

Community-Based Teaching “Best Practice” Recommendations

In an effort to move community engagement forward at Grand Valley State University, the following best practices have been developed by a team of GVSU faculty in the winter of 2014 to clarify ideals and practices for those active in this work.

ADMINISTRATION	COMMUNITY ORGANIZATION	STUDENTS	FACULTY
<p>INCENTIVIZE Faculty: Resource, Recognize, and Reward these efforts.</p> <p>PREPARE: Intentionally prepare faculty for “working with” community partners from the beginning. Emphasize reciprocity & mutuality.</p> <p>SUSTAIN: Explore & engage sustainable models for <i>long-term</i> community impact.</p>	<p>RECIPROCATATE: Agree to work with GVSU faculty and students recognizing that community-based learning (CBL) is “Messy Inquiry.” Emphasize reciprocity and mutuality.</p> <p>ASSESS needs and develop achievable goals together.</p>	<p>REFLECT: Build reflection opportunities on the service learning activities <i>throughout</i> the course.</p> <p>CREATE, INTEGRATE, & PRESENT: Encourage students to do creative assignment presentations, integrating community work with course content & student values/future goals.</p>	<p>PREPARE students for “working with” community partners from the beginning. Emphasize reciprocity & mutuality.</p> <p>EXPERIMENT: Prep students for experimental nature of work. community-based learning is “Messy Inquiry.”</p> <p>SCAFFOLD community engagement activities so students can build on their own and others’ initial efforts.</p> <p>CELEBRATE the work accomplished (reward engagement).</p> <p>ASSESS & EVALUATE <i>community partners’</i> perspective & students’ learning iteratively.</p>

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