Practicing Principles of Community Engaged Scholarship in a fourth-year seminar

Mavis Morton

Introduction

Despite the significant interest in research on community-campus engagement, there remains a gap in articulating ways in which practicing community engaged learning (CEL) can and should align with the foundational principles and values of community-university engagement and how this supports, reinforces and aligns with current research on pedagogical best practices. In this paper, I identify the alignment between pedagogical best practices and practicing principles of CEL, drawing on experiences within a fourth-year Sociology course at the University of Guelph, Canada. My goal is to illuminate some of the ways practicing CEL is possible, promising, and purposeful for students in upper level seminar classes. First, I reflect on the range of terms that are used to define CEL. Following an examination of the language, I describe my model of CEL and illustrate how this model coheres with common principles of community-university engagement. After laying out my CEL model, I use specific course-based examples to demonstrate the ways connections among learning outcomes, assessment and teaching and learning activities can fulfill pedagogical principles of constructive alignment and community university engagement (CUE). I then offer a brief critique of some of the limits of CEL and I end the paper offering a broader view of the natural alignment that exists between important principles of CEL (e.g. social change, collaboration, identified community need) and pedagogical best practices (e.g. Constructive Alignment, High Impact Educational Practices, Authentic Assessment).

CEL has gained recognition since the 1990s as an important and valuable strategy for strengthening civil society and higher education (Thompson et al. 2011, 217). Since that time, universities and colleges have sought to explore ways to integrate public engagement work more fully into their institutions' research, teaching and service missions (Furco 2010, 381). In addition to helping to fulfill the research/discovery goals of higher education, it has been argued that engagement with the public can help fulfill teaching/education goals and strengthen and enhance student education (Furco 2010). I agree with Stanton and others who claim that CES has the potential to unite and integrate the core missions that have been fragmented at institutions of higher education: research, teaching and service (Stanton 2008). Increased focus on CEL has also lead to numerous terms and definitions.

Defining/reflecting on the language of CEL

There is an expanding body of academic literature on community university engagement (CUE), community-university partnerships (CUP) and more specifically community engaged learning (CEL) (Wenger and MacInnis 2011). There are myriad terms used within this literature to refer to community-university engagement, along with discussion and debate among practitioners and scholars about the most appropriate or relevant language to use to refer to community engaged scholarship (McDonnell, Ennis and Shoemaker 2011). One of the first definitions I encountered and continue to rely on is the Carnegie Foundation's definition:

> 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 Advancement of Teaching 2010).

In the context of community-engaged scholarship, the Carnegie Foundation definition is particularly useful because of its ability to succinctly highlight the values that support and define CU partnerships. These include the values of reciprocity, mutual benefit, democracy, and intentionally working toward the public good. The point is that institutional resources are used to address community need in collaboration with that community (Stanton 2008, 22).

The lack of consensus in the literature and among those who *do* CEL on the language best suited to refer to community-university engagement and student learning can be both problematic and encouraging. On the positive side, the extensive language provides evidence of the history and development of the link between community-university partnering and collaboration and the ways in which this has and can continue to inform and enhance teaching and learning. The following are some of the more common terms found in the teaching and learning literature and in practice. Service-learning (SL) is perhaps one of the most commonly used term. Boland suggests that Service/Community Based Learning (S/CBL) "… can be differentiated from conventional work placements and internships in terms of the emphasis on civic outcomes and the assessment of capacity for reflection as well as the assessment of students' academic performance" (2011,101). Jacoby notes that there are specific elements that are highlighted in service-learning, such that, "[s]ervice-learning is often identified as a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. Reflection and reciprocity are key concepts of service-learning (Jacoby 2003, 3)" (Peterson 2009, 543). Experiential learning is often defined as combining some kind of direct experience that is meaningful to the student with guided reflection and analysis. Quinn and Shurville use "experiential learning" as a more general term which can be implemented or practiced using a variety of approaches (2009).

Community-based learning (CBL) is frequently confused/conflated with Service Learning. However, I prefer the definition of CBL that refers to the opportunities students have to work *with* (as opposed to for) community partners to contribute to real-life projects. In this context the community becomes part of the teaching process, and benefits from the students' work (McDonnell, Ennis and Shoemaker 2011, 220). Finally, "Curricular Engagement" can be defined as a process whereby "…students, and community in mutually beneficial and respectful collaboration"(Stanton 2008, 35). Their interactions address community-identified needs, deepen students' civic and academic learning, enhance community wellbeing, and enrich the scholarship of the institution

Dr. Connie Nelson, the keynote speaker at the University of Guelph's 2013 Teaching and Learning Innovations Conference, suggests that it matters not what we call this engagement, rather, what matters is that we are doing it and talking about doing it. However, I am deliberate about the terms I use and argue that it is important for us to say what we do, and do what we say (Dostilio et al. 2012, 17). For instance, I have started using the term "Community-Focused Learning" to refer to the model I use to introduce my large first-year sociology classes to community engaged scholarship and community engaged learning. Given resource constraints (e.g. time, space and labour) it is impossible for me to work with 400 students and community partners and develop, let alone build and sustain relationships, and negotiate mutually beneficial outcomes, reciprocity, and so on. Thus, I intend for this language to connote the value I want placed on the *community* as the *focus* for the learning that takes place by and with students. Yet I deliberately do not include the language of *engagement* because it is not possible in that context to engage with community partners in ways that are true to the principles of CES.

Still, as students' progress through the program and degree, there is increased capacity (because of the smaller number of students in the class, the skill and knowledge development of the students, and hopefully their experience with CEL) to build on this approach and the language. Thus, in my fourth-year sociology course, using the term "Community Engaged Learning" is appropriate because a model of *engagement* with community partners is possible and preferred. Beyond attention to the specific language of CEL, I use a scaffolded framework for CEL approaches (not dissimilar to the dimensions Healey developed to identify the research-teaching nexus (Healey, 2005) based on characteristics/criteria such as year of student, number of students, community partner capacity etc. Therefore, based on the varied terms that exist in this arena, the term "Community Engaged Learning" (CEL) fits with the model I use in my fourth-year classes, for two main reasons. First, it is a broad and flexible term to allow for a range of processes and practices that suit the manner in which I practice CEL with community partners and students in curricular contexts. Second, the term connotes the value of *engagement* with community partners and also identifies and therefore values the pedagogical component.

In the following section I use specific examples from a fourth-year sociology seminar class to illustrate the model I use to put CEL principles into practice. Being flexible and prepared for change is very much a skill that this kind of scholarship requires. Nevertheless, the following practices refer to a model that I have used since 2005 (first as a contract faculty at York University and currently as an Assistant Professor at the University of Guelph).

Principled practices of CEL in a fourth-year sociology seminar
Successfully practicing CEL requires attention to both process and principles that are well known and articulated in community engaged scholarship (Strand 2003; Israel et al. 2008; Beere 2009; Secret, Abell and Berlin 2011) that include:
1) Entering/developing partnerships with community partners, faculty & students
2) Communication (e.g. listening)
3) Negotiated goals/steps/strategies
4) Flexibility
5) Commitment
6) Time
7) Meaningful impact/production of meaningful & quality products/knowledge mobilization

1: Entering/developing partnerships with community partners, faculty and students
The model of CEL I use in my fourth-year sociology seminar courses includes specific steps/processes for entering and developing relationships with community partners. I contact potential community partners (e.g. often individuals who work for a not-for-profit organization, a government agency or a community committee) doing work in areas, and on issues, that are relevant to the course I will be teaching. My thirty-year history working with not-for-profit organizations on social justice issues has provided me with established relationships and prior experience that have been invaluable as an academic *practicing* CEL (Trae and Alrutz 2012). However, when I came to the University of Guelph, I had almost no previous relationships or experience with local community partners in and around Guelph-Wellington. In an effort to make contact with local partners I actively and intentionally spent my first year in Guelph listening and asking for information about who was doing what, where and how. Whenever I had the opportunity to talk with or meet with a community partner I took the time to explain my history and interest in community based research and CEL and always extended the invitation to them to contact me if they ever thought there might be something that I and/or my students and I might do with, or work on together, that would be beneficial to them (see Stewart and Alrutz 2012; Gazley, Littlepage, and Bennett 2012, Beckie, Heisler, and Markey 2011). I also contacted individuals that I thought might make good partners (due to the work they were doing) and asked if they had

anything in the coming term to which we might make a contribution. I found offering examples of previous partners, projects and products very useful in providing the potential community partner with a sense of what this might look like. I would provide examples of student teams that have written literature reviews, research reports, developed research tools and conducted primary research, or produced practical tools (such presentations, hands on activities). Then, prior to the beginning of the course I would meet (in person or sometimes on the phone) to talk about whether they were working on any projects or had challenges that might align with the topic of the course I was about to teach.

2 and 3: Negotiation and Communication
The next part of the process is really a combination of negotiation and communication. If we (the potential community partner and I) agreed that there was some issue or project that seemed to fit their needs and the topic of the course then we more specifically and concertedly communicated (listened and talked together) until we negotiated a general plan for a project, a process for working together and a potential product/outcome (see Metzger 2012; Sandmann and Kliewer 2012; Beckie, Heisler, and Markey 2011). Once the course begins, the community partner(s) are invited into the classroom to introduce themselves and their work/organization to the students. This usually happens in the 2nd or 3rd week of a 12-week term. This provides an important opportunity for the students to learn about the organization or community partner but it also provides a facilitated opportunity for the students to ask questions and hear first hand from the community partner what the needs/issues are and what the community partner is expecting. This process of negotiation and communication accomplishes an important working relationship, which helps to ensure engagement, commitment and meaningful and quality outcomes/products. Once challenges are defined and presented by the community partner to the students, small (4-5 person) student teams select the topics they will work on for course credit. Students are asked to self enroll into a project (using the on line course management system available for courses at the University of Guelph called D2L/Courselink). This is in keeping with research that suggests that the most common method of forming groups is self-selection (Almond 2009 as cited in Noonan 2013). Once students enroll into a group, they are encouraged to review and then elect group members to take on required tasks and roles (Noonan 2013) (e.g. writing and posting weekly group updates, be the contact person who will communicate between their group, the community partner and myself throughout the term). At the end of the twelve-week term, community partners are invited back to the classroom to hear student teams' presentations. The students' presentations are a short 10-15 minute overview of the project they were working on, the objectives of the project, the methodology they used to work on the project, significant findings/conclusions, reflections on challenges and opportunities they experienced while doing the CEL project and finally a description of the product that has been produced for the community partner. Products may include a written report or discussion brief, a literature review, a public educational/awareness tool/strategy, or a research report. The products are typically submitted to the community partner following the student team's presentation and class/community partner discussion.

4, 5, and 6: The importance of flexibility, commitment and time
The ability to be flexible, committed and patient helps ensure that a CEL project and partnership (between community partners, students and faculty) is successful (Metzger 2012). The literature on CU engagement reinforces the significance of clear goals (Kezar 2006), shared purposes and a commitment to the issue or goal. I agree with these characteristics, yet there needs to be space for flexibility and change as well. Northmore and Hart refer to these characteristics as having a "creative approach to partnerships" (2011, 5). I find being open to a creative and flexible process is a necessity. Despite our intention to have an agreed upon plan, process and timeframe, the nature of these projects and partnerships often require plans, projects and timeframes to change. For example, sometimes there is a change in direction of the project based on feedback from the

community partner as a result of information that the student CEL group has provided to the community partner. This may require additional communication between the student team, the community partner and myself to ensure that a revised direction/plan is understood by all parties and still possible to complete. In other cases, the timeframes within which we are working change, and students attempt to meet a new deadline (Sandmann and Kliewer 2012). This is something students tend to find very challenging and frustrating. Therefore it is common to hear or read student reflections' critique their CEL experience because of the changing circumstances that commonly occur.

7: Meaningful impact/production of meaningful & quality products/knowledge mobilization
Last but not least is the necessary attention that must be paid to what is produced and its impact (see Jacobson et al. 2007). Due to lack of time and resources it is often very challenging to ensure that the products being produced by students are in fact ready for the community partner by the end of a given term (Klein et al. 2011). In addition to the challenge of ensuring quality products, an even bigger challenge is understanding the impact our engagement and/or contributions have had (I return to this issue in the section on CEL limitations and challenges). Despite the assessment and evaluation tools and strategies that now exist, it is not something that I, and my community partners, have built into the current CEL model in a formal way. Currently, I rely on a much more informal follow up with community partners as a way to reflect on and assess our involvement and contribution.

In this next section, I identify very specific course based *practices* that more concretely operationalize the way in which my fourth-year sociology course on Violence and Society incorporated the principles of CEL in accordance with constructive design pedagogical principles.

Constructive alignment meets community engaged learning
There is considerable consensus within the teaching and learning literature that "constructive alignment" or integrated course design benefits students (Biggs 1996). The integration refers to an intentional connection that is reinforced and supported between learning outcomes (what you want students to learn), assessment (how will the students and teacher know if the learning goals have been accomplished) and the teaching and learning activities (what will the teacher and students need to do in order for students to achieve the learning outcomes) (Ascough 2011). As Biggs notes that it is widely acknowledged that in order to meet the goals of education, a constructive alignment between instruction, learning and assessment (ILA) is necessary (1996). By following a single course-based learning outcome, I illustrate how the CEL aspect of one course is articulated and integrated.

1. Learning outcomes (LOs)
2. Assessment
3. Teaching & learning activities (T&L)

In the winter of 2013, I taught a fourth-year sociology seminar course entitled "Violence and Society" (SOC 4030). This course examined definitions of violence as well as theory, research, policy, representation (i.e. media & popular culture) and action on violence & society. The course description stated that the course would provide opportunities to practice and develop academic as well as personal and social skills. Assessment included a Newsmaking/Public Criminology group assignment, which was used as a way to help students make connections among research, theory, policy and action (Abraham and Purkayastha 2012) and as a way to attempt to make a contribution to the academy and community (Reardon 2006). The course learning outcome I use to show alignment is about mobilizing knowledge.

1.Learning outcomes: mobilize knowledge (in "Violence and Society" course)
The learning outcomes for this course intentionally reflected the nature of skills, knowledge and values that can be developed via CEL opportunities. I was deliberate about articulating ways in which the outcomes incorporated the community-engaged real-world aspect of the course. The following list of learning outcomes below only include the ones that incorporate CEL:

1) Critically reflect on ways in which violence is defined, measured, theorized, represented & responded to by media & popular culture, organizations, academics (especially sociologists and criminologists), government, public policy.
2) Demonstrate awareness and understanding of the extent of alignment or integration between the way violence and society is defined, explained and represented and, the manner in which it is managed and/or addressed by policy and action.
3) Mobilize knowledge (persuasively express evidence-based information, arguments and critical analyses accurately and reliably) using relevant mediums/tools.
4) Demonstrate initiative, accountability, problem solving skills, collaboration, professionalism, academic integrity, and personal & social responsibility in individual and in-group contexts.
5) Manage individual and collective teaching and learning in changing circumstances.

Learning outcome #3 was to "Mobilize knowledge (persuasively express evidence-based information, arguments and critical analyses accurately and reliably) using relevant mediums/tools." The very aim of knowledge mobilization (KMb) is to allow the exchange of research knowledge both between university researchers and the wider community (Hawkins 2011). Using this learning outcome as an example, I demonstrate how the assessment, teaching and learning activities and products/results fit together, are in keeping with pedagogical best practices, and are also informed by a commitment to principles of community-engagement.

2. Assessment: mobilize knowledge learning outcome
Assessing the Knowledge Mobilization (KMb) learning outcome was accomplished via the following five graded assignments/activities:
1. Knowledge Mobilization Plan & Rationale 5%
2. Community Partner Search Outcome & Rationale 5%
3. Written Academic Literature Review (2 drafts & final) 15%
4. KM product (social media tool, policy brief, radio VOX Box etc.) & reflection 10%
5. Class presentation in presence of community partner

Assessment item #2 Community Partner Search Outcome and Rationale required students to articulate in writing who their community partner was, how they came to be working with this particular community partner and reflect on how/why the project they were working on aligned with the needs and issues relevant to the community partner. The KMb product required that student teams decide on (in communication with their community partner) how they would translate the information and knowledge they acquired from the academic and grey literature they found and review in a way that fit with the needs of the community partner and audiences to which the community partner was trying to reach. According to the literature, KMb includes translating or adapting research and knowledge to suit specific audiences (Hawkins 2011). For example, one of the community partners we were working with was the Vanier Centre for Women. Vanier is a provincial institution for women who are serving provincial sentences (less than 2 years) or who have been remanded into custody awaiting charges or trial. The program coordinator at Vanier was interested in having students share information that provided an opportunity to talk about the provincial government's Sexual Violence Action Plan and Sexual Assault Awareness month. In collaboration with the Program Coordinator at Vanier we decided that an engaging way to do this would be for the students to design a multi-media, interactive presentation which showed contemporary examples of media and popular culture (e.g. films, TV, newspapers, music,

advertisements) and the way in which women are represented and to reflect on ways in which their representation in the media challenges or reinforces/supports patriarchal assumptions about women and men. In doing so, students searched for and reviewed the sociological and criminological academic literature and critically reflected on the extent to which contemporary examples of media supported or challenged current research.

3. Teaching and Learning Activities: Mobilize Knowledge
In concert with the KMb learning outcome and assessment strategies, the following teaching and learning activities were used in class to help prepare students to be able to demonstrate an ability to persuasively express evidence-based information, arguments and critical analyses accurately and reliably, using relevant mediums/tools.

1. Newsmaking/Public Criminology Assignment
2. KM Coordinator, ICES provides presentation to class about CE, ICES, KMb and how to develop a plan
3. Weekly group updates in class & on D2L
4. KMb Plan development
5. Feedback from community partners

Aligned with the Knowledge Mobilization (KMb) learning outcome and assessment, the above items are examples of activities or strategies that I used in the class to assist my students' demonstrate competency in the learning outcome. For example, during the first week of class I introduced students to Newsmaking Criminology (see Barak 2007) and Public Criminology and introduced them to CES and the way in which this kind of criminology fit nicely with CES. During the 2nd week of class I invited the University of Guelph's Knowledge Mobilization (KM) Coordinator to talk more about CES, explain the Institute for Community Engaged Scholarship and its role as part of the institutional infrastructure, leadership, support and commitment the University of Guelph provides as a CEU. The KM Coordinator provided information and resources to the students about what mobilizing knowledge means and how to plan and operationalize a KM product (see Barwick 2010). Each week, there was time provided in class for CEL groups to meet with their own team members to communicate, update and plan their project. In addition to in-class group meetings and group work on their CEL, each CEL group was responsible for posting weekly minutes to help ensure that each group member was clear about the group's plan and progress and it was also a way to help keep me informed of the groups' progress and plans. Another important teaching and learning activity included the opportunity for CEL to get feedback from their community partner as a way to help ensure that the students' time, attention and resources were on target according to the needs and expectations of the community partner. Depending on the wishes of the community partner, sometimes the feedback or communication occurred in person outside of the classroom, and sometimes it was via email or on the phone.

In the next section I examine some of the practices of CEL that are muddy, messy and that sometimes miss the mark in terms of adhering to pedagogical best practices and/or principles of CES/CEL.

Muddy, messy and missing: challenges and limits to community engaged learning
Despite the benefits of CEL (Spiezio, Baker and Boland 2006; Strand 2003) and the alignment and connection that exist between the principles and practices of CEL and pedagogical best practices, there are nevertheless challenges to practicing CEL within university and college classrooms. These include time constraints, assessment and impacts. The most common and pervasive issue is related to time, or to be more precise, the impact that lack of time has on CEL. In my case, the

fourth-year courses in which I practice CEL occur within one semester, which consists of 12 weeks. Attempting to engage with community partners, communicate, develop a working relationship (let alone sustain it) with a community partner and a group of students in addition to all of the other course demands is difficult at best. Time pressures are apparent and related to many issues, but I experienced this first in developing the course curriculum.

One of the challenges in practicing CEL is making decisions about how much time and attention to focus on *process* and how much to focus on *content*. We know from our experience of being scholar-practitioners of CEL and from CE research that the partnership component of the CUE is crucial and that developing and sustaining these relationships are time consuming (Ledoux and McHenry 2008). Pedagogically we also know that it is important to spend time on teaching and learning activities that are identified as learning outcomes and will be assessed. As an example, students' positive experiences working in groups can increase if time is spent on group training activities such as team and trust building, and conflict management skills (Noonan 2013; Hillyard, Gillespie, and Littig 2010). Although John Dewey believed that the process of educational thought was more important than the results of such thought (Quinn and Hughes 2007 as cited in Noonan 2013, 1422), there are nevertheless institutional demands and constraints that limit the extent to which focusing on process is possible or realistic. Another tension I faced was how to deal with unintentional learning outcomes.

Practicing CEL often means that there are unintentional learning outcomes that occur beyond what was anticipated when the course learning outcomes were developed. James (2005) remind us that learning will vary among students and that it may manifest itself over time and in forms that do not look like the original at all. This can pose pedagogical difficulties because according to constructive alignment principles the learning outcomes should be clearly articulated prior to the course so that they can be adequately assessed. There is a real tension here. While planning for, capturing, and assessing unintended learning outcomes is necessary, we do not always have the time or the resources to do this, let alone do it well.

As identified above, group work is another issue that, while understood to be rich in its potential for skill building, is nevertheless full of tensions and challenges for students and faculty (Gagnon and Roberge 2012; Elliot and Higgins 2005). Research suggests that group-working skills are essential for active citizenship (Foreman-Peck and McDowell, 2010 as cited in Noonan 2013). Gallagher argues that group learning and testing engages students in the learning process and therefore creates a more active learner-centered environment (Gallagher 2005, 36). Student group work fosters a variety of learning opportunities and skills such as resourcefulness, independence, teamwork, interpersonal communication, and management skills and is now accepted as part of the overall assessment strategy used in higher education (Noonan 2013; Gagnon and Roberge 2012; Elliot and Higgins 2005). Despite the benefits, students tend to dislike group work because of issues including free riding, lack of fairness of awarding a single mark to everyone in the same group and time pressures (Elliot and Higgins 2005; Shiu et al. 2011). In my CEL model, students commonly complain that it is difficult for them to get together outside of class. Many students have part or full time jobs, full course loads, personal and family issues/commitments and all of these realities can make getting together outside of class time difficult. Students also report that the differential academic skills and abilities, work ethic, commitment, flexibility, personalities, available time etc. are all potentially problematic variables to successful group work and to the assessment of group work. Diversity of skill, time and personality make CEL group projects particularly challenging. While my model of CEL attempts to provide some class time to work on the CEL projects, this also means that we are back to the challenge of balancing course process and content. While I am convinced that providing resources, class time and training activities (see Jassawalla, Markulis, Sashittal 2012) to develop group-working skills is beneficial, it is also time

consuming.

Challenges related to doing group work and assessing group work (see Noonan 2013) leads to highlighting one of the most significant pedagogical challenges I experience in practicing CEL. That is, deciding how and what to grade (Quinn and Shurville 2009; Shiu et al. 2012). Our current institutional structure requires that I assess individual student-learning outcomes and provide a numerical grade. This also means deciding whether to grade students on process and/or content (output) (Noonan, 2013). In order to encourage students to develop the skills required to work with others, I tend to give greater grade weight to evidence of group process (i.e. weekly written updates/minutes, use of course management tools such as group discussion boards, use of collaborative writing tools such as Google documents, written report outlines/drafts, decisions made about roles and responsibilities) over products that are produced by the group (i.e. final written report, final literature review, other KMb products). However, problems remain with this approach as well, since grades can be a real incentive to students to push them to produce a quality product. As Shiu et al. 2012 found, the use of a peer assessment (PA) scheme as a means to award marks for individual student contributions to a group project is a promising practice. This is something I now use and would agree with Shiu et al. that students see this as a positive addition as long as submission of these PAs are done via a confidential online system (2012, 218).

In addition to time challenges, trying to ensure that students have the capacity to produce quality products for the community partner is a concern (Strand 2003). This is connected to the time and skill that is required to develop, negotiate and manage relationships and expectations with community partners. In most cases I am not aware of the range of skills/knowledge and/or values that any particular group of students have when I first meet them the first week of class. While I make a point of being open and honest with any community partner I am working with, and alert them to the fact that I cannot guarantee a particular outcome or quality of product (given the lack of awareness/knowledge I have of a new group of students) it is nevertheless worrisome and anxiety provoking for me as the professor because I want my students to do a good job for the community partner and I am also aware that producing what we say we will produce is important in sustaining trust and an ongoing mutually beneficial relationship (Ostrander and Chapin-Hogue 2011). Ultimately, in addition to student engagement and enrichment, the outcomes need to be about community enrichment as well (Stanton 2008). This speaks to the issue of impact and benefit. CEL can provide students with transformational learning experiences. "Service-learning increases community understanding among faculty and can bring new directions and confidence to the teaching and scholarly pursuits of the faculty involved. For community partners, participation in service-learning can contribute to economic, operational, and social benefits" (Seifer and Connors 2007). Depending on the project that students are working on it can be both obvious and very difficult to know the impact and/or benefit that a community partner has experienced as a result of our work with them (Brisban and Hunter 2003). For example, in the case of the Vanier Centre project, it was clear to us after the students' presentation and engagement with the women in Vanier that mutual benefit had occurred. The women at Vanier participated enthusiastically and told us, as we joined them in sharing cake and juice following the presentation, that it had increased their awareness of media's representation of girls and women and that they appreciated the opportunity to think critically about the ways in which media impact women's experiences of sexual violence. In addition to the success of the product that the students produced there was evidence that the relationship I had with Vanier had been strengthened and that short term relationships were being formed with the women in Vanier. The relationships formed through CEL constitute a tangible and significant outcome. Calleson, Jordan and Seifer identified almost a decade ago the importance of the relationships that can form between faculty and communities in working together (2005). However, the development of these relationships also represents the capacity of the individuals to engage in future work together without needing to initiate new
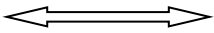
relationships. On the other hand, despite the development of a good relationship and a reasonable quality product, assessing the impact that our engagement has had on increasing social justice and/or even tangibly benefiting the community is something that we often do not have the expertise, time or resources to do as part of a single course-based CEL, nor is it something that has been supported and/or valued within the academy.

Alignment of broader principles of community engagement with pedagogical best practices
In spite of literature and experience which points to the benefits/advantages and limitations of community engaged learning, more attention could be paid to the specific ways in which community engaged learning provides opportunities to explicitly and intentionally connect important principles and values of community-university engagement and CES to contemporary pedagogical best practices beyond principles of constructive design (Seifer and Connors 2007).

In the next section of the paper I show the alignment that exists between four principles of CES and four associated pedagogical best practices. Table 1 below identifies four of these connections:

Table 1
Association Between Principles of Community Engaged Scholarship and Pedagogical Practices

CES Principles   <===>   Pedagogical Practices

1) Public Good/Socially Responsive	1) University mission
2) Civic engagement/ social change	2) College, department, course Los
3) Collaboration	3) High Impact Practices
4) Identified community need	4) Authentic Assessment

1) University Mission and the Public Good/Socially Responsive
One of the distinguishing principles of community engaged scholarship is its social justice purpose and desire to contribute to the public good. There are many ways to articulate this value. Working together with communities to produce positive social change based on community identified needs are values that cohere with the language often associated with CUE (Caspersza and Olarua 2013). Being "socially responsive", working collaboratively and using institutional resources (i.e. knowledge/ research) to address community identified needs are all related core values/principles associated with CES/CUE.

These same values/principles are also easily identified within many university/college missions, departmental and course learning outcomes, and the Association of Universities and Colleges of Canada has noted that a growing number of Canadian universities have identified community engagement as a strategic institutional goal. In 2005, the Carnegie Foundation for the Advancement of Teaching (CFAT) introduced a new classification (which is the first in a set of other new classification schemes) intended to offer a multidimensional approach for better representing institutional identity. The classification of "community engagement",

affirms that a university or college has institutionalized engagement with community in its identity, culture, and commitments. The classification further affirms that the practices of community engagement have been developed to the extent that they are aligned with the institutional identity and an integral component of the institutional culture (Driscoll 2009, 5).

Some universities and colleges have developed clear and explicit commitments to community engagement in their missions (Kronick and Cunningham 2013). In 2005 the University of Guelph Provost's White Paper suggested that the "University thus has a fundamental duty to society as well as to its students, and that is to help train its graduates to be knowledgeable, skilled, engaged, and critically-aware citizens as well as scholars" (2005, 35). In 2007, the Final Report of the Twenty-first Century Curriculum Committee focused on increasing student engagement and recognized the value of extracurricular learning and experiences beyond the classroom as ways to promote integrated and deeper learning (University of Guelph 2007). More recently the University of Guelph's Integrated Plan (2012-2017), prides itself on it's long tradition of engagement and suggests that "Teaching, learning, and scholarship at Guelph are strongly driven by interest in real-world issues, and mobilized toward real-world solutions" (University of Guelph 2012, 16). In 2012 the University of Guelph submitted its Strategic Mandate Agreement (SMA) to the Ontario government in which it outlined its strategic focus, which includes community service and outreach. Specifically it identifies the development of a School of Civic Society, and pursuit of community-engaged scholarship as examples of its Engagement initiatives (University of Guelph 2012). Clearly the University of Guelph has a historical tradition and current commitment to civic and community engagement. While its current academic mission also embraces community engagement, the language is not as explicit or intentional as some other institutions of higher education. The University of Guelph's mission includes the aim "…to *serve society* and to enhance the quality of life through scholarship" (University of Guelph 1995).

2) Civic engagement/social change as part of the University of Guelph's college and department learning outcomes
The University of Guelph has eight colleges, each with numerous departments. The Department of Sociology and Anthropology is located within the College of Social and Applied Human Sciences (CSAHS). The College's recently revised strategic vision (2012-2017) refers to elements closely aligned with the principles/values of CES. In revisiting its vision in 2012, it has maintained its historical commitment to "… meeting societal need" and "make a difference in everyday lives by putting research into practice and bringing life experience to the classroom." (University of Guelph 2012).

In achieving its vision, CSAHS has identified four strengths as critical. Two in particular are related to community-university engagement:
1. A commitment to *local and global community engagement* in both teaching and research.

2. A continued enhancement of learner focused pedagogy that emphasizes experiential and applied learning opportunities.

In concert with the university and college level mission and vision statements, there are department-level learning outcomes that also align closely with CES principles. The following examples of the University of Guelph's Department of Sociology and Anthropology's learning outcomes align with principles of CES, and speak to the value of contributing toward positive social change:

- Apply sociological and/or anthropological theories to address contemporary, historical, social and/or global issues.
- Apply appropriate research methodologies to address contemporary, historical, social and/or global issues.
- Engage in classical and/or contemporary scholarly inquiry to address sociological and/or anthropological questions and/or issues for applied purposes (University of Guelph 2013).

The next departmental learning outcome connects more closely with the principle of reciprocity and mutual benefit within CES.

- Engage in respectful, reciprocal and mutually-beneficial ways with people at the local, national and/or global levels to advance equity and social justice.

As Petray and Halbert suggest, "Sociology has a long history of engagement with social justice issues, and …we equip our students with the ability to think through, and ideally work to change, inequities" (2013, 441). In what follows I provide other examples of the ways in which there is alignment between principles of CEL and pedagogical best practices.

3) Collaboration and High Impact Educational Practices (HIEPs)
Pedagogically, High Impact Educational Practices (HIEPs) are teaching and learning practices that have been widely tested and shown to be beneficial for college and university students from many backgrounds. These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts (Association of American Colleges and Universities 2013). One of the top ten HIEPs is "Service Learning, Community-Based Learning". "A key element in these programs is the opportunity students have to both apply what they are learning in a real-world setting and reflect in a classroom setting on their service experiences" (Association of American Colleges and Universities 2013). This pedagogical best practice within the teaching and learning literature presents clear support for community engaged learning as a practice. Other HEIPs include "Learning Communities" which encourage integration of learning across courses and involves students with "big questions" that matter beyond the classroom (Petray and Halber 2013). "Collaborative Assignments and Projects" are another HIEP that combines the opportunity to learn to work together and solve problems in the company of others and listening to the insights of others, especially those with different backgrounds and life experiences. I note these other two HEIPs since they too relate to both assessments and teaching and learning strategies/ activities that fit well with the practice of CEL.

4) Authentic assessment and identified community need
Beginning with community-identified need fits well with the pedagogical best practice known as Authentic Assessment (which is part of authentic learning). This refers to a form of assessment, which asks students to perform *real-world, complex tasks* that demonstrate meaningful application of essential knowledge, skills and attitudes (Durham College 2013). While there is debate in the literature about how to define "authentic assessment" as well as the characteristics of authentic assessment nevertheless there does seem to be some consensus that authentic assessment refers to resembling professional tasks and that the learning they measure should have clear value beyond the classroom, whether or not the assessments take place in a genuine social context (Fastré, 2013). For example, communication skills (especially listening) are essential components for successful CES and CEL. Student ability to communicate with diverse audiences is considered an "essential student skill" and is one of three essential skills (communication, problem solving and working with others) that are commonly cited as important for the students to develop in order to be future citizens, workers and leaders (Council of Ontario Universities 2013). Assessing students'

abilities to communicate with and in some cases on behalf of community partners and with their peers as part of the CEL working groups within a CEL project is a practice that aligns with pedagogical best practices, principles of CES and CEL and has benefits for students in all their future endeavours.

Conclusion

CEL is one prominent way that institutions of higher education have created opportunities to simultaneously enhance communities and improve student learning. These two objectives are possible because they complement one another in both theory and practice. One of the reasons that identifying as a "community engaged scholar" is comforting to me rests on an understanding and/or commitment to community engaged scholarship that encompasses research, teaching and service. This means that the research projects I am working on (often community based and/or participatory action research projects) inform and guide my teaching and service and vice-versa. Once these three "academic" objectives are intertwined, then the task becomes finding ways to do research, teaching and service that are practiced in ways that are true to the principles of both community university engagement and pedagogical best practices. In my attempts to be a scholar of teaching and learning, and in my attempts to model community engagement with my students I recognize that the process and outcomes of community engaged learning are complementary to good pedagogy. In reflecting on the model I use for community engaged learning in upper year undergraduate classes, I have come to see that this practice is both informed by the principles of community engagement as much it is informed by promising pedagogical principles. As a result, I hope that being explicit about the alignment reinforces the idea that community engaged learning is not only possible in principle and in practice, but actually reflects best practices in pedagogical and community engagement arenas.

Bibliography

Abraham, Margaret, and Bandana Purkayastha. 2012. Making a difference: Linking research and action in practice, pedagogy, and policy for social justice: Introduction. *Current Sociology* 60 (2) (March 01): 123-41.

Ascough, Richard. 2011. "Learning (About) Outcomes: How the Focus on Assessment Can Help Overall Course Design." *Canadian Journal of Higher Education* 41, no. 2: 44-61.

Association of American Colleges and Universities. 2013. "High-Impact Educational Practices". LEAP. http://www.aacu.org/leap/hip.cfm.

Association of Universities and Colleges of Canada. 2012."Campus- Community Collaboration: A Vision for the Future." www.aucc.ca/canadian-universities/community-engagement

Barak, Gregg. 2007. "Doing Newsmaking Criminology from within the Academy." *Theoretical Criminology* 11 (2):191-207.

Barwick, Melanie. 2010. Knowledge Translation Planning Template. http://www.queensu.ca/ors/researchgrantsanddevelopment/wringwinningproposals/Barwick_KT_planning_template.pdf

Beckie, Mary, Karen Heisler, and Sean Markey. 2011."Expectations and realities of engaged scholarship: evaluating a social economy collaborative research partnership." *Journal of Community Engagement and Scholarship* 4.1: 25+. Academic OneFile. Web. 8 Jan. 2014.

Beere, Carole. 2009, "Understanding and enhancing the opportunities of community-campus partnerships", *New Directions for Higher Education: Special Issue 'Institutionalizing Community Engagement in Higher Education*: The First Wave of Carneige Classified Institutions, no. 147:55-63.

Biggs, John. 1996. "Enhancing teaching through constructive alignment." *Higher Education* 32: 347-364.

Boland, Josephine Anne. "Positioning civic engagement on the higher education landscape: Insights from a civically engaged pedagogy." *Tertiary Education and Management* 17, no. 2 (2011):101-15.

Brisbin, Richard and Susan Hunter. 2003. "Community Leaders' Perceptions of University and College Efforts to Encourage Civic Engagement". *The Review of Higher Education*, Volume 26, Number 4, Summer: 467-486.

Calleson Diane C, Catherine Jordan and Sarena D. Seifer. 2005. "Community-Engaged Scholarship: Is Faculty Work in Communities a True Academic Enterprise? Academic Medicine: Journal of the Association of American Medical Colleges. 80(4):317-21.

Caspersz, Donella and Doina Olaru. 2013. "Why do students differ in the value they place on pro-social activities? *Journal of Sociology*. 1440783313492239.

Carnegie Foundation for Advancement of Teaching. "Classification Description Community Engagement Elective Classification." Carnegie Foundation for Advancement of Teaching. 2010. http://classifications.carnegiefoundation.org/descriptions/community_engagement.php.

Council of Ontario Universities. 2013. "Learning Outcomes Assessment Practically Speaking" http://www.cou.on.ca/links/other-links/the-ontario-universities-council-on-quality-assura/about-us/news---events/learning-outcomes-assessment,-practically-speaking

Dostilio, Lina D., Barbara Harrison, Sarah M. Brackmann, Brandon W. Kliewer, Kathleen E. Edwards, and Patti H. Clayton. "Reciprocity: saying what we mean and meaning what we say." *Michigan Journal of Community Service Learning* 19, no. 1. (2012):17-32.

Driscoll, Amy. 2008. "Carnegie's Community-Engagement Classification: Intentions and Insights." *Change: The Magazine of Higher Learning* 40, no.1 (2008): 38-41, accessed July 30, 2013. doi:10.3200.

Driscoll, Amy. 2009. "Carnegie's new community engagement classification: Affirming higher education's role in Community." *New Directions for Higher Education*, 147: 5-12.

Durham College. 2013. "Center for Academic and Faculty Enrichment (CAFÉ) Deliver Authentic Assessments," Durham College, 2013, http://cafe.durhamcollege.ca/

Elliot, Naomi, Agnes Higgins. 2005. "Self and Peer Assessment – does it make a Difference to Student Group Work?" *Nurse Education in Practice* 5(1):40-48.

Fastré, Greet et al., 2013. "Towards an integrated model for developing sustainable assessment skills," *Assessment & Evaluation in Higher Education* 38 no. 5: 611-30.

Furco, Andrew. "The engaged campus: Toward a comprehensive approach to public engagement." *British Journal of Educational Studies* 58, no. 4, (2010): 375-90.

Gallagher, Peggy A. 2009. Collaborative Essay Testing: Group Work That Counts. International *Journal of Nursing Education Scholarship*. 6(1): -. Retrieved 12 Mar. 2014, from doi:10.2202/1548-923X.1845

Gagnon, Lissa L., and Ginette D. Roberge. 2012. Dissecting the journey: Nursing student experiences with collaboration during the group work process. *Nurse Education Today* 32 (8) (11): 945-50.

Gazley, Beth, Laura Littlepage, and Teresa Bennett. 2012. "What about the Host Agency? Nonprofit Perspectives on Community-Based Student Learning and Volunteering". *Nonprofit and Voluntary Sector Quarterly* 41.6: 1029-50. Web. 8 Jan. 2014

Hawkins, L. Institute for Community Engaged Scholarship. 2011. "Defining Our Terms." University of Guelph. Accessed July 30, 2013. http://www.theresearchshop.ca/defining-our-   terms#What.

Healey, Mick. "Linking Research and Teaching to Benefit Student Learning." *Journal Of Geography In Higher Education* 29, no. 2 (2005): 183-201.

Israel, BA, Schulz, AJ, Parker, E, Becker, A, Allen III, A & Guzman, J. 2008. "Critical issues in developing and following CBPR principles', in Meredith Minkler. *Community-based participatory research for health: From process to outcomes*, 2nd ed., San Fransisco, CA: Jossey-Bass.

Jacobson, Nora, Joanna Ochocka, Julie Wise, and Rich Janzen. 2007. "Inspiring Knowledge Mobilization through a Communications Policy: The Case of a Community University Research Alliance." *Progress in Community Health Partnerships: Research, Education, and Action* 1 (1): 99-104. doi:10.1353/cpr.0.0004

James, David. 2005. "Importance and impotence? Learning, outcomes and research in further education." *Curriculum Journal* 16, no. 1: 83-96. Academic Search Premier, EBSCOhost (accessed March 5, 2014).

Hillyard, Cinnamon, Diane Gillespie, and Peter Littig. 2010. "University students' attitudes about learning in small groups after frequent participation. *Active Learning in Higher Education* 11 (1) (March 01): 9-20.

Jassawalla, Avan R., Peter Markulis, and Hemant C. Sashittal. 2011."Teaching students to work in classroom teams: a preliminary investigation of instructors' motivations, attitudes and actions." *Academy of Educational Leadership Journal* 15.4 (2011): 93+. Academic OneFile. Web. 12 Mar. 2014.

Kezar, Adrianna. 2006. "Redesigning for Collaboration in Learning Initiatives: An Examination of Four Highly Collaborative Campuses," *The Journal of Higher Education* 77, no. 5: 804-838.

Klein, Phil, Munazza Fatima, Lindsey Mcewen, Susanne C. Moser, Deanna Schmidt, Sandra Zupan, Phil Klein, et al. 2011. "Dismantling the Ivory Tower: Engaging Geographers in University-Community Partnerships." *Journal of Geography in Higher Education* 35 (3): 425-444.

Kronick, Robert and Robert Cunningham. 2013. "Service-Learning: Some Academic and Community Recommendations." *Journal Of Higher Education Outreach And Engagement* 17 no. 3: 139-152. Retrieved from http://openjournals.libs.uga.edu/index.php/jheoe/article/ view/1044/689.

Ledoux, Michael W. Nadine McHenry. 2008. "Pitfalls of school-university partnerships", *The Clearinghouse: A Journal of Educational Strategies, Issues and Ideas*, vol. 81, no. 4 pp. 155-160.

McDonnell, Claire, Patricia Ennis, and Leslie Shoemaker. "Now for the Science Bit:
Implementing Community-Based Learning in Chemistry." *Education & Training* 53, no.
2 (2011): 218-36.

Metzger, Jed. 2012. "Teaching civic engagement: Evaluating an integrative service-learning
Program". *Gateways: International Journal of Community Research and Engagement*
Vol (5): 98–114.

Noonan, Maria. 2013. "The ethical considerations associated with group work assessments".
Nurse Education Today 33 (11) (11): 1422-7.

Northmore, Simon and Angie Hart. 2011. "Sustaining community-university partnerships."
Gateways: International Journal of Community Research and Engagement 4: 1-11.

Ostrander, Noam, and Sara Chapin-Hogue. 2011. Learning from our mistakes: An autopsy of an
unsuccessful university-community collaboration. *Social Work Education* 30 (4) (06):
454-64.

Peterson, T.H. "Engaged scholarship: reflections and research on the pedagogy of social
change," *Teaching in Higher Education* 14, no. 5 (2009): 541-552.

Petray, Theresa, and Kelsey Halbert. 2013. "Teaching engagement: Reflections on
sociological praxis". *Journal of Sociology* 49 (4) (December 01): 441-55.

Quinn, Diana and Simon Shurville. 2009. "From Little Things Big Things Grow:
Scaling-Up Assessment of Experiential Learning." Campus-Wide Information
Systems 26, no. 5: 329-344. Accessed July 11, 2013.
http://search.proquest.com/docview/ 218072070?accountid=11233.

Reardon, Kenneth M. 2006. "Promoting Reciprocity within community/university
Development Partnerships: Lessons from the Field." *Planning Practice and
Research* 21 (1): 95-107. doi:10.1080/02697450600901566.
http://resolver.scholarsportal.info/resolve/02697459/v21i0001/95_prwcdplftf

Sandmann, Lorilee R., and Brandon W. Kliewer. 2012. "Theoretical and applied perspectives on power: recognizing processes that undermine effective community-university partnerships." *Journal of Community Engagement and Scholarship* 5.2: 20+. Academic OneFile. Web. 8 Jan. 2014.

Secret, Mary, Melissa Abell, and Trey Berlin. 2011. "The promise and challenge of practice-research collaborations: Guiding principles and strategies for initiating, designing, and implementing program evaluation research", *Social Work*, vol. 56 (1):9-20.

Seifer, Sarena D. and Kara Connors. 2007. "Faculty Toolkit for Service-Learning in Higher Education". Scotts Valley, CA: National Service-Learning Clearinghouse. http://community-wealth.org/content/faculty-toolkit-service-learning-higher-education.

Shiu, Ann T. Y., Carmen W. H. Chan, Paul Lam, Jack Lee, and Alice N. L. Kwong. 2012. Baccalaureate nursing students' perceptions of peer assessment of individual contributions to a group project: A case study. *Nurse Education Today* 32 (3) (4): 214-8.

Spiezio, Kim Edward, Kerrie Q. Baker and Kathleen Boland. 2006. "General education and civic engagement: An empirical analysis of pedagogical possibilities." *The Journal of General Education* 54, no. 4: 273-292.

Stanton, Timothy. "New times demand new scholarship." *Education, Citizenship and Social Justice* 3, no. 1 (2008): 19-42.

Stewart, Trae, and Megan Alrutz. 2012. "Meaningful relationships: cruxes of university-community partnerships for sustainable and happy engagement." *Journal of Community Engagement and Scholarship* 5.1: 44+. Academic OneFile. Web. 8 Jan. 2014.

Strand, Kerry. 2003. *Community-based research and higher education principles and practice*s /, edited by Kerry Strand ... [et al.]. 1st ed. ed.San Francisco, CA : Jossey-Bass, c2003.

Thompson, Anne Marie, Antoinette R. Smith-Tolken, Anthony V. Naidoo and Robert G. Bringle. 2011. "Service Learning and Community Engagement: A Comparison of Three National Contexts" *Voluntas* 22 (2): 214-237.

University of Guelph 1995. "Mission Statement". http://www.uoguelph.ca/secretariat/senate/handbook/MissionStatement.pdf

University of Guelph Provost's White
 Paper. 2005. "The Lighting of a Fire: Re-
        Imagining the Undergraduate Learning Experience".
          http://www.uoguelph.ca/vpacademic/whitepaper/whitepaper.pdf

University of Guelph. 2007. "Final Report of the Twenty-first Century Curriculum
        Committee".
          http://academica.ca/top-ten/uoguelph-files-strategic-mandate-agreement

University of Guelph. 2012. "2012-2017 Integrated Plan and Preliminary 2012/2013
         MTCU Operating Fund Budget".
        https://www.uoguelph.ca/finance/sites/uoguelph.ca.finance/files/report/Integrated
        %20Plan%20%20Prelim%20MTCU%20Operating%20Budget%202012%20201
        3.pdf

University of Guelph. 2012. "U of G Moves Forward with Strategic Mandate Agreement
        2012"
          http://www.uoguelph.ca/news/2012/10/u_of_g_moves_fo.html

University of Guelph. 2013. "Sociology and Anthropology Programs Learning
        Outcomes". https://www.uoguelph.ca/socioanthro/undergraduate-
        studies/learning_outcomes

Wenger, Lisa and Ashley MacInnis. 2011. "Inventory of tools for assessing university
        capacity, support for, and outcomes of community/civic engagement and
        community engaged scholarship," Campus Community Partnerships for Health
        & the Institute for Community Engaged Scholarship, University of Guelph,
        http://engagedscholarship.ca/res/inventory-of-assessment-tools-for-community-
        engaged-universities/