STUDENT LIFE
EDWARD GINSBERG CENTER
UNIVERSITY OF MICHIGAN

Guiding Principles for Community Engagement

The Ginsberg Center cultivates and stewards mutually beneficial partnerships between communities and the University of Michigan in order to advance the public good. We are committed to:

- **Empowering students** to engage in positive change through social justice education, leadership development, and meaningful service experiences with community.
- **Supporting faculty and academic staff** efforts to connect socially just community engagement experiences to coursework, research and programs.
- **Connecting community organizations** with students, faculty, and staff that are invested in positive social change.

We use the following principles to guide our work:

Connecting Civic Learning Across Contexts

We support students' integrative learning across classroom, co-curricular, personal, and community settings so that students are equipped to actively participate in our communities and our democracy. Reflection is a critical component of this integration throughout the partnership process to ensure connections are made across these domains before, during and after civic engagement experiences.

Starting with Community

Our approach centers around community-identified priorities and how we can most effectively match University of Michigan resources and expertise to those of community partners working to address these priorities.

Centering on Equity

We strive for balanced impact, where both university and community partners get their fair share of benefit. Giving faculty, staff, students *and* community partners the opportunity to share their interests, values, and expectations creates a strong foundation for true reciprocity and positive impact.

Fostering Long-term Partnership

We focus on stewarding long-term relationships with community partners that last beyond a particular project or engagement. As a project or partnership with an academic partner concludes, we connect community partners to additional university resources so other relationships and partnerships can flourish.

Acknowledging Power

Cultural humility requires a recognition of power differences and conscious attempts to balance these differences through reflection and learning. Community members are recognized as active agents, who are experts in their own right, with deep knowledge about their communities and practices, rather than as sites of academic exploration or the passive recipients of university expertise.

Moving from Individual to Collective Action

We support coordination, collaboration, and increased coherence by bringing together parties with shared interests to amplify positive community impact. We leverage networks and illuminate multiple pathways of connection to allow students, faculty, and staff to contribute, throughout various levels of preparedness, career stage, and expertise.

Questions? Contact ginsberg.engage@umich.edu
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Guiding Questions for Community-Engaged Projects

Category	Questions for You	Community Perspective
Goals	What do you hope your community-engaged project achieves?	What does your community partner hope to gain from working with you? What do community members hope to gain?
Objectives	What are the core questions or objectives driving this project?	How will community partners and members contribute to the creation of the core questions or objectives?
Preparation	How have you prepared to enter, engage and exit communities and/or the partnership?	How will community partners and members be involved in helping to orient you to the setting?
Partnership	How will appropriate community partners be identified? Who will establish and manage partnerships?	How will your partnership address community-defined priorities? How might you have to adjust to differences in timing and community priorities?
Design	What is the design for this project? What is the process you will be using to develop your project?	How will community partners and members contribute to the creation and/or development of the project design and process?
Data (if applicable)	What kind of data will be collected? How will it be analyzed? How will it be interpreted? By whom?	How will community partners and members be involved in data collection, analysis, and interpretation?
Reflection	How will you critically reflect on your experiences? When or how often? How will you draw connections between your academic and personal learning?	What role will community partners play in the reflection process? What about community members?
Products	What kinds of public products will be created? What kinds of academic products will be created?	What input will community partners have on what kinds of products are created? How will community partners be involved in the creation of academic or public products? How will community members have access to these products?
Feedback	How will the partnership be evaluated? How will you gather feedback on the partnership?	How will community partners be involved in the evaluation process? How and from whom will ongoing feedback be sought?

Adapted from Doberneck, D & Dann, S. (2012) Degrees of Engagement Tool. Michigan State University.

References

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