CSUS 301
Community Engagement for Sustainability

Spring 2017
Monday and Wednesday, 10:20 - 11:40 a.m.
306 Natural Resources Building

Instructors:	**Dr. Shari Dann**
Office Location:	318 Natural Resources
Telephone:	517-420-4301 (cell; use for texting too)
E-Mail:	sldann@msu.edu

Office Hours: **Monday**, 11:40 a.m. to 1:00 p.m., or by appointment

Final Exam Time: Wed, May 3, 10 a.m. to Noon - This will consist of a poster presentation session for our community partners. (NOTE: <u>Required class meeting</u> during Final Exam Week is scheduled by MSU)

Catalog Course Description: Application of principles of change theory, citizenship, sustainability, and community engagement at multiple scales. Public and participatory decision making in diverse contexts. Techniques and skills for community engagement. Examination of personal identities as citizens. Leadership and communication challenges in active practice of engagement.

Course Overview: The purpose of this course is for students to apply advanced theories and principles of citizenship, sustainability, and engagement to their own role as active, knowledgeable citizens. This course provides a practical forum for students to assess and develop their personal engagement skills in areas such as communication, decision-making and problem solving, and leadership. Emphasis is placed on developing personal identities as citizens, while adopting the idea that collective worldviews are socially and culturally situated. The course addresses the communicative challenges that occur as part of an active practice of engagement.

Course Aims

During this course, students will begin to explore the following ideas in both formal and informal educational settings:

- To explore concepts related to community building, including community engagement, cultural understanding, coalition building
- To understand citizen engagement on issues related to the commons, social conscience, and cultural literacy
- To examine the roles of change agents in leading change, as a visionary, creative influence, and risk-taker

Course Learning Outcomes: Students who complete this course will:

- Apply citizenship and engagement theory to plans for action
- Explain theories associated with citizenship and engagement at local to global scales (e.g. dialogue, deliberation, public work, action and participatory research, leadership, land grant philosophy)
- Apply theories of change and leadership to facilitate strategic planning and decision making
- Identify examples of community-based initiatives and explain how they contribute to quality of life
- Identify ways to work in community contexts to achieve a civic objective. Explain how actions may benefit individuals or communities
- Learn to work across differences on critical issues
- Compare and contrast an argument regarding a sustainability issue from a worldview that differs from the student's perspective
- Identify the ethical dimensions of a given situation and explain using ethical concepts and arguments
- Demonstrate effective decision-making techniques in diverse contexts
- Participate effectively in informed and engaged discussions that connect ethics with current issues of sustainability
- Explain the role of public policy and social movements in promoting or advancing social equity and equality in some national, regional, or community context

These course outcomes support the Department of Community Sustainability undergraduate program competencies of critical thinking, systems thinking, and ethics. Successful completion of this course provides students with the background needed to frame complex problems and address them systemically in order to successfully complete additional courses in the major. Students can learn more about the Department of Community Sustainability undergraduate program competencies at http://www.csus.msu.edu/undergraduate/sustainability_core. In addition, this course supports Michigan State University's Undergraduate Learning Goals of analytical thinking and integrated reasoning. More information about MSU's Undergraduate Learning Goals is available at http://undergrad.msu.edu/msu-goals.

IV. Course Requirements

Weekly assignments (individual writing/reflection)	25%
Legacy Project Team assignments	30%
Legacy project community colloquium (poster session)	25%
Team contribution – peer evaluation	10%
Participation and attendance	**10%**

Attendance and participation in course discussions are expected for all class sessions. Many course sessions will be devoted to team work on your Legacy Project; absences will not only affect your "participation and attendance" grade for this course, but they will also affect peer evaluation of your team contribution and your own personal grade on Legacy Project. So, be at every class session. Notify your instructor and your team members in advance of excused absences (health, professional obligations, athletic obligations).

Course Methods: We will rely heavily on readings done BEFORE class, and class dialogues and interactive activities to demonstrate both theory and practice of community engagement. In addition, there will be off-campus and out-of-classroom work assignment expectations every week. In addition, a semester class-team project, called a Legacy Project, will provide an opportunity for learning by doing. The class project will allow students to utilize tools, methods and ideas from previous coursework and life experience and to integrate their prior knowledge with material from this class in a practical activity with an off-campus, community partner. Student performance will be evaluated in accordance with the activities discussed below under **Grading**.

Required Texts:

Green, Gary Paul & Anna Haines. (2016 – 4th edition). Asset Building and Community Development. Los Angeles: Sage Publications.

Outreach and Engagement on-line modules, MSU University Outreach and Engagement

Articles and reports posted on this course's MSU Desire to Learn (D2L) site (https://d2l.msu.edu).

Optional: Facilitative Leadership Participant's Guide, MSU Extension publication # E3238. Loan copies provided in class. Available from MSU Bookstore, shop.msu.edu, 166 Service Road.

Grading:

<u>Grading Scale:</u>

Grade	Percentage
4.0	93 - 100%
3.5	87.5 - 92.9%
3.0	82.5 - 87.4%
2.5	77.5 - 82.4%
2.0	72.5 – 77.4%
1.5	67.5 – 72.4%
1.0	62.5 – 67.4%
0.0	under 62.4%

<u>Weekly Assignments:</u> These consist of written and field-based work to be done individually and outside of class. Most weekly assignments will occur during the first/early weeks of the semester. Homework assignments will be posted on D2L. Some assignments will be based on work being discussed in class and some will require additional out of class research or that you travel to a public meeting. Some homework assignments will be submitted through D2L; others will need to be brought to class on a specific date (each assignment will specify how it is to be submitted). Homework assignments will not be accepted after the assigned deadline. Each weekly assignment will be worth 3-5% of your course grade, thus each can make the difference between (for example) receiving a 4.0 vs a 3.5, or a 3.5 vs a 3.0. Be sure to stay current with your weekly assignments.

<u>Semester Legacy Project:</u> Students will complete the semester legacy project in teams. Each team will engage with an off-campus, community partner. The focus of this legacy project is community engagement, no matter one's personal or professional aspirations. Details on the semester project will be provided in class, via "cameo presentations" by community partners.

Community Engagement Legacy Projects will be presented during a final professional poster colloquium, which we will conduct for invitees that will include our community partners, and CSUS and campus faculty, as well as guest lecturers. Grades for the Legacy Project will be based generally on these components:

1. The extent of cross-fertilization of ideas from diverse community partners and across work teams
2. The use of systems thinking in the team's work
3. The quality of the written report
4. The quality of the poster presentation
5. The quality of your work as a team member, based on your reflection and that of your fellow team members

ABOUT THE LEARNING/TEACHING PHILOSOPHY FOR THIS COURSE

As you will soon see, this class is about learning, engagement and change – three things that are central to sustainability in communities. I believe that everyone can succeed, if the learning is focused on real-life, community situations and if we work together. I base this course (and much of my teaching), on these theories and bodies of knowledge:

- Experiential learning
- Place-based education, and bioregionalism
- Multiple Intelligences theory
- Whole-person development
- Community Assets/Development
- Deep and emergent learning
- Transformational and transformative learning

This semester, we will weave these theories, our experiences and the needs and assets of the local community together into the work we do weekly, and into our Legacy Projects with community partners. I look forward to our learning journeys together.

About the readings:
You are responsible for all readings. This is a hybrid course – you will do readings on your own, and some weekly assignments will tie to these readings. Only a small amount of the content from your readings will be "covered" in class. Instead, our class time will be used for sense-making and meaning-making of the content you read and the field experiences in community engagement that you have. This class time will include only a small amount of lecture, especially in the second half of the course. You will be involved, in class, actively in group discussion, whole-class dialogue, interactive facilitative skill-building and capacity-building for community engagement, and in working on your team's semester-long community engagement project.

About the learning that occurs in this course:
Community engagement work is, by its very nature, unpredictable, and un-scriptable. During the course of this semester, we will encounter unexpected and highly rewarding learning opportunities that emerge, through events on campus, in the news (it is an election year!) and via our community engagement projects. It is our role, as community engagement professionals, to remain open to listening and learning from our community partners. We will also need to remain open to unexpected turns and bends in our learning together. Finally, we will need to navigate through adversity and frustrations. This is all part of authentic community engagement learning.

About the grading philosophy and practice for this course:
This course is challenging in a unique way – by its very nature, community engagement work is sometimes nebulous, and unpredictable. This is because the work is guided BY the community, and not by us as "university experts!" Much of the grading for this overall course grade in CSUS 301 will occur in the last few weeks of the semester. Likewise, the Community Engagement Legacy Project will seem nebulous for quite a while, and then will come together in the last half of the semester.
To guide you in making good progress on the course and achieving your best work and best grade, here are some suggestions, based on students who have participated in past CSUS 301 course sessions:

- **Attend class all the time.** This keeps you engaged actively with your Legacy project team, and with the course content. This will affect your grade positively, and you will be more likely to earn the full 10% of this part of your course grade.
- Contribute Actively to All Aspects of Your Team's Community Engagement Legacy Project. You must: choose a vital role on the team, visit the Project Site and with project community members, and contribute writing and editing to project Knowledge Product and Poster. Be a positive, and accessible team mate for your project team!
- Six Weekly Assignments are paramount EARLY in the semester. Complete these early, in order to have ample time to work in the field with your community partners on your community engagement team project!
    - Write your Entry Essay, and upload onto D2L. No later than midnight, Sunday, Jan 17.
    - Attend a Community Policy-Making Meeting (by February 15) and write a reflection, submit on D2L
    - Complete the on-line modules regarding Community Engagement, offered by University Outreach and Engagement office of MSU and respond to reflection questions on D2L. No later than Tues, Jan 17.
    - Complete TWO field community study assignments – dates and options be announced. Complete these prior to Spring Break.
    - Complete ONE Make-Your-Own-Weekly-Assignment! Choose something of interest to attend, participate in, consider. The choice is yours. There are many interesting events/actions/lectures going on during the semester, some of the most interesting are the first two weeks of class. Consider: attend/participate in something during MLK Day on Monday, Jan 16; participate in the March on the Capitol on Sat, Jan 21. Consider other lectures, grad symposia, events occurring on campus. Due: BEFORE SPRING BREAK.

Citations and references:
The APA format should be used for any in-text citations and reference lists when you rely on information from other source for writing homework assignments and the final project report. A good reference site for APA style can be found at https://owl.english.purdue.edu/owl/resource/560/01/.

Technology Use:
While in class, students should put their cell phones to silent or turn them off. Students should not send and/or receive text or e-mail messages during class.

My goal during this class is to go "paperless" as much as possible, reducing our carbon footprint and using renewable natural resources (such as paper) responsibly. This means that much of our course content will be placed on D2L. As much as is possible, I will try to post lecture powerpoints just prior to class meeting times, so that you may pull these files up and take notes electronically during class when I am presenting, if that is your preferred learning style.

With that said, however, I have important learning expectations during class regarding use of technologies such as laptops, digital technologies (i-Pods, cell phones & texting, digital photography, etc.). Here are my classroom expectations:

- Class participants will respect the wishes of the presenter, regarding whether laptops open and in use are appropriate or not. Some presenters (including me), prefer not to look at a set of learners who are "garrisoned" behind a protective wall of laptops. Furthermore, there is no way that presenters like me can "police" the use of laptops to ensure that learners are NOT using these technologies to dual-task by answering emails, cruising the web for non-learning purposes, instant-messaging, and social networking (Facebook, Twitter) purposes. I, like many presenters, do not wish to "police" classroom behavior – rather, it is my philosophy to create a learning environment which is strongly based on peer-sharing, respectful listening, and attentive dialogue processes! If the presenter (including me) says "turn off your laptops," that will be the expectation.

- Cell phones will be off (completely set onto "silent" mode) during class, especially while we are in the field. No texting or other phone use is allowed during class meeting periods, including field labs. You MAY, however, consult your cell phone as a "clock," and you certainly MAY (in fact should) have a cell phone handy when you are in the field for this class as an important safety tool. However, when you are in the field, whether for class meeting times or outside-of-class experiences, the phone must be off, or set on "SILENT." This is so that you can enjoy (I mean thoroughly enjoy) the main purpose of these field experiences – to engage completely with the outdoors and the group with which you are learning (i.e. at a conference or public meeting).

- Be careful of the use of digital photography (camera or cell phone camera) – this is why: minors (children) cannot be identifiable in a photo you use for a project or for the Community Engagement work we do together, unless they have parental

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permission to be photographed for educational purposes. Also, many adults do NOT wish to be photographed. Use your digital photography equipment carefully, and try to take group photos where individual subjects are not fully visible, unless you know that there is permission on file (for either a child or an adult) for their image to appear in educational products.

- Please be responsible in your use of technology. I realize that some learners have a learning style that means that use of technology during class time will enhance their understanding of material, and certainly we can use technology to decrease our use of paper, etc. I hope that these expectations are general enough, yet clear; this way, I will not have to add more rules/expectations in the future!

Accommodations for Students with Disabilities: Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to an instructor during the second week of class and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.

Academic Integrity:
Article 2.III.B.2 of the Academic Freedom Report states: "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Department of Sustainability adheres to the policies on academic honesty specified in General Student Regulation 1.0, *Protection of Scholarship and Grades*; the all-University Policy on *Integrity of Scholarship and Grades*; and Ordinance 17.00, Examinations.

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU regulations on Protection of Scholarship and Grades will receive a failing grade in the course or on the assignment.

Instances of plagiarism constitute academic dishonesty and will result in a grade of zero for the assignment in which plagiarism occurs. See https://www.msu.edu/unit/ombud/academic-integrity/plagiarism-policy.html for a definition and discussion of plagiarism.

Faculty are required to report all instances in which a penalty grade is given for academic dishonesty. Students reported for academic dishonesty are required to take an online course about the integrity of scholarship and grades. A hold will be placed on the student's account until such time as the student completes the course. This course is overseen by the Associate Provost for Undergraduate Education.

CSUS 301 – Spring 2017

Week	Dates, topics	Readings and Assignments
1	Mon., Wed Jan 11 and 13 **Who am I, personally and professionally, as a community-engaged scholar?** **What are the meanings of "civic," "citizen," "community," and "engagement?**	Weekly Assignments: 1) Entry Essay (Due Sun, 1/17 on D2L) 2) **Attend a public policy meeting** Attend a public meeting!
2	MON. Jan 16 – NO CLASS – MLK Day (consider doing your Make Your Own Weekly Assignment!) Wed., Jan 18 - Practice **Civic "Engagement"/Involvement – what do national studies say?** Use of Nearpod (and similar clicker-based technologies) as an engagement strategy	Weekly Assignment: Read: Tools of Engagement, MSU Outreach and Engagement, Modules 1, 2, 3, 4 and 5 – Look at Reflection Questions (on D2L) while you read these! Due in D2L Dropbox by Tues, Jan 17 Attend a public meeting! Read Chaps 1, 2, 3 of Green and Haines
3	Jan 25, 27 Mon: **What is "engagement?" How does it compare to "service," "service learning," "outreach"** **Engagement Theory Using the Assets/Capitals Framework** Wed: Practice – Field Notes and Active Listening	Read: Emery, Fey and Flora (on D2L) Attend a public meeting! Reflection due by Feb 15 Do your Make Your Own Weekly Assignment (before Spring Break) By Monday, Jan 30 – Read Chaps 4, 5 in G&H
4	Jan 30, Feb 1 Mon: **The Community Engagement Process, Social Capital and Cultural Capital** Wed: Practice – **Facilitation Why & How** – CSUS 301 Coach Emily Koryto	Weekly Assignment Handed out: Community Field Study #1 – Due before Spring Break Read Chap 7, 12 (and skim chap 6) of Green and Haines
5	Feb 6, 8 Mon: **Practice – Facilitation For Community Engagement; Choose your Project (In class)** Wed: **Mini-lecture and group work: Start work on your Community Engagement Project!!**	Field Work for Project – Meeting with Community Partner and site visit – Part I due before Spring Break Keep working on : Policy Assignment, Make Your Own Assignment, Field Study #1
6	Feb 13, 15	

	Mon: **Capacity Building and Community Engagement**, Guest: Dr. Diane Doberneck, MSU University Outreach and Engagement Wed: Community Engagement Project Group Work (and mini-lecture)	DUE Wed Feb 15 - midnight: POLICY ASSIGNMENT ON DROPBOX D2L Field Work for Project – Meeting with Community Partner and site visit – Part I due before Spring Break Keep working on: Make Your Own Assignment, and Field Study #1
7	Feb 20, 22 Monday: **Environmental Capital, Physical (Built) Capital** Wed: Mini-lecture and Team Project Time	Field Work for Project – Meeting with Community Partner and site visit – Part I due before Spring Break Read: Green & Haines Chaps 8, 10 Handout: Field Study #2 – Due Wed, Mar 22
8	Feb 27, Mar 1 Monday: **Political Capital** Wed: Mini-lecture and Team Project time; Peer Assessment of Team Members	**DUE: Thurs, March 3, midnight – Part I Community Engagement Project** **DUE: Field Study #1 AND Make Your Own Assignment (before Spring Break)** Read Chap 11, G&H – Political Capital

SPRING BREAK

DUE BEFORE SPRING BREAK: Make Your Own Assignment, and Field Studies #1, as well as Team Community Engagement Project Part 1

DURING SPRING BREAK (OR RIGHT AFTER): Work on Field Study #2 Assignment

9	Mar 13, 15 Mon: **Review of Asset Based Community Development (ABCD) as Theory Base for Community Engagement** Wed: Mini-lecture, Group Project work and instructions on Part II	Continue work on Project!!!!! FOCUS ON THIS during this WEEK…..make significant progress
10	Mar 20, 22 **Mon: Additional Theories and Models of Community Engagement** (Innovation/Diffusion/Adoption Theory, PAR Wed: Wed: **Professional posters, what, how, why** – Tentative: guest Bethany Laursen	Continue Work on Project – GET STUFF DONE! Due Wed, Mar 22 Midnight on D2L: Field Study #2 Weekly Assignment
11	Mar 27,29 Mon: **Deliberative Dialogue in Community Engagement** Wed: Team CE Project Time	Continue work on Project Readings: D2L BEFORE Monday, Read: Materials regarding Deliberative Dialogue on D2L – Must read "Issues Brief" before class
12	April 3,5 Mon: Tentative – Guest – **Professions in Community Engagement** Wed: mini-lecture and Team CE Project Time	Continue work on Project Readings: TBA Various Due Dates – Drafts #2, #3, #4!!!!!! (Posters and Knowledge products for CE Project)
13	Apr 10, 12 Monday: Team CE Project Time	Read: Chapter 13, 14, 15 Green & Haines, and additional articles (brief) on-line

	Wed: The Future of Community Engagement Food, Energy and Community Engagement– Climate Change and Corporate Stewardship/Engagement	Various Due Dates – Drafts #2, #3, #4!!!!!! (Posters and Knowledge products for CE Project)
14	Apr 17, 19 Mon: **Tentative – Guest – Professions in Community Engagement** Wed: Mini-lectures, Team Project Time ATTENDANCE ESSENTIAL	Edits to Project Materials – Preparation for Community Colloquium Various Due Dates – Drafts #2, #3, #4!!!!!! (Posters and Knowledge products for CE Project)
15	Apr 24, 26 Mon & Wed: Mini-lectures, Team Project Time ATTENDANCE ESSENTIAL	Edits to Project Materials – Preparation for Community Colloquium
Finals Week: Wed, May 3, 10-noon – Community Colloquium – Required Due: All Final Project Materials Due: Final Weekly Assignment – Exit Essay		

Engagement for Community Sustainability
Course Handbook
(CSUS301, Section 002)

M.W. Everett and C. L. Eustice

Table of Contents

Engagement for Community Sustainability
Course Handbook
(CSUS301, Section 002)

Overview of the Course

Welcome to CSUS301, Engagement for Community Sustainability! This unique course is designed to provide students with the final link in the core Community Sustainability courses (CSUS200, CSUS300, and CSUS301). As the title denotes, this course is focused on engagement from a community perspective. Defining community is a key component of the course. For our purposes, we will define community two ways. The first definition is using geographic or spatial parameters. For example, Hanover, Michigan is a community in a geographic sense and includes a population or part of the community. The second way to define community is in a non-geographic or spatial way. For example, Hanover has a store and they define their community through the patrons who may come from varying areas around the area to purchase goods. Another example is a non-profit organization that has ties to many people, depending on their constituent base. Again, there is not specific spatial location to how community is defined; yet they are still a community as defined by the non-profit organization.

This course is broken into several components. They include 1) Lecture/Discussion; 2) Engagement Guest Speakers and Reflections; 3) Assessments (Quizzes and Exams); 4) Defining Community Presentations; and 5) the Legacy Project.

The first half of the semester will be devoted to course learning through lecture/discussion and presentations by legacy project collaborators. The second half of the semester will include some lecture/discussion course time, however a significant amount of release time is included. Class sessions denoted as "Legacy Project Community-Based Group Work" have scheduled release time for you and your group. You and your group will devote this release time to your legacy collaborator and project work.

A timeline of the Legacy Project Process will be as follows:

January 19 to March 1 – Collaborator presentations/reflections and discussion
March 2 – Top 3 choices for students working with collaborating organizations
March 10 – Group selection by instructor(s) and dissemination of information to students
March 14 – Initial group meeting at the end of class
March 14 to April 27 – Group Legacy Project Work
March 14 to April 27 – Scheduled meeting with Instructor(s) and group
April 18 – Legacy Project Paper Due
May 4 – Poster Session and Presentations (5:45 to 7:45 pm)

CSUS 301
Community Engagement for Sustainability

Spring 2017
Tuesday/Thursday, 4:10 – 5:30 p.m.
223 Natural Resources Building

INSTRUCTOR: Dr. Michael W. Everett
Department of Community Sustainability
Michigan State University
480 Wilson Road
140 Natural Resources Building
Telephone: 517-432-0292
Email: everettm@msu.edu

COURSE
ASSISTANT   Mrs. Crystal Eustice
Department of Community Sustainability
Michigan State University
480 Wilson Road
322 Natural Resources Building
Email: mill1879@msu.edu

OFFICE HOURS: Tuesday, 2:00 p.m. to 4:00 p.m. (140 Natural Resources)

LOCATION: Room 223 Natural Resources Building

MEETING TIMES: Tuesday/Thursday from 4:10 p.m. to 5:30 p.m.

COURSE
DESCRIPTION: Application of principles of change theory, citizenship, sustainability, and community engagement at multiple scales. Public and participatory decision making in diverse contexts. Techniques and skills for community engagement. Examination of personal identities as citizens. Leadership and communication challenges in active practice of engagement.

COURSE GOALS:

During this course, students will explore community engagement by:

1. Defining concepts related to community building, including community engagement, cultural understanding, coalition building;
2. Applying concepts of citizen engagement on issues related to the commons, social conscience, and cultural literacy; and
3. Examining the roles of change agents in leading change, as a visionary, creative influence, and risk-taker.

CSUS301 COURSE LEARNING OUTCOMES:

Students who complete this course will be able to:

1. Apply citizenship and engagement theory to plans for action;

2. Explain theories associated with citizenship and engagement at local to global scales (e.g. dialogue, deliberation, public work, action and participatory research, leadership, land grant philosophy);

3. Apply theories of change and leadership to facilitate strategic planning and decision making;

4. Identify examples of community-based initiatives and explain how they contribute to quality of life;

5. Identify ways to work in community contexts to achieve a civic objective;

6. Explain how actions may benefit individuals or communities;

7. Learn to work across differences on critical issues;

8. Compare and contrast an argument regarding a sustainability issue from a worldview that differs from the student's perspective;

9. Identify the ethical dimensions of a given situation and explain using ethical concepts and arguments;

10. Demonstrate effective decision-making techniques in diverse contexts;

11. Participate effectively in informed and engaged discussions that connect ethics with current issues of sustainability; and

12. Explain the role of public policy and social movements in promoting or advancing social equity and equality in some national, regional, or community context.

MICHIGAN STATE UNIVERSITY LEARNING GOALS
CSUS301 – Community Engagement for Sustainability

Analytical Thinking: You will learn to critically analyze complex information and problems through courses and experiences at MSU and by applying what you learn both in and out of class.

Cultural Understanding: You will learn to deepen your understanding of global and cultural diversity by interacting with others in and outside our diverse campus community and reflecting on your own culture and that of others.

Effective Citizenship: You will learn to be an effective citizen by engaging in opportunities for involvement both inside and outside the classroom.

Effective Communication: Spartans communicate to diverse audiences using speech, writing, debate, art, music, and other media. You will learn how to communicate effectively through your interactions with peers, faculty, staff, and community members at MSU, your coursework, and your reflection on how you've changed as you progress toward graduation.

Integrated Reasoning: You will learn to make decisions through integrated reasoning by observing the example set by your fellow Spartans—faculty, professional staff, your peers and student leaders, and our 500,000 Spartan alumni— who are advancing knowledge and transforming lives in innumerable ways. MSU provides you with the space and support to make decisions learn from them and use them to inform your values.

DEPARTMENT OF COMMUNITY SUSTAINABILITY COMPETENCIES
CSUS301 – Community Engagement for Sustainability

Civic engagement: Students will develop the knowledge, skills, values, and motivation to participate in civic life.

COURSE TEXTBOOK:

Green, G. P., & Haines, A. (2016). Asset Building and Community Development (4th Edition). Los Angeles, CA: Sage Publications.

CLASS SCHEDULE[1]

Week 1 –
1 - January 10, 2017 – Assets in Community-Based Development (Chapter 1)
2 - January 12, 2017 – What is Community Engagement?

Week 2 –
3 - January 17, 2017 – Community Development in the U.S. (Chapter 2) – Module 4 Quiz
4 - January 19, 2017 – Engagement with Community 1 (Eric Hufnagel, Michigan Coalition)

Week 3 –
5 - January 24, 2017 – Community Sustainability (Chapter 3) – Module 1 Quiz
6 - January 26, 2017 – Engagement with Community 2 (Dave Wyrick & Mark Forbush, Michigan FFA)

Week 4 –
7 - January 31, 2017 – The Community Development Process (Chapter 4)
8 – February 2, 2017 – Engagement with Community 3 (Dr. Dru Montri, MIFMA)

Week 5 –
9 - February 7, 2017 – Role of Community-Based Organizations (Chapter 5) – Module 5 Quiz
10 - February 9, 2016 – Engagement with Community 4 (Colleen Matt, MSU-CRFS)

Week 6 –
11 - February 14, 2017 – Human Capital (Chapter 6) – Module 2 Quiz
12 - February 16, 2017 – Engagement with Community 5 (Jennifer Holton, MDARD)

Week 7 –
13 - February 21, 2017 – Social Capital (Chapter 7) – Module 3 Quiz
14 - February 23, 2017 – Engagement with Community 6 (Major Alan Hellstrom & Brooke Barrett, Salvation Army)

Week 8 –
15 - February 28, 2017 – Physical Capital (Chapter 8)
16 - March 2, 2017 – Exam I

Week 9 –
17 - March 14, 2017 – Financial Capital (Chapter 9)
18 - March 16, 2016 – Defining Community Presentations

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[1] Topics or dates may change due to availability of resources

Week 10 –
19 - March 21, 2017 – Environmental Capital (Chapter 10)
20 - March 23, 2017 – Defining Community Presentations

Week 11 –
21 - March 28, 2017 – Political Capital (Chapter 11)
22 - March 30, 2017 – Defining Community Presentations

Week 12 –
23 - April 4, 2017 – Cultural Capital (Chapter 12)
24 - April 6, 2017 – Legacy Project Community-Based Group Work

Week 13 –
25 - April 11, 2017 – Food, Energy, and Community (Chapter 13)
26 - April 13, 2017 – Legacy Project Community-Based Group Work

Week 14 –
27 - April 18, 2017 – Natural Disasters and Climate Change (Chapter 14) (Legacy Paper Due)
28 - April 20, 2017 – Legacy Project Community-Based Group Work

Week 15 -
29 - April 25, 2017 – The Future of Community Development (Chapter 15)
30 - April 27, 2017 – Exam II

Week 16 – Finals Week
31 - May 4, 2017 – Poster Session and Presentations (5:45 pm to 7:45 pm)

Assignment Format

Assignments will be turned in electronically via D2L. Exams will be taken in person at the schedule times listed. There will be no exam makeups unless prior approval has been given by the instructor.

More than one application (e.g. a Web browser, Microsoft Word, Excel, etc.) may be needed for a given assignment. You may want to bring an electronic device with you to class to assist in research for specific in-class activities.

Written papers must adhere to APA format, doubles-spaced, and Times New Roman or Arial (12 font). A running header must include the title of the document. Do **NOT** put your name(s) on your paper. D2L will provide identification of the document.

1. Class Attendance and Participation. Your active participation in class is expected (including prior assigned readings) and worth 10 points per class (15 Lecture/Discussion classes - Tuesdays) for a total of **150 Points**. *(You must be in class in order to earn the 10 points). A class sign-in sheet will be passed around at the beginning of class. You will NOT be allowed to sign-in late.*

2. Guest Speaker Reflective Essays. Each student will write a reflective essay for each guest speaker/lecture. A reflective essay will highlight the key points made by the speaker, identify the most salient speaker observation (8 Points) and provide a follow-up question (2 Points) to the presentation. Additionally, students will comment on two other posts for each speaker (2.5 Points for each comment). Comments must not be LOL or a ☺ in nature. Students may choose to utilize either D2L or the course's closed Facebook Group site to accomplish this task. Once you select a forum (D2L or Facebook), you must use that site for all of the speaker reflections. The essays are worth **100 Points** (6 speakers @ 15 points per essay) + 10 additional points for attending all guest speaker sessions.

3. Tools of Engagement (ToE) Modules/Quizzes. As a way to frame engagement as a function of community, the MSU Office of Outreach and Engagement provides 5 modules that are designed to stimulate knowledge and discussion about processes of engagement related to the MSU community. The five modules can be found at the following website (http://tools.outreach.msu.edu). In the calendar above is a schedule for each of the quizzes that are associated with a particular Module. Note that Modules are not in sequential order (10 points per quiz *5 quizzes = **50 Points**).

4. Exams. As a way of reinforcing concepts of engagement and asset-building there will be two exams during the semester. Exams will be multiple choice, T/F, and matching with the goal of providing a framework for understanding of the content. (75 points per exam * 2 exams = **150 Points**).

5. Defining Community Presentation. As a way to reinforce community, each student will develop a 3-minute presentation that is undergirded by the concept of "Defining YOUR Community". As a way to frame your presentation, you are required to present your community in the form of a Google Earth image of your home region. You will then present this to the class along with the significant components associated with the material learned in class (**50 Points**).

6. Engaging with the Instructor(s). A core component of engagement is open dialogue with all partners. This assignment includes a meeting that needs to be set up between the instructor(s) and each team. The meeting will last no more than one hour and will be a dialogue on the current status of the Legacy Project. The meeting can be scheduled anytime after spring break and the assignment of the Legacy partner. Each team member MUST attend the meeting to receive credit. When appropriate, a representative of the group should send a Doodle Poll to all members and instructor(s) to schedule the meeting. This dialogue should include: 1) status of teamwork and capacity building within the team; 2) status of teamwork in working with the collaborating organization; 3) current timeline of legacy project; 4) current timeline of paper

and poster; 5) challenges of the project; and 6) questions. Finally, this engagement exercise should include a written statement about the Legacy Project. This should include a brief summary and measureable outcomes for the project. Upload this document for review to the appropriate D2L Dropbox before our meeting (**50 Points**).

7. Legacy Project Paper. Students will write up their findings of the Legacy Project in the form of a Legacy Project Paper. The paper should include the following components within the document: 1) An introduction to the Legacy Project; 2) A vision and goals section; 3) An action plan of the project; 4) A Review of the literature that is significant to your project; 5) A results and discussion section about the findings of the group with respect to the project and working with community partners; 6) A conclusion and recommendations section that includes the future direction of the organization, the of the legacy partnerships with the organization, a summary of the group dynamics including both positive and negative aspects as well as recommendations for development of group cohesion; and a citations page that includes all resources utilized for the project and paper (**200 Points**).

8. Legacy Project Community Colloquium (Poster Session). Legacy Projects will be presented during a final professional poster colloquium, which we will conduct for invitees that will include our community partners, and CSUS and campus faculty, as well as guest lecturers. Grades for the Legacy Project will be based generally on these components: (**250 Points**)
1. The extent of cross-fertilization of ideas from diverse community partners and across work teams;
2. The use of systems thinking in the team's work;
2. The quality of the poster (100 Points);
3. The quality of the poster presentation (100 Points); and
4. Evaluation of participants based on other team members (50 Points).

Student Evaluation

Assignments[2]	Points	Due Date
1. Class Attendance and Participation	150	Weekly
2. Guest Speaker Reflective Essays	100	Class After Speaker
3. ToE Modules/Quizzes	50	1/17, 1/24, 2/7, 2/14, 2/21
4. Exams	150	3/2, 4/27
5. Defining Community Presentation	50	3/16, 3/23, 3/30
6. Engaging with the Instructor(s)	50	3/6 to 3/28
7. Legacy Project Paper	200	April 28, 2017
8. Legacy Project Poster Colloquium	250	May 4, 2017
Total	**1000**	

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[2] Late assignments will **NOT** be accepted (Dropboxes will close at midnight on due dates)

Grading Scale

Grade	Points
4.0	1000 – 920
3.5	919 – 860
3.0	859 – 820
2.5	819 – 750
2.0	749 – 700
1.5	699 – 650
1.0	649 – 600
0	< 600

Important Dates

February 3	Last Day to Drop w/ Refund (8:00 PM)
March 1	Last Day to Drop w/ No Grade (8:00 PM)
March 6-10	Spring Break
May 4	Final Exam – Legacy Project Colloquium (5:45 pm to 7:45 pm)

Academic Misconduct

Article 2.III.B.2 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Department of Community Sustainability adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site: www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in CSUS301. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also http://www.msu.edu/unit/ombud/dishonestyFAQ.html). **There will be no warnings – the maximum sanction allowed under University policy will occur on the first offense**. Turnitin.com will be used for all written assignments.

Accommodations

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been

determined, you will be issued a verified individual services accommodation ("RISA") form. Please present this form to Dr. Everett at the start of the semester and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible.

Bereavement:
Students seeking a grief absence should be directed to the Grief Absence Request Form found on the RO home page (https://reg.msu.edu/) under 'Student Services – Grief Absence Request Form' OR to StuInfo (https://stuinfo.msu.edu/) under 'Academics - Enrollment Information and Services – Grief Absence Request Form.' Per policy, graduate students who should see their major professor and notify course instructors are directed to do so when they access the form.

Drops and Adds
The last day to add this course is the end of the first week of classes. The last day to drop this course with a 100 percent refund and no grade reported is **February 3**. The last day to drop this course with no refund and no grade reported is **March 1**. You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

Commercialized Lecture Notes
Commercialization of lecture notes and university-provided course materials is not permitted in this course.

Attendance
Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course. This course follows the General University Attendance Policy. If you miss a class due to a Special Consideration Absence as defined by University Policy, your class participation grade for those excused absences days will be the average of your earned participation grades.

Internet
Some professional journals will not consider a submission for publication if the article has appeared on the Internet. Please notify your instructor in writing if you do not want your course papers posted to the course Web site

Disruptive Behavior
Article 2.III.B.4 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in

this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

Campus Emergencies

In the event of an emergency arising within the class, the Professor will notify you of what actions that may be required to ensure your safety. It is the responsibility of each student to understand the evacuation, "shelter-in-place," and "secure-in-place" guidelines posted in each facility and to act in a safe manner. You are allowed to maintain cellular devices in a silent mode during this course, in order to receive emergency SMS text, phone or email messages distributed by the university. When anyone receives such a notification or observes an emergency situation, they should immediately bring it to the attention of the Professor in a way that causes the least disruption. If an evacuation is ordered, please ensure that you do it in a safe manner and facilitate those around you that may not otherwise be able to safely leave. When these orders are given, you do have the right as a member of this community to follow that order. Also, if a shelter-in-place or secure-in- place is ordered, please seek areas of refuge that are safe depending on the emergency encountered and provide assistance if it is advisable to do so.

E-Learning Policies

Information technologies such as D2L and email are widely used in this class. As a result there are some additional policies that need to be understood.

- Students should visit the course's D2L site on a regular basis.
- Students should check their email frequently (all class email is sent to the student's official MSU email account).
- All assignments submitted electronically, either on disk or via email, should be free of any viruses and/or worms. Any infected file or media that is submitted will receive a zero (0) for that assignment.
- This course recognizes the students' right to privacy and adheres to the Family Educational Rights and Privacy Act (FERPA).
- Students need to review the university policy "Acceptable Use of Computing Systems, Software, and the University Digital Network" at http://lct.msu.edu/guidelines-policies/aup/.
- Excessive emails make an unreasonable time demands on both sender and recipient. Please ensure you have a legitimate need before you write.
- Dr. Everett and/or Mrs. Eustice will answer email about:
  - Questions arising from difficulty in understanding course content.
  - Requests for feedback about graded assignments.
  - Private issues appropriate for discussion within the teacher-student relationship.
- Dr. Everett and/or Mrs. Eustice will NOT answer email which:
  - Poses questions answered in the course information sections of the course D2L site
  - Poses questions answered in the course syllabus.

- - Lacks a subject line clearly stating the purpose of the email and the course number (CSUS301).
  - Raises an inappropriate subject.
- Dr. Everett and/or Mrs. Eustice will make every effort to answer email received on a given day no later than close of work on the next workday.
- The Web site tech.msu.edu provides a number of information technology resources for students.
- You are responsible for the operation of any personally owned computers you use on or off campus. A malfunctioning computer system is NOT a valid excuse for submitting late work.
- Students are expected to have a high degree of self-motivation and self-direction in this class and develop the needed technology skills to excel in this class and in life.

APPENDIX A – The Community Engagement Legacy Project

What is the Legacy Project? A legacy, according to Merriam-Webster is "something transmitted by or received from an ancestor or predecessor or from the past."

For our purposes the Legacy Project is an activity where students collaborate with a stakeholder on a project that advances that organization over time. The goal of the Legacy Project is not to necessarily complete a project, but instead to develop a set of achievable goals for a project in conjunction (engagement) with the stakeholder and take those through to fruition.

Things to consider when working in your group:

1) When working in your groups, make sure all members are transparent about schedules, contact information, etc. One way to achieve this is through a Facebook Group Page or Google Doc.
2) In your groups you should consider electing a point person to communicate with the representative from the collaborating organization. This will ensure that the collaborating organization is not inundated with emails from all group members.
3) Work with the stakeholder organization to develop a project with achievable, measureable goals. These activities, goals and outcomes NEED to be achievable within a semester timeframe.
4) Consider setting up specific tasks for individuals. For example: a leader, note taker, information specialist (E.g., Website or FB manager), accountant (to determine financial aspects), etc.
5) Dialogue, Dialogue, Dialogue…Always be in contact with your team members. The person that is not engaged may feel left out or just willing to "go along for the ride." This is BAD!
6) Develop a timeline for the project and associated due dates. Include meetings, deadlines and due dates for assignments.
7) When meeting for the first time (gaining entry) with either the collaborator or community partners via the collaborator, utilize the strategies highlighted by Matthew (2016).
8) Depending on the type of project, utilize other behaviors to assist in the process of collaborating and engaging with collaborators and community.

APPENDIX B – Legacy Project Paper Grading Criteria

Students will write up their findings of the Legacy Project in the form of a Legacy Project Paper. The paper should include the following components within the document: 1) An introduction to the Legacy Project; 2) A vision and goals section; 3) An action plan of the project; 4) A Review of the literature that is significant to your project; 5) A results and discussion section about the findings of the group with respect to the project and working with community partners; 6) A conclusion and recommendations section that includes the future direction of the organization, and of the legacy partnerships with the organization, a summary of the group dynamics including both positive and negative aspects as well as recommendations for development of group cohesion; and a citations page that includes all resources utilized for the project and paper (**200 Points**). Length of the paper will vary between groups, however the general range should be 15-20 pages total, which will include all elements cited above.

Group Participants: _____   **Score:** _____

Criteria	Possible	Comments/Score
Introduction Was thoroughly addressed Mostly addressed Some what addressed Briefly addressed	 30 20 15 10	
Vision and Goals Was thoroughly addressed Mostly addressed Some what addressed Briefly addressed	 30 20 15 10	
Action Plan Was thoroughly addressed Mostly addressed Some what addressed Briefly addressed	 30 20 15 10	
Review of the Literature Was thoroughly addressed Mostly addressed Some what addressed Briefly addressed	 30 20 15 10	
Results and Discussion Was thoroughly addressed Mostly addressed Some what addressed Briefly addressed	 30 20 15 10	
Conclusion Was thoroughly addressed Mostly addressed Some what addressed Briefly addressed	 30 20 15 10	
Total	**200**	

APPENDIX C – Legacy Project Colloquium Poster, Presentation, and Self/Peer Grading Criteria

Legacy Projects will be presented during a final professional poster colloquium, which we will conduct for invitees that will include our community partners, and CSUS and campus faculty, as well as guest lecturers. Grades for the Legacy Project will be based generally on these components: (**250 Points**)

1. The extent of cross-fertilization of ideas from diverse community partners and across work teams;
2. The use of systems thinking in the team's work;
2. The quality of the poster (100 Points);
3. The quality of the poster presentation (100 Points); and
4. Evaluation of participants based on other team members (50 Points).

Note that you will be assessed based on your poster, presentation of the poster, and collaboration and dialogue with group members, community engagement participants and the public at large. Additionally, students will be evaluated based on their professionalism during the community colloquium. This includes dress and engagement with above cited participants. Finally, you will also perform a self-evaluation of your own performance as well as other group participants evaluating your performance. See the appropriate grading criteria documents below for more information.

CSUS301 – Legacy Project Poster

Group Participants: _____ **Score:** _____

Poster Criteria	Possible	Comments/Score
Introduction		
Was thoroughly addressed	15	
Mostly addressed	10	
Some what addressed	7.5	
Briefly addressed	5	
Vision and Goals		
Was thoroughly addressed	15	
Mostly addressed	10	
Some what addressed	7.5	
Briefly addressed	5	
Action Plan		
Was thoroughly addressed	15	
Mostly addressed	10	
Some what addressed	7.5	
Briefly addressed	5	
Review of the Literature		
Was thoroughly addressed	15	
Mostly addressed	10	
Some what addressed	7.5	
Briefly addressed	5	
Results and Discussion		
Was thoroughly addressed	15	
Mostly addressed	10	
Some what addressed	7.5	
Briefly addressed	5	
Conclusion and Recommendations		
Was thoroughly addressed	15	
Mostly addressed	10	
Some what addressed	7.5	
Briefly addressed	5	
Writing and Mechanics		
No Errors	10	
Few Errors (< 5)	7.5	
Some writing and mechanical errors (5-10)	5	
Distracting errors to the reader	4	
Total	**100**	

CSUS301 – Legacy Project Presentation

Group Participants: _____ **Score:** _____

Presentation Criteria	Possible	Comments/Score
Engagement in Activity		
Engaged with all participants	45	
Mostly engaged with participants	30	
Some what engaged with participants	22.5	
Limited engagement with participants	15	
Presentation and Collaboration Skills		
Strong participation and collaboration skills	45	
Moderate participation/collaboration skills	30	
Limited participation/collaboration skills	22.5	
Very limited participation/collaboration skills	15	
Professionalism		
High degree of professionalism (Dress included)	10	
Moderate degree of professionalism	7	
Limited professionalism	5	
No professionalism or not in attendance	0	
Total	**100**	

CSUS301 – Legacy Project Self/Peer Evaluation

Group Participant: _____ **Score:** _____

Self-Evaluation Criteria of Legacy Project (LP)	Possible	Comments/Score
Evaluation of Self		
Was completely engaged in the LP	25	
Mostly engaged in the LP	20	
Could have been engaged more in LP	15	
Very limited engagement in LP	10	
Average Evaluation by Group Members		
Was completely engaged in the LP	25	
Mostly engaged in the LP	20	
Could have been engaged more in LP	15	
Very limited engagement in LP	10	
Total	**50**	

Group Participant: _____ **Score:** _____

Self-Evaluation Criteria of Legacy Project (LP)	Possible	Comments/Score
Evaluation of Self		
Was completely engaged in the LP	25	
Mostly engaged in the LP	20	
Could have been engaged more in LP	15	
Very limited engagement in LP	10	
Average Evaluation by Group Members		
Was completely engaged in the LP	25	
Mostly engaged in the LP	20	
Could have been engaged more in LP	15	
Very limited engagement in LP	10	
Total	**50**	

APPENDIX D – Supplemental Engagement Literature

Below is a selection of citations of engagement literature. These are peer-reviewed articles that can be found using your MSU access to electronic journals via the Library.

Bouamrane, M., M. Spierenburg, A. Agrawal, A. Boureima, M. C. Cormier-Salem, M. Etienne, C. Le Page, H. Levrel, & R. Mathevet. 2016. Stakeholder engagement and biodiversity conservation challenges in social-ecological systems: some insights from biosphere reserves in western Africa and France. Ecology and Society 21(4), 1-9.

Burgin, S, T. Webb, & D. Rae. (2013) Stakeholder Engagement in Water Policy: Lessons From Peri-Urban Irrigation. (2013). Land Use Policy, 31, 650-659.

Dobele, A. R., K. Westberg, M. Steel, & K. Flowers. (2014). An Examination of Corporate Social Responsibility Implementation and Stakeholder Engagement: A Case Study in the Australian Mining Industry. Business Strategies and the Environment. 23(3), 145-159.

Henisz, W. J., S. Dorobantu, & L. J. Nartley. (2014). Spinning Gold: The Financial Returns To Stakeholder Engagement. Strategic Management Journal, 35(12), 1727-1748.

Khan, M. L. (2017). Social Media Engagement: What Motivates User Participation and Consumption on YouTube? Computers in Human Behavior, 66, 236-247.

Krantzberg, K., I. F. Creed, K. B. Friedman, K. L. Laurent, J. A. Jackson, J. Brammeier, & D. Scavia. (2015). Community Engagement is Critical to Achieve a "Thriving and Prosperous" Future for the Great Lakes-St. Lawrence River Basin. Journal of Great Lakes Research, 41(1), 188-191.

Matthew, R. A. (2017). Community Engagement: Behavioral Strategies To Enhance The Quality of Participatory Partnerships. Journal of Community Psychology, 45(1), 117-127. http://onlinelibrary.wiley.com/doi/10.1002/jcop.21830/full

Ni, L., Wang, Q., De la Flor, M., & Peñaflor, R. (2015). Ethical community stakeholder engagement in the global environment: Strategies and assessment. Public Relations Journal, 9(1), Available online: http://www.prsa.org/Intelligence/PRJournal/Vol9/No1/

Rowe, A. L., M. Nowak, M. Quaddus, & M. Naude. (2014). Stakeholder Engagement and Sustainable Corporate Community Investment. Business Strategies and the Environment, 23(7), 461-474.