

Developing and Deepening Community Engagement Partnerships for Learning, Inquiry, and Change

WHY/PURPOSE (for any and all members of a partnership; see SOFAR below)

*What do I want to nudge the world toward
(specific, positive vision of the future)?*

*What questions and possibilities are of particular
interest now in my communit(ies)?*

*What are my goals for my own
ongoing learning and growth?*

*What priorities of my organization/institution
am I most interested in advancing?*

What do I think is most important for college students to learn?

FRAMEWORK #1

Technocratic and Democratic Paradigms [modified from Saltmarsh, Hartley, & Clayton, 2009]

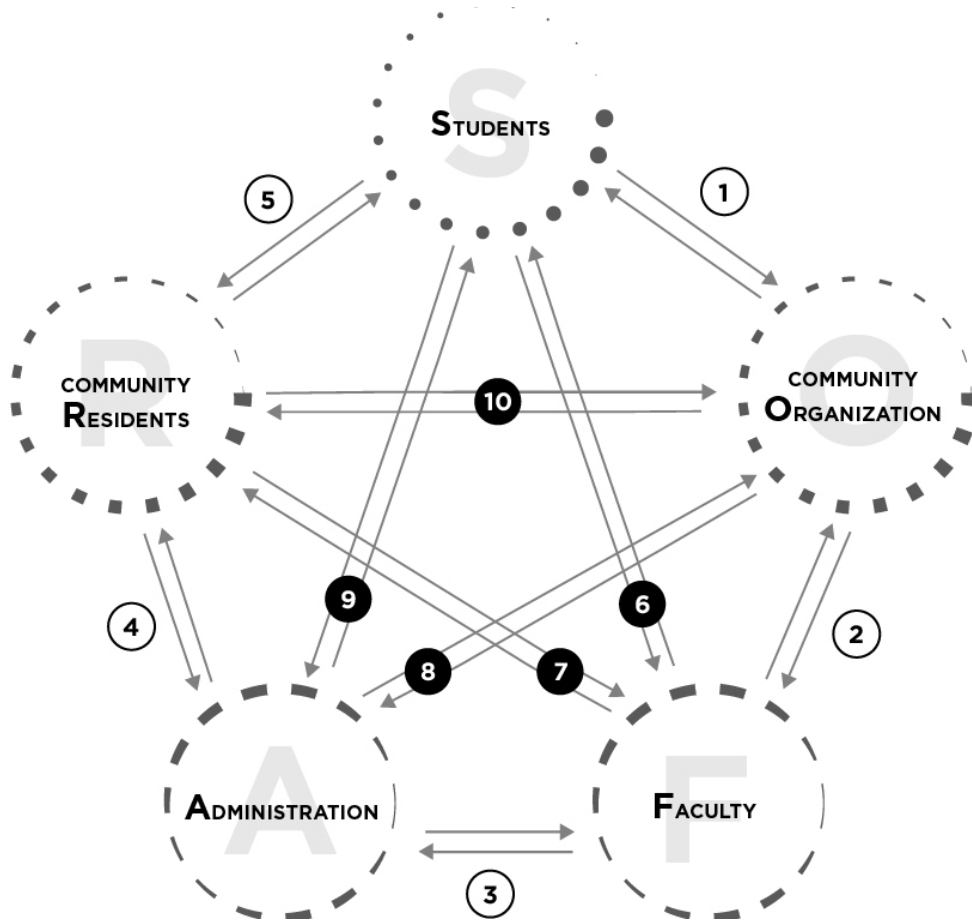
Technocratic Civic Engagement (TCE)	Democratic Civic Engagement (DCE)
<i>For</i>	<i>With</i>
Deficit-based	Asset-based
Uni-directional flow of knowledge from credentialed academic experts; distinction between knowledge producers and knowledge consumers	Multi-directional, synergistic flow of ideas and questions within a web of knowledge centers; co-creation of knowledge
At best transactional exchanges	Potentially transformative partnerships (transformative of self, others, organizations/institutions, systems, paradigms); change result from co-creation
Hierarchical power dynamics	Powershifted dynamics that disrupt hierarchy and position all partners as co-educators, co-learners, co-generators of knowledge and practice

WITH in a FOR world:
When are partnerships most WITH? What nurtures that?

FRAMEWORK #2

SOFAR Model for Partnerships in SLCE

[Bringle, R. G., Clayton, P. H., & Price, M. (2009). Partnerships in service learning and civic engagement. *Partnerships: A journal of service-learning and civic engagement*, 1(1), 1-20.]



WITH in a FOR world:

Which of these dyads are most WITH? What nurtures that?

“Co-“ Partnerships in my Context

TO DO

TO DON'T



TO THINK MORE ABOUT

Questions to talk with my partners about (across SOFAR)