

Appendix A

Collaborative Planning Guide for Engaged Scholarship

Whether you are developing engaged scholarship opportunities through community-based participatory action research, academic courses, internships, field-based experiences, or other experiences that link academic learning, scholarship and community engagement, this guide is intended to help you and your community partner go through the collaborative planning process together. This guide is intended to compliment the *Community-Based Learning Handbook*, and is meant for academic and community co-educators and co-researchers to use together to build partnerships and develop Engaged Scholarship courses and research projects. Spend time with your community partner discussing the questions in each section, and build the foundation for a successful engaged scholarship endeavor.

I. Getting Started: Sharing History, Contexts, Definitions and Principles

Introductions

What would I describe as “my work” or “my scholarship”? Why do I do the work I do? What do I care deeply about? How did I come to care about that? Do I consider my work to be a part of a larger movement? If so which movements? What roles do each of us play on campus and in the community?

Share the community context

What is the work of my organization? How does it relate to the broader community? What is the history of my organization? What interests me in partnering with the university? What is the history of my organization with the university? What are the interests, needs, expectations, hopes, concerns, and research questions, would my organization and I like to see this partnership address?

Share the university context

What is the work of my department with the community? How would I describe my work in the larger departmental or university context? What courses, research projects or other initiatives have brought me to this partner? Who are the students I want to engage? What academic requirements does this course or project fulfill? What are the interests, needs, expectations, hopes, concerns, and research questions, my department and I would like to see this partnership address?

Discussing guiding principles

What values or principles do I strive to demonstrate in my work? Read the “What are the principles of engaged scholarship?” in Section I and discuss: which ones do I think are most important, which do I think would be challenging to implement, which, if any, do I think are not important? Which ones would I add?

II. Building the Partnership

Identify Shared Interests

Where do we share common interests that can be addressed through an Engaged Scholarship Project? What are we both committed to? Is there a shared question that frames what we hope this partnership will address?

Determine how partners will work together

What values do we want to demonstrate and how will we put them into action? (e.g. honesty, respect, reciprocity, inclusion, equity, transparency, follow through, shared power, accountability, feedback) How will we communicate throughout the process? How will we work with disagreements and conflict? How will we nurture the relationships over time?

Agree on decision-making approach: “Nothing about us without us!”

How will we make decisions? Who will make them? In particular, how will people most impacted by the issues we are addressing be involved as decision makers?

Identify partner learning outcomes

What does each partner need to learn to make this partnership successful? What do we want to learn as a result of this experience? How can we make our partnership a learning partnership where we are all teachers and learners?

Identify student learning outcomes

What do all the stakeholders want students to learn from this engagement project? See Table 2: Learning and Community Engagement Outcomes.

Identify community engagement outcomes

What do all the stakeholders (especially people most affected by the community issue being addressed) want the impact or benefit of the student engagement/research to be in the community? See Table 2: Learning and Community Engagement Outcomes.

Develop a shared vision

What do the partners agree we would like to SEE at the end of the project in 1 year (or longer if we have a long-term commitment)? What will be different?

Map assets

What assets and resources can each partner bring to help us accomplish this vision? Are there other community organizations, programs or departments on campus, or faculty whose work might inform our partnership? How will we share resources? (e.g. space, equipment, library privileges, training, people, tuition remission, equitable compensation)

Identify barriers

What challenges do we anticipate we will encounter in working toward our vision?

Identify goals

What strategies can help us mobilize our assets, address the barriers and move toward the vision? Cluster the strategies to create goals.