Journal of Higher Education Outreach & Engagement

Dedication of *JHEOE* 16(4) to Editor Trish Kalivoda

*T*his issue, Volume 16(4), of the *Journal of Higher Education Outreach and Engagement* (the *Journal*) is dedicated to Dr. Trish Kalivoda in honor of her retirement from the University of Georgia (UGA).

Trish became editor of the *Journal* in 2009, after having served as both a Guest Reviewer and an Editorial Review Board Member. During her time as editor, she oversaw publication of 15 issues, beginning with Volume 13(3) and concluding with the present issue. She also led the transition of the *Journal* in January 2011 to an online, open access journal with no subscription fee. As a result, readership has grown from fewer than 200 subscribers to nearly 1,500 unique visitors from across the globe every month. Approximately 200,000 articles have been downloaded from the website since the transition. Clearly, the reach of the *Journal* is now far and wide, increasing recognition of the authors' work and dissemination of information in a growing field of study. In addition, the transition to the online format has taken the *Journal* beyond the limitations of printing costs, allowing longer issues and more space for articles. At the same time, the *Journal*'s acceptance rate of approximately 10.5 percent shows a continued commitment to maintaining the highest scholarly standards, even while the number of submissions has nearly doubled.

Trish began working for UGA in 1984 in the Office of the Vice President for Business and Finance. During her career, she also held positions in the College of Agricultural and Environmental Sciences, the Office of Instructional Development, and the Office of the Provost and Senior Vice President for Academic Affairs. Most recently, she has served as Senior Associate Vice President in the Office of the Vice President for Public Service and Outreach and as Adjunct Assistant Professor in the Institute of Higher Education.

With her continuous effort to support UGA's public service, outreach, and community engagement mission, Trish has been instrumental in developing several awards and grants to assist UGA faculty members: the Scholarship of Engagement Grants seed-grant program, the Scholarship of Engagement Award, and the Public Service and Outreach Faculty Fellowship program. She was also a founding member of the UGA Teaching Academy, and

she was a teacher and author herself in the field of teaching and learning.

Trish is recognized nationally as a leader, including having recently been appointed Vice President at Large of Phi Kappa Phi, the national honor society. She has served on the Conference Leadership Committee for the National Outreach Scholarship Conference and also is a member of the Association of American Colleges and Universities and the Association for the Study of Higher Education.

Trish's professionalism, leadership, and commitment to excellence embody the mission of the *Journal*. It is with recognition of her hard work and dedication throughout her career, and especially as editor of the *Journal*, that we congratulate her on her retirement. We hope that you enjoy this issue of the *Journal* and will join us in appreciation of Dr. Trish Kalivoda.

Office of the Vice President for Public Service and Outreach
The University of Georgia

Journal of Higher Education Outreach & Engagement

TABLE OF CONTENTS

GOAL ONE
Encourage community-engaged scholarship by identifying its dimensions and demonstrating how it satisfies criteria for rigorous scholarship established by and expected from research universities.

This essay describes how a group of colleagues at the University of Pennsylvania have engaged in sustained efforts over a two-decade period to integrate a commitment to the public good into the fabric of institutional life.

Collaborative community-engaged scholarship has roots in many parts of the world, and engaged practitioners and researchers are increasingly finding each other and sharing resources globally. This article focuses on a "social responsiveness" initiative at the University of Cape Town. Its story, told here by three University of Cape Town colleagues, illustrates the possibilities and complexities of this work in southern Africa. While strongly contextualized there, it also illustrates how the University of Cape Town has both benefited from and contributed to the broader international discussions taking place through TRUCEN (The Research University Civic Engagement Network), the Talloires Network, and other means.

This article describes how public engagement was incorporated into a research university's current Academic Plan, how the public engagement metrics were selected and adopted, and how those processes led to subsequent strategic planning. Some recognition of the importance of civic engagement has followed, although there are many areas in which further research and support are needed. These experiences are shared in the interest of generating ideas about the roles of leadership, planning, data, and recognition in promoting and strengthening a university's commitment to civic engagement.

Goal Two

Encourage research on different forms of civic engagement and give greater visibility to this growing field of scholarship.

This article describes and analyzes the origins, work to date, and future of the Talloires Network, an international association of institutions committed to strengthening the civic roles and social responsibilities of higher education. Included are reflections on the network's strategies for advancing civic engagement in higher education globally, with particular attention to both the successes and the limitations of these strategies. The experience of the network to date may help to illuminate opportunities and challenges with respect to international dimensions of university civic engagement.

Goal Three

Encourage greater commitment to curricular and co-curricular activities that promote students' civic understanding and engagement and scholarly efforts to understand and articulate the outcomes, challenges, and best practices for doing so.

John D. Reiff and Arthur S. Keene
University of Massachusetts

This article introduces the Citizen Scholars Program, a 2-year service-learning and leadership development program that integrates theory and practice to help students develop the knowledge, skills, and vision the authors believe they need in order to build community, be effective citizens, and advocate for social justice. The authors present 16 learning objectives, five methods used to assess the program, 17 program best practices, and four program challenges.

Vincent Ilustre, Ana M. López, and Barbara E. Moely
Tulane University

Tulane University's unique situation after Hurricane Katrina devastated New Orleans in 2005 led to a reinvention of the university with a focus for students and faculty on community engagement. This article tells the story of the formation of Tulane's Center for Public Service, and its programs and activities. The article also highlights perceptions of students, faculty, and community agency members on aspects of Tulane's endeavors to encourage and support university-community engagement.

Paul H. Matthews
University of Georgia

A "student scholars" program was developed to engage undergraduates at a large, public, land-grant research university with its public service and outreach mission, through cohort meetings, supervised internships, and site visits. Qualitative and pre-/post-participation quantitative data from the first cohort of 10 students show that participants gained deeper understanding of the university's public service and outreach mission, purpose, and activities, and developed skills appropriate to engaging in this work themselves. Such a program holds promise for creating a core of informed student advocates for the university's public service and outreach mission and engagement work as well as improving these students' own competencies and motivations for incorporating public service and outreach into their academic and professional careers.

Institutional Highlights

REPRINTS

RESOURCES

Editor's Page: In this Special Issue . . .

*I*n 2009, the University of Georgia (UGA) joined TRUCEN (The Research University Civic Engagement Network). The prompt to do so was two monographs the group produced from discussions held at their 2006 and 2007 meetings:

> *New Times Demand New Scholarship I: Research Universities and Civic Engagement – A Leadership Agenda,* and

> *New Times Demand New Scholarship II: Research Universities and Civic Engagement – Opportunities and Challenges*

The first document shaped our thinking about how to encourage the scholarship of engagement at the curricular, faculty, and institutional levels at UGA. The second illuminated in a real "ah-ha" way the dimensions of engaged research; it explained (with lots of diagrams) that

1. there can be different degrees of community engagement amongst the different stages of a research project (e.g., framing the question, determining the data collection method, using the data); and

2. the academic and the community impacts of research outcomes can vary – there is no "right level" of impact or "one-size-fits-all" engaged research.

I thought it would be great to be a part of this sharp-thinking group – that UGA would benefit from sharing and collaborating with like-minded colleagues.

Indeed, membership in TRUCEN has benefited the University of Georgia in a number of ways including generating ideas for new programs, activities, and assessment mechanisms; informing us of publication venues for articles by UGA faculty members; and strengthening UGA's connection with Campus Compact.

The University of Georgia was the host site for TRUCEN's 2010 meeting at which TRUCEN's draft mission statement was reviewed and approved. It occurred to us (the guest editors of this issue and me), that dedicating a special issue of the *Journal of Higher Education Outreach and Engagement* to TRUCEN would be a way to share the mission statement; the history of TRUCEN; examples of work being done in the global academy to advance

university-community engagement; best practice programs and activities at TRUCEN institutions; and a reprinting of the 2006 and 2007 monographs.

It is our hope that the contents of this thematic issue will be helpful to those at all types of postsecondary institutions in all corners of the world.

With warmest regards,
Trish Kalivoda
Editor

with guest editors
Maureen Curley
Director of Campus Compact
Ira Harkavy
Founding Director and Associate Vice President of the Netter Center for Community Partnerships, University of Pennsylvania
Kathy O'Byrne
Director of the University of California, Los Angeles Center for Community Learning
Timothy K. Stanton
Director
Bing Overseas Studies Program in Cape Town
Stanford University
Cape Town, South Africa

The History of TRUCEN

Maureen F. Curley and Timothy K. Stanton

By the early years of this new century it was evident that increasing numbers of colleges and universities had undertaken numerous innovative efforts to reinvigorate and prioritize students' civic and community engagement in their surrounding communities. Volunteer programs driven by students had started up in huge numbers, and academically based service-learning programs led by faculty members had proliferated across higher education. At some institutions faculty were experimenting with building community-engaged research activities into the curriculum or focusing their own research agendas on the growing, diverse forms of citizen action taking place in society—research *on* civic engagement.

However, a number of individuals involved with these movements had noticed that much of the most ambitious and innovative work was taking place in teaching-focused community and liberal arts colleges and state universities. Research universities were relatively less involved, despite the significant efforts of many of their faculty and staff members who had undertaken to promote and advance civic engagement in these institutions.

Recognizing the need to encourage engaged scholarship at research universities and these institutions' potential to provide leadership in this arena, Campus Compact executive director Liz Hollander, and Rob Hollister, dean of the Jonathan M. Tisch College of Citizenship and Public Service at Tufts University, decided in 2005 to convene scholars from some of the research universities that were advanced in civic work to discuss how their institutions were promoting engagement on their campuses and in their communities, the success they had experienced, and the challenges they faced. Hollander and Hollister had a sense that research university colleagues who wished to advance civic engagement at these institutions faced particular challenges that were different from those faced by faculty and staff at teaching-focused institutions. Further, they felt that existing forums that convened those involved in service-learning and engaged scholarship usually included few research-university-based colleagues, so their issues rarely were addressed with any depth. They therefore hoped that this meeting would provide space for in-depth exploration of the opportunities and special challenges relating to civic engagement work at research-intensive institutions.

Thus in October 2005 individuals from 13 research universities met at Tufts for a two-day meeting. The group not only shared their ideas but decided to take action by becoming a more prominent and visible "voice for leadership" in the larger civic engagement movement in higher education. As a first expression of that voice, they began development of a case statement that outlined why it was important for research universities to embrace and advance engaged scholarship as a central component of their activities and programs at every level: institutional, faculty, and student. That statement, which was prepared during several months following the meeting and endorsed by the entire group, argued that research universities' top-tier faculty, outstanding students, considerable financial resources, and state-of-the-art research facilities position them to contribute to community change relatively quickly and in ways that could ensure deeper longer-lasting commitment to civic engagement across the entire higher education sector.

To advance this process, the group developed a set of recommendations for what research universities could do to promote engaged scholarship at their own institutions, across research universities generally, and potentially throughout higher education. The group's rationale and recommendations are contained in its first report, *New Times Demand New Scholarship: Research Universities and Civic Engagement—A Leadership Agenda*, published by Tufts University in 2006 and available at http://www.compact.org/initiatives/civic-engagement-at-research-universities/. Most important, by the end of the Tufts meeting the group had decided to invite a small number of additional research university colleagues to join them and convene a second meeting at the University of California, Los Angeles (UCLA) the following year. Campus Compact was able to support the preparation of the report and planning for the UCLA meeting with funds obtained from the Carnegie Corporation of New York.

TRUCEN's second meeting was held in February 2007 at UCLA and was attended by 23 individuals from 22 research institutions. California Campus Compact served as a cosponsor and assisted UCLA with planning. This group decided to focus on opportunities and challenges in four areas critical to expanding and institutionalizing civic engagement within research universities:

- engaged scholarship (research in any field that partners university scholarly resources with those in the public and private sectors to enrich knowledge, address and help solve critical societal problems, and contribute to the public good);

- scholarship focused on civic and community engagement (research focused on civic participation in public life, including participation by engaged scholars, and on the impacts of this work on all constituencies);

- the education of students for civic and community engagement (what students need to know and be able to do as active, effective citizens of a diverse democracy);

- institutionalization: advancing civic engagement within and across research universities (challenges to and effective strategies for institutionalizing civic engagement within a research university context).

Opportunities and Challenges

As group members shared developments in their work at their respective institutions over the time since meeting at Tufts, they were impressed with how much progress had been made and how many new initiatives were under way, even as major challenges remained. The extent of civic engagement scholarship and education at research universities had grown substantially. Presidents and provosts of many of these institutions, as well as a growing cadre of faculty, were exerting forceful leadership to elevate civic engagement both programmatically and organizationally. An increasing number of research universities had established new high-level positions and university-wide coordinating councils to elevate their civic engagement functions.

Nevertheless, as encouraged as group members were by these developments, they agreed that there was much more that research universities can and should do. Therefore, as with the Tufts group, those convened at UCLA decided to publish a report of their deliberations, in which they would call attention to the significant opportunities civic and community engagement offers to research institutions seeking to renew their civic commitments, strengthen their research and teaching, and contribute positively and effectively to their local communities and those more distant. They also sought to offer a discussion of challenges to establishing and sustaining engaged scholarship presented by research university contexts. By sharing their conversation—their questions and conclusions—they sought to stimulate colleagues to consider how they, as individual scholars and teachers, as well as institutional citizens, could help realize the research university's historic, civic mission

by advancing civic and community engagement to support both campus priorities and a more healthy, just, and sustainable world. This second report, *New Times Demand New Scholarship II: Research Universities and Civic Engagement—Opportunities and Challenges*, published by UCLA in 2007, is also available at http://www.compact.org/initiatives/civic-engagement-at-research-universities/.

Inspired by this conversation, these colleagues decided to meet a third time in February 2008 and to again invite a few additional research institutions and colleagues to join their ranks. The University of North Carolina (UNC) offered to host the meeting, which was planned by a committee of group members. The planning committee decided this third meeting should focus discussion on both substantive and operational questions. Substantively, the group wanted to have a deep, focused discussion on community-engaged research—its definitions and diverse practice and the recognition and rewards (including potential for tenure and promotion) colleagues gain for their involvement in and leadership of this work. Operationally, the meeting planners wanted to encourage in-depth discussion on the future of this growing network. Should it continue? If so, how? With what resources, and so on?

As with the first two meetings, the UNC session's outcomes were considerable. Rather than publish a third report of its substantive deliberations on engaged scholarship, the convened group decided to launch an online "toolkit," or annotated bibliography, of emergent literature on community-engaged scholarship that would be of interest and relevance to a research university audience. Jeffrey Howard (University of Michigan) and Tim Stanton (Stanford University) volunteered to serve as editors. Over the year following the meeting, and with assistance from the other group members, Howard and Stanton compiled and published the *Research University Engaged Scholarship Toolkit*, which was posted in 2009 on the Campus Compact website at http://www.compact.org/initiatives/civic-engagement-at-research-universities/trucen-overview/.

On the operational side, the assembled colleagues decided that the network should both continue and be further expanded. Institutions admitted to membership would be very high research universities as classified by Carnegie and active members of Campus Compact. There also was a commitment to gradually expand the membership each year with an eye toward diversifying the group geographically. A formal ongoing steering committee was created, and the group adopted a name, The Research University Community Engagement Network (TRUCEN).

In 2009, 28 TRUCEN members convened at Stanford to focus on case studies and discussion of faculty and institutional environments that promote engaged scholarship at research universities, and on institutional support of community-based service-learning and research by undergraduate and graduate students. The case studies were drawn from the experience of faculty members committed to engaged scholarship at TRUCEN member institutions. The student-focused session included a panel of undergraduate and graduate students involved in community work at both Stanford and the University of California, Berkeley.

TRUCEN's fifth meeting took place in February 2010 at the University of Georgia with 30 participants in attendance from 25 research universities. Focus for this meeting was on the role of research universities with "P-20 Education" and on "Measuring Engagement"—how are research institutions going about evaluating and assessing their engagement work on and off campus. Attention was also given to discussion and drafting of a clear mission and goals statement for the network, which had been drafted by a members' working group prior to the meeting. This statement was published in the summer 2010 issue of *Compact Currents*, which is available at http://www.compact.org/about/compact-current/. Perhaps most important, at this meeting the network accepted an invitation from the editor of the *Journal of Higher Education Outreach and Engagement* to support and contribute to a special issue focused on TRUCEN in which this article appears.

Most recently, in February 2011 TRUCEN's sixth meeting took place at Georgetown University, convening 41 participants representing 35 institutions. At this meeting the network renewed its focus on community-engaged scholarship with a promotion and tenure study at Michigan State University *(Glass, Doberneck & Schweitzer, 2008)* as a case study. In addition, participants discussed case examples from the University of California (community-engaged scholarship in the core undergraduate curriculum), the University of Massachusetts Amherst (the impact of educating for civic engagement on student development), and from KerryAnn O'Meara's (University of Maryland) research on "faculty civic agency" at a variety of institutions.

In six short years, what began as a gathering of committed but largely disconnected individual advocates and practitioners of engaged scholarship at research universities has matured into a growing, structured network of colleagues who collaborate on behalf of advancing this movement within this sector of higher education. Participation has been hugely valuable to its members.

As noted by one TRUCEN member, Victoria Robinson (University of California, Berkeley), "This network, being part of a cadre of like-minded colleagues who are confronting similar challenges, gives me courage to make the case for engaged scholarship at my institution."

TRUCEN's work has also at least partially achieved the vision of the network founders in showing the way forward for higher education more generally, as noted by another member, Eric Mlyn (Duke University):

> TRUCEN has been of great value to me and to Duke, because we are eager to learn from other comparable institutions, how do they organize their civic engagement work? How do they engage their faculty? In addition TRUCEN has enabled me to share what Duke has accomplished through initiatives such as Duke Engage. In our discussions we not only talk about what we have accomplished, but also about how to tweak and improve it through the comments and feedback we get from our fellow members. . . . . What may be more important, however, is the relationships that I have developed within the network. I just finished co-sponsoring a conference on global civic engagement with Amanda Moore McBride (Washington University) that attracted interest from a wide variety of institutions far beyond the TRUCEN network. This would not have happened without TRUCEN.

At that first Tufts meeting participants sat around the table bemoaning the fact that while there were shining examples of community-engaged scholarship within their institutions, there was a serious, more general lack of public leadership for this work within the research-intensive university sector. In looking around the table toward the end of that meeting, many participants had the sudden realization that the leaders they sought were in fact themselves, that they would have to become the public advocates for this work in these challenging contexts. This realization sparked the decision to move forward with publications and following meetings. TRUCEN's ranks have swelled and the movement has advanced and gained strength. However, as anyone committed to community-engaged scholarship at a research-intensive university knows, there remain miles to go. TRUCEN hopes that this special issue of the *Journal* will advance us along a path toward truly

engaged research institutions, and intends to continue its dialogue and advocacy into the future.

Reference

Doberneck, D., & Schweitzer, J. (2008). Outreach and engagement in promotion and tenure, National Center for the Study of University Engagement, Michigan State University.

About the Authors

Maureen F. Curley is the president of Campus Compact. Her research interests include engaged scholarship, community-campus partnerships, and non-profit networks. She earned a bachelor's degree in political science from Emmanuel College and a master's degree in organizational development from Antioch University New England.

Timothy K. Stanton is the director of Bing Overseas Studies Program in Cape Town at Stanford University. His research interests include community-based partnership research, engaged scholarship and community development and best practices in service-learning. He earned a bachelor's degree in English from Stanford University, a master's degree in Education from San Francisco State University, and a Ph.D. in Human and Organization Systems from Fielding Graduate University.

The Mission and Purpose of TRUCEN (The Research University Civic Engagement Network)

*T*he mission of The Research University Civic Engagement Network (TRUCEN) is to advance civic engagement and engaged scholarship among research universities.

Most universities were founded with a civic purpose. They have a fundamental obligation to apply their skills, resources, and energy to address the most challenging issues in society. Research universities have a special role to play. Through scholarship that combines rigorous academic standards with community collaboration, broadly defined, research universities can deepen our understanding of issues and develop practical solutions that will make a difference. Through teaching that combines deep understanding of issues with engagement in community and global problem solving, they can give students the knowledge, analytical skills, and civic disposition required to address our greatest challenges.

Research universities have been criticized for not taking advantage of these opportunities—community-focused and collaborative research and teaching—to make a big enough difference in the world. They often respond defensively with a list of their many important, traditional outreach activities, and in most cases the list is long. That misses the point. Research universities have a responsibility to help us understand our world and that understanding is enhanced through engagement with communities in solving the world's greatest problems. Those of us privileged to work in these institutions should dedicate ourselves to putting in place the structures, processes, and incentives to make it happen. It is our moral responsibility as scholars, it is our democratic responsibility as citizens, and it is our route to excellence in our scholarship and instruction. We must embrace this responsibility as an expression of our core academic, social, and civic values. TRUCEN is committed to helping research universities understand and meet this responsibility in ways that will make them better institutions of higher learning making a greater difference in the world.

Goals

TRUCEN has adopted the following goals for advancing civic engagement and engaged scholarship as part of the core mission of all research universities.

Goal 1

Encourage community-engaged scholarship by identifying its dimensions and demonstrating how it satisfies criteria for rigorous scholarship established by and expected from research universities.

There are many overlapping definitions of engaged scholarship and reasonable people can disagree about exactly how it should be conceptualized in practice. TRUCEN has identified three core dimensions, however, and each represents a continuum of possibilities that a campus should address in determining whether scholarship is more or less engaged. The *purpose* of the research must be to benefit society, broadly defined, as opposed to developing new knowledge solely for its own sake. The *process* must be collaborative, but the overall level of engagement among faculty, students and community members will vary depending on the degree of collaboration at each stage of the research. The *impact* of engaged research must benefit society and extend beyond making a difference only within an academic field.

Engaged researchers must meet the same rigorous standards applied to traditional scholarly inquiry, and in addition meet standards related to how they involve community members and/or organizations as respected partners in research design, implementation, reporting, and evaluation. This kind of collaborative work can be deeply challenging and time-consuming. The reward for meeting these additional challenges, however, is the satisfaction that comes from researching issues with urgency and potential to improve peoples' lives, creating new knowledge that has value and impact in both the community and the academy, and in engaging citizens as partners in the research process.

Goal 2

Encourage research on different forms of civic engagement and give greater visibility to this growing field of scholarship.

Democratic societies cannot realize their highest ideals without a diverse and vibrant civic life. There is wide agreement about that proposition. There is less agreement about how to create the kind of civic life that leads to constructive and effective engagement by

our citizens. TRUCEN believes that research universities have a responsibility to help answer that question by conducting research on civic learning and citizen participation in community and public affairs. Civic engagement takes many forms, including a focus on democratic citizenship, community development, public governance, philanthropy, and on many other diverse forms of civic life. Research on civic engagement is a growing area of scholarship with its own specific content focus, and it is often carried out through interdisciplinary centers and institutes. TRUCEN is committed to strengthening democratic practice by promoting and supporting research universities' participation in the expansion of scholarship on civic engagement.

Goal 3

Encourage greater commitment to curricular and co-curricular activities that promote students' civic understanding and engagement, and scholarly efforts to understand and articulate the outcomes, challenges, and best practices for doing so.

In recent years many colleges and universities have created programs designed to give students greater opportunities for service-learning, volunteer service, public leadership development, and engaged research. These programs have multiple goals, including service to community partners, enhanced learning for students through a combination of teaching and practice, and increased civic participation by students. TRUCEN believes that research universities must be more rigorous and systematic in clarifying and articulating the intended outcomes of these different programs, and that they are particularly well positioned to do so. We should encourage investigations focused on: what knowledge, skills, values, and behavior do we seek to promote in students through this work? What practices and conditions maximize student learning and community impact? What factors motivate students and best prepare them for effective participation in democratic society over their adult lives? What are the best practices in working with community organizations that partner with universities to support the civic and community engagement of our students? TRUCEN is committed to encouraging research that will answer these and related questions about the effectiveness of engagement programs and activities for students.

GOAL ONE

Encourage community-engaged scholarship by identifying its dimensions and demonstrating how it satisfies criteria for rigorous scholarship established by and expected from research universities.

Integrating a Commitment to the Public Good into the Institutional Fabric: Further Lessons from the Field

Ira Harkavy and Matthew Hartley

Abstract

This essay describes how a group of colleagues at the University of Pennsylvania have engaged in sustained efforts over a two-decade period to integrate a commitment to the public good into the fabric of institutional life.

Introduction

*T*his essay builds on and extends earlier research and writing that we (the authors) have done, trying to understand how a commitment to local engagement, which is the term commonly used at the University of Pennsylvania (Penn), becomes embedded in the core work of the institution *(Benson, Harkavy, & Hartley, 2005; Hartley, Harkavy, & Benson, 2005)*. Our inquiries have been guided by social psychologist Kurt Lewin's dictum: If you want to truly understand something, try to change it. The work undertaken by the Netter Center for Community Partnerships, with which we are both involved (one as founding director and the other as a long-standing member of the Netter Center's faculty advisory board), has constituted an ongoing participatory action research project whose primary interconnected goals are to help produce substantive change for the better and, through that process, advance knowledge and learning.

A central theme of this essay is that institutionalization occurs when organizational structures are established to support local engagement, and when a critical mass of colleagues embrace the value of this work. Resources also need to be secured and strategically deployed to ensure the development and growth of an effective organization and programs. We have found that for a higher education institution to genuinely (as opposed to putatively) embrace its civic mission, faculty members must come to see the work as central. At a research university like Penn, this means conceptualizing the work of engagement as a powerful strategy for developing new knowledge through research and teaching. Given Penn's founding purpose of serving society and promoting citizenship, it also involves working to connect local engagement efforts to the goal of improving the community and to a larger, democratic purpose *(Saltmarsh & Hartley, 2011)*. We believe that these approaches,

which entail both structural and ideological change, enable civic engagement to put down roots in the groves of academe *(Hartley et al., 2005)*.

We begin this essay by describing the evolution of local engagement at Penn, paying particular attention to the central ideas that have informed this work. Although Penn's key strategies have not changed, the tactics to achieve them have evolved. Change requires a measure of boldness to challenge the status quo. It also requires an abundance of humility—the willingness to adapt or discard ideas that do not work well. The Netter Center is a work in progress, and the current period holds particular importance for the future of civic engagement at Penn as well as for the movement in general.

A History: Learning to Leverage the Strengths of the University, the Community, and the Schools

Since 1985, the University of Pennsylvania has been engaged with local public schools in a school-community-university partnership that was initially known as the West Philadelphia Improvement Corps.[1] Over the ensuing 25 years, this effort evolved, spawning a variety of related projects that engage Penn faculty and students with public schools and the community of West Philadelphia.

A key strategy implemented by Penn focuses on developing university-assisted community schools designed to help educate, engage, activate, and serve all members of the community in which the school is located *(Harkavy & Hartley, 2009)*. The strategy assumes that community schools, like colleges and universities, can function as focal points to help create healthy urban environments and democratically engaged communities. The strategy also assumes that both universities and colleges function best in such environments. More specifically, the strategy assumes that public schools can function as environment-changing institutions, and can become strategic centers of broadly-based partnerships that genuinely engage a wide variety of community organizations and institutions. Since public schools "belong" to all members of the community, they should "serve" all members of the community. (However, no implication is intended that public schools are the only community places where learning and social organization occur. Other "learning places" include libraries, museums, private schools, faith-based organizations, and other institutions. Ideally, all of these places would collaborate.)

More than any other institution, public schools are particularly well-suited to function as neighborhood "hubs" or "centers"

around which local partnerships can be generated and developed. When they play that innovative role, schools function as community institutions par excellence. They then provide a decentralized, democratic, community-based response to rapidly changing community problems. In the process, they help young people learn better, and at increasingly higher levels, through action-oriented, collaborative, real-world activities.

For public schools to actually function as integrating community institutions, however, local, state, and national governmental and nongovernmental agencies must be effectively coordinated to help provide the myriad resources community schools need to play the greatly expanded roles that our Penn colleagues and we envision them playing in American society. How to conceive that organizational revolution, let alone implement it, poses extraordinarily complex intellectual and social challenges. But as the great American pragmatic philosopher John Dewey argued, working to solve complex, real-world problems is the best way to advance knowledge and learning, as well as the general capacity of individuals and institutions to do that work *(Benson, Harkavy, & Puckett, 2007)*.

Association of American Colleges and Universities should give the highest priority to solving problems facing the communities of which they are a part. If they were to do so, they would demonstrate in concrete practice their self-professed theoretical ability to simultaneously advance knowledge, learning, and societal well-being. They would then satisfy the critical performance test proposed in 1994 by the president of the State University of New York at Buffalo, William R. Greiner, namely that "*the great universities of the twenty-first century will be judged by their ability to help solve our most urgent social problems* [emphasis added]" *(Greiner, 1994)*. Further, by tackling universal problems manifested locally, Penn would be able to significantly advance learning and knowledge in general.

The idea that Penn has been developing since 1985 extends and updates John Dewey's theory that the neighborhood school can function as the core neighborhood institution—the neighborhood institution that provides comprehensive services, galvanizes other community institutions and groups, and helps solve problems communities confront in a rapidly changing world *(Benson, et al. 2007)*. Dewey recognized that if the neighborhood school were to function as a genuine community center, it would require additional human resources and support. But to our knowledge, he never identified colleges and universities as a key source of broadly based, sustained, comprehensive support for community schools. This is, in our judgment, an important missing piece of the puzzle.

It is essential to emphasize that the university-assisted community schools now being developed have a long way to go before they can fully mobilize the powerful, untapped resources of their communities, and thereby enable individuals and families to function as community problem-solvers as well as deliverers and recipients of caring, compassionate local services.

Establishing the Center for Community Partnerships

In July 1992, Penn's president, Sheldon Hackney, created the Center for Community Partnerships (the Center). To highlight the importance Hackney attached to the Center, he located it in the Office of the President and appointed one of the authors (Ira Harkavy) as its director. Symbolically and practically, the Center's creation constituted a major change in Penn's relationship with West Philadelphia and the city as a whole. In principle, by creating the Center for Community Partnerships, the university formally committed itself as a corporate entity to finding ways to use its enormous resources (i.e., student and faculty "human capital") to improve the quality of life in its local community—not only in respect to public schools, in particular, but also to economic and community development in general.

The creation of the Center for Community Partnerships was based on the assumption that one highly effective and efficient way for Penn to simultaneously serve its enlightened institutional self-interest and carry out its academic mission was for its research and teaching to strongly focus on universal problems—better schooling, healthcare, and economic development—*manifested locally in West Philadelphia and the rest of the city*. By focusing on strategic universal problems and effectively integrating general theory and concrete practice, as Benjamin Franklin advocated in the 18th century, Penn would improve symbiotically both the quality of life in its ecological community, and its academic research and teaching.

As it was optimistically initially envisioned, the Center for Community Partnerships would constitute a far-reaching innovation within the university. To help overcome the remarkably competitive fragmentation that had developed after 1945, as Penn became a large research university, the Center would identify, mobilize, and integrate Penn's vast resources in order to help transform West Philadelphia public schools into innovative community schools.

The emphasis on partnerships in the Center's name was deliberate: It acknowledged that Penn would not try to "go it alone" in West Philadelphia as it had been long accustomed to do, often to

the detriment of the wider community. The creation of the Center was also significant internally. It meant that, at least in principle, the president of the university would have—and use—an organizational vehicle to strongly encourage all components of the university to seriously consider the roles they could appropriately play in Penn's efforts to improve the quality of its off-campus environment.

Support from the Institutional Vision of Penn's Presidents

Implementation of that strategy accelerated after Judith Rodin became president in 1994. A native West Philadelphian and Penn graduate, Rodin was appointed, in part, because of her deeply felt commitment to improving Penn's local environment, and to transforming Penn into the leading urban American university *(Rodin, 2007)*. An important contribution of Rodin's tenure was working to realign a number of Penn policies to promote economic development.

Amy Gutmann, Penn's current president, a distinguished political philosopher whose scholarly work explores the role public schools and universities play in advancing democracy and democratic societies, in her inaugural address in October 2004, announced a comprehensive "Penn Compact" (the Compact) designed to advance the university "from excellence to eminence." Although the Compact's first two principles—increased access to a Penn education and the integration of knowledge—had, and continue to have, significant implications for the Center's work, the third principle is particularly relevant:

> The third principle of the Penn Compact is to engage locally and globally. No one mistakes Penn for an ivory tower. And no one ever will. Through our collaborative engagement with communities all over the world, Penn is poised to advance the central values of democracy: life, liberty, opportunity, and mutual respect. Effective engagement begins right here at home. We cherish our relationships with our neighbors, relationships that have strengthened Penn academically while increasing the vitality of West Philadelphia. *(Gutmann, 2004)*

Gutmann's articulation of Penn's core values and aspirations in the Compact brought an increased emphasis to realizing the university's institutional potential through working to solve real-world problems in partnership with communities. Local engagement

work moved from being largely a means to help Penn revitalize its local environment to becoming a way for it to achieve eminence as a research university.

Gutmann's efforts underscore another important dimension of engagement work. She linked work with West Philadelphia to another important goal—strengthening democracy. Penn, of course, cannot become a university dedicated to preparing a moral, engaged democratic citizenry with disconnected programs, no matter how extensive. Democratic local engagement must become a central organizing principle of the institution, embedded in its DNA, so to speak—and that is a primary goal of Gutmann's Penn Compact.

During the years of Rodin's and Gutmann's presidencies, the Center for Community Partnerships had been expanding and refining its university-assisted community school model. By 1992, in addition to afterschool, evening, and summer programs for youth and adults, the school-day programs worked with about 10 teachers in two schools. By 2006, a range of programs, including literacy, mathematics, science, health and nutrition, career guidance, and afterschool enrichment, were supported by the Center, and involved 65 teachers in five schools. In 2010, the Netter Center for Community Partnerships had become endowed and was working with seven schools in West Philadelphia, reaching approximately 4,000 students and several dozen teachers. The support of Presidents Hackney, Rodin, and Gutmann for the Center for Community Partnerships and its work has helped to powerfully advance Penn's engagement with West Philadelphia partners. In 1991-1992, three faculty members taught four Academically Based Community Service courses (Penn's term for service-learning) to approximately 100 students. By 2003-2004, a year prior to Gutmann's first year in office, 54 such courses were being offered by 43 faculty members to 1,400 Penn students. In 2011-2012, more than 1,600 Penn students (professional, graduate, and undergraduate) and 56 faculty members (from 20 departments across six of Penn's 12 schools) were engaged in West Philadelphia through these Academically Based Community Service courses.

Support by Penn Alumni

In October 2007, the Center for Community Partnerships became the Netter Center for Community Partnerships (the Netter Center) in recognition of a generous endowment by Barbara and Edward Netter. The Netters (Edward was a 1953 Penn graduate and their son, Donald, also graduated from Penn) had an abiding

interest in improving education and advancing efficient public school reform. In 2005, they supported an evaluation of the Center's university-assisted community schools both locally and nationally. The evaluation showed that the model was highly promising, cost effective, and could be adapted across the United States. The evaluation's findings were crucial to the Netters' endowing the Center. Moreover, less than a year after the Netters' gift, at the 2008 Service Nation Summit, in which both U.S. presidential candidates participated, President Gutmann pledged that Penn would fund an additional 400 community service opportunities at the Netter Center and two other centers, Civic House and the Fox Leadership Program, through 2012.

Partnerships dating back over 25 years with schools and communities in West Philadelphia, a developing and expanding critical mass of faculty and students involved in Academically Based Community Service teaching and learning (including the development of a Wharton-Netter Center Community Partnership created through an anonymous gift), and visible and sustained support for the Netter Center from President Gutmann, all indicate Penn's dedication to collaboration with communities. Nonetheless, Penn is still far from fully realizing the potential of university-assisted community schools in practice as well as Franklin's original vision for the university to educate students with "an *Inclination* join'd with an *Ability* to serve Mankind, one's Country, Friends and Family" *(Best, 1962, p. 150)*.

The Netter Center's Focus on Significant, Community-Based, Real-World Problems

To Dewey, knowledge and learning were most effective when human beings worked collaboratively to solve specific, strategic, real-world problems. "Thinking," he wrote, "begins in . . . a *forked road* situation, a situation which is ambiguous, which presents a dilemma, which poses alternatives" *(Dewey, 1910, p. 11)*. A focus on universal problems (e.g., poverty, unequal healthcare, substandard housing, hunger, inadequate and unequal education) as they are manifested locally is, in our judgment, the best way to apply Dewey's proposition in practice. The Netter Center's development of the Sayre Health Center is a concrete example of the application of Dewey's proposition at one of Penn's university-assisted community schools in West Philadelphia.

The Sayre Health Center.

In 2002, a group of undergraduates at Penn participating in an Academically Based Community Service seminar focused their research and service on one of the most important issues identified by members of the West Philadelphia community—the issue of health. The students' work with the community ultimately led them to propose establishing a center focused on health promotion and disease prevention at a public school in West Philadelphia, the Sayre Middle School. A public school is in many respects the ideal location for healthcare programs as well as other programs that serve the neighborhood. Public schools are not only where children learn, but also where community residents can gather and participate in a variety of activities.

From their research, the students learned that community-oriented projects often flounder because of inability to secure stable resources. The students postulated that they could accomplish their goal by integrating issues of health into the curricula at schools at Penn and at the Sayre School itself. They emphasized that the creation of a health promotion and disease prevention center at the school could serve as a learning venue for medical, dental, nursing, arts and sciences, social work, education, design, and business students. Their proposal proved so compelling that it led to the development of a school-based Community Health Promotion and Disease Prevention Center at Sayre Middle School. The Sayre Health Center was formally opened in 2007. Today, it functions as a central component of a university-assisted community school designed both to advance student learning and democratic development, and to help strengthen families and institutions within the community. Penn faculty members and students in medicine, nursing, dentistry, social policy and practice, arts and sciences, and design now work at the Sayre school (which completed a 3-year district transition to become a high school in 2007) through new and existing courses, internships, and research projects. Health promotion and service activities are also integrated into the Sayre students' curriculum. In effect, Sayre School students serve as agents of healthcare change in the Sayre neighborhood.

This example underscores how working to solve real-world problems can serve as the organizing principle for university-community partnerships. This approach, problem-solving learning, is conceptually close to problem-based learning, but different in that the focus is on solving a pressing problem in the real world. It invites faculty, students, and community members with various kinds of knowledge and expertise (disciplinary and practical) to work together on societally significant problems (e.g., poverty,

inadequate healthcare, substandard housing, hunger) as they are manifested locally.

Academically Based Community Service courses do more than provide hands-on experience for students and an opportunity for them to apply disciplinary knowledge (although they certainly provide that). Such courses enable community members, faculty, staff, students, and children to actively participate in work to solve real-world problems with all their social, cultural, and political complexity. Problem-solving learning encourages participants to respond to problems democratically, since the ideas, insights, and knowledge of academics, students (at all levels of schooling), teachers, and community members are all needed if genuine solutions are to be found and implemented.

Faculty Development

An old academic saw states that provosts and presidents come and go, but faculty abideth forever. We agree with that old saw and have squarely placed faculty and their work at the core of the Netter Center's work.

Looking at the broad-based representation of senior, distinguished faculty members from across the university that are involved in the Netter Center, it is important to understand that their involvement frequently began through a relationship with the founding director, Ira Harkavy. In a real sense, the powerful influence of the Netter Center at Penn was built one colleague at a time. When recollecting key turning points in the Netter Center's history, Harkavy thinks not only of large initiatives, but also of those moments when particular faculty members became involved in community-based work and the life of the Netter Center. This grassroots strategy has helped to forge a group of deeply committed individuals.

However, the "natural" tendency at Penn and at other research universities is toward fragmentation rather than collaboration. An ongoing challenge facing the Netter Center has been developing and implementing strategies and programs that connect like-minded faculty members who are engaged in community-based work. One such program is the Agatston Urban Nutrition Initiative, which connects faculty members and students from arts and sciences, especially anthropology, and the health sciences to work on issues related to nutrition and obesity with community members *(Johnston & Harkavy, 2009)*. Such complex issues invite an interdisciplinary approach.

Other efforts to organize the faculty have been less successful. For example, one of the Netter Center's four advisory boards is a faculty advisory board (founded in 1992). In 2005, the board's co-chairs and Netter Center staff attempted to organize the faculty advisory board members into groups on the basis of shared interests (e.g., communities of faith, neighborhoods, and schools; community arts partnerships, democracy and community; environment and community; community health and nutrition; science, technology engineering, and math; universities, schools, and communities). The approach failed. Although the faculty members in these groups were grappling with similar issues, they were also involved in disparate research projects that did not readily connect. It was unclear how they might productively work together. Further, few resources were available to seed new initiatives. Two lessons were learned: (1) A more organic approach to forming faculty groups was needed, and (2) resources had to be directed toward faculty-determined initiatives.

Two things also occurred that allowed Netter Center staff to adapt what they had learned about working with faculty members. First, in spring 2011, Penn was asked to participate in a Bringing Theory to Practice initiative of the American Association of Colleges and Universities. Penn, like the other participating higher education institutions, was invited to hold a university-wide civic seminar in order to discuss the state of civic engagement efforts on campus and to consider how to advance this work further. Thirty faculty members from across campus—some who were involved in the work of the Netter Center and some who were not—were invited to participate in a 3-hour discussion. The meeting was a visible success since, among other things, 26 colleagues participated, and, upon the conclusion of the seminar, indicated a strong desire to continue a discussion focused on the relationship between community-based and service-learning pedagogies, and the civic and democratic development of Penn students.

Second, a generous gift by Ruth Moorman and Sheldon Simon, both members of the Netter Center's national advisory board, funded a Graduate School of Education doctoral fellowship for a student working on a complex real-world problem in West Philadelphia that involved the Netter Center, and that required the support of faculty from across Penn's schools. A faculty committee was also created at the Netter Center to develop a pilot program to connect academic resources, particularly from the arts and sciences and education, to projects designed to advance learning and the democratic development of students at Penn as well as in West Philadelphia public schools.

The success of this effort encouraged the donors to fund the Moorman-Simon Program on Education and Schooling for Democracy and Citizenship, which is aimed at fostering university-wide faculty collaboration through work with local schools and the community. Among other things, the 5-year program, which began in 2011, provides resources ($5,000 and support from Netter Center staff) to faculty leaders interested in developing faculty seminars. Penn has a long history of faculty seminars, in which colleagues meet voluntarily for periods of time around issues of mutual interest. The initial series of seminars focused on culture and arts; environment and health; education and schooling for democracy and citizenship; nutrition and health; and science, technology, engineering, and math. The seminar on education and schooling for democracy and citizenship is particularly innovative seminar since it brings faculty members who work at a specified public school together with the school principal, teachers, and neighborhood leaders to improve student learning and help solve school and community problems. Another seminar series was organized to support faculty members who have received course development grants since 2010 to enable them to share ideas and provide mutual support in the development of curricular materials and sustainable partnerships with the West Philadelphia community.

The Moorman-Simon Program also includes a Moorman-Simon Faculty Fellow position at the Netter Center. This rotating 2-year position, currently held by author Matthew Hartley, provides a course "buy-out" (or its equivalent) as well as research support for the faculty member to work with Netter Center staff to help coordinate and provide support to the Moorman-Simon seminar leaders. A small management group consisting of senior staff from the Netter Center, one of the chairs of the faculty advisory committee, and the Moorman-Simon Faculty Fellow meet regularly. With leadership provided by the Moorman-Simon Faculty Fellow, the faculty advisory board is grappling with important strategic questions such as: What role might its members play in identifying new faculty who are already engaged in community-based work, but who are not yet affiliated with the Netter Center? How can the engagement work of younger scholars be encouraged and supported in ways that respect the demands put upon them to achieve tenure? What institutional impediments exist that constrain engagement work? How might faculty members involved in the same site work more collaboratively? In short, the faculty advisory board is becoming more actively involved in promoting the work of the Netter Center.

Organizational Self-Reflection: Strategic Planning

The development of faculty seminars through the Moorman-Simon Program focused on significant real-world problems, and the shifting of the faculty advisory board's work to become more actively involved in encouraging local engagement activities, are the result of a powerful commitment to ongoing organizational self-reflection. An example of this self-reflection began in 2007 when the Netter Center staff, in collaboration with its national, faculty, community, and student advisory boards, embarked on a three-phase strategic planning process.

Phase 1: Data Gathering

As a first step in the strategic planning process, Netter Center staff, with the help of external consultants, conducted an assessment of important (and at times overlapping) Netter Center issues, including mission and vision, programmatic offerings, leadership, institutionalization, management, operations, internal communications, human resources, fundraising and finances, and marketing and external communications. The assessment was based on data collected through interviews, surveys, and focus groups with university administrators and students, and with Netter Center staff and advisory board members. In addition, site visits were made to the West Philadelphia public schools with which the Netter Center partners. The findings revealed that

- the Center was truly seen as a bridge between West Philadelphia and the University of Pennsylvania by those on campus and those in the community.

- as is often the case with evolving organizations, the Center had experienced growing pains.

- there were small but important differences in conceptions about the Center's mission. It was clear, however, that the Center had multiple constituencies, and complex, interactive goals, which made prioritizing programs and defining clear operational criteria important.

- organizationally the Center was complex, with university-wide responsibilities and primary reporting lines through both the President's and School of Arts and Sciences Dean's Office, as well as a secondary reporting line to the provost. It also had four advisory boards.

- the Center heavily relied on the leadership and vision of its founding director.

- creating awareness of the Center's mission internally among prospective and current students and faculty, as well as garnering strong support from administrators and alumni, would be vital to the Center's sustainability and for it to realize its mission.

Phase 2: Data Analysis

The findings from the data-gathering phase were presented to a group of the Netter Center's faculty, community, student, and staff stakeholders in 2007. From the findings, the group reaffirmed the Netter Center's vision and established six areas to be addressed: programs; leadership; institutionalization; management and operations; marketing and communications; and fundraising and finances. Workgroups for each of the six areas were established, with each identifying goals and strategies for its respective issue.

Phase 3: The Development of the Strategic Plan

Each workgroup analyzed the strengths and challenges affecting its issue area, and developed concrete plans to guide the organization. The workgroups then developed implementation grids organizing activities in terms of goals, objectives, and strategies. Each Netter Center staff workgroup was charged with developing an implementation strategy that included action steps, tactics, person(s) responsible, and timelines. Implementation of the strategic plan began in 2008.

Strategic Plan: Implementation

In 2008-2009, committees were formed by the Netter Center's national advisory board members to monitor and implement recommendations in the six critical areas identified through the strategic planning process. Today, a strategic planning committee meets (via teleconference) before every board meeting to review progress made to date, and to help set the agenda going forward. The programs committee advises Netter Center staff on programming, and works closely with student leaders in their efforts to promote problem-solving learning across Penn's curriculum. A budget committee reviews the Netter Center's revenue and expenses. A development committee advises on strategic fundraising efforts. A marketing committee provides feedback on the Netter Center's internal and external marketing efforts, including

publications, branding, social media, and events. Finally, a replication committee advises on the Center's national adaptation efforts, particularly those related to regional training centers for the university-assisted community school model. Although less focused on helping to monitor the strategic plan, the Netter Center's faculty, community, and student boards, as well as its staff, on a day-to-day basis help define and implement strategies and programs to realize the plan's goals and recommendations. The director, his staff, and the leadership team are ultimately responsible for implementation of the strategic plan.

In summary, the strategic plan, though completed in 2008, continues to be a "living document" informing strategic decision-making in substantive ways.

Institutionalizing Support for Community Engagement

The University of Pennsylvania's experience offers an example of how to institutionalize a commitment to university-community engagement. Scholars have pointed to factors that tend to promote or impede the institutionalization of civic engagement activities on campuses. Kelly Ward's *(1996)* examination of five institutions concluded that substantive commitment is indicated by the presence of:

- an office supporting the work;

- broad-based discussions by faculty members about how to incorporate engagement into the curriculum; and

- the tangible and symbolic support of institutional leaders.

Barbara Holland's *(1997)* analysis of 23 institutional case studies supports and extends Ward's findings. Holland identified seven factors that indicate a commitment to service:

1. an institution's historic and currently stated mission;

2. promotion, tenure, and hiring guidelines;

3. organizational structures (e.g., a campus unit dedicated to supporting service activities);

4. student involvement;

5. faculty involvement;

6. community involvement; and

7. campus publications.

Holland also indicated the importance of differentiating between institutions by level of commitment to engagement: low relevance, medium relevance, or high relevance. The resulting matrix paints in broad brushstrokes a picture of what institutionalization entails. Holland underscored that the matrix is descriptive not prescriptive. "Without further research, the relationship, if any, among the levels of commitment to service is not clear, especially when one considers that movement could be in any direction on the matrix" *(p. 40)*.

Identifying such factors is quite useful when combined with an analysis of complex, locally-shaped circumstances and experiences, such as those at the University of Pennsylvania *(Hartley et al., 2005)*. One framework that has been particularly helpful to us was developed by organizational theorists Paul S. Goodman and James W. Dean *(1982)*. They pointed to a multi-stage process of institutionalization: It begins when people become aware of a new activity or behavior—someone tells them about it and explains its value. In the second stage, a small group of individuals tries the new behavior. The experimentation yields important information about how valuable and viable it is in that specific organizational context (i.e., Does it work, and do others find it acceptable or tolerable?). If the new behavior turns out to be more satisfying, effective, or enjoyable than its alternative (or if it attracts positive attention from valued peers or superiors), more people will try it, and some individuals will begin preferring the behavior. If enough individuals come to prefer the behavior, either a majority of people within the organization or the majority of influential people who control roles and rewards, then a new institutional norm is established. A consensus emerges that the behavior is appropriate and valuable. Institutionalization is achieved when people within the organization view the behavior as an expression of the core purpose of the institution: "This is who we are."

What Goodman and Dean *(1982)*, and Ward *(1996)* and Holland *(1997)* allude to is that institutionalization is the product of both structural and ideological change *(Hartley et al., 2005)*. Structural elements (e.g., more resources, new programs and policies) alone are insufficient to alter the day-to-day behaviors of individuals, particularly those working in loosely coupled organizations like colleges and universities *(Weick, 1976)*. Conversely, passionate advocates for an idea will fail to produce broad-based change if they

cannot secure adequate resources. Structure and ideology are the twin drivers of institutionalized change, and they are mutually reinforcing. The creation of a new structure (e.g., the Center for Community Partnerships) lends legitimacy to the effort, and the symbolic support of the ideas by important figures (e.g., the university's presidents) produces an environment where new programs and supportive policies can be enacted (see Figure 1).

Structural elements	Ideological elements
Introducing the Idea of University-Community Engagement	
• Creation of the Center allows for the coordination of activities, and support of faculty members interested in community-based work • Efforts by the Center staff to secure the support of individual faculty members in order to create a coalition of support • Creation of advisory boards of key constituencies helps inform the work of the Center	• Active presidential endorsement of the Center lends legitimacy to its core goals • Local engagement viewed as an expression of Benjamin Franklin's founding vision for Penn • Individual faculty are assisted in integrating engagement activities into their work • Creation of faculty advisory board enables core group of faculty colleagues to discuss community-based work, and to reinforce one another's commitment
Encouraging the Behavior of University-Community Engagement	
• Creation of supports to make it easier for faculty to try community engagement (e.g., course development grants; maintaining strong, reciprocal university/community partnerships) • Offering of logistical support for faculty members who want to become more involved (e.g., maintaining strong partnerships where community partners understand how to support students enrolled in Academically Based Community Service courses) • Allocation of staff resources to support sustained efforts by faculty, staff, and students who want to become involved • Creation of structures (e.g., board of trustees, subcommittee) on local engagement that underscore the importance of the work • Creation of new structures that signal institutional support at the highest level	• Presidential support of local engagement • Numerous service opportunities enable faculty to experience the activity for themselves • A growing number of faculty colleagues are able to speak to the benefits of Academically Based Community Service • Programs (e.g., course development grants) allow more people to become involved and to see the value of the work • Securing of significant resources through fundraising underscores that local engagement is not a fad
Toward Normative Consensus by the University Community	
• Linkage of the idea of local engagement to institutional planning processes (e.g., strategic planning, capital cmpaign planning, accreditation) • Use of evaluation and assessment to determine impact • Expansion of leadership advocating for community-based teaching and research courses to a widening circle of faculty	• Catalytic and transformative gifts (including the endowment of the Center) underscore the importance and permanence of the Center's work • Faculty advisory board encourages its members to become actively involved in promoting greater commitment to community-based work (e.g., strategic planning, assessment)

Figure 1. Structural and Ideological Dimensions of Change through the work of the Netter Center for Community Partnerships

In the early days of the Netter Center's work (from 1985 to 1992), a small band of faculty and staff members who were involved in the community introduced the idea of community-based teaching and research at Penn. These pioneers' knowledge and experience helped pave the way for others by showing how this work could be integrated into the core activities of faculty members. Local engagement efforts, however, did not begin to significantly expand until the Center for Community Partnerships was established in 1992 by Penn's President Hackney. During its first few years, the Center (and its founding director) focused on building institutional alliances, especially among faculty colleagues. This was accomplished through individual relationship building. Organizational structures, like the faculty advisory board, were also created to draw people together to support and encourage the work.

From 1995 to 2006, further efforts were made to "encourage the behavior." Support from successive presidents (Hackney [1981-1993], Rodin [1994-2004], and Gutmann [2004-present]), who saw the clear link between Benjamin Franklin's founding mission and the imperative to engage locally, helped establish the legitimacy of the Center's activities. A Neighborhood Initiatives subcommittee of Penn's board of trustees also lent legitimacy to institutionalization efforts. The expansion of faculty development initiatives, such as increased use of course development grants, enabled new faculty members to integrate community-based activities into their teaching and research. Moreover, the development of a number of strong, *long-term* community partnerships, especially at local schools, enabled more faculty members to participate because it made it easier for them to find meaningful projects for their courses.

Within the past 5 years (2006-2011), local engagement efforts have achieved normative consensus. The notion of local engagement is now a pervasive idea, and is viewed as a hallmark of Penn as a research university. It informs institutional planning processes like the formation of Penn's strategic plan, and it is a core component of Penn's capital campaign. Indeed, fundraising success has not only produced important resources to support programmatic efforts (structural change), but has played a key role in legitimizing Penn's engagement work. One of the most important landmarks for the Center for Community Partnerships was the support of Barbara and Edward Netter, which created an endowment and resulted in the naming of the Netter Center. More recent efforts, like the Moorman-Simon Program, promise to greatly expand the

number of Penn's faculty members engaged in democratic, locally focused, civic work.

Penn's re-accreditation process in 2012-2013 will focus on elements of the Penn Compact, with a subcommittee focusing entirely on local engagement and its contribution to the education of undergraduate students. Because of his scholarly work in this area and connection to the Netter Center, Matthew Hartley was selected to serve as the faculty chair of this accreditation committee.

Conclusion

In this essay, we have tried to provide an overview of institutional efforts required to support the University of Pennsylvania's commitment to civic engagement, and to building sustainable partnerships with Penn's neighbors in West Philadelphia. This civic imperative has been an aspirational ideal since Penn's founding by Benjamin Franklin. It remains a work in progress. This year, 2012, is the 20th anniversary of the Netter Center for Community Partnerships. Increased faculty and student involvement; the development of numerous sustained, democratic partnerships in the community; and the level of support for local engagement by successive presidents and Penn's board of trustees make it clear that we have come a long, long way.

These indicators of progress also are signs of a significant reshaping of Penn's culture. One of our senior faculty colleagues, reflecting on his experiences, said recently that 15 years ago, if someone had said they were involved in community-based teaching or research, it would have been viewed as a nice but perhaps somewhat quirky activity. Today, the value of that work is accepted. Such activities are regularly profiled in Penn's institutional literature—alumni magazines and materials for the current capital campaign. It is a striking change. It is this shift in culture, supported by institutional structures and policies, that is the measure of Penn's success in this area.

There is still much to be done. The dramatic growth of local engagement efforts at a highly decentralized university like Penn also means that many community-based activities are disconnected. Faculty members who have been involved with a local school for some time are at times surprised to learn that other colleagues are involved there as well. New seminars through the Moorman-Simon Program are drawing together faculty from the same sites of practice. We see this as a promising development. We have only begun to tap the possibilities of drawing on the full

resources of the university and the community to help solve complex problems, and in doing so advancing knowledge and learning "for the relief of man's estate" *(Bacon, 1605/2005)*, which is our most important responsibility as a research university. So we continue to work with our colleagues on campus, and with our partners in the community. Stated directly, we are convinced that the Netter Center's ongoing participatory action research project of organizational development and community and institutional change is helping Penn make noticeable progress toward realizing Franklin's dream of a civic, engaged, cosmopolitan higher education institution that effectively educates its students with an "inclination joined with an ability to serve" *(Best, 1962, p. 150)*.

Endnote

1. This history draws on Harkavy, 2011.

References

Bacon, F. (2005). *The advancement of learning*. NuVision Publication, LLC. (Original work published 1605). Retrieved February 26, 2012, from http://books.google.com/books?id=061DpZcVZE8C&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false

Benson, L., Harkavy, I., & Hartley, M. (2005). Integrating a commitment to the public good into the institutional fabric. In A. J. Kezar, T. Chambers, & J. Burkhardt (Eds.), *Higher education for the public good: Emerging voices from a national movement*. (p. 185 – 216) San Francisco, CA: Jossey-Bass.

Benson, L., Harkavy, I., & Puckett, J. (2007). *Dewey's dream: Universities and democracies in an age of education reform*. Philadelphia, PA: Temple University Press.

Best, J. H. (1962). *Benjamin Franklin on education*. New York, NY: Teachers College, Columbia University.

Dewey, J. (1910). *How we think*. New York, NY: D.C. Heath.

Goodman, P. S., & Dean, J. W. (1982). Creating long-term organizational change. In P. S. Goodman (Ed.), *Change in organizations*. (p. 226 – 279) San Francisco, CA: Jossey-Bass.

Greiner, W. R. (1994). In the total of all these acts: How can American universities address the urban agenda. *Universities and Community Schools, 4*(1-2), 12.

Gutmann, A. (2004). *Inaugural address*. Retrieved from http://www.upenn.edu/almanac/volumes/v51/n08/inaug_ag_speech.html

Harkavy, I. (2011). *The role of the university in the social fabric*. Comments presented at Thomas Foley's inaguration as president of Mount Aloysius College, Cresson, PA.

Harkavy, I., & Hartley, M. (2009). University-school-community partnerships for youth development and democratic renewal. *New Directions for Youth Development, 122*, 7-18.

Hartley, M., Harkavy, I., & Benson, L. (2005). Putting down roots in the groves of academe: The challenges of institutionalizing service-learning. In D. Butin (Ed.), *Looking in, teaching out: Critical issues and directions in service-learning.* (p. 205 – 222) New York, NY: Palgrave/St. Martin's Press.

Holland, B. (1997). Analyzing institutional commitment to service: A model of key organizational factors. *Michigan Journal of Community Service Learning, 4*, 30-41.

Johnston, F., & Harkavy, I. (2009). *The obesity culture: Strategies for change, public health and university-community partnerships*. St. Ives, UK: Smith-Gordon.

Rodin, J. (2007). *The university and urban revival: Out of the ivory tower and into the streets*. Philadelphia, PA: University of Pennsylvania Press.

Saltmarsh, J., & Hartley, M. (Eds.). (2011). *To serve a larger purpose: Engagement for democracy and the transformation of higher education*. Philadelphia, PA: Temple University Press.

Ward, K. (1996). Service-learning and student volunteerism: Reflections on institutional commitment. *Michigan Journal of Community Service Learning, 3*, 55-65.

Weick, K. E. (1976). Educational organizations as loosely coupled systems. *Administrative Science Quarterly, 21*, 1-19.

About the Authors

Ira Harkavy is the associate vice president and director of the Netter Center for Community Partnerships at the University of Pennsylvania. His research focuses on the history and current practice of university civic engagement, particularly how to advance democratic university-community-school partnerships in the immediate future. Harkavy earned his bachelor's degree and Ph.D. in history from the University of Pennsylvania.

Matthew Hartley is associate professor and chair of the Higher Education Division, Graduate School of Education, and the Moorman-Simon Faculty Fellow, Netter Center for Community Partnerships, at the University of Pennsylvania. His research focuses on academic governance and organizational change at colleges and universities, particularly their civic missions. Hartley earned his bachelor's degree from Colby College, and his master's degree and Ed.D. from Harvard's Graduate School of Education.

Developing a Strategic Approach to Social Responsiveness at the University of Cape Town, South Africa[1]

Judith Favish, Janice McMillan, and Sonwabo V. Ngcelwane

Guest editor Stanton's note: Community-engaged scholarship has been increasingly encouraged and supported by universities across the United States, but also internationally—in Africa, Australia, Europe, Asia, and South America. Institutions are taking significant steps to boost their outreach work, design and offer service-learning in the curriculum, and encourage and support research that focuses on community issues and information needs and is carried out in collaboration with identified community partners, both nonprofit organisations and civic and community groups. Scholars in Australia and South Africa have formed national organisations to promote this work. The International Consortium for Higher Education, Civic Responsibility, and Democracy, which works in collaboration with the Council of Europe (with 47 member countries) to support and advance engaged scholarship across the Atlantic and around the world.

Abstract

Collaborative community-engaged scholarship has roots in many parts of the world, and engaged practitioners and researchers are increasingly finding each other and sharing resources globally. This article focuses on a "social responsiveness" initiative at the University of Cape Town. Its story, told here by three University of Cape Town colleagues, illustrates the possibilities and complexities of this work in southern Africa. While strongly contextualized there, it also illustrates how the University of Cape Town has both benefited from and contributed to the broader international discussions taking place through TRUCEN (The Research University Civic Engagement Network), the Talloires Network, and other means.

Introduction

Over the years, the University of Cape Town has profiled a significant number of socially responsive cases in its annual social responsiveness reports. These cases of good practice offer rich displays of how staff and students are responding to social, economic, and development challenges facing South Africa, Africa, and the world. Significantly, the academics involved in these cases are drawing from the knowledge of their disciplines to address the challenges. Equally pertinent, in this documentation the notions of "engagement with external constituencies"

and "public benefit" emerge as key in defining what constitutes socially responsive cases. The university's recently approved institutional policy framework *(University of Cape Town, 2008)* is underpinned by a conceptual framework that acknowledges the interconnectedness among social responsiveness and other core activities of the university, namely research, teaching, and social responsiveness that takes place outside the formal curriculum. On the ground, however, there are serious anomalies in terms of how social responsiveness is defined and what constitutes public benefit. These contestations have found their way into the performance criteria for reviewing academics. Within the university's Social Responsiveness Committee, which is mandated with promoting social responsiveness, emerging voices are suggesting a shift from the term "social responsiveness" to "engaged scholarship."

The proponents of this shift argue that the use of the term "engaged scholarship" would ease the confusion on what is and is not included in definitions of social responsiveness at the University of Cape Town, and would emphasise the interconnectedness between research and social responsiveness. The shift to genuine engaged scholarship challenges notions of scholarship and peer-review because engaged scholarship involves not only peer-reviewed written publications, but also applied products like government reports, expert advice, workshops, and training guides. Reviewing the university's social responsiveness policy to address its anomalies between policy and practice leaves no doubt that new methods of peer-reviewing and judging engaged scholarship need to be made more explicit at a policy level.

This article reflects on recent strategic initiatives supported by the University of Cape Town's vice chancellor as part of his commitment to enhancing the institution's contribution to addressing development challenges; papers commissioned by the University Social Responsiveness Committee on ways of enhancing practices associated with social responsiveness; and, in the concluding section, key elements that would constitute a more strategic approach to social responsiveness in a research-intensive university in the South African context. In order to reflect on these initiatives, however, it is critical to locate the social responsiveness project at University of Cape Town within a broader context. This is done in Part 1 by providing a background to the current situation across three phases of development. This includes an assessment of social responsiveness at the University of Cape Town, drawing on Stanton *(2007).*

Part 1: Context and Background: Institutionalising Social Responsiveness at the University of Cape Town

The process of institutionalising social responsiveness at the University of Cape Town has involved three phases *(Favish, 2010; Favish & Ngcelwane, 2009)*. The first phase (2004–2006) focused on opening up debate within the institution about the meaning of social responsiveness. During this phase the university produced annual publications of portraits of practice, which surfaced how academics on the ground were using their scholarship to engage with development challenges facing the country. In addition, several symposia were organised to stimulate debate within the university community about different forms of social responsiveness, and its relationship to teaching and research.

Results of Phase 1 (2004–2006)

At the end of the first phase, the University of Cape Town chose to adopt a broad definition of social responsiveness, which would embody links between activities (involving academic staff and external constituencies) and intentional public benefit. The notion of "public benefit" was preferred to the notion of "community engagement" because it covered a wide range of contributions being made to social, economic, cultural, political, and environmental development as well as a wide variety of external constituencies with which the University of Cape Town was engaging. The term "social responsiveness" was chosen given the perceived need to counter the considerable effort being placed on positioning the university as a world-class research-led institution by emphasising the importance of a historically white institution needing to respond to its local, regional, and national context through its research and teaching. This position was formally endorsed in 2006 when the university senate approved a definition of social responsiveness stipulating that it must have an intentional public purpose or benefit *(University of Cape Town, 2006)*. Defining social responsiveness in relation to the notion of public benefit accords with Hall's *(2010)* view that it is preferable to "think [of the third leg of universities] in terms of public goods, conceptualised and offered in partnership with a range of civil society organisations with the aim of contributing to generally accepted social and economic [and cultural and environmental] benefits as a form of return on the investment of public funds" *(pp. 27- 28)*.

The university grappled with developing a policy to address the widespread misconception that "social responsiveness" referred to activities which had no relationship to the university's research and teaching missions. The policy adopted by the university's senate and council at the end of 2008 is underpinned by a conceptual framework (see Figure 1) that acknowledges the interconnectedness among civic engagement and the other core activities of the university *(University of Cape Town, 2008).*
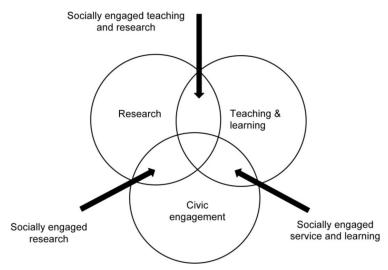

Figure 1. Conceptual framework for social responsiveness at the University of Cape Town

The inclusion of "civic engagement" was deemed necessary, as it recognised the critical role voluntary community service plays in helping promote active citizenship among students. The framework accordingly recognises the following major forms of social responsiveness:

- Research-oriented forms.

- Teaching and learning–oriented forms.

- Civic engagement with no link to the formal curriculum, involving students, faculty, and staff.

The policy outlines other ways to strengthen and enhance social responsiveness at the university, including functions to be performed by support units; allocating accountability for promoting social responsiveness to a member of the university's executive; and the establishment of a social responsiveness senate committee. To complement awards issued to staff and students in recognition of

achievements in teaching and research, the policy called for the creation of an institutional social responsiveness award for staff, and certificates for students. Finally, the policy made provision for staff members' contributions to social responsiveness to be considered in performance reviews.

Results of Phase 2 (2006–2008)

In the second phase (2006–2008), the annual portraits of practice were used as the basis for developing an overarching policy framework for social responsiveness at the University of Cape Town. Although much progress has been made at the university in institutionalising social responsiveness, the continued debates about the meaning of social responsiveness precipitated two decisions: (1) to develop a more strategic and coordinated university-wide approach to social responsiveness, and (2) to launch a review of the social responsiveness policy itself. This represents the third, and current, phase of the University of Cape Town's efforts to enhance social responsiveness.

Current Phase 3 (2008–Present)

Drawing on Stanton *(2007)*, the university inventoried its social responsiveness in 2010 by identifying evidence of institution-wide engagement and campus-wide visibility and recognition of exemplary efforts. Between 2004 and 2010, the University of Cape Town collected information on social responsiveness activities by compiling annual social responsiveness reports. A dedicated website maintained by the Institutional Planning Department (http://www.socialresponsiveness.uct.ac.za/) contains information on the case profiles presented in the reports. The reports and the website were used to give visibility and recognition to exemplary efforts across the campus. Examples are provided in this section.

Stimulation of debate within the university about engagement activities.

Three colloquia were organised to stimulate debate within the university about social responsiveness activities, and about issues that had surfaced in the analysis of the portraits of practice. The portraits in the annual reports were carefully structured around themes pertinent to developing a scholarship of engagement.

Recognition of engaged scholarship in tenure and promotion decisions.

During 2007, revised criteria for performance reviews of academic staff were implemented for the first time. Social responsiveness was embedded in the criteria, which stipulated that

> all academic staff are expected to exhibit some level of social responsiveness through teaching and learning, research and/or leadership. At each level the onus lies on the person to demonstrate social responsiveness of an appropriate type for this academic rank. *(University of Cape Town, 2007b, p. 1)*

Criteria submitted to the Senate Executive Committee in 2011 made provision for social responsiveness to be a fourth and separate category in the framework for reviewing the performance of academic staff for promotion, and determining whether they meet the requirements of their jobs. Its inclusion as a separate category signals that social responsiveness is being taken more seriously in the institution *(University of Cape Town, 2011)*.

Recognition through grants and awards.

Beere, Votruba, and Wells *(2011)* posit that public engagement requires a paradigm shift away from the image of the academic as someone who works alone, removed from the realities of day to day challenges and problems, unconcerned about whether their work has applied value, and judged by the number of articles they publish and the stature of journals in which they are published *(p. 100)*.

By carefully selecting, nurturing, supporting, and rewarding academic staff, the institution can aid a shift toward institutionalising social responsiveness. It is against this backdrop that the University of Cape Town instituted the social responsiveness policy framework and proposed an institutional award to recognise academic staff efforts to engage and take an active development role in the cultural, economic, political, scientific, and social environment. Since 2009, the Distinguished Social Responsiveness Award stands alongside the awards for teaching and research. The award criteria include

- activities that have resulted in demonstrable mutual benefit to the academic enterprise and an external non-academic constituency;

- evidence of shared planning and decision-making practices in the initiative;

- evidence of the way the initiative has enhanced teaching/learning or research processes; and

- documented excellence in extending knowledge production (including indigenous knowledge), as well as dissemination, integration, and application of knowledge through social responsiveness.

Analysis of the nomination portfolios reveals that the nominees' engagement does not compete with their other workload demands; it is integrated with their research and teaching, and it enhances their work.

Recognition of student involvement in community service.

Many universities provide awards and hold celebrations that honour students for their contributions to communities. Although the social responsiveness policy framework makes provision for recognition of student involvement in community service, the university has not yet approved an implementation procedure.

Provision of sustained funding or grants for engaged scholarship.

At the end of 2009, after a series of consultations within the university, the council approved the vice chancellor's strategic plan for 2010–2014. One of the strategic goals commits the University of Cape Town to expand and enhance its contribution to South Africa's development challenges *(University of Cape Town, 2009b)*. To accomplish this goal, the vice chancellor established a strategic plan implementation fund, a portion of which will support social responsiveness initiatives.

Appointment of staff and establishment of capacity and infrastructure to support social responsiveness.

In 2008, the vice chancellor established within the Institutional Planning Department a Social Responsiveness Unit charged with building capacity and infrastructure to support social responsiveness. In addition, staff members in the Research Office, the Department of Student Affairs, the Contracts and Intellectual Property Office, the Centre for Higher Education and Development, and the Institutional Planning Department also support and promote social responsiveness in various ways. Examples of functions carried out by the Institutional Planning Department include

- collating and uploading information on social responsiveness activities made available in annual reports and other sources;

- promoting and enabling the harnessing of scholarly expertise within the university in support of development initiatives in the wider society; and

- facilitating the implementation of the Memorandum of Understanding with the Provincial Government of the Western Cape and the agreement with the City of Cape Town.

Examples of functions carried out by the Centre for Higher Education Development include

- facilitating development of new forms of pedagogy and curriculum arrangements that could be conducive to expanding service-learning; and

- engaging with faculties (university schools or colleges) about ways of promoting critical citizenship among students through participation in social responsiveness activities.

Examples of functions carried out by the Research and Innovation and Postgraduate Funding Offices include

- providing staff development and support related to promoting research innovation at local, sectoral, and national levels; and

- implementing the signature theme policy, which requires demonstrated social responsiveness and evidence of impact on the curriculum.

A representative function carried out by the Department of Student Affairs is implementation of an appropriate reward and recognition system to promote student leadership and student volunteerism (individually or as groups through student clubs, student societies, and student development agencies) that benefit internal and external communities.

Engagement with the university's external constituencies about the university's role and effectiveness in social responsiveness.

In 2009, the annual social responsiveness colloquium included presentations from external constituencies about their perceptions

of their partnerships with the University of Cape Town. The colloquium's participants raised issues related to the complexities of working across boundaries and the challenges of extractive research. They also alluded to the benefits of engagement (e.g., improved quality of research through enhanced relationships with communities, application of theory to practical problems leading to the generation of new ways of approaching issues and learning opportunities for students). Other examples of working with external constituencies are the university's Memoranda of Understanding with provincial and city governments and the other universities in the Western Cape, which are designed to strengthen collaboration.

This completes the contextual framing and history of the social responsiveness project at the University of Cape Town. All forms of community-engaged scholarship are located simultaneously in an institutional and historical context; framing the social responsiveness project at the University of Cape Town in this way thus provides for a richer understanding of more recent initiatives at this institution.

Part 2: Initiatives for a Strategic, Coordinated Approach to Social Responsiveness at the University of Cape Town

Documenting developments at the University of Cape Town between 2004 and 2008 suggests that most of the criteria identified by Stanton *(2007)* have been or are being addressed. Most of the social responsiveness initiatives at the University of Cape Town, however, have occurred at the individual or unit level. Although achievements at these levels are legitimate and desirable, the university's new strategic plan approved in 2010 identified the need for a more strategic and coordinated university-wide approach.

The University of Cape Town's 2010–2014 strategic plan commits the university to expanding and enhancing its contribution to South Africa's development challenges through promoting

- engaged research and teaching;

- democracy, respect for human rights, and commitment to social justice;

- partnerships with various levels of government, civil society, and universities in South Africa;

- values of engaged citizenship and social justice amongst the students;

- the scholarship of engagement; and

- an enabling institutional environment for the university's objectives to be achieved *(University of Cape Town, 2009b)*.

Four Initiatives to Support the 2010–2014 Strategic Plan

At the end of 2009, the vice chancellor sought approval from the council to allocate 2 million South African Rand (equal to $2,362,980 U.S. dollars) per year over 5 years for the implementation of the 2010–2014 strategic plan. Four initiatives related to social responsiveness were supported through the vice chancellor's strategic fund and are presented below. The vice chancellor articulated a commitment to appoint experts to lead and coordinate intellectual projects that draw on the strengths of individual departments across the university to enhance the University of Cape Town's impact in addressing four problems: safety and violence, public schooling, African climate and development, and poverty and inequality.

The Safety and Violence Initiative.

The Safety and Violence Initiative was formed in 2010, drawing participation from the Institute of Criminology; the Gender, Health and Justice Research Unit; the Law, Race and Gender Research Unit; the Department of Psychology; the School of Public Health and Family Medicine; the Department of Social Anthropology; the Department of Social Development; the Centre for Social Science Research; and the Department of Surgery, among others. A concept document was prepared and work commenced on a paper, "Why Is There So Much Violence in South Africa?" Other topics to be considered by the initiative include the visual representation of xenophobic violence in the media; racial and national identity; the association between substance abuse and violence; youth resilience; and health promotion and police narratives. In September 2011, the university hosted a conference on safety and violence that was attended by experts in these areas, some from as far afield as Jamaica, Scotland, and Switzerland.

The Public Schooling Initiative.

In 2009, the University of Cape Town appointed an advisor who worked with individuals, departments, and units involved

in school intervention work called Edulab to launch a public school initiative. Out of these consultations, a decision was taken to the township of Khayelitsha, Cape Town. Matriculants from Khayelitsha remain severely underrepresented at the University of Cape Town. To address this imbalance, 100 academically gifted Grade 10 learners (five from each of the 20 secondary schools in the township) were selected to participate in a 100-UP programme funded from the university's strategic fund. The aim of this programme is to better prepare these learners to compete for places at the University of Cape Town once they have completed their pre-university schooling at the end of 2013. Participants are not guaranteed places at the University of Cape Town; however, if they pass the admissions test (a national benchmark test for higher education entry, and a fairly new initiative in South Africa although not at University of Cape Town), they are assured financial aid through a combination of bursary/scholarship support and loans.

Over the course of the next three years (2011–2013), staff and students drawn from across the university will work with the Schools Development Unit (a unit at University of Cape Town focused on teacher and schools development) on this programme. Other efforts include developing collaborative initiatives in the area of teacher development and improving learner performance.

The African Climate and Development Initiative.

In 2009, the African Climate and Development Initiative was launched with 4 million South African Rand (equal to $472,596 U.S. dollars) from the vice chancellor's strategic fund to support the six research projects related to climate change and development. Examples of activities include

- working to change atmospheric CO_2 as a driver of land-cover change in Africa (Department of Botany);

- building new "Climate Smart" capacity for climate services;

- working with organisations to effect strategic change and new governance systems in response to complex socio-ecological problems (Graduate School of Business);

- identifying the characterisation of the mechanisms of desiccation tolerance in plants (Plant Stress Unit);

- working to effect climate change, climate justice, and behavioural responses to climate risk; developing good local governance, social institutions, and provision of basic services towards development (Environmental Policy Research Unit); and

- working towards environmental governance for social justice, drawing on lessons from across natural resource sectors in Southern Africa (Environmental Evaluation Unit).

Other activities supported by the vice chancellor's strategic fund include a planned new study by the Marine Research Institute on marine multi-scale data and models. To raise awareness on issues related to climate change, the University of Cape Town's council endorsed the creation of a pro vice chancellor position to lead the initiative. Final approval for the master's programme in climate change and sustainable development was made in late November 2010. This is the first example of the impact of the growing interdisciplinary research and collaboration on shaping new educational programmes that draw on expertise from multiple disciplines.

The Poverty and Inequality Initiative.

In 2010, an interdisciplinary group was established to conceptualise an initiative focused on poverty and inequality. This planning group surveyed the campus to learn how members of the university community engage with the challenge of poverty and inequality through their research, teaching, and social responsiveness. This information on poverty- and inequality-related activities at the University of Cape Town was elicited to

- be shared amongst colleagues working in this area and promote collaborative opportunities;

- facilitate opportunities for engaging with the National Planning Commission in the Office of the Presidency, thereby enabling the translation of research into the development of key national policies; and

- provide the basis for invitations to participate in a future University of Cape Town-hosted symposium.

This initiative addresses a significant issue. Nearly two decades since the transition to democratic rule, poverty, and massive inequalities in the country persist. The 2005–2006 Income and Expenditure Survey indicated that while the richest 10% of the population accounts for 51% of all income in South Africa, the

poorest 10% accounts for a mere 0.2%; the poorest 50% of South Africans have only 10% of total income *(University of Cape Town Poverty and Inequality Planning Group, 2011)*.

In summary, the four strategic initiatives outlined above are an expression of the commitment of the vice chancellor (principal) of the university to institutionalise social responsiveness at the University of Cape Town. Although it is too early to assess the impact of the work associated with these initiatives, there is evidence of a growing desire on the part of academics to get involved in the initiatives. The vice chancellor's leadership role and funding support are key factors for encouraging the university community to participate.

Promoting Democracy, Respect for Human Rights, and a Commitment to Social Justice Through Public Debate

The vice chancellor is committed to creating spaces for more public debate through encouraging academic staff to provide public commentary on topical issues, to offer lectures on campus (open to students, staff, and the public), and to participate in the vice chancellor's lecture series. The university's academics, therefore, are encouraged to fulfill their socially mandated role as opinion shapers and critics. Inviting the public to engage deeply on issues that pose a threat to the country's fledgling democracy is perceived as a key mandate of the University of Cape Town as an engaged university.

Nurturing values of engaged citizenship and social justice amongst the students.

In 2010, a pilot project, University of Cape Town Global Citizenship: Leading for Social Justice, was launched as an extra-curricular programme to provide students with an opportunity to engage critically with contemporary global debates, and to reflect on issues of citizenship and social justice through meaningful community service. The programme, funded by the vice chancellor's strategic fund, offers students a co-curricular learning programme that will appear on their transcript *(see http://www.globalcitizen.uct.ac.za)*.

How the programme works.

The pilot programme (2010 and 2011) had two modules: Module 1, "Global Debates, Local Voices," and Module 2, "Thinking

about Volunteering: Service, Boundaries, and Power." Students could elect to do one 11-week module, or both. The modules were delivered through a blend of face-to-face and online learning via Vula (University of Cape Town's online learning and curriculum management system). First-year Ph.D. students from six of the university's faculties or colleges participated in the programme. There were no formal entry requirements, but students wishing to participate in Module 2 needed to be active in community service. In the two pilot years, more than 200 students graduated from the programme. For this small fraction of the student body (less than 1%), participation results in a full curriculum. The South African higher education system was modeled after the Scottish system, so students in South Africa specialise early in their degree programmes and have little time for co-curricular programmes, unlike students in the United States, who have some flexibility in selecting courses.

Beginning in 2012, the Global Citizenship programme is being conceptualised as an award programme, with students receiving a Global Citizenship Award upon graduation. The programme will serve up to 1,200 students annually (about 5% of the student body). The award requires that students complete three activities over the course of their degree programme: a credit-bearing core course, "Community-Engaged Learning, Citizenship and Social Justice," which includes 10 hours of community service; an additional 60 hours of community service; and participation in a Global Debates Workshop Series, which relates to the four strategic initiatives (Safety and Violence; Public Schooling; African Climate and Development; and Poverty and Inequality). The workshop series is open to all University of Cape Town students, not just those in the award programme.

The impetus for the award programme included the need

- for institutionalisation and curriculum embeddedness;

- to provide a more in-depth and sustained programme of learning and action for University of Cape Town students; and

- for financial sustainability by developing a model that can generate income if not be completely self-sustaining (This will be achieved by accrediting part of the programme so that student fee income can cover part of the award programme costs. The first fee-paying course will be offered in 2013. For the balance of the costs, the programme will depend on donor funding).

The Global Citizenship programme gives students flexibility during their degree programme for an in-depth and continuous learning experience. It is hoped that this experience will deepen the possibility of students sustaining insights gained through the programme once they leave the university, and will encourage them to continue seeing themselves as young leaders connected globally, but also committed to working for social justice locally.

Part of the programme has been offered for credit for both financial and strategic reasons: not only will it generate fee income, but students will see that the University of Cape Town values this kind of learning and enrichment enough to make it credit bearing. The key challenge is for students and academics to view the programme as a learning programme, not just an extracurricular activity.

Promoting Partnerships With Civil Society

The University of Cape Town's strategic goals reflect a commitment to address the pressing social, economic, and developmental problems facing South Africa, and to enhance the impact of research by making it more visible and accessible to external communities. To create a visible mechanism for communities who do not have historical relationships with the university, the University of Cape Town Knowledge Co-op Project was launched in August 2011. The main objective of the project is to enable external constituencies to access knowledge, skills, resources, and professional expertise within the university that are relevant to problems they experience. It also provides a framework for research, teaching, and learning that is grounded in an engagement with society.

In establishing the University of Cape Town Knowledge Co-op Project, the university was influenced by the model of science shops, which has been used in various parts of the world. To quote from the Living Knowledge documents:

> Science Shops . . . . are small entities that carry out scientific research in a wide range of disciplines-usually free of charge and-on [**behalf of citizens and local civil society**] . . . . [They are] organisations created as mediators between citizen groups (trade unions, pressure groups, non-profit organisations, social groups, environmentalists, consumers, residents association etc.) and research institutions (universities, independent research facilities) . . . . [**A Science Shop provides independent, participatory research support in**

response to concerns experienced by civil society]
. . . . In practice, contact is established between a civil
society organisation and a Science Shop or CBR centre
on a problem in which the civil society organisation
is seeking research support. In this collective search
for a solution new knowledge is generated, or at least
existing knowledge is combined and adapted-again, in
a true partnership without 'science' prevailing in any
way. Through their contacts, Science Shops provide a
unique antenna function for society's current and future
demands on science. *(http://www.livingknowledge.org/
livingknowledge/science-shops)*

Linked to the Knowledge Co-op, funding has been obtained from
the National Research Foundation (the national body providing
research funding to universities in South Africa) to evaluate the
project as it develops. In particular, this research project aims to

- generate insight into the role of the university and how
  it engages with community partners in a knowledge
  partnership;

- understand the extent to which needs of the stake-
  holders both within the university and in the
  community are addressed; and

- evaluate the degree to which the "brokering" role is suc-
  cessful in addressing the expectations of stakeholders.

To date, seven pilot projects have involved students conducting
research or producing particular kinds of outputs for commu-
nity partners as part of their degree programme requirements
(University of Cape Town partner is indicated in parentheses):

- Developing material and design for fencing for a town-
  ship crèche (Mechanical Engineering).

- Exploring mobility issues for people on tubercu-
  losis treatment in Khayelitsha (Department of Social
  Anthropology).

- Investigating the difficulties of adhering to second-
  line anti-retroviral treatment and developing support
  mechanisms that make it easier for patients to adhere
  (Master's in Public Health Programme).

- Advising the layout and design of a handbook for a
  mentoring programme (collaboration with staff of the
  Professional Communication Unit).

- Analysing exit strategies for sex workers for a non-governmental organization advocating for a changed legal framework (students and a staff member from Psychology).

- Developing an electronic database for a health non-governmental organization to document client details and programme activities, profile clients, and consolidate monthly data (a team of honours students from Information Systems).

- Collecting and collating data to enable a civic group to advocate to local authorities regarding the need for a footbridge and the risks of an open canal (Department of Social Anthropology). A short review has been completed; this may lead to a dissertation.

Part 3: The University of Cape Town Explores Ways to Enhance Socially Responsive Practices

Linked to Phase 3 of the social responsiveness project, the University of Cape Town is currently (in 2012) in the third phase of institutionalising social responsiveness. Phase 3 includes a review of the 2008 Social Responsiveness Policy Framework, and entrenching engaged scholarship more firmly within the university's promotion criteria. As a part of the review process, the University Social Responsiveness Committee commissioned reflective pieces addressing the contestations within the institution about the conceptual framework underpinning the Social Responsiveness Policy Framework, and providing ideas for enhancing the university's social responsiveness activities.

For example, one paper commissioned focused on the debate on the social responsiveness conceptual framework *(Cooper, 2011)*. Cooper argues that the concept of "engaged scholarship" better describes academics' "engagement" with the "wider society." Moreover, "engagement" should be viewed as part of an emergent "third mission" of universities. He argues that encouraging more academics to value practices around a third mission of "socio-cultural development" of society necessitates a term that explicitly links this work with the core activities of universities, namely research and teaching. Cooper argues that "unless some of the ambiguities and absences in the existing Policy Framework are clarified – with the concept of Engaged Scholarship taking centre-stage… we will continue to see [social responsiveness] being seriously undervalued" *(University of Cape Town, 2011)*.

Cooper further argues that some of the "current confusion about recognising SR [social responsiveness] as a vital criterion for promotion and tenure across the different faculties of University of Cape Town (UCT) is at least partly a result of the 'ambiguities and absences' around the recent UCT definitions of SR." *(University of Cape Town, 2011, p. 27)*. In reviewing the current conceptual framework, Cooper advocates the use of the framework developed by Michigan State University, which defines scholarship as

> the [**thoughtful creation, interpretation, communication, or use of knowledge that is based in the ideas of the disciplines, professions, and interdisciplinary fields**]. What qualifies an activity as "scholarship" is that it be deeply informed by accumulating knowledge in some field, that the knowledge is skillfully interpreted and deployed, and that the activity is carried out with intelligent openness to new information, debate, and criticism. (*Provost's Committee on University Outreach, MSU, 1993, p. 2*)

Critical to this definition is its requirement that engaged scholarship retain the essential elements of quality scholarship. That is, engaged scholarship must build on existing disciplinary and interdisciplinary knowledge, generate new knowledge, and employ methods that adhere to the highest standards of the disciplines. Equally significant is that engaged scholarship must subject itself to peer scrutiny, debate, and criticism in terms of its quality. The emphasis on the scholarly nature of engagement resonates with Fourie *(2006)*, who has also argued that in engaging with external constituencies, academics should not deviate from the intrinsic nature of the university, which imposes a fundamental requirement on all teaching, learning, research, and engagement to be scholarly and scholarship based. The definition, according to Fourie, also draws from Boyer's seminal work *(1990)*, which outlines four dimensions of scholarship: the scholarship of discovery, the scholarship of teaching, the scholarship of application, and the scholarship of integration.

Michigan State University's notion of engaged scholarship for universities includes two important aspects: (1) engagement should relate to the academic's disciplinary expertise, and (2) engaged scholarship should involve working with a non-academic audience external to the university. University of Cape Town's earlier definition of social responsiveness had referred to "scholarly-based activities and non-academic external constituencies":

> Scholarly-based activities (including use-inspired basic research) that have projected and defined outcomes that match or contribute to developmental objectives or policies defined by civil society, local, provincial or national government, international agencies or industry.
> *(University of Cape Town, 2005, p. 4, citing Stokes, 1997, p. 74)*

However, the 2008 revised definition of social responsiveness, which was approved by the University of Cape Town Senate, did not. Hence the door opened to different interpretations of social responsiveness. Cooper *(2011, p. 33)* cites two influences on the changed definition. First, he suggests there was no unanimity on what social responsiveness was, and how it could be viewed and valued in terms of whether it achieved standards of rigor and quality. Second, the group formulating the policy framework felt compelled to accommodate student forms of engagement that were outside the formal curriculum, and this had an indirect impact on how social responsiveness was defined. Beere et al. *(2011)* recognise that a considerable body of literature distinguishes civic engagement from other forms of engagement by pointing out that *civic engagement* often refers to student involvement in the community when the goal of that involvement is civic learning. In reviewing the policy, it may be necessary for the University of Cape Town to consider whether using distinctive terms for student and staff engagement would be desirable. The lack of clarity in the framework has created the space to treat activities like the external examining of students' exam scripts and papers or editing academic journals as forms of social responsiveness, as evidenced by the proposed new criteria for *ad hominem* promotions submitted by several faculties in September 2011 *(University of Cape Town, 2011)*.

Admittedly, lack of clarity about social responsiveness (insofar as academics are concerned) is not the only factor that influences practices within the different faculties with regard to promotion criteria. The ambiguity about what social responsiveness is and what it is not hinders institutionalisation of engaged scholarship at the University of Cape Town. This point is echoed by Fourie *(2006)*, who points out that it is important to clarify the conceptual framework of the discourse because improper choices of terms and distinctions may lead to conceptualisations and implementation of community engagement programmes that continue to get stuck in old ruts, involve only a peripheral group of staff, or make little difference to the conditions of the surrounding society. The points raised by Cooper *(2011)* are critical in reviewing the University of Cape Town's social responsiveness policy framework. They bring to

the fore issues that pertain to academics and their work, and how that work is recognised at the university.

Conclusion

Most universities whose academics are engaged with societal challenges have not developed systematic methods of measuring the impact and the quality of their social responsiveness activities. The absence of agreed mechanisms for measuring the quality of social responsiveness undermines efforts to enhance both its status and its use in promotion processes. Over the years, the University of Cape Town's annual social responsiveness reports have profiled social responsiveness–related units and their activities. Many academics have stated that they experience challenges with regard to evaluating the quality and impact of their socially-engaged outputs as academically credible. For example, when Sowman and Wynberg were interviewed in 2007 they pointed out that the applied work of many research units is not recognised because universities do not have an objective and reliable mechanism to measure its value to the institution *(University of Cape Town, 2007a)*. Hence, the University Social Responsiveness Committee commissioned Goodman, an evaluation expert, to provide suggestions on how to evaluate the quality of "other" scholarly outputs generated through engagement, and to assess the impact of socially responsive activities.

The conceptual framework proposed by Goodman *(2011)* is based on the theory and practice of programme evaluation as articulated by Rossi, Lipsey, and Freeman *(2004)* and a number of other studies. It consists of a value chain of evaluation events:

- the accurate diagnosis of the condition the programme is designed to address;

- evaluation at the theory level involving an assessment of whether the causal logic implicit in the programme is practically realistic and theoretically sound;

- implementation evaluation designed to assess questions of delivery, organisational efficiency, and service utilisation;

- outcome evaluations that investigate whether the programme has achieved its intended goals; and

- programme impact theory to help develop and classify outcomes.

Goodman's *(2011)* framework provides a potential tool for analysing the effectiveness or efficiencies of various components of a social responsiveness intervention, and may help generate data about whether or not concrete outputs or deliverables have been achieved for the stakeholders involved. It may also help to assess the quality of these outputs. It, however, would not be suitable for social responsiveness activities that do not involve actual interventions, or for initiatives where it is difficult to measure the direct impact of the academic input given the multiple factors that may influence an outcome.

In summary, institutionalising engagement in universities is a major challenge because it demands an overhaul of systems that are deeply entrenched in a university's culture. Engagement challenges the recognition and reward system, and demands new ways of viewing scholarship in a culture that predominantly values publications in peer-reviewed journals. These challenges are not peculiar to South Africa and the University of Cape Town. Universities all over the world are struggling to adapt to a changing world which requires new knowledge systems and interdisciplinary university-community engagement.

Endnote

1. The process of developing an approach for social responsiveness is described in detail in Favish and Ngcelwane (2009).

References

Beere, C. A., Votruba, J. C., & Wells, G. W. (2011). *Becoming an engaged campus: A practical guide to institutionalizing public engagement*. San Francisco, CA: John Wiley & Sons.

Boyer, E. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.

Cooper, D. (2011). The UCT idea of "social responsiveness": "Engaged scholarship" must be at its conceptual core for academic staff. In University of Cape Town, *Social responsiveness report 2010* (pp. 26–37). Cape Town, South Africa: University of Cape Town.

Favish, J. (2010, January). Towards developing a common discourse and a policy framework for social responsiveness. *Kagisano, 6*, 33–39.

Favish, J., & Ngcelwane, S. (2009). Understanding social responsiveness: Portraits of practice at the University of Cape Town. *Gateways: International Journal of Community Research and Engagement, 2*, 18–38.

Fourie, F. (2006, September). *Towards a South African scholarship of engagement: Core and supplemental tasks of a university*. Paper presented at the CHE-HEQC/JET-CHESP Conference on Community Engagement in Higher Education, Cape Town, South Africa.

Goodman, S. (2011). A framework for thinking about the evaluation of social responsiveness interventions or activities. In University of Cape Town, *Social responsiveness report 2010* (pp. 38–41). Cape Town, South Africa: University of Cape Town.

Hall, M. (2010, January). *Community engagement in South African higher education.* In Community Engagement in South African Higher Education, Council for Higher Education, Pretoria, South Africa, (pp. 1 – 52).

Provost's Committee on University Outreach, Michigan State University (MSU). (1993). University outreach at MSU: Extending knowledge to serve society. Retrieved June 27, 2011, from http://outreach.msu.edu/documents.aspx

Living Knowledge - The International Science Shop Network website. http://www.livingknowledge.org/livingknowledge/science-shops. Accessed on July 2, 2012.

Rossi, P.H., Lipsey, M.W. & Freeman, H.E. (2004). *Evaluation: A systematic approach.* Thousand Oaks: Sage Publications.

Stanton, T. K. (Ed.). (2007). *New times demand new scholarship II: Research universities and civic engagement: A Leadership Agenda*, Los Angeles: University of California. Retrieved October 19, 2009, http://www.compact.org/wp-content/uploads/initiatives/research_universities/conference_report.pdf

Stokes, D.E.(1997). *Pasteur's Quadrant: Basic science and technological innovation.* Washington: Brookings Institution Press

University of Cape Town. (2005). *Social responsiveness report 2005.* Cape Town, South Africa: Author.

University of Cape Town. (2006). *Social responsiveness report 2006.* Cape Town, South Africa: Author.

University of Cape Town. (2007a). *Social responsiveness report 2007.* Cape Town, South Africa: Author.

University of Cape Town. (2007b). *Minimum performance criteria for academic rate for job.* Cape Town, South Africa: Author.

University of Cape Town. (2008). *Social responsiveness report 2008.* Cape Town, South Africa: Author.

University of Cape Town. (2009b). *Strategic plan for the University of Cape Town 2010–2014.* Cape Town, South Africa: Author.

University of Cape Town. (2011). *Guidelines for Ad Hominem Promotion for Academic Staff, Senate Executive Committee Discussion Document*, University of Cape Town, Cape Town.

University of Cape Town. (2011). *Social responsiveness report 2010.* Cape Town, South Africa: Author.

University of Cape Town Poverty and Inequality Planning Group. (2011, May). *Poverty and Inequality Initiative within UCT.* Discussion paper prepared by the Poverty and Inequality Planning Group, University of Cape Town, Cape Town, South Africa.

About the Authors

Judith Favish is director of the Institutional Planning Department at the University of Cape Town. Her research interests include social responsiveness and quality assurance. Favish earned her bachelor's of arts degree at the University of Witwatersrand, and her master's degree in adult and continuing education at the University of Warwick. She holds a postgraduate diploma in policy, leadership, and management studies in higher education from the University of the Western Cape.

Janice McMillan is a senior lecturer in the Centre for Higher Education Development at the University of Cape Town. Her research interests include university-community partnerships, service-learning and citizenship education, qualitative research, and adult learning. She earned her bachelor's degree in African studies at the University of Cape Town, her master's degree in education at the University of the Western Cape, and her Ph.D. in sociology at the University of Cape Town.

Sonwabo V. Ngcelwane is a senior planning officer in the Institutional Planning Department at the University of Cape Town. His research interests include social responsiveness and higher education and schooling. He earned his bachelor's of arts degree and higher diploma in education at the University of Cape Town. He holds a postgraduate diploma in policy, leadership, and management studies in higher education from the University of the Western Cape.

Bringing Public Engagement into an Academic Plan and Its Assessment Metrics

Preston A. Britner

"Takes time, you pick a place to go, and just keep truckin' on."
—The Grateful Dead, "Truckin'," American Beauty *(1970)*

Abstract

This article describes how public engagement was incorporated into a research university's current Academic Plan, how the public engagement metrics were selected and adopted, and how those processes led to subsequent strategic planning. Some recognition of the importance of civic engagement has followed, although there are many areas in which further research and support are needed. These experiences are shared in the interest of generating ideas about the roles of leadership, planning, data, and recognition in promoting and strengthening a university's commitment to civic engagement.

Academic and strategic plans are important in setting an agenda for public engagement at research universities when they are considering their road maps for engagement, outreach, and service. A vision is important to set a course for such a journey, and in this article I share insights from the experiences of the University of Connecticut, which joined TRUCEN (The Research University Civic Engagement Network) in 2011.

After reading about so many other universities' academic and strategic plans in articles, chapters, and—most frequently—on those universities' websites, I welcome this opportunity to share some of the stories from the University of Connecticut. Whereas the University of Connecticut has made great strides, it also has much work to do in the realm of public engagement. In the spirit of cooperation and sharing, which is so pervasive among TRUCEN members and in Campus Compact circles, I hope that a glimpse of our efforts and decisions may provide helpful lessons for readers at other institutions.

In this article, I lay out how public engagement was incorporated into the University of Connecticut's current Academic Plan, how the metrics by which we assess progress were selected and how that led to subsequent strategic planning, the benefits accrued from this work to date, and some of the areas in which further research and support is needed.

The Academic Plan

The University of Connecticut is Connecticut's flagship public research university; it is also the state's land-grant university. It has a strong Cooperative Extension system, and a long tradition of service and outreach (i.e., instances in which the university's faculty and staff, and sometimes students, share expertise in the community). Today, however, it strives to become a university that is more civically and publicly engaged with its various communities for the "mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity" *(Carnegie Foundation for the Advancement of Teaching, 2011)*.

The University of Connecticut's Path Toward Public Engagement

Consistent with the Kellogg Commission on the Future of State and Land-Grant Universities *(1999)* report *Returning to Our Roots: The Engaged Institution*, many of the University of Connecticut's faculty members, staff members, administrators, and community partners have wanted to see engagement embraced as a core part of the University of Connecticut's mission. In this section, I review the information, tools, and models we gleaned from national resources, discuss how public engagement was incorporated into the university's Academic Plan, and share ideas we discovered from reviewing other universities' plans.

Information, Tools, and Models from National Resources

Naturally, each university must set its own course, considering its geographic setting and ideas about the "communities" with which it partners as well as its areas of focus and strength. There are lessons to be learned, however, from what has worked at other institutions. Throughout the University of Connecticut's planning processes, we relied on networks of like-minded research universities to learn about organizational structures, institutional portraits, and institutional supports to facilitate public engagement *(e.g., Jetson & Jeremiah, 2009; Stanton, 2008; Stanton & Howard, 2009*; for more on the value of such networks, see *Hollister et al., 2012* on the Talloires Network). Table 1 lists some of these informative networks and sites.

Table 1. National Collaborations and Resources

- TRUCEN [http://www.compact.org/initiatives/civic-engagement-at-research-universities/]
  - *Models of Civic Engagement Initiatives at Research Universities*
  - *Research University Engaged Scholarship Toolkit*
- Association for Public and Land-Grant Universities (APLU)
  - Council on Engagement and Outreach [http://www.aplu.org/page.aspx?pid=255]
  - University Engagement [http://www.aplu.org/page.aspx?pid=224]
- Campus Compact, Resources [http://www.compact.org/category/resources/]
- Carnegie Foundation for the Advancement of Teaching, Community Engagement elective classification [http://classifications.carnegiefoundation.org/descriptions/community_engagement.php]
- Higher Education Network for Community Engagement (HENCE) [http://henceonline.org/]
- National Collaborative for the Study of University Engagement, Michigan State University [http://ncsue.msu.edu/collaborations.aspx]
- National Outreach Scholarship Conference [http://www.outreachscholarship.org/]
- The Talloires Network [http://www.tufts.edu/talloiresnetwork/]

The University of Connecticut's Academic Plan

At a 2011 Connecticut Campus Compact statewide strategic planning retreat, I had a lunchtime conversation with a colleague from another university. He asked me how we had made so much recent progress at the University of Connecticut with respect to public engagement. Upon reflection, I replied that much of the momentum stemmed from the involvement of our Public Engagement Forum in guiding parts of the university's 2009–2014 Academic Plan. Public engagement was not an area of focus in the university's prior academic plans, but the persistence, willingness to volunteer and contribute, and the great skills and experience of the members of the university's Public Engagement Forum led to a central role for engagement in the 2009–2014 Academic Plan.

The Public Engagement Forum (the Forum), begun in 2003 as the outreach forum, represents the constituent units of the university, with its volunteer membership drawn from a dedicated pool of faculty, staff, administrators, students, and community partners. Other key offices represented on the Forum include the Office of Community Outreach (which coordinates student volunteer experiences), the Office of Service-Learning (which supports the pedagogy of service-learning), and the Office of Institutional Research (which oversees data systems and reporting). Many Forum members have community engagement responsibilities within their own school, college, or unit. For more on the Forum and all public engagement endeavors at the University of Connecticut, see http://engagement.uconn.edu/.

The University of Connecticut's provost has been supportive of the Forum's work, including the creation of an annual awards program, an annual symposium on a public engagement topic (e.g., community partnerships, engaged scholarship), and a growing faculty service-learning fellows program. The provost led the university-wide drafting of the 2009–2014 Academic Plan; he welcomed the contributions of the Forum. Members of the Forum took an active role in drafting language for goals and strategies for public engagement in the Academic Plan. These recommendations were informed by the Forum members' experiences and discussions; reviews of peer institutions' public engagement programs and structures; and by a Forum-sponsored series of four colloquia on public engagement, engaged scholarship, programs and partnerships, and measurement. The cohesive and unified voice of the Forum members may well have led to the advancement of its vision within the Academic Plan.

Ideas from other universities' plans.

Scrutiny of other universities' academic or strategic plans can be informative. These were instructive in illuminating their intent, as research universities, in advancing their engagement endeavors. For example, the University of California, Los Angeles' 2010–2019 Academic Plan has a focus on local and global civic engagement, in addition to academic excellence, diversity, and financial security *(http://evc.ucla.edu/reports/academic-plan/)*; it includes helpful thoughts regarding how a research university defines "community." The University of Minnesota's 2008 10-point plan for advancing and institutionalizing public engagement *(http://engagement.umn. edu/university/ope/tenpointplan.html)* outlines strategies for moving from individual publicly engaged programs to a campus-integrated focus on engagement. The "Excellence in Public Engagement" section in Cornell University's 2010–2015 Strategic Plan (http://www. cornell.edu/strategicplan/) calls for the development of rigorous and systematic evaluation.

A vision for public engagement in a university's academic plan is a crucial first step. Is a vision, however, sufficient to instigate change? Conversations with colleagues at other universities suggest that their campus leaders have begun to "talk the talk of engagement," but have not started to "walk the walk." Their institutions have not yet increased financial support or named leaders (e.g., a vice provost for engagement) at the highest levels of the organizational structure, nor have promotion and tenure policies been revised. In short, two difficulties in articulating a vision are how public engagement will be executed and how it will be assessed.

Public engagement in the University of Connecticut's Academic Plan.

In the 2009–2014 Academic Plan for the university, approved by its board of trustees, public engagement was highlighted as one of five major goals. Language drafted by members of the Forum was influential in the finalized goal and its strategies. Goal 5 (public engagement) aims to "[e]nhance contributions of UConn faculty, staff, and students to the state, nation, and world through appropriate collaboration with partners in both the public and private sectors" *(University of Connecticut, 2008, p. 19)*. The plan explicitly describes strategic steps to achieve a level of public engagement, which interrelate with the university's other four goals—undergraduate education, graduate/professional education, research/scholarship/creative activity, and diversity—to demonstrate "true partnership . . . with groups beyond our campuses in areas of mutual concern" *(p. 19)*.

Public Engagement: Assessment Metrics

With public engagement approved as one of five major goals in the University of Connecticut's Academic Plan, the development of valid and useful assessment metrics to measure progress was needed to implement the plan. The development process included concerns with the initial set of the campus' metrics, steps to consider alternative metrics, and adoption of university-approved metrics.

The metrics to assess Goal 5 (public engagement) of the Academic Plan that were initially approved by the board of trustees were problematic. Although the language of the Academic Plan reflected public engagement, the metrics reflected traditional one-directional outreach (e.g., numbers of arts events, outreach programs, Extension contacts, faculty consultancies). Members of the Public Engagement Forum recognized that the metrics were "countable" but not sufficient to reflect the goal of reciprocal engagement in the areas of student development, engaged scholarship, and programs and partnerships.

Members of the Public Engagement Forum drafted a new set of proposed metrics by reviewing the text of the Academic Plan, Goal 5, which emphasizes the University of Connecticut's students, staff, and faculty engagement contributions and collaborations; the results of the previously mentioned series of public engagement colloquia held on campus to explore public engagement definitions, examples, goals/plans/obstacles, and metrics; metrics from other flagship and land-grant peer and aspirant institutions;

metrics suggested by the Association of Public and Land-Grant Universities' (APLU) Council on Engagement and Outreach; and recognition standards from the Carnegie Foundation's Community Engagement classification, which emphasize university-level organization and commitment for "curricular engagement" and "outreach and partnerships."

Considering national metrics and guidelines.

In 2009, my former co-chair of the Public Engagement Forum and I participated in a comment process on proposed APLU Council on Engagement and Outreach metrics. Those draft metrics included six dimensions: institutional commitment, faculty involvement, student involvement, the institution's reciprocal engagement with diverse individuals and communities, impact and outcomes of engagement activities, and resource/revenue opportunities generated through engagement.

We found the review of those metrics to be helpful in developing metrics for the University of Connecticut. Given concerns about the burden of multiple, incompatible reporting systems, we were pleased that the APLU effort identified overlaps of the APLU proposed metrics with other sets of metrics (e.g., Michigan State University's Outreach and Engagement Measurement Instrument, the Carnegie Community Engagement classification application questions, the National Survey of Student Engagement survey questions). Although we commented that we saw benefit in the various metrics, we were concerned that some were not clearly defined, that some requested data would be difficult to collect (given current systems in place at the university), and that the proposed metrics did little to address community partnerships and outcomes.

The University of Connecticut's Metrics: From Proposed to Approved

For each of the University of Connecticut's proposed Academic Plan metrics, we debated the wording, the best mechanisms for reporting (e.g., aggregating individual faculty/staff annual reports vs. having centralized units report), the unit of analysis (e.g., number of students vs. courses vs. course credit hours), and the realistic target for improvement in the metric (e.g., modest 2% annual growth).

Other qualitative data, like the development or continuation of "signature" programs (e.g., the University of Connecticut's partnership with the Metropolitan Opera), were not ultimately part

of the proposed set of metrics. Following many discussions about assessing community perceptions and impact, it was determined that the university was not yet in a position to propose valid and measurable metrics without new resources for measurement. The university would have to rely on a small number of quantitative metrics for the Academic Plan.

The process of defining this new set of metrics took more than a year to complete. It concluded after extensive discussion by the Forum membership, in consultation with relevant parties throughout the university. The provost subsequently endorsed the new set. The executive director of the Office of Public Engagement presented the metrics to the board of trustees, which approved them in September 2010. The metrics are now in use, as monitored by the Office of the Provost and the Office for Institutional Research, with the consultation of the Forum's membership.

The final, approved metrics are listed in Table 2. They reflect the public engagement goal (and strategies) of the Academic Plan, in the areas of student development, engaged scholarship, and programs and partnerships.

Table 2. Public Engagement Metrics in the University of Connecticut 2009-2014 Academic Plan

Enhance Student Development Through Service-Learning and Community Service

Metric #1: Number of students involved in service-learning courses [Goal: 2% annual growth]

Metric #2: Number of students involved in volunteer community service activities through Community Outreach and through fee-funded student organizations [Goal: 2% annual growth]

Promote Growth and Value of Engaged Scholarship

Metric #3: Number of external outreach/public service/public engagement activities reported by faculty [Goal: 2% annual growth]

Metric #4: Number of active outreach/public service/public engagement grants and/or contracts [Goal: 2% annual growth]

Encourage the Development of Collaborative Programs and Partnerships

Metric #5: Number of externally recognized outreach/public service/public engagement programs and partnerships [Goal: 1% annual growth]

A brief description for each of these five key metrics follows. Although the Forum is monitoring many more qualitative and quantitative data sources, such a detailed level of review is beyond the scope of this article.

Enhance student development through service-learning and community service.

The two student development metrics seek to document the number of students involved in academic service-learning courses and formal community service activities. Service-learning course data come from the university's centralized enrollment database, based on courses designated by departments as meeting service-learning criteria. The language of the second metric conveys the reporting from the university's Community Outreach office, and from annual reports by recognized student organizations. The metric, therefore, is not meant to capture all community service by students.

Promote growth and value of engaged scholarship.

Jetson and Jeremiah *(2009)* describe a range of possible examples of engaged scholarship at research universities. For example, data from needs assessments projects or service-learning classes might lead to traditionally valued outcomes, like journal publications and external grant funding. The University of Connecticut's metrics for engaged scholarship reflect scholarly products and grant funding related to university community engagement. Faculty members report annually on external outreach, public service, or public engagement activities. These reports are aggregated by the university's Office of Institutional Research. The metric reflects an aggregate of journal articles, Extension services, consultancies, and other scholarly products (e.g., peer-reviewed presentations at professional conferences). Reports of active outreach, public service, or public engagement grants and contracts are available from the university's Office of Sponsored Programs. With both of these metrics, existing reporting methods are in place, but definitions of "engaged scholarship" within subject matter disciplines will need to be clarified over time; at this point, no fine distinctions can be made in the aggregate statistics as to which scholarly products or grants and contracts would meet a definition of engagement as opposed to service or outreach.

Encourage the development of collaborative programs and partnerships.

The fifth metric is new. The number of outreach and public service (i.e., expertise-driven) or public engagement (i.e., reflecting reciprocity) programs and partnerships recognized by external

media was chosen as a trailing indicator of various constituents' perceptions about new and sustained university-community partnerships. The university's communications staff helped to craft clear definitions of partnerships and programs (i.e., enduring university-community partnerships, and not simple interviews citing a faculty member's expertise); intervals and incidence (i.e., coverage within a 3-month period would be calculated such that a story about one program in 30 media outlets would count as a single instance); and how media outlets would be monitored. Given that it was a new metric and that reputation (media stories) might lag programmatic excellence, we argued for a goal of 1% annual growth for this metric, in contrast to the 2% annual growth for the other goals.

Members of the Public Engagement Forum were pleased to see our recommendations for public engagement metrics adopted by the university's board of trustees, replacing the original "outreach" metrics. Five quantitative metrics are not sufficient to capture all of public engagement at a major research university. Today, other variables and exemplars are being studied, guided by the university's Public Engagement Strategic Plan (described in the following section), which was an outgrowth of the Forum members' involvement in the university's Academic Plan. Next, I briefly describe the process in drafting that strategic plan.

Strategic Planning for Public Engagement

At the direction of the executive director of the Office of Public Engagement, the Forum members undertook the first ever Public Engagement Strategic Plan (2011–2014) in late 2010 and early 2011. The development of the plan was based on a careful consideration of input from a broad array of stakeholders and a wide array of relevant documents. The members reviewed the University of Connecticut's 2009–2014 Academic Plan, documents written over the past 5 years by the members of the university's Public Engagement Forum, and the materials reviewed from national networks and peer institutions. Focus groups were used to solicit information about the types of university public engagement activities that would help meet the needs of community groups, public officials, and students.

A facilitated retreat was held in early 2011 with members of the Public Engagement Forum in order to conduct a strengths, weaknesses, opportunities, and challenges analysis. The retreat concluded with members using the analysis to develop goals, objectives, strategies, and action steps. The Forum's Strategic Planning

Committee integrated the written feedback from the retreat and presented it at a spring meeting; the plan was then revised and unanimously approved by the Forum at its June 2011 meeting. The plan provides a 3-year timeframe in which to promote the development and growth of public engagement at the university. It is divided into three sections (engaged scholarship, programs and partnerships, and student development), each with a goal, objectives, strategies, action items, and anticipated dates of completion. An executive summary of that plan is available at the public engagement website (http://engagement.uconn.edu/).

The University of Connecticut's Public Engagement Strategic Plan is consistent with the institution's Academic Plan (and metrics), as well as with TRUCEN's goals to encourage engaged scholarship, research on civic engagement, and commitment to student curricular and co-curricular civic engagement activities. The objectives in the strategic plan are to

- educate the university community about the scope and value of engaged scholarship;

- increase the quantity and visibility of high-quality engaged scholarship conducted by faculty and staff;

- foster relationships among faculty, staff, students, and community partners, including alumni who are interested in public engagement;

- maximize the impact and sustainability of community programs and partnerships;

- increase undergraduate, graduate, and professional students' opportunities to participate in service-learning and community service, and provide incentives to encourage them to take advantage of these opportunities;

- enhance student leadership preparation and opportunities for service-learning and community service; and

- increase knowledge and awareness about student service-learning and community service opportunities among faculty and staff, and provide them with incentives to increase their participation and involvement in these endeavors for the benefit of their students.

Committees of the Public Engagement Forum have been tasked with specific actions in the plan and now regularly report to the Forum on progress related to the plan.

Beneficial Effects of Planning

The author's experience with extensive planning exercises (e.g., Academic Plan, Public Engagement Strategic Plan, Carnegie Community Engagement classification application) over the past few years has led to a number of lessons learned, highlighting the positive effects of the processes.

Learning Through Reflection and Self-Study

It is interesting to read through the comments made by representatives of colleges and universities that were recognized with the Carnegie Foundation's elective Community Engagement Classification (see http://classifications.carnegiefoundation.org/descriptions/voices.php). The quotes speak to the value of self-study of institutional strengths, weaknesses, opportunities, and challenges, and how those conversations and assessments have been instrumental in catalyzing change.

At the University of Connecticut, a great deal was learned by those who were part of the various planning endeavors. Members were exposed to work being done by their colleagues. The need for greater coordination, planning, and support was recognized. This greatly assisted in constructing the university's 2010 application (available at http://engagement.uconn.edu/) to the Carnegie Foundation for the elective community engagement classification designation.

Validation and Recognition

The University of Connecticut was invited to join TRUCEN in late 2010. In January 2011, the university's recognition by the Carnegie Foundation with a community engagement classification designation was announced. The Corporation for National and Community Service President's Higher Education Community Service Honor Roll (with distinction) was awarded to the university's main campus in Storrs, based in large part on the strong track record of student service coordinated by the campus office of community outreach.

These distinctions brought new recognitions of legitimacy. A number of individuals reported learning about definitions and standards (e.g., for engaged scholarship and service-learning) as they explored these organizations' websites. A number of administrators and faculty members who had not been as invested in public engagement in the past became more involved after the Carnegie Foundation and TRUCEN recognitions, in particular.

Public statements by the university's administration have led to more offers of involvement by faculty members and community partners, a growing annual awards program, and new ideas for our annual symposium. Documentation and recognition of good public engagement work has brought about validation of public engagement efforts *(Byrne, 2009; Jetson & Jeremiah, 2009)*.

A Seat at the Table

In February 2012, the provost officially invited Robert McCarthy to serve as the University of Connecticut's first vice provost for engagement (while maintaining his role as dean of the School of Pharmacy). With an expanded budget and responsibility, the Office of Public Engagement is poised to implement the Public Engagement Strategic Plan (2011–2014). The core work of the office will continue to run through the committee structure of the Forum, but the additional recognition and authority that comes with this new vice provost position have many members of the Forum feeling as though their efforts are being validated by the university.

With the spate of recent accomplishments in public engagement, members of the Forum have been asked to speak at the university's new faculty orientation, review diversity and equity policies, and meet with key business and nonprofit partners. In July 2011, the university's new president shared a revised code of conduct (http://www.audit.uconn.edu/doc/codeofconduct.pdf) as one of her first pieces of correspondence with the university community. In her e-mail, she highlighted the focus on civility and collegiality (an area of her scholarly expertise; *Herbst, 2010)* and new standards for public engagement and outreach, which she described as integral to the university's mission. Indeed, the revised code of conduct includes a public engagement section with language and practices (as recommended by the Forum) reflecting the importance of intentional, reciprocal interaction and synergistic outcomes for the university and community.

In summary, progress has been made with respect to supporting the public engagement mission at the University of Connecticut. There are, however, a number of areas in which we—like other universities—need to apply the tools at our disposal to study partnerships and impact.

Public Engagement: Future Directions

In his book of essays, *Me Talk Pretty One Day*, humorist David Sedaris writes, "My hatred is entrenched, and I nourish it daily. I'm comfortable with it, and no community outreach program will change my mind" *(Sedaris, 2000, p. 145)*. Contrary to his sentiment, we at the University of Connecticut think experiences in such programs—especially those characterized by true engagement—can help communities, promote quality scholarship, and change and lead to the personal growth of college students who engage in such programs. We must, however, do a better job of supporting, studying, and assessing changes in these three domains: community partnerships and engagement; institutionalizing engaged scholarship; and impact on students.

Community Partnerships and Engagement

Saltmarsh et al. *(2009)* note that the 2006 cohort of institutions classified as community engaged by the Carnegie Foundation did not excel at understanding community partnerships marked by reciprocity. These concerns continued through the 2008 and 2010 cohorts, according to information at the Carnegie community engagement website (http://classifications.carnegiefoundation.org/descriptions/community_engagement.php). Thus, a major area of research and support must be the development of publicly centered, two-way engagement models, in contrast to institutionally centered, one-way expert models *(Weerts, 2011)*.

Clayton, Bringle, Senor, Huq, and Morrison *(2010)* discuss partnerships as relationships that are characterized by closeness, equity, and integrity, and they distinguish transactional relationships from transformational relationships, with the latter marked by growth and change "because of deeper and more sustainable commitments" *(p. 7)*. The Transformational Relationship Evaluation Scale that they present provides an example of a constructive tool for measuring universities' partnerships (e.g., description of partnership, analysis of types of relationships, ratings for indicators of closeness).

Institutions and networks like TRUCEN will need to study how resources and structural models at universities *(Jetson & Jeremiah, 2009)*, and consultation and evaluation skills (from fields like consulting and community psychology) for building and assessing community partnerships *(O'Neil & Britner, 2009)*, may affect impact on community outcomes *(Cress, Burack, Giles, Elkins, & Carnes Stevens, 2010)*.

Institutionalizing Engaged Scholarship

Challenges to institutionalizing engaged scholarship are recognized by faculty members and administrators at research universities *(Hutchinson, 2011; Smith, 2011; Stanton, 2008)*. Saltmarsh et al. *(2009)* write about research universities' resistance to change in promotion and tenure guidelines as well as debates about language and definitions for engaged scholarship.

Progress, however, is being made on promotion and tenure policies (see policy examples on the TRUCEN website), and new measures are becoming available to study change in institutional attitudes. For example, the University of Vermont's Faculty Community Engagement Tool *(Westdijk, Koliba, & Hamshaw, 2010)* is a web-based data collection tool to inform decision making and action. The Faculty Community Engagement Tool asks about community-based teaching activities, research, and outreach; informational and support needs; and faculty attitudes toward engagement.

Impact on Students

In *The Chronicle of Higher Education*, Schmidt *(2009)* summarized findings from a civic engagement survey of students, faculty members, and administrators conducted by the Association of American Colleges and Universities. The survey found a gap between students' strong desire for community engagement experiences and their institutions' limited capacity to coordinate placements and prepare students for such experiences. As colleges and universities expand their community-based placements for students, researchers must study outcomes for the individuals and communities served. At the same time, the potential effects of volunteerism on college student volunteers should be considered. Adolescents and young adults may benefit from community-based volunteerism that allows them to experience service recipients as individuals worthy of respect, to understand the role of context and institutions on individuals, to connect to or engage with their community, and to have the opportunity to reflect on their own perspectives *(Metz, McLellan, & Youniss, 2003)*. For example, in detailed interviews with college students performing 10 to 20 hours per week of community service, Seidler *(2007)* found that participants spoke about their identity development and shifts in worldviews as a result of their experiences. Primavera *(1999)* coded qualitative data on college students' service-learning experiences (i.e., volunteer experiences coupled with academic "processing" of the

experiences) and identified themes of satisfaction, reflection, self-knowledge, academic connections and rewards, understanding of cultural diversity and social issues, and a commitment to service. The effects of such volunteerism in college may be enduring.

The research priorities section of a recent Campus Compact publication on college access and success through civic engagement *(Cress et al., 2010)* discusses the need to study "individual civic transformation and the development of a sense of civic and personal efficacy" *(p. 19)*. Current research is being performed in conjunction with community outreach and academic colleagues at the University of Connecticut. A special issue of Pi Lambda Delta's *Educational Horizons* discusses the impact of voluntary mentoring on mentors *(Slaughter-Defoe, 2010)*. Although it is exciting to see such studies getting started, many unanswered questions remain concerning the impact of volunteerism, community service, and service-learning on students.

Conclusion

The Academic Plan and Public Engagement Strategic Plan goals at the University of Connecticut are consistent with the three goals in TRUCEN's mission statement: to encourage engaged scholarship (Goal 1), research on different forms of civic engagement (Goal 2), and commitment to curricular and co-curricular activities that promote students' civic understandings and engagement (Goal 3).

Through self-study, coordination, and planning, and by learning and sharing lessons with colleagues at peer TRUCEN institutions, we at the University of Connecticut have made progress on the road to engagement. Continuing with the Grateful Dead's "Truckin'" metaphor, "Lately it occurs to me, What a long, strange trip it's been." We have had many flat tires and detours, but the trip has been great, so far. It has been a trek shared by many invested, talented, and committed colleagues. I just hope we make it to the promised destination. We must, for the good of both our university and our partner communities. The good news is that we have the knowledge and capacity to get there, as long as we have the will to do so.

Endnote

1. The views expressed here are those of the author and do not necessarily represent any positions of the University of Connecticut.

References

Byrne, J. V. (2009). *The C. Peter Magrath/W. K. Kellogg Engagement Award: An assessment of its value to engagement.* Washington, DC: Association of Public and Land-Grant Universities.

Carnegie Foundation for the Advancement of Teaching. (2011). Community engagement elective classification definition. Retrieved from http://classifications.carnegiefoundation.org/descriptions/community_engagement.php

Clayton, P. H., Bringle, R. G., Senor, B., Huq, J., & Morrison, M. (2010). Differentiating and assessing relationships in service-learning and civic engagement: Exploitative, transactional, or transformational. *Michigan Journal of Community Service Learning, 16*(2), 5–22.

Cress, C. M., Burack, C., Giles, D. E., Jr., Elkins, J., & Carnes Stevens, M. (2010). *A promising connection: Increasing college access and success through civic engagement.* Boston, MA: Campus Compact.

Herbst, S. (2010). *Rude democracy: Civility and incivility in American politics.* Philadelphia: Temple University Press.

Hollister, R. M., Pollock, J. P., Gearan, M., Reid, J., Stroud, S., & Babcock, E. (2012). The Talloires Network: A global coalition of engaged universities. *Journal of Higher Education Outreach and Engagement, 16(4), 81-102.*

Hutchinson, M. (2011). Outside the margins: Promotion and tenure with a public scholarship platform. *Journal of Public Scholarship in Higher Education, 1*, 133–151.

Jetson, J. A., & Jeremiah, R. (2009). Making engagement count: Toward a model system of institutional support for engaged scholarship at research-extensive universities. In B. E. Moely, S. H. Billig, & B. A. Holland (Eds.), *Creating our identities in service-learning and community engagement* (pp. 31–52). Charlotte, NC: Information Age Publishing.

Kellogg Commission on the Future of State and Land-Grant Universities. (1999). *Returning to our roots: The engaged institution.* Washington, DC: National Association of State Universities and Land-Grant Colleges.

Metz, E., McLellan, J. A., & Youniss, J. (2003). Types of voluntary service and adolescents' civic development. *Journal of Adolescent Research, 18*, 188–203.

O'Neil, J. M., & Britner, P. A. (2009). Training primary preventionists to make a difference in people's lives. In M. E. Kenny, A. M. Horne, P. Orpinas, & L. E. Reese (Eds.), *Realizing social justice: The challenge of preventive interventions* (pp. 141–162). Washington, DC: American Psychological Association.

Primavera, J. (1999). The unintended consequences of volunteerism: Positive outcomes for those who serve. *Journal of Prevention & Intervention in the Community, 18,* 125–140.

Saltmarsh, J., Giles, D. E., Jr., O'Meara, K., Sandmann, L., Ward, E., & Buglione, S. M. (2009). In B. E. Moely, S. H. Billig, & B. A. Holland (Eds.), *Creating our identities in service-learning and community engagement* (pp. 3–29). Charlotte, NC: Information Age Publishing.

Schmidt, P. (2009, September 30). Many at colleges feel students get too little civic education, survey finds. *The Chronicle of Higher Education*. Retrieved from http://chronicle.com/article/Many-at-Colleges-Feel-Students/48639/

Sedaris, D. (2000). *Me talk pretty one day.* New York, NY: Little, Brown and Company.

Seidler, S. (2007). Catalyzing a commitment to community service in emerging adults. *Journal of Adolescent Research, 22*, 612–639.

Slaughter-Defoe, D. T. (Ed.). (2010). The impact of voluntary mentoring on mentors [Special Issue]. *Educational Horizons, 89*(1).

Smith, M. (2011). A reactive, radical approach to engaged scholarship. *Journal of Higher Education Outreach and Engagement, 15*(4), 87–100.

Stanton, T. K. (2008). New times demand new scholarship: Opportunities and challenges for civic engagement at research universities. *Education, Citizenship and Social Justice, 3*(1), 19–42.

Stanton, T., & Howard, J. (2009). *Research university engaged scholarship toolkit*. Boston: Campus Compact. Retrieved from http://www.compact.org/initiatives/civic-engagement-at-research-universities/trucen-overview/

University of Connecticut. (2008). *Our world, our people, our future: The University of Connecticut academic plan 2009–2014*. Storrs, CT: Author. Retrieved from http://engagement.uconn.edu/

Weerts, D. (2011, April 26). "If we only told our story better . . .": Re-envisioning state-university relations through the lens of public engagement. *WISCAPE Viewpoints*. Madison, WI: University of Wisconsin–Madison, Wisconsin Center for the Advancement of Postsecondary Education (WISCAPE). Retrieved from http://digital.library.wisc.edu/1793/52425

Westdijk, K., Koliba, C., & Hamshaw, K. (2010). Collecting data to inform decision making and action: The University of Vermont's Faculty Community Engagement Tool. *Journal of Higher Education Outreach and Engagement, 14*(2), 5–33.

About the Author

Preston A. Britner is co-chair of the University of Connecticut's Public Engagement Forum. He is also a professor of human development and family studies, with joint appointments in educational psychology and the Ph.D. program in public health. His research interests include single-system design evaluation, attachment relationships, youth mentoring, child maltreatment prevention, and family-focused, community-based prevention/diversion programs for children, youth, and families. Britner earned his bachelor's degree in psychology from the University of Miami, and his master's degree and Ph.D. in developmental psychology from the University of Virginia.

GOAL TWO

Encourage research on different forms of civic engagement and give greater visibility to this growing field of scholarship.

The Talloires Network:
A Global Coalition of Engaged Universities

Robert M. Hollister, John P. Pollock, Mark Gearan,
Janice Reid, Susan Stroud, and Elizabeth Babcock

Abstract

This article describes and analyzes the origins, work to date, and future of the Talloires Network, an international association of institutions committed to strengthening the civic roles and social responsibilities of higher education. Included are reflections on the network's strategies for advancing civic engagement in higher education globally, with particular attention to both the successes and the limitations of these strategies. The experience of the network to date may help to illuminate opportunities and challenges with respect to international dimensions of university civic engagement.

The potential for social participation by students young and old, now and in the years to come, is massive. The extent to which this potential can be realized will depend on universities worldwide mobilizing students, faculty, staff and citizens in programs of mutual benefit.
—Talloires Declaration, 2005

*T*he Talloires Network was established by the Talloires Declaration on the Civic Roles and Social Responsibilities of Higher Education, ratified by a gathering of higher education leaders in Talloires, France, in September 2005. Since that time, the network has grown from 29 universities to over 240 universities in 62 countries. We seek to advance university-community engagement by increasing public awareness of—and support for—civic engagement, fostering the exchange of ideas and best practices, supporting other regional and global networks focused on this work, educating funders on the value of engagement, hosting conferences and events, and providing direct financial and capacity-building support to members. Guided by an elected Steering Committee of the heads of universities from around the world, the network's secretriat is hosted by Tufts University.

We are entering an exciting new period in the network's development. In June 2011, the network's Global Leaders Conference in Madrid brought together over 200 university heads and other stakeholders to discuss the future of the global movement for engaged universities. This conference illustrated the energy and momentum of our network, which we hope to harness as we

develop new programs to build the global field of higher education civic engagement.

At the closing session of the conference, Vuyisa Tanga, vice-chancellor of Cape Peninsula University of Technology, summarized:

> In spite of our tremendous diversity we share the belief that we should change the academic paradigm from the notion of the ivory tower to an open space for learning and development. Policy alone is not enough to achieve this. We need decisive leadership, an alignment of all university processes and active student involvement to critically embed the culture of an engaged university. *(Talloires Network, 2011a)*

Participants in the Madrid conference resolved:

> The world is a very different place than it was when the Talloires Declaration was signed. Across the globe, the societies in which our institutions are situated are facing increased economic, social, and civic challenges. At the same time, in universities on every continent, something extraordinary is underway. Mobilizing their human and intellectual resources, institutions of higher education are increasingly providing opportunity and directly tackling community problems—combating poverty, improving public health, promoting environmental sustainability, and enhancing the quality of life. Many universities across the globe are embedding civic engagement as a core mission along with teaching and research. Around the world, the engaged university is replacing the ivory tower. *(Talloires Network, 2011b)*

Origins of the Talloires Network

Some of our universities and colleges are older than the nations in which they are located; others are young and emerging; but all bear a special obligation to contribute to the public good, through educating students, expanding access to education, and the creation and timely application of new knowledge. Our institutions recognize that we do not exist in isolation from society, nor from the communities in which we are located. Instead, we carry a unique obligation to listen, understand and contribute to social transformation and development.
—*Talloires Declaration, 2005*

In many parts of the world, particularly in the West, a traditional model of the university has been the ivory tower, where academics pursue knowledge in relative isolation from the communities in which they are embedded. As the network's recent global conference affirmed, many institutions, both in the United States and around the world, are moving beyond this model. In some parts of the world, the university as ivory tower has never been the dominant model. Many universities have a long history of engagement with their communities. Indeed some, such as Universidad Señor de Sipán in Peru and the University for Development Studies in Ghana, were established with the primary mission of advancing social and economic development. Land-grant universities in the United States have the same founding motivation.

By the beginning of this millennium it was becoming clear that there was a global trend toward greater engagement of universities with their communities, characterized by systemic efforts to mobilize the expertise and person power of these institutions to address pressing societal needs. However, there was limited international coordination and exchange on these issues at the senior management level.

In 2005, Tufts University decided to contribute to remedying this gap by holding the first international conference of the heads of universities to explore the engagement and social responsibility roles of higher education institutions. Held at the Tufts European Center in the alpine village of Talloires, France, the conference brought together 29 university presidents, rectors, and vice-chancellors from 23 countries around the world. This diverse group came from institutions as wide-ranging as An Giang University in Vietnam and the University of Havana in Cuba, from the Catholic University of Temuco in Chile, Al-Quds University in the Occupied Palestinian Territories, and the Aga Khan University in Pakistan, to Ahfad University for Women in Sudan. During 3 days of energetic dialogue, participants shared their experiences with community engagement and exchanged ideas for future work. Although the group represented starkly different contexts and types of universities, they found that they shared common purposes and strategic orientation. Discussions centered on ways to tap into the unrealized potential of universities and their students to tackle pressing challenges in their societies, and on forging a collective vision for advancing the field of community engagement in higher education worldwide.

This consensus is reflected in the 2005 Talloires Declaration on the Civic Roles and Social Responsibilities of Higher Education.

The declaration committed signatories to a number of concrete actions at their own institutions and together, including to

- expand civic engagement and social responsibility programs in an ethical manner, through teaching, research, and public service;

- embed public responsibility through personal example, and the policies and practices of our higher education institutions;

- create institutional frameworks for the encouragement, reward and recognition of good practice in social service by students, faculty, staff, and their community partners; and

- ensure that the standards of excellence, critical debate, scholarly research, and peer judgment are applied as rigorously to community engagement as they are to other forms of university endeavor *(Talloires Network, 2005).*

The declaration also created the Talloires Network "for the exchange of ideas and understandings and for fostering collective action." All participants in the 2005 Conference, as well as all institutions that have joined the Talloires Network since that time, have committed themselves to the principles of the Talloires Declaration.

Development of the Network

The infrastructure of the Talloires Network was established in 2006 and since then has continued to grow and develop. Guidance and oversight for the network are provided by a steering committee consisting of leaders in higher education from around the world. From 2005 to 2011, the steering committee was chaired by Larry Bacow, president of Tufts University. President Bacow provided dynamic leadership in expanding the network and building its programs. During its first six years, the secretariat functions of the network were shared by the Jonathan M. Tisch College of Citzenship and Public Service of Tufts University and Innovations in Civic Participation, a Washington, D.C.-based nonprofit organization that also co-organized the founding conference.

In 2011, President Bacow stepped down as chair of the Talloires Network. Mark Gearan, president of Hobart and William Smith Colleges, assumed the office of steering committee chair, and Janice Reid, vice-chancellor of the University of Western Sydney, became vice chair. President Gearan and Vice-Chancellor Reid participated

in the 2005 Talloires Conference, were original signatories to the Talloires Declaration, and have been influential leaders of the network since that time.

In its first 6 years the network operated with informal organizational policies. A self-appointed steering committee of higher education leaders from around the world provided strong guidance and oversight. In June 2011, Talloires Network members ratified an explicit governance policy that spells out the steering committee's responsibilities and calls for replacement of the founding body with a steering committee nominated and elected by the full membership. In August 2011, Talloires Network member presidents elected a new steering committee of members from universities in 10 countries around the world.

From its origins at the 2005 conference, the Talloires Network has grown into the largest international network focused on higher education community engagement. Our membership of 230 higher education institutions in 62 countries has a combined enrollment of over 6 million students. As noted by Brenda Gourley, former vice-chancellor of the Open University (UK) and an original member of the Talloires Network Steering Committee, "Looking back at the history of Talloires since 2005, what began as a small meeting has become a movement." *(Talloires Network, 2011a)*

We believe that higher education institutions exist to serve and strengthen the society of which they are part. Through the learning, values and commitment of faculty, staff and students, our institutions create social capital, preparing students to contribute positively to local, national and global communities. Universities have the responsibility to foster in faculty, staff and students a sense of social responsibility and commitment to the social good, which, we believe, is central to the success of a democratic and just society.
—*Talloires Declaration, 2005*

Membership in the Talloires Network is based on an institutional commitment made by the chief executives, be they presidents, vice-chancellors, or rectors of the universities. University heads commit their institutions to the network for a variety of reasons. Some join to take advantage of the benefits offered by membership, such as eligibility for the annual MacJannet Prize, eligibility to take part in Talloires Network projects, and participation in network conferences. Some wish to make a public commitment as a signal to people outside the university as well as to their own faculty, staff, and students that community engagement is one of their core values. Some members may join for

reasons only marginally related to community engagement: a desire to raise their institutional profile, to attract funding, or to cultivate relationships with other members of the network. Even in such cases it is our hope that their exposure to the work will help impel them and their institutions toward a greater awareness of the value of forging productive and mutually beneficial partnerships with their communities.

Sources of Support

The Talloires Network has been fortunate to attract funding from a variety of supporters. The 2005 conference and the founding of the network were supported by the Tisch College of Citzenship and Public Service of Tufts University, Carnegie Corporation of New York, Ford Foundation, Breidenthal-Snyder Foundation, Lowell-Blake and Associates, and the Charles F. Adams Trust. Since that time, we have received additional grants from the Carnegie Corporation, the Walmart Foundation, the Pearson Foundation, the MacJannet Foundation, and the Rockefeller Foundation. With generous support of the Walmart Foundation and the MasterCard Foundation, we are currently undertaking projects of direct support to our members, described in more detail below.

Since 2010, we have also received ongoing support from Santander Bank, which launched the Santander Universities program in 1996 to support the higher education sector in such areas as teaching and research, international cooperation, knowledge and technology transfer, entrepreneurial initiatives, student mobility, and innovation. Emilio Botín, chairman of Santander Bank, has declared that universities are "a driving force of social progress" *(Santander Bank, 2010)*, and Santander has reinforced its commitment to this conviction through its relationship with the Talloires Network.

Strategies and Activities

The Talloires Network has adopted a number of strategies for furthering its mission. These include

- supporting the leadership of the heads of institutions of higher education;

- striving for global participation and fostering authentic South-North dialogue and collaboration;

- increasing public awareness and support for civic engagement by publicizing outstanding programs;

- serving as a "network of networks";

- cultivating and educating funders on the value of university civic engagement;

- encouraging and facilitating face-to-face interaction;

- providing direct financial and capacity-building assistance; and

- supporting faculty and managerial development.

Supporting Leadership

Before we organized the founding conference of the network, there had been significant interaction internationally among faculty leaders in civic engagement, but much less among the heads of their institutions. We believed there was a timely opportunity to engage the attention—and to support the leadership—of the people with ultimate responsibility for the directions and priorities of universities. This strategic instinct became a defining principle: A distinctive strength of the Talloires Network is its focus on university presidents, rectors, and vice-chancellors. Membership in the network is institutional, based on a commitment to the Talloires Declaration signed by the head of the university. Of course, most of the everyday work of engagement is done by university faculty, staff, and students, and we interact and undertake considerable work with these constituencies. However, buy-in from university leaders is critical in institutionalizing engagement. As noted by Margaret McKenna, former president of the Walmart Foundation and president emeritus of Lesley University, "University presidents should go out and model the behavior they want their students to show" *(Talloires Network, 2010).*

The day-to-day interactions of the network among its members take place largely through those staff members appointed by their university presidents to drive their programs. These are generally faculty or other staff with responsibility for the university's engagement work. However, we also keep member presidents engaged when we have opportunities that would be of interest to them. The June 2011 conference at the Autonomous University of Madrid emphasized participation by the heads of institutional members, and this was a significant opportunity to reinforce the commitment of university leaders to civic engagement at their institutions. Sharifah Hapsah Shahabudin, vice-chancellor of the National University of Malaysia, said of our recent conference in Madrid, "This meeting has convinced me of the need to integrate

industry and community engagement into research, education and services—not as an add-on or a third mission, but fully integrated. Universities of the future are engaged universities" *(Talloires Network, 2011a)*.

Global Participation and South-North Dialogue

Substantial geographic diversity has been a defining feature of the network since it began. Our current membership numbers are 34 in Africa, 32 in Asia-Pacific, 42 in Europe and Central Asia, 37 in Latin America and Caribbean, 14 in Middle East and North Africa, 59 in North America, and 23 in South Asia. Although our membership is truly international, the uneven distribution of members reflects the varying levels of higher education community engagement in different regions. These countries and regions have either strong traditions or more recent institutional interest in outreach and engagement. By contrast, our membership in India, China, continental Europe, and East Asia is comparatively small.

The network's broad global representation has made South-North dialogue a major dimension of its activities. Our experience to date demonstrates that Northern institutions of higher education have a great deal to learn from the substantial civic engagement programs of sister institutions in the Global South.

At the same time, the regional and national disparities in membership are also a continuing challenge. The Talloires Network has always had a strong U.S. base. Tufts University hosted the founding conference. Both our founding and our current steering committee chairs have been presidents of U.S. institutions. The secretariat functions of the network have been managed from the United States. A practical logic underlies this heavy American foundation: The United States has a well-developed higher education community engagement field in terms of policy, practice, and research, and many top funders are based in the United States.

However, this strong U.S. base also introduces the risk that we will be seen as an American network or an attempt by Americans to proselytize about higher education to other societies. In addition, it leads to a disproportionately strong attraction for universities in Anglophone countries, such as the United States, Australia, and South Africa. To overcome these challenges, we have worked hard to recruit members in every region of the world, to attract non-U.S. participants to our events, and to maintain global diversity on our steering committee. We are committed to maintaining and strengthening geographic diversity as a key operating principle.

In *The Engaged University: International Perspectives on Civic Engagement*, a book profiling engagement policies and practices of 20 Talloires Network member universities in 16 countries, co-authors David Watson, Robert Hollister, Susan Stroud, and Elizabeth Babcock *(2011)* remark on the clear differences between the North and South in the motivations for, and methods of implementing, university civic engagement. Institutions in the Global South tend to place greater emphasis on local development challenges, and in some locales, the role of universities in political transition and democratization. Therefore the relations between these universities and communities tend to be organized around those challenges and the transfer of information and applied knowledge. There is also more awareness in the South of the knowledge that community already possesses. Susan Stroud notes, "There is greater recognition that knowledge doesn't just exist within universities so it is more of an equal exchange between the two" *(Talloires Network, 2011a)*. Ahmed Bawa, vice-chancellor of Durban University of Technology in South Africa, states, "My university mainly services poor rural students who actually are the community, so the idea of engagement is not so much about exposing them to the poor as it is about empowering them" *(Talloires Network, 2011a)*.

Public Awareness

Across our membership, outstanding work is being undertaken by universities partnering with their communities in mutually beneficial ways. Although the scale and impacts of these activities are quite substantial, to date they have received comparatively modest public recognition. This means that decision makers, policy makers, and funding agencies operate with limited understanding of the extent and impacts of higher education civic engagement. Therefore, one of our key strategies has been to make more visible the substantial university civic engagement work happening around the world. We seek to highlight some of the most effective and innovative programs in order to encourage and reinforce the work of these programs, give other institutions the opportunity to learn from successful models, and raise the public profile and support for university civic engagement more broadly.

A major way that we recognize programs is through our annual MacJannet Prize for Global Citizenship, which recognizes outstanding university civic engagement programs, awarded through a competitive application process. The MacJannet Prize, co-sponsored with the MacJannet Foundation, has been one of our most successful programs because it gives prominence to the

outstanding work of our members, often in parts of the world where civic engagement receives insufficient recognition. The winning programs receive a financial award to support their work, significant public attention through the network's communications platforms (website, e-newsletter, and blog), and the opportunity to meet and learn from one another during an associated workshop and the award ceremony. Oscar García, vice-rector for outreach at the University of Buenos Aires, which received first MacJannet Prize in 2011, confirmed the value of the prize to its winners. Winning first prize is "a great motivator" according to García. "It is good to know we are not alone, as this kind of work is not easy" *(Talloires Network, 2011a).*

The MacJannet Prize winners from the past 3 years are outstanding examples of the impacts that innovative engagement programs can have on universities and communities. These programs provide innovative, effective, and inspirational models for university-community engagement. The 2009 first prize winner, the Urban Health Program at Aga Khan University (Pakistan), provides critical health and socioeconomic support to the squatter settlements of Karachi. The 2010 first prize winner, Puentes UC (Bridges UC) at the Pontifical Catholic University of Chile, links university faculty and students with municipal authorities to build the capacity of local government to provide needed services. The 2011 first prize winner, Community Action Program in Vulnerable Neighborhoods at the University of Buenos Aires (Argentina), works with high-risk populations through extension centers that focus on non-formal education, community health, and community development.

In addition to the winning programs, we publicize the key programs and activities of our members through university profiles on our website and a featured "Program of the Month" in our monthly e-newsletters. These and the aforementioned volume, *The Engaged University: International Perspectives on Civic Engagement*, significantly raise the visibility of these universities and their community partnerships. *The Engaged University* was organized as a collective project in which the co-authors collaborated with 20 Talloires Network member institutions. Each participating member contributed substantial written information and interviews to help create case profiles of its community engagement work. In combination the profiles present a comprehensive picture of our global movement, illustrating major driving factors, common patterns, impacts, and implications for future policy and practice.

A "Network of Networks"

Higher education must extend itself for the good of society to embrace communities near and far. In doing so, we will promote our core missions of teaching, research and service.
—*Talloires Declaration, 2005*

As a global coalition, the Talloires Network has major strengths. We can bring together diverse perspectives on engagement from around the world. We can connect universities in every part of the globe to partner on joint projects. We can give support to the most promising programs not just in one country or region, but worldwide.

However, we also recognize the limitations that are built into our being a global alliance. Our secretariat and steering committee members cannot possibly have intimate knowledge of the conditions for engagement in different parts of the world. Both logistics and resources make it impractical to convene regular global conferences. At times, it can be more effective for universities with shared social, cultural, and economic contexts to work together before they partner with an institution on the other side of the world. Founding Network Steering Committee Chair Larry Bacow has argued, "It's our responsibility to develop the conceptual framework for university civic engagement, gather and propagate best practices, consciously reflect on those at the regional level, and interpret it in the language, culture, and context of each region"*(Talloires Network, 2011a)*.

Therefore, the Talloires Steering Committee adopted a strategy several years ago of working in collaboration with regional university networks that focus on engagement. These networks have more detailed knowledge of the social and economic conditions, the policy frameworks, and the institutional cultures relevant to engagement in their own region. They have the capacity to convene regional gatherings and facilitate partnerships. By working together in a way that allows the strengths of our global network to complement the strengths of these regional networks, we can make our work more context-sensitive and effective. Therefore, we seek to strengthen the work of existing higher education civic engagement networks and to catalyze the creation of such networks where they do not yet exist.

The early success of this approach is evident in the creation of two new regional networks committed to civic engagement: the Ma'an Arab University Alliance for Civic Engagement, and

AsiaEngage, an Asian network of engaged universities and their partners in other sectors. Further, our partnerships with other networks have given us a wealth of knowledge, the ability to connect our partners with one another, and new opportunities to develop projects in various parts of the world.

We have concluded formal agreements with several other existing regional networks. Our partnership with the Latin American Center for Service-Learning (CLAYSS), based in Argentina, has focused on expanding our Latin American membership, providing a Spanish-language web platform for members, and convening Talloires Network members in the region. The Talloires Network has co-hosted a major conference in Cairo and supported a service-learning seminar for faculty in Beirut in partnership with the Ma'an Arab University Alliance for Civic Engagement. In partnership with the Russian Community Universities Network, a project of the New Eurasia Foundation and the Mott Foundation, the Talloires Network hosted a study tour for Russian university administrators to gather information on engagement practices in the United States. With a grant from the Walmart Foundation, the Network is supporting the South Africa Higher Education Community Engagement Forum to organize a series of capacity-building workshops. In 2012 the Talloires Network co-sponsored a conference of Asian universities that launched AsiaEngage. We also have formal partnership agreements with Engagement Australia, Campus Compact in the United States, and Campus Engage in Ireland. We continue to explore opportunities for collaborating on concrete projects with these networks.

Leadership in building university civic engagement and social responsibility also is being exerted by other networks that focus on university roles in democracy, such as the International Consortium for Higher Education, Civic Responsibility, and Democracy. In addition, many global higher education networks, such as the Association of Commonwealth Universities and the International Association of Universities, have made civic engagement one of their areas of programmatic emphasis.

Engaging and Educating Funding Agencies

Whenever we ask network members about the greatest challenges that they face in their community engagement work, funding is always near the top of the list. In our own experience operating the network secretariat, attracting the funding required to do our work is a constant concern. Therefore, one of our key strategies

is cultivating and educating funders about the value of university civic engagement. A key collective challenge and opportunity is to expand dramatically the scale of financial investment in the movement.

We always seek to include philanthropic leaders in Talloires Network conferences and events. In November 2009, we organized a luncheon of funders from across the spectrum of corporate and private foundations as well as government agencies to discuss the current state of higher education civic engagement, the need for additional resources, and the interests and ideas of the funders about the types of programs that could attract their support. Carnegie Corporation President Vartan Gregorian, who hosted the gathering, observed, "This meeting was in effect a higher education-philanthropy 'summit' to envision the future of a movement with the potential to forge a new compact between higher education and society" *(Tisch College, 2009)*. This roundtable discussion was attended by the heads of seven network member universities, and the presidents and other senior executives from several corporate and private foundations in addition to Carnegie: Santander, MasterCard, Walmart, Rockefeller, Pearson, KMG International, and IBM International. Judith Rodin, president of the Rockefeller Foundation, stated, "The fact that this diverse group of leaders came together on this important issue signals that the global movement of engaged universities is poised to enter a wholly new stage. The potential impact is enormous and the heightened momentum for mobilizing the expertise and power of higher education for social and economic innovation is a very positive development" *(Tisch College, 2009)*.

Several philanthropic leaders also participated in a Talloires Network strategy meeting at the Rockefeller Foundation's Bellagio Center in March 2010 and in the network's Global Leaders Conference in Madrid in June 2011. These have been fruitful opportunities for funders to meet members, learn more about the pivotal role universities can play in community development and social progress, and contribute their own ideas to the discussion. For example, during our 2011 conference in Madrid, Reeta Roy, president of the MasterCard Foundation, stressed how important project evaluation is to attracting funding. "We are looking for innovation, for projects which are bringing interesting partners together, but we are also looking for ones which can provide some hard evidence of what works and why," said Roy. "We know there is tremendous work going on but much of this is not systematically documented" *(Talloires Network, 2011a)*.

In addition, we strive to keep funders engaged in the process of developing ideas for projects. Many funders have significant experience and expertise that is valuable in project design, and through their contributions, they become invested in the projects. This approach of "co-inventing" with funders has led to grants from the Walmart Foundation and the MasterCard Foundation, as described below.

Interaction Among Members and Stakeholders

Of necessity, much of our communication with and among members across the world is done by e-mail and phone. These communications are invaluable and allow people from all over the world to connect at little cost. However, there is simply no substitute for the trust and personal relationships built by face-to-face interactions.

Therefore, whenever possible, we have sought to arrange meetings of our members. The largest was our June 2011 conference in Madrid, which brought together over 200 university presidents, faculty, students, non-governmental organization heads, philanthropic leaders, government officials, and other stakeholders. Smaller meetings, such as the previously mentioned meeting at the Bellagio Center in 2010, have helped ensure that a core group of Talloires Network Steering Committee and general members and stakeholders have built strong and mutually supportive personal relationships. In addition, we have co-sponsored regional conferences—including gatherings in Mexico City, Buenos Aires, Cairo, and Kuala Lumpur—and encouraged Talloires members to take advantage of these opportunities. While not achieving the same impact as a global assembly, these regional meetings are less expensive, easier to organize, and allow in-depth discussions of issues relevant in the particular region.

Providing Financial and Capacity-Building Support

Early in the development of the network, we focused on building the organization to be an effective enterprise. However, as we grew, it became clear that the best way to advance university civic engagement is by generating and disbursing resources to directly support members' activities. In addition, funders find such projects more attractive than providing "core support" to a network of universities.

The first program of funding directed to individual members is a program of competitive seed grants for universities in

Chile, funded by the Walmart Foundation. These grants are supporting Chilean universities' development of programs targeted at improving economic opportunities for marginalized women and girls. We have partnered with a Chilean nonprofit organization, Participa, which has considerable experience in the field, to administer this initiative and to provide capacity-building support for participating universities.

Another ongoing project that will provide direct support to our members is a large multi-year global Youth Economic Participation Initiative of demonstration projects to be led by universities in developing countries. We are co-developing the initiative with the MasterCard Foundation, which is particularly interested in connecting students from disadvantaged backgrounds with employment opportunities and enhancing the ability of young people to create new economic enterprises.

Faculty and Managerial Development

As practitioners and policy makers in the field well know, commitment and enthusiasm are necessary but not sufficient for successful university-community engagement. Developing institutional policies and management structures for engagement is challenging work, as is running effective service-learning courses and community-based research projects. Over the years a body of knowledge and best practice in these endeavors has developed that can be helpful and instructive for management and faculty members at institutions that are relatively new to the idea of engagement.

We have already sought to provide training and development opportunities to our members through our regional partners. Our partners in the Middle East and Latin America, the Ma'an Arab University Alliance for Civic Engagement and the Latin American Center for Service-Learning, have held workshops on service-learning for interested faculty members in their respective regions.

In the past we have been able to provide modest financial support for these endeavors. We are currently, with support from the Pearson Foundation, developing a larger scale management training and development program that will provide in-person training through our regional partners, perhaps in parallel with existing higher education conferences. We also hope to utilize "webinars" and other online tools to expand the reach of this initiative.

Lessons Learned

In addition to the previous strategies, all of which have had varying degrees of success and are ongoing, several strategies that

we have adopted in the past have not been entirely successful. These strategies have all either been abandoned or are in the process of being rethought. We discuss these experiences below in the spirit of trying to learn from missteps as well as from successes.

A Common Global Project

At our founding conference, participants were enthusiastic about collaborating on a common global project, to unite the membership by working together on a concrete initiative that would be a defining cause for the Talloires Network. In part due to the focus of the Millennium Development Goals and United Nations Educational, Scientific and Cultural Organization's Education for All campaign, in 2006 our steering committee chose to adopt a global project on literacy. Literacy was defined broadly to include reading, numeracy, digital literacy, and financial literacy. Members were strongly encouraged to adopt projects focused on these areas. We disseminated resources on literacy throughout the membership and created an extensive handbook on literacy projects.

Ultimately, the project failed to gain purchase with our members. Many already had literacy programs, but these were not necessarily a focal point of their engagement work. For others, literacy was not a priority. The project seemed to discourage some universities from joining the Talloires Network, as they thought literacy was our primary focus. Furthermore, we were unable to attract funding for literacy programs and therefore could not devote enough resources to this proposal. Therefore, the project was quietly dropped in 2009, with a recognition that effective university civic engagement must be driven by local priorities and programs.

Self-assessment

Another strategy that met with little success was encouraging our members to undertake thorough self-assessment of their civic engagement policies and practices. All agree that evaluation is essential in order for universities to identify both strengths and weaknesses and to make changes to priorities and work plans. We originally required universities to complete a self-assessment tool in order to be eligible for membership. This mandatory assessment was based on a tool prepared by David Watson for the Association of Commonwealth Universities. Watson's assessment tool is comprehensive and valuable for evaluating a wide range of a university's engagement work, but it is also challenging to complete. We dropped the requirement after we realized that it was a major

barrier to universities joining the network. Despite our continued urging of members to complete the assessment, only a handful of universities have done so.

Members did not complete the assessment for a variety of reasons. Many had already completed their own assessments, in forms that took cognizance of their own needs and constraints. Others were discouraged by the length and comprehensiveness of the tool that we recommended. Still others may have not seen sufficient value in the exercise. We have considered revisiting the self-assessment requirement by selecting or developing a shorter tool, but would need to consult widely about its benefit before trying again.

The Leadership of Students

To date the strategic vision of the Talloires Network has emphasized supporting the top leadership of universities around the world, and this orientation continues to be a distinguishing strength. Although we have engaged university students in several ways, our overwhelming focus has been on involving and reinforcing the efforts of university presidents, rectors, and vice-chancellors. Our efforts to support student leadership have been productive, but we have not built a sustainable community of Talloires Network students.

Most of our efforts have begun with in-person gatherings of students, followed by efforts to maintain the relationships built during these gatherings through online platforms. For example, in 2008 we brought 24 students from around the world to the Clinton Global Initiative University conference in New Orleans. In addition, we initiated an online peer community. Through a competitive applications process, we selected a group of 20 student peer advisors from several countries and then hosted monthly discussions on an online forum for these mentors to share their experiences and ideas with other students. The first few discussions attracted substantial interest, but then participation dropped sharply, and the forum and the Student Peer Advisor program were ultimately abandoned. In retrospect, several elements would have helped to sustain this effort: allocation of more staff time to organizing and brokering discussions, giving the dialogues greater consequences (on allocation of network resources, for example), and providing opportunities for in-person as well as virtual communication.

During each of the past 3 years, we have also brought student representatives of the MacJannet Prize–winning programs to several days of workshops and an award ceremony, and the strength of student leadership has been a major criterion in selecting winners.

Finally, we brought a group of students to our recent conference in Madrid to act as a communications team, conducting interviews, reporting on conference discussions, and blogging. In each case, the students provided invaluable insights to these gatherings and reported that the lessons they learned would be useful on their return to their respective institutions.

Each of our efforts to support the leadership of students at Talloires Network institutions has had positive impacts. However, these efforts have not added up to a sustained student strategy or to maintaining a community of students after the fact, despite use of Facebook, online forums, and other social networking tools. As students return to their institutions, they tend to get busy and lose interest in remaining engaged with us and with each other, and of course, they ultimately graduate and move on.

At present, youth participation is a significant dimension of the global Youth Economic Participation Initiative that the Talloires Network is developing in partnership with the MasterCard Foundation. Three of the 12 members of the initiative's advisory committee are university students. We are incorporating students' recommendations in shaping this program through peer-to-peer interviews with 100 students in 10 countries and through two online dialogues.

We now are endeavoring to pay increasing attention to student leadership. Through strategic planning discussions over the past year, network leaders have embraced student leadership as a higher priority. We believe that building the capabilities of student leaders in selected Talloires Network institutions will strengthen a mutually reinforcing bottom-up and top-down leadership dynamic.

Reflections

The Talloires Network has made a strong contribution to the global movement for engaged universities. With over 240 members, the network is among the largest international organizations committed to this effort. We have raised the profile of university civic engagement, increased the interest of several key funders in this work, and encouraged new universities to adopt engaged policies and practices. We have disseminated resources directly to members and supported them in expanding their own work. Through conferences and online communications platforms, we have helped our members around the world share best practices and innovative models for engagement.

However, we also recognize that we are just one organization out of many in this field. Several regional and global initiatives are

collectively driving the movement forward. The Talloires Network has formal or informal relationships with many of these other networks, and new organizations and initiatives continually come to our attention.

We are also aware of the difficulty of measuring impacts and determining how big a role our actions have played in advancing in this field. Much like our individual members, the Talloires Network always struggles with measuring impact and evaluating success. In this effort, it is tempting to emphasize indicators that are easy to quantify, but do not tell the full story. For example, keeping track of the number of new members we attract is certainly useful, but it does not tell us how committed these members are, what benefits they actually derive from membership, and so forth. Similarly, it is easy to document how many events we hold and the number of participants, but the real impact of these conferences and the benefits gained by the participants are much harder to quantify.

Future Directions

The university should use the processes of education and research to respond to, serve and strengthen its communities for local and global citizenship. The university has a responsibility to participate actively in the democratic process and to empower those who are less privileged. Our institutions must strive to build a culture of reflection and action by faculty, staff and students that infuses all learning and inquiry.
—*Talloires Declaration, 2005*

Participants in the Network's 2011 Madrid Conference committed themselves to several action steps that echoed and also expanded on those articulated in the 2005 Talloires Declaration:

- Advance civic engagement globally through the dissemination of best practices, encouragement of innovation, development of communities of practice, policy advocacy, and promotion of the field with philanthropic organizations.

- Elevate public awareness of the value of university-community engagement.

- Promote the work of, and collaborate with, regional networks.

- Expand student programs, student participation in international conferences, and exchange opportunities.

- Assist in the creation of tools for evaluating impact and the collection of data on university-community engagement, as well as the assessment of student civic engagement and social responsibility competencies.

- Explore and develop strategies for universities to increase economic opportunity for disadvantaged youth.

- Promote access and retention programs in higher education for academically talented youth from low-income sectors *(Talloires Network, 2011b).*

Every movement starts as a seed that germinates and grows. The initiatives and innovations of those universities for which engagement with their communities is part of their mandate, are as diverse and distributed as the institutions themselves. Some will come to public notice. Others will be unsung endeavors driven by a quiet commitment to social justice and transformation. Either way, the Talloires Network will continue to connect and support those with the desire to make a difference in their local, national, and global communities.

We would welcome collaboration, and encourage questions and critical comments from colleagues in all parts of the world.

Acknowledgments

References

Santander Bank. (2010). Banco Santander to assign EUR 600 million to higher education projects in the next five years. Retrieved from http://www.santander.com/csgs/StaticBS?blobcol=urldata&blobheader=application%2Fpdf&blobkey=id&blobtable=MungoBlobs&blobwhere=1265276182619&cachecontrol=immediate&ssbinary=true&maxage=3600

Talloires Network. (2005). Talloires declaration on the civic roles and social responsibilities of higher education. Retrieved from http://www.tufts.edu/talloiresnetwork/?pid=17

Talloires Network. (2010). The Talloires Network: Higher education responding to social needs. Report on a meeting at the Rockefeller Foundation's Bellagio Center on March 23–27, 2010. Retrieved from http://www.tufts.edu/talloiresnetwork/downloads/Bellagiomeetingreport.pdf

Talloires Network. (2011a). Building the engaged university, moving beyond the ivory tower. Report on the Talloires Network Global Leaders Conference in Madrid on June 14–16, 2011. Medford, MA: Tufts University.

Talloires Network. (2011b). Madrid 2011 conference resolution on the civic roles and social responsibilities of higher education. Retrieved from http://www.talloires2011.org/conference/resolution

Tisch College of Citizenship and Public Service, Tufts University. (2009). Leaders address future of global movement of engaged universities. *Tisch College Newsletter* (December 2009). Retrieved from http://activecitizen.tufts.edu/?pid=849

Watson, D., Hollister, R., Stroud, S., & Babcock, E. (2011). *The engaged university: International perspectives on civic engagement*. New York, NY: Routledge.

About the Authors

Robert M. Hollister is a professor of urban and environmental policy at Tufts University, and directs the Talloires Network Secretariat. His research and teaching focus on leadership for change, university-community partnerships, and citizen participation in public affairs. Hollister earned his bachelor's degree from Antioch College, his master's degree from Harvard University, and his Ph.D. from Massachusetts Institute of Technology.

John P. Pollock is a master of arts in law and diplomacy candidate 2013 at Fletcher School of Law and Diplomacy at Tufts University, and is a Talloires Network program assistant. He is studying the state of civic education in Egypt and the role of Community Based Organizations in the development of society in the Middle East. Pollock earned his bachelor's degree from the University of Notre Dame.

Mark Gearan is president of Hobart and William Smith Colleges and is chair of the Talloires Network Steering Committee. A leader in higher education and public service, Gearan is a member of the Leadership Council of ServiceNation. He is the past chair of the Board of Directors of the Corporation for National and Community Service, Annapolis Group, and the National Campus Compact. Gearan earned his bachelor's degree from Harvard University and his law degree from Georgetown University.

Janice Reid is vice-chancellor of the University of Western Sydney and serves as vice chair of the Talloires Network Steering Committee. Her research interests are in the fields of Aboriginal and refugee health and health care, occupational health, and mental health. Reid earned her bachelor's degree from the University of Adelaide, a master's degree from the University of Hawaii, and a master's degree and Ph.D. from Stanford University.

Susan Stroud is executive director of Innovations in Civic Participation. She directs the network's professional development training program. Her research interests include higher education and civic engagement around the world and youth civic engagement in the U.S. and other countries. Through Innovations in Civic Participation, she works across the globe to support the development of innovative approaches to national youth service and service-learning. Stroud earned her bachelor's degree from Duke University and her master's degree from the University of Leicester.

Elizabeth Babcock is program administrator of the Residential Energy Efficiency Program, City of Denver. She is a past coordinator of the Talloires Network. Her professional practice focuses on planning and action to build sustainable communities. Babcock earned her bachelor's degree from the University of Florida and her master's degree from the University of Chicago.

GOAL THREE

Encourage greater commitment to curricular and co-curricular activities that promote students' civic understanding and engagement and scholarly efforts to understand and articulate the outcomes, challenges, and best practices for doing so.

Best Practices for Promoting Student Civic Engagement: Lessons from the Citizen Scholars Program at the University of Massachusetts Amherst

John D. Reiff and Arthur S. Keene

Abstract

This article introduces the Citizen Scholars Program, a 2-year service-learning and leadership development program that integrates theory and practice to help students develop the knowledge, skills, and vision the authors believe they need in order to build community, be effective citizens, and advocate for social justice. The authors present 16 learning objectives, five methods used to assess the program, 17 program best practices, and four program challenges.

Introduction

*I*n this article, we introduce a 2-year service-learning and leadership development program at the University of Massachusetts Amherst (UMass Amherst) called the Citizen Scholars Program, which integrates theory and practice to help students develop the knowledge, skills, and vision they need to build community, be effective citizens, and advocate for social justice.

History of the Citizen Scholars Program

Service-learning has a long history at UMass Amherst. Individual faculty members have integrated service into their courses since the 1960s; a campus-wide service-learning faculty fellows program has brought eight to 12 faculty members together each year since 1994 to design new service-learning courses. In 1998, two faculty members who each taught a service-learning course proposed linking their courses to form a program, so students who began exploring the complexity of social issues in the first course could continue working together through the second course. In 1999, the university's newly established Commonwealth Honors College agreed to sponsor the program, which was named the Citizen Scholars Program. The Corporation for National Service provided a substantial 3-year grant to support the program.

In its initial form, the program offered two courses (an introduction course and a capstone course), and required students to take three other elective service-learning courses. It brought the

students together for monthly dinners and discussions. As of 2011–2012, the Citizen Scholars Program includes the components listed below.

- Students complete five courses: Four sequential honors courses, and an elective course in social or political theory.

- Students complete a minimum of 60 hours of community service/activism per semester during the first year, and a minimum of 40 hours of service/activism per semester during the second year. During the first year, the service focus is on a community-based organization and ideally links closely to the capstone projects in public policy and community organizing during the second year.

- Students receive a financial grant of $1,000 for each of their two years in the program.

- Students may apply for grants of up to $2,000 for in-depth summer internships involving non-profit administration, public policy, or community organizing.

- Students complete course projects aimed at creating structural change in regard to social problems, developed in collaboration with community members.

- Students and staff participate together in events (e.g., fall and spring retreats, monthly evening gatherings, a spring recognition ceremony). These events aim to build a learning community focused on service-learning, activism, and social justice.

In 2002, the program was selected by the Carnegie Foundation for the Advancement of Teaching as one of 21 national models for promoting political engagement among students *(Colby, Beaumont, Ehrlich, & Corngold, 2007)*.

Program Learning Objectives

According to the program's mission statement, "The Citizen Scholars Program is a leadership development program that integrates theory and practice to help students develop the knowledge, skills, and vision they need to build community, be effective citizens, and advocate for social justice" *(Citizen Scholars Program, 2012)*. Program faculty and staff members have worked with students to

translate this mission statement into a list of specific learning objectives in three categories: knowledge for democratic citizenship, skills of democratic citizenship, and vision for a more equitable society (see Appendix A).

Overview of the Program: Students and Incentives

Students apply to the program during the spring of their first or second year at the university. Up to 25 students are selected to begin the following fall. Typically, about 15 of those students complete the full program. Special efforts are made to recruit male students and students of color. Even so, around 70–80% of the participants are white female students. Because the program has been based in the Honors College, almost all of the students have been honors students. In fall 2012, the program was re-positioned as part of the university's Office of Civic Engagement and Service-Learning, and thus became available to all students; two-thirds of the cohort beginning in fall 2012 still came from the Honors College. A majority of the participants have done community service before, and seek a structure to support their service interests. A minority of the participants specifically seek the program's focus on social justice and social change.

In addition to the intrinsic benefits of the program, the Citizen Scholars Program has offered participants three further incentives: fulfillment of university requirements, funding for summer internships, and a structured learning community.

Assessing the Program

Four forms of assessment have contributed to our knowledge of the impact of the Citizen Scholars Program on student participants, and a fifth is under way *(Polin & Keene, 2010)*. The program's assessment is ongoing and leads to purposeful changes in the program each year.

Assessment Method 1: Exit Interviews

For most of the program's life, we have performed open-ended exit interviews with the student participants. The first interview question is "What was it like for you to be in the Citizen Scholars Program?" Follow-up questions ask for details, examples, and stories about specific elements of the program. The one-hour interviews are recorded, transcribed, and reviewed by program faculty and staff.

Assessment Method 2: Formal Studies

Several times, the program has been formally studied. Colby, Beaumont, Ehrlich, and Corngold *(2007)* included the program as one of 21 national exemplars of education for political engagement. Tania Mitchell *(2005)* and Mary Hannah Henderson *(2012)* based dissertation studies at least in part on the program. Two more dissertation studies are in progress.

Assessment Method 3: Archival Data

The program leaders systematically collect course materials that offer a wealth of data. These data include student participants' program application essays, final directed reflections from each course, capstone projects, the transcribed exit interviews, and autobiographies, which the participants write at least three times during their program experience. The autobiographies include a political autobiography *(see Mitchell, Visconti, Keene, & Battistoni, 2011)*, a spiritual autobiography, and a motivational story of self *(Ganz, n.d.)*.

Assessment Method 4: Program Staff Reflection

In addition to time spent with the student participants, the program's faculty participants and staff engage in structured reflection on the program. During the academic year, weekly faculty/staff meetings (supplemented by individual conversations and e-mails) consider every aspect of the program—the curriculum, the service, the progress of students as individuals. If a student is in difficulty, the whole staff contributes to a discussion of how best to support the student through the experience. The faculty and staff also take a day at the end of each semester for a retreat to assess the successes and challenges of the semester, and to plan for changes intended to address those challenges.

Assessment Method 5: Inter-Institutional Study

The program co-directors are partnering with colleagues from Stanford University and Providence College on a study of alumni from the cohort-based, multi-term civic education programs of the three institutions. This mixed-methods study *(Battistoni, Keene, Mitchell, Reiff, & Visconti, 2010)* was launched by interviewing 10 randomly selected alumni from each program who are 5 years or more past graduation.

Findings

Our efforts in continuous assessment have shown that over the last 14 years we have become increasingly successful in fulfilling the program's 16 learning objectives. Many Citizen Scholars Program students have a transformational experience, one that indeed leaves them with the knowledge, skills, and vision to set them on the path of working for a just society. Below, we present some of the program's successes, and "best practices" that we believe account for these successes.

Program Successes

Nearly all students completing the program demonstrate a developed sense of empowerment. Citizen Scholars "find their voices," and become confident and competent in using them. They discover their own agency and practice using it in their service, in their capstone projects, and in their lives outside the program. Students grow increasingly comfortable working with communities that are unlike their own, and demonstrate the skills of partnership and alliance that help them become good allies. They develop dialogical skills that they use increasingly without guidance or facilitation. They bring these skills to bear in the classroom, in their own lives, and in their community service. They demonstrate a growing capacity to communicate effectively across difference. They develop a strong sense of community, and they learn both how to build community and how to sustain it. This community sensibility is the most consistently self-identified positive outcome of the program.

This community sensibility is also a major factor in students' demonstrable skills in working well collaboratively, with each other, and with their community partners. Students develop a set of skills that show significant improvement as they progress through the program. These skills include reflection, contemplative practice and mindfulness, visioning (evident in a more robust and more idealistic vision of the future than the students had when they entered the program), ability to communicate across difference, ability to write effectively for different audiences, ability to engage in difficult conversations, and ability to facilitate a meeting. They also leave with a more sophisticated understanding of some of the fundamentals of social justice theory, and how it applies to privilege and power and to the complexities of their own identity.

By the end of the program, students are more comfortable talking about difference, privilege, power, and the various "isms"

that sustain social injustice. The student participants are also more comfortable embracing their idealism, and much more willing to act on their vision that is informed by that idealism. They are more comfortable with the "messiness" of the real world, with complexity and ambiguity. They tend to view the world as confident problem-solvers. The students are more comfortable taking risks. They become more adept at storytelling; they are more comfortable and more insightful about their own biography. The students leave the program with a stronger commitment to civic action—a commitment that is still forming. Many of the students are uncertain where this commitment will take them, but they appear to be less anxious than their peers about the state of the economy and their entry into the world. They are more open to career paths that are different from the ones that they preferred when they entered the program.

Program Best Practices

As the program has evolved, we have identified approaches that we believe contribute to the transformational learning of the student participants. Some of these best practices are core elements of service-learning pedagogy; others may be carried out by other programs but not named as best practices; still others may be possible only in a few courses or programs. To date, we have counted 17 best practices. Sometimes these best practices fit naturally into our work, and sometimes we struggle to follow them.

Best Practice 1: We practice developmental teaching. We aim to "meet students where they are." We try to remember that we are teaching individuals—not content, and not even a group of people, but individuals within the group we have intentionally constructed. This means that we deal with each person at the state of development and with the knowledge, skills, and values that she or he brings "into the room." To do this, we build relationships through which we can gauge each person's capacities using tools like biography and dialogue. This relational teaching is sometimes challenging to students. For example, because we know them, students sometimes tell us about the heavy demands of their other courses, and ask us to reduce or eliminate some of our assignments. We do have to clarify that being in relationships where we know one another does not imply lowered expectations; it may instead raise expectations.

Best Practice 2: We use a "two-eyed approach" *(Horton, 1997)*. We keep one eye on where students are, and the other eye on where we aim to take them. We continually move back and forth between

"the two eyes." This practice requires us to meet the students where they are while at the same time holding a clear vision of the knowledge and skills that we aim to help them develop.

Best Practice 3: We use a non-didactic approach to instruction. Most class time is spent in whole-group dialogue, small-group dialogue, student-facilitated dialogue, or listening and responding to student presentations. We draw from the Highlander Center model of the learning circle, which views every participant as having something to learn and something to teach *(Horton, 1997)*.

Best Practice 4: We teach the students dialogue and deliberation skills. We train the students to engage in dialogues across their differences—to deliberately structure conversations in which they explore differences in their life experiences, social identities, and perspectives *(Zuniga, Nagda, Chesler, & Cytron-Walker, 2007)*. Speaking honestly and actively listening are equally important. This skill helps students tackle difficult conversations and make difficult decisions about some aspect of the course or the program.

Best Practice 5: We rely on personal biography. Student applications for the program ask for brief life stories. At the program's opening 2-day retreat, participants share their political autobiographies, discussing experiences that have led them to care about issues important to them. This emphasis on lived experience continues throughout the program.

Best Practice 6: We aim to be transparent in all we do. We call this transparency "showing them the ball." When the teaching teams and program leaders consistently explain their goals and the program activities to achieve those goals, we position the students as co-creators of their learning. We invite them to share responsibility. Transparency about the program's processes does not mean that every detail about the program's activities is open for debate. Starting each semester, however, with the creation or re-creation of program ground rules (e.g., for discussion, for starting each class with an agenda, for learning objectives) lets students see what we are doing and why.

Best Practice 7: We use contemplative practice. Our use of contemplative practice starts gently, with a brief period of silence and sometimes a guided meditation at the beginning of each class. In the second course, Tools for Change, students spend more time focusing on being in the present moment, and paying attention to themselves in their environment. We believe that the more centered students are in themselves, the better able they are to move through challenges that arise in work for fundamental social change.

Best Practice 8: We extend the classroom, through retreats and more. It is in the retreats at the beginning of each semester that much of the work of community building takes place. The knowledge and trust built through the retreats, monthly evening gatherings, required dialogues between individual students, one-to-one meetings with members of the teaching team, and field trips to learning sites encourage students to view each other as resources and support for their own learning and development.

Best Practice 9: Reflection captures what experience teaches us. The program emphasizes reflection by asking students to write reflectively on their reading assignments and service experiences, and to discuss in-class lessons learned. The students are asked to summarize their key "learnings" at the end of most class sessions. As a staff, we also practice reflection.

Best Practice 10: We believe that "creative discomfort" leads to deep learning. Many of the program's students have been socialized by years of schooling to be obedient subjects. Challenges arise—created by the teaching team, by the students' service experiences, or by students pushing each other to reconsider their assumptions and "try on" new ways of thinking and viewing the world. The program's staff works to make the program a safe space for "creative discomfort."

Best Practice 11: The teaching and administrative staff function as a team. We use a series of team practices. For example, participating faculty members share their course designs and visit each other's classes to plan smooth transitions from one class to the next. The program staff sometimes participates in the program's courses to learn the curriculum through students' eyes, to share their expertise on different topics, and to deepen their relationships with the students.

Best Practice 12: We believe that playfulness is important. The work we are doing is serious; the challenges we face in exploring the structures of injustice in our society and how to work for change can be daunting. We strive to take ourselves and each other seriously without taking ourselves too seriously. We sometimes segue from one discussion to the next with an icebreaker or group game that gets us out of our seats, moving, and using our bodies, thereby calling on different sides of our brains. We bring in food. We welcome humor.

Best Practice 13: Compassion and self-care are necessary. One of the program's most important learning objectives is the cultivation of empathy and compassion by all program participants (students, faculty, staff). We, and our students, need to extend to

ourselves the compassion that we hope the students will extend to others. We emphasize self-care, the work of finding and maintaining balance in a life full of challenge. We link contemplative practice to the goal of self-care. We encourage students to limit the number of commitments they make so they can enter deeply into the commitments they hold.

Best Practice 14: Groups of students engage in service with a limited number of community partners. The program's staff members place the students in a limited number of community organizations, both to ensure that reciprocal benefits build on each side of the partnership, and so the students can either be present at the same times or at least have some continuity of experience with other students in the program who work with the same community partner.

Best Practice 15: We construct a learning community that extends over multiple semesters. The program has evolved from two core courses (and three electives) to a sequenced curriculum of four 4-credit courses and one elective:

- Course 1: *The Good Society* requires students to unleash their imaginations and envision how society might be organized if it were truly good. At the end of the course, students write papers detailing the elements of their visions of "the good society." The next three courses focus on developing knowledge and skills that Citizen Scholars can use to move society closer to those visions.

- Course 2: *Tools for Democratic Change* introduces students to a variety of tools for their work for social change. Tools include social justice theory, systems analysis, contemplative practice, and a variety of others selected and researched by the students.

- Course 3: *Public Policy and Citizen Action* explores how public policy is created and implemented through the different branches and levels of government, how those policies form a framework that shapes every element of their lives, and how citizens can work together to propose or alter policies.

- Course 4: *Organizing: People, Power, and Change* takes students through the history, theory, and practice of organizing, giving them an understanding of the processes they can use to bring people together to work for a common cause.

This course sequence includes linkages across the courses. For example, each of the courses after the first one will sometimes refer back to students' visions of "the good society," asking them how particular issues or areas of focus relate to their own visions, perhaps challenging them or being incorporated into them. The structure also allows faculty members to try new approaches such as dialogue or contemplative practice, which, if successful, can be adopted by the other program faculty members.

This four-course structure helps to shape each cohort as a learning community. When we ask our students in their exit interviews what stands out for them about their experience in the program, the most frequent initial response is the experience of community.

Best Practice 16: We use project-based capstone experiences. In the third course (Public Policy and Citizen Action), each student identifies a social problem that could be made better by government at some level (local, state, or national). To identify their social problems, we encourage the students to draw from their service placements, identifying a problem of the people who are served by their community organization. Students (individually or in teams) then research current policies to address the issue; the policies that have been adopted and implemented to address this issue in other cities, states, or countries; and any new policies or proposals for policy changes. The students identify alternative policies that might address their issues. They articulate a set of criteria for judging the potential success of each policy alternative, and they recommend the alternative that by their criteria has the greatest promise.

While the students spend the semester learning this model of policy analysis *(Bardach, 2004)* and drafting their own policy recommendations, they also learn about how government actually functions. For example, they visit and report on at least one meeting of an arm of town government (e.g., select board, the school committee, or another town committee). They take a field trip to the State House in Boston, and attend a working session of the legislature.

In the fourth course (Organizing: People, Power, and Change), each student again has a project. We encourage the students to work in teams and to continue with the issue that was the focus of their policy projects. The challenge this semester is to apply to their issues the elements of Marshall Ganz's *(2012)* organizing model. The model includes the identification of a problem and a goal for change, the relational work of motivating people to join together to work toward change, and the formulation of strategies and tactics for a campaign that must then be "rolled out" and managed.

When students move from their policy project directly to their organizing project, they typically have great success. One example is Lindsay McCluskey (whose story is in Appendix B). Lindsay examined the policies governing the provision of state-funded, need-based financial aid. She discovered that this program, the Mass Grant program, was funded from the same budget line that also funded a number of other scholarship and financial aid programs. Over the past 20 years, as the state share of funding for higher education shrank and this budget line decreased, earmarks for the other programs increased their share of the shrinking pie. The impact on need-based financial aid was dramatic, reducing it from an amount that met most of the unmet needs of most low-income students in Massachusetts to a level that, at best, contributed to only a small percentage of students' college expenses.

In her organizing project, Lindsay organized other UMass Amherst students to participate in a "lobby day" at the Massachusetts State House. Her team of students met with the chair of the legislative committee that had oversight for this part of the budget. The committee had just passed its recommendation for the budget, continuing the practice of shrinking the Mass Grant. Lindsay's presentation, however, persuaded the legislator to introduce an amendment to the budget that added $3 million to the Mass Grant program.

Although no other Citizen Scholar has generated $3 million to support access to education, other student participants have linked their policy projects to organizing projects, which have contributed to change. Examples range from a bill to protect victims of sexual assault from further harassment by the perpetrators, to a measure approving the use of food stamps in a local farmer's market.

Best Practice 17: We develop student capacity to take on critical peer leadership roles. Three strategies are used to implement this best practice of peer leadership: Undergraduate teaching assistants, a student campus-community liaison program, and the AmeriCorps Student Leaders in Service program.

Undergraduate teaching assistants (TAs). Each semester, one or two outstanding program participants join the teaching team for the course they took the previous year. These undergraduate TAs extend the program's capacity. Through written feedback and one-to-one meetings with students, they increase the amount of attention each student participant receives, which is especially helpful in these writing-intensive courses. They provide a bridging function between the students and faculty members. For example, they help plan class sessions and lead small-group discussions.

The use of undergraduate TAs is especially effective in helping students negotiate a program that asks the participants to take risks, and that exposes their vulnerabilities (as sometimes happens in their autobiographical work).

Student campus-community liaison program. A second way we involve students as peer leaders is through a student campus-community liaison program. For some of the community partners who work with large numbers of students, we identify a Citizen Scholar who has worked well with the organization in the past, and who has built good relationships with the organization's staff. We ask that student to serve as a liaison between the community organization and the program. Liaison students help the organization recruit, orient, and support student volunteers.

AmeriCorps Student Leaders in Service program. Massachusetts Campus Compact provides several part-time AmeriCorps positions to UMass Amherst each year; students in this AmeriCorps Student Leaders in Service program perform 300 hours of service over the calendar year, and then receive a cash award that can be used to further their education. Citizen Scholars Program participants typically fill some of these positions. In addition to the community service they would normally do, these students help recruit the next year's Citizen Scholars.

Program Challenges

In the early years of the program, we talked frequently about "building the plane while we were flying it." Although changes to the program today are less substantial than in those times, they are still significant, as we continue to wrestle with four challenges.

Program Challenge 1: Diversity

Mirroring the demographic profile of UMass Amherst generally, each year about 80% of the Citizen Scholars Program applicants are white. Mirroring the demographic profile of service programs across the country, 80–90% of the applicants are women. We continually struggle to increase the visible diversity (of race and gender, particularly) within the program, so that multiple perspectives are represented in discussions, and so that students interested in the program will see within it students who "look like them."

Program Challenge 2: Neoliberal Sensibilities

Hyatt *(2001)* has charged that service-learning is designed to produce neoliberal citizens. She argues that many service-learning

projects produce young adults likely to sustain, rather than challenge or transform, the status quo. This observation has surfaced in other studies *(Illich, 1968; Mitchell, 2008; Polin & Keene, 2010)*.

From frequent contact with alumni, and more recently from the alumni research project with colleagues from Stanford University and Providence College, we know that the vast majority of Citizen Scholars Program graduates go on to lives of engagement. We are less certain, however, about what kind of engagement they practice.

We know that the program's graduates are active in their communities. They tend to join civic organizations. They are civically and politically informed. They vote. They are gainfully employed. They tend to retain the idealism that brought them to the program. They value community. They exhibit the features of citizenship that Westheimer and Kahne *(2004)* identified for "a personally responsible citizen." We are less clear, however, about the degree to which the program participants demonstrate civic leadership or how active they are in promoting or effecting progressive change.

We know from ongoing ethnographic work with undergraduates at UMass Amherst *(Keene, 2009)* that UMass Amherst students carry deeply internalized neoliberal sensibilities. We know that most see the world through an idiom of competition, consumerism, efficiency, and markets. For many, the idea that government is the problem rather than the solution makes sense. Some have trouble reconciling their desire for collective action to make the world a better place with discomfort about constraints on their own personal gratification or choices. In other words, some struggle with the contradiction of wanting to live like citizens but feeling compelled to live like customers *(Giroux, 2011)*.

That the program's students see the world through neoliberal lenses is not surprising. Neoliberal thinking is the "common sense" that surrounds them, and their formal education offers insufficient opportunities to explore and challenge that common sense. We find that within the Citizen Scholars Program, when we do challenge this common sense (for example, in the first course of the program in a comprehensive exploration of sustainable economies in the modern world), students sometimes balk, because the idea of sustainability stands in contrast to a logic that demands continued and unfettered growth.

We have discovered that many of the students graduate with a vague sense of how the world works, and in particular how the global economy works. They deplore economic injustice and are well versed on the impacts of injustice on communities, but they

do not have a sufficiently comprehensive analysis to expose where this injustice comes from. In short, they have a simplistic understanding of how global capitalism works.

We struggle with how to address this conundrum. Adding another course to the curriculum seems untenable. It is already a challenge to convince students to commit to five courses outside their majors. Our ongoing evaluation suggests that we need to cut content from the existing courses so that students can delve deeper into each course's content. For now, however, we encourage the students to elect an economics course. We challenge them to bring their understanding of political or social theory gained in their elective economics course to bear on their reflection and in their actions.

Program Challenge 3: A Clash of Cultures

Even as they tell us that the Citizen Scholars Program offers them a chance to do meaningful work with their lives and to learn things they cannot find elsewhere on campus, many of the program's students struggle with the process of collaborative learning. We have come to recognize in their struggles a history of successful socialization into what Freire *(2000)* calls "the banking model" of education. The students expect their teachers to make deposits of knowledge "into" them, and they expect that those deposits will pay for their next steps as they move from campus to careers. This model of education fits well with the notion of "self as consumer." Program students tell us that they tend to see the university as a place to take courses that lead to a degree, and to engage in other activities that add to their credentials. Even when they honestly want to engage in the kind of learning for which the program aims, the habits they bring to the program work against them.

The classes in the Citizen Scholars Program present the students with a kind of "culture shock." The classes are structured for active learning. They work only if students take responsibility for contributing to the learning process. On the one hand, the students tend to like the program's learning opportunities. On the other hand, they tend to struggle with the amount of work—and the kind of work—that the program requires. For example, deep and engaging dialogue will not happen if students have not read carefully and thoughtfully. Major projects will not work if students do not accept step-by-step structure and assignment deadlines. Discussions of personal goals, values, and differences in perspective do not work if the students do not assume a share of responsibility

for the discussions. Program participants claim to want to be challenged and to be taken seriously. At the same time, however, they chafe at the program's class being unlike their other classes, at the different expectations, and at the practice of community accountability. They sometimes get frustrated when the shortcuts they take in other courses are not tolerated in the program's courses.

In short, the program does not adhere to the philosophy of being "democratic classrooms" in the sense of faculty members sharing power equally with the students, where everyone has an equal say about what will be done. Rather, they are "classrooms for democracy," where the teaching team (which includes peer teachers) retains the power to structure the setting for learning, and the students are offered the power to fill in that structure.

Three problems can arise with the clash of cultures between the university's mainstream culture and the program's culture. First, we ask students to be accountable to each other and to us, and sometimes they are not. Second, students sometimes actively resist our approach. We know, however, from theories of group process, that discontent is a normal phase in group development, so we ask them to work through their discontent. Third, sometimes the program simply is not a good fit for a particular student, and the student ends up leaving.

Program Challenge 4: Institutional Support

Sustaining the program is a challenge as upper-level administrators are replaced and the university's budget is increasingly pressured. The program began in 1999 as a program of the Commonwealth Honors College, supported by a line in the Honors College base budget and enhanced by a 3-year grant; when the grant ended, the Honors College took on the full cost of the program. In 2012, it was placed under the Provost's Office with only about half of its 2011–2012 academic year budget. We are faced with a mandate to either scale down the program to perhaps two courses, or to find new sources of support. Given the integrated, developmental nature of the program, the staff is agreed that developing a "CSP [Citizen Scholars Program] lite" is not a viable option. To keep the full curriculum in place, program staff members are working to secure resources.

Conclusion

Many authors, from President Truman's Commission on Higher Education *(1947)* to Battistoni and Longo *(2005)*, Saltmarsh

and Hartley *(2011)*, and Schoem and Hurtado *(2001)* have written about how a democratic society requires that higher education include civic learning and purposeful preparation of students for democratic citizenship. In 2012, this need was articulated in the AAC&U (Association of American Colleges and Universities) report for the U.S. Secretary of Education, *A Crucible Moment.* The report begins by quoting David Mathews, who warns that U.S. society is moving toward "what cannot be": "a citizenless democracy" *(National Task Force, 2012, p. 1)*. Focusing on "higher education as a site for citizenship," this report "uses the dual terms 'civic learning' and 'democratic engagement' to emphasize the civic significance of preparing students with knowledge of, and for, action" *(p. 3)*. From our assessments, we believe that the Citizen Scholars Program is a model for merging civic learning and democratic engagement with the preparation of civic leaders.

Service-learning is a central teaching tool of the Citizen Scholars Program's efforts to promote civic learning and engagement. We are guided by Nadinne Cruz's definition of service: "the creation and maintenance of more just relationships" *(personal communication, 1997)*. We attempt to engage our students in "more just relationships" with the individuals they encounter in their service, as they move across boundaries of race, class, and other forms of social identity that may be laden with themes of privilege, power, and oppression. At the same time, we seek to engage the students in analysis of the social structures that lead to injustice, and to position them as democratic actors who can collaborate with others to work for "more just relationships" in the structures of society.

At this time in U.S. history, when the practice of democracy is threatened in so many ways, our society needs for its institutions of higher education to reclaim their public purpose and employ approaches to develop citizens. We believe that the Citizen Scholars Program—a multi-semester, cohort-based, civic education program with a curriculum that includes visioning for the future, contemplative practice, skill development related to public policy and organizing, and a service-based commitment to social justice—is a model for civic educators everywhere.

References

Bardach, E. (2004). *A practical guide for policy analysis: The eightfold path to more effective problem solving* (2nd ed.). Washington, DC: CQ Press.

Battistoni, R., Keene, A., Mitchell, T., Reiff, J., & Visconti, V. (2010). *Deepening our practice and our impact: The lessons from cohort-based programs.* Workshop presented at the Annual Meeting of the International Association for Research in Service Learning and Civic Engagement, Indianapolis, IN.

Battistoni, R., & Longo, N. (2005). C*onnecting workforce development and civic engagement: Higher education as public good and private gain.* Danvers, MA: Public Policy Institute, North Shore Community College.

Citizen Scholars Program. (2012). Retrieved June 25, 2012, from http://cesl.umass.edu/citizenscholars

Colby, A., Beaumont, E., Ehrlich, T., & Corngold, J. (2007). *Educating for democracy: Preparing undergraduates for responsible political engagement.* San Francisco, CA: Jossey-Bass.

Freire, P. (2000). *Pedagogy of the oppressed.* New York: Continuum.

Ganz, M. (2012). *Organizing.* Retrieved June 25, 2012, from http://isites.harvard.edu/icb/icb.do?keyword=k2139

Ganz, M. (n.d.). *Telling your public story: Self, us and now.* Retrieved January 30, 2011, from http://www.wholecommunities.org/pdf/Public%20Story%20Worksheet07Ganz.pdf

Giroux, H. A. (2011). *Beyond the limits of neoliberal higher education: Global youth resistance and the American/British divide.* Retrieved March 1, 2012, from http://publicuniversity.org.uk/2011/11/07/beyond-the-limits-of-neoliberal-higher-education-global-youth-resistance-and-the-americanbritish-divide/

Henderson, M. H. (2012). *Orientations of the heart: Exploring hope & diversity in undergraduate citizenship education* (Unpublished doctoral dissertation). University of Massachusetts, Amherst.

Horton, M. (1997). *The long haul.* New York, NY: Teachers College Press.

Hyatt, S. (2001). Service learning, applied anthropology and the production of neoliberal citizens. *Anthropology in Action, 8*(1), 6–14.

Illich, I. (1968, April 20). *To hell with good intentions.* Address to the Conference on InterAmerican Student Projects (CIASP) in Cuernavaca, Mexico. Retrieved March 1, 2012, from http://www.swaraj.org/illich_hell.htm

Keene, A. (2009). *Students as neoliberal subjects.* Paper presented at the Annual Meeting of the Society for Applied Anthropology, Santa Fe, NM.

Lipka, S. (2007, November 16). Several hundred students strike at UMass–Amherst to protest fees and voice concerns. Chronicle of Higher Education. Retrieved February 6, 2012, from http://chronicle.com/article/UMass-Students-Strike-to/225

Mitchell, T. (2005). *Service-learning and social justice: Making connections, making commitments* (Unpublished doctoral dissertation). University of Massachusetts, Amherst.

Mitchell, T. (2008). Traditional vs. critical service learning: Engaging the literature to differentiate two models. *Michigan Journal of Community Service Learning, 14*(2), 50–65.

Mitchell, T., Visconti, V., Keene, A., & Battistoni, R. (2011). Educating for democratic leadership at Stanford, UMass, and Providence College. In N. V. Longo & C. M. Gibson (Eds.), *From command to community: A new approach to leadership education in colleges and universities,* 115-148. Medford, MA: Tufts University Press.

National Task Force on Civic Learning and Democratic Engagement. (2012). *A crucible moment: College learning & democracy's future.* Washington, DC: Association of American Colleges and Universities.

Polin, D., & Keene, A. (2010). Bringing an ethnographic sensibility to the assessment of service learning: The evolution of evaluation in the Citizen Scholars Program. *Michigan Journal of Community Service Learning, 16*(2), 22–37.

President's Commission on Higher Education. (1947). *Higher education for American democracy: Vol. I. Establishing the goals.* Washington, DC: Government Printing Office.

Saltmarsh, J., & Hartley, M. (2011). *"To serve a larger purpose": Engagement for democracy and the transformation of higher education.* Philadelphia, PA: Temple University Press.

Schoem, D., & Hurtado, S. (2001). *Intergroup dialogue: Deliberative democracy in school, college, community, and workplace.* Ann Arbor, MI: University of Michigan Press.

Westheimer, J., & Kahne, J. (2004). What kind of citizen: The politics of education for democracy. *American Educational Research Journal, 41*(2), 237–269.

Zuniga, X., Nagda, B., Chesler, M., & Cytron-Walker, A. (2007). *Intergroup dialogue in higher education: Meaningful learning about social justice.* Association for the Study of Higher Education Report. Hoboken, NJ: Wiley Periodicals.

About the Authors

John D. Reiff is senior lecturer and director of civic engagement and service-learning at the University of Massachusetts Amherst. He co-directs the Citizen Scholars Program. His research interests include processes of organizational change and the long-term impacts of civic education. He earned both a bachelor's degree in interdisciplinary liberal arts and a master of arts in American civilization from the University of Texas at Austin, and his doctoral degree in American culture from the University of Michigan, Ann Arbor.

Arthur S. Keene is a professor in the anthropology department at the University of Massachusetts. He is co-founder and co-director of the Citizen Scholars Program, and founder and faculty director of the UMass Alliance for Community Transformation, which coordinates academic alternative spring breaks at the university. His current research project, "The Ethnography of Us: How Millennials Learn," engages teams of student ethnographers to explore the culture of undergraduate learning at UMass Amherst. He earned a bachelor's degree in anthropology from the University of Wisconsin, Madison, and both a master of arts and a doctoral degree in anthropology from the University of Michigan, Ann Arbor.

Appendix A: Citizen Scholars Program Intended Learning Objectives

Learning Objective 1: Political Knowledge for Democratic Citizenship: An understanding of

- elementary conceptions of the functions of government and the roles of citizens in a democracy.
- elementary conceptions of the ways that economic systems and political systems influence each other.
- the ways that citizens can identify, access, and use power to influence the status and actions of government.

Learning Objective 2: Service-Learning: An understanding of

- service within a broader framework of civic engagement, recognizing political action as a related and parallel form of engagement.
- different models of service, and contrasting approaches of charity and justice.
- service grounded in mutual and reciprocal relationships.

Learning Objective 3: Social Theory, Social Analysis, and Social Justice: An understanding of

- basic social theory.
- why social analysis is needed to identify power relations and explain manifestations of social injustice in the United States and beyond. (Students will not necessarily develop a comprehensive social analysis within the program but will develop the knowledge necessary to see the need for such analysis and the motivation to seek it in specialized courses in other programs—e.g., economics, political economy, social justice, anthropology, sociology, political science, literary criticism, public policy.)
- different conceptual models of justice (e.g., distributive justice).
- the root causes of at least one major social problem (e.g., substandard housing, lack of access to health care, hunger, unemployment, AIDS, environmental degradation), and an elementary understanding of several others.
- the dynamics of power, privilege, and oppression.
- the diverse communities in which students serve, and of communities, societies, or institutions that operate on assumptions different from students' own assumptions.
- elementary theoretical and cognitive foundations for explaining and negotiating difference (e.g., understanding of the concepts of culture, relativism, ethnocentrism, culture shock, privilege, ally-ship).
- each student's own values, beliefs, assumptions, and life goals within a civic context.

Learning Objective 4: Tools for Democratic Change: An understanding of

- leadership as an activity that can be learned.
- at a basic level, many of the tools that an engaged citizenry can use to work for structural change, including, but not limited to, policy analysis and advocacy, grassroots organizing, group and organizational dynamics, oral and written communication, and contemplative practice that allows one to remain centered.
- how these tools for change work, and how and when each might be effectively used.

Learning Objective 5: Communities and Community Organizations: An understanding of

- diverse communities.
- at a detailed level, how at least one community organization addresses community problems.

Skills of Democratic Citizenship

Learning Objective 6: Critical Thinking/Reading: The ability to

- construct and define problems in a complex way.
- read across many texts, synthesize arguments, and find connections.
- engage the ideas of others with one's own original ideas.
- engage in dialogical analysis.
- look at local community problems, and connect them with their root causes.

Learning Objective 7: Ethical Thinking and Reasoning: The ability to assess alternative actions in relation to one's core values, and select the alternative that best aligns with those values.

Learning Objective 8: Inquiry and Scholarship: The ability to

- place issues and interests in a context of scholarship to recognize that useful ideas, information, and models may already have been formulated by others, and to look in appropriate places to join conversations about issues of concern.
- frame and pursue significant questions about community needs and aspirations, and about public policy and citizen action, using appropriate research methods effectively (e.g., using library and internet sources, working directly with people).

Learning Objective 9: Communication: The ability to

- communicate complex ideas clearly, both orally and in writing.
- write for many audiences.
- switch codes and to know when this is appropriate (i.e., to engage in formal academic or legislative discourse, and popular or community discourse).
- listen actively and with empathy.

Learning Objective 10: Cultural Competence: The ability to

- recognize that our own beliefs, attitudes, assumptions, and behaviors are shaped by our participation in systems of power that define us as having specific social identities, and that our identities both connect us with and separate us from other people.
- hear, consider, and engage points of view that are different from our own.
- work within a community that is different from our own.
- recognize and appreciate cultural difference.
- make strides toward seeing the world through the eyes of people who live according to cultural assumptions that differ from our own.
- enter a community (unlike one's own) as an effective supporter.
- enter and exit a community in ways that do not reinforce ethnocentrism or systemic injustice.
- competently participate in work defined as valuable by the community.

Learning Objective 11: Leadership and Teamwork: The ability to

- take responsible initiative.
- deal with power, including its sources and kinds (e.g., power *over*, power *with*, power *from within*).
- vision.
- work with others using principles of reciprocity, collaboration, negotiation, and compromise to build consensus and to work in teams in the absence of consensus.
- facilitate group discussion and deliberation.
- take on leadership roles (formal and informal), and to follow the leadership of others.
- decide when to compromise and when not to compromise.
- create solutions that allow all parties to benefit.

Learning Objective 12: Praxis: The ability to

- translate thought into action (demonstrated by successfully deepening one's work at a service site and by implementing an organizing project).
- engage in reflective practice.
- analyze and question one's own beliefs, values, and assumptions while developing an understanding of the beliefs and values of others.
- design and implement public policy and community organizing projects grounded in collaboration with community stakeholders.
- use political skills to recognize, acquire, maintain, and use political power.

Learning Objective 13: Social Analysis and Systems Thinking: The ability to

- link social problems to their root causes.
- see social problems as complex and the product of multiple and interrelated causes.
- understand complex strategies for addressing social problems.

Learning Objective 14: Community Building: The ability to

- build relationships that sustain one through good times and hard times.
- build a network of such relationships that provide mutual support in the process of working for social change.

Learning Objective 15: Self-Care: The ability to engage in contemplative practice that supports self-awareness and equanimity, find balance, and take care of ourselves so that we can work toward our vision over the long haul of our entire lifetime.

Vision of a More Equitable Society

Learning Objective 16: The ability to hold a vision for the way the world ought to be, an openness to new possibilities, and the courage to act on that vision using imagination, compassion and empathy, conviction, and commitment and accountability.

Appendix B

The stories of two Citizen Scholars illustrate that the program can transform the lives of the student participants. Storytelling (the story of self, the story of us, and the story of now) is a skill student participants acquire as they learn how to engage and organize others to work collectively for a common good. We aim through the stories of Aaron and Lindsay to reflect the centrality of life-stories in the Citizen Scholars Program.

Aaron's Story

Aaron Buford joined the Citizen Scholars Program in his sophomore year (2007) and graduated from UMass Amherst in spring 2009 with a bachelor's degree with individual concentration in youth leadership and urban development and a minor in African American studies. Today, he teaches psychology and U.S. history at Springfield Central High School in Massachusetts. Aaron aspires to pursue a doctorate in psychology and to work as a therapist focusing on issues related to masculinity and youth violence.

From his sophomore year until graduation, Aaron did community service at the Men's Resource Center of Amherst, Massachusetts (http://www.mrcforchange.org/), where, along with fellow Citizen Scholar Malcolm Chu (who later became president of the UMass Amherst Student government body and currently works as a community organizer in Springfield, Massachusetts), he developed the Young Men of Color Leadership Group, a mentoring program designed to empower young men of color to be positive forces in their community and to address negative perceptions of young men of color that were present in the Amherst community at the time. Their program focused on how relationships and issues of masculinity "play out" for men of color, and emphasized violence prevention, healthy relationships, personal growth, and leadership development. In 2007, Aaron was elected president of the UMass Student Government Association and was the chief student negotiator during the 2007 student general strike (*Chronicle of Higher Education*, 2007). He was active in the Public Higher Education Network of Massachusetts (PHENOM; see http://phenomonline.org/), a Massachusetts higher education network that promotes access to higher education. He was also a mentor and consultant to A Better Chance (http://www.amherstabetterchance.org/), a program of which he himself is an alumnus. Aaron sees work as a teacher as building on the work he began as a student. He says,

> Back then I was just trying to get young men and my peers to think critically about the world and the issues that were affecting them. And that's what I'm doing now in my classroom. I'm teaching civics and about different social movements and trying to get young people to think critically about the world and how to change it. It was during my time in the CSP [Citizen Scholars Program] that I first began to think seriously about civic responsibilities. . . .
>
> I keep coming back to the same themes in all of the work that I am doing both in my public and private life. For example, the positive masculinity work that I did then has really led me to think about my own work as a teacher, as a parent and as a husband. It's really kept me grounded and thinking about the importance of building relationships.
>
> I can think of lots of applications from CSP [Citizen Scholars Program] that I draw on all of the time. Making the commitment to work that's meaningful—not charity but work that has a lasting impact. I have really been helped by being able to imagine what a good society looks like and this gives me some direction. I talk to my students not just about the way the world is but what is possible and help them get past the "yes, buts." . . . And organizing has been a huge skill that I have taken away from the program and from my practical experience within the SGA [Student Government Association]. I have applied it to everything in my personal life. I see teaching as a kind of organizing and it helps me see where the opportunities are to leverage power from where I currently stand and to address things that need to change.
>
> Finally—I am definitely in it for the long haul—so I look to what I can do right now but I also see myself as building on all of the elements of organizing so that I can address the root causes of the social problems that I confront daily. *(A. Buford, personal communication, October 2011)*

Lindsay's Story

Lindsay McCluskey joined the Citizen Scholars Program in her sophomore year (2006). She graduated from UMass Amherst in 2008 with a bachelor of arts degree in anthropology. Lindsay lives in Washington, DC, where until August 2011 she served as president of the United States Student Association, the nation's oldest and largest student organization (http://www.usstudents.org/). The organization represents over 400 college campuses and 4.5 million students on many issues that concern students, most notably college access and affordability. Lindsay's work in community engagement, education policy, and student equity began early at UMass Amherst. In her freshman year she enrolled in the UMass Alliance for Community Transformation (http://www.umass.edu/uact/) alternative spring break class, where she explored how people mobilize social power. In the spring of her freshman year Lindsay participated in Tent State University, a week of encampments and teach-ins on the UMass Amherst campus to promote awareness of the challenges facing public higher education and to mobilize students in its support. In her sophomore year Lindsay helped to found the UMass chapter of PHENOM (the Public Higher Education Network of Massachusetts). She was instrumental in helping to organize PHENOM's first statewide lobby day—now an annual event. Lindsay helped to organize a delegation from UMass to attend the summer national meeting of the United States Student Association. At the meeting she was elected to their board of directors and served in that capacity in her junior and senior years.

At the end of her junior year, UMass students elected Lindsay to the post of Student Trustee, which is the student representative to the UMass System Board of Trustees. Lindsay's classes and her political work during her time at UMass convinced her that higher education was a right that needed to be defended and that there was much work that could be done by students to promote equitable access to higher education. Lindsay saw a considerable need for students to be better organized both locally and nationally to protect their rights, and she saw the United States Student

Association as a way to develop those capacities. During her time at the organization, she generated institutional campaigns that helped support higher education, and helped to register and mobilize voters around education issues. Lindsay notes that her time in Washington, DC, has been challenging and rewarding. She says that her organization is proud to be led by young people.

> Folks who are directly affected ought to be involved. At the same time, at age 22 it's a real challenge to lead a national organization representing over 4 million people. There's so much going on right now. We were part of passing student financial aid reform last year and I was present when Pelosi and Obama signed their respective parts of the bill. Being part of this was huge and I am certain that without students being organized and vocal that the reform would not have happened. *(L. McCluskey, personal communication, November 2010)*

Conceptualizing, Building, and Evaluating University Practices for Community Engagement

Vincent Ilustre, Ana M. López, and Barbara E. Moely

Abstract

Tulane University's unique situation after Hurricane Katrina devastated New Orleans in 2005 led to a reinvention of the university with a focus for students and faculty on community engagement. This article tells the story of the formation of Tulane's Center for Public Service, and its programs and activities. The article also highlights perceptions of students, faculty, and community agency members on aspects of Tulane's endeavors to encourage and support university-community engagement.

Conceptualizing, Building, and Evaluating University Practices for Community Engagement

*I*n August 2005, Hurricane Katrina and the resulting levee breaches inflicted more than $650 million in damages and losses on Tulane's campuses, closing the university for an entire semester and dispersing 13,000 students and 7,000 faculty and staff members throughout the country. In the aftermath, Tulane University had to fight for survival and to reconfigure itself—academically, physically, and financially—for the future. This article outlines how the university reinvented itself, both in response to community needs and in order to survive, with a special emphasis on the creation of an undergraduate curricular public service requirement. Tulane's journey to embedding engagement at the heart of a research university's mission is unique, given its genesis in a catastrophic crisis, yet the lessons learned and outcomes achieved resonate across higher education in the 21st century. It is remarkable that in fall 2005, almost simultaneously with Tulane's efforts to redefine itself as an engaged university, Campus Compact and the Jonathan M. Tisch College of Citizenship and Public Service at Tufts University convened scholars from research universities to discuss how their institutions were promoting engagement on their campuses and in their communities, and taking a leadership role in civic engagement. The Research University Civic Engagement Network (TRUCEN) emerged out of this meeting, and works to "advance civic engagement and engaged scholarship among research universities and to create resources and models for use

across higher education" *(Campus Compact, 2011)*. Tulane's efforts represent a bold vision for civic and community engagement, and the research with students, faculty members, and community partners corroborates the impact of embracing and advancing engaged scholarship as a central component of the university.

After the Storm

The city of New Orleans experienced unprecedented damages and losses after Hurricane Katrina and the flooding caused by the failure of the levee protection system. About 80% of the city was under water, including vast residential areas where many of the approximately 1,500 casualties drowned and/or suffered fatal injuries. Seventy percent of all housing units in New Orleans suffered damage from the storm and/or flooding. Over a million people were displaced throughout the metropolitan region, although more than 100,000 remained in their homes (despite a mandatory evacuation order), and 20,000 sought shelter in the Superdome. Many of those displaced were unable to return for months; some never have. A year after Katrina (July 2006), the city's population stood at half of its pre-storm number. Four years later, it was back up to only about 80% of what it was before. Total damages from the disaster were staggering—$135 billion—and while federal spending in the region was substantial, $75 billion of the $120.5 billion of federal funding went to emergency relief, not rebuilding. Private insurance claims covered less than $30 billion of total losses *(Greater New Orleans Community Data Center, 2011)*.

For Tulane University, the storm could not have come at a worse moment. Saturday, August 26, 2005, was freshman orientation day, and the campus was alive with parents and students looking to settle into their dorms and new collegiate lives. Instead, the president of Tulane University called an emergency town hall meeting. Rather than welcome the students with the pomp and circumstance of an official convocation, he greeted them and politely asked them to evacuate from the campus and the city as quickly as possible. Those students unable to secure their own exit from the city were bused to temporary quarters at Jackson State University in Mississippi.

Within a day of the storm, it was clear that the university would face the most challenging crisis of its entire history. Tulane's president, who had remained on campus, recalls watching the water rise and realizing that drastic measures would be needed for the university to survive: faculty, staff, and students were scattered

throughout the nation, and communication was impossible as there were no telephones or Internet access. Within 48 hours, a skeleton team of administrators gathered in temporary headquarters in a Houston hotel and helped make several key decisions. Tulane would close for the 2005 fall semester and reopen in January 2006. All employees would be kept on payroll as long as possible, and the university would reach out to the higher education community and associations for support, especially for accommodations for students and faculty members *(Tulane, 2010b)*. Tulane recovered largely due to the alacrity and decisiveness of these moves. The challenges, however, remained enormous and multifaceted. Much had to be accomplished before the university could reopen in 2006, ranging from "practical" issues like salvaging university assets (e.g., the libraries), restoring physical facilities, and re-establishing communication channels for students, faculty, and staff, to intangibles such as how to ensure that students and faculty would return and how to restructure the university to secure its intellectual and financial sustainability. A larger team of administrators, gathered in Houston, deployed to address these challenges as well as to begin work on what would become Tulane's "Renewal Plan," a roadmap to guide the university's immediate recovery and its future.

The Renewal Plan

The Renewal Plan was developed with input from a blue-ribbon group of internal and external advisors and experts, including Tulane's Board of Administrators, the president's faculty advisory committee, and senior administrators from several of the nation's leading academic institutions and educational foundations. These advisors considered many options, including the dissolution of Tulane's assets and the closing of the university. Fortunately, a less draconian plan was devised that nevertheless represented the most sweeping reorganization of an American university in more than a century. Its purpose was to re-affirm, strengthen, and focus the university's academic mission and to build on Tulane's vision and core values, while strategically addressing its current and future operations in a post-Katrina era. Tulane was one of the few functioning institutions in the city, and its leaders recognized their responsibility to serve the community with the university's physical, creative, and intellectual resources. The keystone of Tulane's Renewal Plan became a conscious and deliberate commitment to engagement at all levels *(Tulane University, 2006)*.

The institutional success Tulane enjoys today is a testament to the Renewal Plan's effectiveness. The Renewal Plan streamlined the

organization of the university by creating one college for all under-graduates—Newcomb-Tulane—and by reorganizing the schools within two new units, the School of Liberal Arts and the School of Science and Engineering. Some departments and programs were eliminated; admissions were suspended for 17 doctoral programs. Above all, the Renewal Plan focused on the undergraduate experience and confirmed Tulane's pursuit of "cultivating an environment that focuses on learning and the generation of new knowledge" by enhancing the value of the undergraduate collegiate experience and making it more campus- and student-centric. In addition to requiring on-campus living for all first- and second-year students, the Renewal Plan enacted three modifications *(Brownell & Swaner, 2010; Kuh, 2008)* to the undergraduate curriculum. The first change was to require a first-year seminar for all incoming students. Prior to 2006, Tulane's first-year seminar series, Tulane InterDisciplinary Experience Seminars (TIDES), had been optional. A second change was a capstone experience requirement for each major. The third change was the incorporation of "public service" into each student's degree program. The decision to include a public service requirement rested on the premise that all students graduating from Tulane should learn a sense of civic responsibility as part of their education. "The Tulane University undergraduate education serves to create engaged, ethical and thoughtful citizens whose actions and endeavors make a difference in society" *(Tulane University, 2005)*.

Beyond curricular changes, the Renewal Plan emphasized the importance of engagement throughout the university:

> As appropriate, Tulane's programs will be shaped by the university's direct experience with the unprecedented natural disaster of Hurricane Katrina. This experience will provide faculty, staff and students with equally unprecedented research, learning and community service opportunities that will have a lasting and profound impact on them, the city of New Orleans, the Gulf Coast region, and other communities around the world. *(Tulane University, 2005)*

The choice of the term "public service," rather than "service-learning," to define the graduation requirement pointed to this aspirational goal. Although service-learning would be integral to the new requirement, "public service" allowed room for other kinds of engaged activities such as community internships and community-based research.

Implementing the Renewal Plan

The Renewal Plan was approved by the Board of Administrators and released to the university community and the public in December 2005. Change is never easy in a university setting, but the vast organizational and cultural changes called for by the Renewal Plan were especially challenging. With most of Tulane's faculty, students, and staff far from campus, it was impossible to establish community-wide discussions and consensus about these strategic changes to the culture of the university. Only a small number of faculty, members of a university senate committee charged with decision-making authority when the senate is unable to meet, had been involved in the Renewal Plan discussions. The need to move quickly, and to operationalize large-scale engagement activities within a short time frame, all while academic programs were being restructured or eliminated, created much resistance, especially from faculty members and deans. Still, a sizable group of faculty members and students clearly had already been moving in this direction on their own. Over the 2005 fall semester, many Tulane students had undertaken relief efforts and community service, with some even creating their own nonprofit organizations. Faculty members also began to engage with the community in different ways, and to develop community-based research projects. As the engagement focus gained momentum, it became evident that Tulane could not fully realize its potential as an engaged campus without the full support of the broader campus community. It was not until the university began to implement more collaborative processes for dialogue and debate that the Renewal Plan began to garner broader support for making engagement a more central feature of Tulane's work.

As envisioned by the Renewal Plan, the hub of campus engagement at Tulane would be the newly created Center for Public Service, which would subsume the Office of Service Learning. The center was envisioned as independent of any school. It was charged with strengthening and expanding the connections between academic study and public service. It would create new innovative initiatives, provide better integration and collaboration among existing programs, and seek service opportunities that would contribute directly to the reconstruction of New Orleans. Above all, it was charged with the creation and maintenance of the new undergraduate graduation requirement in public service. Making this happen quickly presented significant challenges. First was the challenge of establishing an inclusive organizational structure and negotiating with other offices such as the Office of Community

Service in the Student Affairs division. The collaborative working relationships between Tulane organizations would allow the Center for Public Service to forge deeper relationships with its community partners and create better learning environments for Tulane students, as well as to contribute more effectively to building community capacity.

Building the Center for Public Service

With the support of the provost and other administrators, the Center for Public Service was created as Tulane University's principal gateway to the community, encompassing service-learning, community-based research, community-based internships and research projects, and community service.

Faculty Executive Committee

The formation of the Faculty Executive Committee was integral to shaping the mission of the Center for Public Service. The committee was made up of senior faculty members representing each of the undergraduate schools and colleges. Each committee member had extensive experience in service-learning or experiential education. The initial tasks of the committee were to formulate the center's overall mission and to create the framework for the public service graduation requirement. A mission statement was developed for the center:

> The inauguration of the Center for Public Service reflects Tulane University's renewed sense of purpose within a city and region rising from devastation. Recognizing that active civic engagement builds strong, healthy communities and responsible citizens, the Center for Public Service merges academic inquiry with sustained civic engagement. The Center is a forum for students, faculty, and community partners to work together to address urgent and long-term social challenges and opportunities. Our approach to learning prepares Tulane University students to participate more fully in today's complex society in intellectually rigorous ways. Tulane University's Center for Public Service supports a university curriculum and research agenda by uniting academics and action, classroom and communities through which students, faculty, and community partners dedicate themselves to the transformation of civic life. *(http://tulane.edu/cps/about/objectives.cfm)*

The Faculty Executive Committee was charged with overseeing the academic components of the center's mission. The first and paramount responsibility of the committee was to define the public service graduation requirement. The committee implemented a two-tiered academic requirement "grounded in a sustained sequence of learning articulated by the Center's mission. Instituting a cumulative and reflective graduation requirement makes explicit the ideal that education uniting public service and scholarship can be a transformative experience" *(Tulane University, 2011b)*. To complete the requirement, students must

- successfully complete one service-learning course at the 100, 200, or 300 level before the end of their sophomore year or fourth semester on campus; and

- during their junior or senior year (after four semesters of coursework), participate in one of five approved academic experiences:

  - a service-learning course (advanced level);
  - an academic service-learning internship;
  - a faculty-sponsored public service research project;
  - a public service honors thesis project; or
  - a public service–based international study abroad program.

The Faculty Executive Committee is responsible for approving all courses and activities that count toward the requirement. Three subcommittees (curriculum, petition, and partnership) were established to ensure that the requirement has a solid academic footing, to ensure students' safety, and to ensure that activities benefit community-identified needs. The curriculum subcommittee is charged with reviewing all courses submitted for service-learning designation. Courses approved by the committee are further reviewed and approved by the undergraduate Newcomb-Tulane College Core Curriculum Committee. The dual approval process ensures the integrity of both the service-learning activity and academic content of the course. The petition subcommittee is responsible for approving any non-course-related academic activities for which students request public service requirement credit. These activities include independent study and honors thesis projects that have a public service component, international study abroad programs, and service-learning courses taken from other universities. Finally, the partnership subcommittee ensures that activities are suitable, establishing guidelines for certain activities and

overseeing safety considerations. Unlike the other subcommittees, the partnership subcommittee includes not only faculty members from the Executive Committee, but also members of the university's General Counsel's Office, Public Safety Office, and Risk Management. Each subcommittee is staffed by a member of the Center for Public Service, in order to provide information and context for issues being considered.

Positioning the Center for Public Service

The executive director of the Center for Public Service reports directly to the provost, and is a member of the university's Administrative Council. Placement of the center under the chief academic officer facilitates efforts to ensure that schools and academic units are engaged in providing students opportunities to complete the public service graduation requirement through courses and other offerings. The center is centrally located on the campus, allowing students, faculty members, and community members easy access to its services and resources. Both the reporting line and the location of the office have been essential in establishing the importance of the requirement and the center and demonstrating the backing and support of the leading administrative units.

Center Staffing

Twenty-four staff members are grouped into four operational units: Faculty Training and Support, Student Training and Leadership Development, Campus-Community Partnerships, and Community-Based Programs. These units provide direct service to the three core constituency groups of the center: faculty, students, and community. The Community-Based Programs unit provides direct assistance to members of the community through education programming, including an Upward Bound program for high school students, and a school-based literacy program for elementary and middle school children. Both of these programs are primary placement areas for Tulane student service-learning activities and internships. Transportation services for all service-learning students are provided by a university-wide transportation unit.

The Center for Public Service Advisory Committees

Three advisory committees represent the views of constituency groups in the center's programming. Members of the advisory com-

mittees are selected from a pool of candidates that express interest as well as those that are "high" users of the center's programming and services. The center's executive director annually presents the membership slate to the Executive Committee for final approval. Meeting at least three times a year, a Faculty Advisory Committee and a Community Partner Advisory Committee provide feedback on the center's programming and inform the center's leadership about issues important to their constituencies. A Student Advisory Committee is responsible for increasing the role of volunteerism on campus by coordinating a grants program and other activities. A Community-Based Research Committee promotes research undertaken in conjunction with communities through activities like a grants program. The Community-Based Research Committee grants awards ranging from $3,000 to 5,000 to three to five faculty members annually.

Faculty Development

Central to its core mission, the Center for Public Service provides resources and support for service-learning courses. To achieve the public service graduation requirement, more than 1,600 students engage in public service each semester by participating in one or more of over 250 service-learning courses offered each year. Thus, faculty development efforts are paramount. Each semester, the center offers a 10-week faculty seminar on the pedagogy and practice of service-learning. These stipend-bearing seminars enroll eight faculty members; each participant develops a service-learning course that he or she will teach subsequently. Since the center's inception in 2006, 132 faculty members have participated in these seminars. To further build faculty members' expertise, workshops have been offered by leaders in the field, such as Andrew Furco (associate vice president for public engagement, University of Minnesota), Barbara Holland (director of academic initiatives in social inclusion, University of Sydney) and Robert Bringle (executive director, Center for Service and Learning, Indiana University–Purdue University Indianapolis). Two workshops are offered each year and are meant to further the center's mission of engaging faculty members in topics related to engagement.

Community Partnerships

Community partnerships are central to the work of the Center for Public Service. Community members participate in the center's Community Partner Advisory Committee. A professional

development series provides opportunities for members of non-profit organizations to fully develop their organizations through workshops on program evaluation, grant writing, budget development, marketing, and other topics.

To help community organizations involve large numbers of Tulane's students, the Corporation for National and Community Service's AmeriCorps Volunteers in Service to America (VISTA) program has provided funds to the center to place 25 full-time volunteers in the community. Tulane, as a third-party provider, offers free housing for these volunteers who are placed in community agencies throughout the New Orleans area. These AmeriCorps VISTA volunteers help connect the university community to their agencies, often by supervising service-learning or internship students engaged in service at the site. Four days a week, they serve their agencies in various capacities; one day each week, all VISTA members come to Tulane's campus for professional development workshops, to share information, and to connect the work of their agencies with needs identified by service-learning courses or internships.

Student Leadership Opportunities

Student leadership development is another focus of the Center for Public Service. The Center provides workshops on issues dealing with race, poverty, and other areas of inequity, as well as skill-specific sessions on tutoring and mentoring, and supports two student leadership programs: the Service-Learning Assistants program, and the Public Service Fellows program. Twenty Public Service Fellows and 10 Service-Learning Assistants are designated each semester. Faculty and staff members recommend students for participation in both programs; the final selection is based on interviews.

Service-Learning Assistants program.

In the Service-Learning Assistants program, federal work-study students are trained for 6 months to assist faculty members, community partners, and students engaged in service-learning courses. After the initial training period, these students are partnered with two to three faculty members teaching service-learning courses, to act as "service-learning assistants." Service-Learning Assistants typically begin as second-semester freshmen, and work at the center for at least four semesters.

Public Service Fellows program.

Public Service Fellows are trained the week prior to a semester and work with faculty members and community agencies to implement service-learning courses. They receive public service graduation requirement credit through their participation in a platform course that focuses on civic engagement and leadership development. Platform courses have been offered in the fields of social work, communications, and Latin American studies. Public Service Fellows can participate in this program for at least four semesters in their junior and senior years.

Together, the programs not only develop student leaders, but also provide much-needed support to faculty members teaching in service-learning courses.

Connecting Campus and Community Electronically

The Web-based Center for Public Service Information System serves as a portal through which constituency groups can provide the center with information about themselves and their service activity needs. For community partners, it provides a means for advertising their agencies' needs to a larger community. Faculty members can search and find community partners for their courses and can submit their service-learning courses electronically for vetting by the Center for Public Service Curriculum Committee. The system allows students to find information about the agencies seeking students for volunteerism or internships. Students interested in internships can submit their applications through the system. The system also manages service-learning transportation reservations and provides data for center reports. For example, the system annually receives some 250 service-learning course approval forms, 300 internship applications, 400 community agency profiles and public service activity descriptions, and 3,000 requests for transportation.

Research Initiatives of the Center for Public Service

Continuing a tradition of research informing practice that has characterized Tulane's service-learning efforts over the past decade, the center has sponsored a number of research projects. These projects are designed to provide information about program functioning and challenges, as well as to contribute to the body of knowledge about the impacts of service-learning participation on

students, faculty, and community. Aspects of these research efforts are summarized in the sections below.

Student Perceptions of the Public Service Graduation Requirement

In instituting the public service graduation requirement, Tulane University administrators made assumptions about student reactions, since there was little literature about the impact of required academically based service in higher education. Some information was available for secondary school students *(Jones, Segar, & Gasiorski, 2008; Marks & Jones, 2004; Patterson, 1987)*, showing mixed findings, but little was known about college students' reactions. A research project was begun with students entering Tulane after Hurricane Katrina that followed them through their undergraduate years. The purpose of the study was to learn about their views of the new requirement and their plans for completing it, as well as their expectations for college, their previous experiences with community service activities, their attitudes toward community engagement, and their self-assessed knowledge and skills relevant to engagement.

Data were obtained in 2006 from first-year students (N = 290) and from 257 higher-level students, to allow comparisons of those who entered before and after the public service graduation requirement was implemented. The same survey was administered to two subsequent entering classes, those who matriculated in 2007 (N = 185), and in 2008 (N = 195). The 670 first-year students who completed our surveys constituted 17.8% of the 3,766 students who entered the university in those years. Detailed information about measures, data collection procedures, and sample characteristics is provided in Moely and Ilustre *(2011)*.

Incoming first-year students gave reasons for choosing Tulane and described expectations for college that reflected greater interest in community engagement than was the case for the group of students who had entered the university before 2006. The incoming students expressed positive views of the public service graduation requirement, as shown in Table 1, with the majority agreeing that it was a "good idea" or "OK" and most planning to do more than the amount of service required for graduation.

Table 1. First-year Students' Views of the Public Service Graduation Requirement

Evaluating and Planning for the Public Service Requirement:	Time 1 First-year Students (N = 670)	Time 2 Students Surveyed after Two Years of Study (N = 250)	Time 3 Students Surveyed Shortly before Graduation (N =112)
Evaluation: *"Do you think that learning about academic subject matter through public service experiences is..."*			
A good idea	57%	64%	66%
OK	31%	29%	30%
No opinion	6%	1%	0%
A bad idea	6%	5%	4%
Plans: *"How much public service (do you plan to do/are you doing) while here at Tulane?"*			
I plan to become very active in the community	27%	14%	15%
More than the amount required if it seems beneficial	57%	61%	70%
Just the amount that is required, no more	16%	25%	15%

Views of the requirement varied as a function of student gender, high school service experiences, and attitudes toward community engagement *(Moely & Ilustre, 2011)*. Specifically, women were more positive than men. Those who reported having engaged in service as a volunteer or for a service-learning course, and having enjoyed service activities, were more likely to express positive views of the requirement than those who did not report having had these experiences. Those who indicated that opportunities for service had influenced them in selecting Tulane University and who expected to be involved in the community were more positive than those who did not share these expectations. With regard to civic attitudes, students who expressed a strong sense of civic responsibility and a valuing of community engagement were more positive than those who did not express these values, as were those interested in seeking knowledge about the community and social issues. Students who felt that they had strong social and leadership skills were more positive about the requirement, as well. These patterns persisted in the 2007 and 2008 cohorts surveyed. Descriptions of

the statistical analyses leading to these conclusions are presented in Moely and Ilustre *(2011)*.

Students who had completed the surveys as incoming students in 2006–2008 (Time 1) were invited to complete a second survey (Time 2) at the beginning of their junior year. Data were obtained at Time 2 from 147 students who had taken part in the original surveys (22% of those in the original samples, who were still enrolled at the time of the second survey), along with 103 students who had not completed the original survey. In comparison with Tulane undergraduate data for those years, 3,106 of the students entering in those years were still enrolled for the fall of their junior year. The 250 students in our Time 2 survey represent just 8% of the total number of same-year students on campus at the times the survey was distributed.

All students who participated in the survey in 2006 and 2007 have been contacted shortly before graduation from the university for a final assessment (Time 3); the third cohort will be surveyed again in spring 2012. Following up on questions asked at Time 1, students were asked again at Times 2 and 3 about their views of the public service graduation requirement and about the extent of their involvement in the community. As shown in Table 1, students who were surveyed after 2 years or 4 years of study at the university remained positive about the requirement. Although they were engaging in less service than they had planned at Time 1, the majority were engaged in more service than the amount required for graduation.

The 2012 senior survey will complete data collection for the college years, so that developmental changes from college entry to graduation can be described. Analyses will look at change over time in students' civic attitudes, knowledge, and skills, and how such changes are related to their experiences in service-learning and other community-based activities.

A follow-up survey is planned for alumni/alumnae, to learn about their current activities, postgraduate studies, and career commitments. The survey will seek information about the graduates' satisfaction with their public service activities while at the university, as well as the ways in which public service experiences may have influenced their subsequent life choices.

Faculty Members' Perspectives

As Tulane's public service program has grown, with more and more faculty participation, we were interested in learning

about how Tulane faculty members view their involvement with service-learning and the Center for Public Service. A survey was created, shown in the Appendix, for faculty who had offered service-learning courses. The survey asked about their motives for involvement in service-learning, rewards and recognition for involvement in service-learning, their work with New Orleans and Gulf Coast communities, activities involved in their service-learning course implementation, their perceptions of students' reactions to service-learning, and how they had gained knowledge about the theory and practice of service-learning.

The survey was distributed in 2009 to approximately 70 faculty members who had offered courses for the public service graduation requirement during 2008–2009; 34 (49%) of those invited completed the survey. (A total of 206 faculty members taught undergraduates in 2008–2009.) Respondents included 16 tenure-track faculty (47%), 15 (44%) with non-tenure-track appointments, and three who identified themselves as non-tenure-track administrators with instructional responsibilities. Areas of study represented were the humanities (47%), sciences (15%), social sciences (12%), and international programs (12%), with smaller numbers representing the arts, business, and education. The majority of the respondents were experienced with service-learning: 23 (68%) had offered service-learning courses for 2 years or more and had taught several different courses; only 11 (32%) had taught just a single course.

When asked to indicate the importance of various reasons for participating in service-learning (Table 2), the respondents' highest ratings were given to items having to do with strengthening the New Orleans community (e.g., wanting to contribute to the revitalization of New Orleans, interest in contributing to the work of community partners). Also of importance was the opportunity service-learning activities provided for enhancement of teaching. Respondents agreed that students learned course content better when they applied course concepts in their service. They perceived that students were attracted to service-learning courses because of the public service graduation requirement, because of their students' interest in the community, and because their students believed that service-learning would aid their career development. Respondents agreed that service-learning was becoming important in their discipline, but they did not feel that service-learning supported or strengthened their own research. Respondents reported little external influence on their decisions about being involved in service-learning. Neither their departments nor their students

influenced their decisions about course offerings. In short, respondents' motives for engaging in service-learning were primarily based on their values regarding community engagement, their interest in invigorating their teaching, and their desire to benefit students.

Table 2. Faculty Members' Reasons for Participating in Service-Learning

Question: *Why are you doing service-learning?*	N	M	SD
CONTRIBUTIONS TO THE COMMUNITY			
I want to contribute to the revitalization of New Orleans.	32	4.47	.67
I am interested in contributing to the work of my community partner(s).	31	4.19	1.01
TEACHING ENHANCEMENT			
I am interested in trying out new teaching methods.	32	3.91	1.23
Service-learning energizes my teaching.	32	3.50	1.11
My students learn course content better when they apply course concepts in their service.	31	3.55	.99
I enjoy teaching more when I do service-learning.	32	3.28	.92
Service-learning attracts more students to my courses because of the public service requirement.	31	3.26	.89
Service-learning attracts more students to my courses because of their interests in the community.	31	2.97	.95
Service-learning attracts more students to my courses as part of their career development.	29	2.97	.98
DISCIPLINARY EMPHASIS			
Service-learning is becoming an important part of my academic discipline.	32	2.78	1.18
My service-learning courses support or stregthen my own research.	32	2.47	1.16
My department requires me to offer service-learning courses.	31	2.23	1.52
My students have urged me to offer service-learning courses.	30	1.73	.83
REWARDS			
My service-learning courses contribute to my teaching portfolio.	31	3.26	1.55
I get financial rewards for offering service-learning courses.	32	1.81	1.06
Service-learning helps with my promotion and tenure review or other (yearly) reviews.	31	1.74	1.03

Note: Responses could range from 1 = Never to 5 = Always true.

The importance of such personal motivation for involvement in service-learning is consistent with previous research. For example, Furco and Moely *(2012)* found, in a large multi-campus study, that respondents most often mentioned benefits to students as their reasons for engaging in service-learning. Others in their study mentioned intrinsic rewards (e.g., feeling good about course quality, more satisfied with teaching, more challenged by and interested in teaching). Still others emphasized benefits to the community. Few expected to receive extrinsic rewards for service-learning. Extrinsic rewards generally had to do with departmental or administrative recognition of their teaching efforts. As indicated in Table 2, Tulane faculty agreed that service-learning courses contributed to their teaching portfolios, but other rewards were minimal. For example, most respondents did not receive financial rewards for offering service-learning courses, nor did they feel that service-learning would help with their promotion and tenure reviews. Similarly, when asked about their productivity reports or dossiers for promotion and tenure, participants were more likely to report service-learning activities as part of teaching accomplishments than as a service activity. They were unlikely to mention service-learning in relation to their research (see Table 3).

Table 3. Faculty Members' Reports of their Service-learning Activities in Evaluations

Question: *To what extent have you emphasized service-learning accomplishments in your yearly productivity reports or your dossier for promotion and tenure?*	N	M	SD
Reporting on my teaching	27	3.48	.75
Reporting on my service	27	2.59	1.31
Reporting on my research	27	1.30	.72

Note: Responses could range from 1 = Never to 5 = Always true.

Faculty members reported nascent involvement in scholarship related to service-learning. For instance, nine respondents (26%) had presented papers on their service-learning work at a conference. Thirteen (38%) had written grants to support community-based programs or research projects. Nine had completed community-based research projects. Only four had involved graduate students in their research projects. None had published articles in professional journals. There was, however, considerable interest among respondents in developing research initiatives. For example, some respondents suggested that there be formal structures (e.g., workshops, seminars) to support community-based research, exposure

to active researchers to help develop community-based research projects, and incentives (e.g., financial support) for community-based research efforts.

Working with Communities

Over the total time that these faculty members had been involved with service-learning, they had worked with up to 12 different community partners (median = 4.0). Respondents most often relied upon Center for Public Service staff members to identify community agencies with which they might partner. Rarely was the relationship initiated by a community agency at the time of this survey.

Respondents indicated considerable direct community contact, with visits to the partner agencies at the beginning and during the semester. They also relied on staff from the Center for Public Service to provide liaison with the community partners (Table 4). Community partners were involved in various ways in the service-learning course. At the beginning of the semester, they conducted orientations for service-learning students at the agency and came to classrooms to introduce the service activities. During the semester and at the end, they gave feedback to the faculty members about student performance and sometimes came to the classroom to participate in a reflection session. Community partners less often participated in course syllabus development. Although they often gave feedback about students, only five faculty participants (22%) described a role for community partners in determining grades, and this role was primarily that of reporting student attendance and hours of service.

Respondents were questioned about the feedback they received from the community about their service-learning courses. Eighteen (53%) reported positive reactions from community partners about the students and the work that they did. Four respondents (12%) reported that community partners' evaluations depended upon the nature and extent of students' contributions. As one faculty member indicated, feedback from the community included "Praise for reliable and hardworking students and complaints about unreliable and disengaged students."

Table 4. How Do Faculty Members Work with Community Partners?

Question: *In working with community agencies, please indicate the extent to which the statement is true for you:*	N	M	SD
CAMPUS COMMUNITY CONTACT			
I visit the agency at least one time before the semester begins.	33	3.82	1.29
I visit the agency at least one time during the semester.	33	3.76	1.25
A CPS staff member handles relationships with the agencies at which my students work.	33	3.30	1.13
I have no direct contact with community agencies.	32	1.44	.80
COMMUNITY PARTNERS' CONTRIBUTIONS TO SERVICE-LEARNING COURSE			
The community partner conducts onsite orientations.	32	4.44	.95
The community partner comes to my classroom to introduce the service option.	32	3.50	1.37
The community partner gives me feedback about student performance.	33	3.67	1.29
The community partner contributes to course syllabus development.	32	2.41	1.32
The community partner comes to my classroom to participate in a reflection session.	32	1.97	1.20

Note: Responses could range from 1 = Never to 5 = Always true.

Service-Learning Course Characteristics

Required or optional participation?

Eleven faculty respondents (32%) required all students enrolled in their classes to do service-learning. Fifteen (44%) offered service-learning as an option rather than requiring it of all students in the class, and eight (24%) indicated that they had used both approaches. Reasons for these choices were as follows.

Five (15%) of those who required service-learning for all students emphasized enhanced learning in a cohesive classroom (e.g., "I've learned over time that the optional idea creates two separate courses and interrupts rather than enhances learning." "Helps with the organization of the course and learning goals for us all to be doing the same project. Partner is also more of a focus." "I want all students to be having the same experience to facilitate learning during class discussions.") Others mentioned requirements of the students' degree program.

Among those who made service-learning optional, eight (24%) respondents indicated that they were guided by consideration of course characteristics. For example, some indicated that they would

not be able to manage the large number of students who would be doing service-learning if it were required for their classes of 30 to 70 students. Others reported that their departments required them to make service-learning optional. Still others mentioned not wanting to put unwilling students into a community agency.

Learning goals.

The survey asked faculty members whether their goals for students differed depending upon whether or not the students were doing service-learning (see Appendix). Respondents were divided equally in their responses, with 15 (44%) saying that goals differed, and 15 (44%) saying that they did not. Among those who said that goals differed, four mentioned civic or social goals for service-learning. The following quotes illustrate two perspectives on what service-learning should accomplish. The first perspective is oriented toward social activism:

> I expect service-learning students to think, and be more involved in, activism, community-oriented thinking, and to bring their reflections and experiences back to the classroom.

> I expect students doing service-learning to be more thoughtful and engaged in current events, social issues, environmental issues, and personal responsibility/activism/social responsibility.

The second perspective focuses on developing interpersonal competence:

> If students are doing service-learning, my goals become much more ambitious; rather than simply become fluent in some particular thread of academic discourse, I expect, in addition to that, for them to learn to collaborate together and with people outside the class in flexible, creative problem-solving ventures that require both leadership and a willingness to listen.

Nine (27%) respondents who said that goals did *not* differ indicated that course goals were separate from service-learning, with service-learning serving as a way to enhance learning. Two participants were negative about how service-learning could contribute

because of their difficulties in finding service activities that would correspond with and enrich their academic course content.

Student Feedback

Twelve faculty respondents (35%) reported that their students gave them positive feedback about their service-learning experiences. Five respondents (14%) mentioned only negative aspects, while thirteen (38%) mentioned both positive and negative reactions by their students.

Table 5. How do Faculty Members Learn about Service-learning Theory and Methods

Question: *How have you gained information about service-learning theory and practice?*	N	M	SD
INDIVIDUAL OR FORMAL SUSTAINED INVESTIGATION			
Informal conversations about service-learning with colleagues	33	3.09	1.16
My own reading and exploration	33	3.03	1.05
Service-learning faculty development seminar at the Center for Public Service or its predecessor, the Office of Service Learning (8- to 10-week sessions of small faculty groups)	33	2.88	1.17
SINGLE-SESSION TRAININGS			
Center for Public Service or Office of Service Learning service-learning workshops (one-half to one-day workshops)	32	2.16	.85
Lectures or discussions on service-learning organized by the Center for Public Service or the Office of Service Learning	32	2.16	.85
OTHER RESOURCES			
Use of on-line resources (e.g., the Service-Learning Clearinghouse)	33	1.94	1.03
Attendance at one or more service-learning/community engagement conferences	33	1.76	.90
Sessions on service-learning organized by my department	32	1.66	.94
Use of the Center for Public Service library	32	1.53	.76
Preparation for service-learning when I was at another university	31	1.29	.82

Note: Responses could range from 1 = Never from this source to 4 = Very often from this source.

Faculty Preparation for Service-Learning

As indicated above, the Center for Public Service offers faculty members a variety of services aiming to enhance their expertise in

service-learning. Participants were positive about both the faculty development seminars and single-session workshops and discussions as ways of gaining information about service-learning theory and practice. However, as indicated in Table 5, they were especially positive about their efforts to learn through conversations with colleagues and through their own reading and exploration. They were less likely to take advantage of online resources or the Center for Public Service library or to have attended conferences on service-learning and community engagement.

This "snapshot" of faculty views 3 years after establishing the Center for Public Service gives a generally positive picture of faculty involvement. As in other faculty surveys *(Furco & Moely, in press)*, the motivation for involvement in service-learning is primarily intrinsic, with emphasis on personal values of community engagement and interest in enhancement of instruction. The support faculty receive from the Center for Public Service provides opportunities to learn about theory and practice of service-learning and aids their community collaborations, yet does not constrain their approaches to instruction, as shown by the various ways in which faculty members choose to structure their service-learning courses.

Since the time of this survey, additional faculty members have taken part in seminars and workshops, and university departments have made a commitment to providing academically based public service opportunities for their students. Ways of recognizing faculty for excellence in service-learning instruction have been established (awards, featured articles in university publications, etc.), and "engagement" has become a campus-wide theme *(Tulane University, 2011a)*. Similarly, there is change on the community side: As the city of New Orleans recovers from the devastation of 2005 and experiences a rebirth of creativity and growth *(Nolan, 2011)*, there may be changes in the ways in which faculty view and interact with the community. Future surveys can use the information we have obtained to trace changes in faculty views and practices over time and in response to changing campus and community conditions.

Community Partner Perceptions of Partnership Development and the Benefits of Collaboration

A survey was administered during 2007 and 2008 in order to learn how Tulane University's efforts were being viewed by community agencies who were participating in service-learning efforts at the time *(Buberger, Moely, & Hebert, 2009)*. The survey was distributed to agencies that had worked with the Center for Public Service's programs. Survey forms were returned by representatives

of 86 of the 330 agencies contacted (26% response rate). These 86 agencies were involved with the fields of education (27%), health and medicine (13%), and environmental issues (13%), with smaller numbers involved with the arts and cultural issues, community development, social services, and housing. Annually, the number of students with which each agency worked ranged from one student to more than 100. These agencies had worked with Tulane programs for 1 to 21 years (Median = 2 years).

The survey included questions about an agency's history and current involvement with the university's service-learning and volunteer programs, along with other aspects of the partnership. The focus was on community partners' views of the maturity of the partnership and their perceptions of the benefits of collaboration. Agency representatives were asked to describe their partnerships with the university along several dimensions that Schmidt, Solis, and Phillips *(2006)* proposed in characterizing a developmental model of partnership formation. Survey items shown in Table 6 were created to focus on the extent to which community partners felt that they had established with their university partners a mutual body of knowledge concerning how the partnership works, which Schmidt et al. referred to as "Shared Knowledge."

The items in Table 6 were created on the basis of the Schmidt et al. *(2006)* model to assess three levels of shared knowledge: At the emerging level, contact has been made and initial discussions of needs and goals have taken place, but partners do not know much about each other's ways of working or intentions for the relationship. At the *established* level, in addition to the positive attributes at the emerging level, the community partner reports that efforts by faculty and staff have resulted in shared understanding. There is a solid relationship base so that even when personnel changes occur or needs change, the partnership can survive. At the sustaining level, positive attributes of the emerging and established levels are still strong, but in addition, community partners and university personnel know one another well enough to anticipate each other's needs and to collaborate and network in ways that go beyond the original partnership.

This model of partnership development is consistent with those presented by others. For example, Janke *(2009)* proposed viewing partnerships in terms of the development of a "partnership identity" in which participants come to share common perspectives. Partnership identity is strong when members of the partnership articulate the same mission or purpose, describe themselves as members of the same team, have created formal and informal structures to coordinate their work, and share the expectation that the partnership will endure.

Table 6. Share Knowledge in University-Agency Partnerships

Question: *[Consider] your recent experiences working with Tulane students and the service-learning program. Please indicate your agreement with each of the statements below.*

Emerging Level	N	Mean (SD)
Contact between the University/Center for Public Service and my agency can be initiated by either one.	83	4.67 (.68)
Individuals from the University/Center for Public Service and my agency have discussed our needs and how the university can meet some of them.	83	4.37 (.68)
I have found University/CPS staff members to be sensitive to my agency's needs.	83	4.34 (.89)
There is general agreement between the campus and my agency on the goals for students' public service.	85	4.33 (.79
Alpha coefficient = .81 (4 items, N = 80) **Summary score:**	80	**4.43 (.61)**
Established Level		
The collaboration between the University/Center for Public Service and my agency is strong enough to survive changes in the needs or goals of either institution.	85	4.21 (.98)
It is easy for me to address problems or needs with University/Center for Public Service representatives.	84	4.19 (.94)
Individuals from the University/Center for Public Service understand how my agency functions.	84	4.08 (1.01)
I have found University faculty members to be sensitive to my agency's needs.	84	4.02 (1.05)
Individuals from the University/Center for Public Service and my agency have shared our schedules and developed a mutually satisfying plan for placing students at my agency.	84	4.00 (1.17)
Individuals from the University/Center for Public Service have spent time at my agency.	84	3.96 (1.34)
Alpha Coefficient = .84 (6 items, N = 81) **Summary score:**	81	**4.06 (.82)**
Sustaining Level		
Members of my agency and University/Center for Public Service representatives know each other well enough to anticipate each other's needs.	85	3.48 (1.15)
Members of my agency work with University/Center for Public Service representatives to develop new projects that go beyond immediate student service (e.g., developing new programs, writing grants, etc.)	83	3.30 (1.37)
I am aware of the full range of campus public service opportunities that are available to students.	84	3.24 (1.22)
Alpha Coefficient = .73 (3 items, N = 82) **Summary score:**	82	**3.34 (1.01)**

Note: Responses could range from 1 = Strongly disagree to 5 = Strongly agree.

Table 7. Benefits to Agency, Community, and Self Rated by Community Partners

Question: *What does your agency/community/you gain from collaborating with the university through CPS?*	N	M	SD
Agency Benefits: Work Accomplished			
A greater amount of agency work accomplished	80	3.94	1.04
Enhanced reputation of my agency in the community	81	3.62	1.22
Enhanced agency programs	77	3.43	1.12
Increased civic engagement of my agency in the community	78	3.47	1.28
Increased access to University resources	80	3.44	1.23
Diversified workforce at my agency	80	2.91	1.26
Alpha **Coefficient = .87 (6 items, N = 74)**			
Summary score:	**74**	**3.47**	**.93**
Agency Benefits: Research, Projects			
Special projects for my agency	81	3.79	1.10
Research that benefits my agency's work	81	3.28	1.34
Research to gain information about the populations served by my agency	76	2.87	1.34
Preparation of grant proposals to support or expand my agency's work	79	2.25	1.17
Alpha **Coefficient = .84 (4 items, N = 75)**			
Summary score:	**74**	**3.03**	**1.03**
Benefits to the Community Served by the Agency			
Improved outcomes for clients of my agency	31	3.10	1.11
Agency services more readily available	32	2.94	1.19
Increased social access and networking opportunities	34	2.65	1.28
Increased access to University resources	32	2.63	1.21
New services available	33	2.55	1.25
Improvements in legal, political, and social policies affecting the community	33	2.00	1.15
Alpha **Coefficient = .74 (6 items, N = 29)**			
Summary score:	**29**	**2.57**	**.80**
Benefits to the Respondent			
Opportunities to educate university students	36	3.64	.72
Assistance with my work	36	3.25	1.05
New ideas	36	3.24	.97
Increased energy/enthusiasm for my work	34	3.15	1.05
Professional development	35	3.06	1.06
Alpha **Coefficient = .77 (5 items, N = 29)**			
Summary score:	**34**	**3.27**	**.71**

Note: Responses could range from 1 = No benefit to 5 = Strong benefit.

In testing the Schmidt et al. *(2006)* model, the lower levels of development would be expected to be more fully achieved than those at the higher levels. The ratings of items by agency participants shown in Table 6 confirm this expectation, in that attributes characterizing earlier levels of development show higher mean scores than those characterizing higher levels.

It has been suggested *(e.g., Janke, 2009; Schmidt et al., 2006)* that partnership maturity or mutual quality should be related to benefits to the participating agency and to the community served, as well as to the university and its students. In order to explore this relationship, community agency respondents were asked to evaluate the extent to which their partnership yielded benefits to the agency's work and special projects and research. Relevant survey items are shown in Table 7. For some of the participants, information was also available on their views of benefits to the community served by the agency and to the individual completing the survey (usually this person was the on-site supervisor of Tulane students). Ratings for benefits were generally very positive, as shown in Table 7.

As was expected, respondents' reports of the benefits of the program for the agency's functioning and special projects, for the people served by the agency, and for the participants themselves, were all highly related to the development of shared knowledge, as shown in Table 8. Other factors that might be related to perceived benefits were also examined: The number of students engaged in service at the agency was important to perceived agency benefits, in that larger numbers of students would be able to accomplish more work for the agency. However, the amount of time that the agency had spent working with the university was not significantly related to perceived benefits. Quality of the relationship is more important than the time over which the relationship has been in existence.

In summary, community partners participating in our surveys held generally positive views of the value of their involvement with the university in planning and implementing service-learning experiences for students. The benefits reported are related to the quality of the relationship, as reflected by shared knowledge, much more than to simply the time over which the partnership has been in effect. The faculty survey indicated frequent contact between faculty and agency, as well as between center staff and agency representatives, so that shared knowledge can develop rapidly and benefits can be realized soon after a partnership is begun.

Ongoing research with Tulane's community partners elaborates other dimensions of the Schmidt et al. *(2006)* model and their

importance with regard to benefits. Another study is concerned with the ways agencies deal effectively with relatively large numbers of service-learning students. This work will make it possible for the center to prepare agencies to handle problems that can arise when attempting to implement a large-scale service-learning program.

Table 8. Correlations of Level of Shared Knowledge, Numbers of Students Served, and Partnership with Agency Representatives' Views of Benefits

Benefits	Correlations of Shared Knowledge with Benefits	Correlations of Number of Students Placed at Agency with Benefits	Correlations of Duration of Partnership with Benefits
Agency Benefits: Work Accomplished	.59** N = 65	.43** N = 65	-.04 N = 70
Agency Benefits: Projects, Research	.46** N = 68	.30** N = 65	-.17 N = 71
Benefits to Community	.71** N = 27	.32 N = 28	.19 N = 29
Benefits to Respondent	.53** N = 31	.22 N = 33	.27 N = 34

Note: **p < .01.

Future Directions for Tulane University's Community Engagement

The efforts at Tulane University following Hurricane Katrina are producing impact on both the university and the New Orleans and Gulf Coast communities. Faculty members have enriched their teaching and are beginning new kinds of scholarship. Faculty members' interest in research that involves the public service program is increasing; growing interest has also been seen among faculty members who are engaging in research activities in collaboration with the local community. An ad hoc Committee on Promotion and Tenure was recently created to begin discussion on how engaged scholarship should be considered in the promotion and tenure process; the committee's first task is to provide guidelines for faculty members on incorporating engaged scholarship in their dossiers. Communities are acquiring different views of the university and its students.

The first 5 years of the Center for Public Service focused on developing the infrastructure to support Tulane's public service graduation requirement. The goal for the next 5 years is to better

serve the center's constituencies. With over 400 community organizations wishing to partner with the university, the center's staff hopes to actively engage with them, and make sure that university resources address their identified needs.

Although Tulane's commitment to engagement originated in the throes of the most desperate crisis the university had faced since the Civil War, 6 years after Katrina, it has fully permeated all facets of university life. Tulane's university-community engagement has become one of the most prominent elements of its undergraduate admissions materials *(Cowen, 2011)*. In 2010, the university launched Tulane Empowers, both a capital campaign and a strategy, whereby the university is purposefully dedicating resources to helping people build a better world *(Tulane, 2011c)*. Tulane Empowers commits the institution to social innovation and the development of the next generation of community-minded leaders, by empowering students, faculty, and staff to develop and put into action solutions to society's greatest challenges, including public education, public service, urban development, cultural studies, community health, and disaster response. It is hoped that the Tulane Empowers capital campaign will support and strengthen Tulane and its community partners.

References

Brownell, J. E., & Swaner, L. E. (2010). *Five high-impact practices: Research on learning outcomes, completion, and quality.* Washington, DC: Association of American Colleges and Universities.

Buberger, A., Moely, B. E., & Hebert, A. (2009, March). *Tulane University's Center for Public Service: Emerging, establishing, and sustaining community partnerships.* Paper presented at the Gulf South Summit on Service-Learning and Civic Engagement through Higher Education, Baton Rouge, LA.

Campus Compact. (2011). Civic engagement at research universities. Retrieved from http://www.compact.org/initiatives/civic-engagement-at-research-universities/

Cowen, S. (2011). A message from the president. Retrieved from http://admission.tulane.edu/about/whytulane/president.php

Furco, A., & Moely, B. E. (2012). Using learning communities to build faculty support for pedagogical innovation: A multi-campus study. *Journal of Higher Education*, *83*(1), 128-153.

Greater New Orleans Community Data Center. (2011). *News release: Facts for features Hurricane Katrina impact.* Retrieved from http://www.gnocdc.org/Factsforfeatures/HurricaneKatrinaImpact/index.html

Janke, E. M. (2009). Defining characteristics of partnership identity in faculty-community partnerships. In B. E. Moely, S. H. Billig, & B. A. Holland (Eds.), *Creating our identities in service-learning and community engagement* (pp. 75–101). Charlotte, NC: Information Age Publishing, Inc.

Jones, S. R., Segar, T. C., & Gasiorski, A. L. (2008). "A double-edged sword": College student perceptions of required high school service-learning. *Michigan Journal of Community Service Learning, 15*(1), 5–17.

Kuh, G. D. (2008). *High-Impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: Association of American Colleges & Universities.

Marks, H. M., & Jones, S. R. (2004). Community service in the transition: Shifts and continuities in participation from high school to college. *Journal of Higher Education, 75*(3), 307–339.

Moely, B. E., & Ilustre, V. (2011). University students' views of a public service graduation requirement. *Michigan Journal of Community Service Learning, 17*(2), 43–58.

Nolan, B. (2011, August 28). 6 years later, Hurricane Katrina's scars linger alongside robust recovery. *New Orleans Times-Picayune*. Retrieved from http://www.nola.com/katrina/index.ssf/2011/08/6_years_later_hurricane_katrin.html

Patterson, E. W. (1987). Effects of participation in required and not required community service programs on the process of self-actualization in high school students (Unpublished doctoral dissertation). Abstract available at http://www.servicelearning.org/library/resource/3292

Schmidt., A., Solis, L., & Phillips, C. (2006). *Partners in teaching: Five key practices that build and maintain healthy and reciprocal partnerships.* Paper presented at the annual Continuums of Service Conference, Bellevue, WA.

Tulane University. (2005). *Renewal plan*. Retrieved from http://renewal.tulane.edu/renewalplan.pdf

Tulane University. (2006). *Survival to renewal*. Retrieved from http://renewal.tulane.edu/

Tulane University. (2010a). *Center for Public Service*. Retrieved from http://tulane.edu/cps/

Tulane University. (2010b). *Katrina remembered*. Retrieved from https://www.youtube.com/watch?v=bRzGOgS2esI

Tulane University. (2011a). *Community engagement at Tulane University.* Retrieved from http://tulane.edu/communityengagement/

Tulane University (2010a). *Our Mission*. Retrieved from

http://tulane.edu/cps/about/objectives.cfm

Tulane University. (2011b). *Public service graduation requirement*. Retrieved from http://tulane.edu/cps/students/grad-requirement.cfm

Tulane University. (2011c). *Tulane Empowers*. Retrieved from http://tulane.edu/empowers/

About the Authors

Vincent Ilustre is the executive director of the Center for Public Service at Tulane University. He is an adjunct faculty member of the A. B. Freeman School of Business at Tulane and teaches introductory courses in management and leadership. He earned his bachelor's degree in political science and sociology and master's degree in business administration from Tulane University.

Ana M. López is associate provost for faculty affairs and director of the Cuban and Caribbean Studies Institute at Tulane University. She is an associate professor in the Department of Communication and teaches film and cultural studies. Her research is focused on Latin American and Latino film and cultural studies. She is currently working on early sound cinema in Latin America and the radiophonic imagination. López earned her bachelor's degree from Queens College, and her master's degree and Ph.D. in communication from the University of Iowa.

Barbara E. Moely is professor emerita in psychology and research affiliate at the Center for Public Service at Tulane University. Her research has been concerned with factors affecting college students' civic attitudes and skills, academic and community engagement, retention in college, and reactions to a public service graduation requirement. She has also published research on campus-community partnerships and faculty development for service-learning. Moely earned her bachelor's and master's degrees in psychology from the University of Wisconsin and her Ph.D. in psychology from the University of Minnesota.

Appendix: Faculty Survey Questions

(After completing an IRB-approved consent form, the participant received the instructions and survey form below.)

Thank you for agreeing to complete this survey. Your views will help the Center for Public Service (CPS) staff as they attempt to meet your needs in carrying out your service-learning courses and other community engagement activities. Although we will not ask you to provide your name for the survey, we would like you to indicate some things about your role at the University.

What is your academic department at Tulane? _____

What is your rank?
___ Professor
___ Associate Professor
___ Assistant Professor
___ Professor of Practice or Clinical Professor
___ Instructor
___ Visiting Professor
___ Other: Please describe:

What is your tenure status at Tulane?
___ Tenured professor
___ Passed third-year review, approaching tenure evaluation
___ Tenure track position, approaching third-year review
___ Professor of practice
___ Graduate student TA
___ Other non-tenure track position

Your Service-learning Experiences

When did you offer your first service-learning course?
___ Five or more years ago
___ 4 years ago (2004-2005)
___ 3 years ago (2005-2006)
___ 2 years ago (2006-2007)
___ last year (2007-2008)
___ during the fall 2008 semester
___ during the spring 2009 semester

How many different service-learning courses have you taught (counting each uniquely-titled course just once)? _____
How many total service-learning offerings have you given (counting all sections offered)? _____
With how many different community partners have you worked? _____
In the current academic year (2008-2009), how many service-learning sections are you offering? _____

How many community partners have been involved in the courses you offered this year? _____

WHY are you doing service-learning? Please use the five-point scale to indicate:
    1 = Never true
    2 = Rarely true
    3 = Sometimes
    4 = Often true
    5 = Always true

___ I am interested in trying out new teaching methods.
___ My department requires me to offer service-learning courses.
___ Service-learning is becoming an important part of my academic discipline.
___ Service-learning energizes my teaching.
___ I enjoy teaching more when I do service-learning.
___ My students have urged me to offer service-learning courses.
___ Service-learning attracts more students to my courses because of the public service requirement.
___ Service-learning attracts more students to my courses because of their interests in the community.
___ Service-learning attracts more students to my courses as part of their career development.
___ My students learn course content better when they apply course concepts in their service.
___ I am interested in contributing to the work of my community partner(s).
___ I want to contribute to the revitalization of New Orleans.
___ My service-learning courses support or strengthen my own research.
___ Service-learning helps with my promotion and tenure review or other (yearly) reviews.
___ My service-learning courses contribute to my teaching portfolio.
___ I get financial rewards for offering service-learning courses.
___ Other. Please explain:

How have you gained information about service-learning theory and practice? Please answer using the following scale:
    1 = Never from this source
    2 = Rarely from this source
    3 = Frequently from this source
    4 = Very often from this source

___ Service-learning faculty development seminar at the Center for Public Service or its predecessor, the Office of Service Learning (8- to 10-week sessions of small faculty groups)
___ CPS or OLS Service-learning workshops (one-half to one-day workshops)
___ Lectures or discussions on service-learning organized by CPS or OLS
___ Preparation for service-learning when I was at another university.
___ Attendance at one or more service-learning/community engagement conferences
___ Sessions on service-learning organized by my department

___ Informal conversations about service-learning with colleagues
___ My own reading and exploration
___ Use of the CPS library
___ Use of on-line resources (e.g., the Service-learning Clearinghouse)
___ Other. Please describe:

What article, book, or experience has been most influential in shaping your approach to service-learning? Why was this important to you?

In your service-learning courses:

How do you identify community partners? Use the following scale
      1 = Never
      2 = Rarely
      3 = Frequently
      4 = Very Often

___ CPS staff members assist me
___ I find community partners on my own
___ I have been approached by community agencies wanting to work with my courses.
___ I have long-standing relationships with certain community agencies.

In working with community agencies, please indicate the extent to which the statement is true for you by placing a number in the box, as follows:
      1 = Never true
      2 = Rarely true
      3 = Sometimes
      4 = Often true
      5 = Always true

___ I visit the agency at least one time before the semester begins.
___ I visit the agency at least one time during the semester.
___ The community partner contributes to course syllabus development.
___ The community partner conducts onsite orientations.
___ The community partner comes to my classroom to introduce the service option.
___ The community partner comes to my classroom to participate in a reflection session.
___ The community partner gives me feedback about student performance.
___ A CPS staff member handles relationships with the agencies at which my students work.
___ I have no direct contact with community agencies.

When offering a service-learning course, do you (check one):
___ require all students in the class to do service-learning
___ make it an option for students to choose service-learning
___ I have taken each of these approaches.

How do you decide which of these options to use?

Do your goals for student learning vary depending upon whether or not the students are doing service-learning? (Check one) ___ Yes ___ No
Please explain.

How do you consider the service-learning component of a class in assigning grades?
(Please describe briefly, including, if relevant, the role of the community partner in determining grades.)

Have you ever had a student worker from CPS to assist with your service-learning course?
(Check one) ___ Yes ___ No
If so, was the student (check all that apply)
      ___ an undergraduate teaching assistant
      ___ a Public Service Fellow
      ___ a work-study student
      ___ a student doing an Independent Studies course with me
      ___ a volunteer
      ___ other. Please describe:

How did the student help you with your course?

To what extent do you find each of the following to be true of service-learning?
      Please answer using the following scale:

    1 = Never
    2 = Rarely
    3 = Frequently
    4 = Very often

___ Increases students' engagement
___ Enrichment of class discussions
___ Helps the community
___ Gives me access to/connections with community agencies needed for my research
___ Enriches my scholarship
___ Other. Please explain:

What are the most difficult things about offering a service-learning course?

What feedback have you received from the community with regard to your course(s)?

What comments have you received from students about service-learning?

Service-learning and Scholarship

How many conference presentations have you made on your service-learning work? _____

How many articles have you published based on your service-learning work? _____

How many community-based research projects have you done? _____

How many grants have you written to support community-based programs or research projects? _____

How many of your graduate students have become involved in community-based work? _____

Please explain ways in which your graduate students have been involved:

Have you mentioned service-learning accomplishments in your yearly productivity reports or your dossier for promotion and tenure? If so, to what extent did you emphasize it as each of the following? Use the 4-point scale as follows:

       1 = Not used in presenting this aspect of my record
       2 = Rarely mentioned
       3 = Sometimes mentioned
       4 = Very much emphasized in presenting this aspect of my record

___ Reporting on my **teaching**
___ Reporting on my **service**
___ Reporting on my **research**

Do you feel that service-learning participation has helped or taken away from your productivity? Please explain.

What had been difficult about getting involved in service-learning as scholarship?

Suggestions for CPS

What support from the CPS has been useful in your service-learning efforts?

What kinds of support would be useful in your service-learning efforts? Please specify.

(A final paragraph thanked the faculty member for participating and indicated how to return the survey.)

Developing and Evaluating a Student Scholars Program to Engage Students with the University's Public Service and Outreach Mission

Paul H. Matthews

Abstract

A "student scholars" program was developed to engage undergraduates at a large, public, land-grant research university with its public service and outreach mission, through cohort meetings, supervised internships, and site visits. Qualitative and pre-/post-participation quantitative data from the first cohort of 10 students show that participants gained deeper understanding of the university's public service and outreach mission, purpose, and activities, and developed skills appropriate to engaging in this work themselves. Such a program holds promise for creating a core of informed student advocates for the university's public service and outreach mission and engagement work as well as improving these students' own competencies and motivations for incorporating public service and outreach into their academic and professional careers.

Introduction

*M*anagement of the intersections between a university's educational and civic engagement missions is a key leadership challenge for higher education *(Plater, 2004)*. Although the civic, community engagement, and public service elements of institutions of higher education are often touted as among their most important aspects *(Colby, Ehrlich, Beaumont, & Stephens, 2003; Kellogg Commission, 2001; Stanton, 2008)*, these elements may not be integrated with the institutions' teaching and research missions, or apparent to students. Indeed, a national study by the Association of American Colleges and Universities *(Dey, Barnhardt, Antonaros, Ott, & Holsapple, 2009)* suggested that students are less aware than are faculty and administrators of both the actual practices of engagement and the importance their university attaches to its engagement work. Over 57% of students surveyed felt that contributing to the larger community should be a major focus of their institution, but only 46% believed it actually was such a focus *(p. 8)*. Overall, less than a third of students believed that their campuses had helped them become more aware of the importance of community engagement, and even fewer felt their campuses helped

them "learn the skills necessary to effectively change society for the better" *(p. 12)*. Plater *(2004)* asserts that "civic engagement is an explicit or implicit part of every institution's mission, and it is the role of academic leaders to explain this mission internally to their community of faculty, staff, and students and to their many external constituents" *(p. 7)*. The program described in this article represents a promising example of how the "chain of purpose and authority from mission to an articulated program of civic engagement to specific programs and practices" *(p. 8)* can develop in response to this challenge.

Context of the Study

The University of Georgia (UGA) is a large (almost 35,000-student) public research university located in a high-poverty city of about 116,000 residents in the southeastern United States. It is a land- and sea-grant institution and a 2010 recipient of the Carnegie Community Engagement classification whose overall mission includes not only teaching and research, but also "a commitment to excellence in public service, economic development, and technical assistance activities designed to address the strategic needs of the state" *(University of Georgia, 2010)*. The university's vice president for public service and outreach is tasked with giving leadership to these initiatives, especially in eight standalone units that provide a range of services: community and economic development, governmental training, marine extension and education, small business support, continuing education, and more.

Reports such as the Kellogg Commission's *Returning to our Roots (2001)* have outlined some of the challenges presently facing institutions of higher education, including perceived "unresponsiveness" to relevant public issues as well as "long-term financial constraints and demands for affordability and cost containment" *(p. 13)*. These challenges ring true for the University of Georgia. Immediately prior to the start of this program, declining state revenues had resulted in significant cuts to the university's state-funded budget allocations—a decrease in allocations of some 26% in 3 years, with about $1 million cut specifically from public service and outreach. In a context of furloughs, additional mid-year mandated and threatened cuts, and public showdowns between members of the legislature and the university system, UGA struggled to meet the new budget reality.

In April 2010, an interim vice president for public service and outreach was appointed. He spearheaded a strategic planning

process for UGA's public service and outreach, resulting in a new 5-year strategic plan released that September which was intended to bolster and improve the efficiency, relevance, and reach of public service and outreach. One explicit action step was to "establish a public service scholars program" for undergraduate students to learn more about UGA's land-grant mission and public service and outreach units. This was characterized broadly in the Strategic Plan *(2010)* as a program that would "allow undergraduate students to engage deeply in a Public Service and Outreach initiative that addresses critical statewide needs. Students will develop an understanding of the role of public service in society, hone their civic leadership skills, and apply academic learning to public issues" *(Goal 2, Strategy 2.2)*. Specific details of the program were to be developed and implemented by staff in UGA's Office of Service-Learning. As that office reports jointly to the vice president for public service and outreach and the vice president for instruction, it seemed strategically positioned to help connect the public service and teaching missions, though previously it had done so primarily through faculty development support rather than through direct work with undergraduates. The assistant director (the author) was assigned to develop and coordinate this Public Service and Outreach Student Scholars program, with a mandate to begin the program by January 2011.

Overview of the Program

Action steps for developing this new program included reviewing similar programs from other universities; hosting "listening" sessions with public service and outreach unit directors and public service faculty members on concerns, feasibility, fit with existing programs, and possible internship activities; investigation into the feasibility of offering course credit and/or providing a student stipend; and drafting and discussing proposals for iterative review, feedback, and eventual approval by the vice president's office. Next, logistical program elements (e.g., finalizing application and interview dates, promoting the program to appropriate campus audiences, creating a website and application materials) were put into place for a single-semester pilot program (Spring 2011).

To address concerns of some public service and outreach units regarding the preparedness of undergraduate students to work successfully with their units and clients, program eligibility criteria included having completed at least 60 credit hours and having a grade point average (GPA) of 3.0. Representatives from the public

service and outreach units participated in the screening and selection process.

Of 25 applicants for Spring 2011, 22 were invited to be interviewed. Applicants had an average GPA of 3.56, were predominantly female, and represented an ethnically diverse student body, with 11 White, eight Black, three Hispanic, and two Asian applicants. The eight public service and outreach units selected 10 participants for the inaugural program. Table 1 provides demographics for the participants.

Table 1. Participant Demographics, Spring 2011 Pilot

Gender	Ethnicity (Self-Reported)	Anticipated Graduation Year (Self-Reported)
6 female	5 White	5 Spring 2011
4 male	2 Hispanic	3 Spring 2012
	1 Nigerian-American	2 Spring 2012
	1 Vietnamese	
	1 Asian Indian	

The stated goals of the Public Service and Outreach Student Scholars program were to provide participating undergraduates with a deeper understanding of the purpose, breadth, and depth of public service and outreach at UGA through supervised service experiences with public service and outreach units and communities; to help students link their public service experiences with their career and educational goals; and to create a community of student scholars with a deeper understanding of the role of public service at UGA, in Georgia, and beyond. Program activities included an orientation lunch with the vice president and public service and outreach faculty members; weekly two-hour cohort meetings; and a paid, 150-hour internship within a selected public service and outreach unit, mentored by a public service faculty member (these mentors received a $500 faculty development award). The weekly meetings (often hosted by a public service and outreach unit) featured public service faculty members as guest speakers, and had a thematic focus (Table 2), in which students learned about the university's engagement work, applied research, and responses to critical statewide community needs. Depending on the unit, the semester-long internships featured combinations of job shadowing, applied research, community engagement, and more. (See Table 3 for units and sample internship activities.) The program also included a spring break trip to communities in Georgia served by public service and outreach, and to the university's marine

extension coastal education center, where students toured the aquarium, took part in oyster reef restoration, and participated in applied marine science labs. Program participants and mentors were recognized at the public service and outreach annual awards luncheon, and at a dedicated end-of-semester public showcase of accomplishments and internship deliverables.

Table 2. Student Scholar Program Meeting Topics

Session Topic	Unit(s) Involved
Orientation	Mentors from all units and Vice President
Overview of Public Service and Outreach (National/Campus)	Vice President's Office; Office of Service-Learning
Georgia's Changing Demographics	Fanning Institute; Carl Vinson Institute of Government; site visit to community partner
Georgia's Educational Needs	Georgia Center for Continuing Education; Fanning Institute
Economic Development	Small Business Development Center
Conservation and Natural Resources	Marine Extension; State Botanical Garden of Georgia
Health and Well-being	Archway Partnership
Relating to Public Service and Outreach to Careers	Office of Service-Learning

Table 3. Public Service and Outreach Units and Internships

Unit	Numbers of Internships	Sample Internship Activities
Small Business Development Center	1	Job shadowing; consulting on business plans
Georgia Center for Continuing Education	1	Job shadowing; development and implementation of revised guidelines for state Science Fair judges
Archway Partnership	2	Community site visits; research project assessing one county's teen pregnancy prevention efforts; research project comparing county public educational initiatives
Carl Vinson Institute of Government	1	Research project on the impact of an African government's policies on small business development
Fanning Institute	2	Community site visits; development of training components and grant elements for a community education initiative
Office of Service-Learning	1	Creation of a feasibility study for a Campus-Community Kitchen at the university
Marine Extension	1 (did not complete)	Research on oyster propagation
State Botanical Garden of Georgia	1	Job shadowing; development of promotional and educational materials

Measuring the Impact of the Program

Assessment was built into the program, including institutional review board approval for using data gathered from participants and mentors for research purposes. Assessment data from the pilot semester included a pre- and post-participation online student questionnaire as well as feedback solicited from the public service and outreach faculty mentors (not included in the current analysis). Evaluation focused on the program's impact on the participants—especially their understanding of public service in general and specific to the institution—as well as on program quality more broadly.

Quantitative program impact measures were implemented prior to the start of the program and again at the end. These included three scales from pre-existing community engagement literature: the Community Service Self-Efficacy Scale, 10 items *(Reeb, Katsuyama, Sammon, & Yoder, 1998)*; the Civic Attitudes Scale, five items *(Mabry, 1998)*; and the Public Service Motivation Scale, 24 items with four sub-scales *(Attraction to Public Policy; Commitment to Public Interest; Compassion; Self-Sacrifice; Perry, 1996)*. There were also 10 questions on participant demographics and contact information, as well as 12 statements for program-specific outcomes with 5-point Likert-type responses assessing participants' understanding of UGA's public service and outreach mission and units. (See Appendix 1 for the instruments and questions.)

Post-participation surveys included all of the above scales, as well as 4 additional open-ended questions on what participants' internships entailed, what they learned, and how public service related to their futures. Another 11 questions assessed participants' level of satisfaction with the program on a scale of 1 (very dissatisfied) to 5 (very satisfied). For the multi-item scales, a composite (mean) score was created for both pre- and post-participation for Public Service and Outreach Outcomes, the Community Service Self-Efficacy Scale, the Civic Attitudes Scale, and the Public Service Motivation Scale subscales. The composite satisfaction score (mean of all 11 satisfaction items) was calculated for post-participation only, as it was administered only then.

Data analysis included descriptive statistics and paired samples *t*-tests (using the statistical software SPSS 18.0) to investigate changes in self-reported participant knowledge pre- to post-participation. Because of the small sample size (only 9 participants completed the final assessment, with one student having dropped out toward the end of the program), low power for the pre- to post-participation analyses was a concern. Student responses to

open-ended prompts were used to help flesh out and triangulate the quantitative outcomes, and written responses to "What are the top three things you learned from taking part in this program?" were also open-coded based on emergent themes *(Creswell, 1998)*, which were categorized and counted to give a rough indication of the prevalence of each theme.

Findings

Results focused on the impacts of participation on the students, in terms both of pre- to post-participation quantitative outcomes, and of their open-ended self-reports of what they had learned. Mean satisfaction scores with the program for all 11 items were high (no lower than 4.00 on the 5-point scale); the mean composite satisfaction score was 4.62 ($SD = .26$). In fact, for two items (satisfaction with "the program as a whole" and "the program's impact on my understanding of public service and outreach"), all nine participants rated themselves "5/very satisfied." Their open-ended final comments reinforced their satisfaction with the Public Service and Outreach Student Scholars program, with statements such as "It was a very meaningful experience and definitely gave me a perspective that I did not previously have about public service." Another commented,

> This was a well thought out program that served to compliment [sic] my interests and expose me to the diverse initiatives occurring at UGA regarding public service and outreach. I had no idea of how involved and spread out the university was, so to see a few of their programs was eye opening. I highly recommend it to other students.

Table 4 shows the mean scores and *t*-test results for each set of outcome variables on the Community Service Self-Efficacy Scale, Civic Attitudes Scale, and Public Service Motivation Scale subscales (Attraction to Public Policy; Commitment to Public Interest; Compassion; Self-Sacrifice), as well as the Public Service and Outreach Outcomes composite variable. Several caveats are necessary with the data. Self-report questionnaires may be susceptible to bias or validity issues. Additionally, in some of these scales, a ceiling effect may have been in place—for instance, participants' initial civic attitudes scores averaged 4.64 on the 5-point scale, leaving little room for upward change. With only nine respondents, observed power was also low.

Table 4. Paired Samples Statistics

Variables		Mean	N	Std. Deviation	Std. Error Mean	t	p (2-tailed)
Pair 1	Community Service Self-Efficacy Scale mean pre	8.48	9	1.519	.506	2.183	.06*
	Community Service Self-Efficacy Scale mean post	9.17	9	.904	.301		
Pair 2	Civic Attitudes mean pre	4.64	9	.397	.132	0.316	.76
	Civic Attitudes mean post	4.69	9	.362	.121		
Pair 3	Attraction to Public Policy pre	3.56	9	.850	.283	1.500	.17
	Attraction to Public Policy post	3.89	9	.866	.289		
Pair 4	Commitment to Public Interest pre	4.09	9	.679	.226	-0.164	.87
	Commitment to Public Interest post	4.07	9	.374	.125		
Pair 5	Compassion pre	3.46	9	.348	.116	1.195	.27
	Compassion post	3.67	9	.590	.197		
Pair 6	Self-Sacrifice pre	3.92	9	.319	.106	-0.223	.83
	Self-Sacrifice post	3.89	9	.465	.155		
Pair 7	Public Service and Outreach Outcomes mean pre	3.28	9	.777	.259	6.402	.000*
	Public Service and Outreach Outcomes mean post	4.89	9	.161	.054		

*$p < 0.10$

The program-specific outcomes (participants' understanding of public service and outreach at the university) showed statistically significant gains ($t = 6.402$, $p < 0.001$). Indeed, upon post-program administration, all participants "strongly agreed" that they were "able to describe how public service and outreach relates to the university's mission." Additionally, participants had a significantly improved self-efficacy rating for engaging with community service ($t = 2.183$, $p = .06$). No other pre- to post-participation ratings were statistically significant.

Participants were asked to report the "top three things" they learned through taking part in the program. Their 27 responses (three for each of the nine students) grouped into four main thematic areas (Table 5); as expected, a greater awareness of Public Service and Outreach was cited by all as a learning outcome. Nine responses highlighted self-reported improvement in professionally oriented skills, while the remaining nine comments were split between participants' reports of greater knowledge of the community and community needs, and of their own personal development.

Table 5. Thematic Responses for Learning Outcomes

Learning Theme	No. of Responses	Sample Quote
Greater awareness of public service and outreach	9	A greater understanding of public service and outreach in general.
Enhanced professional skills	9	I learned how to conduct interviews and focus groups.
Improved knowledge of the community	5	I learned about the food access gaps that remain in the area (specifically in the aging population).
Self-awareness/personal development	4	My interests and skills can be applied to a number of different fields.

The data sources support participants' greater understanding of public service and outreach through program participation. Likewise, their reported improved understanding of the community and of themselves, and their enhanced professional skills (Table 5), are triangulated in their statistically significant gains in self-efficacy for community service (Table 4). The hands-on internship experiences with public service and outreach units for 10 hours per week during the semester (Table 3) likely account for much of this reported improvement in their skills and comfort in taking part in public service and outreach work.

In response to another open-ended prompt about their future plans, participants likewise showed that they found many connections between their work through the program and their futures. All nine participants indicated that they planned to incorporate service into their careers or activities, with comments such as: "I now understand that even small contributions can make all the difference. I feel confident that my future community service activities will truly aid in the improvement of people's lives." Another stated,

> Public service has allowed me to see what both public institutions and personal investment can do to change and improve people's lives. I intend to make this a part of my life in terms of going either into public policy, or engaging in as many service projects as I can.

Implications and Summary

Engaged institutions should "enrich students' experiences by bringing research and engagement into the curriculum and offering practical opportunities for students to prepare for the world they will enter" *(Kellogg Commission, 2001, p. 14)*. Program assessment

to date suggests that this Public Service and Outreach Student Scholars program has been successful in advancing such engagement work and in meeting its specific objectives; future research is expected to continue to demonstrate impact. The participants' survey responses as well as their open-ended reflective comments show a deepened understanding of the purpose and activities of UGA's public service and outreach, and the skills needed to undertake this work.

Participants' enhanced professional skills, knowledge of the community, and self-efficacy for taking part in service indicate that the program succeeded in helping them link their public service experiences with their career and educational goals, on campus and beyond. Previous research *(e.g., Perry & Wise, 1990)* suggests that students with a strong sense of public interest are more likely to enter careers in the public sector, and that participation in experiential programs can enhance students' civic-mindedness beyond their pre-existing proclivities *(Kirlin, 2002)*; thus the current program may well continue to bear future dividends for its alumni and society.

At an institutional level, formally involving undergraduates in public service experiences holds promise for reducing the gap *(Dey et al., 2009)* between a university's practice of civic engagement and student awareness of those activities. For a relatively modest financial investment, a cohort of students can be developed who can intelligently advocate for the importance and impact of public service and outreach, in discussions with their peers, the general public, and perhaps eventually even with policy makers. Likewise, the positive initial experiences for the public service and outreach units and faculty members who engaged with these students (while not the focus of the current study) may also make the public service and outreach units more amenable to incorporating undergraduates into their future work, further integrating the university's instructional and public service missions.

Continued assessment of the program will incorporate investigation of longer term impacts as well as the current pre- to post-participation measures, and will also include analysis of the feedback from the public service and outreach faculty mentors. Although the Student Scholars program is one of the strategic plan initiatives for 2010–2015, its continued funding and sustainability across leadership changes will likely depend on its ability to continue to demonstrate impact on students, faculty, communities, and the institution. Indeed, the interim vice president who initiated this program has left the university and a new permanent vice president is in place; thus, ensuring that the program's outcomes are disseminated and that its impact is visible to the participants,

public service and outreach units, and campus leadership is important for its continued support and implementation.

Pilot participants' (and faculty mentors') feedback has also led to modifications in the program's activities. Specifically, an end-of-program listening session, as well as the open-ended post-participation survey question asking for "what could be improved," resulted in recommendations including lengthening the overall program from a semester to a year, enhancing communications between students and faculty mentors, and changing the timing of the multi-day field trip. The program implemented a second cohort in the 2011–2012 academic year with 10 students, allowing for more opportunities to interact with public service and outreach units, faculty, and community partners; the fall semester's focus is on getting to know the breadth of the units, their missions, and their faculty through weekly meetings and excursions, with the spring semester devoted to the unit-specific internships. Other modifications were also "member checked" with the pilot program students and included a program-beginning retreat, and conversion of the internship to an unpaid experience while adding an optional, paid full-time summer internship. This second cohort also took part in the program evaluation process.

Conclusion

As the Kellogg Commission *(2001, p. 14)* pointed out, "[s]tudents are one of the principal engagement resources available to every university." Indeed, engaged public institutions are challenged not only to "put [their] critical resources (knowledge and expertise) to work on the problems" of their communities, but also to find ways to involve students in this process *(p. 14)*. Unlike a university's teaching and research missions, its service and outreach mission may be opaque to undergraduate students, who may conflate this mission with voluntary community service or be altogether unaware of the university's role in engagement with critical statewide issues beyond the classroom or lab bench. However, a thoughtfully designed program—one that both exposes students to the breadth of the university's public service work and engages them deeply through contextualized, mentored field experiences—can indeed develop student awareness of the importance of this aspect of the academy. Such a program holds promise for creating a core of informed student advocates for the university's public service and outreach mission and engagement work as well as improving these students' own competencies and motivations for incorporating public service and outreach into their academic and professional careers.

References

Colby, A., Ehrlich, T., Beaumont, E., & Stephens, J. (2003). *Educating citizens: Preparing America's undergraduates for lives of moral and civic responsibility*. San Francisco, CA: Jossey-Bass.

Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.

Dey, E. L., Barnhardt, C. L., Antonaros, M., Ott, M. C., & Holsapple, M. A. (2009). *Civic responsibility: What is the campus climate for learning?* Washington, DC: Association of American Colleges and Universities.

Kellogg Commission on the Future of State and Land-Grant Universities. (2001). *Returning to our roots: Executive summaries of the reports of the Kellogg Commission on the Future of State and Land-Grant Universities.* National Association of State Universities and Land-Grant Colleges. Retrieved from http://www.aplu.org/NetCommunity/Document. Doc?id=187

Kirlin, M. (2002). Civic skill building: The missing component in service programs? *Political Science and Politics, 35*(3), 571–575.

Mabry, J. B. (1998). Pedagogical variations in service-learning and student outcomes: How time, contact, and reflection matter. *Michigan Journal of Community Service Learning, 5*, 32–47.

Perry, J. (1996). Measuring public service motivation: An assessment of construct reliability and validity. *Journal of Public Administration and Research, 6*, 5–22.

Perry, J. L., & Wise, L .R. (1990). The motivational bases of public service. *Public Administration Review, 50*(3), 367–373.

Plater, W. M. (2004). Civic engagement, service-learning, and intentional leadership. In M. Langseth & W. M. Plater (Eds.), *Public work and the academy: An academic administrator's guide to civic engagement and service-learning* (pp. 1–22). Bolton, MA: Anker Publishing Company.

Public Service and Outreach. (2010). *Beyond the arch: A strategic plan for serving Georgia 2010–2015.* Retrieved from http://www.outreach.uga.edu

Reeb, R. N., Katsuyama, R. M., Sammon, J. A., & Yoder, D. S. (1998). The Community Service Self-Efficacy Scale: Evidence of reliability, construct validity, and pragmatic utility. *Michigan Journal of Community Service Learning, 5*, 48–57.

Stanton, T. (2008). New times demand new scholarship: Opportunities and challenges for civic engagement at research universities. *Education, Citizenship and Social Justice, 3*(1), 19–42.

University of Georgia. (2010). *The mission of the University of Georgia.* Retrieved from http://uga.edu/profile/mission/

About the Author

Paul H. Matthews is assistant director of the Office of Service-Learning at the University of Georgia. His research interests include service-learning outcomes and processes, education of second language learners, and tutoring. He earned his bachelor's degree and Ph.D. from the University of Georgia and his master's degree in Latin American Studies from the University of Texas at Austin, and studied for a year at the University of Passau (Germany) with a Fulbright Fellowship.

Appendix I

Evaluation Instruments
Pre-Participation Student Survey

Community Service Self-Efficacy Scale

Please rate the items on the following scale:

1   2   3   4   5   6   7   8   9   10
Quite uncertain   Certain

1. If I choose to participate in community service in the future, I will be able to make a meaningful contribution.
2. In the future, I will be able to find community service opportunities which are relevant to my interests and abilities.
3. I am confident that, through community service, I can help in promoting social justice.
4. I am confident that, through community service, I can make a difference in my community.
5. I am confident that I can help individuals in need by participating in community service activities.
6. I am confident that, in future community service activities, I will be able to interact with relevant professionals in ways that are meaningful and effective.
7. I am confident that, through community service, I can help in promoting equal opportunity for citizens.
8. Through community service, I can apply knowledge in ways that solve "real-life" problems.
9. By participating in community service, I can help people to help themselves.
10. I am confident that I will participate in community service activities in the future.

Civic Attitudes Scale

To what extent do you agree or disagree with the following statements:

1	**2**	**3**	**4**	**5**
Strongly disagree	**Disagree somewhat**	**Neither agree nor disagree**	**Agree somewhat**	**Strongly agree**

1. Adults should give some time for the good of their community or country.
2. People, regardless of whether they've been successful or not, ought to help others.
3. Individuals have a responsibility to help solve our social problems.
4. I feel that I can help make a difference in the world.
5. It is important to help others even if you don't get paid for it.

Public Service Motivation Scale

Rate on the following scale:

1   2   3   4   5
Disagree   Agree

1. Making a difference in society means more to me than personal achievements.
2. I am rarely moved by the plight of the underprivileged.
3. Most social problems are too vital to do without.
4. It is difficult for me to contain my feelings when I see people in distress.
5. I believe in putting duty before self.
6. Doing well financially is definitely more important to me than doing good deeds.
7. To me, patriotism includes seeing to the welfare of others.

8.   Much of what I do is for a cause bigger than myself.
9.   I seldom think about the welfare of people whom I don't know personally.
10. Politics is a dirty word.
11. Serving citizens would give me a good feeling even if no one paid me for it.
12. I am often reminded by daily events about how dependent we are on one another.
13. It is hard to get me genuinely interested in what is going on in my community.
14. I feel people should give back to society more than they get from it.
15. I am one of those rare people who would risk personal loss to help someone else.
16. I unselfishly contribute to my community.
17. I have little compassion for people in need who are unwilling to take the first step to help themselves.
18. I am prepared to make enormous sacrifices for the good of society.
19. The give and take of public policy making doesn't appeal to me.
20. Meaningful public service is very important to me.
21. I don't care much for politicians.
22. I would prefer seeing public officials do what is best for the whole community even if it harmed my interests.
23. I consider public service my civic duty.
24. There are few public programs that I wholeheartedly support.

Demographics
Please provide the following information:
Name:
Email:
Major(s):
Minor(s):
Expected graduation semester:
Gender:
Ethnicity:
Semester of participation in PSO Student Scholars Program:
PSO Unit you are working with:
What do you hope to learn through participating in this program?

University-Specific Outcomes
Please rate on the following scale:

1	2	3	4	5
Strongly disagree	Disagree somewhat	Neither agree nor disagree	Agree somewhat	Strongly agree

1.   I am able to describe how public service and outreach (PSO) relates to the university's mission.
2.   I am able to describe UGA's land- and sea-grant mission.
3.   I am able to define how service-learning is different from community service.
4.   I am able to describe specific initiatives or activities for all eight UGA Public Service & Outreach units.
5.   I can explain specific ways that UGA's PSO units support community and economic development.

6. I can explain specific ways that UGA's PSO units engage with environmental and natural-resource issues.
7. I can explain specific ways that UGA's PSO units promote and provide education and training.
8. I can explain specific ways that UGA's PSO units identify community needs.
9. I can explain specific ways that UGA's PSO units address issues relating to Georgia's changing demographics.
10. I can explain specific ways that UGA's PSO units address issues of health and wellbeing of individuals and communities.
11. I am able to describe ways that public service and outreach relates to my career interests.
12. I can describe how to find academic service-learning opportunities at UGA.

Post-Participation Student Survey

(In addition to the items from the pre-participation survey)
Please provide the following information:
Name:
Email:
Semester of participation in PSO Student Scholars Program:
PSO Unit you are working with:
Hours of PSO Internship you (will) have completed by the end of this semester:
How would you summarize the activities you did through this internship?
What are the top three things you learned from taking part in this program?
1.
2.
3.
In what way(s) do you anticipate that public service will be part of your future?
How satisfied are you with the following aspects of the Public Service & Outreach Student Scholars Program?

1	2	3	4	5
Very dissatisfied	**Somewhat dissatisfied**	**Neither satisfied nor dissatisfied**	**Somewhat satisfied**	**Very satisfied**

1. The program as a whole.
2. The program's impact on my understanding of public service and outreach.
3. The supervision and mentoring received during my internship.
4. The work activities undertaken through my internship.
5. The cohort-group meetings.
6. The local off-campus visits.
7. The Marine Extension trip.
8. The service-learning project.
9. The final project I undertook.
10. The timing of the program activities.
11. Opportunities to network with other students.

What could be improved about the program for future semesters?