Community Engaged Teaching, Learning, and Scholarship

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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.
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 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."

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.
Our Emphasis

Co-creators of knowledge and experience

- Teaching
- Learning
- Scholarship
  - With meaningful values
“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 Four R’s of Best Engagement Practices

- Reciprocal
- Relatable
- Relational
- Respectful
Collaboration
Sustainability
Creativity
Our Stories: Appreciative Knowledge and Authenticity
Campus & Community, Together

Click to add text
**Future Scan AND Contextual Realities Implications**

- 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
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!
“And because a community is, by definition, placed, its success cannot be divided from the success of its place ... its soils, forests, grasslands, plants, animals, water, light, and air. The two economies, the natural and the human, support each other; each is the other’s hope of a durable and livable life.”

Wendell Berry from Two Economies, 2005
Appreciative Inquiry Technique: Narrative Mapping

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

Student work courtesy of Abby Anderson and Maggie Scott

Exercise 4:
What does community engaged teaching look like?

THINK
WRITE
PAIR
SHARE
Head and heart knowledge intertwine at sacred spring:

Site visits, sacred places, stories, interviews, and experiences on the Shoshone Bannock reservation. Gratitude to Mr. Arnold Appeney, Mr. Tom Little, and the War mothers.

Mandala of wholeness, unity, and worldview as the studio become a Community; partnership with tribal elders

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

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~
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.
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


Exercise 6: What do you need to get involved?

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Inspirations

A variety of images of community-engaged teaching, learning, and scholarship
Grand Challenge Scholars Program at the University of Idaho College of Engineering

https://youtu.be/LHZTq8ilejY
“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