

Kennesaw State University



**Division of Economic Development and
Community Engagement (EDCE)
Engagement Glossary and Reference Document**

Kennesaw State University (KSU) Official Reference Document & Glossary of Engagement Terminology

"Language is a place of struggle."

-Bell Hooks

Toward a common understanding...

The definitions in this document are intended to serve as a beginning point for dialogue related to community engagement at KSU. As we continue our work in transforming our University to an increasingly community engaged institution, we hope that new definitions will emerge that more fully capture the culture of engagement found at our institution.

Use of the terms Community and/or Community Partner

As KSU seeks to support and expand our connection with the community, it is important for us to have a common language that will ensure mutual understanding. While KSU is a community in its own right made up of students, faculty, staff, alumni, and retirees, all references to the term "community" or "community partner" as it appears in this document or within this context identifies those individuals with whom we work external to KSU.

Basic methods for community connection: Outreach & Community Engagement

KSU encourages, supports, and celebrates connection with the community in all forms. KSU's relationship with community often manifests in one of the following categories:

1. Community Outreach:

Outreach refers to the provision of programs, services, activities, or expertise to those outside the traditional university community. Outreach is one-way, with the university providing contact or a service on a reduced or no-fee basis.

<http://talloiresnetwork.tufts.edu/wp-content/uploads/OutreachandEngagementTerminologyinHigherEducation.pdf>

2. Community Engagement:

Community engagement (also referred to as civic engagement) is the "collaboration (among) 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."

Through community engagement, community and university knowledge and resources are brought together in and out of the classroom, as well as on and off campus 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." The "community" in community engagement is not defined by sector, such as private or public, for-profit or nonprofit; rather, community is broadly defined to include individuals, groups, and organizations external to campus that use collaborative processes for the purpose of contributing to the public good.

http://classifications.carnegiefoundation.org/descriptions/community_engagement.php

Glossary of Terms

Action Research

Social research carried out by a team that encompasses a professional action researcher and the members of an organization, community, or network ("stakeholders") who are seeking to improve the participants' situation.

(Greenwood, D., & Levin, M. *Introduction to Action Research*. Sage Publications, Inc. 2007).

Assessment

The process of gathering information in order to make an evaluation. An evaluation is a decision or judgment about whether an effort is successful and to what extent that effort has or has not met a goal. Assessment may be descriptive or evaluative; involve conventional Likert-type items or narrative reports; and should be directed toward the following stakeholders: students, community organizations, faculty, and institution.

(http://www.communityservicelearning.ca/en/welcome_glossary.htm)

Authentic Relationship

A connection between individuals or entities held together by trust, respect and openness usually established after many years of working together on mutually beneficial projects or activities.

Civic Engagement

Civic engagement refers to the ways in which citizens participate in the life of a community in order to improve conditions for others or to help shape the community's future.

(Adler, Richard, and Judy Goggin. What Do We Mean By Civic Engagement? *Journal of Transformative Education*. 3.3 (2005): 236-253.)

Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.

(Ehrlich, Thomas. *Civic Responsibility and Higher Education*. Onyx Press, 2000)

Civic Engagement promotes a lifelong commitment to active citizenship and social responsibility.

(<http://www.engage.northwestern.edu/about/index.html>)

Civic Responsibility

The commitment of a citizen to his or her community to take responsibility for the well-being of the community. Service-learning and community engagement are often cited as developing students' civic responsibility.

(http://www.communityservicelearning.ca/en/welcome_glossary.htm)

Co-Curricular/Extra-curricular

Signifies a campus program where students learn and develop through service, although it is not explicitly connected to an academic course for credit.

(http://www.communityservicelearning.ca/en/welcome_glossary.htm)

Community

A body of individuals linked together by any mix of geography, policy, law, interests, knowledge, characteristics, kinship, history, social structure, economics, politics, or other bonding (though not necessarily unifying) forces.

(<http://www.elr.cornell.edu/resources/engagement-glossary>)

Community-Based Learning

An academic pedagogy that links traditional classroom learning to real, hands-on experiences and learning in the larger community.

(<http://www.fandm.edu/ware/community-based-learning-courses>)

Community Development

Community members working together to achieve long-term benefits for the community and an overall stronger sense of community. Effective development has four important characteristics:

- It is predicated upon the importance of social/economic institutions in the lives of community
- It is planned and achieved with representation, input, and guidance from a cross-section of community members.
- It builds efficient, self-sustaining, locally controlled initiatives to address social and economic issues in the community.
- It promotes the economic self-reliance of community members and of the community as a whole

(http://www.communityservicelearning.ca/en/welcome_glossary.htm)

Community Engagement

Community Engagement is the application of institutional resources to address and solve challenges facing communities through collaboration with these communities. These resources include, for example, the knowledge and expertise of students, faculty, and staff; the institution's political position; campus buildings; and land. The methods for community engagement of academic institutions include community service, service-learning, community-based participatory research, training and technical assistance, coalition-building, capacity-building, and economic development.

(<http://depts.washington.edu/ccph/toolkit-glossary.html>)

Community engagement (also referred to as civic engagement) is the "collaboration (among) 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."

Through community engagement, community and university knowledge and resources are brought together in and out of the classroom, as well as on and off campus 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." The "community" in community engagement is not defined by sector, such as private or public, for-profit or nonprofit; rather, community is broadly defined to include individuals, groups, and organizations external to campus that use collaborative processes for the purpose of contributing to the public good.

(http://classifications.carnegiefoundation.org/descriptions/community_engagement.php)

Community Engaged Research and Creative Activity (CERCA)

Community Engaged Research and Creative Activity (CERCA) is the research and creative activity based collaboration between the university and external communities that:

- Is informed by the scholar's and partner's areas of expertise
- Utilizes appropriate and rigorous methods
- Is visible and shared with community stakeholders
- Results in identifiable benefit to the external community

Community-Engaged Scholarship (CES)

Scholarship is teaching, discovery, integration, application and engagement that has clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique that is rigorous and peer-reviewed. Community-engaged scholarship is scholarship that involves the faculty member in a mutually beneficial partnership with the community. Community-engaged scholarship can be transdisciplinary and often integrates some combination of multiple forms of scholarship. For example, service-learning can integrate teaching, application and engagement, and community-based participatory research can integrate discovery, integration, application and engagement.

(<http://depts.washington.edu/ccph/toolkit-glossary.html>)

Community Engaged Scholarship is the product of research and creative activity-driven collaboration between the university and the external community that:

- Is informed by the scholar's and partner's areas of expertise
- Utilizes appropriate and rigorous methods
- Is Visible and shared with community stakeholder
- Results in identifiable benefit to the external community & made available for informed critique and evaluation

Community Engaged Service

Community-engaged service describes those activities that:

1. Honor principles of community engagement (reciprocal partnerships, public purpose), and
2. "Enable the University to carry out its mission, contribute to the function and effectiveness of the individual member's profession and discipline, and reach out to external communities and constituencies, such as government agencies, business, and the arts.

Faculty who use their academic knowledge, skills, methods, and paradigms to address practical affairs and problem-solving in the context of collaboration and reciprocity build their own capacity, as well as the capacity of the academy and community members, groups, and organizations to understand and collaboratively address issues of public concern.

Community Engaged Teaching

"Community-Engaged Teaching" at KSU denotes curricular and co-curricular instruction that is intentionally designed to meet learning goals while simultaneously fostering reciprocal relationships with the community. In addition, community-engaged teaching is assessable and requires structured reflection by learners. Community-engaged teaching encompasses pedagogical practices such as community-based learning, service-learning, experiential learning, and civic engagement.

It should be noted that community-engaged teaching and learning is distinguished from volunteerism and community service by its intentional linkage to articulated learning goals of a course or program. Many describe the spirit in which community-engaged learning should be enacted as one of solidarity with the community rather than charity for a community.

Community Needs Assessment

A process of involving citizens in both problem-solving and the development of local goals. This process is important because it not only allows people to learn more about the current state of their community, but also to feel like they have a voice in shaping its future.

(http://www.communityservicelearning.ca/en/welcome_glossary.htm)

Community Partner

An individual, group, non-profit or for-profit entity that joins in partnership with KSU's staff and students in order to exchange resources, knowledge and expertise.

(http://www.communityservicelearning.ca/en/welcome_glossary.htm)

Community Service

Action taken to meet the needs of others and better the community as a whole.

(<http://depts.washington.edu/ccph/toolkit-glossary.html>)

Community Service-Learning (CSL)

A powerful vehicle for experiential education that has clear objectives for both the learning that occurs by the involved students and the service being provided in the community organization setting. There is a strong emphasis on inclusive partnerships with non-profit agencies through their direct involvement as co-educators, providing community expertise in all phases of the learning process from planning through to the experiential and evaluation. CSL programs are most effective when including key elements drawn from experiential education theory, especially developing critical thinking skills and implementing intentional reflection components.

(http://www.communityservicelearning.ca/en/welcome_glossary.htm)

Culture

A social system of meaning and custom that is developed by a group of people to assure its adaptation and survival. These groups are distinguished by a set of unspoken rules that shape values, beliefs, habits, patterns of thinking, behaviors and styles of communication.

(<http://www.evaluationtoolsforracialequity.org/termRacial.htm>)

Cultural Competence

The integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services; thereby producing better outcomes.

(<http://www.evaluationtoolsforracialequity.org/termRacial.htm>)

Cultural Pluralism

Recognition of the contribution of each group to the common civilization. It encourages the maintenance and development of different life styles, languages and convictions. It is a commitment to deal cooperatively with common concerns. It strives to create the conditions of harmony and respect within a culturally diverse society.

(<http://www.evaluationtoolsforracialequity.org/termRacial.htm>)

Diversity

Diversity is a commitment to recognizing and appreciating the variety of characteristics that make individuals unique in an atmosphere that promotes and celebrates individual and collective achievement. Examples of these characteristics are: age; cognitive style; culture; disability (mental, learning, physical); economic background; education; ethnicity; gender identity; geographic background; language(s) spoken; marital/partnered status; physical appearance; political affiliation; race; religious beliefs; sexual orientation.

(http://www.lib.utk.edu/diversity/diversity_definition.html)

Economic Development

The expansion of capacities that contribute to the advancement of society through the realization of individuals', firms', and communities' potential.

(<https://www.eda.gov/tools/files/research-reports/investment-definition-model.pdf>)

Empowerment

When target group members refuse to accept the dominant ideology and their subordinate status and take actions to redistribute social power more equitably.

(<http://www.evaluationtoolsforracialequity.org/termRacial.htm>)

Engaged Campus

An Engaged Campus is one that is consciously committed to reinvigorating the democratic spirit and community engagement in all aspects of its campus life: students, faculty, staff and the institution itself.

(<http://www.compact.org/advancedtoolkit/defining.html>)

The Engaged Campus is a college or university that emphasizes community involvement through its activities and its definition of scholarship. The Engaged Campus is involved in community relationships, community development, community empowerment, community discourse, and educational change. Some of the benchmarks for the Engaged Campus include: campus-community partnerships, careful reflection, and sustained impact.

(http://www.communityservicelearning.ca/en/welcome_glossary.htm)

Engaged Research

Community-engaged research enables faculty to strengthen the links between research and practice and enhance translational results. To practice community-engaged research, one needs to reflect upon the relationship of research and researchers to communities. In a classroom context, students learn research methodology while serving as advocates for communities and the issues important to communities.

(<http://swearercenter.brown.edu/faculty>)

Entrepreneurship

A process by which individuals - either on their own or inside organizations - pursue opportunities without regard to the resources they currently control.

(<http://digitalknowledge.babson.edu/cgi/viewcontent.cgi?article=1881&context=fer>)

Ethnicity

A social construct which divides people into smaller social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interests, history and ancestral geographical base.

(<http://www.evaluationtoolsforracialequity.org/termRacial.htm>)

Experiential Education

Engaged learning in which the learner experiences a visceral connection to the subject matter. Good experiential learning combines direct experience that is meaningful to the student with guided reflection and analysis. It is a challenging, active, student-centered process that impels students toward opportunities for taking initiative, responsibility, and decision-making.

(http://www.communityservicelearning.ca/en/welcome_glossary.htm)

Innovation

The commercial realization of value from a new idea or invention from an entrepreneur.

(<https://www.eda.gov/tools/files/research-reports/investment-definition-model.pdf>)

Participatory Action Research

A process of systematic inquiry, in which those who are experiencing a problematic situation in a community or workplace participate collaboratively with trained researchers as subjects, in deciding the focus of knowledge generation, in collecting and analyzing information, and in taking action to manage, improve, or solve their problem situation.

(Park, P., Brydon-Miller, M., Hall, B., and Jackson, T. *Voices of Change; Participatory Research in the United States and Canada*. Bergin & Garvey, Westport Connecticut, 1993).

Pedagogy

The study of the teaching and learning process.

(http://www.communityservicelearning.ca/en/welcome_glossary.htm)

The method and practice of teaching, especially as an academic subject or theoretical concept.

(<http://oxforddictionaries.com/definition/english/pedagogy>)

Reciprocity

A central component in community service-learning and community engagement that suggests that every individual, organization, and entity involved in service-learning functions as both a teacher and a learner.

(http://www.communityservicelearning.ca/en/welcome_glossary.htm)

Reciprocity is a key characteristic of community-engaged teaching, one that differentiates community-engaged pedagogy from community service or volunteerism. Reciprocity refers to the idea that community-engaged experiences provide an equal benefit to students and to the community.

(Adapted from the Office of Civic Engagement, University of Minnesota, Duluth, 2012.)

Reflection

The process by which students think and talk critically about the nuances of the diverse experiences inherent to engagement, throughout the entire process of an engaged project. The reflective process helps students relate their experiences to their education, as well as to the community.

The critical component of successful service-learning programs is "reflection". Reflection describes the process of deriving meaning and knowledge from experience and occurs before, during and after a service-learning project. Effective reflection engages both teachers and students in a thoughtful and thought-provoking process that consciously connects learning with experience. It is the use of critical thinking skills to prepare for and learn from service experiences.

(http://www.communityservicelearning.ca/en/welcome_glossary.htm)

Reflective Journaling

Forms of pedagogy that use journaling, as an intentionally designed space, wherein students can explore links between course materials and activities, and issues of life experience, personal interest and perspective. Reflective journaling often serves to address complexity, inherent to topics of study, and the multiple ways one can know about or study those topics.

(<http://www.stlawu.edu/elp/highlights.html>)

Scholarship

Scholarship is teaching, discovery, integration, application, and engagement that has clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique that is rigorous and peer reviewed.

(<http://depts.washington.edu/ccph/toolkit-glossary.html>)

"Scholarship is demonstrated when knowledge is advanced or transformed by application of one's intellect in an informed, disciplined, and creative manner. The resulting products must be assessed for quality by peer review and made public."

(Fincher et al. (2000). *Scholarship in Teaching: An Imperative for the 21st Century*. Acad. Med. 75;9: 887-894).

Scholarship of Teaching

"Teaching becomes scholarship when 'it demonstrates current knowledge of the field and current findings about teaching invites peer review, and involves exploration of students' learning. Essential features of teaching as scholarship include the teachings being public, being open to evaluation, and being presented in a form that others can build upon.'"

(p. 888). (Fincher et al. (2000). *Scholarship in Teaching: An Imperative for the 21st Century*. Academic Medicine, 75;9: 887-894).
Fincher cites Hutchings P, Schulman LS. The scholarship of teaching new elaborations and developments. *Change*. 1999; Sept/Oct: 11-15.

Service-Learning

A pedagogy in which service projects are incorporated into the academic curriculum. As a form of experiential education, service-learning connects theory to practice by applying classroom academic learning to "real-world" social, economic, and environmental problems in the community. As a pedagogy for democracy, service-learning contributes to building and revitalizing communities at the school, neighborhood, city, or even global level, while students learn about democratic participation, leadership, and active citizenship.

(<http://www.tc.columbia.edu/pcfellows/index.asp?Id=Service-Learning&Info=What+is+Service-Learning%3F>)

Service-learning has been defined 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, *Service-Learning in Higher Education*, 1996

In essence, service-learning is "a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities."

(<http://educationprogram.duke.edu/service-learning>)

"A structured learning experience that combines community service with preparation and reflection. Students engaged in service-learning provide community service in response to community-identified concerns and learn about the context in which service is provided, the connection between their service and their academic coursework, and their roles as citizens."

(Seifer SD. (1998). *Service-learning: Community-campus partnerships for health professions education*. Academic Medicine, 73(3):273-277)

Social Entrepreneurship

The practice of combining innovation, resourcefulness and opportunity to address critical social and environmental challenges.

<http://www.sbs.ox.ac.uk/faculty-research/skoll/what-social-entrepreneurship>

Sustainability

Sustainability creates and maintains the conditions under which humans and nature can exist in productive harmony. These conditions must permit the fulfillment of the social, economic and other requirements of present and future generations.

<http://www.epa.gov/sustainability/basicinfo.htm>

Sustainability “implies meeting the needs of the present without compromising the ability of future generations to meet their own needs.”

(United Nations Plenary Meeting, 11 December 1987,
<http://www.un.org/documents/ga/res/42/ares42-187.htm>)

Truly sustainable actions must be environmentally, economically, and socially sustainable. This is often referred to as the ‘triple bottom line.’

University-based Economic Development

The proactive institutional engagement, with partners and stakeholders, in sustainable growth of the...capacities that contribute to the advancement of society through the realization of individual, firm [and,] community...economic and social potential.

<http://www.aplu.org/library/higher-education-engagement-in-economic-development-foundations-for-strategy-and-practice/file>

Volunteerism

The performance of formal service to benefit others or one's community without receiving any external rewards; such programs may or may not involve structured training and reflection. Effective community service-learning experiences are not considered to be the same as volunteerism.

http://www.communityservicelearning.ca/en/welcome_glossary.htm

Workforce Development

The coordination of public and private-sector policies and programs that provides individuals with the opportunity for a sustainable livelihood and helps organizations achieve exemplary goals, consistent with the societal context.

http://www.economicmodeling.com/wp-content/uploads/2007/11/jacobs_hawley-emergenceofworkforcedevelopment.pdf