

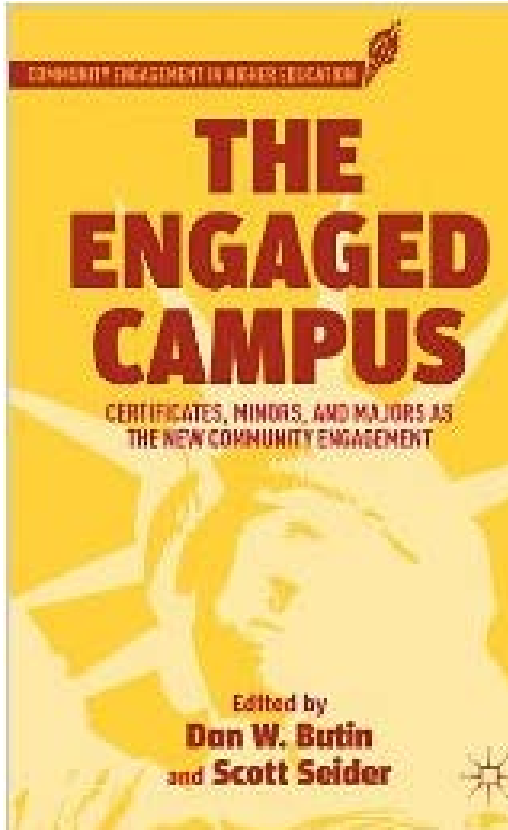
Program Feature: MSU Graduate Certification in Community Engagement

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INTRODUCTION



Butin & Seider, 2012

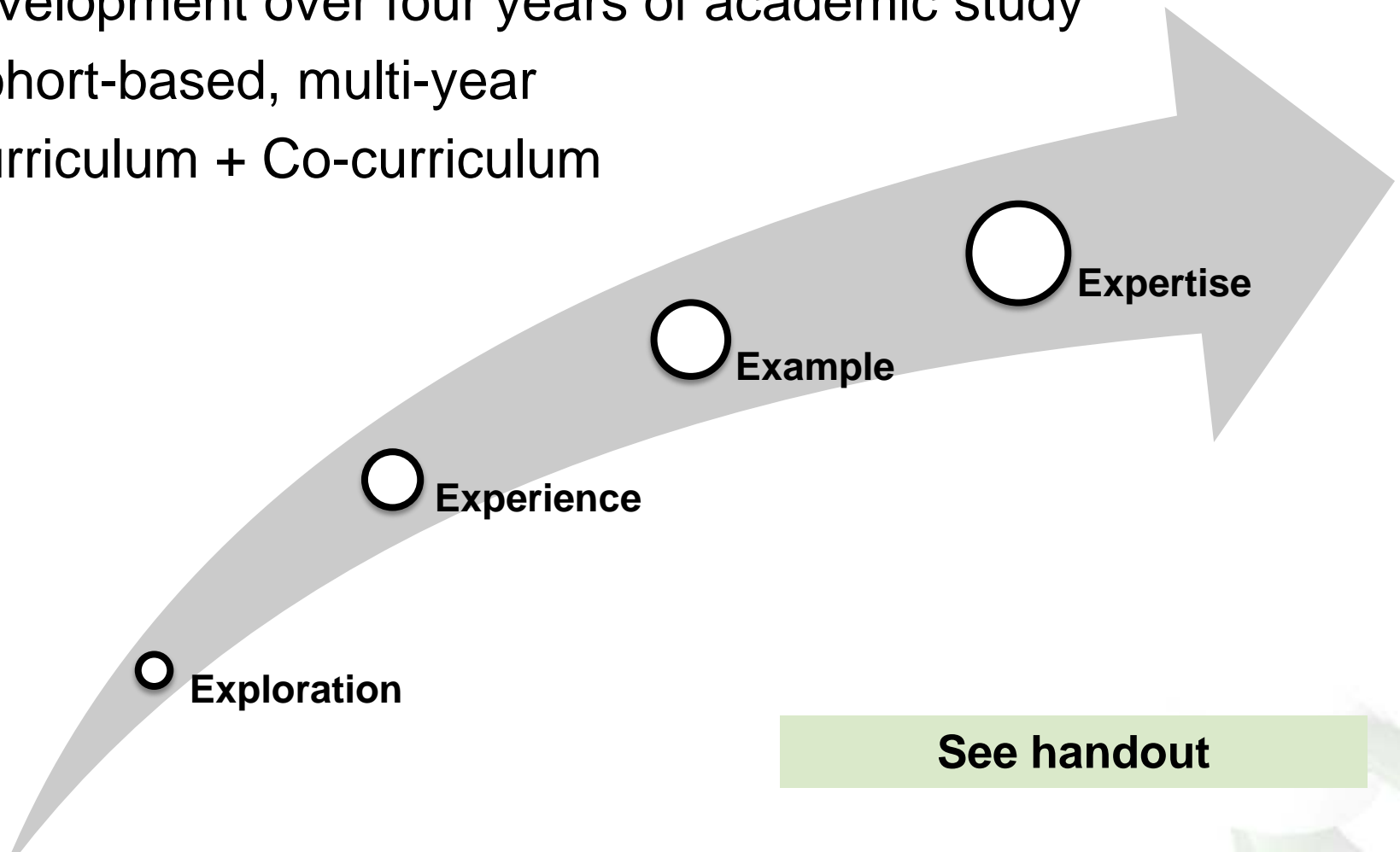
Certificates, minors, and majors as the new community engagement

- Offer SL courses **and** additional learning opportunities that are integrated, developmental
- multi-year, scaffolded experiences, with explicit expectations and intentional transitions for progression through levels
- often competency-based
- often cohort-based, team-based
- often focused on specific issue (e.g. local food systems) or particular place
- integrate curricular and co-curricular learning
- result in additional recognition or credential
 - official notation on transcript
 - printed certificate
 - recognition ceremony
 - electronic badges



Bonner Foundation—Undergraduate Leaders

- Developmental Progression—pathways for sequential and increasingly complex student skill and knowledge development over four years of academic study
- Cohort-based, multi-year
- Curriculum + Co-curriculum



See handout



Graduate Portfolio in Community Engagement

- a voluntary, non-credit recognition and professional development program for graduate and professional students at the University of Georgia from a variety of disciplines, programs, and interests.
- intended to help graduate and professional students develop and document competencies related to
 - Community engaged teaching
 - Community engaged research
 - Community engaged public service and outreach

<http://servicelearning.uga.edu/graduate-portfolio-in-community-engagement/>

University of Georgia—Graduate Portfolio

Program Goals

- Prepare for careers as community-engaged scholars
- Connect research and teaching to community engagement principles
- Understand and implement best practices in engaged teaching, engaged research, and/or engaged public service and outreach
- Undertake and reflect on applied community engagement experiences through teaching, research, and/or public service and outreach
- Document community engagement experiences

Portfolio Elements

- Workshop
- Personal Engagement Philosophy
- Project Description
- Evidence of Impact
- Reflective Assessment
- C.V.
- Supporting Materials

See handout

MSU GRADUATE CERTIFICATION IN COMMUNITY ENGAGEMENT

Graduate Certification in Community Engagement

*Developing the skills and competencies needed for
exemplary university-community engagement*

[HOME](#) [ABOUT](#) [REQUIREMENTS](#) [APPLICATION](#) [CONTACT](#)

Who would have imagined 150 years ago... that we would become the global prototype of a genuinely American brand of higher education — one that is an engine for the economy, a force for democratization of public learning, the model for engagement with the world beyond the campus, and a catalyst for improving the quality of life in Michigan and around the world.

Lou Anna Kimsey Simon, Ph. D.
President, Michigan State University
Founders' Day Address
February 11, 2005

<http://gradcert.outreach.msu.edu/>

MSU's Graduate Certification in Community Engagement


Three-part professional development program for graduate and professional students that includes

- **Competencies:** seminars on community engaged scholarship
- **Experience:** 60 hr. mentored community engagement experience
- **Portfolio:** written engagement portfolio and presentation

Offered at MSU by

- Office of University Outreach and Engagement
- The Graduate School

The Certification's Purpose

- Support growth and development as engaged scholars and/or practitioners
 - Help to develop systemic, respectful, and scholarly approaches to community engaged work, including
 - community engaged research
 - community engaged creative activities
 - community engaged teaching and learning
 - community engaged service
 - community engaged commercialized activities
 - Tailor programs of study to strengthen scholarly and practical skills for collaborating with community partners
 - Expand networks of engaged scholars and practitioners
- 

Who Should Consider the Certification?

Graduate and professional students who

- Employ community-based research methods and techniques to address society's problems
- Provide expertise and assistance to community-based, non-profit organizations and agencies
- Involve students in community-based learning through service learning and civic engagement



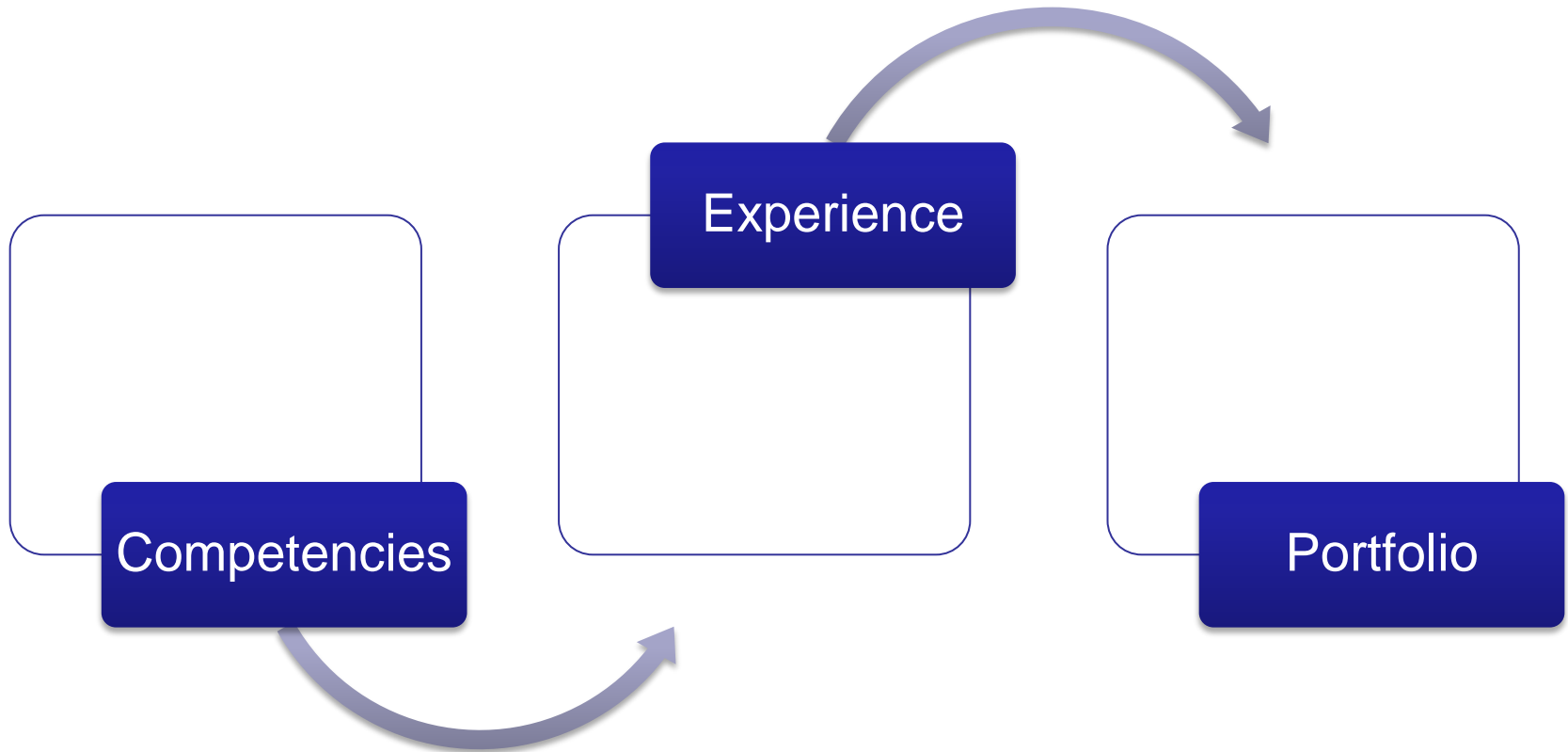
- Develop activities or curricula to engage general public audiences in learning
- Involve stakeholders in the public policy process
- Create learning experiences and continuing education for working professionals
- Translating health and scientific research findings for general public audiences
- Involve members of the community in creative arts, humanities, design, or performance



Key Learning Areas for MSU Graduate Certification in Community Engagement	Program Elements		
	Seminars or Approved Alternatives	Mentored Community Engagement Experience	Written Portfolio and Presentation
1. Foundations of community engaged scholarship	●		●
2. Community Partnerships	●	●	●
3. Community Engaged Research, Creative Activities, Teaching/Learning, or Service	●	●	●
4. Mindsets and Practices for Engagement	●	●	●
5. Critical Reflection	●	●	●
6. Scholarly Documentation	●		●



Elements of Certification



Core Engagement Competency Seminars

Purpose: Learn key concepts and skills for community engaged scholarship, including identified in the professional development for community engagement literature, from on-going evaluations of the program, and program leaders.


- Blanchard, L.W. Hanssmann, C., Strauss, R. P., Belliard, J., Krichbaum, C., Waters E., & Seifer, S. (2009). Models for faculty development: What does it take to be a community-engaged scholar? *Metropolitan Universities*, 20, 47-65.
- Blanchard, L.W., Strauss, R.P., & Webb, L. (2012). Engaged scholarship at the University of North Carolina at Chapel Hill: Campus integration and faculty development. *Journal of Higher Education Outreach and Engagement*, 16(1), 97-127.
- Jameson, J. K., Clayton, P. H., Jaeger, A. J., & Bringle, R. G. (2012). Investigating faculty learning in the context of community-engaged scholarship. *Michigan Journal of Community Service Learning*, 18(2), 40-55.

Core Competency by Year	1	2	3	4	5
Foundations of Community Engaged Scholarship	●	●	●	●	●
Variations in Community Engaged Scholarship				●	●
Initiating Community University Partnerships	●	●	●	●	●
Sustaining Community University Partnerships	●		●		●
Techniques for Community Engagement				●	●
Community Engaged Research & Creative Activities	●	●	●	●	●
Community Engaged Teaching & Learning					●
Capacity Building for Sustained Change	●	●	●	●	●
Systems Approaches to Community Change				●	●
Evaluation of Community Partnerships	●	●	●	●	●
Critical Reflections on Identity & Culture				●	●
Communicating with Public Audiences				●	●
Scholarly Skills—Grant-writing and Publishing				●	●
Successful Engagement Careers				●	●
Ethics and Community Engagement		●	●	CROSS	CROSS
Working with Diverse Communities				CROSS	CROSS

Logistics

- Friday afternoons from 1:30-3:30, Brody Hall
- About twice a month, fall and spring semesters
- In-person this year
- Materials and readings available on website
- Active learning, small group exercises, discussion
- Sign-in required for your attendance to count

Flexibility

- You may take them all in one year or over several years.
 - You may also substitute a class or prior experience for a core competency seminar with approval from the program director.
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Mentored Community Engagement Experience

Purpose

- Put key engagement concepts and skills into practice
- Focus on communication, collaboration, and partnering skills
- Reflect on your community collaboration with faculty mentor throughout your experience
- Receive critical feedback from your community partner



Logistics

- Approved in advance by program coordinator
- Meets definition of community engaged scholarship (esp. scholarly dimension)
- Be collaborative undertaken with community partner(s) and a faculty mentor
- Involve significant, direct interaction between student and community partner
- Include reflection on communication, collaboration, and partnering skills with a faculty mentor or member of UOE faculty and staff
- Include critical feedback from community partner about your collaboration
- 60 hours, at the minimum



Flexibility


For a majority of students, this experience is associated with their graduate degree program and may be a practicum, internships, thesis or dissertation research, graduate assistantship, teaching responsibilities, or work experience.

The mentored community engagement experience does **not** have to be a new or additional community-based project unless you would like it to be.



Written Portfolio & Presentation

Purpose

- Reflect on the scholarship and practice of community engagement
 - Document your community engaged scholarship, methodically, including processes, outcomes, and evidence related to your collaboration with community partners
 - Solicit critical feedback from community partners and a faculty mentor on their perspectives about your collaboration
 - Gather new and supporting materials to present for peer review
 - Generate new insights through reflective writing
 - Practice talking about your community engaged scholarship or practice.
- 

In Your Written Portfolio, You Will...

- Demonstrate your mastery of **ALL** core engagement competencies
- Document your mentored community engagement experience
- Include your community partners' and faculty mentor's perspective on your collaboration experience and skills
- Support your reflections with additional materials and evidence
- Focus on breadth and comprehensiveness



In Your Portfolio Presentation, You Will...

- Tell your personal engagement story
- Support your reflections with personal vignettes about your experience
- Share your lessons learned and ideas about future community engagement
- Focus on breadth, by discussing **TWO** competencies that were particularly meaningful to you



Portfolio Example #1

Improving Girls Sports Programming with Detroit Police Athletic League (2013)

- Ph.D. student in Kinesiology, assoc. with Institute for Youth Sports (IYS)
- Community engaged research
- Need identified by DPAL and request made to IYS
- Conducted 4 focus groups with girls to explore why they are not participating as much as boys
- Shared findings in briefings & newsletters for coaches to change messages to girls to encourage participation
- Resulted in “Year of the Girl” in 2013



Portfolio Example #2

Service-learning with the Capital Area Community Media Center (2010)

- Ph.D. student in Writing, Rhetoric, and American Studies
- Community engaged teaching and learning—service-learning
- Undergraduate students completed multi-media and writing projects identified by local community groups, including website re-design, video about community garden, short video clips about gardening tips, advertising materials, and powerpoint briefing materials



Portfolio Example #3

Central Michigan Restorative Justice Project (2010)

- Master's in Community Services, Department of Family and Child Ecology
- Community engaged service
- Facilitated intervention process designed to help students, parents, teachers and others resolve conflicts and develop a sense of community
- Collaborated with 8 local school districts to offer the program
- Conducted evaluation of success of program



RESOLUTION
SERVICES CENTER

Enrollments

Year One (n = 18)

- 10 Female, 8 Male
- 8 Masters, 9 Ph.D., 1 staff
- 4 Colleges
 - 5 Agriculture & Nat Res
 - 5 Arts & Letters
 - 3 Education
 - 6 Social Science

Year Five (n = 38)

- 25 Female, 13 Male
- 15 Masters, 18 Ph.D., 5 staff
- 7 Colleges
 - 8 Agriculture & Natural Resources
 - 2 Arts & Letters
 - 10 Education
 - 1 Engineering
 - 1 Music
 - 1 Natural Science
 - 10 Social Science

Total admitted: 129

Portfolios to date: 27 presented, 23 passed

Future Program Developments

1. Develop mechanism for community partner feedback—constructive, authentic, and sensitive to power differences
2. Continue to include more voices—national leaders, campus faculty, community partners, program alumni
3. Expand formats to more accessible to non-campus based learners—flipped learning, hybrid, summer intensive, weekend format
4. Address international perspectives—both US students overseas and international students in US
5. Develop additional teaching & learning materials to better support graduate & professional student learning and practice of CES—case studies, learning activities, etc.
6. Consider field trips to ground learning in community settings
7. Maintain connections and networking with program alumni

CLOSING THOUGHTS



References

Overall

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Faculty and Staff

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Graduate Students

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<http://bonnernetnetwork.pbworks.com/w/page/13113175/Student%20Development%20and%20Leadership>.

Serve Smart. <http://www.serve-smart.com/>

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