CENTER FOR SOCIAL CONCERNS | UNIVERSITY OF NOTRE DAME

GUIDE TO
COMMUNITY-ENGAGED TEACHING
2020-2021

Table of Contents

Part I.

Why Teach a Community-Based Course?

Well-designed and implemented community-based courses animate the University's aim of educating the heart and mind. The Notre Dame mission statement says: "The University seeks to cultivate in its students not only an appreciation for the great achievements of human beings, but also a disciplined sensibility to the poverty, injustice, and oppression that burden the lives of so many. The aim is to create a sense of human solidarity and concern for the common good that will bear fruit as learning becomes service to justice." Community-based teaching advances that mission in ways that impact students, faculty, and the community partners they engage.

Research shows that students who take community-based courses learn course content and develop an appreciation for the common good with an efficiency and effectiveness unparalleled by any other pedagogical approach. Community-based learning is a high-impact practice that promotes deep learning, the kind that stays with students long after they graduate, informing who they are and what they do.

Many argue that a Notre Dame education is not complete without the type of meaningful connection to community that academic community engagement affords. Provost Tom Burish is one of those proponents, saying: "Simply learning about something intellectually or simply doing service is not enough. We want to combine the two in a thoughtful way so we produce people who are committed to contributing responsibly, in a civic way, for the rest of their lives." Students and faculty report that community-based courses are some of their most powerful and rewarding educational experiences.

Preparing Your Course

What is the optimal timeline for developing a community-based course?

If you are teaching a new community-based learning (CBL) course at Notre Dame, contact the primary/parent department offering your course to determine deadlines for the TUSC (Tentative Upcoming Schedule of Classes). In general, for a new Fall course, you should have a syllabus and partnerships worked out by the first week of classes the prior Spring. For a Spring course, you should have a syllabus and partnerships worked out by the first week of classes the prior Fall. That means that ideally, you would meet with Center for Social Concerns faculty and staff to begin planning and developing partnerships close to a year before you intend to teach a new CBL course. This gives ample time to talk about the learning goals, develop assignments, and connect with partners to explore mutually beneficial projects. The details of projects could change as you go, but working this far ahead allows community partners ample time to make room for your students and get to know you and your syllabus so that they can create an effective learning environment based on your shared goals. We know that the ideal isn't always

possible and encourage you to contact us anytime, but the longer you wait the more limited resources become.

If you are teaching a CBL course you have taught before, it is still important to work on the schedule outlined above. It's possible that a community partner you worked with before is no longer available, or a partnership someplace else seems promising—many things could change semester-by-semester. The "community" in community-based learning is ever evolving. By working at least one full semester ahead for a CBL course that has been taught before, you allow time for effective design and adjustments.

For a new course, 9-12 months prior to the start of the semester, we recommend the following steps happen in this order:
- Contact the Community-Engaged Learning Director to discuss relevant community-based learning pedagogy and potential community partners. Together, the appropriate people from the Center for Social Concerns and the faculty member review the current syllabus and develop ways to integrate the CBL component. Conversations will include a:
  - Review of the syllabus and sharing of course goals and objectives both in the classroom and in the community.
  - Discussion of possible organizations for students' CBL placements.
- After this meeting, the Community-Engaged Learning Director will contact community partners to ask if they can host students. The Director will share the syllabus, the course goals and objectives, and the professor's hopes for the students' work in the community.
- After that conversation, the Community-Engaged Learning Director will arrange a meeting with the faculty member and the community partner. The meeting will allow each party to share their needs and interests and to develop an appropriate plan for placing students relevantly and in ways that meet the organization's and the faculty member's interests and goals.

Start of the semester:
- The Community-Engaged Learning Director is available to present pertinent information to students through in-class presentations. The Community-Engaged Learning Director will provide students information on the community organizations and transportation to the sites and speak to the expectations of students and help provide context for the work they will be doing. This is *highly* recommended so that students see the support they and you have for the community engagement in your course (but please be patient as scheduling all these visits is a big job and your ideal time might be taken by someone else!).

Throughout the semester:
- The Community-Engaged Learning Director will encourage ongoing communication between the faculty member and the community partner. Any issues that arise will be addressed. If necessary, the Community Engaged Learning Director will facilitate a meeting to resolve any challenges. Faculty members are encouraged to communicate

regularly with community partners about what is and isn't working well. Please copy the Community-Engaged Learning Director on all significant correspondence so that issues can be addressed collaboratively.

Conclusion of the semester:

- The Director of Community-Engaged Learning will arrange a meeting between the faculty member and the community partner to evaluate the community-based learning component of the course. The faculty member is encouraged to share any final papers or projects with the community partner upon completion of the course to live out the aim of reciprocity and doing work that can genuinely be of use to partners..

How can I incorporate community-based research into my course?

Adding a research component to a course can be accomplished most effectively by asking an organization to identify a question about their organization or service, whereby if the answer was known, could help them in implementing their mission more effectively or efficiently, or simply just differently. The question needs to be well defined and able to be addressed within the time frame of the course. This might mean that a class can only do a piece of a research project such as issue identification OR the development of a survey or focus group guide, OR the analysis of a previous data set and a short report of findings. To do justice to a community-based research project one should also leave time in the syllabus to present any findings to those who provided the data to ensure that student interpretation of results is credible and accurate.

For more information contact Dave Lassen at dlassen@nd.edu.

Resources

- Beckman, M., & Joyce, L. (Eds.), (2016). *Community-based research: Teaching for community impact*. Sterling, VA: Stylus.
- Beckman, M., & Wood, D. (2016). The role of community-based research in achieving community impact. In M. Beckman & J. Long (Eds.),*Community-based research: Teaching for community impact.* Sterling, VA: Stylus.
- Israel, Barbara, Eng, E., Schulz, A.J., Parker, E.A., *Methods in Community-Based Participatory Research for Health*, Jossey-Bass, San Francisco, 2003.
  Minkler, Meredith and Wallersteing, Nina (eds), *Community-Based Participatory Research Health From Process to Outcomes* (Second Edition), Jossey-Bass, San Francisco, 2008.
- Patton, Michael Q., *Qualitative Evaluation and Research Design*, Sage Publications, Newbury Park, 1990.
- Strand, Kerry, Marullo, S., Cutforth, N., Stoecker, R., Donohue, P., *Community-Based Research and Higher Educatio*n, Jossey-Bass, San Francisco, 2003.
- Center for Social Concerns community-based research website:
  http://socialconcerns.nd.edu/content/community-based-research

How can I incorporate reflection into my community-based course?

Reflection on community-based experience allows students to link what they are learning from their community engagement with what they are learning in the classroom. Journal writing, writing assignments with prompts, small group discussions, a time of silence, case studies, and creative projects are ways of engaging students in reflection. A small group discussion with the community partner, the professor, and students can be particularly fruitful to address what the students' contributions mean to the overall work of the community organization in conjunction with the learning goals of the course. At the Center for Social Concerns we encourage reflection on Catholic social thought and the opportunity for students to reflect on theological themes of service and justice. We can help you frame all such assignments and activities.

Resources

- Bringle, Robert G. and Julie A. Hatcher. "Reflection in Service Learning: Making Meaning of Experience." Educational Horizons, (77)4, 179-185.
- Center for Civic Reflection resources: http://civicreflection.org/resources/articles-essays/collection-of-essays-on-civic-reflection
- Killen, Patricia O'Connell, and John de Beer. *The Art of Theological Reflection*. New York: Crossroad, 1994.
- Cooper, David D. "Reading, Writing and Reflection" in Rhoads, Robert A. and Jeffrey Howard. *Academic Service Learning: A Pedagogy of Action and Reflection.* San Francisco: Jossey-Bass, 1998, 47-58.

How can I incorporate elements of Catholic Social Teaching into my community-based course?

One of the basic roles of higher education is to form responsible leaders in society. Catholic Social Teaching (CST) provides a vision for a good society. Catholic Social Teaching provides a framework of values that balances individual rights with the common good. We recommend you invite students to identify and discuss situations in which the main principles of human dignity, solidarity, and the common good apply. Case studies are concrete ways for students to integrate social teachings in a context that is relevant to their discipline. Faculty can emphasize an analytical formula of See-Judge-Act and highlight the interrelationships of structures. They can incorporate justice education lectures on campus into class assignments and discussion. Contact Bill Purcell to invite a specialist in CST to guest lecture in one of your classes to show the integration. The Catholic Social Tradition Learning and Research Initiative, begun at Notre Dame, offers a variety of readings and resources with respect to Catholic social "learning," including a rubric that may help frame course development and assessment.

For more information contact Bill Purcell at wpurcell@nd.edu.

Resources

- Eifler, Karen and Jeff Griep, Peter Thacker, "Enacting Social Justice to Teach Social Justice: The Pedagogy of Bridge Builders." *Catholic Education: A Journal of Inquiry and Practice*, Vol. 12, No. 1, September 2008, 55-70.
- Glynn, Cassandra, Pamela Wesely, and Beth Wassell, *Words and Actions: Teaching Languages Through the Lens of Social Justice*. Alexandria, VA: American Council on the Teaching of Foreign Languages, 2014.
- Kathleen Maas Weigert and Alexia K. Kelley, *Living the Catholic Social Tradition*. Lanham, MD: Rowman & Littlefield Publishers, 2005.
- Kevin McKenna, *A Concise Guide to Catholic Social Teaching*. Notre Dame, IN: Ave Maria Press, 2013.
- United States Catholic Conference of Bishops, *Compendium of the Social Doctrine of the Church*. Washington, DC: USCCB, 2005.
- United States Catholic Conference of Bishops, *Sharing Catholic Social Teaching: Challenges and Directions*. Washington, DC: USCCB, 1998.
- "The Welcome Table"

What grants or financial support are available to support my course?

Options for funding vary depending on your home college, department, and institutional status. The following list gets you started in your internal and external search for resources. Note that many grants might be relevant even if they aren't specifically flagged for community-based work. Course development grants, for example, are often described as being for new or "substantially redesigned" courses. Adding a CBL approach to your course might qualify as that "substantial redesign."

The Center for Social Concerns supports a variety of community-engaged work at Notre Dame through its Community Impact Grants process, which has Fall and Spring deadlines. Connect with Connie Mick at cmick@nd.edu to arrange a consultation to prepare a more successful proposal.

Arts and Letters

- Teaching Beyond the Classroom: http://al.nd.edu/advising/faculty-teaching-resources/

Institute for Scholarship in the Liberal Arts

- General: http://isla.nd.edu/for-faculty/internal-funding/

Center for Social Concerns

- Community Impact Grants for community-engaged research, teaching, and learning

Indiana Campus Compact Grants

- http://indianacampuscompact.org/grants

What should I consider if I want to teach an international community-based course?

Like all good community-based courses, international community-based courses should contain a course description, general and specific learning objectives, components of a traditional syllabus (required reading, assignments, exams, papers, academic journals, field observation reports, etc.), as well as specific evaluation and grading criteria.

In addition, international community-based courses should contain
- Within the **course description**:
  - What the students are going to learn (e.g. knowledge, perspectives, skills) in the international environment that they could not learn at home;
  - How the program takes advantage of the international environment (e.g., academic and cross-cultural site visits, guest professors, and assignments)
  - The funding obligations of the student, such as fees and related expenses of the course and travel.
- Clear objectives, collaboration, and **communication with the community partners**, agencies, and organizations (e.g., site partners involved in the in-country community-based learning component) about the objectives of the CBL or International Service-Learning component. The course should be offered in collaboration with well-established, trusted, and known community-based agencies/organizations located in the host community, and it should be properly vetted, a task that staff at the Center for Social Concerns can define and perhaps assist with. The course should foster awareness of individual and course-related environmental and social-cultural impacts, and minimize such impacts in its own implementation. Depending on the cultural context and level of partnership, this could be formalized by creating a "partnership agreement" or a "memo of understanding" (MOU) between the faculty and the community partner(s).
- Attention to **risk management**, health, and safety of the students while abroad and the safety and confidentiality of the staff and populations of the community partner organization(s). These include meeting all the proper standards, policies, procedures, and University protocol for undergraduate travel while abroad. These may include but are not limited to requiring students to meet with University Health Services for consultation on required vaccinations for travel, purchasing international health and evacuation insurance, and applying for undergraduate student travel permission. For the safety of the community organizations, additional measures could include but are not limited to requiring students to have criminal background checks and sign additional waivers and confidentiality statements protecting vulnerable populations of the organization(s). Faculty

should clearly inform students of the code of conduct and be prepared with protocols and procedures for the handling of any disciplinary issues. See additional information in this guide and in the [Guide to Risk Management for Community-Engaged Teaching](#).

- A **day-to-day syllabus** and schedule for the in-country component of the course, integrating lectures, site visits, meetings with host country experts and resource personnel, readings, assignments, discussions, reflection periods, and the community-based or service-learning components. This aids managing student impressions and improves the quality of their work by helping them make connections among learning activities. Also be mindful of human and physical limitations (jet lag, adjusting to time, etc.) when designing the daily syllabus and schedule.
- A **pre-departure** component, preparing students for the academic and cultural experience of the host country. Consider additional training sessions if needed to ensure preparedness and to address risk to students and to the community partner(s). This preparation should occur in the class sessions prior to deployment or as additional scheduled sessions if needed. Depending on the timing of the course being offered, pre-departure components could also include attending additional sessions already institutionalized within the Center for Social Concerns or the University.
- A **re-entry** component, where students are debriefed about their experiences and integrate what they learned abroad into the coursework back on the home campus. This kind of intentional reflection should occur within the classes back on the home campus immediately following the in-country component but additionally, faculty may wish to consider a more social gathering around a meal and photo-sharing.
- **Assessment** of student learning outcomes and overall student experience so that subsequent course offerings may be improved based on the assessment.

Written and adapted by Rachel Tomas Morgan, Center for Social Concerns, from various resources including Spencer & Tuma, The Guide to Successful Short-Term Programs Abroad, NAFSA Association of International Educators (2007); Forum on Education Abroad Standards of Good Practice for Short Term Education Abroad Programs (2009); and from many symposia and various colleagues in the field of international service-learning and study abroad.

For more information on developing international community based learning courses contact Rachel Tomas Morgan at rtomasmo@nd.edu.

Part II.

Overseeing Your Course

What language can I use in my syllabus to establish a contract with students regarding academic community engagement expectations?

Clear communication about expectations for community-based work is critical and should be clearly written into your syllabus and reinforced in class discussions throughout the semester. Ideally, community partners would be part of crafting and approving that language and giving you feedback on how successfully students are meeting those expectations in their presence. Give at least as much care in describing the CBL elements of your course as you would describing the expectations you have for an exam or term paper, for example, making sure students understand your rationale for using CBL to meet the learning objectives for that course. It might be self-evident to you, but students often need a clear conversation about how this pedagogical approach will enhance their learning and how it is being assessed as part of their course grade. Be clear on that yourself; then be clear with students and community partners. If this connection isn't communicated clearly, community engagement can feel like something extra to students, detached from the "real" work of the coursework happening on campus. If possible, invite community partners to contribute to this language in your syllabus and do make certain that they receive a copy of your syllabus when it is finalized for their own reference and reinforcement throughout the course.

CBL is employed in different ways in different courses, so there isn't one "right" way to do this. Some effective practices include writing the following into the syllabus and following up with discussion in class before engagement begins and occasionally thereafter as needed. A strong representation of CBL in the syllabus might include:

- A clear **rationale** explaining why community engagement will help students reach specific learning objectives for this course (e.g., a Spanish CBL course might be designed to advance linguistic skills through authentic dialogue in the target language with staff, parents, and children at La Casa de Amistad)
- A brief introduction to the **mission and nature of the work of community partners** your course engages, including a link to their website
- A detailed message on how **student communication with community partners** should happen, including contact information via the partner's preferred mode (e.g., email, phone, text); or, a note stating that such information will be provided separately
- A clear outline of what is *required* and what is only *encouraged* engagement
- A clear explanation of expected **frequency** of contact (e.g., weekly, bi-weekly, or on a special project day(s))

- A clear explanation of **cumulative hours** of contact that aligns with community partner expectations (e.g., "15-20 hours per semester, half before midterm" or "12 hours minimum", or 2-hour weekly commitment)
- Expected **start date** (or range) that aligns with community partner availability, site orientation, etc.
- Expected **end date**. Students should not be required to engage past the last day of classes, but they may elect to do so on their own to assist community partners. Just be clear on what you support and what "counts" as the valid work range.
- A statement about **transportation** *safety* and *access* that reflects current University advice and offerings. See next section below or http://socialconcerns.nd.edu/content/vehicle-information-overview
- A statement about the importance of **safety** for students, community partners, and community members that reflects protocol outlined by Notre Dame's Office of Risk Management. See: Risk Management section on page 18.
- An **invitation** to talk and/or write as needed about moving and/or disturbing experiences on site that require additional processing. In CBL, we can't predict or fully control what students will see or hear. As a CBL faculty member, it is imperative that you provide students with a way a processing the difficult situations they might experience or that they might connect with in their own personal experience. Help them understand what counseling options are available on campus if needed.

For an example of a syllabus statement please see Appendix B on page 24.

What language can I use in my syllabus to address students who have disabilities that could impact their participation in a community-based course?

The Sara Bea Disability Services office on campus recommends communicating the following information to students: Please note that all sites may not be accessible. It is the responsibility of the student to contact the organization and Sara Bea Disability Services to assess what barriers might exist and to determine if reasonable accommodations are possible.

Here is language you can insert into your syllabus:
It is the policy and practice of The University of Notre Dame to provide reasonable accommodations for students with properly documented disabilities. Students who feel they may need reasonable accommodations while participating in _____ [insert course] should contact Sara Bea Disability Services to discuss accommodations within the context of the program they are applying.

Because the University's Accommodations Process generally require students to request accommodations well in advance of the dates when they are needed, students who believe they may need an accommodation for this _____ [insert course] are encouraged to contact Sara Bea Disability Services at their earliest opportunity. Additional information about Sara Bea

Disability Services and the process for requesting accommodations can be found at sarabea.nd.edu. Contact Scott Howland in the Sara Bea Disability Services Center at 574-631-7157 for more information.

How do students travel to their sites?

Students may use their own vehicles to drive to their orientations and/or weekly service venues. Driving directions to sites are available through the Center for Social Concerns. Please note: personal vehicle insurance coverage is primary. Signed waiver is required. Waiver can be found at: https://riskmanagement.nd.edu/insurance/risk-management-resources/waiver-release-and-indemnification-agreements/

Students working at an organization located on a bus route that has a safe and relatively efficient stop should take Transpo. Information on the Transpo routes and times is available on Transpo's website http://www.sbtranspo.com/ or by calling Transpo's main number: 574-233-2131. University students ride free upon presenting their Notre Dame student ID.

The University owns a limited fleet of vehicles that are made available for rent to professors, staff, and students doing coursework in the local community. The Center for Social Concerns facilitates the reservation of these vehicles for students and faculty members in CBL courses and service projects (priority is given to CBL work, but reservations are also first come, first served). The Center pays the rental fee for vehicles used for CBL and service projects. The rental fee is $50 per day for each vehicle. Carpooling is *highly* encouraged for safety and sustainability, core values of CBL at Notre Dame.

1. All students who hope to be in carpools or use transportation facilitated by the Center for Social Concerns MUST
   a. Attend a Notre Dame Driver training course. Scheduled sessions are held at the Transportation Services Building most Tuesdays at 10:30 a.m. and Thursdays at 3:00 p.m. (contact Transportation at 631-6467 to confirm availability). The Transportation Services building is located on the North end of campus, down the road from the Post Office at the corner of St. Joseph Drive/Juniper Road and Douglas Road.
   b. Complete and pass a CSC Vehicle Policies and Procedures course via Sakai. To access the course
      i. Login to Sakai
      ii. Click on My Work Space
      iii. Click on Membership
      iv. Click on Joinable Sites
      v. Search for course name CSC Vehicle Usage Course and join the course.
   c. Complete an online request form
      i. Visit CSC webpage: socialconcerns.nd.edu

      ii.   Click on <u>About the Center</u> / <u>Facilities</u> / <u>Vehicle Information Overview</u>

      iii.   Click on <u>Vehicle Request Form</u>

    d. Vehicles are not available on the following dates

        i.   Mid-Term Breaks

        ii.   Easter Break

        iii.   Thanksgiving Break

        iv.   Reading Days and Final Exams

2. The Center for Social Concerns retains the right to cancel vehicle usage during extreme weather and road conditions. Call ahead to check on this.

3. Carpool members are responsible for communicating with the driver in a timely fashion, indicating if they will not be going on a certain date. As required by the policies and procedures, on weeks that the carpool will not run, the driver must cancel the vehicle two days before the designated date by emailing cscvans@nd.edu *and* calling 631-5293. Failure to do so may result in the loss of driving privileges.

4. If you have concerns or questions, please call (631-5293).

5. For more information, please visit the CSC's website: http://socialconcerns.nd.edu/campus_local/vehicle.shtml

How can I help students understand the local context of the South Bend community with which they will engage just a small number of people?

This is an important component of ensuring that students approach the community in a respectful and mutual manner. South Bend is a small but strong city, and like other cities across the country has populations that struggle. Those populations don't define the whole of the South Bend community, nor do they need or want saving by well-intentioned outsiders. The people the students will encounter have much to offer. It is the hope that students will enter into relationship with those they meet in a mutually respectful and caring way.

For additional information about the South Bend community, please visit the following sites:

Chamber of Commerce of St. Joseph County:

- https://visitsouthbend.com/things-to-do/
- http://www.sjchamber.org/live/community-overview/
- http://www.sjchamber.org/clientuploads/PDFs/ED/2015/chamber_economic_profile-EDIT.pdf

South Bend Community School Corporation:

- https://www.edline.net/pages/SouthBendCSC/

United Way of St. Joseph County:

- http://www.uwsjc.org/

For readings that address the concept of "good intentions" and the "savior complex," see:
- Ivan Illich, "To Hell with Good Intentions"
- Teju Cole, "The White-Savior Industrial Complex"
- Phil Garrity, "Measuring the Immeasurable"

These and other relevant readings are available in Connie Snyder Mick's book, *Poverty/Privilege: A Reader for Writers*: Oxford UP, 2014.

What are best practices for clear communication among students, professor, and community partners in community-based courses?

On-going and clear communication between the faculty member and the community partner is essential for a successful community-based learning experience. Meeting prior to the start of the semester to share individual and common goals and objectives will assist in creating a clear and thorough understanding. Maintaining that communication during the course of the semester is important, especially if students encounter problems, or if students are not consistent in their attendance. The Director of Community-Engaged Learning at the Center for Social Concerns is available to assist with any communication challenges that arise.

At the start of the semester, the Director of Community-Engaged Learning will provide students contact information for the community partners and their preferred method of communication. During the semester if students are unable to go to the community organization on a particular day, they must notify the community partner in a timely manner. Likewise, if a situation arises at the community organization and they are unable to host students on a given day, the community partner should contact the faculty member and ask that the message be forwarded to students, or contact students and faculty member together directly.

Part III.

Assessing Your Course

What are best practices for assessing community-based courses?

Here are five core questions to ask when developing an assessment of a community-based course:

1. What academic content will you assess?
As in any course, the student learning objectives should indicate changes in student development, attitudes, knowledge, and/or behavior as a result of participation in the course. One approach to articulating objectives for a CBL or service-learning course would be to clearly distinguish between "service" and "learning" outcomes. For example, in an education-focused service-learning course, a service objective would be for students to effectively tutor children in reading and math; a learning objective would be for students to describe how school contexts shape children's academic achievement. Ideally, these objectives are connected to what measurable or demonstrable action students must *do* to develop a specific desired competency. Keep in mind that the service and learning objectives that you develop for your course should be prioritized according to what would most benefit the sustainability of your community partners, so it's also important to consult with them as you plan out your course.

2. How would you assess it? And why?
There are a variety of quantitative and qualitative assessment tools that can be used to measure and evaluate what students learn in community-based courses. Conventional methods of assessing learning used in traditionally taught courses might be insufficient in capturing the complex knowledge that students acquire through their participation in service learning.

3. Are there other types of learning you should consider assessing?
Service learning is unique in that it requires students to become active agents in their own learning. Thus, you may also wish to evaluate learning related to aspects of the course that go beyond rote "book-learning," such as: their ability to demonstrate how they apply academic knowledge to their work with the community; their ability to relate to diverse populations; their sense of civic responsibility; their ability to talk about what they have learned and how they have learned it; their understanding of the process of service to others; and other higher-order thinking skills such as problem-solving, creativity, imagination, and teamwork.

4. How would you evaluate the types of learning stated in Question 3?
In addition to the evaluation of conventional student outputs such as term papers or group projects, you might also want to include more critical self-reflective classroom activities (e.g., group dialogues) or assignments (e.g. journals or pre-and post- papers) in order to assess how students are reacting to the service experience, and how they understand their own growth and learning throughout the course.

16

5. What else can I assess from my community-based learning course?
In addition to gathering data about student learning outcomes, you may also want to think about assessing your course from a program evaluation perspective. Evaluation is instrumental to the sustainability of service-learning in that it clarifies a program's planned theory of change, enhances accountability, and conveys results to stakeholders. It also identifies changes that need to be made in a program, and documents progress and gains toward larger goals. In addition, program evaluation can help bolster arguments for additional funding, resources, expansion, or possible new directions. Community-based courses provide many opportunities to evaluate impacts on students, communities, faculty, institutions, and partnerships. You may wish to identify larger-scale factors such as environmental or contextual issues or concerns (e.g., scheduling, partnerships, transportation, curriculum, community impact), the fit of your programming with the educational goals of your department or college, and professional development and growth resulting from participation in service-learning. Process evaluations can also be implemented to evaluate intermediary outcomes in the design, planning, and implementation stages of your community-based learning course.

Resources

- [AAC&U Value Rubric for Civic Engagement](#)
- Mid-Semester Feedback: Kaneb Center (in development)
- Notre Dame Course Instructor Feedback (CIF) Community Engagement Optional Question Set (in development)

For more information contact Jay Brandenberger at jbranden@nd.edu.

Part IV.

General Information

What Risk Management concerns do I need to address in community-based teaching?

Barb Davey is the key contact for community-based learning questions related to Risk Management. Please review the Risk Management Guide for Community-Based Learning as you plan your course so that you structure your course and communication to reduce risk and manage health or legal issues should they arise.

- Risk Management Guide for Community-Based Learning
- Notre Dame Risk Management's Protection of Children Website: http://protectionofchildren.nd.edu/

For more information contact Barb Davey at bdavey@nd.edu.

Why should I think about media coverage for my community engagement activities?

The reasons are many—encouraging students to consider participating in a CBL course, promoting our community partnerships, raising awareness of the benefits of our community-based learning pedagogy, enhancing community relations, attracting donors who value community engagement—all of which tie in with the mission of the university: to create a sense of human solidarity and concern for the common good that will bear fruit as learning becomes service to justice.

How do I obtain media coverage for community-based teaching engagement activities?

There are a myriad of opportunities to publicize engaged learning activities within the university and externally through the media. JP Shortall, Director of Communications at the Center for Social Concerns, can consult with you on media coverage for both internal and external audiences. Please make an appointment with him prior to the start of your class so that he can plan accordingly for coverage.

For more information contact JP Shortall at jshortal@nd.edu.

What permissions do I need to capture photographs or video for any participants engaged in my community-based teaching activities?

The University requires as a matter of standard protocol that we obtain signed release from anyone inside or outside the University, including students who we are photographing, videotaping, or interviewing. Community partners will have their own policies as well, and confidentiality may be an important issue for their particular population, so please check with them in advance of any releases being issued or photos being published.

For those who are underage, it is important to obtain a signed release from a parent or guardian. It is also important to explain exactly how the photograph, interview, or video will be used given how easy it is to duplicate, manipulate, and disseminate any of them on the web or through social media. The University's photo release is very broad, allowing us to use images in any medium for any purpose.

See Appendices C and D for photography and video releases, respectively.

What are the ethics of conducting original research and working with vulnerable populations?

Community-based work naturally invites original field research, particularly interviews and documentary film and photography. If you have not been trained in these methods, there are many resources for you and your students to access. Composition websites and textbooks often offer clear guidance on methods for basic field research. Notre Dame's Office of Research will advise you on its protocol for Institutional Review Board (IRB) approval (please see next section). Community partners might also articulate their rules and reasons for protecting their clients in their orientation materials. Make sure you are familiar with all of these resources and explain to students that these aren't just course or academic rules but serious issues regarding safety and human dignity that should extend beyond the classroom and into all the venues where they discuss their experience.

At a time when it is easy and common for students to take and post photos and film from their own experiences, it is important to ensure that students learn how to exhibit the highest level of care and protection for human subjects, even if they feel that they have become friends through their service connection. Class discussions and assigned writings can help students explore the complex tension between wanting to capture and share important stories and the need to protect persons who might be vulnerable due to their legal status, incarceration or formerly incarcerated status, age, or connection to abusive persons. An early semester discussion about how celebrating one's service on Facebook, for example, can feel like exploitation to those positioned as the object of charity will help students make good decisions about representing their interactions with integrity.

Resources

- Colorado State Writing Center: Guide to Conducting Original Field Research
  http://writing.colostate.edu/guides/guide.cfm?guideid=23
- Visual Literacy Standards: http://www.ala.org/acrl/standards/visualliteracy
- "Picture Perfect (?): Ethical Considerations in Visual Representation," Sonya de Laat
  Considerations in Visual Representation," Sonya de Laat
  http://www.academia.edu/2139867/Picture_Perfect_Ethical_Considerations_in_Visual_Representation
-

What do I need to know about IRBs and community-based learning?

Notre Dame's Office of Research assists in all IRB development. Eric Felde is a key contact for IRB questions at that office, but we also recommend you contact Danielle Wood at the Center for Social Concerns for assistance with this process as it relates to community-based research. The Flatley Center for Undergraduate Scholarly Engagement (CUSE) has a good FAQ for students and their faculty mentors to determine whether they need to contact the IRB.

For more information contact Danielle Wood at dwood5@nd.edu, Jay Brandenberger jbranden@nd.edu, or Eric Felde at efelde@nd.edu

Are there other faculty at Notre Dame who have taught CBL courses that I can contact for additional advice?

Many faculty across campus have taught CBL courses and are eager to consult with you. Connie Mick can match you with faculty members whose work is relevant to yours. Additionally, information is listed on the Center for Social Concerns website for Course Development Grant Award winners, Faculty Fellows of the Center, and Community Impact Research Award winners, all of whom have strong experience and advice to offer.

Please contact Connie Mick (cmick@nd.edu) at the Center for Social Concerns for further information.

Center for Social Concerns Course Development Grant Award winners:
http://socialconcerns.nd.edu/course-development-grants

Center for Social Concerns Faculty Fellows: http://socialconcerns.nd.edu/faculty-fellows

Is there a way to report information regarding my community-based class to the University?

In collaboration with the Registrar's Office, the Center for Social Concerns tracks courses that have a community engagement component. Connie Mick invites all faculty each semester to notify her if a course has engagement opportunities. Courses are then identified as such in Class Search with the ZCSC attribute, which helps students find engaged courses and provides a means to track the development of such courses across the University. This includes experiential learning (EL), community-based learning (CBL), and community-based research (CBR) courses with any level of community engagement.

- **Experiential Learning (EL)** classes put students in direct contact with some aspect of the issues being studied in their coursework. The off-campus area offers sites for learning, but students don't necessarily engage in service.
- **Community-Based Learning (CBL)** courses give students the opportunity to contribute to the community beyond the campus. Their experiences are integrated into class like a reading assignment, providing them with an additional text for consideration during class discussions and in written assignments.
- **Community-Based Research (CBR)** involves students in an investigation of a question of concern to a non-profit community organization. The results of the study are intended to assist the organization.

The University's Office of Public Affairs tracks a broad range of community engagement efforts on behalf of the University. This reporting is critical for assessment purposes for such efforts as national awards, including the Carnegie Foundation Community Engagement Classification. You can enter information regarding your course at https://engage.nd.edu/. Your contributions to this database aid in accuracy of reporting and are greatly appreciated.

Can you summarize the best practices for engaged teaching?

1. **Communicate** early and often with all stakeholders (e.g., share your syllabus and learning objectives with partners, create a formal or informal contract); be clear about responsibilities (i.e., what students will do on-site, how many hours they're to work over the semester, reporting of absences, etc.).
2. Full disclosure to students: clear advertising, **don't force engagement**
3. **Integrate** engagement into coursework: the modes and methods and partnership advance the learning objectives of the course. Assignments—written and oral—directly acknowledge community work.
4. Recognize **partners as co-teachers**—honor various types of expertise.
5. **Model** engagement by joining the activity yourself—at orientation and occasionally thereafter, if possible.
6. Challenge but **support**—stretch students, don't break them (be aware of how much you're stretching them in terms of intensity, novelty, etc.).
7. **Reflect**: on topic as well as self, in writing and in speech, alone and in groups (e.g., journals, daily check-in, Circle Process).

8. Give credit for **demonstration of learning**, not for the experience; design assessment that reflects this philosophy.
9. Under-promise and over-deliver **deliverables.**
10. Respect **Risk Management** (see Guide to Risk Management).
11. Focus on sustainable **relationships** with partners.

APPENDICES

Appendix A

Key Contact Information

Jay Brandenberger Director of Research and Graduate Initiatives Director of Academic Community Engagement, Office of the Provost 574-631-7943 jbranden@nd.edu	**Bill Purcell** Director, Catholic Social Tradition & Practice Center for Social Concerns 574-631-9473 wpurcell@nd.edu
Danielle Wood Assistant Director, Community-Based Research and Impact Center for Social Concerns 574-631-1442 dwood5@nd.edu	**Connie Snyder Mick** Director, Academic Affairs Center for Social Concerns 574-631-0498 cmick@nd.edu
Barbara Ann Davey Risk Management Specialist Risk Management and Safety 574-631-6975 Barbara.A.Davey.1@nd.edu	**Rachel Tomas Morgan** Director, International Summer Service Learning Center for Social Concerns 574-631-9404 TomasMorgan.2@nd.edu
Eric Felde Director of Research Compliance Notre Dame Research 574-361-1461 efelde@nd.edu	**Fr. Kevin Sandberg, C.S.C** Executive Director Center for Social Concerns 574-631-6678 KSandberg@nd.edu
Community-Based Learning Transportation 574-631-5293 cscvans@nd.edu	**JP Shortall** Associate Director, Communications and Advancement Center for Social Concerns 574-631-3209 jshortal@nd.edu
Rachel Parroquin Associate Professional Specialist Romance Languages and Literatures Center for Social Concerns 574-631-2713 Parroquin.1@nd.edu	**David Lassen** Community-Engaged Learning Program Director Center for Social Concerns

Appendix B

Sample Syllabus Statement | Connie Snyder Mick, Ph.D.

The word "community" in our title indicates that this section of Writing & Rhetoric enables students to learn through engagement with the local community. There's no better way to recognize the complexity of the causes, consequences, and proposed solutions to social problems than to engage with those who experience them first hand every day (Argument Alert: See how I just moved from *informing* you to trying to *persuade* you that the community-based approach is outstanding pedagogy? We will attend to these rhetorical moves throughout the course.). In addition to reading the work of academic experts, then, we will gain personal experience to add to our understanding of the challenges of positive social change in South Bend and, by extension, throughout the world.

Our community partner for this course is the Center for the Homeless (http://www.cfh.net/). We will arrange weekly service placements for you so that you can meet the guests and staff and understand how this organization addresses social challenges in South Bend. We will also work with University and Center for the Homeless researchers studying motivation and retention in education programs at homeless centers as their success has declined recently, so you will gain valuable community-based research skills as well. Note that community-based learning (CBL), also called service-learning, is different from the direct volunteering you might do elsewhere because the service you do for this course is directly tied to the academic content and learning goals of the course. The readings and writings you do in class will be integrated with your service placement, asking you to analyze, reflect on, and research issues related to your service on site. Our community partners are aware of those objectives and will act as additional educators in this course, helping guide you through that analysis and reflection.

On **INSERT DATE**, Center for Social Concerns' the Director of Community-Engaged Learning will visit our class to help you understand more about community-based learning. She will address such issues as transportation and risk management protocol—how to get to and from your service on time and safely. She and I will answer additional questions on that day, but you should feel free to contact me immediately if you have any challenges with your service throughout the semester. You can also contact me if you are moved by what you experience there and just want to talk about it. We will also have opportunities to discuss your service in class each week and in your writing.

Your weekly service commitment is 1.5 - 2 hours per week and counts as part of your required coursework. Failure to meet the required minimum will count against your participation grade and will prevent you from completing integrated writing assignments successfully. Your service will start after you have attended the required orientation led by Center for the Homeless staff on **INSERT DATE**. Your service should start by the third week of classes and continue through our last day of class. You do not have to serve during University breaks or when you are seriously ill, but you must contact your site supervisor regarding any absence as the Center for the Homeless is open 24/7 year round to serve its guests, and your absence will be sorely

missed by staff and guests alike. Please apply the rhetorical skills you learn in this class to demonstrate professional, respectful, and courteous behavior in all your communications with our community partners. I will seek feedback on your service from our partners and will consider that in my assessment of your course participation grade.

Appendix C

Photography Release Form

AUTHORIZATION AND RELEASE

I hereby grant permission to the University of Notre Dame du Lac, and its officers, trustees, employees, agents, students, representatives, successors, licensees and assigns (hereinafter "the University") to photograph or otherwise capture permanently in any form or medium my image, likeness, words, verbal expressions, or other depiction and/or that of my minor children (if applicable) (hereinafter the "Images"). I hereby grant permission to the University to edit, crop, or retouch such Images, and waive any right to inspect the final Images. I hereby consent to and permit Images and/or those of my minor children to be used by the University worldwide for any purpose, including educational and advertisement purposes, and in any medium, including print and electronic. I understand that the University may use such Images with or without associating names thereto. I further waive any claim for compensation of any kind for the University's use or publication of Images and/or those of my minor children (if applicable).

I hereby fully and forever discharge and release the University from any claim for damages of any kind (including, but not limited to, invasion of privacy; defamation; false light or misappropriation of name, likeness or image) arising out of the use or publication of Images and/or those of my minor children (if applicable) by the University, and covenant and agree not to sue or otherwise initiate legal proceedings against the University for such use or publication on my own behalf or on behalf of my minor children. All grants of permission and consent, and all covenants, agreements and understandings contained herein are irrevocable.

I acknowledge and represent that I am over the age of 18, have read this entire document, that I understand its terms and provisions, and that I have signed it knowingly and voluntarily on behalf of myself and/or my minor children (if applicable).

_____   _____
Signature   Date

_____   _____
Print Name   Print Name of Minor Child (if applicable)

_____
Print Name of Minor Child (if applicable)

Appendix D

Video Release Form

AUTHORIZATION AND RELEASE

I hereby grant permission to the University of Notre Dame du Lac, and its officers, trustees, employees, agents, students, representatives, successors, licensees and assigns (hereinafter "the University") to videotape my image, likeness, or depiction and/or that of my minor children (if applicable). I hereby grant permission to the University to edit, crop, or retouch such video footage, and waive any right to inspect the final production. I hereby consent to and permit video representation of me and/or those of my minor children to be used by the University worldwide for any purpose, including educational and advertisement purposes, and in any format, including Website display and CDs/DVDs. I understand that the University may use such videos with or without associating names thereto. I further waive any claim for compensation of any kind for the University's use or distribution of video footage of me and/or those of my minor children (if applicable).

I hereby fully and forever discharge and release the University from any claim for damages of any kind (including, but not limited to, invasion of privacy; defamation; false light or misappropriation of name, likeness or image) arising out of the use or publication of photographs of me and/or those of my minor children (if applicable) by the University, and covenant and agree not to sue or otherwise initiate legal proceedings against the University for such use or publication on my own behalf or on behalf of my minor children. All grants of permission and consent, and all covenants, agreements and understandings contained herein are irrevocable.

I acknowledge and represent that I am over the age of 18, have read this entire document, that I understand its terms and provisions, and that I have signed it knowingly and voluntarily on behalf of myself and/or my minor children (if applicable).

_____   _____
Signature   Date

_____   _____
Print Name   Print Name of Minor Child (if applicable)

_____
Print Name of Minor Child (if applicable)