Community-Based Teaching "Best Practice" Recommendations

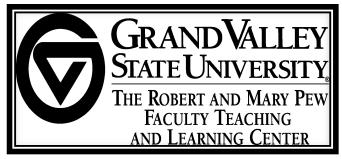
In an effort to move community engagement forward at Grand Valley State University, the following best practices have been developed by a team of GVSU faculty in the winter of 2014 to clarify ideals and practices for those active in this work.

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

With thanks to the Faculty Learning Community participants:

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