

Key Term	Definition	References
Assessment	The process of gathering, reviewing, and discussing information from multiple sources to develop an understanding of what students have learned through their educational experiences. The results are used to improve course design and faculty development opportunities.	<a href="https://compact.org/resource-posts/assessing-service-learning-and-civic-engagement-principles-and-techniques/">https://compact.org/resource-posts/assessing-service-learning-and-civic-engagement-principles-and-techniques/</a>
Authentic relationship	A connection between individuals or entities held together by trust, respect and openness.	<a href="http://communityengagement.kennesaw.edu">http://communityengagement.kennesaw.edu</a>
BIG IDEAS	Concepts, sub-concepts, methods, and actions, both pedagogical and research oriented, that allow SLS and affiliated faculty and staff to work toward building sustainable communities.	<a href="https://serve-learn-sustain.gatech.edu/share-your-big-idea">https://serve-learn-sustain.gatech.edu/share-your-big-idea</a>
Community	A group of people that may or may not be spatially connected, but who share common interests, concerns, and/or identities.	Ourcommunity.is/engaged
Community-engaged teaching/learning	Pedagogy that connects students and faculty to the community through reciprocal relationships that address community-identified needs and enhance student learning and development, all while introducing concepts of civic responsibility to students.	Saltmarsh, J. (2010). Changing pedagogies. In H. Fitzgerald, C. Burack, & S. Seifer (Eds.). Handbook of engaged scholarship: Contemporary landscapes, future directions. Vol. 1: Institutional change. East Lansing, MI: Michigan State UP.

Engagement	Processes, projects, or ongoing practices that bring stakeholders together to dialogue, debate, and build consensus around issues and plans that impact their lives.	Ourcommunity.is/engaged
Partnership	Sustained collaboration between institutions of higher education and communities for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources.	<a href="http://classifications.carnegiefoundation.org/descriptions/community_engagement.php">http://classifications.carnegiefoundation.org/descriptions/community_engagement.php</a>
Reciprocity	Within SLCE, reciprocity refers to the idea that SLCE experiences and opportunity provide an equal benefit to students and to the community.	Adapted from the Office of Civic Engagement, University of Minnesota at Duluth, 2012.
Reflection	A key component of successful SLCE courses. Reflection allows students to think and talk critically about what they learned and experienced during the process of a project/activity, allowing them to forge links between their coursework and real-life issues that directly impact the community. Reflection connects learning with experience and is a crucial part of forging vital critical thinking skills.	Adapted from the Canadian Alliance for Community Service-Learning, 2017.
Residents	People who live in a specific geographical area.	Ourcommunity.is/engaged

Service Provider	All public and private organizations, agencies, departments, and businesses that provide services to community members. This includes all city, county, and state departments, private foundations, and area colleges and universities.	Ourcommunity.is/engaged
Stakeholder	Any individual or group that will be affected by, or can affect, the outcome of an engagement process or the ongoing work of an organization or entity.	Ourcommunity.is/engaged
Student learning outcomes	A formal statement that identifies what students will learn, be able to do, or be able to demonstrate as the result of participation in a course or project/activity. Outcomes are typically expressed as knowledge, skills, attitudes, or values that will be the end result of student learning.	<a href="https://serve-learn-sustain.gatech.edu/assessment-information">https://serve-learn-sustain.gatech.edu/assessment-information</a>