University of Louisville

Community Engagement

Glossary of Terms

**Recommendation of the
Community Engagement Steering Committee**

February 4, 2011

**Co-Chairs: Daniel Hall, Vice President, Community Engagement
Dale Billingsley, Vice Provost for Undergraduate Affairs**

Community Engagement
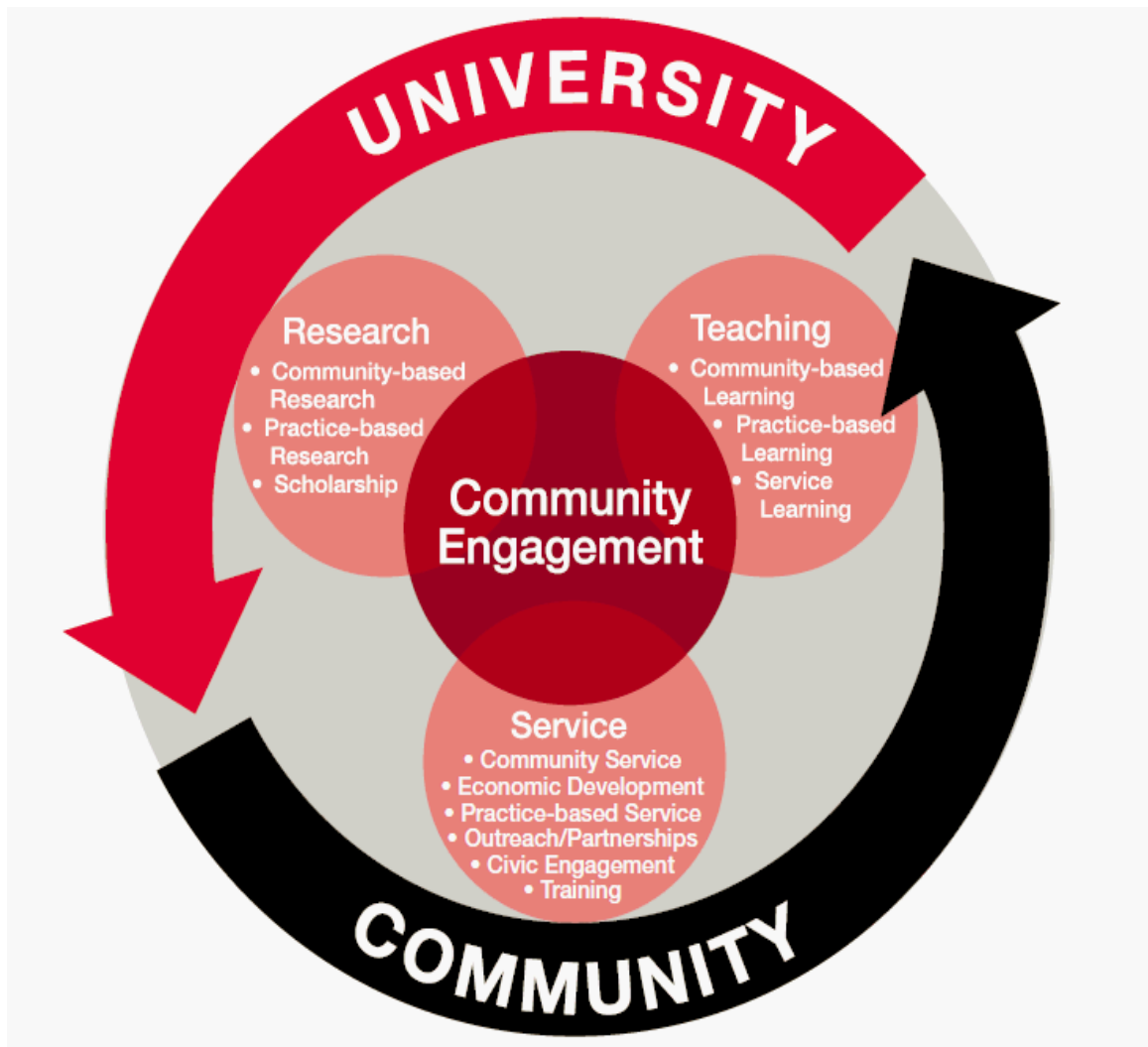
Glossary of Terms

Introduction

Community Engagement as defined by the Carnegie Foundation for the Advancement of Teaching describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The self-study process for the Carnegie Foundation Community Engagement Application (2008) resulted in a 38 page report and website that outline broadly University of Louisville's commitment to community engagement. **http://louisville.edu/communityengagement/carnegie-community-engagement-process-2008/carnegie.html**

The university Strategic Plan *The 2020 Plan: Making it Happen,* describes the university's commitment to community engagement and reinforces the concept of a "citizen university." Future growth of initiatives in sustainability, the Signature Partnership, Ideas to Action (i2a), the Division of Student Affairs, and in each academic unit will result in significant increases in our community service projects and community-based instructional and research efforts. To facilitate this process, the development of a common vocabulary is needed and has been developed through the efforts of the Carnegie work group initiated by the Office of Community Engagement.

The Carnegie Community Engagement application asked "*how does the institution classify community-engaged scholarship (service, scholarship of application, other)?"* In response, UofL indicated "the university is engaged in an on going conversation about how to best define **community engagement** . The university's basic construct for community engagement is embedded in teaching, research and service."

The Community Engagement Glossary of Terms represents the initial efforts to develop a common vocabulary that will clarify central concepts and inform future planning.

For more information on the glossary project please contact: Dr. Henry Cunningham in the Office of Community Engagement. Phone (502)852-8946; E-mail: h.cunningham@louisville.edu
Or visit the OCE website at **http://louisville.edu/communityengagement/**

NOTE: Graphic adapted from the Community-Campus Partnership for Health (CCPH)

Community Engagement: Categories and Related Terms

Community Engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity (Carnegie Foundation for the Advancement of Teaching).

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Community engagement can occur in the context of teaching, research and service (see diagram on previous page). Examples of <u>Community Engagement in Research and Scholarship</u> include community based participatory research, practice based research, and scholarship. <u>Community Engagement in Teaching</u> may include community based learning, practice based learning and service learning. <u>Community Engagement in Service</u> may include community service, practice based service, civic engagement, and outreach. Brief definitions are presented for each of these terms in the following texts and refer back to the preceding diagram.

Engagement and Teaching

Community-Based Learning (CBL) identifies a pedagogy that explicitly engages students in studying community issues in order to increase students' understanding and application of academic content. <u>CBL courses should include student learning outcomes concerning application of the concepts and skills of an academic discipline to issues in the community.</u> CBL courses may integrate a broad range of teaching and learning strategies and structures, including:

> **Service-learning**: a teaching and learning strategy that provides opportunities for students to apply academic knowledge and skills to respond to identified community needs and enrich the learning experience through guided reflection. The key components of service-learning include (1) the explicit connection of academic material within a course and its application to community needs; and (2) the active reflection by students to foster critical and reflective thinking and enhance the understanding of academic content and social issues.
> Other forms of CBL include the following:
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> **Field experience**
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> **Internship**
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> **Externship**
>
> **Practicum**
>
> **Independent Study**
>
> **Capstone and/or research project**
>
> **Cooperative Work Experience or Co-op**
>
> **Clinicals**
>
> **Practice-Based Learning:** Learning which results from working practice on the job,

community service, or profession. It entails self analysis and evaluation of one's work through reflection and is aimed at identifying strengths and weaknesses with the intention of engaging and applying what was learned through the practice.

A major category of the Carnegie Application for Community Engagement is Curricular Engagement. This category is earned by institutions in which teaching, learning, and scholarship engage faculty, students, and community in mutually beneficial and respectful collaboration. The following codes were developed to assist units in labeling courses with CBL content:

CBL Codes
SL – Service Learning
FE – Field Experience/Practicum
IN – Internship/Cooperative Experience
CS – Capstone Course (if it includes a project with community engagement)
RS – Research
OT – Other, please specify

Secondary codes to describe community-based learning courses (if applicable):
CUE – Culminating Undergraduate Experience (Ideas to Action)
SP – Signature Partnership

Culminating Undergraduate Experiences (Ideas to Action)
In its QEP, "Ideas to Action: Using Critical Thinking to Foster Student Learning and Community Engagement," the University of Louisville outlined its intention to require every undergraduate to apply critical thinking skills in a culminating experience. The goal of Ideas to Action (i2a) is to strengthen undergraduate education by improving instruction in critical thinking in the general education courses and the majors and by requiring all undergraduates to apply critical thinking skills in a culminating undergraduate experience (CUE) such as a capstone course, service learning project, research project, internship, practicum or other activity.

Sustainability Learning
The University of Louisville is participating in a national effort to weave sustainability into the research agendas of our faculty and into the curricula to which our students are exposed. As a member of the **Association for the Advancement of Sustainability in Higher Education**, UofL is a charter participant in the **Sustainability Tracking, Assessment & Rating System (STARS)**. STARS is a voluntary, self-reporting framework for monitoring progress toward sustainability which has been specifically designed for colleges and universities.

The curriculum section of STARS requires reporting on the following information:
ER Credit 5   Sustainability Course Identification
ER Credit 6   Sustainability-Focused Courses
ER Credit 7   Sustainability-Related Courses
ER Credit 8   Sustainability Courses by Department

ER Credit 9   Sustainability Learning Outcomes
ER Credit 10   Undergraduate Program in Sustainability
ER Credit 11   Graduate Program in Sustainability
ER Credit 12   Sustainability Immersive Experience
ER Credit 13   Sustainability Literacy Assessment
ER Credit 14   Incentives for Developing Sustainability Courses

As defined by UofL's Sustainability Council:
- **Sustainability** is the quality of a system such that it meets the needs of the present without compromising the ability of future generations to meet their own needs. Sustainability requires the reconciliation of environmental, social and economic concerns.

The suggested course code to track sustainable course content is **SUST**. However, the STARS framework requires an additional level of distinction between:
- **Sustainability-focused courses** (**SUSF**) which have some aspect of sustainability as the overarching theme of the course.
- **Sustainability-related courses** (**SUSR**) which have some aspect of sustainability as a component or module within the course.

Secondary codes to describe sustainability courses (if applicable):
CUE – Culminating Undergraduate Experience (Ideas to Action)
SP – Signature Partnership

The university protocol for curriculum/curricular change, which includes both curriculum development (i.e., new courses, majors, minors, concentrations, degrees, certificates) and curriculum revision (i.e., changes to existing courses, majors, concentrations, certificates, and degree requirements) has been revised to include the collection of community-based learning data. This data will be stored in the PeopleSoft Course Inventory File (CIF) and utilized to track student enrollment in CBL courses. A long-term goal is to encourage CBL enrollments by making this information available through the university's on line course schedule. Additionally, the sustainability curriculum information will be identified in the PeopleSoft system to facilitate reporting for STARS.

Engagement, Research and Scholarship

There are multiple ways in which research and scholarship are part of community engagement. A scholarly agenda that incorporates community needs and supports campus mission and goals may be done in several ways as discussed below.

Community-Based Participatory Research: Academically relevant community focused research that partners with the community equitably to conduct research. The partners contribute their expertise and share responsibility and ownership to enhance understanding and to integrate knowledge gained into action for change. Such research and scholarship may appear in a range of content-specific disciplines or in multidisciplinary journals.

Practice-Based Research: A form of academic research which incorporates an element of practice in the methodology or output. It aims to advance knowledge through practice and is commonly used among practitioners trying to find answers to questions to better understand and address issues.

Engaged Scholarship: Scholarly work done in full partnership with the community. It consists of research, teaching, and the application of scholarship for mutual benefits for the institution and community partner.

Scholarship of Engagement: Another type of systematic research and scholarly inquiry that focuse**s** on the impact of community engagement on teaching and learning. It aims to provide evidence and data to inform and influence community engagement theory and practice. The goal of this work is to advance the field of community engagement in teaching, research or service by assessing the impact of outreach work on faculty, students, the institution, the discipline, and the community partners.

Engagement and Service

Community Engagement in Service is often the first type of community engagement that people consider when hearing the term community engagement. There are several types of service as detailed below. The goals of service in this context are different than the goals of community engagement in teaching and in research.

Community Service is defined as engaging with the community to provide services for the benefit of the community. Community service may be performed by faculty, staff, and students and may not require specific academic preparation or be linked to specific curricular activities. Community service includes **civic engagement**.

- Service related to academic scholarship, discipline-specific work or the university mission has the potential to be recognized under university governance structures. University faculty, staff or student/student organizations granted release time for service work should document this activity for formal reports. Examples of this activity could include service completed through Ideas to Action, Signature Partnership, Service Learning, Greek Life, Every1Reads, Just Act Day, or other university sponsored or sanctioned projects.

- Service that reflects personal interests or civic engagement activities performed as a private citizen (after work hours or on personal time), while encouraged on many levels, will not typically be recognized under university governance structures. Examples of these activities could include volunteering at a local youth club, hospital, library, or coaching a sports team.

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Co-Curricular Service is performed by *students* outside of, but complementary to the regular curriculum. It includes community service work done by student organizations or individual students: federal work study positions used for community service and service projects conducted by Recognized Student Organizations.

Outreach and Partnerships are another category of community engagement in service. Outreach extends the university's resources and builds capacity outside the traditional boundaries of the campus to serve the public at large. Outreach services and programs support the university's mission and priorities. Outreach focuses on the application and provision of institutional resources for community use with benefits to both campus and community. Partnerships focus on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.).

Related Terms

Experiential Education A methodology whereby the student engages in practical experience and reflection on the experience to enhance their knowledge and understanding of issues and develop skills.

Experiential Learning A process that addresses the needs and wants of the student, through a learner-centered approach where students learn by doing. From participation in an assignment, the student gains understanding from their experience through inquiry and reflection.

Mutuality Working on common interest with respect for each other in a partnership that is equally beneficial to both.

Partnership Working in collaboration with community agencies in a mutually beneficial relationship to address community issues.

Philanthropy Giving of money, goods, time, and other services to support a social cause beneficial to the community.

Reciprocity Mutually beneficial to both the university and the community partner. It is a cooperative exchange of favors with both giving and receiving.

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