



# SUBMISSION REQUIREMENTS

## *Community Engagement Fundamentals Micro-credential*

Micro-credential applicants must complete and submit ONE of two following submission options. For emerging or early-career community engagement professionals (CEPs), please submit Option #1: "Presentation on Higher Education Community Engagement." CEPs with more substantial experience in the micro-credential area may, instead, elect to submit Option #2: "Annotated Materials."

### **OPTION #1 - PRESENTATION ON HIGHER EDUCATION COMMUNITY ENGAGEMENT**

*[Required submission for all emerging or early-career applicants]*

Please create a narrated, 15-20 minute video presentation on the fundamentals of community engagement. Assume that the audience for your presentation is a team of faculty and staff from a newly forming college or university who has very little knowledge about higher education community engagement work.

Your task is to provide an overview of the relationship between higher education and community engagement and to help your audience understand the breadth of topics of concern for community engagement professionals. When appropriate, you are encouraged to cite the relevant literature that informs your understanding of the ideas and concepts you are presenting.

In your presentation, be sure to address the following:

1. A working definition of community engagement that acknowledges the complexity of the term
2. A set of guiding principles for higher education's practice of ethical and effective community engagement
3. An articulation of multiple modes of public service and civic engagement (see, for example, Stanford University's Pathways of Public Service and Civic Engagement)
4. An informed articulation of the importance of equity and inclusion in engagement work, including the opportunities and challenges inherent in engaging participants across lines of social difference.
5. At least two examples of effective community partnerships between a college or university and the community
6. An overview of ways community engagement can intersect with curricular and co-curricular campus activities
7. A description of the issues facing engaged faculty, staff, and students on college and university campuses
8. An overview of the nature of and issues related to community and civic engaged research

Your presentation will be evaluated for the quality and relevance of content as well as the clarity of ideas presented. It should also speak to the full range of key competencies for this micro-credential area.

## **OPTION #2 – ANNOTATED MATERIALS**

*[Alternative submission option ONLY for CEPs with more substantial experience in the micro-credential area]*

Instead of the video presentation, you may submit up to five annotated artifacts (publications, presentation, workshop outlines, curricular materials, etc.) that you played a role in developing or disseminating and that outline and demonstrate your experience with, and understanding of, the key micro-credential competencies. Please include with each artifact a brief narrative annotation that clearly explains how the artifact relates to your work or role as a CEP. In annotating your artifacts, be clear in identifying what aspects of the artifact are relevant and which key competencies (see below) they can be related to. Finally, be sure to note the specific role(s) you played in carrying out the activities described (for example, if an activity was co-facilitated or co-created, what particular role did you play?).

### **KEY COMPETENCIES FOR THE COMMUNITY ENGAGEMENT FUNDAMENTALS MICRO-CREDENTIAL AREA:**

1. Knowledge of various conceptualizations of community and a working definition of community engagement.
2. Knowledge of a set of guiding principles for ethical and effective community engagement.
3. Knowledge of different modes of public service and civic engagement.
4. Ability to explain how effective community partnerships are related to the community engagement work of a college or university campus.
5. Ability to describe the nature of a strong community-campus partnership.
6. Ability to articulate the importance of equity and inclusion in engagement work, including the opportunities and challenges inherent in engaging participants across lines of social difference.
7. Ability to describe the importance of engaged faculty for an engaged campus.
8. Knowledge of examples of effective community and civic engaged teaching.
9. Knowledge of examples of effective community and civic engaged research.