

Striving for Equity: Community-Engaged Teaching and Learning Through a Community Practitioner and Faculty Coteaching Model

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Abstract

Based on the implementation and assessment of a coteaching pilot program called the Practitioner Scholars Program, this study draws attention to the need for equity in community-university learning partnerships, recognizing and emphasizing that the knowledge and expertise of community practitioners is as valuable as that of faculty in academia. The innovative nature of the pilot program encompasses mutual and reciprocal benefits to students, practitioners, faculty, and community through a unique design of community-engaged teaching and learning. The findings from this study provide evidence of the success and potential of this program while offering a reflection on how we understand equity in community-university partnerships. As a result, this study can inform and inspire new initiatives to infuse equity in teaching and learning, especially in urban public universities with a commitment to their urban communities. This article particularly aims to speak to practitioners interested in this program as a promising practice.

Keywords: equity, coteaching, practitioners, community engagement, university-community partnerships



Community-engaged teaching and learning (CETL) that connects theory and practice, and supports communities with reciprocity, is a critical pedagogical practice for improving student development (Astin, Vogelgesang, Ikeda, & Yee, 2000; Deeley, 2010; Saltmarsh, 2010), deepening civic participation (Einfeld & Collins, 2008; Saltmarsh, 2005), and strengthening university partnerships with communities (Buys & Bursnall, 2007; Soska, Sullivan-Cosetti, & Pasupuleti, 2010). CETL is considered a high-impact practice (Brownell & Swaner, 2010; Kuh, 2008) and a strategy for decentering knowledge from the teacher as students engage in field-based experiences (Pribbenow, 2005; Saltmarsh, 2010).

Critical CETL scholars suggest community-engaged learning should include explicit intention toward achieving social justice, accomplishing social change, and respond-

ing to injustices in communities (Daigre, 2000; Hart, 2006; Mitchell, 2008; Santiago-Ortiz, 2018). Further, they suggest, community-university learning partnerships (CULP) should embrace new paradigms that redistribute power, focus on authentic relationships (Mitchell, 2008; Santiago-Ortiz, 2018), and lift up multiple ways of knowing from students, educators, and community members (El Ansari, Phillips, & Zwi, 2002; Mitchell, 2008). By embracing these paradigms, higher education can move toward more equitable and socially just CULP. CULP should build upon a framework that honors collaboration and interdependence in the knowledge creation process, whereby faculty, students, and community members collaborate and the approach to knowledge is centered on coproduction (Saltmarsh, 2010). Thus, we situate our work in the critical discourse that examines power, privilege, and oppression from a holistic perspective where the work involves both

considering the realities confronted by communities and removing the relational barriers between students, teachers, and community (Santiago-Ortiz, 2018).

However, CULP can take different forms with varying effects. There are several models describing different levels of community engagement and partnerships on a continuum (Doberneck & Dann, 2019; Farnsworth et al., 2014; Gorski & Mehta, 2016; International Association for Public Participation, 2007). At the most basic level, engagement can include outreach, information, or services to the community in a one-way direction. Progressively, the continuum of engagement further ranges from consulting the community for feedback to some community involvement and collaboration to partnering with the community in decision making to, finally, shared leadership and empowerment of communities in final decision making (Farnsworth et al., 2014; International Association for Public Participation, 2007). Reflexivity on where one falls and strives to be on the continuum is important in understanding whether the engagement leaves communities with unmet needs and inequitable distribution of benefits (Stewart & Alrutz, 2012). The community may not be viewed as a knowledge asset or coequal in the CULP, because in academe, faculty are regarded as the holders and creators of knowledge. Such a perspective may result in treating community as an object of study, producing outcomes that may be irrelevant to community needs because of lack of respect in consulting and codeveloping with communities (Ahmed, Beck, Maurana, & Newton, 2004). Our work strives for empowerment and shared leadership as the ultimate goal. Our belief is that community-engaged learning centered on equity and social justice should focus on transformation and reciprocity with the goal of building healthy relationships with community partners that recognize a commitment to mutual goals, benefits, and responsibility and are enhanced by the assets that communities offer (Hart, 2006; Mitchell, 2008; Saltmarsh, 2010; Stewart & Alrutz, 2012).

The questions guiding our project design and inquiry focused on how higher education can further CULP through an equity agenda. Such an agenda is defined by engaging holders of community and practice-based knowledge as knowledge assets, educational agents, cocreators, experts,

and connectors of social capital, and by regarding them as equal to academic faculty. How might higher education further a transformational pedagogy by positioning community practitioners as coteachers who plan, execute, and support deepened learning in the classroom? Coteaching between community members and faculty by itself may not lead to equity. Can institutions build intentional infrastructures that support equitable exchange and outcomes in their CULP?

Research on coteaching in higher education is limited to coverage of academic coteaching in teacher education programs (Bacharach, Heck, & Dahlberg, 2008; Ferguson & Wilson, 2011; Lusk, Sayman, Zolkoski, Carrero, & Chui, 2016). We could not identify studies that examined the impact of coteaching with community practitioners on both students and the coteachers. The literature does not discuss coteaching that uses an equity and social justice framework that disrupts what are and who possesses critical knowledge assets. This article contributes to an understanding of community practitioner and faculty coteaching by sharing findings from a pilot program implemented at the University of Massachusetts Boston (UMB). We are particularly interested in examining the ways in which our pilot sought to address equity and social justice in CULP, the outcomes from the program assessment, and the lessons learned for implementing a practitioner-faculty coteaching model.

Context

To better understand the origins of our pilot, some context on UMB and its communities is provided. It is important to share why equity-oriented CULPs are vital, particularly at a public, urban, minority-serving institution, and our institution's community roots. This serves as a launching point to our inspiration for activating the community practitioner as a scholar, as well as the conceptual framework for equity and social justice that guided the creation and implementation of the pilot program.

Minority-Serving Institution Context for Community-Engaged Learning

UMB is a minority-serving institution, one of three Asian American and Native American Pacific Islander-serving institutions in New England, and is moving toward becoming a Hispanic-serving institution.

The only public research university in Greater Boston, UMB has a student body that is majority underrepresented race/ethnic groups, with many first-generation college students and a high proportion of Massachusetts residents, a third of whom live in Greater Boston. Nearly 80% of students stay in Massachusetts postgraduation, contributing to the economic vitality of the Commonwealth. Although UMB's students bring cultural, linguistic, and intellectual wealth and curiosity, they may lack the personal and professional networks to gain skills, insights, and opportunities to further their goals. Most students work to support themselves and their families, making it more difficult to take on internships or experiential learning opportunities outside the classroom. However, these opportunities enable students to contextualize learning, gain field experience, and benefit from exposure to leaders advancing key issues in the greater community (Buys & Bursnall, 2007). Many of UMB's students come from the communities with which the university partners and would benefit from drawing on their own lived experiences while building stronger bonds with community leaders.

UMB a *Comm-University*

At UMB's establishment in 1964, its founders sought to create a university that would "stand with the city" and provide students, regardless of background or socioeconomic status, with opportunities "equal to the best." Thus, UMB has a rich history of engagement with public and private partners through research, teaching, and service—often spearheaded by the entrepreneurial spirit of faculty and its numerous research centers. The university also established a College of Public and Community Service (1968–2018) that housed teaching and learning programs that facilitated seamless community–university connections—a "comm–university," as described by senior faculty. The Office of Community Partnerships (OCP) was created in 2011 to build from and support this tradition of engagement by identifying, strengthening, and supporting collaborative, reciprocal community partnerships that advance UMB's urban public mission.

Through the work of the office, we as co-authors and staff members at OCP have worked with partners who turn to the university's expertise and resources to solve pressing issues, but rarely does the

university turn to its partners as knowledge assets. Simultaneously, faculty have noted that students are looking for classroom experiences that help them connect to real people and issues and to activate their knowledge toward social change. Faculty also function with minimal resources in their community endeavors and seek ways to advance community projects, strengthen relationships with existing partners, and develop new community contacts. This is especially true for junior faculty, often women faculty and faculty of color, who join UMB passionate about the urban mission but may not know where to begin making connections. The issues they face resonate with research reflecting the limited extent of community–engaged faculty's opportunities for professional development and of support from institutions of higher education for community–engaged work (Buys & Bursnall, 2007; Gelmon, Ryan, Blanchard, & Seifer, 2012). Community leaders are also seeking ways to tap into the university's resources.

Conversations with community leaders revealed a desire to teach postretirement. We wondered if they felt they must achieve a lifetime's work in the field before claiming knowledge expertise considered legitimate in the academy. Perhaps they believed their present experiences did not amount to knowledge assets for the culture of academia, or they were unsure how they fit into the academy. Clearly, community partners wanted to share their knowledge with young adults to take their lessons to advance the field.

UMB's history of engagement and current context, combined with community partners' feedback, encouraged us to further our CULP through an equity lens. We wanted to address inequitable access to community–engaged learning, a lack of networking opportunities for students, and the sentiment that community knowledge and expertise may not be validated in higher education.

Shifting Toward an Equity Paradigm

What could it look like if we responded to the aspirations of UMB's faculty, students, and community partners, and supported a new paradigm for teaching and learning that honored the knowledge assets of community leaders as equitable to those of academics? How do we further equity and social justice by not contributing to the exploitation of people from marginalized

backgrounds who are often asked to do more with no recompense for their efforts or intellectual capital? What if students experiencing limitations in their exposure to hands-on learning and networking opportunities could employ their learning beyond personal gain and answer a call for social justice by prioritizing the resources needed by communities (Mitchell, 2008)? Could students go beyond a typical “service”-oriented project, or visits into the community, and instead deeply explore an issue with the partner’s guidance in a cocreated process with benefits to the partner or a cause affecting the community at large? Rice and Pollack (2000) noted that “community partners are not just valuable supervisors of students’ fieldwork, but they are also valuable co-teachers, many of whom are also committed to building more just and equitable communities” (p. 132). Further, how can the university draw upon professionals from diverse fields, backgrounds, and experiences in Greater Boston to be in the classroom as role models and conduits of social capital for students? How can the learning experience be designed so students see themselves in the lessons, the people, and the community work they pursue?

To this end, in fall 2018 the OCP launched the Practitioner Scholars Program (PSP) pilot, which brings community practitioners into the classroom as coteachers with faculty. The PSP pilot is intentionally framed through an equity lens. *Equity* refers to resisting systemic forms of oppression and cultivating a more equitable world—one that centers democracy as a primary core value and in which everyone has equal opportunity to thrive regardless of their backgrounds and situations (Museus & LePeau, 2019). Thriving is achieved through access to opportunity, networks, resources, and supports to reach one’s full potential. The pilot reflects an equity agenda through a focus on *epistemic equity*. Enacting epistemic equity means

examining and responding to the impact higher education systems have on privileging whose knowledge is valued, what research is legitimized, and who gets to participate in the creation and spread of knowledge. It is

- Aimed at intentionally coupling diversity and inclusion commitments with organizational struc-

tures, policies, and practices.

- An asset-based approach that values the inclusion of voices that have historically been discounted, delegitimized, and marginalized through academic cultures and practices.
- Foregrounding identity and power in an analysis of ethics and justice countering systems’ default processes that silence and delegitimize certain knowers and ways of knowing, creating epistemic exclusion.
- Strategically shaping institutional cultures, structures, and practices to identify and address prejudicial exclusion of scholars from participation in the spread of knowledge through credibility discounting, and epistemic marginalization. (Saltmarsh, 2020, pp. 153–154)

Thus, the following principles were established for the PSP: (1) building equity between practitioners and faculty through shared power in the development and implementation of the course design and delivery; (2) valuing the practitioners’ and faculty members’ knowledge and expertise as equitable assets to the teaching and learning process; (3) ensuring the outcomes of the partnership resulted in practical value and impact on the greater community through projects identified by the community practitioner, coideated by the coteaching pair, and codeveloped with students; and (4) creating access and opportunities typically unavailable to students of our demographic: connection with practitioners, translating theory to practice, gaining exposure to careers in their field, and feeling empowered to impact their own communities. Further, to honor the expertise of community practitioners and further our equity agenda, practitioners were compensated a stipend of \$4,000 (comparable to the adjunct rate at UMB for one course), and faculty coteachers received an additional \$1,000 to support community projects.

These principles align with such high-impact educational practices as collaborative assignments and projects, applied learning, exploration of differences, community-based learning, and participatory action research, known to yield positive effects

for all types of students (Kuh, 2008). Unfortunately, it is students like UMB's that typically do not have access to this kind of education (Kuh, 2008). Thus, one cannot consider the PSP model without an intentional focus on equity and social justice to improve access to these practices.

Equity and Social Justice Framework

Guiding our focus on equity and social justice is the work of critical scholars urging a shift in the status quo paradigm for education toward liberatory education that honors multiple ways of knowing (Bernal, 2002; Freire, 2009; hooks, 2014; Rendón, 2009; Yosso, 2005). The focus on liberatory pedagogies that lift-up work in and for marginalized communities is central to the work of the OCP and the PSP, given our own origins and mission, and the student and city demographics. Bernal (2002) posited, "To recognize all students as holders and creators of knowledge, it is imperative that the histories, experiences, cultures, and languages of students of color are recognized and valued in schools" (p. 121). Students' backgrounds can be situated in the context of their communities, which can exist in affinity and geographic forms, e.g., their ethnic or linguistic communities, their neighborhoods (which might also reflect students' multiple identities), and so on. History, experiences, language, and culture are embedded in communities as repositories that they hold and create knowledge through. The culture of communities, like that of students, embodies assets that are often unrecognized or devalued in academe, and represent a collective experience of multiple individuals connected by shared experiences, values, and understanding. Thus, liberatory education must attend to the education of the whole person and support the development of a critical consciousness among students, as well as resist dualistic frameworks that separate the individual from the community (Rendón, 2009). Centering students and communities who are often marginalized as holders and creators of knowledge (Bernal, 2002) supports wholeness, critical consciousness, and social justice (Rendón, 2009).

We were influenced by the work of theorists who sought models to understand and share the assets brought into the educational process by students. Recognizing the assets of students from marginalized identities and their communities counters a deficit-based

orientation that often shadows communities of color (Rios-Aguilar, Marquez Kiyama, Gravitt, & Moll, 2011; Yosso, 2005). The theories *community cultural wealth* (CCW; Yosso, 2005) and *funds of knowledge* (FOK; Rios-Aguilar et al., 2011) posit that all students come into academic institutions with accrued social and cultural wealth that they have banked through their life experiences (Rios-Aguilar et al., 2011; Yosso, 2005). These forms of wealth aid their resistance to marginality and galvanize their trajectories. The CCW framework proposes a communal definition of wealth that marginalized people use to improve themselves and their communities and to persist and stand against oppression experienced in education (Yosso, 2005). Numerous interrelated forms of capital fall within this framework: aspirational (hopes beyond the circumstances), linguistic (communication style and language), familial (sense of community, culture, intuition nurtured by family/familia), social (networks and community resources), navigational (maneuvering skills), and resistant (cultural knowledge of racist structures and motivation to transform them; Yosso, 2005).

CCW also includes FOK (Rios-Aguilar et al., 2011), which has been used to describe the totality of experiences of the cultural structuring of the household that students employ for their survival (Moll, Amanti, Neff, & González, 1992; Rios-Aguilar et al., 2011). FOK signifies the interrelated relationship between households' resources and school practices and their connection to social class, beliefs, and power (Moll et al., 1992; Rios-Aguilar et al., 2011). These forms of wealth are insufficiently supported in educational institutions.

Our orientation to equity in CULP is also shaped by the influence of social capital theory (SCT) in education, which stems from sociology (Bourdieu, 1986; Coleman, 1988) and is cited in education literature (Dika & Singh, 2002). SCT in education primarily borrows from James Coleman's (1988) interpretation that certain intangible assets intrinsic to relationships among people, as well as to social systems, can be accessed through social networks. The pilot sought to help expand students' social network and social capital through community practitioners. However, we also acknowledged the wealth of capital that already existed within our student population and saw the pilot as an opportunity to bridge and multiply their

assets through shared work with community practitioners.

Taken together, these theories inform an approach that validates the experiences of marginalized students and communities who are often treated as spectators to rather than cocreators of learning and development. In higher education, where the “wealth” of academics is knowledge, an equity and social justice framework can disrupt and reconstruct the concept of wealth and who has it. Equity and social justice in CULPs must elevate community knowledge and empower students to enact their learning through social action. Through this conception, our hope was to answer Paulo Freire’s (2009) invitation, in which “knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other” (p. 164).

The “Co” in Coteaching

Coteaching is not a novel approach in K–12 education, which has sought to promote inclusion of special education and English language learners with general education by integrating coteachers within these areas (Friend, Cook, Hurley–Chamberlain, & Shamberger, 2010). For higher education, it is a less common approach, but is in use in university teacher education programs (Bacharach et al., 2008; Ferguson & Wilson, 2011; Lusk et al., 2016). Nonetheless, scholars have recognized that coteaching takes many forms and is generally defined as a team of professionals collaboratively working in a single shared physical space through the planning and implementation of instruction and assessment processes (Cook & Friend, 1995; Bacharach, Heck, & Dank, 2003). Wenzlaff et al. (2002) elaborated on the notion that the partnered relationship among the coteachers exists for the purpose of “achieving what none could have done alone” (p. 14).

Unfortunately, there is a void in the literature on coteaching with community practitioners in higher education. Only a few studies of coteaching among academics for teacher education programs recognize that faculty–faculty coteaching allows for greater collaboration and innovation in instructional practices to advance the learning community (Bacharach et al., 2003; Ferguson & Wilson, 2011; Lusk et al., 2016).

Lusk et al. (2016) recognized challenges to faculty coteaching in higher education settings posed by institutional norms (e.g., academic freedom; tenure, promotion, and faculty evaluation; lack of administrative support for coteaching structure) and participant attitudes (personalities, differences in ideas, student expectations and comfort level, etc.), but they also recognized several benefits. Among these were the diverse perspectives students receive, along with different and often improved instructional practices because of the level of reflexivity in coplanning, increased professional development for coteachers through shared learning, and a proven advancement in student engagement and outcomes (Ferguson & Wilson, 2011; Lusk et al., 2016).

The PSP Pilot

The PSP pilot sought to center community wealth in teaching and learning by bringing the wealth of knowledge and experiences of community partners into existing courses. It was developed to address gaps in students’ experiential education, provide professional development opportunities for faculty and practitioners, and build reciprocal learning partnerships with the objectives for students, faculty, practitioners, and community as shown in Figure 1.

The OCP implemented an 8-month cohort-based pilot program for four practitioner–faculty pairs who each cotaught a spring 2019 course. Collaborative course planning took place in the fall 2018 semester. Faculty were selectively recruited based on their association with the OCP, reputation as community-engaged scholars with demonstrated enthusiasm for integrating community into their teaching practices, and openness to flexibly remastering an existing course with community practitioner knowledge. OCP recruited practitioners with demonstrated interest in strengthening ties to the university and the prospect of working alongside faculty to support community work with students. In the recruitment process, benefits for faculty, practitioners, and students were communicated, as was the range of activities in which pairs were expected to participate. Benefits to the practitioners included compensation with their choice of payment to themselves or their organization, professional development, the project component, and access to university resources. The OCP encouraged faculty and practitioners to use this pro-

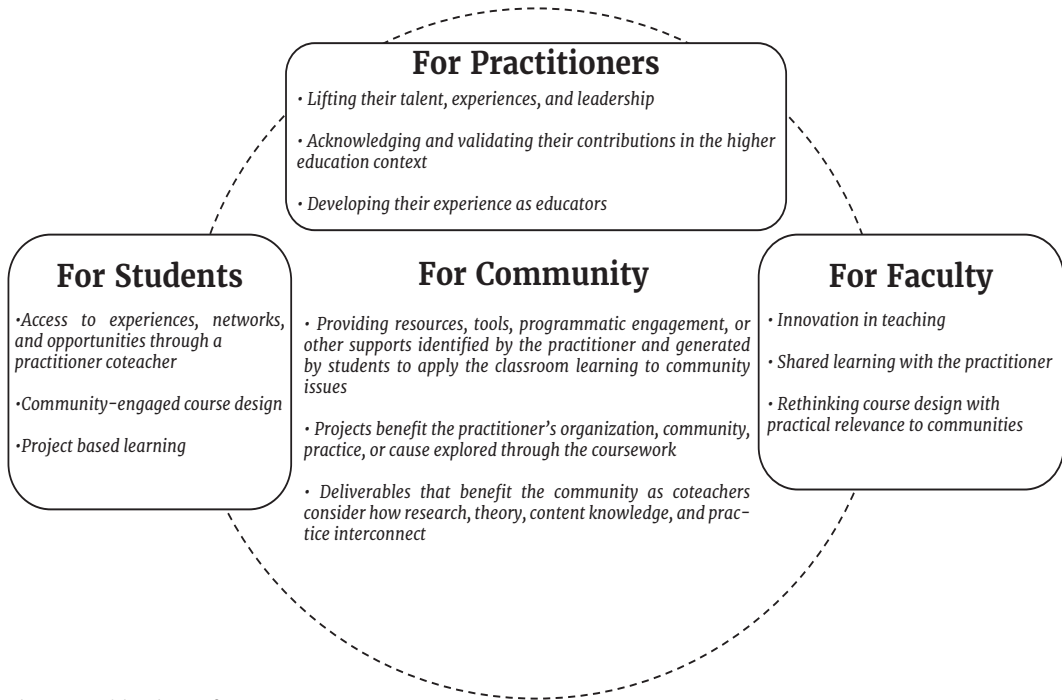


Figure 1. Objectives of PSP

gram to strengthen an existing relationship where possible. We then talked individually with candidates to ensure they understood the program's objectives and requirements while eliciting questions and concerns and seeking to relieve any sense of pressure for participation. Two of the four pairs had prior working relationships. The OCP intentionally recruited community practitioners of color from diverse fields to join faculty, resulting in participation by three women of color. Likewise, faculty (though less intentionally) were also very diverse. Two faculty members identified as female and two as male. Two of the four faculty identified as people of color.

The program began with a 1-day institute for the coteachers to develop a shared understanding of the values and goals of the program and to learn about coteaching and project-based and community-engaged learning pedagogy. The coteachers then met on their own in person and virtually. They were charged to infuse existing syllabi with the practitioner's expertise and to coconstruct curricula embedding community-engaged teaching and project-based learning. The program included networks of practice (Duguid, 2005) for coteachers once in the fall and twice in the spring as a communal space for reflection and sharing.

The PSP courses spanned disciplines in-

cluding music education, environmental studies, psychology, and Africana studies. The faculty were experts in their respective disciplines and were matched with practitioners who could complement and supplement education in these topics. All practitioners held senior leadership positions across art, youth development and education, environmental planning, and resilience and equity. Each course had 20–25 students except one, which had fewer than 10; altogether, 74 students participated in the pilot. The students were representative of UMB's student body, as shown in Table 1.

The student projects were codesigned by the coteachers with the practitioners' lead, given their expertise or their organization's needs. Projects had varying degrees of engagement and benefit to the community. In the course with the smallest class size, students were recruited to teach youth in the practitioner's organization and were paid a small stipend. They also organized a culminating community event with the practitioner's organization. In another course, students designed and delivered workshops in the community at the semester's end. In a third course, students worked on a project throughout the semester and consulted with a community practitioner in addition to the practitioner coteacher to shape their project, to maximize usefulness to the community. In yet another course, students

Table 1. Profile of Students in PSP

DEMOGRAPHICS	68% Students of Color		52% Non-Native English Speakers		4% International Students
	Self-Identified Gender*	Female 57%	Male 4.0%	Non-Binary 1%	Transgender 1%
	Age	22 years or younger 60%	23 to 30 years 32%	31 years or older 8%	
WORKING AND FIRST GENERATION	Working	At least 10 hours/week 81%	More than 20 hours/week 45%		
	53% First-generation college students (neither parent/guardian attended college)				
ACADEMIC BACKGROUND	Class-level	Seniors 55%	Freshman 27%	Junior 13%	Sophomores 5%
	Majors	Psychology 29%	Environmental Science 28%	Biology 8%	Criminal Justice 7%
		Business 4%	Art, Computer Science, Early Education, Exercise and Health Sciences, Education, Music, Women, Gender and Sexuality Studies 16%		
	50% Transfer Students				

*Figures for Gender were rounded and include all responses

made field trips for a classroom-based project designed with the practitioner's expertise in mind and based on what the practitioner exposed students to during the course.

For the pilot, "co" in coteaching implied shared values, responsibilities, and understanding of the work ahead, topics that each pair needed to understand clearly from the beginning of the program. The 1-day institute was intended to get this process started. The institute was designed to recognize that the introduction of practitioners into the classroom would require thoughtful and deliberate actions that demonstrated their equitable knowledge contributions and experiences. We produced "nonnegotiables" as a guide for ensuring that the "co" was fulfilled and community knowledge was honored. First, there could not be a dichotomy between theory and practice in the implementation of the program—the aim was to achieve praxis, bridging the gap between theory and practice. Further, coteaching should be a fusion of teaching from the faculty member and the practitioner rather than being two parallel disconnected streams. Second, the program was not an occasional lecture series by practitioners, though practitioners were encouraged to bring colleagues into class as guests to extend their network into the classroom. Third, although faculty were the "keepers" of the grade and had the greatest official responsibility, practitioners should also have a role in the evaluation of students' progress in meeting the agreed-upon milestones for success. Finally, students were to be considered active learners drawing upon their experiences and wealth and activating their learning through community action.

Measuring Impact

The pilot was assessed throughout. The goals for the evaluation of the pilot were to learn from this experience as OCP sought to continue the program into the future and share the learnings with others looking to experiment with community-centered pedagogies that employ community knowledge.

Methods

The impact of the pilot was assessed by capturing and analyzing data from students, practitioners, and faculty at the beginning, middle, and end of the pilot. We combined explanatory and exploratory

sequential mixed-methods design (Creswell & Creswell, 2018) through a three-phase process: collecting precourse survey data, including multiple choice and descriptive questions; obtaining qualitative data from focus groups and networks of practice; and administering a postcourse survey with multiple choice and descriptive questions. Each stage informed the subsequent stage. At the beginning, we captured the expectations of coteachers and students. In the middle, we captured the responses of the coteachers and students well into the program. At the end, we collected responses for comparison with the initial participant answers and received responses to themes that emerged at the beginning and midway. The data was collected primarily for pilot assessment purposes through (1) precourse and postcourse surveys with students and coteachers; (2) midcourse focus groups with students; (3) precourse, midcourse, and postcourse networks of practice with coteachers; (4) midcourse class observations; and (5) pre and post syllabi analysis. An IRB approval was provided under the category of exempt review as secondary data for the purposes of this study.

The initial precourse survey instruments were based on instruments developed for the assessment of similar programs run by the OCP. The student focus groups explored precourse survey responses and the pilot's objectives. The postcourse survey with students explored responses from the precourse survey and focus groups to check the representativeness of themes across students in the PSP courses. The postcourse survey for coteachers explored responses from the precourse surveys for students and coteachers and reflected themes derived from the networks of practice and student focus groups. The networks of practice served as informal, in-person discussion spaces for coteachers to share challenges and learnings, often prompted by broad questions crafted by OCP, while discussions unfolded based on participants' interests. A representative of the OCP took notes on the discussion to discern themes. Additionally, two versions of the syllabi for each of the PSP courses were collected. One version represented the syllabus that was used by the faculty member as a sole instructor, and the other was a version revised in collaboration with the practitioner coteacher. Finally, staff from OCP made a class observation for each course toward the second half of the semester. Data collection occurred between

October 2018 and May 2019.

The pre and post surveys with students in the PSP courses were conducted at the beginning of the spring semester after the add/drop deadline and at the end of the semester in the last week of classes, respectively. There were 74 students in the four courses, with 62 and 57 students responding to the pre and post surveys, respectively. All 74 students responded to at least one of these surveys. Forty-four students responded to both the pre and post surveys, which allowed for comparison. The surveys had statements that tested students' responses on the pilot's broad objectives.

The precourse and postcourse surveys for coteachers were conducted before the planning period and at the end of the coteaching period, respectively. One of the four faculty members did not complete the precourse survey. All the coteachers responded to the postcourse survey. The surveys with coteachers aimed to ascertain the interest in and hope for achieving the pilot's objectives through their participation. Questions were framed differently for faculty and practitioners based on the different ways that we hoped they were likely to participate in and benefit from this pilot. The pre and post surveys asked a few similar questions, which helped us compare scores before and after. The program aimed at reciprocity and mutual benefit for practitioners and faculty. On the surveys for students and coteachers, respondents rated statements from *strongly disagree* to *strongly agree* on a Likert scale (scored 1 to 5). Higher average scores between 3 and 5 indicated more desirable outcomes.

Data Analysis

Preliminary analysis of data collected at each stage informed the data-gathering tools for subsequent stages using an explanatory and exploratory sequential mixed-methods design. The two focus group discussions had four and 12 students, respectively. Each was an hour long and was audio recorded and transcribed. The quantitative data analysis was conducted using IBM SPSS Statistics 26 to generate descriptive statistics, cross tabulation, comparison of means, pie diagrams, and bar charts. The qualitative data was analyzed using NVivo 12 for generating first-order themes, which were then aggregated into second-order themes.

Our intended audience is community en-

agement practitioners in higher education; thus, findings presented combine and summarize the results across the data collection methods, including the surveys, focus groups, class observations, and artifacts. We present a few figures and tables to help elaborate the findings, but they are not essential to comprehending the study. This is a deliberate attempt to make this information accessible and useful for practitioners. We hope to convey the key aspects of PSP as an innovative and promising practice that higher education professionals may be able to learn and draw from.

Findings

The findings are categorized as key themes in responses from students and coteachers. These themes are drawn from the data in the precourse survey, postcourse survey, and focus groups of students and the data from the precourse survey, postcourse survey, and networks of practice of coteachers. Further, themes emerged from class observations, comparison of pre and post syllabi, and the student projects across the four courses.

Key Themes From Student Responses

Nearly 40% of students attended courses where teaching assistants supplemented faculty instruction at UMB or were exposed to course guest speakers. Students recognized that coteaching by practitioners was significantly different from these experiences. Most students felt that coteaching contributed additional perspectives and ways of teaching, enhancing learning and critical thinking, building in cultural sensitivity, and improving the teacher-student ratio. A few students were indifferent to coteaching at the beginning but appreciated it by the semester end. The survey results demonstrated that students' expectations of the cotaught course had been mostly fulfilled, with some indicating an initial expectation and continued desire to have greater opportunities to connect with their practitioner coteacher. Student responses offered a rich source of information for helping understand the classroom experience. Below, we present the key themes from this source.

Equity Among Coteachers in the Classroom.

Students were active observers, attentive to the content of the classroom discussions and to how coteachers shared space and

interacted, and they reflected on how this impacted their learning. They recognized structural power differences in an academic space that privileged a faculty member over a practicing professional. Some suggested that this differential be addressed more consciously to realize equity in coteaching. Students felt that the practitioner coteacher should get equal space and teaching opportunities in the classroom. Students in two PSP courses noticed that faculty were accustomed to having greater control over the class. Students indicated that providing a “level playing field” to coteaching practitioners and having their voice heard more in the classroom might enhance their learning from the coteaching. In lieu of a faculty member’s conscious effort toward practicing equity, the practitioner might be undervalued and seen as a teaching assistant or as supplementing with particular components rather than as an equal coteacher. For instance, a student shared how coteachers were able to create equal space for themselves and the students,

I think having the practitioner and scholar, like, lead the lecture, we get to observe their relationship and how they work as colleagues. And it opens up the dynamics between the students because we work in smaller groups. And we interact with both, so, it’s like, all three are the leaders of the classroom. . . . I have to say reaffirming that having the different points of view and the different experiences has brought us out of our comfort zones but in a safe place because we are allowed to say whatever we think, what we know and ask questions. . . .

Benefit to the Community Through Student Projects. It was clear to students that the cotaught course was intended to be community engaged. Students appreciated how practitioners enhanced their learning through the projects, were able to come out of their comfort zone, learned new skills, and felt more connected to the community to generate impact. They recognized how the projects for these classes significantly differed from classroom-based projects that might be smaller in scope, with unverifiable practical value and community impact. Students expressed their aspiration for projects to be designed and implemented in collaboration with community and to present their work in the community and

see the usefulness. They saw practitioners as valuable connections to the community to make this impact possible. For instance, a student shared,

We have a lot of simulation in classroom environments [but] nothing compares to being out and actually teaching actual students who are looking to you for guidance and that’s why having the community member and connection, the project all together helps with this experience.

Further, students reflected upon practical challenges such as feasibility of projects within a semester and the need for proper funding with input from local organizations for implementing proposals.

Practical Relevance and Career Exposure. Students appreciated the practical relevance of the cotaught courses, which was achieved through the practitioner’s coteaching, in connecting academic learning to the real world and offering professional insights. As a student shared,

[The faculty member] teaches the class from a very academic standpoint and we are talking from readings and from materials in class but with the co-teacher, we are talking about the real-world experiences, like, what does this look [like] outside of our classrooms? What is it like around the world? It opens up our learning past what we are doing. They will also give us recommendations . . . to push our learning outside of the classroom.

Students appreciated the connection to the practitioner, exposure to their work, guest speakers from their network, and career opportunities in their major. They broadened their knowledge of the field in thinking about grand challenges, applications of their degree, and their future careers. Students saw practitioners as role models with careers they could envision themselves pursuing, unlike a faculty member with a PhD. Finally, many appreciated the project-based model for the practical relevance to their learning and wanted to see this more in both lower level and higher level courses.

Comparing the pre and post surveys (see Figure 2), among students working more than 20 hours per week, more students

agreed that their coursework prepared them well for a career by the semester end. Similarly, within this category, there were fewer students undecided about the career relevance of their coursework. The number of students, irrespective of working hours, who disagreed on this matter in the precourse survey did not shift much.

The results for this statement were similar for first-generation college students and students of color. Although the statement referring to career relevance of coursework was not specific to their current PSP course, some of the shift in the responses may be attributed to the PSP course as well as indicating students' perception about their

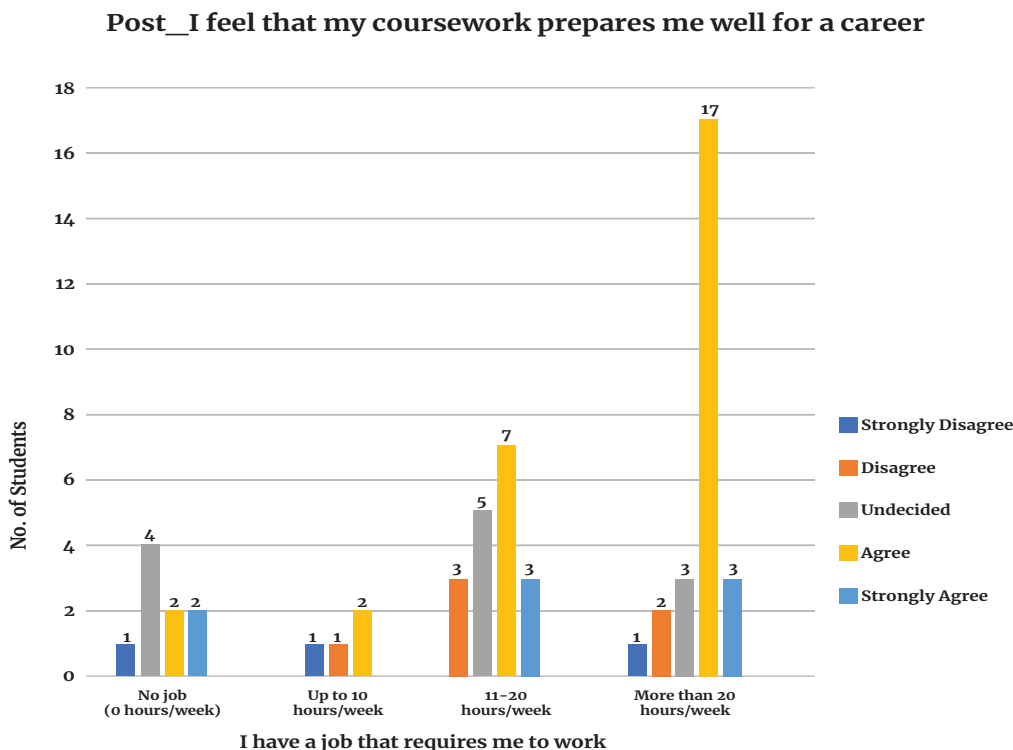
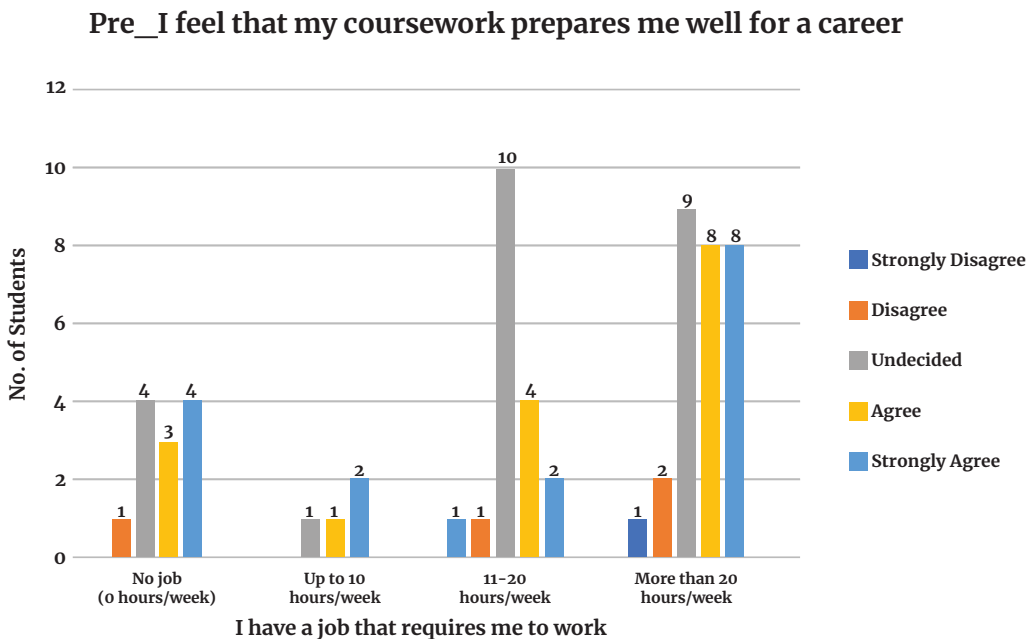


Figure 2. Coursework and Career Preparedness Among Working Students

coursework collectively.

Challenges and Scope for Growth. Students recognized the challenges with coteachers' different personalities or approaches and their need for more coplanning. Although students mostly agreed that coteachers supported each other, they wanted to see greater coordination in their teaching, providing feedback, and clarifying expectations. They suggested that coteachers communicate to students that they are on the same page, have common goals for the class, and build on each other more. A few students felt that "both [faculty and practitioners] had valuable information" to share but could have coordinated better in finding "the best way to present that and synthesize together." A couple of students noticed inconsistent feedback and disagreement between coteachers, while others shared, "even if they disagree on their approaches, they always respect and honor each other. I think this is really a good relationship." Responding to this issue, another student suggested,

I think we are very lucky how well they were able to work together but I think in general co-taught classes need some sort of structure or training of the professors to work together.

Class project planning also differed across the PSP courses, with some coteachers starting this process early in the semester and others waiting for students' input until midsemester. Students preferred having clear goals, including out-of-class time commitment to fulfill the project since many students worked while attending school. Those with prior information about these requirements appreciated it. Overall, students indicated interest in taking another practitioner-cotaught course.

Table 2 shows average scores from pre and post surveys and students' quotes that help make more sense of these themes.

Table 2. Themes With Average Pre and Post Survey Scores and Students' Quotes			
<i>Students rated survey statements from strongly disagree (scored 1) to strongly agree (scored 5). Below, average scores in pre and post surveys are presented in the columns "Pre" and "Post." Higher average scores between 3 and 5 indicated more desirable outcomes.</i>			
THEME 1: EQUITY AMONG COTEACHERS IN THE CLASSROOM			
Survey Statement	Pre	Post	Students' Quotes
Practitioner and community-based knowledge is equal to academic and faculty knowledge	4.19	4.32	"If our practitioner had shared more of the spotlight ... I think the root of this issue is that the practitioner may have relevant information about this topic, they just don't get time to say that."
			"I think the only hard part really with having someone come out from the community is that they still have their job, so [they aren't at UMB] full-time, [they have their] own business, but they bring in different experiences. They are so into the topic and are excited."
			"One is the teacher and the other one who has the experience with working with the community, which my professor doesn't really have yet [and] it's definitely useful and important to bring in both, on one hand, the academic perspective with the professor and the professional perspective with the practitioner, they definitely complement each other very well."
<i>Table continued on next page</i>			

Table 2. Themes With Average Pre and Post Survey Scores and Students' Quotes continued

THEME 1: EQUITY AMONG COTEACHERS IN THE CLASSROOM continued			
Survey Statement	Pre	Post	Students' Quotes
To have a real-world practitioner co-teaching the course alongside faculty	4.21	4.26	<i>"Our professors have been working really well together, it is a really collaborative experience; some things are planned but also throughout the class, one of them will add more information and they check in with one another consistently throughout the class and this shows that they are allowing space for both of them to talk and they build off of each other really well and it is really fun to be in class with them."</i>
THEME 2: PRACTICAL RELEVANCE AND CAREER EXPOSURE			
Survey Statement	Pre	Post	Students' Quotes
Understand the real-world, practical implications of this course	4.31	4.32	<i>"In the department, there is a lot of talking about ways the world is doomed and they don't really tell you where you are going to go with that, so it is nice to see someone who is in the field, has [their] own business and [they] do the consulting group and helps monitor the building projects and makes sure that they are making improvements on what they want to work."</i>
			<i>"I saw a wide range of what I can do with my degree [and] why I studied this for four years."</i>
			<i>"I think that it will be very beneficial to have a practitioner and actually have that hands-on experience where you can say, I did this for my [course] project when you are going to apply for a job."</i>
THEME 3: BENEFIT TO THE COMMUNITY THROUGH STUDENT PROJECTS			
Survey Statement	Pre	Post	Students' Quotes
My voice has the power to influence how decisions are made in my community	3.9	4.02	<i>"Ultimately, going out and studying one thing for four-five months is interesting because it's kind of how it would be in the real world almost. Instead of being in a class where we are working on a bunch of little projects throughout the semester, it's just one large issue or large problem that we are trying to solve collectively as a group. So, I do see the greater impact that a project like that would have in the community and I appreciate it in that way."</i>
Survey Statement	Pre	Post	Students' Quotes
I can make better connections with practitioners through this course	4.08	3.91	<i>"I feel like having these practitioners allows us to break into the community earlier. But I know people, if they had this opportunity earlier, to be in those environments, it would help them more. But I also appreciate that people were able to do it in the first place. I very much appreciate the experience that I'm getting from it because it reaffirms what I want to do."</i>

Key Themes From Practitioners and Faculty

Coteachers felt more confident about collaborative coteaching and the usefulness of the PSP for their professional development by the semester end. There was strong agreement among coteachers about the hope and realization of the objectives of the PSP. Like students, faculty and practitioners agreed that the PSP could be useful for lower level and higher level courses; there was also agreement that they would consider coteaching with practitioners/faculty in the future. Below we present the key themes.

Professional Development for Coteachers. Coming into the program, the practitioners were looking for exposure to an academic environment, a chance to interact with our diverse student body, and greater opportunities of engagement with UMB. They wanted their knowledge to be valued in the classroom and hoped to develop teaching skills, especially those with no prior teaching experience. Toward the end of the program, they felt they had received the desired exposure and developed their pedagogical skills. They indicated that they found this experience enriching and rewarding, and they expressed interest in future opportunities. One practitioner shared,

The PSP program was impactful for me because it . . . allowed me to utilize pedagogical skills that I would not normally use in practice. It also exposed me to other scholars, literature, and student gifts that are beneficial to my organization and my personal growth.

Practitioners started to consider themselves advocates for students and recognized the unique role played by UMB in serving its urban mission. Faculty saw the PSP as a professional development opportunity to participate in a community of practice, meeting regularly as part of the pilot. They felt that the PSP helped them build a connection with the practitioner with whom they hoped to collaborate on projects in the future. Faculty appreciated the chance to coteach with professionals in the field with shared interests and to grow as instructors while providing students with hands-on learning and real-world career exposure. One faculty member shared,

The PSP impacted me as a faculty member because it helped me to

fill a gap in my teaching in a way that I think was beneficial to my students. I appreciate the ways that I have grown as an instructor through the coteaching and through the network of practice.

Faculty also saw the value practitioners brought in for students to better see their relationship to and impact on their communities through their learning.

Equity Between Faculty and Practitioners. Coteachers felt that an explicit conversation about shared power in the class might be helpful, with a caution by practitioners about whiteness setting the standard. In addition, some structural factors privileged faculty over practitioners. A tenured professor was by default seen as the person in charge. Further, faculty and practitioners did not have equal access to university resources: Specifically, practitioners had no designated office space or office hours. One faculty member shared their own office space with the practitioner during office hours for their course. Coteachers agreed that access to spaces also contributes to the exercise of equity between coteachers. Practitioners agreed that not all things had to be equal, given that faculty are teaching full time, whereas practitioners had full-time jobs in addition to the coteaching.

Class observations and student responses indicated the possibility of gender- and age-related dynamics reflecting unconscious bias that might need to be addressed. Two of the four pairs included older (ages 50+ years), more senior faculty members, whereas the others were younger (age 30s), junior faculty. We noticed that older faculty members with longer teaching experience were more “set in their ways,” as some students articulated, in how they chose to interpret and engage with the community and their practitioner. In contrast, junior faculty appeared more willing to shift the power dynamic with their practitioners, more openly following the practitioner’s lead in determining what and how work would unfold. Two faculty were male, and the remaining teachers were all female. It appeared male faculty exerted dominance in the classroom dynamic, with the female practitioners taking a second-tier role, so that students described these practitioners as sometimes seeming more like a “teacher’s assistant.” We noticed during observations that male faculty both physi-

cally and intellectually took up more space in the classroom. The female-only coteaching pairs seemed to operate more cooperatively and equally, both positionally in the classroom and as perceived by students. In fairness, only one classroom observation was conducted for the pilot, although these takeaways were also noticed in student responses and in cohort activities. Additional classroom observations would help illuminate the accuracy of these impressions.

Across the courses, there was a variety of teaching and collaboration styles. Some coteachers engaged in a more dialogic style of coteaching, whereas in other classes, faculty lectured primarily and practitioners shared their inputs as needed. Students appeared to turn to the faculty primarily, perhaps given the structural differences that privileged the faculty's role—an observation in a majority of the classes. Practitioners' ability to engage with students seemed somewhat dependent on the space and authority that faculty members relinquished. Students appeared to engage with practitioners more actively on projects and other class activities, exercises, and community-based experiences, such as field trips. In classes where coteaching involved more shared communication and delivery of content, we observed increased levels of enthusiastic engagement by students with both instructors and the material.

Community-Engaged Teaching With Practitioners and Benefit to Community. Practitioners and faculty strongly agreed on the value of community-engaged teaching and learning. However, most felt they did not realize its full potential in their courses, given their own planning challenges. Practitioners' role and community relationships helped students build their projects with potential for community impact. Practitioners hoped their participation would benefit the community and found this experience enriching. One practitioner found students working with their organization throughout the semester very useful. Others appreciated the enhanced visibility of their organization among students through their participation in the PSP. One practitioner shared,

I believe that community-engaged teaching is valuable because it allows students to “get their feet wet” in practice, while learning important theoretical truths about

the subject. It is also beneficial to the community because it often provides for additional resources to be poured into programs through student engagement.

Faculty found this experience helpful in reflecting upon what effective community-engaged teaching and learning represents:

Effective community-engaged teaching brings together the community and the classroom, and this approach is part of the root of UMB. [Having] the impact of benefitting students AND communities in a meaningful way.

Coteachers felt that students can also be considered community, as they were mostly local and representative of Boston's population. Coteachers agreed on the value of practitioners' representing and having connections in the community with which they work while also being professionals in their field who could provide students the necessary exposure. Finally, coteachers appreciated the PSP's flexibility in designing the community engagement components. They articulated the need for more resources to create community and to engage other community members in the classroom. Coteachers recognized that coplanning and integrating community-engaged projects required time commitment ahead of the semester to ensure a meaningful impact for students and community.

Table 3 shows key themes and their average scores from pre and post surveys with coteachers.

Challenges and Opportunities

Practitioners had full-time jobs and found it challenging to commute to campus for classes, some twice a week, and for networks of practice, to schedule with students outside class, though they felt informal interactions offered great value. They suggested having a program calendar early on to overcome scheduling challenges. Coteachers who attempted to plan student projects after the first half of the course, with an aim of coplanning with students, found it difficult to access the required resources because of UMB's bureaucratic hurdles.

Under the Family Educational Rights and Privacy Act (FERPA), UMB is required to

Table 3. Themes and Average Scores From Precourse and Postcourse Surveys With Coteachers

Coteachers rated survey statements from strongly disagree (scored 1) to strongly agree (scored 5). Below, average scores in pre and post surveys are presented under the columns “Pre” and “Post.” Higher average scores between 3 and 5 indicated more desirable outcomes.

THEME 1: PROFESSIONAL DEVELOPMENT	<i>Respondents</i>	<i>Pre</i>	<i>Post</i>
Co-teaching with a faculty/practitioner can help develop important pedagogical skills and practices for my professional development	Practitioners	4.25	4.75
	Faculty	4.67	4.75
THEME 2: COLLABORATION FOR CO-TEACHING	<i>Respondents</i>	<i>Pre</i>	<i>Post</i>
I am working cooperatively with faculty/practitioner to improve students’ learning experiences	Practitioners	4.75	5
	Faculty	4.33	4.75
THEME 3: COMMUNITY-ENGAGED TEACHING & LEARNING	<i>Respondents</i>	<i>Pre</i>	<i>Post</i>
Community-engaged learning can give students an opportunity to impact a community in a positive way	Practitioners and Faculty	4.75	5
I will consider co-teaching with faculty at universities in the future	Practitioners	4.75	5
I will recommend to colleagues to consider co-teaching with faculty at UMB	Practitioners	4.5	4.75
I will co-teach with faculty using project-based and community-engaged teaching as teaching strategy in future	Practitioners	4	5

restrict access to the grading system for nonfaculty. The coteachers were instead encouraged to build an assessment process for students, including the practitioner’s feedback. Although not all practitioners had the leeway for grading, a few provided feedback on assignments. Coteachers reflected that grading signals power and that equal participation in the evaluation can enhance equity between coteachers.

Despite the challenges, faculty and practitioners found the program valuable and developed a vision for and beyond the PSP. Practitioners saw opportunities to build on-going relationships with UMB for fostering reciprocity and equity in higher education. They expressed their hope for this pilot to grow and be institutionalized with adequate resources so that more students, faculty, and practitioners would benefit. They also wished for the connections built through the pilot to strengthen ties between the university and Boston organizations.

Discussion and Conclusion

Practitioners, faculty, and students found participation in the PSP to be an enriching experience, and they appreciated its guiding principles. The success was evident in the strong agreement among students and coteachers about the usefulness and value of the PSP. Notably, prior to the PSP, none of the students, faculty, or practitioners were part of a practitioner-cotaught class model. Nonetheless, practitioners, faculty, and students readily saw its innovative value, had high expectations, and were excited to participate.

A possible limitation of this study is the lack of data on community insights on the impact of the PSP through the student projects. The practitioners were intended to be the connection to the community through their work. Also, evaluating this impact may be challenging because of the range in projects (from research proposals to workshops and youth concerts) and activities (small-group youth mentoring and collecting art) linked to the diversity of disciplines (music

education, Africana studies, psychology, environment). Another challenge was the quick onboarding of the pilot, which was contingent on limited funding and limited staff capacity.

Although the feedback from all participants was positive, we would be remiss to not acknowledge our personal reflections. In our naiveté and idealism in building this new program in higher education, we assumed the coteachers arrived with a shared understanding of equity and social justice in community-engaged learning and the objectives of the PSP. We hoped the practitioners would be elevated and integrated as full coteachers and members of the university community. We expected coteachers would arrive ready to transform the students' learning through community-engaged project-based learning. We hoped the projects would have a significant impact for the community through the practitioners' leadership as coteachers. We hoped to convince the administration and the higher education community at large that this model nurtures reciprocal engagement with community partners, and therefore needed to be sustained. We saw these outcomes emerge, but they did so to varying degrees, especially the community project and the equitable coteaching components. Although the PSP inspired empowerment and shared leadership, each pair had the autonomy to enact their work, leading to different levels of engagement (Farnsworth et al., 2014; International Association for Public Participation, 2007).

We assumed that coteachers' work at advancing equity and social justice in their professional and civic lives, and their excitement for the tenets of the PSP, would translate into effectiveness in the pilot. All coteachers were selected because of their work, reputation, and leadership in this regard. However, the pilot taught us to be explicit about equity and social justice in the context of the PSP and to ensure that these principles are consistently upheld. The pilot helped us better understand equity and social justice in the coteaching practice. For example, practitioners shared the barriers to being equal coteachers (such as not having dedicated office space or office hours for students, or even the capacity to conduct office hours because of their full-time jobs). At the same time, they welcomed not having to be the primary grader and preferred other ways to support evaluation. Also, the inflex-

ibility of the physical classrooms sometimes impacted teachers' ability to create collaborative learning spaces. In the future, faculty should request more adaptive learning spaces from their departments in advance of the semester.

With a new pilot program, unconscious biases (based on age, gender, race, ethnicity, the faculty-practitioner dichotomy, etc.), structural barriers, and power differences potentially continue to operate when not intentionally examined. Although the pilot included a 1-day interactive institute that covered the program framework, good coteaching standards, and project-based community-engaged learning, more professional development may be required to reinforce the principles of equity, community empowerment, and social justice central to the PSP's mission. In the future, we envision a 2-day professionally facilitated training institute with more structured opportunities for reflexivity on difficult topics, supplemented by intentional networks of practice and personal journaling. The institute and fall planning period can also provide more guidance around community projects.

Further, anonymous feedback loops between students and coteachers on key components of the PSP might help continuous real-time improvement. In addition, the PSP demands more planning than a course taught by a sole instructor. The fall planning period was not structured to the extent of requiring that coteachers get pedagogical supports for planning the curriculum. Although consultations for coteachers were offered, none took advantage throughout the program despite reminders. Subject to availability, more capacity and time could be channeled into facilitating, structuring, and reinforcing key components of the PSP and providing supports to coteachers proactively in the fall semester. Simultaneously, the program needs to offer adequate flexibility and academic freedom, balancing structure with room for innovation and relationship building. The lack of adequate resources for the PSP contributes to the challenge of getting additional planning time.

The PSP can have a larger scale sustained impact if institutionalized at the university through intercollege collaborations and hiring practitioners as adjunct faculty or paid consultants to coteach along with full-time faculty. The academic departments could support a PSP-type program

with pedagogical frameworks and professional development for coeducators, as well as consideration of community-engaged teaching toward faculty rewards. At UMB, although department chairs and deans seemed pleased about selected faculty's participation, a formal collaboration could yield greater impact.

For any pilot, it is important for institutional leaders to be in support of and informed about the program's developments and ready to champion its sustainability. Institutions could consider funding a paid summer internship for students to continue their work with the practitioner. Although we lacked the resources to support this, in one of the courses, students were hired and paid to continue serving the community for the summer by the organization. Surely, with availability of resources, other organizations could do the same.

The PSP aspired for the coteachers to use this opportunity to strengthen their relationship for future work. We do not yet know if these relationships continued or have led to other projects. However, several practitioners expressed a desire to sustain a relationship with the institution, either by offering to continue coteaching in the future or by finding other ways for their organization to collaborate with the university. The pilot was an experiment within an academic year, subject to minimal resources

and the imperfect serendipitous matching of faculty and their adaptable spring courses with community practitioners. Given the constraints, how does the PSP further current partnerships while still allowing new partners to participate in the pilot?

Most importantly, the PSP can serve as an innovation in CULP for universities for addressing inequities in higher education. Institutions can work toward more equity and social justice through CULP by making education practically relevant, honoring different forms of knowledge, and pursuing community-engaged pedagogies that are impactful for practitioners, faculty, students, and the community. This requires assessing and fine-tuning, the courage to reflect on strengths and areas for growth, and willingness to change the status quo in teacher-student-community dynamics.

Moving into a second pilot year, with our lessons learned and no additional resources, we continue to stretch academe's conception of who are the holders and creators of knowledge. Moreover, those knowledge assets exist in and for communities. We can engage with them, build closer bridges, and be change agents alongside them and all be the richer for it.



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