

Faculty Resource Guide

Integrating Community Engagement into Your Curriculum

The Center for Community Engagement (CCE) offers centralized support to faculty who wish to integrate reciprocal community engagement into their curricula. This guide outlines the resources available for faculty as they develop mutually beneficial community partnerships and community engagement opportunities.

CONTENTS

Overview of the institution’s curricular community engagement priorities	2
Glossary of common terms related to community engagement at Bellarmine	3
Identifying Standards of Community Engagement in Teaching, Scholarship, and Service for Faculty Portfolios	4
Explanation of community-engaged and community topics course designations	5
Common Experiential Objectives for community-engaged courses	5
Faculty Impact Grants to support sustained community engagement	6
Instructions to access the database of existing Bellarmine community partners	6
Checklist for developing community partnerships	6
Memorandum of Understanding template for reciprocal partnerships	7
Introduction to the Learn to Serve Orientation Modules	8
Information about the MobileServe app and tracking community engagement	8
Invitation to the Faculty Community Engagement Institute	9
Scheduling a community engagement consultation with a CCE staff member	9

For more information about Community Engagement, please visit our www.bellarmino.edu/CCE, check out our Instagram [@BellarminoCCE](https://www.instagram.com/BellarminoCCE) or contact us at communityengagement@bellarmine.edu.



Curricular Community Engagement at Bellarmine

Bellarmino's Strategic Plan, *Tradition and Transformation*, calls us to consider innovative ways we can strengthen our relationship between the campus community and the local community. As an institution rooted in the Merton Spirit and guided by the lamp posts of our current Strategic Plan, we have a commitment to engage with our community in a mutually-beneficial capacity.

CURRICULAR COMMUNITY ENGAGEMENT IN THE STRATEGIC PLAN

Strategic Priority #1 calls us to facilitate a transformative student experience, which community engagement provides through experiential learning where students deepen their understanding of discipline-specific issues by applying their knowledge and gaining new knowledge from the community beyond campus.

Strategic Priority #2 challenges us to consider how we can innovatively deliver course material and meet learning outcomes using teaching methods outside of traditional methods of delivery, such as community engagement.

Strategic Priority #4 emphasizes equity and inclusion in the educational experience we offer, and community engagement is a meaningful way to expose students to communities and perspectives outside of their own, learning from diverse life experiences and developing personal philosophies of social justice.

Strategic Priority #5 anchors this commitment, in “seeking out new avenues for partnership and collaboration” to “advance equity and quality of life for its neighboring communities.”

NEW FRONTIERS OF CURRICULAR COMMUNITY ENGAGEMENT AT BELLARMINE

- » Bellarmine has recently launched the **Center for Community Engagement**, whose vision is to be a collaborative partner in the local, regional, and global community—enriching learning and scholarship, preparing globally fluent and engaged citizens, and addressing critical social issues committed to equity and inclusion.
- » Dr. Donovan supported the creation of the **President's Taskforce for Community Engagement**, dedicated to institutionalizing community engagement at Bellarmine.
- » The President's Taskforce for Community Engagement is working diligently to implement policies, programs, practices, and partnerships that meet the high standards set in the Carnegie Classification for Community Engagement, with the intention to **apply for the prestigious elective Carnegie Classification for Community Engagement** in 2025.
- » The Liberal Education Taskforce has proposed a **new Core Curriculum** which will include a required community engagement thread for all students to complete before graduation.
- » The President's Taskforce for Community Engagement has launched a **faculty survey/interview process** to identify existing curricular community engagement and community partnerships.
- » The **MobileServe app** has been funded by SGA and piloted to assist student organizations and academic courses to track and verify community engagement.

Glossary of Common Terms Related to Community Engagement

COMMUNITY ENGAGEMENT: the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutual creation and exchange of knowledge and resources in the context of partnership and reciprocity.

The purpose of community engagement is the sharing of knowledge and resources between colleges and universities and the public and private sectors

- » to enrich scholarship, research, and creative activity
- » enhance curriculum, teaching, and learning
- » prepare educated and engaged life-long learners
- » strengthen participants' sense of community and civic responsibility
- » address critical societal issues
- » and contribute to the public good.

PATHWAYS OF COMMUNITY ENGAGEMENT

- » **Curricular engagement:** describes the reciprocal and respectful teaching, learning, and scholarship in which faculty, students, and community collaborate. Their interactions address community-identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.
- » **Co-curricular engagement:** describes structured learning that happens outside the formal academic curriculum through trainings, workshops, service, and experiential learning opportunities. Co-curricular engagement requires structured reflection and connection to academic knowledge in the context of reciprocal, asset-based community partnerships.

COMMUNITY PARTNERSHIPS

- » **Community-engaged Partnership:** supports the principles of community engagement based on reciprocity and the cooperative exchange of both giving and receiving. Community-engagement partnerships recognize the community partner and Bellarmine as co-educators for students through incorporation of community engagement into teaching, learning, research and/or scholarship.
- » **Integrated Community Partnership:** serve as community-engaged partnerships that involve more than one area of campus (cross-functional/multidisciplinary), advance one of more priorities within Bellarmine's strategic plan, and make a significant community impact.

OUR VISION

- » **Reciprocity:** describes the university and the community partner working in common interest and respect, in a cooperative exchange of favors, with both giving and receiving.
- » **Inclusion:** involves intentionally bringing together diverse groups that are actively connected and engaged around issues of equitable access and social justice. For more information, please visit the Diversity, Equity, and Inclusion at Bellarmine University page on Bellarmine.edu.

Community Engagement in Teaching, Scholarship, and Service for Faculty Portfolios

Curricular engagement describes the reciprocal and respectful teaching, learning, and scholarship in which faculty, students, and community collaborate. Their interactions address community-identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.

COMMUNITY ENGAGEMENT AND TEACHING

Community Engaged Teaching identifies a pedagogy that explicitly engages students in studying community issues in order to increase students' understanding and application of academic content. Community-engaged courses are proven high-impact opportunities for students to expand their classroom knowledge with real-world application, working among diverse populations and exploring complex social issues.

The President's Task Force for Community Engagement is developing a community-engaged course designation (see bottom section of pg. 5) to provide a standardized experience for students and support for faculty. However, community-engaged teaching can be effective beyond the structure of the designation through other forms of experiential learning, such as the PlusOne BU250 Community-Based Practicum, field experience, internships/externships, independent study, capstone and/or research projects, cooperative work experience (co-op), clinicals, and more. Or, some faculty may incorporate community engagement into their course curriculum, but not to the extent of the course designation.

COMMUNITY ENGAGEMENT AND SCHOLARSHIP

Community engagement can be integrated into scholarship in many ways, including (but not limited to) research. A key component of scholarship is the dissemination of findings to other scientists and professionals through appropriate peer-reviewed products. Community-engaged scholarship may be disseminated in a range of content-specific disciplinary and multidisciplinary journals. This peer-reviewed dissemination is an important component of the distinction between community-engaged scholarship and community engaged service. A scholarly agenda that incorporates community needs and supports campus mission and goals may be done in several ways as discussed below.

- » **Community-Engaged Scholarship:** Scholarly work done in full partnership with the community. It may include components of various types of scholarship, including research, theoretical inquiry (including theory development), teaching, and practice. Community engaged scholarship should seek mutual benefits for the institution and community partner.

TYPES OF COMMUNITY-ENGAGED RESEARCH INCLUDE:

- » **Community-Based Participatory Research:** Academically relevant community focused research that partners with the community equitably to conduct research. Participatory research is a specific model of qualitative research, in which the community members are active participants in activities to promote deeper understanding of an issue and develop strategies for change (such as focus groups and planned change emerging from those group discussions). The partners contribute their expertise and share responsibility and ownership to enhance understanding and to integrate knowledge gained into action for change.
- » **Practice-Based Research:** A form of academic research which incorporates an element of practice in the methodology or output. It aims to advance knowledge through practice and is commonly used among practitioners trying to find answers to questions to better understand and address issues.

COMMUNITY ENGAGEMENT AND SERVICE

Community Engagement in Service is often the first type of community engagement that people consider when hearing the term community engagement and includes civic engagement. The goals of service in this context are different than the goals of community engagement in teaching and in research.

Community Service is defined as engaging with the community to provide services for the benefit of the community. Community service at the local, regional, national and global levels may be recognized under university performance evaluation structures. Service in terms of a faculty responsibility, refers only to those activities undertaken by virtue of one's professional competence or as a representative of Bellarmine University.

Explanation of Community-Engaged Designation

This designation was crafted to ensure best practices are incorporated in the development of community-engaged courses. It also creates an avenue for faculty who participate in community engagement to be recognized by the university for this teaching approach and allows the university to track and better support faculty/courses that are engaged in community.

COMMUNITY-ENGAGED COURSE DESIGNATION

- » Relevant and meaningful community engagement experiences are rooted in reciprocity with community partners.
- » Student experiential objectives and community goals related to community engagement are clearly stated.
- » Methods of assessment of student experiential objectives require reflective learning from students.
- » Community partner goals are evaluated.
- » Students will complete a minimum of 8 hours for a three-credit hour course towards meeting the goal of the community partner.

Approved Experiential Objectives for Curricular Community Engagement

Community-engaged courses may utilize any or all of these experiential objectives.

- » **Reflective Learning:** Applies what has been read, discussed, practiced, experienced and learned, in relation to previous knowledge, to their own lives and the lives they see around them as a way of making enriched meaning.
- » **Integrative Learning:** Connects knowledge across fields of study and inquiry and in relation to experiences gained through engagement with community partners.
- » **Cultural Humility:** Develops capacity to be transformed—in knowledge, attitudes and behavior—by engaging with multiple worldviews and experiences.
- » **Ethical Practice:** Acts in informed and responsible ways to address ethical and social justice challenges.
- » **Collaborative Action:** Collaborates effectively with community partners to inform future actions and practices.

These experiential outcomes have been adapted from the Brown University Swearer Center for Public Service, which housed the Carnegie Classification for Community Engagement for many years.

Impact Grants

Impact Grants are available to all Bellarmine University students, faculty, and staff to apply for on an ongoing basis. The purpose of the grants are to provide seed funding of \$50-500 in support of innovative initiatives that are mutually-beneficial, sustainable, and create positive impact. Students applying for Impact Grants must have a faculty or staff sponsor.

An application is available in the Community-Engaged Learning page of the Bellarmine.edu/CCE website under the Additional Information for Students drop-down tab.

Accessing the database of current Bellarmine community partners

The Center for Community Engagement maintains a regularly-updated database of contacts from local nonprofit organizations and government agencies. It may be a helpful tool if you are looking for a contact for a particular organization or are seeking an organization that meets certain criteria (ie. addresses a specific social issue, works with a specific demographic/community, etc.) but are not familiar with what local organizations exist which are relative to that criteria. To access this database, email or schedule a consultation with a CCE staff member.

Checklist for Developing Community Partnerships

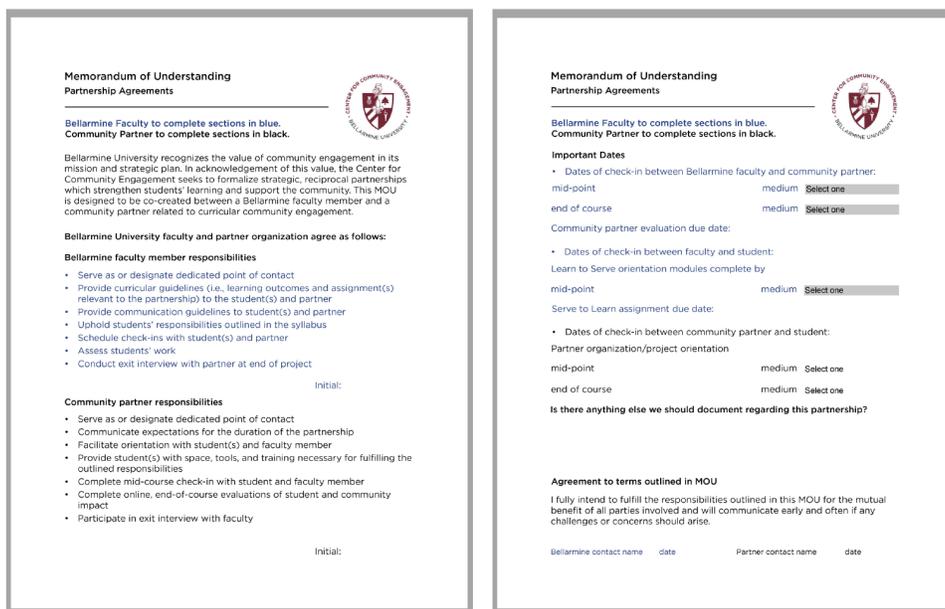
1. Identify the type of community engagement experience you wish to pursue
 - » Incorporating community engagement into a course (Teaching)
 - » Developing research in partnership with community (Scholarship)
 - » Providing professional expertise to community organizations (Service)
2. Consider the appropriate work or project for the community engagement experience
 - » Students participate in community engagement related to a course topic
 - » Students gather information or participate in research related to a course topic
 - » Faculty works with community to learn more about or research a community question
 - » Faculty serves a community organization as a board member or in another role that utilizes their discipline expertise
3. Identify the social issue/topic and possible organizations to partner with
 - » Connect with the CCE to learn about organizations working with the social issue/topic
 - » Connect with the CCE to learn about existing relationships with community organizations
4. Consider how the community engagement experience will be based on reciprocity and mutual benefit
 - » How will the project strengthen the community?
 - » How will the project enhance Bellarmine students' experience?
 - » How will the project advance faculty goals for teaching, scholarship, and service?
5. Reach out to the community organization to explore mutually beneficial partnership possibilities
 - » Provide sufficient advanced planning time for a new community engagement experience
 - » Start by listening to the community partner and learning about their current work
 - » Focus on strengths and assets the community partner brings to the partnership
 - » Allow the community partner to identify any needs they may have
 - » Ask the community partner how Bellarmine (students/faculty) may be able to assist
 - » Build trust by following up and following through with any commitments made

6. Co-create a Memorandum of Understanding (MOU) outlining the roles, commitments, and goals of all parties (see pg. 8)
 - » Establish agreed-upon outcomes for all parties (students, faculty, and community)
 - » Clearly describe expectations for all parties (students, faculty, and community)
 - » Schedule mid-point and end of experience check-ins
 - » Have a clear process for communicating any challenges that may arise
 - » Ensure outcomes are measured at the end of the experience
7. Impact, improve, sustain
 - » Review outcomes of the project with the community partner and explore future collaborations
 - » Share your experience with the CCE so they can effectively support community engagement across the university and throughout the community

Utilizing a Memorandum of Understanding template for your community-engaged courses

The President’s Task Force for Community Engagement has developed an MOU in a fillable PDF format which can be utilized to formalize a partnership between Bellarmine and a Community Partner organization. This document is not a legally-binding contract, but it is an agreement which outlines each party’s responsibilities in the partnership. It is a useful tool to launch community engagement in your courses. The fillable PDF can conveniently be digitally filled out and shared completely remotely. To access this document, reach out to a CCE staff member. The first and last page of the five-page document are available below as an example.

The Center for Community Engagement (CCE) would like to keep a copy of community engagement MOUs on file, in accordance with Bellarmine’s Business Office guidelines. Once the MOU is complete, please share a digital copy with a CCE staff member.



Introduction to the Learn to Serve Orientation Modules

These modules will provide a brief, reflective orientation for students embarking on sustained community engagement opportunities, to equip them with common terms, a sense of personal responsibility, and tools for respectfully entering communities they may not already be a part of.

THEMES OF THE THREE MODULES:

Module 1: Meaningful Partnerships

- » Terms and tools for mutually beneficial community partnerships

Module 2: Service and Community Engagement

- » Reflective journaling prompts to explore your philosophy of community engagement

Module 3: (Some) Concepts of Cultural Humility in Community Engagement

- » Learning from our community and examining systems that affect it

ADDITIONAL FEATURES:

- » The modules were recorded in Kaltura, Bellarmine's native video production platform, so they can be easily embedded right into your class's Moodle Shell.
- » Reflection questions are built into the modules. At designated Reflection Points, the modules will pause and display a reflection question on the screen. These match the accompanying reflection questions you can include in your Moodle Shell as discussion posts to engage your students, review their reflections, and invoke conversation between their peers.
- » A survey soliciting students' feedback accompanies the modules, so we may continue refining the modules, utilizing student responses.

UTILIZING THE MODULES:

- » If you are interested in integrating these modules into your course(s), you may preview them by reaching out to a CCE staff member.
- » If you would like assistance with embedding the modules into your Moodle Shell, a CCE staff member can provide that as well.

Information About the MobileServe App and Tracking Community Engagement

Bellarmine Student Government Association has generously sponsored the implementation of the MobileServe app on campus. The MobileServe app will allow us to more easily and accurately track all community engagement opportunities our students, faculty, and staff are participating in. Users can log their volunteer hours, prompting the app to verify the hours through one of multiple avenues of authentication. Sub-organization managers, such as a faculty member for a community-engaged course, can access quick data points on their students' engagement. Administrators can pull reports outlining how and where our campus community is engaging with our local and global communities. This will both simplify and streamline our data collection processes, as well as add a layer of verification which faculty members can lean on.

You are Invited to join the Community Engagement Community of Practice

The Office of Faculty Development and the Center for Community Engagement are teaming up to support a faculty learning community around community-engaged teaching, scholarship, and service. Dr. Martha Carlson Mazur and Dr. Jakia Marie will co-chair this community of practice that will be open to all Bellarmine faculty who are experienced with the work AND new to the concept. The Community of Practice will meet once per month during free period for a lunch and learn focused on open dialogues, new research, and community voice. Community leaders and partners will be invited to the monthly meetings to ensure the reciprocity, mutual benefit, and sustainability of community engagement efforts. Full-time faculty, part-time faculty, and teaching staff members, please fill out [this brief survey](#) if you are interested joining the Community of Practice.

If you are interested in joining, email [Martha Carlson Mazur](#) or [Dr. Liz Todd Byron](#).

Scheduling a Consultation with a CCE Team Member

The Center for Community Engagement offers consultation sessions to faculty members who are interested in integrating community engagement or community topics into a course they either already instruct or would like to propose. These consultations are open to faculty members at any point in the process of planning their course—whether they have a clear vision of how a community partnership could mutually benefit the students’ learning and the organizations’ needs, or they are simply entertaining the idea of incorporating community engagement into their curriculum.

Dr. Liz Todd Byron—*Executive Director of Experiential Learning and Community Engagement*
etodd@bellarmine.edu / She, her, hers

Reach out to Liz for questions concerning President’s Task Force for Community Engagement, a Serve and Learn Semester, Plus 1 BU250 practicum, Faculty Engagement support, Faculty Community of Practice, strategic partnerships connected to diversity, equity, and inclusion priorities, Impact Grants, and the Community Engagement Access Fund.

Jensen Kitrel—*Kentucky College Coach*
jkitrel@bellarmine.edu / She, her, hers

Reach out to Jensen for questions concerning Bellarmine Bonner Leaders, Alternative Spring Break, Community Connections Fair, Civic Week, and MobileServe.

Sydney Bland—*Assistant Director for Community Engagement*
sbland2@bellarmine.edu / She, her, hers

Reach out to Sydney for questions concerning Bellarmine Pathways, Bellarmine RISE Tutoring, MLK Week of Service, the Community Partner Newsletter, and MobileServe.