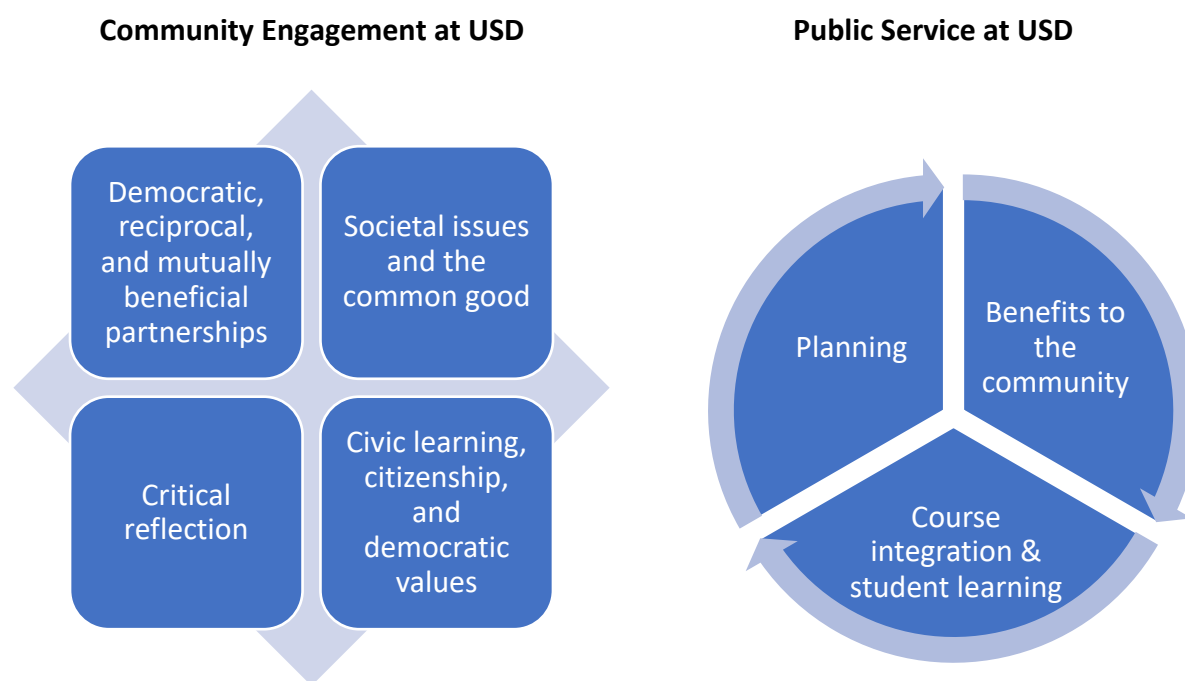


Community Engagement (C) and Public Service (PS) Course Designations in Banner

This is a summary of the criteria and the process for the designation of courses with community engagement (C) and public service (PS) in Banner.¹ Literature in the field indicates a common distinction between the two broad categories in which the university contributes to the common good through course-based activities: whereas **public service** is used to describe activities that are “relatively more unilateral and unidirectional in the sense that the university provides services to the public,” **community engagement** is based on the Carnegie Foundation definition and emphasizes the “reciprocal exchange of knowledge enacted through partnership.”²



FAQs (see next page)

1. What is the purpose of the C and PS designations?
2. Which principles and values guide community engagement at USD?
3. How do you apply for C or PS designations?
4. Who reviews the applications and what is the FCCE?
5. Is an approved designation linked to a specific course section, academic term, or instructor?
6. What are the criteria for the C designation and what is the CEIA Rubric?
7. What are the criteria for the PS designation?
8. What is the history of the community engagement at USD?

Contact: E-mail John Loggins at jloggins@san Diego.edu with any questions or to apply.

¹ The policy on the "C" and "PS" designations was approved by the University Senate on February 25, 2021, and by President Harris on April 6, 2021. This summary was updated on April 6, 2023.

² Janke, E. M., & Medlin, K. D. (2015). A centralized strategy to collect comprehensive institution-wide data from faculty and staff about community engagement and public service. *Metropolitan Universities: An International Forum* 26(2), 125-146.

1. What is the purpose of the C and PS designations?

The designations will help foster a collective understanding of these activities at the institutional level that aligns with our mission, core values, and strategic plan, while simultaneously valuing a diversity of discipline-based approaches. The searchable designations in Banner enable students and faculty to find courses with these community-based components, and they serve to acknowledge faculty who explicitly develop their courses with public service or community engagement components. Finally, they help us track this work at an institutional level, more effectively assess outcomes for both the community and student learning, and provide opportunities for collaboration across units and areas.

2. Which principles and values guide community engagement at USD?

The transformation of community engagement at USD over the decades aligns with an ongoing tendency in this field across the nation that emphasizes a more critical and intersectional approach to the work aimed at confronting inequality and disrupting interconnected systems of power. In addition to demonstrating how community engagement is a high-impact educational practice, literature in the field has been increasingly more focused on anti-racism and anti-oppression, and on developing collaborations within a paradigm of social justice, positive community impact, and equitable, democratic, and mutually beneficial university-community partnerships. We recognize partners as co-educators in students' learning process, which underscores a focus on relationship building and the collective determination of our objectives and purpose, in which the wisdom and multiple ways of knowing beyond the walls of the academy are equally valued.

3. How do you apply for C or PS designations?

In order to apply for the designation, one must submit the course syllabus and any other materials that help illustrate how the partnership works in the collaboration. The course instructor may also include a statement about the partnership and other details. If the proposal is for a new course or if it involves any changes to an existing course (e.g., the catalog description or prerequisites), the proposal must be approved by the academic unit using its standard curricular approval process prior to applying for the C or PS designations. Contact John Loggins at jloggins@sandiego.edu with any questions or to apply.

4. Who reviews the applications and what is the FCCE?

Proposals will be reviewed by the Faculty Council on Community Engagement (FCCE). The FCCE is an advisory body convened by the Mulvaney Center with representatives who are regularly involved in community engagement and/or other types of community-based work from each of the academic units. The majority of the members are of faculty rank. This Council meets 2-3 times each semester. The FCCE will review courses using the criteria indicated in the following sections. (Each academic unit, as defined in Policy 1.5, may choose to elect a faculty member to participate in the review of proposals. Such members shall be chosen by vote of the faculty within the individual unit in elections held in April.) After the FCCE has reviewed a course, a report with its determination is submitted to the academic unit. The FCCE decision is considered ratified if there are no objections from the faculty assembly in the unit upon consideration of the report. Any new C and PS designations are then routed to the Provost's office, and finally, to the Registrar.

5. Is an approved designation linked to a specific course section, academic term, or instructor?

No. The "C" and "PS" designations are at the course level, and all sections of an approved course must have the necessary characteristics and are expected to maintain them. Once a course has received a "C" or "PS" designation, it keeps the designation unless the course is revised by the department or unit and no longer fulfills the requirements for the designation.

6. What are the criteria for the C designation and what is the CEIA Rubric?

The Community Engagement Institutional Assessment (CEIA) Rubric was created with the purpose of articulating a clear definition of community engagement to help nurture a shared set of values and practices of across areas and disciplines, while simultaneously supporting a wide range of modalities among different departments. This rubric closely aligns with USD's mission, core values, and strategic plan. The CEIA Rubric is used for reviewing submissions with the following four criteria: (a) democratic, reciprocal, and mutually beneficial partnerships; (b) societal issues and the common good; (c) critical reflection; and (d) civic learning, citizenship, and democratic values. Courses that fulfill either the "emerging" or "exemplar" level will receive the "C" designation (see below). Otherwise, the Mulvaney Center and FCCE will make recommendations and/or work with the submitter to develop the community engagement component in order to reach the emerging level.

7. What are the criteria for the PS designation?

As indicated previously, public service is used to describe activities that are "relatively more unilateral and unidirectional in the sense that the university provides services to the public." For this reason a broader range of course-based activities can potentially be considered public service, and the review involves fewer criteria: (a) planning; (b) benefits to the community; and (c) course integration and student learning.

8. What is the history of the community engagement at USD?

During the 1985-1986 academic year at USD, the Social Issues Committee was established, and the following year the Volunteer Resources Office came into being. These were key steps in strengthening USD's presence in the community. However, over the years, the field of service-learning both developed and became more problematized at a national level. The earlier approach based on volunteerism transformed into to a more integrated understanding and practice of curriculum-based community engagement aimed at positive social change in collaboration with community partners. The Volunteer Resources Office eventually evolved into the Center for Community, Awareness, and Social Action, and the approach shifted to action-based community engagement centered on the principles and values described above (see question 2).

Criteria for C Designation (from CEIA Rubric)³

	<u>Emerging</u>	<u>Exemplar</u>
Democratic, reciprocal, and mutually beneficial partnerships	Includes community partners in some of the planning. Community partners play a limited leadership role. Expectations of partnership are defined and recorded. Develop outcomes together for mutual understanding and benefit.	Partnership includes co-creation of the experience. Community partners have an active leadership role. Expectations of partnership are defined and recorded. Outcomes are developed together for clear understanding, mutual benefit, and sustainability.
Societal issues and the common good	Actively addresses critical societal issues and is focused on contributing to the common good. Uses a social justice lens that is attentive to at least two of the following areas: the root causes of different issues; the systems and structures that produce and perpetuate inequality and inequity; and questions of power, privilege, oppression, and intersectionality.	Explicitly addresses critical societal issues and is focused on contributing to the common good through positive social change and transformation. Uses a social justice lens that is attentive to the root causes of different issues, to the systems and structures that produce and perpetuate inequality and inequity, and to questions of power, privilege, oppression, and intersectionality.
Critical Reflection	Reflection occurs at multiple points during the engagement, utilizes different methods (written, oral, artistic, etc.), and includes the articulation of integrated skills, knowledge, and theory from both the community and the university. Reflection may include signs of examination of the power dynamics that frame and shape learning and knowledge production. Reflection focuses on one or two of the following, but not all: the partnership(s), societal issues, and civic learning.	Reflection occurs at multiple points during the engagement, utilizes different methods (written, oral, artistic, etc.), and includes the articulation of integrated skills, knowledge, and theory from both the community and the university. Reflection includes examination of the power dynamics that frame and shape learning and knowledge production. Reflection focuses on the partnership(s), societal issues, and civic learning.
Civic learning, citizenship, and democratic values	Provides participants with opportunities to interact with individuals who experience life differently as a result of their identities. Participants learn about the various components of the context and structures within a community through inquiry and listening that acknowledges mutuality. Experience provides limited opportunities for participants to describe what they have learned about themselves in relation to their own civic identity and their commitment to public action.	Provides participants with opportunities to interact with individuals who experience life differently as a result of their identities. Participants learn about the various components of the context and structures within a community through inquiry and listening that acknowledges mutuality. Opportunities are provided at multiple points of the engagement for participants to describe what they have learned about themselves in relation to their own civic identity commitment to public action.

Criteria for PS Designation

Planning	Includes community partners in some of the planning. Expectations, responsibilities, and outcomes are clearly defined in advance.
Benefits to the community	The activity is designed to contribute to the common good or provide community benefits.
Course integration and student learning	The activity is related to the course subject matter and contributes to student learning.

³ Sgoutas-Emch, S., Guerrieri, K., & Strawser, C. (2021). Perceptions and visions of community engagement: A pilot study for assessment across the institution. *Journal of Community Engagement and Higher Education*, vol. 13, n.1, 2021, pp. 6-17. For the article and full rubric, click here: <https://eric.ed.gov/?id=EJ1294686>.