# Nashman Community-Engaged Scholarship Course Designation

*Community Engagement describes 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 purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.*

*– Carnegie Foundation for the Advancement of Teaching*

**A Nashman Community-Engaged Scholarship Course** is a collaboration between faculty and student scholars and community members in mutually beneficial partnerships to address issues of the common good. Community engagement makes student learning more relevant and challenges students to use their knowledge and skills to address real, complex, community concerns. These courses facilitate learning of academic course objectives, but also invite reflection on students' sense of purpose and civic responsibility. Nashman courses help students to become active citizens of a diverse democracy who see themselves as creative contributing members of their communities.

# Community Outcomes

Community-Engaged Courses must not only intend but achieve beneficial outcomes for community partners. Community outcomes address structural community improvement (e.g. effective schools, economic development, social capital formation) and improve the quality of life in the community. These aims may manifest as:

* Direct service to community members who are underserved
* Capacity building deliverables for individuals or organizations that provide a social good
* Advocacy, education and public awareness-raising about social or environmental issues to influence practice, policy, research and other scholarly activity, or other behavior that would be a community benefit
* The creation and/or synthesis of research findings to inform decision-making of community stakeholders/policy makers
* The development of social capital and leverage of existing community assets
* Innovative/entrepreneurial activities that engage the market sector to sustainably address a community concern

# Student Learning Outcomes

Nashman Community-Engaged Scholarship Courses provide opportunities for student learning along one or more of the following outcomes. Students will be able to:

* Demonstrate civic mindedness, or the sense of responsibility as a member of a community to be involved in contributing to its wellbeing.
* Describe the role that they and the course discipline(s) have to play in contributing to the common good, addressing social inequity, and/or working for environmental sustainability.
* Use course-related knowledge and skills to analyze and address a social issue or civic concern, and propose an intervention or solution based on broader theoretical knowledge.
* Use academic competencies (e.g. inquiry, critical thinking, communication) to engage effectively with community members in addressing a social issue or civic concern.
* Demonstrate cross-cultural competence and social perspective-taking in order to balance diverse perspectives in deciding how and whether to act.

# Standards of Practice for Nashman Community-Engaged Scholarship Courses

**The Initiative Addresses a Real, Community-Identified Need**

The initiative is co-created in partnership with the community in order to insure it is relevant to community-identified needs and is responsive to the community’s history, current climate, culture, politics, and existing data. Initiatives address structural community improvement, and quality of life. Ideally, initiatives represent the voice of the community partners at all stages, including planning, implementation, and evaluation.

**The Initiative is Scholarly Activity**

Community-engagement activities are fully integrated into the course design and are clearly connected to the course learning objectives. Community-engaged scholarship often challenges students to: communicate with content experts as well as lay-people; collaborate in ways that are inclusive of diverse perspectives and cultural values; proactively address conflict; think critically and synthesize available information; conduct inquiry to inform what is not known; adapt to ongoing unknown variables; and do problem-solving/solutions-generation amidst competing priorities and ambiguity.

**The Campus-Community Partnership is a Reciprocal Relationship**

Students, community partners, and faculty enter into partnership with the understanding that all have knowledge, all are learning, and all are contributing. The positive outcomes of reciprocal partnerships are multi-directional: communities receive a beneficial outcome, student learning of course objectives is demonstrable, and the instructor's own thinking and expertise becomes more nuanced and complex.

**Students Are Prepared for Responsible Engagement**

In addition to receiving logistical information, students receive any necessary practical training, including being informed of potential risks, and investigate the community and/or problem being addressed before taking action. By definition, community-engaged scholarship brings people with different backgrounds and perspectives together. Students are prepared to engage sensitively and respectfully with the community and with each other.

**Students Engage in Reflection and Meaning-Making**

Student learning is connected to not only course-related knowledge and skill-building, but also to larger questions of civic responsibility and life purpose. Students are challenged to integrate different ways of knowing and reflect on the larger questions their community experiences pose. How does one address systemic inequity and community wellbeing? How do I learn to consider the perspective of others and engage with people who are different from me? How does my field contribute to the world and what is my responsibility in that? Where and how will my life be of use?

**There is Public Dissemination of Student/Community Outcomes**

The scholarly work resulting from students' community-engagement is shared with their community partner(s) and, whenever appropriate, presented in a public forum to foster continued dialogue and inform further inquiries or action.

*The Nashman Center's Standards of Practice in Community-Engaged Scholarship are grounded in the Campus Compact Principles of Good Practice (Heffernan, 2001)*

# Nashman Community-Engaged Scholarship Course Designation Form

**Please email this completed form along with the course syllabus**

**to Wendy Wagner,** **wagnerw@gwu.edu****.**

Course Instructor:

Email:

Course Number and Name:

Credit hours: Enrollment cap:

When was this course first taught using a community-engaged scholarship component?

How often/How many times has it been taught since?

Name of Department Chair:

Email of Department Chair:

**Course Description**: Please provide a 2-3 sentence description that the Nashman Center can use to promote the course. Suggested content includes: activities students engage in, with or for whom, outcomes for the community, and outcomes for student learning.

Below, please describe how your course addresses each of the six Nashman Center Standards of Practice for Community-Engaged Scholarship courses (a brief paragraph for each).

1. **The Initiative Addresses a Real, Community-Identified Need**

*What is the community need being addressed and who has raised it as a concern? What do students do? How does the project address structural community improvement and improve the quality of life in the community? How are community partners included in planning, implementation, and evaluation processes?*

1. **The Initiative is Scholarly Activity**

*Which of your own course learning objectives does the community-engaged scholarship address? What assignments assess that learning? What other professional or academic competencies do students utilize?*

1. **The Campus-Community Partnership is a Reciprocal Relationship**

*Identify your community partners, if known. If unknown, describe how you establish relationships with new community partners. If students identify their own partnerships, describe how you ensure the reciprocal nature of those relationships. How do you ensure that all stakeholders benefit and all learn?*

1. **Students Are Prepared for Responsible Engagement**

*How are students prepared to engage in the community safely and respectfully? Given the population students engage with and the social issues addressed, what preparation do students receive?*

1. **Students Engage in Reflection and Meaning-Making**

*Through what assignment or structured class discussion do students reflect on their community-engagement in the context of the course learning objectives? Similarly, what assignment or structured class discussion challenge students to do critical reflection on issues of civic responsibility, social equity and inclusion, or community quality of life?*

1. **There is Public Dissemination of Student/Community Outcomes**

*How are students’ conclusions shared with community partners and/or with the public? The latter may include online dissemination of student findings or reflections or a presentation and further discourse at the GW Symposium for Community-Engaged Scholarship.*

**Which of the Student Learning Outcomes for Nashman Community-Engaged Courses does this course address? (Check all that apply):**

Demonstrate civic mindedness, or the sense of responsibility as a member of a community to be involved in contributing to its wellbeing.

Describe the role that they and the course discipline(s) have to play in contributing to the common good, addressing social inequity, and/or working for environmental sustainability.

Use course-related knowledge and skills to analyze and address a social issue or civic concern, and propose an intervention or solution based on broader theoretical knowledge.

Use academic competencies (e.g. inquiry, critical thinking, communication) to engage effectively with community members in addressing a social issue or civic concern.

Demonstrate cross-cultural competence and social perspective-taking in order to balance diverse perspectives in deciding how and whether to act.

**Through what assignment do you assess student learning on this/these outcome(s)?**

**Describe the outcomes for the community and how you assess the extent to which those outcomes are realized.**