic engagement for the purpose of growing their capacity as civic actors
- Disciplinary Focus: Students participate in a community experience as a “text” to help them learn course content
- Project Focus: Students collaborate to address community-identified challenges and priorities
- Competency Focus: Students develop and enhance academic and professional knowledge and skills, and deploy them for community benefit
- Research Focus: Students contribute to research with, by, and for community for the purpose of capacity building and empowerment
- Solidarity Focus: Students engage with community primarily through observation, dialogue, and social/cultural activities

Tool Kit 3.5

As craftspersons, we have a responsibility to test the structural integrity of our frameworks.

Choose one of the frameworks described in the handbook (read the source referenced in the handbook to learn more about the framework of your choice):

- Critical Service-Learning (Mitchell, 2008)
- Liberating Service-Learning (Stoecker, 2016)
- Decolonizing Service-Learning (Yep & Mitchell, 2017)

Now consider:

- Is this a framework that could hold the weight of your masterpiece (e.g. your course)? Why or why not?
- Is this framework suitable for the institutional climate in which you teach?
- Where are the potential weaknesses or cracks?
- What might be added or changed to make it stronger?

Tool Kit 3.6

As you consider the dimensions, essential elements, focuses, forms, and frameworks that shape your community-engaged course, you should begin to draft the course description for your syllabus.

What is the proposed theme or topic of your course?

Why are you integrating community-engaged pedagogy?

What public purpose or social justice issue do you want students to address?

What do you hope the community-engaged learning experience will entail and how will it help students learn about the course content, their community, and themselves?

What commitments or key elements of engagement must you and your students keep in mind as you move through the course?

Tool Kit 3.7

Honing Your Craft

Imagine you're teaching a community-engaged course about Feminism and the Body, and you've provided students with a few potential partner organizations focused on reproductive rights advocacy, health care for women in poverty, and maternal health education. During your office hours, one of your students comes to talk to you about their pro-life views. This student doesn't feel comfortable working with the partner organizations you've secured, and would prefer to work for a pro-life organization for their community-engaged learning. Take some time to consider how you would respond to this student, and share your ideas with colleagues.

CHAPTER 4: COMMUNITY**Tool Kit 4.1**

Given your understanding of the concept of community, provide an analogy that completes this sentence: Community is like...

(e.g. Community is like a bicycle, with each person representing a different part with a specific mechanical role, and all the parts have to work together for the bike to move forward.)

Tool Kit 4.2

Community Case Study

Dana Clayborne is an associate professor in the School of Education's counseling department. She has worked with community partner, Angela Carillo, at First Street Community Mental Health Services, for years. Dana not only places counseling students at the site for community-based practica, but she also provides counseling services pro-bono. Angela has expressed that the partnership with Dana's class has been extremely valuable in supporting her counseling staff.

Dana receives a small local government grant to enhance and extend mental health services in the First Street Corridor community, and works with Angela to plan some pop up mental health clinics at existing community events. Students will staff the clinics as part of their practicum course requirement.

At the first event, a neighborhood Halloween party at a youth community center, participants actively avoid the "pop up clinic" where counseling students and Dana are offering consultations and resources. Only a few reluctant people participate. Some say they are already accessing support elsewhere, and others pointedly ask the students, "why are you here?"

Later, Angela invites Dana to a community debrief meeting about the Halloween event. Dana shares her frustration with the group about the lack of participation in the pop up clinic she provided. One of the participants in the meeting responds angrily that Dana took grant money that should have been awarded directly to a community-based organization. Another meeting participant points out that at least three other organizations provide mental health services to the local community; and they have been serving residents for years in a way that is culturally responsive and attentive to issues of accessibility. Dana is taken aback and surprised by the response to her efforts.

In what ways did Dana demonstrate a commitment to working with "community?"

Based on the case study, how do you think Dana defined or perceived the First Street Corridor Community?

What were some of the questions Dana could have asked herself at various points in the case study that would have helped her think more critically about her role in this situation?

In what ways could Dana have been more attentive to the complexity of community dynamics as they related to the provision of mental health services?

Tool Kit 4.3

Thakrar, Kenn, and Minkley (2014) offer autobiographical stories that illustrate their evolving understanding of community. Reflect on the experiences that have shaped your own story on how you think about and engage with community.

Given the sum total of your experience thus far, how would you define community? Share your reflections and definition with colleagues and identify common themes among your responses. How do they compare to the findings reported by Thakrar and colleagues presented in the text? How do the three themes characterizing essential aspects of community (1. Common substance among individuals, 2. A sense of belonging within the group, 3. Shared geographical location) play into your own story of community?

Tool Kit 4.4

Consider ways to facilitate more equitable and inclusive student participation in your course discussions. Jot down practices and ideas in response to each question.

What are some methods you use to invite students to share their perspectives in class?

Who typically speaks up and who doesn't? Do you notice any patterns?

What are some strategies you might use to invite more participation in discussion from underrepresented students?

How do you frame class discussions to avoid making underrepresented students feel that they are speaking on behalf of an entire identity group (e.g. queer community, Black community, disabled community)?

Tool Kit 4.5

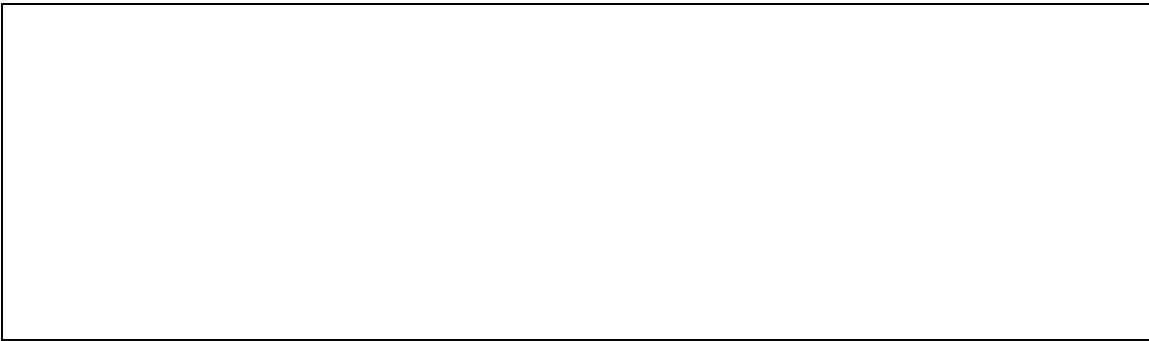
When thinking about the community with which you hope to work, whose voices are most prominent in shaping that community?

Whose voices are less prominent or unheard?

If you will be working with a community-based organization, to what extent does the organization's leadership and staff reflect the demographics, identities, and perspectives of the people it serves?

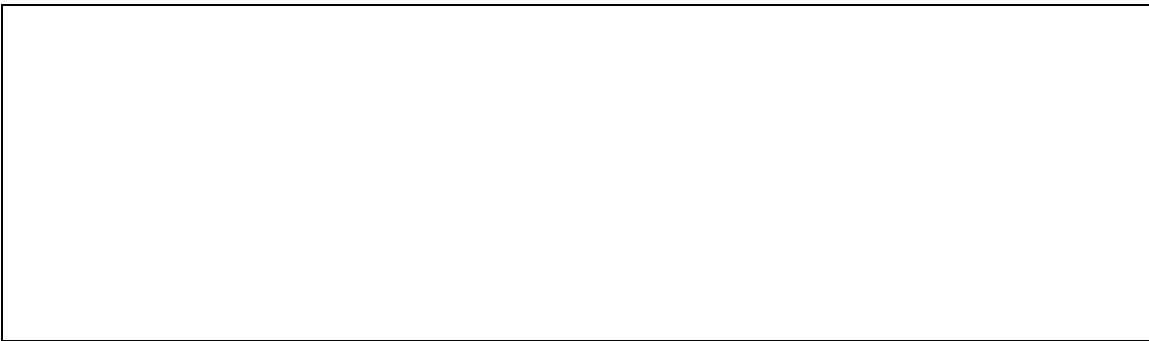
How can you be sure that the organization is functioning in the best interest of the community it's meant to serve?

How can you solicit diverse community voices to shape your community-engaged course?



Tool Kit 4.6

Explore ways of seeking “exemplars of beloved community.” Where and how might you accomplish this? Discuss this with your colleagues and/or the director of your community engagement center.



Tool Kit 4.7

Honing Your Craft

Reflect on Parker Palmer’s quote on knowing and rebuilding community. What does this mean to you and how might this be incorporated into your community engaged course?

The act of knowing itself, if we understand it rightly, is a bond of community between us and that which we know. The act of knowing itself is a way of building and rebuilding community, and it is this we must reach for in our education.
(Palmer, 1987, p. 25)

CHAPTER 5: INTERCULTURAL COMPETENCE, CULTURAL HUMILITY, AND CRITICAL CONSCIOUSNESS

Tool Kit 5.1

Scan your smart phone or tablet over the QR code to learn about the iceberg metaphor for understanding culture. Do you agree with the iceberg metaphor? Why or why not?



In what ways might visible manifestations of culture lead us to understandings or misunderstandings of others?

In what ways might the invisible (or less visible) manifestations of culture be made “visible” to foster cross cultural understanding?

Tool Kit 5.2

Describe the culture of academia. What are some of the values, principles, priorities, and practices that define this cultural space? You can think in broad terms of higher education as a sector and/or more narrow terms of your specific institution.

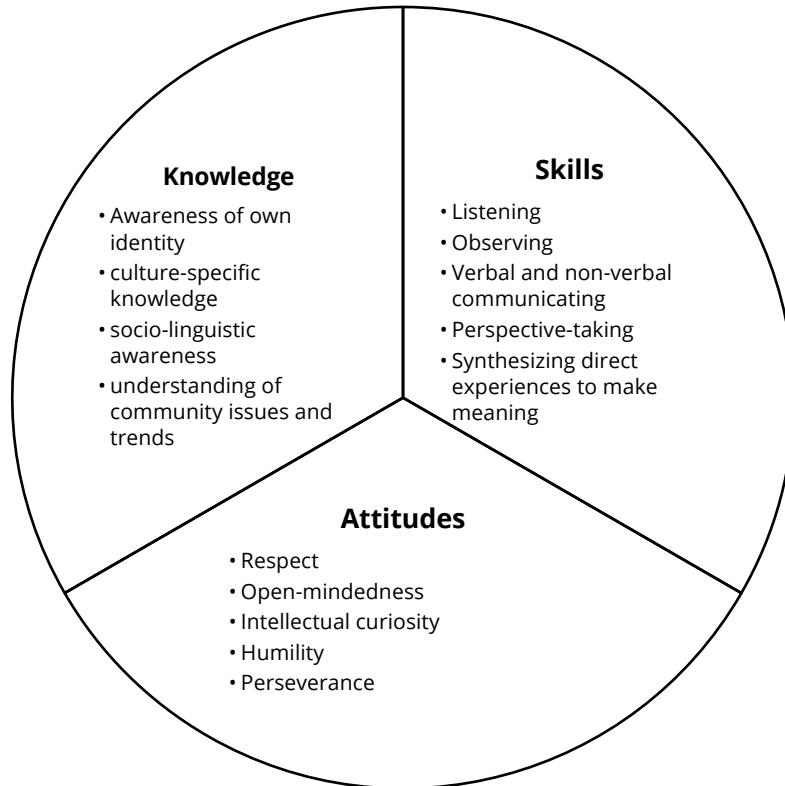
Which aspects of your identity feel most pertinent and valued in academic spaces? Which aspects feel undervalued or in tension with academic spaces? Why?

What are some aspects of academic culture that might pose challenges for students in community engaged courses?

What are some aspects of academic culture that might pose challenges for community partners working with your community-engaged course?

Tool Kit 5.3

Review of Constituent Elements of Intercultural Competence in Community Engagement below:



Adapted from Deardorff, D. K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. Journal of studies in international education, 10(3), 241-266.

What are some practices that might help you build your intercultural competence?

What are some resources you can seek to promote your intercultural learning?

Tool Kit 5.4

Cultural Humility: People, Principles, and Practice

Scan your smart phone or tablet over the QR code to learn about the nuances of cultural humility from the scholar-practitioners who coined the term.

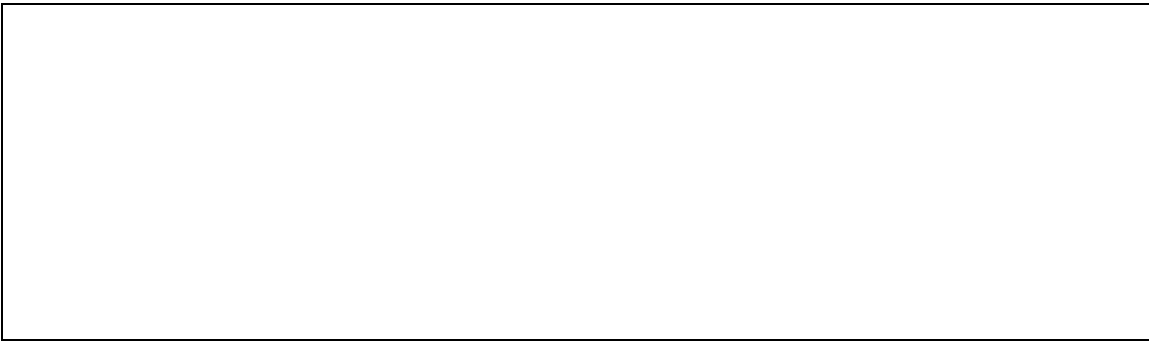


What pieces of advice or quotes from the video do you want to hold onto as you design and implement your community-engaged course?

Tool Kit 5.5

Describe your current understanding of the community where your students will be engaged.

What do you know about this community, and how did you learn it?

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Take some time to brainstorm community-immersive activities and research upcoming social and cultural events in the community. Choose a few of these activities and events to participate in to grow your understanding and build relationships.

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Tool Kit 5.6

Choose three of Cruz’s (1990) diversity principles from page 74 in the book. For each, describe what it would look like when applied to your course and what challenges you anticipate in implementing the principle.

Diversity Principle	What might it look like in practice in your course?	What challenges do you anticipate with regard to implementing this principle?

Tool Kit 5.7

Scan your smart phone or tablet over the QR code to learn why and how educators can infuse critical consciousness into teaching. How will you make systems of power, privilege, and oppressions visible to students in your course? What content and pedagogical strategies might you use?



How will you foster a culture of critical inquiry in your course to support students in developing skills and confidence to question the status quo?

How might you engage with community in a way that reflects critical consciousness about their experiences of oppression and their capacities as change agents?

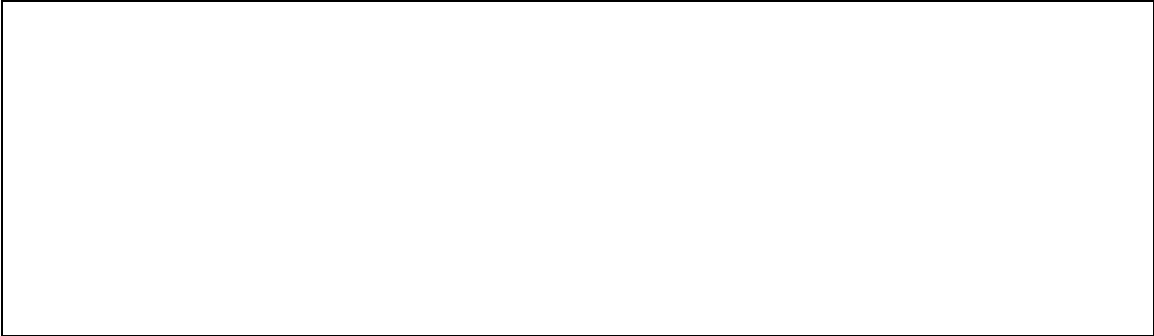
Tool Kit 5.8

Honing Your Craft

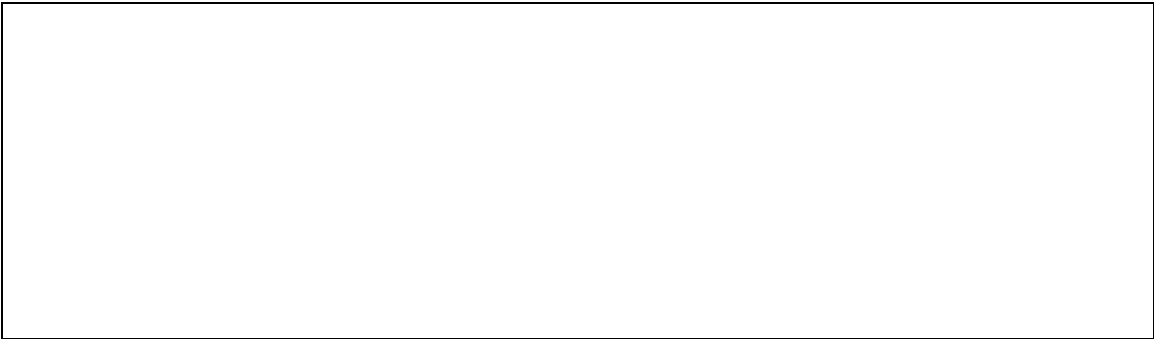
Plan the development of intercultural competence, cultural humility, and critical consciousness of your students.

How will you prepare students to engage meaningfully and respectfully with community members and each other?

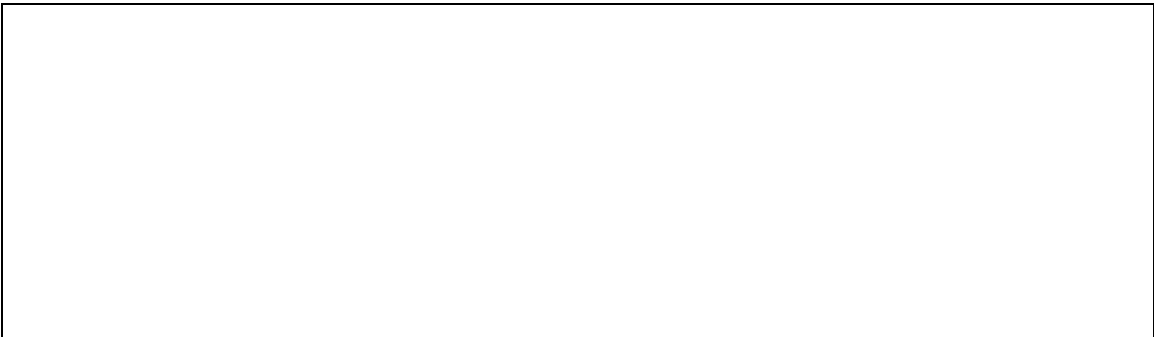
How will you provide opportunities for students to discover diverse perspectives inside and outside of the classroom?



How will you create space for students to engage in discourse on complex justice issues?



How will you prompt students to reflect on new insights and information in a way that shapes their understanding of the world?



How will you move students from reflection and dialogue to informed action for positive social change?

Cognitive Assessment: Post-test Part I

Congratulations on completing Part I of the book and Tool Kit. We invite you to complete this short measure of your knowledge to monitor and demonstrate your professional knowledge and growth. Compare these responses to your earlier responses on the pre-test.

1. Traditional forms of experiential education such as student teaching and internships reflect the basic tenets and principles of community engagement.
 True False

2. Community engagement falls under “service” within the academic trilogy.
 True False

3. The work of John Dewey is often considered to be the cornerstone in the theoretical foundation of community engagement while Ernest Boyer was the champion for “engaged scholarship.”
 True False

4. Critical reflection is a major component of community engaged teaching and learning.
 True False

5. Community engagement is based on a singular theory within the Scholarship of Teaching and Learning (SOTL).

- True False

6. The triadic framework for engaged teaching and learning is represented by integrating these three basic words or components:

a.
b.
c.

7. Community engaged pedagogy consists of several foci – what is at least one of these foci?

--

8. Community is defined as a monolithic setting off campus.

- True False

9. The goal of community engagement is for students and faculty to use their intellectual expertise to work for the community in solving critical social issues.

- True False

10. What type of competence is required of faculty when working with community partners in community settings?

--

PART II

Drawing the Blueprint and Using the Tools

Cognitive Assessment: Pre-test Part II

Welcome to Part II. Let's continue assessing assimilation of information and cognitive growth as we did in the previous section. In this way, you can chart the progress of your own understanding of key concepts presented in this section of book and tool kit. We invite you to complete this short measure of your knowledge before and after proceeding through Part III of the book and tool kit.

1. What are the five basic elements of developing, implementing, and assessing a community engaged course?

a.
b.
c.
d.
e.

2. What do we mean by "Objective Squared"?

3. A rule of thumb for the allotment or allocation of hours for students working in community settings is 2 to 3 hours each and every week.

True False

4. What is one example of a structural rubric for conducting reflection?

5. What is meant by “the shadow side of reflection?”

6. The main goal of assessment is determining to what extent students met instructional objectives.

- True False

CHAPTER 6: OBJECTIVES

Tool Kit Exercise 6.1 -

Compare and contrast “teaching” and “learning.”

Teaching	Learning

Is the learning paradigm understood or practiced by your colleagues at your institution? Why or why not? How does this shift the way you think about your course? In what ways does your course reflect a learning paradigm? How COULD it reflect a learning paradigm?

Tool Kit 6.2:

Revisiting potential foci, formats, and frameworks for your emerging community-engaged course. Review earlier workbook exercise 3.3 if necessary.

Consider which foci of community-engaged learning will or might be integrated into your course. Check all that apply:

- Civic Focus: Students participate service and/or civic engagement for the purpose of growing their capacity as civic actors.
- Disciplinary Focus: Students participate in a community experience as text to learn course content.
- Problem Focus: Collaborate to address a community-identified challenge.
- Competency Focus: Students develop and enhance academic and professional knowledge and skills, and deploy them for community benefit.
- Research Focus: Students contribute to research with, by, and for community for the purpose of capacity building and empowerment.
- Solidarity Focus: Students engage with community primarily through observation, dialogue, and social/cultural activities.

Based on your tentative academic objectives, consider which form or format your engaged course might take. Check all that apply:

- Activism/Advocacy Process of involving, educating, and mobilizing individual or collective action to influence or persuade others.
- Community-based Research Connecting or producing scholarship with public and/or private sector resources that responds to community-identified research topics/questions.
- Direct Service Giving personal time, energy, or resources to address immediate community goals and priorities.
- Philanthropy The voluntary redistribution of resources by individuals or institutions.
- Policy/Politics Participating in processes of democratic self-governance.
- Social Entrepreneurship Creating or expanding organizational structures that adopt ethical and effective business practices and/or generate market-oriented responses to social issues.

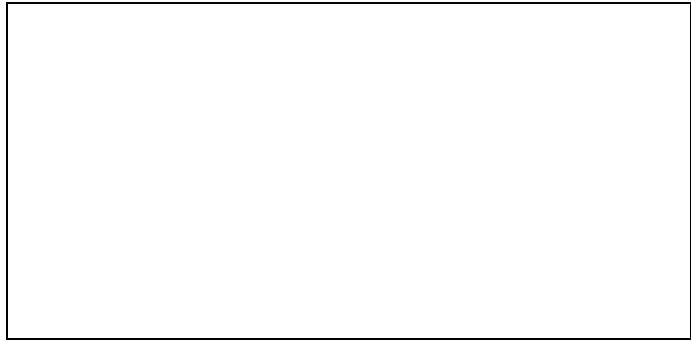
As craftspersons, we have a responsibility to test the structural integrity of our frameworks. Choose one of the frameworks described in the handbook (extra credit if you read the source referenced in the handbook to learn more about the framework of your choice):

- Critical Service-Learning (Mitchell, 2008)
- Liberating Service-Learning (Stoecker, 2016)
- Decolonizing Service-Learning (Mitchell and Yep, 2017)
- None of the above

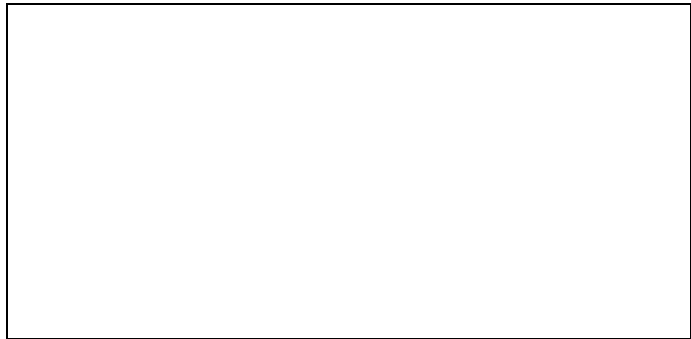
Now consider the following:

Is this a framework that could hold the weight of your masterpiece (e.g. your course)? Why or why not?

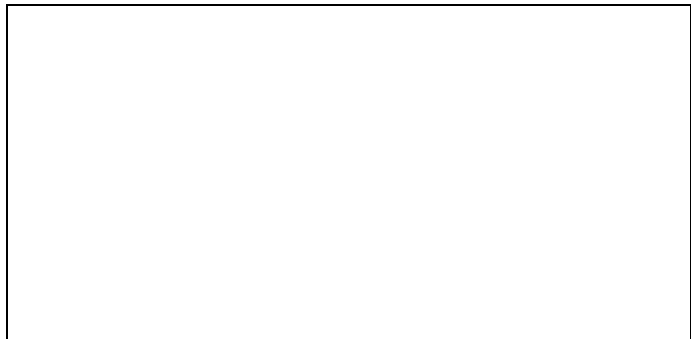
Is this framework suitable for the institutional climate in which you teach?

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Where are the potential weaknesses or cracks?

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What might be added or changed to make it stronger?

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Tool Kit 6.3

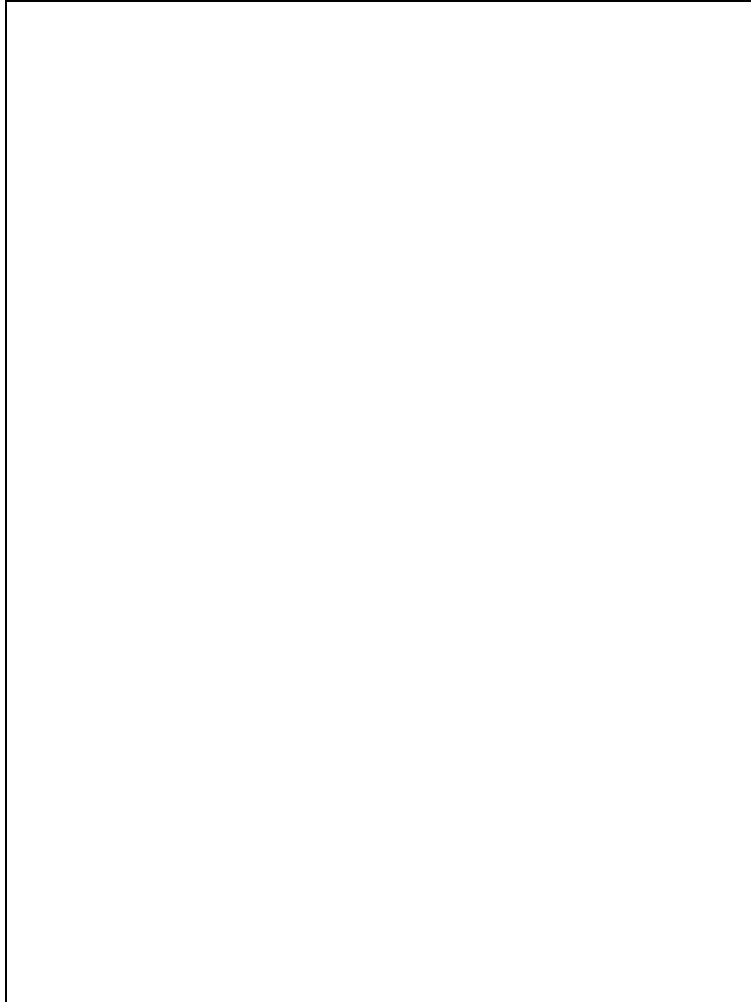
How/can your course address objectives other than cognitive content-based goals? Now consider some ancillary objectives that might address some of the hidden curriculum discussed in Chapter 6. Here is an example from the Chemistry 101 Course.

- | | |
|--|--|
| <ul style="list-style-type: none"> • How/can your course address goals other than cognitive content-based goals? • Are there professional/vocational skill sets that are embedded in the course and if so, what are they? • Are there civic or cultural aspects of the course you'd like your students to understand? If so, what are they? • What might be some "sub-objectives" for your course? | <p><i>How do chemists balance and practice their personal beliefs/values in a professional setting and context?</i></p> <p><i>What are ethical considerations for chemists? What role as citizen can a chemist take/play?</i></p> <p><i>Students will reflect on and describe their understanding of the civic role of chemists.</i></p> <p><i>Environmental racism.</i></p> <p><i>Students will articulate their understanding of ethical standards guiding the work of chemists.</i></p> <p><i>Students will work together with a lab partner to develop team building skills to coordinate lab time, conducting experiments, and collaborating to co-author results of lab analysis for professional and lay audiences.</i></p> |
|--|--|

The last three items listed by the Chemistry professor in the box above can now be explicitly included in the course objectives. Now it's your turn. List your course title, course description, and tentative instructional objectives.

How/can your course address objectives other than cognitive content-based goals? What are the knowledge, skills, and dispositions you might advance?

- How/can your course address goals other than cognitive content-based goals?
- Are there professional/vocational skill sets that are embedded in the course and if so, what are they?
- Are there civic or cultural aspects of the course you'd like your students to understand? If so, what are they?
- What might be some "sub-objectives" for your course?



Tool Kit Exercise 6.4

Designing Your Course Title, Description, and Objectives

Here is an example from a Chemistry Course to help you formulate objectives for your course.

New or revised course title	<i>CHEM 101 – Introduction to Chemistry Section 1</i>
Description of the course as it would appear in a course catalogue	<i>Students learn fundamental principles of chemistry through lecture, readings, and lab experiments. This section of the course includes a service-learning project that includes conducting basic chemical analysis, interpretation, and articulation of the results to a community partner organization.</i>
Objectives: What do you want your students to experience, demonstrate, and/or accomplish at the end of the course?	<p><i>Students will:</i></p> <ol style="list-style-type: none"> <i>1. Learn and recall the elements in the Periodic Table.</i> <i>2. Demonstrate understanding of basic principles of chemistry.</i> <i>3. Correctly conduct laboratory experiments to understand fundamentals of chemical reactions</i> <i>4. Conduct a basic chemical analysis for a community organization that includes articulating the results in a formal written report.</i> <i>5. Reflect on the various roles of chemistry and chemists in a variety of contexts (e.g. professional, environmental, civic/political, ethical)</i>

Now it's your turn. Write the title and description of your course and then list your tentative instructional learning objectives.

New or revised course title

Description of the course as it would appear in a course catalogue

Objectives: What do you want your students to experience, demonstrate, and/or accomplish at the end of the course?

Here is an example of the Chemistry 101 instructor contemplating potential partner goals that might align with course objectives.

What are some potential community partner goals and how do they align with the instructional objectives?

Speculating on possible goals	Match or mismatch with instructional goals? (Y/N or ?)
Local community gardens need soil analysis for pH levels and possible contaminants	Yes
Nearby water well coop and water districts conduct regular routine water sample analysis	Yes
Urban health center offers paint chip testing to detect lead	Yes

Tool Kit 6.5

Now it's your turn. Contemplate potential partner goals that might align with your course objective. What are some potential community partner goals and how do they align with the instructional objectives?

Speculating on possible goals	Match or Mismatch with instructional goals?

Tool Kit 6.6

Honing Your Craft

Consider, respond to, and discuss the questions and ideas below with your colleagues and/or the director of your campus center for community engagement.

Consider how you might counter students' traditional assumption of being passive recipients of information and articulate to them how this course will have "new" roles and responsibilities for them as co-creators of knowledge.

What are your thoughts, feelings, and reactions to the ideas presented in the Honing Your Craft portion of the chapter? Share and discuss this with your colleagues.

Have you ever considered or implemented ancillary objectives to your course? Have they ever accidentally emerged in your courses? What are your thoughts about explicitly incorporating non-disciplinary based objectives into your course? Is that appropriate or necessary?

What are your thoughts about sharing teaching roles with community partners, especially on things such as ancillary objectives?

Have you ever considered the possibility that your course content or theoretical constructs might be called into question out in “the real world” when teaching this type of course? What are your thoughts and feelings to this?

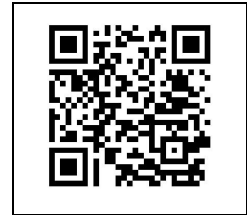
What are your reactions and thoughts to Harkavy's premise that faculty have traditionally practiced disciplinary guildism rather than consider their larger role in the public purpose of higher education? What are your thoughts and reactions to Stanley Fish's argument that it is not the role of faculty to prepare "good people?"

CHAPTER 7: PARTNERSHIPS

Tool Kit 7.1

Engaging Conversations – What Can Community Partnerships Look Like?

Scan your smart phone or tablet over the QR code to see and hear more about community partnerships. What are some of your thoughts or reactions? Did you gain any new insights? If so, what are they? What was mentioned as being the "key" to a partnership?



Tool Kit 7.2

Engaging Conversations – The Role of Community Partners

Point your smart phone or tablet over the QR code to see and hear more about the role of community partners. What are some of your thoughts or reactions?



Tool Kit 7.3

Identifying potential community agency partners

What type of community agency or organization might serve as a co-educator partner?

Are there specific organizations you know of or have already worked with? If so, what are they?

Share these ideas with your campus center and/or your learning community group to discuss/explore other possible partnership agencies. Jot down additional/new partnership possibilities below:

Tool Kit 7.4

Nuts and bolts questions about establishing partnerships.

How many community partners do I think I'll need?

How many hours will/should my students work with the agency?

What questions do you need to consider before reaching out to a community partner?



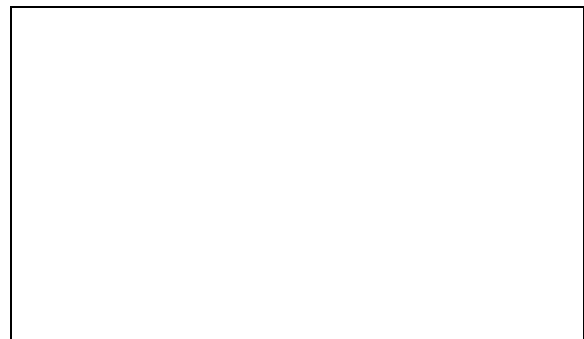
Tool Kit 7.5

Begin to prepare and “script” your conversation with a potential partner using these Steps in the Courtship Process.

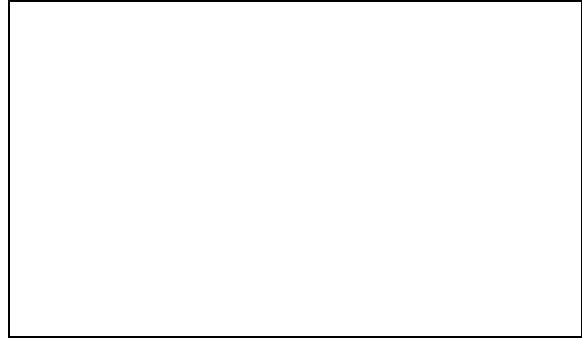
Introduce Yourself – What would you tell them about who you are and what you teach? Bring your course outline and/or syllabus to share to describe your course and instructional objectives. How can/will you do this without appearing as an “expert?”



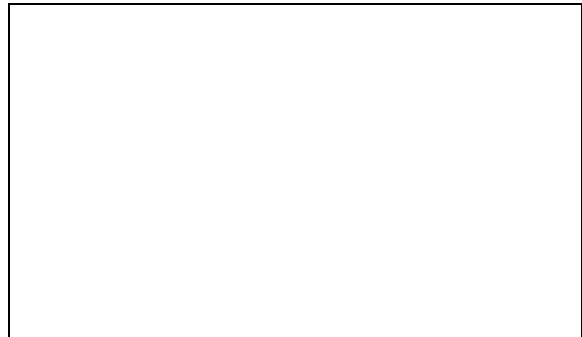
Describe the Course & Students – How would you describe the course and the skill level of the students? Explain the timeline of the course and how many weeks and hours are involved.



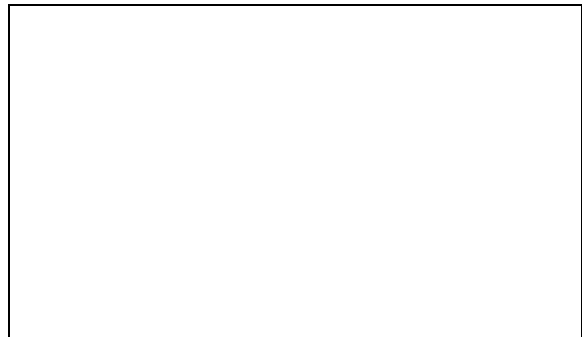
Get A History Lesson – Begin the discussion by asking them how long they've doing this work and/or how long they have been with this organization. Ask about the history and mission of the organization.



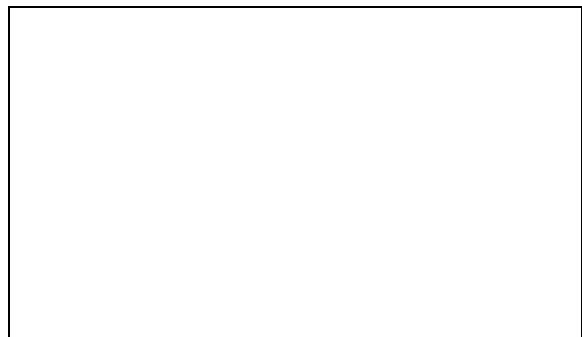
Explore THEIR Goals –Ask about the organization's goals and aspirations. Note the asset-based language that is used to avoid deficit-based language such as "problems" or "issues."



Explore Possible Projects – Based on their projected goals and aspirations, discuss possible projects your students could complete that would help the organization build capacity that align with your course objectives.



Provide Orientation and Discuss Protocol – Discuss and schedule when and where a representative of the organization will provide an overview and orientation of the agency and project to students. The orientation should explain specific policy, procedures, and protocol for behavior to the students.



Discuss Communication Channels –

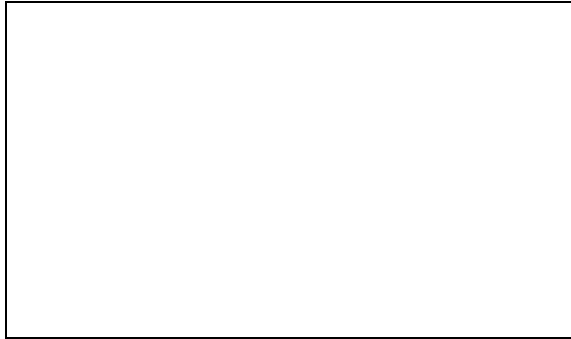
Determine the best way and times to communicate with each other as well as how students should communicate with the organization.

Tool Kit 7.6

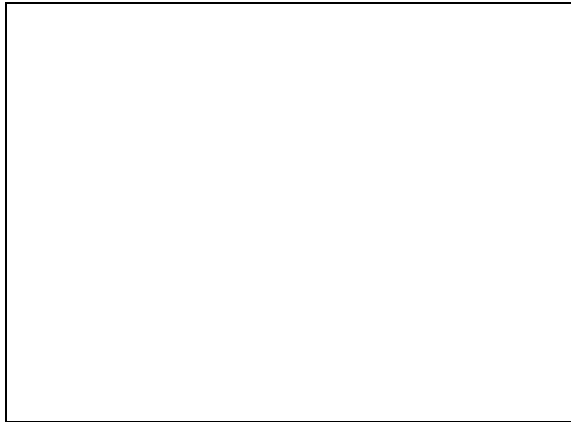
Exploring possible roles and responsibilities for community partners

Possible roles & responsibilities	How that might work for you
<p>Coordinating/Co-constructing the Course – Sharing a course outline or a tentative course syllabus with a community partner is an opportunity for them to share ideas or activities that could be integrated into the service experience, integrating reflection discussions and topics with specific service activities, or course readings.</p>	<div style="border: 1px solid black; height: 160px;"></div>
<p>Guest Speaker – Representatives of community agencies and organizations are “public scholars” with their own expertise and perspective. Invite them to a class session to discuss key topics from the course syllabus and how they apply or relate to their setting and work.</p>	<div style="border: 1px solid black; height: 160px;"></div>
<p>Conduct Reflection – As discussed later, reflection is the intentional consideration of an experience in light of instructional objectives (Hatcher & Bringle, 1997) that occurs before, during, and after service. Invite them to develop a reflection topic for your students or conduct a reflection discussion in class or at their location.</p>	<div style="border: 1px solid black; height: 160px;"></div>

Assess Student Performance – We will explore assessment in more detail later. For now, a common approach is to allocate a small percentage of the course’s final grade (e.g. 10%) to student performance as assessed by the partner.



Co-Present or Co-Author – Community public scholars bring a unique perspective to scholarship. Consider inviting them to contribute to an article and/or presentation. While dissemination of new knowledge is often paramount to faculty, it is less of a priority for community partners – but they often appreciate being asked and included. Their board of directors and donors are likely to be pleased and/or impressed.



Serve on Departmental/Institutional Advisory Committees – As discussed in the chapter, this type of discussion may need to be conducted after a trusting relationship has been formed. That said, many departments and/or institutions rely on community partners for advice and input on various aspects of the institution’s mission. Consider inviting a community partner to take such a role when the time and opportunity avails itself.



Tool Kit 7.7

Read the following case studies on working with community partners as co-educators and reflect on the discussion questions presented below.

Students in a community engaged course focused on community organizing and advocacy shared in their reflection journal entries and during in-class discussion their frustration and impatience regarding the struggle and speed with which social change occurs. They

wondered how community organizers and activists were “able to get out of bed” and face the same challenges day in and day out. The instructor invited a community activist and a long-time community partner to come to class and share how she managed and coped with stress and frustration. Students hung on every word she spoke articulating the importance of celebrating each and every incremental achievement in the long process of social change. Subsequent reflection entries invited students to share their “take away” from the guest speaker’s message.

A community partner requested the reading assignments from the instructor and read one of the more provocative essays students were assigned to read. While working side-by-side with a small group of students on a community garden project, the partner asked the students what ways their work reflected the ideas and issues addressed in their reading assignment. After consulting the instructor, he essentially conducted an “on-site” reflection discussion on the “politics of food” related to power, privilege, and poverty. Imagine the students’ surprise! Later, the instructor asked the students about their discussion with the community partner.

What are your thoughts or reactions to these case studies? What do students gain from these situations they would not otherwise experience if community voices were not included? What are some potential challenges or barriers in one’s attempt to incorporate the community partner as a co-educator? What type of non-traditional course “objectives” do these scenarios reflect and address?

Tool Kit 7.8

Read the following incident that actually happened. Reflect on and discuss the questions posed at the end.

The instructor of a course on community activism entitled “Be The Change” had a long-standing partnership with the director of hunger advocacy group that also hosted a community food bank. A new bill on food sales tax was coming to the state legislature during the semester the course was being taught. The agency project for a team of three students in the class was to contact the office of each state Senator and legislator to find out where they

stood on the upcoming bill. The list generated by the students would be used by the agency in their lobbying efforts. The director contacted the instructor saying she had not heard from the team of students in the past two weeks and the deadline for their contact list was looming large. The instructor emailed the team as a follow up. The students collectively reassured the instructor they had, indeed, been in contact with the director and that they were on schedule. The instructor relayed this information to the partner. A week later, an angry and frustrated director called the instructor saying the students had not delivered their contact list. Knowing the partner's office was near campus and that she was familiar with campus, the embarrassed instructor asked if the director could stop by the next class session as it was ending. As class time came to a close, the instructor dismissed everyone except the team in question. A few moments later, the director of the community agency walked into the classroom. With shocked looks, the group of students collectively began finger-pointing blame and offering excuses of how busy they had gotten. The director gently yet firmly responded that she understood they were busy and that they had their own lives. She went on to say, however, that the clients and constituents she served really did not care how busy they were. Likewise, the implication of not completing this assignment was not the same as traditional classes in which only they would "suffer" with a slightly lower grade. The director told the students she looked to them as partners and advocates. She told them they had not only let her down, but their instructor and her clients down as well. With tears welling up in their eyes and heads bowed, the students were prepared to change their behavior. The community partner then asked the team of students two questions: 1) When and how are you going to come through for me? And 2) What have you learned from this experience? The story has a happy ending as the team of students did, indeed, come together and get the promised document to the agency by the end of the week.

Discussion:

What are your initial thoughts on this scenario? How does one go about establishing the type of open communication and problem solving that took place in this situation? What might be examples of un-anticipated learning objectives or hidden curriculum that emerged?

Tool Kit 7.9

Honing Your Craft

Read and respond to the following questions. Discuss them as a group in your learning community and/or with the director of your campus center for community engagement.

What does it take to sustain any partnership – personal or professional? What are the challenges to sustaining a meaningful relationship? Is it worth the effort? If so, why and for whom? How does this (or does it) apply to a partnership in engaged teaching and learning?

To what extent do community organizations trust faculty and students? What may have been their previous experience? What can you say or do to alleviate any hesitation they may have on their part? How can you present yourself as a partner rather than an expert?

As discussed in a previous chapter, the traditional approach to experiential education has been to “place” in a community setting. This chapter emphasized partnerships in which faculty and students are invited into the community as guests. Likewise, community partners have an array of priorities around their own mission and operation. To what extent have you considered these dynamics?

CHAPTER 8: ENGAGEMENT

Tool Kit 8.1

Use this worksheet to incrementally conceptualize and design the engagement component of your course that can be transferred to a course agreement form and articulated on your course syllabus.

FOCUS + FORMAT + FRAMEWORK

Refer to and review Chapter 3 to identify your TENTATIVE FOCUS for your course.

- Civic
- Competency-based
- Project-based
- Solidarity-based
- Research-based

Rationale:

Refer to and review Chapter 3 and identify your TENTATIVE FORMAT of your course

- Activism/advocacy
- Community-based research
- Direct service
- Philanthropy
- Politics/Policy
- Social Entrepreneurial

<i>Rationale:</i>

Refer to and review Chapter 3 and identify your TENTATIVE FRAMEWORK for your course.

- Antifoundational/Justice-Learning
- Critical service-learning
- Liberating service-learning
- De-colonization service-learning
- None of these

<i>Rationale:</i>

OBJECTIVES

What are your TENTATIVE EXPLICIT instructional objectives?

--

What are your TENTATIVE ancillary objectives?

PARTNERSHIPS

Who are your TENTATIVE community partner organizations?

ENGAGEMENT

How many students will be in your course?

How many students can your community partner accommodate?

What is the description of your tentative project(s) for your students? What will they be doing?

What model of hour allocation appears to be most appropriate given the objectives and tentative project?

- Weekly
- The Bulge
- The Roller Coaster
- The Wave

What will you include/articulate in your in-class orientation to the engagement component of your course?

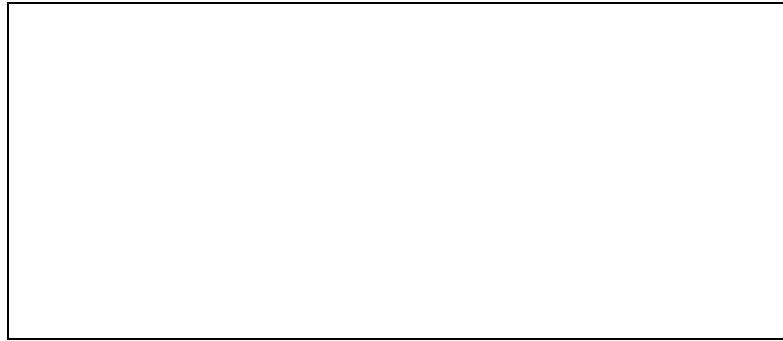
When/where do you plan/anticipate having your community partner provide an orientation of their organization and project?

Do you need to plan and incorporate a transitional exit plan? If so, when, where, and how will your students execute such a plan?

Earlier chapters presented engaged pedagogy and its characteristics as described Colby et al (2005) and Battistoni (2002). Here is a review of those features. Consider and list ways your engaged course include and reflect any of the following:

Active learning:

Learning as a social process:



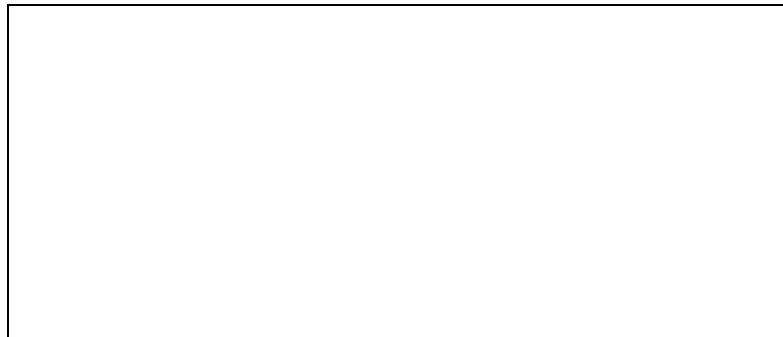
Knowledge shaped by contexts:



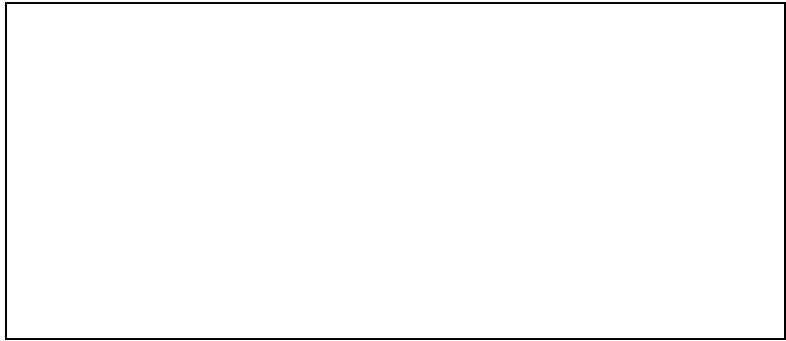
Capacity to present an idea in more than one modality:



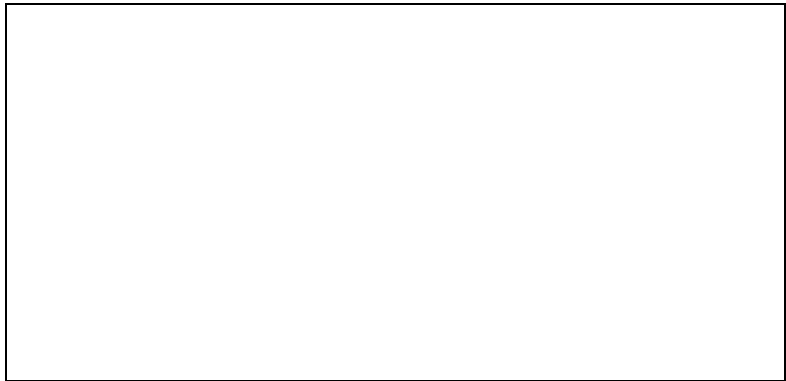
Political knowledge:



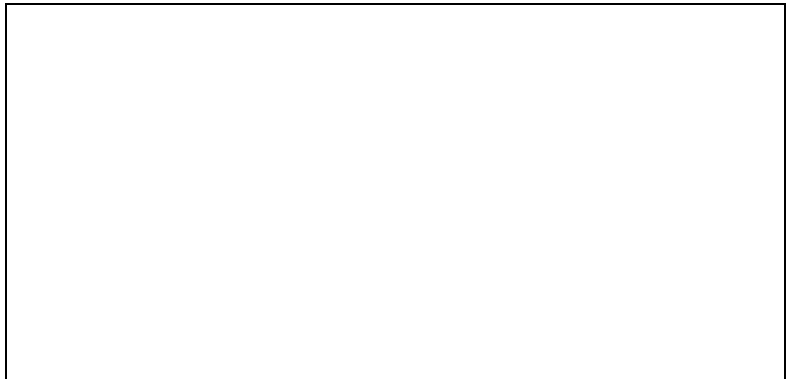
Critical thinking skills:

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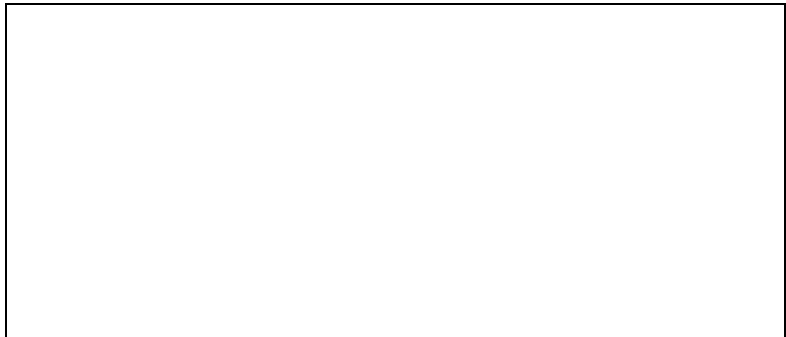
Communication skills:

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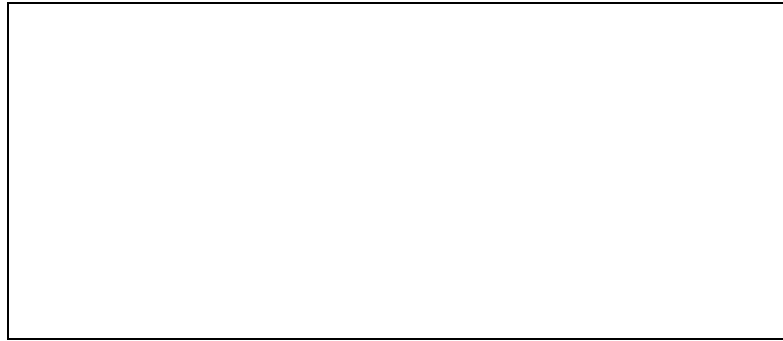
Public problem solving:

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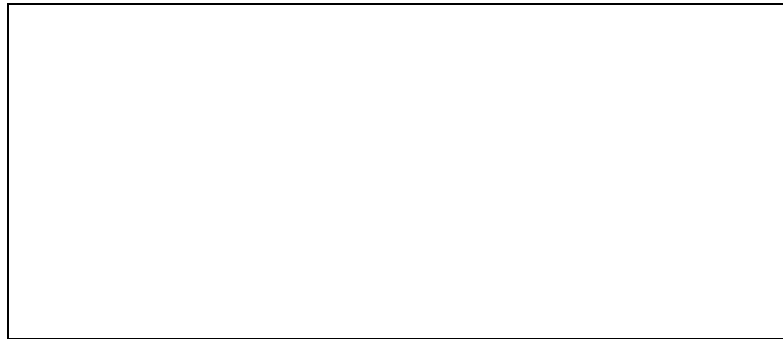
Civic judgment:

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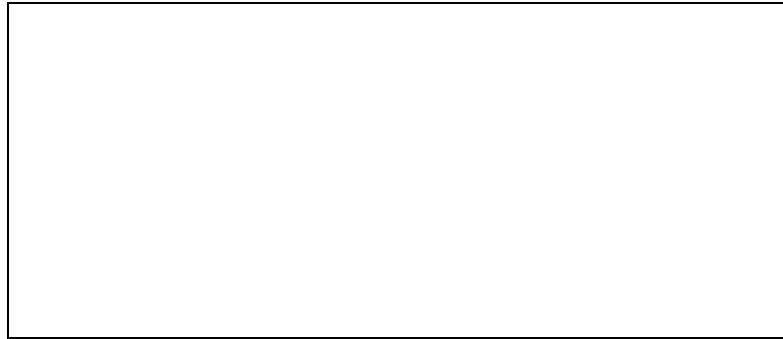
Civic imagination and
creativity:



Collective action:



Community/coalition
building:



Organizational skills:



Tool Kit 8.2

Honing Your Craft

Reflect on the closing discussion in Chapter 8. What questions or comments do you have? What new insights come to mind? Share these with your colleagues, learning community, or campus center director.

How can/will you articulate a sense of accountability to your students as they engage with community partners?

Have you considered the multiple ways your students might be challenged through this experience – cognitively, emotionally, socially, politically, and perhaps spiritually? How might you prepare yourself, your students, and your partner(s) if this occurs and how might you respond?

Things inevitably go off track during community engagement. How might you reframe unexpected challenges or setbacks into constructive learning experiences in ways that are not at the expense of your community partner and those they serve?

An earlier chapter of this book described what it means to be an engaged scholar and invited you to reflect on your emerging identity as an engaged scholar. As we incrementally move through the process of developing and implementing an engaged course, what changes (if any) in your identity seem to be emerging?

CHAPTER 9: REFLECTION

Tool Kit 9.1

Reflect on and respond to each of the following questions and statements regarding reflection. Share and discuss your response with your colleagues and your center director.

What is your definition or description of reflection within the context of engaged teaching and learning?

What is your *impression* of reflection?

Is reflection something you do with your students? Why or why not?

Is there a difference between a “report” and reflection? If so, how?

What forms do or can reflection take?

Tool Kit 9.2

Look at this extensive example of integrating throughout the course in ways that intentionally connect content discussed in class and readings with observations that occur during the service experience of pre-professional nursing students serving as companions to elders in assisted living settings. Note that a transition plan was included in the timeline of the service experience.

Students respond in writing every other week using the ABCs of Reflection (Welch, 1999), which is described in detail in the text. The instructor allocates time during class sessions to share/discuss written reflection passages he read while assessing the students' journals. The instructor also invites the class to share and discuss their experience during class time while making direct cognitive connection to class content. Pre-professional nurses in a course on geriatrics work in pairs for safety and risk management procedures to meet with senior citizens in their homes/assisted living apartments on a weekly basis. The students spend 90 to 120 minutes during each visit to simply engage in conversation and/or help with simple tasks such as read/write letters, take care of a minor chore around the house (e.g. change a light bulb), play cards, etc. as the “service” component of the class.

Week #3 Reflection #1 – Dementia and cognitive delays. During your next visit, note any examples in speech and/or behavior that suggest/indicate evidence of dementia as we have discussed in class. Describe what you observed using specific terms/symptoms related to specific forms/types of dementia (e.g. stroke, Alzheimer, etc.) discussed in the readings and class discussions [COGNITION]. Indicate how you responded to these behaviors or how you MIGHT respond had they occurred or if they occur in the future with a patient – this might include specific strategies/techniques discussed in the text/class discussions. How well did it work or not work? Why or why not? What could you do differently in the future? What would you suggest to your companion's family members to do? [BEHAVIOR]. Consider your own personal reaction to the dementia you observed or have observed/experienced in the past. How does it make you feel? How do you think family members or the patient themselves might feel in these circumstances? Why do you feel this way and why does it matter as a caregiver? [AFFECT]

Week #6 Reflection #2 – Physical mobility and gait. During your next visit, note any characteristics in your senior companion's mobility and gait. Relate these observations to specific examples/conditions we have discussed in class. Indicate how these characteristics impact your companion's life, both positively and negatively [COGNITION]. Indicate how you responded to these behaviors or how you MIGHT respond had they occurred or if they occur in the future with a patient – this might include specific strategies/techniques discussed in the text/class discussions. How well did it work or not work? Why or why not? What might you do differently in the future? What might you suggest to your companion's family members to do or try? What are some simple activities your companion might engage in to improve their mobility and gait? Justify your suggestion based on the research/information from class. [BEHAVIOR]. Consider your own personal reaction to the mobility of your companion you observed or have observed/experienced in the past. How does it make you feel? How does this impact their quality of life and independence? How does our culture view and value physical independence and why does this matter to you as a practitioner? What new insights into your own physical mobility have you gained? Why do you feel this way and why does it matter as a caregiver? How would YOU feel if you had limited mobility and why? [AFFECT]

Week #9 Reflection #3 – Receptive and expressive language. During your next visit, note any examples in your companion's receptive and expressive language traits/behaviors we have discussed in class. Describe what you observed using specific terms/symptoms related to specific characteristics discussed in the readings and class discussions [COGNITION]. Describe your companion's behaviors and how it reflected language assets and/or deficits. Indicate how you responded to these behaviors or how you MIGHT respond had they occurred or if they occur in the future with a patient – this might include specific strategies/techniques discussed in the text/class discussions. How well did it work or not work? Why or why not? What might you suggest to your companion's family members to do

or try? What are some simple activities your companion might engage in to improve their language? Justify your suggestion based on the research/information from class.

[BEHAVIOR]. Consider your own personal reaction to the language behavior you observed or have observed/experienced in the past. How does it make you feel? How do you think family members or the patient themselves might feel in these circumstances? Why do you feel this way and why does it matter as a caregiver? How would you feel if you had limited expressive and/or receptive language skills and why? [AFFECT]

Week #12 Reflection #4 – Emotional well-being. One can often readily see and assess the emotional well-being of a patient by their behavior. On your next visit, note what your companion talks about and HOW they talk about it. Do they appear energized, excited, engaged? Or do they seem subdued, withdrawn, and just plain “down”? What do they talk about – family? Friends? Activities? Career? Life accomplishments? Or do they focus on regret, sadness, illness, and loneliness? Articulate and integrate your observations with information from Chapter 8 on Emotional well-being. Be aware that overt behavior does not always reveal what is going on inside an individual. Behaviors can often “mask” what an individual is experiencing internally. Indicate social situations or life events that can “trigger” positive and/or negative emotions for senior citizens [COGNITION]. What specifically did your companion do to depict their emotional status? What are some confounding factors that might contradict what you observed and what is actually going on with your companion? How do you typically behave in situations with others who are depressed? Agitated? Confused? Sad/melancholy? Excited? How will your behavioral reactions and tendencies impact your caregiving? What can/might you do in response to a senior citizen in your care who expresses possible emotional concern? What did we discuss in class and in the readings regarding this topic? [BEHAVIOR]. How do you feel when around individuals (friends, family, patients) demonstrating some of the emotional conditions we have discussed? How do YOU typically behave when you are upset or confused? What impact does it have your quality of life? What impact does it have on others? Why does this matter to you as a caregiver?

Transitioning – As the semester begins to wind down, be sure to spend time with your companion to prepare them for your impending departure. Explain to them the semester is coming to an end and that you will not be coming on a regular basis after mid-December. Share with them how much you’ve enjoyed your time with them. Tell them what you’ve learned from them as a teacher or “elder” that will help you as a professional. You might consider writing a card, giving them a photograph of you with them, or giving a SMALL, SIMPLE gift. Don’t promise you will “check in” on them unless you really mean it. Don’t give your personal contact information.

This example clearly illustrates how students reflect on the learning aspect that occurs through reflection on the service. Likewise, this example shows how reflection is intentionally threaded throughout the course. The discussion that ensues from the reflection journal entry and class conversations enhances/reinforces content from the readings and lectures that meet the course objectives. Students can see these concepts first hand while providing a service to the clients. Likewise, the clients are providing a service to the pre-professionals by providing professional development opportunities.

Your comments/notes/thoughts/observations/questions about this example:

Tool Kit Exercise 9.3

What are your thoughts and impressions about the example of the reflection using the ABCs rubric presented in Table 9.1 in your text?

Would you consider this student's response to be a "shallow Dear Diary" entry or something more robust? Why?

To what extent did the student respond to each of the ABCs?

What are your thoughts, reactions, and/or observations about the student's revelation regarding her own behavior?

Do you have a sense of how an instructor can frame reflection questions through prompts as illustrated in this example and the example from the Nursing course on Geriatrics?

Other thoughts or questions you might have and be willing to share and discuss?

Tool Kit Exercise 9.4

What are your thoughts and impressions about the example of the reflection using the What? So What? Now What? rubric presented in figure 9.2 in your text?

Would you consider this student's response to be a "shallow Dear Diary" entry or something more robust? Why?

Have you ever considered if critical reflection could be conducted in a science course? Why or why not? What are your thoughts to this example?

To what extent did the student respond to the What? So What? Now What?

What are your thoughts, reactions, and/or observations about the student's personal response?

To what extent does this approach and example reflect Kolb's learning cycle?

Do you have a sense of how an instructor can frame reflection questions through prompts as illustrated in this example and the example from the Nursing course on Geriatrics?

Other thoughts or questions you might have and be willing to share and discuss?

Tool Kit 9.5

Begin preliminary planning of how you might incorporate reflection.
Share and discuss this with your learning community and/or center director.

WHO might conduct reflection/with your class?

WHAT method might you use?

WHAT configuration(s) might you consider using? Why?

WHEN will you or could you conduct reflection?

WHERE will you or could you conduct reflection?

WHY will/should you conduct reflection?

HOW will/do I assess/grade reflection?

Tool Kit 9.6

Honing Your Craft: Reflecting on Reflection

How, if at all, have your ideas and impressions about reflection changed after reading this chapter?

Have you ever considered the possibility of students entering the “Shadow side of reflection” before? What are your thoughts and/or feelings about this potential aspect of reflection?

To what extent have you considered including community partners or students themselves create and/or lead reflection activities?

What are your thoughts, feelings, and reactions to the notion that engaged scholars may have to relinquish some control in our courses as well as in the process of reflection? Have you ever considered this as a possibility?

CHAPTER 10: ASSESSMENT

Tool Kit 10.1

What is your understanding of assessment and how does that compare with evaluation?

Tool Kit 10.2

Return to Tool Kit Exercise 6.C and 6.D and list your instructional and ancillary objectives here in Column #1. Begin identifying ways you might conduct summative assessment of your instructional objectives in Column #2.

Instructional and ancillary objectives	Tentative methods of assessment

Tool Kit 10.3

What methods of assessing your students' performance might you use with your community partner? Would you consider using the sample tools presented in tables 10.3 and 10.4? What items might you add or delete? Do any tools or methods currently exist at my campus center for community engagement? If so, which one(s) might you consider using?



Tool Kit 10.4

What are your initial thoughts about using the following questions to conduct formative assessment with your partner? Are there items you would delete or add? If so, what are they?

1. What went well?
2. What didn't go as planned and why?
3. What could/should be done differently in the future?
4. Was the number of students workable and effective?
5. Did the students have the necessary skills to do the engagement activity?
6. Was the amount of time and timeline for the engagement activity adequate?
7. How can/should the time and timeline for the engagement activity change?
8. Did the channels of communication work effectively?
9. How (if at all) should communication and coordination be modified?
10. Was their adequate oversight and supervision of the students?
11. Were roles and responsibilities of the community partner clear?

When and where might you conduct formative assessment with your partner?

Tool Kit 10.5

Honing Your Craft

What are your thoughts and/or reactions to our traditional approach of assessing and evaluating students' attainment of instructional objectives as compared to the authentic aspects of assessment inherent in engaged teaching and learning?

What do you anticipate in terms of students' reactions and behavior with regard to the public accountability aspect of this type of class? Have you ever considered implications when and if students do not do a good job or apply themselves to meeting the community partner goals?

What are your thoughts and/or reactions to academia's focus on student achievement at the expense of community partner goal attainment? How can we minimize exploiting community partners to give our students profound learning experiences?

To what extent have you considered the ethical obligation of an engaged scholar ensuring that community partner goals are assessed and hopefully attained? Do other colleagues consider this? Why should they?

Cognitive Assessment: Post-test Part II

Congratulations on completing Part II of the book and Tool Kit. We invite you to complete this short measure of your knowledge to monitor and demonstrate your professional knowledge and growth. Compare these responses to your earlier responses on the pre-test.

1. What are the five basic elements of developing, implementing, and assessing a community engaged course?

a)
b)
c)
d)
e)

2. What do we mean by "Objective Squared"?

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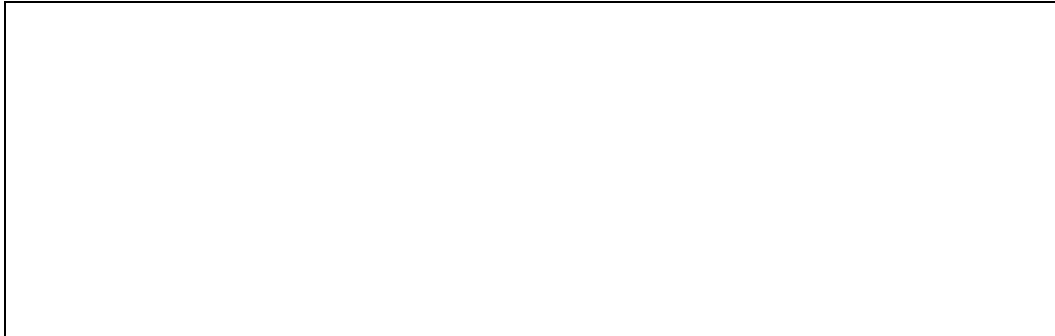
3. A rule of thumb for the allotment or allocation of hours for students working in community settings is 2 to 3 hours each and every week.

True False

4. What is one example of a structural rubric for conducting reflection?

--

5. What is meant by “the shadow side of reflection?”



6. The main goal of assessment is determining to what extent students met instructional objectives.

- True False

Part III

Cognitive Assessment: Pre-test Part III

WOW! You have come a long way! We continue this professional development process by assessing your assimilation of information and cognitive growth as we did in the previous two sections. In this way, you can chart the progress of your own understanding of key concepts presented in this section of book and tool kit.

1. Unlike forms of traditional scholarship that primarily focuses on dissemination of new knowledge in peer-reviewed journals and/or conferences, engaged scholarship also includes and emphasizes documenting _____ .

2. It is important to define, describe, and document engaged scholarship during the promotion and tenure review process under the category of service within the academic trilogy.

 True False

3. Performance evaluation and promotion/tenure review are generally straight-forward processes consisting of clear criteria used throughout most departments and institutions.

 True False

4. _____ is an attempt “to enable learning in other colleagues by showing an interest in their needs.”

5. A person who integrates their academic/scholarly, civic, and personal activities is considered to be a _____ - _____.

6. The role of a grass-roots organizer to bring about institutional change to advance engaged teaching and scholarship entails the “four I’s” which include:

a.
b.
c.
d.

7. The intentional consideration and continued refinement of our engaged teaching and scholarship is a key behavior and characteristic of what Donald Schon called a:

_____.

CHAPTER 11: SCHOLARSHIP

Tool Kit 11.1

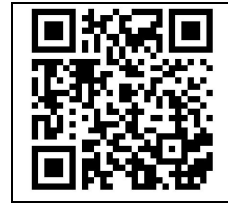
Compare and contrast the terms “outcomes” and “impact.” Is there a difference between the two? If so, what are those differences and how might that impact your work as an engaged scholar?

Outcomes =	Impact =

Comments/notes:

Tool Kit 11.2

Watch the video clip of Dr. Orin Starn from Duke University. Jot down your thoughts, reactions, and questions to consider and discuss.



Tool Kit 11.3

Review and consider possible publication and/or conference venues for disseminating your community engaged scholarship. Refer to Table 11.3 in Chapter 11 to identify possible journals. Consult professional association websites to determine which conference you might consider submitting a presentation proposal to. Discuss this with your community engagement center director and/or your learning community.

Tool Kit 11.4

Review and identify activities and/or materials that have emerged from your community engaged scholarship. Make a list of those products and begin drafting a brief narrative contextualizing this as engaged scholarship.

Tool Kit 11.5

Honing Your Craft

To what extent would CES be understood or supported? If CES is a new concept, what steps might be taken to begin to educate colleagues on what it is (and isn't) in ways that will lead to institutional change as discussed in forthcoming chapters.

Reflect on and discuss possible steps and mechanisms you and your learning community might consider using to revisit your institution's conceptualization of scholarship and to advance community engaged scholarship.

CHAPTER 12: PREPARING FOR PERFORMANCE REVIEW**Tool Kit 12.1**

Scan your smart phone or tablet over the QR code to hear Dr. KerryAnn O'Meara discuss some of the challenges associated with the review process for engaged scholars. Jot down reactions, thoughts, and questions below.

**Tool Kit 12.2**

Obtain a copy of the promotion and tenure criteria and procedures or the evaluation rubric for non-tenure track instructors that will be used for your performance review. Examine the nature of the expectations and benchmarks for assessing faculty. Are the criteria clearly articulated or somewhat nebulous?

Tool Kit 12.3

This exercise is the first step to incrementally develop your review portfolio and professional statement. Begin by reviewing your institution's mission statement and/or strategic plan. Identify narrative from that statement that supports engaged teaching and scholarship. Begin to craft a statement that illustrates your efforts to fulfill the institution's academic mission by incorporating that specific language into your statement.

Tool Kit 12.4

Review, consider, and select a definition of community engaged scholarship you might include in your portfolio. Feel free to use any other definition.

Bringle and Hatcher (2011) argued the broad concept of engagement as a whole must reflect four characteristics: 1) it must be scholarly, 2) it must integrate teaching, research, and service, 3) it must be reciprocal and mutually beneficial, and 4) it must encompass and reflect civil democracy.

Community engagement is the collaboration between 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 (Carnegie Foundation, 2012).

The Committee on Institutional Cooperation (CIC) defined 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 citizens' strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good (CIC, 2004, p. 3)

Engaged scholarship research is done with, rather than for or on a community – an important distinction. The research produces knowledge that is beneficial to the discipline as well as the community. Engagement creates a porous and interactive relationship between the academy and the community. The advantage to the community is that research draws upon community knowledge, reflects their concerns better, and ultimately yields a practical benefit. The benefit to the academy is that research agendas and methodologies are broadened to include critical questions that cannot be addressed without community engagement (Furco, 2005, p. 10)

Community engaged scholarship is faculty work that connects the intellectual assets of the institution to public issues such as community, social, cultural, human, and economic development. Through engaged forms of teaching and research, faculty apply their academic expertise to public purposes, as a way of contributing to the fulfillment of the core mission of the institution (Holland, 2005).

Continually pushes the boundaries of understanding; that is at the frontier of relevancy, innovation, and creativity, that is organized and openly communicated to build capacity for innovation and creativity; that creates energy, synergy, and community independence to assess projects and processes, providing a reason and a capacity to gain new knowledge; and that is accessible across the chasms of geographic boundaries and socio-economic situations (Simon, 2011, p. 115).

Tool Kit 12.5

Review your comments and notes from Tool Kit Exercise 2.B from Chapter 2 to identify and select a theoretical framework that informs you engaged teaching. Draft a narrative for your professional statement that articulates how this particular theoretical model is embedded within your course.

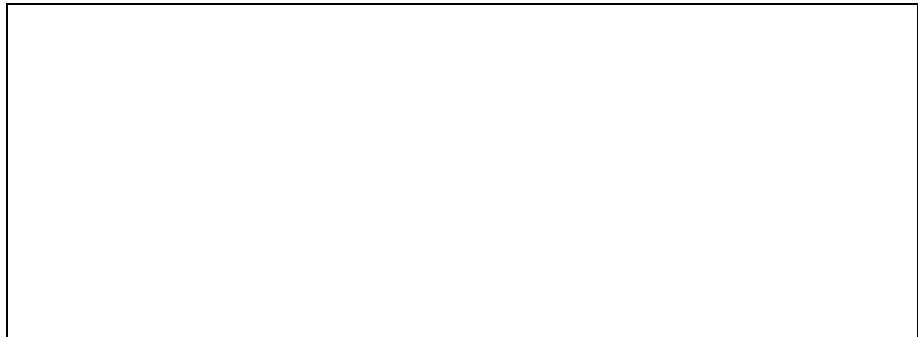
Tool Kit 12.6

Begin to draft a description of your engaged course. Use the O.P.E.R.A. rubric to help organize and outline your description. Be sure to articulate and demonstrate how the course and the engaged activities demonstrate teaching excellence either by addressing specific benchmarks or criteria your institution stipulates or by using the basic framework of excellence presented in this chapter.

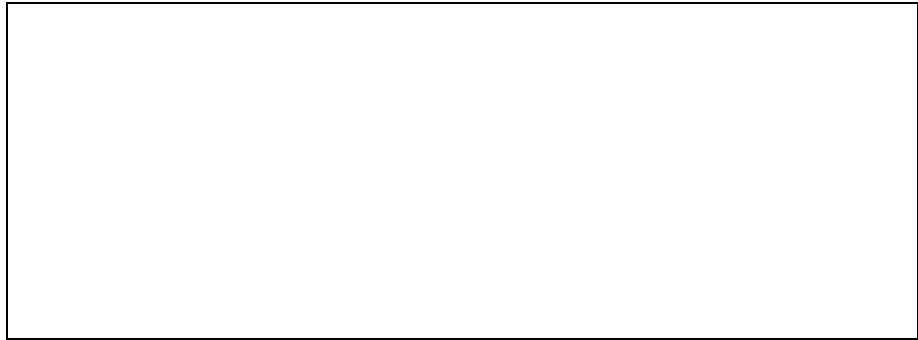
Objectives



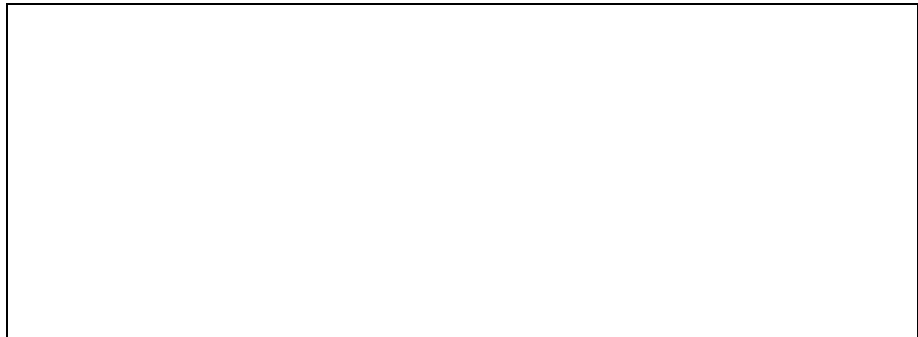
Partnership

Engagement
Activities

Reflection



Assessment of
Impact
Outcomes



Tool Kit 12.7

Identify a trusted colleague and invite them to lunch or coffee. Ask them about and discuss the cultural and political aspects of the review process. Inquire how service within the academic trilogy is viewed. If they have taught engaged courses, ask them to see their promotion and tenure portfolio and how they articulated this work.



Tool Kit Exercise 12.8

Drafting a dissemination documentation narrative. Look at the following sample of actual project (Welch, Sheridan, Wilson, Colton, & Mayhew, 1996).

Provide a brief description of your engaged scholarship activity

S.T.E.P. Project from Dept. of Education grant, four Interdisciplinary teams consisting of one ed. Administration, ed. Psychology, special ed., and one general ed. Teacher conducted ecological and needs analysis at partner school. Each team developed, piloted, and assessed an intervention program based on identified goal of school. Most schools adopted pilot programs and hired a few of the participating students for staff.

Briefly indicate activity and outcomes for as many of the cells below as you can.

	Student	Institution	Discipline	Community
Research	Needs assessment + data collection Focus groups & reflection entries	Publications and presentations garner scholarly respect and reputation	Article published Conference presentation	Report provided to schools and districts
Teaching	Service-learning led to student skill acquisition and employment	Received award from State Office of Education for innovative program	Interdisciplinary professional preparation	Partners served as co-educators and mentors to students
Service		Good public relations opportunity		Developed and implemented new programs for schools

Compile your notes from the matrix cells above into a paragraph that describes your engaged scholarship activity.

The S.T.E.P. Project came from Dept. of Education grant in which four Interdisciplinary teams consisting of one grad student from ed. Administration, ed. Psychology, special ed., and one general ed. conducted ecological and needs analysis at partner school using collective action research (Clift, Veal, Johnson, & Holland, 1990). Each team developed, piloted, and assessed an intervention program based on identified goal of school under guidance of principle investigator and school-site mentor(s). One peer-reviewed article has been published and two refereed conference presentations have been made. Most schools adopted pilot programs and hired a few of the participating students for staff.

Now it's your turn.

Provide a brief description of your engaged scholarship activity

Briefly indicate activity and outcomes for as many of the cells below as you can.

	Student	Institution	Discipline	Community
Research				
Teaching				
Service				

Compile your notes from the matrix cells above into a paragraph that describes your engaged scholarship activity.

Tool Kit 12.9

Honing Your Skills

Use the standards to evaluate engaged scholarship developed by Glassick, Huber, and Maeroff (1997) to draft or outline a personal statement that describes you as an engaged scholar. Provide a description of how you and your scholarship reflect and embody each of the standards. Share this with your learning community, center director, or a trusted mentor who is an engaged scholar and solicit a friendly critique. Consider incorporating these into your official statement.

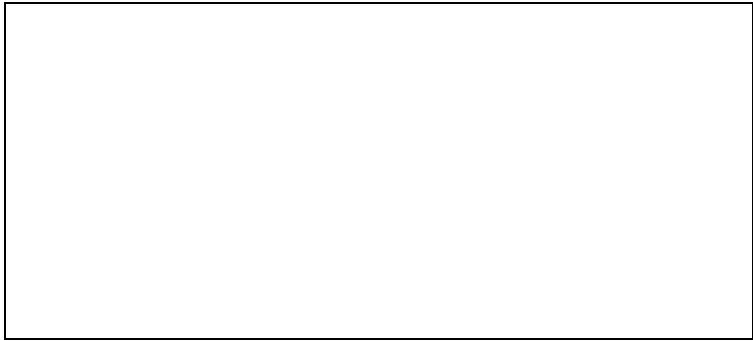
Scan the QR to hear how Dr. Hank Liese articulated his role as an engaged scholar during his promotion and tenure review.



Clearly articulated academic and community goals.

Adequate preparation in disciplinary content area and grounding in engaged public scholarship

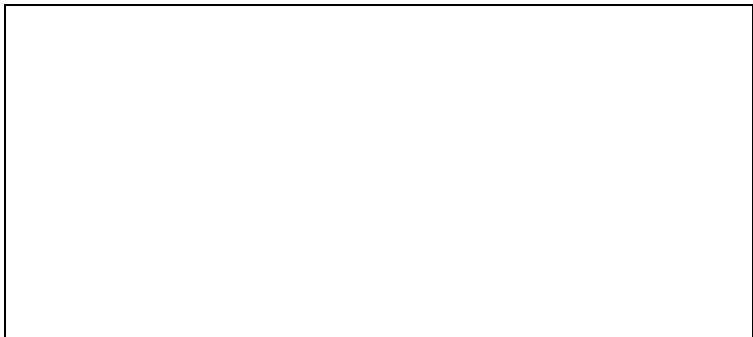
Appropriate methods that reflect and include rigor and tenets of community engagement.



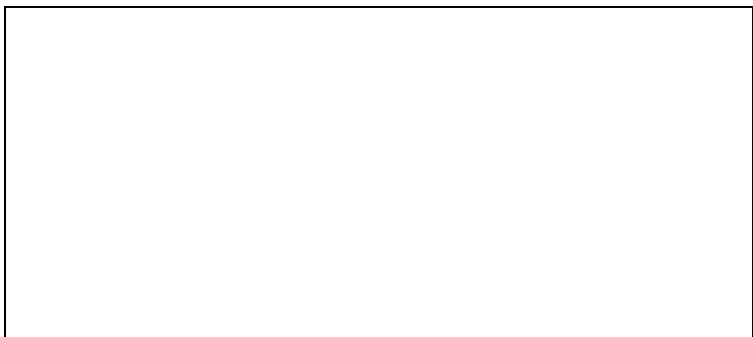
Significant results that impact the field and the community



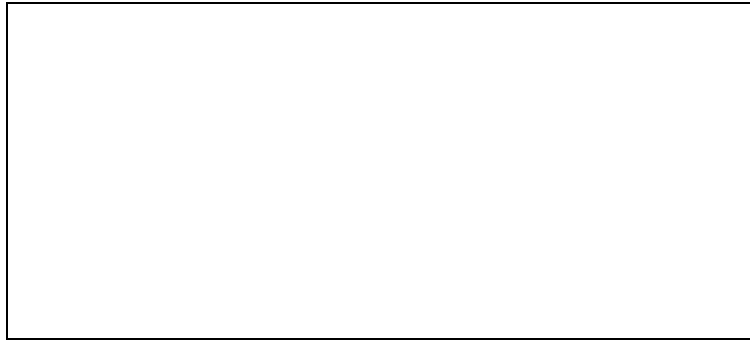
Effective presentation and dissemination to both scholarly and community audiences.



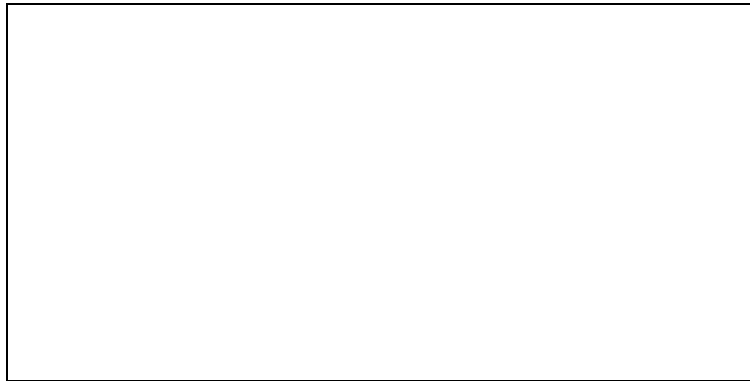
Reflective critique to identify and articulate insight to improve scholarship and community engagement



Demonstrate and promote leadership and scholarly contributions coupled with agency and parity by all participants and stakeholders



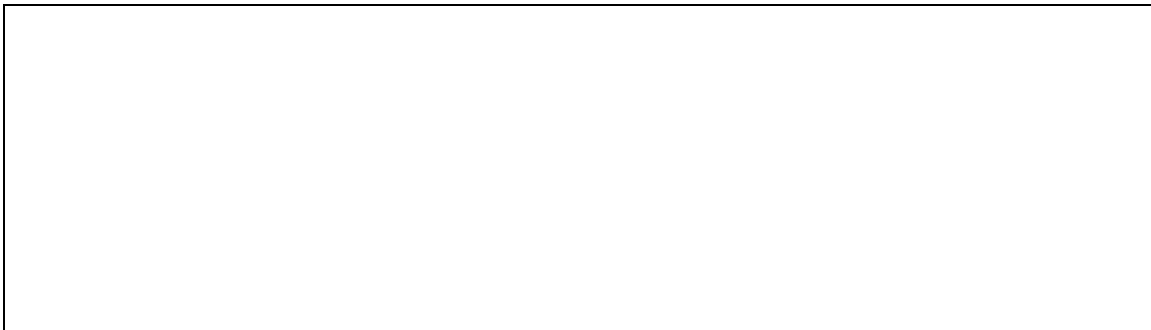
Consistent ethical behavior coupled with cultural competence and socially responsible conduct.



CHAPTER 13: MENTORING AND COACHING COLLEAGUES

Tool Kit 13.1

Reflect on the word and process of “mentoring.” What does it mean or look like to you?



Recall when and if you have ever had a mentor or have been one to someone else. What was that experience like?

Tool Kit 13.2

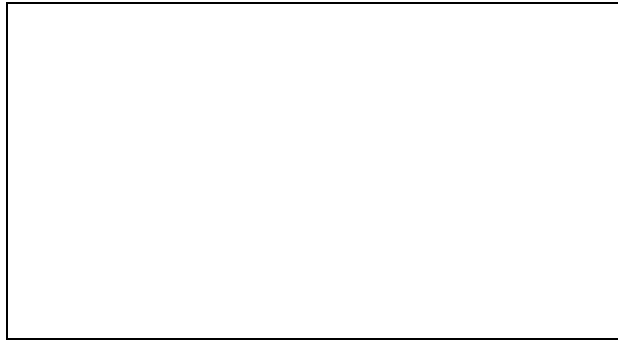
Palmer (1998) suggested mentoring provides an opportunity to find the truth within our self and those we mentor. In keeping with that spirit, reflect on the mutuality and reciprocal nature of mentoring and coaching by reaching out and reaching in. First, “reach in” to recall your own initial experience in engaged scholarship. Second, anticipate how you might “reach out” to a colleague who is just entering into engaged scholarship by asking them to reflect on the same questions.

REACHING IN

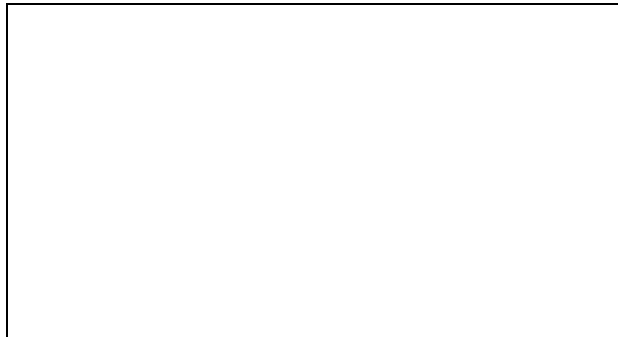
R = REASON: What is/are the reasons you chose to become an engaged scholar? What motivated you?

E = EXCITEMENT: What initially excited you about becoming an engaged scholar?

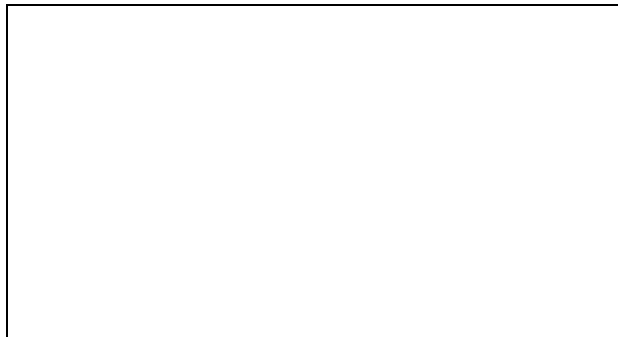
A = ANXIETY: What (if anything) were you anxious about while becoming an engaged scholar?



C = CURIOSITY: What questions did you have and/or what did you wonder about?



H = HELP: What (if any) type of help or assistance did you require or seek and why? From whom?



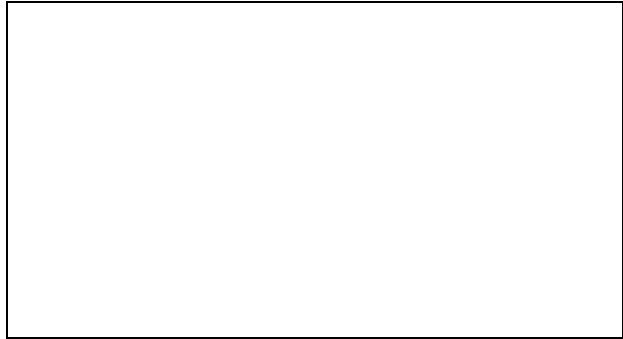
If and when you are working with a colleague new to engaged scholarship, consider “reaching out” to them and inviting them to respond to these questions:

REACHING OUT

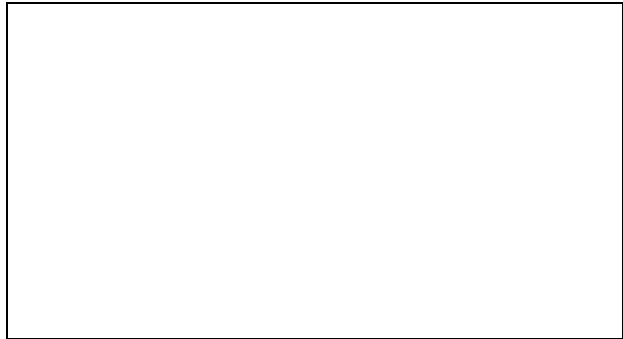
R = REASON: What is/are the reasons you’ve chosen to become an engaged scholar?



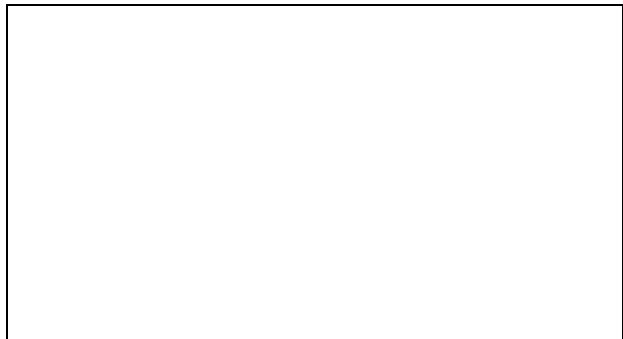
E = EXCITEMENT: What initially excited you about becoming an engaged scholar?



A = ANXIETY: What (if anything) are you anxious about as you consider becoming an engaged scholar?



C = CURIOSITY: What questions do you have and/or what do you wonder about?



H = HELP: What (if any) type of help or assistance would you like to receive?



Tool Kit 13.3

Assuming you have had a great teacher or mentor in the past, reflect on Parker Palmer’s invitation to consider “What was it about *you* that allowed great mentoring to happen?” How and/or does this matter as you enter into a coaching relationship with someone seeking you as a teacher or coach?

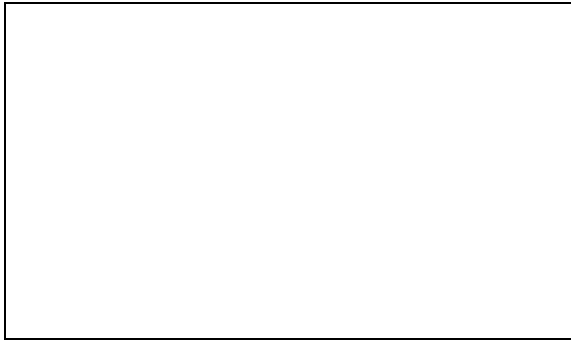
Tool Kit 13.4

Review and respond to the questions that are provided below. Reflect on your responses. Share and discuss this with your colleagues and/or community engagement center director

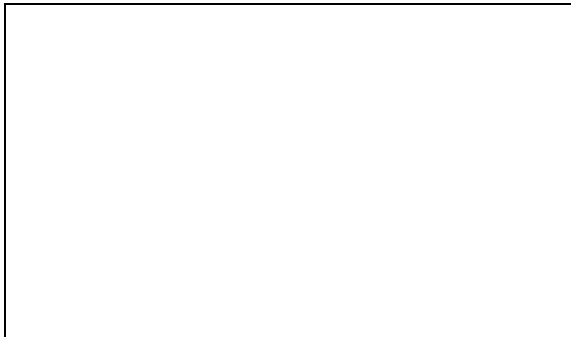
1. Who is my colleague and how do I know? What are my assumptions and how accurate are they?

2. Do I imagine or assume my colleague will share my understanding and assumptions about engaged teaching and learning? Do I imagine or assume my colleague faces the same challenges as I do in the academy?

3. Do I assume my colleague will learn and do what I learned and did from similar experiences?

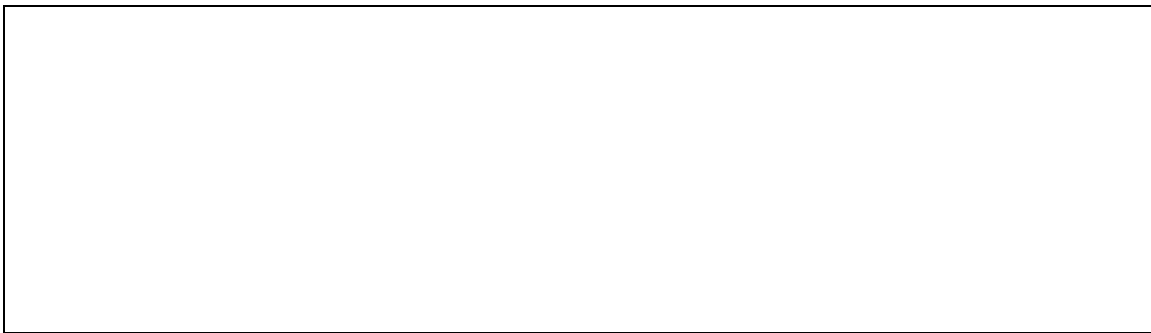


4. Do I presume that my colleague will have the same needs and goals as I did when I began engaged scholarship? What differences may exist?



Tool Kit 13.5

Consider and reflect on cultural and systemic factors within your institution that promotes and/or impedes professional development through mentoring and coaching. What approaches or strategies have been incorporated or might be incorporated?



CHAPTER 14: INFLUENCING INSTITUTIONAL CHANGE

Tool Kit 14.1

When you think of the term “grassroots organizer,” what comes to mind?

Who are some grassroots organizers that you admire?

How might organizing for change within your institution look the same as, and different from, organizing for change in community?

Tool Kit 14.2

Structures of Inclusion and Exclusion

Scan your smart phone or tablet over the QR code to hear Dr. Mitchell discuss common structures of inclusion and exclusion that shape community-engaged teaching and scholarship. What structures, including policies and procedures, exist at your institution to make community engagement inclusive of diverse faculty and students?



What structures seem to exclude or impede participation in community engagement by diverse faculty and students?

Tool Kit 14.3

Brainstorming Indicators of Five Dimensions of Institutional Engagement at your institution (adapted from Furco, 2010)

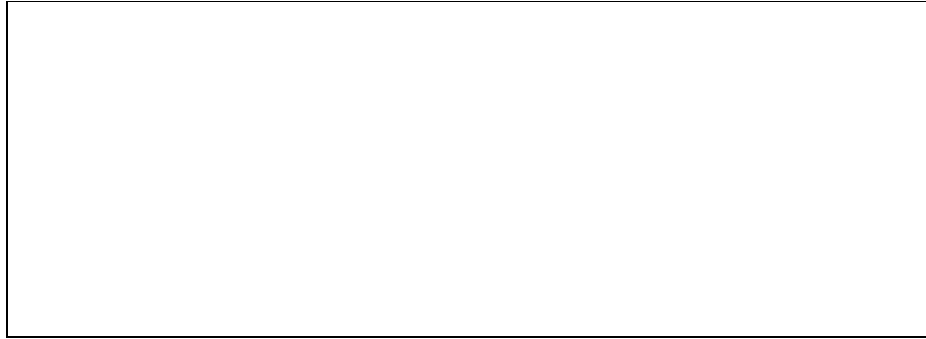
What are the practices, programs, policies, and procedures that indicate your institution's level of commitment to community engagement in the following areas?

Faculty support:

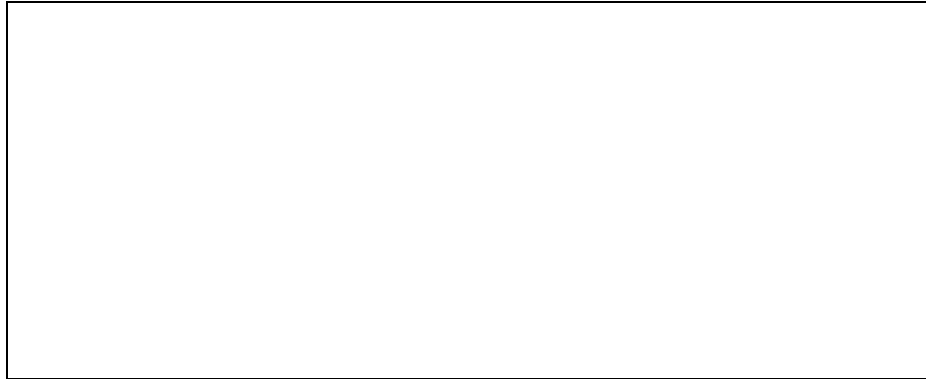
Student support:

Community partner support:

Philosophy of
Engagement:



Institutional
Support:




Tool Kit 14.4

Take some time to review your institution's externally facing website. You might focus on webpages targeted to prospective students, your own department's webpages, and/or webpages that share info about community engagement. Pay attention to both the text and visuals.

Where do you see indicators of neoliberal influences in the external messaging? For example, are there prominent stats about how many students get jobs within first three months after graduation? Does the messaging showcase campus upgrades to recreational spaces? Does the language frame the prospective student as a customer? Are words like "prestigious" and "competitive" used to describe programs?



Where do you see indicators of the privileging of positivism? Do images exclusively show traditional representations of research like students working in science labs? Are there images of students engaged in active learning or are they mostly sitting in classrooms watching faculty lecture? Does the text tout the expertise of faculty using phrases like “pioneers in their field?”



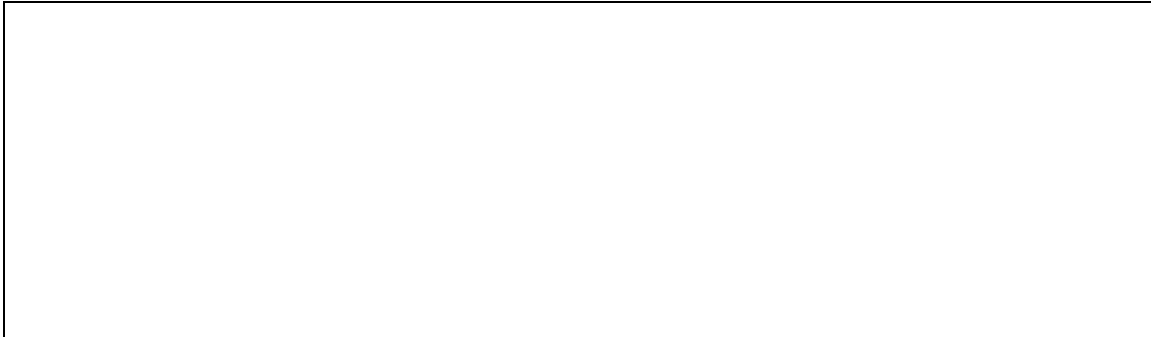
Tool Kit 14.5

This exercise is designed to help you conduct a power mapping analysis at your institution.

Step 1: Identify small-scale change that you and your co-organizers hope to make to enhance community engagement at your institution.



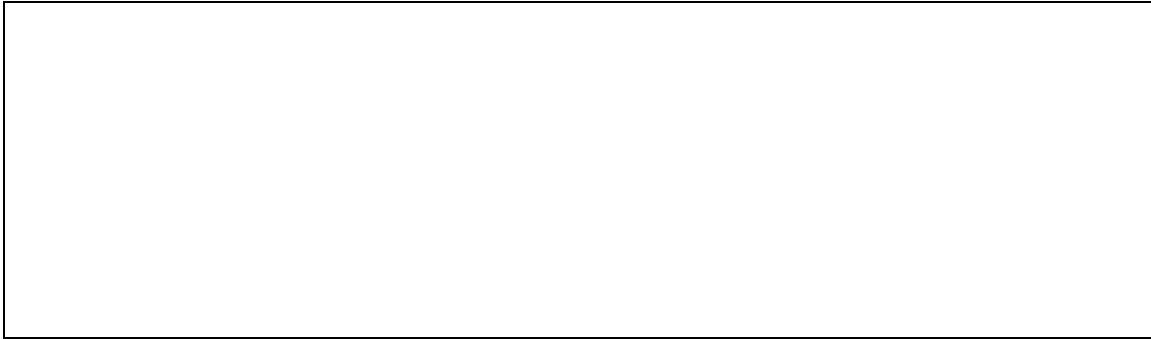
Step 2: Determine who must play a role in approving the change. It may be multiple people if there's a hierarchical approval process; or it may require approval from administrators across multiple divisions. The decision-makers are your targets. List them below, along with anything you know about their priorities, motivations, commitments, interests, etc.



Step 3: Identify your allies. Brainstorm a list of people (faculty, staff, administrators, board members, trustees, community partners, etc.) who have demonstrated support for community-engaged teaching and scholarship, and will likely be in favor of the change you want to make. Then, determine which of them have positions of power and influence, including those who oversee programs and offices or sit on campus-wide committees. Focus in on which allies might potentially have the most influence over your targets. These are the people you want to educate and win over as advocates. Consider possible ways to share your ideas and generate buy in, taking into account each ally's interests and motivations.

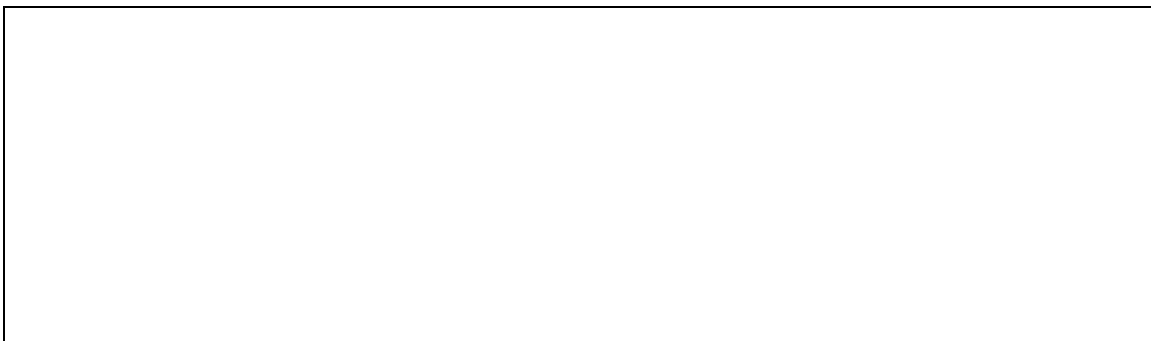


Step 4: Identify your opponents. Brainstorm a list of people who might oppose the change. Then, determine which of them have positions of power and influence, including those who oversee programs and offices or sit on campus-wide committees. How might you win over these opponents by educating them about community engagement and the changes you hope to make? If winning them over is not an option, how might you neutralize their opposition by anticipating and refuting any arguments against change?

**Tool Kit 14.6**

This exercise is designed to help you identify and consider representation on various committees and working groups in your context.

List any committees or working groups (both ad hoc and standing) that connect with community engagement in some way. Think in terms of search committees, Curriculum Committee, strategic planning working groups, assessment task forces, peer review committees, etc.



Are you on any committees where you might use your voice to build support for community engagement?

Which of your allies and supporters are on these committees?

Are there committees that include members from the broader community beyond campus? Are there committees that should but don't?

Are there any that don't have representation of community engagement supporters? In these cases, is there someone on the committee that you could educate as an advocate?

Tool Kit 14.7

This exercise is designed to help you analyze Place Based Initiatives (PBI) in your context. Use the principles developed by Siemers, Harrison, Clayton, and Stanley (2015) to analyze and critique your own institution's place-based initiative or a peer institution's initiative. Describe concrete examples of practices and policies that indicate the extent to which the PBI...

1) uses an ecological lens to examine and guide relationships between people and place, including the natural world

Examples:

2) creates opportunities for inviting diverse epistemologies and ontologies to shape the initiative and its outcomes

Examples:

3) values storytelling as a catalyst for building understanding and community

Examples:

4) engages the tensions and dilemmas that are rooted in historical and contemporary power dynamics between campus and community as well as individuals.

Examples:

Tool Kit 14.8

In light of the information provided in this chapter, what feelings have emerged for you with regard to embodying a potential role as grassroots organizer?

Which aspects of implementing institutional change are motivating and inspiring for you and which are daunting?

What would need to happen for you to be able to live into the role of grassroots organizer at your institution?

What would your vision be for institutional transformation?

CHAPTER 15: CITIZEN SCHOLAR

Tool Kit 15.1

What motivated you to become an educator?

To what extent do you see your career as contributing to the public good?

Tool Kit 15.2

Review the list of values below.

Accuracy	Rigor	Inclusivity
Competition	Trustworthiness	Equity
Community	Expertise	Reciprocity
Independence	Discipline	Generativity
Collaboration	Dialogue	Entrepreneurship
Humility	Justice	Innovation
Democracy	Objectivity	Ethics
Interdependence	Accountability	Diversity

Choose the top three values that motivate your work as a teacher and scholar. (Feel free to list values that aren't in the list above)

1.
2.
3.

Choose the top three values that motivate you in your public/civic life. (Feel free to list values that aren't in the list above)

1.
2.
3.

How are these values similar or different, and what explains this?

Adapted from professional development activity created by Dr. Mary Price, IUPUI, 2017

Tool Kit 15.3

Describe the ways (if any) you are currently involved in civic life beyond your professional role. What are some possible ways to get involved?

Are there any behaviors or practices that you used to do that you don't anymore? If so, why?

Are there any behaviors you aspire to take up?

Tool Kit 15.4

Consider the models of civic professionalism advanced by Peters (2003), Wood (2003), and Boyte & Fretz (2010). Which model seems most aligned with the way you regard your work as a scholar?

Tool Kit 15.5

Review Hatcher's (2008) list of competencies for civic-minded professionals in table 15.1 on page 219 in the workbook .

Which civic-minded knowledge, skills, and dispositions do you want to work on?

Are there any skills, dispositions, or knowledge that you feel shouldn't be on the list? Any you would challenge or replace? If so, why?

Tool Kit 15.6

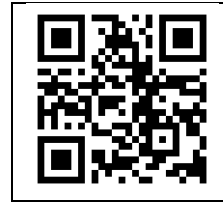
Reflecting on inspiring citizen scholar peers

Review the bios for the Lynton and Ehrlich Award recipients using the QR codes. Which bio(s) resonate most with you and why?

Lynton Award:



Ehrlich Award:



What are some common themes among the bios you read?

What are some connections between your citizen scholar work and the work of these award recipients?



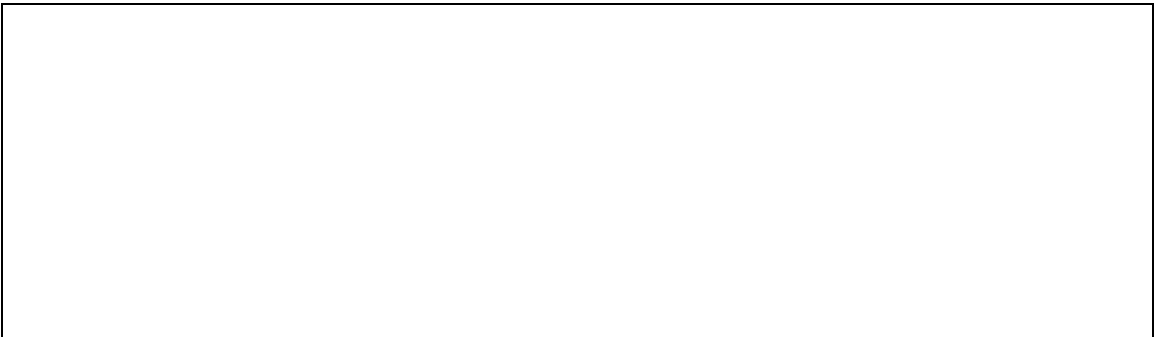
Tool Kit 15.7

Honing Your Craft

What is your vision of a well-functioning democratic society?



What do you see as the most pervasive barriers to achievement of the common good in our society?



What actions and interventions are needed to move us toward a society that reflects achievement of the common good?

What is your commitment to participate in democratic processes and practices meant to create the society you envision?

CHAPTER 16: REFLECTIVE PRACTITIONER

Tool Kit 16.1

Reflect on the impact your engaged teaching and learning experience has had on you.

I chose to do this work because...

As I reflect on my experience, I recognize some of my strengths include:

As I reflect on my experience, I recognize some areas that need developing include:

Jot down some examples of what you've done, what you're doing, and hope or plan to do as an engaged scholar.

I have done...	I am currently doing...	I hope or plan to...

In reflecting on what you've done, are doing, and hope to do.... how does this define your identity as an engaged scholar and/or a citizen scholar? In what ways does this "profile" differ from your professional identity prior to doing engaged teaching and scholarship? What does an engaged scholar "look like?" How would you go about describing yourself in this role to a colleague or in a performance review? What are some key elements or themes that emerge?

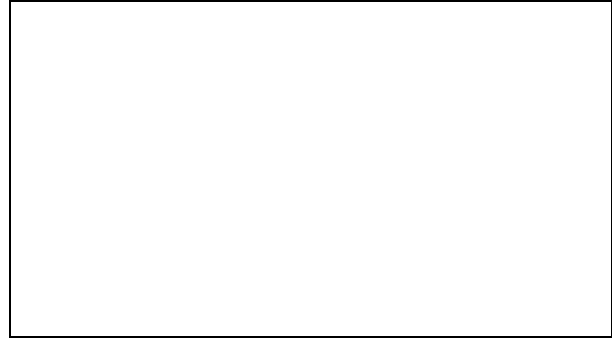
Tool Kit 16.2

Reflect on ways you and your course may have had or hope to have had an impact on your students.

Students' civic development:

Bloom's Taxonomy (Recall, comprehension, application, analysis, evaluation, and creativity)

Examples or evidence of student experience of cognitive dissonance or disorienting dilemmas that challenged their assumptions.



Ancillary life skills (time management, problem solving, teamwork, etc.)



Ways diversity and cultural heritage were acknowledged and celebrated.

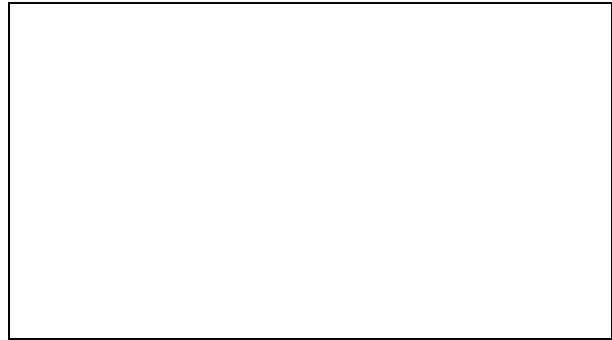


Reflect on ways your students had an impact on you.

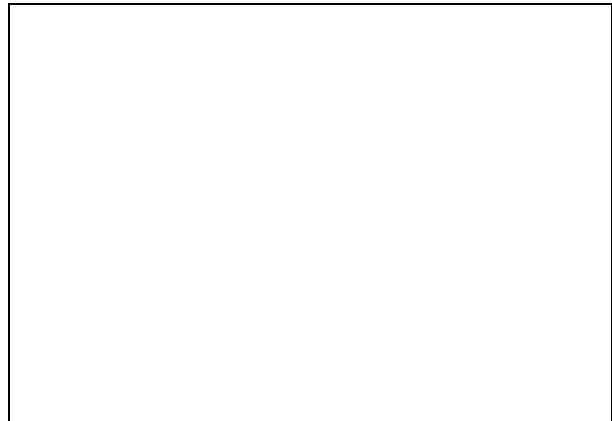
Awareness of my own power and privilege



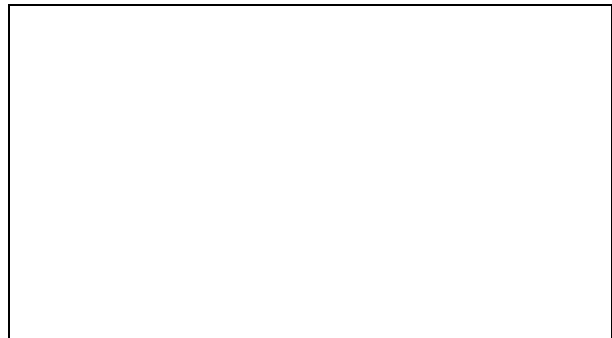
Challenging or altering my assumptions of who my students are.

A large, empty rectangular box with a thin black border, intended for the user to write their reflections on challenging or altering their assumptions about their students.

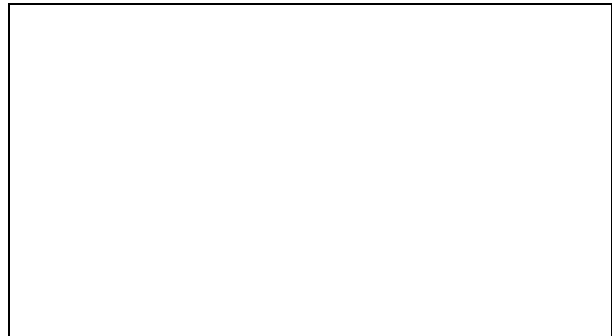
Reframing my understanding of their sense of place.

A large, empty rectangular box with a thin black border, intended for the user to write their reflections on reframing their understanding of their students' sense of place.

Identifying gifts students brought to the experience.

A large, empty rectangular box with a thin black border, intended for the user to write their reflections on identifying gifts students brought to the experience.

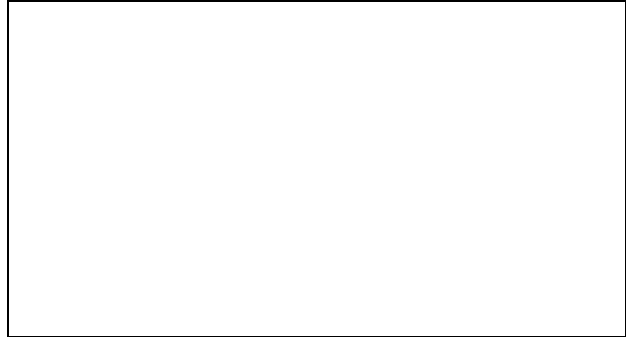
My perception of my students as co-creators of knowledge

A large, empty rectangular box with a thin black border, intended for the user to write their reflections on their perception of students as co-creators of knowledge.

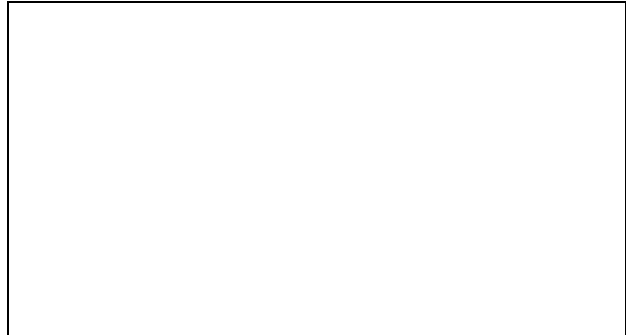
Tool Kit 16.3

Reflect on the ways you have had an impact on your colleagues, department, institution, discipline, and the field of community engagement.

Impact on my colleagues



Impact on my department



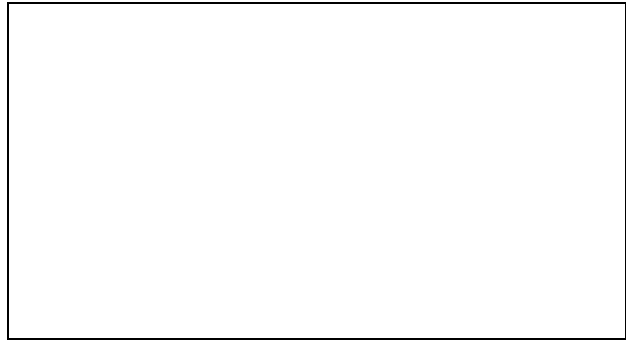
Impact on my institution



Impact on my discipline

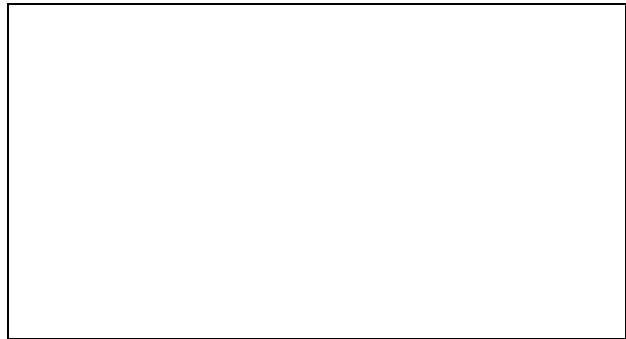


Impact on the field of community engagement



Reflect on the ways your colleagues, department, institution, discipline, and the field of community engagement have had an impact on you.

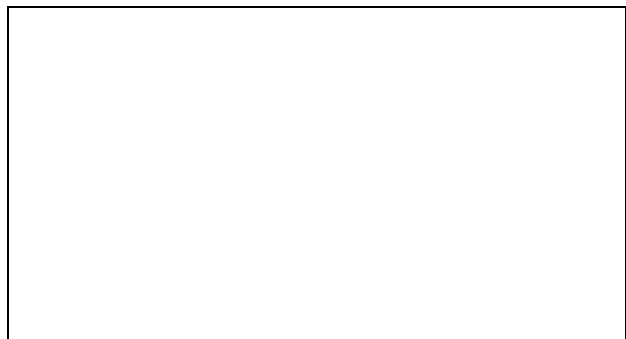
Impact of my colleagues



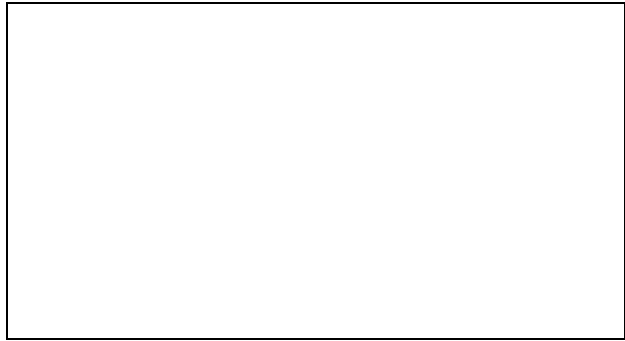
Impact of my department



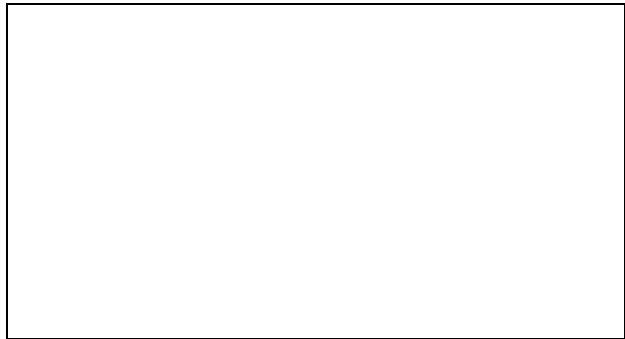
Impact of my institution



Impact of my discipline



Impact of the field of community engagement

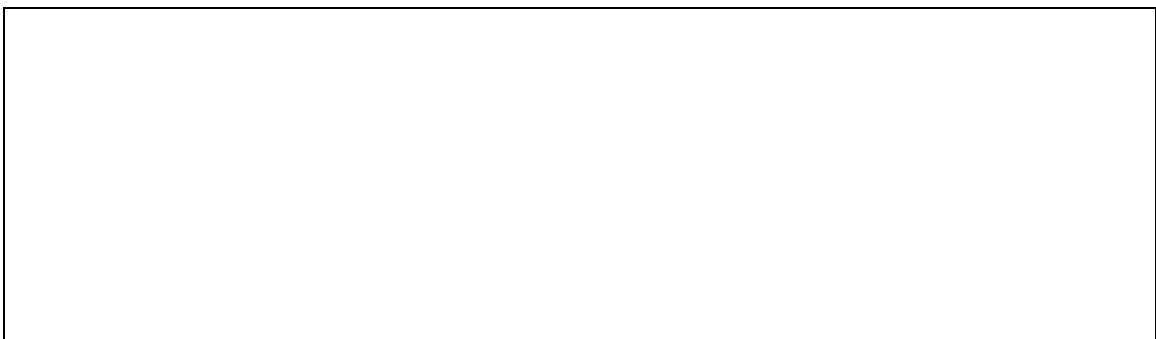


Tool Kit 16.4

Reflect on your possible or hoped for impact on the community.



Reflect on the impact the community has had on you and/or your students.



Tool Kit 16.5

Reflect on the question: "If I knew then what I know now..." What would that be? What would you share with a colleague who is considering engaged teaching and learning?

Cognitive Assessment: Post-test Part III

Congratulations on completing Part III of the book and Tool Kit. We invite you to complete this short measure of your knowledge to monitor and demonstrate your professional knowledge and growth. Compare these responses to your earlier responses on the pre-test.

1. Unlike forms of traditional scholarship that primarily focuses on dissemination of new knowledge in peer-reviewed journals and/or conferences, engaged scholarship also includes and emphasizes documenting _____ .

2. Due to the critical component of work in community settings, it is important to define, describe, and document engaged scholarship during the promotion and tenure review process under the category of service within the academic trilogy.

 True False

3. Performance evaluation and promotion/tenure review is generally a straight-forward process consisting of clear criteria that is used throughout most departments and institutions.

 True False

4. _____ is an attempt "to enable learning in other colleagues by showing an interest in their needs."

5. A person who integrates their academic/scholarly, civic, and personal activities is considered to be a _____ - _____.

6. The role of a grass-roots organizer to bring about institutional change to advance engaged teaching and scholarship entails the “four I’s” which include:

a)
b)
c)
d)

7. The intentional consideration and continued refinement of our engaged teaching and scholarship is a key behavior and characteristic of what Donald Schon called a: _____.