



Community Engaged Teaching, Learning, and Scholarship

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LAND ACKNOWLEDGMENT

U of I Moscow is located on the homelands of the Nimiipu (Nez Perce). We extend gratitude to the indigenous people that call this place home, since time immemorial. U of I recognizes that it is our academic responsibility to build relationships with the indigenous people to ensure integrity of tribal voices.

The University of Idaho's land acknowledgement statement was created by the U of I Office of Tribal Relations

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Multiple Communities



WHY ARE LAND
ACKNOWLEDGMENTS
IMPORTANT?



WHAT DOES OURS TELL US ABOUT
OUR INSTITUTION, WHERE IT IS
LOCATED, AND ITS MISSION?

OUR LAND GRANT MISSION

ERECTED BY
THE COMMONWEALTH OF IDAHO
FOR THE TRAINING OF HER FUTURE CITIZENS
TO THEIR HIGHEST USEFULNESS IN
PRIVATE LIFE AND PUBLIC SERVICE

A. D. 1908.

What this tells us




We thrive at the intersection of campus and community, of teaching and scholarship, of collaboration and innovation.



We are a research-Intensive Land Grant University that care about the learning and lives of its students and the contributions they will make beyond our borders and their time here.



We are deeply engaged in and with our local-to-global communities, but not as knights in shining armor. We are partners. Imagining America is our fit and our model for service-learning.



Exercise 1: Intentionality

- When you see those words...
 - *Community engaged*
 - *Teaching*
 - *Learning, and*
 - *Scholarship*
 - ...what comes to mind?
 - Think big –as a program– and small –as in, what each looks like.
- Have any of you ever participated in community engaged teaching or scholarship?

Service Learning, Community Engagement, and Sustainable Partnerships

- At the University of Idaho, service learning is more than a teaching strategy that integrates course content with community service; it is the cornerstone of our institutional mission to **engage** learning, scholarship, and service locally, regionally, nationally, and globally.
- Consistent with the New England Resource Center for Higher Education's (NERCHE) standard, we couple "...university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good."
- "...the academy must become a more vigorous partner in the search for answers to our most pressing social, civic, economic and moral problems, and must reaffirm its historic commitment to what I call the scholarship of engagement." - Ernest Boyer, 1996, *The Scholarship of Engagement, Journal of Public Service & Outreach*, 1(1), 11-20.



Service Learning

Innovation through Collaboration

Imagining the Possibilities with Imagining America

- WE BELIEVE
- Imagining America is committed to bringing people together as our full selves in critical yet hopeful spaces to imagine better ways of living, learning and working together. To do this work, we believe:
 - **It is important to struggle with the idea of 'America'.**
 - The idea of 'America' embodies both the prophetic vision and legacy of social movements that have fought for a fully equitable broad-based popular democracy, and a troubling history of violence, oppression, and genocide. To realize our vision, we believe that it is important to struggle with this contradiction and how it has and continues to manifest domestically, regionally, and globally.
 - **Creative culture is an important site of liberation.**
 - **Organized ideas matter in the project of personal, institutional, and societal transformation.**
 - **Nothing is completely new.**
 - **Our work must be radically inclusive.**
 - **How we learn and work with one another matters.**
 - **Living up to our values requires institutional and societal change.**



WE ENVISION

We envision a world of expansive social imagination, constructed by multiple ways of knowing, where people work together to nurture healthy, vibrant, and joyful communities.



OUR MISSION

The Imagining America consortium (IA) brings together scholars, artists, designers, humanists, and organizers to imagine, study, and enact a more just and liberatory 'America' and world. Working across institutional, disciplinary, and community divides, IA strengthens and promotes public scholarship, cultural organizing, and campus change that inspires collective imagination, knowledge-making, and civic action on pressing public issues.

By dreaming and building together in public, IA creates the conditions to shift culture and transform inequitable institutional and societal structures.



WHAT WE DO



National Gathering

Annual convening of public scholars, artists, designers, students, and cultural organizers addressing today's pressing issues.



Fellowships

IA fosters vibrant networks of graduate and undergraduate students from our member institutions.



Regional Convenings

Regional events offer opportunities to learn, share, and practice public knowledge making.



Collaborative Research and Learning

IA's research initiatives and learning opportunities leverage the intellectual and creative capital that is the consortium's greatest strength.



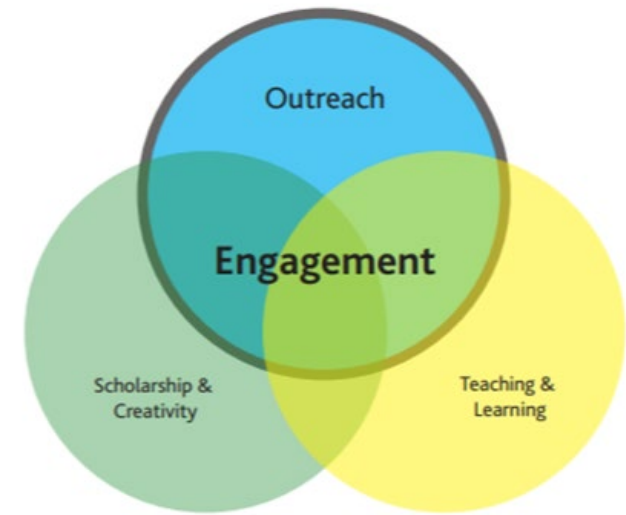
Our Emphasis

Co-creators of knowledge and experience

- Teaching
- Learning
- Scholarship
 - *With meaningful values*

The Kellogg Commission

- “Engagement goes well beyond extension, conventional outreach, and even most conceptions of public service. Inherited concepts emphasize a one-way process in which the university transfers its expertise to key constituents. Embedded in the engagement ideal is a commitment to sharing and reciprocity. By engagement the Commission envisioned partnerships, two-way streets defined by mutual respect among the partners for what each brings to the table.”

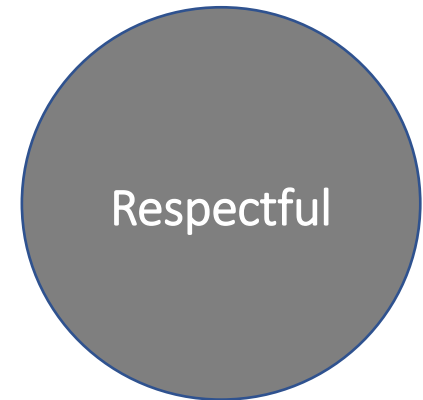
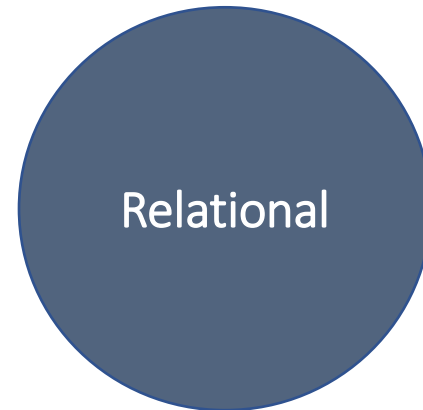
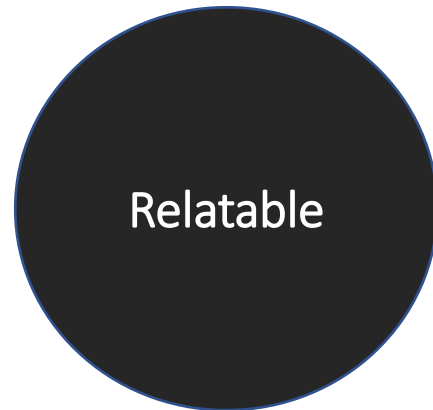
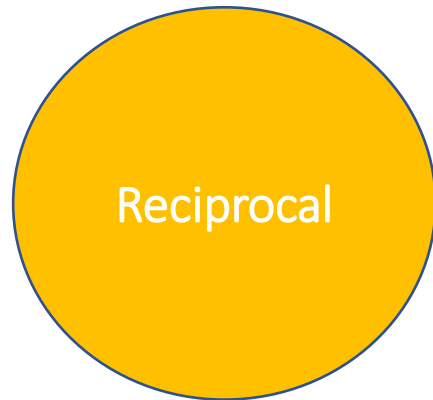


The Land Grant Mission





The Four R's of Best Engagement Practices



*Collaboration
Sustainability
Creativity*





Our Stories: Appreciative Knowledge and Authenticity



BUILDING BRIDGES

May 15, 2018

8:30 AM - 1 PM PT
Vandal Ballroom
Pitman Center, UI



Bringing together members of the University of Idaho, Washington State University, & the surrounding community to imagine, examine, and explore opportunities for creating and sustaining mutually beneficial Service Learning experiences.

KEYNOTE SPEAKER

Dr. Lane Perry

Dir, CTR for Service Learning
Western Carolina University



Service Learning
Innovation in Learning

Campus & Community, Together

Click to add text





Future Scan AND Contextual Realities Implications

مسح المستقبل والحقائق السياقية الممكنة

MEGA TRENDS

Trend 01..... pg.04
Global Economic Volatility and Uncertainty

Trend 02..... pg.05
Imbalance/Inequality

Trend 03..... pg.06
Demographic Shifts

Trend 04..... pg.08
Environmental Stress

Trend 05..... pg.09
Extreme Mobility

Trend 06..... pg.10
Breakdown of Institutions

Trend 07..... pg.12
Fourth Industrial Revolution

MACRO TRENDS

Trend 08..... pg.13
Digital Reality - the Fourth Dimension

Trend 09..... pg.14
Happiness is Well-Being

Trend 10..... pg.16
Reassessing the Role of Higher Education

Trend 11..... pg.17
Built Environments in the 21st Century

- Global pandemic
- Recession & Economic Stress
- Climate Change
- Technology
- Inequities
- Access & Inclusion
- Economic disparities
- Health disparities
- Visible Invisibilities

- Local-Global realities
- Awakening- Social Justice
- Black Lives Matter
- Awakening- Environmental Justice
- International Students
- Refugee and Immigrant communities
- COVID-19
- Isolation



Our Communities

- Vibrant
- Engaged
- Engaging
- Local-to-Global





Palouse Prairie Charter School

In spring 2019, interior architecture and design students worked with students, teachers and administrators at Palouse Prairie Charter School in Moscow, along with U of I's College of Education, Health and Human Sciences, to create conceptual designs for the interior design and landscaping of a new building for the charter school. Students engaged in site analyses, observational visits at the school, focus group studies and research on evidence-based designs for spaces that foster learning in the 21st century.



2017-18 Community Partners

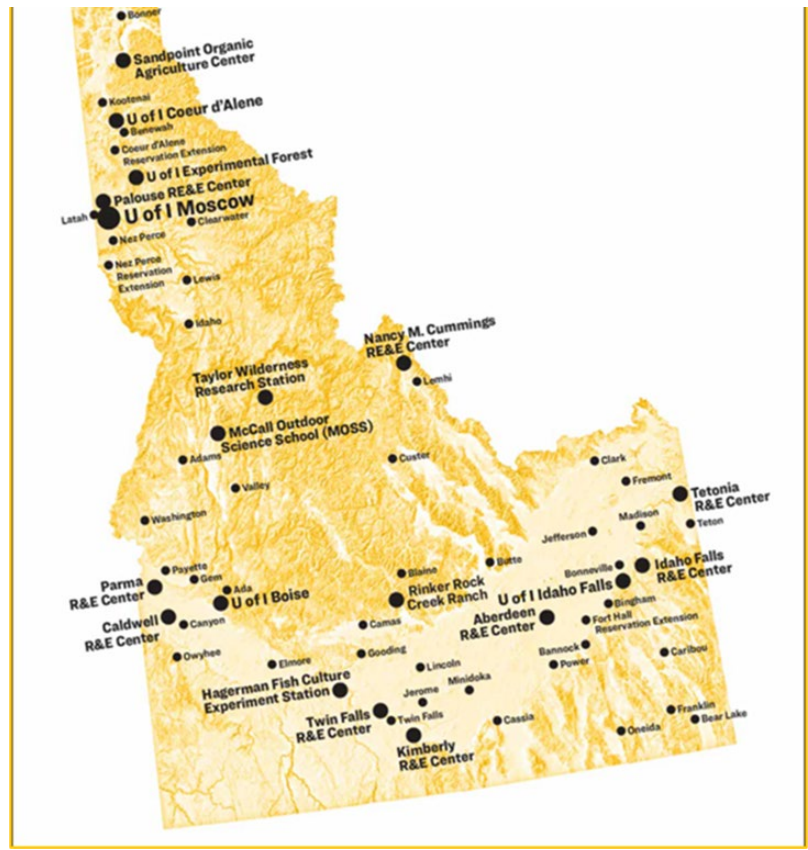
- | | | |
|--|---|---|
| Alternative Giving Market of the Palouse | Real Needs on the Palouse | Pullman Parks and Recreation |
| Alternatives to Violence of the Palouse | Lewis-Clark State College, Adult Learning Center, Moscow Outreach | Pullman United Way |
| American Cancer Society | Lewiston-Clarkston Partners Habitat for Humanity | Regional Theatre of the Palouse |
| Appaloosa Museum | Lionel Hampton Jazz Festival | Salvation Army |
| Aspen Park Healthcare | Moscow Charter School | Science Outreach at the University of Idaho |
| Avalon Retirement Center | Moscow Food Co-Op | Soil Stewards Student Farm |
| Backyard Harvest | Moscow Community Garden | Sojourner's Alliance |
| City of Moscow | Moscow Community Walk | Special Olympics Washington |
| Clark House | Moscow High School | St. Mary's School |
| Community Action Center | Moscow Mardi Gras, Inc. | Stataline Wetland |
| Community Action Partnership | Moscow Mentor Program | Success by 6 |
| Disability Action Center | Moscow Parks & Recreation | The Sustainability Center |
| Elite Home Health and Hospice | Moscow Recycling | Trinity Food Pantry |
| Eureka! Palouse | Moscow School District | U.S. Forest Service |
| Families Together for People with Disabilities | Moscow School District Adventure Club | University of Idaho Extension |
| Family Promise of the Palouse | Moscow School District Safe and Drug Free Schools Program | Vandal Health Education |
| Friends of the Clearwater | Moscow Environmental Services | West Park Elementary School |
| Good Samaritan Village | Moscow Area Mountain Bike Association | White Spring Ranch Museum/Archive Library |
| Goodwill | Muscular Dystrophy Association | Whitman Senior Living Community |
| Gritman Medical Center | Northwest Children's Home | World Justice Action Co |
| Homes of Hope | Orphan Acres | YMCA of the Palouse |
| Homestead Ministries | Palouse Area Therapeutic Horsemanship | |
| Hope Center | Palouse Bicycle Collective Inc. | |
| Humane Society of the Palouse | Palouse Cares | |
| Inland Northwest Blood Center | Palouse Clearwater Food Coalition | |
| Inland Oasis, Inc. | Palouse Conservation District | |
| International Programs Office | Palouse Discovery Science Center | |
| Kenworthy Theatre | Palouse Environmental Sustainability Coalition | |
| Latah Alliance for the Mentally Ill Group Home | Palouse Habitat for Humanity | |
| Latah County Historical Society | Palouse Prairie School | |
| Latah County Library | Palouse-Clearwater Environmental Institute | |
| Latah Trail Foundation | Richard Art Gallery | |



I University of Idaho

We Appreciate You!

Disability Action Center NW



Partners—people & agencies



Connecting Diverse Populations, Locally and Globally





Exercise 2: We are all a member of multiple communities.

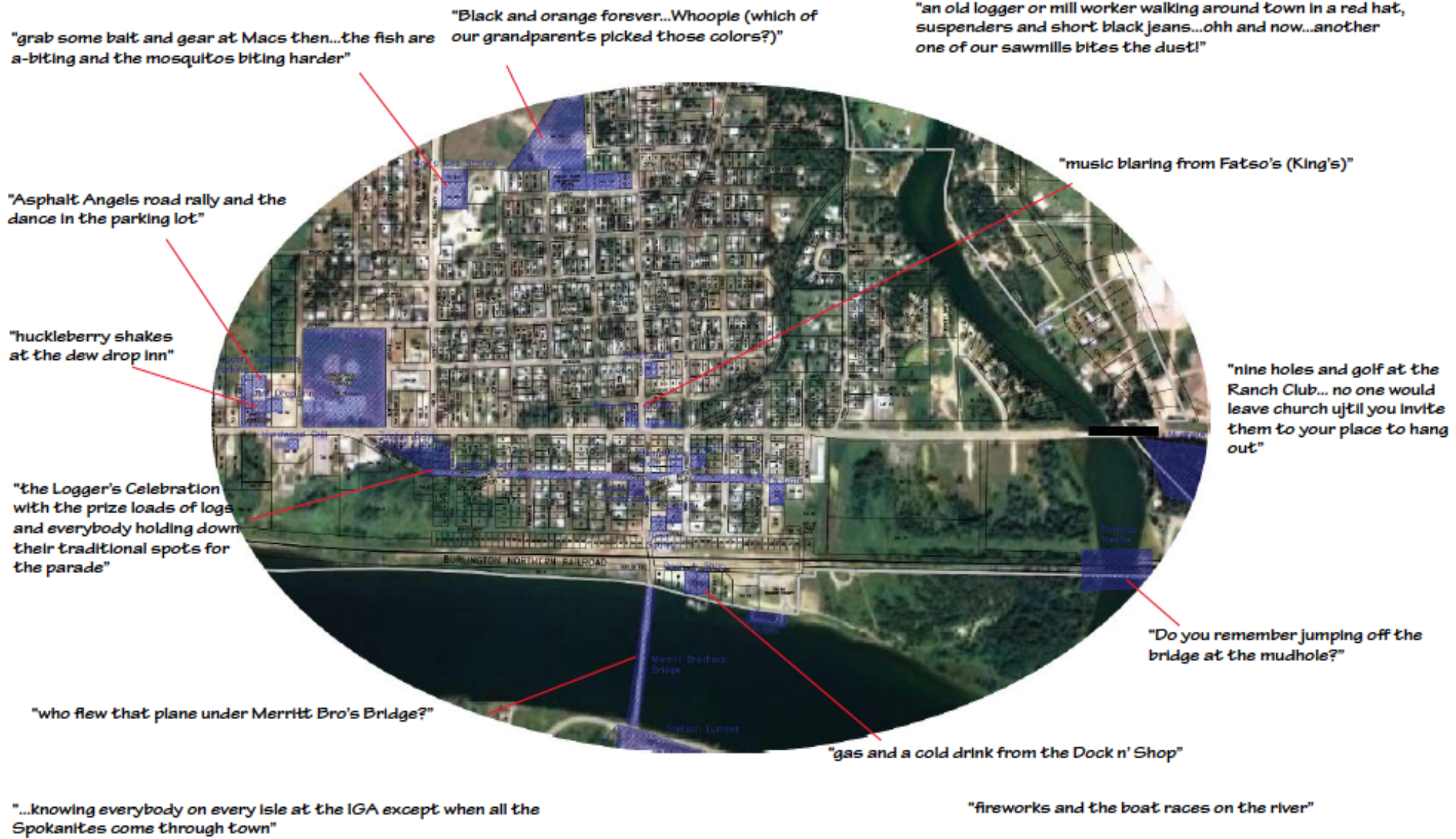
- What brought you here?
- What matters to you?
- Is there a difference you want to make beyond the classroom?



Exercise 3:

What does community engaged learning look like?

- Draw it!



Appreciative Inquiry Technique: Narrative Mapping

أسلوب الاستفسار التقديري: رسم الخرائط السردية

Narrative Analysis resulting from Qualitative Inventory: Inquiry as a system of authentic engagement.

Student work courtesy of Abby Anderson and Maggie Scott

Rula Awwad-Rafferty & Elizabeth Graff . University of Idaho . EDRA 2012

Exercise 4:

What does community engaged teaching look like?

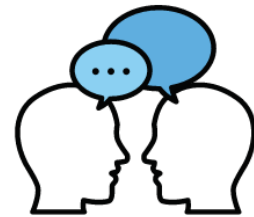
THINK



WRITE



PAIR



SHARE





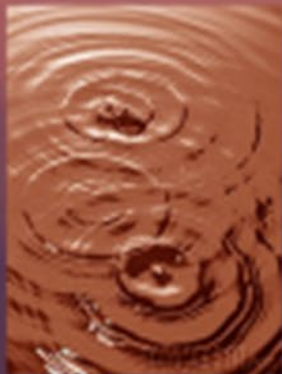
Mandala of wholeness, unity, and worldview as the studio become a Community Professor: Rula Awwad-Rafferty



Design Charrette /consultations with Architecture, Landscape Architecture and Interior Design students.

"The Circle has healing power. In the Circle, we are all equal. When in the Circle, no one is in front of you. No one is behind you. No one is above you. No one is below you. The Sacred Circle is designed to create unity. The Hoop of Life is also a circle. On this hoop there is a place for every species, every race, every tree and every plant. It is this completeness of Life that must be respected in order to bring about health on this planet."

~Dave Chief, Oglala Lakota~



Head and Heart Knowledge

Culture Immersion

Place and Culture-Based Concept

Co-Creation & Imagination

Design solution selected for award completed for Shoshone Bannock Benevolence Center - ID 451. Design by Desiree Haas. Professor. Rula Awwad-Rafferty.



Exercise 5:

What does community engaged scholarship look like?



Liberty theater adaptive reuse design project, co-authored with community. SP 2018. Awwad-Rafferty and team.

Service Learning

Interior Architecture & Design

Adaptive Reuse

Design with community

Story Telling

Phot Elicitation Data Gathering

Co-authored projects

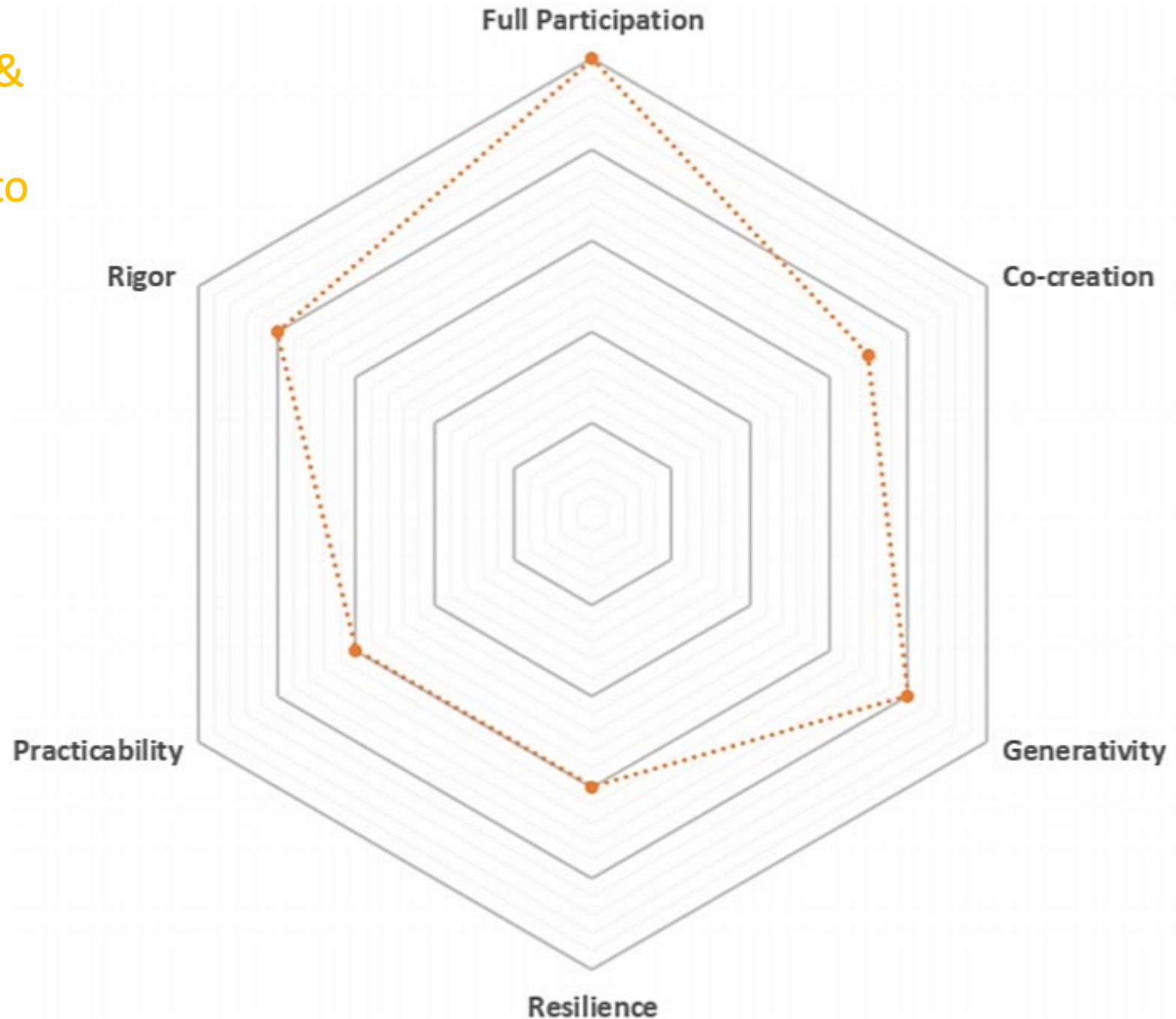
How will this count in my tenure & promotion? How will it count for my education? How will it count to my community?

Democratically Engaged Assessment Values

Retrieved from:
https://imaginingamerica.org/wp-content/uploads/DEA-WhitePaper_FINAL.pdf

Bandy, J., Price, M. F., Clayton, P. H., Metzker, J., Nigro, G., Stanlick, S., Etheridge Woodson, S., Bartel, A., & Gale, S. (2018).

Democratically engaged assessment: Reimagining the purposes and practices of assessment in community engagement. Davis, CA: Imagining America.



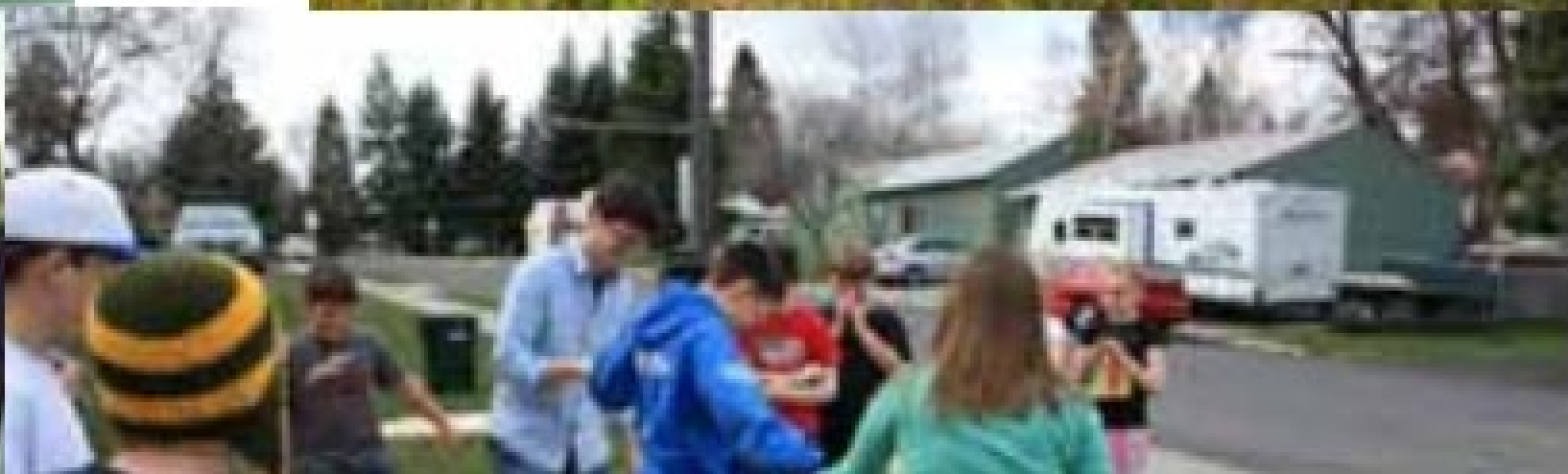


Exercise 6: What do you need to get involved?

Interests	Obstacles	Solutions	Partners

Inspirations

A variety of images of community-engaged teaching, learning, and scholarship





CELEBRATING **Natural**
RESOURCES



Community
Collaborations



Grand Challenge
Scholars Program at the
University of Idaho
College of Engineering

<https://youtu.be/LHZTq8ilejY>



Idaho Spirit: Honoring the Legacy of the Williams Family commissioned by Jolene Williams to honor her parents, long standing Idaho Vandals Boosters. Community Anchor. IAD Service Learning. Design. Fabrication Drawings. Partnership with fabricators and installation. Studio/Project directed by Rula Awwad-Rafferty & Hani El Hajj.

“Students are not digital natives – they only know how to use the technology they like such as phones. Students struggle with adopting new technology and learning how to schedule their time, collaborate with students, write their papers, and more.”
Mary Burns, Senior Learning Technologist, Engaging students in online and hybrid learning environments

“الطلاب ليسوا مواطنين رقميين ، فهم يعرفون فقط كيفية استخدام التكنولوجيا التي يحبونها مثل الهواتف. يواجه الطلاب صعوبة في تبني التكنولوجيا الجديدة وتعلم كيفية تحديد وقتهم والتعاون مع الطلاب وكتابة أوراقهم والمزيد.”
ماري بيرنز

