Principles of Good Practice for Combining Community Engagement and Learning

(based off of Honnet and Poulson, 1989; Howard, 2001)

Meaningful for all partners

- ☐ Collaborative, reciprocal (knowledge, experience, and perspectives of all are valued and respected; all are positioned as co-learners, co-educators, and co-generators of knowledge)?
- ☐ All members have a stake in the process and outcomes? Community (members/"clients") voice involved?
- ☐ Based on a *community* identified essential need/issue/asset and is asset-focused, not deficit-based?
- ☐ Expects genuine, active, and sustained commitment? Also insures appropriate time commitments each time?
- ☐ Considerate of vulnerable populations and mandates necessary orientation if such populations are involved?
- ☐ Seeks to engage "with" instead of doing "for" – avoids "experts bringing knowledge and applying it to others"?
- ☐ Not an add-on = fully integrated into course. Class time is used for making meaning and assessing CEL?
- ☐ Open, trusting, and supportive communications between partners?

Clear community engagement and learning goals

- ☐ Goals are collaboratively discussed, based on a shared vision, and are realistic for time-frame?
- ☐ Goals of the community engagement project and the learning outcomes are well aligned with each other?
- ☐ Goals balance practical needs of community partners and providing meaningful experiences for students?
- ☐ Clearly established learning outcomes for students that include academic as well as civic and/or personal?

Training, orientation, monitoring, recognition, and evaluation related to both engagement and learning goals

- ☐ Collaborative, reciprocal with all partners involved (including community partner coming to campus)?
- ☐ Students are equipped with knowledge and skills at beginning and as the need arises?
- ☐ Orientation/training includes: sharing expectations; addressing diversity and social justice issues; providing information about partner, community, site, issues addressed, populations involved, etc.; reviewing risk/liability issues; strategies for success; and teaching the values of reciprocity, collaboration, and cultural humility?
- ☐ Prepare students for learning with and from the community?
- ☐ All parties are recognized and rewarded for efforts?
- ☐ Evaluation completed by all parties and measures impact for community as well as impact on learning?

Clarification of responsibilities of everyone involved

- ☐ Roles and expectations explained in a way that reinforces the reciprocal nature of the partnership?
- ☐ Communication strategies decided collaboratively?

Critical Reflection embedded throughout to generate and deepen learning

- ☐ With community partners as co-educators?
- ☐ Reflective practices include a variety of strategies and mechanisms?
- ☐ Critical reflection includes examining the issues raised, articulating linkages between course concepts and community engagement, addressing power and privilege, seeking root causes of injustices, analyzing one's role as a justice minded citizen, examining new perspectives and changed views, and learning about learning?

Give credit for learning, not for community engagement

- ☐ Partners are involved in deciding how best to gather evidence of learning, identifying artifacts for assessment, and determining what constitutes meaningful evidence of attainment?
- ☐ Assessment strategies align with the goals, outcomes, and processes of the course and project?
- ☐ Partners seen as co-educators in designing assessments and reflections?

Minimize distinction between the students' community learning role and classroom learning role