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Cal Corps
Public Service Center

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[DESIGNING COMMUNITY-BASED COURSES]

A guide for instructors to develop community partnerships and create engaged public scholarship courses

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University of California, Berkeley

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WELCOME

Welcome to the handbook for Designing Community-Based Courses.

The University of California Berkeley holds a unique place in our community: as a public research university, we serve the local and global community through the creation of new knowledge and by preparing today's students to address the world's complex social issues. A key stakeholder in the University's public service mission, Cal Corps Public Service Center is committed to teaching and research that strengthens student learning while addressing significant community needs. We provide mini-grants, training and technical assistance, and student support to enable faculty to develop and sustain community-based research and service-learning experiences for undergraduate and graduate students.

This handbook is intended for use by all faculty, lecturers, graduate students, staff and DeCal instructors who are interested in designing new courses or adapting existing courses to include community-based learning components. Community-based learning encompasses many different things, ranging from one-time service projects and internships, to traditional service-learning, to research projects in partnership with community members. Each requires thoughtful integration with course learning goals, and consideration of community interests and needs. Whether you are new to the field or an expert looking for new ideas, this handbook offers tools for developing effective community partnerships and deepening student learning.

As always, please do not hesitate to contact the Cal Corps Public Service Center if you have any questions, or would like additional support in developing community-based courses. We are happy to meet with you to discuss your ideas, help identify the right community partner(s), develop your syllabus, discuss risk management issues, or anything else you might need. You can also always refer to our website <http://publicservice.berkeley.edu/faculty> for current contact information, other resources, and current programs. We would also love to hear about your experiences with community-based learning, and hope you share them with us.

We hope you find this handbook helpful and look forward to hearing from you.



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INTRODUCTION

Engaged Scholarship at UC Berkeley takes place within a larger, global movement. Over the last hundred years the field has been influenced by many historic educational milestones including the establishment of land grant institutions and Historically Black Colleges, the cooperative education movement, the civil rights movement, the Vietnam war, the access to higher education movement, John Dewey's work on democratic and experiential education, and Donald Schön's introduction of the reflective practitioner. The evolution of a pedagogical framework has grown into a field with many names including experiential education, service-learning, civic engagement, and engaged public scholarship.

Regardless of the term used to describe it, engaged scholarship connects the resources of the university and the community to work toward a common goal. Whether through a course, a research endeavor, or an internship, creating and sustaining an engaged scholarship project requires time, thoughtfulness and humility.

ENGAGED SCHOLARSHIP COURSES

Cal faculty have developed on-going partnerships with community-based organizations to teach course content in a relevant and engaged manner; mobilize themselves and students to respond to community-identified assets, interests and needs; and share resources with the community to address critical issues. As a result, faculty, community partners and students, together, have contributed to strengthening the institution as an integral part of local, state, national and global communities.

ENGAGED RESEARCH

Cal faculty have also developed on-going partnerships with community-based organizations to develop collaborative research projects that respond to community-identified research interests, assets and needs; utilize the skills, passion and knowledge that academic and community co-researchers have and develop; and teach research skills to students.

THIS HANDBOOK

In this handbook, you will find resources to assist you in creating, implementing, or strengthening engaged scholarship courses. Each section ends with a one-page review, with guiding questions that we hope will help you think through your own ideas. Cal Corps Public Service Center is committed to sustained, mutually beneficial partnerships with community, and we hope that this handbook supports you in creating community-based projects that are based on principles of partnership. Please contact us any time if you would like support throughout the process of designing your community-based learning course.

SECTION 1: ENGAGED PUBLIC SCHOLARSHIP

HISTORY & CONTEXT

The genesis of the field of engaged scholarship is often traced back to the philosophy and practice of extension education produced by the land grant movement of the 1860s, in settlement house acts early in the twentieth century, and embedded in the programs of the New Deal focusing on immigrant education and civil rights organizing. The University of California Berkeley was the original California land grant college created by the state legislature under the Morrill Acts of 1862 and 1890, which expanded the purpose of higher education to “promote the liberal and practical education of the industrial classes.”

The “turbulent upheaval” of the 1960s and 1970s highlighted by the war on poverty and the attention to the nation’s social issues brought together student activists and “alternative educators” working against the grain of higher education, who worked within and between community-based and campus-based movements. Together, students, faculty, and community members realized that “action in communities and structured learning could be combined to provide stronger service and leadership in communities and deeper, more relevant education for students” (Stanton, Giles, and Cruz, 1999). The early practitioners identified an important distinction between traditional volunteer service and creating a relationship of reciprocity, where both partners play the role of the “server” and the “served”. This idea of reciprocity “avoids the traditionally paternalistic, one-way approach to service in which one group or person has resources which they share ‘charitably’ or ‘voluntarily’ with a person or group that lacks resources”(Kendall, 1990, pp. 21-22).

While many attribute the intellectual foundations of community engagement to John Dewey and his work with predominantly African American communities in urban Chicago in the late 1890s, George Sanchez (2010) reminds us of many other scholars of color who “lived careers that bridged academia. . . and the variety of needs found in minority communities and poor communities across the nation.” Many of the early Black scholars who were marginally included in higher education were deeply involved within government service and Black community institutions. Sanchez (2010) emphasizes that the “explosion of ethnic studies on college campuses” throughout the 1960’s and 1970’s “broadened the impact . . . from individuals in various disciplines to collective groups of faculty, students and staff who were committed to specific [local] communities which had been excluded by higher education up to that point.” In 1968, a student organization that promoted higher education, culture, and the history of Chicanos, Movimiento Estudiantil Chicano de Aztlán (MEChA), demanded that higher education “be made responsible and responsive to the communities in which they are located or whose members they serve” (Sanchez, 2010). Since that time, “the community of Ethnic Studies scholars has long produced individuals as committed to civic engagement than any other collection of university scholars and teachers”(Sanchez, 2010).

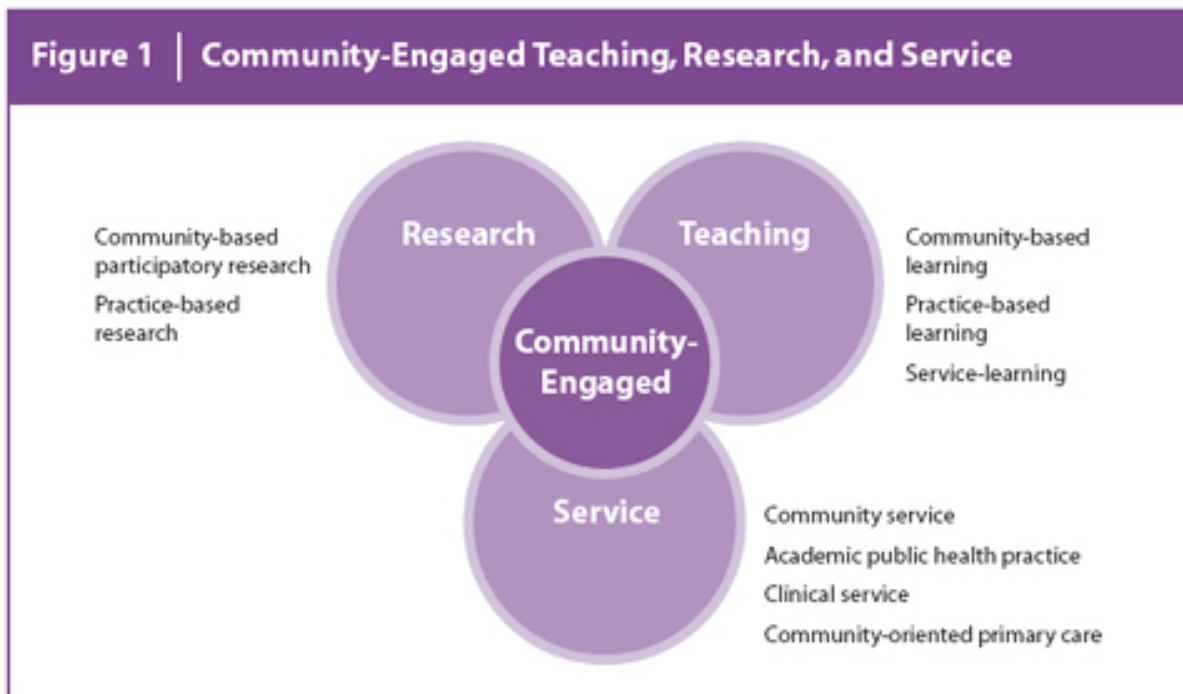
In 1969, the National Society for Experiential Education stated that community-based pedagogy holds a values-oriented philosophy of education. In the 1980s, the field expanded as the practices and philosophy were linked to the growth of active learning and higher education's renewed commitment to education for citizenship. The 1990s brought further legitimacy to the field with Ernest Boyer's (1990) new paradigm for faculty scholarship focusing on: the discovery of knowledge, the integration of knowledge, the application of knowledge, and the scholarship of teaching. Boyer (1996) recognized that knowledge can legitimately be created through avenues other than traditional research and demonstrated how each of the four dimensions of scholarship can be connected to the process of understanding and addressing pressing social issues.

WHAT IS COMMUNITY ENGAGED PUBLIC SCHOLARSHIP?

At UC Berkeley we refer to many types of community-university work broadly as "community engaged public scholarship". Emphasis on scholarship, partnering authentically with community, and addressing critical community issues are the cornerstones of engaged public scholarship.

- *Community engagement* is the application of institutional resources to address and solve challenges facing communities through collaboration with these communities.
- *Scholarship* is teaching, discovery, integration, application and engagement that has clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique that is rigorous and peer-reviewed
- *Community-engaged scholarship* is scholarship that involves the faculty member in a mutually beneficial partnership with the community.

Linking Scholarship and Communities, Commission Report, 2005



Cited from "Community-Engaged Scholarship" at <http://depts.washington.edu/ccph/scholarship.html>

WHAT ARE THE PRINCIPLES OF ENGAGED SCHOLARSHIP?

As demonstrated in the diagram below, there are multiple principles for creating high quality engaged scholarship work. Different principles are emphasized depending on the context: teaching and research require focus on different principles. These are addressed in more detail in each section of the handbook.



SECTION 2: BUILDING CAMPUS-COMMUNITY PARTNERSHIPS

[Listen](#) to Professor Malo André Hutson of City and Regional Planning describe his involvement with the East Bay Green Corridor partnership and his experience of listening to the community.

Campus-community partnerships require time and investment. Historical and personal relationships with the university influence the perception of the community partner, and will in turn influence your relationship. As Hesser and Mintz (1996) wrote, “The degree to which we enter the... endeavor committed to reciprocal relationships will determine whether we move higher education away from seeing the community as a learning lab and toward viewing it as a partner in an effort to increase each other’s capacity and power.” Putting in the effort to get to know the community partner and their needs will result in a better opportunity for partnership.

GETTING STARTED: FINDING A COMMUNITY PARTNER

If you don’t yet have a community partner, the following tips can help you find one:

- Start early: at least 4 months before the class will be offered or the research project will launch.
- Be clear about why you want to partner with the community, how you think it can support your scholarship or teaching goals, and what you hope to contribute as well as learn.
- Be clear, yet flexible, about what you are looking for in a community partner: What do you want students to learn? What do you think undergraduate or graduate students can contribute? Do you want students to all work with the same community partner or choose from several? What are your research interests? See Table 1: Choosing an Engaged Scholarship Partnership Model for ideas.
- Utilize community networks you already have. Who in the community is doing work you are drawn to? Find out which partners others in your department have worked with. What other faculty or departments are engaged in related work? Contact the Cal Corps Public Service Center for support in identifying and connecting with community partners.

BEFORE YOU CONTACT A POTENTIAL PARTNER

- Do your homework. Learn about the community organization online, and from colleagues, news sources, and your community networks. Find out if the organization has partnered with the University through the Cal Corps Public Service Center or otherwise. Their experience, positive or negative, with other Cal faculty, staff, or students may influence their openness or resistance to working with you.
- Be clear about what has drawn you to this community partner. Why are you invested in the issue(s) this partner addresses? What experience do you have with the issue, the neighborhood, the people involved with the organization? How could this partnership support your engaged scholarship work?
- What kind(s) of engagement are you thinking about (e.g. one-time or ongoing)? See Table 3: Models for Defining the Scope of the Work with the Community for options.
- What kind of commitment are you willing and able to make to a partner? (E.g. one semester? A year? Many years?) Partnerships of various durations can be effective. However, at the Cal Corps Public Service Center, we encourage faculty and community partners to consider longer-term, ongoing partnerships.

Professor Jason Corburn, City and Regional Planning, makes a [strong case](#) for developing long-term partnerships.

TABLE 1: CHOOSING AN ENGAGED SCHOLARSHIP PARTNERSHIP MODEL

PARTNERSHIP MODEL	DESCRIPTION	BENEFITS	CHALLENGES/ DISADVANTAGES
Students Identify a Community Partner	Using support from their department, Cal Corps, or their own experience or interest, students choose a community partner and they inquire about opportunities for meeting the learning goals at that site.	<ul style="list-style-type: none"> • Provides students with choice • Can work well in large classes 	<ul style="list-style-type: none"> • Difficult to track student involvement • Students can take a long time to find a partner and are not able to get the learning experience faculty envision. • More difficult to contextualize reflection and link engagement and academic learning • Community partners less prepared to help students meet learning goals • Outcomes difficult to measure
Faculty member provides a list of potential partners to students.	Faculty member has made agreements with several community agencies from which students can choose.	<ul style="list-style-type: none"> • Works well in large classes • Provides some choice for students • Faculty member has some understanding of the work of the site and the work the students will be doing 	<ul style="list-style-type: none"> • Can be challenging for faculty to manage multiple sites • Outcomes difficult to measure
Faculty have in-depth partnerships with a limited number of agencies (1-3).	Faculty have invested time in developing on-going, reciprocal relationships with one or a very few community partner organizations. Ideally, they are involved in the work of the agency themselves.	<ul style="list-style-type: none"> • Easier to prepare students for community engagement and help students link community engagement and academic learning • Community organization may experience more intense benefits with more students involved and with direct faculty involvement 	<ul style="list-style-type: none"> • Requires more time of the faculty member • Requires more time of the community partner than the “placement” models above
Academic Departments partner with 1 or a few community partners	An academic department, in collaboration with the community, identifies a focused list of community partners with whom they work. Multiple courses and research projects work with these core partners.	<ul style="list-style-type: none"> • Curriculum is more integrated and connected • Students are better prepared to contribute to community partner because they have had multiple experiences with that partner • Faculty have a better understanding of how the students are involved with the community because it is integrated in the work of the department as a whole • Partnerships are not dependent on one course or faculty member • Outcomes easier to measure • Once partnerships are developed, they are easier to maintain over a longer period of time. 	<ul style="list-style-type: none"> • Launching and building the partnerships within the department and with community organizations takes a good deal of time
University/ Neighborhood Partnerships	The higher education institution and local neighborhood have agreed to develop an in-depth partnership. Community sites are all located in that neighborhood. The neighborhood is a consistent, valued contributor to the	<ul style="list-style-type: none"> • Allows the university to focus its efforts in a geographic area • More people from the university can gain a deeper understanding of the neighborhood when multiple projects are focused here • Engaged research and engaged 	<ul style="list-style-type: none"> • Requires significant investment of time and resources on the part of the community and of the university • Requires increased collaboration which can be

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	<p>university and vice versa. Examples:</p> <ul style="list-style-type: none"> • Institute for Urban and Regional Development, UC Berkeley • Barbara & Edward Netter Center for Community Partnerships, University of Pennsylvania • Center for Democracy & Citizenship, University of Minnesota • Center for Diversity & Democracy, University of Southern California • Duke-Durham Neighborhood Partnership • East St. Louis Action Research Project, University of Illinois 	<p>teaching partnerships can be linked and focused</p> <ul style="list-style-type: none"> • Utilizes a systems approach to address complex, interrelated issues • Provides a foundation of a historical context and established relationships for new projects 	<p>complex and messy</p> <ul style="list-style-type: none"> • Partners outside that neighborhood can be concerned about not having equal access to the university
Multidisciplinary Partnership	<p>Multiple faculty work with the same community partner to address a community issue in a multidisciplinary way. A course might be co-taught by faculty of different disciplines, or separate courses might be linked and engage students from different disciplines. An engaged research project can also approach the research question from multidisciplinary perspectives.</p>	<ul style="list-style-type: none"> • Provides a venue for students to understand multiple perspectives on a complex issue. • Responds to what community partners have asked for. 	<ul style="list-style-type: none"> • If structures are not in place or well developed to foster communication between academic departments, process can be time consuming.
Campus-Community Priority/Issue	<p>Engaged courses, engaged research and co-curricular engagement across the campus focus on a common theme or community concern (e.g. education, poverty, racism, digital divide, homelessness), identified in collaboration with the community.</p>	<ul style="list-style-type: none"> • Can build meaningful cross-disciplinary relationships for faculty, students, and community partners. • Acknowledges that most community work requires multiple sources of knowledge and frameworks for effective change. • Concentrates resources on understanding and addressing a multi-faceted issue. 	<ul style="list-style-type: none"> • Partners not involved with that issue can be concerned about not having equal access to the university • Complexity of collaboration requires cross-institutional support
Multi-Higher Education Institutions/Community Partnerships	<p>Resources from multiple higher education institutions are brought together with community partners for collaborative engaged scholarship (e.g. Michigan State and multiple Historically Black Colleges and Universities and their community partners, community colleges and University partnerships)</p>	<ul style="list-style-type: none"> • Resources are broadly shared • Specialties of different institutions are brought together • Community partners perform fewer redundant functions when institutions providing students work together 	<ul style="list-style-type: none"> • Collaboration across institutions requires time and investment in understanding each other's worlds

TIPS FOR SUSTAINING ENGAGED SCHOLARSHIP PARTNERSHIPS

1. **Build relationships throughout the organization.** Long-term relationships between the university and the community organization that go beyond a couple of individuals increase the likelihood the partnership will continue even if any of the core people are no longer involved. Staff and community members can be very effective co-educators along with the executive director.
2. **Tell colleagues and the Cal Corps Public Service Center about your partnership.**
3. **Check back with one another about how well you are upholding your early agreements.**
4. **Communicate, communicate, communicate.**
5. **Listen to one another and be clear about each other's needs and interests.**
6. **People from the campus spend time in the community; people from the community spend time on campus.**
7. **Celebrate the small accomplishments along with the big ones.**
8. **Reflect together.**
9. **Stay committed to the relationship and to working through whatever arises.**

“Community building work is based on organizations not individuals.” [Listen to Professor Jason Corburn's thoughts on this.](#)

REFLECTIONS OF COMMUNITY PARTNERS

In a study of 99 community partners, Sandy (2007) reported some findings helpful for anyone developing campus/community partnerships:

- Community Partners reported that short-term benefits to their organizations are often not commensurate with the time spent partnering with faculty and supervising and mentoring students. However, they are invested in the longer-term benefits that on-going, sustainable partnerships with the University can bring. They also are energized by and deeply invested in being **co-educators**, helping to prepare a new generation of civically engaged community members.

“Respectful relationships have a way of sustaining and replicating themselves.”
(Lawrence-Lightfoot, 1999)

- They want to reduce the number of students who come to their site unclear about why they are there, what they want to learn or what they have to offer. They also want to reduce the number of assignments students have been asked to complete at their site without agreement from the community partner.
 - At minimum they want to be in dialogue with faculty about decisions that impact them, and ideally they would like to be more integrally involved as co-educators with faculty throughout the ES process.
 - They want to be seen as equals with faculty, working together to co-educate students on campus and in the community.

SECTION 2 REVIEW: BUILDING CAMPUS-COMMUNITY PARTNERSHIPS

Developing strong relationships with community is one of the first steps in a successful engaged scholarship project. Relationships require time and investment to develop, as well as openness and humility. Past experiences with the university influence organization's perceptions of the university, and affect their level of willingness to enter into a partnership.

Things to think about:

1. What areas in your field do you want to explore further?
2. What larger social or political issues are important to you? How are these issues connected to your field?
3. What people or organizations are working on these issues? Which ones would you most like to work with? Is anyone in your department or field already working with these organizations or pursuing similar work? Can the Cal Corps Public Service Center help connect you to organizations?
4. How much time and capacity do you have to develop a relationship and an engaged scholarship project? Which approaches best fit these parameters? (See Table 1: Choosing an Engaged Scholarship Partnership Model)
5. What are some of your ideas for potential projects?
6. Which organizations or people will you contact as a next step?

SECTION 3: DEVELOPING ENGAGED SCHOLARSHIP COURSES

Successful engaged scholarship courses fully integrate the community-based component with the course, similar to all other pedagogies utilized to help students learn course theories and concepts. This section includes suggestions and tips for integrating engaged scholarship with course learning goals and the syllabus, as well as safety and risk management considerations.

COMPONENTS OF AN ENGAGED SCHOLARSHIP COURSE SYLLABUS

- Clear Learning and Engagement Outcomes: See Table 2: Learning and Community Engagement Outcomes for examples.
- Overview of the role of Community Engagement in the course: a description of why and how community engagement is integrated throughout the course, and a description of how students will be involved with the community. See Table 3: Models for Defining the Scope of the Work with the Community.
- Information about Community Partner(s)
 - Name and address of community partner organization(s)
 - Contact Person and Phone/Email/FaceBook/Twitter/Website and recommendation of which students should use to contact site
 - Brief Description of Agency, who is involved, what work they do
 - Brief Description of Activities students will be involved with
 - Days/Hours Organization is in Operation
 - Days/Hours when the partner wants students to be involved
 - Transportation Information (Public transit, amount of time to site from campus)
 - Next Steps: Timeline, Information about orientation, fingerprinting or background checks if required, other requirements to get started
- Preparation Information: Describe how students will be prepared in the classroom and in the community for their engagement with the community.
- Reflection Description: Describe how students will be asked throughout the course to reflect on their experience in the community and link it to their classroom experience and learning. Describe reflective assignments and projects.
- Assessment and Evaluation Criteria and Processes: Describe the processes for assessing students' learning and the impact of their contributions to the community. Describe the criteria upon which students will be evaluated and by whom.
- Celebration and Closure Information: Provide information on how students will be expected to bring closure to their community experience in a respectful and responsible way, as well as how the work will be celebrated.
- Timeline: Provide a comprehensive timeline of all deadlines and milestones.

Resources on Engaged Scholarship Courses:

[National Service Learning Clearinghouse Database of Syllabi and Project Ideas.](#)

[Campus Compact Syllabi Library](#)

[Faculty Toolkit for Service-Learning in Higher Education](#)

TABLE 2: LEARNING AND COMMUNITY ENGAGEMENT OUTCOMES

Engaged Scholarship learning outcomes typically focus on what the University, faculty, and community partners want students to learn: academic content; civic learning/social responsibility/social justice; and professional/career/leadership/inter-personal and personal development. See the [Association of American Colleges and Universities Civic Engagement VALUE Rubric](#) for information on civic learning outcomes.

DISCIPLINE	SAMPLE ACADEMIC LEARNING OUTCOMES By the end of the course, students will have demonstrated:	SAMPLE COMMUNITY ENGAGEMENT OUTCOMES By the end of the course, students will have demonstrated:
Biology	Their knowledge of water quality issues and the value of becoming informed community members, sharing that information with others, and of influencing public opinion and policies to promote individual and collective well being in the biosphere.	Their capacity to become informed about water quality issues, share that information with others, influence public opinion, and promote policies that support individual and collective well being in the biosphere.
Civil Engineering	Their understanding of traffic engineering and traffic flow theory, and of strategies for engaging the community in addressing traffic issues.	Their capacity to collaborate with local community members to design a safer and less disruptive traffic flow pattern located near a senior center and elementary school.
Computer Science	Their understanding of principles, techniques and tools used to effect the orderly production of medium and large-scale computer programs.	Their ability to respond to community interests and design a customized software program for a local non-profit to better manage volunteers, resources, finances, inventories, etc.
English Composition	Their understanding of key strategies for synthesizing diverse perspectives and writing effectively to appeal to a target audience.	Their ability to write a grant proposal in collaboration with peers and members of the local community that a community organization will submit for funding.
Educational Leadership	Their knowledge and capacity to engage effectively in a community-based research project.	Their ability to partner with a non-profit agency that supports people with developmental disabilities to explore whether race affected people's use of their organization's services, the reasons people chose not to use their services, and the alternatives the non-users chose.
Ethnic Studies	Their ability to define and analyze concepts and implications of assimilation, discrimination, racism, colonialism, sexism, and color consciousness on the social experiences of people of color.	Their ability to engaged in the public work of community organizations that address these issues including non-profit organizations that serve recent immigrants and those that provide legal support on related issues.
History	Their knowledge of the multicultural history of the State.	Their ability to document the State's multicultural history by sorting and analyzing historical photographs and documents for a local museum and library.
Linguistics	Their knowledge of syntax, phonology and semantics and their ability to reflect on their own linguistic experiences in school and analyze how societal privilege and/or marginalization impacted their experience.	Design a project that reduced the cultural and linguistic distance between teachers and students.
Management	Their knowledge of small business and not-for-profit processes and laws.	Their ability to assist new small businesses and non-profit organizations in preparing business plans.
Political Science	Their Understanding of political science theories related to conflict, compromise and collaboration and of community mediation processes as an approach to community conflict.	Their skills in mediation by serving as assistant mediators in the community dispute mediation center.
Teacher Education	Their ability to compare and contrast educational strategies for supporting English learners such as English only, SDAIE (Specially Designed Academic Instruction in English), Structured English Immersion, and bilingual education and analyze the implications of State and Federal legislation on these programs.	Their ability to support 9 th grade students for whom English is a Second (or Third) Language through weekly tutoring and coordinating a youth-led cultural project.

TABLE 3: MODELS FOR DEFINING THE SCOPE OF THE WORK WITH THE COMMUNITY

	Description & Examples	Benefits	Challenges
One-time Projects	Students engage with the community in a short-term project with a specific beginning and end point. First Year History Seminar students joined with teachers, students and parents of neighborhood school to paint a mural at the school reflecting the diversity of California history.	Faculty and students work together in a shared community experience. Can be easier to manage in larger classes. Can be a developmentally appropriate first-step for students new to community engagement. Can be linked to campus-wide service days, e.g. Martin Luther King, Jr. Day of Service, National Day of Service and Remembrance.	All the weight of the community engagement is placed in one-day. If a student is absent, there is no opportunity for make-up. A lot of logistical organization is often needed for one-time projects.
On-Going Projects	Students are engaged with the community partner over time, such as several hours a week for approximately 10 weeks of a semester. Earth Systems Science students engage middle school students in science experiments and help prepare them for the school science fair.	Students have an opportunity for deeper relationships and learning that take time to develop.	There is more to prepare, manage and monitor.
Individual Projects	Students are matched one-on-one with an opportunity in the community. Sociology students work one-on-one with a child in a tutoring or mentoring program.	Students are responsible for their own contribution. They are not impacted if another student does not follow through.	If they are working one-on-one with people and for some reason do not come as expected, the community member may be disappointed at best, and harmed at worst.
Small Group Projects	Teams of students work together on a project of interest to the community. Engineering students work as a team to assess a hazardous traffic area and design alternatives.	There is collective capacity in the group to take care of all responsibilities. One person can step in when another is not able to. Students build their capacity to recognize how their actions impact others on their team. Many community partners have specific projects they don't have resources to do on their own.	Students can get frustrated with scheduling group time and with group members who are not engaged.
Full Class Project	Everyone in the class works on one project together. Could be one-time or on-going. Environmental Science students assess marshes along a local river as part of a larger marsh restoration project. The next semester students picked up where the previous students leave off.	All students have a similar community frame of reference.	Effective communication between students is critical to project success.
Tracking Hours	Students contribute a minimum number of hours. Students and/or community partners keep track the hours. The community partner and faculty agree upon the minimum number of hours students are expected to contribute. LGBT Studies students provide recreational activities at a LGBT youth center for at least 3 hours each week.	There is a clear, concrete expectation of how much time students are to spend in the community.	Community partners report this process is often time consuming and that they often get panicked requests at the end of the semester from students who need a big chunk of hours in the next few days. Fulfilling the minimum number of hours does not necessarily equate to making high quality contributions.
Tracking Outcomes	Community partners and faculty agree on the tasks, outcomes and deliverables that are to be produced. Middle Eastern Studies students design and facilitate an experiential lesson for high school students on the geography of the region.	Students are evaluated on their ability to demonstrate particular outcomes successfully, rather than being evaluated on the number of hours they contributed which provides no information about the quality of their engagement.	It is more complex and harder to measure than tracking hours.
Community Engagement is Optional	Students choose between an ES project and other major assignments such as papers or presentations. Or additional credit could be offered to those to engage in ES in addition to all other course requirements. Statistics students develop a survey to respond to an interest on campus, in their home or in the community.	Students have choice which can develop critical thinking and self awareness. Students who are resistant (which often stems from fear) do not bring their resistance into the community.	The divergent contexts in which they are engaged can make discussion and reflection more complex, as students do not have a common reference point to draw from. If not properly integrated, engaged scholarship students may not see the relevance of their community work to the course and become frustrated.
All Students Expected to Participate in Engaged Scholarship	Community engagement is woven throughout a course. Referring to community engagement as a "required" component in a course can engender resistance. Instead, ES is presented as an effective approach to learning course content and achieving course outcomes, just as a text, test, research project, etc. might in another class.	All students share a common experience. Curriculum, assignments, and reflection activities all build on common community experiences. All students have the opportunity to develop civic skills and knowledge in addition to deepening academic skills and knowledge.	Students who are resistant to engaging with the community may not fulfill their commitment and leave the community in a difficult position, as well as potentially damaging the relationship between the faculty member and the community.

Tips for Covering Additional Costs

Your community-based learning projects may incur additional costs that community partners may or may not be able to cover such as research supplies, transportation, equipment, office supplies, technology, etc. There are various ways to cover these costs:

- Charge a *course materials fee*. Financial aid may cover these costs for eligible students.
- Apply for mini-grants from your department, the ASUC or the Graduate Assembly, Instructional Improvement Grants, or the Chancellor’s Community Partnership Grants.

Tips for Large Enrollment Classes

- Inviting community partners to the class to introduce students to their organization can reduce the burden community partners might experience if large groups of students visit all at once, and lessen the need to provide multiple orientation sessions. It also gets students excited to participate in the project.
- Projects that allow students to work in pairs or teams can be helpful.
- Projects that involve some work off-site can reduce the impact of large numbers of students on site.
- Youth programs can often absorb larger numbers of students. Technology oriented projects can as well. For example, large group of students can help develop websites: multiple teams develop a page, peers cull the strongest pages and provide the agency with the highest quality samples to choose from.
- Focus on a workable number of agencies—this number is usually smaller than you think, even for a large class.
- Engage student leaders as small group leaders working with the students and the site.
- Allow students who participate in the community-based project to earn an additional credit.

Tips for Recruiting Students for the Community-Based Course

- Develop a paragraph with basic information about the project and who to contact.
- Send the description to [Cal Corps](#) and request inclusion on our website, and in our newsletter or FaceBook page.
- Post on departmental websites or FaceBook pages.
- Post flyers at the community partner site.
- Speak at meetings of related students organizations, clubs, and living-learning initiatives.
- Add community-based component to course description on Telebears; work with department scheduler to include in “Notes” section of Online Schedule of Classes.
- Send recruitment blurb to major advisors and department staff contact in relevant majors/departments and ask for inclusion in their newsletter to student majors.

Tips for Creating an Engaged Classroom to Support Community Engagement

Traditional forms of lecturing and testing alone do not typically work well in Engaged Scholarship courses because students will bring in a variety of experiences, questions and dilemmas stimulated by their community experience.

Consider incorporating more participatory, experiential, and flexible teaching strategies into the classroom. Some ideas include:

- Incorporate role playing, simulations and other experiential activities to prepare students for community engagement.
- Make room for student anxiety (which may show up as resistance) about community engagement while also providing support to assist them in working through their anxiety.
- Invite community partners to share their knowledge of the community, of the issues involved and of the academic content you are teaching. They may be interested in engaging students in dialogue and reflection in the classroom as well as in the community.
- Invite students who have worked with the same partner(s) before to share their experiences, what they learned and what they would have done more or less of if they could do it all over again.

“...asking them to come speak in our class is UC Berkeley honoring their expertise and their knowledge.”

–Na’ilah Suad Nasir, African American Studies

[Listen to what else Dr. Nasir has to say about reciprocal campus-community partnerships.](#)

RISK MANAGEMENT AND SAFETY

Even more than in other classes, Engaged Scholarship courses require close attention to student safety. The main purpose is not only to make sure liability issues are addressed, but to create a space where students can feel safe physically and mentally in order to best support their learning. For detailed Risk Management guidelines and required forms, see the campus Experiential Learning [website](#). The Cal Corps Public Service Center can also assist you in addressing these issues for your course.

Questions to consider:

- At what day/time will students be traveling to and from the site? Will transit issues arise based on how early it gets dark or frequency of available public transportation?
- Some students are scared to go into communities that they have heard negative things about, while other students are from these communities and feel less safe on campus. How will you make sure that there is room for this to be addressed?
- What safety precautions or issues are already present at the site? What additional precautions or issues might arise?
- How will you prepare your students to enter their engaged scholarship practice with humility and openness?
- What training or requirements are necessary for students to participate fully and contribute meaningfully to the site? (Background checks, fingerprinting, orientation, etc.)

SECTION 3 REVIEW: DEVELOPING ENGAGED SCHOLARSHIP COURSES

Developing an effective engaged scholarship course requires thoughtful care and planning. Always consider the learning outcomes of the course and the needs of the community partner, and remember that setting clear expectations among students, the community partner, and yourself is one of the highest priorities.

Questions to consider:

1. What are the learning outcomes for the course?
2. How does the community-based component contribute to these learning outcomes? What is the best format for the community-based component?
3. How will you incorporate community partners into the course as co-educators?
4. Develop a written agreement with the community partner(s). For campus suggestions on how to develop an agreement and manage risk, visit the Experiential Learning [website](#).
5. Does your syllabus include: time for preparing students to enter community (including Risk Management paperwork and training), time for reflection and connecting the community-based experience to course concepts, detailed information for the type of commitment and approximate hours, and an explanation of why the community component is part of the course?
6. What alternative options will be available to students who are not able to participate in the community-based component?

SECTION 4: SUPPORTING STUDENT ENGAGEMENT WITH THE COMMUNITY

This section provides resources for integrating engaged scholarship into the classroom and maximizing student learning.

PREPARING STUDENTS TO ENTER THE COMMUNITY SENSITIVELY

Preparing Students to Understand the Engaged Scholarship Process	
Introduce Learning Outcomes for classroom and community-based Work	<ul style="list-style-type: none"> • Share the collaborative process faculty and community partner used in creating the course. • Engage students in dialogue about why these outcomes have been selected and why community-engaged scholarship is an approach we are using to help them achieve these outcomes. • Engage former students, Cal Corps Staff, or student leaders in talking about how this course is different from a traditional course.
Create an inclusive and participatory classroom environment that can support deeper and self-reflective discussions	<ul style="list-style-type: none"> • Share your hopes for what kind of classroom environment you hope you and the class can co-create. • Include exercises where students can build relationships with one another in every class session in pairs, triads or small groups. • Devise processes for checking in on how students assess the inclusive, participatory aspects of the classroom environment.
Engage students in articulating their learning goals	<ul style="list-style-type: none"> • Develop an exercise where students identify what they want to learn related to: academic content, civic, social change, leadership, personal/inter-personal, goals. • Students write a letter to themselves as if it were the end of the course/project. What do they hope to say about the course/project, their work with the community, their learning? • Create an individual learning plan. (Sample)
Introduce the role of reflection throughout the project/course	<ul style="list-style-type: none"> • Introduce expectations related to reflection. Share what kinds of reflective thinking you are looking for (e.g. differences between reporting, analyzing, and reflecting). • Acknowledge how reflection is not a dominant value in the US and may be a new skill for many students. • Provide a “mock” reflection journal entry for student to identify what is effective and what does not fulfill the expectations for reflection journals. • Engage peers in reviewing the each other’s first written journal assignment and providing feedback.
Introduce how classroom and community-based work and learning will be evaluated and assessed.	<ul style="list-style-type: none"> • Identify assignments, grading criteria, due dates, and processes used (including who will evaluate their work or assess their learning) for assessing and grading student learning in syllabus. • Share how and why the assignments, assessment criteria and processes were co-developed by faculty and community partners. • Show students what is included in the evaluation forms that community partners and students will use.

Preparing Students to Better Understand Themselves in the Community Context	
Identify student experiences, strengths, assets, and challenges	<ul style="list-style-type: none"> • Lifeline Exercise – What life experiences have helped prepare me for this community work? What do I feel more and less confident about in my abilities? • Have students conduct Appreciative Inquiry interviews to help them identify their assets and challenges. e.g. Tell a story of time you contributed something to a project, what went well, what skills did you use, what did you contribute? What challenges did you encounter? How did you address the challenges? What was the best outcome of the project? (http://appreciativeinquiry.case.edu/)
Identify student, beliefs, assumptions, attitudes, lenses, motivations they bring to this project/course	<ul style="list-style-type: none"> • Invite students who have participated in the course before to share which of their beliefs or assumptions were challenged by their experience in the community, why they wanted to contribute to the community, etc. . • Identify the difference between what you <i>know</i> and what you have <i>heard</i> about the community, the people, the organization, the issue you will be working with.
Explore how students' social identities are similar and different from the community members with whom they will be working. What might be the impact of those differences?	<ul style="list-style-type: none"> • Discussions of historical and current societal oppression and inequity – who benefits, who is targeted, how is everyone harmed, how do the ways I personally benefit or am harmed impact how I am thinking about my upcoming community engagement work? • How might my identities shape my perceptions of others I will be working with? • How am I similar and different from the community I will be working with in terms of age, class, gender/gender identity, sexual orientation, language, citizenship status, race, ethnicity, disability, religion..? What might be the opportunities and challenges these similarities and differences might bring?
Preparing Students for the Community in Which They Will Be Working	
Introduce the community organization(s), their purpose, vision, the staff, and the community members who utilize the services	<ul style="list-style-type: none"> • Presentation/discussion led by community partner, community member, and/or a student who works at the site. • Assign students to review the community partner website and conduct a larger web search about the organization.
Introduce the surrounding neighborhood and community	<ul style="list-style-type: none"> • Community scan and/or presentation/discussion led by community member/partner. • Discussion with students who are from the community and have worked with the community partner. • Discuss the relationship between the community partner, the neighborhood and the city/town. Identify critical moments in history between the community, the agency, other community organizations and the campus. • Assign students to conduct a web search on the community surrounding the community partner..
Introduce the social and institutional issues that impact the local community	<ul style="list-style-type: none"> • Map out the issues on multiple levels (individual, group, community, institutional, social) • Brainstorm root causes of community issues, create flow charts of critical experiences that lead to larger issues.
Introduce students to the nature of the community project in which they will be involved and prepare them to be responsive to the community-identified interests.	<ul style="list-style-type: none"> • Create an exercise to surface their hopes and goals and examine them in relation to the community's hopes and goals • Discuss what it means to be <i>responsive</i> to community-identified interests and needs while also aware of their own interests and needs. • Community scan and/or presentation/discussion led by community member/partner.

FOCUS ON SUPERVISION

Setting expectations with your community partner is essential to successful engaged scholarship. In particular, take the time to talk about student skill level, student tasks on site, and supervisory responsibilities. The Experiential Learning website's [Student Learning Plan forms](#) can be helpful for guiding questions and conversation.

Faculty and Community Partners Agree on:

- What types of experience, training, or preparation (leadership, organization, delegating, active listening, etc.) will the primary supervisor need to be successful?
- Who will be the primary supervisor of the students at the community site?
- What are the responsibilities of the primary supervisor?
- How will the supervisor go about creating an effective supervisory relationship?
- How often will the supervisor need to be accessible to the students?
- What types of supervisory activities (e.g., team meetings, one-on-one meetings, observations at service site, etc.) are necessary?
- Sometimes the main community partner is not the primary supervisory of the students. In this case, how will the primary supervisor, main community partner and faculty communicate about supervisory issues, achievements, and challenges?
- How will you deal with challenges at the service site? What types of challenges can you anticipate?

Suggestions for Ongoing Supervisory Activities		
Supervision Activities	Purpose	Frequency
One-on-one meetings	<ul style="list-style-type: none"> • Revisit orientation and training topics • Respond to individual questions and issues • Offer ongoing motivation • Provide coaching and direction • Share constructive feedback • Discuss, respond to onsite challenges • Ask reflective questions • Celebrate successes • Provide evaluation and closure 	<ul style="list-style-type: none"> • Weekly, bi-weekly
Group meetings of students or combinations of students, staff, and community partners	<ul style="list-style-type: none"> • Determine work schedules, divide tasks • Revisit orientation, share new training topics • Discuss, respond to onsite challenges • Respond to questions and issues • Discuss progress toward learning outcomes • Share and receive motivation from peers • Reflect as a team • Acknowledge set-backs and celebrate success • Provide evaluation • Provide closure, acknowledge and thank all contributors • Plan for future work 	<ul style="list-style-type: none"> • Weekly, bi-weekly
Observations of individual students or teams at the service site	<ul style="list-style-type: none"> • Observe the students' practice, attitude, and application of knowledge/learning • Reviewing log books or journals 	<ul style="list-style-type: none"> • Bi-weekly, monthly
Written communication (email, class/project website)	<ul style="list-style-type: none"> • Post work schedules and task lists • Post additional information about training topics • Create a shared, public journal 	<ul style="list-style-type: none"> • Ongoing

STUDENT ORIENTATION CHECKLIST

A key component of setting expectations is the student orientation. Topics to include in an orientation session are listed below; be sure to offer students concrete examples of each of these topics whenever possible. The checklist is written from the perspective of the community partner; however, faculty and community partners can provide orientation together to students both in the classroom and in the community.

Introductions

- Share with participants your story, your reason for doing the work that you do
- Learn more about your student(s), their career aspirations and other personal goals and interests
- Tour the organization, including introductions to other staff
- Share the history, vision, mission and values of the organization
- Share important dates of your organization

Defining Roles

- Share the reasons why the tasks students will be engaged in are necessary
- Share the supervisory structure and who they can go to with questions or for support
- Discuss and review position description/tasks and expectations
- Provide a detailed work plan for first day onsite

Setting Expectations

- Share your expectations and hopes
- Invite students who have been involved in the community organization before to speak
- Describe your supervisory style – will they see you on a regular basis or will they need to seek you out when they have questions? How often will you provide them with feedback?
- Share office policies and procedures (e.g., including attendance, dress code, punctuality, professional/appropriate demeanor)
- Discuss how tasks and projects will be identified, shared, and performed
- Set and discuss a schedule and standing meetings
- Identify a location where the students can store things
- Review safety measures, risk management

Clarifying Goals

- Review the student's individual learning plan. (See the Experiential Learning [website](#) for a template.)
- Develop a training plan including meetings with key staff people, stakeholders or collaborators for any major duties or projects

Essential Skills

- Provide training on the skills students need to be successful (e.g., interviewing, mentoring, observing, software, site systems, etc.)

Logistics

Use the Experiential Learning [website](#) for guidance on addressing each of these.

- Transportation to the site
- UCB risk management forms
- Share any paperwork that the student needs to complete
- Establish a system for signing timesheets (if applicable)
- Fingerprinting clearance, etc.
- Emergency contact form

EXAMPLES OF EDUCATIONAL CLOSURE ACTIVITIES

Engaged scholarship activities are often new experiences for students, and in addition to ongoing reflection activities throughout the semester, these experiences require closure just like other topics and themes in the course.

- **Advocacy Event** - Design and coordinate an advocacy event that builds awareness for the needs/issues of the partnership. For example, “A Day Without Art”, in which students from Yale School of Art hosted a day focused on AIDS awareness. They included student-centered remembrances of artists who died of AIDS-related causes, including readings, performances and exhibitions.
- **Public Presentations by Students / Research Symposium** - Host a public presentation for students involved in the partnership. Offer an overview of the project, process, and ongoing partnership. Like a traditional research symposium, students share their contributions, findings, new questions, and next steps. Students are encouraged to share their reflections, personal learning, and value of the engagement work as well. Consider students’ offering presentations through traditional research symposiums sponsored by departments or honors programs at UCB as well as at the [National Conferences on Undergraduate Research](#).
- **Public Presentations by Teams of Community and Academic Co-Educators** - Like the event described above, host a public presentation during which mixed teams of students, community partners or community members/co-educators can design and offer an overview of the project, process, and ongoing partnership that reflects all of their perspectives. Team members can share the value of the engagement process, relationships, and personal learning.
- **Performance Art/Photo Exhibit / Video** - Photography and media majors at Michigan State University created a promotional video for the “Garden Project” to promote area residents’ work to plant, harvest, and distribute healthy food to low-income families. Other ideas include a photo journal, photo exhibit, or performance art highlighting the partnership.
- **Public Dialogue or Townhall Meeting** - Co-coordinate a public dialogue or series of dialogues to share the key learning of the project and gather reactions and feedback to guide next steps using participatory methods such as Open Space Technology or World Café.
- **Workshop** - Coordinate, design and facilitate a workshop to address needs/issues based on partnerships’ experience and learning or that meets a community need.

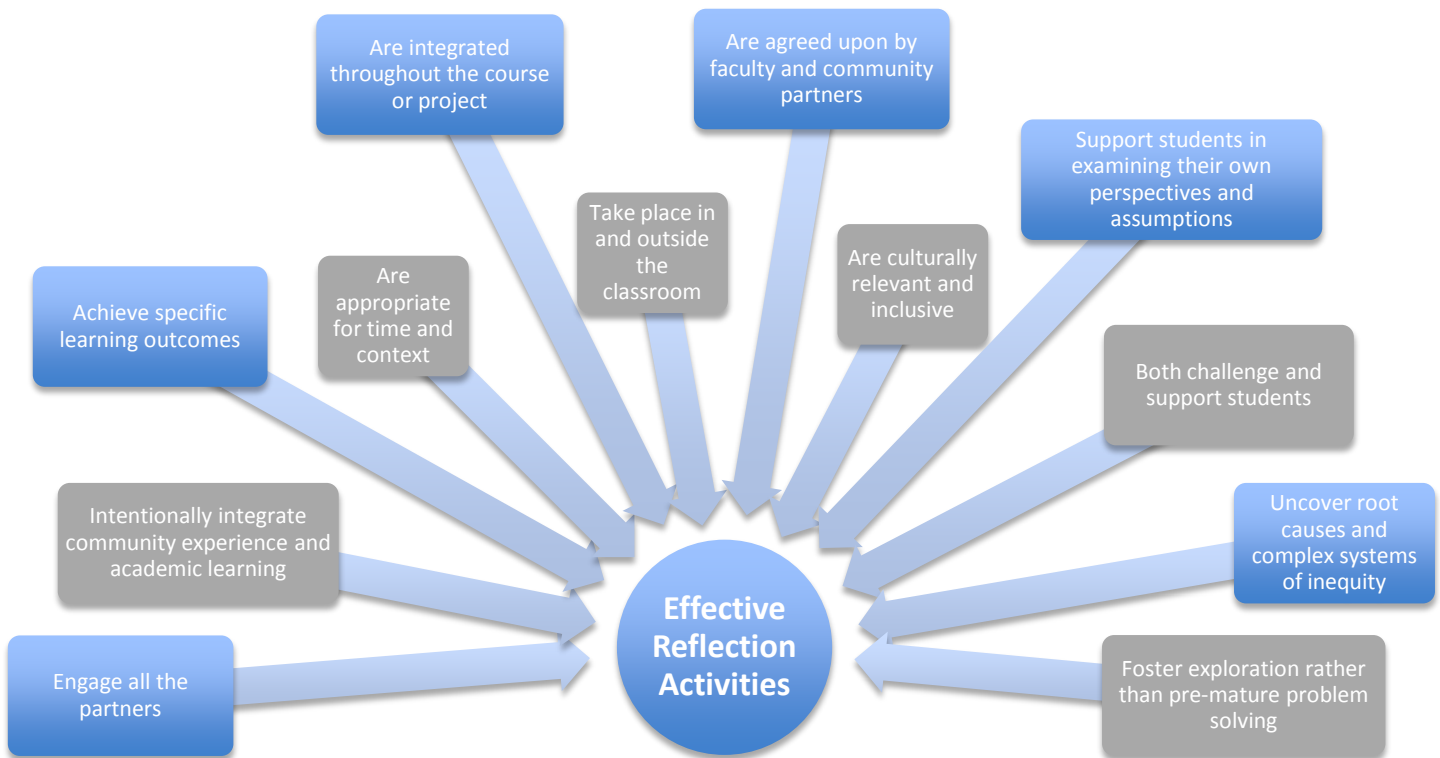
SECTION 4 REVIEW: SUPPORTING STUDENT ENGAGEMENT WITH THE COMMUNITY

1. How will you and the community partner set clear expectations for students?
2. How will you ensure that students have a safe experience?
3. How will you prepare students for the community-based experience? What will they need to know about the course, themselves and the community and how will you address these things?
4. What supervisory responsibilities will you take responsibility for? Which ones will the community partner be responsible for?
5. How will you bring closure to the community-based component of your course?

SECTION 5: DEEPENING THE LEARNING WITH REFLECTION

Reflection is a process of seeking clarity about truth...truth in experience, thought, beliefs, instincts and relationships. Reflection can be accomplished independently or as a collective endeavor. Yet, however done, reflection demands consideration of one's internal state (beliefs, feelings, assumptions) and external circumstances (actions, relationships, power dynamics, obstacles). Reflection also demands a self-honesty and humility that will hold its own against affront from any quarter. --The Kellogg Forum on Higher Education for the Public Good

Without reflection, Eyler and Giles (1999) found learning did not automatically happen as a result of community-based experience. Instead they found learning from the community-based experience must be intentionally facilitated, similar to all course concepts. While reflection often happens in the classroom, community partners have expressed a desire and capacity to engage students in reflection as well (Sandy, 2007). As you design your course, consider how you can create this space. Student leaders and student affairs professionals also often have strong skills and can be valuable resources in designing and facilitating reflection.



FACTORS TO CONSIDER IN DEVELOPING REFLECTION ACTIVITIES

There are at least three major factors to consider in developing reflection activities:

- **Who is Involved:** the goals, expectations, needs, hopes, perspectives, skills, capacities, desired outcomes, developmental aspects, and identities of the faculty, students and community partners
- **The Community Context:** the context of the community engagement work, of the community members, of the community based organizations(s)
- **The Learning Context:** the who, what, where, when, how, why of the reflection exercise or assignment

This chart can help faculty members/instructors, students, community partners think through these various factors. For specific examples of reflection activities, see the Cal Corps Public Service Center [Reflection Guide](#).

FACTORS	QUESTIONS TO CONSIDER
Who am I?	<ul style="list-style-type: none"> • What are my experiences, skills and comfort level with facilitating reflection exercises? • What do I want to learn from the reflection process? (about students, about the community, about myself?) • How might my values and perspectives shape what I think is important for students to learn or experience in the reflection activity?
What is the community engagement context?	<ul style="list-style-type: none"> • Are students all working with the same community partner or different partners? • What is the nature of the students' work with the community (what are they doing, how much time with the organization)? • Who are they engaged with in the community? What is the nature of their relationships with community members? • What stage are they in with their partnership (beginning, middle, closure?) • What is happening at the site, on campus, in the neighborhood, state, nation, or world that could impact this reflection activity?
Learning outcomes	<ul style="list-style-type: none"> • What course learning goals do I want the reflection activity to support? (i.e. academic, professional, interpersonal, social change) • What do I want students to identify, explore, demonstrate, examine, understand, or articulate through this reflection activity?
Who are the participants of the reflection activity?	<ul style="list-style-type: none"> • What are their individual and collective strengths and challenges? • Where are they developmentally (cognitive, identity, moral development, etc.)? • What are their learning styles? • Who are they as cultural beings (age, class, disability status, ethnicity, gender, language, national identity, race, sexual identity, etc.), and where are they in their identity development? How do their identities relate to the identities of community members? • How do they feel about the community engagement experience? • What kinds of reflection activities do they have the capacity to engage in?
Timing	<ul style="list-style-type: none"> • Would this reflection activity be used before, during, or after engaging in service? • How much time can you devote to the activity? • What is happening just before or after the reflection activity?
Methods	<p>Which method(s) can most effectively accomplish the goals of the activity?</p> <ul style="list-style-type: none"> • Small or Large Group Discussions • Artistic/Creative • Written • Structured/Unstructured • Simulations • Case Studies
Location	<p>Where can this reflection activity take place? What location would best facilitate reflective learning?</p> <ul style="list-style-type: none"> • In the classroom • At the community partner site • In another community or campus location • In the student's home
With whom?	<p>How would this reflection activity best be completed?</p> <ul style="list-style-type: none"> • Alone • In pairs, in small groups • In a large group/full class/full student organization • With peers, community partners, faculty
Assessment strategy	<p>How can the learning demonstrated through this reflection activity inform the overall assessment process?</p> <ul style="list-style-type: none"> • Who will assess the reflection assignment (self, peer, student leader, community partner, faculty, student affairs professional)? • What are the criteria they will use to assess it? • What role does grading play? • How will you provide feedback on the reflection assignment that both supports and challenges the participant?

SECTION 5 REVIEW: DEEPENING THE LEARNING WITH REFLECTION

1. How will reflection activities be incorporated in the course?
2. Which reflection activities are appropriate for the learning goals of the course, the students' developmental level, and the context of the community-based component?
3. Based on my experience and comfort level, which activities should I facilitate? The community partner? GSI? Student Affairs staff member?
4. How will you assess reflection activities in ways that support and challenge student learning?

SECTION 6: DEVELOPING EVALUATION & ASSESSMENT FOR ENGAGED SCHOLARSHIP

WHAT'S THE DIFFERENCE BETWEEN ASSESSMENT AND EVALUATION?

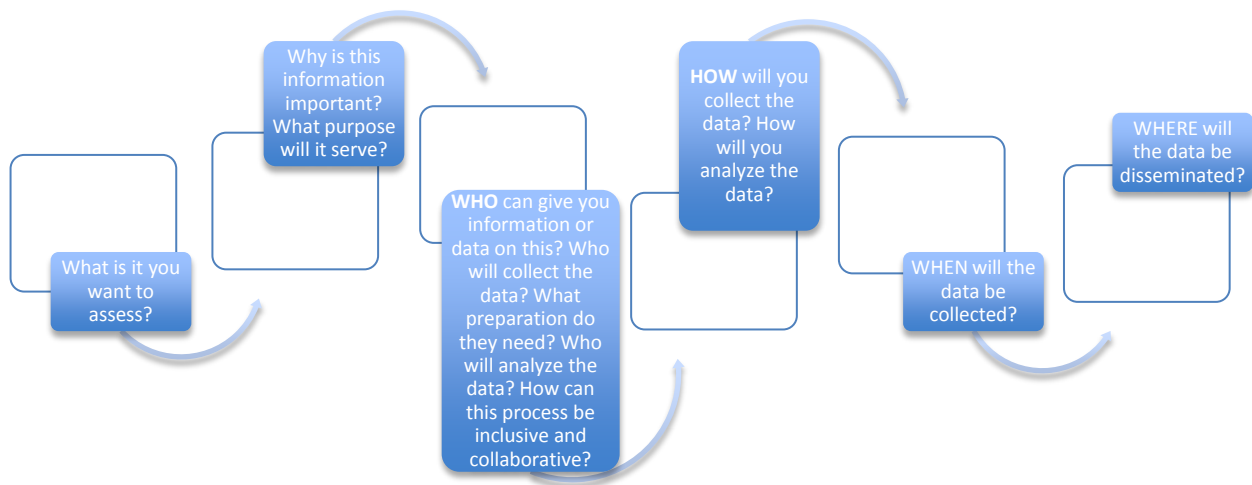
Assessment focuses on learning, teaching and outcomes; evaluation focuses on grades.

Assessment informs us how well students are learning what instructors and community partner co-educators are teaching, and how well students' community work is achieving the community's desired outcomes. Assessment provides insight on how to strengthen the learning environment to better achieve the desired outcomes. This information is often learner-centered, anonymous, not graded, and formative over time. It tells us how the learning is going and points to areas for improvement.

Evaluation is the systematic process of determining the merit, value, and worth of a course, project, or program. It measures, quantifies and/or describes the extent to which the evaluation criteria were demonstrated. It is often summative and identifies what grade will be assigned.

A Planning Framework for Assessment or Evaluation

In an engaged scholarship project, there are likely three areas for potential assessment and evaluation: student learning, impact on the community/university/student/field, and community partnership.



TIPS FOR ASSESSING STUDENT LEARNING

- It is critical that community partners are involved in identifying how students will demonstrate their learning, especially if the partner will be asked to assist the student in demonstrating that learning, such as by participating in interviews or discussions, helping students gather information from the site, etc.
- Identify clear instructions for assignments and clear criteria for grading, and share this with students. Be clear about who will assess their learning, what role faculty and community partners will play in this, whether students will evaluate their own learning, and whether their supervisor or peers will evaluate their learning. Some engagement scholars advocate for evaluating student learning, not student work in the community. Others advocate for evaluating both.
- With your community partner, determine what criteria you will use for evaluating student work. What does high quality work look like? Share these criteria with students as well. See figure 1, Section 6, the Engaged Scholarship Assignment Evaluation Rubric and Criteria for Evaluating Levels of Reflection for samples. In addition, the Association of American Colleges and Universities (AAC&U) designed detailed [VALUE Rubrics](#) in fifteen categories including critical thinking, civic engagement, intercultural knowledge, creative thinking, lifelong learning, ethical reasoning, and integrative learning.
- Create opportunities for evaluation throughout the semester or learning experience (e.g. periodic evaluation of written work, feedback based on your observations).
- Utilize the evaluation results to provide quantitative and qualitative feedback to students. Determine who will deliver this feedback, and how community partners will be part of this.

EVALUATING THE QUALITY OF THE PARTNERSHIP

Using the core values, principles, standards, expectations, agreements, etc. created for the partnership, develop a tool or process to assess the partnership. Consider the questions:

- To what extent does each partner think each value, principle, etc., has been fulfilled?
- What are some examples of your collaborative work that illustrate how the principle has or has not been put into action sufficiently?
- What are some lessons learned and recommendations for moving forward?

Resources at Cal

Undergraduate Student Learning Initiative [Department Grants](#) for assessing student learning outcomes

Contact [Cal Corps Public Service Center](#) for assistance with designing assessment and evaluation tools

[The Partnership Self-Assessment Tool](#) may be a valuable resource for this process. Use the results of this tool to identify lessons learned and recommendations for sustaining, revamping, reforming, transitioning, or terminating the partnership.

ASSESSING THE IMPACTS OF ENGAGED SCHOLARSHIP

Giles, Porter, Honnet, and Milgiore (1991) propose five categories of questions relating to engaged scholarship and its impacts:

Participant	<ul style="list-style-type: none"> • What are the general effects of the engagement experience on the individual student? • What is the effect of engaged scholarship on students as learners? • What knowledge do students gain as a result of engaged scholarship? • Does participation in service-learning affect the participant’s perception of self and others, pro-social attitudes and behaviors, and view of the world? • What is the effect of engaged scholarship on participants as citizens? • Do learner characteristics such as age, socio-economic status, developmental stage, and family background and support lead to different social developmental outcomes? • Do different models of engaged scholarship lead to different types of world views, value constructions, or skill development in participants?
Educational Institution	<ul style="list-style-type: none"> • What is the effect of engaged scholarship on the improvement of the educational system and on specific types of educational institutions? • What are the outcomes of engaged scholarship that contribute to the mission of the institution? • How can engaged scholarship lead to the effective integration of teaching, research, and service? • How can engaged scholarship be used as a vehicle for reform in areas of teaching effectiveness, curriculum design, teacher training, and practical use of theories of learning and development? • How can traditional subjects be taught effectively by incorporating engaged scholarship?
Community	<ul style="list-style-type: none"> • What is the effect of engaged scholarship on community development? • To what extent does engaged scholarship promote multi-cultural understanding within institutions, communities, and society? • Does engaged scholarship result in the development of long-term habits of participation in the community? • What are the benefits and costs for communities resulting from engaged scholarship? • How does engaged scholarship contribute to the collaborative development of democratic society?
Theoretical Bases	<ul style="list-style-type: none"> • How can engaged scholarship contribute to the development of theories that can further undergird and illuminate service- learning? • How can engaged scholarship research contribute to the development of more comprehensive theories of human and community development? • How can engaged scholarship research contribute to the development of more comprehensive theories of knowing and learning? • How can human development, community development, and learning theories be used to increase our understanding of effective engaged scholarship? • How can community-based learning contribute to your field/discipline?
Program Models	<ul style="list-style-type: none"> • What are the components and outcomes of various models of engaged scholarship? • Is there a difference in student learning between programs that use systematic reflection and those that do not? • What program characteristics have enhanced or deterred the institutionalization of engaged scholarship? • What program characteristics, such as duration, intensity, content, and mandatory or voluntary participation, promote various outcomes? • How can engaged scholarship be effectively incorporated into the curriculum at a variety of levels and in various disciplines?

Strategies for Assessing the Impacts of an Engaged Scholarship course or project on the Community, the Students, and the University

Questions You Want Answered	Type of Evaluation or Assessment	Strategies/Methods
<ul style="list-style-type: none"> • Are you doing what you said you were going to do in your course/project description? • Is your course/project operating efficiently and in a timely manner? 	<p>Formative or Process</p> <p>[primarily qualitative]</p>	<ul style="list-style-type: none"> • Process observation • Interviews with program staff • Surveys for staff and administrators • Review minutes of meetings
<ul style="list-style-type: none"> • How well are your course/project goals and objectives being met? • What impact is your course/project having on student skills and knowledge, attitudes and behaviors? • What impact is your course/project having on students' professional or leadership development? • What impact is your course/project having on students' community/civic involvement? 	<p>Summative or Outcome</p> <p>[qualitative or quantitative, depending on evaluation design]</p>	<ul style="list-style-type: none"> • Checklist of goals and objectives • Surveys, questionnaires • Observation • Self reflective tools such as journals • Pre/post assessments on key indicators, such as GPA, behaviors, attitudes, knowledge • Statistical analysis • Case studies • Presentations • Use of media • Creative expression
<ul style="list-style-type: none"> • How many students participated in the course/project? • How many hours did they spend on site in the community? • How much did it cost? 	<p>Descriptive</p> <p>[primarily quantitative]</p>	<ul style="list-style-type: none"> • Observation • Teacher project report forms • Statistical analysis
<ul style="list-style-type: none"> • Do courses/projects that integrate the principles of engaged scholarship into the curriculum have a greater impact on students than those that are not curriculum based? 	<p>Experimental</p> <p>[qualitative or quantitative, depending on evaluation design]</p>	<ul style="list-style-type: none"> • Surveys, questionnaires • Observation • Self-reflective tools such as journals • Pre/post assessments on key indicators, such as GPA, behaviors, attitudes, knowledge • Interviews, focus groups • Statistical analysis

SECTION 6 REVIEW: DEVELOPING EVALUATION AND ASSESSMENT FOR ENGAGED SCHOLARSHIP

1. How will you evaluate the impact of the engaged scholarship component on the individual student? (learning and personal development)
2. How will you evaluate the impact of the engaged scholarship component on yourself and your scholarship or teaching?
3. How will you evaluate the impact of the engaged scholarship component on the community?
4. Which metrics will you use to assess the success of the community partnership? How will the community partner be involved in this evaluation? How will you ensure that both positive and negative feedback can be shared honestly?
5. Once you have all this information, how will you use it to inform your practice in the future? How will you share it with the community partner and use it to strengthen your relationship?

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Open Space Technology is one way to enable all kinds of people, in any kind of organization, to create inspired meetings and events. In Open Space meetings, events and organizations, participants create and manage their own agenda of parallel working sessions around a central theme of strategic importance, such as: What is the strategy, group, organization or community that all stakeholders can support and work together to create? <http://www.openspaceworld.com/>

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APPENDIX A: COLLABORATIVE PLANNING GUIDE FOR ENGAGED SCHOLARSHIP

Whether you are developing engaged scholarship opportunities through community-based participatory action research, academic courses, internships, field-based experiences, or other experiences that link academic learning, scholarship and community engagement, this guide is intended to help you and your community partner go through the collaborative planning process together. This guide is intended to compliment the Community-Based Learning Handbook, and is meant for academic and community co-educators and co-researchers to use together to build partnerships and develop Engaged Scholarship courses and research projects. Spend time with your community partner discussing the questions in each section, and build the foundation for a successful engaged scholarship endeavor.

1. GETTING STARTED: SHARING HISTORY, CONTEXTS, DEFINITIONS AND PRINCIPLES

<p>INTRODUCTIONS: What would I describe as “my work” or “my scholarship”? Why do I do the work I do? What do I care deeply about? How did I come to care about that? Do I consider my work to be a part of a larger movement? If so which movements? What roles do each of us play on campus and in the community?</p>	
<p>SHARE THE COMMUNITY CONTEXT: What is the work of my organization? How does it relate to the broader community? What is the history of my organization? What interests me in partnering with the university? What is the history of my organization with the university? What are the interests, needs, expectations, hopes, concerns, and research questions, would my organization and I like to see this partnership address?</p>	
<p>SHARE THE UNIVERSITY CONTEXT: What is the work of my department with the community? How would I describe my work in the larger departmental or university context? What courses, research projects or other initiatives have brought me to this partner? Who are the students I want to engage (e.g. year in school, majors/non-majors, demographics, experience working in community...)? What academic requirements does this course or project fulfill? What are the interests, needs, expectations, hopes, concerns, and research questions, my department and I would like to see this partnership address?</p>	
<p>DISCUSS GUIDING PRINCIPLES: What values or principles do I strive to demonstrate in my work? Read the “What are the principles of engaged scholarship?” in Section 1 and discuss: which ones do I think are most important, which do I think would be challenging to implement, which, if any, do I think are not important? Which ones would I add?</p>	

2. BUILDING THE PARTNERSHIP

IDENTIFY SHARED INTERESTS: Where do we share common interests that can be addressed through an Engaged Scholarship Project? What are we both committed to? Is there a shared question that frames what we hope this partnership will address?	
DETERMINE HOW PARTNERS WILL WORK TOGETHER: What values do we want to demonstrate and how will we put them into action? (e.g. honesty, respect, reciprocity, inclusion, equity, transparency, follow through, shared power, accountability, feedback) How will we communicate throughout the process? How will we work with disagreements and conflict? How will we nurture the relationships over time?	
AGREE ON DECISION MAKING APPROACH: “NOTHING ABOUT US WITHOUT US!” ¹ How will we make decisions? Who will make them? In particular, how will people most impacted by the issues we are addressing be involved as decision makers?	
IDENTIFY PARTNER LEARNING OUTCOMES: What does each partner need to learn to make this partnership successful? What do we want to learn as a result of this experience? How can we make our partnership a <i>learning</i> partnership where we are all teachers and learners?	
IDENTIFY STUDENT LEARNING OUTCOMES: What do all the stakeholders want students to learn from this engagement project? See Table 2: Learning and Community Engagement Outcomes.	
IDENTIFY COMMUNITY ENGAGEMENT OUTCOMES: What do all the stakeholders (especially people most affected by the community issue being addressed) want the impact or benefit of the student engagement/research to be in the community? See Table 2: Learning and Community Engagement Outcomes.	
DEVELOP A SHARED VISION: What do the partners agree we would like to <u>SEE</u> at the end of the project in 1 year (or longer if we have a long-term commitment)? What will be different? ²	
MAP ASSETS: What assets and resources can each partner bring to help us accomplish this vision? Are there other community organizations, programs or departments on campus, or faculty whose work might inform our partnership? How will we share resources? (e.g. space, equipment, library privileges, training, people, tuition remission, equitable compensation)	
IDENTIFY BARRIERS: What challenges do we anticipate we will encounter in working toward our vision?	
IDENTIFY GOALS: What strategies can help us mobilize our assets, address the barriers and move toward the vision? Cluster the strategies to create goals.	
DEVELOP ON-GOING ASSESSMENT PLANS: How will we monitor our progress and success?	

¹ Adage commonly used in many movements including Trade Union Solidarity, HIV/AIDS, and disability rights.

² See Jones, L. et. al., [Ethnicity and Disease Journal](#), Vol. 19, No. 4, Supplement 6 for a map for building a shared community-university vision and developing a plan to get there.

3. DEVELOPING ENGAGED SCHOLARSHIP COURSES

<p>LINK COMMUNITY ENGAGEMENT WORK WITH STUDENT LEARNING OUTCOMES AND DETERMINE THE SCOPE OF THE COMMUNITY ENGAGEMENT WORK: What is the nature of the work/research the students will be doing in the community that can help work toward the shared vision and goals and produce the learning and community outcomes described above? Where will it happen? When? How often? With whom? What will the students be doing? See Table 3: Models for Defining the Scope of the Work with the Community.</p>	
<p>PLAN LOGISTICS: What other logistical issues do we need to address (e.g. matching students with their responsibilities in the community, transportation, access for students with disabilities, background checks, risk management waivers, scheduling, budget, reimbursements, directions, paperwork to track students' participation including the Student Learning Plan, etc.)?</p>	
<p>AGREE ON KEY ELEMENTS TO GO IN THE COURSE SYLLABUS: Faculty and community partners need to agree on key elements that go in the syllabus, especially those with which the community partner will be involved: learning outcomes, the nature of the community engagement, preparation and reflection activities, evaluation and assessment strategies, and celebration and closure.</p>	
<p>PLAN FOR HOW YOU WILL DOCUMENT AND DISSEMINATE PROJECT RESULTS: In what academic and community-based outlets can the work be published? How can all partners be acknowledged through shared authorship? Cal Corps Public Service Center has resources for this.</p>	

4. SUPPORTING STUDENT ENGAGEMENT WITH THE COMMUNITY

<p>PREPARATION: What kinds of preparation do students, faculty and community partners need to engage in the community work/research and in reflection? What preparation activities will be the responsibility of the faculty member, students or community partners? See Section 4: Supporting Student Engagement with the Community.</p>	
<p>SUPERVISION AND COACHING: What role will faculty, community partners and students play in supervising and coaching students throughout the course/research project? See Section 4: Supporting Student Engagement with the Community.</p>	
<p>DEEPENING THE LEARNING WITH REFLECTION: How will all the partners be involved in designing, implementing, assessing, evaluating and benefiting from on-going reflection activities? Where will various reflection activities take place? What methods will be used and by whom? See Section 5: Deepening the Learning with Reflection.</p>	
<p>CLOSURE/TRANSITION AND CELEBRATION: How will students bring closure to their work in the community? How will all the partners be appreciated for their contributions? How can the community participate in and benefit from closure and celebration? What kinds of conversations do the faculty and community partners want to have to bring this course/project to a close and prepare for the next one? If this is an ongoing project, what kind of transition needs to happen to close this phase and initiate the next one? See Section 5: Deepening the Learning with Reflection.</p>	

5. ASSESSING, EVALUATING AND DISSEMINATING ENGAGED SCHOLARSHIP RESULTS

<p>ASSESS STUDENT LEARNING: How will we assess student learning? How will all the partners (faculty, community partners, students) be involved in designing, implementing and benefiting from the assessment process? See Section 6: Developing Evaluation & Assessment for Engaged Scholarship.</p>	
<p>ASSESS THE IMPACT OF THE ENGAGED SCHOLARSHIP PROJECT ON STUDENTS, THE COMMUNITY AND THE UNIVERSITY: How will we assess the larger impact of our partnership? What will we measure and how will we measure it? What assessment process will benefit all the partners? See Section 6: Developing Evaluation & Assessment for Engaged Scholarship.</p>	
<p>EVALUATE THE PARTNERSHIP: How will we evaluate the quality of the experience for the community, the students and the faculty? Cal Corps Public Service Center has templates and resources for this. See Section 6: Developing Evaluation & Assessment for Engaged Scholarship.</p>	

ADDITIONAL PLANNING NOTES:

APPENDIX B: RESOURCES TO SUPPORT ENGAGED SCHOLARSHIP

CAMPUS RESOURCES

- [American Cultures Engaged Scholarship Program](#)
- [Disabled Students Program](#)
- [Chancellor's Community Partnership Grants](#)
- [Cal Corps Public Service Center](#)
- [Cal Corps Public Service Center Reflection Guide](#)
- [Instructional Improvement Grants](#)
- [Undergraduate Student Learning Initiative Grants](#)
- [UC Berkeley Experiential Learning](#)

EXTERNAL RESOURCES

- [Campus Compact](#)
- [Community-Campus Partnerships for Health](#)
- [Community-Based Research Network](#)
- [The Michigan Journal of Community Service Learning](#)
- [National Service-Learning Clearinghouse](#)

APPENDIX C: CHECKLIST FOR DEVELOPING ENGAGED SCHOLARSHIP OPPORTUNITIES

1. GETTING STARTED: SHARING HISTORY, CONTEXTS, DEFINITIONS AND PRINCIPLES

- Do your homework: explore your motivations for ES, learn about the history of ES in your department and at Cal
- Initiate a connection with community partner(s)
- Build trust and understanding among partners
- Discuss guiding principles for your collaborative work

2. BUILDING THE CAMPUS-COMMUNITY PARTNERSHIP

- Explore and identify shared interests and desired outcomes for students, the community and the partners
- Decide how you want to work together
- Develop a strategic plan for your partnership
- Nurture and sustain the partnership
- Monitor your progress and success

3. DEVELOPING ENGAGED SCHOLARSHIP COURSES

- Determine the scope of the students' work in the community
- Link student learning outcomes and student community engagement
- Co-create an engaged scholarship syllabus or research design
- Prepare for and manage logistics and paperwork
- Document and disseminate project results

4. DEVELOPING COMMUNITY-BASED PARTICIPATORY ACTION RESEARCH PROJECTS

- Create research questions, and collect, analyze and interpret data *in collaboration with* community partner and student (when applicable) co-researchers
- Document and disseminate research findings

5. SUPPORTING STUDENT ENGAGEMENT WITH THE COMMUNITY

- Prepare Students and Community Partners for Engagement and/or Research
- Provide Effective Supervision and Coaching of Students
- Celebrate Success, Share Credit, and Prepare for Next Steps

6. DEEPENING THE LEARNING WITH REFLECTION

- Engage all the partners in on-going reflection, utilizing a variety of methods

7. DEVELOPING ASSESSMENT AND EVALUATION

- Assess students' learning
- Evaluate the quality of the partnership
- Measure impacts on students, the community and the university

ABOUT THE AUTHORS

Drawing from the enormous amount of work in the field, we have been deeply informed about the purpose, process, and impact of engaged scholarship by numerous individuals and groups from across the nation. We brought together multiple resources from the field to create this guide full of rich content, relevant examples, and multiple questions for reflection.

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Cathy is an educator, consultant, facilitator, and coach in a vast array of areas related to organizational effectiveness, strategic planning, leadership and personal development. Throughout her 15-year career in higher education, she created and implemented a variety of leadership development opportunities for diverse youth and adults, including comprehensive university-wide programs, student advisory boards and intensive leadership development programs. She utilizes the knowledge and skills gained through her experiences as the founding Director of the Center for Community Outreach and Service-Learning at Texas Christian University, the Director of Student Development and Leadership Programs at the Haas Center for Public Service at Stanford University, and as the co-creator and director of California Campus Compact's Bridge-Building Leadership Initiative, a state-wide professional development program designed to cultivate leaders of color in the field of community engagement. A native Californian, Cathy earned her undergraduate degree in Psychology from California State University, Chico and her M.Ed. from Loyola University Chicago in Educational Leadership and Policy with an emphasis in College Student Personnel.

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Kathleen Rice brings a passion for creating more equitable, inclusive, meaningful and caring communities to her work in community service learning, social justice education and leadership development. She incorporates what she has learned from over 25 years of experience with various higher educational institutions, non-profit organizations, and from the Corporation for National and Community Service, into her current work as a consultant, trainer and facilitator. She has worked in 6 universities from the U.S. east coast to the west coast as a member of the academic affairs and student affairs staffs, and as a member of the faculty, and has consulted with many more. She taught and coordinated a required, lower division service learning course that taught her a great deal about the power of effective community engaged scholarship and about the complexities of building authentic, equitable community/university partnerships. Much of Kathleen's work focuses on building awareness and skills for engaging in cross-cultural conversations and working toward social justice. She is particularly interested in working with others interested in exploring the impact of many forms of privilege, and is a teacher of the UNtraining, a program for unlearning white liberal racism in the San Francisco Bay Area.

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Suzan Akin currently serves as the Program Manager for Faculty and Graduate Students at the Cal Corps Public Service Center at the University of California, Berkeley. She coordinates the Center's faculty and graduate student programs, develops resources for community-based learning, and supports the engaged scholarship efforts of faculty through the American Cultures Engaged Scholarship program. After receiving her M.Ed. from Harvard University's Graduate School of Education, Suzan worked at Northwestern University as an advisor for over 20 public service student organizations, coordinated campus-wide service-projects, and acted as the liaison to the service-learning program. She then served as the Service-Learning Coordinator at the University of Hawaii's Kapi'olani Community College, where she supported faculty and departments in integrating service-learning into individual courses and core curriculum. She joined the Center in 2007 as the supervisor for several public-service internship programs, and appreciates the breadth and perspective that her various roles at the Center have given her about the role of public service at a research university.