REPORT

**CUES Mapping Educational Challenges Workshop
on "Civic Engagement & Service Learning (CE&SL)
across the Disciplines"**

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Introduction

This report summarizes high-level consensus recommendations from a two-day Mapping Educational Challenges (MECha) workshop at the University of Arizona, held in June 2021, and dedicated to Civic Engagement and Service-Learning (CE&SL) in higher education teaching and learning. A multidisciplinary cross-section of 30 faculty and staff spanning 11 academic colleges and six units/offices discussed CE&SL in relation to the university learning experience. The discussion was structured around the following questions:

- *What does a university learning experience that centers CE&SL look like for our students, our faculty, and our institution?*
- *What about for our local communities and community partnerships? Why does it matter for UArizona as a land grant and an HSI institution?*
- *What are ethical considerations that must be addressed when developing CE&SL opportunities for students, especially when considering the community, the curriculum, and the institution?*
- *How do we make our commitment to CE&SL and social justice explicit in the university learning experience (classes, curriculum, modes of engagement, teaching approaches, clinics, degree work)?*
- *What explicit institutional commitments to CE&SL are needed to support the work we envision?*

The workshop, organized and hosted by the Center for University Education Scholarship (CUES) at the University of Arizona, built upon a university-wide dual keynote event hosted by CUES and the W.A. Franke Honors College, in which two national speakers and four UArizona faculty discussants engaged in dialogue on civic engagement and service learning in university education. Both events and this report serve to inform the 2022 CUES Spanning Boundaries Challenge grant on CE&SL across disciplines[5] and, more generally, efforts on the content, form, and relevance of CE&SL in higher education teaching and learning.

Resources and readings discussed during the workshop, and organizing committee member bios appear at the end of the report.

Framing Challenge

The terms Civic Engagement (CE) and Service Learning (SL) have been utilized in educational circles for decades. Yet the principles and ideologies behind each term have often been altered, set aside, and not properly embodied in university initiatives around CE&SL. This has resulted not only in community distrust of universities' CE&SL efforts, but also in students' lack of confidence in the value of CE&SL, and faculty's disillusionment with CE&SL.

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[1] UArizona College of Fine Arts
[2] UArizona College of Humanities
[3] UArizona College of Medicine-Tucson
[4] UArizona Office of the Provost; College of Education
[5] Lozano, G.I. (2020, February 4). New CUES program is a unique opportunity for authentic faculty collaboration. *Lo Que Pasa, UA News.* https://uaatwork.arizona.edu/lqp/new-cues-program-unique-opportunity-authentic-faculty-collaboration

Embracing the ethos of these terms is the challenge and opportunity before universities, particularly those with land grant or minority serving missions. It requires going into the communities, cultivating authentic relationships, and eliciting community experts' opinions as to issues that need to be addressed or solved. As a result of such civic engagement, curricula, courses, and programs where students genuinely participate in service learning can emerge, centering CE&SL authentically in the university experience, and providing communities those services deemed needed. This type of CE&SL, true to the principles and ideologies behind the terms, is challenging not only because it calls for re-envisioning traditional institutional norms[6], but also because it requires faculty and students to center inputs and identities external to the university and become comfortable with ambiguity and uncertainty. Cooperation and even collaboration with the non-University community become key.

Perspectives on the Meaning of CE and SL

At the University of Arizona, a land grant and Hispanic Serving Institution located on the Borderlands, both CE and SL provide mechanisms to better understand and live our educational mission, including our commitment to the public good, teaching, learning, research and service.

According to Victoria Soto (February 2021 dual keynote), "Civic engagement is about bridging; engagement requires community." From this perspective, bridging within our own units, across faculty, staff, and students, and beyond the campus walls is critical for civic engagement. According to Seth Pollack, service-learning is a lens for transforming both *how* we teach and learn (pedagogy) and *what* we teach and learn (content). This view also suggests connecting across perspectives, integrating academic and civic learning, career and community, self and society.

Though the keynote event that preambled the workshop focused equally on CE and SL, the workshop itself, by virtue of its participants and the planning committee focused more explicitly on SL. This report, however, should not be taken to suggest the relative importance of one topic over the other.

Indeed, amplifying the work on CE at our University builds off several areas of the UArizona Strategic Plan 2018 (in particular Strategic Pillar 3: Arizona Advantage and parts of Pillar 1: Wildcat Journey) to become a potential institutional base for helping community-based development in general. A commitment to service-learning, community-based education--including university teaching and learning and research on engagement, calls for high-impact practices[7] that take our CE & SL work to the next level, building stronger and more empowered communities.

Principles

1. ***Understand and embrace critical Service Learning.*** The National Task Force on Civic Learning and Democratic Engagement in their report[8] entitled "A Crucible Moment: College Learning and Democracy's Future" urges "every college and university to focus a civic ethos that governs campus life, make civic literacy a goal for every graduate, integrate civic inquiry with majors and general education, and advance civic action as lifelong practice" (2012, p.14). For such progress, we must move from a traditional approach--emphasizing service just as a pedagogy and discipline-based knowledge acquisition with little attention to the root causes of social inequality, to a critical approach--explicitly examining issues of social responsibility, social justice and systemic inequalities from the context of particular fields of study. A

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[6] Lozano, G.I. & Kiyama, J.M. (2021, November 10). Centering Social Justice in the Learning Experience Across Disciplines. *Bringing Theory to Practice Newsletter, Fall 2021*. https://bttop.org/fall-2021-newsletter/

[7] Kuh, G. D.(2008). *High-Impact Educational Practices*. Washington, D.C.: Association of American Colleges and Universities.

[8] National Task Force on Civic Learning and Democratic Engagement. (2012). *A crucible moment: College learning and democracy's future*. Washington, D.C.: Association of American Colleges and Universities.

critical approach brings attention to social change, works to distribute power, and develops authentic relationships in the classroom and in the community.

2. ***Center lived experiences.*** It is important to center the lived experiences, knowledge, and concerns of students who come from the communities in which the engagement will occur. Doing this equitably requires deliberate intent to recognize and integrate the cultural histories and knowledges of students into teaching and learning both inside and outside of the classroom. Centering lived experiences is informed by inclusive pedagogical practices and frameworks like funds of knowledge[9] and community cultural wealth[10]. Funds of knowledge offers both a pedagogical framework for integrating the lived experiences of students and supports scholars to build upon and emphasize community power[11].

3. ***Give community partners the space and opportunity to define what a commitment to their cause must look like.*** We must embrace and nurture bidirectional relationships with communities, placing the power to define the scope and the terms of the service-learning opportunities in the hands of community members who should benefit most from the exchange. This entails becoming part of the community, building relationships that are not dependent on one person, committing to collaborations that continue beyond the confines of the academic calendar, and overall ensuring relationships disrupt the server-served dichotomy (watch *What's the buzz: Servingness, Humanities and Working with Latinx Students and Our Communities*).

Roles and Recommendations

This section offers observations on roles played by stakeholders as well as recommendations to advance CE&SL in the university learning experience addressing different perspectives and roles, including those of the institution, course instructors, and the community.

Institutional Role. The institution provides the ecosystem that enables (or not) positive experiences around CE&SL. For example, the institution plays a key role in recognizing and promoting (or not) the value of CE&SL. This entails celebrating the work done by faculty and staff engaged in high impact CE&SL practices, hence working towards establishing a community of practice around CE&SL. The establishment of a community of practice also calls for institutional knowledge about existing relationships with community members, the nature of those relationships (as assessed, hopefully through direct survey, from both the perspective of the institution and the community partner), the work done as well as the work that lies ahead. The institution and its members are part of a complex network of communities, many with well-established partnership and coalitions. Acknowledging this can provide a common ground around which to build. Lesser institutional commitments to CE&SL can lead to frustration and ultimately severed relationships with community partners.

Recommendations for the Institution
  Develop workload, Promotion and Tenure, and Annual Review guidelines for CE&SL work
- Allocate space within faculty/staff workload/distribution of effort for CE&SL curricular/co-curricular and scholarship (not just service) work, including release from other duties as appropriate

[9] Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. Theory into Practice, 31(2), 132–141. doi:10.1080/00405849209543534

[10] Yosso, T.J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education, 8*(1), 69-91. DOI: 10.1080/1361332052000341006

[11] Ramos, D. & Kiyama, J.M. (2021). Tying it all together: Defining the core tenets of funds of knowledge. *Educational Studies.* DOI:10.1080/00131946.2021.1904932

- Improve institutional understanding of how CE&SL work is documented and evaluated, both for faculty and staff
- Invest in establishing criteria and educating peer-reviewers to effectively and robustly evaluate CE&SL faculty work
- Expand the ways in which CE&SL impact is evaluated to include community partnerships

Create a process for centralized tracking of CE&SL efforts
- Establish mechanisms to formally recognize CE&SL work by faculty and staff, including awards

Establish a community of practice around CE&SL
- Implement a credentialing process for faculty engaged in CE&SL work. Credentialed faculty can serve an important role in promoting, training and assessing CE&SL work
- Launch a CE&SL Faculty Learning Community (FLC)

Establish institutional mechanisms for funding CE&SL projects, including:
- Funding for faculty engaged in CE&SL teaching and scholarship
- Compensation for community partners

Pursue Carnegie Engagement Classification

Faculty and Instructor Roles. The instructor serves as the chief architect of a constructive CE&SL experience, managing course structure and design as well as the student role. In particular, instructors play a key role in developing constructive community relationships between students and community members, including encouraging humility in building, developing, and nurturing those relationships.

Recommendations for Faculty and Instructors

Prepare students for successful CE&SL experiences
- Create space for students to become active participants in the CE&SL experience (see Principle 2)
- Provide adequate readings and materials about created social conditions and issues affecting prospective communities and community partners
- Model relationship building, reciprocity, authenticity, cooperation and collaboration as characteristics of community partnerships with the university
- Facilitate student access to information on past projects and engagements with community
- Consider engaging students in the identification of appropriate community partners

Design courses that center CE&SL within disciplinary or cross-disciplinary content
- Create syllabi and learning objectives deliberately and explicitly tied to CE&SL
- Choose content and provide readings that allow students to examine issues of power, privilege, oppression and systemic inequity, including eliciting reflection about students' own work in the community (see Principle 1)
- Organize projects, assignments, and assessments that challenge students to investigate and understand both social inequities and community strengths, aiming to explore actions and structure shifts that address inequities and build upon strengths (see Principle 1)

Structure courses so as to enable authentic bidirectional inputs
- Enable active participation by both students and community partners in identifying questions and challenges throughout the engagement (see Principle 3)

Contribute to scholarship on CE&SL in university education
- Pursue funding to support both student engagement and generate new knowledge, including contributing to scholarship on teaching, learning, and CE&SL

Community Partner's Role. The community partner must be an active participant in the process and experience. The institution, including leadership, units representatives, faculty and staff (as appropriate) should work with the community partner to identify problems/questions to be addressed, mutually engage in a process of sharing, receiving, and creating knowledge, as well as actively participate in assessment.

Recommendations for Engaging with Community Partners

Build and maintain an authentic relationship[12]

- Invest time to develop quality partnerships, acquire evidence-based knowledge, and promote mutual trust
- Create space for community partners' voices ensuring a balance of power between the institution and community
- Provide transparent and accessible pathways for partnerships and engagement

Understand the meaning and value of bi-directionality, reciprocity, and mutuality[13]

- Approach the partnership from an asset-based perspective, with an understanding that the community already has rich resources and knowledge from which the partnership can build[14][15]
- Involve partners in establishing clear expectations, processes, and outcomes that hold value for all involved
- Commit to co-creating knowledge and co-developing solutions with the partner, rather than delivering these to the partner

Consider and measure multi-dimensional impact

- Develop and implement a plan to measure societal impact
- Evaluate institutional impact at various levels, including impact on faculty scholarship, teaching, and student learning

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[12] Muse, S. (2018). Exploring the community impact of community-university partnerships (unpublished doctoral dissertation). University of Denver. Denver, CO.

[13] Franco, M.A., Lozano, G.I., Subbian, V. (2020). HSIs and Community Partners: A Framework for Strengthening Servingness through Engagement. In G. Garcia, Hispanic-Serving Institutions (HSIs) in Practice: Defining "Servingness" at HSIs. Charlotte, NC: Information Age Publishing.

[14] Kiyama, J.M. & Crespin-Palmer, V. (2020). Cultivating postsecondary aspirations in immigrant and refugee families through community education, engagement, and empowerment. In Kiyama, J.M., Yi, V., & Contreras, L. (Eds). *Refugee Students and Postsecondary Realities. New* Directions for Higher Education, 191, pp. 11–20. https://doi.org/10.1002/he.20378

[15] Strand, K., Marullo, S., Cutforth, N., Stoecker, R., & Donohue, P. (2003). *Community-based research and higher education: Principles and practices*. San Francisco, CA: Jossey-Bass.

About the CE&SL MECha Workshop

In June 2021 the Center for University Education Scholarship (CUES) hosted the second Mapping Educational Challenges (MECha) Workshop, on the theme of Civic Engagement and Service Learning (CE&SL). The two-day knowledge-generating event, brought together 30 faculty, staff, students, and administrators, representing 11 UArizona colleges (Agricultural and Life Sciences; Applied Science and Technology; Education; Fine Arts; Honors; Humanities; Law; Medicine; Nursing; Social and Behavioral Sciences; Science) and six offices/units (Cooperative Extension; Government & Community Relations; Provost; Instruction & Assessment; Research, Innovation & Impact; Student Engagement & Career Development).

The goal of the CUES MECha CE&SL workshop was to explore novel questions aiming to expand the scholarship on Civic Engagement and Service Learning (CE&SL) in university education across disciplines. Participants discussed frameworks and approaches for maximizing impact of CE&SL work on university education. Topics included the relationship between CE&SL and the "public good," responsibility of land grant and HSI institutions around CE&SL, and recognizing and measuring CE&SL impact. More information is available at: cues.arizona.edu/mecha/

Author Bios

Colin Blakely currently serves as Associate Vice President for Strategic Initiatives of Arizona Arts and Director of the School of Art at the University of Arizona. He has also served on the strategic planning team for the university and has been involved with budget planning as a member of the RCM 3-Year Budget Review Committee and the Activity Informed Budget Stakeholder Advisory Group. He is on the Board of Directors for the College Art Association (as Acting Treasurer) and the National Council of Arts Administrators (as Treasurer), and is currently university co-liaison for Imagining America.

Ana Cornide is an Associate Professor of Spanish & Portuguese, and the Director of Critical Service Learning & Community Outreach Program in the College of Humanities at the University of Arizona. In her role as director, Ana integrates experiential learning opportunities for students to focus on social entrepreneurship, leadership, and community-based projects. Her outreach work promotes development through the arts and humanities as a means to overcome social barriers. In Spring 2016, Ana was the recipient of the Richard Ruiz Diversity Leadership Faculty Award.

Carlos Gonzales is an Associate Professor Family & Community Medicine and serves as Assistant Dean for Curricular Affairs, and as Director for the Commitment to Underserved People Program in the College of Medicine, Tucson at the University of Arizona. Carlos is a sixth generation Tucsonan of Yaqui and Mexican descent, married to Debbie with four children and nine grandchildren. He participates in the Traditional Easter Ceremonies at the New Pascua Yaqui Pueblo, and leads Yaqui-Inipi Way Sweat Lodge Ceremonies. He also advises on Traditional Indian-Western Medicine Collaboration in the College of Medicine.

Judy Marquez Kiyama is a Professor of Educational Policy Studies & Practice in the College of Education, and serves as Associate Vice Provost, for Faculty Affairs at the University of Arizona. Judy's scholarship centers engaged forms of research and teaching including community-based research, praxis-based course projects, and service-learning. Her research examines the structures that shape educational opportunities for minoritized groups to better understand the collective knowledge drawn upon to confront and (re)shape such structures. Judy's numerous publications focus on equity and inclusion efforts to better serve minoritized students, and their families and communities.

Resources and Readings

In addition to the reference cited in the report, the following articles and media help inform the discussion during the workshop.

Calderon, J.Z., & Pollack, S.S. (2015). Weaving Together Career and Civic Commitments for Social Change.
   Peer Review: Emerging Trends and Key Debates in Undergraduate Education. 17 (3), p16.

Finley, A. (2014). Civic Learning and Teaching. *Bringing Theory to Practice.* Retrieved from

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   of General Education,* 62(4), pp 223-237.

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