

UNIVERSITY OF GUELPH
COLLEGE OF SOCIAL AND APPLIED HUMAN SCIENCES
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

GRADUATE COURSE SYLLABUS

**Course: SOC 6400 (01) THE PRINCIPLES & PRACTICES OF
COMMUNITY ENGAGED SCHOLARSHIP**

Time and Location: Fall 2017 **Wednesday 11:30 a.m. – 2:20 p.m. 342 MCKN**

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Course consultation hours: **Wednesdays 2:30-3:30 p.m. as well as other options by
appointment**

Brief Course Description: “Ready, set, go! Principles and Practices of Community
Engaged Scholarship”

This graduate course will focus on developing knowledge, skills and values related to the principles and practices of community engaged scholarship (CES). CES involves mutually beneficial partnerships between academics and the community that results in the production of scholarship. It means applying our expertise to real-world problems and collaborating with others who also bring their knowledge and wisdom to the table. We will review, discuss and apply academic literature on CES and the scholarship of engagement in our collaboration with our community partner: Luke’s Place. We will examine and apply the principles and best practices of community engagement and work on graduate learning outcomes including communication, critical thinking, collaboration, research and the mobilization of knowledge to issues related to violence against women and family law. This course is also participating in scholarship of teaching and learning (SOTL) research on community engaged learning.

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A. Expected Learning Outcomes: K=Knowledge, S=Skills, V=Values¹

1. Critical/Creative Thinking & Social Justice (V)

- a. Evaluate personal attitudes, values, beliefs in relation to community/civic engagement and community engaged scholarship.

2. Knowledge and Communication (K&S)

- b. Mobilize historical and contemporary knowledge of principles, processes, practices of community-engaged scholarship including community engaged learning.
- c. Mobilize knowledge of the academic literature on CES and CEL, as well as relevant theory, methods and substantive literature in the social sciences, to address a community-identified issue.
- d. Mobilize scholarly knowledge effectively using oral, written & visual tools/strategies to address the needs of the community partner.

3. Research and methodological literacy (K&S)

- e. Demonstrate fluencies in searching for, managing, reviewing, synthesizing, evaluating and citing academic and grey literature using the SOAN department guidelines for Sociology.
- f. Demonstrate fluencies in the research process by applying the principles and processes of CES and CEL in the design and implementation of a community-engaged research project.

4. Ethical Academic & Civic Engagement (SV)

- g. Value the principles and processes of community engaged scholarship via the community-engaged learning project.
- h. Demonstrate professional practice in individual and group contexts.
- i. Manage individual and collaborative teaching and learning experiences in changing circumstances.

¹ See Course Learning Outcome Alignment Table.

B. Evaluation Component

The final grade for the course will be based on the following:

Assessment Type	%	Date
Participation/Engagement will be assessed weekly based on reading preparation, active engagement and relevant participation in class and outside of class.	25%	Weekly
SOTL research on CEL pre/post survey (1% pre and 2% post survey or alternative assignment)	3%	Sept. 20th
CES Reflection Dossier Written reflections (reviewed and graded after weeks 3, 8 and 12) will help you think about and capture your learning (personal and academic development) about CE, alignment between our work and CE processes and principles, scholarly work/scholarship etc.	15%	
	5%	#1 September 27 th
	5%	#2 November 1st
	5%	#3 Dec 5 th
Community Partner Report/Products: Collaborative writing report/products a) Introduction b) Methodology/Methods <ul style="list-style-type: none"> • Collaboration • Workplan • KMb plan • Literature Review Protocol • Research Methodology process • Research Tools development process c) Results: <ul style="list-style-type: none"> • Literature Review • Research Methodology Outline and/or data collection via prov court support workers • Research Tools d) Knowledge Mobilization tools/strategy e) Conclusion f) Bibliography g) Appendices (if applicable)	50%	November 29 th September 20 th October 18 th
	formative 5% group	
	formative	
	30% ind 5% ind 5% ind	TBD based on meeting with Pascal.
	5% group	
	formative formative	
Oral Presentation to partner	10% ind	Week of Nov. 29th
TOTAL	100%	

Submitting Assignments:

Keep reliable back-up copies of all assignments and **ALWAYS** submit work on the due date to the drop-box in Courselink.

Late Assignment Policy

Assignments are due on the dates listed on the first page of this document. If you need an extension make sure to talk to me **BEFORE** the due date and get my agreement so as not to incur penalty.

i) Participation/Engagement/Teaching and Learning

Each week you will facilitate part of the class using teaching and learning strategies to examine the material and engage colleagues. Participation and engagement will be assessed weekly based on your reading preparedness, attitude, and ability to articulate ideas, connections, extensions (ICE) of the material in discussions, activities, and writing as well as your active engagement and your ability to work independently and collaboratively with your peers, professor, and community partner in and outside of class. There will likely be a range of graduate experience and collectively, the class will work towards creating an atmosphere in which everyone feels confident participating and we will embrace the opportunity to work together using our strengths and interests. SOTL research on CEL pre/post survey (1% pre and 2% post survey or alternative assignment). Lindsey Thomson, CESI will talk to you about this during week 2.

Peer Review: Participation will also include some peer review assessment. Peer reviews will be provided to your colleagues on some assignments/presentations.

ii) CES Reflection Dossier

Chart the process of your course/CE journey keeping a log/notes of your CEL processes and experiences. Written reflections in week 3, 8 and 12 will be reviewed and graded. The purpose of the reflection dossier is to help you think about and capture your learning (personal and academic development) about CE and your community engagement activities, experiences and other course learning outcomes. This will also be a place to identify your scholarly work and think about some of the debates re: scholarship. The purpose of this dossier in large part is for you to track the relationship between important steps taken (or not), and the outcomes associated with the project.

iii) CP Outputs/Products

Literature Review

Using a rigorous scholarly protocol, we will conduct individual literature reviews and then write a collaborative literature review (academic and grey literature) evaluating previous court watch or related research related to family law needs that emerge when criminal and/or child protection legal issues intersect with family law cases involving violence against women.

Court Watch Research Project Methodology

Based on other research, we will work to draft a research methodology for Luke's Place that could be a framework for the Court Watch research during F18.

Data Collection via Provincial Court Support Workers

We will attempt to conduct a couple of focus groups/interviews etc. with some provincial court watch support workers to hear from them about family law needs that emerge when criminal and/or child protection legal issues intersect with family law cases involving violence against women. This information will be used to help develop a research methodology, research tools and research funding.

Collaborative Written report

- a) Introduction
- b) Methodology/Methods
- c) Results:
 - Literature Review
 - Research Methodology Outline and/or data collection via prov court support workers
 - Research Tools
- d) Knowledge Mobilization tools/strategy
- e) Conclusion
- f) Bibliography
- g) Appendices (if applicable)

iv) Oral Presentation (process, findings, challenges/opportunities) to community partner Pam Cross, Luke's Place.

Presentations will provide the following content (approximately 20 mins)

- a) Introduction of group members
- b) Overview of process
- c) Critically reflect on challenges/opportunities
- d) Highlight products/results produced and make connections to literature reviewed.
- e) Thank you to community partner.

D. Organization of the Course

The course is designed to support your development as a community engaged scholar, both theoretically and practically. The course is heavily dependent on your deep commitment to our partner organization, and to the outcomes of your project. As such, your active participation in all components of the course is essential. Practically, this means that attendance and active engagement with the materials/your partner organization/each other are mandatory. Using a seminar format primarily, a portion of most classes will include teaching and learning strategies in which members of the seminar work individually and together, present and lead discussions and exchange ideas/concerns.

Communication

CourseLink (D2L) will be used to facilitate course communication, including news, course material, e-readings (ARES), assignments, written submissions, and any updates. Outside of class, Professor Morton will use 'GryphMail' to communicate directly with individual students and CourseLink (news and/or Discussion FAQs) to communicate with the entire class. Please monitor CourseLink frequently. If you have any questions, concerns, or difficulties with this course at any time, do not hesitate to talk to the Professor Morton during office hours or after class. Avoid using email as a substitute for consulting on issues requiring substantive responses.

E. Required Reading/Material

Required readings include academic journal articles and book chapters made available from ARES University of Guelph library at <https://ares.lib.uoguelph.ca>, as well as websites and multimedia (e.g. films, videos, music, PowerPoint etc.)

Citation Style Guide: <https://www.uoguelph.ca/socioanthro/undergraduate-studies/citation-style-requirements>

F. At a Glance Schedule

Date	Week	Topics	Reading/Tasks
Wednesday 13 th September	Week 1	Introductions, Overview of Course, Defining CES/CEL, CEL Project, Community Partner Introduction <ul style="list-style-type: none"> • <i>Guest- Community Partner Pam Cross, Luke's Place</i> 	Hawkins. L.; CCPH: Foundations of Community Engagement – MyGradSkills
Wednesday 20 th September	Week 2	History/Context & CES Principles, CEL Research Project <ul style="list-style-type: none"> • <i>Guest- Lindsey Thompson, CESI</i> • <i>Meet with Pascal Lupien, Library</i> 	Boyer; Gupton et al.; Kleidman; Fitzgerald; CCPH
Wednesday 27 th September	Week 3	Community Campus/Community University Partnerships/Collaboration/Group Work & Cooperative Learning <ul style="list-style-type: none"> • <i>Guest- Lindsey Thompson, CESI</i> 	CESI docs; Mccab et al.; Oakley et al.; Shimanzoe,
Wednesday 4 th October	Week 4	CES Process/Practices & Methodologies	Garner; Williamson; Clinical...; Baker et al.; Centre for Addiction and Mental Health
Wednesday 11 th October	Week 5	Theory (CES/CEL/Public Sociology)	Ulf & Axelsson; Coppock; Stoecker; Strier; Levkoe et al.; Giles et al.
Wednesday 18th October	Week 6	CES Values: Power/Ethics/Trust/Respect Research Ethics/REB tutorial <ul style="list-style-type: none"> • <i>Guest- Professor Varghese Qualitative Research</i> 	Complete CORE tutorial Da Cruz, Davis et al. Cheney; Tilly-Lubbs; Wallwork, Boyle & Silver
Wednesday 25 th October	Week 7	Outcomes/Impact of CES (Community Partner/Community, Student, Faculty, Institution) <ul style="list-style-type: none"> • <i>Guest- Adrienne Crowder, WGDS</i> 	CCBR; Korzun; Jacquez; Merenstein; Sandy & Holland
Wednesday 1st November	Week 8	Dissemination of CES & Knowledge Mobilization (Kmb) <ul style="list-style-type: none"> • <i>Guest- Melissa McKay, Kmb Coordinator, CESI</i> 	Cuthill et al; Anderson & McLachlan; Jordan et al.
Wednesday 8th November	Week 9	CES Scholar & Scholarship Benefits & Challenges	Boyer; Calleson et al.; Maurana et al.
Wednesday 15th November	Week 10	CEL in Higher Education/Assessing CEL	Tarantino; Kuh
Wednesday 22nd November	Week 11	CES Project Work	No readings
Wednesday 29 th November	Week 12	CEL Presentations to Luke's Place	No readings

G. Schedule of Topics and Readings

*Please note that while scheduled course times are not likely to change, shifts in topics may

occur to accommodate the sometimes-unpredictable nature of community engaged scholarship.

The following is a list of topics and readings. As we learn more about the substance of the project Luke's Place, there will be more material to read about violence against women, family law and intersections with other systems. Also, there may be additions and deletions to the readings depending on time and needs.

Week 1: Sept. 13th – Introductions, Overview of Course, Defining CES & CEL, CEL Project and SOTL Research

Hawkins, L. n.d. Defining Our Terms: Community Engagement and Knowledge Mobilization. Institute for Community Engaged Scholarship. College of Social and Applied Human Sciences. University of Guelph.

<http://www.cesinstitute.ca/sites/default/files/Defining%20Our%20Terms%20-%20CE%20and%20Kmb.pdf>

Community-Campus Partnerships for Health (2013). Defining Community-Engaged Scholarship. <https://ccph.memberclicks.net/ces-toolkit-intro#Defining>

Foundations of Community Engagement <https://www.mygradskills.ca/courses/foundations-of-community-engagement-part-1>

Cross, Pam. 2016. "When Shared Parenting and the Safety of Women and Children Collide". Luke's Place Support and Resource Centre. Oshawa, Ontario.

Cross, Pam. 2010. "It Shouldn't Be This Hard. Luke's Place Support & Resource Centre for Women & Children". Luke's Place Support and Resource Centre. Oshawa, Ontario.

Week 2: Sept. 20th – History & Context & CES Principles

Boyer, E. 1996. The Scholarship of Engagement. *Bulletin of the American Academy of Arts and Sciences*, 49(7):18-33.

Gupton, Jarrett T., Sullivan, Amanda L., and Johnston-Goodstar, Katie. 2014. "The Role of University Engagement in the Community." *International Journal of Educational Reform* 23(3): 181-90.

Kleidman, Robert. 2006. "Public Sociology, Engaged Scholarship, and Community Organizing." *Journal of Applied Sociology* 23(1): 68-82.

Fitzgerald, Hiram E. 2014. "Knowledge Engagement and Higher Education in Canada and the USA" in *Higher Education in the World 5: Knowledge, Engagement & Higher Education: Contributing to Social Change*. GUNi Series on the Social Commitment of Universities. Palgrave MacMillan UK:242-267.

CCPH Board of Directors. Position Statement on Authentic Partnerships. Community-Campus Partnerships for Health, 2013. <https://ccph.memberclicks.net/principles-of-partnership>

Week 3: Sept. 27th – Community Campus/Community University Partnerships/Collaboration, Group/Team Work & Cooperative Learning

Community Engaged Teaching and Learning Community of Practice. 2016. Community Engaged Teaching and Learning Fact Sheet: Strategies for Effective Project & Relationship Management (Draft). CESI.

The Research Shop. Project Work Plan. CESI

Mccabe, Angela, Rachel Parker, and Stephen Cox. 2015. "The Ceiling to Coproduction in University–industry Research Collaboration." *Higher Education Research & Development*. 1-15.

Oakley, Barbara, Richard M. Felder, Rebecca Brent and Imad Elhadj. 2004. "Turning Student Groups into Effective Teams". *Journal of Student Centred Learning*. 2(1):9-34.

Shimanzoe, J. and H. Aldrich. 2010. Group Work Can be Gratifying: Understanding and Overcoming Resistance to Cooperative Learning. *College Teaching* 58(1): 52-7.

Supplemental Reading:

McNall, M., Reed, C.S., Brown, R., Allen, A. 2009. Brokering community-university engagement. *Innovation and Higher Education*, 33:317-331.

Kania, John, Fay Hanleybrown, and Jennifer Juster. 2014. "Essential Mindset Shifts for Collective Impact." *Stanford Social Innovation Review* 12(4): S2-S5.

Week 4: October 4th – CES Process/Practices & Methodologies

Garner, Johny T. 2015. "Different Ways to Disagree: A Study of Organizational Dissent to Explore Connections Between Mixed Methods Research and Engaged Scholarship". *Journal of Mixed Methods Research* 9(2):178-95.

Williamson, Heather J., Belinda-Rose Young, Nichole Murray, Donna L. Burton, Bruce Lubotsky Levin, Oliver Tom Massey, and Julie A. Baldwin 2016. Community–University Partnerships for Research and Practice: Application of an Interactive and Contextual Model of Collaboration. *Journal of Higher Education Outreach and Engagement*. 20(2):55-84.

Clinical and Translational Science Awards Consortium Community Engagement Key Function Committee Task Force on the Principles of Community Engagement. 2011. Chapter 2: "Principles of Community Engagement" in *Principles of Community Engagement: A Primer* 2nd (ed).

http://tamarackcci.ca/files/principles_of_community_engagement_report_508_final.pdf

Baker, E.A., Homan, S., Schonhoff, R. & Kreuter, M. 1999. Principles of practice for academic/practice/community research partnerships. *American Journal of Preventative Medicine*, 16(3S):86-94.

Centre for Addiction and Mental Health. 2011. Building equitable partnerships: Tools and

lessons learned.

http://www.torontolip.com/Portals/0/Resources/Partnerships%20and%20Collaborations/building_equitable_partnerships.pdf?ver=2015-05-07-112644-140

Supplemental Reading:

Morton, M. Bergen, A. Horan, M., Crann, S. Bader, D. & Bonham, L. 2014. Engaging evaluation research: Reflecting on the process of sexual assault/domestic violence protocol evaluation research. *Gateways: International Journal of Community Research & Engagement*, 7(1):1-14.

Watson-Thompson, Jomella. 2015. "Exploring Community-Engaged Scholarship as an Intervention to Change and Improve Communities." *Metropolitan Universities* [Online], 26.1: 11-34.

Adshead, M., & Quillinan, B. 2016. Having it all? Transferring community-oriented research principles to teaching and learning to develop better university engagement. *Educational Action Research*, 1-21.

Northmore, S. & Hart, A. 2011. Sustaining community-university partnerships. *Gateways: International Journal of Community Research and Engagement*, 4,1-11.

Saltmarsh, J. and Zlotkowski, E. 2011. Putting into Practice the Civic Purposes of Higher Education. Pp. 1-8 in *Higher Education and Democracy: Essays on Service Learning and Civic Engagement*, edited by John Saltmarsh and Edward Zlotkowski. Philadelphia, PA: Temple University Press.

Week 5: October 11th - Theory (CES/CEL/Public Sociology)

Ulf Melin and Karin Axelsson. 2016. Action in action research: Elaborating the concepts of action, roles and dilemmas in a public e-service development project, *Journal of Systems and Information Technology*. 18(2):118-147.

Coppock, D. Layne. 2016. "Cast Off the Shackles of Academia! Use Participatory Approaches to Tackle Real-World Problems With Underserved Populations." *Rangelands* 38(1): 5-13.

Stoecker, Randy. 2016. "What is Institutionalized Service Learning's Theory of Learning?" in *Liberating service learning and the rest of higher education civic engagement*. Philadelphia, Pennsylvania: Temple University Press. 4-45.

Giles, Dwight E., Jr., and Eyler, Janet. 1994. "The Theoretical Roots of Service-Learning in John Dewey: Toward a Theory of Service-Learning." *Michigan Journal of Community Service Learning* 1(1): 77-85.

Supplemental Reading:

Chandler, Jacqueline, Jo Rycroft- Malone, Claire Hawkes, and Jane Noyes. 2016. "Application of Simplified Complexity Theory Concepts for Healthcare Social Systems to Explain the Implementation of Evidence into Practice." *Journal of Advanced Nursing* 72(2): 461-80.

Week 6: October 18th - CES Values: Power/Ethics/Trust/Respect

<http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/>

Da Cruz, Cynthia Gordon. 2017. "Critical Community-Engaged Scholarship: Communities and Universities Striving for Racial Justice." *Peabody Journal of Education* 92(3):363-84.

Davis, Katherine L., Brandon W. Kliewer, and Aliko Nicolaidis. 2017. Power and Reciprocity in Partnerships: Deliberative Civic Engagement and Transformative Learning in Community-Engaged Scholarship. *Journal of Higher Education Outreach and Engagement*, Volume 21(1): 30-54.

Cheney, G. 2008. Encountering the ethics of engaged scholarship. *Journal of Applied Communication Research*, 36(3), 281-288.

Tilly-Lubbs, G.A. 2009. Good intentions pave the way to hierarchy: A retrospective autoethnographic approach. *Mich. Journal of Community Service Learning*, 59-68.

Wallwork, E. 2008. Ethical analysis of research partnerships with communities. *Kennedy Institute of Ethics Journal*, (18)1, 57-85.

Boyle, M.-E. and Silver, I. 2005. Poverty, Partnerships, and Privilege: Elite Institutions and Community Empowerment. *City & Community*, 4(3), 233-252.

Week 7: October 25th – Outcomes/Impact of CES (Community Partner/Community, Student, Faculty, Institution)

Centre for Community Based Research. 2017. "A Tool for Reflexive Community-Based Research: A Process for Assessing Quality and Impact".

Korzun, Monika, Corey Alexander, Lee-Jay Cluskey-Belanger, Danielle Fudger, Lisa Needham, Kate Vsetula, Danny Williamson, and Daniel Gillis. 2014. "The Farm to Fork Project: Community-engaged Scholarship from Community Partners' Perspective." *Gateways : International Journal of Community Research & Engagement* 7(1):101-115.

Jacquez, Farrah. 2014. "Demonstrating Impact as a Community-Engaged Scholar within a Research University." *Metropolitan Universities* 25(2): 14-26.

Merenstein, Beth Frankel. 2015. "Community-based Research Methods: Putting Ideas into Action." *Journal of Applied Social Science* 9(2): 125-38.

Sandy, Marie, and Holland, Barbara A. 2006. "Different Worlds and Common Ground: Community Partner Perspectives on Campus-Community Partnerships." *Michigan Journal of Community Service Learning* 13(1): 30-43.

Supplemental Reading:

Levkoe, Charles Z., Shauna Brail, and Amrita Daniere. 2014. Engaged Pedagogy and Transformative Learning in Graduate Education: A Service-Learning Case Study. *The Canadian Journal of Higher Education* 44(3):68-85.

Schwartz, K. 2010. Community Engaged Research: Student and Community Perspectives Partnerships: *A Journal of Service Learning & Civic Engagement*, 1(2):1-16.

Kane, E. 2016. The Baby and the Bathwater: Balancing Disciplinary Debates and Community Engagement to Advance Student Interest in Publicly Engaged Sociology. *Humanity & Society*, 40:43-63.

Trevino, Javier. 2012. "The Challenge of Service Sociology." *Social Problems* 59:2-20

Kane, Emily W. 2012. "Student Perceptions of Community-based Research Partners and the Politics of Knowledge." *Michigan Journal of Community Service Learning* 19:5-16.

Yassi, A., Dharamsi, S., Spiegel, J., Rojas, A., Dean, E., & Woollard, R. (n.d.). The Good, the Bad, and the Ugly of Partnered Research: Revisiting the Sequestration Thesis and the Role of Universities in Promoting Social Justice. *International Journal of Health Services*, 40(3): 485-505.

Hart, A. & Northmore, S. 2012. Auditing and evaluating university-community engagement: Lessons from a UK case study. *Higher Education Quarterly*, 65(1):34-58.

Molas-Gallart, J. & Tang, P. 2011. Tracing 'productive interactions' to identify social impacts: an example from the social sciences. *Research Evaluation*, 20(3):219-226.

Week 8: November 1st - Dissemination of CES/KMb

Knowledge Translation Planning Tools – see Courselink

Cuthill, Michael, O'Shea, Éidín, Wilson, Bruce, and Viljoen, Pierre. 2014. "Universities and the Public Good: A Review of Knowledge Exchange Policy and Related University Practice in Australia." *Australian Universities' Review* 56(2): 36-46.

Anderson, Colin R, and Stéphane M McLachlan. 2016. "Transformative Research as Knowledge Mobilization: Transmedia, Bridges, and Layers." *Action Research* 14(3): 295-317.

Jordan, C., Seifer, S., Gelmon, S., Ryan, K., & McGinley, P. 2011. CES4Health.info: An Online Tool for Peer Reviewed Publication and Dissemination of Diverse Products of Community-Engaged Scholarship. *Progress in Community Health Partnerships: Research, Education, and Action*, 5(2), 189-199.

Supplemental Reading:

Cooper, A. & Levin, B. 2010. Some Canadian contributions to understanding knowledge mobilisation. *Evidence and Policy*, 6(3), 351-369.

Week 9: November 8th – CES Scholar & Scholarship Benefits & Challenges

“Characteristics of CES: A Rubric for Evidencing CES”

Fitzgerald, H., & Primavera, J. 2013. “The Challenges of Scholarship”. *Going public: Civic and community engagement*. East Lansing: Michigan State University Press. 13-32.

Seifer, Sarena D., Blanchard, Lynn W., Jordan, Catherine, Gelmon, Sherril, and McGinley, Piper. 2012. "Faculty for the Engaged Campus: Advancing Community-Engaged Careers in the Academy." *Journal of Higher Education Outreach and Engagement* 16(1): 5-20.

Boyer, E., & Carnegie Foundation for the Advancement of Teaching, issuing body. 1997. “Enlarging the Perspective”. Chapter 2. *Scholarship reconsidered: Priorities of the professoriate*. San Francisco, CA: Jossey-Bass. 14-25.

Calleson, Diane C, Catherine Jordan, and Sarena D Seifer. "Community-engaged Scholarship: Is Faculty Work in Communities a True Academic Enterprise?" *Academic Medicine: Journal of the Association of American Medical Colleges* 80, no. 4 (2005): 317-21.

Maurana, C A, M. Wolff, B J Beck, and D E Simpson. 2001. "Working with Our Communities: Moving from Service to Scholarship in the Health Professions." *Education for Health* (Abingdon, England) 14(2): 207-20.

Supplemental Reading:

Glassick, C.E., Huber, M.R. & Maeroff, G.I. 1997. *Scholarship Assessed: evaluation of the professoriate*. San Francisco, CA: Jossey Bass.

Commission on Community-Engaged Scholarship in the Health Professions. 2005. *Linking Scholarship and Communities: Report of the Commission on Community-Engaged Scholarship in the Health Professions*. Seattle: Community-Campus Partnerships for Health.

Cavallaro, C. 2016. Recognizing Engaged Scholarship in Faculty Reward Structures: Challenges and Progress. *Metropolitan Universities*, 27(2), 2-6.

Gelmon SB, Jordan CM, Seifer SD. 2013. Rethinking Peer Review: Expanding the Boundaries for Community-Engaged Scholarship. *International Journal of Research on Service-Learning and Community Engagement*, 1(1): 1-10.

Spaapen, J., & van Drooge, L. 2011. Introducing 'productive interactions' in social impact assessment. *Research Evaluation*, 20(3), 211-218.

Week 10: November 15th – CEL in Higher Education/Assessing CEL

Tarantino, Kristen L. 2017. Undergraduate Learning Through Engaged Scholarship and University– Community Partnerships. *Journal of Higher Education Outreach and Engagement*, Volume 21(2):103-130.

Kuh, G. 2008. Excerpt from High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter

<https://secure.aacu.org/AACU/PubExcerpts/HIGHIMP.html>

Supplemental Reading:

Pescosolido, B., & Pescosolico, B. 2008. The Converging Landscape of Higher Education: Perspectives, Challenges, and a Call to the Discipline of Sociology. *Teaching Sociology*, 36(2), 95-107.

Ryser, L., Markey, S., & Halseth, G. 2013. Developing the next generation of community-based researchers: Tips for undergraduate students. *Journal of Geography in Higher Education*, 37(1), 11-27.

Brandenberger, J. W. 2013. Investigating personal development outcomes in service learning. In: P. H. Clayton et al. (Eds.), *Research on Service Learning: Conceptual Frameworks and Assessment: Students and Faculty* (pp. 133-156). Stylus Publishing.

Fitzgerald, Hiram E., Bruns, Karen, Sonka, Steven T., Furco, Andrew, & Swanson, Louis. 2012. The Centrality of Engagement in Higher Education. *Journal of Higher Education Outreach and Engagement*, 16(3), 7-27.

Week 11: November 22nd – CES Project Work

Week 12: November 29th – CEL Presentations

H. University Policy and Procedures

Please familiarize yourself with the following policies and procedures:

Standard Statements - GRADUATE (*modified, AVPA office*)

E-mail Communication

As per university regulations, all students are required to check their <mail.uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person) in writing, with your name, id#, and e-mail contact. See the Graduate calendar for information on regulations and procedures for [Academic Consideration](#).

Drop Date

Courses that are one semester long must be dropped by the end of the fortieth class day; two-semester courses must be dropped by the last day of the add period in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Graduate Calendar.

Copies of out-of-class assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: www.uoguelph.ca/sas

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community –

faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [*Academic Misconduct Policy*](#) is detailed in the Graduate Calendar.

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The [*Academic Calendars*](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.