

Putting the 'Community' in College and University Classrooms  
Engagement Scholarship Consortium  
Wednesday, October 9, 2019

Kira Pasquesi, Ph.D.  
Leadership Studies Minor Program Director & Instructor  
University of Colorado Boulder School of Education | CU Engage  
kira.pasquesi@colorado.edu

See chapter in December 2019 issue of *New Directions for Teaching and Learning* (T. Trolan & K.C. Culver, Eds.) "Effective Instruction in College Classrooms: Research-Based Approaches to College and University Teaching"

### Roundtable Agenda

- I. Opening reflection
- II. Community building as a pedagogical foundation for engaged teaching and learning practices
- III. 6 strategies to center community building in engaged classroom spaces
- IV. Discussion/additional tensions and curiosities

#### **"The Way It Is" by William Stafford**

There's a thread you follow. It goes among  
things that change. But it doesn't change.  
People wonder about what you are pursuing.  
You have to explain about the thread.  
But it is hard for others to see.  
While you hold it you can't get lost.  
Tragedies happen; people get hurt  
or die; and you suffer and get old.  
Nothing you do can stop time's unfolding.  
You don't ever let go of the thread.

### 6 Strategies to Center Community Building

1. Learning engages the head, heart, and hands (Rendón, 2014; Watt, 2013)
2. View authentic relationships as integral to community life (Avila, 2017; Flick, 1998)
3. Create environments for brave spaces (Arao & Clemens, 2013; Center for Courage and Renewal, n.d.; Civil Conversations Project, n.d.)
4. Explore big questions about community (Freire, 2002; Morton, 2012)
5. Name tensions in discourses of community (Ahmed, 2012; Berrey, 2015; Joseph, 2002)
6. Do the self-work of "unlearning" with students (Stanley & Leonardi, 2016; Watt, 2007)

## References

Ahmed, Sarah. 2012. *On Being Included: Racism and Diversity in Institutional Life*. Durham, NC: Duke University Press.

Arao, Brian, and Clemens, Kristi. 2013. "From Safe Places to Brave Places." In *The Art of Effective Facilitation: Reflections From Social Justice Educators*, edited by Lisa M. Landreman, 135-150. Washington, DC: Stylus.

Avila, Maria. 2017. *Transformative Civic Engagement through Community Organizing*. Sterling, VA: Stylus Publishing.

Berrey, Ellen. 2015. *The Enigma of Diversity: The Language of Race and the Limits of Racial Justice*. Chicago, IL: University of Chicago Press.

Center for Courage & Renewal. n.d. "Circle of Trust Touchstones." Retrieved from <http://www.couragerenewal.org/touchstones/>

Freire, Paulo. 2002. *Pedagogy of the Oppressed*. New York, NY: Continuum.

Morton, Keith. 2012.. "Process, Content, and Community Building." In *The Engaged Campus: Certificates, Minors, and Majors as the New Community Engagement*, edited by Dan W. Butin, and Scott Seider, 89-108. New York, NY: Palgrave Macmillan.

O Being. n.d. "Civil Conversations Project." *Better Conversations: A Starter Guide*. Retrieved from <http://www.civilconversationsproject.org/resources/>

Rendón, Laura I. 2012. *Sentipensante (Sensing/Thinking) Pedagogy: Educating for Wholeness, Social Justice and Liberation*. Sterling, VA: Stylus Publishing.

Staley, Sara, and Bethy Leonardi. 2016. "Leaning Into Discomfort: Preparing Literacy Teachers for Gender and Sexual Diversity." *Research in the Teaching of English*, 51: 209-229.

Watt, Sherry K. 2007. "Developing Cultural Competence: Facilitating Privileged Identity Exploration in Student Affairs Practice." *College Student Affairs Journal*, 26: 114-126.

Watt, Sherry K. 2013. "Designing and Implementing Multicultural Initiatives: Guiding Principles." In *Creating Successful Multicultural Initiatives in Higher Education and Student Affairs*, edited by Sherry K. Watt, and Jodi L. Linley (New Directions for Student Services No. 155, pp. 5-15). San Francisco, CA: Jossey-Bass.